

# Pearson Edexcel Level 3 Extended Project Qualification

## **Scheme of work: 3 Terms**

This scheme of work is designed to support a three-term programme of teaching and project work. It is designed to be taught using a sequence of activities, which could be set as assignments on a learning platform and interspersed with classroom discussion activities. The focus should be on students learning for themselves and making their own decisions about how to prepare for and carry out their projects. Cloud-based systems, such as Microsoft® Teams, provide valuable tool for sharing resources and the management of ongoing project work. Using such systems allows students to take control of the learning process, while also enabling supervisors to monitor their progress easily.

It is anticipated that the activities will be delivered using two hours of face-to-face classroom time with further work done outside the classroom. In the first phase of the course, the focus is on developing skills and preparing for the AQA Level 3 Extended Project Qualification. As a general guide, one activity will be carried out each week.

<b>Weekly activity/skill</b>	<b>Overview</b>	<b>Activities</b>	<b>Future skills portfolio builder</b>	<b>Employability skills development</b>	<b>Resources</b>
<b>First half of term 1</b> <i>Approximately 7 weeks</i>					
<b>Week 1</b> What is an EPQ?	Introduction to EPQ, with the aim of getting students to start thinking about possible projects.	Review specification. Students share initial thoughts about possible EPQ ideas – but no pressure to choose yet!  Highlight possible topics of interest.  Create a spider diagram and brainstorm different hobbies, interests, future careers etc	Plan for potential problems and solutions on a project.	Understanding project working	PowerPoint presentation  Worksheet on choosing a topic
<b>Week 2</b> Developing ideas and initial research	Students develop potential links to areas of interest.	Students to research initial ideas and try to zoom into something specific.  Analyse potential areas of interest.  Can share ideas with peers.	Research skills Writing skills Analysing skills	Develop an understanding of the value of chosen topic	SWOT sheet
<b>Week 3</b> What makes a meaningful title?	Students to discuss the importance of choosing a title that is not too vague or broad.	Share a list of possible titles, research and discuss (group discussion then post a proposed title onto the learning platform).	Evaluate how effective solutions are in practice.	Solve important problems; invent new solutions	YouTube video on choosing a good title

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<b>Week 4</b> Individual project proposal meetings	Supervisor to discuss with students about the suitability of their project proposal	One to one discussions with students to highlight the importance of a project that are able to research fully on.  Look into the ethics of the project proposal.  Is it suitable for their future destinations?	Invent, choose and develop new concepts as a team.	To be able to use feedback constructively.	Students work
<b>Week 5</b> Record of initial ideas in the production log	For students to reflect on their initial ideas and log them in the production log	Supervisor to provide guidance on how to fill in the production log.  Students to work independently to complete the first part of the log based on feedback already received.	To evaluate and develop current ideas.	To be able to reflect on feedback and come up with a solution.	Production log Exemplar piece of work
<b>Week 6</b> Complete part A of the production log	To record initial ideas and research plan.	Students to use their initial ideas to record the layout of their proposed project idea by completing the part A of the log.	Invent, choose and develop new concepts.	To be able to reflect on ideas and build upon them.	Exemplar of Student log

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<b>Week 7</b> Feedback and amend the production log	Supervisor to give feedback based on work completed in log	Group discussions and one to one meetings to discuss the detail in the individual logs	To evaluate and develop current ideas.	To be able to use feedback constructively. To be able to adapt to changes.	Production logs
<b>End of Term 1</b> <i>Approximately 6 weeks</i>					
<b>Week 1</b> Planning your project using gantt charts and time management	Students to create a timeline of events with deadlines.	Discuss a time plan for the EPQ.  Students should have a timeline of the different tasks they need to perform and when they need to be completed by.  Students to produce a gantt chart using excel.	Develop a toolkit of problem-solving strategies.	Time management tools for work	Use of the EPQ student SOW  Excel

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<b>Week 2</b> Research methods and collecting data	Provide guidance to students about research skills. Emphasise the importance of writing as they go, summarising sources in their own words. Introduce Google Scholar™. Introduce referencing tools such as Google Docs™ Explore tool or Microsoft® Word's References tool.	Create a list of sources to be explored. Students practise using Google Scholar™ and creating citations using the Google Docs™ Explore tool or Microsoft® Word's References tool.			
Pilot project title selection	Explain what a pilot project is: a short (three-week) assignment, which provides space for the development of project skills. It can lead into the main EPQ but it does not need to.	Expand a list of possible titles, research and discuss (group discussion then post a proposed title onto the learning platform).	Forward thinkers (solve important problems): Evaluate how effective solutions are in practice.	Solve important problems; invent new solutions	EPQ exemplar projects from the Pearson Edexcel website (go to <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> and click on the 'Teaching and learning materials' tab). Online research for topics that allow for research, open-ended discussion and debate, and which are personally interesting.

