



# Application for candidacy: Diploma Programme

**Name of the school**

**School code**

**Date of submission**

## Note to the user

1. A school must have conducted a feasibility study before submitting this *Application for candidacy: Diploma Programme*.
2. This application form and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should be duly certified.
3. This *Application for candidacy: Diploma Programme* should be completed electronically and submitted with the supporting documentation following the guidelines and deadlines provided by the relevant IB office.
4. Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses.

## Request to the IB Organization for acceptance as candidate school to prepare for authorization to offer the Diploma Programme

Name of the school

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On behalf of the above-named school, we request acceptance from the IB Organization as candidate school preparing for authorization to offer the IB Diploma Programme. Information about the school is supplied on the accompanying application form and documents.

We understand that after submission of *Application for candidacy: Diploma Programme*, if the required conditions are fulfilled, the school will be recognized as a candidate school. Furthermore, we understand that the *Application for authorization: Diploma Programme* must be submitted to the relevant IB office according to IB timelines and regulations.

We confirm that:

- a. We have read the following documents published on the IB website or purchased from the IB store, made them available to the relevant constituencies of the school, and agree to abide by the regulations stated therein:
  - *Programme standards and practices*
  - *The Diploma Programme: From principles into practice*
  - *Rules for candidate schools*
  - *Rules for IB World Schools: Diploma Programme*
  - *General regulations: Diploma Programme*
  - *Guide to school authorization: Diploma Programme*
  - *Rules and policy for use of IB intellectual property*
- b. The school has purchased relevant IB publications from the IB store and will prepare itself to meet the authorization requirements following the current IB documents published for the purpose of implementing the programme.
- c. The appropriate financial authorities of the school/public school district know of the schedule of IB Diploma Programme fees and currency as assigned by the IB and have agreed to their timely payment.
- d. The school will not advertise or otherwise imply that it is authorized to offer the IB Diploma Programme. The final decision on the application for authorization is reached by the director general of the IB Organization after acceptance of the *Application for authorization: Diploma Programme* and after a verification visit to the school by an IB team has taken place.
- e. The school will only use the IB World School logo if and when the school is authorized to offer the IB Diploma Programme. No IB logo is available for candidate schools.
- f. The acceptance as a candidate school by the IB Organization does not guarantee future authorization to offer the Diploma Programme. If the school is recognized as a candidate school by the IB Organization, the school will present itself as a candidate school preparing for authorization.

- g. If this application is accepted, the IB Organization will provide a text that the school will be able to use in school publications, newsletters, brochures, staff recruitment advertisements and websites in this regard.
- h. We enclose the supporting documents as requested in this application.
- i. We agree that this electronic application form, whether signed electronically or not, will be understood by the IB Organization to have been read and endorsed by the head of school, the superintendent (if applicable) and the chair of the governing body (if applicable) without a signed hard copy being necessary.
- j. We understand and accept that any dispute arising from, or in connection with the *Application for candidacy: Diploma Programme*, the *Application for authorization: Diploma Programme*, or any other document relating to the authorization process, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

We further declare that, to the best of our knowledge, the information given on this form is correct.

Name and title of head of school (1)

Signature

Date

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Name and title of superintendent of school (if applicable)

Signature

Date

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Name and title of chair of the governing body (2)

Signature

Date

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1. **Head of school (director/principal in some systems)** is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.
2. **Governing body** is the duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.

## Update of school information

In order to keep the school file updated, complete the following chart. Note that it keeps almost the same structure as the *School information form* so that unchanged information may be copied directly.

