ASDAN Level 3 Extended Project Qualification (EPQ)

Qualification specification

July 2026 | Version 3.3

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 • Corrected marking bands for A03 • Clarification added around plagiarism and use of AI generative tools • Section and page numbers affected throughout	Sections 3.4 and 3.5 Section 3.10 Section 4.8 Sections 5.2 and 5.6
3.2 January 2026	• Review dates updated	Sections 3.5
3.3 July 2026	• Correction to regulatory approval information	Sections 3.2 and 5.7

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]

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 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.

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 2027

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

AO1. Manage a project

Amplification

- Topic of interest for the project must be learner led
- The topic should complement learners' study, explore an area of interest or be linked to their work experience, or any combination of these
- Learner must use **Form 1 – Project proposal**[1] to indicate proposed project title, method of delivery, individual or group project, reason for choosing subject
- Examples of negotiation skills include: talk, discuss terms, convey ideas, collaborate, co-operate
- Both the learner and supervisor/assessor must complete **Form 2 – Project proposal authorisation**
- Learner to record any changes, clarifications or additions made to their initial project proposal
- Supervisor/assessor must complete **Form 3 – Initial project review** to comment on the validity and achievability of the proposal
- Learner must complete **Form 4 – Project plan** to specify (for example) the project's aims, objectives, proposed activities, timescales, resources, identify research to be carried out and any contingency plans
- Both the learner and supervisor/assessor must complete **Form 5 – Midpoint project review** to record the progress of the project to ensure the learner has the best opportunity to successfully complete the project
- Learner must complete **Form 6 – Project activity log** to record all of their activities (eg research carried out, resources used, rationale for decisions made and reflect on what changes, if any, they would have made throughout the process)

1 All forms are available on the ASDAN website: asdan.org.uk/epq

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

AO2. Use resources to inform the project

Amplification

- Learner must complete **Form 4 – Project plan** to specify (for example) the project's aims, objectives, proposed activities, timescales, resources, identify research to be carried out and any contingency plans
- Learner must complete **Form 6 – Project activity log** to record all of their activities (eg research carried out, resources used, rationale for decisions made and reflect on what changes, if any, they would have made throughout the process)

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

AO3. Develop and realise the project

Amplification

- Learner must complete **Form 4 – Project plan** to specify (for example) the project's aims, objectives, proposed activities, timescales, resources, identify research to be carried out and any contingency plans
- Project management skills, which may include the initiation, planning, actioning, co-ordinating tasks and concluding the project
- Learner must complete **Form 6 – Project activity log** to record all of their activities (eg research carried out, resources used, rationale for decisions made and reflect on what changes, if any, they would have made throughout the process)
- Both the learner and supervisor/assessor must complete **Form 5 – Midpoint project review** to record the progress of the project to ensure the learner has the best opportunity to successfully complete the project
- Working with others could include building relationships with (for example) the supervisor/assessor, colleagues, employer, team members, etc
- Good communication skills could include both verbal and non-verbal, such as engaging with employer and/or audience, posture, keeping to the point, language used, etc
- The presentation should include an introduction to the project, its main content, conclusion and an evaluation
- Resources are available to support learners to develop their presentation skills. These are available on the ASDAN website: **asdan.org.uk/epq**

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

4.2 Learning outcomes

AO4. Review and evaluate the project

Amplification

- Learner must complete **Form 6 – Project activity log** to record all of their activities (eg research carried out, resources used, rationale for decisions made and reflect on what changes, if any, they would have made throughout the process)
- Good communication skills could include both verbal and non-verbal, such as engaging with employer and/or audience, posture, keeping to the point, language used, etc
- The presentation should include an introduction to the project, its main content, conclusion and an evaluation
- Resources are available to support learners to develop their presentation skills. These are available on the ASDAN website: **asdan.org.uk/epq**
- Learner must complete **Form 7 – Final project review** to record the project's progress. This may include reporting on successes, any changes made to the initial project proposal, clarifying the outcome of any advice given to the learner
- Supervisor/assessor must complete **Form 10 – Presentation record** to comment on the delivery and content of the presentation, as well as recording questions and observations from the audience

4 Structure, process and assessment

4.3 Choosing a suitable project

The choice of project must be learner led and should support the learner's progression into further study or employment. Learners should select a project which complements their study, explores an area they are interested in or is linked to their work experience.

