HPQ

Nodes

| Name | Description | Files | References |
| --- | --- | --- | --- |
| 1. NATURE OF PQ ENGAGEMENT |  | 23 | 393 |
| CHALLENGES and DIFFICULTIES |  | 14 | 52 |
| academically CHALLENGING |  | 9 | 26 |
| as challenging as A level |  | 2 | 2 |
| different kind of challenge |  | 1 | 1 |
| hard work $ |  | 2 | 2 |
| more challenging than A levels |  | 1 | 1 |
| more able think this |  | 1 | 1 |
| not as challenging as A level |  | 2 | 4 |
| encountering NEGATIVE emotions |  | 1 | 2 |
| encountering POSITIVE feelings |  | 1 | 1 |
| navigating UNCERTAINTY |  | 2 | 3 |
| philosophy too hard |  | 1 | 1 |
| TIME MANAGEMENT and WORKLOAD are difficult |  | 9 | 16 |
| OPEN ENQUIRY |  | 20 | 221 |
| creativity, intellectual EXPERIMENTATION and risk |  | 7 | 9 |
| critical analytical deep ENQUIRY $ |  | 12 | 26 |
| encourages SELF-TEACHING |  | 1 | 1 |
| EXPERIENTIAL learning |  | 1 | 1 |
| prolonged, evolutionary |  | 2 | 2 |
| promotes INTERDISCIPLINARITY |  | 2 | 2 |
| RESEARCH |  | 2 | 2 |
| sidesteps systemic issues with A levels |  | 1 | 1 |
| EXTENDS learning beyond curriculum $ |  | 9 | 20 |
| dual accreditation |  | 1 | 1 |
| ENRICHMENT outside of lessons |  | 2 | 3 |
| no real extension |  | 1 | 1 |
| FREEDOM, choice, control, responsibility, empowerment |  | 11 | 77 |
| freedom from... |  | 3 | 21 |
| didacticism |  | 1 | 1 |
| freedom from culture of spoonfeeding |  | 2 | 8 |
| against culture of spoonfeeding |  | 1 | 5 |
| feedom from grades |  | 1 | 2 |
| freedom from accountability measures, regulation |  | 1 | 4 |
| freedom from examinations |  | 1 | 2 |
| freedom from memorisation |  | 1 | 2 |
| freedom from rigid curriculum |  | 2 | 6 |
| lack of compulsion |  | 1 | 1 |
| less pressured than A level |  | 1 | 1 |
| removes barriers to learning |  | 1 | 1 |
| freedom to... |  | 3 | 4 |
| freedom of thought, enquiry, speech |  | 1 | 1 |
| freedom over how to learn |  | 1 | 1 |
| freedom over the content |  | 1 | 1 |
| potential subject matter needs widening |  | 1 | 1 |
| teacher freedom |  | 2 | 5 |
| pursue INTERESTS, passions, curiosities $ |  | 14 | 40 |
| flexible $ (and must remain so) |  | 4 | 6 |
| proper (INTRINSIC) motivation $ |  | 2 | 4 |
| REFLEXIVITY |  | 9 | 26 |
| DISTANCIATE |  | 1 | 1 |
| engaging EXPRESSIVELY |  | 1 | 1 |
| MEANINGFULNESS and MEANING MAKING |  | 5 | 11 |
| engaging with DIFFERENCE |  | 1 | 1 |
| forging own JUDGEMENTS |  | 2 | 2 |
| less emphasis on measurable outcomes |  | 1 | 1 |
| OWNERSHIP of learning |  | 2 | 2 |
| REFLECTION |  | 5 | 7 |
| PHILOSOPHICALITY |  | 1 | 2 |
| promotes self-reflection |  | 1 | 1 |
| SELF-IMPROVEMENT, self-correction |  | 2 | 3 |
| UNDERSTANDING |  | 1 | 1 |
| singular, PERSONAL journey |  | 11 | 23 |
| desire to do a good standard |  | 2 | 2 |
| homogeneous $ |  | 1 | 1 |
| one-to-one meetings |  | 2 | 3 |
| small group |  | 2 | 2 |
| smaller cohorts |  | 2 | 4 |
| SOCIAL |  | 13 | 120 |
