NEW CREATIVES EVALUATION

New Creatives is an intervention developed by Falmouth University's Sustainable Product Design Team and Outreach Team. It aims to:

- Achieve demonstrable impact on pupils' knowledge of Higher Education
- Increase a sense of belonging in underrepresented groups in Higher Education
- Improve children's knowledge and understanding of environmental issues
- Enable children to feel empowered to make an impact on environmental issues

In autumn 2025, Year 5 and 6 pupils from a local primary school visited Falmouth Campus for workshops. The school was chosen due to its high number of pupils on Free School Meals (39%) and as it has a large Traveller community. 44% of the pupils within the school fall into TUNDRA Q1/2, and 83% in IMD Q1/2.

As part of the visit, pupils took part in a 90-minute design session, alongside first year SPD students, as well as an ideas suggestion and university myth busting activity, led by the Outreach Team. This report presents the impact of the visit, drawing on data from a pre-and post-survey of participants.

DATA RESULTS

Whole class data

BEFORE (27 results)						
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Agree/ strongly agree %
Metacognition						
I can clearly explain my ideas, even if they are complicated	0	1	10	13	3	**59%**
I can confidently explain my ideas to others	1	1	6	13	6	**70%**
I can think of creative ways to solve problems	0	1	5	8	13	**77%**
Knowledge and Expectations						
I know what studying at university is like	3	6	11	6	1	**26%**
I know how university is different to school	1	1	3	13	9	**81%**
I am thinking about going to university when I am older	0	2	7	10	8	**67%**
Sense of belonging						
I think university is for people like me	0	0	12	10	5	**56%**
I believe I can make a difference to the environment	1	0	5	9	12	**78%**

AFTER (27 results)							
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	Agree/ strongly agree %	+/- %
Metacognition							
I can clearly explain my ideas, even if they are complicated	0	1	8	13	5	**67%**	+8%
I can confidently explain my ideas to others	0	0	9	12	6	**69%**	-1%
I can think of creative ways to solve problems	0	0	2	13	12	**93%**	+16%
Knowledge and Expectations							
I know what studying at university is like	0	5	5	12	5	**65%**	+39%
I know how university is different to school	0	0	1	9	17	**96%**	+15%
I am thinking about going to university when I am older	1	0	5	10	11	**78%**	+11%
Sense of belonging							
I think university is for people like me	0	1	9	12	5	**65%**	+9%
I believe I can make a difference to the environment	0	0	4	9	14	**88%**	+10%

- Pupils' knowledge of Higher Education and sense of belonging improved in all areas.
- Pupils' metacognition improved in two out of three areas, with the third area only decreasing by 1%.

Data by target groups

Pupil Data	Before - % who agree or strongly agree								After - % who agree or strongly agress							
	I can clearly explain my ideas, even if they are complicated	I can confidently explain my ideas to others	I can think of creative ways to solve problems	I know what studying at university is like	I know how university is different to school	I am thinking about going to university when I am older	I think university is for people like me	I believe I can make a difference to the environment	I can clearly explain my ideas, even if they are complicated	I can confidently explain my ideas to others	I can think of creative ways to solve problems	I know what studying at university is like	I know how university is different to school	I am thinking about going to university when I am older	I think university is for people like me	I believe I can make a difference to the environment
Boys (14)	36	64	79	14	64	71	36	64	57	57	86	79	100	71	43	79
Girls (13)	85	77	85	38	100	62	77	92	77	77	100	69	92	85	77	85
PP (9)	44	56	78	22	67	67	56	78	78	78	89	56	100	78	56	100
Polar 4 Q1/2 (20)	60	70	75	20	80	55	65	80	65	70	95	65	95	75	60	80
IMD Q1/2 (21)	57	71	76	19	76	57	62	81	67	67	90	62	95	76	62	81
IDACI Q1/2 (2)	0	50	50	0	50	50	0	50	0	100	100	50	100	50	0	100

- The visit had the biggest impact on boys and Pupil Premium students (PP) – with 7 out of 8 questions showing a positive increase in knowledge, metacognition, and sense of belonging post-event.
- Creative problem solving (metacognition) and knowing what studying at university is like (knowledge of HE) were the skills most developed – with all groups demonstrating an increase in these areas.
- Sense of belonging and making a difference to the environment performed least well – thought must be given on why this might have been and to develop these areas further.

POLAR is a local area classification across the UK based on the proportion of young people who participate in higher education. Those living in Q1/2 have a low proportion of young people participating in HW

The Indices of Deprivation are a unique measure of relative deprivation at a small local area level (Lower-layer Super Output Areas). IMD is an overall relative measure of deprivation constructed by combining seven domains of deprivation according to their respective weights: income, employment, education & skills, health & disability, crime, barriers to housing & services and living environment. Q1/2 represents the highest levels of deprivation.

