

LEVEL 3

Extended Project

STUDENT GUIDE



“ One of my students got an unconditional offer from Birmingham University based on his Extended Project in the interview. ”

College lecturer

“ I believe that the opportunity to discuss my Extended Project during the university admissions interview was crucial in getting an unconditional offer for my music degree. ”

Sixth form college student

“ The Extended Project was the main focus of the interview for one of my students who was applying for a place to study Veterinary Science and she is convinced her Extended Project secured her university place. ”

College lecturer

“ The Extended project allowed me to combine my passion for dance with my academic studies. ”

A Level student

“ Students who complete an Extended Project with initiative, deservedly gain both the qualification and a wide range of skills. They are rightly taken seriously by universities and employers. For some, the Extended Project Qualification will be a game-changer. ”

Principal Moderator for Extended Project

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LEVEL 3

Extended Project

STUDENT GUIDE

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These forms are available to download on our website.

1. INTRODUCTION

The WJEC Level 3 Extended Project is a qualification that has been welcomed by universities and employers as it enables students to gain skills and knowledge that prepare them for higher education and employment.

The Extended Project will provide you with the opportunity to gain skills that will make you an independent learner. It also allows you to use your own initiative and demonstrate innovation and creativity in producing a project of your choice.

Taking up the Extended Project gives you numerous benefits as a learner and as an individual. The qualification helps you:

- develop your knowledge about an area of personal interest
- develop your skills in time management and personal organisation
- develop your research and analytical skills
- learn to deal with challenges or problems and how to address and solve them
- learn to review and evaluate your actions
- learn to communicate using a variety of methods
- develop your confidence, maturity, resilience and self-awareness
- gain a sense of achievement and personal satisfaction

The Extended Project qualification is the equivalent of half an A Level (50%), whereas a stand-alone AS Level qualification is only worth 40%, so the Extended Project Qualification is a valuable consideration instead of undertaking an AS subject to boost UCAS points, as follows:

Grade	Tariff points
A*	70
A	60
B	50
C	40
D	30
E	20

Please visit the UCAS website for information regarding the new tariff, taking effect from September 2017 onwards.

Here are some quotes from universities and the media on why they value the Extended Project.

“ We value the skills of research and independent learning that the Extended Project is designed to develop. We welcome applications from students offering the Extended Project alongside A Levels. As the Extended Project is optional it is not a requirement for application ... if you offer Extended Project, your offer may be varied as a result, in recognition of the level of study skills you will have developed. ”

www.newcastle.ac.uk

“ UCL welcomes the introduction of the Extended Project into the curriculum, recognising that it will develop many of the skills necessary for successful study at university. For students presenting A Levels, UCL will be accepting a pass in the Extended Project as an alternative to the need to offer a pass in a fourth AS Level. ”

www.ucl.ac.uk

2. OVERVIEW OF THE QUALIFICATION

Qualification structure:	One unit, individual or group project with distinct individual role
Guided learning hours:	120
Teaching/contact time:	Recommended 45 guided learning hours
Assessment methods:	Coursework by completing an Extended Project File
Grading:	A* / A / B / C / D / E

What is expected of the Student?

The Extended Project is a process-driven qualification and you are expected to undertake a project which can be in a variety of formats and contexts, for example, a dissertation, field investigation, artefact, design or performance. Your project topic can be linked to your study programme of GCE A Level or Level 3 Vocational Qualifications, on a topic of personal interest or a topic you'd like to study at university.

There is a taught element of approximately 45 guided learning hours which you will be required to attend. You will be taught skills that will help you complete your project.

You will be working with a supervisor who may be one of your tutors.

The Extended Project is underpinned by research and would entail a piece of written work. If you have chosen a dissertation or field study, you are required to produce a piece of work that consists of at least 5,000 words. If you have chosen an artefact, design, performance or a piece of creative writing, then you must produce Project Outcome Notes of at least 1,500 words to support the product you have created.