1. CONTACT DETAILS				
Postal address <i>(include city, state, country and postal or zip code)</i>				
Street address <i>(if different from above) (include city, state, country and postal or zip code)</i>				
Telephone <i>(include country and area codes)</i>				
Fax <i>(include country and area codes)</i>				
	Title <i>(Mr, Mrs, Ms)</i>	Name	Position (3)	Email address
Head of school				
Head(s) of section where the DP will be implemented <i>(if different from above)</i>				
DP coordinator designate				
School public website				

3. **Position:** Name of the post of employment at the school

2. BILLING DETAILS	
Name of organization for billing purposes	
Address <i>(indicate with X or give an alternative address)</i>	Use postal address above <input type="checkbox"/> Use street address above <input type="checkbox"/>
	Use the following address
Code to be included in invoice for tax purposes <i>(if applicable)</i>	
Name and job title of contact for billing purposes	
Email address	

3. SCHOOL INFORMATION					
Date school founded or opened	<table border="1"> <tr> <td style="width: 100px; height: 30px;"></td> <td style="width: 100px; height: 30px;"></td> </tr> <tr> <td style="text-align: center;">month</td> <td style="text-align: center;">year</td> </tr> </table>			month	year
month	year				
<b>Legal status of the school</b> <b>Note:</b> <ul style="list-style-type: none"> <li>A <b>government/state/publicly funded school</b> is a government or national school where the employees are paid by the state either at a local or national level; usually there are no tuition fees (as distinct from examination or other fees).</li> <li>A <b>private school</b> is an independent (not-for-profit or for-profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies but these are only part of their income.</li> </ul>					
Government/state/publicly funded	<input type="checkbox"/>				
Private	<input type="checkbox"/>				
Other ( <i>specify</i> )	<input style="width: 100px;" type="text"/>				
Indicate whether the school is recognized as such by the local educational system.	Yes <input type="checkbox"/> No <input type="checkbox"/>				
Include school's accreditation status with other organizations, if any ( <i>eg CIS, WASC</i> ).					
Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If this is so, identify the group/project.					
Type of school					
Boys	<input type="checkbox"/>				
Girls	<input type="checkbox"/>				
Coeducational	<input type="checkbox"/>				
Additional information ( <i>eg coeducational in primary, boys and girls in secondary</i> )					
Boarding only	<input type="checkbox"/>				
Day only	<input type="checkbox"/>				
Boarding and day	<input type="checkbox"/>				
<b>Academic year dates</b> ( <i>indicate month only</i> )					
Starts	<input style="width: 100px;" type="text"/>				
Ends	<input style="width: 100px;" type="text"/>				
Age range of students across the whole school					
From	<input style="width: 100px;" type="text"/>				
	years old				
To	<input style="width: 100px;" type="text"/>				
	years old				

### 3. SCHOOL INFORMATION

Name the grades or years that comprise the different sections of the school and indicate the total number of students in each.

Name of the section in the school (eg kindergarten, primary)	Grades/years as identified in the school	Age range of students	Total number of students in each section

Total number of students in the whole school

What other IB programmes does the school currently implement or plan to implement?

PYP	Candidate school	<input type="checkbox"/>	IB World School authorized to offer the programme	<input type="checkbox"/>
	<i>(add IB school code if you know it)</i>		<i>(add IB school code)</i>	
	<input type="text"/>		<input type="text"/>	
MYP	Candidate school	<input type="checkbox"/>	IB World School authorized to offer the programme	<input type="checkbox"/>
	<i>(add IB school code if you know it)</i>		<i>(add IB school code)</i>	
	<input type="text"/>		<input type="text"/>	

Language(s) of instruction at the school *(languages through which group 3–6 subjects will be taught)*

Proposed exam session for the school

May

November

## Description of the school and its community

In order for the IB to know the school better, write brief paragraphs that address the following aspects of the school and its community:

1. A summary of the history and major characteristics of the school that make it attractive for students and parents

2. A description of the context in which it is located: socio-economic and cultural aspects of the surrounding community, interactions of the school with it

3. A description of the student body and staff, including their national, cultural and linguistic backgrounds

## Consideration phase

Before submitting this application, the school must have carried out a feasibility study to compare its current practices with those that the IB requires for the successful implementation of the Diploma Programme. As a result, the school must have developed an action plan that outlines the work needed to successfully complete the authorization process.

1. Indicate who led the feasibility study, who was involved and their positions in the school.

2. Briefly describe the process of the feasibility study.



3. In order to successfully implement the Diploma Programme, the school must have the support of its community. Complete the chart below with a description of what the school has done so far to gain the support of the following groups within its community.

