



University of the West of England



# EPO

EXTENDED PROJECT QUALIFICATION



Student Name: \_\_\_\_\_ Tutor Group: 12

Supervisor: \_\_\_\_\_

What is...



Level 2 =

# THE EXTENDED PROJECT QUALIFICATION PERSONAL PROFILE

The **PROJECT** (Level 2) and **EXTENDED PROJECT** (Level 3) are free-standing qualifications that are also a compulsory part of the Diploma. These qualifications give you an opportunity to effectively demonstrate your project management, research and problem solving skills – important for any future job or course applications.

A Level 2 project is the equivalent to a short course GCSE.

You will have a free project choice so that you can explore an aspect of a subject you are studying, an issue about which you are concerned or a topic in which you have a personal interest. Your project may also relate to a course or area of employment that you might be considering for the future. If you are taking a **Higher** or **Advanced Diploma** course, you must focus your project work on an area of study that is relevant to your **Principal Learning**. The topic for your project is chosen by you and agreed by your teacher, who will then act as your **Project Supervisor**. The Project Qualification requires you to show that you can plan, deliver and present a piece of work at either Levels 2 or 3 of the National Qualifications Framework.

To successfully complete the Project Qualification you will have to

- choose a topic
- draft a project title
- agree project aims and objectives
- plan, research and carry out the project
- deliver a presentation to a specified audience
- provide evidence of all stages of project production
- write a short report evaluating and reviewing your project work

Evidence can be in any form appropriate to the type of project undertaken and could include...

- a written report 5000 words or 1000 words plus;
  - an artefact, model or construction
  - a CD/video/DVD of performances or activities
  - an audiotape/multimedia presentation
  - a journal or video diary of activities or events
  - a slide or PowerPoint presentation
  - a photographic record of the project

This **PROJECT PERSONAL PROFILE** activity is designed to give you an opportunity to start thinking about a project you might like to do - use it in discussions with your Project Supervisor. Choosing a relevant and interesting topic will make it easier for you to complete a successful project.

# PROJECT PERSONAL PROFILE

Current SUBJECTS/COURSES

FAVOURITE SUBJECTS (and why you like them!)

OTHER SUBJECTS that you have enjoyed, but chose not to continue into Post 16

WORK EXPERIENCE (including details of any part-time work)

FUTURE EDUCATION & TRAINING - Describe your plans for future work-related training, Further or Higher Education courses.

WORK - Describe your ideas about what jobs you might like to do.

LEARNING - How do you learn best? What is your balance of learning styles?

SKILLS - What are you good at? Give some examples to support what you say.

COMMUNICATION - How do you like to get your message across? Provide information to support what you say.

INSPIRATIONS - Who do you admire and why?

PERSONALITY - If you were an animal what would you be (and why)?

INTERESTS - Give some details about what you do in your spare time.

CONCERNS - What 3 ISSUES should we ALL be concerned about?

ACHIEVEMENTS - What qualifications, awards or certificates have you got?

TRAVEL - Where have you been?

TRAVEL - Where would you like to go?

THE FUTURE

What is the biggest problem facing people in Bristol?

What is the biggest problem facing people in the UK?

What is the biggest problem facing people globally?

EFFECTIVENESS - Do you work best in a group or on your own? Why?

PAST EXPERIENCE - What project work have you done previously? How successful was it?

If you could change the world to create a better future, what would you do?

What is...

Level 3 =



# THE EXTENDED PROJECT QUALIFICATION PERSONAL PROFILE

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A Level 3 project is an AS Level qualification carrying exactly the same UCAS points.

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  - a slide or PowerPoint presentation
  - a photographic record of the project

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# PROJECT PERSONAL PROFILE

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If you could change the world to create a better future, what would you do?



# PROJECT POSSIBILITIES

The Project gives you a chance to explore an aspect of a subject you are studying, an issue about which you are concerned or a topic in which you have a personal interest. It could relate to a course or area of employment that you are considering for the future.

