

## What are the fundamental concepts of the subject?

Students will, with appropriate supervision:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the centre
- Plan, research and carry out their project
- Deliver a presentation to a non-specialist audience
- Provide evidence of all stages of project development and production for assessment

## What key skills will the pupils develop over time?

Students are taught the necessary skills alongside their EPQ over the course of 30 guided learning hours.

Research skills including the ability to search for and identify suitable sources of information in the chosen subject area
Skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study. e.g. conducting risk assessment, assessing the ethical principles of project proposals and research, safe laboratory or workshop technique, professional codes of practice, ethical guidelines, research methodology
ICT skills that will enhance the production of the report and/or the development of the project
Project management skills including time, resource and task management
The format and structure of accepted academic forms of research report
Referencing, the evaluation of sources and the prevention of plagiarism
Presentation skills

## How are all pupils learning in this subject?

Pupils' learning in the EPQ is closely monitored through regular one-to-one supervisor meetings. These meetings involve discussion of progress against targets. The supervisor will provide support with initial ideas and agree the students' working titles and proposals. As a minimum each student will also meet with their supervisor for a planning review, a mid-term review and a project product review at the end of the project. However, in practice informal meetings and discussions take place more frequently. Students are responsible for recording the outcomes of these meetings in their production log and making appropriate changes to their projects as their research and essays develop over time.

All pupils have access to clear internal deadlines to help them manage their workload. Internal deadlines can be adjusted in negotiation with the supervisor if pupils are struggling.

All pupils have access to the exam board grade descriptors and marking grid so they understand what is expected of them and how their EPQs will be marked. All pupils have access to model work appropriate to their target grade (or above).

### How are pupils assessed in the EPQ?

Pupils are formatively assessed throughout the project mainly through one-to-one discussions with their EPQ supervisor and occasionally in small group or whole class discussions.

There is an expectation that pupils regularly devote time at home and/or during study periods to working independently on their EPQ (research, essay, production log).

If progress monitoring indicates that a student is struggling with any aspect of their EPQ, then personalised interventions are put into place with the supervisor helping the students to manage specific, realistic and measurable targets for themselves.

The EPQ essay (approx. 5000 words) and production log are internally marked by the EPQ supervisor and moderated by the centre coordinator. All marks are subject to external moderation.

The production log includes:

formal proposal and approval

- initial idea and outline plan for the project
- record of research carried out and resources used
- record of advice and support offered and action taken as a result
- note of any changes made to plan and reasons for the changes
- a review of the completed Project Product
- a record of the presentation with the supervisor's record of relevant questioning

The assessment objectives are:

	Assessment Objectives	Weighting
AO1	<b>Manage</b> Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	20%
AO2	<b>Use Resources</b> 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%
AO3	<b>Develop and Realise</b> Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.	40%
AO4	<b>Review</b> 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%

All students are expected to present their EPQ to an audience at the end of Year 12. The presentation notes are recorded in the production log but do not count towards the final mark.

### How can pupils progress in the EPQ?

The EPQ supports applications to university, further training (eg apprenticeships) and employment. EPQs are graded A\*-E and carry UCAS points equivalent to the grade at AS level (28 points for A\* to 8 points for E). There is evidence that some universities will award a lower grade offer in cases where students have secured a good EPQ grade.

As the EPQ is a theme of the students' own choosing, they are able to opt for research that complements their chosen choice of degree course or career path. It offers a unique opportunity for students to explore in great depth an area of interest that is personal to them.

### How can pupils enrich their knowledge and understanding in the EPQ?

Students are encouraged to choose a theme for their project that is of particular interest to them. Many students are inspired by:

- Watching documentaries, listening to podcasts, or the radio

- Reading fiction or non-fiction
- Listening to podcasts
- Visiting museums, historical sites
- Attending specific events
- Popular culture

Students are encouraged to consider their own ways of collecting, analysing and evaluating primary data. Some students opt for fieldwork or other site visits.

With secondary data sources they are advised to use a wide research base that includes accessing and using scholarly articles (journals).

Through their presentation students are encouraged to talk to each other and discuss their EPQ, both in terms of process and of the final product. Students will need to adapt their EPQ for a non-specialist audience – this shows their true understanding of the issue. They are also subject to questions from the presentation audience.