

# Key Stage 5: The Extended Project Qualification (EPQ)

## Curriculum Overview 2020-2021

This highly successful and prestigious qualification is offered within the Brine leas 6th form to students showing academic curiosity, independence and skill without discrimination. The EPQ is an opportunity for students to produce an extended piece of work of their own choice as an extension to their current studies - offering a breadth and depth to their curriculum development. This could be a subject area that a student may be aiming to study at university or simply an area of personal interest unrelated to their studies. It is a unique and exciting course offering students a challenging opportunity to study in a different way and to extend their own personal development by deciding on an area of their own choice. The Extended Project is a single, stand-alone piece of work which will require students to use research, critical thinking, planning and evaluation. It is a Level 3 qualification, graded A\*-E with the same UCAS points as an AS level. The main emphasis is on extended autonomous work by the student, allowing student ownership of the project.

Students may select from an artefact and report which could include a piece of music; a remote-controlled car or a set of lesson plans for a PSHCE programme delivering mental health. Alternatively, a 5,000-word written report/essay on any topic choice, preventative vaccines for malaria, the nature nurture debate behind serial killers to the technological development in nanobots. Finally, students can also complete a group piece and report. This breadth and depth of choice provides challenging opportunities for learners and through their own choice in subject topic focus they are motivated and inspired to pursue what they wish rather than having current subject content imposed on them. Often these are a culmination of college supported topic areas in addition to a wealth of community support and global research application of their own primary data collection. The positive outcomes of student's hard work and intrigue in their chosen area can be viewed in their final presentations – a time to show off their inspirational and personal development journey.

Coupled with the student topic choice is the taught element of the EPQ designed to provide life-long learning skills. Students will be given the opportunity to develop management skills in terms of their own learning and design an extended project of their own choice. They will be supported in developing and improving this learning ensuring that they are prepared for extended writing in the form of an investigation, essay or report. This learning curve will require personal development in the form of applied decision making and problem solving skills. Review, reflection, and implementation will be at the core of a successful outcome. The taught skill programme will instil in learners a demand for academically rigorous work which will provide them with life-long learning skills and future preparation. Students will also develop an ability to plan effectively, create and evaluate their findings in a realistic and relevant manner. This learning will culminate in students being creative and presenting their findings to a wider audience of college based and wider community specialists – celebrating their successful outcome.

Throughout this two-year learning programme and exam qualification students will be provided with a specialist EPQ supervisor who will guide and offer advice in addition to delivering the taught skills element of the course. They will build on what is delivered by their supervisor in the form of the taught skills – implementing and documenting their decisions and ensuring they have completed all exam criteria for their final submission. During the EPQ, students will learn to: **Manage** – identify, design, plan, and complete a project applying organisational skills and strategies to meet their stated objectives. **Use resources/research** – obtain and select information from a range of sources, analyse data,

apply it relevantly, and demonstrate understanding of any appropriate connections and complexities of their topic. **Develop and realise** – use a range of skills, including using new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve their aims. **Review** – evaluate the outcome, including their learning and performance. These transferable skills will equip our learners with aids to use in their university courses, employment roles or apprenticeships – recommended and highly valued.

During the process, students will develop as independent, reflective learners and acquire knowledge and transferable skills that are invaluable for further study and the workplace. Many (especially Russell Group) Universities have noted that the EPQ is providing students with skills they particularly value that will ease the transition to Higher Education and that this may lead either to lower admissions offers or a way to distinguish between applicants of otherwise equal academic standing. Additionally employment sectors and apprenticeships recognise their value as an additional qualification some learners will have access to during their 6<sup>th</sup> form years.

## Aim

The Extended Project is a Level 3 qualification first assessed in November 2008. Its core aim is that it contributes to programmes of study in two ways:

- as a stand-alone qualification. Students may choose to take the Extended Project Qualification as an extension from studies for any other qualifications at Level 3 (GCE, BTEC, NVQ, other academic or vocational qualifications including Modern Apprenticeships) as part of the AQA Baccalaureate and Technical Baccalaureate. The Extended Project Qualification is a compulsory part of the Level 3 AQA Baccalaureate and technical Baccalaureate
- The Extended 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(s) and agreed as appropriate by the centre.

