

The Extended Level Qualification Plan

The Extended Level Qualification Curriculum

The EPQ can be studied across two years although many students choose to begin theirs towards the end of Y12 and follows the OCR specification. It is a project-based qualification suited to develop students study skills in preparation for Higher Education or employment skills and helps develop some of the identity and broadening cultural capital developed earlier in our thematic curriculum. The course includes taught sessions on research skills, methodology, dissertation and artefact planning and presentational skills combined with independent learning guided by teacher. Students select a topic for investigation, set aims and objectives, construct a forward plan, conduct and develop meaningful research skills, produce a project outcome before presenting to teachers, students and governors self-evaluating against own aims and outcomes.

There is an expectation that students will learn and develop their research and planning skills applicable to their course of study or choice of career. Students are guided to select and develop a topic that extends their learning, knowledge or skills in accordance with their future or current study or work aims or that improves their cultural capital and wellbeing.

Extra-curricular

The EPQ will often dovetail with students' extra-curricular experiences, aims or objectives. Study visits and external speakers are a part of the course of study.



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Curriculum Intent

The intent of our EPQ is to develop learners who:

- can set, monitor and evaluate their own progress against a set of personal targets;
- Develop into resilient, independent learners;
- Have a strong awareness of the ways EPQ can be used to develop their knowledge, understanding and experience of a chosen qualification or career aim;
- will set and develop an investigation that provides a challenge
- Possess the ability to progress readily to the next stage of their education or career using the EPQ as a tool to improve their own independent learning skills;
- Can write or produce artefacts to a higher education standard and develop strong research and presentation skills

Curriculum Implementation

We implement the intent of our curriculum through:

- Awareness of students' prior attainment in applicable subjects and, in relation to students who are new to Tupton, any previous study or engagement in their project topic;
- Curriculum materials, support structures and guidance to enable students to become effective independent learners;
- The expectation that students will use advanced vocabulary and relevant terminology routinely and fluently in lessons;
- Develop knowledge of the assessment criteria and project management and development
- A routine expectation that students will show resilience in every lesson, and we support this through independent learning resources and extended learning and development tasks to broaden knowledge of subject related approaches and issues;
- A reflective approach to the continuing development of the EPQ in terms of support and guidance

Subject	EPQ		Year Group:	12/13		
Unit/Topic	Project topic proposal, selection, and justification;	Research methods; Research processes and evaluation; research continued	Mid-point review; planning	Planning, preparation and production of final project product (dissertation/artefact)	Production of final project product (dissertation/artefact)	Evaluation process; Presentations to staff, governors and peers
Skills Key terminology; project planning skills; monitoring techniques; oracy; research skills	independent learning skills;	Key terminology; project planning skills; monitoring techniques; oracy; independent learning skills; research skills	Key terminology; project planning skills; monitoring techniques; oracy; independent learning skills; research skills	Key terminology; project planning skills; monitoring techniques; oracy; independent learning skills; research skills	Key terminology; project planning skills; monitoring techniques; oracy; independent learning skills; research skills	Key terminology; project planning skills; monitoring techniques; oracy; independent learning skills; research skills
Knowledge Project planning methods and skills; research methods and assessment; reflective evaluation	Project planning methods and skills; research methods	Project planning methods and skills; research methods and assessment; reflective evaluation	Project planning methods and skills; research methods and assessment; reflective evaluation	Project planning methods and skills; research methods and assessment; reflective evaluation	Project planning methods and skills; research methods and assessment; reflective evaluation	Project planning methods and skills; research methods and assessment; reflective evaluation
Recall/review from previous learning Students may select a topic which builds upon learning from a studied topic, experience or area of interest; students will evaluate how they will develop this knowledge or skill	Students may select a topic	Use initial project planning sessions to set out project title, aims and outcomes	Use research skills taught sessions to plan, conduct and evaluate own research place against outcomes	Use project monitoring and taught sessions to put in structures for progress	Evaluate, assess and use research findings to plan and produce main project (dissertation, artefact etc)	Reflect and evaluate project planning, research and outcomes in order
Assessment Formative assessment		Formative assessment	Formative assessment	Formative assessment	Formative assessment; final project assessment and marking	
Cultural Capital, Equality, Diversity Inclusion	Enrichment beyond the curriculum; topic will often reflect a cultural interest, concern and/or issue; students build cultural capital	Enrichment beyond the curriculum; topic will often reflect a cultural interest, concern and/or issue; students build cultural capital	Enrichment beyond the curriculum; topic will often reflect a cultural interest, concern and/or issue; students build cultural capital	Enrichment beyond the curriculum; topic will often reflect a cultural interest, concern and/or issue; students build cultural capital	Enrichment beyond the curriculum; topic will often reflect a cultural interest, concern and/or issue; students build cultural capital	Enrichment beyond the curriculum; topic will often reflect a cultural interest, concern and/or issue; students build cultural capital; presentational and
Literacy/Numeracy	Literacy –conducting, evidencing and evaluating research, research methods and source evaluation. Dissertation writing or Reading academic papers and journals; higher level source materials	Literacy –conducting, evidencing and evaluating research, research methods and source evaluation. Dissertation writing or Reading academic papers and journals; higher level source materials	Literacy –conducting, evidencing and evaluating research, research methods and source evaluation. Dissertation writing or Reading academic papers and journals; higher level source materials	Literacy –conducting, evidencing and evaluating research, research methods and source evaluation. Dissertation writing or Reading academic papers and journals; higher level source materials	Literacy –conducting, evidencing and evaluating research, research methods and source evaluation. Dissertation writing or Reading academic papers and journals; higher level source materials	research, research methods Reading academic papers and journals; higher level source materials