



Careers in Sport

Project Report
2022

Registered Charity Number
1096222

KMPF
KENT & MEDWAY
PROGRESSION
FEDERATION



COMMUNITY TRUST
At The Heart Of The Community



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Introduction

In partnership with Kent and Medway Progression Federation (KMPF), Charlton Athletic Community Trust (CACT) delivered a series of workshops aimed at introducing young people to a variety of career opportunities in sport. Advice and knowledge was offered on sports as a career, with the aim in making young people aware of the different options and pathways they can take within the sector. This included explaining how university could be a potential and realistic part of this journey. Workshops were fun and engaging and were delivered in thirteen selected Secondary Schools to a total of 485 students from Years 9, 10 and 11. A breakdown of the schools the project was delivered in and the number of students at each school can be found in a table below.

| Name of School | Number of Students |
|-----------------------------------|--------------------|
| Astor Secondary School | 43 |
| Dover Christ Church Academy | 29 |
| Folkestone Academy | 54 |
| Greenacre Academy | 23 |
| New Line Learning Academy | 50 |
| Oasis Academy Isle of Sheppey | 93 |
| The Ebbsfleet Academy | 49 |
| The Holmesdale School | 20 |
| The Leigh Academy | 19 |
| The Marsh Academy | 33 |
| The North School | 14 |
| Towers School & Sixth Form Centre | 44 |
| Turner Free School | 14 |

The programme covered six main topics with each having its own workshop which was delivered via practical and theory-based exercises at each session. Main topics included:

- **Sports Science:** In a session called, 'The importance of a warm-up', students partook in a variety of exercises that increased heart rate and included dynamic stretching. This was used to explain how warm-ups must be age appropriate, including the technical aspect of a warm-up, before moving into small-sided games.
- **Sports Commercial:** Students worked together in small groups to consider the positives and potential drawbacks of certain size companies partnering with certain size sports clubs and to advertise a new kit shirt sponsor for a team of their choosing. Students presented their ideas on a poster to the programme coordinator.
- **Sports Coaching:** In a themed session called, 'Engaging young children in sport', students moved across different games such as football bowling, connect four, and noughts & crosses before taking part in 'numbers game'. The aim of this session was to show and explain how fun games can be used to engage younger children in sport.
- **Sports Journalism:** Students worked in small groups and were tasked with creating their own commentary and match report on a goal of their choice. Students were also tasked to find the difference between the emotional live words of the commentary, and the more formally written, reflective piece of the match report.
- **Sports Management:** A series of small-sided games whereby one student from each team were situated within a 'technical area' on the side of the pitch and in charge of 'managing' their team, selecting the formation, and positions, and were tasked with encouraging their team from the side line. This involved the students considering and working on their ability to manage people.
- **Business & Finance:** Students were asked to select a 'starting XI' from a selection of footballers while staying within their given budget, in the style of fantasy football.

At the end of the programme, CACT delivered an event day that involved a carousel of practical sessions, presentations, and an opportunity for pupils to speak to professionals within the football industry in a careers marketplace. Local universities were in attendance and students had the opportunity to participate in practical workshops in a range of courses that the sport departments offer. This was offered to all pupils within the selected schools and was delivered at the end of each 3-week programme.

Each school participated in three sessions as part of the programme. Most sessions took place during timetabled PE lesson time and lasted approximately one hour. There were some exceptions to the usual delivery where the PE lesson time were slightly shorter or, as was the case in one school, an extended version of the sessions was delivered during a double period lesson. Most sessions took place on consecutive weeks, with exceptions including alternative weeks to accommodate for a two-week timetable, and there was one example of all three sessions taking place within a week at one school.