## Trips and visits

Primary data collection with specialists for example; artefacts with applied element involving external fieldwork of some form – projects pending on this.

## Assessment

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment.

Assessment criteria statements are provided in three mark bands for each objective and should be regarded as hierarchical (i.e. each criterion assumes that any lower criteria are also met and that aspects of any higher criteria may be met in part). When assessments are made, the criteria should be used to judge which mark best fits the candidate's work on their Extended Project. The mark should be awarded on the

basis of the general level of the candidate's work in relation to the criteria statements for each level (i.e. an isolated example of performance at a different level should not be used to raise or lower the overall assessment).

The work will clearly meet the criteria given in the appropriate level descriptor for the lowest available mark at that level as appropriate to the particular project. Higher marks at each level may be used where work is judged to meet the criteria readily, consistently and across different elements of the project.

The zero mark band should be awarded in the event of a candidate failing to demonstrate any achievement in the objective at Level 3.

### **Assessment – 4 skill areas to make up 50 marks for EPQ**

#### **A01 - Manage**

Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives (20% of total marks)

#### **A02 - Use Resources**

Research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic. (20% of total marks)

#### **A03 Develop and Realise**

Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes. (40% of total marks)

#### **A04 - Review**

Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.(20% of total marks)

### **Homework**

Ongoing as set by supervisors and year plan. Annual review of assessment route towards online learning/assessment using project Q and teams.

### **Clubs and/or intervention**

Supervised study when required; supervisor intervention when required; clinic drop pending subject specialist volunteer support from supervisors.

### **Parental/Carer support**

Parental, business, academic specialist support for contribution to primary data collection. Resources and parent evenings.

### **Helpful sources of information**

Text resources; Manchester university lecture examples of taught skills and taught programme; Cambridge university taught skills; additional university programme intervention for EPQ.

## Year 12 Overview

| Term     | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Connections to learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Connections to future pathways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn 1 | <p><b>Big Idea: Extended Project Qualification</b></p> <p>Rationale: 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 both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|          | <p>Introduction to EPQ – overview of course and requirements. Impact and vision for academic curriculum within 6<sup>th</sup> form course structure.</p> <p>Overview of taught skills and expectations.</p> <p>Taught skill – Planning skills</p> <p>Taught skill – introduction to project Q and registration.</p> <p>Taught Skill – choosing a topic.</p> <p>Taught Skill – narrowing your focus and working titles.</p> <p>Taught skills – importance of clear aims and objectives.</p> <p>Taught skills – log book project proposal</p> <p>Taught skills – time management (project plan)</p> <p>Taught Skills – Action plans and research diaries.</p>                                                                                                                                       | <p><b>Approach</b> – Assessment covers 4 main skill areas including -</p> <p><b>AO1 Manage</b> identify the topic; identify project aims and <b>objectives</b>; produce a project plan; complete the work applying organisational skills and strategies to meet stated objectives.</p> <p><b>AO2 Use resources</b> obtain and select from a variety of resources; analyse data; apply information relevantly; demonstrate; understanding of appropriate links.</p> <p><b>AO3 Develop and Realise</b> problem-solving; decision-making; creative thinking; to achieve planned outcomes.</p> <p><b>AO4 Review</b></p> | <p><b>Learning Skills; Knowledge and Application; practical research; analysis and evaluation</b></p> <p>Develop and apply <b>decision-making</b> skills, <b>problem-solving</b> skills, <b>initiative</b> and enterprise; extend their <b>planning, research, critical-thinking, analytical, synthesis, evaluation and presentation skills</b>; use their learning experiences to support their personal aspirations for higher <b>education</b> and career development.</p> <p>Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project.</p> | <p><b>Careers Level 3</b></p> <p>The Extended Project Qualification teaches you some key high-level skills that individual A-level courses don't have time to include.</p> <p><b>Degrees</b></p> <p>EPQ provides very clear evidence of that you have interests and ability which go beyond the A-Level curriculum. It demonstrates clearly that you are capable of undertaking the kind of independent reading, research, and essay writing that is the mainstay of most undergraduate degrees</p> <p><b>Apprenticeships</b></p> <p>See above.</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                 |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Taught skills – secondary sources use and analysis of sources</p> <p>Taught Skills – note taking (analysis) and avoidance of plagiarism</p> <p>Taught skills – referencing – Harvard or equivalent and justification.</p> <p>Taught skills – primary data collection – questionnaires, interviews, experiments, pilot studies sampling, ethics.</p> <p>Risk assessment, Possible triangulation of sources.</p> <p>Taught Skills – analysis of primary data (quantitative and qualitative)</p> <p>Independent directed time on EPQ logs on project Q – tracked by system.</p> | <p>communication skills; convey and present evidenced outcomes and conclusions; evaluate own learning and performance.</p> <p><b>Purpose</b> – to ensure all learners are fully prepared for final submission of E:PQ format to ensure maximum marks are achieved,</p> <p><b>Homework</b> will be directed by supervisors from the planning stages throughout the project. Students will be set directed targets specific to their projects once all taught skills are completed.</p> <p><b>Learners understanding</b> will be bench marked against specification standards for all areas required for final submission of the EPQ.</p> | <p>Develop and improve their own learning and performance as critical, reflective and independent students. Develop and apply decision-making and problem solving Skills.</p> <p>Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.</p> <p>Develop and apply skills creatively, demonstrating initiative and enterprise.</p> <p>Use their learning experiences to support their aspirations for higher education and/or career development.</p> <p>Transfer skills developed as part of their extended project to other areas of study.</p> <p><b>Prior learning</b> KS4 skills in terms of essay writing; artefact; group productions. Knowledge in terms of key areas that prior learning will bring to candidates' choice of topic.</p> <p><b>RSE – all depending on student topic choice.</b></p> <p><b>HE – all depending on student topic choice.</b></p> <p><b>SMSC – all depending on student topic choice.</b></p> | <p><b>Professions</b><br/>See above.</p> <p><b>Future learning</b><br/>Ongoing in terms of skills and development of direct students EPQ will take after taught skills have been delivered.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Big Idea: Extended project Qualification**

