Career-related Programme

Guide to school authorization:
Career-related Programme

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Contents

Introduction

In order for a school to become an IB World School, it must be authorized by the IB to implement any one of its programmes.

The authorization process has been designed to support schools in:

- making the decision to become an IB World School

- understanding the nature and requirements of the IB programme

- defining their readiness to implement the programme

- planning to sustain the programme in the long term.

The authorization process has a number of phases, each of which has distinctive objectives and related time frames.

The implementation of an IB programme may entail changes in the life of a school. These guidelines are intended to support schools during the process of authorization.

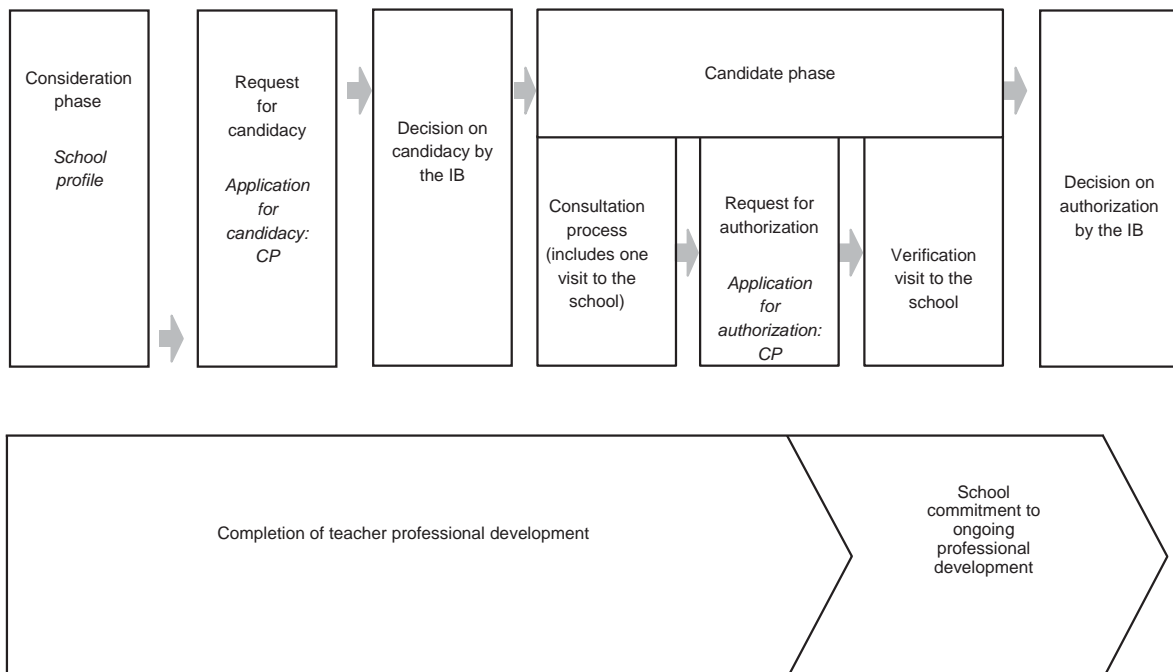# Overview of the authorization process

Consideration phase *School profile*	Request for candidacy *Application for candidacy: CP*	Decision on candidacy by the IB	Candidate phase			Decision on authorization by the IB
			Consultation process (includes one visit to the school)	Request for authorization *Application for authorization: CP*	Verification visit to the school	

Completion of teacher professional development	School commitment to ongoing professional development

Figure 1

Stages of the authorization process

Consideration phase

Form the school completes: School profile

Schools have visited the IB website or have received information about the IB and want to know more. They complete the school profile in order to inform the IB of their interest and to request additional information.

What does the school do before applying for candidacy?

Before application, the school conducts a feasibility study in which it analyses the IB philosophy, programme structure and requirements, compares its findings with the situation of the school, and defines what needs to be done in order to implement the programme. As a result the school will decide whether to apply to become an IB World School.

