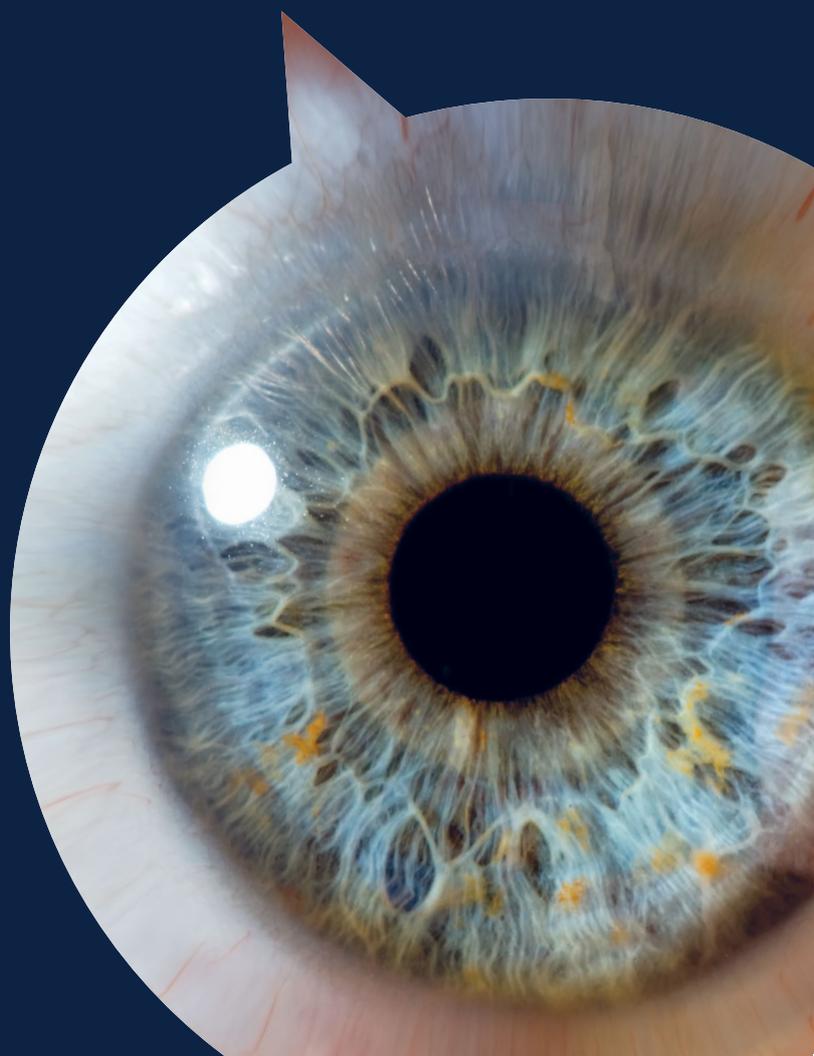


*International*

**IPQ**

**Independent Project Qualification**

(9693) Specification



**For teaching** from September 2017 onwards

**For first assessment** from 2019

**For teaching and examination** outside  
the United Kingdom

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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [oxfordaqa.com/9693](https://oxfordaqa.com/9693)
- We will write to you if there are significant changes to the specification.

# 1 Introduction

## 1.1 Why choose OxfordAQA?

Our international qualifications enable schools that follow a British curriculum to benefit from the best education expertise in the United Kingdom (UK).

Our International Independent Project Qualification (IPQ) offers the same rigour and high quality as the Extended Project Qualification (EPQ) in the UK and is relevant and appealing to students worldwide. It reflects a deep understanding of the needs of teachers and schools around the globe and is brought to you by Oxford University Press (OUP) and AQA, the UK's leading awarding body.

Providing a valid and reliable assessment, this qualification is based on over 100 years of experience, academic research and international best practice. It has been independently validated as being to the same standard as the qualification accredited by the UK examinations regulator, Ofqual. It reflects the latest changes to the British system, enabling students to progress to higher education with an up-to-date qualification.

You can find out about OxfordAQA at [oxfordaqa.com](http://oxfordaqa.com)

## 1.2 What is the International Independent Project?

The independent project will develop and extend from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by the school.

Delivery of the International Independent Project Qualification in schools will involve teaching of the necessary skills, supervision and assessment of the student's progress. It will involve extended autonomous work by the student. It will require in total 120 guided learning hours, 30 of which will be taught.

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title, aims and objectives for formal approval by the school
- plan, research and carry out the project
- write a report of 5,000 words
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment in the *production log*.

