

# Pearson Edexcel Level 3 Extended Project

**Using Young Enterprise  
Company Programme to  
Support the Pearson  
Edexcel Extended Project  
Qualification (EPQ)**



This guidance highlights how learners can use their Young Enterprise Company Programme experience to also complete an EPQ with Pearson Edexcel.

## What is the EPQ?

The Extended Project Qualification (EPQ) is a level 3 qualification attracting up to **28 UCAS points** (equivalent to 70 UCAS points under the old tariff).

EPQ enables learners input into the choice and design of their project, using their own interests and topics they have studied to shape the final project output.

The qualification enables learners to:

- have significant input to the selection and design of their project and take responsibility for an individual task or a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- extend their planning, project management, research, critical thinking, analysis, synthesis, evaluation and presentation skills both written and oral
- where appropriate, develop as e-confident learners and apply relevant technologies in their studies
- develop and apply skills, creatively demonstrating initiative and enterprise
- use their learning experiences to support their personal aspirations for further education and/career development.

## How does Company Programme support EPQ?

One of the ways in which learners can complete their EPQ is to plan, research, develop and evaluate the production of an **artefact** (product). The artefact would be the outcome of the project. Learners also need to provide evidence of the process that they have undertaken to achieve the outcome.

When an **artefact** is the final outcome, during the EPQ process learners will work towards fulfilling a design brief or client commission that sets out the role or function that the **artefact** should fulfill, such as:

- ‘design and build an educational toy for a toddler’ or
- ‘produce a piece of graphic communication to support the aims of a charity’ or
- ‘design a mural or piece of public sculpture to celebrate an event or achievement related to a specific place’.

These are just examples; learners may well add more detail and should be encouraged to make their brief as focused as possible. Learners should be supported in choosing a design brief that both interests and motivates them to complete the project and is relevant to the Company Programme.

### Guided learning hours

The guided learning hours for the EPQ are 120. Over this time learners will be expected to:

- plan the project process and outcome, research and use resources relevant to achieving the outcome, develop and produce the artefact and evaluate the project process and outcome
- provide written evidence to accompany the project (estimated to be between 1,500–3,000 words in length)
- present the outcomes of the project to an audience.

The evidence that learners submits to complete their EPQ needs to meet the requirements of the four assessment objectives. The assessment objectives and their respective weightings are listed below.

### Assessment objectives

Learners will be assessed on their ability to:

- **AO1 Manage** – identify, plan and manage the production of the artefact or design. (17%)
- **AO2 Use Resources** – research and select appropriate resources that provide information on, for example, techniques and materials that might be used in the outcome. These resources need to be reviewed for their usefulness and referenced in a suitable bibliography that allows the sources to be retrieved. (22%)

- **AO3 Develop and Realise** – produce an artefact or design, using appropriate techniques and materials and keeping evidence of the development process. (44%)
- **AO4 Review** – a written critical and self-reflective review of both the process and outcome of the project and an oral evaluative presentation of the project outcomes to an audience. (17%)

**The process a learner goes through to achieve an artefact EPQ closely maps the stages they take through Company Programme.**

Through their participation in Company Programme learners will develop the evidence they require to support each of the four assessment objectives.

Each of the four assessment objectives have three mark bands. Assessors should match the learner evidence to the ‘best fit’ mark band.

Evidence required to fulfil each mark band is given within the assessment grid found in the specification for the EPQ on the Pearson/Edexcel website under ‘Qualifications’ – ‘Project qualification’.

**The guidance below shows how activities completed by learners and resources within YE Online can be used to help the evidence required to meet each assessment objective.**

## **AO1 – Manage**

### **Identifying, planning and managing the process and the production of the artefact**

- Learners should record what they plan to do from the outset and how this changes as they progress through the project.
- Learners should explain ‘why’ certain decisions were taken and clearly explain the consequences of those decisions.

This evidence should be completed using a Project Proposal form which is available to download from the Pearson/Edexcel project website. The proposal form supports learners in stating their overall design brief and then breaking this down into manageable project objectives. Learners need to complete a list of the main activities they need to undertake with appropriate timescales. Timescales should be dated to facilitate tracking of the project progress throughout the duration of the EPQ.

