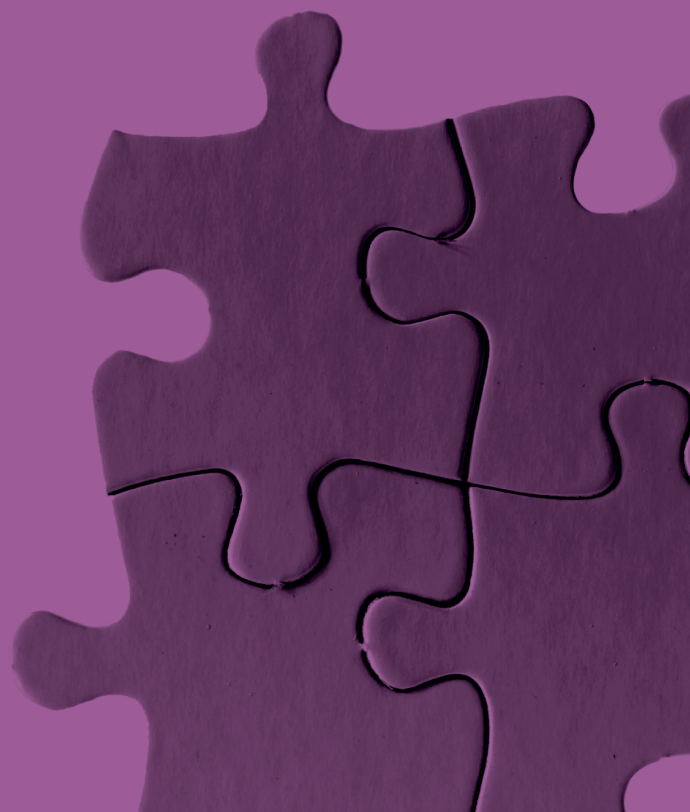


LEVEL 3



WJEC Level 3
Extended Project Qualification
(EPQ)

Frequently Asked Questions



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1. The Qualification

1.1 What is the Extended Project qualification?

The Extended Project is a Level 3 qualification equivalent to half an A Level (50%), therefore worth more in UCAS points than an AS Level qualification. Therefore, the Extended Project Qualification is a valuable consideration instead of undertaking a fourth AS subject to boost UCAS points. The Extended Project may be developed from one or more of the learners study programmes or from a topic of personal interest. The Extended Project may be based on a variety of formats and contexts, e.g. dissertation, field investigation, artefact, design or a performance.

1.2 How many Guided Learning Hours (GLH) are needed?

The EPQ requires 120GLH comprised of a recommended 45GLH for the Teaching and Learning programme. Although we recommend 45GLH for the taught elements, we believe that each individual learner will require a different level of support and the 45GLH we recommend is only a guide. It is to ensure that all the necessary taught elements are covered thoroughly so that the highest standards are maintained. It is a versatile qualification that allows learners to produce independent pieces of work underpinned by research, gaining valuable skills from start to finish.

1.3 Why should schools and colleges offer the Extended Project?

The Extended Project is a qualification that:

- provides enrichment to the curriculum
- is a valuable addition to the suite of qualifications offered to learners
- widens skills in preparation for higher education or employment
- contributes to the centres Level 3 Threshold and Performance Points in England and Wales.

1.4 Why is it beneficial to learners to take up the Extended Project?

The Extended Project provides learners with the:

- opportunity to independently conduct an in-depth study and extend their expertise and knowledge on specific topics, chosen by the learners
- gain knowledge and skills required in further and higher education
- gain transferable skills in preparation for employment.

1.5 Is the Extended Project recognised by higher education institutions and employers?

The qualification has been welcomed by universities and has been included in the offers made to prospective undergraduates. The qualification is worth 28 UCAS tariff points for an A* grade, whereas an AS Level qualification is worth 20 tariff points.