You can find out more about our International IPQ qualification at [oxfordaqa.com/ipq](http://oxfordaqa.com/ipq)

## 1.3 What are the learning outcomes of the International Independent Project Qualification?

The student will:

- identify, design, plan and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use information from a range of sources; analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes in relation both to agreed objectives and to own learning and performance. Select and use a range of communications skills and media to present evidenced outcomes and conclusions in appropriate format.

## 1.4 Recognition

OxfordAQA are an international alternative and comparable in standard to the Ofqual regulated qualifications offered in the UK.

Our qualifications have been independently benchmarked by UK NARIC, the UK national agency for providing expert opinion on qualifications worldwide. They have confirmed they can be considered 'comparable to the overall GCE A-level and GCSE standard offered in the UK'. Read their report at [oxfordaqa.com/recognition](https://oxfordaqa.com/recognition)

To see the latest list of universities who have stated they accept these international qualifications, visit [oxfordaqa.com/recognition](https://oxfordaqa.com/recognition)

## 1.5 Support and resources to help you teach

We know that support and resources are vital for your teaching and that you have limited time to find or develop good quality materials. That's why we've worked with experienced teachers to provide you with resources that will help you confidently plan, teach and prepare for this qualification.

### Teaching resources

You will have access to:

- sample schemes of work to help you plan your course with confidence
- teacher guidance notes to give you the essential information you need to deliver the specification
- training support to help you deliver our qualifications.

## Preparing for assessment

You will have access to the support you need to prepare for assessment, including: exemplar standardisation projects and examiner commentaries

## Analyse your students' results

Information about results, including maintaining standards over time, and our post-results services, will be available on our website in preparation for the first examination series.

## Help and support

Visit our website for information, guidance, support and resources at [oxfordaqa.com/9693](https://oxfordaqa.com/9693)

You can contact the subject team directly at [ipq@oxfordaqa.com](mailto:ipq@oxfordaqa.com) or call us on +44 (0)161 696 5995 (option 1 and then 1 again).

**Please note: We aim to respond to all email enquiries within two working days.**

**Our UK office hours are Monday to Friday, 8am – 5pm.**

## 2 Teaching, supervising and assessing the IPQ

The Independent Project Qualification requires the teaching of relevant planning, organisational, project management, study and presentation skills and a piece of independent work to be undertaken by the student. This work will be guided and overseen by the student's supervisor, monitored by the centre coordinator and assessed internally by the school.

### 2.1 Aims

The International Independent Project Qualification offers opportunities for students to:

- design an independent project based on an area of interest
- develop and improve their own learning and performance as critical, reflective and independent students
- develop and apply decision making and problem solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their aspirations for higher education and/or career development
- transfer skills developed as part of their independent project to other areas of study.

### 2.2 The taught element of the International Independent Project Qualification

The International Independent Project Qualification will require the teaching of necessary skills. 30 guided learning hours will be spent on this taught element. The remaining time, 90 hours, is allocated for the student's independent work and the individual supervision and guidance received.

The taught skills are:

#### 2.2.1 Project planning and management

- 2.2.1.1 Accurately interpreting the requirements of the qualification.**
- 2.2.1.2 Time and project planning.**
- 2.2.1.3 Topic, area and working title (including aims, objectives and word limit).**
- 2.2.1.4 Resources (places, people, media, books, internet etc).**
- 2.2.1.5 Research (secondary and/or primary).**
- 2.2.1.6 Monitoring progress against project.**
- 2.2.1.7 Risk assessment.**
- 2.2.1.8 Submission of evidence.**

## 2.2.2 Research skills

- 2.2.2.1 Evaluating sources for bias, integrity, authenticity, timeliness and relevance.
- 2.2.2.2 Ethics relating to secondary and primary research.
- 2.2.2.3 Formally acknowledged forms of referencing.
- 2.2.2.4 Avoidance of plagiarism.
- 2.2.2.5 Creation of a full bibliography.

## 2.2.3 Report writing

- 2.2.3.1 Introduction.
- 2.2.3.2 Choosing the appropriate writing style, voice and frame.
- 2.2.3.3 Appreciating the difference between narrative and evaluative report writing.
- 2.2.3.4 Use of analysis, evaluation and synthesis.
- 2.2.3.5 Conclusion.
- 2.2.3.6 Proofreading and editing (including an appreciation for word limit).

## 2.2.4 Presentation and oral communication skills

- 2.2.4.1 Oral presentation requirements.
- 2.2.4.2 Elements of a successful presentation.

## 2.2.5 Reflecting in terms of creative thinking and decision making with regards to the research project

- 2.2.5.1 Critically evaluate and reflect on own performance and skills acquired.
- 2.2.5.2 Critically evaluate and reflect on presentation evidence.

