



BELS | Bilkent Erzurum
Laboratory School

CAS Handbook

2025-2027



BE THE CHANGE
YOU WISH TO SEE
IN THE WORLD

BELS VISION

BELS will make a significant contribution to our society reaching the level of contemporary civilization as an exemplary and respected educational institution in the national and international arena.

Raising a generation which is free in thought, free in conscience, and free in knowledge is the foundation of our education policy.
— *Mustafa Kemal Atatürk*

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

“If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him.

... We need not wait to see what others do.”

- Mahatma Gandhi



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



Every action has an external visible result and an inner transformative impact.

The importance of external result diminishes with time, but the impact of the inner transformation remains always.

So, always think how an act of yours is going to help you grow internally.

-A Monk

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Introduction to IBDP CAS

Your path to Creativity, Activity and Service in the IB Diploma Programme

A Warm Welcome to the CAS adventure!

The International Baccalaureate Diploma Programme (IBDP) is not just an academic journey – it's a path that allows you to discover your strengths, unlock new talents and grow beyond your limits. Alongside your school subjects, CAS – Creativity, Activity, Service – is a very special part of the programme that makes your IB experience more colourful, exciting, balanced, and meaningful.

This guidebook serves as your personal compass for all CAS commitments. Within its pages, you will find practical guidance, inspiration, and encouragement to bring your ideas to life, explore new opportunities, and engage actively in meaningful ways. Our aim is to accompany and support you throughout this journey, empowering you to embark on your CAS adventure with joy, curiosity, and confidence.

Support and guidance

We're here for you! Take advantage of support from supervisors, advisors, the CAS coordinator, school events, and conversations with your peers. Together we'll create an environment where you can explore, grow, and thrive. Don't be afraid to ask for help or to try a new path!

In closing

This guide is meant to inspire you to walk your own CAS path with courage. Discover your potential and help make the world a better place through your ideas. CAS is more

than a requirement – it’s an invitation to actively, creatively, and compassionately shape life and community.

We (I) wish you lots of joy, meaningful experiences, and great success on your CAS journey.

You’ve got this – and we’re happy to support you every step of the way!

Yasemin Kuş

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What is behind CAS?

The following excerpt from Creativity, Action, Service: Additional Guidance (pg 2, 2012) provides a succinct account of the history of CAS, from its introduction to present day.

- *Where does CAS come from?*
- *Why is it part of the IB Diploma Programme?*

A form of CAS has always been part of the IB Diploma Programme. It began in 1968 as a compulsory course “of theoretical and practical initiation into the Fine Arts”; however, in 1970 “dimensions of physical and social service activities were added” (Hill 2010: 80). In the 1970s, the course developed under the influence of Kurt Hahn. At the heart of his philosophy was the idea that students benefit and learn most from direct experience. He believed that next to cognitive growth, physical and social activities were needed to build character. The IB determined that in the Diploma Programme curriculum, all IB students—as part of developing the whole person—would undertake some sort of **creative, aesthetic or social service** activity: CASS.

In 1989, CASS became CAS (**creativity, action, service**) with all three areas being weighted equally. The word “social” was removed from the new acronym acknowledging that students in some schools were unable, for various reasons, to interact with the local community. In the early 1990s, satisfactory completion of CAS was made a condition of the award of the Diploma.

The 1996 and 2001 versions of the CAS guide recommended the inclusion of longer-term community projects, combining two or more areas of CAS. Adding to the professional nature of monitoring CAS, students’ CAS programmes were assessed on five performance criteria: personal achievement, skills, personal qualities, interpersonal qualities, and global awareness.

CAS is much more than just an abbreviation – it stands for Creativity, Activity, and Service. Alongside the Extended Essay and Theory of Knowledge, CAS forms the core of the IB programme. It's all about learning, growing, and making an impact – beyond grades and exams.

Why is CAS worth it for you?

CAS gives you space to plan your own projects, grow beyond yourself, and gain valuable life experience. You will develop key skills: teamwork, empathy, perseverance, and the courage to try new things. These competencies won't just support you in the IB, but also in your studies, career, and everyday life.

You'll learn to recognize – and sometimes overcome – your limits. CAS invites you to embrace the unknown, continuously challenge yourself, and discover your role in your community. Your ideas and commitment matter!

