

DESIGN VENTURA

Evaluation Report

March 2019

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ACRONYMS

CPD	Continuing Professional Development
D&T	Design and Technology
DV	Design Ventura
DVCS1	Longitudinal Impact Case Study 1: Design Ventura Winner 2017
DVCS2	Longitudinal Impact Case Study 2: Motivating young people to fulfil their potential
DVWT	Design Ventura 2017 Winning School Teacher
DVWS	Design Ventura Winning School Students 1, 2, 3 or 4
KS	Key Stage
XC	Cross-curricular

1. INTRODUCTION

1.1 Design Ventura Overview

Now in its ninth year, Design Ventura¹ is a free national design and enterprise competition offered by the Design Museum. By the end of this, the ninth year of the programme, Design Ventura had reached 1864 schools and just under 76,000 students across the UK. As in previous years, Design Ventura 2018 offered a live brief that challenged young people in students in years 9, 10 and 11 to design a new product for the Design Museum Shop. The central aims of Design Ventura remain to give young people a taste of life within the design industry and to empower them to explore ideas from creative and business perspectives. Learners participating in Design Ventura 2018 were supported by museum educators, practicing designers, business people and their teachers, to produce a design solution, taking account of sustainability, ethical, design and business criteria. In 2018, designs were once again judged by a panel of business and design professionals, chaired by Sebastian Conran.

¹ More information on Design Ventura can be found at <http://ventura.designmuseum.org>

This 2018 evaluation, the fifth carried out by the Design Department at Goldsmiths, University of London, focuses on identifying and evaluating the impact of this year's competition, alongside the longer-term legacy of Design Ventura. Accordingly, the 2018 evaluation methodology (see section 2) looks at evaluative data about the 2018 DV experience, considers the shorter-term sustainable legacy of DV through detailed case study data focused on the impact on a school community of winning DV and examines the longitudinal impact of DV participation on motivating young people to fulfil their potential and career goals through an individual legacy case study. To guide data analysis and provide a report structure, the 2018 evaluation framework once again draws on the 'pyramid' of aims and objectives for DV (2016 to 2019), see section 2.1 and appendix i. Responses to 2017 findings and recommendations, threaded throughout this evaluation are highlighted where they inform emerging trends. However, of particular interest in focusing this 2018 evaluation are the 2017 findings, as summarised and expanded into themes to guide data analysis, directly below. These resonate strongly with the updated aims and objectives of Design Ventura and provide a platform to explore the projects' contribution to developing and sustaining design-led learning and future learning environments;

- Design Ventura remains highly effective in offering an authentic opportunity for design, achieving success against all key performance indicators. Given the importance of the programme, the Design Museum should continue to consider how to develop and resource the project in the longer-term.
- Given the positive feedback on digital resources in DV 2017. These should continue to be developed and evaluated, with particular emphasis on widening participation through building a more 'distributed' and 'blended' future learning environment.
- Consistent with this, data collected in 2018 indicates that the Design Museum-based learning activities, new for 2018, were well received and well structured; These should continue to be evaluated and developed.
- In light of teacher concerns around accessibility to Design Museum-based learning experiences, consideration should be given to developing local/digital networks for workshop and CPD delivery.
- Collection and analysis of longitudinal case study impact data, done for the third time in 2017, again offers encouraging insights into the long-term benefit to students and teachers of participating in Design Ventura. Collection of data should continue to explore the sustainable benefits of Design Ventura going forward.
- The 2018 brief and ongoing development of supporting resources appear to have had impact in aligning aspects of Design Ventura to GCSE specifications. This should continue to be developed and monitored going forward.

1. Introduction contd.

1.2 Methodology

The 2018 methodology remains consistent with the redesigned 2015 methodology, which included a 5-year longitudinal legacy overview as integral to its design. Analysis and findings are based on data collected from a range of stakeholders including participating students, teachers and parents. Case study data focuses on the longitudinal impact of Design Ventura, as described in section 1.1 above, through semi-structured interviews with teachers, to include a winning teacher/school and a 2012 participant about to embark on their chosen career path. Findings will emerge through thematic analysis, threaded through relevant section of the report.

In keeping with the focus of the Design Ventura 2018 evaluation, as outlined above, online student and teacher survey questionnaire have been updated to focus on future oriented learning environments, access to industry experts, year 10 GCSE mapping and non-binary gender choices. In addition, student and teacher survey questionnaires continue to focus on gathering data on confidence and ambition by referencing five generic skills that underpin innovative behaviour (Chell and Athayde, 2009) and by reference key indicators of self-efficacy and a growth mindset (Craig, 2007).

1.3 Scope of Design Ventura 2018

As a museum education project, Design Ventura remains unusual because of its large scale and longitudinal nature. 2017 saw the Design Museum move from its home in Shad Thames to a new larger site in Kensington and, consequently, this evaluation report provides the second opportunity to focus on how Design Ventura delivery can be supported by a more distributed, or blended, approach to learning environments by evaluating both face-to-face experiences in the Design Museum and school, along with on-line resources and e-learning experiences.

Following 2017 recommendations, Design Ventura 2018 once again offered an updated user-centred approach to the competition brief, see image 1 below, designed to align more closely with updated GCSE specification and to support a more diverse range of responses. Online and e-learning content for the programme maintained the focus of earlier years and included: an introductory briefing video supporting teachers and students in understanding the 2018 project focus, images of successful projects from previous years, top tips sheets, worksheets and videos of designers and business people giving advice. DV 2018 offered visits to the Design Museum and student workshops with the opportunity to learn directly from industry experts.

1. Introduction contd.

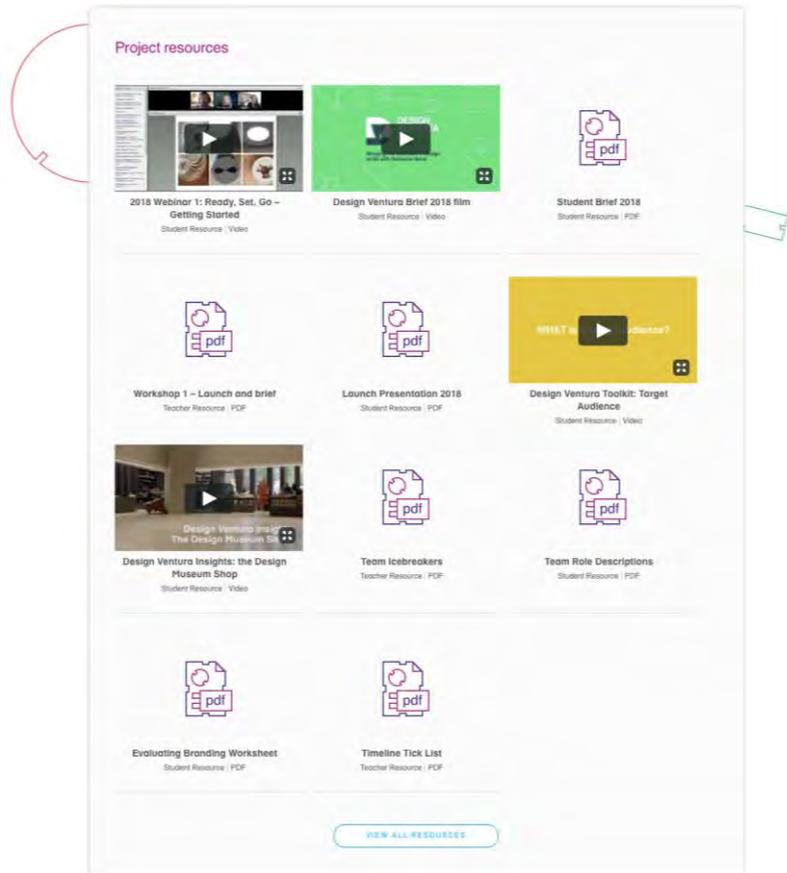


Image 1: Design Ventura 2018 On-line Launch Guide

In 2018, schools were recruited through email, social media, flyer mailings and the Design Ventura web page, (see appendix v for a full list of participating schools). All schools submitted their entries to the Design Museum at the beginning of November 2018 and 10 teams were shortlisted as ‘pitching schools’ and invited to present their designs at a pitching day at the Design Museum in December 2018, (see appendix vi). The winning school was announced in February 2019.

2018 prizes were awarded as follows: Graveney School, Greig City Academy, Highfields School and Park House School were awarded as Outstanding Finalists; Spalding High School was awarded Commendation for Most Market Ready Product; Gillotts School was awarded Commendation for Ingenuity; and Weydon School was awarded Commendation for the Good Design. Design Ventura third place was awarded to Horsforth School; second place was awarded to East Barnet School and finally the Design Ventura Winner 2018 was Simon Balle All-through School with HIT SNAP, see appendix vi for an overview.

2. METHODOLOGY

2.1 Overview

Holistically, the Design Ventura 2016-2019 programme has five specific aims, with three anticipated outcomes². As indicated above, 2018 data has been captured and analysed to enable informed conclusions to be drawn about the degree to which the 2018 programme has fulfilled these specific aims and anticipated outcomes and, within this final report, findings from the evaluation are discussed under the following headings, which map to the project's five specific aims:

1. Improving enterprise and creative design skills amongst young people
2. Increasing students' understanding of business within the design industry
3. Motivating young people to fulfil their potential
4. Extending the reach of the museum through digital learning
5. Building sustainability

The evaluation methodology continues to locate within a qualitative, or interpretive, paradigm (Lincoln and Guba, 1985; Robson & McCartan, 2016). Of particular relevance to this is concept of "individuals' interpretations of the world around them" (Cohen, Manion & Morrison, 2007: 23), and this approach is again used to focus on providing insightful narrative and perspectives on how learners and teachers use the project individually and collectively.

We continue to capture data about skills connected to teaching and learning about enterprise, creativity and business in a museum and classroom context, and the methodology for 2018 allows us to report more reliably on how Design Ventura impacts learner confidence and ambition, and to explore how this might connect with young people's motivation to fulfil their potential. In the longer-term, the intention remains to collect longitudinal data in order to both explore ways to extend the reach of the Design Museum through digital learning opportunities and to build a sustainable legacy. As in previous years, the ambition remains to innovate where there are opportunities to do so (see section 5, Recommendations).

This evaluation of Design Ventura continues to use a mixed method approach, utilising student and teacher survey questionnaires³, interviews and focused case-studies⁴. In 2018, case study data is collected relevant to specific aims number 3 and 5 above, to explore the sustainable/longitudinal impact of Design Ventura on participating teachers and their practice and impact of authentic design briefs, design thinking, methods and processes in supporting young people to fulfil their potential and map career paths. Where possible, reporting of findings indicates the precise % of teachers/students in which that finding was noted. However, where this is not possible, terms such as "few", "some" "significant" and "the majority" are used. Throughout the report, the activities being evaluated are referred to as 'the programme'.

2.2 Responsibilities

In order to take advantage of different skill sets, minimise costs, maximize access factors and provide an independent perspective on the data, the evaluation tasks have again been shared. The Design Museum recorded registration to the programme and alerted registrants to the evaluation surveys, which were accessible online via a link on the Design Museum website. Goldsmiths, University of London, was responsible for the design of the survey questionnaires, follow up survey administration, stakeholder interviews, case study data collection, data analysis and reporting.

² See Appendix i Design Ventura Aims and Objectives Pyramid 2016-2019

³ See examples of survey questionnaires in Appendices ii and iii

⁴ See examples of interview schedules in Appendix iv.

2. Methodology contd.

2.3 Data Collected

During Design Ventura 2018, the following data have been collected in order to identify progress against the five aims specific to Design Ventura 2016-2019 and report on the anticipated outcomes. To do this we collect (and analyse) the following categories of data to identify student and teacher reactions to the delivered programme, to explore the impact of digital learning opportunities as part of evolving an approach to extend the reach of the Design Museum and to explore the sustainable/longitudinal impact of Design Ventura.

Survey Questionnaires

Two online surveys: one for teachers and one for students were designed and administered during the Design Ventura programme (see appendix ii and iii). Illuminative highlights are included from student workshop evaluations and teacher CPD and Industry Expert evaluations. In all questionnaires, respondents were asked to choose an encoded value judgement in response to a series of themed questions and to provide more detailed comments where appropriate.

Case Study Data

Detailed case study data was collected from;

- The 2017 winning school teacher and students.
- A 2012 participant about to enter higher education.

Case studies were design and selected in order for this evaluation to report on a range of sustainable/longitudinal impacts. Thus, the case study sample consists of a previous winning school, both teacher and students, and exploring the impact of DV on a 2012 participant's career planning and goals.

2.4 Data Analysis

The focus of the analysis of data gathered during Design Ventura 2018 remains on uncovering broad and holistic evidence against the 2018-2019 specific aims and anticipated outcomes, rather than an in-depth exploration of features of Design Ventura. Analysis was again guided by the *overall aim* and *anticipated impact*, below:

Overall Aim

To support young people to develop skills and to see their creative/enterprising potential by working to a live brief in a real business context.

Anticipated Impact

Participating young people will see the potential of their own ideas and the relevance of their learning in a real-world context. They will develop experience and skills to help them succeed in their future education and work. Participants will also gain insights into the importance of design in the UK economy.

Accordingly, analysis and interpretation of data was approached in a systematic and structured way, through categorising and coding data pertaining to the five specific aims, as detailed above. Data was also analysed to report on the three anticipated outcomes:

Anticipated Outcomes Over 3 Years (2016 to 2019)

- 60% of young people experience an increase in enterprise skills and creativity
- 60% of young people experience an increase in economic and business understanding
- 60% of young people feel more confident about the potential of their own ideas

2. Methodology contd.

Consistent with previous years, interpretation of data also sought to uncover emerging relationships, themes and issues.

Survey/questionnaire data are response-based samples, accordingly, data for analysis is from all schools which responded. Direct quotations from qualitative data are used to illuminate and compliment the researcher's commentary and interpretation whilst charts and graphs are once again used to present the frequency distribution of quantitative data.

3. FINDINGS ON DESIGN VENTURA 2018

3.1 General Findings

3.1.1 Student Survey Profile

In 2018 the Design Ventura Student Survey received 1962 returns, from 110 different schools. It is encouraging that this maintains a > 35% increase on survey returns when compared to DV 2016. Longitudinal analysis suggests that the number of students submitting entries to DV has been consolidated at around 2000-2500 each year, maintaining the reach and associated impact of the programme. This also suggests that the response rate continues to be influenced by submission of student surveys being included in the conditions of DV entry. As in previous years, students were asked to provide profile data (see figure 1 for an example), summarised in table 1 below.

Design Ventura 2018: Student Survey

Your feedback on your Design Ventura experience is really important to us. By answering the questions below you are helping us find out more about how well the project works and what extra support or resources may be useful for next year.

This survey is being carried out by the Design Museum and Goldsmiths College, University of London.

Personal details are only collected so that data can be matched up - personal information will not be included or shared in the analysis or in the reporting. Further information about data protection is available from your teacher.

Your views really matter, so please answer all questions.

Thank you!

* Required

School Name *

Your answer

Teacher's name *

Your answer

Gender *

- Male
- Female
- Prefer to self-describe

School Year *

- Year 9
- Year 10
- Year 11

Figure 1: Example of Student Profile Questions

Gender

For the first time 2018 survey data collection supports a non-binary choice of gender, providing a 'prefer to self-describe' gender option. The survey data for the 2018 programme indicates a gender balance again skewed slightly toward male participants, with 45% (46) of respondents identifying as female, 50% (54) of respondents identifying as male and 5% preferring to self-describe. Addition of the additional category prevents comparative analysis, but data indicates the 2017 increase in the % of female participants, the first since 2014, has been maintained.

Year Group

49% of the students surveyed in 2018 were in Year 9, 49% were in year 10 and 2% of students were in year 11. This represents a change to the trend away from year 10 participation over the past two years of evaluative data. An interesting possibility is that, consistent with 2017 findings, mapping DV to GCSE exam specifications has led schools to recognise DVs potential to support learning and impact exam performance in positive ways.

3. Findings contd.

*Note: Up to five years of longitudinal data is included in tables and charts throughout this evaluation.

Gender	Female 45% (46/43/52/54)*	Male 50% (54/57/48/46/48)	Prefer to Self-describe 5%
Year group	Year 9 – 49% (67/65.5/51/45)	Year 10 – 49% (31/34/47/54)	Year 11 – 2% (2/0.5/2/1)

Table 1: Summary of Student Survey Profile Data

3.1.2 Teacher Survey Profile

118 teacher responses to the Teacher Survey were received from the schools who submitted entries to DV 2018 (see appendix v). This broadly maintains the level of responses to the 2017 teacher survey.

