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# The responsibilities of IB World Schools in ensuring the integrity of IB assessments



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# IB learner profile

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

As IB learners we strive to be:

## INQUIRERS

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

## KNOWLEDGEABLE

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

## THINKERS

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

## COMMUNICATORS

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

## PRINCIPLED

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

## OPEN-MINDED

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

## CARING

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

## RISK-TAKERS

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

## BALANCED

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

## REFLECTIVE

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

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



## About this document

This document describes the responsibilities of any educational institution that has been authorized to offer IB programmes (IB World Schools) in delivering assessments set by the IB. It is intended to be read by Heads of school, school managers and programme coordinators.

It is very important that students, parents and stakeholders have confidence in the integrity of the grades provided by IB Assessments. Actions that undermine the authenticity of these outcomes ultimately devalues the IB grades and wider programmes for all students. It is critical, therefore, that the IB and its authorized IB World Schools take all reasonable steps to ensure the academic integrity of its education.

Maladministration incidents can be deliberate, with the intention of giving certain students an unfair advantage during the assessment process. Other incidents can arise as a consequence of misunderstanding or misinterpretation of the IB's rules and regulations. In either case, the school has the responsibility to prevent the incident from occurring and shall take robust steps to prevent it reoccurring. The IB has a responsibility to prevent any student receiving an unfair advantage from maladministration, whether it was intentional or not, and ensuring all schools take their responsibilities seriously.

A wide range of members of the school community can be involved in such incidents, including school administrators, programme coordinators, teachers and students. This document sets out the responsibilities of the school administration and teaching staff delivering IB Assessments and the possible actions and/or sanctions against IB World schools engaging in maladministration, whether intentional or not. The document also describes the investigative procedure that the IB will follow when a maladministration incident is reported to, or is suspected by, the IB.

The IB will investigate rigorously whenever maladministration is reported or suspected, regardless of the cause, and will take all reasonable measures to ensure the integrity and security of all forms of assessment. The IB will conduct the maladministration investigations following established procedures and will only make a decision after full consideration of all available evidence.

## Definitions

**Maladministration** is an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of the assessment or completion of the examination.

**Academic misconduct** is an action by a student that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of the assessment or completion of the examination.

## Responsibilities of the International Baccalaureate Organization

The International Baccalaureate Organization (IB) is responsible for protecting the integrity of its examination by detecting and managing cases of academic misconduct by students or maladministration by IB World Schools. It will monitor IB World Schools to ensure they comply with the secure storage of examination papers and stationery (as specified in *Secure storage of confidential IB material* annex within *Assessment procedures*), the Conduct of examinations section of *Assessment procedures* for the relevant IB programme, and that internal assessment and other coursework components are authenticated as specified in the relevant subject guides.

The IB is independent from schools and does not provide teaching services to students. IB World Schools are entirely independent from the IB and are responsible for the implementation of IB programmes and quality of teaching, regardless of whether courses are provided solely in the classroom or by means of a combination of classroom-based courses and online courses offered by an IB-approved online course provider.

## Responsibilities of IB World Schools

Schools that have been authorized to offer IB programmes commit to comply with all IB publications that govern the administration of the relevant IB programmes, including the following.

- [Programme standards and practices](#)
- [DP/CP/MYP/PYP Rules for IB World Schools](#)
- [DP/CP/MYP/PYP General regulations](#)
- [DP/CP/MYP Assessment procedures](#)
- [DP/CP/MYP subject guides](#)
- *Secure storage of confidential IB material (annex within *Assessment procedures*)*

Note that subject guides are not available for the PYP due to the nature of the programme.

The school is responsible for adhering to the rules and regulations outlined in the above publications, including ensuring that examinations and assessments are conducted within the expected guidelines.

IB World Schools must adhere to IB requirements to prevent student academic misconduct and school staff maladministration; school administrators and teaching staff are expected to support the school in achieving the IB requirements.

Focusing on academic integrity, IB World schools are responsible for:

- informing students and legal guardians about the characteristics and any restrictions of IB programmes
- ensuring that students comply with all assessment requirements for IB programmes, which includes fair and genuine completion of all assessment components by the students
- ensuring that teachers and school administrators receive IB-recognized professional development, as required
- ensuring that teachers and school administrators are held accountable, according to the school's own policies, when involved in a maladministration incident
- immediately notifying the IB of any breach in the procedure for the secure storage of IB examination materials or conduct of the examinations, in accordance with the procedures described in programme-relevant documents
- supporting the IB in any investigation into possible maladministration (following guidance provided by the IB).



