



THE TEMPLE PROJECT HANDBOOK



WHAT IS IT?

This voluntary qualification is part of the enrichment programme at Brighton and Hove High School. Our mission statement stipulates that we provide for our students an education which will "...empower them to think for themselves and to discover the excitement which intellectual curiosity brings, as well as a sense of self-worth and individuality." The TPQ has four levels: Bronze, Silver, Gold and Platinum. It leads naturally on to the nationally recognised Extended Project Qualification which universities are beginning to ask for, as well as high A Level grades.

Most importantly the TPQ is an opportunity: an opportunity for our students to share their enthusiasms and interests; an opportunity for them to develop their skills outside the classroom; an opportunity for their first taste of some adult work practices and tasks.

The TPQ is flexible. Students can choose their own medium – a traditional academic essay, a presentation or an artefact. This last is the EPQ and TPQ term for something the students create. This might be a sculpture or a film or a painting or a scale model.

We are delighted to accept work in every format but if modern technology /DVDs / film editing software etc are chosen, candidates MUST ensure everything works from early on in their project. We have had too many projects derail or have to take a completely new direction because the technology could not support the project. Equally students must double-check that if they save their project to a disc or memory stick for assessment it has actually saved. Again, we have had several incompletely saved or even completely blank discs submitted.

WHAT IS REQUIRED

The specific details vary with the four levels: Bronze, Silver, Gold and Platinum. However, success at each of the four levels requires commitment, focus, organisation and enthusiasm. The TPQ is all about stretching and challenging pupils to work independently.

It is about developing excellent work practices, for example: rigorous and evaluated research; strong time management skills; detailed and reviewed preparatory work; testing ideas with prototypes and draft versions; selecting and rejecting information and ideas.

For this reason the production log and bibliography are vital.

SUCCESSFUL TASKS

It is important to understand that the TPQ will not reward purely personal or descriptive writing.

Successful TPQ tasks often set a question or problem. This gives the TPQ focus and shape and purpose.

Similarly creative tasks need to be more than just creating an attractive work of art. They could involve particularly problematic design or manufacture issues. Alternatively they could involve research into one particular artist's style and a consideration of their influence.

TPQs are meant to demonstrate research, creativity and the development of new skills.

This is a high level and challenging qualification. It is meant to be both difficult and enjoyable. Completing a TPQ is something to be proud of.

Taking pride in your work is also important. TPQs that are submitted without the required paperwork are not impressive. Similarly written accuracy is important. It is disappointing that beautiful work is often marred by poor spelling, grammar and punctuation. It might be worth candidates considering getting someone to proof read for them.

The TPQ site contains examples of previous projects which students might find useful.

BIBLIOGRAPHY

Because the TPQ requires in-depth research and evaluation, the assessors will expect a detailed bibliography. This is a list of all the books, website, media sources etc used in the production of the TPQ. It may also be appropriate to include visits or interviews or surveys that have been undertaken.

Bibliographies need to show a range of resources have been used. Those which only contain websites, for example, will be penalised. The best bibliographies will show sources have been chosen or cross-checked for reliability and validity.

A bibliography is not a list of resources (like paper, glue etc) used to create the project.

PRODUCTION LOG

This is vital and, indeed, is central to the assessment protocols. Examples and guidance for a successful production log can be found on the TPQ portal page, accessed via B-RIGHT-ON.

It is essential to understand that the Production Log must be more than just a description or account. It is meant to be a working document and it is useful to think of it as a diary, completed throughout (and not after) the project.

The best production logs detail what was done when but also outline the reasons behind actions taken. They evaluate each stage or action. Rejected ideas, with reasons, are useful. Prototypes and early plans – again detailing choices and with lots of comments – are essential to showing the process. The production log is not meant to be all about success. It is important to show problems and solutions which failed and then, hopefully, solutions which worked. Unimpressive solutions include abandoning the project completely or changing direction!

TIMING

The timing deliberately makes the summer holiday central to the creation and completion of the project. This is because the TPQ operates outside the constraints of the curriculum and is designed to be a completely independent piece of work.

THE ROLE OF THE TEACHER SUPERVISOR

Each student is responsible for requesting a teacher supervisor and for organising meetings with them. Because independence is central to the TPQ ethos, the teacher supervisor will never chase up a student or arrange meetings.

There is a list of teachers who have volunteered to be teacher supervisors on the TPQ portal page.

Their role is to be available to answer questions and to give guidance when requested. The application form contains a useful list of when these meetings should take place and what should happen at each. Students should use this as a guide.

If the project takes the form of a presentation, the student must organise a time to present to their teacher supervisor.

During the summer holidays, school support and help can be accessed via email – details are available on the TPQ site of the portal.

HOW IS THE TPQ ASSESSED?

The application form contains the assessment criteria so that students know exactly how they are to be marked from the outset.

Assessment Criteria	
1 Manage	Does the production log show how the candidate has used a range of skills, strategies and methods to complete the project?
2 Use Resources	Does the bibliography show how the candidate has used a range of resources – for example: books, magazines, websites, museum visits, interviews – to research the project?
3 Develop and Realise	Does the production log show what problems the candidate encountered when completing the project and how these were overcome?
4 Review of project	Does the end of project review show that the candidate has considered the good and bad points about the way in which the final piece was produced?

Each project will be awarded either: fail, award, merit or distinction. If appropriate, achievement may be rewarded at a lower level. Comments will be matched to the assessment criteria and there will also be a final comment. This should both explain the grade awarded and suggest how to improve next time. At each level – Bronze, Silver, Gold and Platinum – there will also be a 'Best in School' award.

The achievements of all TPQ participants will be commemorated in a Celebration Show. Results will be announced and certificates will be awarded at this occasion.

TOP TIPS:

The application form contains all the required dates and details – use it.

Seek more help on the TPQ portal page – this has a great deal of useful information and helpful examples.

Ask your teacher supervisor if you have any other questions.