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Beginning the pilot project	Provide guidance to students about how to layout a project using headings (Introduction, Research, Development, Conclusion).	Students begin their project by laying out a project template with headings for the areas of research (e.g. materials, processes, techniques, designs, inspirations).	Forward thinkers (start up a company): Carry out research into a business sector.	Presenting a business report for work	Access to a learning platform if project work is happening as part of a workstream. See online videos 'Getting started on your EPQ: The Pilot Project. Part 1' ( <a href="https://youtu.be/uHY1OIQw5KE">https://youtu.be/uHY1OIQw5KE</a> ) and 'Part 2' ( <a href="https://youtu.be/of_fGk5VVwM">https://youtu.be/of_fGk5VVwM</a> ).
Reflecting on the process	Dealing with problems and solutions. Introduce the activity log and explain the importance of thinking about problems and solutions.	Discuss how to evaluate solutions at work. Make first activity log entries.	Forward thinkers (solve important problems): Plan for future problems and solutions on a project.	Solutions management at work	Activity Sheet 4: Evaluating solutions at work.

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Research skills	Provide guidance to students about research skills. Emphasise the importance of writing as they go, summarising sources in their own words. Introduce Google Scholar™. Introduce referencing tools such as Google Docs™ Explore tool or Microsoft® Word's References tool.	Create a list of sources to be explored. Students practise using Google Scholar™ and creating citations using the Google Docs™ Explore tool or Microsoft® Word's References tool.	Digital superusers (apply IT to work more skilfully): Manipulate data to interpret information and support key decisions on a project.	Researching information for work using digital skills. Presenting information for work using digital skills	Google Scholar™/Google Docs™/ Microsoft® Teams/Word. See also online video 'EPQ Research: Getting Started' ( <a href="https://youtu.be/JCnDNqqAzgY">https://youtu.be/JCnDNqqAzgY</a> ).
Writing up research	Discuss the techniques of paraphrasing, quoting and the issue of plagiarism.	Students teach themselves about paraphrasing and practise writing a paraphrase of an article.	Powerful influencers (communicate with clarity and style): Understand how to communicate with customers.	Communicating with stakeholders in work	Look for online guidance about writing up research and paraphrasing (e.g. <a href="https://www.scribbr.com/citing-sources/how-to-paraphrase/">https://www.scribbr.com/citing-sources/how-to-paraphrase/</a> ).

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Source evaluation	Critical evaluation of sources; looking at author and publisher credentials; distinguishing between better and lesser quality sources.	Students write evaluations of three sources, considering the credentials of the author and publisher.	Digital superusers (do fast accurate research): Know how to use research to evaluate a point of view.	Reviewing information in a real-world context to support your employer	Online guidance about critical evaluation of sources. See also the exemplar dissertation on informed consent available at: <a href="https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Exemplar-work-Medical-Consent-feb.pdf">https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Exemplar-work-Medical-Consent-feb.pdf</a>
Writing smoothly	Explain signposts and topic sentences.	Students research tips for improving writing. They add topic sentences and signpost sentences to each section of their pilot project.	Powerful influencers (communicate with clarity and style): Understand how to communicate with customers.	Writing for different audiences at work	Online guidance about good writing. See also online video 'EPQ Research: Getting Started' ( <a href="https://youtu.be/JCnDNqqAzgY">https://youtu.be/JCnDNqqAzgY</a> ).
Research ethics	Discuss ethics of research (informed consent, risk analysis, safeguarding issues). Review choice of title with supervisor.	Students fill in the 'Research Ethics' self-checklist (accessed via the 'Ethics and EPQs' link provided in the Resources column).	Forward thinkers (start up a company): Learn how to make difficult business decisions.	Employee values, honesty and ethical decision-making at work	Online sources on research ethics and informed consent. For example,; 'Ensuring your research is ethical: A guide for EPQ students' ( <a href="https://wellcome.ac.uk/sites/default/files/wtp057673_0.pdf">https://wellcome.ac.uk/sites/default/files/wtp057673_0.pdf</a> ) and also 'Ethics and EPQ' ( <a href="https://bigpictureeducation.com/sites/default/files/EPQ%20Ethics%20ResourcesStudent%27s%20Edition%20copy.pdf">https://bigpictureeducation.com/sites/default/files/EPQ%20Ethics%20ResourcesStudent%27s%20Edition%20copy.pdf</a> ).

