

# How to mentor a Project Qualification learner in a non-assessor role

# Purposes of this training

- To provide an overview of the Project Qualifications.
- To explore the role of a project mentor.
- To consider a best practice model for mentoring.
- To show how to do the Extended Project Qualification (EPQ) alongside the Company Programme.
- To provide practical guidance about meetings and safeguarding.
- To look at case studies of the involvement of non-assessors as mentors in the project process.

# Overview of Project Qualifications

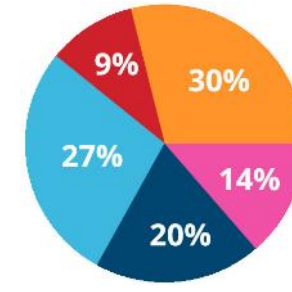
- There are three levels of Project Qualification:
  - Level 1 Foundation (FPQ)
  - Level 2 Higher (HPQ)
  - Level 3 Extended (EPQ)
- Learners follow a process of planning, research, development and review.
- Learners submit a [Project Proposal Form](#) and [Activity Log](#), together with records of their final Project outcome.
- At Level 3, learners are expected to present their Project.
- Learners are supported by a teacher-assessor and may also receive support from a mentor acting in a non-assessor role.

# EPQ units



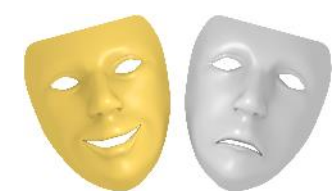
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**Dissertation** – a written research report, typically containing an abstract, introduction, literature review, discussion, conclusion and evaluation.



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**Investigation / Field Study** – scientific investigation of a research question / hypothesis, with data collection and analysis, often mathematical.



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**Performance** – development of a personal response to a performance commission, drawing on research into genre, processes and techniques.



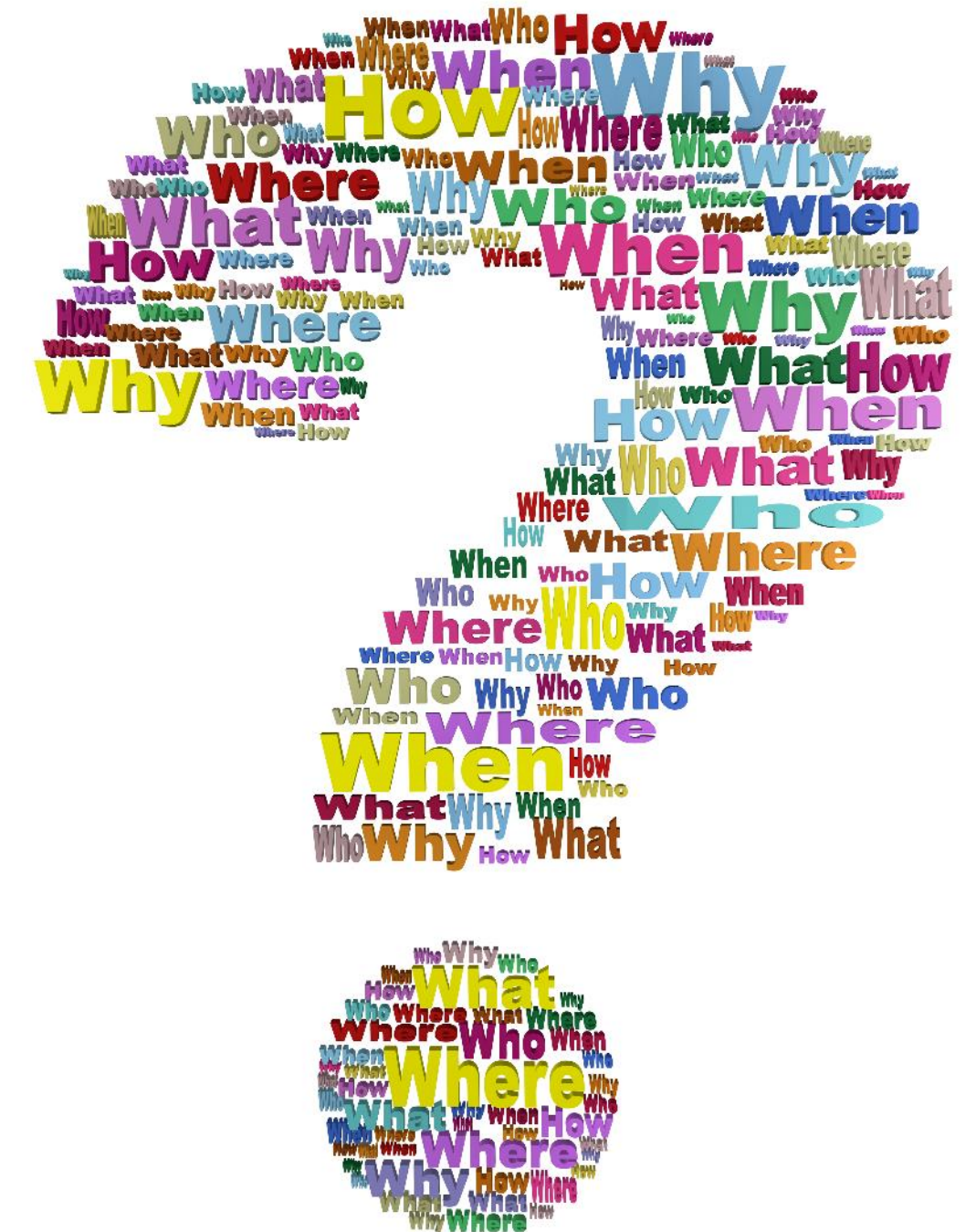
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**Artefact** – development of a personal response to a practical brief, drawing on research into materials, processes, techniques and designs.