## HOW TO USE THIS SHEET

1. Briefly look through the contents of the entire sheet
2. Choose the **THREE** broad topic areas (Engineering, ICT or Creative for example) that interest you most. If you are on a Diploma course you **MUST** choose the **ONE** column that is closest to your area of study (for example if you are doing a Creative & Media Diploma choose the 'Media & the Arts' column)
3. Rank each of the **SPECIFIC ISSUES** in each of your 3 chosen topic areas in order – A for the most important or interesting issues, B for quite important or interesting issues and C for the least important or interesting issues
4. Select the **ONE** broad topic area which contains the issues in which you have the greatest interest
5. Choose **THREE** issues from your list that you think might be good subjects for a project
6. Think of a **PROJECT TITLE** for each of these possible projects - you may want to discuss this with your Project Supervisor, it helps to put the title in the form of a question
7. Carry out some research into each of these possible projects to see whether your selections might make a good project
8. Complete the **PROJECT IDEAS** section in preparation for a **DISCUSSION** with your Project Supervisor that will lead towards the selection of a project

MEDIA & THE ARTS	ENVIRONMENT & CONSTRUCTION	BUSINESS & ENGINEERING	SCIENCE & TECHNOLOGY	SOCIETY & HEALTH	SPORT, TRAVEL & LEISURE	LANGUAGES & GLOBAL ISSUES
Advertising and children	Affordable housing	Advertising	Animal experimentation	Ageing population	Air traffic	Child labour
BBC licence fee	Airport expansion	Banking	Cloning	Age discrimination	pollution	Drugs
'Britishness'	Animal welfare	Biofuels	Computer gaming	ASBOs	Carbon footprints	Economic development
Censorship	Architecture	Carbon footprints	Control of the internet	Alternative therapies	Carbon offset	Education
Celebrity culture	Brownfield sites	Carbon offset	DNA	Binge drinking	Commercialisation of sport	Energy generation
Diversity and the media	Buy-to-let market	Consumer rights	Electronic tagging	Care of the elderly	Congestion	Food production
Fashion	Carbon footprints	Corporate social responsibility	Genetic	Community punishments	Drugs in sport	Fossil fuels
Freedom of the Press	Climate change	Corruption	Engineering	Community safety	Eco-tourism	Global warming
Identity	Community cohesion	Economic development	Gene therapy	Crime	Exercise	Globalisation
Images of Women	Community safety	Fossil fuels	GM crops	CCTV	Facilities for young people	Habitat destruction
Media and public opinion	Congestion zones	Global energy	ID cards	Disability issues	Fitness	Human Rights
Music	Environmental impact	Global warming	Identity theft	Discrimination	Football	Homelessness
Painting	Eco-housing	Marketing	Impact of IT on young people	Diversity and equality	Football related violence	Language learning
Paparazzi	Eco-towns	Money markets	Impact of IT on society	Drinking laws	Gambling	Migration
Performance art	Energy efficiency	Nuclear power	Internet and terrorism	Eating disorders	Gap years	Mines
Photography	Gated communities	Pollution taxes	Internet safety	Gang culture	Goal-line technology	National identity
Political use of the media	Greenbelt	Product design	Medical ethics	HIV/Aids	Loss of parks and playing fields	Overpopulation
Popular v 'High' art	Graffiti	Quality of life	Pesticide use	Hospital acquired infections	Money in sport	Pollution
Propaganda	Habitat destruction	Renewable technologies	Protection of personal data	Human rights	Olympics	Poverty
Public art	High rise housing	Recycling	Social networking	Justice system	Public transport	Religion
Public subsidies of the arts	House prices	Supermarkets	Surveillance society	Immigration	Tourism	Slavery
Reality TV	Local planning	Sustainability	Text-bullying	Mental health		Terrorism
Youth culture	'Nimbyism'	Sustainable materials	Violence in computer games	Obesity		United Nations
	Out-of-town shopping	Wind farms	Xeno transplantation	Organic food		War and conflict
	Public housing	Women engineers		PCSOs		Waste
	Rainforest destruction			Parental responsibility		Water
	Renewable energy			Pensions		
	Road building			Child Protection		
	Road pricing			Race discrimination		
	Second homes			Rights		
	Sustainability			Sex discrimination		
	Threatened species			Sex education		
				Smoking		
				Substance abuse		
				Teenage pregnancy		

# POSSIBLE PROJECT IDEAS

## ONE

Brief description of the topic to be studied...
Subjects, courses, interests and future plans to which this topic relates...
Research that will need to be done...
Explanation of the main stages of the project...
Project working title (in question format)...

