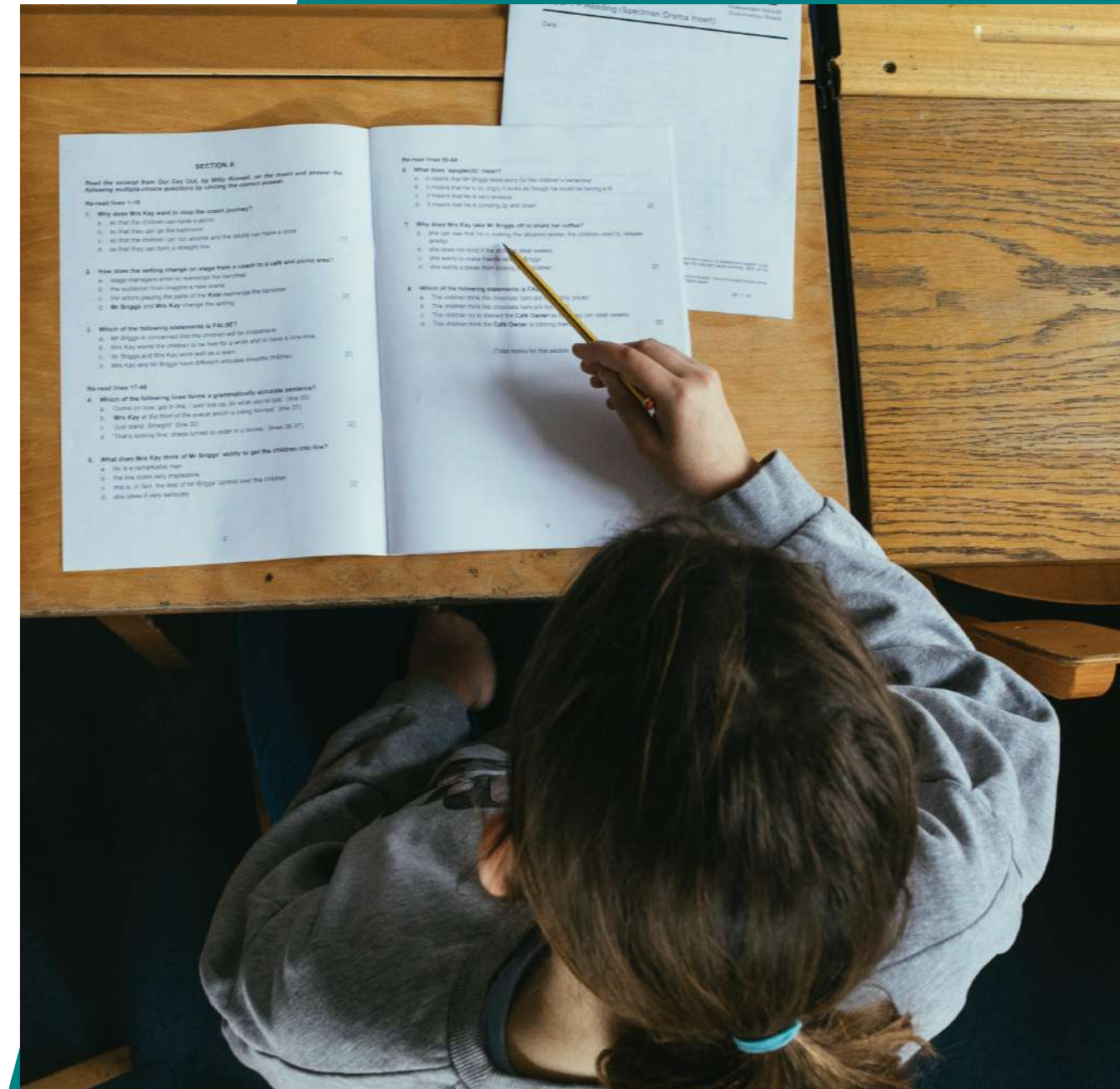


ISEB
Independent Schools
Examinations Board

INTRODUCING iPO ISEB PROJECT QUALIFICATION

iPQ overview

- Learning through guided discovery
- Project learning by means of small-scale (several lesson) projects, leading up to an extended 15 - 20 hour project.
- iPQ can be a stand-alone addition to an existing curriculum or used to provide a framework for replacing subjects with a project-learning model.
- The iPQ model offers pupils freedom to explore a wide variety of forms of project, including written reports, presentations, podcasts, videos and sketchbook work.
- Project work is assessed by the teacher and moderated by an ISEB-accredited iPQ moderator.