Normally, a school will take some or all of the following steps.

a. Identify who will carry out the feasibility study. It is helpful if this group includes school experts from different academic areas (including the career-related representatives), members of the school leadership team and the person(s) responsible for the school's finances.

b. Analysis of the IB mission statement and the IB learner profile in order to see whether the school's own philosophy is similar to that of the IB. This is the most important decision that the school has to make because it is related to the purpose of the school and its unique contribution to education.

c. Participation of the head of school (or appropriate designee) in an IB category 1 administrator's workshop to become familiar with the CP and the authorization process. Schools are encouraged to participate in IB professional development activities as early as possible to ensure that they make an informed decision regarding the future implementation of an IB programme.

d. Analysis of the requirements related to the legal status and appropriate licensure of the school entity.

e. Analysis of the structure of the programme.

f. Study of the relevant Career-related Programme documents.

g. Analysis of the *Programme standards and practices* and specific programme requirements.

h. Analysis of the commitment that the IB requires from IB World Schools to ensure that the programme will be sustainable in the long term.

i. Analysis of the situation of the school with regard to IB expectations.

j. If the school decides to pursue authorization, define the human, material and financial resources that will need to be committed in order to align the school with IB expectations and to sustain the programme in the long term.

k. Approximate time that the school will need to align with IB expectations.

l. Analysis of the benefits that the implementation of the programme will bring to the school and its community.

m. Final decision on whether to implement the programme.

If a school decides to implement the programme and start the authorization process, it will designate a person to become the coordinator of the programme, start to gain support from its community, identify resources and starts sending staff to IB-recognized professional development activities.

Request for candidacy

Form the school completes: *Application for candidacy: Career-related Programme*

The school will start the authorization process by completing the *Application for candidacy: Career-related Programme* and gathering the supporting documents. By submitting the application and the supporting documents the school formally applies for candidate status.

The *Application for candidacy: Career-related Programme* shows that the school has carried out a preliminary analysis of the programme and the consequences of its implementation. As a result of that analysis, an action plan has been developed reflecting the commitment of the school to make the necessary adjustments to become an IB World School.

Through the information provided in the form and supporting documents, the IB will determine whether:

- the school is a legal entity, in existence and fit for the purposes of providing educational services, with appropriate accreditation by local authorities and/or independent recognized accreditation agencies, if applicable

- the school mission statement and philosophy align with those of the IB

- the head of school (or appropriate designee) has participated in a category 1 IB administrator's workshop and is aware of the requirements to become an IB World School

- the career qualification(s) that the school wants to link to the programme meet the criteria set by the IB which state that the career-related study or studies and assessment plan or plans are:

  a. part of the student timetable during the two-year period of the CP

  b. accredited/recognized by:

     - a government body and/or

     - an awarding body and/or

     - an appropriate employer organization or professional body and/or

     - a further/higher education institution.

  c. subject to a demonstrable form of external quality assurance

- the school has contemplated the costs of the implementation of the programme and shows this through the presentation of a five-year budget and the written commitment of the authorities that will finance the implementation

- the school has support from the school community to undertake implementation of the CP

- the school shows understanding of the implications of implementing the programme.

- the school shows commitment to teacher professional development to ensure the development of the programme.

- the school has designed an action plan to reflect its journey towards authorization.

If the school has shown that the above-mentioned conditions have been fulfilled, and has paid the corresponding fee, it will be recognized as a candidate school.

The IB has full discretion to refuse to recognize a school as a candidate school.

In all cases the school will receive a report that will provide information regarding the submitted form and documents and the decision that the IB has made.

Candidate phase

During this period the school will implement the actions necessary to address the IB requirements for authorization.

Special attention should be given to the implementation of the professional development plan as early as possible to ensure that teachers will be duly trained in IB-recognized professional development activities related to their subject areas or roles. The schedule needs to be carefully analysed so that the requirements for authorization are met in a timely manner. Since teachers need to formulate their course outlines to submit with the *Application for authorization: Career-related Programme*, they will be better prepared to carry out this task as a result of the workshops. The IB expects that the requirements related to professional development are completed at the time of the verification visit.