4.4 Project process

Learners will be required to:

- explore themes and ideas for their project
- select the subject matter
- submit **Form 1 – Project proposal** which outlines the project and its rationale
- agree and have **Form 2 – Project proposal authorisation** signed off by the supervisor/assessor
- use **Form 4 – Project plan** to plan the project, explain the process and the steps intended to complete the project. This is submitted for approval to and signed off by the supervisor/assessor
- meet with supervisor/assessor to complete **Form 5 – Midpoint project review**
- keep a log of all activities, research, conclusions using **Form 6 – Project activity log** conduct research
- formulate the project
- complete work experience, if appropriate
- meet with supervisor/assessor to complete **Form 7 – Final project review**
- evaluate the project and make conclusions
- compile a portfolio of evidence and written report
- present the project to an audience

During the project development process, learners must monitor their own progress and adapt their plan and adjust timelines, where necessary.

For group projects

All learners will be required to:

- carry out the stages above in 4.4
- submit an individual written report
- make an individual presentation
- achieve each of the four assessment objectives (AOs)

Supervisor/assessor

Learners should be assigned to an appropriate supervisor/assessor for the duration of the project. The supervisor/assessor will be required to:

- carry out the taught element of the project. This should include:
  - advice on how learners should choose their project
  - what paperwork/documents must be used

  - what support is available
  - what skills are required to complete the project (eg research, project management, presentation)
  - how to evaluate and analyse findings
  - additional information on how to complete a project as part of a group work bibliography/referencing requirements
  - requirements for original work and avoiding plagiarism
- meet each learner to review ideas
- agree and sign off **Form 2 – Project proposal authorisation**
- meet learners to sign off **Form 3 – Initial project review**, **Form 5 – Midpoint project review** and **Form 7 – Final project review**
- ensure learners are meeting all of the assessment objectives
- liaise with employers
- observe learners during work experience, completing **Form 8 – Work experience observation record**
- assess the presentation and written report, completing **Form 10 – Presentation record**
- sign off **Form 6 – Project activity log**
- complete **Form 11 – Learner record** to confirm all of the work carried out and assessed was completed by the learner

Internal moderator

The internal moderator is responsible for:

- quality assuring the assessment decisions of the supervisor/assessors to ensure consistency and reliability across all staff
- ensure all learners' documentations are kept up-to-date
- be the main point of contact for ASDAN

4.5 Assessing the proposal

For the first stage of this process, the learners must use **Form 1 – Project proposal** to submit their project idea to their supervisor/assessor. The form will form the basis of the discussion between the learner and supervisor/assessor and so it must be fully completed prior to any meeting.

Once agreed, learners are then required to complete **Form 2 – Project proposal authorisation**, which expands on the project proposal. The supervisor/assessor will complete this form.

The internal moderator must confirm the following:

- the project topic is suitable and appropriate to the centre and learner
- the learner will have personal development opportunities
- the method of delivery is appropriate

4 Structure, process and assessment

The supervisor/assessor must confirm that:

- the project will enable each learner to meet all the assessment objectives
- the project aims and objectives are clear and focused
- the project can be managed and delivered within the set timescales
- the resources available for the project are appropriate and sufficient
- the learner has the capability to complete the project
- any potential project concerns or risks are discussed

If any revisions are required to either **Form 1 – Project proposal** or **Form 2 – Project proposal authorisation**, the learner should amend the forms and return them to the supervisor/assessor for agreement and sign off. The learner must not continue with the project until these forms have been completed and signed off. The forms require sign off from both the learner and supervisor/assessor, so there is a clear and transparent record.

4.6 Assessing the EPQ

All learners are required to complete and present the following evidence for assessment (unless otherwise stated):

✓ **Form 1 – Project proposal** (to be completed by the learner)
✓ **Form 2 – Project proposal authorisation** (to be completed by both the learner and supervisor/assessor)
✓ **Form 3 – Initial project review** (to be completed by the supervisor/assessor)
✓ **Form 4 – Project plan** (to be completed by the learner)
✓ **Form 5 – Midpoint project review** (to be completed by both the learner(s) and supervisor/assessor)
✓ **Form 6 – Project activity log** (to be completed by the learner)
✓ **Form 7 – Final project review** (to be completed by the learner)
✓ **Form 8 – Work experience observation record** (to be completed by the supervisor/assessor)
✓ **Form 9 – Work experience employer record** (to be completed by the employer)
✓ **Form 10 – Presentation record** (to be completed by the supervisor/assessor including any observation by the audience)
✓ **Form 11 – Learner record** (to be completed by the supervisor/assessor)
✓ **Form 12 – Supervisor/assessor marks and supporting comments** (to be completed by the supervisor/assessor)
✓ dissertation, performance or artefact (as mentioned in section 3.11)
✓ other evidence, as appropriate

4 Structure, process and assessment

4.7 Marking

All marking assessments will be carried out by centre supervisor/assessors who have the appropriate competence and who have no personal interest in the outcome of the marking. Prior to carrying out any marking, each supervisor/assessor will be provided with training.

