ASDAN Level 3 Extended Project Qualification (EPQ)

Qualification specification

September 2023 | Version 3.1 abridged

ASDAN

Qualification at a glance

Sector subject area	14.1 Foundations for learning and life
Age group approved	16–19 years
Entry requirements	There are no formal entry requirements for the EPQ, but it is anticipated that learners will have achieved four GCSEs including English and mathematics (grade 9-4 or A*-C)
Assessment types	Completion of a project
Approvals	From 1 September 2018
Registration and certification	Consult the ASDAN members area for final dates

Title and level	Guided learning hours (GLH)	Total qualification time (TQT)	Accreditation number
ASDAN Level 3 Extended Project Qualification	120	120	603/3495/2

Version and date	Change detail	Section
1.0 July 2019	Document created	All
2.0 Sep 2019	Section 5.1 Candidate registration and key dates added	Section 5.1
3.0 Sep 2022	• Layout in new design template • Wording updated in section 3.11, description of an artefact changed to "this could be an object or product (eg piece of furniture, garment, website, piece of graphic design, solving a problem in engineering or construction"	Section 3.11
3.1 Sep 2023	• Section added for guided learning hours (GLH), with breakdown of hours for the taught element and independent learning • Corrected wording around written report length	Sections 3.4 and 3.5 Section 3.10

This document is intended for current and prospective centres. This document should always be read in conjunction with the ASDAN Generic Centre Guidance.

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1   ASDAN

1.1   Introduction

ASDAN is an education charity and awarding organisation providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years in greatest need.

Our goal is to engage them through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training and work, and empower them to take control of their lives. We do this by developing courses with an accessible and practical pedagogy for learners; and by supporting our partner educators to foster the personal, social and work-related abilities of young people in greatest need.

We believe that young people should have the opportunity to discover, develop and make use of their abilities to affirm their identities, contribute to society and challenge educational or social inequalities.

1.2   Qualification specification

It is the responsibility of the centre to ensure the most up-to-date version of the qualification specification is used. The specification will be available on the ASDAN website at **asdan.org.uk/epq**

This document may be copied by approved centres and learners for their own use.

1.3   Data protection

ASDAN is compliant with GDPR regulation and is committed to maintaining the highest standards when handling personal information. For more details, please see our **Privacy statement**: **asdan.org.uk/privacy-statement**

1.4   Complaints

ASDAN aims to constantly monitor the levels of service provided to our centres. There may be times when our centres do not feel we have met their needs. ASDAN has a dedicated Complaints, Compliments and Comments procedure that makes clear how customers can offer feedback, and how ASDAN will review and respond to all comments. The **Customer complaints** policy is available on the ASDAN website and is freely available for customers to access: **asdan.org.uk/policies-regulations-and-centre-guidance**

We will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

1.5   Enquiries

ASDAN's policy and procedures for enquiries and appeals are available on the ASDAN website website, in the **Generic centre guidance**: **asdan.org.uk/policies-regulations-and-centre-guidance** (titled **EPQ appeals policy** and **Enquiry request form**)

General enquiries can be made by phone 0117 941 1126 and email **info@asdan.org.uk**

2 Qualification information

2.1 Qualification purpose

The ASDAN Level 3 Extended Project Qualification (EPQ) allows learners to develop the skills that employers and higher education institutions are looking for, such as encouraging independent study, critical thinking and teamwork. The EPQ is also useful to learners when they are applying for a job role as it provides evidence of their ability to develop valuable skills. Undertaking the EPQ encourages learners to apply appropriate skills in their studies and it is ideal for improving transferable skills such as planning, research, analysis and evaluation.

2.2 Why choose the EPQ?

The qualification gives learners a wide range of flexibility and choice in the selection of their project topic, how they tailor it to fit their individual needs and how they present the final outcome.

ASDAN also offers a work experience project option. This requires learners to design and develop a project which can be undertaken within a workplace or remotely. This will allow for collaboration between the learner and employer, giving opportunities to strengthen and apply work-related and essential project skills in a real life scenario. The project topic should be chosen by the learner and agreed formally with the supervisor/assessor and possibly the employer.

2.3 Who is the EPQ intended for?

The EPQ has been developed specifically for 16- to 19-year-olds who are studying full-time and sits alongside other Level 3 academic and technical qualifications. There are no formal entry requirements for the EPQ, but it is anticipated that learners will have achieved four GCSEs including English and mathematics (grade 9-4 or A*-C).

