Pearson Edexcel Level 3 Extended Project Qualification in Future Skills for Employability

Scheme of work: Four terms

This scheme of work is designed to support a four-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 Google Classroom™ and Microsoft® Teams, provide valuable tool for sharing resources and the management of ongoing project work. Using systems such as these 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 some 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 Pearson Edexcel Level 3 Extended Project Qualification in Future Skills for Employability (abbreviated hereafter to Pearson Future Skills for Employability) itself. As a general guide, one activity could be carried out each lesson. During this time, you will provide more direction to the class. Once Pearson Future Skills for Employability project work begins, your role will be to provide supervisory guidance while students work independently.

Please see the document 'Introducing the Pearson Edexcel Level 3 Extended Project Qualification in Future Skills for Employability' for further explanation of this scheme's features.

| Project workstream | Overview | Activities | Future skills portfolio builder | Employability skills development | Resources |
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| **Start of Term 1: Future skills for employability** **and EPQ *Approximately 8 weeks*** | | | | | |
| What is an EPQ? | Introduction to EPQ, with the aim of getting students to start thinking about possible projects. | Review specification to understand what the four units are. Review of exemplar projects. Students share initial thoughts about possible EPQ ideas – but no pressure to choose yet! | Forward thinkers (solve important problems): Plan for potential problems and solutions on a project. | Understanding project working | Pearson Edexcel's Level 3 Extended Project qualification (available at <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html>). EPQ exemplar materials from the Pearson Edexcel website (go to <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> 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. |
| Introducing future skills for employability | What are future skills for employability, and why do they matter? | Ask class to do research to find out what employers list as the most important attributes of employees. Class discussion of work in the future. What aspects of their experience and education do they feel prepare them for work? Should education change to prepare students better? Could investigation of these questions form an EPQ? | Most valuable players (transform their own abilities): Identify transferable skills you can use in different parts of your life and work. | Develop an understanding of the value of flexible approaches | Introducing the Pearson Edexcel Level 3 Extended Project Qualification in Future Skills for Employability document and Future Skills for Employability Framework. Internet access for research into future skills for employability. |
| Into employment | Interview preparation activities. | Students research tips for successful interviews. What steps should be taken in preparation for an interview? Discuss the nature of interviews as a conversation – a two-way exchange of information. Brainstorm ideas for Performance EPQs based around interview preparation (e.g. working on presentation skills and body language). | Powerful influencers (communicate with clarity and style): Structure a speech to convey an argument; know how to field questions and counter-arguments. | Link understanding your skills to requirements of an employer | Internet access for sources on interviews, preparation and presentation skills. |
| Portfolio building | Auditing employability skills; creating a portfolio for collating evidence. | Ask students to identify a job they might like to have in the future (e.g. graphic designer, IT consultant), then do research to find out the skills required for their chosen job. If they were to assemble a portfolio of their achievements, activities and experiences, what would go into it? Could creating a portfolio like this be their EPQ? | Most valuable players (transform their own abilities): Identify transferable skills you can use in different parts of your life and work. | Carry out a skills audit and prepare my CV | Internet access for sources on skills requirements for jobs and advice on building a skills portfolio (e.g. <https://help.open.ac.uk/create-a-professional-portfolio-for-when-you-are-applying-for-jobs>). |
| Understanding business | Researching and understanding companies. | In the previous activity, students chose a job they were interested in. Ask them to choose a company to which they might like to apply, and carry out research into that company in preparation for a possible interview. | Forward thinkers (start up a company): Carry out research into a business sector. | Appreciate what companies are and how they work | Guidance on researching companies (e.g. <https://www.thebalancecareers.com/how-to-research-a-company-2058508>). |
| Meeting the brief | Working with a client; responding to a client brief. | Discuss what a client brief is and how it can help to provide direction to a project. Imagine that the school has commissioned the Pearson Future Skills for Employability students to create a PR campaign to reduce single-use plastic in the school. What questions do they need to ask in order to define this brief clearly? How would they respond to it? Discuss in groups. | Forward thinkers (invent new solutions): Invent, choose and develop new concepts as a team. | Communicating in business with a client and responding to a client brief | Exemplar of Student Work: Presentation. |