In completing the Extended Project, you are expected to go through the project process. Specific forms have been devised to help you track your progress.

1. **Project Title Approval and Project Proposal Form** – approval of title and proposal by your supervisor/project coordinator
2. **Project Plan** – detailed planning to show how you have planned your project
3. **Project Journal** – a diary record tracking progress and changes to plans
4. **Supervisory Meetings & Interview(s)** – records of meetings with your supervisor
5. **Project Research** – underpins the project outcome
6. **Project Outcome** – your project in its appropriate format
7. **Project Presentation** – oral presentation highlighting key features of the project, with review of own learning and performance through a question and answer session

This qualification provides you with the opportunity to commit to independent study of the kind required in higher education. It also links, in terms of transferable skills, directly to the world of work.

The Role of the Supervisor

Your supervisor will advise and guide you throughout the project process. Your supervisor is there to support you.

You will have at least three to four formal meetings at various stages of the project to discuss your progress. You may have informal meetings as well but this will depend on how much advice and guidance you require.

Your supervisor will assess your project at the end of the course.

Think of your supervisor as a critical friend.

3. ASSESSMENT AND EVIDENCE

At the end of the course you will be required to submit your completed Extended Project File. Your work will be assessed by your supervisor based on four Assessment Objectives (AOs).

A01	Manage
A02	Use Resources
A03	Develop and Realise
A04	Review and Communicate

Your marks will depend on the evidence you produced to demonstrate how you successfully met the assessment objectives and achieved the learning outcomes.

By achieving the learning outcomes, you can show how well you fulfilled the assessment objectives.

There is a correlation between the assessment objectives. In other words, a well-managed project (A01) is likely to be well-researched (A02), developed and realised (A03), and reviewed (A04).

Evidence for Assessment

Manage (A01) and Review and Communicate (A04)

Evidence can be gathered first-hand through your constructively self-critical records and/or gathered from supervisor observations (in detailed) and/or supervisor annotations and log.

Opportunities to consolidate evidence include: negotiating the project title; the proposal; the detailed plan; the diary/journal; the taught programme; the research undertaken; the writing process; the presentation and the question and answer session.

Manage, Review and Communicate run through the whole project.

Use Resources (A02) and Develop and Realise (A03)

Use Resources (A02) and Develop and Realise (A03) are the content and style at the heart of the project. The core skills of reading and writing are inescapably in focus in these two assessment objectives. These are the AOs that will provide the most evidence for credit.

Qualities and Achievements

A01

As a proactive student, you will share in a thoughtful process for the wording of the title at the start of the project and you will be alerted to the need for amendments later in the project that were unforeseen when the title was originally agreed.

A project plan that is *effectively designed and thorough* will signal your initiative and individuality that will set your project apart from others. Such a plan will be an advance on a simple grid and target dates, and will probably reflect some research on professional project plans, completed with contingencies at several points.

Your supervisor will be able to feel very confident that a strong project is developing with only light-touch support, and will be able to provide evidence of a *proactive, skilful* approach by you at such points as mid-project interviews. Even in an individual project, you will show evidence of interaction with interested parties.

A02

You should underpin the research with commitment and rigour. There will be evidence of the spirit of investigation and exploration. A sceptical and energetic mind is needed for the depth and range of resources expected in an Extended Project.

You will show clear and coherent use of the range of sources selected. The written expression will be fluent and cohesive in conveying understanding.

Connections, perspectives and *conclusions* will be credible and sustained.

A03

Your outcome will be wholly satisfying, the result of well-harnessed skills of expression, understanding and co-operation.

You will engage with the process of refining and amending the intended outcome with some fine judgement.

A04

You will ensure that your presentation is one that is sustained and genuinely interesting for both the specialist and the non-specialist.

You will respond in detail to probing questions on the project subject matter and you will also respond confidently to searching questions about your own learning.

You will need to include presentation notes/slides as part of the Extended Project file.