Design Ventura 2018: Teacher Survey

Your opinions really matter to us and we value you taking the time to contribute to this evaluation. This survey forms part of your final submission. Each of your answers will help us to find out more about how teachers and students experience the Design Ventura project.

This survey is being carried out by Goldsmiths College, University of London and the Design Museum (Information Management Policy can be viewed at <http://www.gold.ac.uk/governance/policies/#informationManagement>).

All data collected will be treated as confidential and you will not be contacted or identified unless you give us explicit permission to do so (please see web link or information sheet for details).

For further information about this survey please contact ventura@designmuseum.org

Thank you!
The Design Ventura Team

* Required

Teacher name *

Your answer

School name *

Your answer

How many students took part in Design Ventura in your School?

*

This will help us to ensure you get the correct number of certificates sent to you

Your answer

Figure 2: Example of School Profile Questions

Teachers indicated that 5070 students participated in Design Ventura 2018. Of those schools submitting entries, 81% reported 50 or less participating students, with 19% reporting >50 participating students. Of that 19%, 6% of schools reported 100 or more participating students.

3. Findings contd.

3.2 Improving Skills

Section 3.2 focuses on findings pertinent to DV specific aims 1 and 2, looking at the effectiveness of Design Ventura in improving the enterprise, creativity and business skills amongst young people, with anticipated outcomes that:

- 60% of young people experience an increase in enterprise skills and creativity
- 60% of young people experience an increase in economic and business understanding

3.2.1 Improving Enterprise and Creativity Skills

Student survey responses indicate that participating in the 2018 Design Ventura programme has improved students’ enterprise and creative abilities (see table 2). The survey data indicates that student responses remain overwhelmingly positive with the majority of respondents indicating that their abilities had increased in all categories they were questioned on.

“I enjoyed how focused the project was: we were competing to build something very real, which was a great initiative as it brought out creativity as well as productivity from the whole team.”

Year 11 Student, DV 2018

Consistent with 2016 and 2017 findings, 2018 findings indicate that 94% of students again indicate that participating in Design Ventura has helped them develop understanding of how to respond to a design brief. 93% of students report that Design Ventura has supported them in improving their design ideation, while student responses again indicate that Design Ventura has had a positive impact on their ability to ‘present ideas to others’, with 86% of students indicating increased ability. Design Ventura 2018 has had a positive impact on design development skills, with 91% of students reporting that participation helped them ‘see what it takes to make their ideas happen’. Consistent with previous findings, 9% of students reported that they found ‘prototyping’ and ‘making’ the most challenging aspects of the project.

Question Stem (N=1962)	Helped Overall	Helped a lot	Helped	Helped a little	Not sure	Hasn't helped
Better at responding to a design brief	94%(94)	24%(23)	50(47)	20(22)	4(3)	2(5)
Better at explaining design ideas	93%(92)	24%(23)	44%(47)	24%(22)	3% (3)	4% (5)
Better at presenting ideas to others	86%(86)	22%(22)	37%(37)	28%(27)	6% (6)	8% (8)
Better at seeing what it takes to make my ideas happen	91%(90)	33% (31)	38%(41)	19%(18)	4% (4)	5% (6)

Table 2: Has DV Improved your Enterprise and Creative Ability?

3.2.2 Improving Business Skills

Student Survey responses indicate that participating in the 2018 Design Ventura programme has once again had a significant impact on students’ business ability (see table 3). Analysis of student survey data reveals that student responses were overwhelmingly positive with >89% of respondents again indicating that their ability had increased in all categories they were questioned on.

“I have learned a lot about business and products and it has been fun experimenting and having the freedom to do so.”

Year 9 Student, DV 2018

91% of respondents reported that they ‘understand more about the business side of design’, while 89% reported that they were better at ‘making good business decisions about their designs’. Data again reveals the importance of the live brief in giving context to the business side of design. Around 6% of students again reported that they found the finance elements of Design Ventura the most challenging aspect of the project.

3. Findings contd.

90% of students reported an improvement in ‘understanding about how working with others can help overall achievement’. With 89% reporting they understand more about how to get on with others in a team, while 91% reported that Design Ventura has helped them develop understanding of their own and other’s ‘strengths’ and ‘weaknesses’.

Some students continue to find working in teams ‘difficult’. Here, qualitative comments refer to a perceived lack of effort and to a lack of co-operation in reaching decisions. 8% of students report that Design Ventura did not help them get better at team work – a rise, with a further 4% unsure if Design Ventura had improved their ability.

Question Stem (N=1962)	Helped Overall	Helped a lot	Helped	Helped a little	Not sure	Hasn't helped
Better understanding of the business side of design (e.g. costs, marketing, profits)	91% (90)	29% (30)	40% (38)	22% (21)	3% (4)	5% (6)
Better at making good business decisions	89% (90)	24% (21)	43% (43)	23% (25)	4% (5)	7% (6)
Improved understanding of how working with others can help achieve more overall	90% (89)	31%(26)	40% (44)	19% (22)	3%(2)	7%(7)
Improved understanding of how to get on with others in a team	89% (86)	29% (26)	38% (41)	22% (23)	4% (4)	8% (10)
Improved understanding of how team members have their own strengths and weaknesses	91% (89)	33% (30)	40% (41)	18% (19)	3% (4)	6% (7)

Table 3: Improved Business Ability

What again emerges from analysis of student data on business capability is the consistency of quantitative data and qualitative comments. In addition, for the first time 2018 student survey data probed student’s experiences of learning from industry experts in more detail. Data revealed that 80% of students had the opportunity to learn from an industry expert during DV 2018. With 79% of these indicating that this was something they had never had the chance to do before. These combined data offer real insights into the continued importance of Design Ventura in providing access to, and experience of, authentic business practice, illuminating the role of DV in providing students with real world experience of improving business skills.

“[The outstanding feature of Design Ventura is] The opportunity to be super creative and responsible, our students are our future and they should design it.”

Participating Teacher, DV 2018

3.2.3 Teacher Perspectives on Students’ Enterprise, Creative and Business Skills

Teacher survey data once again overwhelmingly indicated that Design Ventura 2018 had a very positive impact on students’ design and business capabilities, with between 96% and 100% of teachers reporting a positive impact across the range of design and business skills (illustrative skillset elements are reported in figures 3 and 4).

Teacher survey responses indicate that, consistent with 2016 and 2017 findings, teachers believe students benefited most in terms of ‘responding creatively through the design process’ (100%), ‘Knowledge and understanding of the design industry’ (99%) and ‘communicating’ and ‘reflecting on and modifying ideas’ (both 99%). Teacher Survey responses also indicate high levels of impact for ‘Team work, including shared decision making and collaboration’ (100%),

3. Findings contd.

‘Assessing materials, production techniques and manufacturing considerations (96%) and ‘awareness of product marketing and target audiences’ (98%). Teacher responses also report that DV helped 96% of students to get better at ‘considering and responding to issues of ethical and sustainable design.

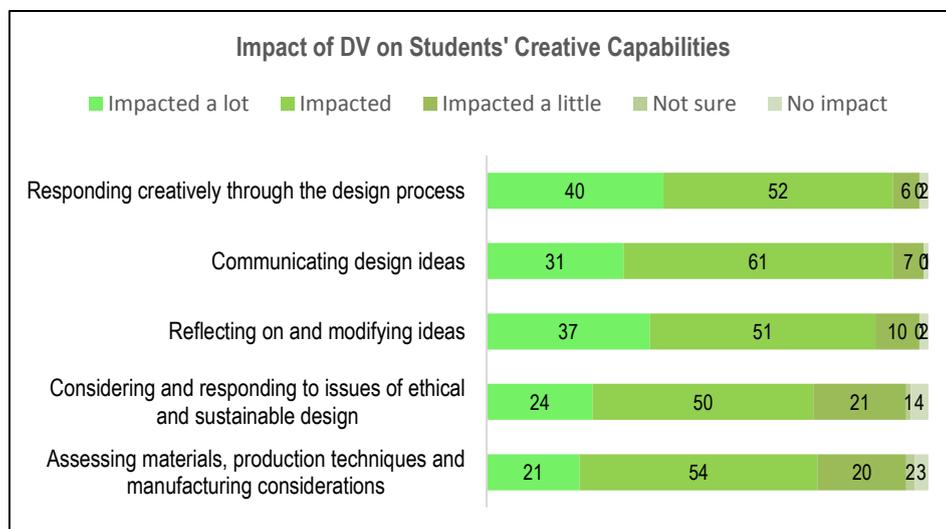


Figure 3: Teacher Perspectives on Students' Creative Capabilities

These high levels of impact have been sustained across 2015, 2016, 2017 and 2018 data sets, confirming consistent longitudinal gains. The impact of Design Ventura 2018 on all measured elements of students' creative skill set, averages 98%, well above the anticipated outcome that 60% of young people experience an increase in enterprise skills and creativity.

The impact of Design Ventura on students' holistic business skill set also remains high. Here 67% of teachers reported that Design Ventura had a positive impact on students' 'knowledge and understanding of business aspects of design', maintain a figure of > 95% since 2015 (see figure 4).

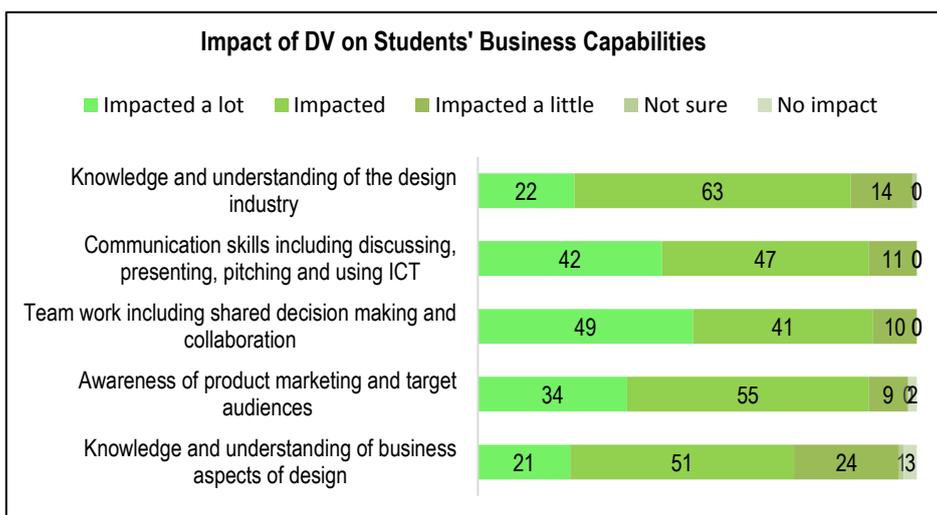


Figure 4: Teacher Perspectives on Students' Business Capabilities

In addition, DV 2018 teachers continue to value the learning benefits of responding to a live brief, in raising students' business-related skills and in raising their own confidence in teaching (and recognising) business capabilities

3. Findings contd.

Consistent with this, teachers reported that DV again had a significant impact on ‘communication skills including discussing, presenting, pitching and using ICT’ (100%). With the emerging picture that the >97% average impact of Design Ventura 2018 on all measured elements of students’ business skill set is well above the anticipated outcome that 60% of young people experience an increase in economic and business understanding. These findings remain positive year-on-year, indicating consistent longitudinal gains on all measured elements of students’ creative, enterprise and business skill sets.

3.3 Motivating Young People to Fulfil Their Potential

Section 3.3 focuses on findings pertinent to motivating young people to fulfil their potential by looking at the effectiveness of Design Ventura in increasing interest in creative and business activity and by exploring confidence and ambition amongst young people. Success indicators include:

- Increased self-confidence.
- Increased ability to handle uncertainty
- Raised career and education aspirations
- Reduction of perceived barriers to success/achievement
- Increased interest in developing creative or business skills

With the anticipated outcome that:

- 60% of young people feel more confident about the potential of their own ideas

3.3.1 Interest in Creative and Business Skills

The Design Ventura programme is intended to engage learners in the development of skills so that they will be motivated to both learn in the future and to take positive action to plan for their futures. The evidence in 2018 shows that this engagement continues to result in positive changes in interest for both creative and business-related skills for 53% and 60% of participating students respectively (see table 4).

Notable, is the impact of DV 2018 on raising 60% of students interest in business related skills, a rise of 20% on 2017 and an increase of > 14% on each of the four previous year’s data.

Question Stem (N=1962)	Increased	Remained the same	Not sure
My interest in creative skills such as designing and making has ...	53% (54,58,62,62,)	39% (38,35,35,33,)	4% (4,5,2,3,)
My interest in business related skills such as finance or marketing has ...	60% (40,46,44,42,)	31% (45,40,42,43,)	5% (7,6,7,7,)

Table 4: Interest in Creative and/or Business-Related Skills

75% of students reported that they had had an opportunity to work with an industry expert, with 94% reporting this as a positive experience. Of particular interest is that 79% of students surveyed indicate they have never had a change to work with a business/design professional before.

“Design and Technology before Design Ventura all we did really was... we were given like a task, so maybe a jigsaw puzzle or something to make... but then, with this, you actually had to think about how you’re going to sell it and you know, actually produce it, so I guess this kind of gave you more of a mindset of like, sourcing materials, how much it would cost, and you know, all the different things that you actually need or can do for university or... further on in DT... Ventura helped a lot basically”

Impact Case Study DV 2018

3. Findings contd.

3.3.2 Increasing Confidence and Ambition

Design Ventura 2018 student survey instruments were once again designed to collect data against indicators of self-confidence and self-efficacy (see methodology section above) to ensure consistency between quantitative and qualitative data. Consistent with the new evaluative methodology, >85 DV 2018 student respondents report raised confidence and efficacy across all categories (see table 5).

Question Stem (N=1962)	Helped Overall	Helped a lot	Helped	Helped a little	Not sure	Hasn't helped
I think I'm less worried about trying to solve design problems	86% (86,86,90)	19% (17,18,23)	43% (42,44, 46)	25% (27,23, 21)	6% (4,4,4)	7% (9,10,5)
It's helped me understand that mistakes and criticism can be useful as they help you learn and improve	90% (90,91, 93)	27% (26,26, 33)	44% (44,43, 40)	19% (20,22, 20)	4% (3,3,2)	6% (7,7,4)
It's helped me think about what I can achieve through studying	85% (85,85, 88)	18% (18,22, 25)	39% (39,38, 39)	27% (27,25,24)	5% (5,5,5)	10% (10,10,8)
I understand more about how I can plan to achieve what I want to	89% (88,89, 92)	23% (21,23,28)	44% (44,43, 43)	22% (23,22,21)	4% (4,4,3)	6% (8,8,5)
It's focused my thinking about what kind of skills I might want to use in my future career	83% (83,86, 93)	23% (23,28,35)	36% (36,37, 38)	24% (24,21,20)	6% (6,6,2)	11% (11,8,4)

Table 5: Has Participating in the Design Ventura Project Improved Your Level of Confidence and Your Ambition?

2018 findings in this area suggest that Design Ventura again increased confidence in 'solving design problems' in 86% of students who participated. Similar impact levels were reported on 'it's helped me think about what I can achieve through studying' (85%) and 'I understand more about how I can plan to achieve what I want to' (89%), whilst 90% of participants reporting a positive impact on how they view making mistakes and respond to criticism.

Design Ventura 2018 continued to have a positive impact on young peoples' aspirational thinking, with 89% reporting it helped them understand how to plan to achieve what they want to. 83% of students indicated that the project had a significant impact on their thinking about the kind of skills they want to use in their future careers. Survey data also indicates that 79% of respondents feel confident in achieving what they want to in the future, a drop of 8% from 2017. Consistent with this, 80% of Design Ventura 2018 student respondents indicate they feel positive about their futures, a drop of 8% from last year and worthy of some consideration. However, 82% indicate that they understand that planning for what they want happen is a 'good idea' (see figure 5 below).

Overall, 2018 data indicates that the average impact of Design Ventura 2018 on all measured elements of students' confidence and ambition of 85% is well above the anticipated outcome that 60% of young people feel more confident about the potential of their own ideas.

