Our Offer for Schools
2020/21
Working With You

The Higher Education Progression Partnership (Hepp) is the outreach hub for the Sheffield City Region working to encourage more children, young people and adults to consider higher education opportunities.

We are jointly funded by Sheffield Hallam University and the University of Sheffield. We also receive funding from the Office For Students via the UniConnect Programme.

In the Sheffield City Region, the proportion of our school and college leavers progressing to higher education is lower than it should be. Too many are not fulfilling their potential. For many reasons higher education never features in their future plans and aspirations.

That’s where we come in. Our strategic aim is to work with you, supporting schools to address this.

Helping you achieve the Gatsby benchmarks

Hepp’s work, as detailed in this booklet, predominantly helps schools achieve Gatsby Benchmark 7 – encounters with further and higher education. We will provide you with a statement of activity each year as evidence for your Compass (careers benchmark tool) self-assessment.

Our resources will also support you in meeting elements of other Benchmarks, including:

- contributing to your stable careers programme (GBM 1)
- using careers and labour market information (GBM 2)
- addressing the needs of each pupil (GBM 3)
- linking curriculum learning to careers (GBM 4)

Meeting your needs

We know that each school has its own plans and challenges, so your Regional Activities Coordinator will work with you to make the most of the Hepp offer in your school. Arrange a meeting with them in school or virtually, or get in touch by phone or email to book in activities, ask questions and be signposted to relevant resources and events.

All our staff receive annual safeguarding training and we have a designated safeguarding lead. We are committed to working with you to ensure the safety of young people.

For further details please see our safeguarding statement in the About Us section of our website at www.hepp.ac.uk/about/safeguarding.

Covid-19

We understand that the current situation is causing numerous issues and challenges for schools, and that greater flexibility will be required this year. Our overall Hepp offer will not be affected but we have indicated throughout where we might need to deliver differently.
Data Collection

For all Hepp activity we are required to collect learner data. Analysis of this data provides a robust impact assessment of the difference we are making to the lives of young people in our area. This social mobility goal is the only reason we need individual learner data, we do not hold or use the data for anything else.

We require you to send student data for each activity that takes place and your Regional Activities Coordinator will be in touch with you on how to do this safely and securely at the appropriate time. We work under the public task category of GDPR which means that we do not need to request parental/carer permission for this data (although they have the right to opt out). We ask that you inform parents/carers out of courtesy, using the template letter that we provide.

Supervision of Students

Our delivery team is highly trained and all have enhanced DBS clearance. However, they are not qualified teachers and as such should NOT be left alone to supervise students. It is essential that a member of school staff is in the room for all Hepp engagements and that they provide an active presence including behaviour management. This also includes any engagements delivered online and via remote means. If a school is unable to guarantee this supervision, we will not be able to continue with an engagement.

Cancellations

We understand that there may be extenuating circumstances which lead to cancellation of an activity. However, with our finite resource in an area of great need, we ask for no less than two weeks’ notice to cancel an event, so that the date can be offered to other schools.

Underrepresented Groups

There are groups of students who need our engagements more than most as they are statistically underrepresented in higher education. We would therefore ask that you ensure, wherever possible, that the following students are included in each of your engagements:

- students with a disability
- students who are care experienced
- students with caring responsibilities
- students from areas of low participation in higher education (your Regional Activities Coordinator can help you identify these areas)

Working With Us

In order to ensure the safety and effectiveness of our engagements, and fulfil our responsibilities to contribute to regional and national conversation around widening participation to higher education, we ask the following of our partner schools.
Your Regional Activities Coordinator will work with you to discuss and plan how to get the most out of the Hepp offer.

There are four elements to the Hepp offer to schools:

1. **Free, high quality resources for teachers and advisers to enable school-led delivery** - accessed via our HeppHUB

2. **Activities delivered by the Hepp team to students in schools (physically and virtually) or on campus**

3. **Signposting to our wider partnership provision, including activity provided by our university partners - Sheffield Hallam University and The University of Sheffield - accessed via the ‘Hepp Connects’ section of HeppHUB**

4. **CPD provision for teachers, advisers and other key influencers, facilitated through Hepp delivery and online resources**
How many activities can schools have?

While we would love to be able to deliver as much activity as schools would like us to, we have a finite delivery resource and need to target it where it is most needed.

We use deprivation data to rank schools based on need. These data sets ensure we are prioritising those schools with the largest number/proportion of learners from backgrounds where they are less likely to progress to higher education.

- Category A schools are eligible to receive five face-to-face engagements per year, one per year group.
- Category B schools are eligible to receive two face-to-face engagements per year, and can choose which year groups receive these.
- Category C schools are eligible to receive two face-to-face engagements per year, one for Y7 and one for Y8.