What CAS looks like for you

Your CAS adventure spans the entire 18 months of the IB programme. During this time, you will document your experiences and insights in your personal CAS portfolio. You decide which activities you'll pursue, which projects you'll initiate, and how you'll contribute. Whether you start your own project or join an existing one: your motivation makes the difference!

You are not alone – mentors and CAS coordinators are here to support you. They help you bring your ideas to life, overcome challenges, and stay organized. Don't hesitate to ask questions and find solutions together!

CAS and your personal growth

With CAS, you can go beyond your limits: try new things, discover what truly excites you, and share your experiences with others. You'll learn to see setbacks as opportunities, celebrate successes, and take responsibility – for yourself and others. Through interaction with classmates, teachers, and the wider school community, a genuine sense of belonging will grow.

Your role in CAS

You are the heart of CAS! Bring your interests, talents, and ideas to the table, set goals for yourself, and stay curious. Regularly reflect on what you've experienced and

learned, and exchange thoughts with your supporters. Your openness, initiative, and creativity will turn CAS into an experience that helps you grow both as an IB student and as a person.

The Three Strands of CAS

CAS was designed to create more well-rounded students who have had the opportunity to cultivate interests and skills outside of their studies. For the purposes of the IB, these interests and skills fall into three categories:

Creativity: Here you can express yourself – whether through painting, music, writing, improvising, or creatively solving problems. Anything that brings joy to you and others and sparks imagination counts!

Activity: Movement is good – for body and mind. Whether it's sports, dancing, hiking, or new adventures in nature: find what excites you and set goals that challenge and inspire you.

Service: Together and for each other – get involved, help where you are needed, and discover how fulfilling it is to make a difference in a team. Small actions can have a big impact!

Creativity



The IB Creativity, Activity, Service (CAS) Guide (page 8) provides the following definition of creativity:

'Exploring and extending ideas leading to an original or interpretive product or performance.'

The IB CAS Guide (pages 18 and 19) suggest the following **approaches to creativity**:

- Ongoing creativity
- School-based creativity
- Community-based creativity
- Individual creativity

Examples of creativity include:

- Acting or supporting a drama performance
- Playing or supporting a music performance
- Participating or supporting a dance performance
- Creating an artwork
- Creating a website

Activity



The IB CAS Guide (page 8) provides the following definition of activity: '*Physical exertion contributing to a healthy lifestyle.*'

Similar to creativity, the CAS Guide (pages 19 and 20) suggest the following **approaches to activity**:

- Ongoing activity
- School-based activity
- Community-based activity
- Individual activity

Examples of activity include:

- Playing on a team
- Completing a training programme
- Undertaking an adventure sport or journey
- Learning a new martial art/yoga/pilates

Service



The IB CAS Guide (page 8) provides the following definition of service: *'Collaborative and reciprocal engagement with the community in response to an authentic need.'*

The IB CAS Guide (page 22) suggest the following four types of service:

- Direct Service
- Indirect Service
- Advocacy
- Research

Furthermore, the IB CAS Guide (pages 19 and 20) suggest the following **approaches to service**:

- Ongoing service
- School-based service
- Community-based service
- Immediate need service
- Fundraising
- International Service
- Volunteerism
- Service arising from the curriculum

Examples of service include:

- Raising funds for an orphanage
- Helping at an animal shelter
- Volunteering at a retirement home or youth center
- Helping in your school (e.g., CAS committee or student council)
- Speaking out about an injustice
- Finding out about the water quality

Think outside the box – Your CAS goals

During your CAS journey, you will work towards seven important learning outcomes. You won't just document what you did, but also how you developed through these experiences. Your goals include:

The 7even / Seven Learning Outcomes

- Identifying and developing personal strengths
- Trying new things and building exciting new skills
- Planning and implementing your own projects
- Committing long-term and taking on responsibility
- Collaborating with others and learning from each other
- Reflecting on your experiences and growing from them
- Acting consciously and standing up for values

LO 1 Descriptor	Identify own strengths and develop areas for growth Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2 Descriptor	Demonstrate that challenges have been undertaken, developing new skills in the process A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO 3 Descriptor	Demonstrate how to initiate and plan a CAS experience Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO 4 Descriptor	Show commitment to and perseverance in CAS experiences Students demonstrate regular involvement and active engagement in CAS.
LO 5 Descriptor	Demonstrate the skills and recognize the benefits of working collaboratively Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO 6 Descriptor	Demonstrate engagement with issues of global significance Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and

take appropriate action in response to the issue either locally, nationally or internationally.