The school will have the support of the IB through advice—by the relevant IB regional office and IB approved consultant—and through a mandatory consultation visit to the school. The timing of the visit will be established in consultation with the relevant IB regional office or IB consultant. As a result of the visit, a report will be sent to the school with recommendations on the future implementation of the programme.

All teachers will be given access to the IB online curriculum centre (OCC), a website where teachers can obtain IB publications and teaching materials and can participate in online forums on programme-related topics with their colleagues from schools around the world.

Request for authorization

Form the school completes: *Application for authorization: Career-related Programme*

The *Application for authorization: Career-related Programme* and supporting documents provide evidence of the school's progress in the authorization process and of its readiness to become an IB World School. The candidate school will submit specific documents showing understanding of the programme and its implementation.

Through the *Application for authorization: Career-related Programme* and supporting documents, the school will show that it has:

•   understood the IB philosophy

•   understood the programme requirements

•   met the major objectives of its action plan to ensure successful implementation

•   concluded that it meets the requirements to become an IB World School.

Verification visit

Upon acceptance of *the Application for authorization: Career-related Programme*, a visit to the school will be carried out to verify the school's claim that it has taken all the necessary actions and is prepared to become an IB World School.

The purpose of the visit is to ensure that the educational principles, standards and practices on which the programme is founded will be maintained and furthered. The visit is not aimed at appraising or assessing individual teachers or school administrators. A description of the visit can be found in the appendix to this document.

Following the visit, the relevant IB regional office will produce a report regarding the authorization process. This report will be based on the findings of the visit and the data from the application forms. It will normally include the following elements.

- Commendations. These relate to school practices that are beyond the requirements for authorization and will benefit the implementation of the programme.

- Recommendations. These provide guidance for the school on further developing the programme.

- Matters to be addressed. In certain cases there are areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and the school's entitlement to be considered an IB World School.

Decision on authorization

The Director General of the IB is responsible for deciding the outcome of all applications made by candidate schools. This decision is based on the documents submitted by the relevant IB office.

Authorization to teach an IB programme may be granted or denied by the Director General.

The decision will have one of the following outcomes.

Authorization

If the Director General considers that the application by the candidate school meets IB requirements and that there are no matters to be addressed, authorization to teach the relevant IB programme will be granted under condition of accordance with the *Rules for IB World Schools: Career-related Programme*. A letter of authorization from the Director General will be sent from the IB to the school.

Commendations and recommendations are sent to the candidate school in conjunction with the letter advising the school of the authorization decision.

Continuation of candidacy

There are times when the IB considers that certain changes or improvements must be implemented by the candidate school before authorization. In such cases, the relevant IB regional office will write to the candidate school listing in detail these matters to be addressed. The letter will prescribe a deadline by which evidence must be submitted showing that these changes have been made or that an acceptable plan has been made for their accomplishment, if applicable.

The relevant IB regional office will then determine whether the candidate school may be recommended for authorization or whether additional work must be done prior to authorization. A return visit to the candidate school may also be scheduled, at the candidate school's expense. Under no circumstances will authorization occur if the identified matters to be addressed have not been resolved by the candidate school to the satisfaction of the IB.

Refusal of authorization

The IB has full discretion to refuse to authorize a candidate school to teach an IB programme. If authorization is refused, the Director General will give summary reasons for this decision. The decision is final; it is not subject to reconsideration or appeal.

A school may reapply for candidacy after a period of at least two years has elapsed since the date of the letter sent by the IB with the above-mentioned decision. The standard process and fees will apply.

Quality assurance framework

In order for the IB to gather information about the quality of its processes, the Head of School and Career-related Programme coordinator will receive brief quality assurance surveys at key points in the authorization process. These surveys gather information on their perceptions of the authorization process and the various resources and supports available to them. The feedback gathered is analysed in order to inform future refinements and improvements to the process and supporting resources.

Introduction

A school wishing to become an IB World School offering the Career-related Programme should consider the requirements described below to ensure that they can comply with all of them. They are classified as follows:

• requirements related to the school entity

• requirements related to the structure of the programme

• requirements related to the implementation of the programme.

