

The EPQ is taught over Year 12 and then completed in the Autumn Term of Year 13

KS5	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
12	<p>Subject Content:</p> <p>1. Choosing a Topic Area and Developing the Question/Title</p> <p>An inherent understanding of various potential research topics and their contemporary relevance and academic significance is crucial. Additionally, understanding how research questions are formulated to be coherent, focused, and researchable is paramount.</p> <p>2. Critical Thinking and Being Analytical</p> <p>Subject knowledge here revolves around understanding how to dissect arguments, identifying their strengths and weaknesses, and evaluating the validity, reliability, and relevance of different pieces of evidence and data sources.</p> <p>3. Research Method & Source Evaluation</p> <p>A thorough understanding of various research methodologies, including qualitative, quantitative, and mixed methods, is essential. Similarly, knowing what constitutes a credible</p>	<p>Complete Initial Ideas and Candidate Proposal part A</p> <p>Record of initial ideas</p> <p>It's usual for students to have more than one idea for their project at the beginning of the process. Students should record all their initial project ideas on this page and record how they intend to research these ideas in the space provided. The initial ideas and research will form the basis of the student's early meetings with their Supervisor. The contents and outcomes of these meetings should be recorded in the space provided. This page may be the record of several weeks or months of initial thinking and planning.</p> <p>Part A: Candidate proposal</p> <p>They should be encouraged to be as clear and detailed as possible when discussing the types of research they plan to undertake; more detail is expected than 'I will read books and look on the internet'. At the proposal stage, it's recommended that a full evaluation of all resources thus far discovered is submitted by the student. They should be encouraged to explain the</p>	<p>Complete the Planning Review</p> <p>Planning Review</p> <p>This section provides the student with an opportunity to map out their next steps by developing a project plan that will allow them to chart and monitor their progress. Some students use Gantt charts or other project management tools to help with the management of their projects. These can be helpful tools when used effectively but they aren't compulsory for a successful project; students can use the Production Log to plan and monitor their progress. The planning review also provides the opportunity for the student to record the review meeting held with their Supervisor to discuss the project planning. Students should record outcomes and actions from this meeting in the space provided.</p> <p>Subject Knowledge:</p> <p>1. Academic Writing and Methodology Documentation</p> <p>Knowledge of academic writing conventions, including tone, style, and format, is pivotal for crafting a scholarly</p>	<p>Complete Mid-Project Review</p> <p>Mid-Project Review</p> <p>Students should've completed the bulk of their research by the time of this review and should be ready to start producing their product. Any changes and developments that have occurred as a result of their research, conversations with their supervisors or other input should be logged and fully explained. If they have made a decision to refine their title, for example, then this would be the appropriate time for them to justify that decision and reflect upon how they came to that decision. By this stage, the student's title should be finalised and the form of the intended product should be clearly stated.</p> <p>Subject Knowledge:</p> <p>1. Mid-Project Review and Drafting Initial Reports</p> <p>Understanding what reviewers typically seek during a mid-project review is pivotal. Knowing how to efficiently draft preliminary reports, involving key points and subheadings, aids in focusing ongoing research</p>	<p>Complete the Project Planning Review and Final Draft Report</p> <p>Project Product Review</p> <p>This section provides students with an opportunity to measure how well they have managed the project process since the mid-project review. Students should be reminded of the necessity of recording their own monitoring processes and discuss the extent to which they have they reached the goals they set themselves/met their own deadlines. If the supervisor has read a draft of the report they may have made some generic comments or points. The student should record this advice but it's up to the student to decide how or whether they will incorporate this advice in their final draft of the report. Note that whilst Supervisors can give criticism and advice, this must be at a general level only.</p> <p>Subject Knowledge:</p> <p>1. Writing the Project Planning Review</p> <p>Understanding how to craft a compelling project planning review involves recognising</p>	<p>Prepare for Final Report Submission</p> <p>Prepare for Presentation Part A</p> <p>Presentation Record Part A</p> <p>This page in the Production Log offers an opportunity for the student to outline what form their presentation will take, who will be there, the content of their presentation and any changes they make as a result of a discussion with their supervisor after a rehearsal.</p> <p>Subject Knowledge:</p> <p>Understand how to give a presentation for the EPQ</p> <p>The EPQ presentation necessitates a blend of both robust subject knowledge and finely-tuned learner skills to effectively communicate and engage with the audience. Balancing a comprehensive understanding of the project with the ability to present in a clear, organised, and engaging manner is pivotal for a successful presentation. Students should present on their EPQ journey in addition to explaining their project, its findings and its conclusion.</p>