## 2.3 What is the project process?

### Student

The student will develop ideas for a project that he/she wishes to carry out and discuss those ideas with a supervisor.

Students will then:

- carry out research to enable them to sufficiently develop a working title, project aims and objectives to make a formal project proposal
- document their planning and research within the *production log*
- meet with their supervisor at specified times to discuss the project process and issues
- carry out the project by working towards the aims and objectives which they have set themselves
- prepare and give a presentation about the project product and process (including a question and answer session)
- evaluate the project process
- submit evidence for assessment (*production log*, copies of the presentation and 5,000 word written report).

## Supervisor

The school/centre will allocate a supervisor to each student. The school/centre should ensure that time for this work is allocated to supervisors in their teaching programmes.

Supervisors will:

- meet with each student to review initial ideas
- agree the student's working title and proposal and complete the supervisor's sections in the *production log*
- explain how the project will extend and develop from a student's main course of study. It is important that dual accreditation is avoided and how it will be avoided must be explained in Proposal B if there is any chance of an overlap with other subjects studied at level 3 (A-level or equivalent)
- meet with each student for regular reviews including at least:
  - a meeting to discuss the record of initial ideas and how the student intends to develop the project
  - a planning review (post-proposal acceptance)
  - a mid-term review
  - a project product review
- assess the project holistically applying OxfordAQA Exams assessment criteria
- confirm that a presentation took place and provide a record of the questioning
- endorse each student's *production log* and *assessment record* by signing the appropriate sections including a declaration that the evidence submitted for assessment is the unaided work of the student
- confirm that none of the work presented for assessment is also to be submitted, or has been submitted, for any other qualification(s).

## Centre coordinator

Each school is required to appoint an appropriate centre coordinator who will be responsible to OxfordAQA Exams for all International Independent Project submissions from the school.

The centre coordinator will:

- develop staff understanding of the requirements of the International Independent Project and the school's relevant assessment policies and procedures
- approve the suitability of a proposed working title

**NB: it is possible for the centre coordinator also to supervise projects. If this is the case a senior colleague should counter-sign proposal part C**

- quality assure standards of internal assessment
- meet administrative requirements (both internal and external)
- review and evaluate assessment practice including feedback from OxfordAQA Exams.

## Specialist consultant

The student can seek the advice of a specialist consultant and discuss their project ideas and progress with that person.

Specialist consultants can:

- meet with the student to discuss initial ideas
- meet with the student at regular intervals as required to discuss progress.

Specialist consultants cannot:

- direct the project or make decisions for the student
- formatively assess any part of the project.

All comments and advice provided by a specialist consultant should be summarised, as appropriate, in the *production log*. Modifications made to the project as a result of discussions with a specialist consultant should also be provided in the *production log*.

## 2.4 Assessing the potential of a proposal

The supervisor assesses the potential project against the following checklist.

- 1 Does the working title of the project and proposed action allow the student to investigate and to access the higher-level concepts and skills in the assessment objectives, ie plan, research, analyse and evaluate, rather than simply describe and narrate?
- 2 Are the working title and proposed actions clear and focused on an issue which can be managed within the timescale, available resources and word total?
- 3 Do the working title and proposed action indicate that the student will be capable of investigating and researching the topic or carrying out the activity or task independently?
- 4 Is there a danger that the student will be unable to approach the project impartially and in a balanced way?
- 5 Is the student likely to face difficulties understanding the concepts associated with the project topic?

## 2.5 Ethics

Ethical research requires: safety of individuals; respect for the privacy of individuals and institutions; protection of the confidentiality of research data; awareness of cultural, religious, gender and other relevant differences within the research population in the planning, conducting and reporting of work; and the use of sound evidence as the basis for research findings and judgements.

## 2.6 Health, safety and risk assessment

Safety is an overriding requirement for all practical work. Schools are responsible for ensuring that appropriate safety procedures are followed whenever their students undertake practical work, and should carry out full risk assessments. Please note that the school's/centre risk assessment is separate to the student's own project risk assessment.

It is appropriate to give students at Level 3 more independence when making decisions about risk. They should be taught how to assess risks and how to write risk assessments. They should also understand the appropriate use of safety equipment and how to put measures in place to reduce the risks. Students are required to carry out a risk assessment for their project. The supervisor is required to confirm a risk assessment has been undertaken by the student as part of completing the Record of Grade section of the IPQ Production Log.

## 2.7 Assessing the International Independent Project

The Independent Project Qualification is graded and not marked.