Throughout the duration of the project, learners need to complete an activity log which charts the progress of the project against the proposed timescales in the proposal form. Learners should monitor their progress and adapt their plan where necessary, providing reasons for changes made throughout the process. A template for the activity log is available to download from the Pearson/Edexcel project website. Learners should submit a dated entry on the activity log every time they work on their EPQ.

## Using Company Programme to support AO1

- Use **Milestone 3 – Generating the Idea** to help learners decide on the product they will develop. This Milestone contains guidance and tools to support with brainstorming ideas, refining these, evaluating product ideas and ultimately choosing a product.

The following resources can be found in **Milestone 3** to support learners:

- Evaluating Ideas Worksheet
- Product and Service Idea: Research Form
- Use **Milestone 4 – Business Planning** to help develop the ‘plan’ for their project. This can be revisited as learners progress through their Company Programme experience and used as an aide memoire to complete the relevant exam board’s template.

The following resources can be found in **Milestone 4** to support learners:

- Business Plan Template
- Business Canvas Template

## AO2 – Use Resources

### Researching and selecting appropriate techniques and materials

Learners must research a range of different types of materials and techniques that could be used to develop the artefact. Learners need to select relevant and appropriate information and resources for use in the project. Learners need to analyse the sources found, providing links between these and the project. Learners should analyse and evaluate the reliability and validity of the sources they find, and all sources should be referenced in a clear bibliography that allows the sources to be retrieved.

## Using Company Programme to support AO2

- Use **Milestone 4 – Business Planning** to support learners to develop, test and research their product. This includes information on conducting effective market research, considering sustainability and the measures taken to ensure the environmental impact of any product development is minimised.

The following resources can be found in **Milestone 4** to support learners:

- Conducting Market Research Video
- SWOT Analysis Worksheet
- Planning to be Sustainable Information

## AO3 – Develop and Realise

### Producing an artefact using appropriate techniques and materials

- Learners should evidence the outcome. This can be done in the form of photographs of the outcome, an annotated diagram or any other reasonable alternative that clearly shows the completed artefact.
- Learners should show how they know that they have developed a high-quality product.
- Learners should demonstrate that they made appropriate decisions throughout the project process and they need to demonstrate a good understanding of the developmental process, showing when changes have been made and why. This can be done in the form of an annotated sketchbook or similar.
- Learners should show how changes to the project plan have been realised in the final product.

AO3 requires learners to produce written work to accompany evidence of the final outcome. A word count of approximately 1,500–3,000 words would be considered reasonable, but this is guidance only. As stated above, this could be submitted in the form of a fully annotated sketchbook detailing each stage of the development of the artefact and providing realistic reasons for changes made during the process. This should not just be ‘what they have done’, but should demonstrate how they have used their initial research to develop their product, any changes to the original plan and the consequences of this, and an analysis of the strengths and weaknesses of the final product.

## Using Company Programme to Support AO3

- Use **Milestone 3 – Generating the Idea** and **Milestone 4 – Business Planning** to help revisit the original ‘planning and research’ for their project. Learners should consider their original intentions for the project alongside their supporting evidence showing how they refined their idea. They should use their original business plan to explain any deviations – the reasoning for it (including any research undertaken), the impact the changes made on the product and the lessons learned from the process.

The following resources can be found in **Milestone 3** to support learners:

- Evaluating Ideas Worksheet
- Product and Service Idea: Research Form

The following resources can be found in **Milestone 4** to support learners:

- Business Plan Template
- Business Canvas Template

## AO4 – Review

### Presenting project outcomes and evaluation to an audience

Learners need to provide the following evidence for this assessment objective.

- All learners should complete their own live presentation of their project to assessors and or peers. Learners should evidence:
  - an overview of their project (focusing on their research aims)
  - how their initial aim and project objectives, as stated in the project proposal form, were met or not met and why
    - the research that was undertaken and the limitations of the methodology used
    - what they have learned/achieved, including new skills developed and what could have been done differently
    - how the experience of producing an artefact could help them in the future by contributing to their future career/education.
- Learners must answer live questions at some point during their presentation.
- Oral presentation assessment sheets to be completed by the EPQ assessor are available to download from the Pearson/Edexcel project website.

- It is likely that learners will not cover all aspects required for AO4 in their oral presentation. Remaining evidence can be submitted in the form of a written review.