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What's the big idea?	Explain that a project is powered by a big idea – an answer to a question or a solution to a problem.	Peer interviews to help students identify their big idea. Students post on learning platform their answer to the question 'What is your big idea?' and record in log (on Activity Sheet 1: What is your big idea?).	Forward thinkers (invent new solutions): Invent, choose and develop new concepts as a team.	Creativity and innovation in the workplace	Activity Sheet 1: What is your big idea?
Argument and counter-argument	Learning to consider alternative points of view. Classroom discussion of how this can be included in EPQ via argument and counter-argument, or exploration of alternative possible design ideas.	Students research and debate topics such as 'In the businesses of the future, sustainability will matter more than profitability', 'The future of business is online', 'AI will take over many of today's jobs' or 'Should we boycott unethical businesses'?.	Forward thinkers (invent new solutions): Understand how new solutions can support wider strategies.	Working well with others and completing team projects	EPQ exemplar materials from the Pearson Edexcel website (go to <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> and click on the 'Teaching and learning materials' tab).
The opinion spectrum	Defining your viewpoint in relation to others.	Explore the idea of the 'opinion spectrum' as a way of organising viewpoints and arguments. Ask students to work out an opinion spectrum for one of the debate questions in the previous activity. Then work out an opinion spectrum for their pilot project.	Powerful influencers (create a campaign): Coordinate several creative ways to communicate the same idea.	Communication skills for work	Online video 'How to create arguments in your EPQ' ( <a href="https://youtu.be/ccNwMtQ3xck">https://youtu.be/ccNwMtQ3xck</a> ).

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Finding the focus	Revising and sharpening up pilot project titles (or starting with a new one if there have been problems).	Review the 'What makes a good Extended Project title?' document. Discuss with students whether to refine or replace the title from the pilot project when beginning the main EPQ.	Powerful influencers (negotiate and persuade effectively): Get support for a new business proposition.	Communication skills for work	See 'What makes a good Extended Project title?' document available at: <a href="https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Level-3-What-makes-a-good-title.pdf">https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Level-3-What-makes-a-good-title.pdf</a>
Preparing to present	Preparation for presentations of pilot projects.	Students reflect on what makes a successful presentation and begin to prepare to present their pilot projects.	Powerful influencers (communicate with clarity and style): Structure a speech to convey an argument.	Presentation preparation and delivery	Activity Sheet 2: Presenting my EPQ pilot idea.
Pilot project presentations	Students present their pilot projects.	Students take turns to present and then participate by questioning other students.	Powerful influencers (communicate with clarity and style): Structure a speech to convey an argument.	Presentation preparation and delivery	Activity Sheet 2: Presenting my EPQ pilot idea.

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<b>Term 2: Proposal form and EPQ research</b> <i>Approximately 15 weeks</i>					
Time management	Planning activities. Logistic issues (e.g. exhibition space/staging/rehearsals. Work in and out of classroom).	Discuss a time plan for the EPQ.	Forward thinkers (solve important problems): Develop a toolkit of problem-solving strategies.	Time management tools for work	Review the EPQ Timelines (Coursework submission forms) available from the website for the Pearson Edexcel Level 3 Extended Project qualification (go to <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> and click on the 'Coursework materials' tab).
Guidance on specific units	The evidence requirements for 'Dissertations', 'Investigations', 'Performances' or 'Artefacts'.	Discuss the evidence requirements for each particular unit. Students create a plan for how to use these to organise research.	Forward thinkers (solve important problems): Develop a toolkit of problem-solving strategies.	Project management	See Pearson Edexcel's Level 3 Extended Project qualification (available at <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> ).
Project proposal form	Filling out the proposal form.	Students fill in proposal form.	Forward thinkers (solve important problems): Plan for potential future problems and solutions on a project.	Project planning	Exemplar Project proposal form available from the website for the Pearson Edexcel Level 3 Extended Project qualification (go to <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> and click on the 'Coursework materials' tab).