After marking has been completed, centres will carry out an internal standardisation process, led by the internal moderator, to ensure all supervisor/assessors have applied the marking criteria accurately.

ASDAN will monitor the assessment decisions and internal moderation through its external moderation process to ensure the marking criteria have been applied accurately.

The marking bands (in section 4.8) provide different levels of typical responses of the knowledge, understanding and skills that must be demonstrated by learners for each learning outcome. The project must be marked by the supervisor/assessor against the marking bands using the 'best fit approach'.

For each of the assessment objectives, the marking criteria that most closely describe the quality of the work being marked should be chosen. Marking should be positive and reward achievement rather than penalising failure or omissions. The award of marks must be directly related to the marking criteria. The supervisor/assessor should use their professional judgement to select the criteria that best describes the work of the learner.

To select the most appropriate mark for each assessment objective, the supervisor/assessor should use the following guidance:

- where the learner's work convincingly meets a criterion, the highest mark should be awarded
- where the learner's work adequately meets the criterion, the most appropriate mark in the middle range should be awarded
- where the learner's work just meets the criterion, the lowest mark should be awarded

Supervisor/assessors should use the full range of marks available to them and they must award full marks in any band for learner's work that fully meets that criterion. This is work that is 'the best one could expect from learners working at that level'. Each criterion assumes that all lower criteria are also met.

Only one mark per assessment objective will be awarded. The final mark for each learner for the full qualification is out of 60 and is the sum of the marks given for each of the four assessment objectives. Marks are recorded by the supervisor/assessor using **Form 12 – Supervisor/assessor marks and supporting comments**.

4 Structure, process and assessment

4.8 Marking bands

Marking bands for the four assessment objectives are shown on the following pages.

4.8 Marking bands

AO1. Manage a project

AO1. Manage a project The learner will:	1. Be able to identify a topic of interest
	2. Be able to plan/design the project
	3. Be able to carry out and manage the project

Mark band	Marking criteria
Mark band 1 **10-12 marks** (Meets all assessment objectives)	• Clear and achievable topic/title identification which shows personal responsibility, initiative and enterprise • Detailed plan with clear aims, objectives, outcomes. Excellent methodology employing a wide range of appropriate skills and strategies • Project plan organises time and resources appropriately, highlighting milestones and reviews as well as prioritising actions • Completes the project within the given time, meeting all outcomes fully
Mark band 2 **7–9 marks** (Meets most of the assessment objectives)	• Clear topic/title identification which may not allow for full realisation • Detailed plan with suitable aims, objectives and outcomes. Appropriate methodologies are selected with a good range of skills and strategies employed • The plan incorporates monitoring against the objectives and milestones • Completes the project in time, meeting most outcomes
Mark band 3 **4-6 marks** (Partially meets the assessment objectives)	• Identifies the topic/title which may allow for only limited realisation • Limited planning. Aims, objectives and outcomes are adequate. Limited and sometimes ineffective skills and strategies are employed • The plan includes some monitoring against objectives and milestones • Completes the project in time meeting some outcomes
Mark band 4 **1-3 marks** (Meets some of the assessment criteria)	• Basic detail of the topic/title with limited scope • Aims, objectives and outcomes are poorly identified and expressed leading to ineffective or inappropriate project skills and strategies being employed • Project plan is under-developed but contains most of the tasks to be completed • Completes the project in time meeting a limited number of goals
0 marks	• Little or no response worthy of a mark

4.8 Marking bands

AO2. Use resources to inform the project

AO2. Use resources to inform the project The learner will:	1. Be able to undertake independent research
	2. Be able to obtain and select information from your research
	3. Be able to analyse data collected

Mark band	Marking criteria
Mark band 1 **10-12 marks** (Meets all assessment objectives)	• Plans and carries out clear and concise independent research, understanding fully the consequences of their decisions • Detailed and correct referencing format and bibliography • Comprehensive analysis and evaluation of information defining its relevance, reliability and value, consistently and effectively • Verifies the importance of any links, connections and complexities of the topic which is conveyed in the outcome • Little or no guidance given by the supervisor/assessor
Mark band 2 **7–9 marks** (Meets most of the assessment objectives)	• Clear evidence of research carried out, relevant resources have been identified and evaluated which may not be fully developed • Uses correct referencing and bibliography appropriately • Detailed analysis and evaluation of information and resources with appropriate links to the project • Suitable links and connections to the topic acknowledged which may not have been fully utilised • A little guidance from the supervisor/assessor required
Mark band 3 **4-6 marks** (Partially meets the assessment objectives)	• Provides limited evidence of research • Adequate resources have been identified and limited evaluation carried out which will limit the outcomes of the project • Limited referencing and bibliography which is not fully understood • Incomplete analysis and evaluation of resources which link to the project • Restricted and sometimes ineffective links and connections to the topic • Guidance from the supervisor/assessor required
Mark band 4 **1-3 marks** (Meets some of the assessment criteria)	• Basic research undertaken with incomplete evaluation and limited resources identified leading to ineffective outcomes • Little or no appropriate referencing taken place • Inadequate analysis and evaluation of outcomes leading to an under-developed project • Learner requires both guidance and support from supervisor/ assessor
0 marks	• Little or no response worthy of a mark

