

Evaluation Report

March 2019

Jennifer Bain
Goldsmiths



**DESIGN
VENTURA
2009–2019**

CONTENTS

ACKNOWLEDGEMENTS	2
ACRONYMS	2
1. INTRODUCTION	3
1.1 Overview of Design Ventura 2019	3
1.2 Scope of the 2019 Evaluation	3
2. 2019 METHODOLOGY	5
2.1 Methodological Approach	5
2.2 Data Collection	5
2.3 Data Analysis	6
2.4 Responsibilities	6
3. 2019 FINDINGS	7
3.1 General Findings	7
3.1.1 Student Survey Profile	7
3.1.2 Teacher Survey Profile	8
3.1.3 Quality of the Design Ventura Learning Experience	8
3.2 Improving Young Peoples' Skills	13
3.2.1 Student Perspectives: Enterprise and Creative Skills	13
3.2.2 Student Perspectives: Business Skills	13
3.2.3 Teacher Perspectives: Enterprise, Creative and Business Skills	14
3.3 Motivating Young People to Fulfil Their Potential	16
3.3.1 Students' Interest in Creative and Business Skills	16
3.3.2 Student Perspectives: Confidence & Ambition	16
3.3.3 Teacher Perspectives: Students' Confidence & Ambition	18
3.4 Extending the reach of the museum through blended learning	18
3.4.1 Perceptions of Blended Learning Activities and Digital Resources	18
3.5 Building Sustainability	21
3.5.1 Shorter-term Longitudinal Impact Case Study: 2018 Winning Team	22
3.5.2 Medium-term Longitudinal Impact Case Study: 2018 Winning Teacher	25
3.5.2 Holistic Longitudinal Benefit to Teachers and Schools	31
3.5.3 Long-Term Longitudinal Impact Case Study: Design Ventura 2009 to 2019 an Individual Student Legacy	33
4. 2019 Conclusions	38
4.1 2019 Emerging Themes	38
4.2 2019 Recommendations	39
REFERENCES	41
Appendix i – 2019 Submitting Schools	42
Appendix ii – 2019 Shortlisted Schools	43
Appendix iii – Aims and Objectives 2016-2019	45
Appendix iv – 2019 Student Survey	46
Appendix iii – 2019 Teacher Survey	48
Appendix vi – 2019 Example Case Study Interview Schedule	50

ACKNOWLEDGEMENTS

In this, the 10th year of Design Ventura, I would like to again acknowledge the support from the Design Ventura team at the Design Museum in compiling the 2019 evaluation report .

I would also like to thank the students, teachers, industry expert volunteers and family members who gave their time to respond to questionnaires, to participate in interviews and to contribute to longitudinal case-studies. A full list of the schools that contributed to this report is included in appendix i.

Special thanks is due to Poppy Parry for her collaborative approach, innovative ideas, and searching questions and discussions. It continues to be a pleasure to work with the team to evaluate and innovate Design Ventura.

Thanks also to my co-researcher, Lili Golmohammadi, for support in data collection, data processing and analysis.

Jennifer Bain
Goldsmiths, University of London
March 2020

ACRONYMS

BERA	British Educational Research Association
CPD	Continuing Professional Development
D&T	Design and Technology
DV	Design Ventura
DVWT	Design Ventura 2018 Winning Teacher
DVWS	Design Ventura 2018 Winning School Student
DVS10	Design Ventura 2009-2019 Longitudinal Impact Case Study
KS	Key Stage
XC	Cross-curricular

1. INTRODUCTION

1.1 Overview of Design Ventura 2019

Now celebrating its tenth year, Design Ventura¹ remains a free national design and enterprise competition offered by the Design Museum. Over those 10 years, **1,434** schools and 92,583 students across the UK and internationally will have participated in Design Ventura, indicative of its wide reach.

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

As in previous years, Design Ventura 2019 challenged students to respond to a live design brief focused on producing a new product for the Design Museum Shop. In doing so, they were asked to take account of a range of sustainable, ethical, design and business criteria. Students participating in Design Ventura 2019 were once again supported by museum educators, their teachers and industry experts and their submitted designs were judged by a panel of business and design professionals, chaired by **Sebastian Conran**. Design Ventura 2019 included participants from years 9, 10 and 11, and, for the first time, a small group of participants from year 8. The central aims of Design Ventura remain to empower young people to explore ideas from both a creative and a business perspective, and to offer a taste of life within the design industry, and it is these aims that guide this evaluation report.

This evaluation, the sixth carried out by the Design Department at Goldsmiths, University of London, retains a core focus on the impact of this year's competition, whilst also examining the short, medium and longer-term longitudinal legacy of Design Ventura, as discussed more fully in the Methodology section below.

1.2 Scope of the 2019 Evaluation

As a museum education project, Design Ventura remains unusual because of its large scale and longitudinal nature. The 2019 evaluation report provides the third 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 in schools, along with on-line resources and e-learning experiences. Following 2018 recommendations, Design Ventura 2019 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 2019 project focus, images of successful projects from previous years, top tips sheets, worksheets and videos of designers and business experts giving advice. DV 2019 also offered visits to the Design Museum and student workshops with the opportunity to learn directly from industry experts.

In 2019, schools were recruited through email, social media, flyer mailings and the Design Ventura web page (see appendix i) for a full list of schools that submitted entries to Design Ventura 2019). All schools submitted their entries to the Design Museum at the beginning of November 2019 and 10 teams were shortlisted as 'pitching schools' (see appendix ii) for details of shortlisted entries. Shortlisted schools were invited to present their designs at a pitching day at the Design Museum in December 2019. The winning school was announced at a celebration event in February 2020.

1. Introduction contd.

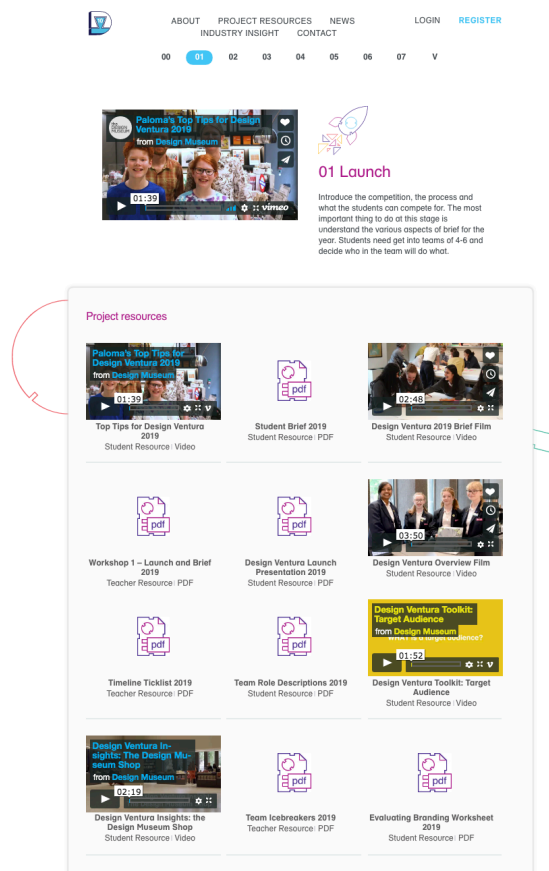


Image 1: Design Ventura 2019 On-line Launch Guide

2019 prizes were awarded as follows: Blythe Bridge High School, County Upper School, George Spencer Academy and Wallington High School for Girls were awarded as Outstanding Finalists; Ashcroft Technology Academy was awarded Commendation for Most Market Ready Product; Cardinal Newman Catholic School was awarded Commendation for Ingenuity; and Upton-by-Chester High School was awarded Commendation for the Sustainable Design. The third place was awarded to Trinity School; second place was awarded to Ferndown Upper School and finally the Design Ventura Winner 2019 was Twynham School with Design Cubes, see image 2 below.



Image 2: Design Ventura 2019 Winning Team

2. 2019 METHODOLOGY

2.1 Methodological Approach

The 2019 evaluation methodology builds on the redesigned 2015 methodology, to include a 5-year longitudinal legacy overview as integral to its design. 2019 findings are based on data collected from a range of stakeholders, including participating students and teachers, to report on the impact of this year's competition. Alongside this, 2019 case study data focuses on the longitudinal impact of participating in Design Ventura, see section 2.2 below.

The 2019 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, 2017: 47), 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. To guide data analysis and provide a report structure, the 2019 evaluation framework once again draws on the ‘pyramid’ of aims and objectives for DV (2016 to 2019), see appendix iii.

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 2019 allows us to build on 5 years of longitudinal data to report more reliably on how DV impacts learner confidence and ambition, and to explore how this might connect with young people's motivation to fulfil their potential. The longer-term intention remains to collect longitudinal data in order both to build a sustainable legacy and to explore ways to extend the reach of the Design Museum through digital learning opportunities. As in previous years, the ambition remains to innovate where there are opportunities to do so (see section 5, Recommendations).

2.2 Data Collection

This 2019 evaluation continues to use a mixed method approach, utilising student and teacher survey questionnaires², interviews and focused case-studies³.

Survey Questionnaires

Two online surveys: one for students and one for teachers were designed and administered during Design Ventura 2019 (see appendices iv and v). 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. 2019 data collection maintains a 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 referencing key indicators of self-efficacy and a growth mindset (Craig, 2007).

²See examples of survey questionnaires in Appendices iv and v

³See example interview schedule in Appendix vi.

Case Study Data

The 2019 case studies, see section 3.5, were designed and selected in order to report on a range of short, medium and longer-term sustainable longitudinal impacts. Accordingly, the 2019 case study sample consists of:

- Shorter-term longitudinal impact data collected through semi-structured interviews with the 2018 winning students.
- Medium-term longitudinal impact data, collected through a semi-structured interview, exploring the 2018 winning teacher's participation over 6 years of DV.
- Longer-term longitudinal impact data collected through a 10th anniversary individual legacy case study interview, re-engaging with a member of the 2009 winning team about to enter employment in 2019.

2. Methodology contd.

2.3 Data Analysis

The focus of the analysis of data gathered during Design Ventura 2019 remains on uncovering broad and holistic evidence against the 2016-2019 specific aims and anticipated outcomes, rather than an in-depth exploration of features of Design Ventura.

The central aim and anticipated impact of DV 2019 was *'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'* so that *'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 2019 data was approached in a systematic and structured way, through categorising and coding data pertaining to five specific aims and three anticipated outcomes⁴, see below:

⁴ See Appendix iii- Design Ventura Aims and Objectives Pyramid 2016-2019

Specific Aims (2016 to 2019)

- Improving enterprise and creative design skills amongst young people
- Increasing students' understanding of business within the design industry
- Motivating young people to fulfil their potential
- Extending the reach of the museum through blended learning
- Building sustainability

Anticipated Outcomes (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

Survey/questionnaire data are response-based samples, accordingly, data for analysis is from all students and teachers who responded. Direct quotations from qualitative data are used to illuminate and compliment commentary and interpretation whilst charts and graphs are once again used to present the frequency distribution of quantitative data. 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. To provide longitudinal insights up to five years of data is included in tables and charts.

Findings emerge through the thematic analysis, as outlined above, and are organised and discussed under headings which broadly map to the project's five specific aims.

2.4 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.

3. 2019 FINDINGS

3.1 General Findings

3.1.1 Student Survey Profile

In 2019 the Design Ventura Student Survey (see appendix iv) received 1816 responses from 137 submitting schools. This response rate is broadly consistent with DV 2018, maintaining the significant increase in response rates achieved by being a condition of entry to the competition. Data analysis suggests that the total number of students submitting entries to DV 2019 was 6,975, highlighting an ongoing opportunity to monitor and increase student survey response percentages above the 27% received in 2019. As in previous years, students were asked to provide profile data (see figure 1 for an example), summarised in table 1 below.

Design Ventura 2019: 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

Figure 1: Example of 2019 Student Profile Questions

Gender

For the second time 2019 survey data collection supports a non-binary gender option. The survey data for the 2019 programme indicates a gender balance again skewed slightly toward male participants, with 43% (45) of respondents identifying as female, 54% (50) of respondents identifying as male and 3% (5) preferring to self-describe. Data indicates the 2017 increase in the % of female participants, the first since 2014, has not been maintained.

Year Group

54% of the students surveyed in 2019 were in Year 9, 44% were in year 10 and 1% of students were in year 11. For the first time in 2019, 2% of students were from year 8. This represents a 5% reduction in year 10 participation from 2018 but maintains an overall increase in year 10 participation over 3 years. When cross-referenced to qualitative data, it appears that schools continue to recognise the potential of mapping DV to GCSE exam specifications, highlighting its role in supporting learning and impacting GCSE performance in positive ways.

“The thing I enjoyed the most about Design Ventura is that it was hands on, and that we could come up with any idea and transform that into a reality/product that we are able to sell at the Design Ventura Museum Shop.”

Year 8 Student, DV 2019

Gender	Female 43% (45/46/43/52)	Male 54% (50/54/57/48)	Self-describe 3% (5)
Year group	Year 9 – 54% (49/67/65.5/51)	Year 10 – 44% (49/31/34/47)	Year 11 – 1% (2/2/0.5/2)

Table 1: Summary of Student Survey Profile Data

3. Findings contd.

3.1.2 Teacher Survey Profile

142 teacher responses to the Teacher Survey were received from the 137 schools who submitted entries to DV 2019 (see appendix v). This represents an increase of >27% in the level of responses when compared to the 2018 teacher survey.

Design Ventura 2019: 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

Teacher name *

Short answer text

School name *

Short answer text

How did you run Design Ventura? *

As part of timetabled curriculum lessons

As an after school or lunchtime club/activity

As a one-off/special off timetable day or event

Other...

What subject do you teach? *

Design and Technology

Art and Design

Other...

How did you hear about Design Ventura? *

Figure 2: Example of School Profile Questions

In 2019, 90% of teacher survey respondents identified as Design & Technology teachers, 4% as Art & Design teachers, whilst 1% teach both subjects. The remaining 5% of teachers teach across other subject areas, including Engineering, Enterprise and Careers and Enrichment & PSHE.

39% reported they were participating in DV for the first time, whilst 57% reported they had been participating in DV for between 2 and 5 years. 2 (1.4%) teacher respondents indicated that they had participated in each of the 10 years Design Ventura has been running.

3.1.3 Quality of the Design Ventura Learning Experience

Section 3.6 focuses on findings pertinent to the effectiveness of Design Ventura in providing an authentic design learning experience of the highest quality

Student Views on the Quality of Design Ventura

2019 data reveals that overall ratings for Design Ventura were once again very positive, with 76% of students (70,68,78,72) rating their experience as good or very good (see figure 3). The third year of running a more blended model delivery model of DV has seen satisfaction levels rise 6% from 2018. Again, there appear to be no discernible differences between genders or year groups. In addition, 19% of students (22,21,14,25) gave Design Ventura a rating of OK. This is broadly similar to previous years and reveals a total positive student response to DV learning of 95%.

