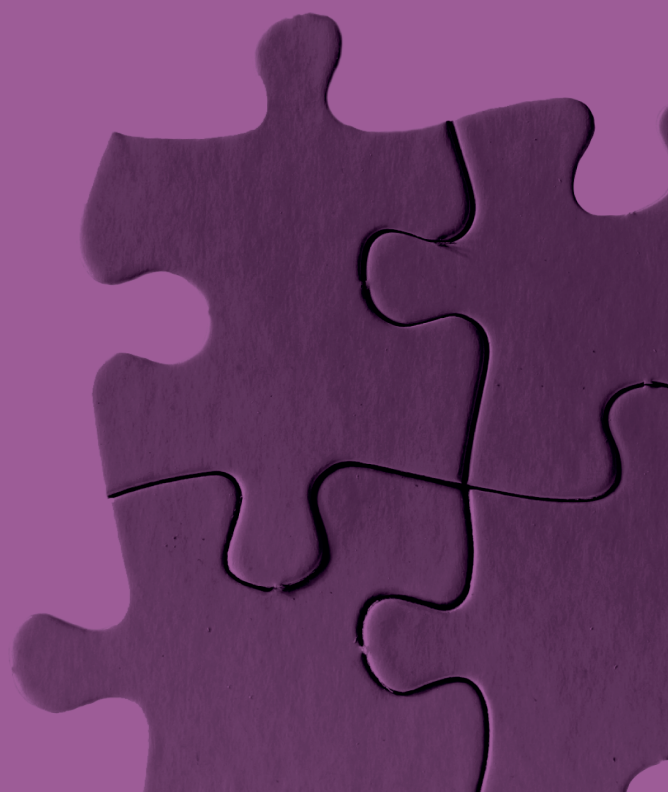LEVEL 3

wjec cbac

WJEC Level 3
EXTENDED PROJECT

SPECIFICATION

Teaching from 2015
For award from 2016

Version 2: April 2023

SUMMARY OF AMENDMENTS

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Qualification Information

Qualification Title	WJEC Level 3 Extended Project Qualification
WJEC Qualification Code	601/4698/9
Guided Learning Hours	120
Age group approved for	16-16, 18+
First teaching	September 2015
First certification	September 2016
Related documents	Candidate Assessment Pack Candidate Assessment Record Candidate Production Record Administration Handbook (published annually) Guidance for Teaching document

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1 INTRODUCTION

1.1 The Extended Project

The Extended Project is a Level 3 stand-alone qualification. It is a one-unit qualification that is internally assessed and externally moderated. It provides opportunities for learners to expand their knowledge, work independently and acquire new skills.

The Extended Project may be developed from one or more of the learner's study programmes or from a topic of personal interest. It can be taken as an individual or group project, although clarity should be made about a defined task within a group project. The Extended Project may be based on a variety of formats and contexts, e.g. a dissertation, a field investigation, an artefact or a performance.

The Extended Project must be the **original work** of the learner. Any assignment or coursework/s already submitted, or yet to be submitted, for assessment in another qualification, e.g. A Level, is not eligible.

1.2 Rationale

The Extended Project is a qualification aimed at enabling learners to develop independence in a range of skills and depth of knowledge that will be of great benefit to them in higher education or employment.

The flexibility and versatility of the qualification provides centres with the ability to cater for the individual needs of learners, from the gifted and talented to those with special additional needs. This flexibility provides a platform for learners to explore and increase their in-depth knowledge of specific subject areas of personal interest or in relation to their study programme. The flexible nature of the qualification also encourages cross-curricular activities providing opportunities for collaboration between faculties and departments within the centres.

The range of possible outcomes enables learners to explore their creativity and develop their critical thinking.

Higher education institutions have welcomed the Extended Project as an excellent qualification that develops skills necessary for successful study in higher education. The qualification develops maturity in learners to face challenges and confidently address them to find solutions.

1.3 Aim and Purpose

The Extended Project offers the opportunity for learners to:

- extend their knowledge and understanding of a specific topic.