4.8 Marking bands

AO3. Develop and realise the project

AO3. Develop and realise the project The learner will:	1. Be able to use a range of skills to solve problems and to take decisions critically and flexibly
	2. Be able to work with others
	3. Be able to present evidenced outcomes and conclusions

Mark band	Marking criteria
Mark band 1 **19-24 marks** (Meets all assessment objectives)	• Clear and concise analysis and evaluation to enable achievement of outcomes • Clear and achievable skills have been selected. Excellent methodology employed to solve problems proposing practical ways forward, breaking these down into manageable steps • Ensures the project plan is fully met • Validates the decision making process as the project comes to completion which expertly reflects on the wide range of skills, knowledge and understanding required to fulfil the outcomes • Draws the project to a comprehensive conclusion • Collaborated with others to reach clear and appropriate agreements, managing entire decision making process to achieve the desired outcome • Little or no guidance given by the supervisor/assessor
Mark band 2 **13-18 marks** (Meets most of the assessment objectives)	• Suitable data analysed which may not allow for full realisation • Detailed skills and appropriate methodologies selected to achieve the outcomes • The plan is carried out efficiently and is in line with the agreed objectives and outcomes • Reflects on their experience appropriately highlighting the highs, lows and effective outcome of the project • Successfully collaborated with others to reach agreements and desired outcome • A little guidance from the supervisor/assessor
Mark band 3 **7-12 marks** (Partially meets the assessment objectives)	• Limited data analysed which may result in partial outcomes being realised • The aims, objectives and outcomes are inadequate. Therefore the plan is carried out ineffectively • Some changes to the original title, aims, objectives or plan giving limited reasons for changes • Collaboration is limited with others so not all agreements are realised • Some guidance from the supervisor/assessor

4.8 Marking bands

AO3. Develop and realise the project

Mark band	Marking criteria
Mark band 4 **1-6 marks** (Meets some of the assessment criteria)	• Data has been insufficiently analysed which will result in some ineffective and inappropriate outcomes • The plan has under-developed outcomes resulting in limited scope for the development of all outcomes necessary • There is little or no evidence of any changes made to the original title, aims, objectives or plan after feedback • Basic collaboration on the project which may lead to uncompleted outcomes • A significant amount of guidance and support from the supervisor/ assessor required
0 marks	• Little or no response worthy of a mark

4.8 Marking bands

AO4. Review and evaluate the project

AO4. Review and evaluate the project The learner will:	1. Be able to review and evaluate the project
	2. Be able to select and use a range of communication skills and media
	3. Be able to achieve planned outcomes

Mark band	Marking criteria
Mark band 1 **10-12 marks** (Meets all assessment objectives)	• Clear and concise evaluation of experiences and learning, ensuring the planned outcomes have been fully met • Fully utilises an exceptionally wide range of communication skills and media • Skilfully, proficiently and fluently presents their findings achieving their planned outcome with little or no supervision • A detailed project is presented appropriately and consistently, and is well structured with relevant aides utilised • Engagement with the audience is clear, concise and appropriate for subject • Answers questions competently showing excellent subject knowledge • Little or no guidance has been given by the supervisor/assessor
Mark band 2 **7–9 marks** (Meets most of the assessment objectives)	• Clear evaluation of own learning and experience, and achieving the project in time • Appropriate and effective communication with a good range of strategies used • A very accomplished presentation of the project using appropriate methodologies • Answers most of the questions appropriately showing some knowledge of the subject • A little guidance from the supervisor/assessor
Mark band 3 **4-6 marks** (Partially meets the assessment objectives)	• Limited evaluation of own learning which may allow for partial accomplishment • Presents their project appropriately with limited and sometimes ineffective aids but is structured logically • Answers some of the questions showing limited knowledge • Some guidance from the supervisor/assessor