3. Findings contd.

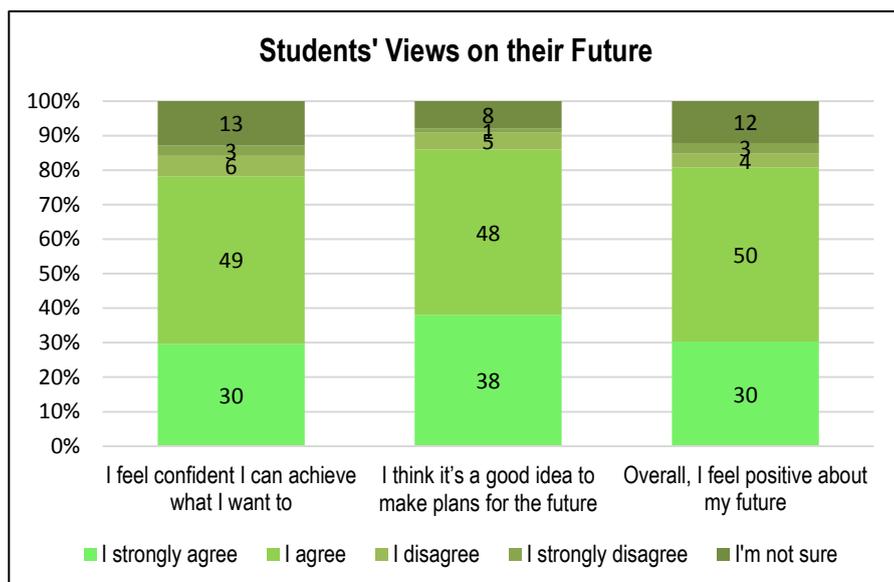


Figure 5: Student’s Views on Their Future

3.3.3 Teacher Perspectives on Students’ Confidence and Ambition

“It has really helped develop the self-confidence of the students.”

Participating Teacher, DV 2018

Teachers were also asked to assess the impact that the programme had on students’ confidence. Consistent with 2017 qualitative data, 2018 teacher survey responses indicate teachers feel that Design Ventura had some positive impact on 100% of all measured elements of personal capabilities associated with increased confidence and ambition. In addition, between 96% and 100% of teacher responses indicated that the programme had a significant impact on their students across the range of capabilities explored. A summary of relevant data is presented in table 6, below.

Question Stem (N=136)	Overall Impact	Big impact	Some Impact	A little Impact	Not sure	No Impact
Self-confidence	99% (99,97)	31% (38,42)	54% (51,43)	13% (11,12)	0% (1,2)	1% (0,1)
Resilience, flexibility and a 'can do' attitude	98% (99,98)	24 (32,30)	59% (52,56)	15% (15,12)	0% (1,2)	2% (0,0)
Team work including shared decision making and collaboration	100% (99,98)	49% (55,50)	41% (40,46)	10% (6,3)	0% (1,2)	0% (0,0)

Table 6: Teacher Perspectives on Students’ Personal Capabilities

This summary of teachers survey responses indicates that they believe DV 2018 impacted positively on each of the key characteristics of resilience, flexibility, a ‘can do’ attitude, teamwork and collaborative working skills and overall self-confidence.

3. Findings contd.

3.4 Extending Reach: Resources and Pedagogy

Section 3.4 focuses on findings pertinent to specific aim 4, extending the reach of the museum through digital learning to develop blended, future-oriented and sustainable learning environments.

As highlighted in the introduction to this report, Design Ventura 2018 offered the second opportunity to look at delivery of the project in the Design Museum's new location of Kensington High Street, London. As such data analysis in this section continues a focus on the new Design Museum learning activities as well as a focus on blending of online resources in supporting that learning experience.

3.4.1 Teacher Perceptions of Blended Learning Activities and Digital Resources

Design Museum Learning Activity Usage and Value

Student survey responses indicate that >800 students participated in Design Museum based workshops. 2018 Teacher Survey responses indicate that 26% of respondents had brought students to a Design Museum based workshop. Of the teachers who brought students to DV 2018 museum workshops 62% rated the learning experience as 'highly valuable,' whilst a further 17% rated it as 'valuable' and 14% rated it as of 'Some value' (see figure 6 below).

When asked to provide qualitative comments on why they chose to attend workshops with their students, these were overwhelmingly positive about content, structure and learning gains. Teachers particularly valued the opportunity to engage with authentic design and business practices, typified by comments such as:

"The students really liked engaging with 'real' designers and they liked the different strategies for improving their designs".

"It allowed my students to actually accept the competition was real and the trip put the whole competition into perspective for them."

Others highlighted the importance of exposing students from different socio-economic backgrounds to the museum:

"We came to build cultural capital with our deprived student"

When teachers provided qualitative comments on why they chose not to attend a museum workshop with their students the majority of these referred to time and cost restraints. Typical of this was:

"We tried to attend but due to time, staffing and budgets our request was denied by the school."

This seems particularly pertinent to year 10 and 11 participants, amid exam pressures:

"We did not have time and as it was run with our current GCSE groups it was difficult to get the time to come out of school with other subject commitments"

In addition, in keeping with 2017 findings, many cited geographical distance as an issue:

"It is too far away from the South West to get the student to the Design Museum."

34% of Teacher Survey respondents attended *Museum based CPD* events during DV 2018, whilst 51% experienced *Online teacher CPD (live or recording of)*, with some teachers attending both types of CPD. Satisfaction remains high with museum

"We wanted to take them to the shop and exhibits but also thought the workshop with industry professionals would be useful but I must say the workshop turned out to be even better than expected and the students got huge value from it."

Participating Teacher, DV 2018

3. Findings contd.

based CPD, with 74% indicating it was a 'highly valuable' experience, with a further 13% indicating it was of 'value', whilst 5% felt it was of 'some value'.

38% of Teacher survey respondents also indicated that they visited museum exhibitions with their students. Of these, 57% felt that this was a highly valuable learning experience, while a further 24% found exhibition visits valuable. 12% of teacher survey respondents did not feel visiting the exhibition was valuable in supported DV activity.

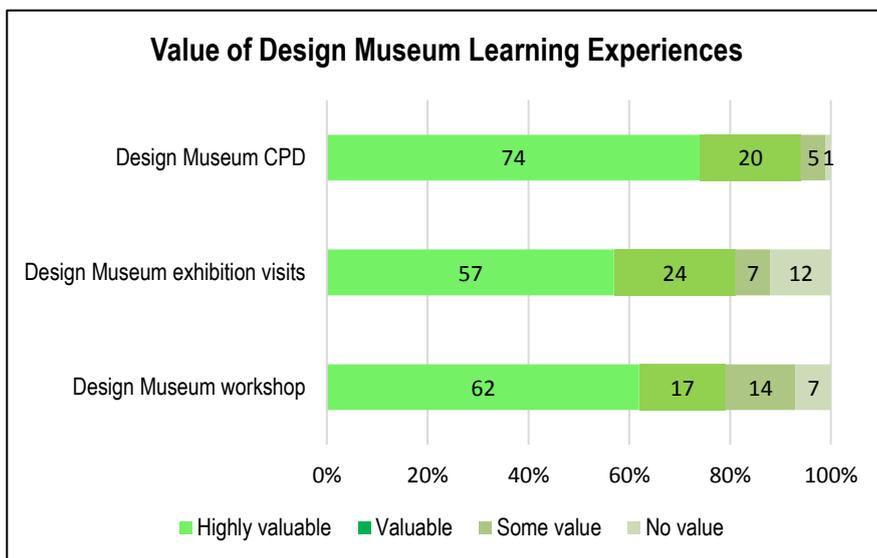


Figure 6: Value of Design Museum Learning Experiences

Digital Resource Usage

One of the key *Objectives* of Design Ventura 2018-2019 is to 'extend learning opportunities widely through diverse and accessible online resources', in order to develop understanding of future learning environments through a more blended and digitally rich set of experiences. As part of this commitment, the programme maintains a focus on access and widening participation. During DV 2018, the evaluation of this ongoing vision focuses closely on the updated digital resources, alongside, or blended, with the face-to-face experiences outlined in section 3.4.1.

2018 Teacher Survey data indicates that 97% used the main Design Museum website to support learning and teaching, whilst 98% used the Design Museum Shop website. 100% of teacher respondents used the Design Ventura website, with downloadable resources (100%), project guide (98%), short films (98%), Email Bulletin newsletters (93%) and Industry Experts Profiles (92%) the most widely used digital resources. Increasing numbers of teachers are using the online blog (64%) with a rise of 15% from last year. 41% of teachers used weekly after school club webinars, 50% used Design Ventura handling collections and 88% made use of Design Ventura posters.

Value of Digital Resources

DV 2018 Teacher Survey data indicates that the main Design Museum website and the Design Museum Shop website were valued by 98% of users, whilst the Design Ventura website was valued by 99% of users.

All Design Ventura 2018 digital resources were valued by >97% of teachers who accessed them. The Design Ventura project guide (100%), short films (100%), teacher notes (99%), industry expert profiles (99%) and after school club webinars (98%) were amongst the most widely valued digital resources. Over 50% of teachers again used live online CPD 2018. Amongst those, teachers valuing live online CPD increased by 8% in 2018, from 92% in DV 2017 to 100% in DV 2018. This represents a 28% increase in those valuing digital CPD from 2016 data.

3. Findings contd.

A more detailed breakdown provides additional insights into how digital resources are perceived in terms of the level of value, see figure 7 below.

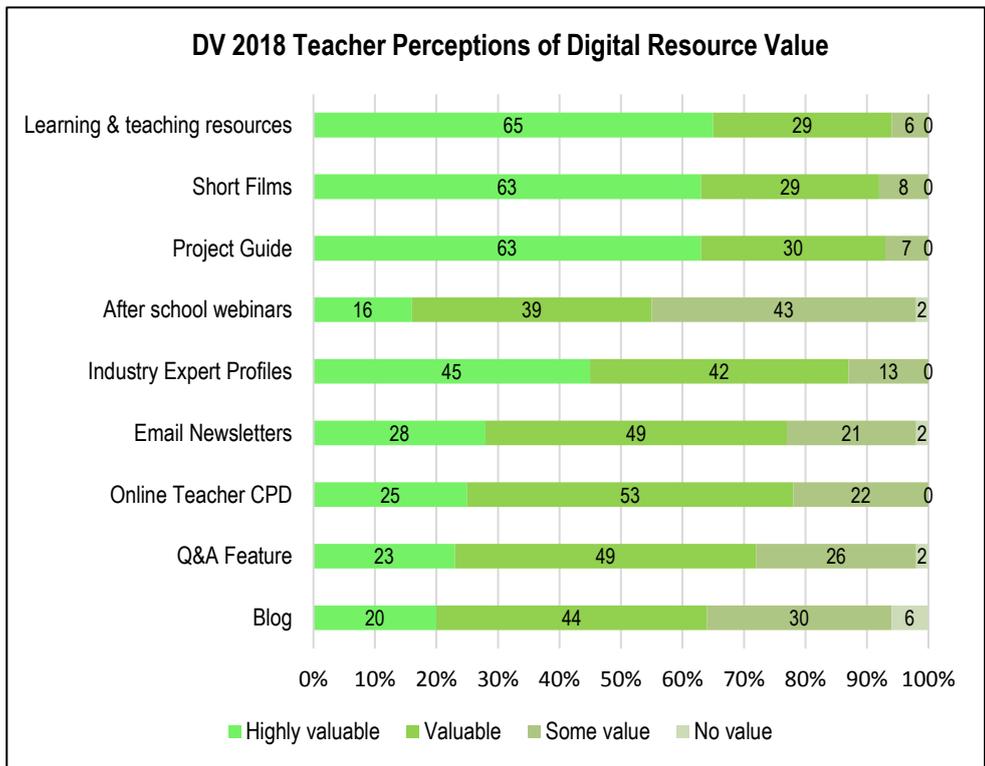


Figure 7: Teacher Perceptions of Design Ventura Digital Resource Value

Overall, analysis of DV 2018 teacher data around digital resources indicates that these are increasingly recognised as of value in supporting those schools who cannot physically access the Design Museum, whilst also supporting the blended learning experiences of those who can.

3.4.2 Holistic Analysis of DV Learning Experiences

This section offers a summary of holistic learning experiences. For a supplementary discussion see section 3.6 Qualitative Experience below.

Survey response indicate that DV 2018 learning and teaching experiences remain notable for:

- being recognised as a unique opportunity to engage with a live brief
- providing opportunities for authentic group work
- being shaped by a complex and authentic challenge
- providing opportunities to engage with industry experts in business and design in an authentic context
- providing a creative learning experience that maps to GCSE learning

Authentic Professional Design Methods

DV 2018 data analysis consolidated findings on the value to teachers and students of working to a real-world brief, both in terms of engagement and motivation. 100% of teachers felt that working to a live brief was 'valuable', with 76% finding it 'highly valuable'. 2018 Teacher Survey data again reveals a mixed response to the updated brief format. Whilst the vast majority of teachers valued the more open brief, with indicative responses including:

"The brief is excellent, open and gives such a great area for all to explore."

3. Findings contd.

Starting learning conversations and experiences from a target audience, rather than a single word theme, appears to support students in exploring a wider range of responses. However, whilst the open brief was particularly valued by those teaching GCSE, some teachers felt it too open for younger or less able students

Once again, it was observed that some students only became fully engaged once they were given the opportunity to engage in physical making, for example, producing a model of their design ideas. Design Museum handling collection products, both real and virtual, continue to provide a shared focal point that facilitates engaging and constructive conversations with different adults: for example, handling and reviewing models helped to develop conversations about materials, social impact and design value. This observation suggests that design and making activity can continue to provide a nexus for a network of learning conversations between students and with different educators and professionals.

Data again revealed that, where students were encouraged to use industry practices when working upon a particular design or product, this provided a focal point for learning. For example, where a design idea supported application of knowledge and understanding about marketing, pricing, design development, end users or environmental issues. This kind of pedagogy was often supplemented effectively by workshop experiences providing generalised rules or principles in person or online.

“Excellent open brief, now very similar the new GCSE contextual challenge so it is a great learning curve for students in promoting creative thinking”

Participating Teacher, DV 2018

Posing Challenge through Design Ventura

Teaching and learning in Design Ventura 2018 was valued by teachers and students because, increasingly, it not only supplements the subject curriculum, but rather provides a unique opportunity for students and teachers to engage with an authentic and complex design challenge and with authentic design processes, where students are expected to have discussions, make independent decisions and carry out tasks which are inter-disciplinary and non-linear. Participating teachers report that they find this both stimulating and daunting. The ‘squeezing out of the curriculum’, as described by teachers in DV 2015 -17, continues to devalue design activity, however mapping DV more closely to GCSE exam specifications is particularly valued by DV 2018 teachers as it was seen to offer to an opportunity to engage in authentic design learning, whilst maximising application of this to positively influence GCSE exam impact.

DV 2018 data again indicates that this kind of authentic design learning continues to be perceived by students and teachers as a major strength of Design Ventura. Many learners continue to report that their DV 2018 learning experiences were stimulating and worthwhile. They value the opportunity to ‘learn through doing’ and the opportunity to apply new knowledge and skills.

However, it should again be noted, that some less confident learners continue to be challenged by this approach, often because of the contrast to curriculum-based learning where they know ‘the script’ and are often presented with ‘solutions’, rather than problems. Consistent with this, some teachers, as outlined above, believe that the more open brief increases this degree of challenge.

Group Work in School Settings

2018 data indicates that group work continues to be seen as one of the biggest assets of the DV learning experience. In school settings, group work appears to continue to have had a number of benefits:

- it facilitated learning between students within and between groups
- it encouraged learners to take responsibility for their own learning

3. Findings contd.

- it permitted learners to make learning relevant to their own concerns
- it empowered learners to make decisions
- it facilitated powerful interactions with adults
- it supported identification and allocation of tasks relative to learner interests and strengths

Some issues with group work remain, with survey responses again indicating the impact of groups failing to manage time and their own learning and progress, while some less able students continued to find this mode of working very challenging.

Contribution of Professionals and Facilitators

Findings indicate that the input of business and design industry experts continued to add to the authenticity of the Design Ventura activities. When cross-referenced to extending reach, pedagogy and resource findings, it appears that the Design Museum remains a hugely valued central resource for DV, whilst short-films, industry expert profiles and the Q&A feature serve to provide complimentary support to face-to-face interactions.

3. Findings contd.

3.5 Continuing to Build Sustainability

Section 3.5 focuses on findings pertinent to specific aim 5, looking at the effectiveness of Design Ventura in building sustainability. Success indicators include:

- Longitudinal impact on participants
- Longitudinal impact on teachers

3.5.1 Longitudinal Impact of Winning Design Ventura

As part of the Design Ventura 2018 evaluation, semi-structured interviews were carried out with the last (2017) winners of Design Ventura. These were included in the 2018 evaluation methodology in order to explore whether participating in Design Ventura had a lasting impact on both teacher and student:

- Skills
- Attitudes and attributes
- Knowledge and understanding

Following on from 2016 and 2017 case study data, the findings from analysis of 2018 case study interviews continues to form part of longer-term, in-depth insights into how Design Ventura impacts on participants. The 2017 winning teacher and team, consisting of four students from Weatherhead High School, were interviewed about their experiences of participating in, and winning the competition. Their reflections specifically explore the ways in which this participation impacted on:

- The teacher and her practice
- The students and their practice
- The perception of Design & Technology in school and by parents

Direct quotations are used to illuminate the winning teacher and student experiences, and, consistent with BERA ethical guidelines, data has been anonymised where deemed appropriate, to teacher DVWT and DVWS 1, 2, 3, or 4.