Please see <https://www.ucas.com/advisers/guides-and-resources/information-new-ucas-tariff-advisers> for further details.

The Extended Project provides learners with skills which employers value in prospective employees.

1.6 Who is eligible to undertake the Extended Project?

The Extended Project is a Level 3 stand-alone qualification available in England, Wales, Northern Ireland, British Forces Overseas centres and British Overseas centres available for post-16 learners. Learners are welcome to submit their Extended Project through the medium of Welsh or English.

1.7 Can centres offer the EPQ to learners at KS4?

Centres need to question whether Year 10/11 learners have enough maturity to undertake a research-based qualification of this level when they have not yet undertaken their GCSEs. Some top achieving gifted and talented learners in Year 10/11 may have developed some skills which would meet the requirements, such as managing projects. However, as our experience of receiving entries from centres for learners at KS4 have shown us, they often fall short of being able to meet the demands and level expected for this qualification. If candidates have done well, it is often the result of being overly-supervised and guided by teachers which is not in the nature of the EPQ and candidates would be penalised if this was the case. Historically, we have seen that Year 13 learners do far better with the EPQ than Year 12 learners and to expect Year 10/11 learners to work to the same level would be an unfair expectation. We would therefore ask Centres to exercise caution in offering the EPQ to learners at Key stage 4. No performance points would be available for centres for KS4 learners.

1.8 Are learners able to undertake an EPQ if they are already undertaking the Advanced WBQ (Wales centres only)?

Having consulted with Qualifications Wales, we can confirm that it is possible for your learners to enter for both the EPQ and Advanced Welsh Baccalaureate qualifications. This is permitted on the basis that the skills developed and content for the EPQ are different: learners will be extending and developing their skills for the EPQ beyond the requirements of the WBQs Individual Project. However, in cases where learners may be using their WBQ Individual Project as a springboard to undertake a more in-depth EPQ research project, it is essential that learners can demonstrate that their Extended Project has properly extended the work completed for the Advanced WBQ Individual Project, or any other qualification. Dual submission of the same (or overly similar) work for two different awards is not allowed and it is the responsibility of the centre to ensure that this is avoided. The EPQ supervisor will need to confirm that no work to be submitted for the EPQ is also to be submitted, or has been submitted, for any other accredited qualification(s), including the Welsh Baccalaureate. Centres may be required to provide a rationale for entering both qualifications. Advice can be sought from WJEC where necessary, and this is usually best obtained before your learners embark on their EPQ work. In situations where the EPQ work is a further development of work undertaken for a different qualification, it is good practice to ensure that a copy of the earlier work is available to the supervisor at the time of final assessment and is retained until the moderation process is completed, in case WJEC should request it.

1.9 Can the Extended Project be used as a proxy for the Individual Investigation in the Advanced WBQ (Wales Centre only)?

No, it is no longer possible to use the Extended Project Qualification as a proxy for the Individual Investigation within the Advanced Welsh Baccalaureate since grading was introduced for the qualification from September 2013.

1.10 How is the qualification graded?

The qualification is graded in the same way as other GCE A level qualifications. It is graded at A* - E grades and U for incomplete or unclassified.

1.11 How long does it take to deliver the Extended Project?

Centres have a choice of delivering the qualification within one or two academic years. There is only one awards series, in the summer of each year. Owing to the nature of the qualification, there are no re-sits.

1.12 What support does WJEC provide to centres?

WJEC provides support in several ways namely:

- unlimited access to free educational resources
- Wide range of exemplar materials via our secure website
- face-to-face or online CPD training courses (Autumn Term)
- optional use of e-submission platform (online submission)
- centre visits to new centres
- continuous direct access to subject specialists via email or phone
- access to Regional Support Officers
- support and advice for centres on approving project proposals & proposed titles.

All the materials and resources are available on the [WJEC website](#) and on discs which can be requested from the Extended Project team.

Further resources can be accessed via our [secure website](#), including last years CPD course materials and exemplars.

