

Level 3 – Extended Project Qualification

All Sixth Form students are timetabled to undertake an Edexcel Level 3 Extended Project Qualification twice per week in the Lower Sixth and once per week in the Upper Sixth, unless they opt to take CORE maths or four A Levels.

The EPQ is delivered over four terms. The Taught Element (40 GLH) forms the main focus of the weekly lectures in Michaelmas 1 of the Lower Sixth. This is when students are explicitly taught the necessary Project Management, Research and Thinking Skills required for an extended project of this nature.

During the remaining timetabled seminars, mentors help foster generic skills such as:

- selecting and refining a suitable project objective
- time management of an extended piece of work
- independent research and evaluation of sources
- coherent writing
- synthesis of source material
- analysis of approaches, ideas and arguments or data
- evaluation of the project process
- self-reflective presentation on the outcomes.

The aim is for students to complete their EPQ by the end of the Lower Sixth and to spend the Michaelmas term of the Upper Sixth refining their work and designing, rehearsing and delivering their oral presentation.

Once Projects have been submitted for internal moderation in the December of the U6, the single timetabled seminar each week is given back to the students as a study period. Mentors continue to meet each week, however, during this timetabled slot to internally moderate all the EPQ folders.

Reports are written throughout the year and parents' evenings are available as for any other A Level.

Here is the link to the exam board website:

<https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html>

Grading, UCAS points and A level equivalence

The Extended Project is graded A* to E and requires 120 guided learning hours. In terms of UCAS points status, Level 3 Project Qualifications are equivalent to half an A level.

Grade	UCAS points
A*	28
A	24
B	20
C	16
D	12
E	8

Year 11

Year 11 pupils and their parents are informed of the EPQ at various Open Events such as the Sixth Form Open Evening, the College Open Day, Sixth Form Taster events and in-house assemblies. It is also featured in the College prospectus

Michaelmas Term of Year 12

Following a university-style model, there are two timetabled lessons each week which are divided into lectures and seminars. During these twice weekly timetabled lessons, students cover 80 of the 120 guided learning hours, (the remaining 40 hours must be completed independently by the students in their study periods or at home).

Focus: skills development. During the weekly lectures in the first half of this term, students are taught key skills in project and time management, research and thinking skills. Lectures stop in early Michaelmas 2 and become extra seminar sessions.

Students begin their Plan and Log documents straight away and are required to submit their Project Proposal Forms for approval before the October half term. Students will have been put into best-guess groups up to this point, but will be reallocated groups once the PPFs are submitted and subject specialist mentors can be assigned.

Students can choose to undertake one of four possible outcomes:

- Unit P301: Dissertation
- Unit P302: Investigation/Field Study
- Unit P303: Performance
- Unit P304: Artefact

Section	Number of words			
	Dissertation	Investigation/ Field Study	Performance	Artefact
Total word count	6000	5000	3000	1500/3000
Abstract/ summary	200	100	100	50/100
Introduction	800	600	400	200/400
Research Review	1800	1600	900	450/900
Discussion/ Development/Analysis	2700	2300	1350	675/1350
Conclusion	500	400	250	125/250
Bibliography	No recommendation	No recommendation	No recommendation	No recommendation
Appendices (PPF, activity records, raw data)	No recommendation	No recommendation	No recommendation	No recommendation

The following documents for submission are set as assignments on the EPQ TEAM and are monitored regularly by the mentors:

- Project Proposal Form
- Plan & Log
- Dissertation/Methodology

Students build their written reports using sentence prompts and are guided on what to include in their portfolios. The Introduction and Research Review is the main focus of this term - or portfolio pages if the outcome is to be an artefact or performance. Students are encouraged to access 10 to 15 sources to help secure the higher mark band, and to CRAAP rate them in their Research Review. See this link for more information on CRAAP testing: https://uws-uk.libguides.com/evaluating_sources/craap_test The students are also taught how to use the Harvard method of in-text citation using the Reference function in Word. See this link for more information on referencing in Word: <https://www.youtube.com/watch?v=LWwcl01uUE&t=486s>

Lent Term of Year 12

Students hand in their mini projects and, if their projects are STEAM related, may be invited to take part in a Poster Evening in February at the College. Here, three U6 EPQ students deliver their oral presentations to STEAM professionals in the lecture theatre. The invited guests then assemble in the atrium to talk to the L6 about their work in progress. This is an opportunity for valuable feedback and advice during a crucial developmental stage of the projects.

Focus: project development. Once mini projects have been marked and returned, students continue to flesh out their projects and move on to produce their final artefact, event or written report using their table of arguments/alternatives, building towards the recommended 3,000 to 6,000 total word length. The Conclusion, Evaluation and Abstract sections are the last to be written. Bibliographies are inserted.

Trinity Term of Year 12

Refresher lectures are scheduled where needed to remind students of how to reference etc. Group presentations are scheduled to consolidate knowledge and understanding. Completed documents are handed in to the mentors for marking and feedback. UCAS predicted grades are given by mentors following marking of work.

Michaelmas Term of Year 13

Students are guided in designing and rehearsing their ten-minute oral presentations. Single lectures are scheduled where needed to address the entire cohort. Orals are then assessed in the seminars by the mentors. Reviews of UCAS predictions are carried out and subject references are written.

All project documents are handed in before the school breaks up for Christmas.

Lent Term of Year 13

The EPQ course closes for students in January. Mentors continue to meet each week, however, to internally moderate all folders ready for submission. After this date, moderators meet to review the year and to make recommendations for refinements to the course