Your Regional Activities Coordinator will confirm which category your school is in.

What format can engagements take?

There are several ways in which we can deliver face-to-face activity. Your Regional Activities Coordinator will work with you to develop a programme for your school and book in the sessions.

Workshops
- facilitated by Hepp staff to no more than 35 students in one classroom
- delivered face-to-face
- seminar style
- embedding skills development alongside providing learners with key information on the chosen strand
- 45-60 minutes

Assemblies
- more traditional lecture/presentation-based input
- providing information and developing knowledge
- up to a whole year group in a suitable venue*
- 20 minutes
- can be extended with an optional Q&A with our delivery team and Student Ambassadors

Assemblies can also be delivered virtually. Schools could enable students to access it via multiple classrooms (for example, separate classrooms for social distancing) rather than in one traditional location.

Campus visits

See page 10 for more information about how these work and what the day could include.

What do the sessions cover?

Depending on the selected year group, there are two or three activity strands to choose from. The overall strand and individual session learning outcomes are detailed on the next couple of pages.

In the academic year 2019/20

Hepp worked with

19,557 students

...and delivered

795 hours of delivery in schools and on campus.

Figures related to September to mid-March. Hepp were on target to work with 61 out of their 64 priority schools at least once this academic year.
Activity Strand Objectives

Our sessions focus on the development of knowledge concerning higher education choices focused around three main strands: benefits of higher education; choices and pathways; and student finance. They include activities specifically designed to help develop the skills associated with higher level study. The knowledge and skills gained by strand are set out below, with individual session learning outcomes on the following page.

<table>
<thead>
<tr>
<th>Benefits of Higher Education</th>
<th>Student Finance</th>
<th>Choices &amp; Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participants will:</strong></td>
<td><strong>Participants will:</strong></td>
<td><strong>Participants will:</strong></td>
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<tr>
<td>Understand the academic, social, financial and career benefits of higher education.</td>
<td>Understand the cost of university and the financial support available to meet these costs.</td>
<td>Understand the value of qualifications and the choices and pathways they can open up.</td>
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<tr>
<td>Understand the concept that higher education is an investment in their future.</td>
<td>Understand how students manage their money at university.</td>
<td>Understand the different options and progression routes available to them from GCSE (and equivalents) through to post-16 and higher education.</td>
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<td>Be able to make an informed decision about higher education progression.</td>
<td>Recognise that finance is not a barrier to higher education.</td>
<td>Reflect on their own educational/career aspirations and how they can inform decision making.</td>
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<table>
<thead>
<tr>
<th>Listening</th>
<th>Problem solving</th>
<th>Aiming high</th>
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<tbody>
<tr>
<td>Listening and understanding information; identifying and analysing different points of view.</td>
<td>Carrying out research to better understand problems; creating a range of possible solutions and weighing up pros and cons of each.</td>
<td>Knowing why it is important to make an effort; being able to set goals and break down what and how to achieve them; reflecting and using feedback from others to support achievement of their goals.</td>
</tr>
<tr>
<td>Presenting</td>
<td>Teamwork</td>
<td>Problem solving</td>
</tr>
<tr>
<td>Speaking clearly and logically, to communicate ideas; adapting presentations to audience.</td>
<td>Being a supportive and inclusive team member; learners ensuring everyone’s ideas are valued.</td>
<td>Carrying out research to better understand problems; creating a range of possible solutions and weighing up pros and cons of each.</td>
</tr>
</tbody>
</table>

“Today has changed my mind from a no to I may want to go. I learnt that uni helps in much more of life than I thought.”

Benefits of Higher Education, Y11

“I have learnt about how many different paths you can take and what suits different people best.”

Choices & Pathways, Y7&8
Session Learning Outcomes

The table below shows the specific knowledge that participants will gain whilst developing the skills on the previous page. These year groups are suggested. You can choose a different year group session if you feel the content is relevant – just speak to your Regional Activities Coordinator.

