

# KC Enterprise Academy Evaluation Report

Skyblue Research Ltd

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## 1 Introduction

The KC Enterprise Academy is an enterprise Programme developed by Tigers Trust (Hull City Association Football Club [AFC]) and Hull Football Club [FC] Foundation<sup>1</sup> that has been delivered by staff ('tutors'<sup>2</sup>) from the two clubs. Building on the successful enterprise model developed by Middlesbrough FC's Enterprise Academy, the aim of the Programme is to inspire and challenge Year 9 students (13-14 years old), helping them to develop enterprise skills as a real business example that young people can relate to and understand. The Programme was started in April 2009, and launched by then-Regional Minister Rosie Winterton in July 2009, supported by ministers and local business leaders. Pupils' participation began from September 2009.

Tutors use the football clubs as real life case studies to improve students' business understanding in a way they can relate to and understand. Football related enterprise challenges are also created, such as working in teams to design and create a new football strip or developing products which the participants have to learn how to market and sell at a profit.

While other Enterprise Academies exist, linked to football clubs such as Middlesbrough, Manchester City and Aston Villa, the KC Enterprise Academy is unique because it brings together both the football and rugby league clubs in the city to deliver its programme of activities.

The KC Enterprise Academy Programme includes learning in the following areas:



<sup>1</sup> NB Hull FC is a Rugby Super League club

<sup>2</sup> Throughout this report, club staff (James Price and Rachel Gay) directly responsible for the delivery of the Programme in schools are referred to as 'tutors'

The KC Enterprise Academy is managed by a team comprising representatives of the following organisations:

- Hull City Council - Youth Enterprise Services
- Tigers Trust (Hull City AFC Football in the Community Programme)
- Hull FC

### **1.1 Strategic Fit**

The Programme aligned with the Government's enterprise strategy<sup>3</sup>, current at the time, with ambitions to create:

- A culture of enterprise – where everyone with entrepreneurial talent – irrespective of age, gender, race or social background – is inspired and not afraid to take up the challenge of turning their ideas into wealth, and;
- Knowledge and skills – a lifelong journey for enterprise education, starting in primary schools, continuing into universities, and embedded in the workplace, equipping employees and owners with the tools to unlock their entrepreneurial talent.

The proposed roll-out of the Premier League Enterprise Academy concept was identified as a new policy proposal under the culture of enterprise strand in the Government strategy; the Department for Business, Enterprise and Regulatory Reform stated that they would work with the English Premier League football clubs to promote enterprise and deliver enterprise education through the clubs' community programmes. At a national level the Programme aims to develop an environment that encourages enterprise and supports young people who take opportunities and risks.

In Hull, where Super League club, Hull FC, shares the ground with (at the time of inception) Premier League club, Hull City AFC, their involvement in the Academy coupled with the work of Hull's Youth Enterprise Partnership developed an integrated approach to enable further development of the enterprise education offer in the City, in turn enabling young people to benefit from a seamless enterprise education journey as envisaged by the Government.

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<sup>3</sup> Enterprise: unlocking the UK's talent; published March 2008; <http://www.berr.gov.uk/files/file44992.pdf> - NB - since the election of May 2010 this is no longer current government policy.

The Programme also linked to two of the six objectives within the Regional Economic Strategy for Yorkshire & Humber 2003-12 (RES)<sup>4</sup>:

#### **RES Objective 1: More Businesses that Last**

The Programme aims to contribute to enterprise growth by developing young people's entrepreneurial skills to give them the appropriate start to understand the world of business so they in turn can either be enterprising employers or enterprising employees of the future. As part of the drive to encourage entrepreneurship to young people in Hull the KC Enterprise Programme was integrated into Enterprise Week activity in November 2009 and 2010 and promoted through local and regional websites such as [www.youthenterprise-hull.co.uk](http://www.youthenterprise-hull.co.uk) and [www.enterprisingyorkshire.co.uk](http://www.enterprisingyorkshire.co.uk).

#### **RES Objective 3: Skilled people – benefitting business**

At the inception of the Programme, it was suggested that some young people are in danger of getting switched off by mainstream education, and that similar Premier League enterprise academies (including Middlesbrough and Manchester City) improve educational and training provision within their areas that in turn raises the number of young people gaining qualifications and reduces the number of young people not in education, employment or training and improves the progression routes into and between all levels of learning. This contributes to the generation of a strong regional bank of talent, of the sort which is valued by employers and which delivers rewards to businesses and individuals.

At a local level members of the Hull Youth Enterprise Partnership saw the Enterprise Academy Programme as having the potential to improve enterprise skills and educational attainment, develop young people's self-confidence and raise aspirations, therefore contributing to the City's Youth Enterprise Strategy and to the developing Hull Enterprise Education Network.

It was anticipated that young people benefiting from this Programme would go on to take part in activity during Biz Week<sup>5</sup> and Global Entrepreneurship Week<sup>6</sup>. The skills developed as a result of the KC Enterprise Academy would enable students to participate in the Young Enterprise Company Programme supported by Hull City Council. As young people develop enterprising behaviours they can gain support from the city's John Cracknell Youth Enterprise Bank to further develop their enterprising idea, assisted by signposting to relevant Business Link sponsored programmes such as the Confidence Programme delivered by a number of partners involved with the Hull Youth Enterprise Partnership.

#### **Key Point**

The KC Enterprise Academy is one of a number of initiatives in Yorkshire and the Humber and Hull in particular, and has a part to play as part of a pathway of enterprise education extending from primary up to higher education level.

