International
EPQ (9695)

Scheme of work

For the taught skills of the International Extended Project Qualification (EPQ)

Updated August 2023

Introduction

This outline scheme of work is intended to help teachers plan and implement the teaching of the taught skills for the International Extended Project Qualification (EPQ). The purpose of this outline scheme is to provide advice and guidance to teachers, not to prescribe and restrict their approach to the specification. There are obviously many other ways of organising the work, and there is absolutely no requirement to use this scheme although it is hoped that it may prove useful.

This particular scheme of work is based on teaching the taught skills through applying them on a short practice research project.

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Students should:
2.2 The taught element of the International Extended Project Qualification						
2.2.1. Project planning and management						
2.2.1.1	Accurately interpret the requirements of the International EPQ qualification.	Understand the nature and requirements of the International EPQ qualification in comparison to other qualifications.	1 hour	Question and answer: Discussion of A-level subjects studied by students and briefly looking at some A-level specifications. Question and answer: Discussion of what students might like to study/research that is not offered by their currently studied A-level specifications, discussion may include student hobbies and special interests.	Exam board websites showing traditional subject specifications. International EPQ specification, guidance for candidates; project production log.	Understand the complexity of, and be aware of the uniqueness of the qualification. Students should be aware of how each EPQ is specific to each student undertaking the qualification. Understand the difference between the potential project products; the 5,000 word report or the artefact Understand that the taught elements of the qualification will equip students

						with the skills to embark on a research project chosen by the student. Understand the benefits of the qualification.
2.2.1.2	Time and project planning	Appreciate the importance of planning a project in terms of content and time to meet the specification.	1 hour	Introduction of project planning considering project content and time using a variety of planning tools eg basic action plans; planning sheets; Gantt charts; bar charts with start and finish dates and timeline; basic timeline and task description, critical path analysis, etc. Explanation of the importance of monitoring progress against the project plan in terms of time as well as decision making and creative thinking with regards to the project content. Explanation that deadlines for project plan need to allow for safety margins. Introduction of broad research topic areas and	University of Birmingham time management exercises a-short-guide-to-time-management-web-pdf-819kb.pdf (birmingham.ac.uk)	Understand the need for project planning and monitoring. Be able to select an appropriate project planning tool. Monitor progress using an appropriate planning tool.

					titles taken from past examples. Pair work: Allocate each pair a title. Each pair to discuss and note down the structure/outline content necessary to answer the title. Pair to apply one of the project planning tools to the title. Group discussion: Which planning tool was used and why? Did planning tool allow for unexpected time delays to still finish project on time? How did students allow for monitoring of progress and potential time delays? Homework: To explore topics of interest and produce a list of possible areas (minimum of 3) of particular interest suitable for further study and research. Areas for consideration: further study, career, hobbies and interest. Prepare for discussion in class.	Potential to use past EPQ titles.	

| 2.2.1.3 | Topic, area and working title (including aims, objectives and word limit). | Understand the importance of selecting an appropriate topic area that fulfils selection criteria.

Be aware of the importance of setting appropriate aims.

Understand how the aims and objectives help determine the working title.

Be able to differentiate between titles that allow for an evaluative rather than a descriptive approach.

Be aware of the importance of producing work meeting the specification in terms of word count. | 2 hours | Question and answer: Discuss suitable interest topics, brief discussion.

Pair work: Discussion of interest topics to consider whether:

• topic will sustain interest throughout?

• topic will provide evidence of stretch and challenge?

• there is sufficient reliable and accessible research available on topic area?

• topic is manageable within timescale (e.g. two weeks for this practice project)?

• topic will enable analytical and evaluative approach rather than descriptive approach within word limit of eg 1,000 words, for this practice project?

Students to annotate and change interest ideas in light of these discussions.

Pair feedback to class of findings – feedback from | Further activities from: manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/ resources for EPQ. Report '*writing activity 1'.* | Explore a variety of practice interest topics, be able to justify whether they meet selection criteria, identify suitable aims and objectives for their interest topics.