Whether learners are intending to progress on to further study or enter the workplace, this nationally recognised qualification will allow them to develop a diverse and wide range of skills. The qualification will be appropriate if learners:

- have previously achieved Level 2 qualifications (such as GCSEs)
- wish to develop project management skills
- would like to have a focus in their work experience
- would like to develop a deeper understanding of an area of interest
- would like to complement their existing studies for further study
- would like to demonstrate their understanding of a chosen career path

2   Qualification information

2.4   Key features of the EPQ

Key features of the ASDAN EPQ are that it:

- offers freedom for learners to choose the project they undertake
- offers the option of carrying out the project in a work setting
- gives learners the opportunity to develop and gain a range of skills including critical thinking, project management, research and presentation skills
- develops and improves learners' own learning and performance as critical, reflective and independent thinkers
- develops and helps learners to apply decision making and problem solving skills
- extends learners' planning, analysis, synthesis and evaluation skills
- develops and helps learners to creatively demonstrate initiative and enterprise
- helps learners to use their project development experiences to support their personal aspirations for further education and/or career development
- is straightforward to assess, with one set of objectives for all types of project, regardless of its content
- provides up to 28 UCAS points[1]

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1   Correct as of August 2022. For more information: **ucas.com/ucas/tariff-calculator**

3   EPQ overview

3.1   Qualification number

ASDAN Level 3 Extended Project Qualification	603/3495/2

3.2   Qualification level

This qualification has been listed in England and Northern Ireland on the Register of Regulated Qualifications at Level 3.

3.3   Location of the qualification within the subject/sector classification system

Sector subject area	14.1 Foundations for learning and life

3.4   Guided Learning Hours

The EPQ is allocated a total of 120 Guided Learning Hours (GLH) of 120 hours.

Guided learning indicates the approximate allocation of teaching time as well as time spent under the immediate guidance or supervision of a supervisor, tutor or other form of education or training.

Delivery of the EPQ by centres will involve some teaching of the necessary skills, supervision and assessment of the learner's progress. It is expected that 30 hours will be required for the taught element.

A breakdown of the approximate time that should be spent on each element of the EPQ is as follows::

	Hours	%
Taught element	30 hours	25%
Independent learning, supervision and review	90 hours	75%

3.5   Total Qualification Time

The EPQ has a Total Qualification Time (TQT) of 120 hours.

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements[1]:

1   The number of hours assigned to a qualification for guided learning (GLH)

2   An estimate of the number of hours a learner is likely to spend in preparation, study and assessment that is directed by a supervisor, tutor or other provider of education or training.

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1   Edited from: Ofqual's General Conditions of Regulation, Condition E7

3 EPQ overview

3.5 Review date

This qualification will be next reviewed by August 2024.

Qualification review date	31 August 2024

3.7 Age ranges

Suitable for age ranges	16–19 years

3.8 Grading

This qualification is graded A*/A/B/C/D/E or Unclassified. The qualification is graded overall; the separate components of the qualification are not graded.

3.9 Language

All ASDAN qualification products are published, assessed and quality assured in the English language only.

3.10 What the learner needs to do

Learners must select a topic which they must plan, research and develop. They will then present their project as one of the following:

- a dissertation – a research-based written report (no more than 5,000 words)
- a performance* – a development of practical skills, for example; music, drama or sport
- an artefact* – this could be an object or product (eg piece of furniture, garment, website, piece of graphic design, solving a problem in engineering or construction

*This must include a written report of at least 1,000 words.

The presentation is the conclusion of the EPQ.

Group projects will be allowed, although each of the involved learners must contribute at all stages of the project. This must include:

- an individual written report
- an individual presentation
- achievement of every assessment objective

The EPQ is internally assessed and marked by the centre and externally moderated by ASDAN's external moderator (EM).

3.11 Progression

The qualification enables learners to progress into employment or higher education. The flexibility of the qualification allows learners to gain work experience and enhance their opportunities of securing employment. Additionally, the EPQ can complement existing and future study.

4   Structure, process and assessment

4.1   Structure of the EPQ

To achieve the EPQ, learners must achieve the following four assessment objectives:

Assessment Objectives (AO)		Marks	Weighting
AO1. Manage a project	Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	12	20%
AO2. Use resources to inform the project	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.	12	20%
AO3. Develop and realise the project	Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	24	40%
AO4. Review and evaluate the project	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 convey and present evidenced outcomes and conclusions.	12	20%

All assessment objectives (AOs) must be attained for the learner to be certificated.