### 2.7.1 Assessment evidence

The evidence for assessment will comprise the following:

- the completed *production log* and *assessment record* including the *project proposal form*, *presentation record* and *Candidate record form*
- the written report and relevant appendices, depending on the topic or subject chosen.

### 2.7.2 Completed production log and assessment record

The *production log* and *assessment record* will document the planning and progress of the project, including decision making and the student's reflections on the process.

All substantive advice given to the students should be recorded by them in the *production log* and *assessment record* and confirmed by the supervisor.

The following must be included:

- formal proposal and approval
- initial idea and outline for the project
- record of research carried out and resources used
- record of advice and support offered and action taken as a result
- note of any changes made to plan and reasons for the changes
- a review of the written report
- a record of the presentation with the supervisor's record of relevant questioning.

A 10 minute live presentation should be given to a non-specialist audience, and followed by a 10 minute live question and answer session. The presentation should include consideration of the whole project process as well as researched conclusions. The presentation evidence must include examples of questions from supervisors and the student's responses to these. The presentation may involve the use of flipcharts, posters, Prezi, PowerPoint or short excerpts of video material.

The presentation may be given in English, or the student's first language. Should the presentation be given in a language other than English, an authenticated translation to English should be provided along with the record of the presentation. All written evidence, including the bibliography, should be provided in English.

The *production log* and *assessment record* can be downloaded from the website.

### 2.7.3 Project requirements

All project submissions must include a referenced 5,000 word report, with a word limit tolerance of +/- 10%, and a completed *production log*. A citation is only valid if it contains sufficient information for the reader to find the source in the reference list. Students who don't produce a report of appropriate length will not meet the grading criteria as outlined in 2.7.5 Grading process.

**No interim assessment is permitted.**

**Grading is terminal and based on the assessment of the complete work of the student. This means that evidence for any AO can potentially come from any element of the project (ie there may be evidence of planning in the presentation).**

## 2.7.4 Assessment Objectives (AOs)

All students are required to meet the following Assessment Objectives. The Assessment Objectives are weighted as indicated below:

	Assessment Objectives	Weighting
AO1 Selection of topic	Identify and select an area of interest, devise aims and objectives and establish a working title using a selection of appropriate sources.	10%
AO2 Planning, monitoring and developing	Produce a project plan which incorporates a time schedule, undertake a risk assessment and monitor progress against objectives.	20%
AO3 Demonstration of research skills	Research, select, organise and scrutinise a range of information and resources, justifying the selection of any secondary and primary sources used.	20%
AO4 Analysis and application of research	Implement the project plan, analyse the findings of the research and arrange these findings into a 5,000 word report with references and bibliography. Include a conclusion and communicate outcomes in both a report and a presentation.	40%
AO5 Evaluation of product, process and self	Evaluate the strengths and weaknesses of the project process (including review of own learning arising from it) and product.	10%

## 2.7.5 Grading process

Before beginning to determine a grade for a project, refer to the following list to ensure all the necessary elements of the project are present. If the student has not produced (and submitted evidence of) any of the listed elements, the project cannot be graded and must be allocated a U.

- Student identifies and selects an area of interest.
- Student sets a working title.
- Student undertakes a risk assessment.
- Student produces a project plan.
- Student implements the project plan and documents any changes to it.
- Student produces a 5,000 word report (+/- 10%) which addresses the selected final title.
- Student uses a referencing method.
- Student communicates findings in the report and the presentation.
- Student creates a bibliography/reference list.
- Student evaluates the strengths and weaknesses of the project.

The grading process is outlined in two stages, as follows:

### Step 1: Which descriptor is this project most similar to?

This should be done as a ‘best fit’ approach looking at the characteristics of the grades A, C and E for each assessment objective in turn and deciding an appropriate final grade considering the individual assessment objective weightings.

- Start by considering Grade E. If the assessment objective evidence does not fully meet this descriptor then a U grade should be awarded.
- If the assessment objective evidence does meet the E grade criteria fully then consider whether the assessment objective evidence meets the descriptors for Grade C.
- If the assessment objective evidence does meet the C grade criteria fully then consider whether the assessment objective evidence meets the descriptors for Grade A.
- Having decided whether the assessment objective evidence is a “best fit” for E, C or A, it should then be considered whether the assessment objective evidence fits the descriptor precisely, or whether it falls between the grades. If the assessment objective evidence fits precisely, award the grade, if it does not move to step 2.

### E grade descriptor

**AO1:** The student **identifies** an appropriate area of interest and **broadly states** the aims and objectives. There is a working title, however preliminary research may be **limited**.