“I thoroughly enjoyed it and i hope anyone who has the opportunity to take part in this awesome program should make the most of it.”

Year 9 Student, DV 2019

3. Findings contd.

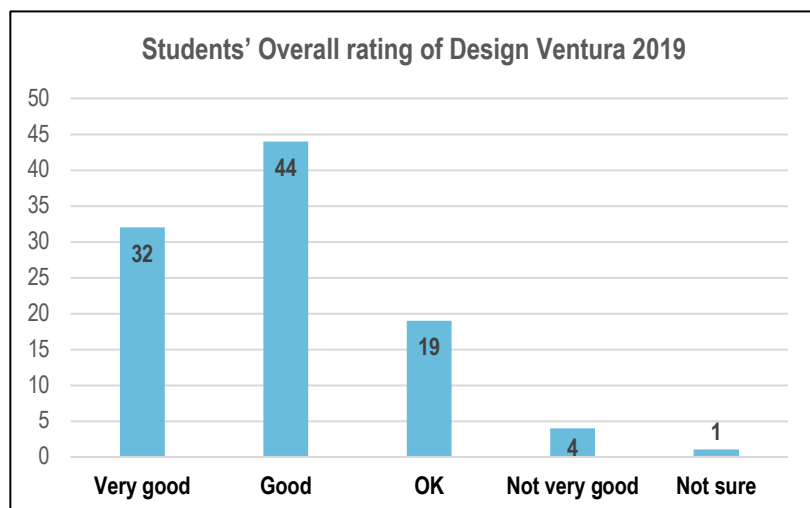


Figure 3: Students' Overall Rating of Design Ventura

The Design Ventura Student Survey 2019 invited students to give written comments on what they liked best about working on Design Ventura, see thread summary in table 2 below. As in previous years, the freedom of the live brief (44%), working as a team (40%) and the experience of having fun whilst being creative (42%) were the most popular features of the programme revealed by qualitative comments.

“It made me realise that there is a lot more to designing than I originally thought and gave me a better idea of how the GCSE course work will be.”

Year 10 Student, DV 2019

Live brief/Freedom to develop the product	44% (41,39)
Teamwork and working in groups	40% (42,38)
Fun/design/creativity	42% (38,36)
Product/Modelling/making a prototype	24% (24,24)
Business/finance	17% (17,19)
Design Learning linked to GCSE	15% (11,n/a)

Table 2: Students Most Liked About Design Ventura (N=1816)

Student's qualitative responses highlight the value that DV 2019 participants place on group work:

“Working creatively with peers who also share a similar passion. I've enjoyed designing to the whole design process, from thinking about the consumer to how you'd present it.”

Year 10 student, DV 2019

In addition, their responses particularly highlight the value and enjoyment they get from freedom to be creative in a focused way:

“I have really enjoyed the experience of thinking outside the box and creating a product of something that I couldn't do anywhere else. I think our product will do very well on the market and look forward to seeing how it goes.”

Year 9 Student, DV 2019

I liked the freedom of all the decisions, we made them ourselves.

Year 10 student, DV 2019

Notable again this year was the value of DV in supporting GCSE progress, with 15% of students mentioning this in their responses:

“Thought this was a really good experience to ease us into coursework and GCSE DT and will stand us in really good stead for the future”

Year 10 Student, DV 2019

DV 2019 student data confirms once again that Design Ventura provides authentic

3. Findings contd.

cross-curricular learning opportunities, with students recognising links to subjects such as maths, and the ongoing potential of Design Ventura to develop transferable skills such as critical thinking and creative confidence.:

“I am [now] interested in the maths side of marketing products like calculating profit and material cost.”

Year 9 Student, DV 2019

“[I enjoyed] The opportunity to create a product that could actually be used in real life, feeling like I am actually accomplishing something”

Year 10 Student

In 2019, students were again invited to comment on what they found most challenging about Design Ventura (see table 3). The most frequent comments were around the difficulty of making decisions (22%), the finance, costing and documenting side of things (19%) and the challenge of working as part of a team (21%). For 24% of students time constraints were the most challenging aspect.

Making decisions about the product	22%(27)
Documentation/finances/worksheets/	19%(17)
Teamwork and working groups	21% (18)
Timing/Lack of time	24%(21)
The pitch/presenting	10% (12)
Not winning/competing	5% (3)
Pressure/stress	2% (2)

Table 3: Students Least Liked About Design Ventura (N=1816)

Illuminative comments about more challenging aspects of DV 2019 include:

“Coming up with an idea that is both possible to make in the budget, useful for the target audience and sustainable all in the right time span

Year 10 student, DV 2019

2019 data analysis also highlights that many students find the most enjoyable aspects of DV to also be the most challenging.

Teacher Views on the Quality of Design Ventura

2019 findings revealed that 100% of teachers felt that participating in DV was a positive experience, with 93% (94,90) of teachers giving a rating of good or very good for their overall experience. These data are presented in figure 4 below.

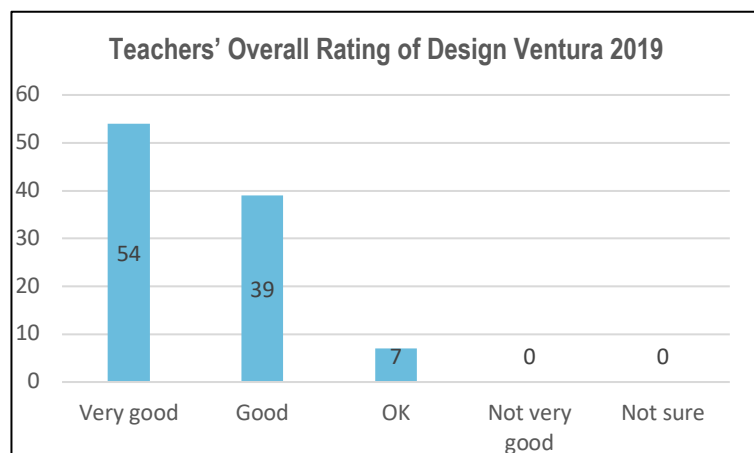


Figure 4: Teachers' Overall Rating of Design Ventura

3. Findings contd.

The Design Ventura Teacher Survey 2019 once again invited teachers to give written comments on what they view as the outstanding features of Design Ventura (see thread summary in table 4 below). Consistent with previous years, the value of a live brief (60%) was considered the outstanding feature of the programme. 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:

“Loved the brief! A great way to open up the minds of our young people and show relevance of their decision making and design ethics.”

“The brief was accessible to all students and allowed for a range of responses”

Value of a live brief	60%(62)
Value of resources	48%(41)
Impact on student engagement	26%(24)
Impact on teamwork	30%(32)
Supporting Transition to GCSE	29%(20)
Raising Profile of D&T	8%(10)

Table 4:Teacher Views on Outstanding Features of DV 2019 (N=142)

During DV 2019 there was again an increase in teachers who saw DV, and the open brief, as valuable in supporting GCSE success:

“Open brief is really useful in preparing pupils for GCSE DT coursework.”

“Great energy injected into our GCSE students ahead of their exam preparations.”

“All students enjoyed and appreciated the experience. I made clear links to how this project can help them with the GCSE NEA, which they all appreciated.”

Teacher responses again emphasised the benefit of Design Ventura in both connecting to industry and working with industry experts:

“The opportunity to work on a live brief has been the best part. I think the exposure to industry and the possibility of having something they designed manufactured and sold to the public has made them realise that DT isn't only a subject; it's a real thing, that effects how we live our lives. They were so keen to do well and produce something that they were proud of.”

“Experiencing a real commercial design project and hearing and getting advice from real designers.”

DV 2019 teacher survey qualitative data retains a focus on the value of blended supporting resources, that is both digital and face-to-face (see section 3.4.1 for more detail). This was typified by the following comments:

“[The outstanding feature of Design Ventura is] Working to a live brief, fantastic resources and workshop experiences”

“[Our Design Museum workshop was invaluable] For students to work with professionals in the field, to view examples of previous winners and to work in a professional environment within Design.”

“[The outstanding feature of Design Ventura is] The live design brief and the videos and links to industry. This helped bring the design process to life.”

“Seeing the winning products and knowing students have designed them as been inspiring for many students.”

Participating Teacher, DV 2019

3. Findings contd.

Teachers also recognised the value of accessing the full range of blended learning opportunities, particularly face-to-face workshops and Design Museum visits:

“Located on the North Norfolk Coast, we would need to organise a day trip and I wasn't able to arrange this in time. That said, I would love to bring my students to the Design Museum and I am considering this for next year.”

Many qualitative comments again focused on a way around this, suggesting local or networked delivery for those outside of London. Suggestions include:

“My school is in Birmingham so transport was an issue and getting permission to get students out of school was also an issue. If you offered outreach programmes, they would be fantastic!”

“Having an outreach team who could come to visit our Academy.”

Teachers again placed a strong emphasis on the value of DV in supporting teamwork and engagement:

“It has been a really positive experience for the students that have taken part as it has made them more confident and increased their communication, design and team work skills.”

The 2019 Teacher Survey again asked respondents for specific qualitative comments on the Design Ventura delivery model. In keeping with 2018 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:

“For me it was the CPD at the museum, for the students it was prototyping a product with the prospect of it being sold

“I have enjoyed it. I believe teamwork learning has a positive impact on students social and emotional as well as their creative development. Having an external focus in the form of a competition motivates some students to engage more with their learning.”

In 2019 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 5 below.

Timing issues/lack of time	30%(28)
Local/Networked workshops and CPD	15%(14)
Teacher resources & support	16%(18)
Access to/organisation/format of Digital Resources	6%(7)
Paperwork	4%

Table 5: Teachers Comments About How Design Ventura Might be Improved

In common with 2017 and 2018 data, many qualitative teacher comments focused on time available, and the schedule of events, illustrated by the following data:

“For us it is at the wrong time of year?”

“Perhaps have a longer timescale, as the available time is quite short if running the project as an after-school club.”

“Deliver the teaching resources in the Summer, rather than in September.....have the time to plan more thoroughly.”

“I think for my school the students need longer to develop their ideas. They really struggled to think of an innovative idea and then to think outside of the box when starting to prototype.”

3. Findings contd.

In summary, 2019 qualitative comments were overwhelmingly positive. Where issues were raised, these appear to focus on small adjustments to the current delivery model, rather than on major changes.

3.2 Improving Young Peoples' 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 Student Perspectives: Enterprise and Creative Skills

2019 student survey responses indicate that participating in the Design Ventura programme has improved students' enterprise and creative abilities across a number of key indicators (see table 2). Survey responses indicate that students remain overwhelmingly positive about the impact of DV, with the majority of respondents reporting that their abilities had increased in all categories they were questioned on.

"I enjoyed the opportunity to take part in a competitive design-based competition that held a genuine interest for me personally."

Year 10 Student, DV 2019

2019 data indicates that 95% of students report that participating in Design Ventura has helped them to develop their understanding of how to respond to a design brief. 91% of students report that Design Ventura has supported them in improving their design ideation, while student responses again indicate that 86% of students think Design Ventura has had a positive impact on their ability to *present ideas to others*. Design Ventura 2019 has had a positive impact on design development skills, with 90% of students reporting that participation helped them *see what it takes to make their ideas happen*. Consistent with previous findings, students reported that they found *coming up with original ideas* and *prototyping* to be 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	95%(94,94)	27% (24,23)	48% (50,47)	19% (20,22)	3% (4,3)	2% (2,5)
Better at explaining design ideas	91%(93,92)	24% (24,23)	45% (44,47)	22% (24,22)	3% (3,3)	6% (4,5)
Better at presenting ideas to others	86%(86,86)	22% (22,22)	37% (37,37)	28% (28,27)	5% (6,6)	8% (8,8)
Better at seeing what it takes to make my ideas happen	90%(91,90)	32% (33,31)	40% (38,41)	18% (19,18)	4% (4,4)	6% (5,6)

Table 6: Improvements in Students' Enterprise and Creative Skills

3.2.2 Student Perspectives: Business Skills

In 2019 student responses indicate that Design Ventura 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 >88% of respondents again indicating that their ability had increased in all categories they were questioned on.

"I am now a lot more interested in the business and financial aspect of design."

Year 10 Student, DV 2019

90% of 2019 student respondents reported that they *understand more about the business side of design*, with 90% also reporting that they were now better at *making good business decisions about their design*. Around 10% of students again reported that they found the *finance* and *costing* elements of Design Ventura one of the most challenging aspects of the project. 91% of students reported an improvement in *understanding about how working with others can help overall achievement*, while

3. Findings contd.

88% reporting they understand more about *how to get on with others in a team*. A further 91% report that Design Ventura has helped them *develop understanding of their own and other's strengths and weaknesses*. Some students continue to find working in team one of the most challenging aspects of DV, see also section 3.1.3 above. Qualitative comments focus on the challenge of shared decision making. 8% of students again report that Design Ventura did not help them get better at team-work, with a further 3% unsure if Design Ventura had improved their ability (see table 7 below).

Question Stem (N=1816)	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)	90% (91,90)	29% (29,30)	39% (40,38)	23% (22,21)	3% (3,4)	6% (5,6)
Better at making good business decisions	90% (89,90)	24% (24,21)	43% (43,43)	23% (23,25)	4% (4,5)	6% (7,6)
Improved understanding of how working with others can help achieve more overall	91% (90,89)	31% (31,26)	40% (40,44)	20% (19,22)	3% (3,2)	7% (7,7)
Improved understanding of how to get on with others in a team	88% (89,86)	28% (29,26)	40% (38,41)	20% (22,23)	3% (4,4)	8% (8,10)
Improved understanding of how team members have their own strengths and weaknesses	91% (91,89)	32% (33,30)	40% (40,41)	19% (18,19)	3% (3,4)	6% (6,7)

Table 7: Improvements in Students' Business Skills

For the second time, 2019 student survey data probed student's experiences of learning from industry experts in more detail. 80% (79) of students indicated that learning from industry experts was something they had never had the chance to do. Data also revealed that 73%(70) of students had the opportunity to learn from an industry expert for the first time during DV 2019. These combined data offer real insights into the continued importance of Design Ventura in providing access to, and experience of, authentic business practices, illuminating the role of DV in providing students with real world experience of improving business skills.

3.2.3 Teacher Perspectives: Enterprise, Creative and Business Skills

Teacher survey data once again overwhelmingly indicated that Design Ventura 2019 had a very positive impact on students' design, enterprise and business capabilities, with between 97% (96)and 100%(100) of teachers reporting a positive impact across the range of design and business skills (illustrative skillset elements are reported in figures 5 and 6).