Data collection & outcomes

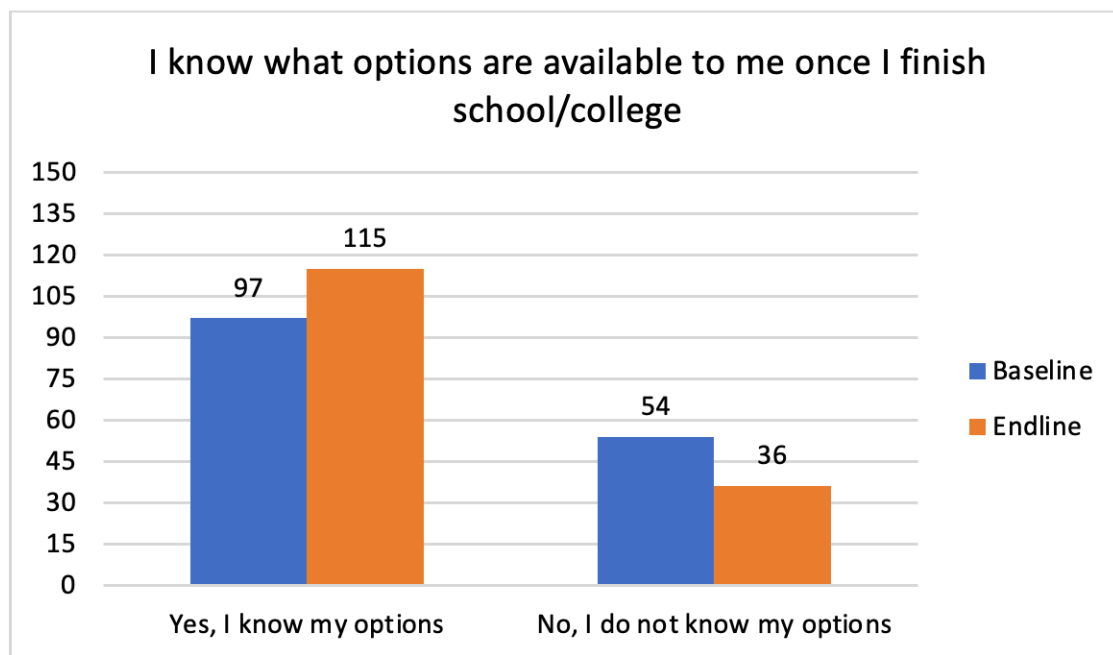
A pre and post survey was collected from a sample size, representative of the total demographic of the participants. A total of 151 young people completed the surveys, broken down by:

| Type | Percentage |
|---------|------------|
| Male | 81.5 |
| Female | 18.5 |
| Year 9 | 2 |
| Year 10 | 86.75 |
| Year 11 | 11.25 |