2. Delivering the Extended Project - Planning

2.1 Who can teach the Extended Project?

Qualified teachers, tutors, lecturers in schools, colleges and training providers can teach the qualification.

2.2 What training do teachers require prior to delivering the Extended Project?

It is highly recommended for teachers delivering the EPQ to attend one of WJECs EPQ CPD events, offered annually in the autumn term. Autumn 2019 courses can be booked online [here](#). Centre visits to help first time centres are also available subject to terms and conditions.

2.3 Is there a handbook for teachers and learners?

WJEC has produced a [Guidance for Teaching](#) and a [Student Guide](#) which are both interactive. They can be found on the WJEC website.

2.4 How should centres prepare to deliver the Extended Project?

Centres should ensure that delivery models have been agreed. Staff who will deliver the teaching and/or act as supervisors should have been trained and the teaching and assessment programme should have been established. Additional information can be found in the [Guidance for Teaching](#). Also, the [Case Studies on Delivering and Timetabling the EPQ](#) may be useful.

2.5 What are the requirements of the qualification?

The two main components of the qualification are a taught element of 45 GLH and an independent piece of work (75 GLH). The full set of requirements is outlined in the [Specification](#) which can be accessed via the WJEC website.

2.6 What resources must be provided?

The Extended Project is underpinned by research. Hence, it is important that learners have access to resources related to their project topic. As the range of potential projects is so varied, every centre can decide on what resources are best suited to their cohorts. Learners should also be made aware of resources provided by WJEC.

2.7 Does each learner require a supervisor?

Yes, it is a requirement that each learner is assigned a supervisor who will eventually mark the project. It should be noted that other subject specialists can advise the learners as well.

2.8 Is there a limit to the number of learners a teacher can supervise?

The number of learners being supervised will depend on the centre and on the teacher's workload bearing in mind that there is a requirement of at least three one-to-one sessions with each learner and possibly more meetings depending on the needs of the learner.

2.9 Does the supervisor have to deliver the entire taught programme for a cohort?

The supervisor does not have to deliver the entire taught element. In fact, the Extended Project provides opportunities and promotes the interdepartmental and Inter-faculty collaboration within the centre.

2.10 Is the e-submission platform (online submission) available to all centres?

Yes, this new online tool is a free optional facility which has been developed by our designated E-Assessment Team.

2.11 What are the procedures to access the e-submission platform?

Centres should inform the Extended Project Qualifications team to register interest in using the e-submission platform. Please email epq@wjec.co.uk or epq@eduqas.co.uk for further information.

3. Delivering the Extended Project - Teaching

3.1 How much time should be allocated for teaching?

WJEC recommends 45GLH of teaching in both general and specialist skills.

3.2 Should the Extended Project be timetabled?

One of the advantages of the Extended Project is that it can be tailored to the needs of the learners so each centre has flexibility to determine how the Extended Project can be taught. Some centres timetable a session once a week or once a fortnight. Other centres do a series of one-week or two-week intensive sessions throughout the academic year.

3.3 Can universities and other organisations be involved in the delivery of the Extended Project?

Yes, universities and employers can be valuable sources for the Extended Project. Some universities provide seminars on research methods and techniques, referencing and time management.

3.4 What should be taught in the teaching and learning programme?

The Guidance for Teaching provides guidance on what should be taught. Again, due to the nature of the qualification, centres have flexibility in deciding what should be taught over and above the minimum requirements. Most centres find it useful to include specialist skills associated with the projects that the learners are undertaking, e.g. engineering or construction principles, creative writing styles, film editing techniques.

3.5 What about ethical guidelines?

As learners will be conducting independent studies, it is vital that ethical guidelines are followed when choosing topics so that learners and any person they will be in contact with while undertaking the project is not put in any risk nor placed in a vulnerable position, nor cause upset/harm to others.