The school will be asked to show evidence of some of these requirements when submitting the *Application for candidacy: Career-related Programme*, others when submitting the *Application for authorization: Career-related Programme* and others will be verified when the school is visited. They must all be evidenced if a school wants to become an IB World School authorized to offer the Career-related Programme.

Requirements related to the school entity

Requirements related to the school entity need to be in place for the IB to recognize it as a candidate school. They are stated in the IB document *Rules for candidate schools*.

Name and status of the school

In various forms, combinations and logos, the names "International Baccalaureate", "IB" and "IB World School" are registered as trademarks worldwide by the IB Organization. Furthermore, the right to use the term "IB World School" and the related logo is provided under licence exclusively to IB World Schools that have been granted authorization by the director general to teach one or more of the IB programmes.

Consequently, no school whose name includes the words "International Baccalaureate", "IB", or "World School" in any form or language—or that has any trademarks or pending applications containing such words—shall be accepted by the IB Organization as a candidate school.

The school must be duly registered as a legal entity—either for profit or not for profit, privately or publicly funded— that is fit for the purposes of providing educational services and has the required accreditation by the local authorities and/or independent recognized accreditation agencies, if applicable.

New schools should normally have been in existence for at least three years before they can be authorized.

Multiple campus schools

If a school is divided between two or more campuses, each campus is normally deemed a separate candidate school and must individually fulfill all of the conditions of authorization stipulated in the *Guide to school authorization: Career-related Programme*

In some cases the IB Organization recognizes that a single programme may, for logistical reasons, be taught in a school with two or more different campuses, perhaps a short distance apart. If such a multiple campus school is to be regarded as one unit for the purposes of recognition and fees, the school must provide evidence that the following criteria are all satisfied.

a.   All campuses are recognized as comprising a single school according to legal and local registrations.

b.   One person is responsible for the day-to-day educational leadership of the school across campuses and is formally recognized as such by the staff and, if applicable, also by the local authorities.

c.   The campuses are governed by the same rules and regulations, including organizational structure, and if applicable, school fee tariff.

d.   One IB programme coordinator will be responsible for the day-to-day functioning of the combined programme across the campuses.

e.   There can and will be horizontal and vertical articulation of the programme across the campuses.

f.   The staff across campuses can and will meet frequently for collaborative planning.

For the purposes of programme authorization, the IB Organization reserves the right to decide what constitutes a multiple campus school.

Requirements related to the structure of the Career-related Programme

General

Schools need to consider the requirements related to the structure of the programme to ensure that its implementation is possible. This information and other details are included in IB publications such as: *Rules for IB World Schools: Career-related Programme*, *General regulations: Career-related Programme*, *Career-related Programme: From principles into practice*; *Handbook of procedures for the CP*, the *Career-related Programme overview*, the *Career-related Programme core guide* and documents related to the Diploma Programme.

Continuum of IB programmes

The four programmes developed by the IB are free-standing; schools may opt to offer one, or any combination of the programmes.

Appointment of a Career-related Programme coordinator

Schools must have a Career-related Programme coordinator, whose leadership role needs to be formally recognized in the school. This will be the person to whom the IB will send relevant information and communications related to the programme. The programme coordinator must show proficiency in one of the IB working languages (English, French or Spanish).

Subject choice, core elements, and language(s) of instruction

Information about choice of Diploma Programme courses, combination of courses, the Career-related Programme core elements and requirements, and language(s) of instruction is included in the current *Career-related Programme: From principles into practice.*

Career qualification(s)

The Career-related Programme must be linked to a career-related study or studies. The career related study must meet the following criteria:

a.　The career-related study is part of the student timetable during the two-year period of the CP.

b.　The career-related study and assessment plan is accredited/recognized by one or more of the following:

　　–　　a government body

　　–　　an awarding body

　　–　　an appropriate employer organization or professional body

　　–　　a further/higher education institution.

c.　The career-related study is subject to a demonstrable form of external quality assurance.

