

Pearson Edexcel Level 3 Extended Project

**EPQ Express: How to do
an EPQ in 3–6 months**

Help your learners deepen their learning and become future ready

Year 12 and Year 13 learners can complete a Pearson EPQ in a focused period of time in order to:

- demonstrate their ability to build on their knowledge and understanding of KS5-level content and/or do a deep dive into an interest area
- develop skills for future learning or the world of work

How do you ‘Express’ an EPQ? Isn’t the whole point that it’s Extended?

EPQ Express is still an Extended Project – the specification and assessment criteria remain unchanged. Learners are expected to fast-track their projects, fulfilling the same amount of guided learning hours in a shorter time frame.

What free support is Pearson offering?

- An [Online Toolkit](#) helps you to deliver the taught-course basis and mentor learners via an online platform.
- [A podcast and video series with educators](#) will give you guidance and support on project learning principles and ideas on how to mentor learners remotely and keep them motivated.
- [Online and on-demand training](#) for teachers covering the principles of project learning across the secondary curriculum, as well as practical guidance on how to deliver the *EPQ Express* and how to mark projects. Existing on-demand training on how to deliver and assess the qualification is available [here](#).
- [Student webinars](#) on key project skills to cover some of the teaching time.
- A [Project Support Guide](#) which acts as a one-stop shop for resources related to the Project Qualifications and includes all the support you need for Project teaching, learning and assessment.

Why do an EPQ Express?

Year 12 learners

- This support will help learners develop ideas and extend their knowledge and understanding of content based on their AS level studies.
- *EPQ Express* provides an opportunity for learners to develop their skills in independent learning, which will be valuable early preparation for higher education or employment.
- Completing an EPQ during Year 12 will free up time for other studies during Year 13.
- Exploring a topic via an EPQ is a good way for learners to discover where their interests lie and help them begin thinking about options for university study.

Year 13 learners

- This support will help learners extend their A level studies in new directions, building on knowledge and understanding of content they have already gained.
- Working on an *EPQ Express* will help Year 13 learners develop skills for academic study, preparing them to hit the ground running if they are looking to move to university study.
- Project work calls for the use and development of employability skills (e.g. judgement and decision-making, fluency of ideas, active learning, creativity, communication, critical thinking, problem-solving and the use of IT).

Ideas and practical guidance

P301 – Unit 1 Dissertation

- A dissertation can focus on a question that links to a learner's aims for degree-level study.
- A dissertation can draw inspiration from topics studied as part of A level programmes, combining ideas from two or more subjects. For example, a learner could draw on their knowledge of science and expand this into an exploration of ethical issues. Alternatively, a study of the psychology of leaders could draw on ideas discussed during A level History and Psychology classes.
- Locating a specific debate within a subject area is a good idea as a starting point for an EPQ. Questions which allow scope for argument and counterargument are better than ones that lead to merely descriptive responses.
- Finding out what researchers are discussing through reading abstracts of articles in professional journals or magazines reporting research findings is another route into a Dissertation EPQ.

P302 – Unit 2 Investigation

The Investigation EPQ allows a learner to gather/or analyse primary data.

- Data may be gathered through surveys (perhaps online) or experiment/field study.
- Data may have already been gathered by professional bodies (e.g. scientists or governments); learners can then perform an analysis.
- Key is to have copious data that can be analysed, correlations found and hypotheses tested statistically for significance.
- Topic ideas are varied and could include: solar activity variation (www.swpc.noaa.gov); analysing data from Citizen Science projects (www.zooniverse.org); screen-time use in a family; bacteria growth on bread.

P303 – Unit 3 Performance

This unit provides learners with the opportunity to produce a performance or event for an audience (this can be a virtual/online audience). Dance, Drama and Music are popular disciplines, but ‘performance skills’ can be used in coaching or teaching videos, or hosting virtual events. Potential ideas could be based around:

- storytelling – bringing a story to life through voice and expressive skills; using performance skills to educate, relax or inspire a particular group of people; this could be audio or video work
- raising awareness – hosting an online event, maybe linked to a specific day, or to raise awareness of a cause or issue
- conversations – creating a community dialogue (physical community or community of interest) to address a concern or issue
- performance groups (online or physical) – set up a choir, drama group or dance group with a shared creative aim.

Other ideas could include:

- educational videos/learning opportunities
- re-imagining a piece of repertoire (play, book or film) to share with a ‘new’ audience
- a guide or ‘experience’ for the exploration of a genre or practitioner.

Learners should be encouraged to think of all the ways people engage with each other; how they stay connected; the information, messages or themes they would like to communicate, and who to. There is no end to the possibilities learners could explore.

P304 – Unit 4 Artefact

- The project outcome can be an artefact or design.
- Learners produce a huge range of very varied outcomes for this unit including engineering, product design, architectural, digital, literary, media, publishing, art and design, textile, and music technology artefacts.
- It’s a real opportunity to be creative and innovative.
- Learners could synthesise knowledge gained on their academic programme with practical technical and/or creative skills.

- Learners could apply skills gained on a vocational programme to different sectors/areas of interest, e.g. a creative writing outcome set during an era studied in History or an arts outcome exploring a principle of Physics.
- It is also an opportunity to create an artefact that responds to the current situation, e.g. an app, product design or piece of art inspired by specific challenges arising from the global pandemic.

For this unit the starting point is a very focused design brief.

Support

For further support, [email and chat to us](#) or check out our [website](#).