LO 7

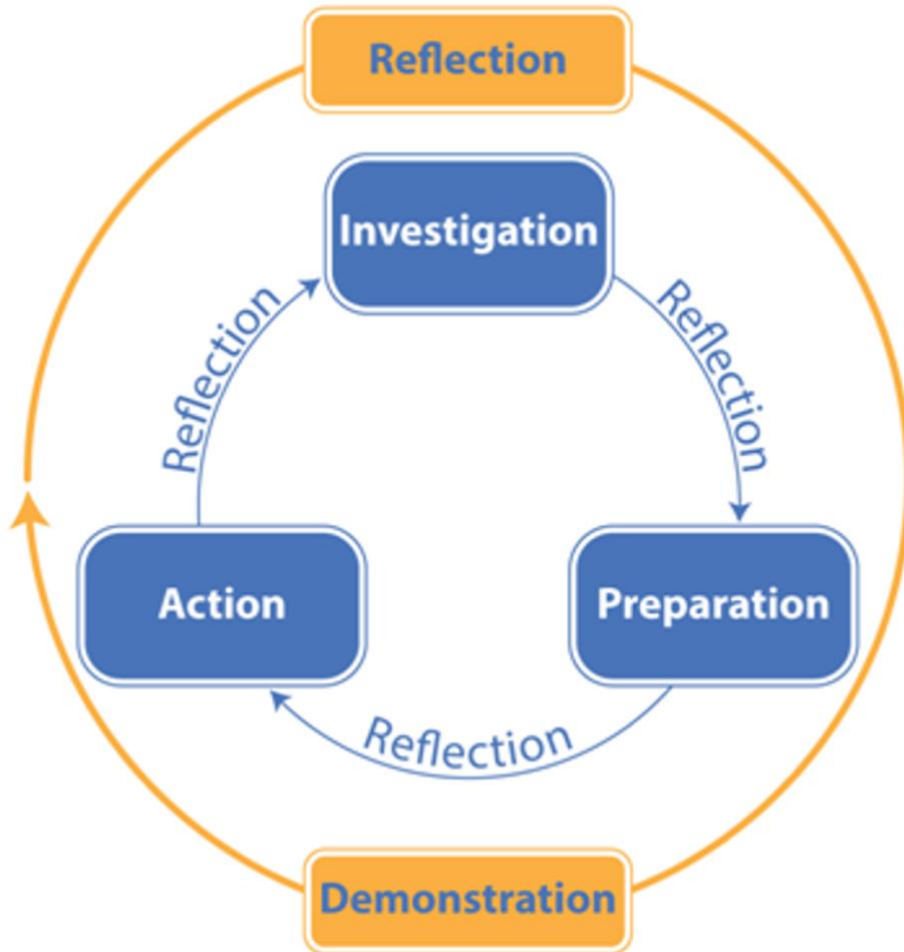
Recognize and consider the ethics of choices and actions

Descriptor

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

Every activity counts – especially when you reflect on how it helps you grow personally!

The five CAS Stages



Over the 18 months, students must demonstrate ongoing CAS engagement through a series of CAS experiences and at least three CAS projects. All requirements should be fulfilled according to the **5 Stages of CAS**.

The five CAS stages are as follows:

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.

4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

The CAS stages provide a framework that enables students to:

- » increase self-awareness
- » learn about learning
- » explore new and unfamiliar challenges
- » employ different learning styles
- » develop their ability to communicate and collaborate with others
- » experience and recognize personal development
- » develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

THE CAS Project

A CAS project is your chance to **work together with others** on something meaningful. It's not just a single activity, but a series of connected experiences that focus on one or more of the CAS strands: **Creativity, Activity, Service**.

Every student must complete at least three CAS project during their programme. The idea is simple: when you collaborate with others, you learn more, achieve more, and grow more than you could on your own.

In a CAS project, you'll get the chance to:

- **Take initiative** and bring your own ideas to life.
- **Work as part of a team** and value everyone's contributions.

- **Stay committed** and see a project through from beginning to end.
- **Develop skills** like communication, problem-solving, planning, and decision-making.
- **Connect your passions** (like art, music, sports, science, or community service) to real action.