## TWO

Brief description of the topic to be studied...
Subjects, courses, interests and future plans to which this topic relates...
Research that will need to be done...
Explanation of the main stages of the project...
Project working title (in question format)...

## THREE

Brief description of the topic to be studied...
Subjects, courses, interests and future plans to which this topic relates...
Research that will need to be done...
Explanation of the main stages of the project...
Project working title (in question format)...



# EXTENDED PROJECT QUALIFICATION (EPQ) INITIAL PROJECT IDEAS SHEET

Student name

Date

- This sheet is intended to help you focus your initial ideas for an Extended Project.
- Think about how you might combine your interests, subjects, skills and future plans.
- Refer back to your Personal Profile sheet for inspiration.
- Bring this sheet with you to your first EPQ tutorial.

EPQ tutorial date, time and location

Extended Project Supervisor

First broad ideas for a possible project...

Subjects, interests and plans that may be relevant...

Possible project titles...

Nature of end product (written report, performance, video, etc)...

Information that will be needed...

Next steps...

# Centre-assessed work Project Proposal Form Parts A & B 2007

## Extended Project Qualification

Centre Name: ..... Centre No: 

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Candidate Name: ..... Candidate No: 

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### *Part A: to be completed by the candidate*

**Title of the Extended Project:**

[Present the topic to be researched in the form of a short statement/question/hypothesis with clear focus.]

**Please give a brief outline, based upon the first pages of your Production Log, of:**

- the topic to be researched or activity/task to be carried out and sources to be consulted

- the course(s) of study or area(s) of personal interest to which the topic relates

- your proposed action

**Please give details of the courses that you are currently studying:**

Qualification Type <small>(e.g. GCE AS/A, Applied GCE AS/A, GNVQ, GCSE, Applied GCSE, VRQ, Modern Apprenticeship, BTEC, etc)</small>	Subject <small>(e.g. Mathematics, English, Leisure &amp; Tourism, Spanish, ICT, etc)</small>

**Declaration by the candidate**

**I certify that I have read and understood the AQA's Regulations relating to unfair practice as set out in the Notice to Candidates below.**

**Candidate's signature:** ..... **Date:** .....

### **Notice to candidates**

You must not take part in any unfair practice in the preparation of project work required for assessment and you must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. If you use or attempt to use any unfair practice you will be reported to AQA. If AQA is satisfied that you have committed an offence you may be disqualified from all subjects.

***Part B: to be completed by the supervisor***

Please comment below on the validity and feasibility of the proposed project, and on the suitability of the sources. The title chosen should be in the form of a statement/question or hypothesis with a clear focus. Please comment on the proposed project using the criteria given below:

Criteria	Supervisor's comments
Indicate the development/extension outside the main course(s) of study or interest <b>or</b> indicate how the topic complements and develops the themes/topics of the learners principal learning within the Diploma and how it supports learner progression (See specification §3.2)	
Comment on the suitability of the proposed initial sources and research base	
Confirm that the project is feasible in the proposed timescale and/or indicate any potential difficulties	
Outline the scope to produce a project that meets the assessment objectives (See specification §4.2)	
Indicate proposed format and date of the presentation	

For the purposes of moderation, it is important that we know the format of the project which will be submitted by this candidate. Please tick as appropriate:

Format of Project	Please tick
Extended Written report	
Live performance (e.g. in music, drama & theatre studies) plus written report	
Electronic format (e.g. CD, video, PowerPoint presentation) plus written report	
Artefact (e.g. in design & technology, art & design) plus written report	

Is the project a contribution to a group exercise? If so, confirm that there is a defined individual contribution by the candidate (See specification §3.2), and list other group members below.