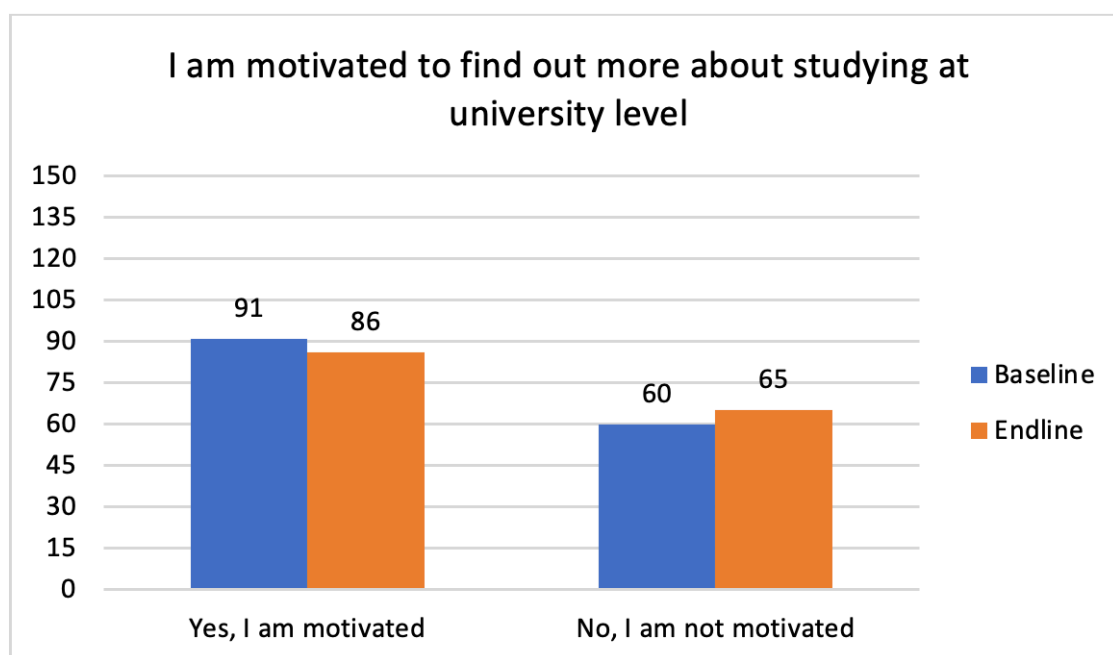
Data was collected via surveys at the beginning of the first session and then again at the end of the event day. Some additional questions were included in the baseline survey to gain an initial understanding from the young people. Questions included whether they knew the options available to them once they finished school, whether they were motivated to study at university, what they understood about the options and pathways available to them, and whether they thought university was for them. Additional feedback questions were asked within the endline survey such as what their favourite session was, what they had learnt, and whether there was anything they would change about the programme.

Key quantitative results from each of the questions are highlighted below followed by a summary of responses from the qualitative questions.

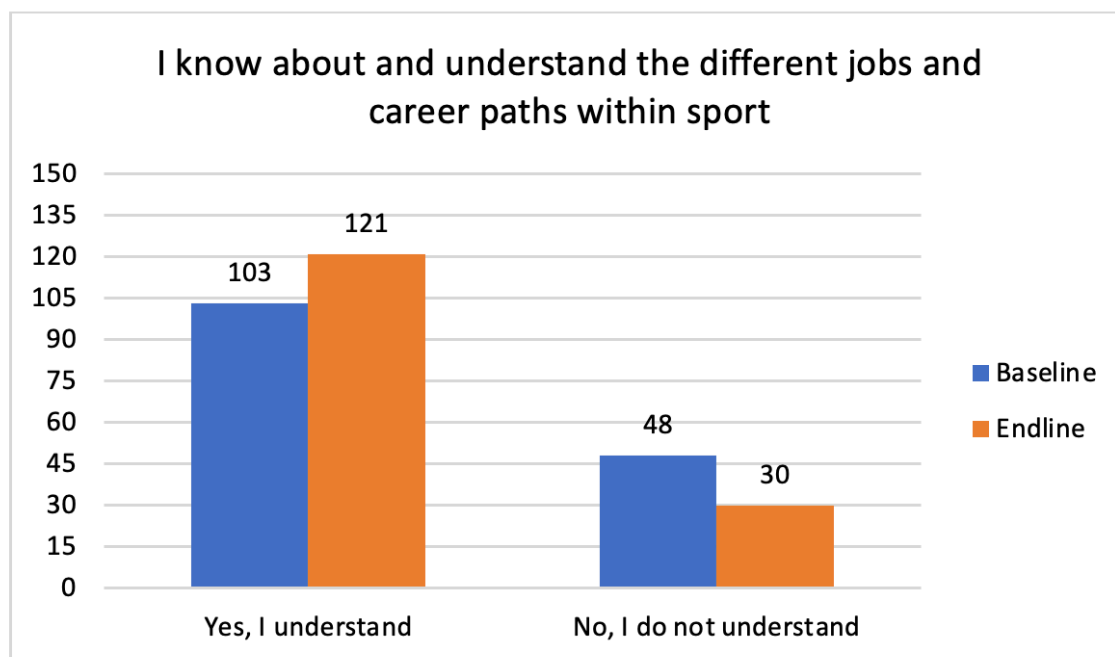
1. Young people were asked whether they knew the options available to them once they finish school/college. Results show that there was an overall 15.65% improvement in the number of young people who knew their options. Additionally, out of the initial 54 young people (35.7%) who did not know their options, 70.37% of them improved and said they did by the end of the programme.



