

Pearson Edexcel

Level 1 Foundation Project

Specification

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About this document

This guidance document contains all of the information relevant to candidates who are completing a Foundation Project Qualification with Pearson Edexcel. Single and multiple document approaches to the FPQ are included as links at the end of the document in Annex A, for which candidates and centres are required to submit the appropriate document relevant to the unit choice. The main [Pearson website](#) provides support documentation (see Teacher support material) that are relevant to the overarching qualification structure, administration, grade descriptors for assessment, tutor/assessor guidance, malpractice, and any additional information.

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Unit 1: Foundation Project

Level 1

Guided learning hours: 60

Introduction

This unit begins with the learner choosing and planning a project. They will record the activities they undertake during the project. The learner will obtain information and apply it to the project outcomes, presenting them in an appropriate format. They will then review the project and their own performance.

Learning outcomes

On completion of this unit a learner should:

- 1 Be able to choose, plan and manage a project
- 2 Be able to obtain information and apply it to a project
- 3 Be able to select and apply skills to complete a project
- 4 Be able to review a project and own performance.

The assessment evidence presented by the learner must evidence all the above learning outcomes.

Unit summary

Learning outcome number	Learning outcome	Assessment
	The learner will:	The learner can:
1	Be able to choose, plan and manage a project	<ul style="list-style-type: none"> describe why they have chosen the project identify objectives for the project plan activities and agree deadlines keep records of activities undertaken during the project.
2	Be able to obtain information and apply it to a project	<ul style="list-style-type: none"> obtain information from a range of sources keep records of the relevant information obtained.
3	Be able to select and apply skills to complete a project	<ul style="list-style-type: none"> use a range of skills, including appropriate technologies and working with others to complete a project meet project objectives share the outcome.
4	Be able to review a project and own performance	<ul style="list-style-type: none"> review the results of the project review their own performance share the review and evaluation of learning and performance.

Unit content

1 Be able to choose, plan and manage a project

Choosing an appropriate topic and title

Learners should select, either individually or as part of a group, an appropriate topic. They should then identify a question or brief and the intended form of the project outcome, for example a design, a report with findings from an investigation or study, an artefact or a performance.

The project must be agreed with the tutor-assessor using the Project Proposal Form. An example form can be found in *Annexe B* and electronic copies will be available to download from the Pearson website.

The choice of topic should be negotiated between the learner and their tutor-assessor, with input where appropriate from other tutors or an employer. It is important that the tutor-assessor is able to support learners and guide them, where necessary, in selecting a project that:

- supports learner progression (please refer to the [Pearson website](#) for further information)
- has the potential to provide the learners with opportunities to meet all of the assessment objectives (please refer to the [Pearson website](#) for further information).

It is acceptable for learners to choose a 'working title' which is adapted as the project progresses, subject to the tutor-assessor agreeing the changes. If this happens, learners should keep a record of their reasons on the Project Proposal Form (or attachments). However, if a completely new topic is chosen, learners will need to re-start the project from the beginning.

In some projects where learners may need to work in a group, each learner must have a clearly identifiable role and produce their own individual evidence for the entire project, which can be assessed independently of other learners' contributions. Learners can consult other members of the group when working on the Project Proposal Form, but each person must produce their own form, which must contain their own individual rationale and objectives.

How to complete the Project Proposal Form

In **section 1** of the Project Proposal Form, learners must record:

- their objectives

If the learner is working in a group project, there must be objectives that relate to the individual learner. In other words, they will probably begin with the words 'I will ...' rather than 'we will ...'. Additional group objectives are permitted.

At Level 1, the learner's choice of objectives may be set in response to direct suggestions from the tutor, but it is important that the learner understands and agrees them.

- a working title in the form of a question
- (if it is a group project) their individual responsibilities must be made clear
- the form that the project outcomes will take (for example a report, performance, artefact).

Section 2 of the Project Proposal Form requires learners to give a rationale for the project. This must include why they have chosen it.

Learners must then plan their project, using **sections 3 and 4** of the Project Proposal Form. As a minimum the plan must include:

- the main activities that they will need to carry out
- two milestones, which must be agreed between the learner and the tutor-assessor to fit the centre's requirements – the centre should decide the deadlines and purpose of the milestones, while the tutor-assessor and learner agree together what the milestones should be (see page 51 for further information about milestones)
- the main resources they will need. Depending on the project, these may be physical, technological, human, financial or information. These should include resources needed for background research before they can begin as well as resources needed to complete the project.

The tutor-assessor and project proposal checker must sign off the Project Proposal Form before the learner can do any more work (see page 51 for further information).