Mandatory professional development

A school wishing to implement the Career-related Programme needs to make a commitment to ongoing teacher professional development.

Specifically, schools must meet the following requirements to be authorized as an IB World School offering the Career-related Programme.

- The head of school (or appropriate designee) must attend the CP administrators category 1 workshops (before the Application for candidacy is submitted).

- All Diploma Programme subject teachers must attend IB category 1 workshops in their subjects.

- The CP coordinator must attend the CP coordinator category 1 workshop.

- Teachers and staff who will be involved in CP implementation must take part in "Launching the CP", a face-to-face workshop.

- The reflective project coordinator must attend the CP reflective project category 1 workshop.

- The Personal and Professional Skills teacher must attend the CP personal and professional skills category 1 workshop.

It is expected that the mandatory professional development has taken place before the verification visit, except where otherwise indicated above.

The school's commitment to IB professional development would allow as many teachers and staff as possible to participate in IB activities. Once authorized, IB World Schools are subject to professional development requirements at evaluation as well.

Requirements related to the implementation of the programme

Requirements related to the implementation of the programme are laid down in the *Programme standards and practices* (2014). Although the actual standards and practices are common to all IB programmes, some practices have been described in relation to the Career-related Programme in more detail to allow for a better understanding from the perspective of the programme.

The IB is aware that for each school the implementation of an IB programme is a journey and that the school will meet these standards and practices to varying degrees along the way. However, at the time of authorization certain expectations must be met, as identified in the two right-hand columns of the following tables.

- The IB has identified some practices and programme requirements that must be "in place" at the time of authorization. Even though the Career-related Programme cannot be implemented before the school is authorized by the IB to do so, there are practices and programme requirements that need to be in place because they are the basis of preparation for the future implementation of the programme—IB professional development of teachers, course outlines, student schedule, and so on. The absence of these practices and requirements in a school may endanger the integrity of the programme.

- The IB has identified some practices and requirements for which the school must show that planning is "in progress" at the time of authorization.

Other practices, which are not identified in any column, will be in a very early planning stage at the time of authorization. It is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements at the time of evaluation of the programme and will show evolution over time, which will be evidenced at every cycle of the programme evaluation.

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice	A school must show the following to be become an IB World School offering the Career-related Programme	
	In place	Planning is in progress
1. The school's published statements of mission and philosophy align with those of the IB.	✓	
2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	✓	
3. The school community demonstrates an understanding of, and commitment to, the programme.	✓	
a. The school demonstrates commitment to learner-centred education and an inquiry-based approach to teaching and learning, which promotes student inquiry and the development of critical-thinking skills.	✓	
b. The school demonstrates commitment to the process of experiential learning in the provision of the CP core.	✓	

Practice			A school must show the following to be become an IB World School offering the Career-related Programme	
			In place	Planning is in progress
	c.	The school acknowledges the important role that both holistic education and international-mindedness play in curriculum development.	✓	
4.		The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.		✓
5.		The school promotes responsible action within and beyond the school community.		✓
6.		The school promotes open communication based on understanding and respect.	✓	
7.		The school places importance on language learning, including mother tongue, host country and other languages.		✓
8.		The school participates in the IB world community.		✓
9.		The school supports access for students to IB programme(s) and its philosophy.	✓	
	a.	The school promotes access to the CP for students who can benefit from the educational experience it provides.	✓	

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice	A school must show the following to be become an IB World School offering the Career-related Programme	
	In place	Planning is in progress
1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).		✓
2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).	✓	
3. The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).	✓	
4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.	✓	
5. The school develops and implements policies and procedures that support the programme(s).		✓
a. The school has an admission policy that clarifies conditions for admission to the school and the CP.	✓	
b. The school develops and implements a language policy that is consistent with IB expectations.		✓
c. The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.		✓
d. The school develops and implements an assessment policy that is consistent with IB expectations.		✓
e. The school has developed and implements an academic honesty policy that is consistent with IB expectations.	✓	
f. The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the DP courses		✓
6. The school has systems in place for the continuity and ongoing development of the programme(s).		✓
7. The school carries out programme evaluation involving all stakeholders.		