A CAS project should last at least **one month** (from planning to completion), but longer projects often create a bigger impact. Projects can be done with classmates or with people from the wider community.

Examples of CAS projects you could do:

- **Creativity:** Design and paint a mural together.
- **Activity:** Create a school sports team, train, and compete.
- **Service:** Organize tutoring sessions for children who need help.
- **Creativity + Activity:** Choreograph a new performance for your band or dance group.
- **Service + Activity:** Plan and build a community garden with local residents.
- **Service + Creativity:** Design and produce recycled backpacks for children.
- **Creativity + Activity + Service:** Perform a dance show for a retirement home.

Guiding Questions for Your CAS Project

Before, during, and after your project, think about these questions:

Planning

- What is the purpose of our project?
- Which CAS strand(s) does it connect to?
- What needs or opportunities have we identified?
- What roles will each team member take on?
- Which CAS learning outcomes can we aim for?

During the Project

- How are we working together as a team?
- What challenges are we facing, and how are we solving them?

- How am I using my own skills and strengths?
- Am I staying committed and showing perseverance?

After the Project

- What did we achieve as a group?
- What impact did our project have on others and on ourselves?
- What skills did I develop or improve?
- How did my perspective, interests, or goals change through this experience?

Reflection in CAS

Why reflection matters

Reflection is a key part of CAS and connects directly to the IB learner profile trait *Reflective*. To reflect means to think carefully about what you do, why you do it, and what it means for you and others. Through reflection, you learn more about your strengths and weaknesses, and you can make better choices in the future. Reflection is not about writing long reports—it's about pausing to understand your experiences, actions, and growth.

Reflection helps you to:

- Go deeper in your learning.
- Connect what you do in CAS with your personal values and skills.
- Recognize achievements and areas for improvement.
- Understand yourself better and see your role in a bigger context.
- Explore new ideas and questions.
- Transfer what you learn to other situations.
- Develop the habit of thoughtful practice in your life.

Elements of reflection

There are four main aspects of reflection:

1. **Describe** – What happened? What was important, difficult, or memorable?
2. **Express feelings** – How did you feel about it?
3. **Generate ideas** – What new thoughts or insights came to you?

4. **Ask questions** – What do you still wonder about? What should be considered next time?

Extending reflection

As you get used to reflection, you should aim for deeper thinking:

- Instead of only asking “*What did I do?*”, ask “*Why did I choose this? What values influenced me?*”
- Instead of only asking “*How did I feel?*”, ask “*What does this feeling tell me about myself or others?*”

Feedback from your CAS coordinator, adviser, or peers can also guide your reflections and help you see different perspectives.

Timing of reflection

Reflection is about *quality*, not quantity. You don’t have to reflect on every single activity. Instead, focus on significant or inspiring moments—for example:

- when you discover something new,
- when you overcome a challenge,
- when strong emotions are involved,
- when you master a skill, or
- when there is something worth celebrating.

Reflection can happen before, during, or after an activity, and can also be done individually or in groups.

Forms of reflection

Reflection does not always have to be written. You can choose methods that suit you best:

- writing a short paragraph, journal, or blog post,
- creating photos, videos, or posters,
- recording a song, poem, or dialogue,
- making a comic strip or artwork,
- having a group discussion or peer conversation.

The important thing is that reflection feels meaningful and personal to you.

What reflection *is* and *is not*

Reflection *is*: honest, personal, creative, surprising, helpful for growth, and flexible.

Reflection *is not*: forced, graded, copying others, predictable, or only a summary of events.

Connection to CAS learning outcomes

Reflection is the main way your coordinator will see whether you've achieved the **seven CAS learning outcomes**. Not every reflection has to mention them, but across your CAS portfolio, your reflections should provide evidence that you have reached all of them at least once.

A reflection is expected for each CAS experience. In the case of a CAS Project, multiple reflections should be documented at different stages, including the planning phase, the period of implementation, and upon completion.

It is important to note that reflections are not restricted to written formats. Students may also choose alternative modes of expression, such as photographs, artwork, audio or video recordings, or other creative approaches, provided these clearly communicate their experience and learning.