- develop as critical, independent, self-evaluative learners by improving and reviewing their own learning and performance.

- develop their communication and presentation skills.

- demonstrate initiative, creativity and flexibility in responding to challenges and in applying new technologies, where appropriate.

- support their personal aspirations for higher education and employment.

1.4 Prior Learning and Progression

There is no specific requirement for prior learning for this specification. Any requirements set for entry to a course based on this specification are at the school/college's discretion.

This qualification provides a suitable foundation for the study of a range of higher education courses, progression to the next level of vocational qualifications or employment.

1.5 Equality and fair access

This qualification may be followed by any learner, irrespective of gender, ethnic, religious, or cultural background. It has been designed to avoid, where possible, features that could, without justification, make it more difficult for a learner to achieve because they have a particular protected characteristic.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, marriage and civil partnership.

The qualification has been discussed with groups who represent the interests of a diverse range of learners, and the specification will be kept under review. Reasonable adjustments are made for certain learners to enable them to access the assessments (for example, candidates are allowed access to a Sign Language Interpreter, using British Sign Language). Information on reasonable adjustments is found in the following document from the Joint Council for Qualifications (JCQ): Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications.

This document is available on the JCQ website (www.jcq.org.uk). As a consequence of provision for reasonable adjustments, very few learners will have a complete barrier to any part of the assessment.

2   THE EXTENDED PROJECT REQUIREMENTS

The Extended Project requires 120 guided learning hours. It has a taught element, a skill based individual piece of work and a supervisor for every learner undertaking the qualification. The learner is expected to work independently but is entitled to some support and guidance. The supervisor will also act as the assessor for the Extended Project.

2.1   Teaching and Learning Programme

The teaching and learning programme should comprise approximately 45 guided learning hours. During the teaching and learning programme, learners should be made aware of the learning outcomes and assessment objectives of the Extended Project, the process to be undertaken, and the evidence required for assessment in order to achieve the qualification.

Learners will be taught both generic and specialist skills that will contribute to the completion of the project. These will include research methods, organisational, problem-solving and decision-making skills, evaluation and review skills that will enable learners to become independent, critical and reflective learners.

Centres have flexibility in tailoring the timetable to suit the needs of their learners.

2.1.1   Generic Skills

All Extended Projects are underpinned by research. The teaching and learning programme should include research methods, referencing and acknowledgement of resources, communication and presentation skills, time management, review, and evaluation.

2.1.2   Specialist Skills

Specific specialist skills related to the subject of the project may be required to undertake the project. For example, engineering principles may have to be taught to learners for construction and engineering related projects.

Please refer to the website for details.

2.2   Role of the Supervisor

Each learner must be allocated a supervisor who will provide advice and guidance during the course of the Extended Project. Appropriate support given by the supervisor to the learner during the Extended Project will be critical to its success.

It is expected that supervisors have at least three formal meetings with the learner which are recorded within the Candidate Assessment Record.

Ethical guidelines must be considered to ensure that learners can undertake their project safely.

The supervisor must assess the learner's work and certify that each learner has worked independently on their Extended Project.

2.3 The Project Process

All learners undertaking the Extended Project will be expected to fulfil the project process from the selection of a project topic through to its completion.

This process would involve the following:

- choosing a project topic and writing a proposal outlining the aims and objectives of the project and a project plan of how the project outcome will be achieved.

- recording progress demonstrating what was learned from the taught element, how research has been conducted, decisions made, problems solved and how the whole process was reviewed and evaluated including meetings with supervisors.

- producing a project outcome providing evidence of the final piece of written work or product.

- making a presentation to a non-specialist audience explaining the project outcome including a review of their own performance and learning through a question-and-answer session.

3 ASSESSMENT

3.1 Assessment Objectives

The following are the assessment objectives for this specification. Learners must demonstrate their ability to:

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

Learners are expected to present evidence of their work for assessment through the completed Candidate Assessment Record.