| COMMUNAL learning |  | 7 | 22 |
| communal contribution |  | 1 | 1 |
| communal recognition |  | 1 | 1 |
| dynamics of group work |  | 1 | 1 |
| learning from others projects |  | 1 | 1 |
| responding to FEEDBACK |  | 2 | 2 |
| teaching sessions are significant |  | 4 | 7 |
| INTERPERSONAL |  | 10 | 98 |
| DIALOGUE |  | 1 | 9 |
| OTHERS |  | 2 | 5 |
| academics |  | 1 | 1 |
| learner's friends or peers |  | 1 | 1 |
| solitary |  | 1 | 2 |
| supervisor-supervisor |  | 1 | 1 |
| SUPERVISOR makes a difference |  | 10 | 83 |
| assistance |  | 1 | 1 |
| challenge |  | 2 | 2 |
| COORDINATOR guidance --- SUPERVISOR knowledge of pq process |  | 1 | 1 |
| dedicated team |  | 1 | 1 |
| emotional assurance |  | 1 | 2 |
| enthusiasm |  | 1 | 1 |
| experience of supervision (of coursework) |  | 1 | 1 |
| expertise (intellectual virtue) |  | 3 | 6 |
| academic literacy |  | 1 | 1 |
| judgement |  | 1 | 1 |
| knowledge of project qualifications |  | 3 | 3 |
| subject knowledge |  | 2 | 2 |
| external providers |  | 0 | 0 |
| facilitating enquiry |  | 1 | 4 |
| giving feedback |  | 1 | 1 |
| guidance |  | 4 | 11 |
| independent not alone |  | 1 | 1 |
| interest, commitment |  | 2 | 8 |
| desire to make a difference |  | 1 | 3 |
| listening |  | 1 | 1 |
| maintaining learner freedom and judgement |  | 1 | 4 |
| match |  | 1 | 2 |
| monitor |  | 2 | 2 |
| one-to-one |  | 1 | 2 |
| pastoral support $ |  | 2 | 3 |
| positive relationships |  | 1 | 2 |
| recording progress |  | 1 | 1 |
| servant, follower |  | 1 | 9 |
| supervision requires commitment |  | 1 | 1 |
| supervisors need research training |  | 1 | 1 |
| teach |  | 2 | 3 |
| teacher as supervisor |  | 1 | 2 |
| validation |  | 1 | 1 |
| 1.1. NATURE OF THE PQs |  | 17 | 128 |
| ATTRITION $ |  | 4 | 16 |
| dropping because A levels are struggle |  | 1 | 1 |
| BUREAUCRATIC dimension |  | 4 | 11 |
| enervating BUREAUCRACY |  | 3 | 7 |
| PERFORMATIVE |  | 1 | 2 |
| DIFFERENTIATOR |  | 2 | 3 |
| MODELS |  | 13 | 64 |
| DELIVERY models |  | 11 | 52 |
| accelerated ENTRY |  | 1 | 1 |
| access to MATERIALS |  | 2 | 4 |
| access to the internet |  | 1 | 1 |
| funding |  | 1 | 1 |
| resourcing |  | 1 | 1 |
| underresourced |  | 1 | 1 |
| add on qualifications |  | 1 | 1 |
| advertising |  | 1 | 1 |
| class size (6) |  | 0 | 0 |
| enrichment |  | 1 | 2 |
| entry type |  | 0 | 0 |
| academic profile |  | 1 | 1 |
| lower deprivation |  | 1 | 1 |
| mainly with A levels (95.4%) and A levels (84.5%) |  | 1 | 1 |
| maths, biology, history, chemistrym Eng. lit |  | 1 | 1 |
| school type |  | 1 | 1 |
| group projects $ |  | 3 | 10 |
| best FPQ and HPQ option $ |  | 1 | 2 |
| rare |  | 1 | 1 |
| logistics |  | 4 | 14 |
| presentations |  | 2 | 2 |
| selection criteria |  | 3 | 5 |
| should not be compulsory |  | 2 | 4 |
| CHEATING |  | 1 | 1 |
| GAMING |  | 1 | 2 |
| matching teacher expertise to learner |  | 1 | 1 |
| OVERWORK |  | 1 | 2 |
| staff training |  | 2 | 2 |