Student Responsibilities

- » Read and understand the BELS CAS guide, important CAS dates and deadlines
- » CAS participation must continue for at least 18 continuous months.
- » You are expected to show ongoing commitment by participating in CAS activities on a regular basis over at least eighteen months of the Diploma Programme.
- » Use the CAS stages model as much as possible when considering, planning and undertaking your CAS experiences
- » Balance your experiences between creativity, activity and service
- » Base your choices on your interests, skills, talents and areas for growth to stay motivated. Challenge yourself!
- » Initiate or engage in at least one CAS project for creativity, activity and service in collaboration with others that extends over at least one month
- » Participate in meaningful reflection as a way to capture your experiences and summarize your evidence linked to the learning outcomes
- » Meet with your CAS Coordinator and Advisor
- » Ask questions along the way when you need assistance or clarification
- » Meet the CAS learning outcomes

Enjoy CAS! That is most important – to participate in experiences that assists your personal growth and offers you a world of possibilities.

NOTE: Experiences completed as part of the requirements of the DP subjects, including theory of knowledge and the extended essay, cannot be counted as part of your CAS portfolio

CAS Portfolio

The Importance of the CAS Portfolio

The CAS portfolio is a central element of the CAS programme because it documents the entire **learning journey** of each student. It is much more than a record of activities:

- It demonstrates how students have **taken initiative, shown perseverance**, and recognized their **strengths and areas for growth**.
- It serves as the official **evidence that all seven CAS learning outcomes** have been achieved – a requirement for the successful completion of CAS.
- It fosters a **culture of reflection**, where students think critically about their experiences and explore their significance for personal development.
- It provides **transparency and accountability** for students, the school, parents, and the IB.
- It allows students to **creatively express their CAS journey** – through writing, photos, videos, audio recordings, or other formats.

The CAS portfolio is therefore not merely an administrative requirement, but a **mirror of personal growth, responsibility, and engagement**.

Using ManageBac at Our School

At our school, we use ManageBac as the digital platform for organizing and documenting CAS. This platform enables:

- students to continuously record their CAS experiences,
- the upload of reflections in multiple formats (text, images, audio, video),
- the collection of clear evidence for the CAS learning outcomes,
- transparent tracking of progress, reviewed together with CAS coordinators and advisers,
- documentation of the three required CAS interviews and adviser feedback.

With ManageBac, both students and CAS coordinators have real-time access to the status of each student's CAS programme. This ensures that the CAS journey is well-supported, structured, and fully aligned with IB expectations.

Important Dates and CAS Deadlines

Some International Days (UN & Global)

- ✦ 8th March – International Women's Day
- ✦ 22th March – World Water Day
- ✦ 22th April – Earth Day
- ✦ 3rdMay – World Press Freedom Day
- ✦ 5th June – World Environment Day
- ✦ 20th June – World Refugee Day
- ✦ 21st September – International Day of Peace
- ✦ 10th October- Mental Health Day
- ✦ 24th October – United Nations Day
- ✦ 5th October/24 November – (World) Teachers' Day
- ✦ 16th November – International Day for Tolerance
- ✦ 25th November – International Day for the Elimination of Violence against Women
- ✦ 10th December – Human Rights Day
- ✦ 4th February – World Cancer Day
- ✦ 21st February – International Mother Language Day
- ✦ 7th April – World Health Day
- ✦ 15th May – International Day of Families
- ✦ 3rd December – International Day of Persons with Disabilities
- ✦ CNN Freedom Day

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- ✦ October 29, Republic Day Ball
- ✦ November 24, 2025 Teachers' Day
- ✦ December 31, 2025 New Years Party for Staff Children
- ✦ January, 2026 Turkish Literature Festival

- ✦ January, 2026 BELS Career Day
- ✦ January 16, 2026 Kermes
- ✦ March 11, 2026 Blue Butterfly Iftar Dinner for parents
- ✦ EcoSchool
- ✦ Domestic Goods Week

CAS-Potential: Project Ideas

- **Sustainability & Environment:** Activities for World Environment Day (5 June) or Earth Day (22 April).
- **Social Justice:** Awareness campaigns on International Women’s Day (8 March) or Human Rights Day (10 December).
- **Culture & Language:** Projects on International Mother Language Day (21 February) → Multilingualism workshops.
- **Health & Wellbeing:** Sports events on Youth and Sports Day (19 May) or health-related activities on World Health Day (7 April).
- **Peace & Dialogue:** Peer mediation or art projects for the International Day of Peace (21 September)

IBDP CAS Deadlines – Timeline Class of 2027

	Timetable/Deadline	Expectations /Evidence
CAS Introduction	September	Students will get familiar with the CAS Strands, Learning outcomes, reflections and other requirements briefly. CAS Handbook will be shared as well.