IDACI is a deprivation indicator that measures, by LSOA, the proportion of children under the age of sixteen that live in low-income households.

In addition, qualitative feedback obtained from pupils further demonstrated the positive impact of the programme.

Quotes (after)		
How did working with a university student today help you understand environmental problems and how we can solve them?		**How did working with a university student change how you feel about university?**
Having a older, more trained person made it a bit easier		It made me more like I want to go to university
it inspired me to save the environment		It is easier than I thought
fun, they were kind and understood what I was saying		I just thought it is just school but now I think it's coll [cool] like you can do lots of things
helpful		I feel more comfortable coming to university
It helped me understand more about how to collect plastic and make new stuff		I feel like I will like university because it will be good for someone like me
It helped me by knowing what problems need solving first		I thoughout it would be hard but it was fun and I want to go again!
		More relaxed about going to university
		before I thought it was just a waste of money but now I think it is just a fun time
		I showed me they enjoy it and they feel positive about it
		By making it seem more fun than just working for a whole day

Impact on 1st Year Sustainable Product Design Students

We asked our 1st Year Sustainable Product Design students how they felt the Y5 and 6 pupils had impacted and influenced their own practice, with their answers demonstrating that the pupils' approach to problem solving positively influenced their practice.

Quotes (after)				
How has working with younger pupils impacted your creative thinking and problem solving skills? How has it or will it influence your practice?		**How did working younger pupils help you understanding of different environmental problems and solutions?**		**How did working with a primary student today influence you?**
Helped me to know how to communicate ideas simply, made me realise that drawing and models only need to show ideas		Good to see what subjects are easy to understand and what problems can be combatted by everyone		Made me realise everyone can design with the right skills
It slowed down the process but added more out of the box thinking		A different viewpoint on the issue rather than a purely academic/scietific view		Improved my patience
It has helped widen my creative thinking, thinking about more than just if it's possible to function but giving a wider perspective on solving the issue		It helped my understand how they see the problem and what they are empathetic towards		
They have a very unique and outside the box ideas that expand my thinking		The ideas they had were generally quite wild so trying to create realistic solutions from them. Expanding my knowledge base.		Working with them made me think outside the box to accommodate their ideas and also simplify my thoughts and ideas into a way they understand
It challenged me to explain and develop my ideas/others ideas in a way others can understand. Had to change/adapt my language.		It gave me a different way to think. Really thinking outside the box in a way I wouldn't call 'realistic'		Forced me to find multiple ways to communicate with another person
It was interesting because of their pure creativity. They have so many ideas and don't overthink. It shows me I can be more open-minded to more creative ideas even if not very feasible.		Not much as I already had some previous knowledhe from staudying ESS (Environmental Science). However, it helped me have fresh eyes on possible solutions		Made me more inspired to create designs/inventions no matter how crazy. It makes me more hopeful for the future.
It has changed how I talk about the product and the language I use. It has influenced how I communicate ideas.		It has changed the level at which I think of customers and their knowledge of products.		It has helped how I talk to customers and has helped me to be more confident in discussing products
Definitely opened my mind to more interesting and crazy ideas that I can then refine into more realistic ideas, Helped with my communication, having to simplfy concepts.		Inspired by how much they care and how imaginative they are		Inspired me to make a better future for them
Allowed me to explore more creative and experimental ideas without the pressure to be realistic or sticking to the norms of design		It was interesting to see what knowledge they had of the world around them. What news they see and hear about sustainability, design and materials		It influenced the way I think about simple ideas
[it] has made me more open-minded to out-of the-box ideas		It helped me to use my existing knowledge in a more creative way		It made me more open-minded to crazy ideas and inspired me to make better inventionsand not to discard initial ideas too easily.
Helped me to get ideas down on paper without worrying about if it is right or not. Younger people have less pre-conceived ideas about the world and this helped me to think outside the box		Working with younger students has helped me with explaining ideas in a simple way which has helped me to understand concepts		Given me hope for the future, hearing the thoughts and attitudes towards to environment and the enthusiasm to solve problems
It made me appreciate the variety of their imagination and creativity. It was really helpful to see how ideas can be channelled, re-imagined and developed. It also made me further appreciate drawing to communicate. It was super fun collaborating.		It made me think of all the potential solutions and what is important to young people.		
It changed the way I communicate as I had to change my language to make it more understandable and therfore allowed the problem to be solved more creatively		It made me think about small scale problems and ways of making the problems more attractive to people to get involved		