

# B1 General regulations: Middle Years Programme

## B1.1 Introduction

Since 2022, the publication *General regulations: Middle Years Programme* constitutes a section within this publication. Therefore, IB World Schools delivering the MYP and students completing assessments in May and November 2026 are subject to the “General regulations: Middle Years Programme” section in this version of *Middle Years Programme Assessment procedures*.

This “General regulations: Middle Years Programme” section sets out the expectations that IB World Schools and their students must follow for their assessment results to be validated by the IB, including how to maintain integrity and ensure full compliance when delivering assessments and examinations.

Some sections have been removed from the previous version of the *General regulations: Middle Years Programme* to avoid duplication of information that is available in either the [Rules for IB World Schools](#), *Middle Years Programme Assessment procedures* or the relevant subject guides.

The following sections from the previous *General regulations: Middle Years Programme* are now wholly or in part found only in *Rules for IB World Schools*.

- Role and responsibilities of schools
- Use of student data
- Governing law
- Arbitration

Where new policy documents have been published or separate documents exist, summarized information is maintained in this “General regulations: Middle Years Programme” section, with links to the related documents clearly indicated. Some examples include the following.

- [Academic integrity policy](#)
- Students with access requirements ([article 13](#))

## Article 1: Scope

1.1 The International Baccalaureate Organization (hereinafter, together with its affiliates, “IB”) is a foundation that has developed and offers four programmes of international education: the Primary Years Programme (hereinafter “PYP”), the Middle Years Programme (hereinafter “MYP”), the Diploma Programme (hereinafter “DP”) and the Career-related Programme (hereinafter “CP”). It authorizes schools (known as IB World Schools and hereinafter “schools”) to offer one or more of these programmes to their students (hereinafter “students”).

1.2 This document describes the regulations that apply to those schools that have been authorized as IB World Schools to offer the MYP, and is intended for schools, students and their legal guardians. When used herein the term “legal guardians” encompasses parents and individuals with legal guardianship of any IB student enrolled in the MYP. If a student is of legal age, the school’s duties towards legal guardians specified herein also apply towards the student.

1.3 The IB has established a curriculum framework, as well as standards, practices and requirements for the implementation of the MYP as a programme aimed at students in the 11–16 age range designed to lead, in year 5 (the final year of the programme), to the *MYP Certificate* or *IB MYP Course Results* (hereinafter “*MYP Course Results*”) for subjects/elements forming part of the MYP.

1.4 The MYP is designed as a five-year programme in which students engage in timetabled learning in eight subject groups each year. Where a five-year programme is not possible, schools may be permitted by the IB to implement a shorter programme, in accordance with the requirements established by the IB. Reference to “year 5” throughout the *Middle Years Programme Assessment procedures* and associated documentation therefore equates to the culminating or final year of the programme as approved by the IB.

## Article 2: Role and responsibilities of schools

2.1 In addition to articles in these “General regulations: Middle Years Programme” (hereinafter “general regulations”) schools must comply with the [Rules for IB World Schools](#), available in a separate document, as well as with the administrative requirements detailed elsewhere in the *Middle Years Programme Assessment procedures*, which contains detailed information on assessment procedures for MYP coordinators and teachers and is made available to schools by the IB.

2.2 Schools are responsible for informing students and legal guardians about the general characteristics of the MYP and how the school implements it. Additionally, schools must inform students and legal guardians of the assessment services offered by the IB and any restrictions or prohibitions that apply to the MYP.

2.3 Schools are expected to enter all MYP year 5 students for personal project moderation from the relevant examination session of the academic year that follows the year of authorization, and not earlier. Additionally, schools may enter MYP year 5 students for MYP eAssessment from the same examination session. Students who have been part of a full year of learning and teaching in an IB World School (the IB recommends, however, a period of at least two years) and who have completed all programme requirements in MYP year 5, are eligible to participate in MYP eAssessments.

2.4 To qualify for the award of the *MYP Certificate*, a student must follow a course of study and assessment for the MYP at a school authorized to offer the MYP. In addition to subject requirements and interdisciplinary learning, the *MYP Certificate* has the further requirement of submitting a personal project and the completion of community service as approved by the school. The official grades for a student's performance in the *MYP Certificate* are recorded on the accompanying *MYP Course Results*.