4. TAUGHT ELEMENT

The Extended Project includes a **teaching programme** delivered through lessons on a range of skills from a generic package and, in some circumstances, specific skills to be developed that are peculiar to the subject matter of your individual/group project.

In the teaching programme, generic skills include detailed familiarisation with the **assessment objectives** and **core skills**, such as: research methods, how to reference sources, interpreting and analysing information and data, writing styles, organising and prioritising tasks/activities, conducting meetings, and effective presentations. **Specialist skills** might include specific needs, such as: engineering principles, web-site design or sport coaching techniques.

You will receive some training on **problem-solving** and **decision-making** and are encouraged to apply these areas to your specific project.

You will also be made aware of **ethical guidelines** to ensure a safe environment in the development of your project and potential pitfalls and issues, such as plagiarism.

ORAL COMMUNICATION – informal dialogue and discussion, semi-formal interviews, and presentation

RESEARCH– reading range, understanding and analysing, and referencing

WRITING – content and organisation, technical accuracy, style and purpose

You should be aware of **ethical and moral considerations** in developing and completing a project. In addition, you might focus on the following **areas of self-improvement**:

Challenges – making notes of any problems and challenges faced and actions that are needed

Reflections – reflecting on progress, including successes and failures, strengths and weaknesses and considering possible strategies for improvement

Meetings – preparing for key lessons and supervision meetings for discussions on the project

Research

You should be aware of the importance of research to the Extended Project Qualification. The onus is on you, albeit with support from your supervisor, to show initiative and use a range of relevant resources to find material. For projects to be successful, you must reveal some significant learning in the form of advance in knowledge and understanding. This should be apparent in the quality of the outcome – in terms of the assimilation of the reading and research, and your ability to articulate your understanding in your own words.

You should apply the soundest of principles for using resources – namely, to read, select, re-organise and use the material relevantly.

Depending on the topic and the type of project, the range of source material may include numerical data, graphs, surveys, questionnaires, written and oral communications. It is important that the material plays an integral part in the purpose of the project, and that simplistic primary sources (such as peer questionnaires and graphs) are not overvalued. Primary sources, such as developed interviews, however, potentially have a significant role to play.

You should learn how to reference source material, and should be aware of the issue of plagiarism. Extracts taken directly from books or websites should be clearly identified as quotations.

5. PROJECT PROCESS

Project Documentation

A number of project forms exist to elicit evidence of the project process from yourself and the supervisor. This documentation should be completed as thoroughly as possible.

Completing the forms at the appropriate times should be seen as an opportunity to consolidate evidence for credit in all areas of assessment from Manage [A01] to Review and Communicate [A04].

5.1 Project Proposal and Title

5.1.1 Decide on a topic and produce a proposal and title

- Explore a range of topics in which you are interested, whether it is based on your current subjects, something of personal interest or what you would like to study at university.
- Discuss and seek advice from your supervisor or from a specialist subject teacher. Make sure practical and ethical issues are fully considered.

5.1.2 Work out a Project Proposal

- Be clear about your aims and objectives.
- Be clear about the format and context of your outcome.
- Think about the skills and knowledge you will require to achieve your outcome.
- Think about the resources you will require.
- Think about how it will help you in the future.

The **Project Proposal** should be a coherent piece of writing. It will lay out (in a broad way) what the project intends to accomplish and how these objectives will be accomplished in the time available.

The proposal is therefore likely to be a linear action plan, with milestones and deadlines, summarising what you are going to do, how, when and using what resources.

5.1.3 Deciding on a Project Title

Your proposed Project Title will be negotiated with and approved by your supervisor. Your proposed title should be in the form of a title, question, hypothesis, problem or challenge.

Project titles must reflect the aim of your project.

Project titles are, on occasion, too ambitious or broad, resulting in a generalised approach to the study. At other times, projects are not sufficiently challenging and, therefore, do not aspire to levels of achievement in the upper bands of assessment.

Project titles that are built upon comparisons need attention to ensure that the comparison is one that generates serious analysis and evaluation.