By confirming that the project is appropriate, the centre is confirming that the proposal will give the learners scope to achieve all of the assessment objectives.

Ongoing monitoring of the project

During the course of the project, learners must keep individual records which document its progress and the activities undertaken, using an 'activity log'. An example activity log can be found in *Annexe C* and electronic copies can be downloaded from the [Pearson](#) website.

Learners should use their project plan to monitor their own progress, adapting the plan where necessary; where this occurs, this should be recorded in the activity log.

Summary of evidence required from learner

- The Project Proposal Form.
- The activity log.

2 Be able to obtain information and apply it to a project

Learners should keep records of the relevant information obtained.

Obtaining information may have begun at the same time as work was being carried out on learning outcome 1 and before learners have decided on their project title and may continue for the duration of the project. However, it is likely that most of the activity will occur immediately after the project proposal has been agreed.

It may include some of the following:

- background reading, for example newspaper articles, books, websites, visual research
- observations made by the learner, for example in a museum, a laboratory, a workplace or a theatre
- investigations of media, materials, processes, technology
- a collection of sample materials
- conversations with the tutor or interviews with topic experts
- audio, visual or audio-visual materials.

At Level 1, there is no requirement for independent research; instead what is required is 'obtaining information'. This means that reading lists, references and suggestions for information gathering activities can be provided by the tutor-assessor, rather than found by the learners independently.

Learners should make use of the information that they have obtained when developing and realising their projects, selecting what is relevant. Depending on the type of project and information, this might be included in different places, eg the introduction to a report, supporting information for an outcome that is ephemeral or a design, or in the activity log.

The marking grid distinguishes between the 'range of sources' and 'types of information'; weaker learners are likely to rely on one type of information (eg the internet) even if they use a range of different sources.

Records should be kept of the sources of all relevant information obtained, with appropriate referencing of the sources in a bibliography. (Non-relevant information should not be recorded.)

For non-documentary information gathering, such as conversations and observations, learners should include information in the activity log about what/when/where these took place.

Summary of evidence required from learner

Records of information gathered. Depending on the type of project and the type of information, this could be included within the project outcome or kept with the activity log.

3 Be able to select and apply skills to complete a project

Learners will then apply information available to them to develop and complete the objectives that they have set. This tests their capacity to see a project through to completion. The project must produce some form of end result, which will vary according to the type of project.

Guidance on different forms of project outcomes

- If the **project outcome is ephemeral**, for example a performance or a one-off event, evidence must include supporting information which makes clear:
 - the stages that the learner has gone through
 - how ideas have developed.

The project outcome must be recorded on video or audio¹. An observation record must be completed by the tutor-assessor.

- If the **project outcome is an artefact or design**, the end result must be recorded appropriately, for example using photography. There must also be supporting information which makes it clear:
 - the stages that the learner has gone through
 - how ideas have developed and alternative designs that have been considered.

Examples of **features of effective presentation for artefacts/designs** that learners may incorporate will vary from one project to the next but may include:

- a description of a problem that needs to be solved
- sketches, drawings, diagrams, design development sheets
- changes or improvements made during the course of the project
- an explanation of how the artefact/design works
- a review of media, materials, processes and technology used
- any relevant features that also appear in the *features of effective presentation for written outcomes* section, below
- evidence of the final outcome.

¹ Information about acceptable video/audio formats is given in a separate document: *Moderation of Project Qualifications: Guidance for Centres*. Please refer to the Pearson website.

Project outcomes that are mainly written (for example a report with findings from an investigation or study) can be presented in any appropriate format. This must include as a minimum:

- what the project is about
- what was done
- the results.

The most important consideration is **coherence**. If writing is coherent, this means that:

- the information is presented in a logical order
- the text is structured clearly with clear connections between the different parts of the text
- the information is clearly relevant to the project.

Learners should also try to ensure that **features of effective presentation for written outcomes** are used, where appropriate. This may include use of:

- headings and sections
- paragraphs
- title page
- contents page
- page numbers
- labelling of any diagrams or tables
- appropriate font sizes or styles
- footnotes and references.

Another consideration is accuracy and appropriateness of language:

- spelling
- grammar, for example tenses, syntax
- punctuation
- vocabulary, for example technical language relevant to the topic
- style/register, for example the use of neutral/slightly formal style in a report.

Planning and redrafting of work should be encouraged in order to produce the best quality outcome, but only the final project outcome should be assessed.

Further guidance on all forms of project outcome

Project outcomes that are mainly written should be at least 500 words long, but are unlikely to require more than 1500 words. In other types of project, the learner is likely to produce fewer words: supporting information should be at least 250 words, but is unlikely to require more than 750 words. However, in both cases learners will not be penalised for writing more than this.