## Responsibilities of IB World School administrators and programme coordinators

A school that meets the IB policies listed in this document will generally have school managers and programme coordinators who do the following.

### Articulation of IB programmes

- Provide leadership to ensure the correct and proper delivery of IB programmes.
- Make all IB policies, rules, regulations and guidelines accessible to staff, teachers, students and legal guardians.
- Consistently apply IB policies, rules, regulations and guidelines.
- Demonstrate leadership to create pedagogical leadership aligned with the philosophy of the programme(s).

### Support to teachers and students

- Support training of teachers and school administrators through suitable professional development.
- Ensure that professional development receives the necessary priority.
- Encourage excellent teaching practices to support student-centred learning.

### Adherence to the principle of academic integrity

- Acknowledge and support academic integrity as a core IB principle.
- Act with honesty and in a responsible and ethical manner.
- Do not engage in maladministration acts (as defined above).
- Are accountable for their actions and decisions.
- Identify, declare and avoid any apparent or actual conflict of interest.
- Report suspected instances of maladministration or student academic misconduct.

## Responsibilities of IB teachers

A school that meets the IB policies listed in this document above will generally have IB teachers who do the following.

### Adherence to the principle of academic integrity

- Acknowledge and support academic integrity as a core IB principle.
- Act with honesty and in a responsible and ethical manner.
- Fully comply with IB policies, procedures and subject guidelines.
- Encourage student responsibility for academic integrity.
- Respond to academic misconduct when it occurs.
- Help define and support school-wide academic integrity standards.
- Identify, declare and avoid any apparent or actual conflict of interest.

### Support to students

- Support students to become actively responsible for their own learning.
- Support students to develop the IB learner profile attributes.
- Ensure that students receive guidance on how to produce genuine and authentic work.
- Analyze all IB subject guidelines to support students' understanding of the IB's assessment criteria.
- Ensure that students are appropriately prepared for the demands of the tasks necessary to fulfill the requirements of IB assessment.
- Read and give advice to students only on the number of drafts as specified in the relevant subject guide, providing oral or written advice on how the work could be improved, but not editing the draft.
- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Give students regular feedback and encourage them to respond to the feedback.

The IB would expect a school to monitor to make sure these responsibilities are being delivered, and to act if there is any evidence or suspicion they are not being met.

## Actions the IB will take if IB World schools are not meeting their responsibilities

The “Incident/sanctions matrix” sets out the typical actions the IB would apply in the event of a case of maladministration. The scenarios described are not exhaustive; each incident will be reviewed on its own merits. The actions are not in order of severity, and one or more may be imposed depending on the nature of the maladministration. The matrix should be read in conjunction with the “Maladministration investigation procedure” flow chart which provides additional information about the IB departments and staff responsible for the decisions and follow-up of corrective actions and implementation of action plans.

The IB will carry out further investigations into the work submitted by the student(s) allegedly involved in the incident to establish whether action is needed against the student(s). In some cases, this investigation will cover all work submitted by the entire cohort registered for the examination session. If individual student academic misconduct is confirmed, the IB will apply the appropriate penalty for these cases, as set out in the programme-relevant general regulations.

If a teacher is implicated in the incident, the IB reserves the right to ask the IB World School not to allow that teacher to continue delivering IB programmes in the future. It is a matter for the IB World School to decide whether to continue their employment relationship with that teacher, but the IB will take such actions into account when considering its confidence in allowing the school to continue to be authorized to provide IB programmes.