5.2 Extended Project Record

5.2.1 Project Plan and Change to Plan

Make an action plan, with milestones, deadlines and details of what you are going to do, why, how, when.

The **Project Plan** is a much more detailed document than the proposal. It should show an estimated timeline of project deliverables and important dates. This should not be done retrospectively. If you have to make changes to your project plan, make sure you record it in your diary or add a column on your original project plan where you can record these changes.

A plan would include probable features, tools and points of organisation, issues and challenges of implementation, and what the project would hope to contribute and achieve, what makes the project unique.

The project plan should be part of an engaging process, a contributor to the drafting of the project outcome. The plan is your forward planning tool.

5.2.2 Record and Review of Teaching and Learning Programme

Here, you will be required to record in detail at least three areas of the teaching and learning programme that influenced and contributed to the project outcome.

5.2.3 Record and Review of Individual Progress

During the development of your project, you will need to record and review at least three milestones / SMART targets that you have achieved, altered or not achieved. You will be required also to record in detail, any action(s) taken in responding to the challenge(s) or in solving the issue(s). This should be used in conjunction with your Project Plan.

5.2.4 Record of Meetings with Supervisors

You will meet with the supervisor in one-to-one interviews, small tutorials, and group seminars.

Initially, interaction will focus upon the choice of project and the fine-tuning of the project title, the proposal and the plan.

In all of these contexts, informal mutual support between students is encouraged and valued.

A mid-project interview should mark a point of significant reflection during the project development. This would most usefully be at a point when a substantial amount of research has been carried out, and the initial drafting of the project outcome has started.

During a mid-project interview, you and your supervisor should engage in discussion about:

- the progress of your project, including any problems or challenges which may have arisen and ways in which these may be overcome;
- your project management, including time management and the progress of the your project diary;
- your teaching and learning programme, identifying any further training needs in terms of skills development; and
- a deadline for the first draft submission of the Extended Project and the final interview.

The final interview between you and your supervisor should take place following the submission of the first draft of your Project Outcome. Your supervisor will not give detailed assistance to you at this point.

You and your supervisor should discuss:

- what actions are necessary before your final submission;
- the progress of your project diary and what further actions are necessary;
- the requirements and preparation for your Project Presentation; and
- a date for the final submission of your Extended Project File.

5.3 Produce a Project Outcome

All projects must contain a substantial written element. Many projects will consist entirely of written work – dissertation, field investigation – this would require at least 5,000 words.

A project with a predominantly non-written outcome needs to be accompanied by Project Outcome Notes of at least 1,500 words. This is expected to take the reader much further and deeper into the project process than the diary that is obligatory for all projects.

Other written outcomes which are broadly journalistic, creative or have an explicit requirement of 'purpose and audience' are categorised as 'artefact'. An obvious example of this would be an original poetry submission, where the poem(s) would be the 'artefact' and a project commentary would be required. Similarly, website material as a written outcome would also require Project Outcome Notes.

Group projects are supported, in cases where individual contributions can be identified and assessed effectively. Each individual would be expected to have a distinct role within the group and would be expected to complete project requirements without shortcuts or significant duplication. From experience, small groups of four or fewer are more likely to be effective than bigger groups.

5.4 Make a Project Presentation

You will be required to make a **Project Presentation** on your project outcome and a self-critical review on the achievement of both the outcome and the process at the end of the project.

Your presentation will be an oral event in which you reflect on the outcome and your own achievements. This could be a set piece and should be a talk with purpose, advancing the substantive content of the project. There will be a question and answer session that allows you to respond to challenging/supplementary questions.

You can view the project presentation as another challenge and experience, although 'review' is an ever-present quality throughout your project.

PowerPoint slides are not, on their own, significant evidence of quality. However, evidence in the form of economically used slides, plus prompt cards, plus question and answer comments, plus a balanced teacher commentary on oral skills can be valued.