Autumn 2

Rationale: Rationale: 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 both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

Introduction to EPQ – overview of course and requirements. Impact and vision for academic curriculum within 6<sup>th</sup> form course structure.  
 Overview of taught skills and expectations.  
 Taught skills – secondary sources use and analysis of sources  
 Taught Skills – note taking (analysis) and avoidance of plagiarism  
 Taught skills – referencing – Harvard or equivalent and justification.  
 Taught skills – primary data collection – questionnaires, interviews, experiments, pilot studies sampling, ethics.  
 Risk assessment, Possible triangulation of sources.  
 Taught Skills – analysis of primary data (quantitative and qualitative)

**Approach** – Assessment covers 4 main skill areas including -  
**AO1 Manage** identify the topic; identify project aims and **objectives**; produce a project plan; complete the work applying organisational skills and strategies to meet stated objectives.  
**AO2 Use resources** obtain and select from a variety of resources; analyse data; apply information relevantly; demonstrate; understanding of appropriate links.  
**AO3 Develop and Realise** problem-solving; decision-making; creative thinking; to achieve planned outcomes..  
**AO4 Review** communication skills; convey and present evidenced outcomes and conclusions; evaluate own learning and performance.

**Learning Skills; Knowledge and Application; practical research; analysis and evaluation**  
 Develop and apply **decision-making** skills, **problem-solving** skills, **initiative** and enterprise; extend their **planning, research,** critical-thinking, **analytical,** synthesis, evaluation and **presentation skills**; use their learning experiences to support their personal aspirations for higher **education** and career development.  
 Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project.  
 Develop and improve their own learning and performance as critical, reflective and independent students.  
 Develop and apply decision-making and problem solving Skills.

**Careers Level 3**  
 The Extended Project Qualification teaches you some key high-level skills that individual A-level courses don't have time to include.