CAS planning and completion of proposal	September	Proposal approved and signed by students, parents and CAS adviser
CAS Experiences begun and CAS portfolio on Managebac launched	September	Strands and learning outcomes will be chosen correctly and a short description is written. Supervisor information will be present. Experiences will be approved by advisers
First interviews completed	October	Interview voice records will be uploaded on Managebac
First CAS reporting	With the fall term interim report cards	Balanced CAS portfolio for three strands, ongoing reflections and evidence for ongoing experiences
Second CAS reporting	With the first term report cards	Some experiences are completed with reflections and evidence. Supervisor reviews are requested. Have a balanced portfolio with weekly commitment.
Last day for uploading CAS Project planning	3-10 February 2026	CAS Project Proposal Form
Third CAS Reporting	With the spring interim report cards	Some experiences are completed with reflections and evidence.
Second interviews	4 May- 4 June 2026	Interview voice records will be uploaded on Managebac
CAS Project Completed		Completion of reflections and evidence. Supervisor review is completed.
Fourth CAS Reporting		Some experiences and CAS Projects are completed with reflections and evidence. Supervisor reviews are completed. Have a balanced portfolio with weekly commitment.

Third CAS interviews	1-30 April 2026.	All experiences are completed with reflections and evidence. Supervisor reviews are collected. Have a balanced portfolio with weekly commitment.
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Step	What to do	
Approval Stage	<p>Proposing an experience This is done in consultation with your CAS coordinator, but is also done formally on ManageBac</p>	<p>Add CAS experience to ManageBac. Log onto https://bels.managebac.com Click CAS >> click Activities >> click Add CAS Experience (add as follows: 2024_Month_C/A/S_Name of the experience) Complete online form, identifying learning outcomes and providing an outline of the proposed activity, and the strand to which the activity belongs. If the experience(s) constitute a project, then click that option Click Add CAS Experience button (at bottom of the page)</p>
	<p>Approval Once you have approval, you can include the experience as part of your CAS portfolio.</p>	<p>The CAS coordinator will use ManageBac to approve or reject the experience or ask for clarification.</p>
Experience in progress stage	<p>Evidence You must supply evidence of the learning outcomes for the experience. Evidence can include a digital journal, blog, website, YouTube file, photos, or any other digital file. The evidence is all stored on ManageBac and can be accessed from anywhere with Internet access. We also recommend retaining your own copies.</p>	<p>i) Log onto https://bels.managebac.com ii) Click CAS >> click Activities >>click on the name of the activity in the Activities box >>on the right-hand side, click on the link that says Evidence iii) Select the type of evidence and add evidence When complete, click the Add Evidence button at the bottom.</p>
	<p>Ongoing Reflection Reflection is a critical part of active learning, and essential to the satisfaction of the learning outcomes. Reflections can be written, verbal or video, or could involve collages, mindmaps, poetry, or any other form which captures the experience, reflects on feelings and thoughts, and attends to the learning outcomes. Reflections can and ought to be written regularly and at any stage, especially significant junctures.</p>	<p>You can type reflections straight into ManageBac. Log onto https://bels.managebac.com Write a reflection under Reflection and Evidence You can also upload audio or visual files and PDFs.</p>

Experience completion stage	<p>Summative reflection It is especially important that students reflect at the end of experiences, using the models provided and meaningfully engaging with the learning outcomes.</p>	<p>You can type reflections straight into ManageBac. i) Log onto https://bels.managebac.com ii) Write a reflection under Reflection and Evidence You can also upload audio or visual files and PDFs.</p>
	<p>Complete the CAS Supervisor Completion Form and have it signed by yourself and the experience supervisor, upload and submit it to the CAS Coordinator.</p>	<p>Log onto https://bels.managebac.com Click CAS >> click Files Download CAS Activity Supervisor Completion Form Print out the form. Then upload it to the Managebac.</p>

Appendix

CAS parents' consent form

CAS Proposal

CAS Project / Experience

CAS Student checklist

CAS Risk Assessment Form