



The Design Mark

are you up for it?

Kevin Jones and Mary Southall

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Kevin Jones

- deputy head of a Technology College
- AST
- cohort of 98 taking A. level design and technology
- SSAT National Subject Leader: Technology Colleges



Mary Southall

- HoD / senior teacher
- AST
- 100% grade A's at A. level
- commissioner teacher: London Challenge



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what do we do?

- Working in a variety of schools **every week**
- The **Design Museum** (write and deliver secondary CPD)
- The **Victoria and Albert Museum** (write and deliver secondary teaching and learning materials for design and technology)
- The **Design Council** (member of the national 'Design Skills' advisory panel and chair of schools steering group) including chief moderator Design Mark
- Specialist Schools and Academies Trust **SSAT**
- Qualifications and Curriculum Development Authority **QCDA**
- **IET Faraday** STEM materials (write and deliver)
- Buffalo State University, New York USA (write and deliver CPD)
- South East Asia international conference (present keynotes)
- HoK architects (advice on BSF)
- **D&T Association** (write publications, deliver CPD)



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session objectives

- to gain a greater understanding of the 'Design Mark'
 - explain the history
 - explain the process
- to show examples of successful schools
- look at the benefits to the D&T community



issues facing the design industry

- Design Council - Government agency promoting design
- UK seen as a global leader in design industry
- BUT what's on the horizon?
- China !!!!
- design industry generates £11 billion to the UK economy



The vision and strategy for professionalising UK design skills



The way forward



Industry

- Designers' Business Knowledge Base
- Professional Development Campaign
- Strategic Analysis & Future Thinking
- Programme of Professional Practice CPD

Colleges & Universities

- Visiting Design Professionals
- Multi-disciplinary Networks
- Careers Advice and Guidance

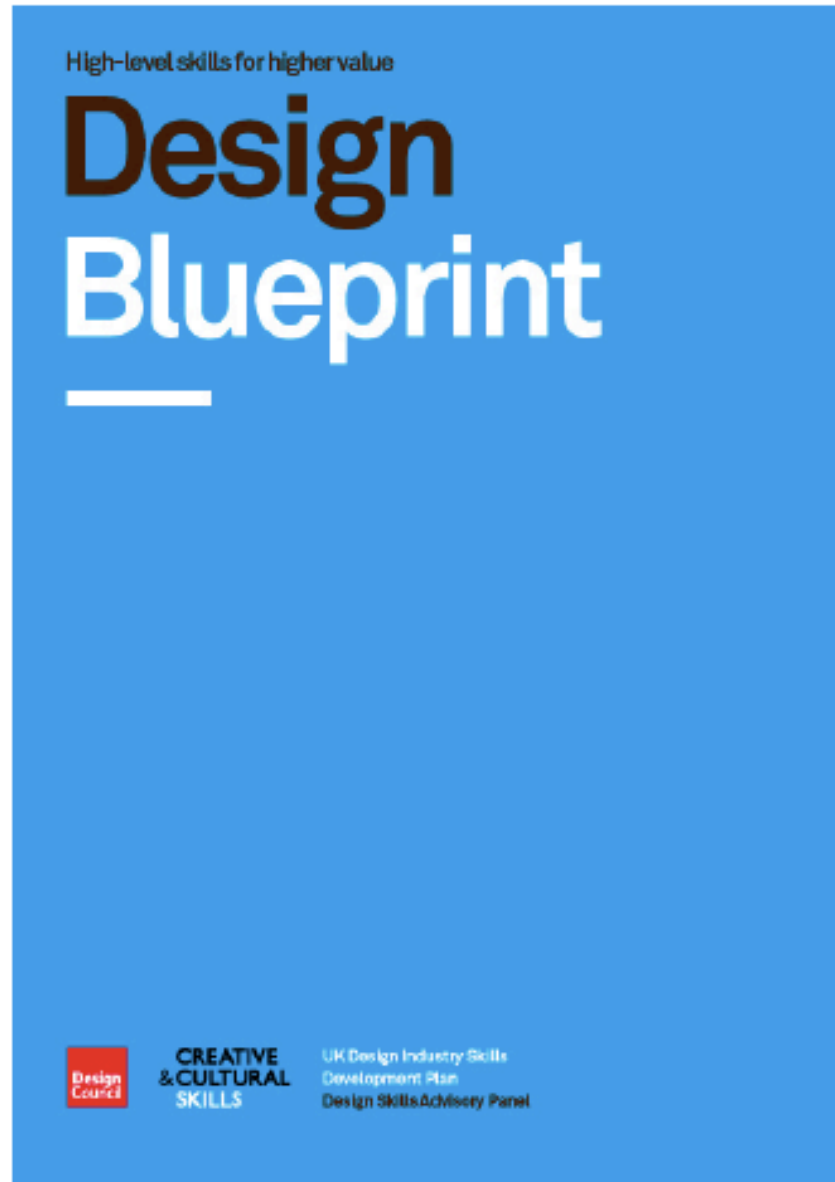
Schools

- Designers working with schools
- Design Mark for schools
- Teacher Development



The plan for action

ap



Schools initiatives

- Designers working with schools
- Design Mark
- Teacher Development

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thedesignmark

quality standards framework



[Home](#) ~ [Why the Design Mark?](#) ~ [Self evaluation](#) ~ [Examples](#) ~ [Award Holders](#) ~ [Login](#) ~

The Design Mark

The Design Mark is a quality standards framework developed jointly by the [DCSF](#), [The Design Council](#) and the [Design & Technology Association](#). It is intended as an aspirational badge awarded to primary and secondary schools that demonstrate excellence in their teaching of design.