| staffing |  | 3 | 3 |
| QUALIFICATION models  |  | 6 | 12 |
| 100% internal assessment |  | 1 | 1 |
| ASSESSMENT |  | 3 | 4 |
| assessment criteria |  | 0 | 0 |
| 1 generic |  | 0 | 0 |
| 4 more specific |  | 0 | 0 |
| diminishes interdisciplinarity |  | 1 | 1 |
| grade boundaries |  | 1 | 1 |
| grading |  | 1 | 2 |
| A to E |  | 0 | 0 |
| P M D |  | 0 | 0 |
| INTERNAL assessment invalid |  | 1 | 1 |
| incommensurability |  | 1 | 1 |
| supporting evidence required |  | 0 | 0 |
| market share |  | 1 | 1 |
| PROJECT TYPES |  | 4 | 5 |
| dissertations + investigation projects popular |  | 1 | 1 |
| inclusive |  | 1 | 1 |
| standalone |  | 1 | 1 |
| what support is possible |  | 0 | 0 |
| PARTICIPATION |  | 10 | 24 |
| better suited to the MOST ABLE $ |  | 5 | 11 |
| life-belt qualification, participation of less able $ |  | 3 | 3 |
| ought to be be maximally inclusive $ |  | 7 | 10 |
| STATUS & PERCEPTION |  | 4 | 10 |
| celebrates BREADTH over DEPTH |  | 2 | 5 |
| low recognition |  | 2 | 2 |
| lower priority status than A levels |  | 1 | 3 |
| 2. IMPACT ON LEARNER |  | 25 | 122 |
| 2.1. MEANINGFUL |  | 12 | 35 |
| ENJOYABLE $ |  | 6 | 16 |
| enjoyable (2) |  | 1 | 3 |
| FPQ --- not the presentation |  | 1 | 1 |
| STRESSFUL |  | 0 | 0 |
| 2.2. DEVELOPMENTAL |  | 3 | 4 |
| 2.2.1. COGNITIVE DEVELOPMENT (intellectual) |  | 2 | 2 |
| develops research, academic, learning SKILLS |  | 18 | 51 |
| distanciation |  | 1 | 1 |
| meta-learning |  | 2 | 3 |
| project management skills |  | 1 | 1 |
| research skills |  | 1 | 1 |
| transferrable skills |  | 1 | 1 |
| develops subject, meta-learning, method KNOWLEDGE  |  | 4 | 5 |
| cultivates subject knowledge |  | 1 | 1 |
| META-LEARNING |  | 2 | 2 |
| enriches ATTITUDES to research and learning |  | 4 | 12 |
| enriches understanding of research |  | 1 | 1 |
| realisation that EFFORT can effect achievement |  | 1 | 1 |
| fashions healthy SCEPTICISM |  | 5 | 12 |
| promotes INFORMATION LITERACY $ |  | 5 | 9 |
| default TRUST |  | 1 | 1 |
| 2.2.2. DEVELOPMENT OF PERSONAL QUALITIES |  | 0 | 0 |
| INDEPENDENCE |  | 12 | 33 |
| independence |  | 2 | 2 |
| promotes INDEPENDENCE |  | 2 | 4 |
| show initiative |  | 1 | 1 |
| promotes SELF-REGULATED learning |  | 1 | 2 |
| builds AGENCY |  | 1 | 2 |
| SELF-DISCOVERY |  | 2 | 5 |
| as learner |  | 1 | 3 |
| MOTIVATION (inc. self-motivation) $ |  | 6 | 14 |
| catalyses ENGAGEMENT $ |  | 2 | 2 |
| MOTIVATING |  | 3 | 4 |
| promotes PASSION for subject matter |  | 1 | 3 |
| RESILIENCE and perseverance |  | 6 | 8 |
| low completion rate |  | 1 | 1 |
| SELF-CONFIDENCE, self-esteem, self-efficacy |  | 8 | 19 |
| promotes self-efficacy |  | 2 | 2 |
| raises ASPIRATION |  | 2 | 2 |
| 2.3. SUCCESS |  | 20 | 79 |
| boosts academic ATTAINMENT |  | 6 | 22 |
| A level |  | 1 | 2 |
| esp. FE |  | 2 | 2 |
| esp. MALES |  | 2 | 2 |
| esp. MORE ABLE |  | 2 | 2 |
| undergraduate |  | 4 | 5 |
| boosts academic CREDENTIALS |  | 9 | 27 |