4.8 Marking bands

AO4. Review and evaluate the project

Mark band	Marking criteria
Mark band 4 **1-3 marks** (Meets some of the assessment criteria)	• Basic evaluation of self and project leading to a very brief conclusion and summary of outcomes • Basic ability to convey ideas in the presentation. The presentation is under-developed with little or no aids • Limited ability to engage with the audience and answers questions very briefly showing little knowledge and understanding of the topic • A significant amount of guidance and support from the supervisor/ assessor
0 marks	• Little or no response worthy of a mark

4 Structure, process and assessment

4.9 Standardisation

For all internally marked work, each centre is required to hold a standardisation meeting. This is to ensure fair assessment of all learners and to check there is consistent application of the criteria in the marking bands. If there are two or more supervisor/assessors, the internal moderator must take the lead role and ensure all supervisors/assessors are marking to the same standard.

In order to achieve this, all supervisor/assessors must attend the standardisation meeting where several pieces of different learners' work are marked. Any differences in marks are discussed to determine how the marking criteria has been interpreted. Supervisor/assessors must show clearly how they awarded their marks in relation to the marking criteria. This will help the internal moderator to see where the supervisor/assessor considers that the learners have met the criteria. If there are inconsistencies between the marks of different assessors, the internal moderator will decide the mark awarded to the learner.

The centre must retain all learners' work securely, from the time of assessment until the results have been issued and checked. This is so any result enquiries can be dealt with effectively and efficiently.

4.10 Internal moderation

Internal moderation is undertaken by the centre, following their own sampling strategy.

All internal moderation will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the moderation. A person who has previously been involved in the marking of assessments must NOT be involved in the moderation process of those same assessments. Prior to carrying out any moderation, centres will be provided with training.

Prior to carrying out any moderation, the internal moderator will be provided with a copy of:

- the evidence generated by the learner (this may include video, audio, models, etc)
- a record of each supervisor/assessor marks, including any comments
- the marking bands (as shown in section 4.8)

4.11 External moderation

The internal moderator provides the vital link between the supervisor/assessor and ASDAN's external moderator (EM).

External moderation is carried out by ASDAN's EMs, who look at the quality and compare the standards of a sample learner's work to ensure that the required standards are being met. The EMs also monitor assessment practice and, when required, take action to ensure that the supervisor/assessor's assessments conform to the required standards.

4 Structure, process and assessment

All external moderation will be carried out by individuals who have appropriate competence and who have no personal interest in the outcome of the moderation. A person who has previously been involved in the marking of assessments must NOT be involved in the moderation process. Prior to carrying out any moderation, all EMs will be provided with training.

External moderation of portfolios is by post (except for centres with large numbers of learners).

ASDAN will notify the centre of the moderation outcomes. For more information on dates for external moderation, please refer to the **EPQ key dates** document at: asdan.org.uk/epq

4.13 Assessment availability

External moderation occurs twice a year, in June and November.

5 Administration

5.1 Learner registration and key dates

Details of how centres register learners and key dates for EPQ centre activities can be found in the **EPQ centre handbook** and **EPQ key dates** document at: **asdan.org.uk/epq**

This specification is not available to private learners.

5.2 Authentication of learners' work

Centres need to provide confirmation of the authenticity of a project. Each learner must sign a declaration on **Form 11 – Learner record** to confirm that the work submitted is their own. The supervisor/assessor must also sign this form.

Learners must not plagiarise. Plagiarism is considered to be malpractice and could lead to the learner being awarded the mark of zero. Centres should use software to check for plagiarism, especially in projects that are presented using dissertations as the primary source of evidence. See section 5.6.

The EPQ requires that there should be some variety in the nature of assessment tasks and that these should be completed under varying conditions. The conditions under which a task is completed should also be appropriate to the nature of the activity and should help to establish learner authorship.

If the supervisor/assessor is unable to confirm the authentication of the learner's work, it will not be accepted for external moderation.

5.3 Results and certificates

Centres will receive notification of results after all learners' work has been externally moderated. Certificates will be issued after the deadline for requests for post-results service has passed.

Centres must check they have received all of the expected certificates. They must be given to learners and centres must keep a record of all certificates they have issued. Any unclaimed certificates must be stored securely by the centre for at least 12 months, then returned to ASDAN.

- If a certificate is missing, please inform ASDAN immediately.
- Requests for replacement certificates must be made in writing, giving a clear explanation of the reason for the request.
- Damaged or incorrect certificates must be returned to ASDAN so that a valid replacement can be issued.