Teacher survey responses indicate that in 2019 teachers believe students creative skills benefited most in terms of *Reflecting on and modifying ideas* (100%), *Responding creatively through the design process* (99%) and *Communicating design ideas* (99%). Teacher Survey responses also indicate high levels of impact on students' skills in *Assessing materials, production techniques and manufacturing considerations* (98%) and also report that DV helped 97% of students to get better at *Considering and responding to issues of ethical and sustainable design*.

The impact of Design Ventura 2019 on all measured elements of students' creative skill set averages 98.6%, well above the anticipated outcome that 60% of young people experience an increase in enterprise skills and creativity. Such high levels of impact have been sustained across 2016, 2017, 2018 and 2019 data sets, confirming consistent longitudinal gains.

3. Findings contd.

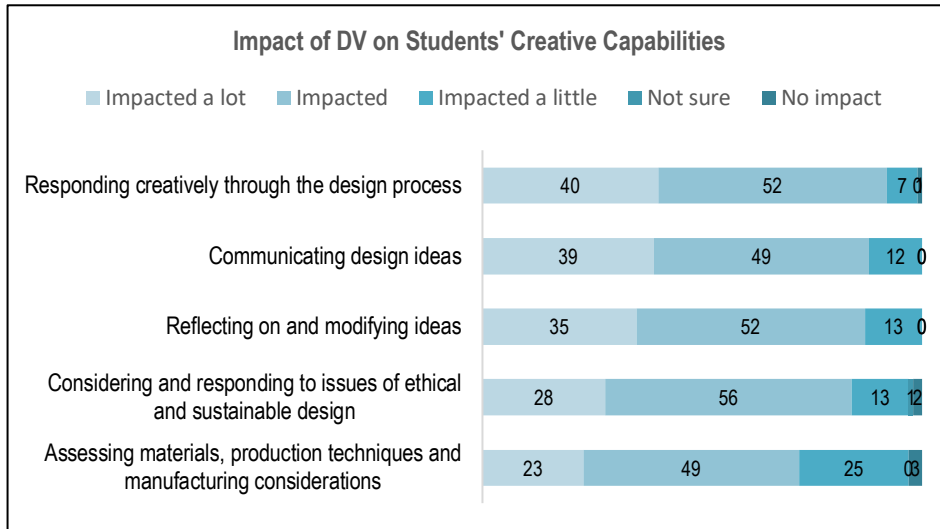


Figure 5: Teacher Perspectives on Students' Creative Capabilities

The impact of Design Ventura 2019 on students' holistic business skill set also remains high. Teachers reported that Design Ventura had most impact on students' *Knowledge and understanding of the design industry* (100%), *Awareness of product marketing and target audiences* (100%) and *Communication skills including discussing, presenting, pitching and using ICT* (100%). In addition, teachers reported that students improved their *Knowledge and understanding of business aspects of design* (99%) and *Team-work, including shared decision making and collaboration* (99%).

The impact of Design Ventura 2019 on all measured elements of students' business skill set averages 99.6%. This is well above the anticipated outcome, that 60% of young people experience an increase in economic and business understanding.

"The opportunity to work on a live brief has been the best part. I think the exposure to industry and the possibility of having something they designed manufactured and sold to the public has made them realise that DT isn't only a subject; it's a real thing, that effects how we live our lives. They were so keen to do well and produce something that they were proud of."

Participating Teacher, DV 2019

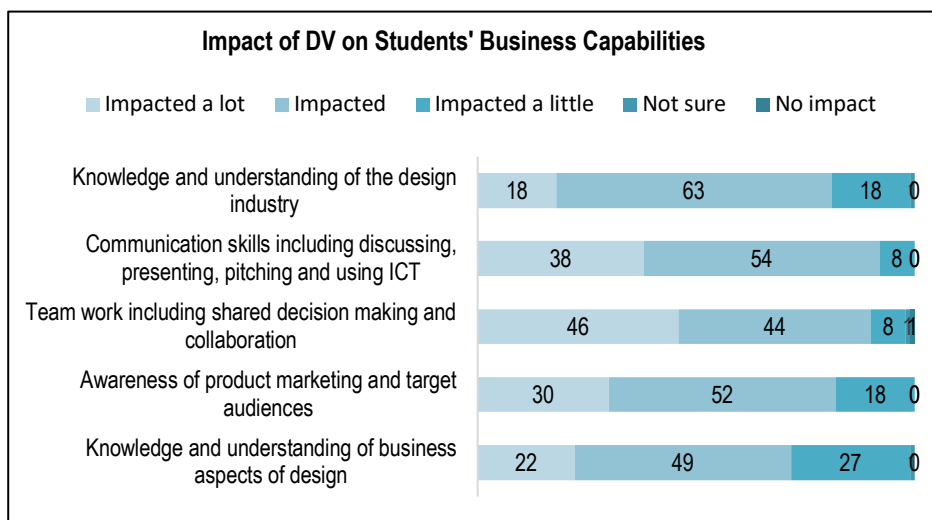


Figure 6 Teacher Perspectives on Students' Business Capabilities

It is of note that these combined data remain positive year-on-year, indicating consistent longitudinal gains on all measured elements of students' economic and business capabilities. In addition, the data offers insights into the continued importance of Design Ventura in developing these capabilities in an authentic 'real-world' setting.

3. Findings contd.

“It [Design Ventura] has made me consider technology GCSE.”

Year 9 Student, DV 2019

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 Students’ Interest in Creative and Business Skills

The Design Ventura programme is intended to engage learners in the development of skills, as discussed in section 3.2, 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 2019 shows that this engagement continues to result in positive changes in interest for both creative and business-related skills for 56% and 61% of participating students respectively (see table 8).

Question Stem (N=1816)	Increased	Remained the same	Not sure
My interest in creative skills such as designing and making has ...	56% (53,53,54,58)	37% (39,38,35,35)	3% (4,4,5,2)
My interest in business related skills such as finance or marketing has ...	61% (60,40,46,44)	34% (31,45,40,42)	5% (5,7,6,7)

Table 8: Students’ interest in Creative and/or Business-Related Skills

DV 2019 contributed to >60% of students experiencing increased interest in business related skills, maintaining the 20% rise reported in 2018.

3.3.2 Student Perspectives: Confidence & Ambition

Design Ventura 2019 student survey instruments were once again designed to collect data against the success indicators above, including self-confidence and self-efficacy. 2019 data indicates that > 83% of student respondents report raised confidence and ambition across all categories (see table 9).

2019 findings suggest that Design Ventura had the greatest impact on how students understanding of how to respond to ‘failure’ with 90% of participants reporting a positive impact on their understanding *that mistakes and criticism can be useful as they help you learn and improve*. Students also report increased confidence in *solving design problems* (86%). with similar impact levels reported on how *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%), Design Ventura 2019 continued to have a positive impact on young peoples’ aspirational thinking, with 89% reporting that they *understand more about how to plan to achieve what they want to*.

“I have enjoyed it. I believe teamwork learning has a positive impact on students social and emotional as well as their creative development. Having an external focus in the form of a competition motivates some students to engage more with their learning.”

Year 10 Student, DV 2019

3. Findings contd.

Question Stem (N=1816)	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% (86,86,86,90)	19% (19,17,18,23)	43% (43,42,44, 46)	25% (25,27,23, 21)	6% (6,4,4,4)	7% (7,9,10,5)
It's helped me understand that mistakes and criticism can be useful as they help you learn and improve	90% (90,90,91,93)	27% (27,26,26, 33)	44% (44,44,43,40)	19% (19,20,22,20)	4% (4,3,3,2)	6% (6,7,7,4)
It's helped me think about what I can achieve through studying	85% (85,85,85,88)	18% (18,18,22,25)	39% (39,39,38,39)	27% (27,27,25,24)	5% (5,5,5,5)	10% (10,10,10,8)
I understand more about how I can plan to achieve what I want to	89% (89,88,89,92)	23% (23,21,23,28)	44% (44,44,43,43)	22% (22,23,22,21)	4% (4,4,4,3)	6% (6,8,8,5)
It's focused my thinking about what kind of skills I might want to use in my future career	83% (83,83,86, 93)	23% (23,23,28,35)	36% (26,36,37,38)	24% (24,24,21,20)	6% (6,6,6,2)	11% (11,11,8,4)

Table 9: Has Participating in the Design Ventura Project Helped Improve Your Level of Confidence and Your Ambition?

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. Student data also indicates that 78% (79) of respondents feel confident in achieving what they want to in the future, broadly consistent with 2018. In addition, 83% of Design Ventura 2019 student respondents indicate they feel positive about their futures, a rise of 3% from 2018. 88% indicate that they now understand that *it's a good idea to plan for the future*, a rise of 6% from 2018 (see figure 7).

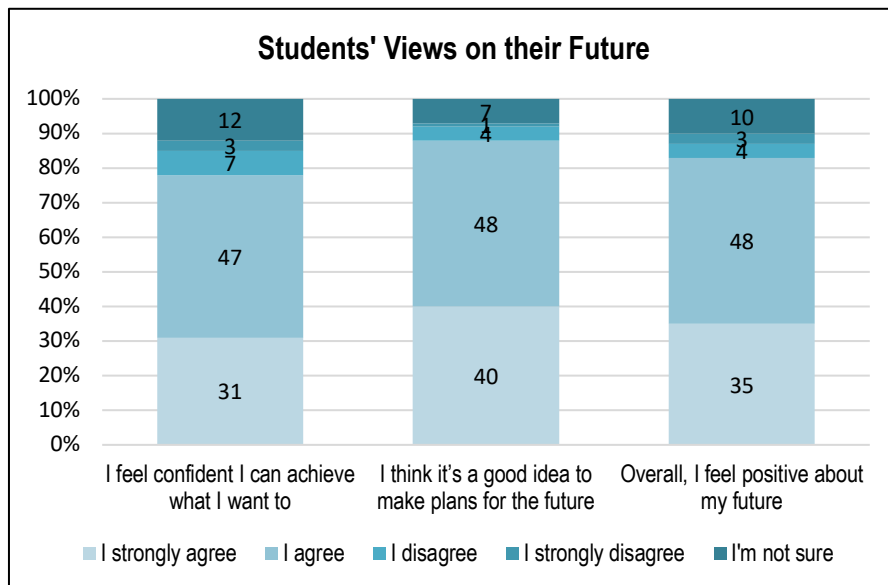


Figure 7: Student's Views on Their Future

Overall, 2019 data indicates that the average impact of Design Ventura 2019 on all measured elements of students' confidence and ambition is again >85%. This is well above the anticipated outcome that 60% of young people feel more confident about the potential of their own ideas and represents consistent gains in a longitudinal context.

3. Findings contd.

3.3.3 Teacher Perspectives: Students' Confidence & Ambition

Teachers were also asked to assess the impact that the programme had on students' confidence. Consistent with 2018 qualitative data, 2019 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 99% 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 10 below.

Question Stem (N=142)	Overall Impact	Big impact	Some Impact	A little Impact	Not sure	No Impact
Self-confidence	100% (99,99,97)	29% (31,38,42)	58% (54,51,43)	13% (13,11,12)	0% (0,1,2)	0% (1,0,1)
Resilience, flexibility and a 'can do' attitude	99% (98,99,98)	19% (24,32,30)	63% (59,52,56)	18% (15,15,12)	0% (0,1,2)	1% (2,0,0)
Team-work, including shared decision making and collaboration	99% (100,99,98)	46% (49,55,50)	44% (41,40,46)	8% (10,6,3)	1% (0,1,2)	0% (0,0,0)

Table 10: Teacher Perspectives on Students' Confidence and Ambition

This summary of teachers' survey responses indicates that they believe DV 2019 impacted positively on each of the key characteristics of *resilience, flexibility, a 'can do' attitude* (99%), *teamwork, including shared decision making and collaboration* (99%), with 100% of teachers reporting that DV 2019 had a positive impact on students' *self-confidence*.

"I have enjoyed it. I believe teamwork learning has a positive impact on students social and emotional as well as their creative development. Having an external focus in the form of a competition motivates some students to engage more with their learning."

Participating Teacher, DV 2019

3.4 Extending the reach of the museum through blended learning

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.

To do this, Student and Teacher survey responses are evaluated to explore how DV 2019 supported learning through delivery of both face-to-face experiences in the Design Museum's location of Kensington High Street, London, and through alternative online learning opportunities, offered for those unable to come to the museum to access face-to-face learning. In addition, perceptions of a range of supplementary digital learning resources are also explored to present a comprehensive picture of Design Ventura as a blended learning experience.

3.4.1 Perceptions of Blended Learning Activities and Digital Resources

Design Museum Learning Activity Usage and Value

Student and Teacher survey responses indicate that **>900 students** participated in Design Museum based workshops. 2019 Teacher survey responses indicate that 22% of respondents brought students to a Design Museum based workshop, broadly consistent with 2018. Of the teachers who brought students to DV 2019 museum workshops 44% rated the learning experience as *highly valuable*, whilst a further 41% rated it as *Valuable*, with 11% rated the experience of *some value* (see figure 6 below).

3. Findings contd.

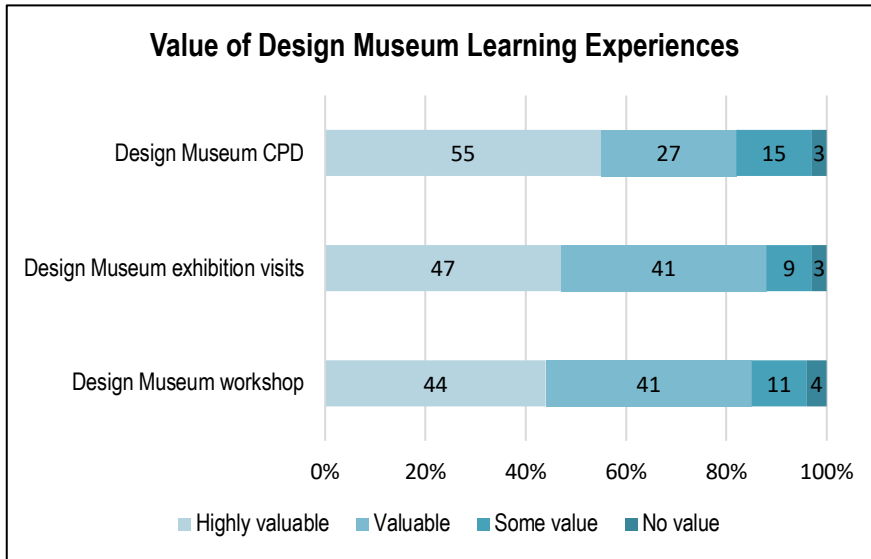


Figure 8: Teachers' Perception of the value of Design Museum Learning Experiences

When asked to provide qualitative comments on why they chose to attend workshops with their students, DV 2019 Teachers remain overwhelmingly positive about content, structure and learning gains. They particularly valued the opportunity to engage with authentic design and business practices, typified by comments such as:

"The students love working with a "real" designer"

"For students to work with professionals in the field, to view examples of previous winners and to work in a professional environment within Design"

In addition, many teacher comments focused on how the workshops supported progress, for example:

"These [workshops] were great! I will definitely be utilising again next year. Some teams carried their ideas forward from the workshop into the project."