Be able to propose an evaluative working title for one of their practice interest topics. |

				class and supervisors; students to annotate findings. Explanation of overall aim(s) in the context of a research project. Pair work: Students to set out overall aim for a minimum of 3 potential practice research topics. Class discussion on suitability of chosen aims. Explanation of difference between aims and objectives in the context of a research project. Introduce SMART objectives. Pair work: Students to identify objectives that illustrate how the aim for one of their chosen practice research topics will be fulfilled. Class discussion on suitability of objectives. Pair/group work: discussion about words that encourage	SMART objectives principle. University of Birmingham short-guide-good-academic-practice.pdf (birmingham.ac.uk) Possible web resources: *Making a start* activity worksheet; presentation PowerPoint; University of Manchester manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/	

				an evaluative rather than a descriptive approach.

Discuss 'Preparing a suitable working title' that is evaluative rather than descriptive and should allow meeting the word limit requirement (eg 1,000 words for the practice project).

Distinguish between 'working' and 'final' title.

Pair work: Suggest a working title for one of their chosen practice research topics meeting the criteria of being evaluative and allowing the word limit requirement to be met.

Supervisor feedback on suitability of working title.

Homework: Prepare a project monitoring plan for one of their chosen practice research topics and prepare basic outline structure. | Exploring working and final titles using past EPQ project examples. | |

2.2.1.4	Resources (places, people, media, books, internet, specific journals, etc).	Understand where to locate different resources. Be aware of the many different sources that may be available. Differentiate between different resources (including academic and non-academic) suitable for different research topics. Appreciate the research process. Understand the importance of record keeping of all resources identified.	2 hours	**Question and answer:** Discuss resources that are available that may help to answer research questions. Discuss importance of recording resources eg keeping a research diary. **Pair/group work:** Present students with a variety of topical questions to investigate and a variety of sources including public access sources and subscription sources. **Individual/pair work:** Students to decide where sources may be found and rank which sources may be most appropriate for which topics and which may be irrelevant or unsuitable. Class discussion of answers given by students of individual sources chosen. **Individual/pair work:** students to identify potential sources for their practice research topic, including ranking.	University of Manchester, Smart Reading Activity manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/ Suitable IT software to be used to record sources. Alternatively manual recording of sources.	Understand different types of resources available to answer research questions. Have identified some suitable sources to answer their practice research topic. Have established a means of recording and retrieving sources identified for their short practice interest topics.

				Class feedback on individual/pair work. Recording of identified sources. **Individual work:** Practical exploration of some of the sources mentioned by students for their practice research topic using basic search engines. Supervisor to discuss progress of each student's practice project to date ensuring working title and structure is sound. **Homework:** Student to update practice project monitoring plan and modify/alter plan as appropriate in light of supervisor discussion.	Student devised practice project plan.	
2.2.1.5 **and** **2.2.1.6**	Research (secondary and/or primary). Monitoring progress against project.	Understand the difference between secondary and primary research. Appreciate when primary research is	2 hours preparatory work for following library/ university workshop day.	Introduction to secondary and primary research. **Pair/group work:** Using a variety of topical questions decide where secondary and/or primary research may be appropriate.		Understand when to use primary and secondary research.

		appropriate and when not. Record all sources appropriately and compare use of selective search engines with use of basic search engine. Monitor progress against the project plan (see homework 2.2.1.3).		Class feedback and discussion on answers. **Individual work:** Students to identify type of research to be used for their practice research topic. Introduction to effective internet search engines and search topics and words. **Individual work:** Use selective search engines, topics and words to find relevant resources relating to their practice research topic. Supervisor to check on progress of each student's practice project to date. **Student:** Complete project plan, monitoring progress to date. Alter project plan as appropriate in light of findings. **Homework:** Ensure all research for practice research topic is in order to bring to library visit/university workshop day.	IT activity based on topical questions. Record sources and compare results with basic search engine results. Student's own produced project practice plan for monitoring progress.	Establish relevant sources for their practice research topic. Have recorded all research carried out. Monitor progress of project against project plan.

	Research (secondary and/or primary) continued.	Appreciate the complexity of research using public/university library resources. Carry out effective library and internet research following library/university visit using specific search engines such as Google scholar etc.	2–5 hours	Introduction to library by librarian. Research activities as designed by librarian. Undertake further research on chosen practice research topic.	Library visit and activity; potentially university workshop day. Library/university resources.	Understand how to use the library effectively. Complete activities.
2.2.1.7	Risk assessment.	Explain what a risk assessment entails. Understand the purpose of undertaking a risk assessment. Determine what type of risk assessment is appropriate to their research proposal. Access various risk assessment forms and complete them.	1 hour	Introduction to risk assessment. The importance of risk assessment in conducting academic research, and using equipment and materials (eg science experiments). **Pair work:** List different research scenarios (eg field work, science experiments, surveys and questionnaires, using humans in research, using the internet for research etc). Class discussion, feedback on findings on the identified risk of the listed scenarios in	For assessing risk and harm in conducting social science research:	Know the importance of risk assessment to the EPQ. Be able to develop appropriate risk assessments dependent on the nature of the research project. Be able to identify and complete a risk assessment form. Know when to complete a risk assessment form.