3.6 Is there a scheme of work?

Centres can devise their own schemes of work based on the WJEC guidance on the T & L programme. An example scheme of work is available within the Guidance for Teaching.

3.7 Can coursework from other subjects be submitted as an Extended Project?

Dual accreditation is not allowed, and it is the responsibility of the centre to ensure this is avoided. The EPQ supervisor will need to confirm that no work to be submitted for the EPQ is also to be submitted, or has been submitted, for any other accredited qualification(s), including the Welsh Baccalaureate. Centres should be satisfied that this is the case, investigating or seeking guidance from WJEC, if necessary. If the learner can demonstrate that their Extended Project has properly extended the work completed for the Advanced WBQ Individual Project, or any other qualification, it is good practice to ensure that a copy of that work is available to the supervisor at the time of final assessment or made available to WJEC during the moderation process, should we request it. If you have any concerns regarding dual accreditation, please contact us to check before your learners embark on their EPQ.

Centre coordinators are expected to check that project proposals do not overlap significantly with other subject specifications offered in their institutions. The rule is that learners are not allowed to pursue an EP on a topic which they could be examined in for a separate exam. Similarly, they are not allowed to develop a topic for the EP which they will also be submitting as coursework in another subject. It would be helpful if, as part of the question approval process, supervisors and centre coordinators explicitly confirmed this in the Learner Record. Connected to this issue, it is expected that, given the nature of the qualification, EP candidates will have a free choice of topics and questions, rather than being artificially restricted to one subject area by their supervisor.

3.8 What topics are allowed for the project?

The potential for the Extended Project is huge. Topics which are related to the learners' study programme or a topic of personal interest is viable if it is sufficiently challenging for a Level 3 qualification and does not contravene any ethical guidelines.

3.9 What type of project is acceptable?

The format or type of project can either be a written or non-written outcome. Examples of written outcomes are dissertations, field investigation or scientific reports whereby learners attempt to prove or disprove a hypothesis. Examples of non-written outcomes are artefacts (e.g. piece of sculpture, musical composition or engineering product, business plans), performance (e.g. dance, drama production, film) or pieces of creative writing (e.g. script for a play, poetry, short novel).

3.10 Are group projects allowed for the Extended Project?

If your learners decide to complete a group project with someone else, their title must emphasise their individual responsibility for the joint outcome, e.g. two learners decide to put on a school play. One learner's EP title might be, 'To write a school play for Year 7 learners that focuses upon the theme of Shakespeare's life.' The second learner's title may then be, 'To produce the scenery and costumes for a new school play on Shakespeare's life set in 1960s Britain.' If the learner is involved in a group project, s/he must explain CLEARLY the specific focus of each member of the group. Be aware that we DO NOT recommend group projects as ultimately a learner's project could be undermined by another who does not complete their work.

3.11 How should project titles be formulated?

Project titles can be in the form of a question, hypothesis or a brief, depending on the type of project outcome. Dissertations are usually in the form of a question while artefacts and group projects are usually in the form of a statement. It is important that the project title reflects what the project is about. A secondary title may be necessary to make this clear. Further guidance on developing project proposals and titles can be found in the Guidance for Teaching.

3.12 Who approves the project topics/titles?

It is the responsibility of your centre to approve your learners' project proposals and titles. However, we offer continuous support to centres who are offering the Extended Project Qualification for the first time or who have newly appointed Course Leaders/Co-ordinators/Supervisors for the Extended Project.

If you are a new centre to WJEC for the EPQ, have not delivered the EPQ before, or have new staff on-board, you are encouraged to submit your learners' project proposals and draft titles (EPF1 part of the EPQ File Form) to WJEC for feedback or to seek guidance for any questions concerning them. This is not a compulsory condition in delivering WJEC's EPQ, we are here to offer guidance to ensure your learners start on the right track. As your centre delivers the qualification in subsequent years, your Course Leader/Project Co-ordinator/Supervisor will be able to offer the initial feedback, as well as approve your learners' project proposals.