	<p>source and the criteria to evaluate the reliability and validity of these sources is fundamental.</p> <p>4. Ethical Considerations in Research</p> <p>Deep understanding of research ethics, which involves principles like honesty, integrity, and confidentiality, and knowledge about the rights of participants, such as informed consent and the right to withdraw, forms the ethical backbone of the research.</p> <p>Learner Skills:</p> <p>1. Decision-Making and Precision in Topic Selection</p> <p>Learners need to develop the skill of decision-making to choose a topic that is not only of interest to them but also academically relevant and significant. They must be able to develop a focused, clear, and concise research question or title that reflects their curiosity and interest.</p> <p>2. Analytical Skills and Objectivity</p> <p>Learners need to develop analytical skills to logically and critically dissect information and arguments.</p>	<p>ethical principles applied to their project proposal. This is also where students record what other courses they are undertaking. Whilst students might be inspired to look more deeply into a topic they have touched on in another area of study, they should be looking to extend and develop away from those core areas of study. This is particularly true at Level 3 EPQ.</p> <p>Subject Knowledge:</p> <p>1. Referencing and Plagiarism</p> <p>A foundational understanding of referencing standards and styles (such as APA, MLA, or Chicago) is imperative to accurately attribute intellectual property and avoid plagiarism. The knowledge should encompass the various rules and norms associated with each style, ensuring consistency and accuracy in citation and referencing throughout the research.</p> <p>2. Planning and Mapping Research</p> <p>Grasping techniques for mapping out initial ideas and identifying interesting areas of research, such as utilising Venn diagrams or other visual planning tools, requires a foundational understanding</p>	<p>document. Further, understanding the components, purposes, and formats of a methodology section—detailing research design, participant selection, data collection, and analysis techniques—is crucial to ensure transparency and replicability in research.</p> <p>2. Report Structuring and EPQ Specifics</p> <p>A deep understanding of what defines a commendable Extended Project Qualification (EPQ) report, encompassing knowledge on the specific structural requirements, assessment criteria, and nuanced expectations of the EPQ, is necessary to align the project with assessment expectations.</p> <p>Learner Skills:</p> <p>1. Preparation and Review Skills</p> <p>In preparing for a planning review involve organising research components, anticipating potential areas of scrutiny, and articulating the rationale and strategy of the research plan. The ability to extract relevant insights, and identify strengths and weaknesses aid in refining one's own approach to the research.</p> <p>2. Writing Skills:</p>	<p>and structuring accumulated knowledge.</p> <p>2. Writing and Referencing in Academic Reports</p> <p>Knowledge of academic writing principles, including effective referencing, is crucial to producing a credible and professional report. This also involves understanding how to construct a bibliography, what to include in appendices, and adhering to specific referencing styles.</p> <p>3. Various Report Sections and Their Requirements</p> <p>Grasping the individual necessities, structures, and purposes of different report sections—such as the glossary, introduction, methodology, discussion, and conclusion—is vital. Knowing what each section should communicate and how it contributes to the overall narrative of the report is essential.</p> <p>Learner Skills</p> <p>1. Preparing for Reviews and Drafting</p> <p>Skills in preparing and presenting interim research findings and drafts for mid-project reviews involve being able to succinctly and clearly communicate progress, challenges, and next steps.</p>	<p>the importance of outlining not only the upcoming steps in the research but also acknowledging any pivots or adjustments that have been made during the course of the project to this point.</p> <p>2. Constructing a Reflective Piece</p> <p>Recognising the elements that contribute to a reflective piece, including acknowledging successes, identifying failures, and providing insights into the learning and adjustment processes throughout the project, is fundamental to writing a meaningful reflection.</p> <p>3. Crafting a Comprehensive Final Report</p> <p>Knowledge about structuring a final report, adhering to any guidelines or specifications provided, and ensuring that all research, findings, and analyses are communicated clearly and comprehensively is crucial for finalising the project effectively. Students receive simple feedback on their draft.</p> <p>Learner Skills:</p> <p>1. Reflection and Revision in the Planning Review</p> <p>Skills in reflection involve looking back over the</p>	<p>Learner Skills:</p> <p>Developing proficiency in presentation calls for a mastery of a myriad of learner skills. First and foremost, communication skills are pivotal, ensuring articulate and responsive verbal and non-verbal exchanges. Coupled with this, aptitude in presentation design aids in producing visually compelling and logically structured content, thereby supporting the conveyed message. Public speaking skills foster audience engagement through confident and modulated vocal delivery, while adept time management ensures each section of the presentation is aptly covered and paced. The ability to think critically and analyse enables the effective presentation and discussion of data and arguments, and adaptability ensures smooth navigation through unforeseen challenges and on-the-spot modifications. Interpersonal skills weave through the process, ensuring positive audience rapport and effective group collaboration when necessary. Lastly, a commitment to reflection and self-improvement enables the ongoing refinement of presentation skills, anchored in self-evaluation and receptive utilization of</p>