2.5 A student will be awarded *MYP Course Results* if the combination of assessments and/or grades achieved does not together constitute the requirements of the *MYP Certificate*. All students who are enrolled in year 5 (the final year) of the MYP are expected to be registered for the personal project.

2.6 Schools are responsible for the security of on-screen examinations and for the conduct of the examinations according to the procedures described in [The conduct of IB Middle Years Programme on-screen examinations](#). Any breach in the procedure for the secure storage of, and access to, on-screen examinations must be notified immediately to IB Answers. The school must provide the IB with statements and any other relevant information from the programme coordinator and anyone else about the breach and reasonably cooperate with the IB in investigating and addressing such a breach.

2.7 The IB may request, gather and use student work and information for the following non-commercial reasons: educational research, training and support for IBEN, investigations into possible academic misconduct or maladministration, quality controls of IB processes and decision-making, and to allow it to perform its core educational duties. Therefore, schools are responsible for the secure

storage of all work submitted by their students (externally and internally assessed) up to the close of the examination session concerned—**15 October/15 April**.

2.8 Schools are expected to uphold the principle of academic integrity and not to engage in any form of maladministration. The publication *Academic integrity policy* provides examples of forms of maladministration and subsequent possible consequences for schools.

## Article 3: Students and their legal guardians

3.1 Except where provided otherwise in these general regulations or in the *Middle Years Programme Assessment procedures*, students and their legal guardian(s) must use the school's MYP coordinator as the intermediary for any communication with the IB. If either a student or their legal guardian(s) has a question about the general characteristics of the MYP, its administration or how the school implements it, they are advised to raise the matter with the school's MYP coordinator.

3.2 Students, whether for the *MYP Certificate* or *MYP Course Results*, must complete all assessment requirements within the last full year of the programme or within an extended period of study when a student retakes one or more subjects.

3.3 Students are required to act in a responsible and ethical manner throughout their participation in the MYP, as determined by the IB at its sole discretion, which includes not engaging in academic misconduct (as defined in [article 15](#)), and must be in good standing at the school at the time of the on-screen eAssessment.

3.4 The IB is entitled to refuse to mark or moderate assessment submissions if a student has acted in an irresponsible or unethical manner in connection with that part of the assessment, or if a student submits inappropriate material that is unrelated to the content of the assessment. In such instances, the IB is also entitled to take additional action in accordance with its academic integrity policy for serious cases.

## Article 4: Equal opportunities statement

4.1 It is the practice of the IB to make its programmes available to all students from IB World Schools. No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other

personal characteristic, as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.

4.2 It is the practice of the IB to make its assessment available to all students from IB World Schools who have fulfilled the school's and the IB's academic requirements. The IB will make all reasonable efforts and/or accommodations, or as may otherwise be required by law, to enable students to participate in its eAssessments.

## Article 5: Recognition of the *MYP Certificate*

The IB actively promotes wide recognition and acceptance of the *MYP Certificate* or *MYP Course Results* as a basis for continuing education but does not guarantee recognition of the *MYP Certificate* or *MYP Course Results* by any institution or relevant authority in a country. Consequently, students and legal guardians bear the sole responsibility for verifying whether the *MYP Certificate* or *MYP Course Results* have recognition and acceptance.

## Article 6: Property and copyright in materials produced by students

6.1 Students produce materials in a variety of forms that are submitted to the IB as part of the assessment requirements. These assessment materials (hereinafter "materials") include all forms of written work, audio and visual materials, computer programs and data and, in certain cases, may contain images or voices of the students.

6.2 Students retain copyright in all materials submitted for assessment purposes, but by submitting those materials, subject to article 6.4, students and their legal guardians thereby grant the IB a non-exclusive, charge-free, worldwide licence, for the duration of the applicable jurisdiction's copyright protection, to reproduce submitted materials, to use the image and voice of the student where they appear on audio or video materials and to reproduce any musical performances in any medium for assessment, educational, training, commercial and/or promotional purposes relating to the IB's activities, or to those related activities of which it approves. Such licences shall become effective from the date of submission to the IB.

