What is the difference between a Foundation, Higher and Extended Project Qualification?

Key Differentiators	Level 1 Foundation Project (FPQ)	Level 2 Higher Project (HPQ)	Level 3 Extended Project (EPQ)
What is the typical length of the written assignment?	For *Dissertation* style written projects, the word count will be up to 1,500 words. For *Performance* or *Artefact* style projects, the written element will be up to 750 words.	For Dissertation style written projects, the word count will be up 2,500 words. For *Performance* or *Artefact* style projects, the written element will be up to 1,250 words.	For Dissertation projects (Unit 01) the word count will be up to 6,000 words. For Investigation projects (Unit 02) the word count will be up to 5,000 words. For Performance (Unit 03) or Artefact (Unit 04) projects the word count will be up to 3,000 words.
How will students typically approach their research?	It is not an *essential* requirement that independent research is carried out. Suggestions of sources from reading lists or from a mentor/tutor are common.	There is an expectation for students to demonstrate the skill of gathering resources that are appropriate to their project title, with a level of independence.	The level of research and the process that the student carries out will be both independent and robust.
How are students typically expected to use information?	Students are required to obtain information and use this information towards their project.	There is a much higher expectation for students to demonstrate skill when they are using the information they have gathered for their project.	Research, analysis and interpretation of information from relevant & valid sources is essential. Extracting, interpreting and summarising information, showing connections between ideas, information and sources will need to be clear.
What will a bibliography typically look like?	A bibliography would commonly be in a format most useful to the student, such as a table.	The collation of sources of information should be clearly identifiable in a bibliography that allows a mentor/tutor or assessor to retrieve each of them. Sources should consistently be relevant to the project's objectives. Students should be encouraged to comment on the reliability of each of their sources.	Research findings will be presented in a coherent way, distinguishing fact, speculation and subjective opinion from one another when evaluating sources. Referencing throughout a full bibliography will be consistent, including citation.

What level of understanding will students typically show?	A students' level of understanding of the topic they are completing their assignment on may be limited to partial.	A students' level of understanding of the topic they are completing their assignment on will range from partial to good.	A students' level of understanding of the topic they are completing their assignment on will range from; partial to good; good to thorough; or thorough to perceptive, which will be a key differentiator of their work.
How far are students expected to review their project at the end?	The review section of a project is typically descriptive in tone and will demonstrate an emerging ability to give a rationale for the project's success(es). The review could be a written piece or presented orally.	The review section is typically more analytical of both the outcomes and the process of the project and will draw conclusions to the project's overall success. The review could be a written piece of presented orally.	Students are required to provide great depth and insight in their review section. There is expectation that students demonstrate the skills of both assessing and critically evaluating the process of the project and the outcomes of the project.
Do students deliver a presentation of their project as part of the assessment?	A student presentation of the completed project is a welcome conclusion to the qualification, but there is *no requirement* to assess the presentation or the presentation skills of the student.	A student presentation of the completed project is a welcome conclusion to the qualification, but there is *no requirement* to assess the presentation or the presentation skills of the student.	Students are required to deliver a presentation upon the conclusion of their project, and they will be assessed on the quality of their presentation skills. Their project will be presented as an oral presentation, documented into the Oral Presentation Record by the teacher/assessor. The teacher/assessor will document commentary on the quality of the presentation.