Designed with the more open 2017 brief in mind, this practical product was a favourite with the 2017 judging panel.

To create a well-designed product that improves everyday life, to be sold in the Design Museum shop for around £10.

DV 2017 Brief

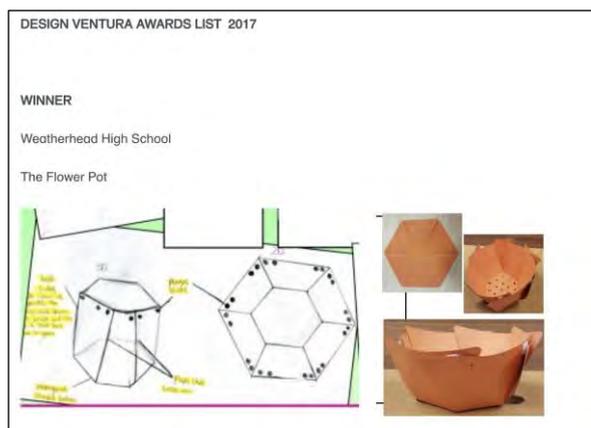


Image 2: Design Ventura 2017 Winning Entry

Winning School Case Study: Teacher Context

The winning school Teacher case study context will outline:

- How Weatherhead High School became involved in Design Ventura
- How the project was structured into the curriculum

2017-18 had been the first year the school had participated in Design Ventura. DVWT described how, upon receiving an email, she had been unsure at first

3. Findings contd.

whether to participate. She had discussed the competition with her Year 9 students and asked them to reflect on if they would like to participate. They had returned with an idea, she said, confirming they wanted to go ahead. DVWT organised the sessions through a weekly lunch-time club – “like a STEM club within DT”:

“So they’d come in on once a week on a lunch time, bring the lunch, we’d talk through what they found out and then we’d share some ideas and then they’d go off, I’d tell them to find out some more stuff the following week... and we just did it, as like a low-key, casual lunch club and then obviously when it was coming up to time of submission, we were there a bit more often, getting their submission together.”

DVWT had also found the project to be of real value, both an authentic design experience and a useful way to introduce aspects of the new GCSE curriculum to year 9 learners.

Teacher Perspective on DV Longitudinal Impact on Student Learning

When asked whether Design Ventura had been a different learning and teaching experience to the Design Technology curriculum, DVWT reflected that it was especially different for the Year 9 students, because “at Key Stage 3 you give them a design brief or you give them a problem, context, and then they do some ideas, and then they make the item” in effect, a much more linear and prescriptive experience. Design Ventura was seen as particularly useful in supporting students to design in a way more closely aligned with GCSE specifications, she said, citing aspects such as costings, planning, a consideration of one’s clients and a deeper engagement with the research process. Students at this earlier KS were not required by the school to do homework in this subject area, she said, whereas the Ventura project had facilitated students’ engagement with independent research:

“They had the momentum really and I kind of just helped them and said “this is what you need to do here” etc. It was them that had the idea and then they had the contacts: one dad goes to the allotment, the other was a teaching assistant the other one had the idea for planting and the other one was doing the graphics and stuff...”

The live brief aspect of the project had been another important aspect, because the students had to think more closely about other people. In addition, DV emphasis on prototyping multiple times and “going away and doing research” had been helpful to DVWT because it supported a different way of learning and teaching. She illustrated the impact of this by offering student feedback:

“Somebody else remarked it [DV] was a rarity because we’d done it for an age group that wasn’t the age group of the students. So, she [the student], was actually thinking what this age group would actually want from it and it was lucky that the girls had those resources to hand that they could actually ask those people. And one of them you know, back at the allotment, she actually did a survey of all the gardeners at the allotments to find out what they want. And she took an idea and asked “what do you think of this?” and they [the students] left it at the allotment to get some feedback. So, from that angle it was good because normally in class they just say “this is what you’re going to be doing and this is what you want to do”.

Teacher Perspective on DV Longitudinal Impact on Student Ambition

DVWT felt strongly that Design Ventura had helped contribute to a key shift in students’ design skills and creative thinking. DVWT said several of the participating students had become more interested in Design through Ventura – one had not been sure Design would be a viable career path, and now felt more confident, whilst another student now felt more certain about pursuing a career in Engineering. In the case of the latter, she said the student’s experiences of Ventura would help support her application for an engineering scholarship:

3. Findings contd.

"... we also do the Arkwright Scholarship in school and we, for the last two years we've had two people go through on the Arkwright and we've got a cohort trying again this year so they could well, [the student] maybe could well actually link into that, and I would have thought her experience of Design Ventura would be really good to help her to get that Arkwright. Because I know they have to do an exam and then they have to do an interview which I'm sure she'd be able to relate to some experiences from that as well."

thing through to the end" had been a particularly enjoyable feature of DV learning and teaching practice:

Teacher Perspective of the Impact of DV on Student Confidence

DVWT affirmed that the students had grown in confidence through their participation in DV 2017:

"... they were so excited when, you know, we got that email through that you've been shortlisted. I remember it, I was on break duty and they came up and said "Miss, Miss have you had a look on their website?" I said "I don't know, I can't on lunch break duty!". And they go in and they find it's there and the headteacher comes back and is like "yay!" kind of thing you know and it's like "oh my goodness can I really do this?" And they have actually grown themselves, their confidence has grown. The way they approach, and their willingness to do things as well has grown. And it's also helped at least two of them with Duke of Edinburgh Bronze Awards as well."

Longitudinal Impact of DV on Teacher's Practice

DVWT stated that her involvement in Ventura had been useful for her practice in a number of ways. For example, her visits to the Design Museum had introduced her to new design knowledge and products she had previously been unaware of. She was able to return to her classes and share these new experiences and products (e.g. Gum-Tec's innovations, which she said had really captured the students' imaginations). This sharing process sparked more students' interest in Design, and in turn, this had inspired more students to join her lunchtime club. It had informed her discussions with other students who were preparing to enter other competitions.

During the process of working with the Ventura students, DVWT had also found opportunities to communicate with professionals at the Design Museum to be especially fruitful:

"... just picking things up, along the way you know, when we designed it initially, we had the packaging as just a piece of paper in the middle. Well, you come down and then ... somebody from the shop would say "oh but you need cellophane on it to stop people playing with it", because from my point of view it's like minimal packaging, you know, this is what we've thought and then you think about the practicalities of the packaging... So little bits like that you pick up along the way and you bring that back into the lesson."

DVWT felt that, overall, her awareness of contemporary design had increased and the DV process had indirectly provided her with a welcome form of CPD. DVWT had also written several articles for national magazines about the Design Ventura experience and this had been another positive outcome for her:

"So when you see that and you've got your name in print, the article in print, with your name next to it, it's like "ah - ok! I've got somewhere" kind of thing."

DVWT indicated that seeing the final product, with the students' names and faces on-and selling it at the Deutsche Bank, had been particularly enjoyable and valuable highlights at the end of the process. However, it was the opportunity to experience of an open brief and a more open design process that meant seeing "the whole

3. Findings contd.

“You know, I've won a couple [of competitions] and it just finishes at a concept. But with this one you got the idea and it goes through to become a product and that is really good to see the product actually come out at the end.”

When asked what resources she had found most useful, DVWT cited the two webinars the team had attended, as well as the examples of previous projects on the DV website; these had provided both her and the students with a clear overview of the project's requirements.

Developing Design Ventura

Asked if there was anything she would change or improve about the DV experience, DVWT reflected on the intensity of the experience and its sudden end. She described it as:

“almost as if like there's now a void... you go from the intensity of it over about 4 or 5 months, I think and then there's nothing and we're back in February.”

DVWT recognised that there were logistical complexities for the Design Ventura project team as DV runs on an annual cycle, but to mitigate the abrupt end to the DV experience, she wondered if there might be a ways for winning teams to keep in contact with the DV team. For example, she felt that some progress feedback, giving the shop's sales and customers' comments as an example, might enhance the longitudinal impact of DV for students and teachers:

“Yeah just some feedback like if you get some comment some people who are selling it or who have bought it in the shop and if they come back and they say “it was really good because of blah blah” or “it was terrible because of blah blah”, it's just some feedback. It would be quite nice to see how it goes.”

Longitudinal Impact of Winning on the Broader Perception of Design

DVWT felt that the impact of winning Design Ventura had an extremely positive impact on perceptions of Design and, by association, D&T. The winning students had been “like celebrities” – with the winning product promoted through large displays in the school:

“Oh it's been... We have like shot up the ratings so to speak! ... We are now a world-class school. We got world-class school status before Christmas. And the headteacher has said the Design Ventura work, the work that I did with the other competition as well, has gone a long way to actually securing that world-class school status.”

The impact of winning had therefore been quite far-reaching. DVWT felt it had raised the subject's profile in the school, impacting, for example, on GCSE choices and the increased popularity of the lunch-time D&T club, whilst also contributing to the school's external status.

3. Findings contd.

Winning School Case Study: Student Context

Weatherhead High School won Design Ventura 2018 with 'Petal Pot', an adjustable polypropylene plant pot designed to expand along with a plant's growth.

The winning team's four students were interviewed about their experiences of participating in, and winning, the competition. Their reflections have been included in the 2018 evaluation methodology to explore the ways in which participation impacted on:

- The students and their practice
- The perception of Design & Technology in school and by parents

In the case study below, direct quotations are used to illuminate the students' experiences, however complete transcriptions of the interviews are available in the appendix. Consistent with ethical guidelines, individual names have been anonymised here, to 'DVWS1, 2, 3, and 4'.

Impact of winning DV on Students and Student practice

The Year 9 students had been brought together as a team by their DT teacher. Three of the four students had previously known each other and had met the fourth through Ventura. They had developed their project by attending a weekly lunch time DT club. When asked if and how Design Ventura differed to their regular Design and Technology lessons, the students responded:

"Very. Because DT lessons, we usually spent on a piece of paper or using wood or something... with Design Ventura we were on the computers making PowerPoints or using other programs making prototypes." [DVWS1]

It's quite different because usually we're told "we're making a box to follow these rules and you have to do it this way" and usually everyone makes like a similar thing so it's nice to be able to go "here's something, make it yourself. Think of an idea". [DVWS3]

The students said the project had engaged them in doing "things you don't learn in DT normally" such as marketing, packaging and engaging the customer's attention. DVWS1 also commented on the open-ended quality of the brief. This had felt strange to the students at first, she said. They were amazed at being "allowed" to work with less structure.

The students described how they had come to identify their product: After they had been informed of the competition by their teacher, she asked them to reflect on whether they would like to participate. DVWS2, upon returning home, had noticed her mother changing plant pots. She wondered whether an expanding pot might be possible and spoke to the other students, who had liked the idea- so they set about developing the design. It had begun as a cylindrical form, they said, but this later became a hexagon shape as it expanded more easily.

The live aspect of the brief had been "exciting" and the students said they had been motivated by the thought of the product being sold in the Museum's shop. One of the competition's highlights had been when the students saw they had made the shortlist – they had not expected to find themselves on it, they said. When this realisation had dawned, they had run "screaming down the corridor", attracting the attention of teachers and the Head Teacher, who had been delighted, becoming "very hyperactive" and sharing the students' success on Twitter.

Impact of winning DV on Students' Confidence

The students said their confidence had increased through Ventura in a variety of ways. DVWS3 noted:

3. Findings contd.

"It's made me a lot more confident, because I usually don't like to speak to people that often. The pitching event was quite scary, but since like going on from that I've found I've become a lot more confident, and I've realised I can just talk to people normally now, without getting all panicked."

DVWS4 and DVWS1 discussed their experiences of visiting Deutsche Bank where they sold the Petal Pot directly ("you just had to walk up to them!"). This had felt intimidating at first, the students said, but they had gained in confidence in the process. Their selling techniques had been successful – the students confirmed they had sold around 60 Petal Pots during their visit. The students were proud of the funds raised by the sales of their product. A total of £1695 would be donated to Claire House Children's Hospice in Liverpool. The money would be going towards the conversion of a recently-donated building, creating extra rooms for more hospice users.



Image 3: Design Ventura 2017 Winning Team

Impact of winning DV on Students' Design Skills

Participating in the competition had changed the students' perceptions of Design:

"We figured out there's a lot more to design than just the product" [DVWS3]

"Yeah it's a lot harder than you thought it'd be." [DVWS2]

"How to sell it, how to market it. Who would buy it?" [DVWS3]

"I didn't think there was that many jobs involved with doing Design, but after doing this and doing more research I've understood how many different ways you can go with it." [DVWS1]

DVWS3 said she had also been surprised to learn that designers also work with the Government, for example, by designing websites, or increasing accessibility ("*I thought it was just like policeman or people in suits with briefcases...!*"). This realisation had come from meeting a designer at the Design Museum on the day of the interview.

Impact of winning DV on Future Subject and Career Paths:

Three of the four students said DV had been instrumental in their opting to take Design at GCSE. DVWS3 said that she had enjoyed Design Technology classes after her experience of Design Ventura and "*being able to see how Design can take you into the future*". This had encouraged her to pursue the subject further. DVWS2 and DVWS4 both said they would be taking D&T for A-level. When asked about potential career options later down the line, DVWS2 said she wanted to pursue a career as an automobile engineer.

Overall, the students said, the experience had been hard work but "*extremely rewarding*" (DVWS2). When asked about their favourite moment of Ventura, DVWS3 cited the instant she had first seen the final pot on display. DVWS1 cited the mother of her teammate asking the team to autograph her own purchased pot with a Sharpie pen.

3. Findings contd.

Student Perceptions of Design Ventura Resources

When asked what aspect of the competition had helped them the most, the students gave a range of answers: DVWS1 said she felt Ventura had helped her realise there was “so much behind” Design – it’s not easy, it’s not just doing it and it’s out there”. DVWS3 felt the judging panel’s feedback at the pitching event had been most useful – this had helped the team make some of their final important decisions.

Impact of winning DV on the Perception of Design & Technology

The students commented on the high profile their success had been apportioned at school. The school had printed large posters of the team and their product and promoted it on the school website. When the Head Teacher had found out they had been shortlisted, DVWS3 said, “she was really proud... She said it was a great thing for the school”.

The students observed that their parents’ and guardians’ perspectives on Design had changed through Ventura; it had significantly broadened their understanding of the field. DVWS3 reflected that her parents had been taught very differently at school, and they now saw a lot more potential in the “product world”. DVWS3 described a similar process of understanding:

“My family didn't really know that much about Design and so when I said "oh, we're doing this", they were asking "what's that, what does this mean?" and I had to explain it to them and they were like "oh that's quite cool"... And then, after winning, they realised how big it was.”

3.5.2 Longitudinal Benefits to Teachers and Schools

In 2018, Teachers were again asked to indicate how participation in Design Ventura had impacted their practice in a range of areas. Findings indicate that 98% of respondents agree that Design Ventura has given them a better understanding of how to engage students, whilst 97% indicate that they have a better understanding of how to plan and teach enterprise and design together. Teachers also indicate that they have a better understanding of what resources and people that could be used to support teaching in this area (98%). Consistent with DV 2017 findings, responses across all categories remain overwhelmingly positive, see table 7 below.

Question Stem (N=136)	Helped Overall	Helped a lot	Helped	Helped a little	Not sure	Hasn't helped
A better understanding of how to engage students to learn about enterprise and design	98% (96,95)	34% (33,30)	48% (49,47)	16% (14,18)	0% (1,3)	2% (2,2)
A better understanding of how to plan and teach enterprise and design together	97% (97,94)	33% (33,25)	48% (49,66)	16%(15, 17)	1% (1,3)	2% (3,3)
A better understanding of what resources and people can be used to support the teaching of enterprise and design	98% (98,96)	32% (35,26)	52% (47,62)	14% (16,22)	0% (1,2)	2% (1,2)

Table 7: Benefits of Design Ventura to Teacher’s Practice

The majority of teachers continue to enjoy and value the opportunities provided by participation in the Design Ventura programme. As in previous years they were asked to rate the value of particular features of the programme. As in 2016 and 2017, teachers rated working to a live brief (100%), the opportunity to combine design and enterprise learning (100%) and team working (99%) as the most valuable features of DV. These data are presented in figure 8 below.