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the programme(s).

Practice			A school must show the following to be become an IB World School offering the Career-related Programme	
			In place	**Planning is in progress**
1.		The governing body allocates funding for the implementation and ongoing development of the programme(s).	✓	
	a.	The allocation of funds includes adequate resources and supervision for the service learning programme and the appointment of a service learning coordinator.	✓	
	b.	The allocation of funds includes adequate resources for the personal and professional skills course over two years.	✓	
2.		The school provides qualified staff to implement the programme(s).	✓	
3.		The school ensures that teachers and administrators receive IB-recognized professional development.	✓	
	a.	The school complies with the IB professional development requirement for the CP at authorization and at evaluation.	✓	
4.		The school provides dedicated time for teachers' collaborative planning and reflection.	✓	
5.		The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programmes.	✓	
	a.	The laboratories and studios needed for DP sciences and DP the arts courses, if offered, provide safe and effective learning environments.	✓	
	b.	There are appropriate information technology facilities to support the implementation of the programme.	✓	
	c.	The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.	✓	
6.		The library/multi-media/resources play a central role in the implementation of the programme(s).	✓	
	a.	The library/media centre has enough appropriate materials to support the implementation of the CP.	✓	
7.		The school ensures access to information on global issues and diverse perspectives.		✓
8.		The school provides support for its students with learning and/or special educational needs and support for their teachers.		✓
9.		The school has systems in place to guide and counsel students through the programme(s).		✓
	a.	The school provides guidance to students on post-secondary educational options.		✓
10.		The student schedule or timetable allows for the requirements of the programme(s) to be met.	✓	

Practice			A school must show the following to be become an IB World School offering the Career-related Programme	
			In place	**Planning is in progress**
	a.	The schedule provides for the recommended hours for each standard level and higher level DP course.	✓	
	b.	The schedule provides for each component of the CP core.	✓	
	c.	The schedule respects concurrency of learning in the CP.	✓	
11.	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).			✓
12.	The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), DP extended essay, and the CP reflective project for all students, dependent on the programme(s) offered.		✓	

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB Programme(s).

Practice			A school must show the following to be become an IB World School offering the Career-related Programme	
			In place	**Planning is in progress**
1.	Collaborative planning and reflection addresses the requirements of the programme(s).		✓	
	a.	The CP curriculum is the product of sustained collaborative work involving all the appropriate staff.	✓	
	b.	Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding, and skills shared by the different disciplines.		✓
	c.	The schools' IB teaching staff work closely with the career-related studies staff to ensure balance and articulation of the students' full educational experience.	✓	
2.	Collaborative planning and reflection takes place regularly and systematically.		✓	
3.	Collaborative planning and reflection addresses vertical and horizontal articulation.			✓
4.	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.			✓

Practice		A school must show the following to be become an IB World School offering the Career-related Programme	
		In place	Planning is in progress
5.	Collaborative planning and reflection is based on agreed expectations for student learning.		✓
6.	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.		✓
7.	Collaborative planning and reflection is informed by assessment of student work and learning.		✓
8.	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.		✓
9.	Collaborative planning and reflection addresses the IB learner profile attributes.	✓	

Note: "Collaborative planning and reflection" is used as a single concept as the two processes are interdependent.

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice		A school must show the following to be become an IB World School offering the Career-related Programme	
		In place	Planning is in progress
1.	The written curriculum is comprehensive and aligns with the requirements of the programme(s).	✓	
	a. The curriculum fulfills the aims and objectives of each DP subject and the components of the Career-related Programme core.	✓	
	b. The curriculum facilitates concurrency of learning.	✓	
	c. The school develops its own courses of study for each DP subject on offer.	✓	
	d. The school develops its own course of study for personal and professional skills.	✓	
	e. The school develops its own implementation plan for the service learning programme.	✓	
	f. The school develops its own implementation plan to support language development.	✓	
	g. The school develops its own action plan to support the reflective project.	✓	
	h. All school-chosen career-related studies meet the IB criteria for career-related studies.	✓	