EXTENDED PROJECT FILE

FINAL PROJECT TITLE: _____

PROJECT FORMAT/TYPE: _____

LEARNER NAME: _____

LEARNER NUMBER: _____

CENTRE NAME: _____

CENTRE NUMBER: _____

[To be completed by the supervisor after final assessment]

FINAL MARKS	
A01	
A02	
A03	
A04	
TOTAL	

EXTENDED PROJECT LEARNER DECLARATION

Centre no: _____ Centre name: _____

Learner's full name: _____ Learner no: _____

Extended Project Title: _____

Extended Project format/type: _____ [dissertation/artefact/design/performance]

Notice to learner

The work you submit for assessment must be your own. If you copy from someone else, allow another learner to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

The final Extended Project submission must include the following:

- Extended Project Proposal and Title
- Extended Project Plan
- Extended Project Records
- Extended Project Meetings with Supervisors
- Extended Project Outcome
- Extended Project Presentation
- Extended Project Presentation Witness Statement
- Extended Project Supervisor Final Assessment Mark Sheet

Declaration by Learner

I have read and understood the Notice to the Learner (above). I have produced the attached work without assistance other than that which my supervisor has explained is acceptable within the specification. I have not submitted any of this work for other courses/subjects.

Learner's signature: _____ Date: _____

Declaration by Supervisor

I confirm that the learner's work was conducted under the conditions set out in the specification and that it has not been submitted for other course/subjects.

I have authenticated the learner's work and am satisfied that, to the best of my knowledge, the work produced is solely that of the learner.

Supervisor's signature: _____ Date: _____

EXTENDED PROJECT FILE CONTENTS

SECTION A LEARNER RECORDS	Completed [Tick or date]
1. Extended Project Proposal and Title [EPF 1]	
2. Extended Project Record (a) Project Plan and Change to Plan [EPF 2a and 2b] (b) Record and Review of Teaching and Learning Programme [EPF 2c] (c) Record and Review of Individual Progress [EPF 2d] (d) Record of Meetings with Supervisors [EPF 2e] (e) Record of Any Additional Meetings with Supervisors	
3. Extended Project Outcome [EPF 3]	
4. Extended Project Presentation [EPF 4]	
SECTION B SUPERVISOR/ASSESSOR RECORDS	
5. Extended Project Presentation Witness Statement [EPF 5]	
6. Extended Project Supervisor Final Assessment Mark Sheet [EPF 6]	



EXTENDED PROJECT

SECTION A

LEARNER RECORDS

EPF

1

EXTENDED PROJECT PROPOSAL AND TITLE APPROVAL FORM



NOTE: Project titles must be approved at least six months before the final submission date.

Learner name:	Learner number:
Centre name:	Centre number:

FIRST STEPS: Before you decide on a project topic, you need to think carefully about your ideas and consider whether your project is viable.

STAGE 1 – THINKING ABOUT YOUR EXTENDED PROJECT

1. What topics might you choose for your Extended Project?

2. Briefly explore each of the possible topics you have listed in question 1, considering the positive aspects and potential challenges.

3. Identify, from one of the topics above, the project you would like to select and the reasons why.

4. What are the aims and objectives of your selected project? (Maximum of 4 objectives.)

5. Is this a group project? Yes No

For group projects, please state what your individual role is and the roles of the other members of the group.

My role is:

The other group members' roles are:

[a]

[b]

[c]

6. What type of project will this be [dissertation/field investigation, artefact, design or performance]? Why is this type of project appropriate to your selected topic?

N.B. Written Extended Project [e.g. dissertation, field investigation] requires a minimum of 5,000 words.

Non-written Extended Project [e.g. artefact, design, performance] requires Project Outcome Notes with a minimum of 1,500 words.

7. What skills do you think you will need to develop to complete your Extended Project?

8. What resources do you think you will require in completing your Extended Project?

9. How do you think your Extended Project will help you meet your aspirations [for example, further study, employment]?

10. Please include any other additional information relevant to your project development. [Please attach any additional documents to support your statement for example, mind maps.]

