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# Virtual visits guide for candidate schools





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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.



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## 1. Virtual visits

### 1.1 Background

This document provides protocols and guidelines regarding how the International Baccalaureate (IB) organizes and conducts virtual consultation and verification visits, including the logistics and evidence that are unique to these. This document supplements the *Guide to school authorization*, providing protocols and guidelines specifically developed to support candidate schools preparing for virtual candidacy events. A virtual visit is one where the consultant/visiting team is not present on site at the school and where the visit is conducted using online meetings supplemented by video, photographic or documentary evidence.

A consultation or verification visit may be organized virtually in specific conditions when an on-site visit is not possible. The conditions for virtual visits are detailed in section “1.2 Conditions for virtual visits”. The expectations of the school for providing access to the school and community via a virtual visit are outlined in section “1.3 Access to the school and community”.

The IB recognizes the exceptional nature of these visits. In the spirit of the learner profile, our assumption is that the school will be principled in its presentation of virtual evidence. Open-mindedness and respectful communication between the virtual team and the school will lead to helpful recommendations to support the authorization processes.

In all cases, the Head of Authorization has the final determination as to when it is appropriate to use virtual support in place of face-to-face support.

## 1.2 Conditions for virtual visits

Visits can be virtual in situations where the IB determines it is not advisable to send IB educators or staff to a specific location or when it must comply with governmental travel restrictions. Schools may choose, instead, to delay their visit until the situation resolves itself; this should be done in consultation with the authorization programme relationship manager.

Examples of these situations include:

- natural disasters—an event, such as a flood, tornado, earthquake or fire, that happens suddenly and has an impact on the school community
- epidemics or pandemics—an outbreak of a disease that occurs over a wide geographic area and affects an exceptionally high proportion of the school community and the surrounding population
- travel risks owing to local situations—the country where the school is located is deemed to be in a state of hostility, conflict or antagonism
- travel restrictions—the school is located in a country where travel-related logistical challenges may significantly delay the authorization process, such as difficulties in obtaining a visa.

For all virtual visits, schools must meet the technological requirements for the visit as outlined in section “2. Technology requirements”.



## 1.3 Access to the school and community

The school must be able to ensure that the virtual visitor(s) will have appropriate access to both the school's facilities and community. Most often, this access is provided through one of the following three scenarios (A, B and C).

- A. The building is open and school is in session with teachers, administrators and students on site.
- B. The school building is closed to students, but administrators and teachers can still access the school building. Online learning and teaching is taking place.
- C. The school building is closed and online learning and teaching is taking place. The school can arrange virtual meetings with all stakeholders.

In all scenarios, the school must be able to provide virtual access to the school in the form of videos, photographs and/or live, virtual observations. In all scenarios, even those such as B and C, which may preclude the visitor(s) from observing the school's typical learning and teaching activities, conversations during the visit should focus on the overall implementation of the programme and avoid unduly focusing on any atypical circumstances during the visit.

While these represent the most common scenarios for providing visitor access during virtual visits, other possible scenarios may exist. For situations that fall outside of those listed, contact your authorization programme relationship manager for guidance.

Virtual consultation and verification visits have the same aims and involve many of the same tasks as an on-site visit, with some modifications as described in the table.

	On-site visit	Virtual visit
<b>Technology</b>	Internet access	The school must meet the technological requirements as listed in section "2. Technology requirements" of this document.  The school and the consultant/visiting team agree on suitable videoconferencing software to use for the visit.
<b>Documentary evidence</b>	The school's application for candidacy/authorization  Additional documentation provided on site	The school's application for candidacy/authorization  Additional documentation is provided directly to the visiting team/consultant electronically prior to the visit.
<b>Tour of school facilities</b>	Conducted face to face at the school	A virtual tour around the school is made during the visit using a portable device and/or pre-recorded videos and photographs are provided to demonstrate that the required facilities are in place.
<b>Meetings with school stakeholders</b>	Conducted face to face at the school	Meetings are conducted virtually using the chosen videoconferencing software. Participants may all be at the school or may join virtually from another location.
<b>Classroom observations</b>	Conducted face to face at the school	Virtual classroom observations are made during the visit using a portable device and/or pre-recorded videos of learning and teaching.

Table 1

*Comparison of on-site and virtual visits*

## 2. Technology requirements

### 2.1 Technology requirements for virtual visits

A school must meet these minimum technology requirements in order to be approved for a virtual visit.

- Internet access with a minimum bandwidth of 10 mbps to support extended videoconferencing
- Equipment and software to support videoconferencing. Videoconferencing software, such as Skype, FaceTime, WebEx, Zoom or WhatsApp, may be used. Software has been installed and tested
- Computer facilities to send and receive documents
- Devices (for example, laptops, tablets or mobile phones) to allow for meetings with all stakeholders during the visit and, when possible, virtual tours
- Charging provisions for all devices to prevent devices running out of power during the visit
- Telephone backup with a speakerphone for meetings in case of technical difficulties
- A technology check with the visitor(s) prior to the visit to confirm the technology will support the visit

The school and visitor(s) should also discuss which platform will be used to share evidence prior to the visit, while ensuring that any data protection and student privacy laws are adhered to (see section “2.2. Use of student data and safeguarding”).

