



# Suggested delivery model

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**ASDAN Level 3 Extended  
Project Qualification (EPQ)**

Pre-project taught element

# ASDAN Level 3 EPQ

## Suggested delivery model

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# Introduction

Delivery of the Level 3 ASDAN Extended Project Qualification (EPQ) will require some teaching of the necessary skills. It is expected that 30 hours will be required for the taught element, which includes supervision and assessment of the learner's progress throughout their project.

- This suggested delivery model comprises 22 sessions, designed to support the teaching of skills linked to the four EPQ assessment objectives.
- A further four sessions are provided for candidates who are linking their EPQ to a work experience placement.

The sessions have been designed to take around an hour, with room to scaffold or extend the activities to suit the needs of all candidates. The material could also be broken down into smaller chunks and delivered in shorter sessions (eg during tutor time).

📄 [See session overview](#)

## Suggested delivery model

This suggested delivery model contains resources for supervisors/assessors and candidates. It is presented as an interactive document divided into three sections, with links to aid navigation between the sections.

### Session sheets

This suggested delivery model is presented as session sheets to provide structure for a total of 26 sessions. Supervisors/assessors may choose to deliver all of the sessions, or a combination of the sessions that they feel are most relevant to the needs of their candidates.

The session sheets have been written to be used by supervisors/assessors and candidates, allowing for delivery in taught lessons, supported study sessions or as part of independent learning.

Each session sheet clearly lists the relevant EPQ project forms, which will support candidates in making effective use of these mandatory forms. Project forms are available to download in Word document format from the ASDAN website: [asdan.org.uk/epq](https://asdan.org.uk/epq)

### Supporting resources

Some session sheets reference supporting resources. These resources include recording templates, diagrams and handouts that support the session content. Copies of the resources are included in this document in printable PDF format, with a separate accompanying folder of resources in other formats (eg Word, PowerPoint).

📄 [See list of supporting resources](#)

### Supervisor/assessor notes































In addition to the session sheets and resource templates, there are further supporting notes for supervisors/assessors. These include answers to some of the activities, as well as links to additional information.

# Session overview

## AO1. Manage a project








Session	Learning outcome	Project forms
1 New knowledge	To consider that the purpose of the EPQ is to create knowledge in a responsible way.	<ul style="list-style-type: none"> <li>• Form 1 – Project proposal</li> <li>• Form 2 – Project proposal authorisation</li> <li>• Form 3 – Initial project review</li> <li>• Form 4 – Project plan</li> </ul>
2 Choosing a topic	To start to select a suitable topic for the EPQ by exploring your own interests.	<ul style="list-style-type: none"> <li>• Form 1 – Project proposal</li> <li>• Form 2 – Project proposal authorisation</li> <li>• Form 3 – Initial project review</li> <li>• Form 4 – Project plan</li> </ul>
3 Project planning	To set SMART objectives for your EPQ.	<ul style="list-style-type: none"> <li>• Form 3 – Initial project review</li> <li>• Form 4 – Project plan</li> </ul>
4 Gantt charts	To create a Gantt chart for your EPQ.	<ul style="list-style-type: none"> <li>• Form 4 – Project plan</li> </ul>
5 Writing an effective title	To evaluate the pros and cons of various types of title in order to write your own.	<ul style="list-style-type: none"> <li>• Form 1 – Project proposal</li> <li>• Form 2 – Project proposal authorisation</li> <li>• Form 3 – Initial project review</li> <li>• Form 4 – Project plan</li> <li>• Form 5 – Midpoint project review</li> </ul>

