EPQ: Possibilities and Potential

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Lancaster University
Possibilities and potential

- **What?**
- **How?**
- **Why?**

- **What** is EPQ?
- **How** do we see EPQ in the curriculum?
- **Why** offer EPQ?
About Extended Project Qualification

Level 3 Project Qualification

Equal to half an A Level A* to E

120 GLH
  • 30 taught skills
  • 90 independent work

Production log

5000 word report
OR
artefact/production with
1000 word report

Live presentation

One

Two

Three
One, two, three

One - production log
Two - project product (written report/artefact/production)
Three - live presentation

<table>
<thead>
<tr>
<th>Candidate number</th>
<th>Candidate's full name</th>
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Planning review

To be completed by the candidate
This page records your outline plan once your proposal has been approved.

My next steps in planning, researching and deadlines that I will set myself. What I intend to do, by when, what resources I will use and how I will implement the recommendations of the centre co-ordinator (where appropriate).

<table>
<thead>
<tr>
<th>My summary of the comments and advice from my supervisor</th>
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<table>
<thead>
<tr>
<th>Modifications I have made as a result of my discussion with my supervisor and/or the comments from my centre co-ordinator</th>
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Creation of a church window frame based on the architectural principles prevalent in Renaissance Europe, particularly in Tudor England.
## Curriculum options

<table>
<thead>
<tr>
<th>Who is EPQ for?</th>
<th>Most able, vocational, in fact all students!</th>
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</thead>
<tbody>
<tr>
<td>What does EPQ develop?</td>
<td>research and independent study skills</td>
</tr>
<tr>
<td>Typically taken in</td>
<td>Year 12/13</td>
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<tr>
<td>Curriculum trends</td>
<td>Replacing the fourth AS Level</td>
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<td>Core sixth form subject</td>
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<td>Stretch Y11 students</td>
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<td>Traditional enrichment</td>
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*depth extension* beyond taught subjects
*breadth extension* beyond taught subjects
## Curriculum options

<table>
<thead>
<tr>
<th></th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start</strong></td>
<td>September - start of Y12</td>
<td>September - start of Y12</td>
<td>June - end of Y12</td>
</tr>
<tr>
<td><strong>End</strong></td>
<td>September Y13</td>
<td>April Year 13</td>
<td>April Year 13</td>
</tr>
<tr>
<td><strong>Submit</strong></td>
<td>November Y13</td>
<td>May Y13</td>
<td>May Y13</td>
</tr>
<tr>
<td><strong>Comment</strong></td>
<td>Maturity of student?</td>
<td>Solid project process time</td>
<td>Clash with A Level mocks and examination prep.?</td>
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</tbody>
</table>

- Taught skills programme (30)
- Independent work
- Supervisor meetings (90)
Potential: learning and achievement

- Undertaking EPQ benefits performance in A level (Jones, 2015)
- The odds of being awarded grades A* to B increased by 29% for students entering for EPQ (Jones, 2015)
- Students more likely to obtain a first or upper second class degree of they have taken EPQ (Gill, 2017b)
- Students with an EPQ were less likely to leave university after the first year (Thompson and Jones, 2016)
- Valued by higher education, can reduce entry requirements
- Can help address shortcoming in the post 16 curriculum
- AOs reflect those expected by university level programmes
STUDENT SUCCESS
First Year Performance

Average First Year Mark by Faculty

Thompson, 2016
STUDENT SUCCESS
First Year Performance

Student Progression from 1st Year to 2nd Year by Faculty

Thompson, 2016
STUDENT SUCCESS

Degree Outcome

Percentage of UoS Students Achieving First Class Honours or Upper Second Class Honours by Faculty

Thompson, 2016
An enabler of opportunities to enhance learning

(Stephenson, 2017)
Potential: learner agency

“perceived by learners and teachers to empower students to take control of their own learning – something many felt was missing from the wider A-level curriculum.” (Stephenson, 2017)

With A-levels, you have essentially a syllabus and it’s restricted and you need to memorise all this information for the exam ... With the EPQ, you can literally do anything you want about any topic. And it’s a different type of learning. It’s not just memorising information and regurgitating it (Dave, student)

There’s a greater sense of ownership, because the student actually gets to choose the curriculum ... and actually here the adult world is saying, ‘well, what do you think’, perhaps for the first time (Daniel, teacher)
“students learn about themselves during the EPQ process. Not only do they learn how they learn best, they come to understand what they are capable of achieving independently, developing pride and confidence.” (Stephenson, 2017)

I'm almost shocked by what I see from the beginning of that journey to the end and how much these kids change. Not just the independence, but the whole confidence, the self-esteem, the resilience (Julie, teacher)

Just knowing that I can do such a big piece of work entirely on my own has made me feel a lot more confident in my ability to achieve academically (Lizzie, student)
Potential: transferable academic skills

“a platform for learners to develop and hone transferable academic skills” (Stephenson, 2017)

Doing the EPQ made me evolve in terms of, I learned a lot more about research and I was able to learn the different research skills. I would say I become more time efficient. I was able to develop more of a critical mind (Dave, student)

I think that the skills that the EPQ offers them are pretty much unattainable in the sort of depth that EPQ provides them in any other A-level subject (Clive, teacher)
“Teachers and students expressed the importance of the EPQ in preparing learners, not only for university study, but also for the workplace and adult life.” (Stephenson, 2017)

I think some of the key skills that come out of it are really important, regardless of whether they’re going to university or they’re going into a job or an apprenticeship or whatever (Sue, teacher)

I learned probably the most from my seven years at secondary school from the EPQ just because it is the most, it was the biggest sense of what university would be like (Lizzie, student)
“Learners expressed that the EPQ gave them the chance to pursue something they were passionate about and consequently heightened their interest in the subject.”

The enthusiasm and the development of the girls is phenomenal and is really pleasurable to see... you can really feel like you’re making a difference to their future in a different sort of way (Holly, teacher)

Because it was something I was interested in, it didn’t feel boring or taxing or like normal schoolwork because it was me looking into something I was interested in and then reporting my findings to other people (Adam, student)
Questions

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