Consistent with data in section 3.1 above, others highlighted the value of workshops in supporting GCSE progress:

"We thought it would be a great way to kickstart their GCSE and to give them the understanding of the project"

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

"Just too far away my students really wanted to go but couldn't afford to get down to London plus it would have been a 4hr trip."

Also, again triangulating with data in section 3.1. above, planning visits in the timeframe available was highlighted by many as a constraining factor:

"The short time to plan and run the trip in September was not ideal."

39% of Teacher Survey respondents attended *Museum based CPD* events during DV 2019, up 5% from 2018. 53% experienced *Online teacher CPD (live or recording of)*, with some teachers attending both types of CPD. Satisfaction remains high with museum based CPD, with 55% indicating it was a *highly valuable* experience, with a further 27% indicating it was of *value*, whilst 15% felt it was of *some value*.

45% of Teacher survey respondents also indicated that they visited museum exhibitions with their students, up 7% from 2018. Of these, 47% felt that this was a *highly valuable* learning experience, while a further 41% found exhibition visits *valuable*. In 2019 only 3% of teacher survey respondents did not feel visiting the exhibition was valuable in supported DV activity.

"We thought the opportunity to bring the pupils down to the museum and attend a workshop and visit the exhibitions was invaluable"

Participating Teacher, DV 2019

3. Findings contd.

Digital Platform Usage and Value

One of the key *Objectives* of Design Ventura 2016-2019 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 2019, the evaluation of this ongoing vision focuses closely on access to updated digital resources through three digital platforms, alongside, or blended, with the face-to-face experiences as outlined above.

Access to digital resources to support 2019 learning experiences was provided through three platforms (see table 7) the Design Ventura website, the Design Museum main website and the Design Museum Shop website. Teacher Survey data indicates that 96% of schools used the main Design Museum main website to support learning and teaching, whilst 99% used the Design Museum Shop website and 99% used the Design Ventura website, see image 3.

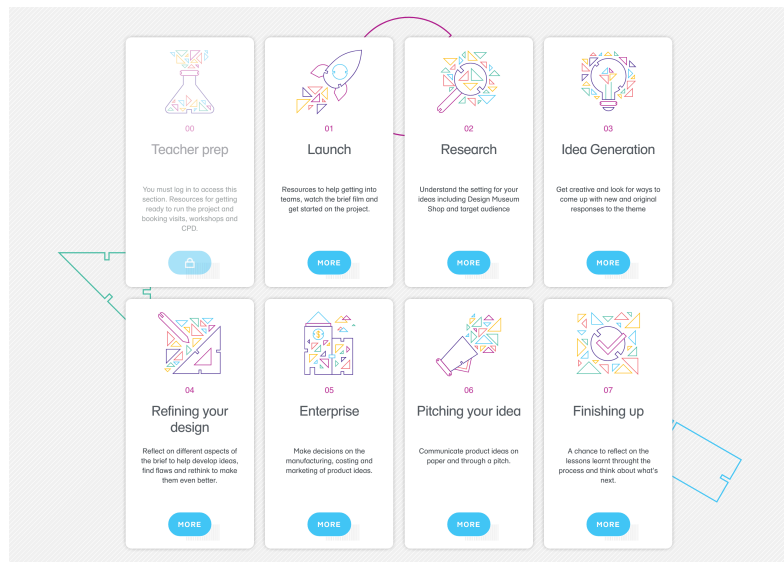


Image 3: Snapshot of the Design Ventura Website User Interface

DV 2019 Teacher Survey data indicates that the Design Museum main website and was valued by 97% of users, whilst the Design Ventura website and the Design Museum Shop website were valued by 99% of users.

Digital Platform	Used by	Valued by
Design Ventura Website	99% (100)	99% (99)
Design Museum Main Website	96% (97)	97% (98)
Design Museum Shop Website	99% (98)	99% (98)

Table 11: Digital Platform Access

Digital Resources Usage and Value

The digital platforms above continue to provide access to a range of digital resources. In 2019 the Design Ventura website remains the primary source of digital resources, with *project guide* -100% (98), *learning and teaching resources* -99% (100), *short films* -97% (98), *industry expert profiles* -92% (92), *teacher notes* -92% (90) and *email bulletin newsletters* -90% (93) the most widely used. Increasing numbers of teachers are using the online blog -59% (64) maintaining a rise of 10% from 2017. 56% (41) of teachers used weekly after school club webinars, a rise of 7% from 2018, and 85% (88) made use of Design Ventura posters.

All Design Ventura 2019 digital resources were again valued by >97% of teachers

3. Findings contd.

who accessed them. The Design Ventura *project guide* (100%), *learning and teaching resources* (100%), *short films* (100%), *teacher notes* (99%), industry expert profiles (99%) and *email bulletin newsletters* (98%) were amongst the most widely valued digital resources. As indicated above, 53% of teachers again used live online CPD in 2019 with 96% reporting it of value. In summary, this maintains a >25% increase in those valuing digital CPD from 2016 data. A more detailed breakdown provides additional insights into how digital resources are perceived in terms of the level of value, see figure 9. Notable in 2019, is that Design Ventura *handling collections* were used by 59% of schools, with 100% finding them of value in supporting learning.

Overall, analysis of DV 2019 teacher data around digital resources indicates that these continue to be recognised as of increasing value in supporting those schools who cannot physically access the Design Museum, whilst also supporting the blended learning experiences of those who can.

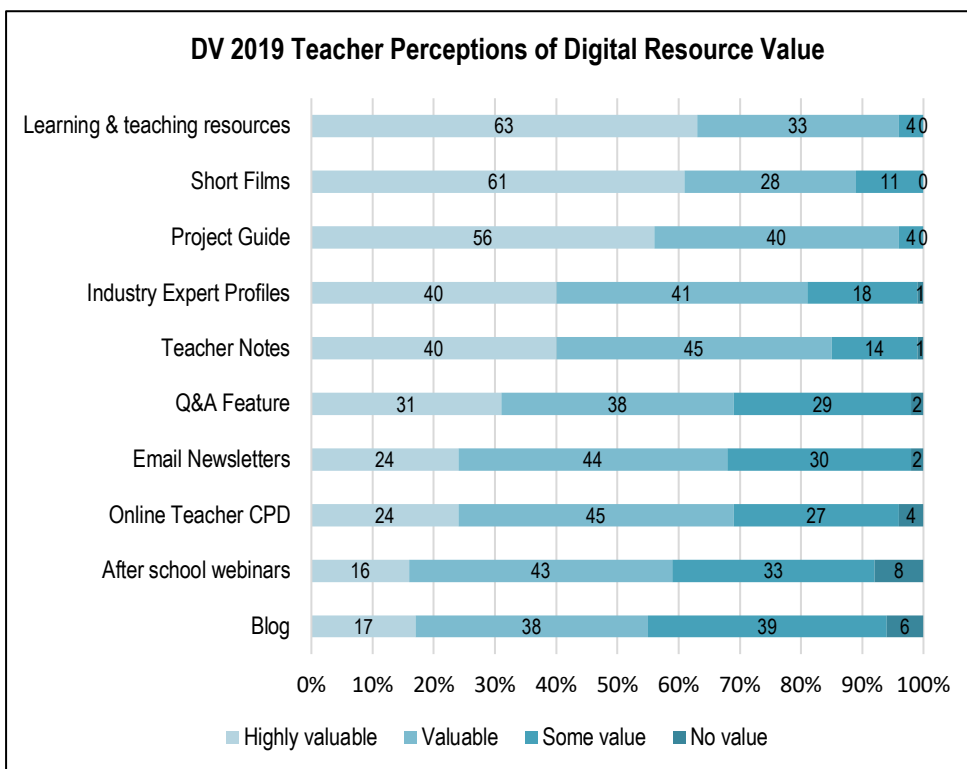


Figure 9: Teacher Perceptions of Design Ventura Digital Resource Value

3.5 Building Sustainability

Section 3.5 focuses on findings pertinent to specific aim 5, looking at the effectiveness of Design Ventura in building sustainability. In 2019, this is done through case studies, designed and selected in order to report on a range of short, medium and longer-term sustainable longitudinal impacts and through analysing data from DV 2019 teacher surveys. Accordingly, the following section reports on findings from:

- A shorter-term longitudinal impact data collected through semi-structured interviews with the 2018 winning students.
- A medium-term longitudinal impact data exploring the 2018 winning teacher’s participation over 6 years of DV.
- Longer-term longitudinal impact data collected through a 10th anniversary individual legacy case study interview, re-engaging with a member of the 2009 winning team about to enter employment.
- DV 2019 Holistic Longitudinal Benefit to Teachers and Schools

3. Findings contd.

Following on from 2017 and 2018 case study data, the findings from analysis of 2019 case study interviews and teacher survey returns continues to form part of longer-term, in-depth insights into how Design Ventura impacts on

- Skills
- Attitudes and attributes
- Knowledge and understanding

3.5.1 Shorter-term Longitudinal Impact Case Study: 2018 Winning Team

Winning School Case Study: Student Context

Simon Balle All-through School won Design Ventura 2018 with 'HIT Snap' (now 'Active Snap'), a Snap-inspired card game designed to help children stay active (see image 4) .

Five of the winning team's six students were interviewed about their experiences of participating in, and winning, the competition. Their reflections have been included in the 2019 evaluation to explore the ways in which participation impacted on:

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

Direct quotations are used to illuminate the winning team's experiences, and, consistent with BERA ethical guidelines, data has been anonymised where deemed appropriate, to Design Ventura 2018 Winning School Student (DVWS) 1, 2, 3, 4 or 5.

Designed with the more open brief in mind, this product was a favourite with the 2018 judging panel. The team made a convincing case for HIT Snap at the pitching event, presenting an engaging pitch and demonstrating clearly how the product fulfilled the design brief and judges' criteria.



Image 4: Design Ventura 2018 Winning Entry 'Hit Snap (now 'Active Snap')

Background to participation in Design Ventura

Design Ventura had been the students' first Year 10 Design & Technology project. They had formed their group already knowing each other well. This, they said had been helpful as they had understood each other's strengths from the outset. The students' starting point had been the area of "games and health". They stated they had been decisive from the start about the direction of their project after one team member had suggested the idea of a card game involving exercise and movement. The students were inspired by the classic card game 'Snap', where players must be faster than their opponents in spotting matching cards revealed in turn.

The students began by researching the concept of an exercise-based version of

3. Findings contd.

Snap to check it did not already exist and, recognising it to be a strong idea, proceeded to develop and explore potential exercises and visual designs. As they recounted, their game's concept "*hit so many aspects*" such as encouraging children to be healthy, and to take breaks from electronic devices. The team also saw the game as a tool to support children recovering from illness to move again in a fun and engaging way. This aligned with some of the central aims of their chosen charity 'Move' which supports people living with and recovering from cancer, in part through physical activity.

Longitudinal Impact on Student practice

Freedom of a 'live' brief

When asked if, and how, Design Ventura differed to their regular Design and Technology lessons, the students responded that the project had been "*freer*", affording them the opportunity to design "*more creatively*". They also emphasised a key impact of winning DV 2018 was the chance it had given them to work with professional designers:

"So I guess that's why DV was kind of like a special experience because, you know, you don't often get to work with actual designers, just for like a small little DT project" (DVWS 4)

The students had faced strong competition from another team to be selected as their school's entry. Once they had passed this hurdle, they became especially motivated, realising that they now had a chance for their product to be sold in the Design Museum shop. The students recalled feeling increasingly excited and motivated as they had begun to understand the scale of the competition.

Teamwork

The winning team agreed that the most important thing they had learned was "*the importance of teamwork*" and reported that they really began to understand the importance of each person fulfilling their role "*if one person doesn't work as much as the others then it [the project] could not succeed*" (DVWS 5).

An Authentic Real-world experience

The DV 2018 winning team reported that visiting the design studio in Triple Double's offices (the design company who supported development of Active Snap) had also been an enjoyable and "*eye-opening*" learning experience. In collaboration with Triple Double designers, the students were able to refine their product, for example using Post-It brainstorming methods to update the name from 'Hit-Snap' to 'Active Snap' in order to move away from potentially "*aggressive*" associations with the word 'Hit'. Working with professional designers had been "*a new experience and rewarding*" for the students:

"It was quite cool seeing [...] all that stuff they're doing, all that stuff they can do, how good they do it... the quality of work they make."(DVWS 1)

"I would say, walking in there and getting to see people actually working with Design was... Yeah, it was something new, something that I hadn't done before. Something that none of us had done before. So that was kind of interesting to see people actually working in Design. Obviously, that's what we're always talking about in class - how this will work out in the "real-world" sort of thing. It's good to see people, people actually kind of working with those sorts of tools."(DVWS 4)

DVWS 2 affirmed, that all members of the winning team had learned a lot from watching the designers at work. This led them to work with greater confidence and creativity, and to carry this forward to better-address their own GCSE Design and Technology work:

I mean, from what the designers taught us, now we can bring into our own work to like solve our problems for our thing, our projects. (DVWS 2)

3. Findings contd.

Furthermore, the students felt that taking part in, and winning DV 2018, had broadened their longer-term understanding of how design methods and processes and how to apply them, helping them to “*think about and use all the processes that go into everyday objects*” (DVWS 3).

Confidence and Motivation

The DV 2018 winning team reported that ‘Active Snap’ has been one of the most successful products to emerge from Design Ventura, quickly selling out in the Design Museum shop. They also reported that in their 2-hour visit to Deutsche Bank on the first day of sales, they had been directly involved in selling around 75-80 packs of ‘Active Snap’ and they all recognised this as an important confidence-building exercise. Furthermore, the winning team students were able to describe the characteristics of this increased confidence, reporting that once they had “*managed to sell a couple*”, their “*energy*” had increased, developing into a determination to “*go get them all!*” (DVWS 3).

This was triangulated by the winning school Teacher case study interview data (featured below). Here the students’ teacher confirmed that the cards had, in fact, been “*so successful*”, they were now set to be “*manufactured in larger quantities and sold through additional outlets*”, the first Design Ventura design to achieve this. This, he reported, had supported students’ in continuing to develop and understand characteristics of confidence and motivation.