# Incidents/sanctions matrix

	Incident	Actions/sanctions (multiple actions may be taken)
Level 1 incidents	<ul style="list-style-type: none"> <li>• Undue assistance given to a limited number of candidates in the completion of coursework (theory of knowledge, extended essay, internal assessments).</li> <li>• Not having the sufficient number of invigilators in place for an examination.</li> <li>• Not sending the completed examination scripts to the scanning centre/IB Assessment Division within 24 hours of the relevant examination ending.</li> <li>• Not submitting candidate response files to the IB within three days (Middle Years Programme).</li> <li>• A significant number of plagiarism incidents.</li> <li>• Teachers gaining access to examination question papers/on-screen examination packages less than 24 hours after the examination has ended.</li> <li>• Failure to comply with guidelines for the use of examination stationery.</li> <li>• Giving (unauthorized) additional time to candidates.</li> <li>• Failure to create/keep/provide a seating plan.</li> <li>• Not maintaining the required desk/seating/device distances during an examination.</li> <li>• Distribution of the wrong support materials during an examination (case studies/formula booklets).</li> <li>• Authenticating work on submission to the IB, but claiming (within the submitted work) that it may not be authentic.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal warning letter.</li> <li>• Require immediate corrective action.</li> <li>• Require an action plan to address the incident.</li> <li>• Record the incident on the IB's school database, to be reviewed as part of the school evaluation visit.<sup>1</sup></li> <li>• Include the school in session monitoring for the following two consecutive sessions. (Otherwise schools are selected by stratified random sample.)</li> </ul>
Level 2 incidents	<ul style="list-style-type: none"> <li>• Unauthorized rescheduling of an examination.</li> <li>• Undue assistance given to a considerable number of candidates in the completion of coursework (theory of knowledge, extended essay, internal assessments).</li> <li>• Non-compliance with checking/resetting calculators (or checking dictionaries) procedures.</li> <li>• Candidates sharing material during an examination (dictionaries, and so on).</li> <li>• Non-compliance regarding inclusive assessment arrangements procedures.</li> <li>• Allowing reading time for multiple-choice questions.</li> <li>• Examination invigilators are not trained/are poorly trained.</li> <li>• Failure to ask candidates to surrender unauthorized materials before the start of the examination.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal warning letter.</li> <li>• Require immediate corrective action.</li> <li>• Require an action plan to address the incident.</li> <li>• Record the incident on the IB school database, to be reviewed as part of the school evaluation visit.</li> <li>• Audit the internal assessment completion process—request drafts of all work (from all candidates).</li> <li>• Immediate “supportive” visit to the school.</li> <li>• Bring forward the evaluation visit to the next teaching year.</li> <li>• Monitoring of the entire internal assessment in future sessions.</li> <li>• Recommend that school staff complete of relevant training (attendance at IB professional development workshops).</li> <li>• Include the school in session monitoring for three consecutive sessions. (Otherwise schools are selected by stratified random sample.)</li> </ul>

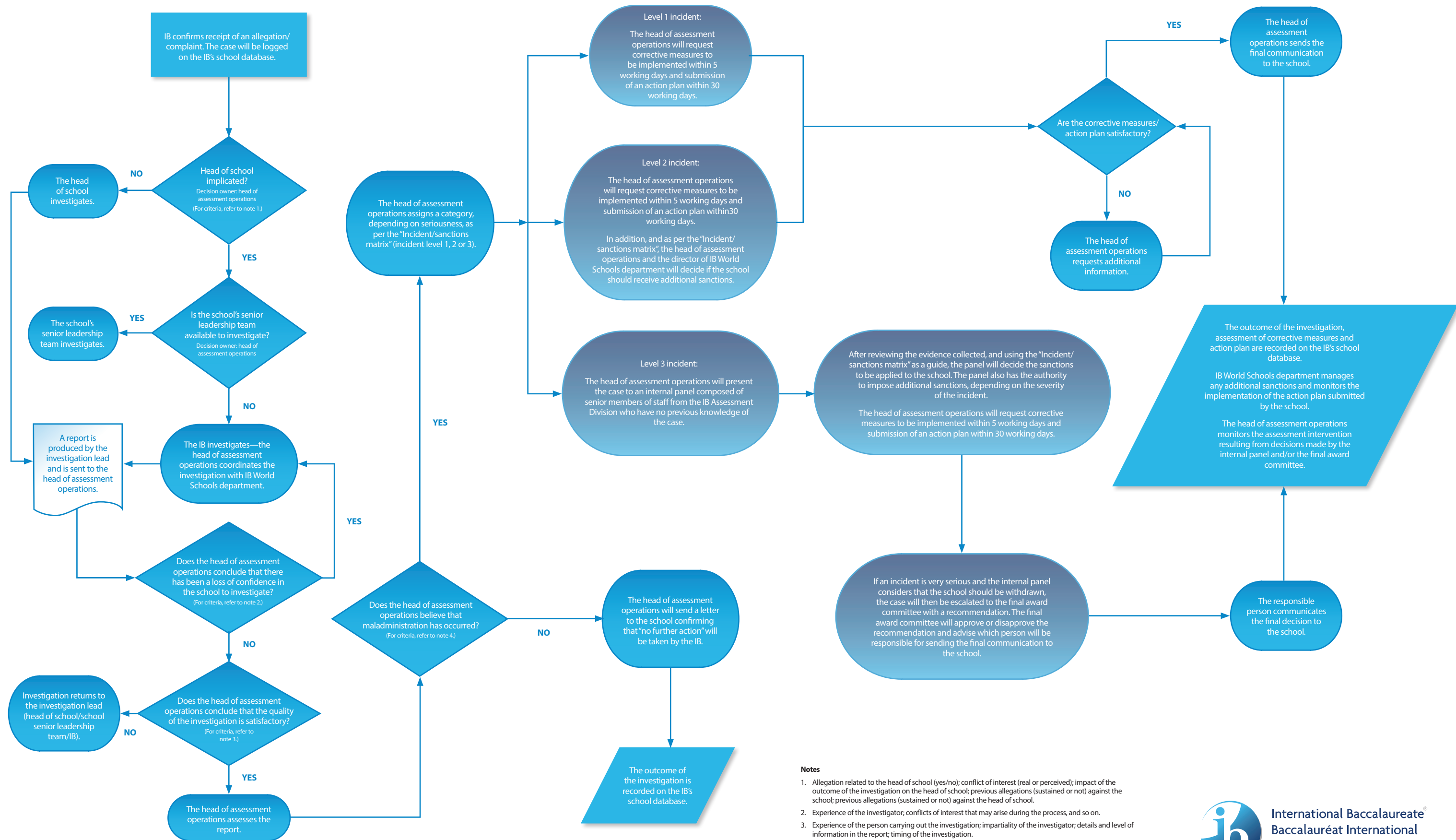
<sup>1</sup> Schools who are identified as having multiple issues recorded will be subject to additional interventions.

