Opportunities
Extended Project Qualification

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## Session Objectives

### Plan for the session

- Know how EPQ is run at OAE.
- Have an overview of what EPQ is.
- Have an understanding of the assessment objectives.
  - Look at examples of student projects.
  - Apply assessment objectives to a project.
- Discuss opportunities for how you might get involved.

### Talk-time and sharing

- Discuss with each other, share ideas and experiences.
- Have time to ask questions, discuss ideas and explore issues.
What is EPQ?

A stand-alone qualification aimed at allowing students to **demonstrate their skills** including planning, researching, time-management and evaluation.

Offered with AQA and Edexcel.
Levels available

Extended Project – Level 3 (A2-level equivalent)
- A* = 70 UCAS points
- A = 60
- B = 50
- C = 40
- D = 30
- E = 20

Higher Project – Level 2 (GCSE grades A*-C)

Foundation Project – Level 1 (GCSE grades C-G)
Know how EPQ is run at OAE.

“So, John, we want to offer this course to our early-entry year 11s and we thought ...”
Competencies

- RSA Opening Minds curriculum
- Information competency model development

Create
- I present what I have learned.
- I combine different pieces of information to produce something original.
- I express my feelings and opinions about the subject.
- I reflect on my final outcomes and plan for future improvement.

Evaluate
- I weigh up what I have learned from my analysis.
- I assess the quality and importance of the information.
- I decide whether further research is needed.

Analyse
- Having selected the relevant information, I consider it in detail.
- I identify key features, words, patterns and points.
- I re-structure the information so that I can understand it better.
  (E.g. re-writing in my own words, drawing a diagram, a flow chart, a graph, etc.)

Research
- I read, skim or scan the information I find.
- I assess, select and reject information as appropriate.
- I plan how to use the resources I have found.
- I record the information I need effectively.

Access
- I sum up what I know, and plan what I need to find out.
- I identify the kinds of information that will be useful to me.
- I work out where this kind of information can be found.
- I am able to access and choose the right information for the task.
## EDEXCEL HPQ Level 2 @ OAE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>Ten, mostly high-achieving, year 11 students. Weekly triple-lesson (150 minutes). Results: 1xA, 5xB and 1xC</td>
</tr>
<tr>
<td>2012-13</td>
<td>Forty-one year 11 students, of various abilities, across three classes. One triple-lesson per week, per class. Four teachers supervised 4-6 pupils each (20 in total). Results: 2xA, 6xB, 6xC</td>
</tr>
<tr>
<td>2013-14</td>
<td>Eighteen year 11 students, of various abilities, across three classes. One double-lesson (100 minutes) per week, per class. Eleven submitted ... passed?</td>
</tr>
<tr>
<td>YEAR</td>
<td>DELIVERING THE COURSE</td>
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<tr>
<td>2011-12</td>
<td>Three-week pilot project. Model the process – researching London/UK riots and present arguments for potential causes. Teach skills through the year at key points. Supervise each student, guiding them through the process.</td>
</tr>
<tr>
<td>2012-13</td>
<td>Six-week pilot project. Front-load teaching of skills. Top-up teaching sessions integrated further into the year.</td>
</tr>
<tr>
<td>2013-14</td>
<td>Straight into course. Skills sessions taught through the year. Pupil folders to structure course work... <em>take a look!</em></td>
</tr>
</tbody>
</table>
HPQ L2 Student Project Folder

- Weekly targets and tracker
- Activity Log
- Assessment guide
- Planning worksheets
- Time-planning calendar
- Project Proposal Form (and model)
- Research Record Sheet
- Guides to Evernote and World Book Online bibliography creator
- Referencing and bibliography guide and template
- Write-up planning guide
- Review template

Spend a few minutes looking through the example. Any comments or questions?
## AQA EPQ Level 3 @ OAE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>10 high-achieving year 12 students. Part of AQA Baccalaureate. Run by Assistant Principal with <em>support</em> from Librarian. 2xA, 2xB, 4xC, 1xD and 1xE</td>
</tr>
<tr>
<td>2013-14</td>
<td>Co-ordinate, plan and deliver. 19 mixed-ability year 13 students. Top-up qualification for students who dropped a course from year 12 who needed UCAS points for course applications. Challenging approach (for me anyway!)</td>
</tr>
</tbody>
</table>
## AQA EPQ Level 3 @ OAE

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<thead>
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<th>YEAR</th>
<th>DELIVERING THE COURSE</th>
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</table>
| 2012-13    | Key sessions to support pupils including:  
beginning research;  
how to access and use Library resources (catalogue/VLE);  
recording research;  
using Evernote and Noodle Tools;  
using sources and referencing/footnoting;  
bibliography templates.  
Students came to the Library independently for support with research.  
Marking and moderating.                                                                                                     |
| 2013-14    | Timetabled, double-lesson (100 minutes) per week.  
Deliver the teaching element.  
Meet with students to guide and advise.                                                                                    |
## Overall Summary