4 Structure, process and assessment

4.2 Learning outcomes

Learning outcomes for the four assessment objectives are shown on the following pages.

4.2   Learning outcomes
AO1. Manage a project

Learning outcome	AO1. Manage a project
Level	Level 3
Learning outcome aim	To provide learners with the opportunity to develop their knowledge, understanding and skills of the project management process and how the planning and design phases are co-ordinated.
Assessment method	To include a: • project proposal • project proposal authorisation • project plan • project activity log • initial, midpoint and final project reviews • work experience records • dissertation, performance or artefact (as mentioned in section 3.11)

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to identify a topic of interest	1.1 Select a topic of interest
	1.2 Prepare a project proposal
	1.3 Negotiate with supervisor/assessor a suitable topic
2. Be able to plan/design the project	2.1 Prepare a plan or design proposal
	2.2 Identify project aims and objectives
	2.3 Identify the proposed activities to be undertaken for the project
	2.4 Identify the proposed resources needed for the project
	2.5 Identify contingencies that may be required
	2.6 Evaluate how the planning and design phases are coordinated and managed
3. Be able to carry out and manage the project	3.1 Manage the project through its lifecycle
	3.2 Monitor the progress regularly
	3.3 Use organisational skills and strategies to ensure all objectives are met
	3.3 Review progress, acting on the outcomes
	3.4 Adapt plan and timescales to ensure the project is completed

4.2   Learning outcomes
AO2. Use resources to inform the project

Learning outcome	AO2. Use resources to inform the project
Level	Level 3
Learning outcome aim	To provide learners with the opportunity to develop their knowledge, understanding and skills to plan and carry out independent research, select appropriate information and analyse the data collected.
Assessment method	To include a: • project proposal • project proposal authorisation • project plan • project activity log • initial, midpoint and final project reviews • work experience records • dissertation, performance or artefact (as mentioned in section 3.11)

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to undertake independent research	1.1 Identify the most appropriate resources to use for your project
	1.2 From a range of resources select appropriate information to meet objectives
2. Be able to obtain and select information from your research	2.1 Collect evidence and select information using appropriate methodology
	2.2 Recognise any appropriate links, connections and complexities of the topic
	2.3 Record the source of information relevantly
	2.4 Produce a bibliography which uses an appropriate and consistent format
3. Be able to analyse data collected	3.1 Distinguish between primary and secondary sources
	3.2 Differentiate between facts, speculation and subjective opinion
	3.3 Extract, interpret and summarise information
	3.4 Present the research in a coherent, well-organised manner