Whenever possible, the school is encouraged to engage its information technology (IT) team in the visit planning and as support during the visit itself. Possible tasks include:

- supporting the school with any connectivity and technical issues during the pre-visit meetings and during the visit
- supporting the school with creating videos and photographs as evidence to be provided to the visitor(s)
- testing the complete online system prior to the visit with the pedagogical leadership team and visitor(s).

## 2.2 Use of student data and safeguarding

Schools must follow IB protocols regarding data protection when preparing and sharing evidence for virtual visits, as stated in the *Rules for IB candidate schools*. Schools are responsible for complying with relevant laws or local policies regarding data protection and student privacy. Schools and educators should ensure that:

- meetings during the visit are not recorded
- any photographs or videos shared with the IB or with the visitor(s) are hosted on the school's servers and/or remain with the school; they are not to be saved by the IB or by an IB educator on personal devices or in online storage.

Schools must also ensure that they follow any local or national policies on safeguarding and child protection during the virtual visit. School staff and/or parents may be present during virtual meetings between students and the visitor(s).

### 3. Planning a virtual visit

## 3.1 Overview

The virtual visit will comprise:

- viewing pre-recorded videos and/or photographs of the school facilities, or providing a virtual tour around the school during the visit
- viewing pre-recorded videos of learning and teaching, or arranging virtual classroom observations during the visit
- viewing pre-recorded videos of teacher collaborative planning meetings (consultation visits only)
- conversations with members of the school community.

As with all visits that are part of the IB authorization process, no major events should be planned in the school at the time of the visit as this might affect the schedule. A prime objective of the visit is to give virtual access to the school throughout the visit.

The IB recognizes the unique nature of virtual visits. In the spirit of the IB learner profile, the school is expected to be principled in its presentation of virtual evidence. Open-mindedness and respectful communication between the school and the visitor(s) will help the visitor(s) gain an accurate picture of the programme and provide meaningful findings following the visit.

All school staff participating in meetings are encouraged to take a proactive role in sharing information and providing the visitor(s) with a contextual understanding of the learning environment and the learning experiences in the school.

## Virtual consultation visits

Where possible, the virtual consultation visit for candidate schools should be carried out over a two-day time frame, staying as close as possible to the agenda for a face-to-face visit (see the sample agendas in “Appendix A”). This provides an in-depth opportunity for the school to be in contact with the consultant, to ask questions and to receive feedback and advice. The consultant will review the progress made by the school in its preparation for authorization and complete a visit report to record findings and next steps to help guide the school’s follow-up discussions and activities.

The IB accepts that there may need to be flexibility in this time frame to allow for any possible challenges that are unique to virtual visits (such as disruptions owing to internet connections and time zone differences). As an alternative to a consecutive two-day visit, some options include the following.

- The majority of the visit is conducted over two consecutive days, but classroom observations are scheduled in the days leading up to, or following, the virtual visit.
- The majority of the visit is conducted over two consecutive days, but some meetings are scheduled shortly before the virtual visit (for example, meeting with the governing body or parents).

The duration of the visit should not exceed two full days (approximately 16 hours). For visits that fall outside the consecutive two-day time frame, the school and consultant should seek prior approval from the authorization programme relationship manager.

## Virtual verification visits

Virtual verification visits must follow a clear agenda, staying as close to the agenda for face-to-face visits as possible. See “Appendix A” for a sample agenda for each programme.

The virtual verification visit must be completed, whenever possible, within the required number of days allocated for the visit. This includes time for the visiting team to work on their report and allows for minor delays as a result of technology issues. In exceptional circumstances, the IB may approve additional time for the visit. Schools should contact their authorization programme relationship manager if they require any flexibility to the verification visit time frame.

## 3.2 Video, photographic and documentary evidence

This section lists the videos, photographs and documentation that may be required prior to the virtual visit. The school and the visitor(s) should agree prior to the visit which videos and photographs the school should submit in advance, and which can be arranged as virtual observations during the visit.

The visitor(s) is (are) not assessing the quality of the production. The only criteria are clear vision and sound. Ideally, the videos should not exceed 10 minutes per video and video-editing software may be used to keep the videos to time.

Where possible, students and teachers should be in the video to give an authentic sense of the philosophy and the learning and teaching practices at the school. Schools must ensure that they follow any local or national requirements regarding students appearing on videos or photos submitted to the visitor(s) (see section “2.2 Use of student data and safeguarding”).