**AO2:** The project plan is **outlined, but lacks detail**. There is some attempt to monitor progress against the plan. There is **basic evidence** of project development. There is some attempt to consider potential risks and ethical concerns.

**AO3:** Some sources are selected but their purpose may not be justified and selection of information from sources may be limited. **Scrutiny, of sources to assess their validity may be limited, even if it is present.**

**AO4:** An **attempt** has been made to implement the project plan, although this is not effective in all respects. The report may be underdeveloped with **limited focus on the aims and objectives**. The project shows **some organisation**, but sources may not be referenced consistently. There is **basic analysis** of the research findings. There is **some attempt to synthesise** selected sources into a report. The conclusion may be based on **limited evidence**. Findings which are **communicated** in the report and the presentation reflect some **basic understanding** of the subject matter.

**AO5:** There is an **attempt** to evaluate the strengths and weaknesses of both the final report and the process, but this may not be effective. There is some basic reflection by the student on their own personal learning.

### C grade descriptor

**AO1:** The student **considers and selects** an appropriate area of interest and sets **relevant** aims and objectives. Some thought has been given to the development of a working title and it is informed by **some preliminary research**.

**AO2:** **Some planning is evident** and there is an **organised approach**. There is some monitoring of progress against the plan, and the decision making is **explained**. Project development is **evidenced and explained**. There is some consideration of potential risks and ethical concerns.

**AO3:** A range of sources is selected and relevant information from them is identified. Sources are generally subjected to some appropriate **scrutiny to assess their validity**.

**AO4:** The project plan is **implemented**. The report is of **appropriate length and writing style**, and relates to **the finally agreed aims and objectives**. The project is generally **organised and referenced**. Analysis of the research findings is **present**. Selected sources are **synthesized into a reasoned report** that leads to an **evidenced conclusion**. Although there may be some inadequacies, findings are generally **communicated well** in both the report and the presentation and reflect an **understanding** of the subject matter.

**AO5:** There is **some evaluation** of the strengths and weaknesses of both the final project product and the process. The student makes a good attempt to reflect on their own personal learning.

### **A grade descriptor**

**AO1:** The student **carefully considers and selects** an appropriate area of interest and sets aims and objectives **clearly and precisely**. The working title has been **carefully considered and developed** and is informed by effective preliminary research.

**AO2: Planning is detailed** and a **clear strategy** is evident throughout. There is **comprehensive** monitoring of progress against the plan, and the decision making is **clearly justified**. Project development is **detailed, clear and justified throughout**. There is clear consideration of potential risks and ethical concerns.

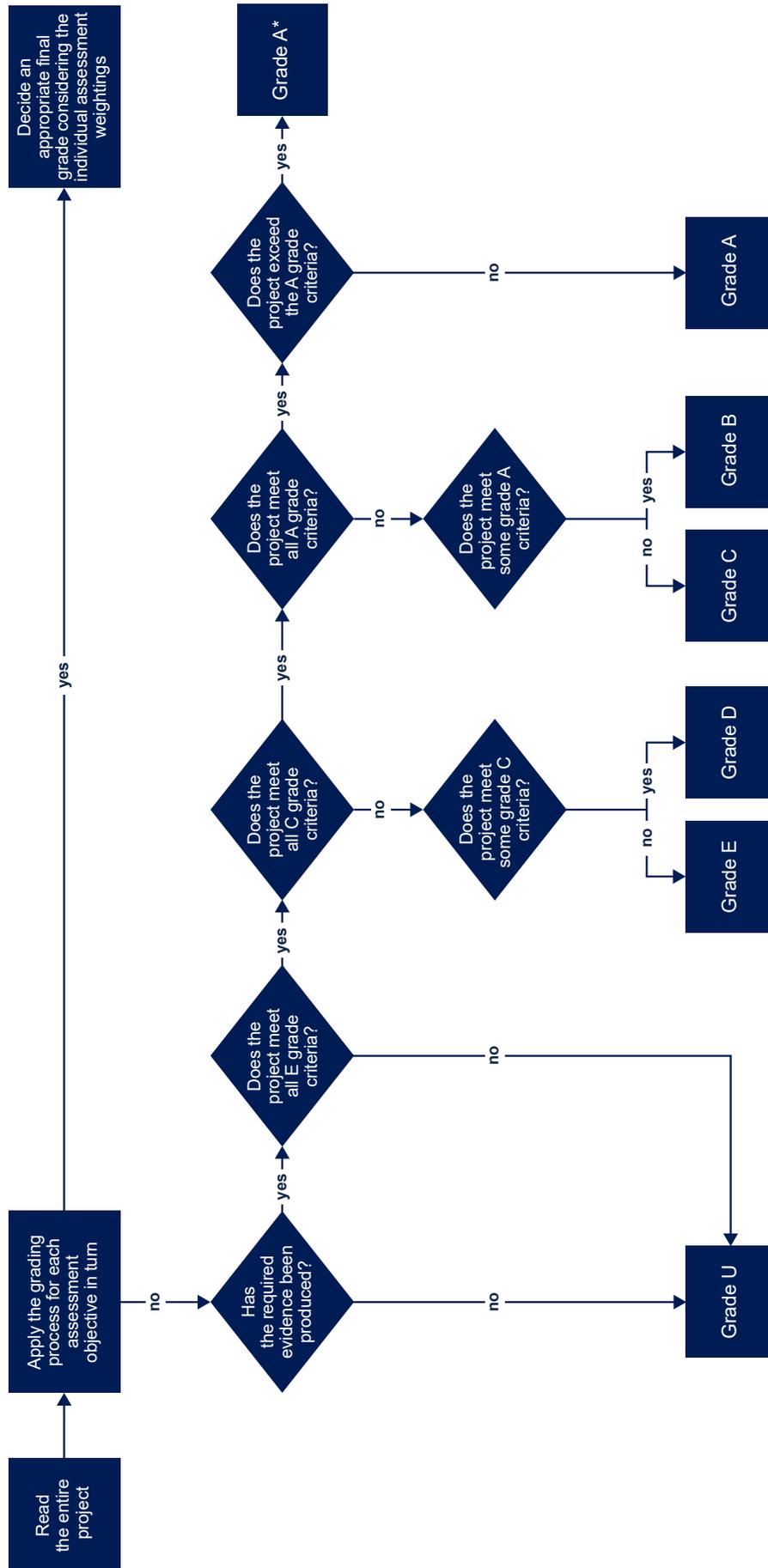
**AO3:** A wide range of sources are selected for a **clear and justified purpose** and relevant information from them is identified **systematically and effectively**. Sources are subjected to **critical scrutiny to assess their validity**.