<table>
<thead>
<tr>
<th>What has gone well?</th>
<th>Even better if...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timetabled lessons.</td>
<td>Pupils were able to choose the course.</td>
</tr>
<tr>
<td>Delivering skills sessions.</td>
<td>There was a selection policy/criteria.</td>
</tr>
<tr>
<td>Pupils passing the course.</td>
<td>Guidance and support (for me).</td>
</tr>
<tr>
<td></td>
<td>More pupils submitted projects.</td>
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<tr>
<td></td>
<td>Improve formative assessment.</td>
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</table>
What have I got from EPQ?

- **Responsibility** for managing, planning and delivering a course.
- Understand the **planning** of a course and lessons to an exam board **specification**.
- Engagement with **assessment** objectives.
- **Marking** and assessing.
What else have I got from EPQ?

• Raised the **profile** (to an extent) of the Library and Librarian among ALT, staff and pupils.
• **Collaboration** with, and management of, teaching staff.
• **Insight** into information literacy skills within a course/qualification.
Next ...
Understand the course/assessment = Leverage for raising attainment = Key to showing importance
Talk with the people around you:

- Is EPQ offered in your school?
- How is it offered/run?
- Do you have any input/involvement?
- How does this compare with what you have heard so far?
Any questions so far?
Have an overview of what EPQ is.
What do students do?

Choose an area of interest. 

Draft a title and aims of the project

Plan the project.

Research the project.

Carry out the project to deliver the outcome.

Deliver a presentation.

Provide evidence of all stages of project development and production for assessment.

Sound familiar?
<table>
<thead>
<tr>
<th>EDEXCEL HPQ Level 2</th>
<th>AQA EPQ Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Proposal Form</td>
<td>Project Production Log</td>
</tr>
<tr>
<td>Project Activity Log</td>
<td>Project outcome</td>
</tr>
<tr>
<td>Project outcome</td>
<td>• <em>Report/write-up</em> (5,000 words)</td>
</tr>
<tr>
<td>• <em>Report/write-up</em> (2,500 words)</td>
<td>• Artefact, performance, product etc. and a written report (2,000 to 5,000 words)</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Presentation</td>
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</tbody>
</table>
How are students assessed?
<table>
<thead>
<tr>
<th><strong>Assessment Objectives – EDEXCEL EPQ Level 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manage 17.5% (7/40)</strong></td>
</tr>
<tr>
<td>Identify, plan and carry out a project, applying a range of skills and methods to achieve objectives.</td>
</tr>
<tr>
<td><strong>Use Resources 22.5% (9/40)</strong></td>
</tr>
<tr>
<td>Research, select, organise and use information, and select and use a range of resources. Interpret data and apply findings.</td>
</tr>
<tr>
<td><strong>Develop and Realise 42.5% (17/40)</strong></td>
</tr>
<tr>
<td>Select and use a range of skills, including, where appropriate, new technologies and problem solving, to achieve planned outcomes.</td>
</tr>
<tr>
<td><strong>Review 17.5% (7/40)</strong></td>
</tr>
<tr>
<td>Evaluate project outcomes and own learning and performance. Use communication skills to present evidenced project outcomes and conclusions in an appropriate format.</td>
</tr>
</tbody>
</table>
## Assessment Objectives – AQA EPQ Level 3

<table>
<thead>
<tr>
<th>Manage 20% (10/50)</th>
<th>Use Resources 20% (10/50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Develop and Realise 40% (20/50)</th>
<th>Review 20% (10/50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Have an understanding of the assessment objectives.
ACTIVITY: Where could you have the most to offer?

Look at the AOs for AQA EPQ (level 3) or EDEXCEL HPQ (level 2) (choose the one most appropriate)

• Which criteria seem most relevant to your role?
• Can you identify opportunities to support the meeting of specific criteria?
• What do you notice about the difference between higher and lower bands/marks?