When asked to report on the features, or aspects, of Design Ventura they had most enjoyed, the students said that, aside from winning the competition, they also enjoyed the independence the project had given them, for example “*coming in at lunchtimes and just getting on with work*” (DVWS 2) and described the impact of DV 2018 on their sense of feeling more motivated, both in Design & Technology and other subject areas.

DVWS 4 reported that he had especially enjoyed attending DV 2018 pitching day, when the 10 shortlisted teams came together at the Design Museum to present their work. The students reported both the excitement of being short-listed and how in the lead-up to the pitching event DV 2018 project resources supported them in understanding the main stages of product development, moving towards presenting an idea. This, the students reported, led them to reflect on their idea, brainstorm, consider where their products would be manufactured and what their supply chains would look like, before bringing things together in their presentation.

Ambition and future directions

The students all report that they do not plan to pursue Design at A-Level, however they appreciated that participating in Design Ventura had enabled them to develop a set of skills (including teamwork, communication, business and maths) that would be useful and applicable a range of contexts and career pathways. One of the students, for example, planned to enrol in college to study trade skills:

“I would say that just because we’re not really thinking about doing it [Design] for A-Level, it doesn’t devalue the experience at all. Because you can still take those creative skills, those kind of communication skills and use them in different things, you know, jobs and things. It was a brilliant experience.” (DVWS 4)

Interestingly, the winning school Teacher revealed in his interview that he believed some of the winning-team students may have become “*in a way demotivated*” as a result of their DV experience. He reported that they no longer perceived their GCSE to have the same value having been involved in the “*more authentic*” processes leading up to and beyond winning Design Ventura. However, when probed about this potential demotivation, DVWS 5 responded

“I feel like if... Obviously we’ve had this experience now, so, we might not be motivated to do, you know Design per se, but we will be motivated to do, you

3. Findings contd.

know, something like that in the future. So, if one of us was to be interested in, you know, just creative but maybe not Design, specifically, it's kind of to be at that level when you're using those skills is something that we want to aim to be at again. So just because you know, the GCSE experience isn't the same as such a kind of a "grand" experience, I guess, it doesn't devalue that at all."

Longitudinal Impact of winning on the school and parents

The DV 2018 winning team reported their delight to have won the competition, with DVWS 2 explaining *"you get a good thrill from it. [I need to]Make sure I do it again! With more stuff!"*. The students reported that the Simon Balle All-through School community had viewed their success as *"a big achievement"* and they also reported that they felt that school staff had been proud of, and interested in, their journey. The students described how their friends too had been *"proud and impressed"*, as were their parents and guardians:

"I mean you would be, it's such a big achievement when you think of how many people try to... Well, try to win!" (DVWS 4).

Insights into Additional Longitudinal Impacts of Design Ventura

The winning team students reported that they were *"especially proud"* that the impact of their product selling so well, was that it had raised a significant amount of money for their chosen charity 'Move'. A charity which supports (particularly children and young people) living with and recovering from cancer. This was where they felt their DV experience and outcome had made a real impact, something they describes as *"made a real difference"*. DVWS 1 reflected:

"That was probably the best thing about Design Ventura, helping others".

DVWS 4 supported this view, elaborating that he now understood much more about *"Having an impact, yeah. Whether it's on the Design world, or you know, people who need it, it's just... That impact, made it worth it"*.



Image 5: Design Ventura 2018 Winning Team

3.5.2 Medium-term Longitudinal Impact Case Study: 2018 Winning Teacher

Winning School Case Study: Teacher Context

The DV 2018 winning teacher from Simon Balle All-Through School was interviewed about his experiences of participating in, and winning, the competition. His reflections have been included in the 2019 evaluation to explore the ways in which participation impacted on:

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

"[The impact of being involved in Design Ventura has been as important as probably anything I've done since [...] I've left university".

DV Winning Teacher 2018

3. Findings contd.

In the case study below, direct quotations are used to illuminate the teacher's experiences. Consistent with BERA ethical guidelines, data has been anonymised where deemed appropriate, to Design Ventura 2018 Winning Teacher (DVWT).

Background to participation in Design Ventura

Design Ventura 2018 was DVWT's fifth submission to the competition. He had first become involved in Ventura as a newly qualified teacher (NQT) in another school. At this time, when the information on Design Ventura had arrived in the post, he had offered to run it as an extracurricular option. He did this again with his next school, before later integrating Ventura into the Year 10 Design & Technology GCSE curriculum at Simon Balle All-Through School. At the time of this case study interview, DVWT had taken part in Design Ventura a total of six times.

Moving Design Ventura from extracurricular to in-curriculum

DVWT explained he had opted to integrate Design Ventura as part of the Year 10 curriculum at Simon Balle, employing the competition's "short burst" qualities to engage and excite students as they began the academic year. Moving the project from 'extra-curricular' to 'in-curriculum' delivery had supported more students to participate and benefit from Design Ventura, as well as helping not to overburden teachers' with additional workload. As part of this, DVWT valued the links between Design Ventura and the GCSE curriculum, and emphasised the need to ensure these were made explicit to students:

"I suppose it's using it as a vessel to get them to understand what they were doing in their course work for the GCSE, as well as obviously things outside of it. So, you learn more entrepreneurial skills. You learn more about business, you learn more about finance etc, but we use it - obviously the three [Ventura] boards break down into research and investigation, idea generation, development and prototyping. Which are skills they have to develop for the GCSE anyway. So as long as we show them where the links are with the assessment objectives at GCSE, they can correlate and understand where it is."

DVWT explained that the 2018 winning team had spent three one-hour lessons every two weeks on Design Ventura, whilst those with an especially strong interest had dedicated, on average, another hour per week outside of class time. He estimated that in November, by the end of the eight-week project period, the winning team would have spent around 20-25 hours in total working on the project.

Longitudinal Impact on student practice

Authentic design experience and enjoyment

DVWT said he had enjoyed his first experiences of the Design Ventura process, relishing the challenge it posed for students. As he explained, "I always believed that kids could design things that could go into industry, no matter what age they were, and it offered a way to get that done". Design Ventura held, he believed, the additional attraction of allowing students to be more "open, more free, and more creative". In addition, DVWT felt that Design Ventura played an important role in helping his students to develop or crystallise an interest in Design - "as a teacher, you can see some of them, it absolutely inspires and invigorates and they go to the next level". DVWT reported that Design Ventura often acted as a motivation for broader learning and progress in that it was a "catalyst... [a] chance to come and shine, not only in school and get a grade A or a 9, but to actually show what you've got outside of school".

DVWT cited the "conciseness of the submission" as a feature of DV he particularly enjoyed:

"So, I like the fact it's three slides and you have to put your best foot forward and show your story quite concisely. And the kids have to pick out what's their best bits. Sometimes a GCSE coursework can feel a little bit prolonged and hoop-jumping [...] I quite like that they have to pick out what's their best bits, because

3. Findings contd.

if you were presenting to Industry you would pick out what you believe would be the core parts of... You've got a 10-minute submission or a 10-minute interview, or a 10-minute pitch. You have to get to the point. You have to get there quite quick and I quite like that."

DVWT also said he particularly valued Design Ventura's focus on entrepreneurship and the *"business skills of design"*. He felt this was important as it gave students a more authentic representation of Design practice, rather than presenting it as an activity in a *"little bubble where you just design and there's no financial aspects and there's no constraints"*. DVWT reported that, as the school's D&T department Prepared to move from a Design & Technology GCSE specification to offering a GCSE in 3D Design (discussed later in more detail), engaging with real-world *"constraints"* was one of the characteristics of the Design Ventura learning experience that he was most keen to keep and integrate into the new GCSE curriculum offer. Triangulating with DV 2019 teacher survey data, DVWT also thought Design Ventura supported an important *"element of failure"*, describing this as *"present in the real world of Design, but not allowed in the realm of the GCSE"* For example, he suggested that the competition's selection processes – such as presenting ideas for internal school selection, and then again for external feedback and selection, disappointed those who were not successful. However, he viewed this as another authentic feature of Design Ventura – commenting that *"sometimes you get hits in industry, sometimes you get knock-backs"*. He felt learning to respond to this had a useful longitudinal impact on student practice, supporting them to learn about, and cope with, failure, highlighting that the opportunity to do this was missing elsewhere in the curriculum. DVWT explained that all these features of Design Ventura meant that it offered a more authentic design learning experience, for both him and his students.

DVWT described how he had *"always been an advocate for external competition"* as it framed students' work more tangibly in the context of the real world:

"And surely [...] the biggest point in being a designer, is to create something for someone to use, create something to be out there. Not to be shelved as a GCSE project, etc. That – maybe the GCSE could, should actually use the Design Ventura model, and get sponsors in, and maybe they should actually work to sponsored briefs and that might make it a little bit more lively. Maybe that would give a little bit more to the kids? A little bit more impetus to keep going..."

DVWT was especially proud that the 2018 winning team's work had raised more for charity than any previous winning product sold in the Design Museum shop to date (approximately two and a half thousand pounds). At the time of interview, 'Hit Snap' (now updated to 'Active Snap') was being developed for world-wide production and distribution over the coming year.

Longitudinal Impact on Teacher practice

Longitudinal Impact on Teaching practice

DVWT said he had learned a huge amount over his six years of participating in Design Ventura. He described how his understanding and approach had evolved between his first year of taking part (where his students had been shortlisted and come eighth), and 2019 when his students at Simon Balle became the overall winners.

He recalled observing the impact of the other products in the auditorium during the event when his team came eighth, also witnessing the way the teams used short films to tell their product's story. This experience had led him to reflect how he might encourage students to not only design for greater impact, but also to better-communicate this impact. When the 'Active Snap' students had prototyped their game, DVWT ensured they tested and filmed it in action with some of Simon Balle's primary school students to make sure its impact was clearly conveyed:

3. Findings contd.

"[T]he first one [submission] didn't have the impact. It was a nice product and that's sort of where it ended? It was a nice product. Whereas this one [Active Snap] you, I could tell straight away. I was actually "this is something that actually could go further". I actually had somebody approach me on the awards evening that said "if this doesn't win, come, basically come see me". So I kind of knew there and I knew it had sort of legs. I knew it had something, you know sometimes you just think "yeah, this is, this is whatever this is, it's got it"? [...] And in the auditorium, I think when the video went up and it showed the kids playing, it showed the kids reactions. That's when I actually thought "this has got a real a real chance here". And this was a strong year as well actually!"

DVWT described how both his classroom practice and his curriculum planning had evolved over the course of the six DV submissions:

"So, I bring a lot more business into my own practice now. Into how we can make designs feasible within the real world, and how that might function, facilitate especially at A-level. We like them to have a proper claim. We like them to make sure that they're going out there doing site visits or they're doing visits to people that are designing for like Louis Vuitton, even if it's to speak to a store manager, it's more real than it has been previously, where we've seen in the past with Year 11s, you'll get, they're doing it for their mum or their dad or their cousin and it's a little bit narrow. So we push them a little bit more to embrace industry and business and things like that. But then in terms of my... I've developed a scheme of work for Ventura, to... what I think gives me good ideas to pick from every time. So, I have lessons, a sort of a core sort of six or seven lessons that I run through at the start of every Ventura. And that enables me to get good things out of the kids [...] So from Ventura I built my own scheme of work for DT, for specifically teaching that as a module."

Thus, in the context of medium-term longitudinal impact over six years of practice, DVWT described a reciprocal, or cyclical, process, using Design Ventura's resources to inform and develop his own way of doing things (see below for more detail). Consistent with the illustrative quote above, DVWT also described how his developing practice had cascaded to support design and business learning and skills across year groups:

"We want them obviously to prototype at all levels. We want them to model make at all levels. We want them to generate ideas at all levels".

Longitudinal Impact on Design practice

Design Ventura had also provided DVWT with other kinds of learning opportunities, enhancing his own understanding of design and business, whilst helping him to make connections in a wider design network. After the success of 'Active Snap', which had developed his understanding of the kinds of costings involved in card games' production, he had created his own card game and worked with the same design studio, Triple Double, to develop it. This was a part of DVWT's ethos of continuing to work with industry alongside his teaching. Doing so strengthened his understanding of the field and its evolutions, and this in turn informed and infused his teaching:

"[T]he more that you learn outside the more you bring back in [...] It's sort of, the one's fed the other and then my understanding of business and the stuff that I do outside comes back into the kids and the kids have helped me coming back out [...] So it's been a constant cycle of me learning, bringing it in, me learning, bringing it in, and it just, you get, as I get better as a designer, and everything that goes with that, I'll bring more into the kids."

DVWT said that this cycle had had a particularly positive impact at A-Level, enabling him to better-support students in the curation of their portfolios as they applied to Higher Education programmes.

3. Findings contd.

DVWT concluded that, in terms of his teaching practice, the impact of being involved in Design Ventura “has been as important as probably anything I’ve done since [...] I’ve left uni”.

Longitudinal Impact of Winning DV on the School and Parents

Impact on Student’s Perception of Design

DVWT reported that the success of ‘Active Snap’ in 2018 had noticeably impacted on the aspirations of the subsequent year’s students. This had been observable in the quality of their submissions; with DVWT reporting that following year (2019) GCSE group had submitted the best overall range of projects to date:

“I suppose this time, they’ve seen that somebody’s won. And not only now they’ve seen that somebody’s won, they’ve seen that it’s not stopped at winning [...] And I make a point of actually keeping everybody involved in sort of, where it’s [Active Snap] going still. Everybody knows”.

DVWT also reported that, to maximise enhanced perceptions of Design, he had “two shrines on the wall” in his office. These were to his school’s two most successful Design Ventura submissions, and included the trophies, certificates and photos. Visits to the Design Museum further supported student motivation and engagement. DVWT also reported that winning Design Ventura 2018 had also enhanced many students’ interest in taking up Design as a subject:

[W]e are maxed out at all levels pretty much. Year 10s coming in, it’s oversubscribed. Then obviously into Year 11. We’ve got the biggest A-level groups that they’ve had here since I’ve started [...] the success of that, with the success of the grades has all come hand-in-hand. And the success of the course, I suppose that’s obviously, I’m Head of Department and it’s been driven by my success, which has driven the kids’ success which has driven more kids wanting to do it, which has a comeback full circle. Yeah, over time, it’s sort of, it’s just made everyone better. I suppose that [...] if it makes your leader better, then that will disseminate down to everyone else.

Impact on School and Parent Perceptions of Design

DVWT reported that the D&T department’s success in winning DV 2018, combined with excellent grades (in part fed by this success), had a positive impact on parent’s perceptions of the subject and, consequently, made Design a “very popular subject” at the school:

“Parents like to know that when their kids are going in they’re getting a good education and they’re seeing good Design and they walk around, parents offer me money for stuff that we’re making [...] it’s practical, its quality and when they’re doing idea generation, it’s hopefully quality and they get the mix of the two.”