The project outcomes should contain evidence of skills used. (This does not include general project management skills, which are covered in learning outcome 1.)

The range of skills may include:

- any technological skills that are appropriate to the project, for example IT skills
- technical or craft skills
- research skills
- performance skills
- visual communication skills.

Summary of evidence required from learner

The completed project outcomes and any associated supporting evidence.

4 Be able to review a project and own performance

Learners must review the results of the project and their own performance.

This can be communicated in any way that is appropriate, for example a piece of writing given to the tutor-assessor, a display shown to their peers, an oral presentation in front of an audience.

This review should cover:

- a description of which project objectives (as outlined in the Project Proposal Form) were/were not achieved – learners may be able to achieve higher marks if they include the reasons for success or lack of success
- how successful the project has been and how well they have managed
- what they have learned and the skills that they have used during the project
- ideas for follow-up work they could do in the same or other areas of study and interest.

Summary of evidence required from learner

The review of the outcomes and own performance. Depending on the type of project, a written review could include some or all of this information within the project outcome or it could be provided separately. If this review is presented orally, the evidence must include an observation record completed by the tutor-assessor, along with any notes, handouts, etc, prepared by the learner; the review does **not** need to be recorded on video/audio.

Marking grid

Level 1, AO1: Manage²

Mark band 1	Mark band 2
<p><i>Project Proposal Form</i></p> <p>As a whole, the information given is brief and may be unclear in places.</p> <p>There is limited information about why they have chosen the project.</p> <p>A few of the key activities that need to be carried out are included, but with obvious omissions.</p> <p>There is limited information about the resources that will be required.</p> <p><i>Activity log</i></p> <p>The activity log contains little information about activities undertaken during the course of the project with little or no reference to the agreed project plan.</p>	<p><i>Project Proposal Form</i></p> <p>As a whole, the information given is developed and clear.</p> <p>There is clear information about why they have chosen the project.</p> <p>Most of the key activities that need to be carried out are included.</p> <p>There is adequate information about the resources that will be required and what they will be used for.</p> <p><i>Activity log</i></p> <p>The activity log contains little information about most of the activities undertaken during the course of the project. Activities follow the Project Proposal Form (including changes to the plan where necessary).</p>
0–3 marks available for the work produced	4–6 marks available for the work produced
<p>+ 0 marks if directed support given by tutor-assessor</p> <p>+ 1 mark if limited support given by tutor-assessor</p>	
Total marks out of 7	

See [Guidance of using the Level 1 Marking Grids](#) on how to allocate marks.

² If clearly referenced, credit can be given for additional evidence of planning and managing the project contained in any supplementary materials submitted for assessment.

Level 1, AO2: Use resources

Mark band 1	Mark band 2
<p>Information is obtained from a few sources.</p> <p>Some of the information gathered and sources used have limited relevance to the project objectives. There is limited application of information to the project outcome.</p> <p>Some documentary sources are identified in a bibliography, although this may not be clear enough to allow the sources to be retrieved.</p> <p>There is limited information about any non-documentary information sources used, which is likely to include information about what learners did.</p>	<p>Information is obtained from a range of sources, including at least two types of information source.</p> <p>Most of the information gathered and sources used are relevant to the project objectives. The information gathered is applied to the project outcomes.</p> <p>Documentary sources are identified in a bibliography clearly enough to allow the sources to be retrieved.</p> <p>There is clear information about any non-documentary information sources used, which is likely to include information about what learners did, and where and when they did it.</p>
0–4 marks available for the work produced	5–8 marks available for the work produced
<p>+ 0 marks if directed support given by tutor-assessor</p> <p>+ 1 mark if limited support given by tutor-assessor</p>	
Total marks out of 9	

See [Guidance of using the Level 1 Marking Grids](#) on how to allocate marks.