3. Findings contd.

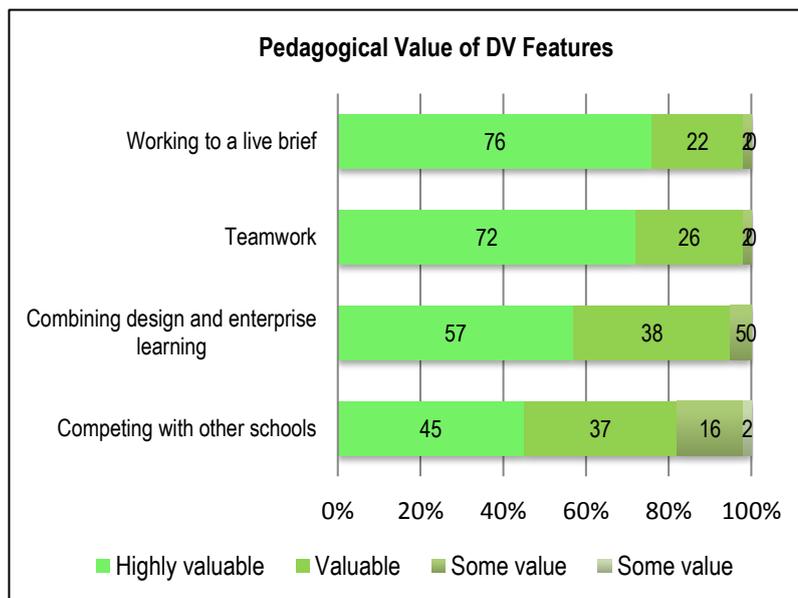


Figure 8: Pedagogical Value of Design Ventura Features

In all categories, features were rated more often as highly valuable than valuable, with 76% (75%) of teachers finding ‘working to a live brief’ highly valuable, 72 (67%) finding ‘teamwork’ highly valuable and 56% (64%) finding the opportunity to ‘combine design and enterprise’ highly valuable. There remain mixed findings around the value of competing in DV 2018. Whilst 97% (99%) of teachers found competing with other schools valuable in some way, qualitative data again reveals that competing remains a source of stress for some teachers.

Longitudinal Participation

A key success indicator in this category remains continued participation by teachers and schools. In the 2018 survey teachers were asked:

Looking forward, tell us a bit about how Design Ventura has encouraged you to engage with enterprise and design? *
Mark only one oval per row.

	Yes, I would like to do this	No, I won't do this	I don't know
I plan to participate in Design Ventura again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will look out for other opportunities to combine enterprise and design in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to bring students to visit the Design Museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend Design Ventura to other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is unlikely that I will do this kind of project again	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 9: Teachers Longitudinal Intentions

DV 2018 teacher survey responses suggest that participation in Design Ventura continues to help develop design pedagogy and increase levels of interest in authentic design activity:

- 96% (92) said that they would participate in the Design Ventura programme again
- 1% (1) are unlikely to participate again
- 94% (95) will recommend DV to other teachers
- 88% (89) will look out for other opportunities to combine enterprise and design in teaching

3. Findings contd.

Positive responses in all participation data categories remain high and are broadly consistent with 2017 findings, as indicated in brackets above.

It is interesting to note that:

- 68% (72) plan to bring students to visit the Design Museum

This represents a continued opportunity to develop understanding of future learning environments by planning for high impact museum learning experiences, blended with complimentary distributed and digital experiences and resources, and is triangulated by findings in section 3.4.1 above.

3.5.3 Longitudinal Impact of Design Ventura on Motivating Young People to Fulfil Their Potential

The second case study of DV 2018 examines the longitudinal impact of DV participation on motivating young people to fulfil their potential and career goals through an individual legacy case study.

Case Study Context

The DVCS2 team from Mill Hill County High School participated in Design Ventura 2012, coming fourth overall with their design 'Journey Cardz' (see images 4 and 5 below), for which they received the 'Design Ventura Commendation for Good Design' award. 'Journey Cardz' included a set of blank interlocking circular cards and a pencil, designed to be taken on journeys and used as a unique tool for recording personalised responses such as notes, drawings and poems. Upon returning home, the cards could be slotted together in various combinations to form a 'sculpture' that would gradually grow and change over time as more journeys were undertaken and recorded. As a sculpture on display in the home, these recordings would form a visible and interactive memory box of past travels.



Image 4: 'Journey Cardz' – final prototype, designed and made by DVCS2 team for Design Ventura 2012

3. Findings contd.



Image 5: 'Journey Cardz' – early prototype

DVCS2 had completed his A-Levels in 2017, and had returned to the Design Museum to work as a volunteer after leaving school. At the time of interview (September 2018), he was about to begin a four-year MEng Design Engineering degree at Imperial College London. His reflections have been included in the 2019 evaluation methodology to explore the longitudinal legacy of Design Ventura, examining how participation in the competition's design experience motivated him to fulfil his potential and progress towards his career goals. Spanning a period of six years, this case study explores DVCS2's experience through the following impact areas:

- Impact on practice: illuminating the difference between Design Ventura and Design Technology classes and briefs
- Impact of participation on future subject choices, practice and career direction.
- Post-Ventura: reconnecting with the Design Museum, building a design portfolio and applying to university.

In the below case study, direct quotations are used to illuminate DVCS2's experiences. Images of DVCS2's work have also been included to contextualise his discussion. Copyright permission for their reproduction in this report has been granted by their creator.

Impact on practice: illuminating the difference between Design Ventura and Design Technology classes and briefs

DVCS2's team of five Year 9 boys had participated in Design Ventura 2012. They reached fourth place overall in the competition, receiving the 'Design Ventura Commendation for Good Design' award. The project had mostly been delivered in the form of a lunch-time club, supported by some timetabled Design and Technology lessons.

The openness of the project had been an unusual design learning experience for DVCS2, as he reflected:

"In school you were told, you know, you need to make one certain thing, and it had to be just a variation of that one thing... I preferred the freedom a lot more, because then you're not restricted ... it's... just more open-minded."

DVCS2 also reflected on the usefulness of the introductory workshop held at the Design Museum. This had required his cohort to work quickly in group activities to come up with different ideas "on the spot". Modelling this alternative process had injected a useful new way of working that helped him develop his Ventura work later on:

3. Findings contd.

"It helped me understand it [the project] a lot more, because before, I wouldn't have had a clue, and it was just... yeah, I think they gave us different group activities and they gave us different stimuluses and we had to come up with them, within a minute or like five minutes and just do them really quickly and then come back and show everyone what they'd done and then at the end they gave us the actual brief and we had to go home and then think about that..."

When asked to reflect on the differences between the approach of Design Ventura and that of his Design Technology classes, DVCS2 was able to recall a range of different characteristics:

"I think from Design and Technology before Design Ventura all we did really was... we were given like a task, so maybe a jigsaw puzzle or something to make, and then you wouldn't think about actually selling that in the real world, you would just think "oh, I'm going to make it and take it home and look at it and it looks nice"... that's all you thought about in DT, but then, with this, you actually had to think about how you're going to sell it and you know, actually produce it, so I guess this kind of gave you more of a mindset of like, sourcing materials, how much it would cost, and you know, all the different things that you actually need for university or... further on in DT... It helped a lot basically."

Thus, the Ventura project's real-world context facilitated an important "mindset" shift for DVCS2; a different lens that moved his Design work beyond aesthetics and purely personal projects. Some of the most significant changes, he said, came from the brief's emphasis on enterprise, mass-production and teamwork. In the case of the latter, he reflected, his understanding of working with others changed significantly:

"I mean, it helped me listen to other people in groups, because before I was kind of was like "I'm not going to listen to you", this is my design... but now, I had to include, obviously, everyone's opinion, which was good for a change. I mean, one of the people [another teammate] came up with the idea of the hole for the pencil..."

Therefore, the context of Ventura had demonstrated the extent to which an idea could evolve through teamwork. In addition, Ventura's business lens had engaged him in a new depth of research at the level of understanding materials and manufacturing options. This had presented a genuine challenge, he said, that brought Design and Technology to life a completely different way. DVCS2's interest in Maths was also brought much more to the fore through the Ventura brief, and this, he said, had allowed him to better-understand how Maths could be creatively applied through Design:

"There's the different bits, with the laser cutter on this [the circular Journey Cardz components], and things like that you had to scale it down... I mean, I knew I was good at Maths, but I didn't really want to do [only] an Engineering thing, because I would've found that really boring and you know, really intense... I wanted to do something that would... combine both. And by making things, like this [Journey Cardz] or you know, other things, it combines both, and it's arty, so I don't find it boring... it's quite nice!"

Through this opportunity to apply a broader skill set, the project helped DVCS2 to formulate a new perspective of Design. Gradually, he said, he had begun to realise that Design allowed him the space to combine his other main subjects of interest – Maths, Physics and Art. Reaching the final stages of the competition, and visiting the Museum to pitch to a panel of high-profile designers, supported this growing realisation that Design might be the right career path for him:

"... because we got to see all these designers, you know, on the judging panel, that was like, quite a "wow, it's actually real", so it was quite nice to see that

3. Findings contd.

It just, made you... think, more about the future rather than just... school, because it was more open... It was an actual, proper thing... you don't think about that in school because you're just, you know "oh I'm going to have fun in school" and... it actually kind of made me realise that I liked Design a bit more, than, you know, than I thought I did, and because we actually came quite high in the competition, and it made you think... "maybe I am actually good at it, maybe I should like pursue this kind of career"..."

Crucially, as the indicative quote above demonstrates, the success of his participation in DV increased DVCS2's confidence – from here, he quickly put himself forward for other opportunities. His next entry was for 'The Big Dance', a national competition organised jointly by the Design Museum and the government-backed 'Big Dance' event. This collaboration asked individual applicants to design a logo for London Underground ticket wallets and other Big Dance merchandise. DVCS2's design, see image 6, below, came fifth.



Image 6: DVCS2's ticket wallet design for 'The Big Dance' competition.

Throughout secondary school, DVCS2 said he had frequently debated whether a career path in Fine Art or Design would best suit him. It was through these projects, he explained, that he became aware of Design's possibilities to reach large numbers of people, and he found this new perspective more motivating:

"... both of [these competitions], they kind of, they made me... I knew I liked Art and I wasn't sure about Maths at the time. This kind of thing made me realise I prefer making things that would help people, or, you know, you could sell, rather than actually doing an art piece or something. So this made me realise that I want to design rather than, you know, make art pieces..."

After this, DVCS2 had felt encouraged by his progress and also applied to join the Sorrell Foundation's Art & Design Saturday Club programme, which shares Ventura's aims to engage young people in Design through briefs that complement and extend the national curriculum. He was able to showcase some of his work (see images 7 and 8) at Somerset House in a national group end-of-year show.



Images 7 and 8: DVCS2's Art & Design Saturday Club work, exhibited at Somerset House.

3. Findings contd.

Through these different opportunities, he reflected, his awareness of Design – of his designed world – had begun to grow. He started to notice different things when he entered shops; instead of taking a product at face value, he said, he began to wonder about “*the designer behind it*” and question “*the different ways it was made*”.

When asked whether he might have changed anything about his experiences of Ventura, DVCS2 identified the manufacturing inefficiencies raised by the judges after his team’s presentation – laser-cutting the cards would have taken too long to be a viable production method. Therefore, he said, in hindsight he would have researched other manufacturing options (such as die cutting) in more depth. DVCS2 also felt the students hadn’t quite realised how big the competition was when they first began the project, and he wondered if having had someone from Ventura visit his school might have helped raise awareness that the competition was “actually a really big deal”. He also wondered if a visit like this would have enabled the students to develop their ideas even further. However, overall he said the experience had been both highly enjoyable and extremely useful.

Impact of DV Participation on Future Subject Choices, Practice and Career Direction

As discussed above, participating in, and reaching, the final stages of Design Ventura helped DVCS2 to clarify his future career goals and resolve some of the question marks he had had about whether to pursue a career in Fine Art or Design. As he reflected, “*it just really solidified the fact that I wanted to do Design*”.

His success in Ventura had activated a chain of steps that had begun to help him shape decisions affecting his future career path. When selecting his GCSE subjects, he said Product Design and Art were had been his first choices (he was later awarded an A* grade in both). When deciding which subjects to take forward to A-Level, he said he had found it difficult to choose between Art and Product Design, but had eventually opted for Art, reasoning that if he also took Maths, Further Maths and Physics, in combination these subjects would in fact provide a sound foundation for a future career in Design Engineering.

Impact of Being Shortlisted on Perception of Design in School

DVCS2 said in hindsight he found it difficult to accurately judge the wider impact of his team’s success on the perception of Design in his school. However, he felt that it had very likely enhanced perception of Design and of the Design Department. The trophy his team had won through Design Ventura had been displayed in the school trophy cabinet, and he clearly recalled that this had made an impression on prospective students, parents and other visitors as they entered the school.

Post-Ventura: Reconnecting with the Design Museum, Building a Design Portfolio and Applying to University

At the time of interview in September 2018, DVCS2 was poised to begin his four-year MEng in Design Engineering at Imperial College London, a prestigious new programme had been set up in 2015 in collaboration with Dyson. DVCS2 said he had found out about the degree through his frequent online reading of design blogs and other media, and, as he explained, once he had read about it, this became his main future goal. The degree had already produced some highly innovative projects, he said (citing a violin fashioned from spider’s webs). One of its aims was to produce graduates who could form their own businesses and sell the products developed during their degree.

In preparation for his Imperial application, DVCS2 said he had therefore realised he would need to expand his experiences in Design. After he left school in 2017, he had remembered his positive experiences of Design Ventura five years earlier and contacted the Design Museum about undertaking volunteering work.

3. Findings contd.

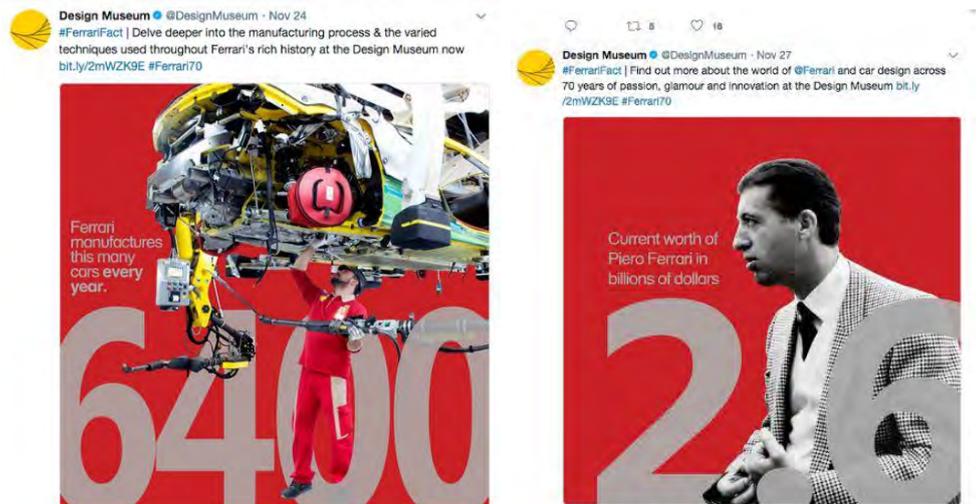
He was placed with the Ferrari exhibition team, and in this role gained experience in a range of areas:

“I had to... go on the archive and look at different things... all kinds of stuff... get all the different information for the online social media kind of things... different quotes for the Instagram account that they would use to put on pictures and for Infographics... So it helped with me doing Photoshop... And I got to go behind the scenes at the Ferrari exhibition and see all Ferraris, like Gordon Ramsay’s Ferrari, and things like that! And that was amazing as well. And so I was here for about... I think I was here for six or seven weeks? I think I was meant to be here for three? It was really good! And then... from there, I then took that and I put it on my website as well, and I took it into my Design Engineering interview, and they were... I literally just listed everything I’d done, and they were just... they loved it, so I think that definitely helped a lot for getting into uni, it really did.”

Images 9, 10 and 11, below, illustrate some of the work referred to by DVCS2 above.



Image 9: DVCS2’s graphics and promotion work for the Design Museum’s Ferrari exhibition (November 2017 – April 2018).



Images 10 and 11: DVCS2’s graphics and promotion work for the Design Museum’s Ferrari exhibition (November 2017 – April 2018).

Thus, the Design Museum and had played a number of significant roles in DVCS2’s career trajectory, supporting him to fulfil his ambition and potential in a number of ways. He explained that his work for DV had featured strongly in the personal statement of his application to Imperial College and had also been one of the main points of interest in his portfolio at interview.

3. Findings contd.

DVCS2 said he had focused on building a wide and varied portfolio in the past few years and had also set up a website to showcase his work. DVCS2's current practice was wide-ranging, he explained, describing some of the work (including sculptures) that he had produced for his Art A-Level, as well as a new Instagram account for his photography of London.

