



## **IBDP Admissions Policy**

### **Purpose and Principles**

Haileybury Malta is committed to ensuring a fair, transparent, and supportive admissions process for the International Baccalaureate Diploma Programme (IBDP). Guided by the values of honesty, trust, fairness, respect, responsibility, and courage, our admissions approach reflects the school's belief in the potential of all learners to grow within an academically challenging and internationally minded programme. This policy sets out the criteria, expectations, and procedures for entry into the IBDP and aligns with the IB Programme Standards and Practices (2023), the IB Academic Integrity Policy (2021), and the IB Access and Inclusion Policy, alongside all relevant Haileybury Malta policies.

### **Non-Discrimination and Equal Opportunity**

Haileybury Malta is committed to providing equitable access to the IBDP. Admission decisions are made without discrimination based on nationality, ethnicity, religion, gender, sexuality, or any other protected characteristic. The school aims to offer the broadest possible access to the programme while ensuring that individual pupils' academic and wellbeing needs can be effectively supported. Admission criteria are applied consistently and transparently to all applicants.

### **Section 1: Entry Requirements**

Entry to the IBDP is based on a holistic evaluation of a pupil's readiness for the academic and organisational demands of the programme. The school reviews a pupil's prior academic performance, typically GCSE or IGCSE results, as well as internal school reports, teacher recommendations, and evidence of consistent engagement and positive learning behaviours. Subject-specific prerequisites are also considered, especially for Higher Level courses such as Mathematics, Sciences, and Languages these are available in the IBDP Student Handbook.

English language proficiency is essential for success in the IBDP. Pupils may therefore be asked to demonstrate their level through prior attainment and through school-administered assessments. Pupils will also attend an admissions interview or guidance session to discuss their motivation, interests, and aspirations for the programme. Entry

requirements are clearly communicated to pupils and families and are reviewed annually to reflect curriculum changes and IB updates.

## **Section 2: Subject Selection and Programme Structure**

Pupils receive detailed guidance to support the selection of a balanced and viable subject package that fulfils IB Diploma requirements. All Diploma pupils must select three subjects at Higher Level and three at Standard Level, choosing one from each of Groups 1 to 5 and a sixth subject from Group 6 or another available group. In addition to their six subjects, all pupils must complete the core components: Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS).

Haileybury Malta advises pupils on the suitability of subjects based on prior attainment, learning profile, and future aspirations. While every attempt is made to offer a broad range of subjects, final availability depends on factors such as staffing, class sizes, and timetable constraints. The school reserves the right to guide pupils away from subjects where evidence strongly suggests that the course is not an appropriate match for their strengths or academic background.

## **Section 3: Access, Inclusion, and Support for Additional Needs**

Haileybury Malta welcomes applications from pupils with diagnosed or emerging learning support needs, medical conditions, or other circumstances requiring accommodations. Admission is based on the school's ability to provide appropriate support and ensure that the pupil can meaningfully access the rigorous expectations of the DP. The Head, SENDCo, IBDP Coordinator, and relevant staff review educational assessments, external reports, and any prior school documentation to understand the pupil's needs.

Where appropriate, the school will apply for IB access arrangements, such as additional time, assistive technology, or modified papers, in accordance with IB regulations. All decisions regarding accommodations are based on documented evidence, a history of need, and alignment with IB Access and Inclusion Policy requirements. Haileybury Malta maintains close communication with families to ensure that expectations, provisions, and limitations are fully understood.

## **Section 4: Language Requirements**

Because the IB Diploma Programme is linguistically rigorous, pupils must demonstrate sufficient proficiency in English to access the curriculum. Pupils who require additional language support may be admitted provided the school can offer appropriate provision without compromising access to the full programme. The school may request language

diagnostics to ensure correct placement, particularly for Group 1 and Group 2 subjects. Pupils selecting language courses must meet minimum entry expectations, which are communicated during the subject selection process.

### **Section 5: Academic Integrity Expectations**

All pupils entering the IBDP must understand and commit to the principles of academic honesty as outlined in the school's Academic Honesty Policy and Artificial Intelligence (AI) Policy. Pupils and parents are introduced to these expectations during the IB Induction Programme, where they learn about research practices, referencing conventions, and the risks associated with plagiarism, collusion, and misuse of technology, including artificial intelligence.

The school emphasises the importance of authentic authorship in all IBDP components, including TOK, the Extended Essay, Internal Assessments, and orals. Pupils must agree to uphold the values of academic integrity throughout their studies, and families must understand the serious consequences of academic misconduct.

### **Section 6: Programme Commitment and Workload Expectations**

The IBDP is a demanding, two-year programme requiring resilience, independence, and consistent engagement. Pupils admitted to the Diploma Programme are expected to demonstrate strong attendance, punctuality, and a commitment to meeting deadlines across all subject areas and the core. They must actively participate in lessons, manage their time effectively, and take responsibility for their learning.

In addition to subject requirements, pupils must meet the expectations of the DP Core, including maintaining CAS engagement throughout the programme, completing the Extended Essay research and writing process, and participating in TOK lessons and assessments. Families and pupils will be asked to sign a learning agreement to confirm their understanding of the demands of the programme.

### **Section 7: Placement Tests and Diagnostic Assessments**

Where necessary, the school may administer diagnostic assessments to help determine appropriate subject levels or language placements. These assessments may include English proficiency tests, mathematics placements, or language diagnostics. They are used solely to support accurate placement and successful progression within the programme and are not intended to restrict access unfairly.

## Section 8: Transfer Students and Mid-Programme Entry

Haileybury Malta may admit transfer pupils into Year 12 or Year 13 if the school can meaningfully support their continuation within the programme. Such decisions consider subject availability, IB timeline constraints, and the authenticity and suitability of previously completed work. The IBDP Coordinator will review the pupil's prior IB coursework, documentation, and assessment evidence. Mid-programme admissions are considered individually and may require consultation with the IB.

## Section 9: Appeals Process

Families wishing to appeal an admissions decision may do so by submitting a written request to the Head. Appeals are reviewed based on the evidence provided, the admissions criteria, and the school's capacity to support the pupil's needs. A final decision will be communicated within a reasonable timeframe. The school is committed to conducting all appeals fairly and transparently.

## Communication of the Policy

This admissions policy is published on the school website. Pupils and parents receive guidance on the policy during the IBDP Induction, subject selection meetings, and individual counselling sessions with the IBDP Coordinator. The school ensures that all stakeholders understand the admissions pathways and the expectations associated with the IBDP.

## Review of Policy

The IBDP Admissions Policy is reviewed annually by the Senior Management Team, the IBDP Coordinator, the SENDCo, and relevant staff. Feedback from staff, pupils, and parents informs the review process to ensure that the policy remains current, equitable, and aligned with IB expectations and best practice.

Version history		
Date	Reviewed by	Notes
November 2025 (Created)	LSS (Head) SOK (Deputy Head)	
Next Review Michaelmas Term 2026	To be reviewed by SMT, IBDP Coordinator and Admissions Team	