There are many benefits on why your centre should approve your own learners' project proposals and draft titles, these include saving time, ability to give feedback to learners quickly and respond to learner needs more effectively. However, WJEC staff are available to offer advice on a continuous basis.

3.13 Timescales

We recommend that project proposals and draft titles should be approved at least 6 months before the final submission date for the award the learners are entering. This allows them enough time to undertake their projects. For example, learners completing their EPQ within one academic year, starting in September, the **project proposals should be approved by your centre by mid-November**, 6 months before the standard 15 May submission date for the Summer series, however final project titles can be refined at any time, even after the mid-project review, as learners engage with the final write up.

3.14 Are there any restrictions on the software and hardware that can be used by learners, particularly when using the e-submission platform?

WJEC provides a list of ICT software and hardware applications that is acceptable for the qualification in the specification and guidance for teachers and learners.

4. Delivering the Extended Project – Developing and Producing the Outcome

4.1 Is it compulsory to have a record of the progress made in producing the outcome?

Yes, as this provides evidence of the project process and how the assessment objectives have been fulfilled.

4.2 Is the project outcome (EPF3) a separate piece of work?

Yes, they are separate piece of work that demonstrate the knowledge and skills learned by learners. The EPF3 headings template in the EPF File Forms is only a suggested guide.

4.3 Are the project records (EPF1, EPF2 and EPF4) counted as part of the required word count for the project outcome?

No, the project records are separate from the project outcome and do not count towards the word count.

4.4 What are the requirements for a written project outcome?

For written project outcomes, the word count for dissertations, field investigations or scientific reports must be a minimum of 5,000 words excluding the bibliography. Learners will not be penalised for going over the 5000 words. If, however, learners went way beyond the 5000 words, e.g. 8000-10000 words), WJEC would then question whether learners succeeded to keep your project focused enough.

4.5 What are the requirements for a non-written project outcome?

For non-written project outcomes, Project Outcome Notes must be a minimum of 1,500 words and should accompany the evidence of the product, e.g. artefact, performance, design. Please note that creative writing, e.g. poetry or short stories is categorised as an artefact and should be accompanied by the Project Outcome Notes.

4.6 How do I submit evidence for a non-written project?

Please note that in the case of anything larger than an A4 size or 3D artefacts, the actual product must not be sent to the moderator. Instead, annotated high quality photographic/video evidence should be provided to ensure that the moderator can see the development of the artefact over time and the quality of the final outcome.

4.7 Who chooses the audience for the presentation?

It is the learner, not the teacher, who decides upon the format, location and audience for the presentation. For example, a particularly nervous learner may want to simply present to his/her supervisor; others may want to present to the whole year group. WJEC recommends that at least two people who have the authority to assess the project should be present during the presentation. It is recommended that one of them would be the supervisor and the other a subject specialist.

4.8 Are members of the group required to do individual presentations?

Yes, even for group projects, individual learners should make a presentation because they must demonstrate their individual contribution to the group project's final outcome and to review their own learning and performance.

4.9 Who should write the Witness Statement for presentations when the supervisor is not present?

Another teacher or tutor or someone of authority should complete the Witness Statement if the supervisor is not in attendance. It is important that feedback is then passed on to the supervisor.

4.10 Is the presentation the only place to find evidence of review?

No, the project record is another source of evidence for review. In fact, learners are encouraged to reflect and review throughout the project process.

4.11 What is the difference between evaluation of findings and conclusions of outcome and review of own learning and performance?

The evaluation of findings and conclusions refer specifically to the project outcome whilst the review of own learning and performance refer to the overall experience of undertaking the qualification.

4.12 How is the learner's own learning and performance reviewed?

Evidence of the review of a learner's own learning and performance can be found throughout the project but more explicitly during the project presentation.