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		<p>of research planning strategies. Knowledge about planning tools like SMART objectives, Gantt charts, and action plans helps strategize the research trajectory effectively.</p> <p>3. Research Methodology and Source Types</p> <p>An insight into differentiating and appropriately utilising primary and secondary sources bolsters the research's credibility and depth. The explicit understanding of conducting primary research, inclusive of methodology, data collection techniques, and ethical considerations, further enhances the quality and validity of the research conducted.</p> <p>Learner Skills:</p> <p>1. Recording and Managing Sources</p> <p>Learners need to develop skills in recording and managing sources in a suitable format, which includes organising, categorising, and ensuring easy retrieval of source information during the writing process. This encompasses not only citation details but also key insights and information derived from each source.</p> <p>2. Topic Selection and</p>	<p>Introduction, Methodology, and Main Body</p> <p>Crafting a compelling introduction, documenting a clear and thorough methodology, and articulating a coherent main body requires developed academic writing skills. This encompasses the ability to introduce topics compellingly, detail research methods with clarity and precision, and structure the main body in a logical and cohesive manner, ensuring each paragraph communicates a clear idea and collectively builds the argument or exploration.</p> <p>3. Reflection, Evaluation, and Effective Structuring</p> <p>Learners need to develop skills in reflection and evaluation, critiquing their own research process and outcomes, and identifying areas of strength and potential improvement. Effectively structuring the report and each individual paragraph, ensuring coherence and logical flow, also necessitates skills in organisation, synthesis of information, and clarity in written communication. Thus, ensuring that the entirety of the report, from introduction to conclusion, is seamlessly interconnected and substantively cohesive</p>	<p>Drafting skills, involving organising key points and developing subheadings, are crucial to begin translating research into a structured document.</p> <p>2. Academic Writing, Proofreading, and Software Utilisation</p> <p>Learners need to cultivate academic writing skills, including crafting coherent, substantive text, and effectively referencing sources. Proofreading skills are vital to ensure clarity and correctness in the report. Additionally, the ability to use software tools for checking grammar and spelling enhances the professionalism and accuracy of the writing.</p> <p>3. Time Management and Structuring Research Outputs</p> <p>Effective time management and adherence to deadlines are vital skills to ensure research and writing stay on schedule. The capability to modify structures, implement feedback from reviews, and manage any outstanding research effectively ensures the project stays coherent and aligned with its objectives. Moreover, meticulously constructing each section of the report—glossary, introduction, methodology, discussion,</p>	<p>project's journey, recognising what went well and what challenges were encountered, and elucidating on how these were navigated. This also involves the ability to accept, internalise, and implement feedback to revise and enhance the report and project outcomes. In writing the planning review, students need the ability to articulate not only the practicalities of the project but also the journey, incorporating reflections on learning and adjustments made.</p> <p>2. Final Report Writing and Submission</p> <p>Writing the final report requires synthesis skills to ensure that all prior sections, evaluations, findings, and analyses are brought together into a coherent, comprehensive document. Adherence to deadlines and ensuring all required sections and components are included, and adhering to any formatting and submission guidelines are also key skills in this final stage.</p>	<p>feedback, ensuring continuous development and enhancement in future deliveries.</p>
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		Achievable, Relevant, Time-bound) ensures a structured and feasible research approach.				
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13	<p>Prepare for Presentation Part A</p> <p>Subject Knowledge:</p> <p>Critical Reflection and Presentation Techniques</p> <p>A clear understanding of the principles of critical reflection involves recognising personal learning, identifying successes, challenges, and areas for development throughout the project. Additionally, it requires knowledge about constructing a cohesive and compelling presentation, understanding how to communicate complex ideas accessibly and engagingly to both specialised and non-specialised audiences, and effectively handling a Q&A session.</p> <p>Learner Skills:</p> <p>Self-Reflection and Articulation</p> <p>Skill in reflecting critically on one's own learning and completed project involves being able to objectively assess one's own</p>	<p>Complete Presentation Part A and the Summary and Reflection</p> <p>Summary and Reflection</p> <p>Students should provide an abstract/brief outline of their product. (There are a number of online resources on how to write an effective abstract which could form part of the Taught Element).</p> <p>This final page in the Production Log offers a great opportunity for objective evaluation. Often students think that if they admit to any failings they will be penalised; this isn't the case. Honest reflection on what went well and what they have learned, coupled with what went less well and what they would do differently, are key to a successful reflection.</p> <p>Students should understand that admitting to any problems they encountered and acknowledging the ways in which they dealt with those problems are a legitimate aspect of an effective reflection.</p> <p>Learner Skills:</p>				

	<p>performance, articulating what has been learned, challenges encountered, and how they were (or could be) mitigated in future endeavours. The ability to succinctly and accurately articulate these reflections, both in written and verbal formats, is crucial.</p> <p>Presentation Skills: Crafting and Delivering</p> <p>Crafting and delivering a live presentation, particularly one tailored to a non-specialist audience, necessitates skills in simplifying complex concepts, engaging audience interest, and confidently managing a live Q&A session. This involves an adept synthesis of in-depth subject knowledge with clear, accessible communication skills.</p>	<p>Self-Reflection and Articulation</p> <p>Skill in reflecting critically on one's own learning and completed project involves being able to objectively assess one's own performance, articulating what has been learned, challenges encountered, and how they were (or could be) mitigated in future endeavours. The ability to succinctly and accurately articulate these reflections, both in written and verbal formats, is crucial.</p>				
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