<sup>4</sup> <http://www.yorkshire-forward.com/sites/default/files/documents/Regional%20Economic%20Strategy%202006-2015%20progress%20update.pdf>

<sup>5</sup> 5<sup>th</sup>-11<sup>th</sup> June 2010, 6<sup>th</sup>-10<sup>th</sup> June 2011 (the 2011 event included an event at one KC Enterprise Academy participant school)

<sup>6</sup> 15<sup>th</sup>-19<sup>th</sup> November 2010 (included an event at one KC Enterprise Academy participant school)

## 1.2 Aims of the Programme<sup>7</sup>

- **To use sport as the hook to stimulate a more enterprising culture in Yorkshire and the Humber by developing the enterprise skills, attributes and capabilities of our young people**

How: By using the branding of Hull City FC and Hull FC and the power of football and rugby league to engage young people and schools in business and enterprise over the next three years, working with the Hull Youth Enterprise Partnership and Hull's proposed Hull Enterprise Education Network.

- **To raise aspirations and enterprise skills of young people in Hull through a sports themed enterprise Programme**

How: Through delivery of the OCR Level 1 qualification, to increase attainment, enjoyment and self-confidence among young people.

- **To work with local partnerships to ensure the KC Enterprise Programme adds value and builds on existing activity regionally and locally (Hull)**

How: By building a sustainable and successful enterprise model that meets the recommended requirement of Hull secondary schools and members of the Hull Youth Enterprise Partnership / Hull City Council, and sees all parties invest in the development of the scheme. Feeder primary schools to the secondary schools involved to have taken part in Hull Ready's Primary Enterprise Programme.

- **To share national and regional best practice and bring together innovative partnerships in order to move Yorkshire and the Humber towards its goal of being the best place for young people to live and grow up**

How: Seeking representation on the National Steering Group and contribute to national roll out, ensuring that there is a smooth transition to further clubs in the region as they get promoted to the Premier League and link to other Super League Clubs<sup>8</sup>.

### **Key Point**

The evaluators established in May 2011 that partners still agreed that the stated aims above reflected the spirit of the Programme, and as such were felt to be an appropriate basis for measuring its success and likely future sustainability.

<sup>7</sup> Source: Project Operational Plan

<sup>8</sup> Note from the Evaluators; during the lifetime of the Programme no other clubs in the Region have been promoted to the Premier League

## 1.3 Programme Deliverables<sup>9</sup>

### Pupils

- 10 hours of learning to be delivered to 1,200 young people over two years from a minimum of 12 schools in Hull by end of June 2011,
- That based on Middlesbrough's five year experience where 80-85% of participants gained the OCR qualification in Business and Enterprise qualification, in year 1 of the Programme for 75% of participants would gain the OCR qualification, increasing by 5% each year over the lifetime of the Programme, and contributing to Hull's number of young people gaining the equivalent of 5 or more GCSEs as the young people gain confidence in their achievements.

### Schools

- An awareness and dissemination event to be held with all schools involving the Clubs and the Hull Youth Enterprise Partnership in order to recruit more schools to the Programme and mentors and businesses during 2011,
- All Hull secondary schools to link into the Programme and to be offered the chance of buying into the Programme using their enterprise education funding,
- To recruit a further three schools and deliver the core enterprise Programme in April 2011, assuming additional funding for a third year based on an evaluation of provision in years 1 and 2. This would enable another 450 young people to take part in the Programme<sup>10</sup>.

### Steering Group

- Formation of a local / sub-regional strategic and operational steering group, to monitor progress of the Programme to ensure it is embedded into relevant enterprise and education strategies, and the day to day delivery of the Programme. The groups will be run for the duration of the Programme.

## 1.4 Targets

Area	Target
School Engagements	12 secondary schools in Hull to be engaged over 2 years
Pupil Engagements	1,200 Year 9 students to be engaged over 2 years
Qualifications achieved	900 Year 9 students (75% of the total engaged) to complete the OCR Level 1 Qualification

<sup>9</sup> Source: Section 3.1 of the Programme's Outline Business Plan for Yorkshire Forward Single Pot

<sup>10</sup> Note from the evaluators – funding for a third year is not available from Yorkshire Forward as originally assumed owing to the Government's decision to abolish Regional Development Agencies (taking effect by April 2012)

In addition to the above contractually agreed targets, the management team also suggested some longer-term outcomes which they anticipated would arise from the Programme<sup>11</sup>:

- That year on year more young people aged 14-16 would get involved in enterprise education programmes
- That participating schools would take up the opportunity to undertake the Warwick Award Excellence in Enterprise Education using their enterprise education funding from the Department of Education,
- For Hull secondary schools to have a growing and developing awareness of entrepreneurial culture and sharing of relevant knowledge within Hull schools as measured by partnership feedback and OFSTED assessment\*,
- To make progress in ensuring that the profile of Youth Enterprise in the city is raised, in particular amongst the business community,
- That all teachers involved in the Programme would be encouraged to take part in a future pilot Initial Training in Enterprise programme developed by Rotherham Ready\*,
- That all mentors used by the Charities that work for the Clubs are encouraged to become enterprise mentors on other partners' enterprise programmes such as Young Enterprise and the Prince's Trust\*.

## 2 Evaluation Aims and Methodology

The evaluation sought to identify:

- Whether the Programme has successfully engaged young people to participate in the Programme and increased their understanding of enterprise education,
- The impact the involvement of the 2 clubs has had on enterprise education within Hull,
- Identification of good practice and transferable lessons that can be rolled out to other geographical locations,
- Whether the delivery mechanism for the Programme is operating effectively,
- The extent to which the Programme is achieving strategic added value,
- An assessment of the sustainability of activities and impacts,
- Areas for improvement and development in the future.