| (doesn't) boost EMPLOYABILITY $ |  | 3 | 4 |
| EXTRINSIC value |  | 1 | 1 |
| PQ attainment |  | 1 | 1 |
| v. A level |  | 2 | 6 |
| not valued as highly as A levels |  | 2 | 4 |
| valued as highly as A levels |  | 1 | 2 |
| FAILURE |  | 1 | 2 |
| good PREPARATION for university |  | 15 | 26 |
| reduces risk of degree NON-COMPLETION |  | 1 | 1 |
| non-central |  | 2 | 4 |
| (development happen anyway) |  | 1 | 1 |
| NOT interpersonal skills |  | 1 | 2 |
| superior gains to A level |  | 1 | 1 |
| 3. CAUSES OF IMPACT |  | 12 | 96 |
| ABILITY --- ACHIEVEMENT |  | 4 | 5 |
| ACCREDITATION --- MOTIVATION |  | 1 | 1 |
| AGE --- ATTAINMENT |  | 1 | 2 |
| AGE --- ATTRITION |  | 2 | 2 |
| AGE --- MOTIVATION $ |  | 1 | 2 |
| AGE --- TOPICS $ |  | 1 | 1 |
| ATTENDANCE --- ATTRITION $ |  | 1 | 1 |
| CHALLENGING --- COMMITMENT |  | 1 | 1 |
| COMMITMENT --- ENGAGEMENT |  | 2 | 2 |
| COMMITMENT --- POSITIVE FEELINGS |  | 1 | 2 |
| COMMUNAL --- MOTIVATION |  | 1 | 1 |
| COMPETITION --- GAMING |  | 1 | 1 |
| COMPULSORY SCHOOLING --- MOTIVATION $$ |  | 1 | 2 |
| DEADLINES --- MOTIVATION |  | 1 | 1 |
| DELIVERY MODEL --- TOPIC CHOICE $ |  | 2 | 3 |
| DEVELOPS SKILLS --- PREPARATION FOR UNI |  | 3 | 4 |
| EPQ + A LEVEL = SUCCESS |  | 1 | 1 |
| EXTRINSIC RECOGNITION --- VALUABLE |  | 1 | 1 |
| FREEDOM --- CHALLENGING |  | 1 | 1 |
| FREEDOM --- ENGAGING. ENJOYABLE $ |  | 2 | 4 |
| FREEDOM --- INDEPENDENCE |  | 2 | 3 |
| FREEDOM --- MOTIVATION |  | 2 | 3 |
| GENDER --- ATTAINMENT |  | 1 | 1 |
| GROUP PROJECTS --- ATTRITION $ |  | 3 | 3 |
| GROUP PROJECTS --- DIALOGUE |  | 1 | 1 |
| GROUP PROJECTS --- PERFORMANCES $ |  | 2 | 3 |
| INDEPENDENCE --- ACADEMIC PERFORMANCE |  | 2 | 5 |
| INDEPENDENCE --- SELF-CONFIDENCE |  | 1 | 1 |
| INTRINSIC MOTIVATION --- ATTAINMENT |  | 1 | 2 |
| MEANINGFUL --- SUCCESSFUL |  | 1 | 1 |
| MORE ABLE --- DEEPER LEARNING APPROACH |  | 1 | 1 |
| MOTIVATION --- ENGAGEMENT $ --- PARTICIPATION |  | 3 | 3 |
| MOTIVATION --- SUCCESS |  | 1 | 1 |
| PRESENTATION --- SELF-CONFIDENCE |  | 2 | 2 |
| PRODUCT TYPE --- ATTAINMENT |  | 2 | 3 |
| PROGRAMME OF STUDY --- ACHIEVEMENT |  | 1 | 1 |
| PROGRAMME OF STUDY --- TOPIC CHOICE |  | 1 | 1 |
| PROGRAMME OF STUDY --- X ---- ATTRITION |  | 1 | 2 |
| QUALIFICATION --- BUREAUCRATIC |  | 1 | 2 |
| RESPONSIBILITY --- DEVELOPMENT |  | 1 | 1 |
| SCHOOL TYPE --- ATTAINMENT |  | 1 | 1 |
| SCHOOL TYPE --- ATTRITION |  | 1 | 1 |
| SELF-DISCOVERY --- IMPROVEMENT |  | 1 | 2 |
| SELF-DISCOVERY --- SELF-CONFIDENCE |  | 1 | 1 |
| SKILLS --- POPULARITY |  | 1 | 1 |
| SKILLS --- SUCCESS |  | 1 | 2 |
| SKILLS --- A LEVEL SUCCESS |  | 1 | 1 |
| SKILLS --- UNDERGRADUATE SUCCESS |  | 1 | 1 |
| SKILLS-ORIENTATED --- MOTIVATION |  | 0 | 0 |
| SOLITARY --- SELF-EFFICACY |  | 1 | 1 |
| SUBJECT MATTER --- ATTAINMENT |  | 1 | 2 |
| UNCERTAINTY --- INTERPRETATION |  | 1 | 1 |
| WORKLOAD --- ATTRITION |  | 3 | 5 |
| WORKLOAD --- X --- ATTAINMENT |  | 1 | 1 |