# List of supporting resources

Assessment objective and session	Resource title and format
<b>AO1. Session 1.</b> New knowledge	<ul style="list-style-type: none"> <li>• What is an EPQ? (PowerPoint )</li> <li>• Different types of knowledge (PDF  Word )</li> <li>• What do you know? (PDF  Word )</li> <li>• Hand evaluation tool (PDF  PowerPoint )</li> </ul>
<b>AO1. Session 2.</b> Choosing a topic	<ul style="list-style-type: none"> <li>• ASDAN EPQ Specification – Section 4.8 Marking bands*</li> </ul>
<b>AO1. Session 5.</b> Writing an effective title	<ul style="list-style-type: none"> <li>• Different types of project title (PDF  Word )</li> </ul>
<b>AO2. Session 1.</b> Ethical research	<ul style="list-style-type: none"> <li>• EPQ ethical research crib sheet (PDF )</li> </ul>
<b>AO2. Session 2.</b> Introduction to quantitative and qualitative research	<ul style="list-style-type: none"> <li>• Research terminology (PDF  Word )</li> </ul>
<b>AO2. Session 3.</b> Questionnaire design	<ul style="list-style-type: none"> <li>• EPQ example questionnaire (PDF  Word )</li> </ul>
<b>AO2. Session 6.</b> Selecting information from secondary sources	<ul style="list-style-type: none"> <li>• Example research questions and sources (PDF  Word )</li> <li>• Cornell notes template (PDF  Word )</li> </ul>
<b>AO3. Session 1.</b> Collaboration	<ul style="list-style-type: none"> <li>• Alone or with others (PDF  Word )</li> </ul>
<b>AO3. Session 2.</b> Resilience	<ul style="list-style-type: none"> <li>• Evaluation chart (PDF  Word )</li> </ul>
<b>AO3. Session 3.</b> Creative problem solving	<ul style="list-style-type: none"> <li>• 30 circles (PDF  Word )</li> <li>• Fishbone diagram (PDF  Word )</li> </ul>
<b>AO4. Session 1.</b> Reflection prompts	<ul style="list-style-type: none"> <li>• Reflection prompts (PDF  Word )</li> </ul>
<b>WEXP. Session 1.</b> Applying for work experience	<ul style="list-style-type: none"> <li>• ASDAN EPQ Learner guide: work experience*</li> </ul>
<b>WEXP. Session 2.</b> Transition into the workplace	<ul style="list-style-type: none"> <li>• Work and education Venn diagram (PDF  Word )</li> </ul>
<b>WEXP. Session 4.</b> Innovation	<ul style="list-style-type: none"> <li>• ASDAN EPQ Learner guide: work experience*</li> </ul>

Resources marked \* are designed for use throughout the project (ie not just for the taught element) and are available to download from the ASDAN website: [asdan.org.uk/epq](https://asdan.org.uk/epq)

# AO1. Session 1. New knowledge

Assessment objective	AO1. Manage a project
Learning outcome	To consider that the purpose of the EPQ is to create knowledge in a responsible way.
Assessment criterion	Clear and achievable topic/title identification which shows personal responsibility, initiative and enterprise.
Supporting resources	<ul style="list-style-type: none"> <li>• What is an EPQ? (PowerPoint )</li> <li>• Different types of knowledge (PDF  Word )</li> <li>• What do you know? (PDF  Word )</li> <li>• Hand evaluation tool (PDF  PowerPoint )</li> <li>• <a href="#">Link to supervisor/assessor notes</a></li> </ul>
Project forms	<ul style="list-style-type: none"> <li>• Form 1 – Project proposal</li> <li>• Form 2 – Project proposal authorisation</li> <li>• Form 3 – Initial project review</li> <li>• Form 4 – Project plan</li> </ul>

## Session introduction

Look at the **What is an EPQ?** PowerPoint. What questions do you have?

In your EPQ, you are carrying out your own research and communicating that to others. You might develop a new theory (idea) about something or apply a theory to a new area of study. You will be taking part in creating new knowledge. It might be knowledge about something or knowledge about how to do something. Marginalised people (eg Black people, people of colour, young people, women, poor people, disabled people, LGBTQ+ people) have been excluded from the way knowledge is produced. Your EPQ is an opportunity to participate in producing knowledge, shaping the world – even a little bit.

## Activity 1. Different types of knowledge

Philosophers think a lot about what knowledge means. If you would like to find out more, this branch of philosophy is called epistemology. For now, note that there are different kinds of knowledge.