5. Delivering the Extended Project - Assessment

5.1 How is the Extended Project assessed?

The assessment of the Extended Project is based on the four Assessment Objectives of AO1 Manage, AO2 Use resources, AO3 Develop and Realise and AO4 Review and Communicate. Learners must achieve the learning outcomes and satisfy the assessment criteria for each of the assessment objectives.

5.2 What evidence is required to be submitted?

The completed Extended Project File encompasses the requirements of the qualification. Each stage of the project process contributes to the holistic assessment.

5.3 Who assesses the Extended Project?

The supervisor assesses the work of the learner after final submission. In arriving at the final mark, the supervisor may want to liaise with other relevant staff who have been involved in the teaching and learning programme or in advising the learner on specialist subjects or skills.

5.4 Is internal standardisation a compulsory requirement?

Yes, internal standardisation is compulsory for all centres. WJEC has produced a proforma that centres can use.

5.5 Who will be responsible for internal standardisation within the centre?

It is recommended that a Course Leader is assigned within the centre, particularly when there are several teaching groups, faculties or departments undertaking the Extended Project. Even if there is only one teaching group/one learner, it is expected for the Course Leader to consult another member of staff to endorse the marks awarded to learners.

5.6 Is annotation of the work required?

Yes, it is a requirement to annotate the work to demonstrate how the marks were awarded. Using the vocabulary from the mark band descriptors or simply noting 'AO3 MB2' would be greatly assist in the external moderation.

Work submitted electronically via the e-submission platform may be annotated electronically or in hand-written form and scanned.

6. Administration

6.1 How much does it cost to enter a candidate?

The fees are published in the Administration Handbook on the website and the link is provided below:

[Extended Project Administration Handbook for Centres 2017-2018](#)

6.2 How much does it cost for a centre to use the e-submission platform?

Access to and use of the e-submission platform for the Project and Extended Project is free for WJEC centres.

6.3 When do we need to enter candidates for the qualification?

The deadline for entries is **21 February**. Late fees are charged after the late fees deadline (5 April). Please see [Key Dates](#) document for further information.

6.4 How are marks submitted?

Marks are submitted through IAMIS on the secure website. Once all the marks have been submitted, centres can access details of the relevant moderator.

6.5 When is the deadline for submission of the Extended Project?

All selected samples from each centre must reach the moderator by **15 May**. The deadline for submitting marks via IAMIS is the **8 May** which allows enough time to post/upload samples of work to moderators for external moderation. The moderators details can only be accessed once all marks have been submitted.

6.6 Are there any specific rules for learners with additional needs or special circumstances?

For queries on dealing with special circumstances and learners with additional needs, please contact the Access Manager on: john.doyle@wjec.co.uk or tel.no. 029 2026 5155. JCQ also provides guidance on access and special arrangements. (www.jcq.org.uk)

6.7 What are the rules for moderation?

The Extended Project is internally assessed and externally moderated. Centres are required to conduct their own internal standardisation prior to the final submission to WJEC. The size of the sample will be based on the number of candidates entered, which will give a minimum sample size, and then on the number of assessors; **with at least three candidates selected from each assessor (new for Summer 2019 series)**. Samples will automatically be selected and viewed via IAMIS and must then be despatched to arrive with the moderator or be uploaded to Surpass by the specified date. WJEC reserves the right to request additional work when the centre's marks and moderator's marks differ, and/or the rank order differs. The Administration Handbook provides more detailed information.

External moderation for centres using the e-submission platform is conducted 'remotely': no candidate work must be 'sent' to moderators.

6.8 When are results published?

Results are published at the same time as GCE A Level results in August.

6.9 Are samples returned to the centres?

Yes, the original works of learners used in the samples are returned to the centres after the deadline for Enquiries After Results. WJEC reserves the right to use some of these samples for training purposes.

6.10 What happens when there are queries on the results?

The **Administration Handbook** provides instructions and procedures for centres to follow when there are queries about results.