6.3 Where the IB uses these materials for purposes other than assessment, it may modify, translate or otherwise change them to meet particular needs and will, in most cases, anonymize them before

publication in print or in electronic form. If the purpose of the publication is to focus on work of a particularly high standard, then the student and school may be identified if anonymizing would reduce the quality of the response. In such cases, the IB will inform the school beforehand and the school shall inform the student.

6.4 Under exceptional circumstances, a student and/or a student's legal guardian may withdraw the aspects of the licence relating to use of a student's work outside an assessment context, as referred to in article 6.2, for a specific piece of work. In such cases, the IB must be notified in accordance with the procedure described in the *Middle Years Programme Assessment procedures*. The student must submit a written notification to the school's MYP coordinator, who has the duty to inform the IB by the due date set forth in the *Middle Years Programme Assessment procedures*. In these cases, the IB will use the material only for assessment purposes as defined in article 6.5.

6.5 Under the licence granted upon submission for assessment purposes, the IB can electronically scan, store or reproduce submitted materials in any medium in order to allow the materials to be communicated to examiners, moderators and any other persons involved in the assessment process or any subsequent appeals (including third-party vendors and/or services providers). The materials may also be used in the training of examiners. Materials for which a student has withdrawn the aspects of the licence relating to use of student work outside an assessment context will not be placed in any IB publications or used for any commercial or promotional purposes.

6.6 Materials submitted for assessment, or reproductions of them, are either internally assessed by teachers in the schools (whose marks are moderated) or externally assessed by IB examiners. Wherever the materials or reproductions are held during their assessment, for example, by the school or a third party, they are always held on behalf of the IB and in a manner that is compliant with applicable privacy regulations.

6.7 All materials submitted to the IB for assessment, and reproductions of such materials, become the property of the IB. Once the materials have been assessed, the IB is entitled to retain the materials for record-keeping purposes or to eventually destroy them according to its needs and legal obligations.

6.8 Students are entitled to request the return of their externally assessed work, including a copy of their on-screen examinations, provided such application is made for a May session by **15 October** in the same year and for a November session by **15 April** of the following year. In all cases, to be

valid, the application must be submitted to the IB by the school's MYP coordinator according to the procedures stated in the *Middle Years Programme Assessment procedures*.

## Article 7: Use of student data

Student data, including data relating to assessment, may be used:

- a. to register students in the MYP and administer the MYP and its requirements for the student and school, including sensitive personal data if making determinations about assessment accommodations
- b. to provide MYP support and services for the student and school, including website services and online forums, assessment services and accommodations, delivery of courses online to the student and assisting students and their school with providing information to institutions of higher education (such as universities and colleges or governmental authorities related to admission to institutions of higher education)
- c. for use in research and statistical analysis related to the IB's mission, including research on assessments and results, and the effectiveness of the MYP
- d. for advertising and promotional purposes for the IB (such as student and/or alumni networks and social media platforms)
- e. for educational, training, commercial and other compatible purposes
- f. to engage in, and process, transactions with the student or school
- g. to fulfil statutory, regulatory, reporting and/or legal obligations.

## Article 8: Provision of teaching hours and timetables

8.1 Schools are advised that the IB requires a minimum of 50 teaching hours per year per subject group offered. The IB recommends 70 teaching hours per subject over each of the final two years of the programme for students opting to register for IB assessment for an examination session.

8.2 The use of the MYP objectives and assessment criteria is required for all MYP subject groups and interdisciplinary learning, as well as for the community project and personal project.

8.3 Throughout each year of the MYP, the school schedule or timetable provides teaching and learning in at least six subject groups concurrently, one of which must be language acquisition (or a second language from the language and literature subject group).

## Article 9: Optional IB eAssessment

9.1 Only MYP year 5 (final year) students can register for IB eAssessment. A range of published subjects from language and literature, language acquisition (with a separate internally assessed and externally moderated speaking component), individuals and societies, mathematics and sciences are assessed through on-screen examinations. A range of published subjects from arts, physical and health education, and design are assessed through an ePortfolio. The ePortfolios for arts, physical and health education, and design are internally assessed and externally moderated.

9.2 School-assessed coursework that is devised and marked by teachers does not contribute to the *MYP Certificate* or *MYP Course Results*, with the exception of defined pieces of work that constitute MYP externally marked/moderated ePortfolios in language acquisition, arts, design, and physical and health education.