## Using Company Programme to Support AO4

- Use **Milestone 1 – Starting Up** to complete the ‘Starting Up Questionnaire’. Completing this at the **beginning** and then the ‘Looking Back Questionnaire’ (see **Milestone 8** below) at the **end** of their Company Programme experience means learners can track their progress over the course of the project – an important part of AO4 is for learners to explain what they have learned and how this will support them in their future.

The following resources can be found in **Milestone 1** to support learners:

- Starting Up Questionnaire (make sure this is completed at the beginning of Company Programme)
- Use **Milestone 3 – Generating the Idea** and **Milestone 4 – Business Planning** to help revisit the original ‘planning and research’ for their project. Learners should consider their original intentions for the project alongside their supporting evidence showing how they refined their idea. They should use their original business plan to explain any deviations – the reasoning for it (including any research undertaken), the impact the changes made on the product and the lesson learned from the process.

The following resources can be found in **Milestone 3** to support learners:

- Evaluating Ideas Worksheet
- Product and Service Idea: Research Form

The following resources can be found in **Milestone 4** to support learners:

- Business Plan Template
- Business Canvas Template
- Use **Milestone 8 – Looking Back/Next Steps** to review the progress learners have made during their Company Programme experience. Completion of the ‘Looking Back Questionnaire’ means that, so long as learners also completed the ‘Starting Up Questionnaire’ at the beginning, they will be able to view a personal profile of their skills development on YE Online. In addition, **Milestone 8** provides guidance on how to most effectively use these skills in futures careers or education.

The following resources can be found in **Milestone 8** to support learners:

- Personal Action Plan Template



- Skills Based CV Template
- Looking Back Questionnaire

## Working as a group for the EPQ

Learners may choose to work in a group for their EPQ project. The members of the learner company would make up the group.

When working as a group:

- Each learner must have their own specific role within the group. This can be evidenced in each individual Project Proposal form and activity log. These documents are mandatory for every learner to complete, whether they work in a group or individually.
- Each learner must clearly highlight their own individual project objectives and those of the other learners in the group.
- Each learner's individual contribution to the final outcome(s) must be identified and fully recorded
- The role a learner takes within the group must enable them to generate their own research, and this should be evidenced, analysed and referenced according to the requirements for AO2.

Each learner should have a different role in the company (guidance on roles is provided on YE Online). This will enable them to generate their own unique research, aims and objectives from the perspective of their role in the company.

For example, the Marketing Director will have a focus on understanding their potential customers, how the product meets their needs and the most effective routes to those customers. Their aims, objectives and research will be very different to the Finance Director, who will be focused on establishing the financial viability of the product.

Each learner will review their own role in both the process and the development of the final outcome. Learners can also critically review the role(s) of other group members.

**Use Milestone 2 – Creating the Board to help learners identify unique roles which will enable them to complete their EPQ from their own perspective of the research, planning, development and evaluation.**

## Top tips

- Learners should make sure that their EPQ title incorporates how they will measure the success of their product once they have created it; for example, *'To develop a toy which helps children describe their emotions and evaluate the difference it makes to them being able to communicate their feelings.'*
- All **artefact** projects must have a clear design brief and research aim and be well evaluated. Learners should take time to conduct appropriate initial research before moving onto the product development stage. As the project progresses additional research needs may emerge, with the findings used to solve problems Use the **Business Plan Template** or **Business Canvas Template** in **Milestone 4** to help capture this.
- A large number of marks are for documenting the creative journey towards the production of the artefact. This process will usually include working on initial drafts, designs or prototypes, before refining the final outcome.
- Ensure that all learners complete the **Starting Up Questionnaire** in **Milestone 1** and the **Looking Back Questionnaire** in **Milestone 8**. Only by completing both will learners receive an individual profile of the skills they have developed as part of their experience. This can be really useful for AO3 and AO4.
- Learners should make sure that they keep a record of any changes they make to their original plans and provide evidence of any research that influenced the changes.

## Summary of evidence required to be submitted by the learner/assessor

- The Project Proposal form
- The activity log
- Research carried out, an analysis of sources found and selected including their usefulness towards the final outcome. Referencing of sources in a bibliography.
- Evidence of the developmental process, including changes made and why.
- The artefact and supporting information.