There will be a charge for replacement certificates unless it is as a result of an error by ASDAN. All replacement certificates will be issued and invoiced to the centre. Current charges are shown in the **Pricing and fees information** at: **asdan.org.uk/policies-regulations-and-centre-guidance**

5 Administration

5.4 Resits

There will be one opportunity for each learner to resit the qualification. Learners will have the opportunity to either improve on their original project idea or commence a new project.

Centres will need to re-register learners again, with registration fees applied. Learners that are resitting must have their reassessed marks submitted by the centre to ASDAN within two years of their initial registration.

5.5 Learners with proven reasonable adjustments and special considerations

The **Access arrangements: special consideration and reasonable adjustments policy and procedures** and **application form** can be found at: **asdan.org.uk/policies-regulations-and-centre-guidance**

ASDAN will acknowledge receipt of all forms.

5.6 Malpractice

Centre coordinators must ensure that learners are informed of ASDAN's regulations around malpractice:

Learners must not:

- submit work which is not their own
- lend work to other learners
- allow other learners access to, or the use of, their own independently-sourced source material (this does not mean that learners cannot lend their materials to other learners but learners cannot plagiarise other learners' research
- include work directly copied from books, the internet or other sources without acknowledgement and referencing – this includes content written exclusively by AI generative tools (eg ChatGPT)
- submit work typed or word-processed by a third person without acknowledgement

These actions constitute malpractice, for which a sanction (eg disqualification from the qualification) will be applied.

If malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

Where suspected malpractice in projects is identified by the centre after the learner has signed the declaration of authentication on **Form 11 – Learner record**, the Head of Centre must submit full details of the case to ASDAN immediately. The **Malpractice and maladministration policy and procedures** and **notification form** can be found at: **asdan.org.uk/policies-regulations-and-centre-guidance**. ASDAN will acknowledge receipt of all forms.

5 Administration

Malpractice in projects discovered prior to the learner signing the authentication of learner's work on **Form 11 – Learner record** does not need to be reported to ASDAN, but should be dealt with in accordance with the centre's internal procedures. ASDAN would expect centres to treat all cases of malpractice very seriously. Details of any work which is not the learner's own must be recorded on **Form 6 – Product activity log** and **Form 12 – Supervisor/assessor marks and supporting comments**.

5.7 Regulation

This qualification is regulated by Ofqual (the Office of the Qualifications and Examinations Regulator) in England.

6 Project forms

6.1 Introduction

The following forms are for learners and supervisor/assessors to use while learners are undertaking this qualification. The forms will assist with the project proposal, planning and recording of progress, as well as providing information to help with the presentation. It is a mandatory requirement that centres use these forms.

ASDAN prefers all forms to be completed electronically but they can be printed and handwritten. When used, handwriting must be clear and legible. The forms must be completed during the project at the appropriate stages and not retrospectively. They must be signed and dated by learners and supervisor/assessors (as appropriate).

Project forms can be downloaded in Word document format from the ASDAN website at: asdan.org.uk/epq

EPQ project forms
• **Form 1 – Project proposal** (to be completed by the learner)
• **Form 2 – Project proposal authorisation** (to be completed by both the learner and supervisor/assessor)
• **Form 3 – Initial project review** (to be completed by the supervisor/assessor)
• **Form 4 – Project plan** (to be completed by the learner)
• **Form 5 – Midpoint project review** (to be completed by both the learner and supervisor/assessor)
• **Form 6 – Project activity log** (to be completed by the learner)
• **Form 7 – Final project review** (to be completed by the learner)
• **Form 8 – Work experience observation record** (to be completed by the supervisor/assessor)
• **Form 9 – Work experience employer record** (to be completed by the employer)
• **Form 10 – Presentation record** (to be completed by the supervisor/assessor including any observation by the audience)
• **Form 11 – Learner record** (to be completed by the supervisor/assessor)
• **Form 12 – Supervisor/assessor marks and supporting comments** (to be completed by the supervisor/assessor)

EPQ centre forms
• **Centre declaration form** (to be completed by the internal moderator)

6 Project forms

ASDAN Level 3 Extended Project Qualification
Form 1 – Project proposal (to be completed by the learner)

Learner name:	
Centre name:	
Supervisor/assessor name:	
Proposed project title:	

A-level/Level 3 subjects:	**Exam boards:**

Project outline:
This should include the format of your project (eg dissertation, artefact, performance)

Group project (tick ✓ one only)	Yes
If yes, identify your role and responsibilities in the group projec	

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ASDAN Level 3 Extended Project Qualification
Form 5 – Midpoint project review (to be completed mid-way through the project)

Learner name:	
Centre name:	
Supervisor/assessor name:	
Agreed project title:	

Learner comments: reflect on your progress at the midpoint of your project			
Report on your successes and any changes made to your project since the start			
Outline the next steps needed to draw the project to a conclusion			
Learner signature:		Date:	