Using the Design Mark framework for self evaluation

Schools are likely to be evaluating their provision for, and practice in design education. This framework provides the quality 'standard' against which they can evaluate their practice. The framework has been designed to reflect the ways in which leaders and co-ordinators of the design education curriculum area are likely to be required to account for its overall effectiveness within a whole school context.



Some schools may wish to use the Design Mark framework for self evaluation purposes only and not apply for the quality mark.

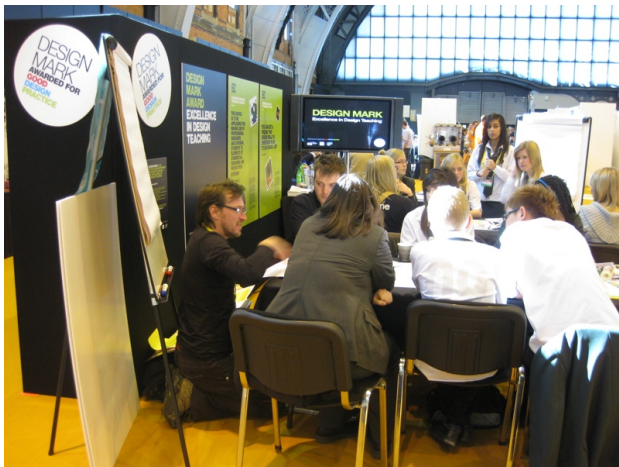
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Aims

The Design Mark aims to **identify and reward** primary and secondary **schools** that are **delivering high quality design education** to their students.





how many schools are involved?

We're in the second year of national roll out

currently have;
15 Primary schools
21 Secondary schools
who have achieved the award

currently have 42 schools
in the process of applying

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the 4 elements

- beliefs and values about the value of design
- management of design education
- effective teaching of design
- quality of learning through design

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BELIEFS AND VALUES ABOUT DESIGN EDUCATION

ELEMENTS	SUB - ELEMENTS	EXAMPLES OF POSSIBLE EVIDENCE
BELIEFS AND VALUES ABOUT DESIGN EDUCATION	<ul style="list-style-type: none"> A. Value, status and importance of a design ethos in the school – how is this demonstrated throughout the school?. B. Embeddedness and sustainability of design education in the school – how well is succession planning embedded? C. Local community connections – how does the school work with their community groups seeking to make potential design scenarios that are real and contextual to the school? D. Sharing practice – in what way has the school demonstrated it's commitment to sharing good practice locally? 	<ul style="list-style-type: none"> A. Series of digital annotated images, audio-visual statement from HT e.g. presentation to parents on open evening. A well designed website. Commitment to recycling materials and energy saving (sustainable schools). B. Professional development evidence, design related training days, responsibilities distributed. C. Links with nursery schools or other local groups to identify real needs that students can work on. D. Holding a local CPD day for the LA, holding twilight meetings to gather local teachers together etc followed by evidence of impact.



BELIEFS AND VALUES ABOUT DESIGN EDUCATION





BELIEFS AND VALUES ABOUT DESIGN EDUCATION

Status and importance of a design ethos in the school – whole school displays

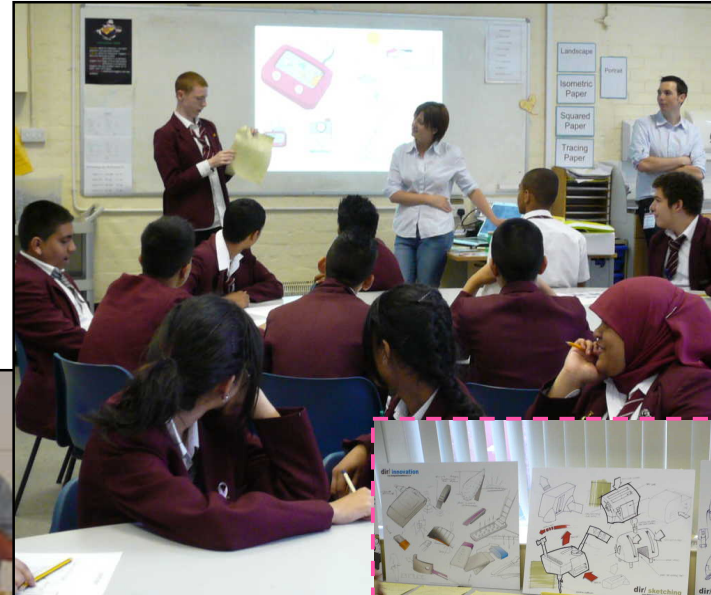


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BELIEFS AND VALUES ABOUT DESIGN EDUCATION

Professional practice connections – IDEO and designers in Residence





BELIEFS AND VALUES ABOUT DESIGN EDUCATION

Community Connections – work with Primary and Secondary partners





MANAGEMENT OF DESIGN EDUCATION

ELEMENTS	SUB - ELEMENTS	EXAMPLES OF POSSIBLE EVIDENCE
MANAGEMENT OF DESIGN EDUCATION	<p>A. Curriculum entitlement and planning – how effective are SoL with regard to; progression, skills acquisition, awareness of design industry practice etc?</p> <p>B. Organising the subject (collaborative working) – is there a shared vision for the subject within the school. Is the learning environment vibrant and dynamic</p> <p>C. Opportunities for learning about design beyond the classroom</p> <p>D. Curriculum leadership, review and evaluation – does design education have clear, strong and innovative leadership?</p> <p>E. Resource & budgetary management</p>	<p>A. Copy of the timetable. / curriculum plan. Digital images of outcomes from the SoL, provide examples of experience of learning for a Key Stage 3 student. How do you know it is effective? A single sheet overview for a key stage.</p> <p>B. Vision statement, photos of classroom / dept corridors etc. Training day programme and minutes for design and technology.</p> <p>C. Video or photos of visits and ongoing impact on learning</p> <p>D. Senior team response to this. OFSTED quote, or quotes from students, parents and governor.</p> <p>E. photos of resources in use, copy of annual capitation for the subject.</p>