- The evaluation, including the completed and signed oral presentation sheet and supporting information, such as copies of any slides used in the oral presentation.

There is a wealth of helpful information regarding all aspects of the EPQ, including teaching and learning materials and assessment, available on the Pearson/Edexcel project website under ‘Qualifications’ – ‘Project qualification’.

## Guidance for Pearson/Edexcel EPQ units P301, P302, P303

All EPQ units require learners to provide evidence against the four assessment objectives as detailed in the evidence guidance for P304 – Artefact. If you choose to complete another unit for your EPQ, follow the guidance below.

**Weightings for each assessment objective are the same across all four EPQ units.**

**However, each unit has a specific and individual profile and evidence requirements.**

### P301 – Dissertation

- The outcome for this unit is a written dissertation that addresses a question that the learner can argue, and reach evidenced-based conclusions on.
- Total word count for this unit is guided at approximately 6,000 words but learners will not be penalised for submitting work that falls outside this range within reason as long as all assessment objectives are addressed.
- Learners should select a topic from an area that interests them. The project title should reflect a research question that can be argued for and against using a range of sources that can be analysed and evaluated for usefulness.
- It is suggested that evidence for AO2 takes the form of a literature review citing a wide range of different types of sources.
- The dissertation should demonstrate good understanding of the topic area and a clearly argued and well thought-out argument that is supported by several lines of reasoning with counterarguments or alternative interpretations which form the basis of an evidence-based conclusion that addresses the initial research question.

- A detailed project Proposal Form should be included and show evidence of proposed timescales and project objectives.
- An activity log detailing the reflective journey undertaken is also expected. An Oral Presentation Mark Sheet is needed and ideally supported by witness statements. There is no requirement to include all secondary information found and used as this should be cited and analysed in the evidence for AO2.

## **P302 – Investigation**

- The outcome for this unit is based on forming conclusions based on data collected, analysed and evaluated to answer a hypothesis which is stated in the Project Proposal form.
- It is recommended that the outcome is a word-processed A4 document (approximately 4,500 words is reasonable), accompanied by evidence of the oral presentation as part of AO4.
- The outcome of this EPQ should be based on the learner's own collection of primary research data, generated through experiment or via questionnaires, or from a previously unanalysed data set, which should be selectively collected, presented graphically and statistically analysed (especially for significance of any findings).
- The project should also be backed up by extensive secondary source research to put the primary research in context. This secondary data should be analysed and evaluated for its usefulness to the outcome. This could be evidenced in the form of a literature review.
- A detailed project Proposal Form should be included and show evidence of a proposed timescale and project objectives to be completed throughout the investigation.
- An activity log detailing the reflective journey undertaken is also expected. An Oral Presentation Mark Sheet is needed and ideally supported by witness statements. There is no requirement to include completed questionnaires or original data sets.
- This unit is differentiated from P301 by the expectation of a more scientific and mathematical approach with statistical analysis of data and thus the conclusion should involve the rejection or acceptance of the starting hypothesis at a declared level of significance.

## P303 – Performance

- The outcome for this unit is based on learners carrying out a performance, which is provided as evidence in a format that can be viewed by the examination board.
- Learners may choose from a wide variety of performance formats that may not necessarily be related to the performing arts or music, such as sports or other activities that support learners in expressing themselves.
- Ideas for the performance need to be focused, while providing a genuine opportunity for the exploration and development of ideas. The most successful outcomes are developed from focused and well-defined project objectives.
- Learners need to plan, research, develop and evaluate the performance. It is expected that the performance will be accompanied by written evidence of approximately 3,000 words in length, alongside the activity log, Project Proposal form and oral presentation sheet.
- Learners need to refine the performance providing evidence of this; for example, in the form of rehearsal notes and information provided for decisions made and subsequent changes implemented as a result of rehearsals.
- Secondary research must be reviewed as evidence for AO2. This could include research into a target audience, venues, music, technical facilities and equipment, or learners' own observations of similar performances carried out by others, for example.
- A detailed Project Proposal form should be included and must show evidence of proposed timescales and project objectives to be met, relevant to the proposed performance.
- An activity log detailing the reflective journey undertaken is also expected. An Oral Presentation Mark Sheet is needed and ideally supported by witness statements.