Skyblue Research were commissioned as the independent evaluators for the Programme in March 2011. Following a scoping meeting with YPEF Services Ltd (now YES), an evaluation framework, methodology, and plan was agreed in order to:

- Develop research materials aligned to the Programme aims and objectives,
- Engage with participating schools (students and staff) in an effective manner,
- Engage with management team partners in a timely fashion,
- Identify all appropriate sources of evidence for inclusion in the evaluation.

Consequently, Skyblue carried out fieldwork in the 11 participating schools in Hull in May and June 2011. Students and staff were asked to give their views of the Programme both in

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<sup>11</sup> Outcomes marked with a \* are either outside the scope of this evaluation (as further time needs to elapse to provide definitive comment) or can only partially be measured as at June 2011 based on the evidence available to the evaluators.



terms of their satisfaction and in terms of its success in meeting its original aims and objectives.

In addition, interviews were carried out with members of the management team, including representatives of Hull City Council, Hull FC and Tigers Trust (Hull City AFC). This work built on an existing internal evaluation process conducted by the partners which involved asking students to give their views in a short survey at the end of the Enterprise Academy workbook supplied to each young person. In addition, one school carried out its own internal review process and copies of those surveys have been made available to the evaluation team.

The following sources have been reviewed by the evaluators for this independent report:

<b>Students</b>	157 surveys have been received from six participant schools (May – June 2011)
	14 surveys from the Academy workbook have been received from five participant schools (completed since 2009)
	Sydney Smith School have provided 98 surveys from their students who have completed the Academy Programme (Spring 2011)
<b>School Staff</b>	Staff representatives of six schools have completed a survey (May – June 2011)
<b>Delivery Partners</b>	In-depth interviews using an agreed script have been carried out with representatives of Hull City Council, Hull FC and Tigers Trust (April – June 2011)

All 11 participating schools were given the opportunity to take part in the survey process. A methodology for distributing surveys in each school was agreed with tutors, based on their experience of working with each school. Originally, a period of two weeks was agreed for schools to participate, but on the evaluators' recommendation this process was extended by three weeks to encourage greater participation. One of the challenges that the evaluation sought to overcome was the timing of the schools' half term holiday. Ultimately six schools elected to participate in the evaluation before the 28<sup>th</sup> June 2011 response deadline. Should further responses be received before the submission of the evaluators' final report, their data will be appropriately included.

### 3 Performance

The following information has been supplied to the evaluators by YES on 12<sup>th</sup> April 2011 and is deemed accurate as at that date:

#### Contract Funding

The KC Enterprise Academy Programme was largely funded by Yorkshire Forward. The agreed level of investment was £150,000 from the Yorkshire Forward Single Pot to achieve stated targets and outputs, with a further £30,000 investment by Hull City Council<sup>12</sup>. It has not been the role of the evaluation team to audit the use of funding.

#### Achievement of Targets

Area	Target	Achievement	Variance
<b>School Engagements</b>	12 secondary schools in Hull to be engaged over 2 years	11 secondary schools engaged as at June 2011	-1 school
<b>Pupil Engagements</b>	1,200 Year 9 students to be engaged over 2 years	1,309 Year 9 students engaged as at June 2011	+109 pupils
<b>Qualifications achieved</b>	900 Year 9 students (75% of the total engaged) to complete the OCR Level 1 Qualification	1053 students completing the qualification (80% of the total engaged)	+153 pupils

It is encouraging that all but one school in Hull ultimately decided to engage with the KC Enterprise Academy Programme. Our understanding is that the one non-participating school could not take part owing to other pressing commitments when approached.

Similarly it is encouraging that the Programme exceeded its targets (by 109) for the number of pupil engagements.

In addition more students than originally targeted completed the full qualification whilst a number of additional students also completed units of the qualification. This shows the buy-in from the school to ensure that all participating students achieved the most out of the programme.

In addition to the contracted targets, the KC Enterprise Academy also ran two celebration events where participating students were presented with their certificates.

<sup>12</sup> Source: Project Operational Plan

## 4 Student Perspectives

In May and June 2011, students were asked to complete a short (1 page A4) survey around their experiences of the KC Enterprise Academy. 157 students from six schools returned that survey, representing approximately one eighth (12.5%) of all participants in the Programme.

### Key Messages

- 89% of respondents state that they understand more about how businesses work as a result of the programme,
- 90% of respondents believe that their experience of this Programme has at least to some extent progressed from other activity they have done before,
- 70% of respondents agreed that as a result of the Programme they were more ambitious than previously,
- Almost half (49%) of all respondents state that as a result of taking part in the KC Enterprise Academy, they are more interested in starting their own business than had been the case before.

### 4.1 Satisfaction

Evidence suggests that students have enjoyed the Programme. Among the 157 young people surveyed (May-June 2011), the mean score in a rating system from 1-5 (where 5 is very enjoyable and 1 is not enjoyable at all) was 3.82. Using an alternative source of evidence, among 14 students completing the Academy workbook survey 13 stated that they had enjoyed the course, would recommend it to their friends, and would like to work with the Academy again. Pupils particularly enjoyed the creative aspects of the course including designing their own advertisements and giving presentations.