This should demonstrate the learner's:

- choice of project topic and title, rationale and a significant contribution to the nature and context of the design of their Extended Project.
- planning, research, and management of their project.
- skills in decision-making, problem-solving and working with others.
- ability to use new technologies, where appropriate.
- initiative and critical thinking in selecting, analysing, evaluating, and synthesising information/data.
- ability to complete an individual task or a defined task within a group project.
- communication and presentation skills.
- evaluation of own learning and performance.

The Candidate Assessment Record for final submission should consist of:

- Candidate Final Assessment Mark Sheet
- Teacher/Lecturer/Supervisor Declaration
- Presentation Reviewer Statement
- Candidate Production Record / Declaration by candidate
- Unassessed Participant Declaration (GDPR)
- Skills Development Log
- Stage 1 - Planning Your Project
- Stage 2, 3 & 4 – Meetings with Supervisor
- Written Outcome (Dissertation) or Non-written Outcome (Artefact Report and Production Record)
- Presentation Evidence e.g., powerpoint, and speech notes, video

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3.2   Learning Outcomes & Mark Schemes

The Assessment Objectives have been broken down into 2 Learning Outcomes to support both the learner and teacher. Each with the following allocation of marks.

Assessment Objectives	Learning Outcomes	Marks
AO1 Manage	**LO1** Be able to identify a topic supported by a rationale and design a project.	10
	LO2 Be able to produce a plan and carry out a project using a range of strategies and methods to achieve objectives.	10
AO2 Use resources	**LO3** Be able to conduct research using a range of resources, select and apply information/data relevant to the planned outcome.	10
	LO4 Be able to interpret and analyse information/data showing understanding of links and connections within the complexities of the outcome.	10
AO3 Develop and realise	**LO5** Be able to select and use a range of skills, including new technologies, where appropriate, to reach critical decisions.	20
	LO6 Be able to produce a planned outcome and realise the project in its entirety.	20
AO4 Reviews and communicate	**LO7** Be able to make a presentation of its findings and conclusions by selecting and using a range of communication skills.	10
	LO8 Be able to understand and apply the principles of evaluation and review in relation to the planned outcome and own learning and performance.	10
Total		**100**

The Extended Project is marked holistically using the following mark scheme which includes three mark bands.

All assessments should be based on the principle of 'best-fit' judgements reflecting how the learner's work met the assessment criteria described in the mark bands.

A01 MANAGE				
Learning Outcomes	**Mark Band 1** **1-3 marks**	**Mark Band 2** **4-7 marks**	**Mark Band 3** **8-10 marks**	**Max.** **Marks**
LO1 Be able to identify a topic supported by a rationale and design a project.	Identifies a topic based on **simple** rationale with **limited** aims and objectives. Negotiates and produces a **basic design** for a project.	Makes an **informed** decision in the selection of a topic based on **sound** rationale with **coherent** aims and objectives. Negotiates and produces a **coherent design** in a suitable format.	Explores various options and makes an **informed** decision in the selection of a topic based on **solid** rationale with focused and **realistic** aims and objectives. Negotiates and produces a **coherent and detailed design** in an appropriate format.	10
LO2 Be able to produce a plan and carry out a project using a range of strategies and methods to achieve objectives.	Produces a **workable project plan**, setting **limited** targets and goals. Utilises project plan **adequately** with a limited range of strategies and methods. **Limited responsibility** in putting plan into action, requiring **some support**.	Produces a **detailed project plan**, setting **relevant** targets and goals, with **some details** of how the objectives will be met. Implements project plan using **some** organisational skills, setting **realistic** targets, meeting some deadlines. **Takes responsibility** in putting plan into action, managing the tasks.	Produces an **effectively designed and thorough project plan**, setting **realistic** targets, prioritising goals with **detailed actions** on how objectives will be achieved. Implements project plan using **sophisticated** organisational skills, setting **SMART** targets and milestones, meeting deadlines. **Takes full responsibility** and works **independently** in putting plan into action, **managing and prioritising** tasks and actions.	10
			Maximum marks	20