				terms of severity and likelihood. **Pair/group work:** Provide examples of various risk assessment forms. Give students specific scenario, eg organising an event and ask for identification of risk and completion of risk assessment form. Discussion of using different types of risk assessments dependent on the type of research being conducted. Supervisor discusses progress of practice project with each student. Students monitor, amend and update their project plan in light of most recent findings. **Homework:** Students to continue with research on their practice project.	For Risk assessment in science laboratories the Royal Society of Chemistry has produced a series of tutorials on how to develop comprehensive risk assessment: edu.rsc.org/resources/risk-assessment/1314.article Also see the Wellcome guide to ethical research: wellcome.ac.uk/sites/default/files/wtp057673_0.pdf Student devised practice project plan.	Monitor and update their project plan to include risk assessment where appropriate.

| 2.2.1.8. | Submission of evidence. | Students should be aware of what is appropriate submission evidence. | 1 hour | Class discussion of what is meant by submission evidence.

Pair work: Students to discuss what is appropriate/expected submission evidence giving reasons. Students to discuss what is considered unnecessary/superfluous evidence.

Class feedback.

Pair work: Students given various titles of past research projects and discuss what could be regarded as appropriate submission of evidence for these research topics.

Class feedback.

Individual work: Students to identify what they consider appropriate evidence for their practice project. | Various past project titles.

Student's own practice project title. | |

2.2.2. Research Skills						
2.2.2.1	Evaluating sources for bias, integrity, authenticity, timeliness and relevance.	Understand the need to evaluate sources. Know how to evaluate sources.	2 hours	Introduction to source evaluation. Criteria to be considered when evaluating information: Who provided information? Is the author reliable? Why is the information provided? When was it last updated? Is the information objective? Is it relevant to the research topic? Is it corroborated by other research? **Pair work:** Students to be given handout showing various titles and bibliographies taken from previous projects. Students to evaluate sources stated in bibliography based on evaluation of source criteria. Class feedback and discussion. **Individual work:** Students to examine own research for practice project and critically evaluate sources collected to date.	Handout to be produced from various example projects.	Evaluate sources and be able to select appropriate sources to undertake practice research. project. Monitor and update their project plan.

				Students to update project plan and monitor progress. **Homework:** Students to continue with research on their practice project**.**	Student devised practice project plan.	
2.2.2.2	Ethics relating to secondary and primary research. There is some crossover with Risk Assessment section 2.2.1.7 Ethics relating to research and risk assessment could be taught together.	Understand the importance of adhering to ethical guidelines when conducting primary and secondary research. Understand how to conduct primary research.	2 hours	**Q/A:** What is ethical approach to research? What guidelines need to be adhered to when conducting primary research? Discussion of different forms of primary research, eg interviews, surveys, questionnaires etc their suitability, ethical dimension, validity with regards to sample size. What guidelines need to be adhered to when conducting secondary research? **Pair work:** Use example surveys and questionnaires, students to examine these for appropriateness and ethical dimension. **Individual work:** Examine resources identified for practice project and consider	*Guidelines from Welcome Trust and British Psychological Society;* [Responsible Conduct of Research - Grant Funding	Wellcome](#) [Code of Ethics and Conduct	BPS](#) Student devised project practice plan.	Be able to consider and apply ethical guidelines for own research. Monitor and update project plan.

				ethical implications of use of resources. Supervisor to check on progress of each student's practice project to date. Student to update, amend and monitor practice project plan in light of findings. **Homework:** Students to continue with research on their practice project.		
2.2.2.3 **and** **2.2.2.4**	Formally acknowledged forms of referencing. Avoidance of plagiarism.	Define plagiarism. Understand implications of plagiarism and how to avoid it. Understand the importance of referencing and know how to acknowledge sources, images, tables, graphs etc used within a research project. Be familiar with different forms of referencing.	2 hours	Introduction to plagiarism using different examples. **Q/A:** Discussion of why plagiarism is unacceptable **Pair work:** *True/False* activity – PowerPoint University of Manchester; University of Birmingham worksheets. Explanation of different types of formal referencing. **Pair work:** Examination of different past projects. Discuss suitability and consistency of referencing applied. Activities from	University of Manchester *Referencing not plagiarism ppt* and teacher notes: **manchester.ac.uk /connect/teachers /students/post-16/extended-project/resources/**	Decide which formal form of referencing to use within their practice research project.