Candidate No.:	Candidate Name:
Candidate No.:	Candidate Name:
Candidate No.:	Candidate Name:

Supervisor's name (please print): .....

Supervisor's signature: ..... Date: .....

Return this form to Extended Project, AQA, Stag Hill House, Guildford GU2 7XJ

The candidate should retain a copy of this form and include it in the Production Log

**Extended Project Qualification**

Centre Name: .....

Centre No: 

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Candidate Name: .....

Candidate No: 

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*Part C: to be completed by the Project Adviser*

Adviser's comments:

Approved

Approved subject to the implementation  
of the adviser's recommendations

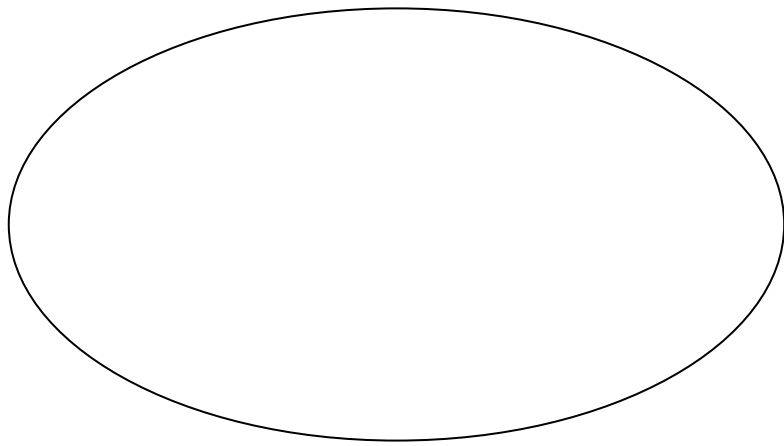
Resubmission required

Adviser's name (please print): .....

Adviser's signature: .....

Date: .....

The candidate should retain this form and include it in the Production Log



## Project Action Plan

Name

Tutor Group

Project Title

Date	Task	Completion Date	Achieved

Date	Task	Completion Date	Achieved



**September 2008 – Term 1**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4 (Year 12 Only)	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**October 2008 - Term 1**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**November 2008 – Term 2**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**December 2008 – Term 2**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**January 2009 – Term 3**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**February 2009 – Term 3**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

**March 2009 – Term 4**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**April 2009 – Term 4**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**May 2009 – Term 5**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



**DRAFT**

# **Extended Project Qualification (9990)**

## **Notes on completion of the Project Production Log & Assessment Record 2008/9**

### **Notes for Candidates**

*These notes should be read in conjunction with the guidance provided by your supervisor*

#### *The Project Production Log & Assessment Record*

As you work on your extended project you are asked to keep a brief record of your work. This will be used as part of the assessment of your developing skills and should provide a useful framework for your planning.

It is intended that the notes you add should be succinct – brief and to the point. You may add further material (copies of planning notes, research notes, drafts, etc.) but in most cases your supervisor, having seen and noted them, will advise you that this is unnecessary. The importance is that you pay some attention along the way to what you are doing and how you are doing it rather than simply concentrating on the end product. The log is not an end in itself.

If you are completing pages on-line it is acceptable for electronic 'signatures' to be used on most pages (i.e. you or your supervisor type in initials).

#### **Page 1**

You should complete this page during or after your first meeting(s) with your supervisor to discuss your project and plan your preparation and research.

#### **Page 2**

You should complete this page during or after your meeting your supervisor to discuss your project's approval.

#### **Page 3**

You should complete this page during or after your meeting with your supervisor to discuss your progress. Your supervisor will agree with you're the appropriate point to hold this 'mid-project' review but it is likely to be when you have completed most of your research and/or preparatory work and are commencing the writing of your report or the other product.

If you do not complete the page during your meeting you should ensure that your supervisor sees (and initials) the page and has the opportunity to comment before you proceed too far towards completing your work.