**AO4:** The detailed and clearly justified project plan is **fully implemented**. The report is of **appropriate length and writing style**, with a **clear focus on the finally agreed aims and objectives**. The project is **well organised and consistently referenced appropriately**. Analysis of the research findings is **thorough**. Selected sources are **synthesised into a convincing report** that leads to a **well evidenced conclusion**. Findings are **communicated fluently** in both the report and the presentation and reflect a **comprehensive understanding** of the subject matter.

**AO5:** There is **detailed and insightful evaluation** of the strengths and weaknesses of both the final report and process. The student reflects on their own personal learning in a **detailed and insightful** manner.

# The grading process

At all times during the grading process the supervisor must refer to the OxfordAQA IPQ standardisation materials.



**Step 2: Does the assessment objective evidence match the chosen descriptor (A, C or E) so that it is worthy of precisely that grade, or is it sufficiently better to warrant a higher grade?**

If the assessment objective evidence comfortably fits all of the criteria for a grade, consider whether it might be worthy of the next grade up.

If having difficulty, examine the guidance below, which gives some examples of typical features that may push the assessment objective evidence up to the next grade.

Assessment Objective	Typical distinguishing features of A* grade
AO1	The student <b>meticulously considers and selects</b> an appropriate area of interest and sets <b>detailed</b> aims and objectives informed by a <b>substantial</b> amount of <b>highly effective</b> preliminary research.
AO2	<b>Planning is meticulously detailed, rigorously monitored</b> and a <b>very clear strategy</b> is evident throughout. Project development is <b>very detailed, clear and well justified throughout</b> .
AO3	A very wide range of sources are selected and <b>rigorously justified</b> , including <b>detailed critical scrutiny to assess validity</b> . Sources are applied systematically and highly effectively.
AO4	The project is <b>exceptionally well organised, focused on the aims and objectives</b> and <b>consistently referenced appropriately</b> . Analysis of the research findings is <b>rigorous</b> to produce a <b>sophisticated report that demonstrates subject mastery</b> .
AO5	There is <b>very detailed and insightful evaluation</b> of the strengths and weaknesses of both the final project product and process and their own personal learning.