<p style="text-align: center;">Level 3 incidents</p>	<ul style="list-style-type: none"> <li>• Falsification of internal assessment marks.</li> <li>• Assisting candidates with the completion of answers to an examination.</li> <li>• Assisting candidates with understanding questions during an examination.</li> <li>• Failure to maintain examination security (for example, non-secure storage of examination materials/opening examination papers/obtaining examinations illicitly/logging in to see the content of an on-screen examination before the examination starts).</li> <li>• Failure to maintain examination security on any device that has live on-screen examination packages.</li> <li>• Failure to maintain examination security on access codes for on-screen examination packages.</li> <li>• Leaving candidates unsupervised during an examination/allowing a candidate to leave the examination room (for example, for a toilet break) unattended.</li> <li>• Amending responses to completed/finished examination scripts prior to dispatch.</li> <li>• Failure to inform the Assessment Division of a potential case of student academic misconduct.</li> <li>• Failure to inform the Assessment Division of an examination security breach.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal warning letter.</li> <li>• Require immediate corrective action.</li> <li>• Require an action plan to address the incident.</li> <li>• Record the incident on the IB school database, to be reviewed as part of school evaluation visit.</li> <li>• Arrange for an immediate site inspection for compliance.</li> <li>• Withhold results until the investigation is completed.</li> <li>• Mandate attendance to relevant IB professional development workshops.</li> <li>• Audit the internal assessment completion process—request drafts of all work (from all candidates).</li> <li>• Controlled dispatch of IB examination papers, with the supervision of IB-appointed invigilators (cost paid by the school).</li> <li>• Include the school in session monitoring for five consecutive sessions. (Otherwise schools are selected by stratified random sample.)</li> <li>• Authorization withdrawal.</li> <li>• Annulment of grades for the students concerned or the entire cohort.</li> </ul>
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Table 1

*Incidents/sanctions matrix*

# Maladministration investigation procedure



## Notes

1. Allegation related to the head of school (yes/no); conflict of interest (real or perceived); impact of the outcome of the investigation on the head of school; previous allegations (sustained or not) against the school; previous allegations (sustained or not) against the head of school.
2. Experience of the investigator; conflicts of interest that may arise during the process, and so on.
3. Experience of the person carrying out the investigation; impartiality of the investigator; details and level of information in the report; timing of the investigation.
4. Quality of evidence against the school (details; contradictions in the report; credibility of the source; the relationship of the source with the implicated staff/students; type of evidence—*anecdotal* or *"hard"* evidence, such as email/messages correspondence; reputational stance of the school; records of past reports/incidents).