### Evidence specific to verification visits

The verification visit team will have access to the school's application for authorization. For the Primary Years Programme (PYP) and Middle Years Programme (MYP), there are additional documents that should be made available prior to the verification visit. These documents are listed in the “Application for authorization” on My School, and in the sample *Application for authorization* on the IB website.

### Virtual tour of the school

The school may provide a virtual tour of the school during the visit or choose to pre-record a video tour prior to the visit.

The school tour must identify the areas that support the implementation of the programme. Where appropriate, students should be asked to lead the virtual school tour.

The following observations should be provided in a virtual tour.

- A sense of the school's geographical and societal position in the surrounding community
- A view of outdoor areas, including playgrounds and sports facilities, showing their relationship to the classroom areas
- The location of the library in relation to the teaching areas
- The location of the coordinator's office
- The location of the staffroom
- The location of the specialist facilities (such as sciences/the arts/design/physical and health education/languages) in relation to the general classroom areas
- A sample of displays in public areas, including the entrance to the school and corridors

The school may supplement the virtual tour with photographs of facilities and specialist areas to provide further evidence that they meet the requirements.

### Virtual tour of the facilities

Each of the following videos and/or photographs assists the visitor(s) in determining that the facilities support the implementation of the programme.

- A tour of the library, with the school librarian(s) showing:

- teachers' professional reading section
  - book and multimedia resources for subjects
  - book and multimedia resources for the appropriate age groups
  - fiction and non-fiction sections
  - support for additional languages offered at the school
  - support for first or best language
  - layout of the library indicating areas where students and teachers collaborate
  - library displays
  - areas for independent and/or group work.
- A tour showing IT resources in the school, led by the programme coordinator or another appropriate member of the school staff. These facilities may be in dedicated rooms or in classrooms. The video should include footage of students and teachers using the facilities, if appropriate.
  - Photographs or videos that include, where applicable:
    - science laboratories, including preparation rooms and all required safety equipment
    - visual and performing arts facilities
    - sports and health science facilities
    - any provisions for career counselling
    - language support facilities
    - inclusive education facilities
    - MYP design facilities
    - Diploma Programme (DP) and Career-related Programme (CP) examination storage facilities.

The videos can also include a discussion on the strengths and weaknesses of the facilities and resources, and any plans for improvements.

## Evidence of learning and teaching

Virtual classroom observations can take place during the virtual visit, but pre-recorded videos can be used to supplement the observations or to provide evidence in the event that virtual observations are not possible during the visit.

Where possible, the videos should include:

- observations from all year levels
- (PYP) observations from classroom and specialist teachers
- (MYP) observations from all subject groups
- (DP/CP) observations of teachers/students who will be involved in the programme.

In situations where the school is not able to pre-record classroom observations or provide access to classroom observations during the visit, the following can be used to evidence learning and teaching at the school.

- Observations of live lessons that are taking place online
- Discussions with the school community
- A review of student work and assessed student work
- Discussions about student portfolios

## Evidence of collaborative planning and reflection (consultation visits only)

The consultant may attend collaborative planning meetings during the virtual visit. If this is not possible owing to the timing of the visit, the school can also provide the following.

- Pre-recorded videos of teachers' collaborative planning meetings
- Documented meeting agendas and minutes from previous meetings
- A schedule of collaborative planning meetings



### 3.3 Meetings during the virtual visit

The visitor(s) will meet with members of the school community virtually during the visit. The school determines which school representatives attend each meeting, and meetings include the following individuals and groups.

- **The governing body of the school**
- **Head of School, school administration and pedagogical leadership team**
- **IB programme coordinator**—the visitor(s) should also meet with the coordinator at the end of each day to debrief the day's meetings, review any technology needs and plan for the following day.
- **Teachers**—this should include all teachers who teach (or will teach) the programme.
- **Support staff**—this may include the librarian(s), student support services, councillor(s) or any other staff that will be involved in the programme.
- **Parents and legal guardians**—this meeting should:
  - include parents other than members of the school's parent association or parents who are school employees
  - have a representation of parents with children from different year levels in the programme.
- **Students**—this meeting should include a cross-section of students representing the different year levels in the programme (PYP/MYP) or prospective students who are considering participating in the programme (DP/CP). Parents or school staff may be present during the student meetings, especially during meetings with younger children.

The following sessions/meetings must also be included during the visit.

- **Classroom visits or evidence of online learning**—teachers and students should be told in advance to expect the visitor(s) to virtually visit classes so that classes will continue with their normal routine. During the classroom visits, the visitor(s) may have informal conversations with students, where possible.
- **Exit meeting with the school leadership team**—the visitor(s) presents to the school's leadership a summary of the findings from the visit based on the programme standards and practices.

During a consultation visit, next steps will also be discussed as the school continues to meet the requirements for authorization.