Student comments<sup>13</sup> included:

***“It was interesting and helped me to learn about businesses”***

***“It was good when we learned about income”***

***“I wouldn’t change anything – it was fantastic!”***

### 4.2 Skills and Attitude Development

The Programme has developed the enterprise skills of most participants; 89% of respondents stated that as a direct result of involvement with the Academy, they understood more about how businesses work than they had previously. This had also catalysed greater interest in enterprise education; 82% of respondents stated that they were keen to learn more about enterprise and business.

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<sup>13</sup> Source: Fieldwork May-June 2011

Pupils also feel that the Programme has improved their employability; 87% of respondents agree that they are now more confident that they have the skills necessary to get a job in future.

As a direct result of taking part in the KC Enterprise Academy, 49% of respondents are more interested in starting their own business in the future.

The Programme has generated an impact on pupils' desire to succeed; 86% stated that having the chance to gain the Academy qualification has inspired them to achieve more in future.

Students at Sydney Smith School<sup>14</sup> felt that the KC Enterprise Academy Programme had helped them to develop a wide range of skills:



Teamwork and an understanding of how businesses work were the two skills that most students said they had developed.

Pupils also indicated an increase in their aspirations<sup>15</sup>; 70% of respondents agreed that as a result of the Programme they were more ambitious than previously, while 68% stated that they were now more self-confident than had been the case before Academy intervention.

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<sup>14</sup> Source: Surveys received from Sydney Smith School

<sup>15</sup> Source: Fieldwork May-June 2011

### 4.3 Success Factors and Improvements

The questionnaire for pupils sought to identify the extent to which the involvement of a local football / rugby club; and specifically the involvement of the tutors, were ingredients in the success of the Programme:

- 86% agreed that the support of the tutors (James or Rachel) was really helpful
- 78% agreed that the Programme was good because of the involvement of the Clubs

Another success factor for the Programme appears to be the way in which it has built positively on other enterprise education activity experienced by students in Hull. This assertion is supported by the survey result indicating that 90% of respondents believe that their experience of this Programme has at least to some extent progressed from previously undertaken activity.

Some pupils had suggestions for improvements to the Programme; the aspect of the Programme that most students in this sample would like to see changed was to see more group activities and computer work, and less writing.

## 5 Staff Perspectives

Staff representatives from six schools have returned surveys in May-June 2011 about their experience of the KC Enterprise Academy Programme. These staff represent schools which have collectively put 720 students through the Programme, or just over half of the total number of students to participate.

### Key Messages

- All six staff are extremely satisfied with the Academy's process of engagement and the subsequent delivery of the Programme by Club staff,
- All six staff stated that they would definitely recommend the KC Enterprise Academy to other education practitioners,
- Five of the six staff strongly agreed that, as a result of the Programme, their schools were more engaged in enterprise education than they had been before, while all six staff agreed that they were more likely to get personally involved in other enterprise education programmes in Hull in the future as a result of their involvement in this Programme,
- Schools value the KC Enterprise Academy Programme and would like to continue working with and benefitting from it. However, none of the representatives surveyed from these schools said that they would definitely want to be involved in the Programme in 2012 if no external funding were available.

### 5.1 Staff Motivations and Expectations

Staff and school motivations for involvement varied across the six respondents; common themes were the apparent quality of the Programme and a perceived tie-in with the schools' own priorities:

***“It appeared to be a Programme suitable for all ability levels - a fun introduction to enterprise education”***

***“We have a business and enterprise speciality and the Academy is a good precursor to choosing business studies as an option in Year 9”***

## 5.2 Staff Experiences

***“I believe in and am passionate about this Programme - it gives our students an opportunity to develop enterprise skills”***

The six staff to provide feedback<sup>16</sup> have been extremely positive; all six staff are extremely satisfied with the Academy's process of engagement and the subsequent delivery of the Programme by Club staff. All six respondents were at least quite satisfied with the support materials for the Programme (five described themselves as 'very satisfied') and with the inspirational events at the KC Stadium<sup>17</sup> (four described themselves as 'very satisfied'). Staff comments on how the KC Enterprise Academy had changed or improved their schools observed that:

***“It enhances the curriculum”***

***“Students' broad knowledge of business has improved”***

***“It raises the profile of enterprise education”***

All six staff felt that their expectations of the Programme had been met to at least some extent (if not completely), due to the following qualities:

***“Excellent presentation and relationship”***

***“The quality of the course and its delivery and tasks”***

***“The course is professional, engaging and motivating for students”***

***“Awareness of Hull FC / Hull City's business merits – the realisation that you don't have to be an elite athlete to work in sport – developing career views”***

***“I hope that this is just the start - that further programmes will embed enterprise across the school”***

### **Key Point**

All six staff stated that they would definitely recommend the KC Enterprise Academy to other education practitioners.

<sup>16</sup> Source: Fieldwork May - June 2011

<sup>17</sup> For example, celebratory events at the stadium for pupils to receive their certificates from the Programme

### 5.3 Impact

Five of the staff had noticed a difference in young people as a result of participation; these differences included:

***“A more mature attitude”***

***“Engagement with the tutors”***

***“Confidence, better teamwork and presentation skills”***

One member of staff commented that after the Academy intervention, their pupils were more analytical when discussing business. All six staff agreed that as a result of involvement in the Academy young people at their schools were more knowledgeable about business.

The KC Enterprise Academy had also had an effect on schools as a whole; five of the six staff strongly agreed that, as a result of the Programme, their schools were more engaged in enterprise education than they had been before. All six staff agreed that they were more likely to get personally involved in other enterprise education programmes in Hull in the future as a result of their involvement in this Programme.