Assessment Objective	Typical distinguishing features of B grade
AO1	The student sets <b>clear</b> aims and objectives. The working title has been <b>developed</b> and is informed by preliminary research.
AO2	<b>Planning is detailed and effectively monitored</b> and there is a <b>clear strategy</b> . Decision making is <b>justified</b> . Project development is <b>detailed and clear throughout</b> .
AO3	A range of sources are selected for a <b>clear and justified purpose</b> . Information <b>effectively selected</b> . Some <b>critical scrutiny</b> of sources to assess their validity.
AO4	The project plan is <b>fully implemented</b> . <b>Clear focus on the finally agreed aims and objectives</b> . Analysis of the research findings is <b>thorough</b> to produce a <b>well-reasoned report</b> that leads to a <b>well evidenced conclusion</b> .
AO5	There is <b>detailed and clear evaluation</b> of the strengths and weaknesses of both the final project product and process and their own personal learning.

Assessment Objective	Typical distinguishing features of D grade
AO1	The student <b>selects</b> an appropriate area of interest and sets aims and objectives. The working title is linked to some preliminary research.
AO2	<b>Some planning</b> is present. There is <b>some monitoring</b> of progress against the plan. There is evidence of <b>some project development</b> .
AO3	Some <b>reasons for source choice</b> are stated and relevant information from them is identified.
AO4	The report is of <b>appropriate length and writing style</b> , with <b>some focus on the finally agreed aims and objectives</b> . The project shows <b>some organisation and some analysis</b> of the research findings with a <b>conclusion based in some evidence</b> , reflecting some understanding of the subject matter.
AO5	There is <b>some evaluation</b> of the strengths and weaknesses of both the final project product and process and their own personal learning.

## 3 IPQ administration

### 3.1 Supervision and authentication of work/project

OxfordAQA Exams requires that:

- **students** must sign the *Candidate record form* to confirm that the work submitted is their own
- **supervisors** who have graded a student's work must sign the declaration of authentication on the *Candidate record form*. This is to confirm that the work is solely that of the student concerned and was conducted under the conditions laid down by this specification
- **supervisors** must ensure that a *Candidate record form* is attached to each student's work.

Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own. This means that you must review the progress of the work during research, planning and throughout its production evolution.

You may provide guidance and support to students so that they are clear about the requirements of the project they need to undertake and the grading criteria on which the work will be judged. You may also provide guidance to students on the suitability of their proposed project, particularly if it means they will not meet the requirements of the grading criteria.

In schools where supervisors are familiar with students' other work the supervisor should be sufficiently aware of a student's standard and level of work to appreciate if the project submitted is beyond the ability of the student. Where this is not the case, centre coordinators should make sure that the project is completed under closer supervision. However, in all cases the initial planning, guidance, mid-term and final reviews will ensure that the supervisor is confident that the project is the student's own work. This will be recorded in the *production log* and *assessment record*.

When reviewing drafts of students' work, you must not comment or provide suggestions on how they could improve it. However, you can ask questions about the way they are approaching their work and you can highlight the requirements of the grading criteria.

This will allow the moderator to see whether the student has been awarded an appropriate grade. Please note that you should sign the authentication statement on the *Candidate record form*. If the statement is not signed, we cannot accept the student's work for assessment.

Once a student submits work and it has been graded, you cannot return for improvement, even if the student has not received any feedback or is unaware of the grade awarded.

## 3.2 Avoiding malpractice

Please inform your students of the OxfordAQA regulations concerning malpractice. They must not:

- submit work which is not their own
- lend work to other students
- allow other students access to, or the use of, their own independently sourced source material (this does not mean that students may not lend their books to another student, but students should be prevented from plagiarising other students' research)
- include work copied directly from books, the internet or other sources without acknowledgement and attribution
- submit work that is word-processed by a third person without acknowledgement
- include inappropriate, offensive or obscene material.

These actions constitute malpractice and a penalty will be given, for example, disqualification.

If you identify malpractice before the student signs the declaration of authentication, this does not need to be reported to us. Please deal with such instances in accordance with your school or college's internal procedures. We expect schools to treat such cases very seriously.

If you identify malpractice after the student has signed the declaration of authentication, the head of your school or college must submit full details of the case to us at the earliest opportunity. Please complete the form *JCQ/M1*, available from [oxfordaqa.com/malpractice](https://oxfordaqa.com/malpractice)

You must record details of any work which is not the student's own on the front of the *Candidate record form*.

You should consult your exams officer about these procedures.

## 3.3 Teacher standardisation

We will provide support for using the grading criteria through teacher standardisation.

For further information about teacher standardisation visit our website at [oxfordaqa.com/ipq](https://oxfordaqa.com/ipq)

In the following situations teacher standardisation is essential. We will send you an invitation to complete teacher standardisation if:

- moderation from the previous year indicates a serious misinterpretation of the requirements
- grades had to be replaced by the moderator's
- your school or college is new to this specification.

For further support and advice please speak to your adviser. Email your subject team at [ipq@oxfordaqa.com](mailto:ipq@oxfordaqa.com) for details of your adviser.