STAGE 2 – DECIDING ON A PROJECT TITLE

Proposed project title: _____

Project format/type: _____

Comments by supervisor:

Signed off by supervisor: _____ Date: _____

Amended working project title: (if applicable) _____

STAGE 3 – APPROVAL BY CENTRE PROJECT CO-ORDINATOR

N.B. The checklist below will help in the approval of project titles.

1. Does the project title reflect the project outcome and is it of sufficient challenge?
2. Does the chosen topic provide scope to fulfil the requirements of the Extended Project?
3. Does the project allow the learner to provide evidence of the four assessment objectives?
4. Is the selected project type/format appropriate to the proposed project title?
5. For group projects, is the learner's individual role stated in the project title?

Comments by Centre Co-ordinator:

Approved:

Conditional approval:

Not approved:

Approved working project title: _____

Signature: _____ Date: _____

Approved working project title [if re-submitted]: _____

Approved by: _____ Date: _____

NB: Approved project titles may be refined during the course of the project.

EPF
2a

PROJECT PLAN



NOTE: All learners are required to produce an Extended Project Plan once the Project proposal and title are approved. This is the forward planning tool that will help define the development of the project. Learners are free to devise their own project plan as long as the following are included:

- Key tasks and activities
- Targets and milestones
- Dates and deadlines

The project plan could be in any format, for example, Gantt chart

INITIAL PROJECT PLAN



Empty rectangular box for supervisor comments.

Comments from supervisor:

Endorsed by: _____ Date: _____

CHANGES TO PROJECT PLAN

Any changes to the project plan during the development of the project should be recorded on a separate sheet. A sample template is provided below. Learners can adapt the form below and tailor it to their needs.

Dates	Changes to project plan

NOTE: Please add or delete rows depending on your requirements.



EXTENDED PROJECT RECORD AND REVIEW OF TEACHING AND LEARNING PROGRAMME



Learners should record in detail **at least three areas** of the teaching and learning programme that influenced and contributed to the project outcome.

NOTE: Please increase the size of the boxes or add more rows as required.

Dates	What I learned from the teaching programme	Review and reflection

EPF
2d

EXTENDED PROJECT RECORD AND REVIEW OF INDIVIDUAL PROGRESS



During the development of your project, you should record and review **at least three milestones/SMART targets** that you have achieved, altered or not achieved. You must also record, in detail, any action(s) taken in responding to challenge(s) or in solving the issue(s).

NOTE: This should be used in conjunction with your project plan. Please expand boxes or rows as required.

Dates	Milestones and Targets achieved, altered or not achieved	Review and actions taken



EXTENDED PROJECT RECORD OF MEETINGS WITH SUPERVISORS



Records to be completed by the learner.

NOTE: Issues discussed, outcome of meeting/interview and actions agreed should be recorded. Please adapt the form as per your requirement and attach records of any additional meetings.

Date	Initial interview	
	Learner signature:	Supervisor signature:
Date	Mid-project review	
	Learner signature:	Supervisor signature:
Date	Final interview	
	Learner signature:	Supervisor signature:

EPF
3

EXTENDED PROJECT OUTCOME



This section should include:

- **Written project outcome** (dissertation, field investigation, etc)

NOTE: This should be used in conjunction with your project plan. Please expand boxes or rows as required.

OR

- **Non-written project outcome** (artefact, design, performance, etc) and **supporting evidence** (photos, video etc)

NOTE:

1. Evidence of the final project outcome, e.g. photos, videos, etc. should be included separately.
2. Additional pages should be inserted as required to accommodate the non-written project outcome.

EPF

4

EXTENDED PROJECT PRESENTATION



Presentation records should include:

- copies of presentation (slides, etc)
- speaking notes/materials

NOTE:

1. A copy of the presentation should be included separately.
2. Screenshots of the speaking notes/materials may be pasted into this document – additional pages should then be inserted as required.