#### **Key Point**

Based on feedback from participating schools, awareness and engagement in enterprise education and entrepreneurial culture has been raised, in accordance with one of the desired outcomes of the Programme.

### 5.4 Success Factors and Improvements

All six staff agreed that the involvement of Hull City FC and Hull FC in the KC Enterprise Academy had inspired young people and added value to the Programme; the involvement of the clubs is highlighted by one member of staff as being particularly valuable, while three of the surveyed teachers focus on the personal qualities of the tutors, noting that the staff who deliver the Programme are the aspect they would most like to keep. One member of staff felt that the quality of the materials was the most valuable aspect of the Programme.

Two staff suggested that the workbooks were in need of updating, and one requested more events at the KC Stadium itself, while three staff did not suggest any improvements to the Programme at all.



## 5.5 Sustainability

Five out of six staff would view a cost of £90 per pupil<sup>18</sup> for the KC Enterprise Academy as representing good or decent value; one member of staff viewed this cost as poor value. One respondent observes that while they would personally view it as good value, no funding exists in their school to enable that cost to be met internally. On the other hand, two schools state categorically that they hope to carry on with the Programme, indicating a will to at least attempt to find funding from their school budget.

Staff were asked about their desire to be involved in the Programme were it not at least partially externally funded:

Would you want to be involved in the KC Enterprise Academy in 2012 if no external funding were available?	Number of staff (6 respondents)
Definitely	0
Probably	3
Possibly	1
Probably Not	1
Definitely Not	1 <sup>19</sup>

### Key Point

Schools value the KC Enterprise Academy Programme and would like to continue working with and benefitting from it. However, none of the representatives surveyed from these schools said that they would definitely want to be involved in the Programme in 2012 if no external funding were available.

<sup>18</sup> Source: Pricing point agreed in discussion with YES at evaluation scoping meeting April 2011

<sup>19</sup> This respondent noted that their school was closing this year

## 6 Management Team Perspectives<sup>20</sup>

In May and June, Skyblue Research carried out tailored telephone interviews with representatives of Hull FC, Tigers Trust, and Hull City Council, to find out how what impact these organisations perceived from the KC Enterprise Academy Programme.

Interviews were carried out with the following partners:

Strategic Management Team	Charles Cracknell	Employment and Youth Enterprise Manager, Hull City Council
	Mike Notarantonio	Hull Ready Project Officer, Rotherham Council
	John Davies	Manager, Tigers Trust
	Jon Flatman	Community Director, Hull FC
'Tutors' – responsible for delivering the Programme in schools	Rachel Gay	Education Ambassador, Hull FC
	James Price	Community Education Officer, Tigers Trust

### Key Messages:

- The members of the management team remain personally committed to the Programme and believe that it has had a positive impact on enterprise education in Hull.
- Learning has occurred throughout the Programme – tutors have developed their delivery of sessions to reflect their experiences throughout, and schools have learned the best way to achieve value from the Programme.
- A small number of key 'success factors' can be identified from discussions with school staff and management team members, which are key to the future development of the Programme.
- There are signs that the original aims of the Programme are being met, and it will be interesting to monitor the extent to which the longer-term goals of the Programme are reached over a longer period of time.
- Members of the management team are convinced of the sustainability of the Programme and constructive discussions are already under way indicating that schools are willing to contribute resources to the continuation of the Programme.

<sup>20</sup> Source: Fieldwork May - June 2011

## 6.1 Motivations and Expectations

For members of the management team, motivations for involvement in the Programme were tied in to their organisational priorities. Connections were made between the Premier League's Enterprise Academy Programme and Hull City FC, in the context of Hull's wider enterprise programmes. Support was provided by the City Council in accessing funding and promoting teamwork between the two clubs. The Academy was part of a wider strategy for supporting young people, and for filling a gap in enterprise provision at Year 9 level. The experience of the Academy in Middlesbrough was persuasive in convincing the partners of the merits of this model. One member of the management team commented:

***"I knew that similar programmes had worked well in Middlesbrough and Manchester, and I could definitely see the appeal, but I wasn't sure how many schools in Hull would buy into the links with our clubs. In that respect this Programme has definitely exceeded my expectations!"***

## 6.2 Programme Delivery Mechanism

The Programme was delivered by representatives of the two clubs, who went into schools and lead activities which are accompanied by branded workbooks given to each student. This use of the clubs' branding and staff was felt to be an extremely important aspect of the Programme; management team representatives commented on how they felt that Academy sessions provided 'something different' for pupils and that the club branding inspired young people, as shall be seen below. The delivery mechanism was felt to be fit for purpose by the management team.

## 6.3 Experiences of the Programme

One of the tutors observed that the KC Enterprise Academy had excited the schools they worked with, noting:

***"Two schools that are generally viewed as academic underachievers – put all their Year 9s through the Programme. They've all bought into it in a really big way."***

Despite levels of academic ability varying between groups, the tutor commented that behaviour was always good.

