

OxfordAQA

International GCSE

Global Skills Projects (9697)

When and how to deliver Project Qualifications

For teaching from September 2025 onwards

Support from us

Our customer support team and an appointed NEA Adviser will support you. Your NEA Adviser is available to answer questions from the Coordinator via email through info@oxfordaqa.com. All NEA Advisers are highly experienced moderators of Project Qualifications. It's helpful, for example, to have someone to discuss your proposed delivery model or Taught Skills programme with. The customer support team are available via email and telephone and in addition to providing support for many areas of Project Qualifications, are able to find answer from a number of experts in Projects Qualifications at AQA.

Launching projects in your centre

Now you know about all the various aspects of a Project Qualification you should feel ready to launch, but before you launch your project programme, think carefully about how it can be best fitted into the time that you have available.

We suggest that you prepare a timeline with various crucial final deadlines, this will help both students and supervisors. Be clear at your launch that these are final deadlines and that students will have autonomy; if they want to work hard to get ahead of the deadlines, they may.

For example, consider a centre entering in June of the final GCSE year. A potential set of deadlines for the individual project might look like this:

- all proposals handed into the Centre Coordinator by October half-term
- all mid-project reviews completed before the end of December
- all products finally completed by mid-March
- all presentations completed by the end of March.
- final hand-in date for completed projects is, say, April 3rd.

This would allow two weeks for assessment and internal moderation combined and two weeks for the student appeal process before the May 1st deadline for marks to be received by OxfordAQA. Timelines will vary depending upon the size of your centre submission and the availability of time for staff to complete assessment and moderation.

When planning delivery of the Taught Element, remember that some of the skills required by students should be taught to them before they submit a project proposal or start working in their groups.

Delivery models

There are many ways in which you can choose to deliver the qualification and depending on your individual circumstances your staffing and timetabling model may look very different to another centre.

However, most centres recognise the benefit of entering GCSE students in May of the final GCSE year, giving the students the opportunity to develop academic maturity that can be reflected in their projects.

Ultimately the delivery model and centre set up is entirely up to you. For some centres, a

timetabled time allowance given to members of staff covers both skills teaching (the Taught Element) and supervision, so that each timetabled student group, in terms of delivery, is discrete and complete. In other centres, the Taught Element is delivered entirely by the Centre Coordinator, thus the timetabled time for supervisors is used exclusively for the supervision of students.

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 timeframe is selected, check 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.

Delivery to large cohorts

Where large numbers of students are embarking on Project Qualifications, the Centre Coordinator's role is especially important. It will also be appropriate to recruit some Assistant Coordinators. These will be experienced supervisors who each take responsibility for approving a set of project proposals and who play a leading role during internal moderation.

The Centre Coordinator will need to monitor the work of the Assistant Coordinators but by having a team involved, especially at proposal stage, students and groups should not have to wait long to receive approval of their proposals. There'll be wisdom and advice available to support Supervisors; Supervisors could be allocated to an Assistant Coordinator team so that a pyramid support system operates.

The time required for approval and for internal moderation of a large number of projects should not be underestimated.

Remote delivery

It's possible to deliver Project qualifications either partially or wholly using remote delivery. If you find that option would suit your centre, here are some suggestions to help you with successful delivery.

- Hold a group video call with your students to make sure that the demands and requirements of the qualification are fully understood.
- Ask students to write a paragraph saying why they believe a Project qualification is appropriate for them and send this to you by email. They may already have some ideas about an individual project topic, but at this stage it's an understanding of the qualification and commitment to independent and collaborative project work that's required.
- Establish clear and agreed communication methods for your students and supervisors for updates, individual meetings and group teaching. Make sure that all those interactions that usually happen in and around school/college are considered in the virtual learning environment. Ensure safeguarding is fully considered when remote communication tools and methods are decided.
- Consider how to manage files and digital media created for Project work. You could use services like Google Docs or Teams, or an agreed method of file management using your own school systems. Make sure your students and supervisors have access to the right documents and know how to manage their work online.
- Use the training course materials available via [the website](#) to provide online training to your projects team. This includes ensuring everyone is working to the guidelines and knows how their role fits into the Project programme.
- Researching at home, or in a remote environment, poses particular challenges and must be taken into account when selecting a topic for individual and group projects. Your supervisors should question their students about the proposed project research and its feasibility. Reject a topic if resources can't be accessed.
- For the individual project, practical resources for artefact creation may be less likely to be available if your students are working at home, or their usual school/college spaces are unavailable to them. The opportunities for objectively 'testing' completed artefacts may be reduced. The Centre Coordinator must be alert to this and be prepared to reject an individual project proposal if they think the tools to successfully develop the artefact won't be available.
- Even without access to university, school or public libraries students should be made aware of the academic resources that are available. For example:
 - [JSTOR](#)
 - [DOAJ](#)
 - [The British Library](#)
 - <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
 - <https://globalgoals.org/>

Project proposal, supervisor comments and coordinator approval

Careful consideration must be made to the student's working arrangements and access to their proposed body of research, to ensure the remote execution of a project is feasible and the project proposal enables the student to target the full set of Assessment Objectives.