		Understand the importance of consistent referencing throughout.		University of Birmingham: [short-guide-good-academic-practice.pdf (birmingham.ac.uk)](#) **Optional Pair work:** Paraphrasing – worksheet University of Birmingham. **Individual work:** Look through research recorded for practice project. Practice different forms of referencing. Supervisor to check on progress of each student's practice project to date. **Homework:** Student to update, amend and monitor practice project plan in light of findings.	University of Birmingham [Home - Good Academic Practice: A Guide - LibGuides at University of Birmingham (bham.ac.uk)](#) Exercises on avoiding plagiarism. IT based activity. Student devised practice project plan.	
2.2.2.5	Creation of a full bibliography.	Understand the difference between a reference list and a full bibliography. Be aware of how to use IT facilities to reference sources and create a full bibliography.	2 hours	Introduction to bibliography and reference lists. **Q/A:** Discuss differences **Pair work:** Examine different reference lists and bibliographies using past project examples.	University of Nottingham, What are bibliographies and references?: [nottingham.ac.uk/studentservices/documents/whatarebibliographiesandreferences.pdf](#).	Understand how to use IT to reference sources within the report and create a full bibliography.

				Class feedback on different bibliographies and reference lists. Enlist IT help to illustrate to students how to use IT facilities to reference sources, create bibliographies and reference lists. **Individual activity:** IT practice session on creation of bibliographies. Supervisor to check on progress of each student's practice project to date. **Homework:** Student to update, amend and monitor practice project plan in light of findings.	IT facilitator. Student devised practice project plan.	

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
2.2.3. Report writing						
2.2.3.1. **and** **2.2.3.2**	Introduction. Choosing the appropriate writing style, voice and frame.	Understand the purpose of the introduction to an academic report. Distinguish between different report formats depending on the research topic (eg scientific report vs humanities essay). Understand the importance of selecting appropriate academic writing style, voice and frame.	2 hours	Introduction: How to plan your report writing using an example writing frame University of Birmingham. **Pair work:** University of Birmingham – *Research and study skills booklet, planning, structuring and writing an essay*, guide-to-research-and-evaluation.pdf (birmingham.ac.uk) Class feedback. Discuss other writing frames for planning essays and reports. **Class discussion:** *What is academic language and style?* Language and style	Study Skills for Sixth Form (ncl.ac.uk) **Individual activity:** *worksheet activity 2 –*	University of Birmingham *Research and study skills booklet* guide-to-research-and-evaluation.pdf (birmingham.ac.uk) University of Manchester PowerPoint; worksheets and teacher notes **manchester.ac.uk /connect/teachers /students/post-16/extended-project/resources/**	Select appropriate format for chosen practice project. Be able to use appropriate academic writing style, voice and frame. Start on introduction to practice project.

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				University of Manchester complete worksheet. manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/ Group discussion on findings focusing on introduction. Explanation of the purpose of an introduction of an academic report. Introduction to different report formats. **Pair/group work:** Examine past reports for effectiveness of introduction. Note different report formats used in past examples and discuss their suitability. **Group discussion:** Discuss appropriateness of introduction, writing style, voice and frame. Is introduction fit for purpose, is	IT. Student devised practice project plan.	

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
				report format consistent throughout and logically structured? **Individual work:** Decide on appropriate format for practice project. Decide on structure and complete frame for practice project by end of session. Students to continue with practice project plan and start planning introduction for practice project. Supervisor to check on progress of each student's practice project to date. **Homework:** Student to update, amend and monitor project plan.		
2.2.3.3.	Appreciating the difference between narrative and	Know the difference between descriptive, analytical, persuasive and critical/evaluative writing.	2–3 hours	Explanation of the difference between descriptive, analytical, persuasive and critical writing.	University of Sydney **sydney.edu.au/students/writing.html**	Be able to differentiate between different types of writing.