#### **Page 4**

You should complete this page during or after your meeting with your supervisor when you are at or near the completion of your project product. If you do not complete the page during your meeting you should ensure that your supervisor sees (and initials) the page and has the opportunity to comment so that you can make last minute adjustments to improve your work if necessary.

#### **Page 5**

When you have completed your project product you should complete this page as a formal 'abstract' of your written report. If your report accompanies work in another form you should add a brief outline description relating your additional product to the ideas in your written report.

#### **Page 6**

This page forms a record of your planning for your presentation. You should complete it as you prepare and rehearse. It is important that you discuss the practicalities and organization of your presentation with your supervisor.

#### **Page 7**

This page should be completed after all your project work and the presentation have been completed. You may also have had a final celebratory meeting with your supervisor. Here is your opportunity to reflect on what you have learned about project work and the skills that you have developed.



## Level 3 Extended Project Production Log

Candidate name: .....

Candidate number: .....

Extended Project Working Title: .....  
 .....

**Note:** *This production log should consists of the following pages. Additional journal material, planning evidence, research evidence, records of meetings with your supervisor, etc. may be added in each section.*

	Date completed
Record of initial planning meeting	
Project Proposal Form (already completed)	
Plan at start of project	
Mid-project review	
End-of-project review	
Summary	
Presentation record	
Reflection	

Extended Project Final Title: .....

Candidate's signature: ..... Date: .....

Supervisor's signature: ..... Date: .....

## Record of initial planning meeting(s)

*This form records initial meeting(s) with your supervisor to agree your project proposal.*

Your first idea for topic/title:

Your first ideas for research and development of your project:

Your supervisor's main comments and advice:

Changes, clarifications or additions you have made as a result of your discussion with your supervisor:

Supervisor's initials:	Date:
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**Part B:** *to be completed by the supervisor/mentor*

## **Plan at start of project**

*This form records your outline plan at the start of your work.*

Outline the next steps in your planned research/initial development:

Your supervisor's main comments and advice:

Changes, clarifications or additions you have made as a result of your discussion with your supervisor and/or the comments from AQA Adviser:

Supervisor's initials:	Date:
------------------------	-------

## Mid-project review

*This form records your outline plan about half-way through your work.*

Outline the successes, failures, additions and/or changes you made as you followed your *Plan at start of project*.

Outline your planned steps to complete your project:

Your supervisor's main comments and advice at this stage:

Changes, clarifications or additions you have made as a result of your discussion with your supervisor at this stage:

Supervisor's initials:	Date:
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## End-of-project review

*This form records the (near) completion of your product.*

Outline the successes, failures, additions and/or changes you made as you followed the plan in your *Mid-project review*.

Outline any additional advice or comment that you received from your supervisor during this final stage:

Changes, clarifications or additions you made as a result of discussion with your supervisor in this final stage:

Supervisor's initials:	Date:
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## **Summary**

*This form records the nature of your product*

Outline (50 – 150 words) the nature of your final product, its main content and its conclusion:

## **Presentation record**

*This form records your presentation and its preparation*

Outline the nature of your presentation (e.g. timing, audience, use of visual aids, slides, notes used, etc.):

Briefly list the main content of your presentation:

Supervisor's signature:	Date:
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## **Reflection**

*This form is to record your own evaluation when you have completed your project and given your presentation*

Briefly summarise your main learning from completing this project. You might include new knowledge or expertise that you enjoy or find valuable, a consideration of your planning and organisation, changes you would make if you undertook such work again, advice you would give to others undertaking such a project.



AQA EXTENDED  
**PROJECT**  
HOW YOU WILL BE  
**ASSESSED**

Student name

## THE ASSESSMENT EVIDENCE

The evidence for assessment for any part of the progress of the project or any outcome can be presented in any appropriate format eg written text, notes, journals, slides, CDs, videos/DVDs of performances and activities, audio tape, photographs, artefacts, etc. This evidence should be appended to, or be part of, the Production Log.