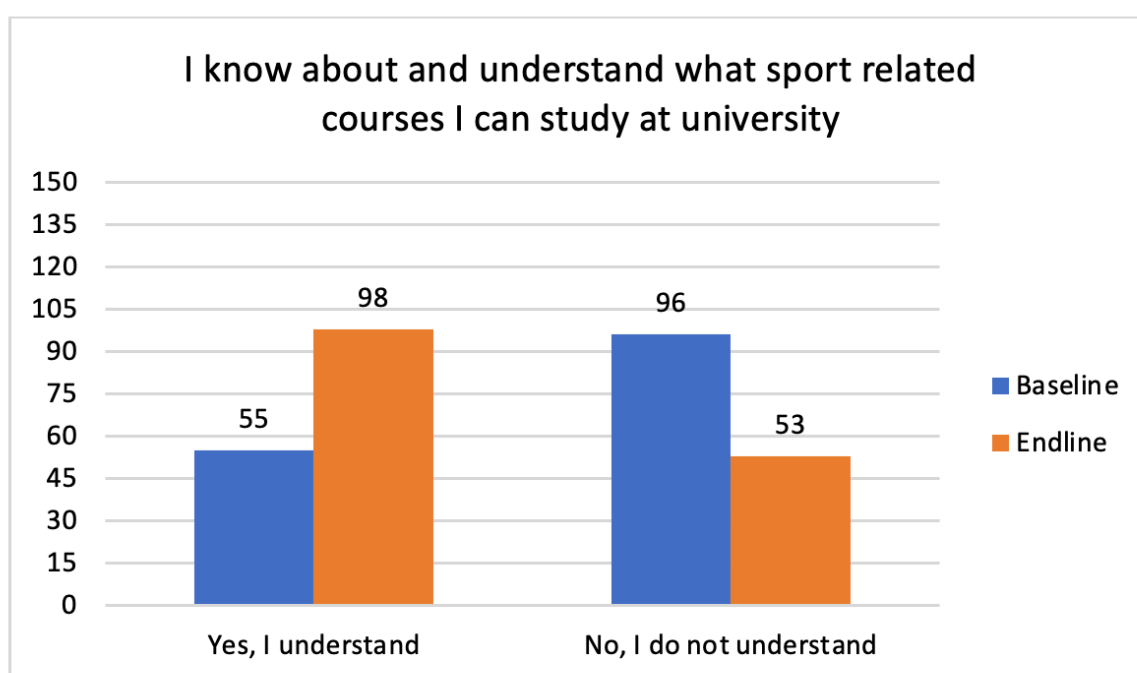
2. Students were asked if they were motivated to find out about studying at university level. Results showed that 60 students (39.7%) were not initially motivated, whereas 91 (60.3%) were. By the end of the programme, results showed a slight reduction of students motivated to study at university level (57%) with 5 more students expressing they were not motivated (43%).