4.2   Learning outcomes
AO3. Develop and realise the project

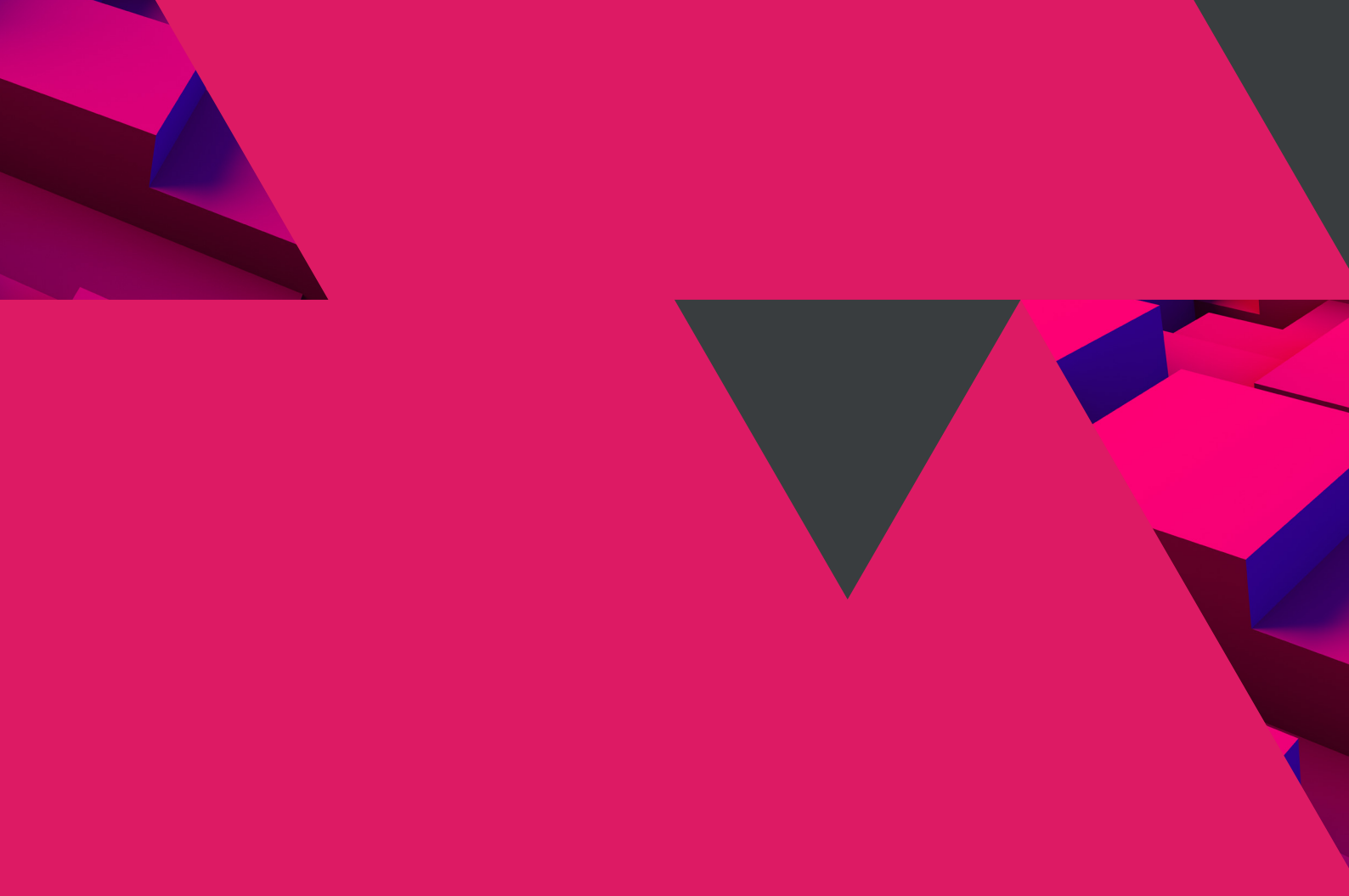| Learning outcome	AO3. Develop and realise the project
Level	Level 3
Learning outcome aim	To provide learners with the opportunity to develop their knowledge, understanding and skills to develop and realise a project; including problem solving, decision making, keeping records and working with others.
Assessment method	To include a: • project proposal • project proposal authorisation • project plan • project activity log • initial, midpoint and final project reviews • work experience records • dissertation, performance or artefact (as mentioned in section 3.11)

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to use a range of skills to solve problems and to take decisions critically and flexibly	1.1 Take responsibility for planning, organising and carrying out tasks for the project
	1.2 Interpret evidence gathered to inform the project
	1.3 Use problem solving and project management techniques
	1.4 Select and use relevant techniques, tools, equipment and technologies
	1.4 Keep records which: • document progress • document activities undertaken • record the decision making process
	1.5 Check progress regularly as detailed in the plan/design
2. Be able to work with others	2.1 Work with others including the supervisor/assessor
	2.2 Collaborate with others to work towards common goals, reach agreements, managing discussions to achieve results
3. Be able to achieve planned outcomes	3.1 Present the research in a coherent, well-organised manner using an appropriate style and structure for the project
	3.2 Provide evidence for each aspect

4.2 Learning outcomes
AO4. Review and evaluate the project

Learning outcome	AO4. Review and evaluate the project
Level	Level 3
Learning outcome aim	To provide learners with the opportunity to develop their knowledge, understanding and skills to review, evaluate and draw conclusions to their project, before presenting their findings to an audience.
Assessment method	To include a: • project proposal • project proposal authorisation • project plan • project activity log • initial, midpoint and final project reviews • work experience records • dissertation, performance or artefact (as mentioned in section 3.11)

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to review and evaluate the project	1.1 Analyse project outcomes
	1.2 Evaluate the project
	1.3 Draw relevant conclusions from the evaluation
	1.4 Evaluate own learning and performance
2. Be able to select and use a range of communication skills and media	2.1 Use a range of communication skills and media appropriately, to present your project
3. Be able to present evidenced outcomes and conclusions	3.1 Present the project outcome and conclusion effectively to a previously defined audience
	3.2 Engage with the audience
	3.3 Respond to questions