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# School maladministration investigation guide

To maintain the IB's credibility and position as a leader in international education, all reports alleging school maladministration are investigated.

This document is a guide for the person responsible for investigating a possible incident of school maladministration. The person responsible shall be identified in accordance with this document, as well as the documents listed under the "Responsibilities of IB World Schools" section of this document.

## Notification from the IB

The IB will contact the IB programme coordinator and/or the head of school to request an investigation into the alleged maladministration incident, but they will not be informed of the source of the allegation in accordance with the IB's policies on complaints and whistle-blowing.

If the IB considers that a conflict of interest may arise, for example, when the head of school is allegedly involved in the maladministration allegation, the IB reserves the right to delegate the investigation to an independent person. The head of school will be informed of this decision and must ensure that the appointee receives the necessary support required to conduct the investigation.

## Conducting the investigation

The person responsible for the investigation must submit a full report to the IB, using the form *Statement - school staff (suspected maladministration)* within ten working days of receipt of the notification.

Any individual being investigated must be immediately informed (in writing) of the allegation and possible outcomes; the person responsible for the investigation (head of school, IB programme coordinator or party designated by the IB) is responsible for communicating the investigation to all parties involved in a timely manner.

Individuals under investigation must be provided with the opportunity to respond (in writing) to the allegation using the templates provided by the IB, and an interview should also be conducted. It is recommended that any interview is conducted with witnesses being present (usually one witness for the school and one witness for the individual being investigated).

The report must contain the following information.

- Details of who was responsible for conducting the investigation.
- Details about how the investigation was conducted.
- Details of who was involved in the incident (candidates, school staff, and so on).
- A detailed account of the circumstances surrounding the incident.
- Evidence collected that supports or refutes the allegation, and how was it collected.
- Information about whether the evidence could be corroborated.
- Details of witnesses to the incident.
- Information about people who have provided expert evidence (for example, computer records, and so on).

If necessary, the IB will request additional information, such as:

- How and when candidates and teachers were informed of the relevant sections of the *General regulations*
- seating plans from examinations
- photographic evidence of storage facilities for IB examination materials
- internal calendars with due dates for all IB assessments
- candidate's work (including any drafts) directly related to the investigation
- any other evidence considered relevant to the investigation.

## Outcome of the review of the case

Once all information pertaining to the case has been received from the person responsible for the investigation, it will be reviewed by senior members of staff from the IB Assessment Division, IB Global Centre, Cardiff. Based on the evidence and documents provided, it will be decided whether a breach of the relevant *General regulations* has occurred.

If the IB is satisfied that the assessment process has not been compromised, the head of school (and IB programme coordinator) will be notified of this decision and no further action will be required from the school.

If the IB determines that the assessment process has been compromised, the head of school (and IB programme coordinator) will be notified, and possible further actions and/or sanctions will apply, as described in the “Incident/sanctions matrix”.

Depending on the circumstances, cases may be presented to the final award committee for further consideration.

If the first report into an alleged case of maladministration is not satisfactory, the Assessment Division, IB Global Centre, Cardiff, may request an additional investigation and will decide if it needs to be carried out by a third party.

## Unprecedented or extraordinary incidents

Any controversy arising out of an unprecedented and/or extraordinary incident not included in the “Incident/sanctions matrix” will be reviewed by senior members of staff from the IB Assessment Centre to decide the best course of action.

## Review of this document

This document will be reviewed and updated at least every three years.

**Contact details of the person completing this statement.**

Name:

Email:

Contact phone number:

IB World School code:

Please briefly explain the guidance you have received in terms of your school having to comply with IB's assessment requirements and regulations.

**Please answer the following questions by ticking the appropriate box:**

	Yes	No
Did the investigation follow due process?		
Were you informed about the allegation?		
Were you informed about the IB's investigation procedure?		
Were you informed of the possible consequences if maladministration is confirmed on your part?		



Please provide any relevant information specifically referring to the allegations made against you. Please be specific in terms of time, date and facts. You should provide evidence that will support your narrative and details of any witness who can support what you state.

Name and position of the person responsible for the investigation:	
Date:	