<a href="#">Link to resource</a>	<a href="#">Different types of knowledge PDF</a>  (also in Word  )
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Draw lines to match the 'I know' statements with the type of knowledge that they represent. If you prefer, you could highlight the matching term and definition in matching colours or number them.

- Compare your answers with someone else's. Where did you disagree?
- Which ones did you find most tricky?
- Do you agree that these types of knowledge are distinct? Are there any statements that could fit into more than one category of knowledge?

# AO1. Session 1. New knowledge

- Can you think of other types of knowledge?

## Activity 2. Knowledge, power and responsibility

With your group, discuss these two famous quotations.

<p><b>“Knowledge is power.”</b> Thomas Hobbes, 17th century philosopher</p>	<p><b>“With great power comes great responsibility.”</b> Uncle Ben, Spiderman</p>
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- Are they true?
- How do you see these ideas working out in the world around you?
- What do these ideas mean for your EPQ course?

### Activity 2. Extension

In your own time or with your group, watch Spiderman and consider:

- How does Spiderman get knowledge?
- What kind of knowledge does Spiderman have?
- Is Spiderman’s knowledge the same as Spiderman’s power?
- What are the costs of Spiderman's knowledge?

### Activity 3: What do you know?

How does this apply to the subjects you are studying? You might think about the subjects you are studying for a qualification like a BTEC or A Levels. Or something else, like driving, first aid or something you do for work.

<p><a href="#">Link to resource</a></p>	<p><a href="#">What do you know? PDF</a> (also in Word <a href="#">w</a>)</p>
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Complete a copy of the table template as best as you can.

### Session review


Review what you’ve been thinking about in this session using the hand evaluation tool. Draw around your hand on a piece of paper, then write or draw.

- Thumb: something good
- Index finger: something you would like to point out, an observation
- Middle finger: something you never want to see again, a bad thing
- Ring finger: something precious that you would like to keep
- Little finger: something that you would like to grow, something you’d like more of
- Palm: anything else you would like to note

<p><a href="#">Link to resource</a></p>	<p><a href="#">Hand evaluation tool PDF</a> (also in Word <a href="#">w</a>)</p>
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## AO2. Session 1. Ethical research

Assessment objective	AO2. Use resources to inform the project
Learning outcome	To consider the ethical responsibilities that will arise from your EPQ and plan how you will manage them
Assessment criterion	Plans and carries out clear and concise independent research, understanding fully the consequences of their decisions.
Supporting resources	<ul style="list-style-type: none"> <li>• EPQ ethical research crib sheet (PDF )</li> </ul>
Project forms	<ul style="list-style-type: none"> <li>• Form 4 – Project plan</li> <li>• Form 6 – Project activity log</li> </ul>

### Activity 1. Ethical approaches

Read the summaries of different ethical approaches on the [EPQ ethical research crib sheet](#).

 Link to resource	<a href="#">EPQ ethical research crib sheet PDF</a> 
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Discuss them in groups of two to four, reflecting on each other's ideas.

- Which one of these approaches is closest to how you make decisions in your own life? Which is the furthest away?
- Can you think of any examples of where people have used one of these approaches in their lives or in a story, historical or fictional?
- What are the pros and cons of each approach?

### Activity 2. Power

Read the section on power. As a group, discuss:

- Does that make sense to you?
- What examples have you seen where unequal power relations have led to ethical or unethical acts?
- Discuss how each of the groups mentioned in the section may be affected by your research. Can you think of anyone or anything else?
- How can you mitigate the unequal power dynamics in your research process?

### Activity 3. Trust

Read the section on trustworthy research. As a group, discuss:

- Why is it important that we can trust experts?
- Where have you come across the ideas of validity and reliability in your other subjects?
- Do the ideas of reflexivity and transparency make sense to you? Do you agree that experts who acknowledge their points of view and explain their research processes are more trustworthy? What examples of this have you seen?