For his application to Imperial College, he had been set the task of designing a chair. Inspired by research into origami, he said he had designed it to be both portable and foldable and useful in a range of contexts, from festivals to travel. In his description of the project, he made a number of connections with the skills he had first begun to develop through his participation in Design Ventura:

“So I had to do... a whole process. And I guess this [Design Ventura project] kind of helped in a way, because it helped build up the... process-building... skills... and I had to do a whole Power Point presentation on it, and everything like that. And so that whole process helped, and then, so this chair, I made it as well, I made a prototype, so like we had to do prototypes here [for Design Ventura] ... and I had to present it to my interview people.”

The skill set that DV had nurtured (including presentation, prototyping, design and making skills) had clearly underpinned DVCS2's capacity to develop and present his design work six years later. In addition, the enterprise and manufacturing skills promoted by DV were a key component of the Imperial degree programme, and DVCS2 had been able to demonstrate his experience of applying these through DV in his interview.

Future Career Goals

DVCS2's explained that two of his five teammates from Design Ventura had also progressed to pursue career paths in the creative industries: one of them, like DVCS2, had elected to study Design Engineering (at Brunel University), whilst another was now working at BBC Scotland.

When asked about potential career goals for after his degree, DVCS2 said he was only starting to consider this, as his recent focus had been on gaining a place on the MEng degree at Imperial. However, he stated that he hoped to work for an innovative design company, citing Tesla and Apple as examples, whilst also identifying the possibility of developing his own product or company through his forthcoming degree projects. His main goal, he reflected, was to be able to work in a capacity where he “could *really* change something in some way”:

“It's more the fact that I want to make – I mean, it sounds corny – but I want to actually do something that's going to change something, in some way. So that's what I want to be able to do, and make a mark I guess...”

I quite like the idea of making a mark... properly... you know, you're making something that would be sold... if I was going to do something in the future, I'd probably want to do something, that – like in one of the exhibitions here, something that would change... for... people for the better? So that's what I want to start off with. It [Design Ventura] made me realise I want to make stuff, rather than design stuff on its own, so actually make a product that is useful...”

Design Ventura Longitudinal Impact Case Study 2 Conclusions

As this longitudinal impact case study illustrates, Design Ventura has had a strong influence on DVCS2's career trajectory. It was from his Ventura experiences, he said, that “everything has really just *snowballed*”. Participating in Ventura has given DVCS2 a broader understanding of Design. It has helped him clarify his future subject choices and career goals. It has also given him the confidence to put himself forward for further extra-curricular opportunities, including another competition supported by the Design Museum and volunteering at the Museum after A-Levels.

3. Findings contd.

In preparation for interview at Imperial, DVCS2 was able to utilise many of the skills that Ventura had nurtured, such as presentation, design process, making and enterprise skills. His Ventura work had featured prominently in his personal statement and had been a key point of discussion at interview. As DVCS2 himself explained *“I think that connection [through Design Ventura] at the beginning, I think that helped me get through a bit further”*.

3. Findings contd.

[Design Ventura] creates competition within the class and gives them freedom they do not normally experience. It's a really good starting project to introduce them to the new GCSE spec.

Participating Teacher, DV 2018

3.6 Qualitative Experience

Section 3.6 focuses on findings pertinent to the qualitative experience, looking at the effectiveness of Design Ventura in providing a learning experience of the highest quality. This section should be read as complementary to earlier sections above. Success indicators include:

- Levels of enjoyment amongst all participants
- Perceived efficacy of the project in achieving its five specific aims
- General feedback – comments, quotes etc. gathered from all participants

3.6.1 The Student Experience

2018 data reveals that overall ratings for Design Ventura were once again very positive, with 70% of students (70,68,78,72) rating their experience as good or very good (see figure 9). The second year of running a more blended model of DV in the new Design Museum facilities has seen satisfaction levels remain consistent with previous years. Again, there appear to be no discernible differences in student ratings between genders or year groups. 24% of students (22,21,14,25) gave Design Ventura a rating of OK. This is broadly similar to previous years.

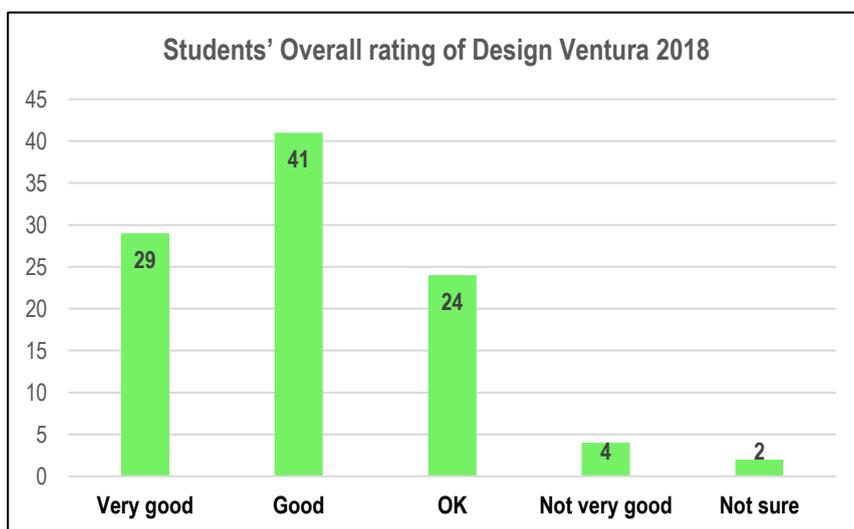


Figure 10: Students' Overall Rating of Design Ventura

Student Views on Outstanding Features of Design Ventura

The Design Ventura Student Survey 2018 invited students to give written comments on what they liked best about working on Design Ventura, see thread summary in table 8 below. As in previous years, working as a team (42%), freedom to develop and design products (41%) and the experience of being creative (31%) were the most popular features of the programme.

Live brief/Freedom to develop the product	41% (39)
Teamwork and working in groups	42% (38)
Fun/design/creativity	38% (36)
Product/Modelling/making a prototype	24% (24)
Business/finance	17% (19)
Design Learning linked to GCSE	11% (n/a)

Table 8: Students Most Liked About Design Ventura (N=1962)

Students' 2018 qualitative responses again highlighted the value and enjoyment they get from freedom to be creative in a focused way:

3. Findings contd.

"I enjoyed how focused the project was: we were competing to build something very real, which was a great initiative as it brought out creativity as well as productivity from the whole team.."

Year 11 Student, DV 2018

Student's qualitative responses also highlighted the value that DV 2018 participants place on group work:

"Coming up with coming up with good ideas and working well as a team."

Year 9 student, DV 2018

"Being able to go through trial and error and finally coming up with a product an making it a reality with the help of others around me."

Year 10 student, DV 2018

Notable this year was the value of DV in supporting GCSE progress, with 11% of students mentioning this in their responses:

"I liked the team work and that it was helping us learn about our GCSE."

Year 10 Student, DV 2018

DV 2018 student data again confirmed that they recognise value of Design Ventura in providing authentic cross-curricular links to subjects such as maths, and the potential of Design Ventura to develop transferable skills such as critical thinking and creative confidence:

"Making the prototype of our groups product, working out prices, measurements and putting it all together"

Year 10 Student, DV 2018

"I have found it very helpful as it made me more confident to come up with designs in the future"

Year 10 Student, DV 2018

Student Views on Design Ventura Delivery Model

Students were also invited to comment on what they found most challenging about Design Ventura (see table 9). Comments were broadly similar to those offered in previous years. The most frequent comments were around the difficulty of making decisions (27%), the finance, costing and documenting side of things (17%) and the challenge of working as part of a team (18%). For some students the lack of time available to finish the project (21%) was the most challenging aspect, whilst others were most challenged by presentation and pitching (12%).

Making decisions about the product	27%
Documentation/finances/worksheets/	17%
Teamwork and working groups	18%
Timing/Lack of time	21%
The pitch/presenting	12%
Not winning/competing	3%
Pressure/stress	2%

Table 9: Students Least Liked About Design Ventura (N=1962)

Illuminative comments about more challenging aspects of DV 2018 include:

"Deciding what product to be our final design. As we had three student in our group we all had different nice ideas and it was really hard to decide with one to use."

Year 10 student, DV 2018

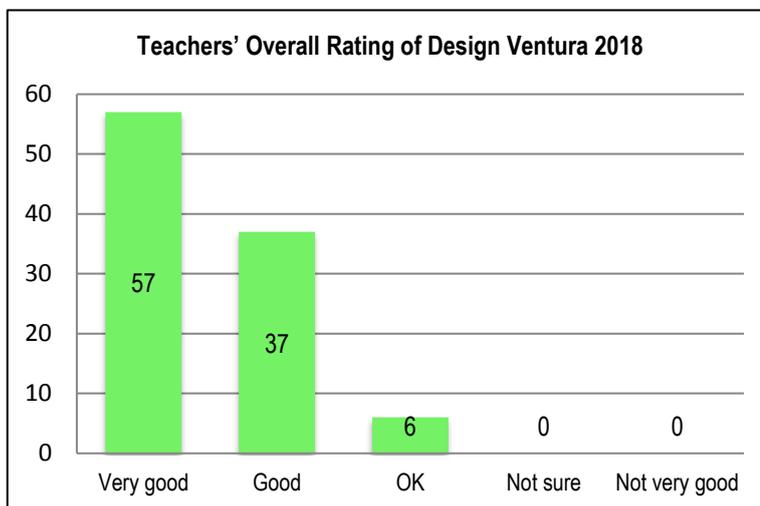
"Creating a budget. Materials that are cheap are hard to find! Also, designing something small enough to fit within the budget was a real challenge."

Year 11 student, DV 2018

3. Findings contd.

3.6.2 The Teacher Experience

2018 findings revealed that 100% of teachers felt that participating in DV was a positive experience, with 94% (90) of teachers giving a rating of good or very good for their overall experience. These data are presented in figure 10 below and represent a 4% rise from 2016.



Figure

11: Teachers' Overall Satisfaction

Teacher Views on Outstanding Features of Design Ventura

The Design Ventura Teacher Survey 2018 once again invited teachers to give written comments on what they view as the outstanding features of Design Ventura (see thread summary in table 10 below). As in previous years, the value of a live brief (62%) was considered the outstanding feature of the programme.

Value of a live brief	62%
Value of resources	41%
Impact on student engagement	24%
Impact on teamwork	32%
Supporting Transition to GCSE	20%
Raising Profile of D&T	10%

Table 10: Teacher Views on Outstanding Features of DV 2018

The majority of teachers emphasised the value of students being involved in a live brief and working in real world design contexts. Illuminative comments included:

“Creatively responding to a brief and working in teams to see an idea come to life and to consider communication skills.”

“Working to a live brief, the level of real world application”

“Independent learning and working in teams towards a common goal. Also, presenting their ideas to the headteacher was really positive.”

Teachers, DV 2018

During DV 2018 there was again an increase in teachers who saw this as valuable in supporting GCSE success:

“[The outstanding feature of Design Ventura is] Creates competition within the class and gives freedom they do not normally experience, A good starting project to introduce them to the new GCSE spec.”

Teacher, DV 2018.”

3. Findings contd.

“We start our GCSE in year 9 and design ventura gives our students an all-round experience of the design process and how their product would go to market. They enjoyed the fact that it was a live design brief and they engaged very early on in the process.”

“It links perfectly to the GCSE. The move from projects to client led briefs can be difficult for students to think creatively. Our students doing this have gained so much. Working from a brief set by yourselves has really helped.”
Teachers, DV 2018

The value of DV supporting resources in supporting teachers to develop authentic design learning experiences remained a central focus of DV 2018 teacher survey qualitative data. This was typified by the following comments:

“[The outstanding feature of Design Ventura is] The valuable resources and teachers notes.”

“[The outstanding feature of Design Ventura is] The website, the shop and museum area, and specific ventura area, is very good, lots of detail. The weekly emails are good too.”

“[The outstanding feature of Design Ventura is] Access to all the fantastic resources, for students to gain advice from professional designers and for them to take part in a national competition for a prestigious design establishment.”
Teachers, DV 2018

Teacher responses again emphasised the benefit of Design Ventura in working with Industry Experts:

“The best part of the competition by far is the trip up to London for the workshops. This really inspired our students.”

and, following 2017 recommendations, wider access to previous DV submissions was also seen as beneficial in supporting creative teaching and learning:

“[The outstanding feature of Design Ventura is] The examples of work submitted by other schools in previous years. The breakdown of each workshop guide I found very useful and helpful.”
Teachers, DV 2018

Teacher Views on Design Ventura Delivery Model

The 2018 Teacher Survey asked respondents for specific qualitative comments on the Design Ventura delivery model. In keeping with 2017 data, comments were largely very positive and, consistent with the outstanding features detailed above, focused on the value to students, and the broader school community, of engaging with authentic design and enterprise activity. Illuminative data includes:

“Great activity and experience!”

“I really enjoyed the experience. I felt a great sense of pride when the students pitched their ideas. I witnessed several light-blub moments, which was fantastic. The students gained a lot from this experience, which can all help towards their GCSE's and beyond. Other teachers in the department also enjoyed it and could see the benefits too. It has helped raise the profile of DT in our school”

Teachers, DV 2018

Teachers also emphasised the value of DV in supporting teamwork and engagement:

“It was a brilliant opportunity for our students to work on a live brief. Their team working skills really developed over the course of the competition, learning that by working together they used their time more effectively and efficiently.”

Teacher, DV 2018

We had a very fun, lively experience. Each team member worked to their individual strengths and this really pushed the project along.

Participating Teacher, DV 2018

3. Findings contd.

In 2018 teachers were once again asked to comment on how Design Ventura might be improved. Their responses are summarised under the broad themes outlined in table 11 below.

Timing issues/lack of time	28%
Local/Networked workshops and CPD	14%
Teacher resources & support	18%
Exemplars of successful entries	10%
Access to/organisation of Digital Resources	7%

Table 11: Teachers Comments About How Design Ventura Might be Improved

In common with 2016 and 2017 data, many qualitative teacher comments focused on time available, and the schedule of events, illustrated by the following data:

“Timing within the school year - may be better placed after Easter?”

“Everyone involved really enjoyed and the parents really liked the sound of it however we just ran out of time to put together all the paper work.”

“Truthfully there is little we would change. The team couldn't always commit to all the resources available due to time restrictions, but there is so much information online that our students felt very well supported throughout the process”

“Design Ventura is great; but school's calendar and timetables are very heavy and tight.”

Teachers, DV 2018

A few teachers also raised concerns about sustainable design practice:

“[DV could be improved by]Defining roles from the beginning meant that some pupils felt they were not actively involved in the design process. Perhaps less/little emphasis on this until they have formulated their idea, then look at roles. I also worry about us "identifying new markets" - especially with the way things are going with planet/environment etc., perhaps we need to be looking at durability/longevity also? Are we designing products just for products sake?”

Teachers also recognised the value of accessing the full range of blended learning opportunities, particularly face-to-face workshops and Design Museum visits, with many comments suggesting local or networked delivery for those outside of London, with a range of constructive comments:

““[DV could be improved by] Maybe have localised hubs for schools that can't get to London. We are based in Chippenham so something in Bath / Bristol would be great.”

“If the CPD wasn't on a Bank holiday in London. I liked it when it was carried out in different locations in UK.”

Teachers, DV 2018

In summary, 2018 qualitative comments largely focused on small adjustments to the current delivery model, rather than on major changes. Several of the comments on timing also recognised the constraints and issues with any delivery model. It is pleasing to note that many of the teachers very much value the way DV has been developed:

“I thought the product and designer in the 2017 video was much better and more relevant and engaging for the students.”

“I don't think it can[be improved] at this stage, I just need to be more organised and use all of the resources available.”

4. CONCLUSIONS from DESIGN VENTURA 2018

4.1 Overall Impact

Design Ventura 2018 findings reveal that the programme continues to provide a high quality blended (face-to-face and digitally rich) learning and teaching experience for participants. Students and teachers again indicated high levels of satisfaction and enjoyment for all elements of the programme. Overall ratings of the Design Ventura experience remain consistently high. This year 94% of teachers (90% in 2017, 89% in 2016, 100% in 2015, 91% in 2014, 86% in 2013) and 70% of students (70% in 2017, 68% in 2016, 78% in 2015, 72% in 2014, 68% in 2013) rated their experience of the project as good or very good. This remains broadly consistent with longitudinal data in the respective categories.

Data analysed in relation to anticipated outcomes for 2018 confirms that the Design Ventura programme again improved enterprise and creativity skills for the majority of participants. The 2016-2019 target is that 60% of student participants should experience an improvement in a range of identified enterprise and creativity skills. During 2018 improvement was reported by an average of >90% of participants across all categories. These gains were confirmed by the judgements of teachers. A similar picture was revealed for business skills, where improvement was reported by an average of >87% of student participants across all categories.