## Meeting protocols

Meetings during the virtual visit are most effective with a maximum of six people, in addition to the visiting team/consultant. If more than six participants are involved in a meeting, they should be divided into smaller groups and additional meetings should be scheduled accordingly.

The school should also ensure that the names and roles of all meeting participants are included in the agenda or supplied to the visitor(s) prior to the meeting day. Only stakeholders identified in the agenda should attend the meeting. The school must ensure that any other members of the school or the leadership team are not present in the meeting room or connected to the meeting virtually.

The programme coordinator must ensure that all stakeholders are aware of the meeting protocols to be followed during the meetings with the visitor(s), including the following.

- Processes for starting and ending meetings

- Camera usage: all participants should keep their camera on
- Connecting virtually: if participants are joining virtually, they should be in a quiet space to avoid distractions
- Guidance on what to do if the participants cannot connect

The programme coordinator should discuss any other protocols specific to the chosen videoconferencing software with the visitor(s) prior to the visit.

The school or the visitor(s) are not allowed to record any part of the meetings during the visit.

### 3.4 Classroom observations during the virtual visit

The school and the visitor(s) can decide on how classroom visits are to be scheduled. Classroom observations can consist of videos recorded prior to the visit and/or virtual observations during the visit. The observations should include classes across all year levels and subject groups (PYP/MYP).

During the virtual classroom visits, the visitor(s) may request that the portable device being used is placed with a group of students so that their discussions and collaborative practices can be observed. The visitor(s) may also request to look at classroom displays more closely or request for the displays to be photographed and sent to the visitor(s) afterwards.

If the school building is closed to students, the school may opt to grant the visitor(s) access to its online student learning platform.

If the school is not able to provide pre-recorded videos of classroom observations or access to virtual classroom observations, the school can provide additional evidence as suggested in section "3.2 Video, photographic and documentary evidence". The school and visitor(s) may also consider having more than one meeting with students or an extended meeting with teachers to allow for a more in-depth discussion to elicit evidence of learning and teaching practices.

## 3.5 Tasks prior to the virtual visit

### The school's tasks prior to a virtual visit

- Ensure the technology requirements are in place.
- Agree with the visitor(s) on the videoconferencing software to be used during the visit.
- Develop an agreed agenda for the virtual visit in collaboration with the consultant.
- Develop an agreed agenda for the virtual visit in collaboration with the visiting team leader.
- Schedule meetings with school stakeholders.
- Designate a room at the school for meetings during the visit. If stakeholders will be joining the meetings virtually from another location, they should be in a quiet space with appropriate technology and telephone backup.
- Ensure that all school stakeholders are aware of the meeting protocols during the visit.
- Prepare video, photographic and documentary evidence. A virtual file-sharing platform, such as Dropbox, Google Drive or WeTransfer, can be used to store and share the files with the visitor(s).
- Ensure that any relevant laws or local policies regarding student privacy and safeguarding are taken into consideration when preparing evidence and scheduling meetings with the visitor(s) (see section "2.2 Use of student data and safeguarding").
- (If applicable) Arrange for a translator to join meetings where necessary. The translator should not be a member of the school community.
- The coordinator should ensure that they are available throughout the visit so they may facilitate the resolution of any technical issues that may arise.

### The consultant's tasks prior to a virtual consultation visit

- Inform the authorization programme relationship manager of the proposed dates for the virtual consultation visit.
- Collaborate with the coordinator in preparing an agenda for the consultation visit.
- Collaborate with the coordinator to decide what evidence needs to be provided in advance.
- Review evidence provided by the school.
- Record a message with a short introduction to the teachers to explain the purpose and procedures of the visit and to avoid the repetition of introductions at the beginning of each meeting. Alternatively, ask the school to arrange an introductory meeting at the beginning of the visit.
- Adhere to all requirements set out in the relevant *Guide to school authorization*.
- Contact the authorization programme relationship manager if a situation arises in which the consultant feels unable to respond suitably.

## The visiting team's tasks prior to a virtual verification visit

- Agree with the coordinator which videoconferencing software will be used during the visit. If the visiting team leader and school need support identifying videoconferencing software that suits both parties, the visiting team leader should contact the authorization programme relationship manager for support.
- Agree with the coordinator how additional evidence will be shared and the school's deadline for uploading all evidence.
- Collaborate with the coordinator in preparing an agenda for the verification visit.
- Decide how the visiting team will communicate during the visit, including which videoconferencing software to use for the team's private meetings and the messaging platform used for staying in contact.
- Create a group chat on the chosen messaging platform with the programme coordinator and visiting team. This group chat will allow them all to quickly communicate throughout the visit.
- Record a message with a short introduction to the teachers to explain the purpose and procedures of the visit and to avoid the repetition of introductions at the beginning of each meeting. Alternatively, ask the school to arrange an introductory meeting at the beginning of the visit.
- Arrange a pre-visit meeting with the school to ensure that the chosen technology works smoothly.
- Review the school's application for authorization and any additional evidence provided by the school.
- Arrange a meeting between members of the visiting team prior to the visit. Items to be discussed during this visit may include:
  - preliminary findings based on the review of the school documentation
  - who will be leading each meeting and who will be taking notes
  - how notes will be recorded during the visit (for example, using a shared online document)
  - when they will meet to discuss their findings and work on the report (for example, morning, lunch, evening).