**Degrees**  
 EPQ provides very clear evidence of that you have interests and ability which go beyond the A-Level curriculum. It demonstrates clearly that you are capable of undertaking the kind of independent reading, research, and essay writing that is the mainstay of most undergraduate degrees

**Apprenticeships**  
 See above.

**Professions**  
 See above.

**Future learning**  
 Ongoing in terms of skills and development of direct students EPQ will take after

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                           |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                        | <p>Taught Skills – question and title formalising in terms of research.<br/>Independent directed time on EPQ logs on project Q – tracked by system.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Purpose</b> –to ensure all learners are fully prepared for final submission of E:PQ format to ensure maximum marks are achieved,<br/><b>Homework</b> will be directed by supervisors from the planning stages throughout the project. Students will be set directed targets specific to their projects once all taught skills are completed.<br/><b>Learners understanding</b> will be bench marked against specification standards for all areas required for final submission of the EPQ.</p> | <p>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 extended project to other areas of study.<br/><b>Prior learning</b> KS4 skills in terms of essay writing; artefact; group productions. Knowledge in terms of key areas that prior learning will bring to candidates' choice of topic.<br/><b>RSE – all depending on student topic choice.</b><br/><b>HE – all depending on student topic choice.</b><br/><b>SMSC – all depending on student topic choice.</b></p> | <p>taught skills have been delivered.</p> |
| <p><b>Spring 1</b></p> | <p style="text-align: center;"><b>Big Idea: Extended Project Qualification</b></p> <p>Rationale: Rationale: 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 both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Introduction to EPQ – overview of course and requirements. Impact and vision for academic curriculum within 6<sup>th</sup> form course structure.</p> <p>Overview of taught skills and expectations.</p> <p>Taught Skills – How to write an essay? How to write artefact report?</p> <p>Taught skills –re drafting in terms of aims and objectives (essay/report).</p> <p>Taught Skills – presentation planning</p> <p>Taught Skills – presentation delivery</p> <p>Taught skills – review and reflection</p> <p>Independent directed time on EPQ logs on project Q – tracked by system.</p> | <p><b>Approach</b> – Assessment covers 4 main skill areas including -</p> <p><b>AO1 Manage</b> identify the topic; identify project aims and <b>objectives</b>; produce a project plan; complete the work applying organisational skills and strategies to meet stated objectives.</p> <p><b>AO2 Use resources</b> obtain and select from a variety of resources; analyse data; apply information relevantly; demonstrate; understanding of appropriate links.</p> <p><b>AO3 Develop and Realise</b> problem-solving; decision-making; creative thinking; to achieve planned outcomes..</p> <p><b>AO4 Review</b> communication skills; convey and present evidenced outcomes and conclusions; evaluate own learning and performance.</p> <p><b>Purpose</b> – to ensure all learners are fully prepared for final submission of E:PQ format to ensure maximum marks are achieved,</p> <p><b>Homework</b> will be directed by supervisors from the planning stages throughout the project. Students will be set directed</p> | <p><b>Learning Skills; Knowledge and Application; practical research; analysis and evaluation</b></p> <p>Develop and apply <b>decision-making</b> skills, <b>problem-solving</b> skills, <b>initiative</b> and enterprise; extend their <b>planning, research, critical-thinking, analytical, synthesis, evaluation and presentation skills</b>; use their learning experiences to support their personal aspirations for higher <b>education</b> and career development.</p> <p>Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project. Develop and improve their own learning and performance as critical, reflective and independent students. Develop and apply decision-making and problem solving Skills.</p> <p>Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills. Develop and apply skills creatively, demonstrating initiative and enterprise.</p> | <p><b>Careers Level 3</b></p> <p>The Extended Project Qualification teaches you some key high-level skills that individual A-level courses don't have time to include.</p> <p><b>Degrees</b></p> <p>EPQ provides very clear evidence of that you have interests and ability which go beyond the A-Level curriculum. It demonstrates clearly that you are capable of undertaking the kind of independent reading, research, and essay writing that is the mainstay of most undergraduate degrees</p> <p><b>Apprenticeships</b></p> <p>See above.</p> <p><b>Professions</b></p> <p>See above.</p> <p><b>Future learning</b></p> <p>Ongoing in terms of skills and development of direct students EPQ will take after taught skills have been delivered.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                            |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>targets specific to their projects once all taught skills are completed.</p> <p><b>Learners understanding</b> will be bench marked against specification standards for all areas required for final submission of the EPQ.</p> | <p>Use their learning experiences to support their aspirations for higher education and/or career development.</p> <p>Transfer skills developed as part of their extended project to other areas of study.</p> <p><b>Prior learning</b> KS4 skills in terms of essay writing; artefact; group productions. Knowledge in terms of key areas that prior learning will bring to candidates' choice of topic.</p> <p><b>RSE – all depending on student topic choice.</b></p> <p><b>HE – all depending on student topic choice.</b></p> <p><b>SMSC – all depending on student topic choice.</b></p> |                                                                                                                                                                            |
| <b>Spring 2</b> | <p><b>Big Idea: Extended Project Qualification</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                            |
|                 | <p>Rationale: Rationale: 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 both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.</p> |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                            |
|                 | <p>Introduction to EPQ – overview of course and requirements. Impact and vision for academic curriculum within 6<sup>th</sup> form course structure. Overview of taught skills and expectations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Approach</b> – Assessment covers 4 main skill areas including - <b>AO1 Manage</b> identify the topic; identify project aims and <b>objectives</b>; produce a project plan; complete the work applying</p>                   | <p><b>Learning Skills; Knowledge and Application; practical research; analysis and evaluation</b></p> <p>Develop and apply <b>decision-making</b> skills, <b>problem-solving</b> skills, <b>initiative</b> and enterprise; extend their <b>planning, research,</b></p>                                                                                                                                                                                                                                                                                                                         | <p><b>Careers Level 3</b></p> <p>The Extended Project Qualification teaches you some key high-level skills that individual A-level courses don't have time to include.</p> |

