

# **Pearson Edexcel Level 1, 2 and 3 Project Qualification**

**Social Distancing  
Guidance and  
Recommendations**

## Key recommendations for all levels

This document provides recommendations to help teachers deliver and candidates complete the Pearson Edexcel Level 1 Foundation, Level 2 Higher or Level 3 Extended Project Qualification while following government COVID-19 restrictions and social distancing measures.

There are no changes to the qualification as a result of government restrictions and social distancing measures.

All candidates will continue to be treated fairly. Candidates who follow these recommendations will have access to all available marks and will not have compromised outcomes.

### Sessions with candidates

All sessions with candidates (teaching time or individual meetings) can be done remotely (via phone or video calls). This includes any references to face-to-face sessions in the specifications.

### Express approach to delivery

In April 2020, Pearson launched the Project Qualification Express, a fast-tracked approach to completing the qualification in a focused period. We will continue to support this approach and free support can be found on our [Future Ready website](#).

### Group work

Some candidates may wish to undertake a group project to fulfil a project title, performance or design brief. Group work is still acceptable. We recommend the following for all levels:

- If candidates are back in school, group work can be undertaken within the classroom, taking government social distancing regulations into account.
- If group performances cannot take place, individuals can perform separately, taking on different roles within a group commission. This allows them to perform on their own but also contribute to the overall project outcome. All candidates can then review each individual performance and its contribution to the overall outcome. Alternatively, the group could carry out a virtual performance or event using an online video call service.

- If candidates are studying at home, a group project can be discussed over learning platforms such as Google Meet, Microsoft Teams, Zoom or any suitable alternative. In these instances, all conversations need to be recorded in each candidate's activity log. Any resultant changes to the overall development or outcome of the final project that occurs as a result of these meetings should be clearly documented in the activity log, providing reasons for the changes. This evidence would make a secure contribution to marks awarded for AO1.
- In order to clarify individual contributions to a group project, particularly when social distancing, it is important that each individual within the group has clear and transparent goals to work towards. This can be achieved by each individual member of the group taking ownership of their own project objective(s), which are tasks taken from breaking down the initial project title or commission. It would be important for group members to meet regularly on an online platform throughout the planning stages of the project to ensure that each group member is clear regarding their own responsibilities and how these contribute to the overall outcome.
- For evidence for AO2, each member of the group can undertake a section of specified research with agreed sources that will contribute to the outcome. The usefulness of these sources to the overall outcome needs to be discussed through a group meeting. Each group member should refer to each information source regarding its usefulness to the development of the outcome and reliability and validity in their evidence for AO2.
- The development of the outcome should be described by each group member, charting how each individual contribution resulted in particular aspects of the outcome. This will need to be discussed in a group meeting.
- For AO4, candidates should review their own contribution to the development of the outcome as well as the contributions of other group members. Comments on how easy or difficult it was to complete the project under current regulations could be included here.

## Project presentations

### Level 1 Foundation and Level 2 Higher

There is no mandatory requirement for candidates to undertake an oral presentation of their project journey and outcome for P101 or P201. However, if a presentation is a centre-preferred requirement these could be undertaken through, for example, an online video call allowing other group members to provide peer feedback.

### Level 3 Extended

There is a mandatory requirement for candidates to undertake an oral presentation of their project journey and outcome for P301, P303, P303 and P304 to an audience. Presentations can be done via online video calls in front of a virtual audience.

## Recommendations for Level 3 EPQ units

The key guidance above relates to all Level 3 units. Below are more unit-specific recommendations.

### Unit 1 – Dissertation

- The Dissertation writing process can be carried out with online / remote support of candidates.
- No face-to-face meetings are required.

### Unit 2 – Investigation/Field Study

- Primary research such as site visits, interviews or work with laboratory researchers should be undertaken in accordance with restrictions and current social distancing guidance.
- Candidates can also access alternative online resources and conduct interviews virtually or by phone.
- It is acceptable for data sets to be drawn from un-analysed data available in the public domain and this may be a more appropriate route than attempting to engage in laboratory research directly.

### Unit 3 – Performance

- The commission or brief should recognise the nature of the process and the intended outcome, so the process evidence is captured in a fit for purpose manner. The use of vlogs / blogs / voice memos / screen grabs / images may well be more useful to evidence remote collaboration and development than the more traditional logbook. However no one form of capturing the process should be ruled out; it is important to think ahead to what will actually be the format for recording the process.
- Resources can include remote performance material, such as online performances rather than theatre visits, as a way to look at key influences.

### Unit 4 – Artefact

- Primary research such as site visits, interviews and skills development classes should be undertaken in accordance with restrictions and current social distancing guidance.
- Candidates could also access alternative online resources and conduct interviews virtually or by phone.
- The outcome can be a design or artefact. If students do not have access to the space or resources that they need to complete a fully realised artefact, they can work towards a design. They should still show the development of their ideas and consideration of alternatives. This may be through creating different iterations, before their final design.

If you would like to register your interest in the Pearson Edexcel Project Qualification or have any questions about this guidance, please [contact us](#).