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INTERNATIONAL QUALIFICATIONS

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OxfordAQA International GCSE

Global Skills Projects (9697)

Teaching guide
The project process and Production Log for Project Qualifications

For teaching from September 2025 onwards

OxfordAQA is a partnership between AQA, the UK's largest awarding body, and Oxford University Press, a department of the University of Oxford. We offer globally relevant international GCSEs, AS and A-levels to schools across Europe, Africa and Asia.

Project Qualifications are process-based. As students work through a process, they're taught skills and knowledge to use in their project (see the *Teaching guide: The Taught Element of Project Qualifications*). Evidence of skill and knowledge development will be the basis of the final assessment.

When planning delivery of a Project Qualification, it's important to plan it as a process. Each project component in International GCSE Global Skills Projects has various stages, which differ between the individual project and the group sustainability action project.

Individual project

Initial ideas for projects

Usually, students will have more than one idea for their project at the beginning of the process. Students should make notes about all their initial project ideas and how they might research them. These initial ideas and associated research will form the basis of your students' first meetings with their Supervisors. This initial period should run alongside delivery of the Taught Element and may take several weeks or months.

Whilst considering their initial ideas, students should read the *Welcome Trust ethics guide* and, where relevant, Supervisors should encourage students to complete both a general risk assessment and a specific assessment of their initial project ideas relating to the ethics of research. Ethical considerations must be undertaken before students decide on their project aims and methodology. Supervisors will work hard during this initial phase, challenging students and encouraging students to establish a sound initial research base and to check fully that their proposed topic is truly suitable for a Project Qualification. Supervisors will also work with students to establish that there's no risk of Dual Accreditation. By the end of this stage around half of the Taught Element from Section 3.1 will have been delivered.

Submitting a proposal

Once students reach proposal stage, supervision will be firmly established on a one-to-one basis. Students will submit a formal proposal to the Centre Coordinator clearly explaining what topic they would like to research and what form their proposed project product will take. (See the *Teaching guide: Artefact products for the individual project* for more detail about the different forms of project product that are possible). The Supervisor should be able to write in detail to support the proposal and the Centre Coordinator can either approve the proposal or not. Note that OxfordAQA does not play any role in the approval process. This responsibility rests with the Centre Coordinator and proposals need to be carefully and thoroughly scrutinised.

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Planning and research

Once a proposal has been approved students can start to plan their project. Project planning will be followed by a period of independent research. For both of these activities, students should be developing the skills they have been taught. During this period, the students should embark on a genuine research journey and by the end of it, there's an expectation that some change or development of the planning or title or the aims and objectives will have occurred. Throughout this period, delivery of the Taught Element continues, delivering skills that will be used during the product realisation stage.

Product realisation

Once the research has been completed, it will be time for the student to start work on their chosen product. Students will continue to develop and use the various skills they have been taught. All students, for example, will be writing an academic research report. Throughout this period delivery of the Taught Element continues, delivering skills that will be used during the presentation, final review and hand-in stages.

Presentation

Students must deliver a live presentation to a non-specialist audience. The presentation should focus on the whole project and cover the following:

- what their project is about and how they chose this topic
- their aims and objectives
- what research has been undertaken, how and why it was done this way
- what conclusions their research led them to
- how their project changed or developed during the process
- a review of the whole project process and the skills they've developed
- lessons they've learnt
- how their product might affect their future career/education.

The presentation provides students with an opportunity to tell the story of their project, from initial project choice right through to final reflections. Students can demonstrate their project management, research and evaluation skills which can provide excellent evidence to contribute towards the holistic assessment.

The presentation may be given in English, or the student's first language. Should the presentation be given in a language other than English, an authenticated translation to English should be provided along with the record of the presentation. All written evidence, including the bibliography, should be provided in English.

Final review

Once the presentation is completed students have the opportunity to reflect on the whole project experience. They can audit their own skill development and evaluate not only their final product, but also their own learning.

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Project submission

All that remains is for students to hand in their completed project. It'll be assessed by their Supervisor against five Assessment Objectives. (See Teaching Guidance).

The Production Log

The Production Log is a document used to record a student's journey throughout the project process. The Production Log is not an admin document; it provides the student with the backbone of their project. Much of the evidence of skill development will be found in a well completed Production Log.

It's vital that students are made aware of how important this document is in relation to their final outcome and that they complete the Production Log as they go along. Production Logs should never be completed retrospectively and it's the responsibility of Supervisors to make sure that there's no retrospective editing undertaken by the students.

Students should be encouraged to consider the assessment criteria when completing their Production Logs and answer the question/respond to the statement at the start of each section in a clear and focused way. The Production Log has been designed to provide students with appropriate prompts for each section and following this structure will provide students with a framework for their project.

