

# OxfordAQA

## International GCSE

### Global Skills Projects (9697)

## Set up your school for Project Qualifications

For teaching from September 2025 onwards

The OxfordAQA International GCSE Global Skills Projects qualification is delivered at GCSE standard, with a requirement for a Taught Element of approximately 35 hours for the individual project and approximately 25 hours for the group sustainability action project.

This Taught Element introduces students to the skills and sustainability concepts they'll be using and developing within their two projects.

The chief purpose of GCSE Global Skills Projects is to establish and develop skills that students can take with them as they progress through their education. For example, all students undertaking GCSE Global Skills Projects will produce a formal academic report, developing writing skills that will be of immense value. GCSE Global Skills Projects will bring students skills that will enhance attainment in their current studies and beyond. Students apply these learned skills to an individual project that is unique, and a group project that allows them to work collaboratively with their peers.

Students are expected to work independently on their own individual project for approximately 35 hours. Students are expected to work independently, and collaboratively where appropriate, on their group sustainability action project for approximately 25 hours. However, the independent working of students should be supervised throughout; students should not be sent away to 'get on with it'.

The role played by Project Supervisors is crucial to the qualification. GCSE Global Skills Projects provides a great opportunity for students looking to enhance their skills by studying at home or outside the timetable or school environment.

## Roles and responsibilities

First and foremost, you need to think about the staffing requirements within your centre. You must appoint a Centre Coordinator, who'll manage the delivery of GCSE Global Skills Projects within your centre. If you're setting up the qualification in a large centre, you may also require some Assistant Coordinators. (See the *Getting started: When and how to deliver Project Qualifications* for advice on delivering to large cohorts).

The Centre Coordinator is one of the key roles for GCSE Global Skills Projects. The Centre Coordinator is responsible for delivering the qualification within a particular school, college or consortium. They take on the full quality assurance and management responsibility for the qualification.

You'll also need to appoint Project Supervisors who'll be working in a supervisory capacity with your students. The supervisor-student relationship is the key to success in GCSE Global Skills Projects. Supervisors help students through a new and challenging programme of study. Supervisors don't need to be a subject specialist in the chosen area of project research. It's better for a Supervisor to have no specialist subject knowledge so that student and Supervisor embark on a learning journey together.

Finally, you'll need teachers to deliver the skills and subject content; appropriately trained and qualified individuals who can deliver the Taught Element for both project components. The teacher(s) may be you, the Centre Coordinator and your supervisor team, or other colleagues such as librarians.

Centres can also call on the specialist knowledge of teaching staff. For example, a Psychology teacher may be asked to deliver training related to the ethics of research, an English teacher may be asked to deliver training related to writing an academic report, etc. A

geography teacher may be asked to deliver an overview of sustainability concepts. Many centres enlist the services provided by HE institutions to help deliver the Taught Element.

Everyone involved with the delivery of GCSE Global Skills Projects must read [the most up to date regulations](#) that govern the qualifications. It's important that all concerned with GCSE Global Skills Projects, including the students and their parents, understand what is and what isn't considered to be acceptable practice.

## Job description: What's expected of a Centre Coordinator?

The key areas of responsibility include:

- developing staff's understanding of the requirements of the qualification, ensuring that professional and research ethics are included
- devising, timetabling and delivering the subject content (delivery may be delegated to other colleagues or outsourced to other experts but it must be centrally organised to ensure consistency for all students)
- scrutinising and approving all project proposals – it's imperative that the Centre Coordinator refer to the guidance in sections 4.5.1 (individual project) and 4.6.1 (group sustainability action project) of the specification to ensure that all students have effective proposals that will allow them access to the full range of marks
- quality assuring the standard of supervision received by each student undertaking GCSE Global Skills Projects
- ensuring that Supervisors carry out their roles ethically and that the work submitted by the centre is ethically sound
- ensuring that the OxfordAQA marking standard is understood by all Supervisors and that it's maintained within the centre. This includes using OxfordAQA online standardisation, communicating the standard to the Supervisors who are marking the projects, arranging internal moderation of the marking of each Supervisor and managing the internal review process before marks submission.