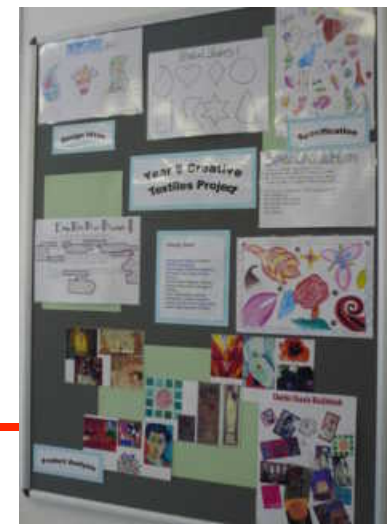
MANAGEMENT OF DESIGN EDUCATION





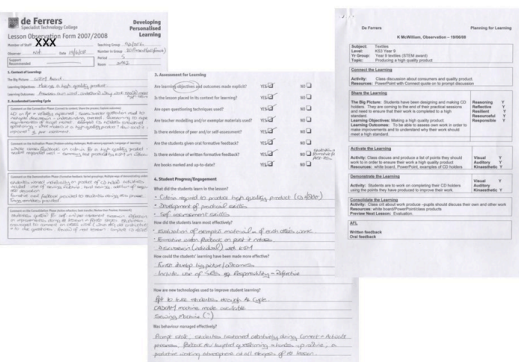
MANAGEMENT OF DESIGN EDUCATION

Curriculum entitlement and planning



Year 9 – all material areas

Shared Vision





MANAGEMENT OF DESIGN EDUCATION

Learning beyond the classroom



The Big Bang

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Ready Steady Cook



The Clothes Show
and The Food Show
– NEC Birmingham





MANAGEMENT OF DESIGN EDUCATION

Resource & budgetary management



Design Challenge inspiration
table



Projects based
on Recycling



The Mystery Product box

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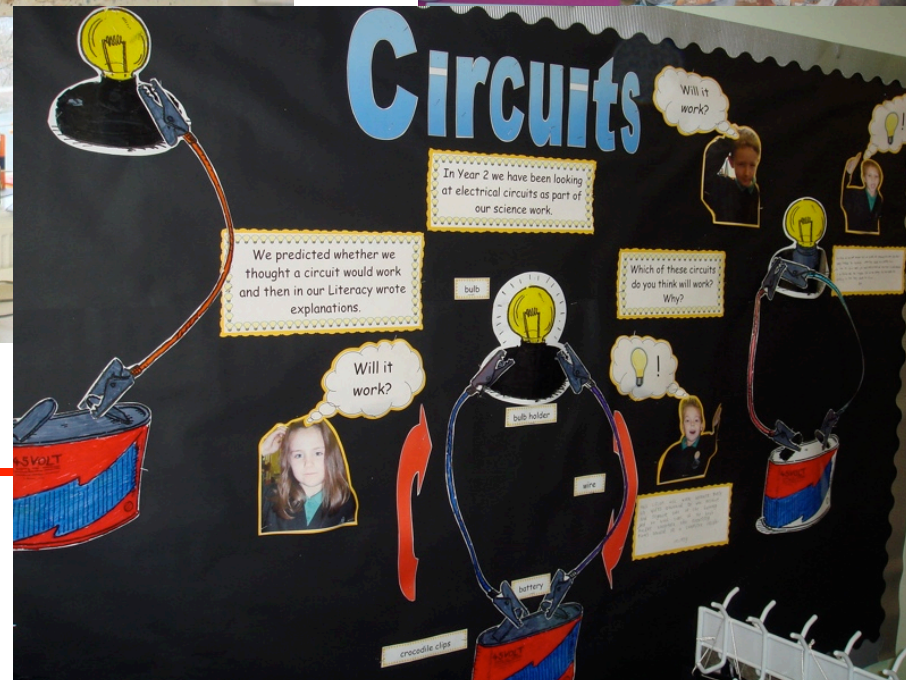
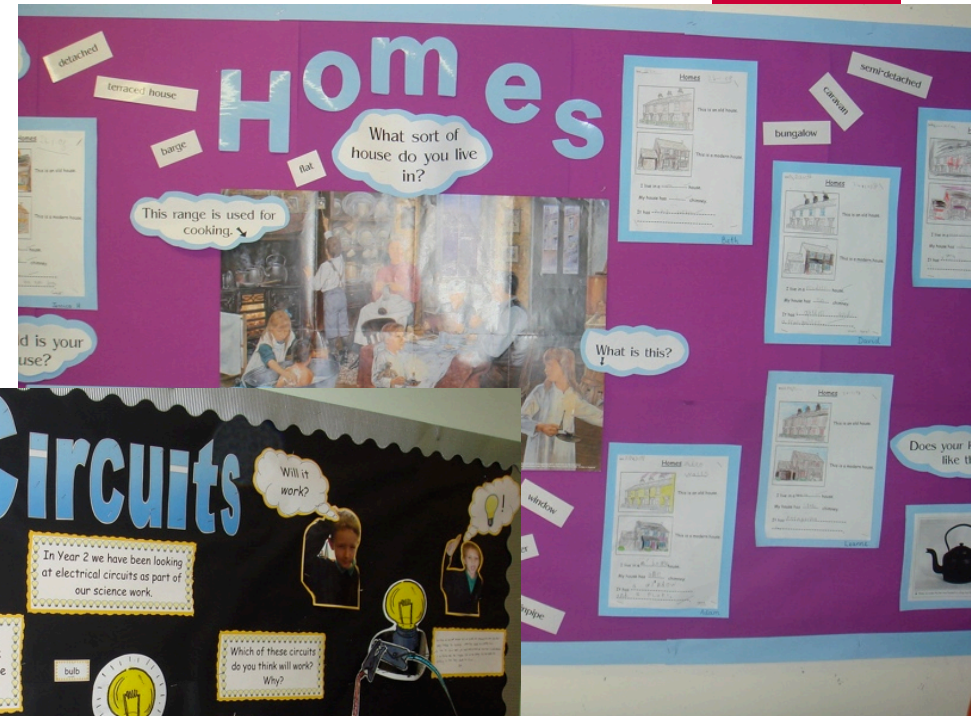