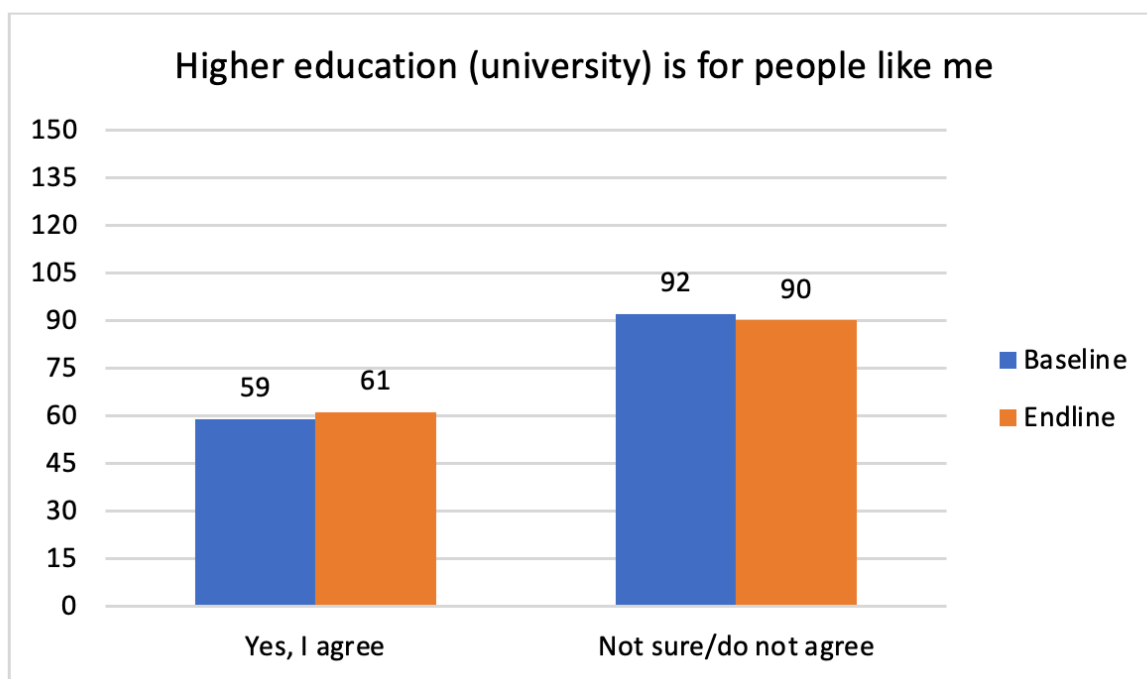
3. Students at each of the schools were asked if they understood the different jobs and careers paths within sport. Baseline results showed a strong initial response with 103 (68.2%) outlining they knew, 48 (31.8%) did not know. Albeit positive, there was room for improvement. Endline results showed that a total of 121 students understood the different roles (80.1%), an improvement of 17.48%.



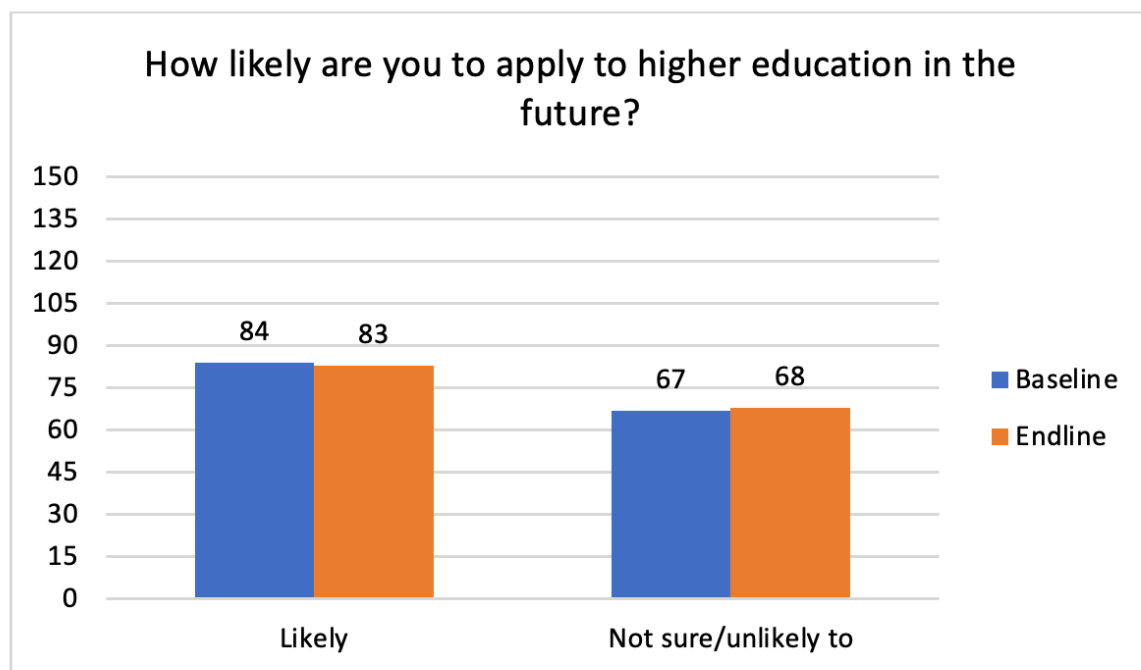
4. From the statement I know about and understand what sport related courses I can study at university, only 55 (36.4%) knew at baseline in comparison to the 98 (64.9%) at the end of the event. This showed a huge improvement of 78.18% in student knowledge, an increase of 28.5 percentage points.