AO2 USE RESOURCES				
Learning Outcomes	**Mark Band 1** **1-3 marks**	**Mark Band 2** **4-7 marks**	**Mark Band 3** **8-10 marks**	**Max. Marks**
LO3 Be able to conduct research using a range of resources, select and apply information/data relevant to the planned outcome.	Conducts research using a **limited** range of resources, selects and applies **some** information/data relevant to the planned outcome. **Limited** use of referencing and **acknowledgement** of resources.	Conducts research using a **range of relevant resources**, selecting and applying information/data relevant to the planned outcome. Resources are **mostly acknowledged** and referenced to a reasonable standard of competency.	Conducts research selecting from **a wide range of relevant resources**, including **complex material** and consistently applying information/data to the planned outcome. **All resources are acknowledged** and referenced using a recognised form.	10
LO4 Be able to interpret and analyse information/data showing understanding of links and connections within the complexities of the outcome.	Interprets information/data with **minimal analysis to support** the outcome and conclusion. **Limited understanding** of links within the complexities of the topic, making **minimal** connections.	Interprets and **analyses the relevant information/ data to contribute** to the outcome and conclusion. **Recognises** and **records** the **validity** and bias of resources. **Clear understanding** of links and **clearly articulates** connections within the complexities of the chosen outcome.	Interprets and **analyses the relevant information/data to inform a cohesive** outcome and conclusion. **Explores** and **confirms** the **validity** and bias of resources. Demonstrates **ability to synthesise** complex information/data. **Comprehensive understanding** of links, fully explores and establishes **sophisticated connections** and **fully appreciates** within the complexities of the chosen outcome.	10
			Maximum marks	20

AO3 DEVELOP AND REALISE				
Learning Outcomes	**Mark Band 1** **1-6 marks**	**Mark Band 2** **7-15 marks**	**Mark Band 3** **16-20 marks**	**Max. Marks**
LO5 Be able to select and use a range of skills, including new technologies, where appropriate, to reach critical decisions.	Selects and uses a **limited range of skills** relevant to the specific project. **Limited** use of new technologies, where appropriate.	Selects and uses **a set of skills effectively** relevant to the specific project. **Adequate** use of new technologies, where appropriate.	Critically selects and **effectively** applies **a range of skills with precision** relevant to the specific project. **Embraces** new technologies, using them **creatively**, where appropriate.	**20**
LO6 Be able to produce a planned outcome and realise the project in its entirety.	Produces a project outcome that is **fit for purpose** demonstrating **limited** knowledge and understanding of the topic. Completes the entire project **adequately** including an outcome that is fit for purpose.	Produces a **coherent** project outcome demonstrating **sound** knowledge and clear understanding of the topic. Completes the entire project **purposefully** including a project outcome that is coherent.	Produces a **cohesive** project completed to a **high standard**, demonstrating knowledge and understanding of the topic **authoritatively**. Completes the entire project to a **consistently high standard** including a cohesive project outcome.	**20**
			Maximum Marks	**40**

AO4 REVIEW AND COMMUNICATE				
Learning Outcomes	**Mark Band 1** **1-3 marks**	**Mark Band 2** **4-7 marks**	**Mark Band 3** **8-10 marks**	**Max. Marks**
LO7 Be able to make a presentation of its findings and conclusions by selecting and using a range of communication skills.	Makes a presentation of the findings and conclusions using **basic** techniques of presentations, **limited** response to questions.	Makes a **confident** and **effective** presentation of the findings and conclusions, showing **sound** knowledge of project with **adequate** responses to questions.	Makes an **authoritative** presentation of the findings and conclusions, showing **extensive** knowledge of project with **detailed** responses to questions.	10
LO8 Be able to understand and apply the principles of evaluation and review in relation to the planned outcome and own learning and performance.	Understands the **requirements** of evaluation by commenting on the strengths and weaknesses of their planned outcome. Reviews own work, **intermittently** during the project process. Responds **briefly** to questions about own learning.	Understands **principles** of evaluation by **effectively** evaluating the planned outcome. **Realistically** reviews own learning and performance, during the project process. Responds **purposefully** to questions about own learning.	Understands the **principles** of evaluation by **comprehensively** evaluating the planned outcome against objectives. **Effectively** reviews own learning and performance, **throughout** the project process. Responds **with maturity** in a dialogue during the question and answer session.	10
			Maximum Marks	20
			TOTAL MAXIMUM MARKS	100

3.3 Internal Standardisation

The Extended Project is internally assessed by the supervisor/assessor. Where there is more than one supervisor assessing learners, internal standardisation is a requirement to ensure that the same standards are applied in assessing all learners in the centre.