Level 1, AO3: Develop and realise

Mark band 1	Mark band 2
<p><i>Project outcomes that are mainly written</i></p> <p>Ideas are developed in a way that shows limited understanding of the topic. There is limited evidence of supporting arguments.</p> <p>The project is likely to be sufficiently clear in most places for the reader to understand with some effort. Information is generally presented in a logical order but there will be limited evidence of structuring/connections between different parts of the text and some of the information within the project may have limited relevance.</p> <p>There are frequent errors in the use of language³ which are intrusive and often interfere with communication.</p>	<p><i>Project outcomes that are mainly written</i></p> <p>Ideas are developed in a way that shows some understanding of the topic. There is an answer to the question. There is some evidence of supporting arguments and some consideration of alternative viewpoints or interpretations.</p> <p>The project is likely to be sufficiently clear for the reader to understand without too much effort. Information is generally presented in a logical order with some structuring/connections between different parts of the text and the information within the project is generally relevant.</p> <p>There are some errors in the <u>use of language</u> which may sometimes be intrusive, but these tend not to interfere with communication. The project includes some relevant features of effective presentation⁴.</p>

³ See page 16 – accuracy and appropriateness in use of language

⁴ See page 16 – features of effective presentation for written outcomes

Level 1, AO3: Develop and realise (cont.)

Mark band 1	Mark band 2
<p><i>Project outcomes that involve the creation of an artefact or design</i></p> <p>The artefact or design is produced but may be incomplete. It is likely that some of the relevant resources⁵ obtained by the learner are used with limited success in realising the project outcome in a way that addresses the project objectives. Limited understanding of the topic is apparent. There is limited evidence of development of ideas or that alternative designs have been produced. There is some supporting information which is sufficiently clear in most places to be understood with some effort.</p>	<p><i>Project outcomes that involve the creation of an artefact or design</i></p> <p>The artefact or design is produced and presented in an appropriate format. It is likely that most of the relevant <u>resources</u> obtained by the learner are used with reasonable success in realising the finished project outcome in a way that addresses the project objectives. Some understanding of the topic is apparent. There is some evidence of development of ideas and that alternative designs have been produced. There is some supporting information about both of these which is sufficiently clear to be understood without much effort. The evidence produced includes a few features of effective presentation⁶.</p>

⁵ For example equipment, technology, materials

⁶ See page 15 – features of effective presentation for artefacts/design

Level 1, AO3: Develop and realise (cont.)

Mark band 1	Mark band 2
<p><i>Project outcomes that are ephemeral</i></p> <p>The performance, event (etc) takes place. There is likely to be little evidence of preparation/rehearsal. Some of the relevant resources⁷ for the performance/event have been obtained by the learner, and are used with limited success in realising the project outcome in a way that addresses the project objectives. Limited understanding of the topic is apparent. There is limited supporting information to describe the stages that have been gone through or how ideas have developed. This information is sufficiently clear in most places to be understood with some effort.</p>	<p><i>Project outcomes that are ephemeral</i></p> <p>The performance, event (etc) takes place. There is likely to be some evidence of preparation/rehearsal. Most of the relevant resources for the performance/event have been obtained by the learner, and are used with reasonable success in realising the project outcome in a way that addresses the project objectives. Some understanding of the topic is apparent. There is some supporting information that describes the stages that have been gone through and how ideas have developed. This information is sufficiently clear to be understood without much effort.</p>
0–8 marks available for the work produced	9–16 marks available for the work produced
<p>+ 0 marks if directed support given by tutor-assessor</p> <p>+ 1 mark if limited support given by tutor-assessor</p>	
Total marks out of 17	

See [Guidance of using the Level 1 Marking Grids](#) on how to allocate marks.

⁷ For example space, people, materials, equipment, information

Level 1, AO4: Review

Mark band 1	Mark band 2
<p>Overall the review of the project and their own learning and performance is brief and may be unclear in places.</p> <p>The learner can identify which of their objectives were or were not met.</p> <p>They show limited ability to assess how successful the project has been and how well they have managed.</p> <p>There is some attempt to identify the skills and knowledge that they have developed during the project.</p> <p>There are one or two brief ideas for follow up work in the same or other areas of study or interest.</p>	<p>As a whole, the review of the project and their own learning and performance is developed and clear.</p> <p>The learner can identify which of their objectives were or were not met and give reasons for success or lack of it.</p> <p>They show that they can assess how successful the project has been and how well they have managed.</p> <p>They can describe the skills and knowledge that they have developed during the project.</p> <p>There are several clear ideas for follow up work in the same or other areas of study or interest.</p>
0–3 marks available for the work produced	4–6 marks available for the work produced
<p>+ 0 marks if directed support given by tutor-assessor</p> <p>+ 1 mark if limited support given by tutor-assessor</p>	
Total marks out of 7	

See [Guidance of using the Level 1 Marking Grids](#) on how to allocate marks.

Total marks out of 40.

List of Annexes

Annexe A: Single and Multiple Document Approaches

[See Pearson Website](#)

Annexe B: Project Proposal Form

[See Pearson Website](#)

Annexe C: Activity Log

[See Pearson Website](#)

Annexe D: Candidate Record Sheet

[See Pearson Website](#)

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