	Actions taken by the school	Major outcomes	Additional comments
Governing body			
Local educational authorities <i>(if applicable)</i>			
Pedagogical leadership team			
Teachers and other members of staff who will be involved in the implementation of the programme			
Parents			
Others <i>(identify, adding rows as necessary)</i>			

## Preparation for the implementation of the Diploma Programme

Whilst studying the possibility of implementing the Diploma Programme, the school has read the relevant IB documents. The following questions are organized according to the headings of the *Programme standards and practices*.

### A: Philosophy

1. Transcribe the mission statement of the school.

2. To what extent does it align with the IB mission statement? Where necessary, what procedure has the school established to revise it in order to further align it with that of the IB?

3. Describe the contribution that the implementation of the Diploma Programme will make to the school.

4. How will the school encourage students to take the Diploma Programme?

**B: Organization**

**B1: Leadership and structure**

**1. Diploma Programme structure**

a. The following chart is meant to provide information about the school estimation of the number of students who will be enrolled in the Diploma Programme and its relationship with the full cohort of students in those years.

		First year of implementation of the Diploma Programme after authorization	Second year of implementation of the Diploma Programme after authorization	
		Diploma Programme year 1	Diploma Programme year 1	Diploma Programme year 2
1	Estimated number of Diploma Programme certificate candidates			
2	Estimated number of full Diploma Programme candidates			
3	Estimated number of non-Diploma Programme students			
	<b>TOTAL (1 + 2 + 3)</b> <i>(Estimated total number of students in the year of Diploma Programme implementation)</i>			

b. Will students have to meet admissions or selection criteria to be enrolled in the Diploma Programme? Yes  No

If the answer is yes, describe the policy that the school will apply.

- c. Will Diploma Programme students have to fulfill other mandated requirements (for example, national, local requirements)?

Yes  No

If the answer is yes, specify what type of requirements and in which year(s) of the programme these requirements will be fulfilled.

- d. If the school has to comply with other requirements, as stated above, identify and explain what challenges the school envisages regarding the implementation of the Diploma Programme (for example, curriculum content, mandatory text books or other resources).

- e. What percentage of the school's graduating students entered a tertiary educational institution in the past two years?

	Last year (%)	Year before that (%)
<b>3- or 4-year college/university</b>		
<b>2-year college</b>		
<b>Vocational/technical</b>		

## 2. Governance

- a. Briefly explain how the school is governed. Who is eligible to become a member of the governing body? If the school does not have a governing body, indicate what educational authority governs it.

- b. What are the reporting relationships between the governing body (or educational authority) and the senior leaders at the school?

### 3. Pedagogical leadership

- a. Describe the pedagogical leadership structure that will lead the implementation of the Diploma Programme.

- b. Who will be responsible for hiring and appointing the Diploma Programme staff at the school?

- c. Does the school have challenges in hiring and retaining staff? If so, what are they and how are they addressed? Describe the turnover of staff in the last three years.

- d. If the Diploma Programme coordinator designate will have other responsibilities beside the Diploma Programme coordination, indicate:

- i. additional responsibilities

- ii. percentage of his/her weekly schedule that will be devoted to complying with his/her IB responsibilities as coordinator.

### B2: Resources and support

#### 1. Teachers and other staff who will be involved in the implementation of the Diploma Programme

- a. Number of full-time teachers who will be responsible for Diploma Programme courses

- b. Number of part-time teachers who will be responsible for Diploma Programme courses

- c. Maximum Diploma Programme class size

students

## 2. Collaborative planning and reflection

Identify the types and objectives of staff and pedagogical leadership team meetings, giving details of participants and frequency. Indicate the time scheduled for teachers to meet for collaborative curricular planning purposes. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives

## 3. Information technology (IT) facilities that will support the Diploma Programme

Describe what IT facilities the students and teachers will have access to in order to support the Diploma Programme and indicate where they are located.

a. IT in classrooms

Yes

No

If the answer is yes, describe them.

b. IT laboratories

Yes

No

If the answer is yes, describe them (include number of computers/laptops, internet connection, student access to the laboratory, and so on).

c. Other comments on IT provision (*Note: A description of the IT provision in the library/multimedia centre will be included in question 6 below.*)

**4. Other school facilities that will support the Diploma Programme**

Describe the other facilities (for example, sports fields, science laboratories) that the school currently has to support the implementation of the Diploma Programme. (Do not include the library/multimedia centre in this chart.) Indicate the areas that are in the process of improvement and/or that the school needs to add. Add rows as necessary.