What do pupils do?

Project Stage

Activity

DEFINE

Pupils choose a project question or practical challenge. They explore ways of answering the question or meeting the challenge. They make decisions about what resources they will need to carry out their project and how they will use their time.

RESEARCH AND REVIEW

Pupils gather and study source material. They review sources using a system of references and apply these to their project. They create a bibliography.

DISCUSS AND DEVELOP

Pupils form their own response to the material they have studied. They consider the strengths and weaknesses of different possible answers or solutions. They draw their own conclusions or develop their own way of meeting their practical challenge.

REFLECT AND PRESENT

Pupils reflect on the project process. They consider what they have learned and what they would do differently if they were starting a new project. They present their project.



Models for Implementation

- Timetabled iPQ lessons as additional stand-alone subject.
- Timetabled iPQ lessons as an alternative to another subject.
- Project skills teaching embedded within other subject teaching.
- Supervised off-timetable implementation.

A stack of books with various colored spines (blue, red, yellow) is visible in the top left corner. A yellow pencil with a blue eraser lies diagonally across a white spiral-bound notebook. The notebook is open, showing a blank page. The background is a light blue surface.

One and Two Term Models

A typical one-term iPQ model would include two lessons per week over an 8-week period, with some homework time, to make up a 15 - 20 hour block of time for project work.

Spread over two terms, the iPQ could be completed using 16 lessons at a rate of one lesson per week.

Staffing models

Small groups of pupils supervised by a single teacher.

Teachers with expertise in different subject areas as project mentors.

Timetable teachers from different departments to supervise iPQ lessons:

- through a team-teaching arrangement;
- during different timetable slots in the week.



Teaching Project Skills

Teaching can happen through small-scale projects prior to iPQ

Key areas:

- Research skills
- Critical Thinking
- Exploration of open questions
- Technical skills



Open Questions



How can we make our school more sustainable?

What makes a great athlete?

Is it ever right to tell a lie?

Is beauty in the mind?

Should we all become vegetarian?

Why do people enjoy music?

Should mobile phones be banned in all schools?



Choice of Title

Titles should be:

Open, interesting, accessible questions

Guidance for Mentors

Pupils should discuss progress with their project mentor on a regular basis.

The mentor should assist the pupil in the process of choosing their title.

Mentors should monitor progress and agree targets for subsequent stages of the project.

Use of a shared online tracker is recommended.

Mentors should monitor safety and welfare of pupils as they work.



Project scaffolding

Project Stage	Activity	Approximate Length
DEFINE	Initial research to explore ideas. Selection of project question or practical challenge. Completion of the project planning document.	100 Words (or 1 slide)
RESEARCH AND REVIEW	Selection of sources. Review of sources in relation to the chosen question or challenge. Source evaluation. Reference construction.	500 Words (or 5 slide)
DISCUSS AND DEVELOP	Formulation and statement of the pupils own answer or solution. Evaluation of the strengths and weaknesses of alternative answers or solutions.	500 Words (or 5 slide)
REFLECT	Reflection on the project process. Discussion of lessons learned and possible alterations.	100 Words (or 1 slide)
PRESENT	Presentation of project. Question and answer session.	5 Minutes

What students produce

The project can be in a variety of forms:

Written project

Slideshow

Sketchbook

Video

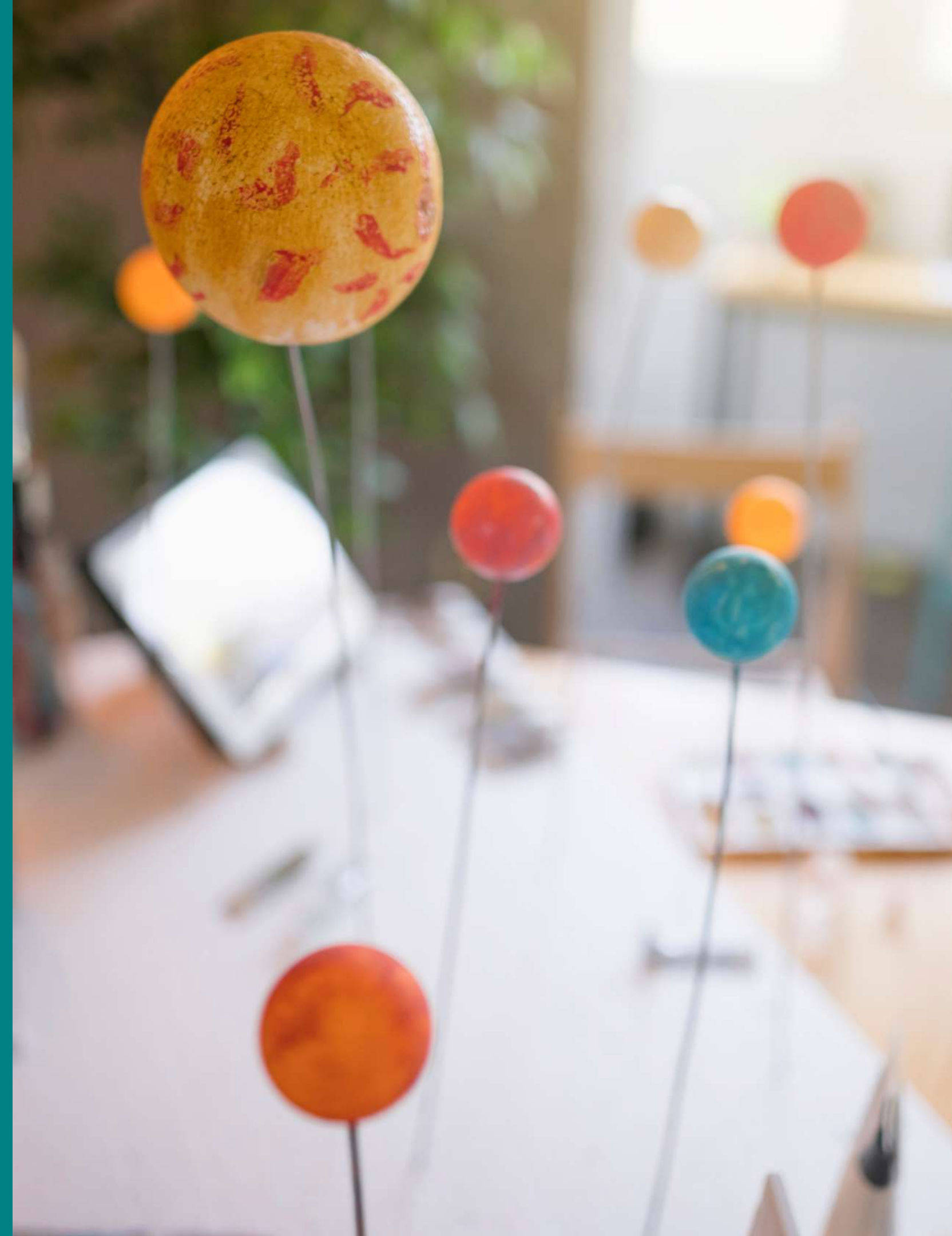
Exhibition or event

Art of Design

Computer Program

Podcast

Website



Group Projects

- The submitted project should make clear which pupils were responsible for which sections.
- Each pupil should fill in their own record.



Grading

Marks should be used to award grades, as follows:

PASS

10-19 Marks

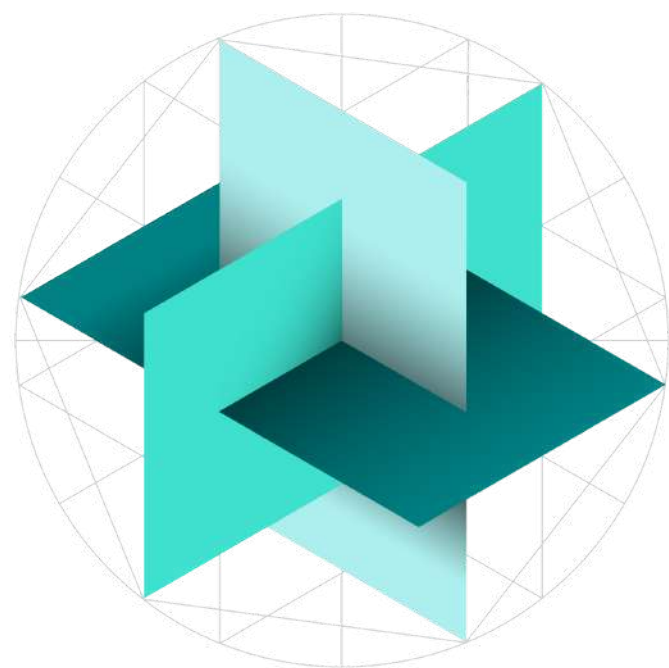
MERIT

20-39 Marks

DISTINCTION

40-60 Marks





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