The EVIDENCE FOR ASSESSMENT should comprise:

- evidence of the strategic planning and of the progress of the project ,a validated production log as specified by AQA, documenting the progress of the project and the decision making process; including the candidate's own reflections on the process.
- sources of and range of information accessed
- evidence of the range of skills used including, where appropriate, new technologies and/or access to e-learning materials
- details of the design, knowledge, understanding and skills used to complete the tasks/activities of the project, eg an experiment, a construction, a performance or research interviews
- a project conclusion to include: an evaluation of the outcomes of the project, an evaluation of own performance of learning and decision making, and a presentation for a non-specialist audience, using media appropriate in balance to the type of project
- evidence individual to the candidate. Whilst larger group activities eg an expedition or a performance may be a vehicle for evidence, that evidence must demonstrate how the individual has met the assessment objectives and performance criteria.

Any written work for the evidence of the task/activities should be of sufficient length to explore the issues but at the same time demonstrate skills of structuring, using an appropriate style and form of writing and using appropriate terminology. For example, a practically-based project may have a relatively short documented process, while a dissertation-style project would contain much more extended writing. The length will depend on the nature of the project, and any accompanying materials.

## AIMS

The Extended Project at Level 3 offers opportunities for learners to...

- have a significant input into 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 learners
- develop and apply decision making and, where appropriate, problem solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- develop, where appropriate, as e-confident learners and apply new technologies in their studies
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their personal aspirations for higher education and career development.

## ASSESSMENT OBJECTIVES

All candidates are required to meet the following assessment objectives. The assessment objectives are weighted as indicated below...

ASSESSMENT OBJECTIVES		WEIGHTING
AO1	<b>MANAGE</b> I identify, design, plan, and complete the individual project, or task within a group project, applying organisational skills and strategies to meet stated objectives	20%
AO2	<b>USE RESOURCES/RESEARCH</b> Obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of their topic	20%
AO3	<b>DEVELOP AND REALISE</b> Select and use a range of skills, including new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes	40%
AO4	<b>REVIEW</b> Evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions	20%

## MARKING CRITERIA

ASSESSMENT OBJECTIVES	MARKS	CRITERIA
<b>AO1 MANAGE</b> <ul style="list-style-type: none"> <li>• identify the topic</li> <li>• identify project aims and objectives</li> <li>• produce project plan</li> <li>• complete the work</li> </ul>	7-10 MARKS	Clear identification of the topic to be investigated/ researched and clear evidence of appropriate aims and objectives, and proposed project title. Detailed project plan, with clear evidence of monitoring progress of project work against the project plan.
	4-6 MARKS	Some identification of the topic to be investigated/ researched and some evidence of appropriate aims and objectives, and proposed project title. Project plan, with some evidence of monitoring progress of project work against the project plan.
	1-3 MARKS	Limited identification of the topic to be investigated/ researched and limited evidence of appropriate aims and objectives, and proposed project title. Brief project plan, with little evidence of monitoring progress of project work against the project plan.
	0 MARKS	No relevant response

ASSESSMENT OBJECTIVES	MARKS	CRITERIA
<b>AO2 USE RESOURCES / RESEARCH</b> <ul style="list-style-type: none"> <li>• obtain and select information from a variety of sources</li> <li>• analyse data</li> <li>• apply information relevantly</li> <li>• demonstrate understanding of appropriate links</li> </ul>	7-10 MARKS	Evidence of detailed research involving the selection and evaluation of a wide range of sources. Critical analysis and application of the research with clear links made to appropriate theories and concepts.
	4-6 MARKS	Evidence of some research involving the selection and evaluation of a range of relevant sources. Some analysis and application of the research, with links made to appropriate theories and concepts
	1-3 MARKS	Evidence of limited research involving limited selection and evaluation of sources. Little or no analysis and application of the research, with few links made to appropriate theories and concepts.
	0 MARKS	No relevant response