It is a requirement to appoint an Extended Project Co-ordinator when there are two or more supervisors.

The Project Co-ordinator will act as the Internal Moderator for the centre and will be responsible for:

- ensuring all supervisors/assessors are aware of the Extended Project criteria.

- checking supervisors/assessors' judgements to ensure the criteria for Extended Project are correctly and consistently applied across the whole centre as required.

- complete WJEC Internal Standardisation form(s) which can be found in the Admin Handbook, and upload completed form(s) with the centre sample.

- co-ordinate meetings with all supervisors/assessors, to standardise their judgements.

A standardising meeting should be held prior to the final submission of samples of work for external modernisation.

The meetings should:

- collectively assess the Extended Projects, discussing any issues until agreement is reached on the relevant criteria

- consider whether learners have fully covered all the assessment criteria for the Extended Project as appropriate

- share examples of evidence and good practice

If centres encounter any difficulties in the process of internal standardisation, advice should be sought from WJEC.

3.4 External Moderation

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work. Candidate work will be moderated by WJEC to ensure that standards are applied accurately and consistently across centres. Centre marks or individual assessor marks may be adjusted.

3.4.1 Selection of Samples

For each series where learners are entered, centres will submit a minimum sample of work, according to the table below and represent the range of marks. The sample, however, will include at least three candidates for each supervisor/assessor.

WJEC also reserves the right to call in all Extended Projects for re-assessment where moderation identifies significant problems.

Total number of candidates	Minimum size of sample
1 – 10	All
11 - 99	10
100 - 199	15
200 – 299	25

3.4.2 Feedback

All centres will be provided with a moderator's report which will be accessible through the WJEC secure website. The report will address the centre's practice and performance.

A Principal Moderator report will be provided for each series.

3.5 Grade Descriptors

The Extended Project will be graded A*- E. Evidence that is insufficient is recorded as Unclassified on the certificate.

The following descriptions indicate the level of attainment characteristic of specified grades at Level 3, providing a general indication of the required learning outcomes at each specific level.

The total aggregated marks are translated into grades at Awarding. They are dependent on the extent to which the learner has met the assessment objectives overall (Sections 3.1 and 3.2). Shortcomings in some aspects of the project may be balanced by a better performance in other aspects.

Grade A*

Learners identify their project and produce an effective design and thorough plan. They carry out their project in a highly organised fashion, showing excellent independent working skills and clear evidence of responding very effectively to guidance given. They use a wide range of resources critically, analyse data effectively and apply findings to good effect. They show clear links between sources of information and the themes of their project and fully explore the complexities of the topic. Problems and/or issues are identified, fully explored and addressed. Learners select and use a range of skills including, where appropriate, new technologies, to achieve high quality outcomes that fully realise the intentions of the project and to draw conclusions. Learners carry out full, in-depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal. They select and use a range of communication skills to present outcomes and conclusions clearly, in an appropriate format with excellent supporting evidence. Learners show a deep and extensive knowledge of the project area of study through their responses to questions.

Grade C

Learners identify and design their project. They produce a plan that enables them to achieve the overall objectives and to demonstrate some higher level organisational skills. They are able to work independently in carrying out the project and respond to guidance given. Learners use a range of resources, analyse data and apply findings. They show links between sources of information and the themes of the project and explore some complexities of the topic. Some problems and/or issues are identified and addressed. A range of skills are employed and the intended outcomes are generally achieved to a competent standard. In their evaluations, learners reflect effectively on the final outcome and on their strengths and weaknesses in carrying out their project. They use a range of communication skills to clearly present outcomes and conclusions in an appropriate format with sound supporting evidence. Learners show a good knowledge of the project area of study through their responses to questions.