| Locate the debate | Open questions are key to successful projects; many of the challenges facing workers in the future take the form of open questions as well. | Students discuss a range of open questions and share ideas. | Powerful influencers (communicate with clarity and style): Facilitate a debate or interview, supporting others. | Preparing for a discussion in the workplace | Activity Sheet 3: Exploring open questions. |
| Mid to End of Term 1: Pilot project activities *Approximately 7 weeks* | | | | | |
| What do I want to do with my EPQ? | Exploring ideas for EPQ titles, emphasising the importance of finding something personally interesting and rewarding. | Brainstorm – interests, aims for the future, career aspirations, hobbies, topics students have enjoyed, discussion questions that interest them. Students begin a list of possible titles. | Most valuable players (transform their own abilities): Identify transferable skills you can use in different parts of your life and work. | Identify employment-related skills and interests | EPQ exemplar materials from the Pearson Edexcel website (go to <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> 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. For information on choosing a good EPQ title, see also <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3/teaching-support/guidance-on-titles.html> and <https://youtu.be/LEdhTQanrrU> |
| What type of project shall I do? | Explore different project outcome types (Dissertation, Investigation, Performance, Artefact). | Consider all four project types and group project possibilities. Discuss the difference between a research question (for 'Dissertations' and 'Investigations') and a brief/commission (for 'Performances'/'Artefacts'). Students carry out peer interviews to encourage self-reflection. Where do my strengths lie? What would I most like to do for my EPQ? | Powerful influencers (communicate with clarity and style): Facilitate a debate or interview, supporting others; run a project to create a brand for a new idea. | Identify transferable skills you can use in different parts of your life and work | Pearson Edexcel's Level 3 Extended Project qualification (available at <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html>). Review evidence requirements for the different units. |
| 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> 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. |
| 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' (<https://youtu.be/uHY1OlQw5KE>) and 'Part 2' (<https://youtu.be/of_fGk5VVwM>). |
| 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. |
| 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' (<https://youtu.be/JCnDNqqAzgY>). |
| 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. <https://www.scribbr.com/citing-sources/how-to-paraphrase/>). |
| 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: <https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Exemplar-work-Medical-Consent-feb.pdf> |
| 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' (<https://youtu.be/JCnDNqqAzgY>). |
| 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' ([https://wellcome.ac.uk/sites/default/files/wtp057673\_0.pdf)](https://wellcome.ac.uk/sites/default/files/wtp057673_0.pdf) and also ‘Ethics and EPQ’ (<https://bigpictureeducation.com/sites/default/files/EPQ%20Ethics%20ResourcesStudent%27s%20Edition%20copy.pdf>). |
| 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> 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' (<https://youtu.be/ccNwMtQ3xck>). |
| 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: <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> |
| 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. |
| Term 2: Proposal form and EPQ research *Approximately 15 weeks* | | | | | |
| 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html>). |
| 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> and click on the ‘Coursework materials’ tab). |
| 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> 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: [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%20) |
| 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. |
| Term 3: EPQ development *Approximately 15 weeks* | | | | | |
| 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> 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: <https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Teachers-Guide-Level-3.pdf> |
| 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. |
| 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> 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: <https://qualifications.pearson.com/content/dam/pdf/Project-Qualification/Level-3/2010/Teaching-and-learning-materials/Project-Teachers-Guide-Level-3.pdf> |
| 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html>). |
| 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. |
| **Term 4: Edit, review and presentation of EPQ** ***Approximately 7 weeks*** | | | | | |
| 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' (<https://youtu.be/FEXjFb6AyZw>). |
| 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 <https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html> and click on the ‘Coursework materials’ tab). |