<b>Facility</b> <i>(eg art room, gymnasium, sports field, science laboratories)</i>	<b>Description of current situation</b>	<b>Developments under way/ future development</b> <i>(if applicable)</i>

**5. Administration of exams**

Describe where the school plans to administer the examination session to ensure that it will comply with all regulations and procedures related to the conduct of Diploma Programme examinations and thereby guarantee the integrity of the examination process.

**6. Library/multimedia centre**

Describe the library/multimedia centre at the school. In your description include the following aspects:

- a. Physical environment (indicate whether students can access books/resources directly, for what purposes the library space is used, whether it has room for students to work on their own, and so on)

- b. Groups it caters for (for example, students from 11 to 18 years old, only students 16+)

- c. How it is managed (include the professional qualification of the person who is in charge of the library/multimedia centre and responsibilities, whether it is a full time or part time position, library hours, agreements with other libraries, if applicable)

- d. Approximate number of resources that Diploma Programme students will be able to access. Include total number of book titles (not books) in the library, online resources and others. Specify the languages. Add rows as necessary.

	Language	Language	Language	Language
<i>(Use this row to indicate language)</i>				
<b>General reference</b>				
<b>Non-fiction</b>				
<b>Fiction</b>				
<b>Periodicals</b>				
<b>Electronic journals</b>				
<b>Others</b> <i>(specify)</i>				

- e. Indication of whether the library has enough resources to start implementing the Diploma Programme, how this decision was made and what plan the school has to address any needs.

- f. IT provision available in the library/multimedia centre (for example, computers, laptops, internet access)

## 7. Student guidance

How will the school provide guidance for students on post-secondary educational options?

**8. Teaching time**

- a. Number of weeks of instruction in the school year
- b. Number of instructional periods students receive in a week
- c. Length (in minutes) of each instructional period
- d. Will the school need to make adjustments to the student's weekly schedule to ensure that the recommended teaching hours for standard and higher level subjects and theory of knowledge (TOK) are included and allow for concurrency of learning?      Yes       No

If the answer is yes, explain the present situation and the changes the school envisages.

**9. Funding**

- a. Will IB students pay tuition fees?      Yes       No
- b. Will IB students receive any government subsidy?      Yes       No

**C: Curriculum**

1. How have the Diploma Programme subjects and levels been chosen and what criteria were applied to the choice?

2. What changes to planning for teaching and learning in the school would the implementation of the Diploma Programme entail?

3. Describe the support the school will provide to students whose most proficient language is not the school's language(s) of instruction.



4. Indicate what provisions the school has or will have to support students' mother tongues, if different from the language(s) of instruction of the school.

5. Describe the school's current assessment system/policy and indicate any differences you have found when comparing it with the Diploma Programme perspective on assessment.

### List of supporting documents to attach to this form

*Place an X in the box to indicate that you have attached the document to the form.*

Documentary confirmation of the legal status of the school and confirmation from the local/provincial/state authorities that the school is recognized as an educational institution, with a certified translation into English, French or Spanish if written in any other language. Translations of official documents should be duly certified.