|                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Taught skills –re drafting in terms of aims and objectives (essay/report).<br/> Taught Skills – presentation planning<br/> Taught Skills – presentation delivery<br/> Taught skills – review and reflection<br/> Independent directed time on EPQ logs on project Q – tracked by system.</p> | <p>organisational skills and strategies to meet stated objectives.<br/> <b>AO2 Use resources</b><br/> obtain and select from a variety of resources;<br/> analyse data; apply information relevantly; demonstrate; understanding of appropriate links.<br/> <b>AO3 Develop and Realise</b><br/> problem-solving;<br/> decision-making; creative thinking; to achieve planned outcomes..<br/> <b>AO4 Review</b><br/> communication skills; convey and present evidenced outcomes and conclusions; evaluate own learning and performance.</p> <p><b>Purpose</b> – to ensure all learners are fully prepared for final submission of E:PQ format to ensure maximum marks are achieved,</p> <p><b>Homework</b> will be directed by supervisors from the planning stages throughout the project. Students will be set directed targets specific to their projects once all taught skills are completed.</p> <p><b>Learners understanding</b> will be bench marked against</p> | <p>critical-thinking, <b>analytical</b>, synthesis, evaluation and <b>presentation skills</b>; use their learning experiences to support their personal aspirations for higher <b>education</b> and career development.</p> <p>Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project. 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 extended project to other areas of study.</p> <p><b>Prior learning</b> KS4 skills in terms of essay writing; artefact; group</p> | <p><b>Degrees</b><br/> EPQ provides very clear evidence of that you have interests and ability which go beyond the A-Level curriculum. It demonstrates clearly that you are capable of undertaking the kind of independent reading, research, and essay writing that is the mainstay of most undergraduate degrees</p> <p><b>Apprenticeships</b><br/> See above.</p> <p><b>Professions</b><br/> See above.</p> <p><b>Future learning</b><br/> Ongoing in terms of skills and development of direct students EPQ will take after taught skills have been delivered.</p> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | specification standards for all areas required for final submission of the EPQ.                                                                                                                                                                                                                                                                         | productions. Knowledge in terms of key areas that prior learning will bring to candidates' choice of topic.<br><b>RSE – all depending on student topic choice.</b><br><b>HE – all depending on student topic choice.</b><br><b>SMSC – all depending on student topic choice.</b>                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Summer 1</b> | <b>Big Idea: Extended Project Qualification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  |
|                 | Rationale: Rationale: 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 both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format. |                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                  |
|                 | Introduction to EPQ – overview of course and requirements. Impact and vision for academic curriculum within 6 <sup>th</sup> form course structure. Overview of taught skills and expectations. Taught Skills – presentation planning<br>Taught Skills – presentation delivery<br>Taught skills – review and reflection                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Approach</b> – Assessment covers 4 main skill areas including -<br><b>AO1 Manage</b> identify the topic; identify project aims and <b>objectives</b> ; produce a project plan; complete the work applying organisational skills and strategies to meet stated objectives.<br><b>AO2 Use resources</b> obtain and select from a variety of resources; | <b>Learning Skills; Knowledge and Application; practical research; analysis and evaluation</b><br>Develop and apply <b>decision-making</b> skills, <b>problem-solving</b> skills, <b>initiative</b> and enterprise; extend their <b>planning, research, critical-thinking, analytical, synthesis, evaluation and presentation skills</b> ; use their learning experiences to support their personal aspirations for | <b>Careers Level 3</b><br>The Extended Project Qualification teaches you some key high-level skills that individual A-level courses don't have time to include.<br><b>Degrees</b><br>EPQ provides very clear evidence of that you have interests and ability which go beyond the A-Level curriculum. It demonstrates clearly that you are capable of undertaking |