## 3.4 Internal standardisation

Centre coordinators must standardise grading within the school to ensure that there are consistent grading standards for all students. The centre coordinator must sign the centre declaration sheet to confirm that internal standardisation has taken place.

Internal standardisation may involve:

- all supervisors assessing some trial pieces of work and identifying differences in grading standards
- discussing any differences in assessment at a training meeting for all supervisors
- referring to reference and archive material such as examples from AQA's standardisation meeting.

Other valid approaches are permissible.

## 3.5 Annotating

Supervisors must show clearly how the grades have been awarded in relation to the grade descriptors defined in the specification. This annotation will help the moderator to see as precisely as possible where the supervisor considers that the student has met the grade descriptors in the specification.

Work could be annotated by either of the following methods:

- key pieces of evidence flagged throughout the work by annotation
- summative comments on the work, referencing sections of the work.

## 3.6 Submitting grades

You must check that the correct grades are written on the *Candidate record form*.

The deadline for submitting the grade for each student is given at [oxfordaqa.com](http://oxfordaqa.com)

## 3.7 Keeping the students' work

Students' work must be kept under secure conditions from the time that it is graded, with completed *Candidate record forms*. After the moderation period and the deadline for enquiries about results, or once any enquiry is resolved, you may return the work to students.

## 3.8 Moderation

An OxfordAQA Exams moderator will check a sample of your students' work. Your moderator will contact you to let you know which students' work to send. If you are entering fewer than 15 students you will be required to submit the work of all your students. Otherwise it will be 15 students' work.

OxfordAQA Exams reserves the right to visit schools by arrangement to sample stages of the project process, such as the project proposal or presentation stage. This is particularly where there has been a serious misinterpretation of the specific requirements and/or where the nature of projects previously agreed by a centre have been inappropriate.

The moderator regrades the work and compares his/her grades with those that you have provided to check whether any changes are needed to bring the grading in line with our agreed standards. In some cases the moderator will ask you to send in more work.

## 3.9 After moderation

Your students' work will not be returned to you after the assessment period. You will receive a report when the results are issued, which will give feedback on the appropriateness of the project carried out, interpretation of the grading criteria and how students performed in general. We will give you the final grades when the results are issued.

## 4 General administration

We are committed to delivering assessments of the highest quality and have developed practices and procedures to support this aim. To ensure all students have a fair experience, we have worked with other awarding bodies in England to develop best practice for maintaining the integrity of exams. This is published through the Joint Council for Qualifications (JCQ). We will maintain the same high standard through their use for OxfordAQA.

More information on all aspects of administration is available at [oxfordaqa.com/exams-administration](https://oxfordaqa.com/exams-administration)

For any immediate enquiries please contact [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

**Please note: We aim to respond to all email enquiries within two working days.**

**Our UK office hours are Monday to Friday, 8am – 5pm local time.**

### 4.1 Overlaps with other qualifications

No credit will be given for any project content that derives from a subject being studied by the student at Level 3.

### 4.2 Awarding grades and reporting results

The International Independent Project Qualification will be graded on a six-point scale: A\*, A, B, C, D and E.

Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

### 4.3 Resits

Students may resit this qualification any number of times within the life of the specification. However, any resit must include the full project process and a new title. Students will be graded on the basis of the work submitted for assessment. Students cannot resit by enhancing previous work.

### 4.4 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools.

### 4.5 Access to assessment: equality and inclusion

Our general qualifications are designed to prepare students for a wide range of occupations and further study whilst assessing a wide range of competences.

The skills or knowledge required do not disadvantage particular groups of students.

Exam access arrangements are available for students with disabilities and special educational needs.

We comply with the *UK Equality Act 2010* to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student. Information about access arrangements is issued to schools when they become OxfordAQA centres.

## 4.6 Working with OxfordAQA for the first time

You will need to apply to become an OxfordAQA centre to offer our specifications to your students. Find out how at [oxfordaqa.com/centreapprovals](https://oxfordaqa.com/centreapprovals)

## 4.7 Private candidates

This specification is not available to private candidates.

## Fairness *first*

**Thank you for choosing OxfordAQA,  
the international exam board that puts  
fairness first.**

**Benchmarked to UK standards, our  
exams only ever test subject ability, not  
language skills or cultural knowledge.**

**This gives every student the best  
possible chance to show what they can  
do and get the results they deserve.**



## Get in touch

You can contact us at [oxfordaqa.com/contact-us](https://oxfordaqa.com/contact-us)  
or email [info@oxfordaqa.com](mailto:info@oxfordaqa.com)

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