Five minutes and then feedback ideas
What you might have picked out ...?
<table>
<thead>
<tr>
<th>Assessment Objectives</th>
<th>Mark band</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AO2 Use resources</strong></td>
<td>7–10 marks</td>
<td>Evidence of detailed research involving the selection and evaluation of a wide range of relevant resources. Critical analysis and application of the resources with clear links made to appropriate theories and concepts.</td>
</tr>
<tr>
<td>• obtain and select from a variety of resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• analyse data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• apply information relevantly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrate understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AO3 Develop and Realise</strong></td>
<td>14–20 marks</td>
<td>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 finally agreed plan. There is clear evidence of appropriate changes to, or development of, the initial project plan or title or aims and objectives, with clear and appropriate reasons for any changes. 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.</td>
</tr>
<tr>
<td>• problem-solving</td>
<td></td>
<td></td>
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<tr>
<td>• decision-making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• creative thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• to achieve planned outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### EDEXCEL HPQ Level 2 AO2

<table>
<thead>
<tr>
<th>MARK BAND 1</th>
<th>MARK BAND 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research is carried out using a range of sources, using at least two different types of information. Some of the research carried out is relevant to the project objectives. There is some application of information gathered is to the project outcomes. Documentary sources are identified in a bibliography, and this will be clear enough for the sources to be retrieved. An attempt is made to use a single format, although there may be some inconsistencies. The learner shows some awareness of the reliability of their sources. There is information about any non-documentary information sources used, which is likely to include a description of what they did and where and when they did it.</td>
<td>Research is carried out using a wide range of sources, using at least two types of information and where appropriate both primary and secondary research. The research carried out is consistently relevant to the project objectives. The information gathered is applied well to the project outcomes. Documentary sources are identified in a bibliography, and this will be clear enough for any of the sources to be retrieved. A single format is used with consistency. The learner will show a clear understanding of the reliability of their sources. There is information about any non-documentary information sources used, which is likely to include a clear and detailed description about what/where/when.</td>
</tr>
</tbody>
</table>

0–4 marks available for the work produced                                      5–8 marks available for the work produced
Can you apply AO2 to a project?
ACTIVITY: Looking for evidence

• Can you find evidence of **AO2** in a project?
• How has the learner met the AO?
• Can you try making a judgement as to the band or level?
• What do learners seem to struggle with?

*Ten minutes and then discuss as a group*
How do I do approach this?

Taught element – Skills Delivery

<table>
<thead>
<tr>
<th>Planning</th>
<th>Researching</th>
<th>Report-writing</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>• mind-mapping</td>
<td>• planning research</td>
<td>• planning and structuring an academic report</td>
<td>• reflective writing</td>
</tr>
<tr>
<td>• identifying a topic</td>
<td>• using Library resources</td>
<td>• quoting and referencing sources</td>
<td>• self-evaluation</td>
</tr>
<tr>
<td>• initial research</td>
<td>• evaluation of sources and reliability</td>
<td>• plagiarism</td>
<td>• planning a presentation</td>
</tr>
<tr>
<td>• forming a research question</td>
<td>• recording research</td>
<td>• creating a bibliography.</td>
<td>• public speaking.</td>
</tr>
<tr>
<td>• project planning; planning and managing time.</td>
<td>• using research to plan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Summary

Understand the course/assessment

= 

Leverage for raising attainment

= 

Key to showing importance
In what ways could you get involved? Discuss with the people around you, what would you feel comfortable doing? What could you offer?

Ways you can get involved: levels of involvement

+ Run the course.
+ Deliver & plan skills lessons.
+ Be a Supervisor.
+ Arrange drop-in (voluntary) sessions/surgery.
+ Offer one-to-one tutorials/research interview.

+ Deliver resources:
  – Physical (books, journals etc.)
  – VLE/Netvibes
  – Guide/leaflet
  – Online database collections.
Look for ammunition for starting conversations with staff (and students)

“I can help to guide/teach your students in these key areas…”

“We can help you identify what the progression might look like…”

“We can begin to improve achievement in these AOs…”

“We can structure and scaffold their work in these areas…”
EPQ Assessor at recent AQA Co-ordinator training:

“If you are not working with your Librarian, you really ought to”
More information?

- EDEXCEL and AQA both publish resources and guides for staff and students.
- The exam boards have pages with more information, specifications etc. on the following URLs:
  - http://www.edexcel.com/quals/project/Pages/default.aspx
  - http://www.aqa.org.uk/subjects/projects
- There are some very useful resources from Universities, listed at:
  - Manchester University at http://www.manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/
  - Southampton Uni guide to research http://www.learnwithus.southampton.ac.uk/extendedProject/
- Two very good free e-books of resources at http://getrevising.co.uk/pages/extended_project_resources
- Debating Matters at http://www.debatingmatters.com/ for good topic ideas and resources
### Activities and information

- Know how EPQ is run at OAE.
- Have an overview of what EPQ is.
- Have an understanding of the assessment objectives.
- Look at examples of student projects.
- Apply assessment objectives to a project.
- Discuss opportunities for how you might get involved.

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- Have time to ask questions, discuss ideas and explore issues.

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