EXTENDED PROJECT

SECTION B

SUPERVISOR RECORDS

This section should include:

- Extended Project Presentation Witness Statement
- Supervisor Final Assessment Mark Sheet
- where appropriate, written statements from relevant named individuals supporting the learner when the Extended Project is based outside the learner's centre

EPF

5

EXTENDED PROJECT PRESENTATION WITNESS STATEMENT



Learner name:	Learner number:
Centre name:	Centre number:

NOTE: Records to be completed by supervisor and comments on the witness statement should be directed to the moderator.

INDIVIDUAL PRESENTATION

Assessment of Presentation

Criteria	Coverage	Comments	Fair	Good	Excellent
1. Length of presentation	10–15 minutes including Q & A Session		N/A	N/A	N/A
2. Delivery of presentation	[a] Clarity of speech [b] Volume and tone of voice [c] Engagement with audience [e.g. eye contact, rapport, audience inclusivity]				
3. Content of presentation	[a] Aims and objectives [b] Range of resources used [c] Skills developed [d] Problem-solving and decision-making [e] Description, evaluation and review of outcome				
4. Materials used	[a] Visual aids [b] Any other tools used				

Any additional comments:

Q and A session :

Supervisor signature: _____ Date: _____

EPF

6

EXTENDED PROJECT SUPERVISOR FINAL ASSESSMENT MARK SHEET



Learner name:

Learner number:

Project title:

AOs	Learning outcomes/Assessment criteria	Max marks	Supervisor marks		Supervisor comments
A01 Manage (20)	L01 – Identify a topic and its rationale, design a project (10)	10			
	L02 – Produce a project plan and carry out the project to achieve objectives (10)	10			
		20			
A02 Use Resources (20)	L03 – Conduct research, using, selecting and applying a range of resources relevant to the outcome and acknowledging resources (10)	10			
	L04 – Interpret and analyse information/data and demonstrate understanding of links and connections within the complexities of the outcome (10)	10			
		20			
A03 Develop and realise (40)	L05 – Be able to select and use a range of skills, including new technologies, where appropriate, to reach critical decisions (20)	20			
	L06 – Be able to produce a planned outcome and realise the project in its entirety (20)	20			
		40			
A04 Review and communicate (20)	L07 – Make a presentation communicating the findings and conclusions from the project outcome in an appropriate format (10)	10			
	L08 – Demonstrate understanding of principles of evaluation in reviewing planned outcome and own learning and performance (10)	10			
		20			
	TOTAL	100			

Any additional comments:

Supervisor signature: _____ Date: _____

CENTRE INTERNAL STANDARDISATION FORM

Learner name: _____

Project title: _____

AOs	Learning outcomes/ Assessment criteria	Max marks	Supervisor marks	Internal moderation marks	Comments (when changes are made to supervisor marks)
A01 Manage [20]	L01 - Identify a topic and its rationale, design a project [10]	10			
	L02 - Produce a project plan and carry out the project to achieve objectives [10]	10			
		20			
A02 Use Resources [20]	L03 - Conduct research, using, selecting and applying a range of resources relevant to the outcome and acknowledging resources [10]	10			
	L04 - Interpret and analyse information/ data and demonstrate understanding of links and connections within the complexities of the outcome [10]	10			
		20			
A03 Develop and realise [40]	L05 - Be able to select and use a range of skills, including new technologies, where appropriate, to reach critical decisions [20]	20			
	L06 - Be able to produce a planned outcome and realise the project in its entirety [20]	20			
		40			
A04 Review and communicate [20]	L07 - Make a presentation communicating the findings and conclusions from the project outcome in an appropriate format [10]	10			
	L08 - Demonstrate understanding of principles of evaluation in reviewing planned outcome and own learning and performance [10]	10			
		20			
	TOTAL	100			

Supervisor signature: _____ Date: _____

Internal standardisation signed off by: _____ Date: _____



For further information, please contact:

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