The Production Log belongs to the student. It's their document and they are the ones who are responsible for its completion (apart from the pages indicated for the Supervisor and Centre Coordinator to complete).

Below is an outline of each page of the individual project Production Log and some tips for their completion.

Candidate record form

Similar to student record forms for all coursework, this should be completed by the student and the Supervisor at the end of the process. It confirms that the work submitted was produced, unaided by the student.

Submission checklist

This is partly an aide memoir for the Supervisor to complete before submitting a Project but it contains helpful information for the OxfordAQA moderators.

The taught skills element

Using the space provided, the Supervisor should record details of the taught skills programme followed by the student. This section can be pre populated by the Centre Coordinator before issuing the Production Log template to students see the *Teaching guide: The Taught Element of Project Qualifications* for more detail).

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Record of marks

The checklist is again partly an aide memoir for the Supervisor marking the project but it contains helpful information for the OxfordAQA moderators.

The mark table is where the Supervisor records the final marks awarded to the student. The Supervisor should write a supporting statement for each skill area indicating the evidence found within the submission that justifies the marks awarded. The Supervisor may also make a concluding statement on the project as a whole, including information about any change in supervision if relevant. If the project has been used for internal moderation the Centre Coordinator should complete the internal moderation comment as appropriate. (See *Teaching guidance* for detail on marking and internal moderation).

Record of initial ideas

It's usual for students to have more than one idea for their project at the beginning of the process. Students should record all their initial project ideas on this page and record how they intend to research these ideas in the space provided. The initial ideas and research will form the basis of the student's early meetings with their Supervisor. The contents and outcomes of these meetings should be recorded in the space provided. This page may be the record of several weeks or months of initial thinking and planning.

Part A: Candidate proposal

This page is to be completed by the student. They should be encouraged to be as clear and detailed as possible when discussing the types of research they plan to undertake; more detail is expected than 'I will read books and look on the internet'. At the proposal stage, it's recommended that a full evaluation of all resources thus far discovered is submitted by the student. They should, where relevant, be encouraged to explain the ethical principles applied to their project proposal. This is also where students record what other courses they are undertaking. Whilst students might be inspired to look more deeply into a topic they have touched on in another area of study, they should be looking to extend and develop away from those core areas of study. (See the Teaching guide: When and how to deliver Project Qualifications for more advice on how to avoid Dual Accreditation).

Part B: Supervisor's comments on candidate proposal

This is to be completed by the Supervisor. The Supervisor should comment on the suitability of the project working title and proposed research base, how the project proposal extends/develops from the student's main course of study and whether the student's research plan is feasible. The Supervisor should also indicate what form the final project product, as currently intended, will take.

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Part C: Centre Coordinator's approval of student's proposal

This page is to be completed by the Centre Coordinator, who gives the final approval for a project to go ahead. If your centre has a sole Supervisor who is also working as the Centre Coordinator, they should enlist the help of a colleague to countersign this page. The Centre Coordinator should refer to the five-point checklist in section 4.5.1 of the specification before approving project proposals. In particular, this stage of the project process is the coordinator's opportunity to influence specific project proposals from an ethical point of view before the student begins to plan their project research. (Information on the proposed research process and evidence that ethical principles have been considered may be in the initial ideas section, but if this is lacking then resubmission may be required, with a request to the student that this is included prior to resubmission).

Planning review

This section provides the student with an opportunity to map out their next steps by developing a project plan that will allow them to chart and monitor their progress. Some students use Gantt charts or other project management tools to help with the management of their projects. These can be helpful tools when used effectively but they aren't compulsory for a successful project; students can use the Production Log to plan and monitor their progress. The planning review also provides the opportunity for the student to record the review meeting held with their Supervisor to discuss the project planning. Students should record outcomes and actions from this meeting in the space provided.

Mid-project review

Students should have completed the bulk of their research by the time of this review and should be ready to start producing their product. Any changes and developments that have occurred as a result of their research, conversations with their supervisors or other input should be logged and fully explained. If they have made a decision to refine their title, for example, then this would be the appropriate time for them to justify that decision and reflect upon how they came to that decision. By this stage, the student's title should be finalised and the form of the intended product should be clearly stated.

Project product review

This section provides students with an opportunity to measure how well they have managed the project process since the mid-project review. Students should be reminded of the necessity of recording their own monitoring processes and discuss the extent to which they have they reached the goals they set themselves/met their own deadlines. If the supervisor has read a draft of the report they may have made some generic comments or points. The student should record this advice but it's up to the student to decide how or whether they will incorporate this advice in their final draft of the report. Note that whilst Supervisors can give criticism and advice, this must be at a general level only.

