

Project Design Overview and Calendar¹

Once you have considered and worked through all the elements in your design and planning it is helpful to create a summative document which covers all the different elements of the project

¹³ Adapted from PBL 101 Workbook Buck Institute for Education page 91

Project Design Overview			
Name of Project		Subject(s)	
Key Stage / Year Group		Curriculum content covered by the project i.e. the National Curriculum Ks1-2/ KS3 or KS4/ KS5 syllabus learning outcomes	
Teacher(s) / Lecturer(s)		Duration of project	
Driving question			
Sub question(s)			
Project summary What will students do?			
Entry event			
Making products public – how will the outcomes be made public?			

Products – what will be produced or created?	Individual	Specific content and competencies to be assessed	
	Team	Specific content and competencies to be assessed	
Resources needed	On-site people, facilities		
	Equipment		
	Materials		
	To make the project authentic i.e. community resources and/ or expert and employer input		
Learning outcomes/targets knowledge, skills and understanding needed by students to successfully complete products			
Check points/ formative assessments to check learning and ensure on track			
Key themes and formal learning and content students need to have to complete the project			

Expert/ employer project planning template

Name of the project				
Driving question				
Target learners e.g. year group(s) Anticipated numbers of learners				
Contact details - best time and method to contact – day of week and time				
Name	Employer/Expert/Organisation	Position	Email	Contact numbers mobile & direct dial
		Notes		
<p>Prompts to inform discussion for planning employer/ expert input into the project</p> <ul style="list-style-type: none"> > When do you need the input to take place? > Date? > Time? > Frequency? > What content do you require the employer/expert to cover? How does their input link directly to the project? > Is there any prior learning students should have undertaken or covered before the expert / employer input? > Are all the teachers / lecturers actively engaged and on-board? Do they understand the role of the expert / employer? And what they are required to 'do' when the employer / expert is on site? > What resources will be needed? Employer and school / college? > What preparation needs to take place for it to be successful? > Outline opportunities and challenges 				