Members of the management team have a strong personal commitment to the success of the KC Academy Programme, and view it with a sense of pride and achievement. Comments from the team included:

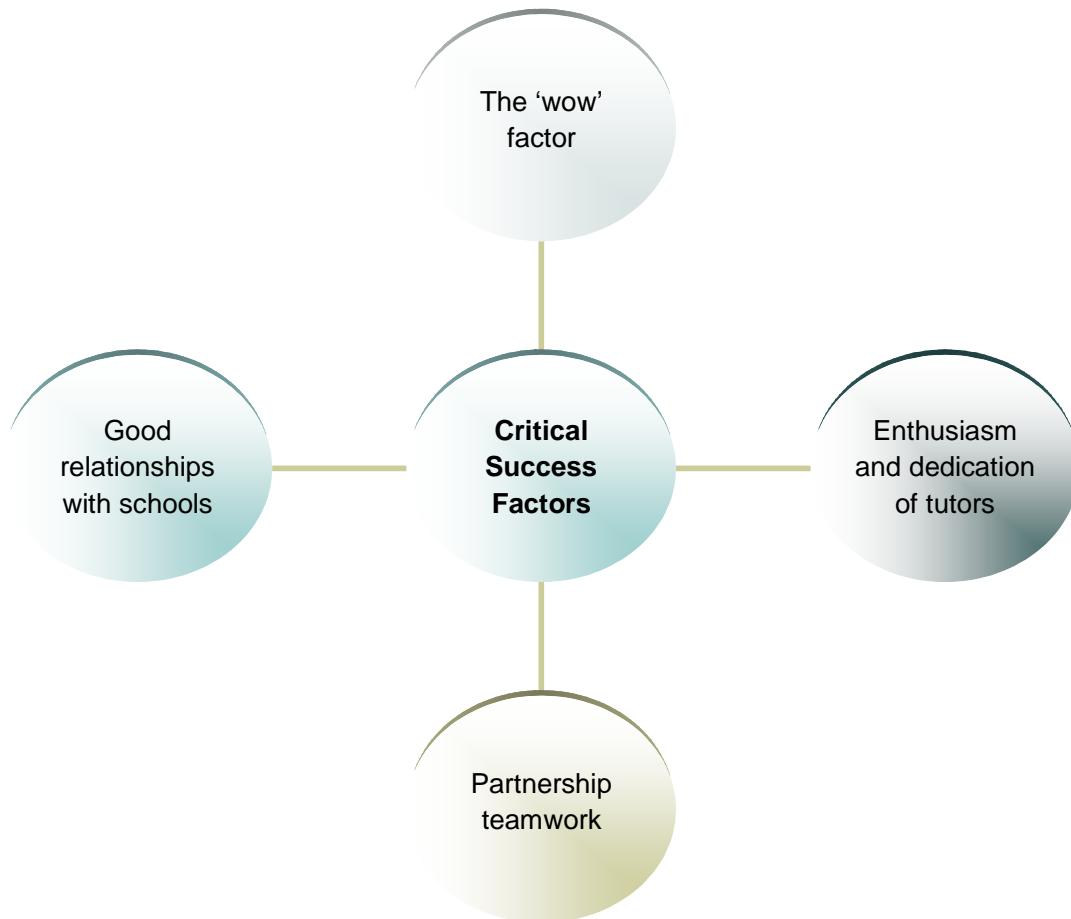
***"It's achieved a huge amount – but one of the things that has gone best is the sense of teamwork and fun among the management team."***

***"The partnership work between organisations has been excellent."***

One of the tutors was extremely excited about their role in the Programme:

***"Every day I get something out of it...I get up looking forward to going to work. I really enjoy meeting different characters and getting the best out of them."***

## 6.4 Success factors



**The 'wow' factor** of the involvement of the clubs was highlighted by all participants; the club branding and use of club staff was felt to have had a really positive effect on students, with one commenting that, "Many students love sport, and this Programme shows them the opportunities to get into sport even off the field...when the tutors go in, the kids' eyes widen at the sight of the badge!" The precise term 'wow factor' was used by one management team member in referring to young people getting to meet players and attend events at the stadium. In particular, two celebration events at the KC Stadium with the Super League and Premier League trophies present, and the involvement of key players such as Nick Barmby (Hull City FC) as Enterprise Champion, have raised the profile of the Academy and the excitement levels of the young people involved.

### Key Point

The 'wow' factor mentioned by representatives of both clubs and Hull City Council suggests that the aim of the Programme to 'use sport as a hook' to stimulate a more enterprising culture in Hull was the right aim for the KC Enterprise Academy, and that this aim is being met.

**The enthusiasm and dedication of tutors** was an aspect identified by responses from staff contacts but was also mentioned by members of the management team; staff stated that the quality of those delivering the workshops was an aspect of the Programme that they would particularly like to keep, while one member of the management team said:

***“The enthusiasm and commitment of the tutors shines through – it’s really infectious!”***

The learning of tutors over their time spent on the Programme in developing their lesson plans and mechanisms for delivery is also crucial to the ongoing smooth running of the Programme.

One aspect which was felt to be both a critical success factor and in itself one of the successes of the Programme was the **partnership teamwork** between the clubs and council. One management team member commented on how much ‘fun’ it had been to work together with the other members of the group, while another felt:

***“I am personally very satisfied with the clubs’ teamwork – it has ensured that the Programme has run smoothly.”***

**Good relationships with schools** have developed over the lifetime of the Programme, and are critical to its future sustainability; one member of the team observed that “enthusiasm from staff and schools really exceeded our expectations.” Another commented that, “at the start of the Programme some schools saw the Academy as a way of taking more challenging pupils off their hands for an hour – but over the lifetime of the Programme they have come to see the value of it and that doesn’t happen anymore.” For one representative, these good relationships were both among the most positive developments arising from the Programme, and also the most critical element in its successful continuation.

## **6.5 Improvements**

Interestingly, one of the tutors agreed with pupils regarding the Programme:

***“It could do with more hands-on activities – at the moment there’s lots of writing in books. We also only spend one session in the IT suites.”***

Tutors have adapted the materials to reflect the needs and abilities of the groups, introducing more interactive work and adding plenary quiz sessions to develop a greater sense of fun and implant understanding.