Confirmation of the high level of success against 2018 anticipated outcomes is welcome. This is consistent with findings in previous years and provides longitudinal insights into the success of Design Ventura, particularly given that 2018 saw the second year of delivery in the new Design Museum and an enhanced blended delivery model. The successful impact of this model is consistent with the aim to widen access and participation in Design Ventura through a digitally rich blended delivery model without any appreciable reduction in outcomes for participants. However, teacher respondents' suggestions for more widely networked face-to-face delivery are again noted, (see section 5, recommendations).

The revised methodology and updated survey instruments continue to greatly improve the collection, and subsequent analysis, of data around student confidence and ambition. 2018 data analysis again indicated that the Design Ventura programme has impacted on all attitudes and attributes. >86% of students reported an increase in confidence in solving design problems. 90% of participants reported increased confidence in responding to mistakes and criticism. 85% of participants reported Design Ventura had positively impacted on their ability to recognise the role of study in achieving their ambitions. 84% of participants reported increased focus on future careers, with 89% also reporting that Design Ventura had increased their awareness of the need to plan for this to happen. Again, these gains were triangulated by the judgements of teachers.

Design Ventura 2018 data confirmed an increase in student's teamwork ability. 90% of students reported that Design Ventura had helped develop their understanding of the value of teamwork, with 89% getting better at working with others. 91% of 2018 participants understand more about how team members have their own strengths and weaknesses.

In addition, all main features of Design Ventura were individually rated highly or very highly by the vast majority of teachers. In particular, the value of working to a real brief, teamwork and combining design and enterprise were rated of value, by > 98% of teachers. Design Ventura also helped to develop teacher capability: 98% of all participating teachers agreed that the programme helped give them a better understanding of how to engage students in learning about enterprise and

4. Conclusions contd.

97% agreed that it helped give them a better understanding of how to teach enterprise and design together, while 98% of teachers said that they gained a better understanding of what resources and people could be used to support this kind of activity. These improvements are confirmed by the responses of students who continue to report very high levels of satisfaction with the quality of their teaching and learning within Design Ventura sessions taught by their own teachers. In addition, 90% of teachers report that in the future they will look for opportunities to combine enterprise and design teaching in addition to Design Ventura.

4.2 A Sustainable Legacy

The 2018 evaluation of Design Ventura considered the longitudinal legacy of participating in Design Ventura, through case studies of the DV 2017 winning team and a case study focused on *Motivating Young People to Fulfil their Potential*.

4.2.1 Factors Impacting Participation

Opportunities to Engage in Authentic Enterprise and Design

As the curriculum and associated examination system in England and Wales continues to move away from a focus on creative subjects, such as design, Design Ventura appears to continue to provide an ever rarer opportunity for students and teachers to engage with authentic practice in this area. It continues to address the curriculum areas of enterprise and design together, by identifying a set of learning outcomes that are complementary or common. The increasing take-up of Design Ventura demonstrates that the curriculum and learning experience on offer is attractive to more and more schools and that the digital resourcing of the project supports this. In addition, 2018 data reveals that teachers are increasingly recognising the value of Design Ventura in supporting GCSE progress. However, there remain some issues with Design Ventura scheduling and timescales and an evaluative focus on this should be maintained.

The Opportunity to Engage with the Museum as Educator

The scale and accessibility of the new Design Museum has acted successfully as an effective broker between schools and the worlds of design and business during DV 2018. The move to the new museum site has consolidated DV through continued development of face-to-face workshops and CPD and the accessibility of exhibitions and the museum shop. Through its continued partnership with Deutsche Bank, the Design Museum has improved both face-to-face and digital resources for DV 2018, showing that the benefit of authentic design education and enterprise opportunities can be made available to more learners in diverse locations. Findings suggest that this can largely be done without compromising the quality of the experience. However, they also highlight that, for some schools, direct contact with professionals, exhibitions and learning in a museum context is inaccessible. It is recommended that focus should be maintained on emerging themes from this evaluation to inform strategic development.

Alternative Modes of Teaching and Learning

Design Ventura continues to supplement and compliment the teaching and learning that is going on in schools. This was achieved in 2018 through providing an opportunity for authentic design and enterprise, supported by blended museum-based and digital resources and learning opportunities. Developing and spreading expertise in these modes of teaching and learning remains an important outcome for the project.

4. Conclusions contd.

4.3 Emerging Themes

The following themes emerged from analysis of Design Ventura 2018 evaluation data:

- 2018 teacher survey data confirmed 2017 findings about the value of the new brief format in aligning Design Ventura more closely to GCSE specifications. This appears to be confirmed by a shift in the balance of DV 2018 participant year group, with year 10 participants up 15% to 49%. This reflects a more equal split with year 9 participants (49%).
- 2018 teacher survey data reveal an increased awareness of how Design Ventura might support GCSE progress and KS3 to KS4 transition.
- 2018 student survey data and Case Studies confirmed that the benefits to students of participating in Design Ventura appear to be significant and longitudinal.
- 2018 teacher survey data and focused Case Studies confirmed the benefits to teachers of participating in Design Ventura appear to be significant and longitudinal.
- Focused case study data provides a triangulated perspective to support longitudinal gains for students and teachers.
- A retained focus in 2018 survey questionnaires upon core design competences, such as communicating design ideas, indicates that these continue to be developed through participation in Design Ventura.
- A retained focus in 2018 survey questionnaires upon key indicators of confidence and ambition indicates that these continue to be developed through participation in Design Ventura.
- 2018 impact case studies provide a triangulated perspective to support development of core competences.
- A specific 2018 case study focused on Motivating Young People to Fulfil their Potential highlights the potential of Design Ventura in supporting understanding and ambition to study and work in the creative industries.
- A specific 2018 case study focused on Motivating Young People to Fulfil their Potential highlights the potential of Design Ventura in supporting understanding and development of transferable skills, such as critical thinking, ideation, communication and maths/application of number.
- The specific 2018 case study focus on Motivating Young People to Fulfil their Potential, also reveals a reciprocal benefit to this approach in raising understanding of the value of design learning amongst parents, students and teachers.
- 2018 findings again reveal the potential of Design Ventura in raising the profile and highlighting the value of design education to the secondary curriculum, but also reveal that this could be promoted more effectively.
- Consistent with the above, the importance of Design Ventura continues to increase as curriculum reform impacts on the opportunity for authentic design activity in secondary schools.
- Submission of survey questionnaires as a condition of entry has maintained enhanced submission rates and, consequently, the data set on which to evaluate Design Ventura:
- 2018 data has consolidated the view that the redesigned Design Ventura evaluation methodology appears successful in gathering data to support reporting on confidence and ambition.
- The redesigned survey questionnaires appear to be effective in minimising inconsistencies between qualitative and quantitative data.
- 2018 findings reveal increased satisfaction with digital modes of learning.

4. Conclusions contd.

- 2018 survey data are consistent in highlighting both the timing of and amount of time allocated to Design Ventura as problematic, from both learning and organisational perspectives.
- 2018 teacher survey data again highlights the need to consider developing local networks for workshop, exhibition and CPD delivery.

5. DESIGN VENTURA 2018 RECOMMENDATIONS

The systematic analysis and interpretation of data collected during the evaluation of Design Ventura 2018 have resulted in the following recommendations

1. The revised 2018 brief and ongoing development of supporting resources appear to have had impact in aligning aspects of Design Ventura to GCSE specifications. This should continue to be evaluated and developed.
2. Data collected in 2018 indicates that the Design Museum-based learning activities, run for the second time in 2018, were again well received and well structured. These should continue to be evaluated and developed as part of a future learning environment focused on blended and distributed learning experiences.
3. DV 2018 data reveals increased satisfaction and engagement with digitally rich learning activities. These should continue to be evaluated and developed as part of a future learning environment focused on blended and distributed learning experiences.
4. The updated DV 2018 student survey instrument supports a non-binary choice of gender for the first time, providing a 'prefer to self-describe' gender option. Consideration should continue to be given to the social and cultural realities of student's lives to ensure these are reflected in data collection methods.
5. Design Ventura remains highly effective in offering an authentic opportunity for design, achieving success against all key performance indicators. Given the importance of the programme, the Design Museum should continue to consider how to develop and resource the project in the longer-term.
6. The specific 2018 case study focus, Motivating Young People to Fulfil their Potential, highlights the potential of Design Ventura in motivating young people to aspire to, and plan for, their careers. It is particularly useful in developing awareness of career opportunities in the creative industries.
7. The specific 2018 case study focus, Motivating Young People to Fulfil their Potential, highlights the potential of Design Ventura in supporting young people to understanding and develop of transferable skills, such as critical thinking, ideation, communication and maths/application of number. Consideration should be given to *explicitly* referencing and building awareness of this through CPD and project resources.
8. Consideration should continue be given as to how to cascade the experience of shortlisted and winning participants to the broader cohort.
9. In light of on-going teacher concerns around accessibility to Design Museum-based exhibitions and learning experiences, consideration should be given to developing local networks for workshop and CPD delivery as part of project planning.
10. In light of teacher and student concerns around project timing, consideration should continue to be given to this in project planning.
11. Data collected in 2018 again highlighted the potential of Design Ventura to offer development of transferable skills and authentic cross-curricular learning opportunities. As part of project planning, consideration should be given as to how this might be shared with schools to encourage widening participation.
12. Design Ventura 2018 data again indicates that there has been some success in closing the gap between creative and business-related skills. This should continue to be monitored going forward
13. Collection and analysis of longitudinal impact data, done for the fourth time in 2018, again offers encouraging insights into the long-term benefit to students and teachers of participating in Design Ventura. Collection of

data should continue to establish and support the sustainable benefits of Design Ventura going forward.

14. Given the shift indicated by 2018 data, the gender balance of participants is less of a concern, but this should continue to be monitored going forward.

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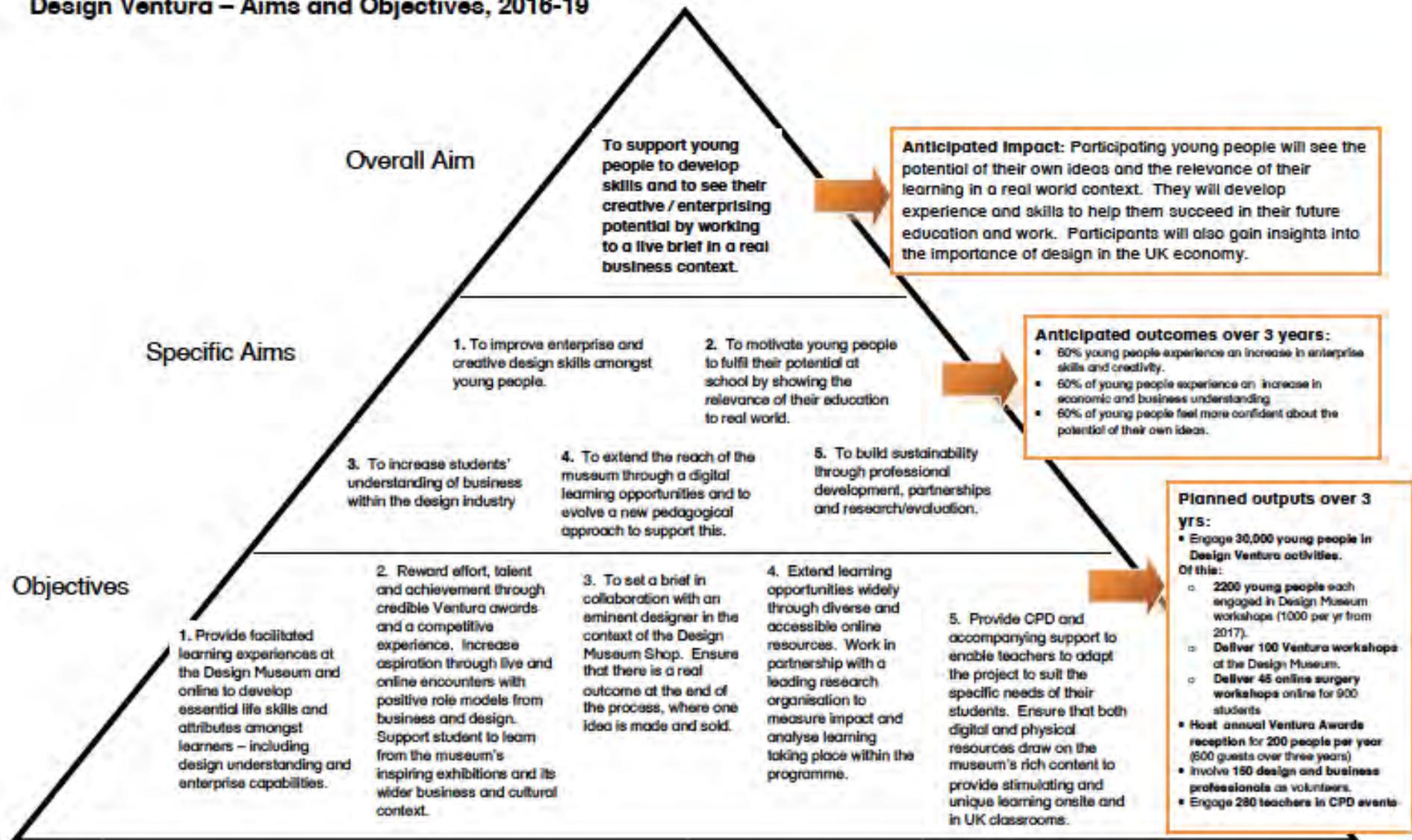
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Appendix i – Design Ventura Aims and Objectives 2016-2019

Design Ventura – Aims and Objectives, 2016-19



Appendix ii – Design Ventura 2018 Student Survey

Design Ventura 2018: Student Survey

Your feedback on your Design Ventura experience is really important to us. By answering the questions below you are helping us find out more about how well the project works and what extra support or resources may be useful for next year.

This survey is being carried out by the Design Museum and Goldsmiths College, University of London.

Personal details are only collected so that data can be matched up - personal information will not be included or shared in the analysis or in the reporting. Further information about data protection is available from your teacher.

Your views really matter, so please answer all questions.

Thank you!

* Required

School Name *

Your answer

Teacher's name *

Your answer

Gender *

- Male
- Female
- Prefer to self-describe

School Year *

- Year 9
- Year 10
- Year 11

Tell us about your Design Ventura experience *

	Very Good	Good	OK	Not very good	Not sure	I didn't do this
I rate the lessons/time when we worked on Design Ventura at school with the teacher as:	<input type="radio"/>					
I rate the workshop at the Design Museum	<input type="radio"/>					
I rate the visit to the Design Museum Shop and exhibitions as:	<input type="radio"/>					
I rate the Design Museum in-school workshops as:	<input type="radio"/>					
I rate the weekly after school club webinars as:	<input type="radio"/>					
Overall, I rate my Design Ventura experience as:	<input type="radio"/>					
I rate my experience of learning from Industry Experts (business and design professionals) as:	<input type="radio"/>					

Is learning from an Industry Expert something you have had the chance to do before? *

- Yes
- No

What did you enjoy the most about Design Ventura? *

Your answer

What did you find the most challenging about Design Ventura? *

Your answer

Tell us how the Design Ventura project has helped you with your designing *

	It's helped me a lot	It's helped me	It's helped me a little	It hasn't helped me at all	I'm not sure if it's helped me
I understand more about how to respond to a design brief:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am better at explaining my design ideas:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am better at presenting ideas to others:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand more about the business side of design (e.g. costs, marketing, profits):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand more about making good business decisions about my designs:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand more about how working with others can help achieve more overall:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand more about how to get on with others in a team:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand more about how team members have their own strengths and weaknesses:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design Ventura has helped me see what it takes to make my ideas happen:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tell us how Design Ventura has helped improve your level of confidence and your ambition *

	It's helped me a lot	It's helped me	It's helped me a little	It hasn't helped me at all	I'm not sure if it's helped me
I think I'm less worried about trying to solve design problems:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's helped me understand that mistakes and criticism can be useful as they help you learn and improve:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's helped me think about what I can achieve through studying:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand more about how I can plan to achieve what I want to:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's focused my thinking about what kind of skills I might want to use in my future career:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tell us a bit more about how Design Ventura has changed your interest in the following skills *

	Increased	Remained the same	Decreased	Not sure
My interest in creative skills, such as designing and making has ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in business related skills, such as finance or marketing has ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It's helped me become interested in other skills (tell us what they are in the next question)...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other skills I am now interested in are...