## Appendix

## Appendix A: Sample agendas

These sample agenda templates are provided only as a reference. The school and the consultant will work together to agree on an agenda for the consultation visit. The school and the team leader will work together to agree on an agenda for the verification visit.

The visit agenda should:

- be scheduled according to the school's time zone
- include all the sessions indicated in the sample. The order and times may be adjusted to fit within the school timetable and may also depend on agreements between the school and the visitor(s)
- list the participants and videoconference link for each session. Be sure to provide a backup telephone number for group meetings
- include the exact meeting time (for example, 10.15am–11.00am) on the final schedule when produced for the visitor(s)
- ensure there is sufficient time built in at the start of each day for a technology check.

Prior to the visit a pre-recorded introduction video should be shared with the school (for example, consultant introduction and visiting team introduction). If this cannot be done before the visit begins, time should be allotted at the start of the first day of the visit for the video to be shared with the school community.

## Sample agendas

## PYP consultation visit: Day 1

Approximate time	Objective(s)	Who	Venue
8.00am–8.45am	To explain the purpose of the consultation visit To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	Head of School/ pedagogical leadership team	
8.45am–9.45am	To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	PYP coordinator	
9.45am–10.00am	Break		
10.00am–11.00am	To visit school facilities	PYP coordinator	
11.00am–12.30pm	To observe at least one class per year group	Classroom teacher(s)	
12.30pm–1.30pm	Lunch		

Approximate time	Objective(s)	Who	Venue
1.30pm–3.15pm	To observe at least one class per year group	Classroom teacher(s)	
3.15pm–3.30pm	Break		
3.30pm–4.15pm	To discuss the impact of the programme implementation on students and the school community	Legal guardians	

## PYP consultation visit: Day 2

Approximate time	Objective(s)	Who	Venue
8.00am–9.00am	To discuss achievements and challenges in implementing the programme	Representative group of classroom teachers	
9.00am–10.00am	To discuss achievements and challenges in implementing the programme	Representative group of single-subject teachers	
10.00am–10.15am	Break		
10.15am–12.15pm	Any other meeting/further classroom observation		
12.15pm–1.15pm	Lunch		
1.15pm–2.15pm	Any other meeting/further classroom observation		
2.15pm–3.15pm	What is next in the authorization process? To discuss findings, review the action plan and determine a possible course of action	Head of School/ pedagogical leadership team and PYP coordinator	

## MYP consultation visit: Day 1

Approximate time	Objective(s)	Who	Venue
8.00am–8.45am	To explain the purpose of the consultation visit To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	Head of School/ pedagogical leadership team	
8.45am–9.45am	To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	MYP coordinator	
9.45am–10.00am	Break		
10.00am–11.00am	To visit school facilities	Staff or students	
11.00am–12.00pm	To discuss achievements and challenges in implementing the programme	Subject-group leadership/year leaders	
12.00pm–12.45pm	To discuss achievements and challenges in implementing the programme	Language and literature teacher(s)	

Approximate time	Objective(s)	Who	Venue
12.45pm–1.45pm	Lunch		
1.45pm–2.15pm	To discuss achievements and challenges in preparing for the implementation of the programme To visit school library/media centre	Librarian(s)	
2.15pm–2.45pm	To discuss achievements and challenges in implementing the programme	Physical and health education teacher(s)	
2.45pm–3.30pm	To discuss achievements and challenges in implementing the programme	Mathematics teacher(s)	
3.30pm–3.45pm	Break		
3.45pm–4.30pm	To discuss the impact of the programme implementation on students and the school community	Legal guardians	

## MYP consultation visit: Day 2

Approximate time	Objective(s)	Who	Venue
8.00am–8.45am	To discuss achievements and challenges in implementing the programme	Individuals and societies teacher(s)	
8.45am–9.45am	To observe programme implementation and use of facilities	Teachers and students in visited classes	
9.45am–10.30am	To discuss achievements and challenges in implementing the programme	Design teacher(s)	
10.30am–10.45am	Break		
10.45am–11.30am	To discuss the impact of the programme on learning and teaching	Students	
11.30am–12.15pm	To discuss achievements and challenges in implementing the programme	Language acquisition teacher(s)	
12.15pm–1.00pm	To discuss achievements and challenges in implementing the programme	Arts teacher(s)	
1.00pm–2.00pm	Lunch		
2.00pm–2.45pm	To discuss achievements and challenges in implementing the programme	Sciences teacher(s)	
2.45pm–3.30pm	To discuss achievements and challenges in implementing the programme	Personal project/ community project team	
3.30pm–4.30pm	What is next in the authorization process? To discuss findings, review the action plan and determine a possible course of action	Head of School/ pedagogical leadership team and MYP coordinator	



