

# Editorial

In this issue of *Studies in Design Education Craft & Technology*, the last before our commemorative 20th birthday issue, we focus on two themes of central importance in current developments in craft design and technology. The first is a familiar one, the development of designing and making activities in the primary school. The second is less familiar, but arguably of even greater importance. It is the achievement of quality in our work.

The case for CDT activities in the primary school is now almost universally accepted. From the work in infant school through to the middle school the achievements of young people have provided compelling evidence to eliminate the doubts and uncertainties that many primary school teachers held when the arguments for introducing designing and making programmes were first put forward. In this issue we print two articles that show how far developments have proceeded.

The contribution by Milloy reviews much of the impressive work that has taken place in recent years and drives home to the crucial recommendation that primary education should be kept primary. He writes: 'It is the particular responsibility of primary teachers, headteachers and advisers to ensure that Designing and Making is firmly and consistently rooted in "good" primary practice'. He goes on 'The development of Designing and Making requires a sensitive extension and expansion of the "good" practice. This is a pioneering challenge. Designing and Making offers an exciting dimension to the primary curriculum. We need the conviction and confidence to realise that potential'.

Bosanko follows this up with a case study of the work that has been undertaken at Shirley Heath School Solihull, one of the pioneering primary schools in the introduction of our subject. He too is convinced of the opportunities yet to be realised, emphasising his hope that all primary school teachers will come to see the potential for their normal work that exists in CDT. He argues that 'it could be the best thing to come their way in a long time'.

We go on to print a selection of the recommendations from an important new report of the Design Council's Primary Education Working Party,

*Design and Primary Education*. Readers will find this a useful summary of the strategies that can be adopted in schools, LEAs and training institutions to ensure sound and appropriately resourced practice in the primary school. A key element to these recommendations is to argue that only with good practice in the primary school can we ensure the success of the work that takes place in secondary school and beyond.

Our other main theme in this issue is quality. For many years it has been argued that one of the major problems of British industry is not its lack of originality, inventiveness or even design capability, but rather its failure to deliver quality consistently. A striking example of what may be achieved when quality is ensured is the renaissance of Jaguar's prosperity. The movement, now widespread in industry, has much to say that is relevant to the work we undertake in craft design and technology. It is spearheaded by the British Standards Institution and the Department of Trade and Industry. In two recent publications the message is presented unambiguously and with obvious relevance for our subject: '*Quality is the totality of features and characteristics of a product of service that bear on its ability to satisfy a given need. In order to be able to assure, control or improve quality, it is necessary to be able to evaluate it. This definition calls for the identification of those characteristics and features bearing upon fitness for purpose of a product or service. The "ability to satisfy a given need" includes economics as well as availability, maintainability, reliability, design and all other characteristics that the need for a product or service involves*'. **Introduction to Quality, British Standards Institution**

*'There is no such thing as absolute quality. It is many things to many different people. It matters as much in services as in goods. Let us try to define quality point by point. It is a difficult thing to pin down. We all recognise it when we experience it but how do we put it into words? Quality is the sum of —*

- knowing the customer's needs and expectations
- designing to meet them

- faultless construction
- reliable bought-in components and sub-assemblies
- certified performance and safety
- clear instruction manuals
- suitable packaging
- punctual delivery
- efficient back-up service
- feed-back of field experience

*These elements add up to fitness for purpose and value for money — in fact, into ownership satisfaction that brings customer's back to buy a company's products again and again!* **The Case for Quality, Department of Trade and Industry**

A number of our articles in this issue address the question of quality in different ways. John Sidey explores the crucial nature of choice as an activity in our subject area and the consequences of such choice. Farnham and Whiteman address the issue more directly in their article on Evaluation in CDT in the often difficult circumstances of group work activity. They argue the need for a structured and carefully planned approach to group activities. They see this as an essential prerequisite, not only of their evaluation but of their very existence in the CDT programme. Garner and Norman emphasise the considerable potential of the SIR Database in Design and Technology, a resource that has important consequences for the enhancement of quality and consistency in our work.

The development of microcomputer based work in schools has proceeded rapidly and often with incomplete planning. A DES survey of developments carried out in November 1985 is reported in this issue; its findings will make illuminating reading to all our readers whose work has involved microcomputers. Perhaps of even greater interest is another appraisal, by HMI, of the work of the Microelectronics Education Programme which demonstrates, with remarkable frankness, the shortfall in quality that occurred at times during the development of this programme. It is particularly valuable because it outlines the way in which problems of quality, once they have been identified and analysed, can be built upon. It underlines the central point of the Department of Trade and Industry

pamphlet *The Case for Quality*: that the task is not merely to identify faulty performance but to ensure that it does not occur.

Two further articles follow. One is a note on electrochemical metalworking in which Johns identifies a range of techniques that will open up interesting new possibilities for many readers. This is followed by a report by Toft on an important project currently taking place at Salford University, which is exploring ways of reducing CDT teacher supply problems. Although much remains to be done the project has shown that its objects are achievable and the colleges of higher education involved in the consortium are now developing the retraining model established for a further intake later this year. The scheme has now extended to almost all of the local education authorities in the North West of England and there are high hopes for its continuing success as a major instrument for the alleviation of teacher shortage.

As usual a range of reviews and notes conclude this issue; the selection is made from a flood of information and publications that now reaches us. We are reassured by readers' comments that the selection we make is relevant and opportune to very many of their needs.

The next issue of *Studies in Design Education Craft & Technology* will mark our Twentieth Anniversary of continuous publication. It will contain a range of special features and will include contributions from some of the major figures in our education system. Accompanying it we shall be publishing, as a book, a selection of some of the most important articles we have published over the twenty years under the title *The Best of Craft Design and Technology*. The publication, by Trentham Books, will be available initially to readers at a special price prior to being placed on general sale early in 1988. It is also hoped to arrange a one day conference in which our contributors and readers will have the opportunity to meet and at which some keynote addresses on the next twenty years of CDT will be presented. Full details will appear in Volume 20 No. 1 of *Studies in Design Education Craft & Technology*.

**John Eggleston**

# PLASTICS IN G.D.T.

## find out more!



(TICK BOX)

Please send me details of:

- Resources Box
- Teaching Aids
- Careers
- Schools-Industry Links
- Video Film
- Girls Careers Poster
- Safety Material

NAME .....

SCHOOL/COLLEGE .....

DEPARTMENT .....

ADDRESS .....

SIDECT 87

..... POSTCODE .....

## send to ESPI

University of Technology,  
Loughborough, Leics. LE11 3TU  
Telephone: (0509) 232065