EFFECTIVE TEACHING OF THE SUBJECT

ELEMENTS	SUB - ELEMENTS	EXAMPLES OF POSSIBLE EVIDENCE
EFFECTIVE TEACHING OF THE SUBJECT	<ul style="list-style-type: none"> A. Skills, methodology of design education – are these design skills embedded within the teaching of design and how well do students demonstrate them? B. Assessment for Learning – do students know the level they are working at, do they know how to improve and do they know their potential? C. Innovative practice – are teachers looking to practices that may improve the quality of design delivery within the school D. Professional development – is CPD or action research encouraged and the findings then fed back into developing the subject? 	<ul style="list-style-type: none"> A. Video of part of lesson, examples of a variety of student work, showing progression over their time in school (work of one student over a number of years), exam moderator feedback, B. Student log, comments from students (written or audio) C. Copy of creative timetable solutions, innovative displays, staff are members of discussions forums, use of PLTS in planning to engineer creative teaching scenarios. Does the school subscribe to a weekly/monthly design magazine, attend design exhibitions etc D. Example of impact on student learning as a result of professional development



EFFECTIVE TEACHING OF THE SUBJECT



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EFFECTIVE TEACHING OF THE SUBJECT



Innovative Classroom displays



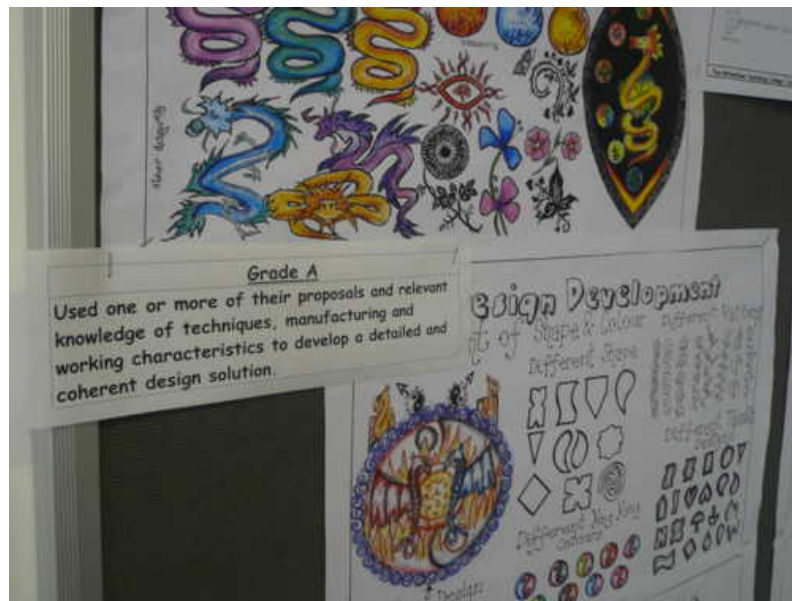
Quality products



Development of CAD design



EFFECTIVE TEACHING OF THE SUBJECT



Modelling – how to get a Grade A

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Assessment for Learning

Classroom displays

What level are you?

Level 4

- Can you produce design ideas using information you have collected?
- Can you think about your Target Users views?
- Can you use labelled sketches and models to produce lots of design ideas?
- Can you use your knowledge of materials, ingredients and components in an accurate way?
- Is your work well finished and does it function?
- Can you use ideas from other designers to inspire your own ideas?
- Can you produce step by step plans?
- Can you work with a range of tools and equipment?
- Can you evaluate what is working well and what could be improved?
- Can you evaluate your designs as they develop and learn from previous experience?