|  |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                |
|--|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Independent directed time on EPQ logs on project Q – tracked by system.</p> | <p>analyse data; apply information relevantly; demonstrate; understanding of appropriate links.</p> <p><b>AO3 Develop and Realise</b><br/>         problem-solving; decision-making; creative thinking; to achieve planned outcomes.</p> <p><b>AO4 Review</b><br/>         communication skills; convey and present evidenced outcomes and conclusions; evaluate own learning and performance.</p> <p><b>Purpose</b> – to ensure all learners are fully prepared for final submission of E:PQ format to ensure maximum marks are achieved,</p> <p><b>Homework</b> will be directed by supervisors from the planning stages throughout the project. Students will be set directed targets specific to their projects once all taught skills are completed.</p> <p><b>Learners understanding</b> will be bench marked against specification standards for all areas required for final submission of the EPQ.</p> | <p>higher <b>education</b> and career development.</p> <p>Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project.</p> <p>Develop and improve their own learning and performance as critical, reflective and independent students.</p> <p>Develop and apply decision-making and problem solving Skills.</p> <p>Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.</p> <p>Develop and apply skills creatively, demonstrating initiative and enterprise.</p> <p>Use their learning experiences to support their aspirations for higher education and/or career development.</p> <p>Transfer skills developed as part of their extended project to other areas of study.</p> <p><b>Prior learning</b> KS4 skills in terms of essay writing; artefact; group productions. Knowledge in terms of key areas that prior learning will bring to candidates' choice of topic.</p> <p><b>RSE – all depending on student topic choice.</b></p> | <p>the kind of independent reading, research, and essay writing that is the mainstay of most undergraduate degrees</p> <p><b>Apprenticeships</b><br/>         See above.</p> <p><b>Professions</b><br/>         See above.</p> <p><b>Future learning</b><br/>         Ongoing in terms of skills and development of direct students EPQ will take after taught skills have been delivered.</p> |
|--|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>HE – all depending on student topic choice.</b></p> <p><b>SMSC – all depending on student topic choice.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Summer 2</b> | <p><b>Big Idea: Extended Project Qualification</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                 | <p>Rationale: Rationale: 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 both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                 | <p>Introduction to EPQ – overview of course and requirements. Impact and vision for academic curriculum within 6<sup>th</sup> form course structure.</p> <p>Overview of taught skills and expectations.</p> <p>Independent directed time on EPQ logs on project Q – tracked by system.</p> <p>Write-up of log and completion of all sections and evidence, with final project/piece.</p>                                                                                                                                                                                                                                                                                                                                                              | <p><b>Approach</b> – Assessment covers 4 main skill areas including -</p> <p><b>AO1 Manage</b> identify the topic; identify project aims and <b>objectives</b>; produce a project plan; complete the work applying organisational skills and strategies to meet stated objectives.</p> <p><b>AO2 Use resources</b> obtain and select from a variety of resources; analyse data; apply information relevantly; demonstrate; understanding of appropriate links.</p> <p><b>AO3 Develop and Realise</b> problem-solving; decision-making; creative thinking; to achieve planned</p> | <p><b>Learning Skills; Knowledge and Application; practical research; analysis and evaluation</b></p> <p>Develop and apply <b>decision-making</b> skills, <b>problem-solving</b> skills, <b>initiative</b> and enterprise; extend their <b>planning, research, critical-thinking, analytical, synthesis, evaluation and presentation skills</b>; use their learning experiences to support their personal aspirations for higher <b>education</b> and career development.</p> <p>Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project.</p> | <p><b>Careers Level 3</b></p> <p>The Extended Project Qualification teaches you some key high-level skills that individual A-level courses don't have time to include.</p> <p><b>Degrees</b></p> <p>EPQ provides very clear evidence of that you have interests and ability which go beyond the A-Level curriculum. It demonstrates clearly that you are capable of undertaking the kind of independent reading, research, and essay writing that is the mainstay of most undergraduate degrees</p> <p><b>Apprenticeships</b></p> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                   |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>outcomes..</p> <p><b>AO4 Review</b><br/>communication skills; convey and present evidenced outcomes and conclusions; evaluate own learning and performance.</p> <p><b>Purpose</b> – to ensure all learners are fully prepared for final submission of E:PQ format to ensure maximum marks are achieved,</p> <p><b>Homework</b> will be directed by supervisors from the planning stages throughout the project. Students will be set directed targets specific to their projects once all taught skills are completed.</p> <p><b>Learners understanding</b> will be bench marked against specification standards for all areas required for final submission of the EPQ.</p> | <p>Develop and improve their own learning and performance as critical, reflective and independent students. Develop and apply decision-making and problem solving Skills.</p> <p>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 extended project to other areas of study.</p> <p><b>Prior learning</b> KS4 skills in terms of essay writing; artefact; group productions. Knowledge in terms of key areas that prior learning will bring to candidates' choice of topic.</p> <p><b>RSE – all depending on student topic choice.</b></p> <p><b>HE – all depending on student topic choice.</b></p> <p><b>SMSC – all depending on student topic choice.</b></p> | <p>See above.</p> <p><b>Professions</b><br/>See above.</p> <p><b>Future learning</b><br/>Ongoing in terms of skills and development of direct students EPQ will take after taught skills have been delivered.</p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Term        | Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Connections to learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Connections to future pathways                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn<br>1 | <b>Big Idea: Extended Project Qualification</b><br><br>Rationale: Rationale: 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 both in relation to agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|             | Complete and hand in of full draft (one full draft only)<br>Presentations, complete and write-up finalise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Approach</b> – Assessment covers 4 main skill areas including -</p> <p><b>AO1 Manage</b> identify the topic; identify project aims and <b>objectives</b>; produce a project plan; complete the work applying organisational skills and strategies to meet stated objectives.</p> <p><b>AO2 Use resources</b> obtain and select from a variety of resources; analyse data; apply information relevantly; demonstrate; understanding of appropriate links.</p> <p><b>AO3 Develop and Realise</b> problem-solving; decision-making; creative thinking; to achieve planned outcomes..</p> <p><b>AO4 Review</b> communication skills; convey and present</p> | <p><b>Learning Skills; Knowledge and Application; practical research; analysis and evaluation</b></p> <p>Develop and apply <b>decision-making</b> skills, <b>problem-solving</b> skills, <b>initiative</b> and enterprise; extend their <b>planning, research, critical-thinking, analytical, synthesis, evaluation and presentation skills</b>; use their learning experiences to support their personal aspirations for higher <b>education</b> and career development.</p> <p>Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project.</p> <p>Develop and improve their own learning and performance as critical, reflective and independent students.</p> | <p><b>Careers Level 3</b></p> <p>The Extended Project Qualification teaches you some key high-level skills that individual A-level courses don't have time to include.</p> <p><b>Degrees</b></p> <p>EPQ provides very clear evidence of that you have interests and ability which go beyond the A-Level curriculum. It demonstrates clearly that you are capable of undertaking the kind of independent reading, research, and essay writing that is the mainstay of most undergraduate degrees</p> <p><b>Apprenticeships</b></p> <p>See above.</p> <p><b>Professions</b></p> <p>See above.</p> <p><b>Future learning</b></p> <p>Ongoing in terms of skills and development of direct students EPQ will take after</p> |