Overall, DVWT affirmed that participating in Ventura had helped students, their parents and the broader school community to expand their understanding of the potential of both Design and Design Learning. He reported that DV had given the school community “a wider sense of enterprise”, supporting conceptions of Design to move beyond the constraints of the classroom and into the “wider world”. DVWT also reported the positive impact of ‘Active Snap’ continuing on to wider-scale production, beyond the competition and the Design Museum shop, citing this as further demonstrating to the school community and to parents the potential of design learning to support students’ work to succeed and become financially viable.

Impact on the Design Ventura 2018 Winning Team

DVWT revealed that that all students in the 2018 winning team had benefited in some way by participating in Design Ventura. He indicated that participation had brought increased understanding of business, maths, design and production processes to their work. However, he felt some of the winning team had been impacted in unforeseen ways, and that, as a consequence of the rich learning

3. Findings contd.

experience DV provided, they now perceived the GCSE to be lacking in value:

"[in some ways] it's has a negative impact because actually they've got a taste of what the real Design process is and now the stuff that they're doing is stepping backwards. Because actually the GCSE is not, it's not on the same level. So now actually it's detracted from some of them. They're not as interested in their projects. It's not as consuming. So, for some of them, that maybe want to do it at A level, and want to go on further, it was the catalyst to go on. And for some of them that actually, it's a frustration, it's not the same as what that [Design Ventura] process was."

Overall, and taking into account this unforeseen impact, DVWT felt that students understanding of both authentic creative industry and business processes had developed, and that their DV 2018 experience had been invaluable for them. In addition, he had observed a wider positive impact on learners, citing the experience of the DV 2018 internal runner-up group of students, noting that their understanding, learning and enjoyment of the Design Ventura process and "mindset spin" had increased their motivation and dedication to their studies.

"I think in terms of the Design Museum, and for DV itself, and for Deutsche Bank, and everybody that's part of it is to keep going. Just keep going. Just to keep pushing it. Get more schools involved in it. If you can get it more into the GCSE, do it. Just try and be that sort of, that more authentic process..."

DV Winning Teacher 2018

DVWT Suggestions for developing Design Ventura

Adjusting to a shift away from Design & Technology to 3D Product Design GCSE

At the time of interview, DVWT explained that his department was now shifting away from the Design & Technology GCSE towards the 3D Design GCSE. He stated that this move had in part been due to the maths the Design & Technology GCSE required at A-Level, and partly due to the greater freedom the 3D Design GCSE afforded.

DVWT reported that he was currently considering how to align Design Ventura with the 3D Design GCSE's structure and assessment objectives, indicating that this presented a challenge for the department. DVWT felt there might be increased pressure to ensure students completed the new coursework elements (which would begin from the start of Year 10). In addition, DVWT felt the new 3D Design GCSE emphasised a "more artistic-based route", noting that its four assessment objectives were fewer than the six of the Design and Technology GCSE.

DVWT stated that many schools appeared to be making the same change to their choice of GCSE specification, indicating that he felt the Design & Technology GCSE was "on the decline". As a consequence he suggested that Design Ventura might be re-aligned, or broadened, to support schools and departments who had decided to make this shift.

More broadly, DVWT emphasised that He felt Design Ventura had an important role in keeping Design learning in schools "going" and "in the forefront":

"And actually it's things like this [Design Ventura], that if we run it properly or if it's done properly, it's what's going to keep it [Design] sort of going, it's going to keep it in the forefront [...] It's going to keep it in people's minds that it's of value and I think they [Ventura] just need to keep doing what they're doing. Keep doing more, if possible. And it's just getting more Design into schools, getting more Design into colleges and sort of, here, the [Simon Balle] primary school's seen what we do. So they see the kids coming in, or they have visits over here to the DT department but some primary schools, how much DT do they do? How much Design do they do? Are there other things that can be done? "

DVWT concluded by once again outlining the importance of Design Ventura to those schools and teachers who recognise and value the longitudinal benefits of authentic design learning:

"[My suggestion would be to] just keep going. Just to keep pushing it. Get more schools involved in it. If you can get it more into the GCSE, do it. Just try and continue be that sort of, that more authentic process [...] thank you, as well for

3. Findings contd.

offering kids the opportunity to do it And for offering it for us as staff to learn as well, and to experience it with them.”.

3.5.2 Holistic Longitudinal Benefit to Teachers and Schools

In 2019, Teachers were again asked to indicate how participation in Design Ventura had impacted their practice in a range of areas. Findings indicate that 100% of respondents agree that Design Ventura has given them *a better understanding of how to engage students to learn about enterprise and design*, whilst 99% indicate that they have *a better understanding of how to plan and teach enterprise and design together*. 99% of Teachers also indicate that they have a better understanding of *what resources and people that could be used to support teaching in this area*. This represents an increased impact from DV 2018 across all categories, with responses remaining overwhelmingly positive, see table 12 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	100% (98,96,95)	33% (34,33,30)	48% (48,49,47)	19% (16,14,18)	0% (0,1,3)	0% (2,2,2)
A better understanding of how to plan and teach enterprise and design together	99% (97,97,94)	29% (33,33,25)	50% (48,49,66)	20% (16,15,17)	0% (1,1,3)	1% (2,3,3)
A better understanding of what resources and people can be used to support the teaching of enterprise and design	99% (98,98,96)	29% (32,35,26)	52% (52,47,62)	18% (14,16,22)	0% (0,1,2)	1% (2,1,2)

Table 12: Benefits of Design Ventura to Teacher’s Practice

Longitudinally, a large 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 2017 and 2018, teachers again rated *team-work* (100%, 99), *working to a live brief* (99%, 100), the opportunity to *combine design and enterprise learning* (99%,100) and as the most valuable features of DV. These data are presented in figure 10.

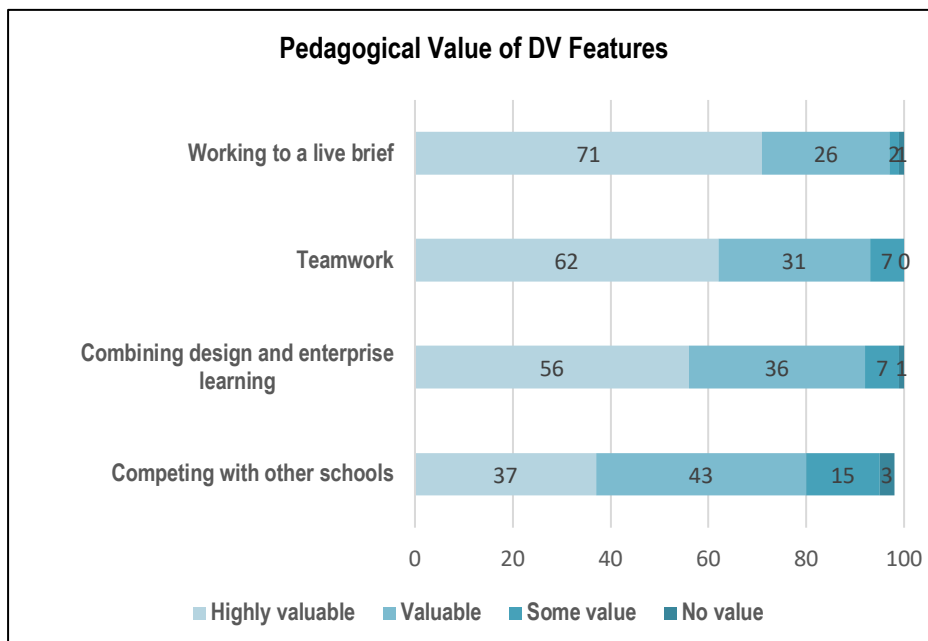


Figure 10: Pedagogical Value of Design Ventura Features

3. Findings contd.

Across three of the four categories, features were rated more often as highly valuable than valuable, with 71% (76,75) of teachers finding *working to a live brief* highly valuable, 62 (72,67) finding *teamwork* highly valuable and 56% (56,64) finding the opportunity to *combine design and enterprise* highly valuable. There were again mixed findings around the value of *competing with others* as part of DV 2019. Whilst 95% (97,99) of teachers indicate they found competing with other schools valuable in some way, this feature was rated by fewer teachers (37%) as highly valuable. This is triangulated by teachers' qualitative responses, which reveal competing, and associated pressures of submission, as a source of stress for some.

Longitudinal Participation

A key success indicator in this category remains continued participation by teachers and schools. In the 2019 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 11: Teachers Longitudinal Intentions

DV 2019 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% (96,92) said that they would participate in the Design Ventura programme again
- 0% (1,1) are unlikely to participate again
- 4% are unsure if they will participate again or not
- 97% (94,95) will recommend DV to other teachers
- 92% (88,89) will look out for other opportunities to combine enterprise and design in teaching, whilst 8 % are unsure if they will

Positive responses in all participation data categories remain high and are broadly consistent with both 2018 and 2017 findings, as indicated in brackets above.

It is again interesting to note that:

- 65% (68,72) would like to bring students to visit the Design Museum

This represents an ongoing 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, triangulated by findings in section 3.4.1 above. It also outlines the ongoing financial and geographic challenge of widening access to the Design Museum, again triangulated by findings in section 3.4.1.

3. Findings contd.

3.5.3 Long-Term Longitudinal Impact Case Study: Design Ventura 2009 to 2019 an Individual Student Legacy

The third DV 2019 case study examines the long-term 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: *Design Ventura 10 Years On*

As part of the 10-year evaluation of Design Ventura, we conducted a case-study interview with a member of the first Design Ventura (2009) winning team. This case study provides a snapshot of the long-term longitudinal impact of participating in, winning, and, more recently, as a Design Ventura volunteer on the student's practice, confidence and career direction. It should be noted that this 10-year long-term longitudinal impact case study follows on from, as is complimentary to, a 6-year longitudinal impact case study interview with the same student, illuminative insights from which are included below.

Once again, direct quotations are used to illuminate the 2009 winning team student's experiences, and, consistent with BERA ethical guidelines, data has been anonymised where deemed appropriate, referring to the now former student's as 'DVS10'.

Background

In 2009, DVS10 had been a Year 9 student at Haberdasher's Aske's Hatcham College in Lewisham, London., see image 6



Image 6: DVS10 as part of the First (2009) Design Ventura Winning Team

Her team's eco-friendly winning design, 'Dove Bunting', had comprised a set of twelve grey-board doves, see image 7, some already featuring colourful patterns, and others left blank for customers to decorate and assemble themselves with the ribbons provided. The dove motif had been inspired by the Design Museum Shop's bird logo at the time of design.

In December 2019, when the 10-year case study interview was conducted, DVS10 was due to enter full-time employment for the first time. She reported that she was about to start work as a Junior Designer at the BBC, having graduated in July 2019 with a BA in Design for Publishing. Since graduating, she had returned to Design Ventura in the role of volunteer facilitator

3. Findings contd.



Image 7: Dove Bunting

From student to facilitator/teacher: motivations for returning to Design Ventura

After graduating in June 2019, DVS10 had returned to Design Museum as a way to build her work experience. Design Ventura had influenced her decision to pursue a career in design, she said, and she was also been keen, as she described it, to “give back” and inspire the next generation of students. In particular, she felt that as a former state school student from an ethnic minority background, her involvement provided a “different voice”. DVS10 reported that, through her presence as a member of traditionally under-represented groups, she hoped to encourage students who might feel alienated in both the design industry and the Design Museum contexts:

“I think for me actually, it's quite specific [...] I quite liked the idea of different representation a bit as well at the Design Museum [...] So students can sort of see that this can be a field they can get into a bit as well [...] So it was just to be able to have to have another voice, really, I suppose, for kids, especially when I feel you know, it's based on High Street Kensington, which is a lovely place but it's quite out of, you know... it's hard for them to relate, in a sense, to that kind of environment where it's quite posh. And I had one kid who thought it wasn't for them, you know, who said "design, you know, you're all very posh people"! And I just I think I just said to them. "I'm really not! You know, I'm a student. I'm just like you!"

“[In Design & Technology]We all had to do the same thing... and then it really made a difference to do something like Design Ventura where you can just come up with your own ideas and... start thinking a bit more about being creative and about how you would work in a design field... Design Ventura allowed us to be independent.”

DVS10 Speaking in 2015

In addition to these motivations, DVS10, triangulating teacher survey and medium-term longitudinal impact case study data, acknowledged Design Ventura as increasingly important for exposing students to design at a time when many schools were removing or reducing the subject in the curriculum. Furthermore, she reflected, she understood from her own experience, the importance and longitudinal impact of Design Ventura in helping students to expand their understanding of design, including its connections with subjects and skills sets such as maths, presentation and team work:

“I always find design is a sort of, an interesting one, because, I mean, it's primarily creative but it's also, it can have that kind of academic sort of thinking as well and especially something like product design, you know, you need to know about the mechanics of things and measurements and kind of tie in, and lots of different budget thinking [...] Whatever your interest is in [...] you can in some way pursue that in a design [...] even if, you know, you have kid who may be not interested in anything school-related and I had one kid who said to me

3. Findings contd.

"I'd rather be at home playing video games" and I said to him, "you know video games - they you know, those were designed, you know, you could do something like that. You could you know, did you know there's a course called Games Design?" [...] so I think that kind of just making kids aware of all the possibilities you can do with design. Wherever your interest might lie, you know, it kind of goes beyond the sort of 'cute' school curriculum in a sense."

In the role of facilitator, DVS10 had also been keen to carry forward the support she had received through participating in Design Ventura. She reported that, recognising the impact DV had had on her own confidence and ambition, she was motivated to inspire those who, like her, might struggle with "confidence" and "academic" subjects at school, supporting them to find an outlet through creativity. In addition, consistent with 2019 teacher survey data, she hoped that through engaging students with both her experience and the winning Dove Bunting design in Design Ventura workshops, she might motivate and encourage them further:

[T]hey saw my product [...] it was nice, I guess, to see [...] that I entered the competition and that it's still important to me, that I've come back years after, you know? Hopefully that sort of resonated as well with them...

Developing as a teacher/facilitator and expanding practice

DVS10 found facilitating Design Ventura workshops, see image 8, a useful learning experience, reporting that this had helped her expand her design practice into the field of learning and teaching - *"[It] was a nice thing to get involved in and learn from and to see the sort of imagination of the kids [...] that kind of creative thinking"*.