EFFECTIVE TEACHING

Log onto the VLE and complete our D&T survey!
Subjects > D&T > Pupil Voice

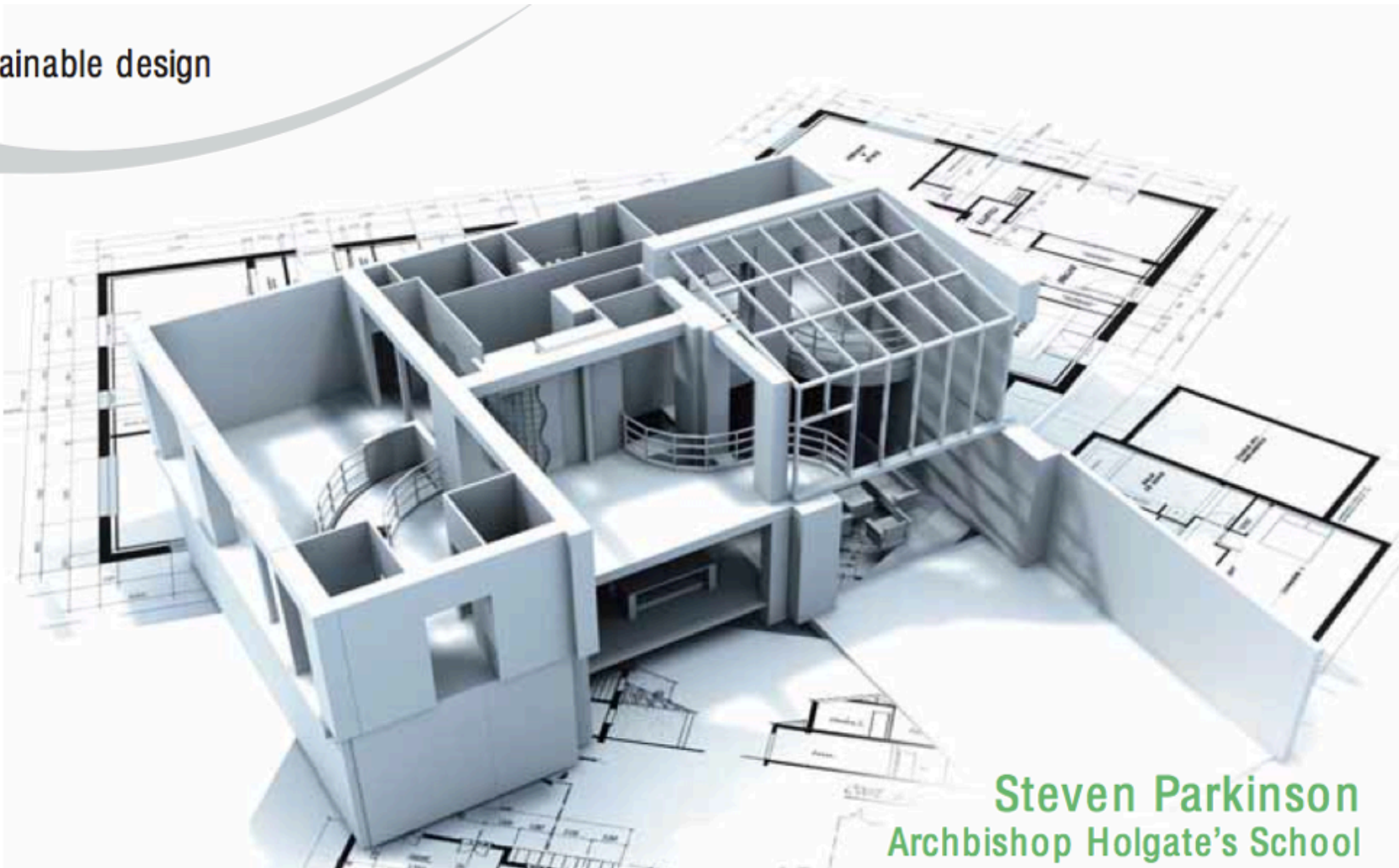


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EFFECTIVE TEACHING

sustainable design



Steven Parkinson
Archbishop Holgate's School



EFFECTIVE TEACHING OF THE SUBJECT

Inspiration from designers



Packaging Evaluation Sheet



Meets target audience	Surface Graphics	Fitness for purpose
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

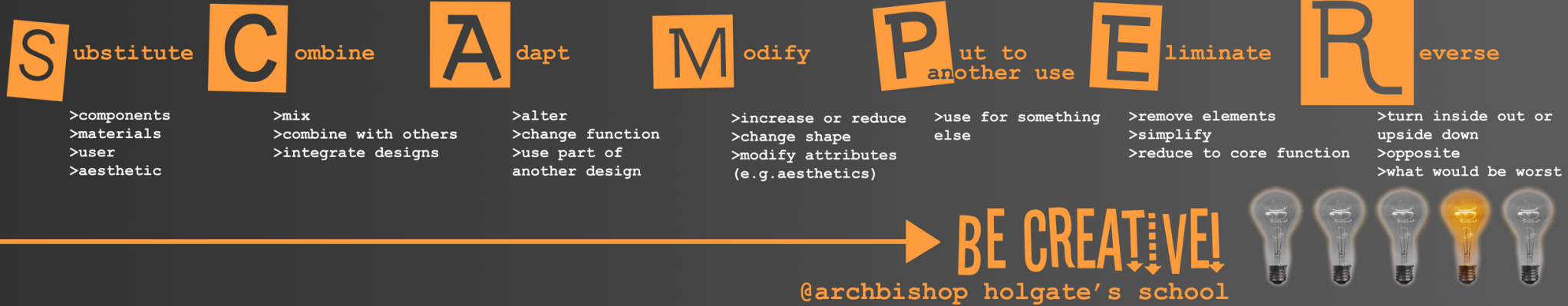
Does it fully meet the intentions?
 A Completely
 B Almost
 C Some
 D Little
 E None