One member of the management team felt that the impact of the Programme could have been greater had the Academy focussed on fewer schools but gone into greater depth:

***“If our targets hadn’t included numbers of schools engaged as well as pupils, we could have developed the Academy further – I would love to run further ‘Academy Plus’ activities for Years 10 and 11 and feed from these into apprenticeship programmes.”***

It was suggested that more could be done to signpost ways in which the qualifications completed as part of the Academy Programme could lead on to other higher level qualifications.

## 6.6 Impacts

One of the tutors commented:

***“The section on CVs was particularly excellent – for many of them it’s the first time they’ve ever thought about them.”***

Tutors also felt that pupils were more confident as a result of participation.

There was a sense that in schools and among students there was a growing awareness of entrepreneurial culture and Youth Enterprise in general, and that the Academy was playing a part in that; comments included:

***“The Academy is a big part of a whole set of events in this area which are contributing to raised awareness of Youth Enterprise.”***

***“A culture of enterprise is already very much a part of our thinking at all educational levels – not least through Global Entrepreneurship Week. The KC Enterprise Academy Programme is very much part of a wider package to stimulate enterprising ideas – it provides a big pull for kids.”***

Since involvement in the KC Enterprise Academy, some schools have become more involved in wider enterprise education; evidence was offered of one school participating in the Warwick Award (one of the suggested outcomes of the Programme) and another demonstrating real interest in buying in further service. One participant noted that the KC Enterprise Academy had allowed them to develop contacts which had led to school involvement in further club-led enterprise education.

### Key Point

The KC Enterprise Academy is acting as a springboard towards further enterprise education in Hull. Schools are taking advantage of other opportunities either directly arising through the relationships developed by the Academy, or because of the Academy catalysing increased engagement with wider enterprise education.

The raising of aspirations, a key aim of the Programme, was felt to have been met:

***“This Programme has definitely raised aspirations – it provides students with a range of ideas of potential future careers in or related to sports. They see clubs as whole businesses – it gives young people a means of linking to the clubs outside being professional players.”***

One member of the management team was very satisfied that the programme had been able to fill a gap in enterprise provision in Hull that previously existed at Year 9 level.

Some of the aims of the Programme are longer-term, for example the aim to increase the number of business start-ups in Hull; whilst this Programme targeting Year 9 students has not made a significant difference to this at this stage, members of the management team were confident that the Academy Programme had raised awareness among pupils of the opportunities available to them.

## **6.7 Sustainability**

In the context of this Programme, sustainability means identifying with partners feasible alternative sources of funding so that the Programme can become self-sustaining.

At present, no further external funding is available for this Programme after the (Yorkshire Forward) funding end date of March 2011.

Representatives of the clubs felt that with assessment of their costs, they would be able to continue to invest in the Programme but in order for the programme to develop they would need to be sufficient demand from schools or external funding. The appetite of the management team is very much too at least maintain, and ideally expand the offer of the Academy to other audiences and locations and it is acknowledged by the clubs' representatives that without firm commitment from the schools to buy the service they will have to reduce the programme offering.

Whilst some staff at schools felt that even at the full cost per learner (£90), the Programme represented decent value, others (despite acknowledging the Academy as excellent) was less certain of its value. One member of the management team stated that schools had demonstrated a willingness to pay for the Programme to continue, feeling that it added sufficient value to make investment worthwhile. One suggestion was that schools could take on certain aspects of the Programme's delivery themselves in order to reduce the overall cost of the programme to the school.

Another option for consideration is to offer the current 'core offer' of the Academy to Year 8 students (12-13 years old) as part of a package of services which would include offering Level 1 and 2 qualifications to students in Years 10 and 11 (14-16 years old); again, discussions among the management team are at an early stage however indications are, according to one respondent, that schools are receptive to such an idea.

### **Key Point**

The management team are exploring, and are indicating that there has been positive feedback to, the idea that schools could directly purchase the service of the Academy. However, direct feedback from school contacts indicates that this appetite may be tempered by the many other demands on school resources and a commitment to purchasing the Programme at a proposed pricing threshold of £90 per learner should not be assumed.

The management team felt that the Programme was replicable in other geographical locations (“It’s now tried and tested – we could certainly repeat it!”) and largely transferable, the caveat being “as long as you have reasonably local professional clubs.” One club representative noted that KC Enterprise Academy staff had already delivered sessions as far afield as York. In terms of scaling the Programme up, the team felt that as long as investment for extra staff could be found, there was a great deal of potential.

One member of the management team also observed that the clubs were involved in discussions with the Premier League to develop an adapted programme for primary schools, although it should be stressed that these discussions are still at a very early stage.