ASSESSMENT OBJECTIVES	MARKS	CRITERIA
<b>AO3 DEVELOP AND REALISE</b> <ul style="list-style-type: none"> <li>• problem-solving</li> <li>• decision-making</li> <li>• creative thinking</li> <li>• to achieve planned outcomes</li> </ul>	14-20 MARKS	<p>Candidates take appropriate decisions and appropriate data is collected and thoroughly analysed. The project plan is fully implemented and the outcome is fully realised to a high standard and consistent with a candidate's original plan.</p> <p>There is clear evidence of changes to the initial project plan/title/aims/objectives, with clear and appropriate reasons for any changes.</p> <p>Candidates communicate their findings fluently in an appropriate format, synthesising information from a variety of sources and present them within a logical and coherent structure which addresses closely the nature of the task.</p>
	7-13 MARKS	<p>Candidates take decisions and some appropriate data is collected and adequately analysed. The project plan is implemented and the outcome is sufficiently realised to an acceptable standard and consistent with a candidate's original plan.</p> <p>There is some evidence of changes to the initial project plan / title / aims / objectives, with reasons for any changes.</p> <p>Candidates communicate clearly their findings, showing some ability to synthesise information from different sources and present them in a structured manner appropriate for the task.</p>
	1-6 MARKS	<p>Candidates take few decisions and a little data is insufficiently analysed. The project plan is implemented in a limited way and the outcome is realised in a limited manner and not always consistent with a candidate's original plan.</p> <p>There is little or no evidence of changes to the initial project plan/title/aims/objectives, with only limited reasons for any changes.</p> <p>Candidates communicate their findings by drawing on a limited number of sources and present them in a manner not always appropriate to the task.</p>
	0 MARKS	No relevant response

ASSESSMENT OBJECTIVES	MARKS	CRITERIA
<b>AO4 REVIEW</b> <ul style="list-style-type: none"> <li>• evaluate own learning and performance</li> <li>• communication skills</li> <li>• convey and present evidenced outcomes and conclusions</li> </ul>	7-10 MARKS	<p>Detailed and careful evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project.</p> <p>Material is consistently relevant, well-structured and appropriately presented. Candidates clearly communicate their findings and conclusions which are based on sound evidence and judgement.</p>
	4-6 MARKS	<p>Some evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project.</p> <p>Material is sometimes relevant, well-structured and appropriately presented. Candidates communicate their findings and conclusions which are based on some evidence and judgement.</p>
	1-3 MARKS	<p>Limited evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project.</p> <p>Material is not always relevant, well-structured or appropriately presented. Candidates communicate some of their findings and conclusions which are based on little or no evidence and judgement.</p>
	0 MARKS	No relevant response



# EPOQ

EXTENDED PROJECT QUALIFICATION

## ASSESSMENT

Student name

### ASSESSMENT CHECKLIST

Evidence of project outcome (please specify)	<input checked="" type="checkbox"/>
Completed production log	<input type="checkbox"/>
Written evaluation	<input type="checkbox"/>
Presentation	<input type="checkbox"/>
Supervisor/Assessor signature	Date
Centre Co-ordinator/Moderator signature	Date

### MARKS AWARDED

AO1 MANAGE	<input type="text"/>
AO2 USE RESOURCES/RESEARCH	<input type="text"/>
AO3 DEVELOP & REALISE	<input type="text"/>
AO4 REVIEW	<input type="text"/>
GRADE	<input type="text"/>

# ASSESSMENT OBJECTIVES

## AO1 MANAGE

MARKS	CRITERIA	SUMMATIVE COMMENTS	MARK
7-10 MARKS	Clear identification of the topic to be investigated/ researched and clear evidence of appropriate aims and objectives, and proposed project title. Detailed project plan, with clear evidence of monitoring progress of project work against the project plan.		
4-6 MARKS	Some identification of the topic to be investigated/ researched and some evidence of appropriate aims and objectives, and proposed project title. Project plan, with some evidence of monitoring progress of project work against the project plan.		
1-3 MARKS	Limited identification of the topic to be investigated/ researched and limited evidence of appropriate aims and objectives, and proposed project title. Brief project plan, with little evidence of monitoring progress of project work against the project plan.		
0 MARKS	No relevant response		