Image 7: DVS10 Design Museum Workshop Expert Volunteer

Through continuing her Design Ventura journey, DVS10 reported that she had found the Design Museum workshops an opportunity to learn more about product design, and, although she had not pursued this specific subject at university, she reported how DV motivated her to maintain an interest in this and the "bigger picture of design", as exemplified by the Design Museum. Going forward with her own practice, she aimed to continue developing this holistic approach:

"I think that kind of [bigger picture] thinking is something I try and put into my work, and I want to push forward with it. Even through my career as well. I didn't want to pigeonhole myself. I wanted to be open to lots of different, you know, that's what design, even with now, like going into broadcasting [...] I didn't think there would be a place for design in that kind of field? But yeah, I really like it [...] I think one of the things they mentioned was a spatial design, which I haven't got too much experience with, but I think [Design] Ventura kind of encourages that kind of broader design thinking and to not shy away from things

"[Design Ventura has impacted my view of Design]...Just kind of seeing things...even the pavements that we all walk on. They're so calculated, because also there's also a lot of maths to it as well, the distance between things, and how we walk on those things -and they were cared for and paid attention to, and someone did do that....I've got a better eye for seeing the flaws in things too, in everyday objects"

DVS10 Speaking in 2015

3. Findings contd.

DVS10 reported that, through volunteering for workshops at the Design Museum, she had been given the opportunity to continue to expand her career through paid work in a large London-based Academy. In this context, DVS10 facilitated after-school sessions with students interested in entering Design Ventura, supporting them in the development of their design ideas. In another class at the Academy, she had also helped students to develop their ideas for 'V&A Innovate', another national schools-centred design competition. DVS10 reported that, in this context, she recognised the long-term reciprocal impact of Design Ventura, in cascading her experience to others, in continuing to guide her holistic engagement with design practice and design learning and in impacting her career aspirations and opportunities.

Although her new role at the BBC would be full-time, DVS10 hoped to be able to continue volunteering and teaching as a guest visitor and emphasised that she was keen to maintain her connection to the Design Museum and to Design Ventura.

Impact on confidence

During the case study interview, DVS10 acknowledged at several points the positive impact that participating in Design Ventura as a student had had on her confidence. She reported the longitudinal impact of this, emphasising how it had influenced the way she had approached her recent role as a teacher/facilitator. As a school student, she reported that she had been "very shy and sort of introverted", with teachers sometimes expressing concern to her parents. Presenting in Design Ventura had helped her learn to speak in front of others, and had a lasting impact:

"[G]rowing up, I wasn't always confident [...] It's so strange to think now I'm you know, I have no problem talking in a continuous loop [...] Experiences where you can sort of get up in a crowd, talk and work with other people in a group, especially if you're not a social sort of person - I think that really, really helps to have those kind of experiences."

Recalling her own difficulties at school, DVS10 said she had been especially aware of wanting to encourage students through her recent volunteering and teaching. Experience. She reflected on the importance of language use in teaching creative subjects, particularly when working with young people. DVS10 highlighted the value of failure and the positive feedback experience of Design Ventura, contrasting this with her own experiences of "harsh critiques" at university and the discouraging effect this could have on subject engagement. DVS10 also highlighted the importance participation in Design Ventura afforded students in terms of exposure to different peers. Working as a volunteer had reminded her of the value of outside projects such as Design Ventura in encouraging this:

"[G]etting kids to work in a team as well is really, really nice... and just to be around different types of people as well [...] Actually, that was something I really liked which I saw through volunteering because I feel like these are skills you learn early [...] because I remember when I was at school, I'd sort of just stick to the same type of people. But learning to be around different types of people, making friends with different people – different backgrounds or different lifestyles, different ways of thinking is a really good skill to have at that age, I think."

DVS10 recounted how, in her recent job interview for the BBC, she had been able to speak confidently about the skills she had developed through Design Ventura participation, volunteering at the Design Museum and teaching in schools:

"[O]ne of the skills I spoke about [in the job interview] was presentation, for clients, or to the team, and you know that kind of speaking to others and meeting other stakeholders, which is something I got quite a bit from volunteering because, you meet teachers, you meet Design Museum people, you meet different kinds of people and other volunteers. So that was really useful. But I also spoke about how I did presentations at the schools and that helped."

3. Findings contd.

Career Impact- Networking through Ventura

In addition to developing her experience as a teacher/facilitator, DVS10 said she had also benefitted from the many opportunities – from workshops to awards ceremonies – to meet and learn from professionals affiliated with Design Ventura and the Design Museum:

“[E]very time I’d come, [as a student or expert volunteer] I’d meet new people as well. Not just the students, but whether it’s someone from Deutsche Bank or the design coordinator [...] which was really useful and I actually got in touch with ‘Triple Double’, which was the design agency that helped with the last competition [Active Snap]? Yeah, so I had a little meeting with [X at the agency] [...] they didn’t have work in the end for me, but it was still a nice experience in terms of meeting other creatives, which is what I’ve been trying to do.”

These experiences of attending ceremonies and meeting professionals had influenced DVS10’s decision to attend other networking events, as, through Design Ventura, she had learned to enjoy opportunities to “*be around other creatives and to hear people’s stories*”. As an active social media user, DVS10 reported that she had also regularly posted “*short stories*” about her workshop facilitation experiences on sites such as Instagram and LinkedIn.

Overall, she said that ongoing engagement with Design Ventura had been especially important to her to be able to maintain momentum within the field of Design after graduating:

“I think for me I wanted to do something that was still design-related [...] I think I feel really grateful that I was able to do these kind of work experiences that were, you know, keeping me busy and still keeping my creative juices going as well.”

Conclusion

Over the past ten years, DVS10 reported that her continuing relationship with Design Ventura, firstly as a participant and winner, and then as ‘alumni’ and facilitator, had had a wide range of longitudinal impacts. In particular, DVS10 reported that her Design Ventura experiences had helped develop her confidence, establish a career direction, meet new people, expand her practice, skill set, portfolio and CV, and had contributed towards the interview which resulted in her first professional design job.

4. 2019 Conclusions

4.1 2019 Emerging Themes

In conclusion, findings from Design Ventura 2019 (see sections 3.1 to 3.4) confirm a high level of success against all of Design Ventura 2016 to 2019 anticipated outcomes, namely 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
- 60% of young people feel more confident about the potential of their own ideas

This is consistent with evaluation findings from each of the previous six years, and when considered alongside the short, medium and long-term longitudinal case study findings (see section 3.5 above), provides compelling longitudinal insights into the impact of Design Ventura on each of the project's specific aims (2016 to 2019), namely:

- Improving enterprise and creative design skills amongst young people
- Increasing students' understanding of business within the design industry
- Motivating young people to fulfil their potential
- Extending the reach of the museum through blended learning
- Building sustainability

In summary, considering all findings in section 3 above, the following themes emerged from analysis of Design Ventura 2019 evaluation data:

- The 2019 revised methodology and updated survey instruments continue to greatly improve the collection, and subsequent analysis, of data around students' confidence and ambition and, as a result, provide longitudinal insights into *Motivating young people to fulfil their potential*, consistent with each of the other specific aims.
- Consistent with this, 2019 data analysis indicates that, in 2019, all key indicators of students' confidence and ambition were positively impacted by participation in Design Ventura.
- Findings confirm that the sustainability of Design Ventura is supported by the ongoing evolution of a digitally rich blended delivery model, which, again in 2019, resulted in findings that confirm high rates of satisfaction with digital modes of learning and associated resources.
- Combined and triangulated 2019 survey data and 2019 longitudinal impact case study data again offer encouraging insights into the sustainable benefits to students and teachers of participating in Design Ventura and reveal that these appear to be both significant and longitudinal.
- A 2019 medium-term longitudinal teacher impact case study, exploring the impact of DV over six years of participation, confirmed the benefit to teaching practice appears to be significant and longitudinal. In addition, Design Ventura participation was revealed as the single most beneficial experience in supporting development of the case study teacher's pedagogical practice.
- A 2019 long-term longitudinal student impact case study, exploring an individual legacy over 10 years from participating in Design Ventura (2009 to 2019), reveals that DV participation continues to impact the student in positive ways, lasting into tertiary education and employment.
- 2019 teacher survey data confirmed 2018 findings on the value of the new brief format in supporting GCSE progress, aligning Design Ventura more closely to GCSE specifications. Longitudinal case study data suggesting that this mapping could be broadened to provide flexibility across different exam specifications.

4. Conclusions contd.

- 2019 findings again reveal the potential of Design Ventura in both raising the profile and highlighting the value of design education to the secondary curriculum. However, findings but also reveal that these benefits could be communicated more effectively to school managers.
- Consistent with the above, 2019 data confirms that the importance of Design Ventura as an authentic design learning opportunity continues to increase as curriculum reform impacts on secondary schools' curricula.
- Consistent with this, 2019 findings indicate that Design Ventura remains highly effective in offering an authentic opportunity for design, achieving success against all key performance indicators
- 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. This could be monitored more closely to further enhance return rate.
- The ongoing responsive redesign of survey instruments continue to be effective in minimising inconsistencies between qualitative and quantitative data.
- 2019 findings reveal that there remain concerns around the timing of the project in the school year.
- 2019 survey data are consistent in highlighting both the timing of and limited amount of time allocated to Design Ventura as problematic, from both learning and organisational perspectives.
- In 2019, teachers again express concerns around the London-centric nature of face-to-face learning experiences.
- Consistent with this, time and cost remain specific factors impacting access to face-to-face learning experiences, such as Design Museum workshops and exhibition visits.

4.2 2019 Recommendations

The systematic analysis and interpretation of data collected during the evaluation of Design Ventura 2019 have resulted in the following recommendations

1. The 2019 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, including consideration of more adaptable alignment to a wider range of GCSE specifications.
2. This rate of survey returns continues to be positively impacted by being a condition of submission. There is an opportunity going forward to monitor and increase student survey response percentages above the 27% return rate recorded this year.
3. DV 2019 data reveals consistently high 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. 2019 data confirms that the Design Museum-based learning activities, were again well received by students and teachers, who report again report that they are well-focused and structured. These should continue to be evaluated and developed as part of a future learning environment focused on blended and distributed learning experiences.
5. The updated DV 2019 student survey instrument supports a non-binary choice of gender for the second 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.
6. 2019 data indicates that the gap in impact of Design Ventura on student's creative and business-related skills has been eliminated. This is pleasing and should continue to be monitored going forward.

4. Conclusions contd.

7. The 10th anniversary long-term longitudinal student impact case study, exploring an individual legacy over 10 years from participating in Design Ventura (2009 to 2019), reveals that DV participation continues to impact the student in positive ways, lasting into tertiary education and employment. This longer-term impact should continue to be monitored and shared with students and teachers going forward.
8. Collection and analysis of longitudinal impact data, done for the fourth time in 2019, 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.
9. 2019 data reveals that Design Ventura remains highly effective in offering an authentic opportunity for design, achieving success against all key performance indicators and resulting in longitudinal impact on both students and teachers. Data also reveals the increasing importance of the programme in offering this opportunity. The Design Museum should continue to consider how to develop and resource the project in the longer-term.
10. Design Ventura 2019 included for the first time, a small group of participants from year 8. This development should continue to be monitored going forward.
11. 2019 data highlights the positive impact of sharing the experience of shortlisted and winning entries with the broader cohort. This should continue going forward.
12. In light of on-going teacher concerns around accessibility to Design Museum-based exhibitions and learning experiences, consideration should continue be given to developing local networks for workshop and CPD delivery as part of project planning.
13. In light of teacher and student concerns around project timing, consideration should continue to be given to this in project planning.
14. Data collected in 2019 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.

REFERENCES

Chell, E. and Athayde, R. (2009) *The identification and measurement of innovative characteristics of young people: Development of the Youth Innovation Skills Measurement Tool*, London: NESTA.

Cohen, L., Manion, L. and Morrison, K. (2017) *Research Methods in Education*, London: RoutledgeFalmer.

Craig, C. (2007) *Creating Confidence: A handbook for professionals working with young people*, Glasgow: The Centre for Confidence and Well-being.

Kvale, S. (1996) *Interviews*, London: Sage Publications.

Lincoln, Y.S. and Guba, E.G. (1985) *Naturalistic Enquiry*, Beverly Hills: Sage Publications.

Robson, C. & McCartan, K. (2016) *Real World Research (4th Edition)*, Oxford: Blackwell.

Taplin, D., Clark, H., Collins, E. and D. Colby (2013) *Technical Papers: A Series of Papers to support Development of Theories of Change Based on Practice in the Field*, New York: Acknowledge and The Rockefeller Foundation

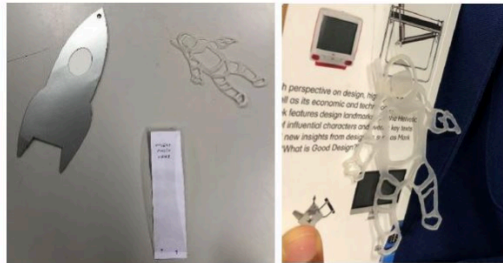
Appendix i – 2019 Submitting Schools

Alderman Peel High School	John Hampden Grammar School	St Augustine's Catholic College
Ark Acton Academy	Judgemeadow Community College	St Cuthbert's Catholic High School
Ashcroft Technology Academy	King Alfred School	St Lawrence College
Backwell School	King Edwards VI Handsworth Grammar School for Boys	St Marylebone School
Barton Court Grammar School	Kingsbridge Community College	St Nicholas Anglo-Brasileira
Bavarian International School gAG	Kinross High School	St Olave's Grammar School
Berlin British School	Kirkwall Grammar School	St Pauls Catholic College
Beverley High School	La Mare De Carteret high school	St Paul's Catholic School Leicester
Blythe Bridge High School	La Sainte Union Catholic Secondary School	Stradbroke High School
Borden Grammar School	Lady Margaret School	Swakeleys School for Girls
Brentwood County High School	Langley Park School for Boys	The Boswells School
Brighton Aldridge Community Academy	Latymer Upper School	The Burgess Hill Academy
Brigshaw High School	Lilian Baylis Technology School	The Hart School
Bullers Wood School for Girls	Lord Grey Academy	The King John School
Cambourne Village College	Lymm High School	The Market Weighton School
Cams Hill School	Mayfield Grammar School for Girls	The Piggott School
Cardinal Newman Catholic School	More House School, Surrey	The Spires College
Carshalton High School for Girls	Newstead Wood School for Girls	The Stourport High School
Castle Rushen High School	North Walsham High School	The Thomas Alleyne Academy
Chancellor's School	Notre Dame School Plymouth	Thistley Hough Academy
Chiswick School	Oldfield School	Thomas Deacon Academy
Claydon High School	Oldham Hulme Grammar School	Thomas More Catholic School
Colchester Royal Grammar School	Open Academy	Tibshelf Community School
County Upper School	Orleans Park School	Tonbridge Grammar School
Dame Alice Owens School	Oxted School	Towers School and Sixth Form Centre
Darwen Aldridge Community Academy	Park House School	Trinity Academy, Edinburgh
Drummond Community High School	Peterhead Academy	Trinity School, Newbury
Ellesmere College	Plumstead Manor School	Tunbridge Wells Girls' Grammar School
Emerson Park Academy	Q3 Academy Tipton	Twynham School
Ferndown Upper School	Queen Elizabeth's Girls' School	Uffculme School
Fulford School	Queen Mary's Grammar School	Upton-by-Chester High School
George Spencer Academy Nottingham	Rainham School for Girls	Villiers High School
Greig City Academy	Rangitoto College	Waddesdon Church of England School
Haberdashers' Aske's School for Girls	Raynes Park High School	Waldegrave School
Hans Price Academy	Regent High School	Wallington High School for Girls
Harrow Way Community School	Ricards Lodge High School	Walsall Academy
Heathcote School & Science College	Roundwood Park School	Weatherhead High School
Highfields School, Wolverhampton	Rushey Mead Academy	Weydon School
Hockerill AngloEuropean College	Sale Grammar School	Whalsay School
Horsforth School	Shenley Brook End Academy	Whealers Lane Technology College
Howard of Effingham School	Shireland Collegiate Academy	William Ellis School
HSC Home Education Group	Shrewsbury High School	Wirral Grammar School for Boys
Ilford County High School	Simon Balle All-through School	Woodford County High School
International Community School	South Bank Engineering UTC	Wrekin College
Invicta Grammar School	South Wilts Grammar School for Girls	Wren Academy
Ipswich High School	Southend High School for Girls	Total of 137 schools