Supervisor/assessor comments			
Please provide feedback and advice:			
Supervisor/assessor signature:		Date:	

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7 Grade descriptors

Grade A*

Students identify their project and produce an effective design and thorough plan. They carry out their project in a highly organised fashion, showing excellent independent working skills and clear evidence of responding very effectively to guidance given. They use a wide range of resources critically, analyse data effectively and apply findings to good effect. They show clear links between sources of information and the themes of their project and fully explore the complexities of the topic. Problems and/or issues are identified, fully explored and addressed. Students select and use a range of skills including, where appropriate, new technologies, to achieve high quality outcomes that fully realise the intentions of the project and to draw conclusions. Students carry out full, in-depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal. They select and use a range of communication skills to present outcomes and conclusions clearly, in an appropriate format with excellent supporting evidence. Students show a deep and extensive knowledge of the project area of study through their responses to questions.

Grade C

Students identity and design their project. They produce a plan that enables them to achieve the overall objectives and to demonstrate some higher level organisational skills. They are able to work independently in carrying out the project and respond to guidance given. Students use a range of resources, analyse data and apply findings. They show links between sources of information and the themes of the project and explore some complexities of the topic. Some problems and/or issues are identified and addressed. A range of skills are employed and the intended outcomes are generally achieved to a competent standard. In their evaluations, students reflect effectively on the final outcome and on their strengths and weaknesses in carrying out their project. They use a range of communication skills to clearly present outcomes and conclusions in an appropriate format with sound supporting evidence. Students show a good knowledge of the project area of study through their responses to questions.

Grade E

Students identify their project and produce a workable plan. They show some organisational skills in completing the project. There is some evidence that they have responded to guidance given. Students use a limited range of resources, analyse some of the data and apply findings. Some links are made between the sources of information and the themes of the project. Students use a range of skills to partially realise the intended outcomes. They give some thought to the way the final outcomes have emerged and to their own strengths and weaknesses in carrying out their project. Communication skills are used to present outcomes and conclusions with some supporting evidence. Students demonstrate some knowledge of the project area through their responses to questions

8 Glossary

The following terms appear in the qualification, assessment criteria and marking bands.

Adequate	Sufficient for the task – meets necessary requirements but does not go beyond this
Analyse	To examine in detail in order to discover meaning, essential features, etc
Apply	Employ To bring into operation or use To devote oneself with diligence To put to practical use Utilise
Artefact	eg designing a piece of furniture or a garment, creating a website, solving a problem, producing a piece of graphic design, etc which is then presented plus a written report of no more than 1,000 words
Assess	To judge the worth, importance, etc of Evaluate
Internal moderator	The centre's point of contact with ASDAN. They will also lead on centre standardisation and moderation
Carry out	To perform or cause to be implemented
Communicate	To impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Contribute	Offer ideas and/or practical input, commonly to a group activity
Complete	Finish To make whole or perfect To end
Critical	Balanced Incisive – exposing or recognising flaws
Collaborate	To act as a team To pool resources To work in partnership To work together in a group
Contribute	To offer ideas or practical input, commonly to a group activity
Design	To work out the structure or form of something

8 Glossary

Discuss	To have a conversation about; consider by talking over; debate To treat (a subject) in speech or writing
Dissertation	A research based written report of no more than 5,000 words plus a presentation
Effective	Applies skills appropriately to a task Creates work plans that are likely to achieve the desired outcome
Evaluate	To ascertain or set the amount or value of To judge or assess the worth of; appraise
Guidance	Information and instructions provided by supervisor/ assessor for use by learners (often generic)
Guided learning hours (GLH)	Generally indicates the time a learner is being taught, instructed or participating in education or training under the guidance of a supervisor/assessor/tutor
Identify	Determine the identity of To prove or recognise as being a certain person or thing
In depth	Detailed and thorough – well beyond the basics
Interpret	To clarify or explain the meaning of Elucidate
Limited	Restricted in scope/inadequate/incomplete
Manage	Exercise proper control over planning, execution and monitoring, taking action as necessary.
Monitor	To observe and record the activity or performance or the functioning of an artefact
Organise	To form (parts or elements of something) into a structured whole; to co ordinate
Performance	A development of practical skills (eg music, drama, sport, etc) which is presented plus a written report of no more than 1,000 words
Plan	To have in mind as a purpose To make a plan of (eg a building)