Written confirmation of support from the authorities that will finance the implementation of the Diploma Programme in the school

School organization chart showing the pedagogical leadership team (including the Diploma Programme coordinator designate) and reporting lines

Documentary evidence of payment of non-refundable fee to the IB Organization

**Complete the charts that appear in the following pages.**

**Chart 1: Diploma Programme subjects proposal and sequencing chart**

Diploma Programme subjects proposal					Sequencing chart		Subjects completed in one year		
Subject <i>Indicate the name of the subject under each group. Add rows as necessary.</i>	Subject level		Language(s) of instruction	Estimated number of students		Subject taught in penultimate year before Diploma Programme starts	Subject taught in last year before Diploma Programme starts	Add an X in the appropriate column if any of the situations allowed by the IB (as described below the chart) apply in the school. *	
	Higher	Standard		Higher	Standard			Standard level subject(s) completed in year 1	Standard level subject completed in year 2
Group 1: studies in language and literature <i>(indicate the language: eg English A: literature)</i>									
Group 2: language acquisition <i>(indicate the language: eg Spanish B)</i>									
Group 3: individuals and societies									
Group 4: experimental sciences									

Diploma Programme subjects proposal					Sequencing chart		Subjects completed in one year		
Subject <i>Indicate the name of the subject under each group. Add rows as necessary.</i>	Subject level		Language(s) of instruction	Estimated number of students		Subject taught in penultimate year before Diploma Programme starts	Subject taught in last year before Diploma Programme starts	<i>Add an X in the appropriate column if any of the situations allowed by the IB (as described below the chart) apply in the school. *</i>	
	Higher	Standard		Higher	Standard			Standard level subject(s) completed in year 1	Standard level subject completed in year 2
Group 5: mathematics and computer science									
Group 6: the arts									
TOK									

\* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

## Chart 2: Diploma Programme teaching staff, qualifications and IB-recognized professional development

- **IB-recognized professional development** is activities as listed on the IB events calendar on the IB public website (<http://www.ibo.org>) or in-school professional development activities organized by the relevant IB office.
- **Location:** In the chart below, indicate where the training took place or will take place.
  - For IB regional workshops attended or to be attended name the city.
  - For IB workshops organized in the school use “IS”.
  - For IB online workshops use “Online”.



Subject/role <i>Indicate the name of the subject under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Qualifications of each teacher <i>(degrees, diplomas)</i>	Number of years at this school	Full/part-time <i>(use FT/PT)</i>	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
	Higher	Standard					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Group 1: studies in language and literature <i>(indicate the language: eg English A literature)</i>												
Group 2: language acquisition <i>(indicate the language: eg Spanish B)</i>												
Group 3: individuals and societies												

Subject/role <i>Indicate the name of the subject under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Qualifications of each teacher <i>(degrees, diplomas)</i>	Number of years at this school	Full/part-time <i>(use FT/PT)</i>	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
	Higher	Standard					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Group 4: experimental sciences												
Group 5: mathematics and computer science												
Group 6: the arts												
TOK												
CAS												
DP coordinator designate												
Head of school												

### Chart 3: Action plan

- Schools are required to use this template in planning their submission for authorization. It is organized according to the headings of the *Programme standards and practices*.
- School objectives will be defined considering the IB requirements for authorization to offer the Diploma Programme, as stated in the document *Guide to school authorization: Diploma Programme*.
- Add rows as necessary.

<b>AIM: To become an IB World school, implementing the Diploma Programme in</b>		<b>for first exams in</b>	
	<i>(month and year)</i>		<i>(month and year)</i>

#### A: Philosophy

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

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

#### B: Organization

##### B1: Leadership and structure

The school’s leadership and administrative structures ensure the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

## B2: Resources and support

The school's resources and support structures ensure the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

## C: Curriculum

### C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

**C2: Written curriculum**

The school's written curriculum reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

**C3: Teaching and learning**

Teaching and learning reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective



**C4: Assessment**

Assessment at the school reflects IB assessment philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective

### Chart 4: Implementation budget

Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD.

USD = US dollars    GBP = Great British pounds    CHF = Swiss francs    CAD = Canadian dollars

	Candidate school year 1	Candidate school year 2	IB World School year 1	IB World School year 2	IB World School year 3
Academic year					
Candidate school fee					
Annual fee					
Candidate assessment fees					
Resources <i>(specify)</i>					
IB professional development <i>(specify)</i>					
Other					
<b>TOTAL</b>					

Approved by

Position