5. Students were asked whether they felt higher education (university) is for people like them. Results showed little change overall from baseline to endline figures as 59 students (39.1%) felt university was for people like them before the programme, whilst 61 (40.4%) felt it was after the event had finished. However, following the knowledge gained from what courses and pathways are available to them, interestingly only 66.1% of the 59 students continued to feel that higher education was for people like them. This means that 22 students from the original 92 (23.9%) who did not feel university was for them, had changed their mind as a result of the knowledge gained.



6. The final quantitative question asked students how likely they were to apply to higher education (university) in the future. Results from the baseline survey showed 84 out of 151 (55.6%) were likely to in comparison to 83 out of 151 (55%) at the end of the event. Similar to previous questions, 26 students (38.8%) from the baseline results (67 out of 151) who were not sure or were unlikely to apply, changed their mind following the knowledge and advice they had received. Furthermore, this indicates that a high percentage of students who wanted to apply to university prior to the programme no longer wish to (32.1%).



Young people were asked several open-ended questions to gain feedback on the programme and what they had learnt following their participation. A summary of the responses showed that the students had learnt more about coaching and sport opportunities, gained more knowledge on the paths available to them, had improved their leadership, management, and physical activity skills, and developed a greater understanding of what careers are available to them within the sports industry.

Students were asked to explain whether they felt higher education was for them. From those who would like to go, the main topics included enjoying education, were motivated to learn new things, and believe they had the intelligence and problem-solving skills to succeed. Whereas those who did not feel university was right for them explained how they did not need it for their chosen career path, and that they did not like the sound of what university entailed.

Following the completion of the programme, participants were asked what they would like to do in future and what they liked most about the programme. The main responses for future careers included a footballer, a coach, a scout, a lawyer, working in finance and accountancy, and forensics and medical sciences. Areas of most enjoyment came from the interactive and practical elements of delivery where students were able to take part in activities that helped them decide about their future whilst providing them with essential knowledge of each career pathway. Additionally, several students expressed their enjoyment from the presentations delivered by universities and learning about specific roles and responsibilities within different careers.

Testimony

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The pupils at New Line Learning (NLL) really liked the sessions and we feel CACT did a really good job of organising and engaging the pupils. What we think went particularly well was the great communication, well thought out sessions that included fun and engaging practicals, and the rapport built up with pupils was good.

Overall, I highly recommend this project, it was amazing for our pupils, and you were amazing with them.

Head of P.E/Vocational Studies and Associate SLT



Conclusion

Students across the 13 different schools expressed thoughts as shown within the representative sample size. Although overall figure results between baseline and endline did not show a significant change in questions about higher education, the number of students who changed their mind from before to after the event showed how the programme provided crucial information and knowledge to allow the young people to make informed choices. To improve the programme for future evaluations, it is recommended that more time could be allocated to the completion of surveys at the beginning and end of the event.