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                           |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>evidenced outcomes and conclusions; evaluate own learning and performance.</p> <p><b>Purpose</b> – to ensure all learners are fully prepared for final submission of E:PQ format to ensure maximum marks are achieved,</p> <p><b>Homework</b> will be directed by supervisors from the planning stages throughout the project. Students will be set directed targets specific to their projects once all taught skills are completed.</p> <p><b>Learners understanding</b> will be bench marked against specification standards for all areas required for final submission of the EPQ.</p> | <p>Develop and apply decision-making and problem solving Skills.</p> <p>Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.</p> <p>Develop and apply skills creatively, demonstrating initiative and enterprise.</p> <p>Use their learning experiences to support their aspirations for higher education and/or career development.</p> <p>Transfer skills developed as part of their extended project to other areas of study.</p> <p><b>Prior learning</b> KS4 skills in terms of essay writing; artefact; group productions. Knowledge in terms of key areas that prior learning will bring to candidates' choice of topic.</p> <p><b>RSE – all depending on student topic choice.</b></p> <p><b>HE – all depending on student topic choice.</b></p> <p><b>SMSC – all depending on student topic choice.</b></p> | <p>taught skills have been delivered.</p> |
| <p>Autumn<br/>2</p> | <p style="text-align: center;"><b>Big Idea: Extended Project Qualification</b></p> <p>Rationale: Rationale: 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 both in relation to</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                           |