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Work in progress	Summarise your work to date (group discussion or post on learning platform).	Students contribute to a work-in-progress seminar, discussing work to date on the EPQ.	Most valuable players (can be effective members of a supergroup): Have a team review to know what went well and what could be improved.	Being a responsible and dependable team player at work and supporting others	Room set out for group discussion.
Literature/ Research reviews	Planning topics for research, carrying out and writing up research.	Discuss with students the format for research: written literature review, sketchbook, slides or combination? Remind students about using citations and sourcing evaluations.	Most valuable players (manage their work smoothly): Assess what might go wrong in a project and make plans to avoid it happening.	Maintaining attitude at work	EPQ exemplar materials from the Pearson Edexcel website (go to <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> and click on the 'Teaching and learning materials' tab). Exemplars of Student Work (Project proposal form, Activity log, Dissertation and Presentation) provided alongside this scheme of work. Pearson Edexcel EPQ Teacher's Guide: <a href="https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Teachers-Guide-Level-3.pdf">https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Teachers-Guide-Level-3.pdf</a>
Checkpoint	Review the proposal form, log and research section of project.	Students discuss progress with their EPQ supervisor.	Most valuable players (manage their work smoothly): Assess what might go wrong in a project and make plans to avoid it happening.	Performance management and review in the workplace	Access to workstream on learning platform for review of work.

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<b>Term 3: EPQ development</b> <i>Approximately 15 weeks</i>					
Discussion/ Development	Writing a discussion/creating a development section.	Discuss with students the importance of considering alternative points of view.	Powerful influencers (negotiate and persuade effectively): Know how to field questions and counter arguments.	Being adaptable at work	EPQ exemplar materials from the Pearson Edexcel website (go to <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> and click on the 'Teaching and learning materials' tab). Exemplars of Student Work (Project proposal form, Activity log, Dissertation and Presentation) provided alongside this scheme of work. Pearson Edexcel EPQ Teacher's Guide: <a href="https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Teachers-Guide-Level-3.pdf">https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Teachers-Guide-Level-3.pdf</a>
Checkpoint	Review the discussion/development section of the project with supervisor.	Students discuss progress with their EPQ supervisor.	Most valuable players (transform their own abilities): Create a longer-term development plan towards a career and evaluate progress.	Career planning at work and self-evaluation	Access to workstream on learning platform for review of work.

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Conclusion	Summing up arguments in the project.	Students work on writing conclusion to the EPQ.	Powerful influencers (negotiate and persuade effectively): Coordinate several creative ways to communicate the same idea.	Learn how to strengthen a case by summing it up well	EPQ exemplar materials from the Pearson Edexcel website (go to <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> and click on the 'Teaching and learning materials' tab).
Introduction and abstract	Introducing the project.	Students work on writing the abstract and introduction to the EPQ.	Powerful influencers (negotiate and persuade effectively): Coordinate several creative ways to communicate the same idea.	Learn how to draw a reader in	Online examples of abstracts from Google Scholar™. See also page 17 of Pearson Edexcel EPQ Teacher's Guide: <a href="https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Teachers-Guide-Level-3.pdf">https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Teachers-Guide-Level-3.pdf</a>
Review your project	Writing the project evaluation.	Students write their evaluation of their EPQ.	Most valuable players (transform their own abilities): Create a longer-term plan towards a career and evaluate progress.	Career planning at work and self-evaluation	EPQ exemplars from project website and EPQ qualification (checking marking grids), available from the Pearson Edexcel website (go to <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> ).
Supervisor review	Final self-check then review with supervisor.	Students discuss whole draft with supervisor.	Most valuable players (be effective members of a supergroup): Create a plan to increase the effectiveness of your team.	Evaluating transferable skills for study and work	Access to workstream on learning platform for review of work.

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<b>Term 4: Edit, review and presentation of EPQ</b> <i>Approximately 7 weeks</i>					
Redrafting	Editing project, improving flow, checking order, spellcheck.	Students redraft their project.	Powerful influencers (communicate with clarity and style): Understand how to communicate with customers.	Work on improving written communication	Identify and use editing tools such as Grammarly® (available free as a Google Chrome™ extension). See also 'Polish your project' ( <a href="https://youtu.be/FEXjFb6AyZw">https://youtu.be/FEXjFb6AyZw</a> ).
Preparing to present	Getting ready for presentation. Pointers about good presentation and slide design.	Students prepare for and deliver presentation.	Powerful influencers (communicate with clarity and style): Understand how to communicate with customers.	Structure a speech to convey an argument	Online guidance about successful presentations.
Hand-in procedures	Adding candidate record sheet, formatting, printing.	Students finalise and tidy up project for handing in.	Powerful influencers (communicate with clarity and style): Understand how to communicate with customers.	Work on improving written communication	Candidate record sheets, available from the website for the Pearson Edexcel Level 3 Extended Project qualification (go to <a href="https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html">https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html</a> and click on the 'Coursework materials' tab).