## Article 10: Response languages

10.1 Students must use English, French or Spanish as their response language in all forms of assessment where offered by the IB for subjects other than language and literature, and language acquisition. Students are not permitted to write in their first or best language and then translate their work, be that using digital translation tools or the services of translators, before submission to the IB for assessment.

10.2 For the personal project, a range of response languages will be available; these are listed in the *Middle Years Programme Assessment procedures* for each examination session.

## Article 11: Enquiry upon results

11.1 A student's assessment material may be re-marked, returned to the school (in electronic format) and/or re-moderated (for personal projects and ePortfolios that are internally assessed) as part of the enquiry upon results service, the details and fees for which are specified in the *Middle Years Programme Assessment procedures*.

The categories and conditions of this service are subject to change and, therefore, are in accordance with the details given in the *Middle Years Programme Assessment procedures* for the examination session concerned. All enquiries upon results must be submitted by the school on behalf of the student.

11.2 Re-marking a student's on-screen examination may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an enquiry upon results service that may result in a change of grade, the school must obtain the written consent of the student or their legal guardian(s) ensuring that the student and/or the legal guardian(s) are aware that the grade may go up or down. Where a student has not reached the legal age of majority, the consent should be from the legal guardian(s).

11.3 Beyond the enquiry upon results service, the coordinator may not request a subsequent re-marking of work or re-moderation of marks for internal assessment.

## Article 12: IB MYP Final Award Committee

12.1 The IB MYP Final Award Committee is the body that formally awards the *MYP Certificate* and *MYP Course Results* on the basis of the grades determined by grade award procedures. The award is made by the committee on behalf of the IB Board of Governors.

12.2 The Final Award Committee consists of members of the IB Executive team, senior IB assessment colleagues, examiner and school representatives, and external assessment experts.

## Article 13: Students with assessment access requirements

Inclusion is defined as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Access arrangements do not change what the student is expected to learn and do not lower expectations, but instead provide the optimal support to address challenges and to enable the student to work around them. At a fundamental level, they address equal access and fairness to learning and teaching and, in addition, validity and meaningfulness to assessment. A student with access requirements is one who requires access arrangements in learning, teaching and assessment.

The IB approach to access and inclusion is articulated in the [Access and inclusion policy](#) with details on the access arrangements that are available for IB assessments if they are used as part of learning and teaching. The procedure to request authorization from the IB for access arrangements for IB assessments is set out in section “C2”.

## Article 14: Students affected by adverse circumstances

Adverse circumstances are situations that have their onset or occurrence during the examinations or up to three months before the examinations in May/November, which are beyond the control of a student and/or the school, which affect students and have a bearing on their performance in IB assessments. They may impact an individual student, or multiple students where the same circumstance may affect a group of students or the entire cohort.

The IB approach to adverse circumstances is set out in section “C3”, which details what is included and not included as an adverse circumstance and the possible actions that the IB is able to apply in such situations.

## Article 15: Students suspected of academic misconduct

The IB approach to academic misconduct is set out in the publication [Academic integrity policy](#).

The IB defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct, as is failure to report observed academic misconduct.

For further information on investigation procedures and outcomes, please refer to the publication [Academic integrity policy](#).

## Article 16: Admissibility of an appeal

16.1 An assessment appeal is an opportunity for a school or student (via their school) to ask the IB to review how a decision was made as part of the assessment process—i.e. the processing of an IB grade for the student, or the handling of academic misconduct.