There are some important administrative tasks that must be completed by the Centre Coordinator to ensure that the submission of the projects for external moderation runs smoothly. These are:

- making the centre's exams officer aware of students who should be entered for the Projects
- setting internal deadlines in order that all OxfordAQA deadlines for submission can be met
- submitting marks to OxfordAQA and requested samples of work to external OxfordAQA moderators
- ensuring that every Supervisor and the Centre Coordinator have signed the centre declaration sheet which must be submitted to the external moderator alongside the requested sample of work.

It's important that the Centre Coordinator registers their centre and provides us with relevant

contact details in order for us to put them in touch with an NEA Adviser and inform them of upcoming meetings and/or specification developments. The Centre Coordinator is the only person who should contact OxfordAQA and all questions should be escalated via them.

To avoid any challenge from students about the quality of supervision/delivery of the Taught Element, it's essential that the Centre Coordinator keeps good records.

These records are likely to include details and dates of all:

- Supervisor training
- supervision meetings that took place during the Project process
- delivery of the Taught Element
- standardisation
- internal moderation.

## Job description: What's expected of a Supervisor on the individual project?

The Supervisor role has four key responsibilities on the individual project: to regularly meet with their student(s), to complete key sections of the Production Log, to attend each student's presentation and to mark the work of their student(s)

### Responsibility 1: Meeting with students

- Field initial ideas and take them through the initial planning stage of their project.
- Advise students on ways to improve and focus their initial ideas to ensure they can achieve the best result possible.
- Attend a planning review, mid-project review and project product review meeting with each student, offering advice and guidance to help the student to progress, without directing the course the project takes. Ideally the supervisor will also have regular meetings with their student(s) to offer support. Regular interaction between student and supervisor is essential to establish the authenticity of the student work.

Supervisors should not give students resources to use, but they can legitimately make students aware of the support and equipment that's potentially available to them, so that students can make informed decisions that lead to viable projects. For example, there may be support and resources available from employers and/or universities.

## Responsibility 2: Completing parts of the Production Log

At key points during the project process, it's essential that the Supervisor completes their sections of the Production Log so that the evidence of the project process is comprehensive and authenticated. The Supervisor must:

- provide details of the centre's taught skills programme in the Production Log. (Supervisors are sometimes involved in the delivery of these taught skills depending upon the centre set-up)
- using the checklist in section 4.5.1 of the specification, comment on the suitability of the student's project proposal in Proposal Part B of the Production Log
- explain how the project will extend and develop from a student's main course of study in Proposal Part B of the Production Log. It's important that dual accreditation is avoided; the Supervisor should provide evidence to demonstrate that the proposed project will genuinely extend from a student's other areas of study where there is potential overlap
- complete the Presentation record part B section of the Production Log, recording the nature of the presentation audience, the nature of the presentation, the delivery of the presentation and the questions asked of/responses given by the student (see Responsibility 3 below)
- complete the Record of Marks section of the Production Log by completing the checklist and providing marks for each Assessment Objective with supporting statements that justify the marks awarded, indicating evidence where appropriate
- complete the submission checklist in the Production Log and the necessary Supervisor declaration sign off on the Candidate record form.

## Responsibility 3: Attend the presentation

The Supervisor must attend the presentation and keep a comprehensive log of the nature of the audience, the nature of the presentation, the delivery of the presentation and of the questions asked/responses given. This will form the basis of the assessment evidence for this session. It's imperative that this is recorded in the Production Log Presentation record part B as it's often the only evidence the external moderators have of the presentation. Students may choose to include additional relevant information related to the presentation, such as PowerPoint slides, but such evidence is not compulsory.

## Responsibility 4: Mark student work

It must be ensured that each supervisor marks the submitted work of students to the same standard as their colleagues by following the system of internal standardisation and moderation that has been set up by the Centre Coordinator. (See Teaching Guidance for more details about standardisation, marking and internal moderation).