Designer of the month award





EFFECTIVE TEACHING



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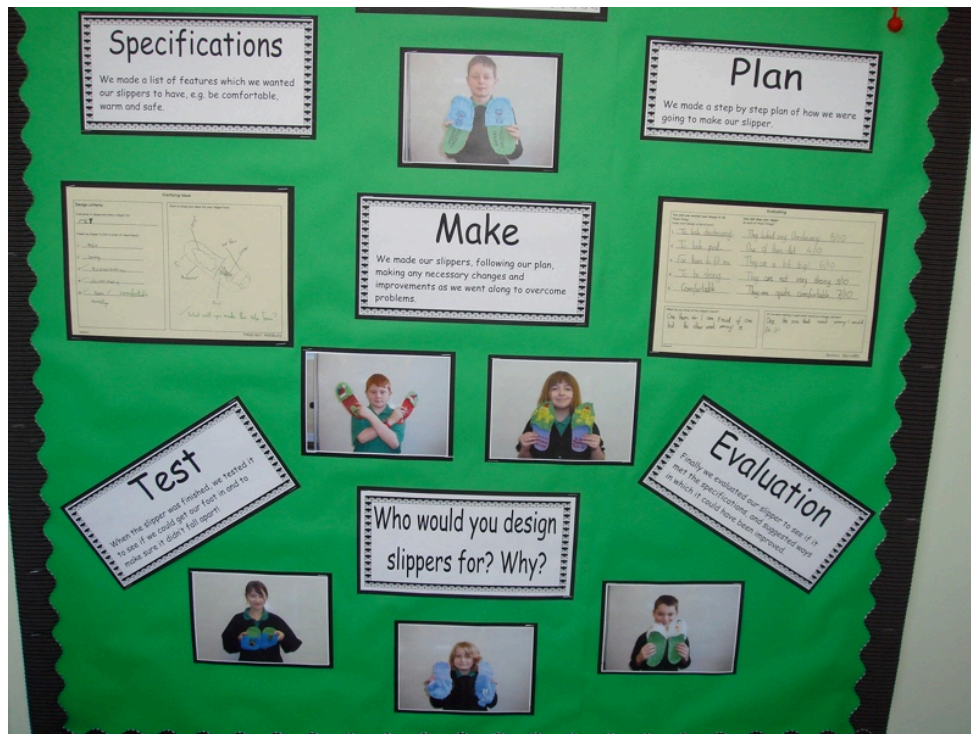


LEARNING THROUGH DESIGN EDUCATION

ELEMENTS	SUB - ELEMENTS	EXAMPLES OF POSSIBLE EVIDENCE
1. LEARNING THROUGH DESIGN EDUCATION	<p>A. Design education progress, standards, achievements and national comparisons – how well do your students achieve against national standards? How well do students achieve compared with their standards at entry?</p> <p>B. Personal development and wellbeing– is Every Child Matters agenda firmly embedded through design activities?</p> <p>C. Personalised design education, how do you take account of the views of learners, parents, carers and others – how are the views of learners, parents and key stakeholders influencing design education in your school?</p>	<p>A. Portfolio of work, NC action comparison, what percentages of students are working at this level? Looking at the 'progress' of a child over time, longitudinal portfolio of evidence.</p> <p>B. Set up production lines – video or photos of this. Statements from students. Healthy eating activities etc</p> <p>C. Surveys, online forums .How have you changed practice based on these views. – ie more activities are made from greener materials. Interview from school council have changed the design of the school curriculum or canteen.</p>

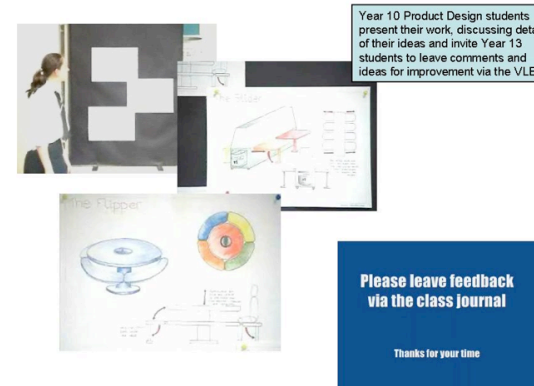
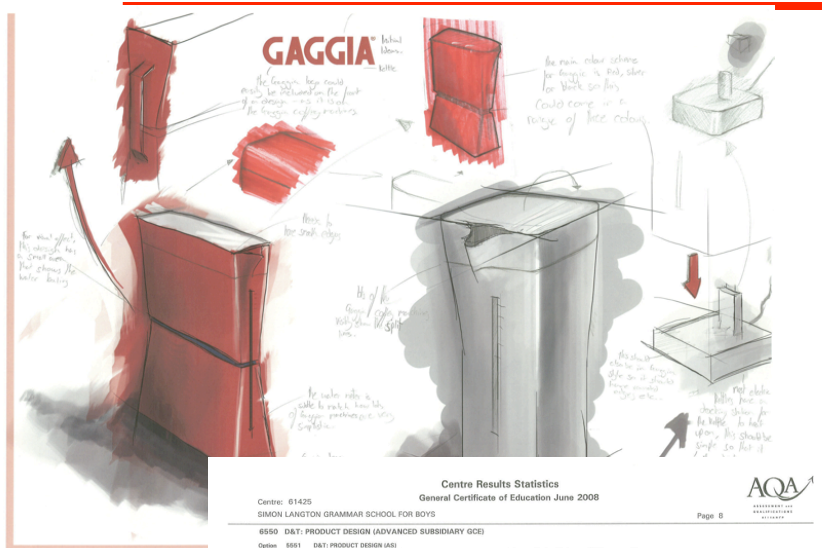


LEARNING THROUGH DESIGN EDUCATION





LEARNING THROUGH DESIGN EDUCATION



Centre Results Statistics
General Certificate of Education June 2008

Centre: 61425

SIMON LANTON GRAMMAR SCHOOL FOR BOYS

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6550 DAT: PRODUCT DESIGN (ADVANCED SUBSIDIARY GCE)

Options	8551	8550 DAT: PRODUCT DESIGN (ADVANCED SUBSIDIARY GCE)				Unassessed		Total	No Result	
	Grade A	Grade B	Grade C	Grade D	Grade E	No.	Mark			
Female	2	88.7	1	100.0	0	100.0	0	3	0	
Male	4	28.7	6	66.0	4	66.7	1	15	0	
Total	6	33.3	6	66.7	4	66.7	1	18	0	

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Total	6	33.3	6	66.7	4	66.7	1	18	0	