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Presentation record part A

This page in the Production Log offers an opportunity for the student to outline what form their presentation will take, who will be there, the content of their presentation and any changes they make as a result of a discussion with their supervisor after a rehearsal.

Presentation record part B

This page of the Production Log is completed by the Supervisor. A detailed record should be written and this record is available as valid assessment evidence. Centres should not submit audio or video recordings of the presentations, but a comprehensive written record including the questions asked by the Supervisor and answers given by the student can offer a wealth of valuable assessment evidence. Supervisors should avoid vague statements such as ‘the student answered confidently’ and instead document specific examples from the presentation, as directed by the prompts on Presentation record part B.

Summary and reflection

Students should provide an abstract/brief outline of their product. (There are online resources on writing an effective abstract which could form part of the Taught Element).

This final page in the Production Log offers a great opportunity for objective evaluation. Often students think that if they admit to any failings they will be penalised; this isn’t the case. Honest reflection on what went well and what they have learned, as well as what went less well and what they would do differently, are key to a successful reflection. Students should understand admitting to problems they encountered and acknowledging ways they dealt with those problems are a legitimate aspect of an effective reflection

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Group sustainability action project

Selecting a topic

The group sustainability action project topic can be decided by centre OR decided by the students and agreed as appropriate by the centre. This flexibility allows centres to ensure that the chosen topic meets the necessary criteria and students are able to access the assessment objectives.

The topic must link to a global sustainability issue with a local context, and lead to a group 'action'. Topics that lead to actions with clearly defined and measurable success criteria will allow students to access the higher levels of the marking criteria. (See the *Teaching guidance* for more detail about suitable and unsuitable projects). Regardless of how the project topic has been arrived at, the Supervisor should be able to write in detail to support the proposal and the Centre Coordinator can either approve the proposal or not. Note that OxfordAQA does not play any role in the approval process. This responsibility rests with the Centre Coordinator and proposals need to be carefully and thoroughly scrutinised.

Student groups will potentially interact outside of the school environment during their project as part of their sustainability action. It is imperative that Centre Co-ordinators and Supervisors fully consider and mitigate safeguarding concerns to ensure student wellbeing.

The group sustainability action project must have a minimum of 2 participants. There is no upper group size limit, but careful consideration must be given to the scope of the action and finding sufficient opportunity for all participants to contribute at the required level.

Initial learning and goal setting

The initial period of the Taught Element of the course may take several weeks or months, as students are exposed to the subject content from Section 3.2 of the specification. The project topic can be chosen separately to the delivery of the Taught Element, but students should have experience of the concepts covered in Section 3.2 before they begin the project process on the chosen topic.

The group sustainability action project also requires the teaching of the necessary project skills from section 3.1 of the specification, and again some of these skills (eg planning, research) must be delivered before students start the project process. Depending on the order that the two project components are delivered within the school, these project skills may already have been covered previously, may need to be refreshed or may need to be delivered to students for the first time.

The first step in the project process requires students to reflect on their knowledge of sustainability and/or action research. Supervisors enable students to work in their groups to establish practical group goals, develop their own personal growth goals and to set out how the group will monitor and record their progress.

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The research plan and the sustainability action plan

Initial project planning will be followed by a period of independent research. For both of these activities, students should be developing the skills they have been taught. Supervisors should ensure that student groups plan how to share responsibility in gathering sufficient relevant secondary and primary research data and sufficient data to prepare for the group

sustainability action. Student groups will also need to review and assess the validity, reliability and objectivity (bias) of different information sources and consider the strengths and weaknesses of possible methods of sharing or using the research findings.

A collaborative wellbeing and risk assessment should also be produced by the group. This process should involve all group members and aim to identify potential risks associated with the planned activities. Supervisors should ensure students consider both physical and emotional wellbeing, encouraging them to think about how responsibilities can be shared to ensure a safe and supportive working environment for everyone involved.

Once the group has established a foundation for safe working practices, they should move on to developing a clear and sequenced sustainability action plan. This plan should outline a realistic timetable and prioritise tasks that align with the project's goals. Student groups should refine their focus by identifying a target audience for their work—particularly if the project involves raising awareness or advocating for change. This ensures that the groups' efforts are purposeful and directed toward those who can benefit from or influence the outcomes of their work.

Effective collaboration also depends on thoughtful role allocation. Supervisors should encourage student groups to assign roles and tasks based on individual strengths and personal development goals. This not only promotes engagement but also supports growth in areas such as leadership, communication, and problem-solving. Additionally, it is important to consider and address any barriers to inclusion, ensuring that all students feel valued and able to contribute meaningfully to the group's success.

The sustainability action and individual contribution

Once the research and planning has been completed, it will be time for the students to undertake their sustainability action.