## Job description: What's expected of a Supervisor on the group sustainability action project?

The Supervisor role has four key responsibilities on the group sustainability action project: to help decide the project title(s), support the student group(s) through the project process, to complete key sections of the Production Log and to mark the work of their students.

### Responsibility 1: Help decide the project title(s)

The topic(s) can be decided by the centre OR decided by the students and agreed as appropriate by the centre. The topic must be a group action project related to a relevant global sustainability issue with a local context. The project title should ensure that at least one or more appropriate 'actions' can take place, such as an event/presentation, or the applied use of a leaflet, poster, social media or letter-writing campaign/petition.

Regardless of how the project title is generated, supervisors must get approval from the centre co-ordinator for each group project and this centre co-ordinator approval must be recorded on the production log.

The student group will discuss the project topic with the supervisor through the initial planning stage of their project.

### Responsibility 2: Support the student group(s) through the project process

Supervisors should meet regularly with each student group to ensure that they are progressing through the six stages of the project process (see section 4.4.4 of the specification for details of this process).

As student's will be undertaking an action as part of this project and which could involve working outside of school, it is imperative that supervisors and centre co-ordinators ensure that all necessary safeguarding measures have been implemented to promote safety to all students throughout the project process.

Schools are responsible for ensuring that appropriate safety procedures are followed whenever their students undertake practical work, and should carry out full risk assessments (see section 4.8 of the specification).

The supervisors checklist on the production log for each student (see Responsibility 3 below) requires confirmation that each student participated in a group sustainability action as part of their project submission.

### Responsibility 3: Completing parts of the Production Log

At key points during the project process, it's essential that the Supervisor completes their sections of the Production Log so that the evidence of the project process is comprehensive and authenticated. The Supervisor must:

- provide details of the centre's taught skills programme in the Production Log. (Supervisors are sometimes involved in the delivery of these taught skills depending upon the centre set-up)
- ensure that the project title is approved by the centre co-ordinator on the Approval of

group sustainability action project section of the Production Log

- complete the Record of Marks section of the Production Log by completing the checklist and providing marks for each Assessment Objective with supporting statements that justify the marks awarded, indicating evidence where appropriate
- complete the submission checklist in the Production Log and the necessary Supervisor declaration sign off on the Candidate record form.

## Responsibility 4: Mark student work

It must be ensured that each supervisor marks the submitted work of students to the same standard as their colleagues by following the system of internal standardisation and moderation that has been set up by the Centre Coordinator. (See Teaching Guidance for more details about standardisation, marking and internal moderation).

It's possible to have a different Supervisor for every student and student group entered. However, it must be noted that where a large number of Supervisors are working in a centre, the internal moderation of the Supervisor assessments of the completed Projects will become much more demanding. (See GCSE Global Skills Projects Teaching Guidance Assessment section for details about internal moderation).

It's up to you to decide how much time a Centre Coordinator and Project Supervisors should be allocated. Centre Coordinators will need time for management, administration and quality assurance. Supervisors need time to supervise each student or group. Time must also be allocated for the delivery of the Taught Element.

Typically, a Supervisor with a group size of between 6 and 10 students might expect to be allocated one hour per week for supervision. If the same Supervisor is also asked to deliver the Taught Element then two hours per week might be suitable.

However, if the Taught Element is delivered by the Centre Coordinator then this time, alongside the time required for management, will be required by the Centre Coordinator. The management time required by the Centre Coordinator will depend on the number of students and Supervisors that they have to manage.

As already mentioned, the submission date for the GCSE Global Skills Projects is in May, but delivery duration can be as long or short as preferred by you. For example, if your students have limited other academic work to undertake, the required hours of teaching and independent input could be completed in a half term. Whatever the timeframe for delivery, check that the required guided learning hours in the specification are met and ensure that students have adequate time to reflect upon their processes and develop their ideas.