agreed objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format.

Hand in completed EPQ by specified date set by school. All sections, final artefacts, logs and evidence.

**Approach** – Assessment covers 4 main skill areas including -  
**AO1 Manage** identify the topic; identify project aims and **objectives**; produce a project plan; complete the work applying organisational skills and strategies to meet stated objectives.

**AO2 Use resources** obtain and select from a variety of resources; analyse data; apply information relevantly; demonstrate; understanding of appropriate links.

**AO3 Develop and Realise** problem-solving; decision-making; creative thinking; to achieve planned outcomes..

**AO4 Review** communication skills; convey and present evidenced outcomes and conclusions; evaluate own learning and performance.

**Purpose** – to ensure all learners are fully prepared for final

**Learning Skills; Knowledge and Application; practical research; analysis and evaluation**

Develop and apply **decision-making** skills, **problem-solving** skills, **initiative** and enterprise; extend their **planning, research,** critical-thinking, **analytical,** synthesis, evaluation and **presentation skills**; use their learning experiences to support their personal aspirations for higher **education** and career development.

Make a significant contribution to the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project.

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,

**Careers Level 3**

The Extended Project Qualification teaches you some key high-level skills that individual A-level courses don't have time to include.

**Degrees**

EPQ provides very clear evidence of that you have interests and ability which go beyond the A-Level curriculum. It demonstrates clearly that you are capable of undertaking the kind of independent reading, research, and essay writing that is the mainstay of most undergraduate degrees

**Apprenticeships**

See above.

**Professions**

See above.

**Future learning**

Ongoing in terms of skills and development of direct students EPQ will take after taught skills have been delivered.

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  | <p>submission of E:PQ format to ensure maximum marks are achieved,<br/> <b>Homework</b> will be directed by supervisors from the planning stages throughout the project. Students will be set directed targets specific to their projects once all taught skills are completed.<br/> <b>Learners understanding</b> will be benchmarked against specification standards for all areas required for final submission of the EPQ.</p> | <p>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 extended project to other areas of study.<br/> <b>Prior learning</b> KS4 skills in terms of essay writing; artefact; group productions. Knowledge in terms of key areas that prior learning will bring to candidates' choice of topic.<br/> <b>RSE – all depending on student topic choice.</b><br/> <b>HE – all depending on student topic choice.</b><br/> <b>SMSC – all depending on student topic choice.</b></p> |  |
|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|