## A02. Session 1. Ethical research

### Activity 4. Applying this to your EPQ

Read the sections on applying all this to your EPQ and the rules of ethical research. As a group, discuss:

- How will you ensure your research complies with these minimum standards?
- Are these rules enough to ensure your research is ethical? What else do you need to consider?

### Session review

You have explored some very big ideas during this session. Make a note of one thing that you definitely want to remember for your future studies.

Sample

# Work experience. Session 3. Customer service and customer awareness

<b>Learning outcome</b>	To consider what is best practice in customer service.
<b>Supporting resources</b>	N/A
<b>Project forms</b>	<ul style="list-style-type: none"> <li>• Form 8 – Work experience observation record</li> <li>• Form 9 – Work experience employer record</li> </ul>

## Session introduction

Many jobs involve interacting with customers. For example, interacting with shoppers in a retail setting, taking calls from customers at a bank, or working with a client as a designer.

To what extent do you agree with the golden rule of customer service:

**“the customer is always right”**

Debate this question with someone else in your group.

## Activity 1. Top tips for customer service

Here are some top tips for customer service from the ASDAN Centre Support Team:

- Customers don't know what they're trying to ask. Ask them questions to help lead them to the right question.
- Be friendly and patient.
- Ask, 'How can I help?'
- Have empathy. Customers are often very busy and stressed, especially if they are calling about a problem. Try to see things from their point of view.

Use your experience of being a customer to add your own ideas to this list of tips. Try to make your tips as applicable as possible to the sector in which you'll be working.

## Activity 2. Bad and good customer service

What has your experience of being a customer been? Create a role play showing a terrible example of customer service.

Show your role play to an audience and ask them for their ideas on how you could turn the situation around. Replay your role play to see if it goes better.

# Different types of knowledge

## 📌 AO1. Session 1. New knowledge

Name	Date
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Draw lines to match the 'I know' statements with the type of knowledge that they represent. If you prefer, you could highlight the term and definition in matching colours or number them.

I know how to cook an omelette	<b>Moral/ethical knowledge</b> to do with right and wrong
I know my son loves me	<b>Certainty</b> to do with an idea that cannot be disputed; it is self-evident
I know the sun will rise	<b>Procedural knowledge</b> knowledge of how to do something
I know lying is wrong	<b>Factual knowledge</b> to do with an idea that is true or untrue, but people might disagree which
I know that the Allies defeated the Nazis in 1945	<b>Trust</b> something I am confident about but cannot be fully certain
$2 + 2 = 4$	<b>Relational knowledge</b> knowledge of people

# Different types of project title

## 📌 AO1. Session 5. Writing an effective title

Name	Date
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Write your general topic at the top of the table, then write a different version of your title using each of the types of project titles.

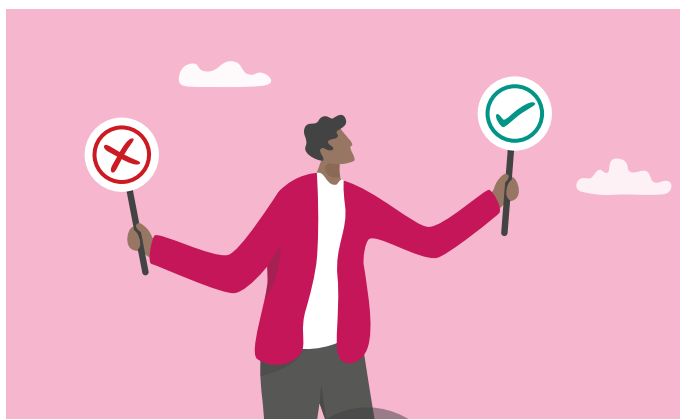
Potential project titles for my topic	
Why question	
How question	
Is my hypothesis true?	
A comparison between two things	
An exploration of or investigation into	
An evaluation of	
To what extent	

# EPQ Ethical research crib sheet

## 📌 [AO2. Session 1. Ethical research](#)

**Ethical research is the process of creating new knowledge in a way that does good rather than harm.**

That might sound straightforward but there are a lot of complicated issues packed into the sentence above. Perhaps most importantly, how do we decide what counts as good and what counts as harm? Additionally, who has the right to decide what counts as harm?