Appendix ii – 2019 Shortlisted Schools

DESIGN VENTURA SHORTLIST 2019

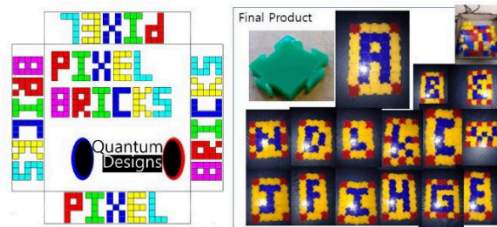
(in alphabetical order)



Ashcroft Technology Academy, London

Rocket Man Bookmark

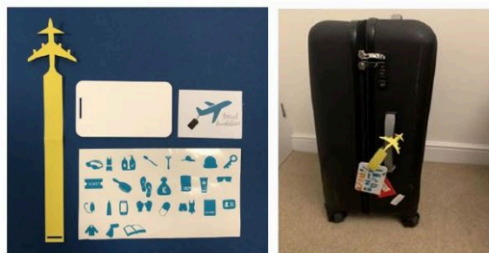
A rocket shaped bookmark, with an attached rocket man, that can be customized with photos.



Blythe Bridge High School, Staffordshire

Pixel Bricks

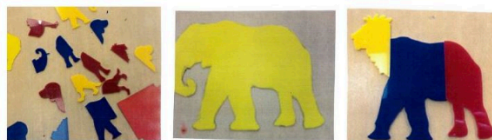
An art/design kit that allows people to create pixelated designs and patterns using coloured pieces that fit together like a jigsaw.



Cardinal Newman Catholic School, East Sussex

Travel Buddy

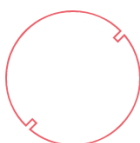
A travel tag that can be customized with stickers, to help people remember what they need to pack for their holidays.



County Upper School, Suffolk

Magnamals

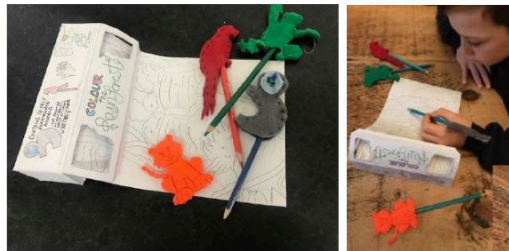
Animal shaped magnets that come in three pieces so that they can be mixed and matched to create new creatures.



Ferndown Upper School, Dorset

Finger Fussball

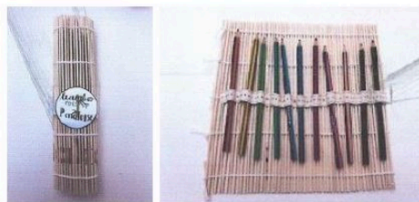
A design themed version of finger football where the teams are made up of figures from the Bauhaus and other art/design movements.



George Spencer Academy, Nottinghamshire

Colour the Rainforest

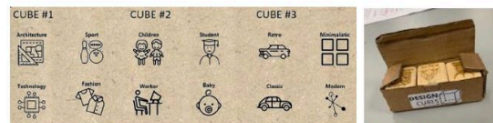
A rainforest themed activity kit for children that includes a rainforest colouring in sheet and felt pencil toppers/finger puppets of endangered animals. The kit aims to raise awareness about endangered animals and their habitats.



Trinity School, Berkshire

Roll up Bamboo Pencil Case

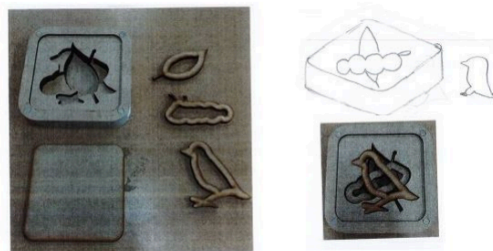
A sustainable roll up bamboo pencil case.



Twynham School, Dorset

Design Cubes

A dice game that helps people generate design ideas and combats creative block. Three dice with different categories help students generate creative ideas.



Upton-by-Chester High School, Cheshire

Food Chain Puzzle

An educational wooden puzzle for young children, where the organisms must be put in the order that they appear in the food chain.



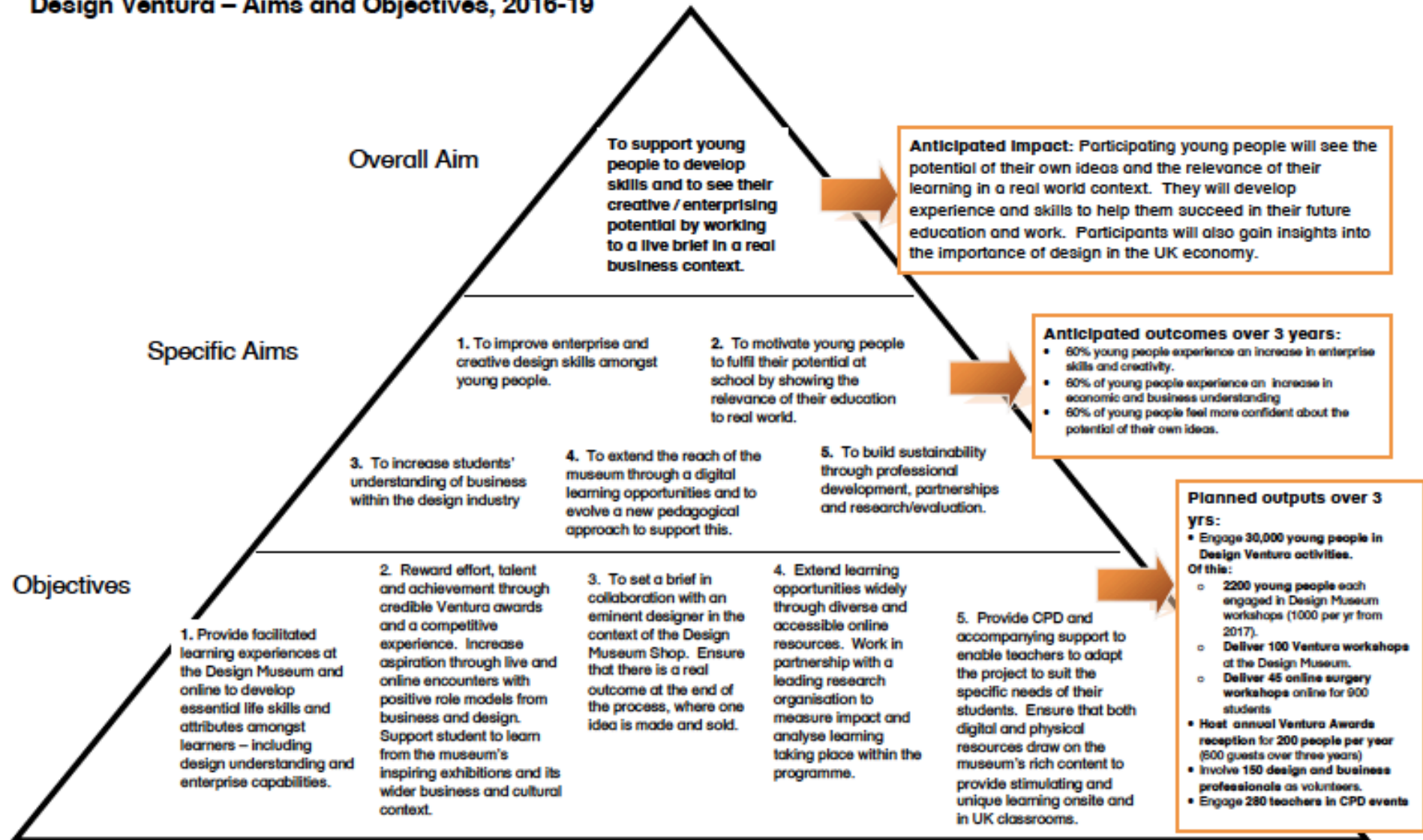
Wallington High School for Girls, Surrey

Jigsters

A set of cork coasters in jigsaw shapes, that fit together to form a place-mat depicting imagery relating to the Design Museum exhibition *Moving to Mars*.

Appendix iii – Aims and Objectives 2016-2019

Design Ventura – Aims and Objectives, 2016-19



Appendix iv – 2019 Student Survey

Design Ventura 2019: 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

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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rate the workshop at the Design Museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rate the visit to the Design Museum Shop and exhibitions as:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rate the Design Museum in-school workshops as:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rate the weekly after school club webinars as	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I rate my Design Ventura experience as:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rate my experience of learning from Industry Experts (business and design professionals) as	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it's a good idea to make plans for the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident I can achieve what I want to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
But, if I'm going to do this I know I will need to make a plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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 – 2019 Teacher Survey

Design Ventura 2019: 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

Teacher name *

Short answer text

School name *

Short answer text

How did you run Design Ventura? *

- As part of timetabled curriculum lessons
- As an after school or lunchtime club/activity
- As a one-off/special off timetable day or event
- Other...

What subject do you teach? *

- Design and Technology
- Art and Design
- Other...

How did you hear about Design Ventura? *

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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weekly after school club webinars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online teacher CPD (live or recording of)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Museum based CPD events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops at the Design Museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to Design Museum exhibitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling collection (Products from the Design Museum Shop)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design Museum Shop website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design Museum main website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design Ventura posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competing with other schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combining design and enterprise learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short films	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Industry Experts ...	<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"/>
Q&A Feature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 vi – 2019 Example Case Study

Interview Schedule

Design Ventura 2019/20 10 Year Case Study Longitudinal/Winning Teacher Interview Questions

Introduction

I'd like to talk to you about your Design Ventura (DV) experience. Your experience is of particular interest as a case study because you can provide insights from multiple perspectives:

- Longitudinal participation
- Experience of being shortlisted
- Experience of winning

I'd like to ask you about three aspects of your DV experience(s), asking you to consider each from the perspectives listed above:

1. What has participating in/being shortlisted/winning DV given you: in effect how has DV impacted your practice?
2. What has participating in/being shortlisted/winning DV given your students?
3. What has been the impact of participating in/being shortlisted/winning DV been on how Design and D&T are perceived in school/by parents?

Interview Data

With your permission, the interview will be recorded and transcribed. You will be provided with a copy the transcription and you will have the opportunity to discuss any parts of the transcription you are unclear about or might want to redact. Interview data will then be analysed and analysis and findings will be included in the 2019/20 Evaluation Report. Data may also be used to illuminate key findings or emerging themes in other DV publications.

Interview Question Stems

Would you start by telling us a little bit about yourself, your professional background and how you got into teaching Design & Technology?

How long has the school been involved with DV?

How long have you been involved with DV?

Why did the school/you become involved with DV?

Tell me a bit about how you delivered DV? (In lessons, lunch time etc.)
(Any difference in delivery between being shortlisted/winning)

Was/is Design Ventura a different teaching experience to teaching Design Technology at school? What's different about it? (Any difference between being shortlisted/winning)

Were/are there particular aspects of Design Ventura that you enjoy? Why?
(Any difference in enjoyment between being shortlisted/winning)

How has DV impacted on your practice? Did/do you do things differently in the classroom?
(Any difference between in what you did as a result of being shortlisted/winning)?

Are there any aspects of design process that you feel DV particularly helped you with?
(Any particular insights into being shortlisted/winning)
(Interviewer Note: Xref to Teacher Survey Questions)

Have your DV experiences impacted what you do in the classroom outside of DV? If not, why?
(Any particular insights into being shortlisted/winning)

What has been the biggest impact of DV on you/your practice?
(Any particular insights into being shortlisted/winning)

Anything else you want to tell us about your personal experience of DV?
(Any particular insights into being shortlisted/winning)

Thanks. I'd like to ask you a bit about what you think the impact of DV was on students?

Do you think Design Ventura was a different learning experience to Design & Technology lessons at school? What was different about it?
(Any particular insights into shortlisted/winning learning experience)

Were there particular aspects of Design Ventura that your students enjoyed? Why?
(Any particular insights into shortlisted/winning learning experience)

How did DV impact on their design skills? Did they start to do things differently in the classroom during DV?
(Any particular insights into shortlisted/winning learning experience)

Are there any aspects of design process that you feel DV particularly helped them with? Why?(Any particular insights into shortlisted/winning learning experience)
(Interviewer Note: Xref to Teacher/Student Survey)

Do you think DV had any impact on what they do in the classroom outside of DV? If not, why?
(Any particular insights into shortlisted/winning learning experience)

What has been the biggest impact of DV on students/their practice?
(Any particular insights into shortlisted/winning learning experience)

Anything else you want to tell us about your student's experience of DV?
(Any particular insights into shortlisted/winning learning experience)

**Lastly, would you tell us a bit about what the impact of DV has been on perceptions of Design (Design & Technology)?
Profile, numbers, career choice etc.**
(Any particular insights into shortlisted/winning learning experience)

On students?

On the school, school community?

On parents?

Thanks!

Goldsmiths

UNIVERSITY OF LONDON

 j.bain@gold.ac.uk

Report content ©Jennifer Bain
Goldsmiths

Photography © Design Museum