8 Glossary

Prepare	To compose or construct To equip or outfit To make ready or suitable in advance for a particular purpose or for some use, event, etc To put together using parts or ingredients
Present	To bring or suggest to the mind To put forward; submit To show, exhibit
Produce	To bring (something) into existence; yield To bring forth (a product) by physical or mental effort; make
Provide	To put at the disposal of; furnish or supply
Recognise	To perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known
Report	A written piece of work of no more than 1,000 words
Research	To carry out investigations into (eg a subject, problem etc)
Review	To look at or examine again To look back upon
Select	To choose (someone or something) in preference to another or others
Supervisor/assessor	This is the teacher or tutor who will assess the learner's work
Total Qualification Time (TQT)	The total time expected to be taken by a typical learner to achieve the qualification. TQT includes GLH.
Use	To employ for a given purpose To put into service or action

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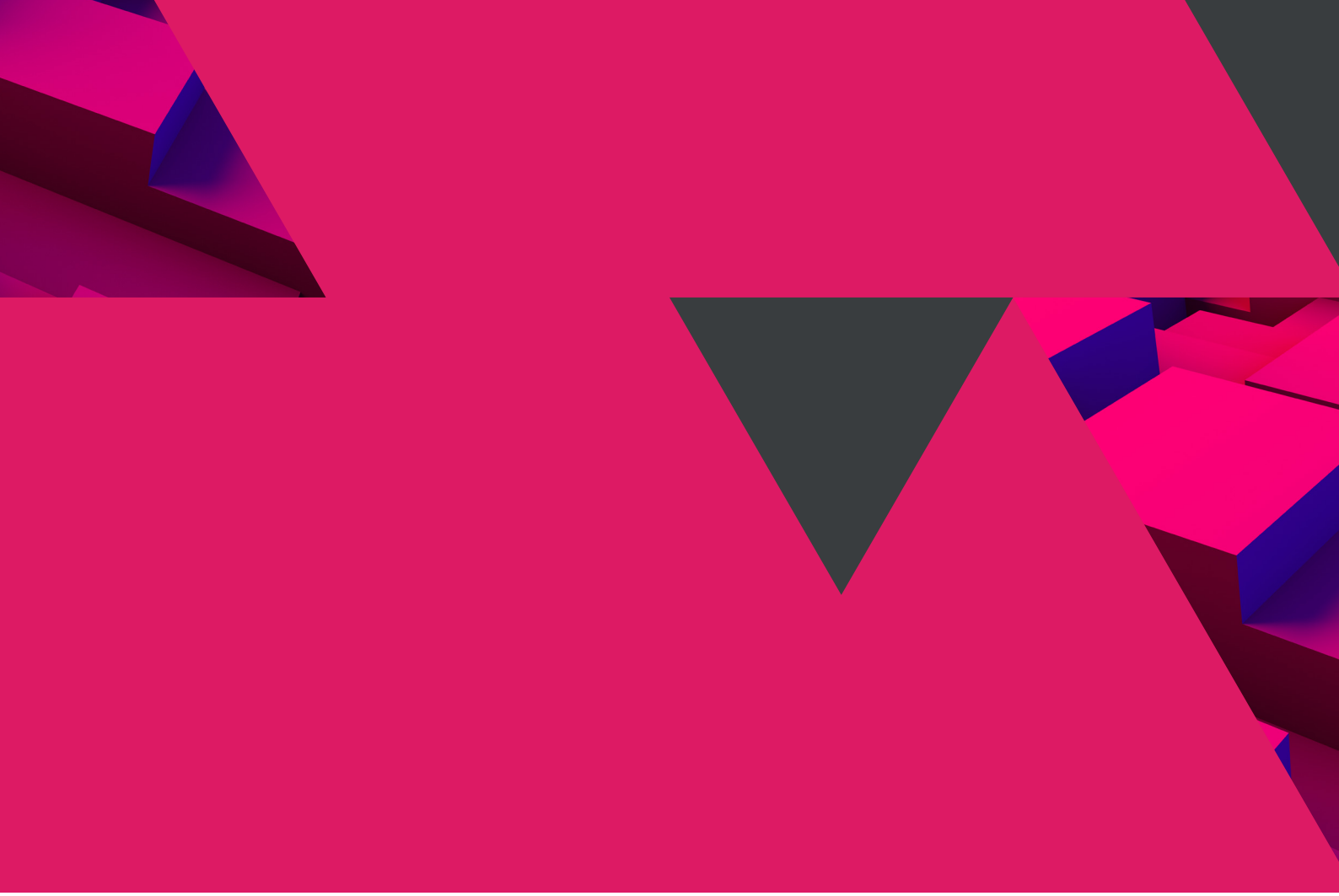

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Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY
t: 0117 941 1126 | e: info@asdan.org.uk | asdan.org.uk