Your answer

Tell us a bit more about what you think about your future *

I think it's a good idea to make plans

	I strongly agree	I agree	I disagree	I strongly disagree	Not sure
Overall, I feel positive about my future	<input type="radio"/>				
I think it's a good idea to make plans for the future	<input type="radio"/>				
I feel confident I can achieve what I want to	<input type="radio"/>				
But, if I'm going to do this I know I will need to make a plan	<input type="radio"/>				

Tell us a bit about how helpful you have found these Design Ventura resources *

	This resource helped me a lot	This resource helped me	This resource helped me a little	This resource hasn't helped me at all	I'm not sure if this resource helped me	I didn't use this resource
Design Ventura website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Films	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tell us which of these Design Ventura resources you were shown by your teacher *

- Design Ventura website
- Films
- Blog
- Twitter
- Live webinars
- Recorded webinars
- None of these

- Twitter
- Live webinars
- Recorded webinars
- None of these

Tell us which of these Design Ventura resources you accessed yourself *

- Design Ventura website
- Films
- Blog
- Twitter
- Live webinars
- Recorded webinars
- None of these

Are there any other Design Ventura resources you would find helpful? *

Your answer

Is there anything else you would like to tell us about your Design Ventura experience? *

Your answer

Thank you for completing this questionnaire.

SUBMIT

Never submit passwords through Google Forms.

Appendix iii – Design Ventura 2018 Teacher Survey

Design Ventura 2018: Teacher Survey

Your opinions really matter to us and we value you taking the time to contribute to this evaluation.

This survey forms part of your final submission. Each of your answers will help us to find out more about how teachers and students experience the Design Ventura project.

This survey is being carried out by Goldsmiths College, University of London and the Design Museum (Information Management Policy can be viewed at <http://www.gold.ac.uk/governance/policies/#InformationManagement>).

All data collected will be treated as confidential and you will not be contacted or identified unless you give us explicit permission to do so (please see web link or information sheet for details).

For further information about this survey please contact ventura@designmuseum.org

Thank you!
The Design Ventura Team

* Required

Teacher name *

Your answer

School name *

Your answer

How many students took part in Design Ventura in your School? *

This will help us to ensure you get the correct number of certificates sent to you

Your answer

How have your students gained from Design Ventura? *

Tell us a bit about how you think Design Ventura has impacted upon your students' learning in the following areas

	It's impacted a lot	It has had impact	It's impacted a little	It hasn't had any impact	I'm not sure if it has had any impact
Knowledge and understanding of the design industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding creatively through the design process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing materials, production techniques and manufacturing considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating design ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge and understanding of business aspects of design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of product marketing and target audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on and modifying ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering and responding to issues of ethical and sustainable design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tell us a bit about how useful you found the following features of the project *

	Highly valuable	Valuable	Some value	No value	I didn't use this
Email Bulletin newsletters	<input type="radio"/>				
Weekly after school club webinars	<input type="radio"/>				
Online teacher CPD (live or recording of)	<input type="radio"/>				
Museum based CPD events	<input type="radio"/>				
Workshops at the Design Museum	<input type="radio"/>				
Visits to Design Museum exhibitions	<input type="radio"/>				
Teacher notes	<input type="radio"/>				
Handling collection (Products from the Design Museum Shop)	<input type="radio"/>				
Design Museum Shop website	<input type="radio"/>				
Design Museum main website	<input type="radio"/>				
Design Ventura posters	<input type="radio"/>				

Do you have any feedback on the brief? *

This year, for the first time, we ran the same brief as last year, we are particularly interested in hearing your comments about this.

Your answer

Do you have any feedback on the weekly webinar? *

The webinar series is being run this year as a pilot, we are particularly interested in hearing your comments about the timing of these sessions (4.00-4.45pm) and whether your students accessed these independently.

Your answer

What have you gained from Design Ventura? What has worked? *

Tell us a bit about how taking part in Design Ventura has helped your practice in the following areas

	It's helped a lot	It's helped	It's helped a little	It hasn't helped at all	I'm not sure if it's helped
A better understanding of how to engage students to learn about enterprise and design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A better understanding of how to plan and teach enterprise and design together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A better understanding of what resources and people can be used to support the teaching of enterprise and design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tell us a bit about how you rate the value of the following features of Design Ventura *

	Highly valuable	Valuable	Some value	No value	I don't know
Working to a live brief	<input type="radio"/>				
Competing with other schools	<input type="radio"/>				
Combining design and enterprise learning	<input type="radio"/>				
Teamwork	<input type="radio"/>				

Did you bring your students for a Design Ventura workshop at the Design Museum? *

- Yes
- No

NEXT

Section 2 of 4

Museum workshops

As you attended one of these with your students we would like to hear your feedback:

Please tell us why you chose to attend a museum workshop with your students. *

Long answer text

Question *

Long answer text

Any additional comments on your museum visit or workshop content:

Long answer text

After section 2: [Go to section 4](#)

Section 3 of 4

Museum workshops

As you did not attend one of these with your students we would like to hear your feedback:

Please tell us why you chose not to attend a museum workshop with your students. *

Long answer text

Section 4 of 4

Section title (optional)

Description (optional)

Tell us a bit about how you rate the value of the following features of the Design Ventura website *

	Highly valuable	Valuable	Some value	No value	I didn't use
Teaching and lear...	<input type="radio"/>				
Project Guide	<input type="radio"/>				
Short films	<input type="radio"/>				
Industry Experts ...	<input type="radio"/>				
Blog	<input type="radio"/>				
Q&A Feature	<input type="radio"/>				

Are there any other resources you would find helpful? *

Long answer text

Looking forward, tell us a bit about how Design Ventura has encouraged you to engage with enterprise and design? *

	Yes, I would like to do this	No, I won't do this	I don't know
I plan to participate in Desig...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will look out for other oppo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to bring students to vi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend Design Ve...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is unlikely that I will do thi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are unlikely to do this kind of project again, please say why

Long answer text

Looking forward, tell us a bit about how Design Ventura has encouraged you to engage with enterprise and design? *

	Yes, I would like to do this	No, I won't do this	I don't know
I plan to participate in Desig...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will look out for other oppo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to bring students to vi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will recommend Design Ve...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is unlikely that I will do thi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you are unlikely to do this kind of project again, please say why

Long answer text

Tell us a bit about your overall experience of participating in the Design Ventura programme *

	It was very good	It was good	It was OK	It was poor	It was really poor
Overall satisfaction	<input type="radio"/>				

Tell us how you think Design Ventura could be improved? *

Long answer text

Tell us if you have any other comments about your experience of running Design Ventura for your students *

Long answer text

Tell us what you think the outstanding feature of Design Ventura has been for you and your students *

Long answer text

Appendix iv – List of Schools that Participated in the Design Ventura 2018

Accrington Academy	Bullers Wood School for Girls
Acle Academy	Burford School
Al Yasmina Academy	Burnage Academy for Boys
Alcester Grammar School	Bushey Meads School
Aldenham School	Caedmon College Whitby
Aldersley High School	Cambourne Village College
Alexandra Park School	Cardinal Newman Catholic School
All Saints Roman Catholic Secondary School	Carshalton High School for Girls
Alleyn's school	Carter Community School
Archbishop Blanch School	Casterton College Rutland
Ark Acton Academy	Castle Rushen High School
Ark Putney Academy	Chadwell Heath Academy
Ash Green School	Chancellor's School
Ashcroft Technology Academy	Charterhouse School
Axe Valley Academy	Chatham and Clarendon Grammar School
Aylward Academy	City of Norwich School
Bacons College	Claydon High School
Barton Court Grammar School	County Upper School
Baxter College	Crispin School Academy
Bedford Girls School	Dame Alice Owens School
Bedford Modern School	Dartford Grammar School
Beechen Cliff School	Dartmouth Academy
Belfairs Academy	Davenant foundation school
Bell Baxter High School	De Lisle Catholic College
Berlin British School	Deptford Green School
Blessed Hugh Faringdon Catholic School	Duke's Aldridge Academy
Bohunt School	Dulwich International School Suzhou
Borden Grammar School	Dunottar School
Brannel School	East Barnet School
Bridgemary School	Eastbourne College
Bridgnorth Endowed School	Edge Gain Academy
Brighton Aldridge Community Academy	Ellesmere Port Catholic High School
Brighton College	Endon High School
Brighton College Bankok	Erasmus Darwin Academy
Bromley High School for Girls	Farmor's School
Brooke Weston Academy	Felsted School
Brune Park Community School	Ferndown Upper School
Bucklers Mead Academy	Finborough School
	Finchley Catholic High School
	Forest Gate Community School

George Green's School
George Spencer Academy Nottingham
Gillotts School
Glenthorne High School
Graveney School
Great Sankey High School
Great Torrington School
Greatfields School
Greig City Academy
Hammersmith Academy
Hans Price Academy
Hardenhuish School
Harlington Community School
Harris Academy Beckenham
Harris Church of England Academy
Harrogate Grammar School
Harrow Way Community School
Haverstock School
Haygrove School
Heartlands High School
Heathcote School & Science College
Heckmondwike Grammar School
Help International School
Herschel Grammar School
Highfields School, Matlock
Highfields School, Wolverhampton
Holy Rood RC High School
Honywood Community School
Horsforth School
Huntcliff School
International Community School
Invicta Grammar School
Ipswich High School
Jack Hunt School
Joan of Arc Catholic High School
John Hampden Grammar School
Kidsgrove High School
King Ecgbert School
King Edwards VI Handsworth Grammar School for Boys
Lady Eleanor Holles School
Langley Park School for Boys
Latymer Upper School

Linton Village College
Llanidloes High School
London Oratory School
Lord Derby Academy
Loughborough Grammar School & Loughborough High School
Lutterworth College
Maiden Erlegh School in Reading
Manaia View School
Marine Academy Plymouth
Merchant Taylors' School Northwood
Milford Haven School
Miltoncross Academy
Moor Park High School and Sixth Form
Mulberry UTC
Newcastle Royal Grammar School
Newstead Wood School for Girls
Nightingale Academy
Ninestiles Academy
Noadswood School
North Halifax Grammar School
Northfleet School for Girls
Notley High School and Braintree Sixth Form
Notre Dame School Plymouth
Oakham School
Oasis Academy Mayfield
Oasis Brislington Academy
Oathall Community College
Olchfa Comprehensive School
Oldfield School
Orleans Park School
Ormiston Sir Stanley Matthews Academy
Ormiston Venture Academy
Our Lady of Sion School
Paignton Community and Sports Academy
Park Community School
Park House School
Parliament Hill School
Pensby High School
Pewsey Vale School
Plymstock School
Ponteland High School
Poole Grammar School
Prendergast Vale School

Queen Elizabeth Grammar School
Queen Elizabeth's School (Boys)
Queen Katharine Academy
Queen Mary's Grammar School
Rainham Mark Grammar School
Rainham School for Girls
Rangitoto College
Redden Court School
Ricards Lodge High School
Rookwood School
Rosewood School
Ross High School
Rougemont School
Roundwood Park School
Rushcliffe School
Sandhurst School
Sandringham School
Seahaven Academy
Selly Park Girls' School
Silcoates School
Simon Balle All-through School
Skegness Grammar School
South Dartmoor Community College
South Hampstead High
South Wilts Grammar School for Girls
Southam College
Southfields Academy
Spalding High School
Spen Valley High School
St Augustine Academy
St Ciaran's College
St George's School, Harpenden
St Laurence School
St Lawrence College
St Mark's School
St Marylebone School
St Mary's Church of England High School
St Matthew Academy
St Nicholas Anglo-Brasileira
St Olave's Grammar School
St Richard Gwyn Catholic High School
St. Clements College
Stocksbridge High School
Stradbroke High School
Stratford Girls' Grammar School
Swakeleys School
The Abbey School, Reading
The Barlow Roman Catholic High School
The Birley Academy

The Deepings School
The FitzWimarc School
The Hart School
The Hayesbrook School
The Hayfield School
The Highcrest Academy
The JCB Academy
The King John school
The King's School, Peterborough
The Langley Academy
The Latymer School
The Lenham School
The Mandeville School
The Market Weighton School
The Mary Webb School and Science College
The Priory School, Shrewsbury
The Quest Academy
The Ravensbourne School
The Royal Masonic School for Girls
The St Michael Steiner School
The Stourport High School
The Vale Academy
Thistley Hough Academy
Thomas Deacon Academy
Thornhill College Girls' Grammar School
Trinity Academy, Edinburgh
Trinity School, Carlisle
Trinity School, Croydon
Trinity School, Newbury
Tunbridge Wells Girls Grammar School
Twynham School
Unity City Academy
Upton Hall School FCJ
UTC Oxfordshire
Uxbridge High School
Valentines High School
Waddesdon CofE School
Wade Deacon High School
Waldegrave School
Wallington High School for Girls
Wellacre Academy
West Kirby Grammar School
West Park School
Westhill Academy
Westhoughton High School
Westminster City School
Weydon School
Wimbledon High School

Woking High School
Woldingham School
Woodford County High School
Wren Academy
Ysgol David Hughes
Ysgol Dyffryn Aman

Appendix v – Pitching Schools 2018

DESIGN VENTURA SHORTLIST 2018

(in alphabetical order)



East Barnet School, London

BEEkind

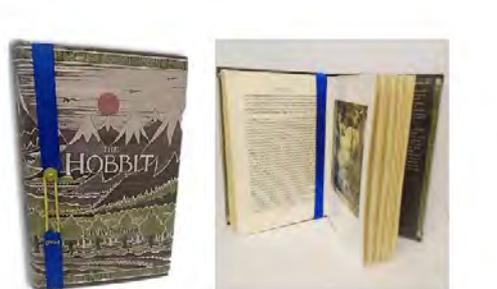
A colourful card that includes a step by step guide to reviving exhausted bees.



Gillotts School, Oxfordshire

SquareStand

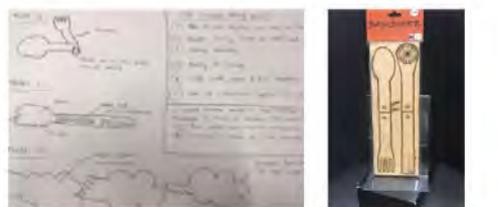
A wooden, flat pack stand that allows you to easily prop up a book, phone or tablet.



Graveney School, London

Button Bookmark

An adjustable bookmark that loops through your book and buttons up at the front.



Greig City Academy, London

Bamspork

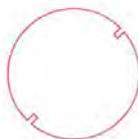
A foldable bamboo spoon and fork for use on the go.

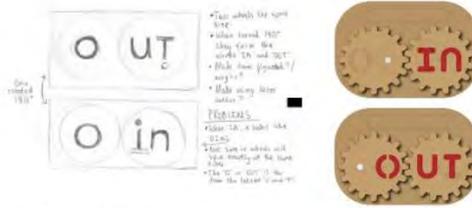


Highfields School, West Midlands

Photo Feet

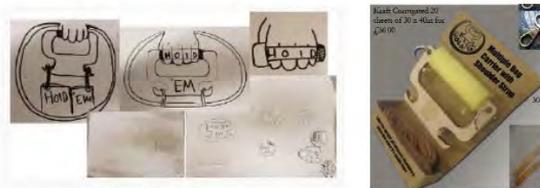
A set of feet in London themed designs that hold birthday cards, photos or postcards.





Horsforth School, West Yorkshire
Clever Cogs

A playful door sign that lets people know if you are in or out of the room.



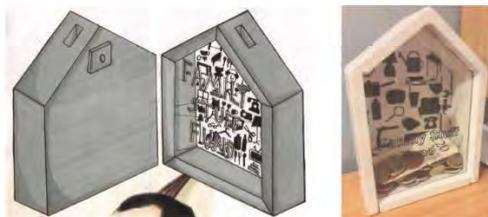
Park House School, Berkshire
Hold'em

A shopping bag holder with a shoulder strap that gives you a helping hand when carrying multiple bags.



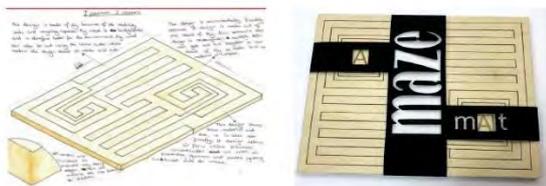
Simon Balle All-through School, Hertfordshire
HIT SNAP

A version of the game Snap to help children keep active. When a snap is made, the opponent must perform the exercises pictured on the card.



Spalding High School, Lincolnshire
Family Stuff Fund

A money box in the shape of a house to help children learn about saving money.



Weydon School, Surrey
A Maze Mat

A set of interlocking wooden placemats and coasters.

Goldsmiths

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Photography/Design Museum