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and **2.2.3.4**	evaluative report writing. Use of analysis, evaluation and synthesis.	Know how to develop your idea logically. Recognise report writing that illustrates clear synthesis of information. Illustrate skills of analysis, evaluation and synthesis in own writing.		**Pair work:** Examine past projects for descriptive, analytical, critical/evaluative writing and synthesis. Class feedback on findings. Introduction to practising writing critically – Critical writing - Let's get critical: a practical guide - Subject Guides at University of York **Individual work:** Students to continue working on practice project using project plan and frame from previous session. Students to use skills acquired to write analytically. Supervisor to check on each student's progress. **Student:** Update, amend and monitor practice project plan.	Library and Learning Services eit.ac.nz/library/ls _guides_descripti vewriting.html Student devised practice project plan.	Be able to practice writing critically in practice project.

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
				Homework: Commence writing up practice project.		
2.2.3.5.	Conclusion.	Appreciate the importance of a conclusion based on sound evidence.	2 hours	**Explanation** of principle of sound conclusion using various examples. **Pair work:** Writing a Conclusion (warwick.ac.uk) – *worksheet essay structure check list conclusion hand-out* **Feedback in class.** **Pair work:** Examine different past examples justify whether conclusion is based on sound evidence or not. Feedback in class.	Possibly past examples. Past examples.	Be able to conclude research topic based on sound evidence gathered. Students should produce practice project that illustrates all the skills taught and acquired.
and **2.2.3.6.**	Proof reading and editing (including an	Understand the importance of proof reading and editing to comply to word limit set.		**Pair work/group work:** Proof reading exercise. **Class feedback** on findings.	Taught skills delegate booklet and PowerPoint.	

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
	appreciation for word limit).			**Individual work:** Students to continue with own practice project. Students to practice proof reading own project carefully and checking that word count is adhered to. **Homework:** Structure check list to be used on completion of own practice project.		
2.2.4 Presentation and oral communication skills						
2.2.4.1. **and** **2.2.4.2.**	Oral presentation requirements. Elements of a successful presentation.	Understand the requirements of the oral presentation element of the International EPQ. Understand the purpose of the presentation.	2–3 hours	Discuss International EPQ specification requirements: presentation in front of live audience; followed by Q/A session; presentation to address both content and process of EPQ; presentation may be given in English or the student's first language; if the language is other than English an authenticated translation must be provided.	Taught skills PowerPoint and delegate handbook; University of Manchester resources **manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/**	Be able to produce an effective presentation.

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
		Display knowledge of different forms of presentation. Appreciate the elements of a successful presentation.		Introduction to oral presentation. Class discussion on different types of oral presentation. **Pair work:** Worksheet on what makes a good presentation. Class feedback. **Pair work:** Prepare and practise giving an effective presentation – *see activity 2 brief University of Manchester – know your audience.* **Homework:** Plan and practise how to present your practice project to a non-specialist audience documents.manchester.ac.uk/DocuInfo.aspx?DocID=8592 **Supervisor** to check on student planned presentation and give feedback.	University of Manchester manchester.ac.uk/connect/teachers/students/post-16/extended-project/resources/	

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
				Student to consider feedback and amend presentation evidence. **Student** to complete, practise and carry out presentation of practice project at appointed time.		
2.2.5. Reflecting in terms of creative thinking and decision making with regards to the research project						
2.2.5.1.	Critically evaluate and reflect on own performance and skills acquired.	Reflect critically on own performance throughout practice project including the use of skills acquired.	1 hour	Introduction to critical evaluation of own performance. **Individual work:** Students to reflect on process and project outcome in terms of successes and failures, students to consider possible improvements and feedback to class. Students to reflect on skills acquired and establish which skills require further improvement.	Past projects.	Reflect honestly and critically on own performance.

Specification reference	Summary of the specification content	Learning outcomes What most students should be able to do	Suggested timing (lessons)	Possible teaching and learning activities Homework	Resource	Examination 'hints and tips' Students should:
				Students to record findings in practice project log.		
2.2.5.2.	Critically evaluate and reflect on presentation evidence.	Reflect critically on successes and failures of presentation.	1 hour	**Supervisor** feedback on project presentations. **Students** to critically reflect on strengths and weaknesses of presentation. **Students** to complete all elements of practice project. **Homework:** Student to select appropriate submission evidence, student to use checklist see 2.2.3.6 of scheme of work and submit work to supervisor for marking.	Student's practice project.	. Complete and hand in practice project.