Practice		A school must show the following to be become an IB World School offering the Career-related Programme	
		In place	Planning is in progress
2.	The written curriculum is available to the school community.		✓
3.	The written curriculum builds on students' previous learning experiences.		✓
4.	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.	✓	
5.	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.		✓
6.	The written curriculum incorporates relevant experiences for students.		✓
7.	The written curriculum promotes students' awareness of individual, local, national and world issues.	✓	
8.	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.	✓	
9.	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).	✓	
10.	The written curriculum integrates the policies developed by the school to support the programme(s).		✓
11.	The written curriculum fosters development of the IB learner profile attributes.	✓	

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice		A school must show the following to be become an IB World School offering the Career-related Programme	
		In place	Planning is in progress
1.	Teaching and learning aligns with the requirements of the programme.		✓
	a. Teaching and learning at the school addresses all the aims and objectives of each DP subject.		✓
	b. Teaching and learning addresses the aims and objectives of the CP core.		✓
2.	Teaching and learning engages students as inquirers and thinkers.		✓

			✓
3.	Teaching and learning builds on what students know and can do.		✓
4.	Teaching and learning promotes the understanding and practice of academic honesty.		✓
5.	Teaching and learning supports students to become actively responsible for their own learning.		✓
6.	Teaching and learning addresses human commonality, diversity and multiple perspectives.		✓
7.	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than the mother tongue.		✓
8.	Teaching and learning demonstrates that all teachers are responsible for language development of students.		✓
9.	Teaching and learning uses a range and variety of strategies.		✓
10.	Teaching and learning differentiates instruction to meet students' learning needs and styles.		✓
11.	Teaching and learning incorporates a range of resources, including information technologies.		✓
12.	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.		✓
13.	Teaching and learning engages students in reflecting on how, what and why they are learning.		✓
14.	Teaching and learning fosters a stimulating learning environment based on understanding and respect.		✓
15.	Teaching and learning encourages students to demonstrate their learning in a variety of ways.		✓
16.	Teaching and learning develops the IB learner profile attributes.		✓

Note: "Teaching and learning" is used as a single concept as the two processes are interdependent.

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice			A school must show the following to be become an IB World School offering the Career-related Programme	
			In place	Planning is in progress
1.		Assessment at the school aligns with the requirements of the programme.	✓	
	a.	Assessment of student learning is based on the objectives and assessment criteria specific to each DP course.	✓	
	b.	Assessment of student learning is based on the objectives and assessment criteria of the reflective project.	✓	
	c.	Teachers engage in the process of standardization in assessing student work.		✓
	d.	Formative and summative assessment are an integral part of the teaching and learning process in language development, personal and professional skills, and service learning.		✓
2.		The school communicates its assessment philosophy, policy and procedures to the school community.		✓
3.		The school uses a range of strategies and tools to assess student learning.		✓
4.		The school provides students with feedback to inform and improve their learning.		✓
	a.	The school incorporates formative assessment techniques when assessing the personal and professional skills component of the CP core.		✓
5.		The school has systems for recording student progress aligned with the assessment philosophy of the programme.		✓
6.		The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).		✓
7.		The school analyses assessment data to inform teaching and learning.		
8.		The school provides opportunities for students to participate in, and reflect on, the assessment of their work.		✓
9.		The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), DP extended essay and the CP reflective project, depending on the programme(s) offered.	✓	

Appendix: The verification visit

Once a candidate school has successfully submitted the *Application for authorization: Career-related Programme* and its supporting documents, an IB visiting team will conduct a visit to the school.

Aims of the visit

The visit will verify the school's claim that it has taken all the necessary actions and is prepared to become an IB World School. For this purpose, the visiting team will:

• gather evidence that shows that the school has met all the requirements for authorization

• identify practices that are beyond the requirements and those whose further development will contribute to the effective implementation of the programme.