## DP consultation visit: Day 1

Approximate time	Objective(s)	Who	Venue
8.00am–8.45am	<p>To explain the purpose of the consultation visit</p> <p>To respond to questions regarding the consultation and authorization processes</p> <p>To discuss the requirements for authorization and the school's progress towards meeting them</p>	Head of School/ pedagogical leadership team	
8.45am–9.45am	<p>To respond to questions regarding the consultation and authorization processes</p> <p>To discuss the requirements for authorization and the school's progress towards meeting them</p>	DP coordinator	
9.45am–10.00am	Break		
10.00am–10.45am	<p>To respond to questions regarding the consultation and authorization processes</p> <p>To discuss the requirements for authorization and the school's progress towards meeting them</p>	DP coordinator and any other member of staff who will be involved in the topics to be discussed	
10.45am–11.45am	<p>To discuss achievements and challenges in preparing for the implementation of the programme</p> <ul style="list-style-type: none"> <li>• Development of the learner profile</li> <li>• Extended essay (EE) planning</li> <li>• Approaches to learning (ATL) integration</li> <li>• Integration of theory of knowledge (TOK)</li> <li>• Contribution to creativity, activity, service (CAS)</li> <li>• Collaborative planning</li> </ul>	All DP faculty	
11.45am–12.30pm	To discuss achievements and challenges in preparing for the implementation of the programme	TOK teacher(s)	
12.30pm–1.30pm	Lunch		
1.30pm–2.15pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teacher(s) (studies in language and literature, and language acquisition)	
2.15pm–3.00pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teacher(s) (individuals and societies, and the arts)	
3.00pm–3.45pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teacher(s) (sciences and mathematics)	

## DP consultation visit: Day 2

Approximate time	Objective(s)	Who	Venue
8.00am–8.45am	To discuss achievements and challenges in preparing for the implementation of the programme To visit the school library/media centre/laboratories	Librarian(s)/laboratory assistant(s)	
8.45am–9.45am	To visit school facilities	DP teachers/students	
9.45am–10.30am	To discuss the impact of the programme on learning and teaching	Prospective DP students	
10.30am–11.15am	To discuss achievements and challenges in preparing for the implementation of the programme	CAS coordinator	
11.15am–11.30am	Break		
11.30am–12.15pm	Classroom observations	Teachers, relevant staff and students in visited classes	
12.15pm–1.00pm	To discuss advice to be given to students in terms of the programme and post-secondary educational options	Counsellor/DP coordinator	
1.00pm–2.00pm	Lunch		
2.00pm–2.45pm	To discuss the impact of the programme implementation on students and the school community	Legal guardians	
2.45pm–3.30pm	To discuss achievements and challenges in preparing for the implementation of the programme	EE coordinator/supervisor(s)	
3.30pm–4.30pm	What is next in the authorization process? To discuss findings, review the action plan and determine a possible course of action	Head of School/pedagogical leadership team and DP coordinator	

## CP consultation visit: Day 1

Approximate time	Objective(s)	Who	Venue
8.00am–8.45am	To explain the purpose of the consultation visit To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	Head of School/pedagogical leadership team	
8.45am–9.45am	To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	CP coordinator	
9.45am–10.00am	Break		

Approximate time	Objective(s)	Who	Venue
10.00am–10.45am	To respond to questions regarding the consultation and authorization processes To discuss the requirements for authorization and the school's progress towards meeting them	CP coordinator and any other member of staff who will be involved in the topics to be discussed	
10.45am–11.45am	To discuss achievements and challenges in preparing for the implementation of the programme <ul style="list-style-type: none"> <li>• Development of the learner profile</li> <li>• Approaches to learning (ATL) integration</li> <li>• Reflective project (RP) planning</li> <li>• Integration of personal and professional skills (PPS)</li> <li>• Contribution to service learning</li> <li>• Collaborative planning</li> <li>• Career-related studies (CRS) and the connection to the DP courses</li> <li>• Implementation of language development</li> <li>• Any other topic relevant to the CP team</li> </ul>	All CP and relevant DP faculty	
11.45am–12.30pm	To discuss achievements and challenges in preparing for the implementation of the programme	PPS teacher(s)	
12.30pm–1.30pm	Lunch		
1.30pm–2.15pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teacher(s) (studies in language and literature, and language acquisition) Language development teacher(s)	
2.15pm–3.00pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teacher(s) (individuals and societies, and the arts)	
3.00pm–3.45pm	To discuss achievements and challenges in preparing for the implementation of the programme	DP teacher(s) (sciences and mathematics)	