AQA
Overall
%

10.4	25.2	45.5	68.7	95.0	100.0
------	------	------	------	------	-------

Average %
copy

	Pass	2	3	4	5	6	AS	A
Similar	60	72	57	74	75	64	65	74
Owns	54	46	70	91	74	56	63	75
All	46	64	51	71	73	49	58	66

Awarded on AS (A2)



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LEARNING THROUGH DESIGN EDUCATION

Progress made from Yr 9 through to gaining an A* at GCSE



Year 9



Year 11

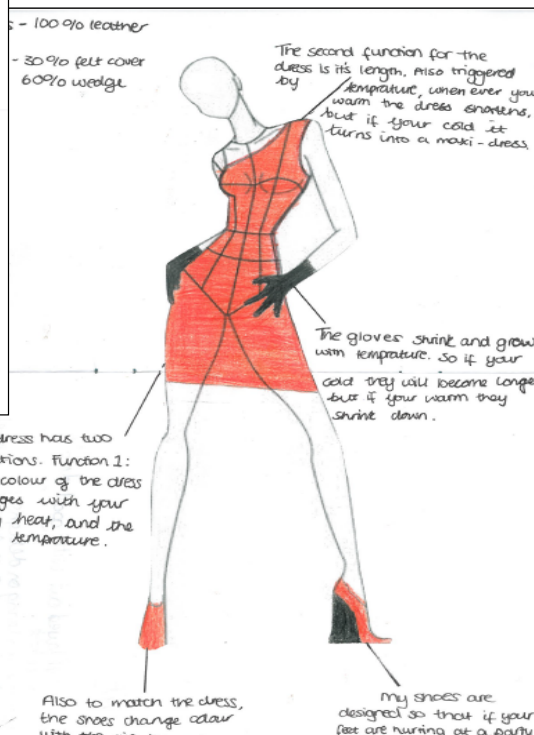


Year 10

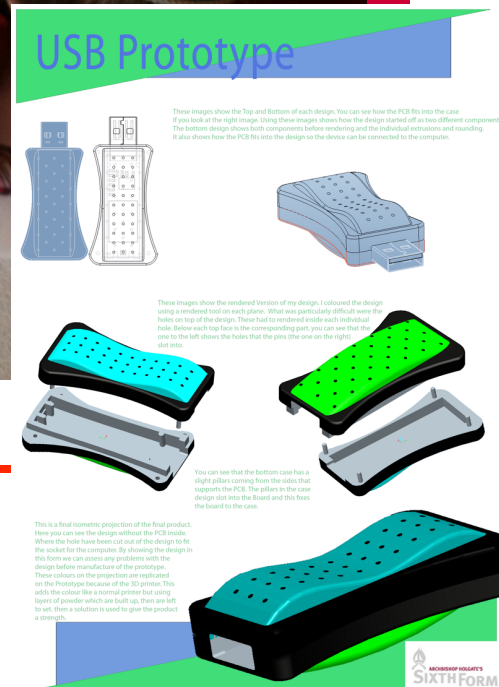




LEARNING THROUGH DESIGN EDUCATION



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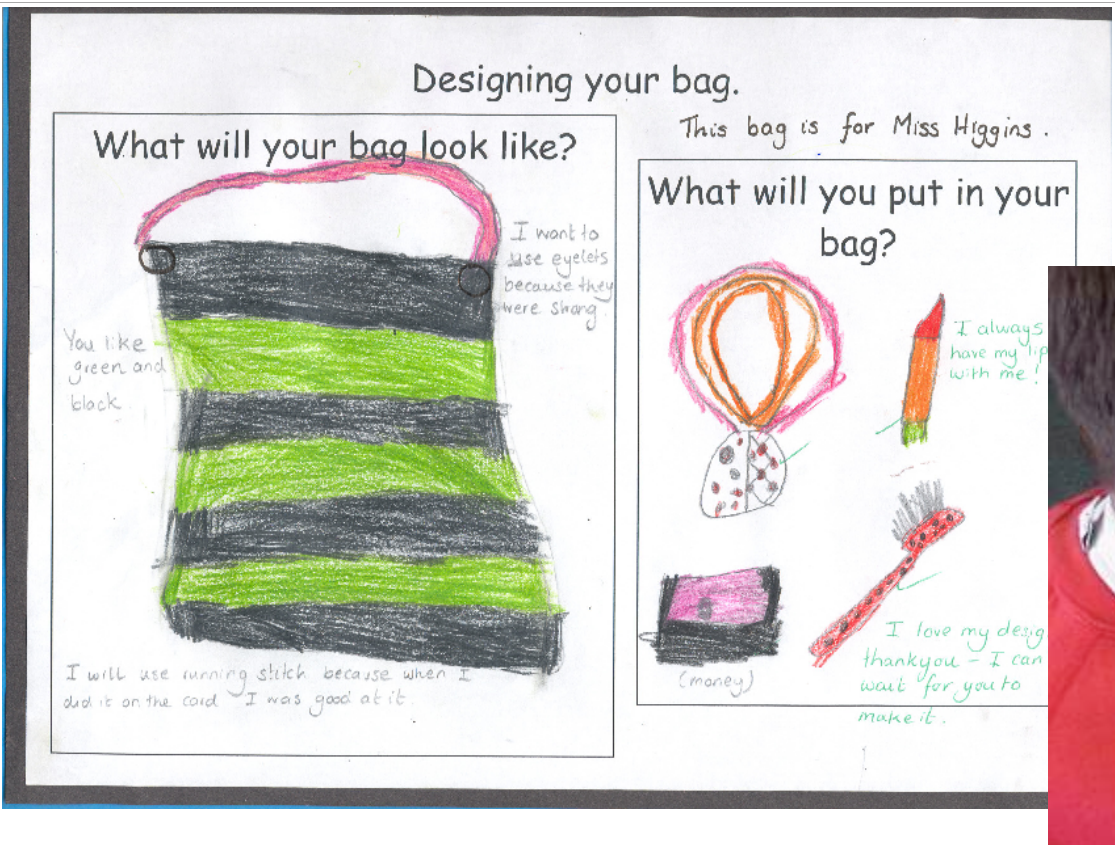
comments from a Archbishop Holgate school, York