The aim of the visit is not to appraise or assess individual teachers or school administrators.

Description of the visit

When and how long?

Following the acceptance of the completed Application for authorization: Career-related Programme and supporting documents by the relevant IB regional office, the IB Organization will arrange a verification visit with the school. Each visit normally lasts two days, but the IB may decide on a greater length depending on the size of the school or on other considerations.

Who is involved?

The IB visiting team

Composition

The IB visiting team normally comprises two experienced IB educators who have been duly trained according to global IB policies to become site visitors. The IB may decide on a higher number according to the size of the school. The team is selected by the appropriate IB regional office.

Staff from the school being visited cannot be members of the visiting team. Normally, members of the team may not visit schools where they have recently taught or with which they otherwise have, or have had, a close relationship. If it presents a potential conflict of interest, team members should not visit a school in close proximity to their own.

Responsibilities of the visiting team

Members of the visiting team are aware of the aims of the visit and they should follow specific procedures for conducting the visit. They have read the documents related to the school they visit.

The school community

The visiting team will have meetings with different members of the school community (including members of the governing body and leadership team; the IB coordinator; Diploma Programme course, Career-related Programme core, and career-related study teachers; students; and parents) and may briefly visit the school facilities and visit classes.

How is it organized?

School's responsibilities

• Defining an agenda with the IB.

• Funding the visit, according to IB procedures established for this purpose.

• Providing the IB with information about nearby hotels to book for site visitors or making hotel reservations, if applicable.

• Providing transportation for site visitors from and to the airport and from and to the school, if applicable.

• Making available, in the school, a room for the use of the team throughout the visit where all necessary documentation required by the team will be available. As meetings will normally take place in the allocated room, it is the school's responsibility to see that it is quiet and conducive to private conversations.

• Providing meals during the school day.

• Providing the assistance of an external translator if meetings need to be conducted in a language other than the IB working language identified by the school as its language of communication with the IB (English, French or Spanish).

IB's responsibilities

• Providing the school with proposed dates for the visit and leaving the school with enough time to organize the visit.

• Appointing the members of the visiting team, whose names will be provided to the school in a timely manner.

• Approving the final agenda, after consultation with the school. This will normally be carried out by the leader of the visiting team.

The agenda for the visit

The visiting team leader decides which visiting team members and representatives of the school should attend which meetings.

The agenda will be drafted to ensure that the different stakeholders will be able to attend at specific times. Decisions about school staff attending meetings outside normal school hours are left to the school: the IB cannot insist that the staff attend.

Any visits to classes, if applicable, will be carried out with the consent of the teacher(s) concerned.

Agenda items

The agenda for the visit will normally include the following items:

• Formal interviews with the school administration, governors/board members (if applicable), the IB programme coordinator, the school pedagogical leadership team, teachers, groups of students, parents and others who will be involved in the programme. These interviews will be individual and by groups, as decided by the visiting team leader and will adhere to the local legal framework.

• Informal dialogues with teachers, students, administrators and other staff members who will be involved in the programme.

• Observations of classes, if applicable.

- Tour of school facilities emphasizing the areas that will support the implementation of the programme (library, laboratories, and so on).

Details of the agenda are determined and confirmed before the visit. The precise agenda will depend on factors such as the size of the school and the information provided by the school prior to the visit. Sample agendas are available electronically.

The visiting team leader may revise the agenda slightly on site if the need arises and if the school is able to accommodate the request.

Exit interview

At the end of the visit, the visiting team will conduct an exit interview with members of the school administration. Based on the visit and school documentation submitted for the authorization process, the team will orally communicate the observations made during the visit. The team will take this opportunity to check their facts and to ensure that the subsequent report that they have to write and submit to the relevant IB regional office accurately depicts the findings.

At this time the visiting team will not provide the school with a response regarding its prospects for authorization, as the visit is but one part of a larger process, the outcome of which will be notified to the school by the IB.

The visiting team will continue discussions among themselves after the visit, and adjustments to their report may be made. The visiting team will then complete a written report to be submitted to the relevant IB regional office.