Grade E

Learners identify their project and produce a workable plan. They show some organisational skills in completing the project. There is some evidence that they have responded to guidance given. Learners use a limited range of resources, analyse some of the data and apply findings. Some links are made between the sources of information and the themes of the project. Learners use a range of skills to partially realise the intended outcomes. They give some thought to the way the final outcomes have emerged and to their own strengths and weaknesses in carrying out their project. Communication skills are used to present outcomes and conclusions with some supporting evidence. Learners demonstrate some knowledge of the project area through their responses to questions.

4 ADMINISTRATION

4.1 Entries and Submission

Entries for the award of the WJEC Extended Project will occur once a year in the June series. Centres should enter their learners by mid-March for the June series.

Marks and candidate work must be submitted digitally to WJEC by May 15th.

Please refer to the Extended Project Qualification Administration Handbook for details.

Centres are required to retain learners' Extended Projects under secure conditions, so far as is practicable, until all possibility of queries on results has been exhausted.

4.2 Authentication

Learners are required to sign the Extended Project Learner Declaration form to confirm that the work submitted is their own. A mark of zero or absent must be recorded if a learner cannot provide information of the authenticity of the work they have produced for internal assessment. Supervisors must countersign that, to the best of their knowledge, this is the case. Malpractice (e.g. plagiarism) discovered and resolved prior to the signing of declarations of authentication need not be reported to WJEC.

If learners are required to undertake some internally assessed activities outside of their school or college, sufficient work must take place under direct supervision to allow the internal assessor/supervisor concerned to authenticate the learner's work with confidence.

In cases where a centre suspects unfair practice on the part of learners, which they are unable to resolve, a full report should be made to WJEC before any action is taken. WJEC will then consider all the relevant facts and let the centre know of its decision as soon as possible.

More detailed guidance on the prevention of plagiarism is given in *Plagiarism in Examinations; Guidance for Teachers/Assessors*, also available on the JCQ website. www.jcq.org.uk

4.3 Malpractice

Learners should be made aware by their supervisor that they must not take part in any unfair practice in the preparation or submission of project work. Supervisors should make sure that learners are aware of the issue of plagiarism. If material is copied directly from books or other sources without acknowledgement, this will be regarded as deception. This includes copying and pasting of material taken from the Internet without acknowledgement.

In the event of malpractice being suspected, the centre should follow its own disciplinary procedures in the first instance.

Where suspected malpractice is identified after the learner has signed the declaration, the Head of Centre should report the full details to WJEC using form JCQ/MI. Copies of the form can be downloaded from the JCQ website, www.jcq.org.uk

Unfair practice will be reported to WJEC and, if it is satisfactorily established that the learner has committed an offence of this nature, they may be disqualified from all subjects. All cases of malpractice will be considered and judged on an individual basis, taking into account all the evidence available.

4.4 Access and Special Considerations

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Exceptionally, if a centre wishes to request that a learner receives special consideration, procedures will follow those outlined in Section E of the JCQ publication *Access Arrangements, Reasonable Adjustments and Special Consideration*.

4.5 Re-sits

There are no re-sit opportunities for this qualification.

4.6 Enquiries About Results and Appeals

Centres are advised that any enquiries about results and appeals arising from this specification will be dealt with in accordance with the procedures laid down in the Joint Council for Qualifications (JCQ) document entitled *Post-Results Service - Information and Guidance for Centres Relating to: Enquiries about Results - Re-Mark Services - Access to Scripts - Photocopies and Original Scripts Services*. In the context of the Extended Project, centres should note that enquiries on results/appeals relating to the assessment of the Extended Project should be addressed to WJEC.

If a centre wishes to query the results of the learners, this must be done formally by the head of the centre notifying WJEC within 21 days of the publication of results. The sample of work submitted for moderation will be reviewed by a moderator not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.