## CP consultation visit: Day 2

Approximate time	Objective(s)	Who	Venue
8.00am–8.45am	To discuss achievements and challenges in preparing for the implementation of the programme To visit the school library/media centre/laboratories	Librarian(s)/laboratory assistant(s)	
8.45am–9.45am	To visit school facilities	CP teachers/students	
9.45am–10.30am	To discuss the impact of the programme on learning and teaching	Prospective CP students	
10.30am–11.15am	To discuss achievements and challenges in preparing for the implementation of the programme	Service learning coordinator	
11.15am–11.30am	Break		
11.30am–12.15pm	Classroom observations	Teachers, relevant staff and students in visited classes	
12.15pm–1.00pm	To discuss advice to be given to students in terms of the programme and post-secondary educational options	Counsellor/CP coordinator	
1.00pm–2.00pm	Lunch		
2.00pm–2.45pm	To discuss the impact of the programme implementation on students and the school community	Legal guardians	
2.45pm–3.30pm	To discuss achievements and challenges in preparing for the implementation of the programme	Representatives of the CRS provider(s) and CRS teacher(s)	
3.30pm–4.15pm	To discuss achievements and challenges in preparing for the implementation of the programme	RP coordinator/supervisor(s)	
4.15pm–5.15pm	What is next in the authorization process? To discuss findings, review the action plan and determine a possible course of action	Head of School/pedagogical leadership team and CP coordinator	

## PYP verification visit: Day 1

Approximate time	Objective	Who	Venue
7.45am–8.00am	Time for team to settle		
8.00am–8.15am	Introductory meeting with all PYP teachers		
8.15am–8.45am	Meeting with pedagogical leadership team/Head of School/governing body		
8.45am–9.15am	Meeting with PYP coordinator		
9.15am–9.45am	Tour of school facilities		
9.45 – 10.00 am	Break		

Approximate time	Objective	Who	Venue
10.00am–12.00pm	Class observations		
12.00pm–1.00pm	Lunch		
1.00pm–1.30pm	Meeting with students		
1.30pm–2.30pm	Class observations		
2.30pm–3.30pm	Meeting with teachers		
3.30pm–4.00pm	Meeting with legal guardians		
4.00pm–5.00pm	Time for team to review documents submitted on site		

## PYP verification visit: Day 2

Approximate time	Objective	Who	Venue
7.45am–8.00am	Time for team to settle		
8.00am–8.30am	Meeting with librarian(s) and/or other staff involved in the PYP		
8.30am–9.00am	Meeting with teachers		
9.00am–9.45am	Class observations		
9.45am–10.00am	Break		
10.00am–11.00am	Meeting with teachers		
11.00am–12.00pm	Class observations		
12.00pm–1.00pm	Lunch		
1.00pm–1.30pm	Meeting with teachers		
1.30pm–2.00pm	Meeting with PYP coordinator		
2.00pm–3.30pm	Visiting team to prepare for exit meeting		
3.30pm–4.30pm	Exit meeting with pedagogical leadership team/Head of School and PYP coordinator		

## MYP verification visit: Day 1

Approximate time	Objective	Who	Venue
7.45am–8.00am	Time for team to settle		
8.00am–8.15am	Introductory meeting with all MYP teachers		
8.15am–9.00am	Meeting with pedagogical leadership team/Head of School/governing body		
9.00am–9.45am	Meeting with MYP coordinator		
9.45am–10.00am	Break		
10.00am–10.30am	Tour of school facilities		
10.30am–11.30am	Meeting with subject-group leadership/year leader(s)		
11.30am–12.00pm	Meeting with the arts (performing and visual) teacher(s)		

Approximate time	Objective	Who	Venue
12.00pm–1.00pm	Lunch		
1.00pm–1.45pm	Meeting with students		
1.45pm–2.30pm	Class observations		
2.30pm–2.45pm	Break		
2.45pm–3.15pm	Meeting with sciences teacher(s)		
3.15pm–3.45pm	Meeting with language and literature teacher(s)		
3.45pm–4.15pm	Time for team to review documents submitted on site		
4.15pm–5.00pm	Meeting with legal guardians		

## MYP verification visit: Day 2

Approximate time	Objective	Who	Venue
7.45am–8.00am	Time for team to settle		
8.00am–8.30am	Meeting with mathematics teacher(s)		
8.30am–9.00am	Meeting with language acquisition teacher(s)		
9.00am–9.45am	Class observations		
9.45am–10.00am	Break		
10.00am–10.30am	Meeting with individuals and societies teacher(s)		
10.30am–11.00am	Meeting with design teacher(s)		
11.00am–11.30am	Meeting with physical and health education teacher(s)		
11.30am–12.00pm	Meeting with educational support staff		
12.00pm–1.00pm	Lunch		
1.00pm–1.30pm	Meeting with librarian(s)		
1.30pm–2.00pm	Meeting with personal project/community project team		
2.00pm–2.30pm	Meeting with MYP coordinator		
2.30pm–4.00pm	Visiting team to prepare for exit meeting		
4.00pm–5.00pm	Exit meeting with pedagogical leadership team/Head of School and MYP coordinator		