## 7 Conclusions

### 7.1 Programme Aims

KC Enterprise Academy Aims	Evaluation Conclusions
<p>To use sport as the hook to stimulate a more enterprising culture in Yorkshire and the Humber by developing the enterprise skills, attributes and capabilities of our young people</p>	<ul style="list-style-type: none"> <li>• Almost 90% of pupils state that they understand how businesses work better than they did before involvement in the KC Enterprise Academy.</li> <li>• Over 80% of pupils are now more keen to learn more about business and enterprise than they had been before intervention.</li> <li>• Staff and management team representatives agree that the involvement of Hull City AFC and Hull FC staff has been a crucial success factor in the impact of the Programme, while almost 80% of pupils felt that the clubs' involvement was one of the reasons the Programme worked.</li> </ul>
<p>To raise aspirations and enterprise skills of young people in Hull through a sports themed enterprise Programme</p>	<ul style="list-style-type: none"> <li>• Approximately 70% of pupils state that they are more ambitious now than they were before they participated in the Academy, while over 85% agree that they are more motivated to succeed as a result of completing the Academy qualification.</li> <li>• Almost half of the pupils surveyed are now more interested in starting their own business in future.</li> <li>• Almost 90% of pupils also believe that they have more of the skills necessary to find work in future than they had before intervention.</li> <li>• School contacts indicate that pupils are now more skilled than they had been previously in a variety of ways, with one suggesting a more analytical approach to business.</li> </ul>

KC Enterprise Academy Aims	Evaluation Conclusions
<p>To work with local partnerships to ensure the KC Enterprise Programme adds value and builds on existing activity regionally (Yorkshire and the Humber) and locally (Hull)</p>	<ul style="list-style-type: none"> <li>• The Management Team of the Programme are confident that the KC Enterprise Academy builds on existing local enterprise education provision and in particular fills a gap which had existed at Year 9 level.</li> <li>• 90% of pupils believe that the KC Enterprise Academy builds at least to some extent on their previous enterprise education.</li> </ul>
<p>To share national and regional best practice and bring together innovative partnerships in order to move Yorkshire and the Humber towards its goal of being the best place for young people to live and grow up</p>	<ul style="list-style-type: none"> <li>• The partnership between clubs and council is felt to have enabled the successful delivery of the Programme; it is cited as one of the key success factors by all members of the Management Team.</li> <li>• However, in the absence of appropriate, benchmarked data it is not within the scope of this evaluation to assess with confidence whether this Programme has moved the Region towards its goal of being the best place for young people to live and grow up.</li> </ul>

## 7.2 Sustainability

- There appears to be interest from schools for the KC Enterprise Academy Programme to continue.
- The management team are also keen that the Programme should have a future.
- However, at this stage representatives from the schools involved in this evaluation report that without external funding their likely involvement is at best probable.
- Nevertheless, discussions between management partners and schools are continuing, and three suggestions in particular have been made for sustainability:
  - For resources to be supplied to schools, but for schools to take on some of the direct delivery of the Programme themselves,
  - For schools to purchase a wider package of services, including qualifications at both Level 1 and Level 2 for Year 9 and 10 pupils, which would include the core offer of the KC Enterprise Academy Programme to be delivered to Year 8 pupils,
  - To develop the Academy Programme to deliver in reduced or amended form in Primary Schools, increasing the potential market.

**Key Point**

Given that over 85% of pupils felt that the club staff delivering the Programme were particularly helpful, and that the Management Team uniformly agreed that the 'wow factor' of staff coming in from the clubs was a substantial contributor to the Academy's success, the first of these three bullet points may lead to reduced effectiveness of the Programme.

- Management team representatives also noted that the Programme is transferable to other geographical locations, and have run sessions from the KC Enterprise Academy in York, indicating possible wider demand.

At present, both Tigers Trust and Hull FC are investigating alternative sources of funding from their relevant professional leagues. At the same time, they continue to market the Programme to schools in Hull directly. The independent evaluators are willing to offer a sustainability workshop to discuss the effectiveness of these and any other strategies for continuing the Programme should the partners wish it.

**7.3 Learning Lessons**

Certain factors are felt to be key to the success of the KC Enterprise Academy by management team, school staff and pupils, and should be preserved going forward:

**Involvement of the Clubs – Branding**

Management team members describe a 'wow' factor arising from club staff representatives delivering the Programme. Over 80% of pupils feel that the Programme's quality is at least in part down to the involvement of the clubs.

**Involvement of the Clubs - Staff**

Three out of five staff respondents to give a view indicated that the club staff delivering the Programme were the aspect of it they would most like to keep. Over 85% of pupils found these staff particularly helpful.

**Good Relationships with Schools**

One aspect of the Programme which management team members are particularly satisfied with is the development of new and positive relationships with schools, and comments from school staff indicate that this satisfaction is mutual. Management team members suggest that these relationships are critical in developing the Programme in the future; schools have come over time to value the Programme and the people responsible for it, and this goodwill is important to the Academy's future sustainability.

## **Partnership Work**

The partnership between the two clubs and the council has been stated by the Management team as a crucial success factor; the sharing of resource enables a wider group of young people to be reached and the team, working together, can ensure that the Programme ties in successfully to wider Enterprise Education in Hull.

Equally, there are a small number of suggested amendments to the Programme:

### **Programme Resources**

Two staff suggested that the workbooks used by pupils needed updating, and over a two year period it is certainly possible for resources to become dated; this would need to be carefully monitored over any future lifetime of the Programme.

### **Programme Format**

Both pupils and tutors responsible for the Programme's delivery suggested that it could be made more interactive, with more group and computer work and less priority given to writing in workbooks; amendments of this nature should be considered for the Programme going forward.

### **Programme Focus**

Members of the management team suggested that the attempt to introduce the Academy into every school in Hull may have diluted its effectiveness, and that a more targeted intervention to a wider range of students in a smaller number of schools, including activities for older students, could have worked better; it is significant that one of the sustainability options being discussed by partners does reflect this vision.

#### **Key Point**

While some suggestions for improvements to the Programme have been made, it should be stressed that these improvements are refinements to a Programme which has been popular with schools and pupils, and is felt by the Management team to have successfully filled a niche in enterprise education in Hull.