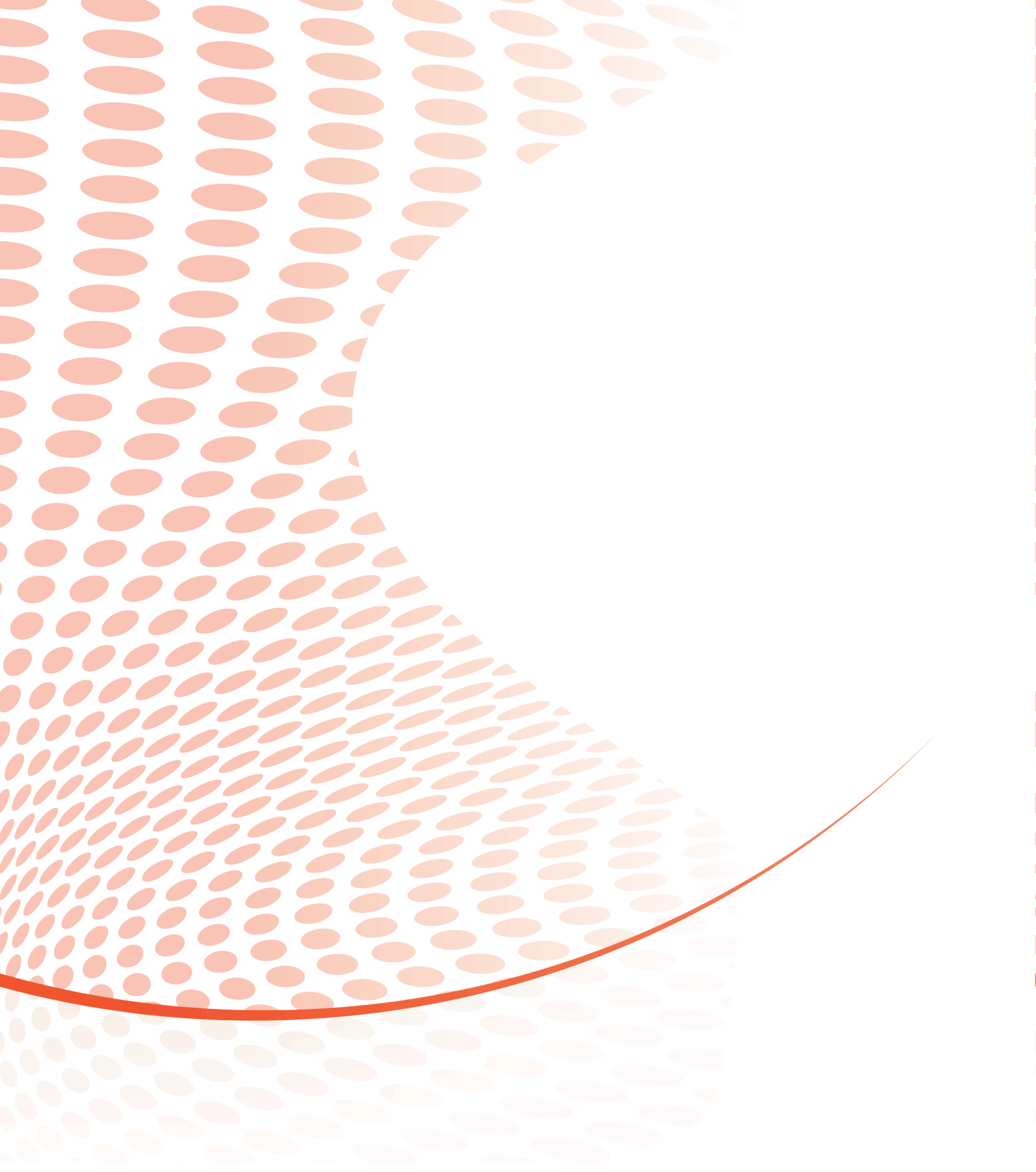
16.2 An appeal cannot ask for an exception to an IB process, but it can challenge the reasonableness of the interpretation of IB rules. An appeal cannot change published IB policies, and where an appeal results in a clarification of IB rules, this must be applied to all students in that session.

16.3 An appeal represents the final step in concerns about the IB assessment process. The outcome of an assessment appeal may not be escalated elsewhere in the IB. This does not affect the legal right to complain to a national regulator or to seek arbitration.

16.4 For logistical reasons, all appeals must be raised by either the Head of School or the MYP coordinator. However, a school must submit an appeal on behalf of a student or their legal guardian(s) if requested, even if they do not support the appeal. It is a school decision on whether to charge a student or their legal guardian(s) for an appeal.

16.5 The appeals process is divided into two stages. Each stage will usually require the payment of a fee. The fee will be refunded if the decision being appealed changes.

For further information on the appeals process, please refer to the document [Diploma Programme assessment appeals procedure](#).



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