## Different ethical approaches

There are different approaches to deciding what counts as good and what counts as harm. Here is an outline of some different ethical approaches:

- **Outcomes-based (utilitarian) ethics** ⓘ – an action can be judged as right or wrong based on its outcomes. For example, telling a lie to get a big corporation to donate lots of their profit to charity would be a good action. Researchers must focus on the effect their work will have and achieve positive results by any means necessary.
- **Principles-based (deontological) ethics** ⓘ – there are certain things that are wrong, like lying, and certain things that are right, like telling the truth. Researchers must respect these universal ethical principles
- **Justice-based ethics** ⓘ – what is important is that everyone is treated equally/equitably during the research process.
- **Rights-based ethics** ⓘ – there are a set of expectations that everyone can have of society, such as the right to privacy and the right to freedom of expression. Researchers must respect the rights of everyone involved.

## Power

Ethics is tied up with power relationships. Where there is a difference in status, there is potential for someone to abuse their position of power (eg teacher/pupil, parent/child, police officer/member of the public). People with power thinking they know what is in the best interest of people without power is very problematic. Really, anyone deciding they know what's right for anyone else is problematic.

When you conduct research, you are in a powerful position because you are constructing new knowledge. It is important to take that responsibility seriously and to use that status for good rather than harm.

## Who should be considered?

Many people will be affected by your research. These include the participants (and those who are left out of participating), readers, audience members and members of the public.

# Alone or with others

## 📌 A03. Session 1. Collaboration

Name	Date
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The grid below lists things that you will need to do as part of your EPQ. Not all will apply to your project and you can add in any other things that you can think of.

- Underline the ones you will do alone
- Circle the ones you will do with someone else

Consider my interests in order to select a topic	Refine my research question	Plan my project
Apply for work experience	Ask for and act on feedback	Carry out my responsibilities as an employee on work experience
Research my topic	Collate a reference list	
Explore the complexities of my topic	Reflect on my work experience	Achieve the outcomes I set myself for the project through analysis and evaluation
Analyse and evaluate my research	Use skills	
Make decisions	Conclude my project	Evaluate my experience on the EPQ, particularly what I've learned and the extent to which I have achieved my planned outcomes
Complete my project forms	Communicate my findings using a range of media	
Engage an audience	Knowledgeably answer questions on my topic	

# AO1. Manage a project

## 📌 AO1. Session 1. New knowledge

### Activity 1. Different types of knowledge (answers)

I know how to cook an omelette	<b>Procedural knowledge</b> – knowledge of how to do something
I know my son loves me	<b>Relational knowledge</b> – knowledge of people
I know the sun will rise	<b>Trust</b> – something I am confident about but cannot be fully certain
I know lying is wrong	<b>Moral/ethical knowledge</b> – to do with right and wrong
I know that the Allies defeated the Nazis in 1945	<b>Factual knowledge</b> – to do with an idea that is true or untrue, but people might disagree which
$2 + 2 = 4$	<b>Certainty</b> – to do with an idea that cannot be disputed; it is self-evident

## 📌 AO1. Session 3. Project planning

### Activity 1. SMART objectives (suggested answers)

For elderly people to adopt healthy lifestyles	To identify three steps that patients with type 2 diabetes over the age of 65 can take towards managing their condition over a three-month period.
To improve profit in the corner shop	To increase ice-cream sales in the corner shop over the summer period such that the shop is more profitable than it was last year during the same season.
To find out how the human body works	To create a model of the lymphatic system based on three reliable sources of information.
To make more friends	To find three people in my college who share my interest in origami and to set up regular meet-ups as a group.
To develop employability skills	To practise my EPQ presentation in order to improve my communication skills ahead of applying for part-time jobs in September.

Candidates may find this free template useful when setting SMART objectives: [hubspot.com/thank-you/how-to-determine-your-smart-marketing-goals](https://www.hubspot.com/thank-you/how-to-determine-your-smart-marketing-goals)