## DP verification visit: Day 1

Approximate time	Objective	Who	Venue
7.45am–8.00am	Time for team to settle		
8.00am–8.15am	Introductory meeting with DP teachers, if applicable		
8.15am–9.00am	Meeting with pedagogical leadership team/Head of School/governing body		
9.00am–9.45am	Meeting with DP coordinator		
9.45am–10.00am	Break		
10.00am–10.30am	Meeting with DP course or DP course-group teacher(s) (studies in language and literature)		
10.30am–11.00am	Meeting with DP course or DP course-group teacher(s) (language acquisition)		
11.00am–11.30am	Meeting with DP course or DP course-group teacher(s) (individuals and societies)		
11.30am–12.00pm	Meeting with DP course or DP course-group teacher(s) (sciences)		
12.00pm–1.00pm	Lunch		
1.00pm–2.00pm	Tour of school facilities		
2.00pm–2.30pm	Meeting with DP course or DP course-group teacher(s) (mathematics)		
2.30pm–2.45pm	Break		
2.45pm–3.15pm	Meeting with DP course or DP course group teacher(s) (the arts)		
3.15pm–3.45pm	Meeting with theory of knowledge (TOK) teacher(s)		
3.45pm–4.30pm	Meeting with legal guardians of prospective DP students		

## DP verification visit: Day 2

Approximate time	Objective	Who	Venue
7.45am–8.00am	Time for team to settle		
8.00am–8.30am	Meeting with extended essay (EE) coordinator/supervisor(s)		
8.30am–9.00am	Meeting with creativity, activity, action (CAS) coordinator		
9.00am–9.30am	Meeting with librarian(s)		
9.30am–10.15am	Meeting with prospective DP students		
10.15am–10.45am	Meeting with educational support staff		
10.45am–11.00am	Break		
11.00am–11.30am	Meeting with counsellor		

Approximate time	Objective	Who	Venue
11.30am–12.00pm	Time for team to review documents submitted on site		
12.00pm–1.00pm	Lunch		
1.00pm–2.00pm	Classroom visits or other activities at the team's request		
2.00pm–2.30pm	Meeting with DP coordinator		
2.30pm–4.00pm	Visiting team to prepare for exit meeting		
4.00pm–5.00pm	Exit meeting with pedagogical leadership team/Head of School and DP coordinator		

### CP verification visit: Day 1

Approximate time	Objective	Who	Venue
7.45am–8.00am	Time for team to settle		
8.00am–8.15am	Introductory meeting with all CP teachers, if applicable		
8.15am–9.00am	Meeting with pedagogical leadership team/Head of School/governing body		
9.00am–9.45am	Meeting with CP coordinator		
9.45am–10.00am	Break		
10.00am–12.30pm	Meeting DP course or DP course-group teachers who will be involved in the CP		
12.30pm–1.15pm	Lunch		
1.15pm–2.15pm	Tour of facilities		
2.15pm–2.45pm	Meeting with personal and professional skills (PPS) teacher(s)		
2.45pm–3.30pm	Meeting with representatives of the career-related studies (CRS) provider(s) and CRS teachers		
3.30pm–4.00pm	Meeting with reflective project (RP) coordinator and supervisors		
4.00pm–4.45pm	Meeting with legal guardians of prospective CP students		

Note: The allocation of time will vary according to the number of teachers or whether teachers will be part of a subject-group meeting or meeting as individual DP course teachers.

### CP verification visit: Day 2

Approximate time	Objective	Who	Venue
7.45am–8.00am	Time for team to settle		
8.00am–8.30am	Meeting with teacher(s) who will be involved in language development		
8.30am–9.00am	Meeting with service learning coordinator		
9.00am–9.15am	Break		
9.15am–9.45am	Meeting with librarian(s)		



Approximate time	Objective	Who	Venue
9.45am–10.30am	Meeting with prospective CP students		
10.30am–11.00am	Meeting with counsellor		
11.00am–12.00pm	Time for team to review documents submitted on site		
12.00pm–1.00pm	Lunch		
1.00pm–1.30pm	Meeting with educational support staff		
1.30pm–2.00pm	Classroom visits or other activities at the team's request		
2.00pm–2.30pm	Meeting with CP coordinator		
2.30pm–4.00pm	Visiting team to prepare for exit meeting		
4.00pm–5.00pm	Exit meeting with pedagogical leadership team/Head of School and CP coordinator		

Note: The allocation of time will vary according to the number of teachers, whether teachers will be part of a subject-group meeting or meeting as individual DP course teachers.