As students move into the implementation phase of their sustainability action, it is important to support them in devising effective methods for collecting and analysing audience feedback. Supervisors should encourage students to think critically about how they will measure the impact of their work—whether through surveys, interviews, digital engagement metrics, or informal conversations.

Delivering the sustainability action is a key milestone in the project. Supervisors should guide students in selecting appropriate formats for their delivery, which may include organising an event, forming a group, writing letters or petitions, creating media or social media content, or participating in volunteering activities. The chosen method should reflect the group's goals, the nature of the issue being addressed, and the characteristics of the target audience.

In addition to group efforts, students are encouraged to take individual steps to enhance the overall impact of the sustainability action. These contributions should be tailored to the time and resources available to each student, allowing for flexibility and personal ownership.

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Supervisors can support student groups by reminding them of meaningful ways to extend their individual involvement—such as contributing additional research or organisation or taking on leadership roles within the group.

Writing the report and final review

Once the action is completed, students have the opportunity to reflect on the whole project experience through their written report. This report must be their own individual work and must not be produced in part or in full as a group. However, any shared group information such as group plans, research data, audience feedback and/or peer review from the process can be used as evidence in the written report.

The report documents the process and evaluates the outcomes of their sustainability action. Supervisors should encourage students to describe the key stages of the project, including planning, delivery, and feedback collection, highlighting how decisions were made and challenges were addressed.

A central component of the report should be a balanced evaluation of the project's strengths and weaknesses. Students should consider how far their sustainability action achieved its intended outcomes and whether it made a meaningful impact on the target audience.

Importantly, the report should also include forward-looking insights. Students should be encouraged to think critically about how a similar project could be improved in the future, drawing on lessons learned and acknowledging any mistakes or missed opportunities. This reflection fosters resilience, adaptability, and a commitment to continuous improvement.

Students should also complete the final section of the production log: the Personal Learning Portfolio. This reflective component is designed to help students articulate how the project process has contributed to their personal learning and development, particularly in relation to sustainability, advocacy (citizenship), and teamwork.

Supervisors should encourage students to reflect on how their understanding of sustainability issues and perspectives have evolved through active engagement with the project. This might include recognising the complexity of sustainability challenges, appreciating diverse viewpoints, or understanding the role individuals and communities play in driving change.

Students should also consider how the project has enhanced their practical experience of advocacy and citizenship. This includes reflecting on how they communicated their message, engaged with their audience, and contributed to collective action. Similarly, they should evaluate their role within the team—how they collaborated, supported others, and responded to group dynamics.

Personal growth and resilience are key themes in this section. Supervisors can prompt students to think about how they responded to setbacks, learned from mistakes or failures, and adapted their approach. This reflection helps students recognise their capacity to persevere and grow through challenge.

Finally, students should identify key personal lessons and takeaways from the entire project process. These insights might relate to their values, skills, confidence, or future aspirations. By completing the Personal Learning Portfolio thoughtfully, students consolidate their learning and demonstrate a mature understanding of their own development.

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Project submission

All that remains is for students to hand in their completed project. It'll be assessed by their Supervisor against six criteria. (See Teaching Guidance).

The Production Log

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Approval of group sustainability action project

This is to be completed by the Supervisor and Centre Coordinator. The Supervisor should comment on the suitability of the project title, how the project proposal relates to a relevant global sustainability issue with a local context. The Centre Coordinator gives the final approval for a project to go ahead. If your centre has a sole Supervisor who is also working as the Centre Coordinator, they should enlist the help of a colleague to countersign this page. The Centre Coordinator should refer to Section 4.6.1 of the specification before approving project proposals. In particular, this stage of the project process is the coordinator's opportunity to influence project titles from an ethical, safeguarding and feasibility perspectives before the student groups begin to work on their projects.

Record of initial ideas

The initial ideas, goals and plans on this page will form the basis of the student's early meetings with their group and Supervisor. The contents and outcomes of these meetings should be recorded in the space provided. This page may be the record of several weeks of initial thinking and planning.

Working notes for personal learning portfolio

This section provides students with an opportunity for students to give themselves a record to measure how they are progressing through the project process. Students should be reminded of the necessity of recording their own thoughts and discuss the extent to which they have they reached the goals they set themselves. Note that whilst Supervisors can give criticism and advice, this must be at a general level only.

Personal Learning Portfolio

This final page in the Production Log offers a great opportunity for objective evaluation and personal reflection. Often students think that if they admit to any failings they will be penalised; this isn't the case. Honest reflection on what went well and what they have learned, as well as what went less well and what they would do differently, are key to a successful reflection. Students should understand admitting to problems they encountered and acknowledging ways they dealt with those problems are a legitimate aspect of an effective reflection.

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