# A best practice model for mentoring

- Mentors should be supporters / guides, not instructors.
- The goal of mentoring is to help the learner develop their own abilities to manage the project process.
- Mentors should question, challenge and reflect, rather than teach, direct or instruct.
- A mentor in a non-assessor role serves as a source of expertise for the learner.
- Learners should be guided to access the expertise of a mentor by preparing questions and identifying specific topics about which they would like to learn more.



# Principles of project mentoring

- Teach project learning skills as learners work.
- Guide learners to resources offering online support.
- Facilitate the process of choosing and refining a suitable title.
- Encourage analysis, synthesis and evaluation, not just collation.
- Encourage learners to develop and defend their own ideas.
- Remind them to consider counter-arguments.
- Agree regular milestone checkpoints.
- Encourage self-review.
- Mentor by questioning.

# How to do the EPQ alongside the Company Programme

# How the Company Programme supports the EPQ

- The process a learner goes through to achieve an **artefact** EPQ closely maps the stages they take through Company Programme.
- Learners can complete their EPQ if they plan, research, develop and evaluate the production of an **artefact** (product).
- The artefact would be the **outcome** of their Extended Project.
- 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 fulfil.





# Examples of Company Programme 'artefacts'

The most recent Company Programme finalists can be found [here](#).

- **Fuze** – *'A mini, travel friendly wireless portable blender, targeted at all types of foods, allowing blending on the go! Supported by a multi platform app and website used to generate sales and advertising revenues'*
- **Offshore** – *'using seaglass to create beautiful, bespoke products, which remind all homes in which we reside, of the beauty of our shores, giving our customers the incentive to aid us in protecting our shores'*

# Working as a group

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

When working as a group each learner must:

- be able to highlight individual and group objectives
- identify and record their individual contribution
- have a different and specific role in the company.





## Working as a group – Fuze

*‘We divided all members into distinct departments so that weekly tasks could be completed more effectively. A Director in each of the departments performed the role of a line manager in order to manage any problems in a more organised and professional manner. These departments included Operations, Finance, Marketing, Sales and IT.’*

# Group/Company roles

- The role a learner takes within the group must enable them to generate their own research.
- Meetings with mentors are an important part of this research. You will be their research source.
- You may also be able to signpost them to other resources they can use in their role.
- Encourage the learner to ensure they evidence, analyse and reference their meetings with you.



# Examples of support – Offshore

- *‘Asked us the questions that forced us into thinking further along the line.’*
- *‘Where can you take your product?’ / ‘Who will be your customers?’*
- *‘Provided personal, ‘freakonomic’ strategy for a successful business.’*

# Further information

- Detailed information on how [the EPQ links to the Company programme](#).
- Episode 2 of the [Future Ready Today podcast series](#) includes Young Enterprise Company Programme and how it sets learners up for future success.
- More information on all aspects of the EPQ can be found in this [support guide](#). This includes the online toolkit referred to earlier.

# Practical guidance for meetings and safeguarding

# Current context

- In response to COVID-19 there may not be any face-to-face meetings.
- The EPQ artefact guidance states that primary research (including interviews) should be undertaken in accordance with restrictions and current social distancing guidance. Interviews can be conducted virtually or by phone.
- [Pearson guidance for social distancing](#) also states that all sessions with learners can be done remotely (via phone or video calls).





# Codes of conduct

- Ensure you are aware of the Young Enterprise/school's online Code of Conduct.
- Maintain professional boundaries:
  - ✓ only communicate through approved channels and online platforms
  - ✓ ensure you are in a 'neutral' space for any virtual meetings
  - ✓ only use agreed professional contact details
  - ✓ avoid contact through personal social media.

# Useful links

- The [Young Enterprise Safeguarding Policy](#)
- The [Young Enterprise Code of Conduct](#)
- The [NSPCC update](#) on undertaking remote teaching safely

# Case studies

# Case studies

- Rose Aidin – Chief Executive at [Art History Link-Up](#)



- Nick Brown – Head of MFL and EPQ at Lincoln Castle Academy