- Time it took me to compile information: It took me about 12 months “on and off”.
 - It made me look at my department and make it better
 - Local media involvement, leading to company sponsorship and departmental income
 - MP for York, Hugh Bailey. Who couldn’t believe “D&T has moved on from woodwork” – good old MP’
 - Whole school recognition, suddenly our department was the beacon for the school
 - The Design Mark as a lever gave justification for the need to change and modernise the department
 - Increased number of pupils opting, e.g. 22 to 64 in 2 years
-



BENEFITS TO THE D&T COMMUNITY

- A national standard across the various areas of teaching and learning
- Exemplification of progression of learning
- One place storage for auditing or moderation
- A team work approach



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Progression of learning

Year 5 design ideas



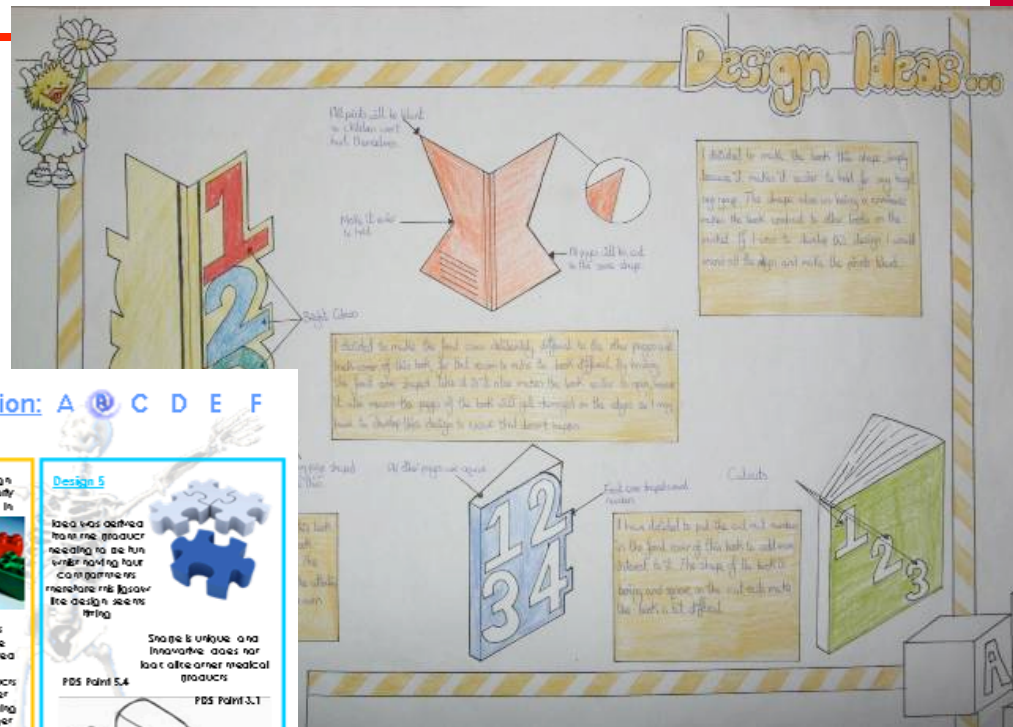
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Year 9 design ideas



Progression of learning

Year 10 Design Ideas



Design Ideas

Section: A B C D E F

Design 1
The main disadvantage to this design is that it is not very generic regarding gender and it more also rewards girls rather than boys.

It's up. In order to input medication.

PDS Point 3.1

Alarm / screen

Buttons are quite commonly used with children's favourite characters.

PDS Point 5.4

PDS Point 5.3

Reward star

PDS Point 3.2

Design 3

The colour scheme used within this design are those colours which are regularly associated with young children and used in most products for them.

PDS Point 3.2

Button when pressed releases medication.

PDS Point 5.3

Medication filter

PDS Point 3.1

Alarm / screen

Buttons controlling reward.

Reward release slot.

PDS Point 5.4

The unusual shape means that the product is more ergonomically designed.

Design 2

Where medication is released.

PDS Point 3.1

Complementary Colours

City

Alarm / screen

City to keep ringed compartment closed.

PDS Point 3.2

The use of these colours makes the product neutral and doesn't give it a gender specific marker.

PDS Point 5.3

Design 4

Cross shape resembles morph for medical use.

PDS Point 5.4

The unusual shape of this design does mean that space within the product is limited meaning it cannot control as much as it probably should be able to.

PDS Point 3.1

The use of the cross although stating that it is not a cross, it may come across to the children as looking clinical and therefore putting them off using the product.

Design 5

Idea was derived from the product needing to be fun whilst having four compartments therefore this design seems fitting.

Shape is unique and innovative does not look like other medical products.

PDS Point 5.4

PDS Point 3.1

Unlike some of the other designs this design seems unified whilst not really resembling anything children might like. It would make it unattractive to children.

Another disadvantage to this design is that it is not very ergonomically designed meaning that it would be uncomfortable for the user to handle.

Year 12 design concepts



Progression in making



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Progression in making



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what can you do?

- create a vision for design within your school
- put design into a context - design history
- analyse professional design
- introduce design strategies
- plan for progression of learning

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thank you

- kevin@attainmentpartnership.org.uk



creative
& cultural
skills

UK Design Industry Skills
Development Plan
Design Skills Advisory Panel