Meeting with students

The three review meetings for the individual project can be conducted online and documented in the Production Log (Word, PDF) in the normal way. Similarly, meetings with student groups to help guide them through the project process can also be conducted online. Your students and Supervisors will need to consider how they tackle online meetings and how to best prepare to make the most of their time together. For example, it might be a good idea for the student(s) to share any relevant documents with the Supervisor prior to the meeting, but remember that the supervisor is there to provide support and guidance only. The Supervisor should not mark/annotate any work, nor should they give specific advice on structure or content.

It's a good idea to remind students and supervisors about the level of feedback allowed, especially in remote learning circumstances where face-to-face dialogue may be replaced with written exchanges.

Individual Project Presentations and Group Sustainability Actions

Remote individual project presentations may be delivered to an invited non-specialist audience. The presentation is delivered live and a Q&A session is recorded by the supervisor, the full specification requirements for the individual project can be met. If video is not possible, presentation materials can be posted or emailed to the audience in advance of the presentation day and telephone delivery may be used. Your students may exercise creativity and ingenuity to deliver exciting presentations that tell the story of the challenges met and overcome during their journey.

Group sustainability actions can similarly be delivered remotely by student groups. Provided that students are meeting the assessment criteria, there is no requirement that actions are conducted in person or face-to-face. In this situation, centre co-ordinators and supervisors should be mindful of setting or approving group project titles with actions that would require an in-person element eg attendance at an event.

Summary and reflection

In addition to the usual reflections relating to strengths and weaknesses discovered during the journey, remote delivery offers your students opportunities to reflect on the many additional challenges posed. Perhaps they'll evaluate the different online platforms for communication; why, for example, do they prefer use of one platform over another? They could reflect on the limits presented by reduced access to a wider range of resources or how they feel about working remotely.

Because the project has been delivered remotely, it's expected that the Production Log and project product/report for each project will be available electronically. If any part of the

project is not available in this way the supervisor must make adequate arrangements to view the full project submission so marking can take place. We'll accept electronic signatures for all paperwork related to the project.

Troubleshooting

Dual accreditation

A student cannot achieve an award for a Project qualification if it overlaps in content with material that will be taught to them during their GCSE studies. During the initial stage of the project process, Supervisors should communicate with relevant members of the teaching staff to ensure that any topic under consideration offers genuine scope to develop and extend beyond the specification content of any Level 2 (GCSE or equivalent) subject that the student is studying.

For the individual project, a very clear statement must be written at Proposal stage by the Supervisor, to reassure that thorough checking for potential dual accreditation has been undertaken. A Centre Coordinator can only approve proposals where the possibility of dual accreditation has been eliminated.

Supervisors need to be aware of any change of direction that a student's research takes post proposal. A carefully scrutinised proposal might be approved with confidence that there is no risk that the student will fall foul of dual accreditation, but the student's research journey might bring the research focus back to a topic that will be taught as part of the student's Level 2 (GCSE or equivalent) studies. Supervisors have the responsibility to ensure that this does not continue. If a project is found to have fallen foul of dual accreditation an award in the Project Qualification cannot be achieved.

Retention of students

Student drop-out is reported by some centres as an issue with respect to Project Qualifications. There are a number of ways that might be considered to combat this.

- Only have fully committed supervisors working in the Projects team; sometimes a lack of enthusiasm from a supervisor for the qualification can result in a student also losing enthusiasm.
- Operate an application procedure: students need to demonstrate a real understanding of the qualification and the independent working that will be required of them before being accepted on the course.
- With the support of the SLT, fully embed the Project Qualification within the curriculum, so it is not seen to be an optional extra.
- Ask alumni students who have moved on to further study or HE to come back and deliver a talk explaining how undertaking Projects has given them a head start in their education journey.

Selecting Supervisors

One of the issues most frequently encountered by centres is an uneven level of enthusiasm from Supervisors. It is not helpful to students to have 'reluctant' supervisors drafted into this role as a timetable filler. If a supervisor lacks enthusiasm for their role, it will inevitably be the student who suffers. Centre Coordinators must provide Supervisors with strong support in terms of training and resources. A fair time allocation for supervision of students is highly recommended. Supervisors play such a vital role within the qualification and their confidence in performing this role is essential.

Avoiding disruption at change of Supervisor

Centre Coordinators must manage any change of supervisor as smoothly as possible so that the student feels fully supported throughout their project process. A careful handover should be arranged with detailed supervision notes as well as a less formal verbal transfer of Supervisor information. The change of Supervisor and the point at which it occurred should be noted on the Record of marks page in the concluding comments.

Combining a Project Qualification with another activity

Work experience, placements or similar programmes provide an excellent opportunity for a student to use advanced facilities. However, it is important that both Supervisor and student understand that an organised placement project cannot be turned into an individual or group project. What can be highly successful however is the use of a placement as a springboard, providing inspiration for a student's own individual project.

Students taking part in an award programme or competition may want to take this as a starting point for their individual project. But beware that if the competition or programme brief is tightly prescribed it may prevent students taking their own decisions or undertaking independent research. It is better to undertake a Project qualification first and once the Project qualification has been awarded, aspects of the Project may be used by the student to fulfil a competition or programme brief.