## AO2 USE RESOURCES/RESEARCH

MARKS	CRITERIA	SUMMATIVE COMMENTS	MARK
7-10 MARKS	Evidence of detailed research involving the selection and evaluation of a wide range of sources. Critical analysis and application of the research with clear links made to appropriate theories and concepts.		
4-6 MARKS	Evidence of some research involving the selection and evaluation of a range of relevant sources. Some analysis and application of the research, with links made to appropriate theories and concepts		
1-3 MARKS	Evidence of limited research involving limited selection and evaluation of sources. Little or no analysis and application of the research, with few links made to appropriate theories and concepts.		
0 MARKS	No relevant response		

## DEVELOP & REALISE

MARKS	CRITERIA	SUMMATIVE COMMENTS	MARK
14-20 MARKS	<p>Candidates take appropriate decisions and appropriate data is collected and thoroughly analysed. The project plan is fully implemented and the outcome is fully realised to a high standard and consistent with a candidate's original plan.</p> <p>There is clear evidence of changes to the initial project plan/title/aims/objectives, with clear and appropriate reasons for any changes.</p> <p>Candidates communicate their findings fluently in an appropriate format, synthesising information from a variety of sources and present them within a logical and coherent structure which addresses closely the nature of the task.</p>		
7-13 MARKS	<p>Candidates take decisions and some appropriate data is collected and adequately analysed. The project plan is implemented and the outcome is sufficiently realised to an acceptable standard and consistent with a candidate's original plan.</p> <p>There is some evidence of changes to the initial project plan / title / aims /objectives, with reasons for any changes.</p> <p>Candidates communicate clearly their findings, showing some ability to synthesise information from different sources and present them in a structured manner appropriate for the task.</p>		
1-6 MARKS	<p>Candidates take few decisions and a little data is insufficiently analysed. The project plan is implemented in a limited way and the outcome is realised in a limited manner and not always consistent with a candidate's original plan.</p> <p>There is little or no evidence of changes to the initial project plan/title/aims/objectives, with only limited reasons for any changes.</p> <p>Candidates communicate their findings by drawing on a limited number of sources and present them in a manner not always appropriate to the task.</p>		
0 MARKS	No relevant response		

## REVIEW

MARKS	CRITERIA	SUMMATIVE COMMENTS	MARK
7-10 MARKS	Detailed and careful evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project. Material is consistently relevant, well-structured and appropriately presented. Candidates clearly communicate their findings and conclusions which are based on sound evidence and judgement.		
4-6 MARKS	Some evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project. Material is sometimes relevant, well-structured and appropriately presented. Candidates communicate their findings and conclusions which are based on some evidence and judgement.		
1-3 MARKS	Limited evaluation of the strengths and weaknesses of the completed project in relation to the planning, implementation and outcomes, and the candidate's own learning during the project. Material is not always relevant, well-structured or appropriately presented. Candidates communicate some of their findings and conclusions which are based on little or no evidence and judgement.		
0 MARKS	No relevant response		



# EPO

EXTENDED PROJECT QUALIFICATION

## KEY DATES 2008-9

5 SEPTEMBER 2008 EPO LAUNCH AT BRISTOL UWE
5 NOVEMBER 2008 COMPLETION OF PROJECT PROPOSALS SUBMIT INITIAL PROJECT IDEAS SHEET
ARRANGE INITIAL PLANNING MEETING WITH YOUR SUPERVISOR & RECORD PLANNING MEETING (See Pg 19)
19 NOVEMBER 2008 <b>DEADLINE</b> FOR SUBMISSION OF PROJECT PROPOSALS TO AQA
17 DECEMBER 2008 COMPLETE PLANNING SHEET (See Pg 20) & UPDATING LOG NEGOTIATE DEADLINE WITH SUPERVISOR
10 FEBRUARY 2009 EPO MID PROJECT REVIEWS COMPLETED
END OF PROJECT REVIEWS DEADLINE TO BE AGREED WITH SUPERVISOR
4TH SEPTEMBER 2009 <b>EPO DEADLINE</b> FOR SUBMISSION OF COMPLETED PROJECTS FOR ASSESSMENT
THURSDAY 25TH SEPTEMBER 2009 PROJECT PRESENTATION EVENING

# NOTES