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<tbody>
<tr>
<td><strong>Y7/8</strong></td>
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<tr>
<td>Understand what university/higher education is and the different reasons why people choose to go.</td>
<td></td>
<td>Understand how to make a good decision and be able to apply this skill to upcoming educational choices.</td>
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<tr>
<td>Understand the key differences between school and university/higher education (including that unlike school, university is not free).</td>
<td></td>
<td>Understand their key stage 4 options and where they fit in relation to future post-16, higher education and career progression opportunities.</td>
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<tr>
<td><strong>Y9</strong></td>
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<tr>
<td>Understand that there are academic, social, financial and career benefits of going to higher education.</td>
<td></td>
<td>Understand how to make a decision and be able to apply this skill to upcoming key stage 4/post-16 choices.</td>
</tr>
<tr>
<td>Understand the experiential benefits of higher education (independence, transferable skills, social element) and identify reasons they might consider higher education.</td>
<td></td>
<td>Reflect on their own educational/career aspirations and how these can inform post-16 and higher education decision making.</td>
</tr>
<tr>
<td><strong>Y10</strong></td>
<td></td>
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<tr>
<td>Understand the academic benefits of higher education (teaching/learning/research/facilities, concept of choice: what/where/how) and identify reasons they might consider higher education.</td>
<td>Understand how much higher education costs and how student funding covers these costs.</td>
<td>Understand their post-16 options (what, where and how you can study) and where these qualifications fit in relation to higher education progression.</td>
</tr>
<tr>
<td>Be able to weigh up the costs and benefits of higher education.</td>
<td>Understand how student loans are repaid.</td>
<td>Reflect on their own educational/career aspirations and how these can inform post-16 and higher education decision making.</td>
</tr>
<tr>
<td><strong>Y11</strong></td>
<td></td>
<td></td>
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<tr>
<td>Understand how going to higher education can benefit them in terms of graduate prospects and employability and identify reasons they might consider higher education.</td>
<td>Calculate entitlement to student funding (student loans, bursaries, scholarships and other income sources).</td>
<td>Understand how to make informed decisions in relation to their post-16 and higher education choices.</td>
</tr>
<tr>
<td>Be able to weigh up the costs and benefits of higher education and make an informed choice.</td>
<td>Understand the link between student loan repayments and graduate earnings.</td>
<td>Understand what, where and how you can study at higher education level.</td>
</tr>
</tbody>
</table>
Register today and encourage other colleagues to join too - there’s no limit to how many members of staff can access our resources!

www.hepp.ac.uk
supporting

HeppHUB provides free, online resources for use in the classroom, for your parents and carers, and for the professional development of your own staff.

Classroom resources

On HeppHUB, you will find a huge variety of resources, ranging from lesson plans and presentations, to games and videos, and information booklets for students to take away. The resources can be used with years 5-13 and cover the benefits of higher education, student finance, choices and pathways, and student life. All of these are easily searchable using the filter system, where you can select by year group, topic and type. You can use these resources in many different ways to build a programme of study for PSHE lessons, plan assemblies, presentations to parents, options evenings or as part of your own offer on drop-down days.

Parent and carer resources

We understand how important family members are when young people make decisions about higher education. Therefore, we also have a dedicated section for parents and carers, where they can find information booklets and videos to use as conversation starters or to help them support their child.

CPD resources

We have created a section of CPD resources to develop your own knowledge of higher education and the Gatsby benchmarks, and how to share these with relevant colleagues and other audiences.

signposting

Partner Provision

HeppHUB features information about the resources and outreach activities of our funding partners, Sheffield Hallam University and the University of Sheffield, as well as our wider partners.

Hepp Connects

The Hepp Connects page advertises higher education related outreach activity across the Sheffield City Region and beyond. These range from open days, taster activities or bespoke visits on campus or in school.

strategically

HeppHUB is built on our strategic approach working with partners across the Sheffield City Region to provide a single point of contact for impartial Information, Advice and Guidance (IAG).
University campus visits

Having a campus visit as one of your engagements is a great way to give your students an experience of university.

These are available for up to 50 students at either Sheffield Hallam University or the University of Sheffield. You can choose the cohort of students however you like, which could be to remove the unknown for those who have never visited, to raise aspirations, to encourage high-achieving students or as a general incentive/reward.

We will plan the day’s itinerary to suit your requirements, but it usually includes:

- two workshops
- a campus tour
- an interactive Q&A session with our student ambassadors, who share their current and relevant insight

The students were very inspired about the visit and found the campus tour in particular very useful. It gave them an insight into what studying at university means. They were interested in seeing the various libraries and the lecture theatres as well as the Students’ Union and discovering the many social opportunities available such as societies.”

Tuxford Academy

The students are still talking about what they want to do at university, so it obviously made an impression. I hope we can bring them again in future years to keep that excitement and anticipation going.”

XP East School

Covid-19

We are currently taking provisional campus visit bookings for dates from January 2021 onwards. We will continue to review the situation in line with Government advice, local public health updates and both universities.

It may be possible to provide a short virtual taster of the university experience – please speak to your Regional Activities Coordinator for more information.
Who we are

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A great event with a lovely team. It has definitely made some students be more open minded and consider HE for the future."
Teacher

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The Higher Education Progression Partnership (Hepp) works across the Sheffield City Region. Our mission is to ensure that every young person knows that higher education exists and could be an option for them.

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