Avoiding ethically unsuitable individual projects

Both the individual and group projects need to adhere to ethical project practices. There is a greater degree of flexibility with student choice on the individual project, and therefore more scope for students to potentially run into ethical issues, but both project components could potentially be affected. The use of a student ethics committee has great merit. This activity needs to be supervised to ensure that:

- students understand the ethical principles involved
- the Supervisors/Centre Coordinator can use the outcomes to inform their judgement regarding the suitability of student proposals.

The ethics committee is formed of GCSE Global Skills Projects student peers whose job is to ensure each proposal is ethically sound prior to submission. Students take it in turns to present their project proposals and answer questions posed by their peers. Below are some suggested questions for students to select and adapt.

Generic questions for all proposals

- How do you think your research findings could be beneficial to others?
- Does your research have the potential to inform others about different cultures or help overcome prejudice and misunderstanding between different groups?
- Have you considered the applications of your research and to what extent are you able to influence its outcomes?
- What qualifies you to undertake this research?
- How have you taken any health and safety issues into account?
- Give an example of how you'll respect views different from your own.

Questions for research using human participants

- How will you ensure that all participants are fully informed about the research before they decide to take part?
- How will you protect the confidentiality of participants and make sure that the experience of participation is a positive one for them? What will they get out of it?
- How will you ensure that your participants can withdraw at any stage and that they have the chance to see and influence the way you have used their input?
- How will you ensure all participants are fully debriefed after the research stage?

Questions for socially sensitive research into controversial topics

- On balance, why do you think the outcomes of this research outweigh any potential for harm or unsettling others?
- If you're aiming to bring about some positive change, how will you ensure your actions actually make a positive difference?
- If you're using live models or participants in your sustainability action/artefact/presentation how will you protect them and ensure the experience is positive for them.
- If you're using online research tools for surveys or creating blogs, websites or social media then how will you protect the safety of your participants and yourself?

Potential issues at individual project presentation

Supervisors should be prepared for questions coming from the audience. Pre-prepared questions from friends or family should not be recorded in Presentation part B of the Production Log. Whilst it is perfectly acceptable for students to ask friends or family to help them prepare by holding a practice Q&A session, the live Q&A must involve unseen and unprepared questions and answers.

Supervisors are advised to always have an impartial adult in the audience to act as a witness to proceedings to avoid an unwitnessed challenge from a student to a supervisor's account of the presentation.

Potential issues with the sustainability action

Sustainability actions can feasibly cover a wide range of activities. Some of these activities could involve organised school or group trips and/or interactions with people from outside the school environment. Centre co-ordinators and supervisors must ensure that all aspects of safeguarding are considered when student groups undertake their sustainability action.

It is also worth reminding students that they will need to detail their individual contribution to the sustainability action in their report, and supervisors should be mindful of students conflating work completed as a group with their own individual contribution.

The student review request

Once centre marks have been finalised, students must be told their marks and given the opportunity to appeal: Centres must have a written internal appeals procedure relating to internal assessment decisions in Project qualifications. Details of this procedure must be communicated, made widely available and accessible to all students. Giving students access to their marks is an important part of this procedure. Copies of the marked Project and the assessment criteria should be made available to any student who wishes to appeal their mark. Centres should inform students that they will need to explain on what grounds they wish to request a review of an internally assessed mark. Having reviewed the copy of the Project and the assessment criteria, the student will need to explain what they believe the issue to be. We suggest that students should be given at least five days to decide whether they wish to request a review of the mark awarded by the centre.

It's important that students understand that the moderation process carried out by OxfordAQA may result in a mark change, either upwards or downwards, even after an internal review. Moderation by OxfordAQA ensures that centre marking is in line with the global standards. The mark submitted to OxfordAQA is subject to change and therefore should be considered provisional.

The review must be conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that student for the component in question, and has no personal interest in the outcome of the review. This could either be another Project Supervisor within the centre or a Supervisor from another centre. In either case, the centre would need to ensure that the reviewer has declared any conflict of interest prior to undertaking the review.

It must be made clear to the reviewer, the teacher and the student that it's not possible for anyone to alter the work after the internal assessor has provided a mark to the student.

Avoiding internal appeals

Centres should inform students wishing to appeal their mark that students will need to explain on what grounds they wish to request a review of an internally assessed mark. Centres may rule out complaints regarding the quality of supervision at this review stage since the review must focus on the quality of work submitted. Having reviewed the copies of materials made available to them, the student will need to explain what they believe the issue to be.

By providing detailed comments in the record of marks, identifying clearly the evidence that supports the marks awarded, centres will reduce the possibility of internal appeal. This possibility will be reduced further if robust internal moderation is clearly evidenced.

Further support

- [Centre Services](#) can be accessed via a secure login (your exams officer can set up an account for you if needed) and contains the following resources for Project Qualifications:
- Online standardisation materials (T-OLS) and examiner commentaries
- examiner reports
- To learn who your dedicated Project Adviser is, contact info@oxfordaqa.com
- OUP are preparing a textbook for the qualification, which is due to be available in 2026