

Nerupi

How does the geographical location shape HeppSY?



A partnership of
Sheffield Hallam University
and The University of Sheffield



**Sheffield
Hallam
University**



**University of
Sheffield**

In this presentation we will cover:

- Regional context of HeppSY
- Educational context of HeppSY
- Our offer
- Evaluation overview
- Introduction to partners



A partnership of
Sheffield Hallam University
and The University of Sheffield



University of
Sheffield

Regional context of HeppSY

- 2 universities at centre of region – all schools and colleges within an hour
- Majority 11-16 schools
- 45 schools and colleges axp 30,000 unique students
- Ex mining towns
- Geographical spread – Campsmount / Trinity

HeppSY is working with...

Barnsley

- 1. Delta Darton Academy
- 2. Outwood Academy Carlton
- 3. Outwood Academy Shaftron
- 4. Horizon Community College
- 5. Barnsley College
- 6. Netherwood Academy
- 7. Astrea Academy Dearne

Doncaster

- 8. Campsmount Academy
- 9. Trinity Academy
- 10. Outwood Academy Adwick
- 11. Delta Ash Hill Academy
- 12. Delta Don Valley Academy
- 13. Doncaster College
- 14. Outwood Academy Danum
- 15. Delta The Laurel Academy
- 16. Delta De Warenne Academy
- 17. Delta St Wilfrid's Academy
- 18. New College Doncaster
- 19. Sir Thomas Wharton Academy
- 20. Delta Rossington All Saints Academy
- 21. Delta Serby Park Academy

Sheffield

- 22. Ecclesfield School
- 23. Yewlands Academy
- 24. Chaucer School
- 25. Firth Park Academy
- 26. Longley Park Sixth Form College
- 27. Hinde House Secondary School
- 28. Parkwood E-Act Academy
- 29. Fir Vale School
- 30. UTC Sheffield Olympic Legacy Park
- 31. UTC Sheffield City Centre
- 32. The Sheffield College
- 33. Outwood Academy City
- 34. Meadowhead School Academy Trust

Rotherham

- 35. Wath Academy
- 36. Saint Pius X Catholic High School
- 37. RNN Dearne Valley College
- 38. Rawmarsh Community School
- 39. Thrybergh Academy
- 40. Winterhill School
- 41. RNN Rotherham College
- 42. Clifton Community School
- 43. Thomas Rotherham College
- 44. Wickersley School and Sports College

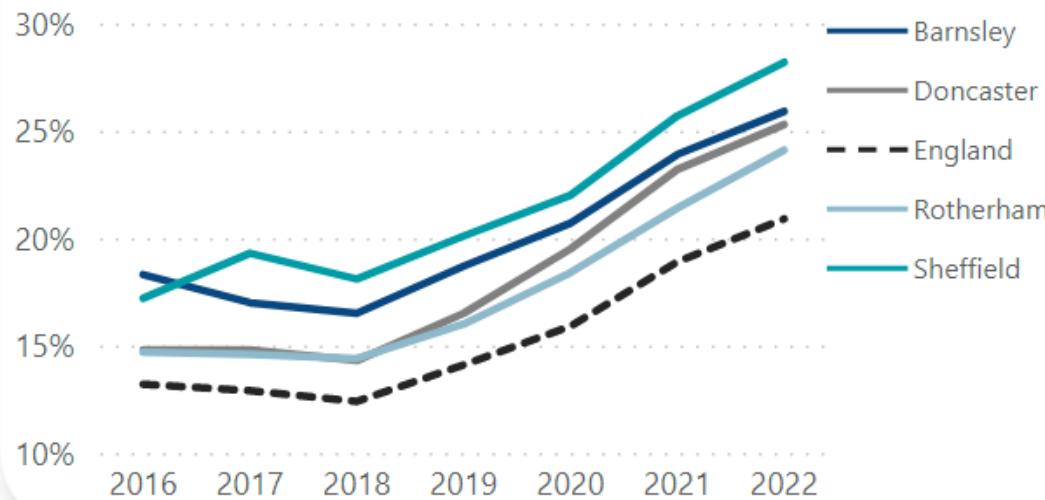
North East Derbyshire and North Notts

- 45. Outwood Academy Valley
- 46. RNN North Notts College
- 47. Outwood Academy Portland
- 48. Outwood Academy Newbold

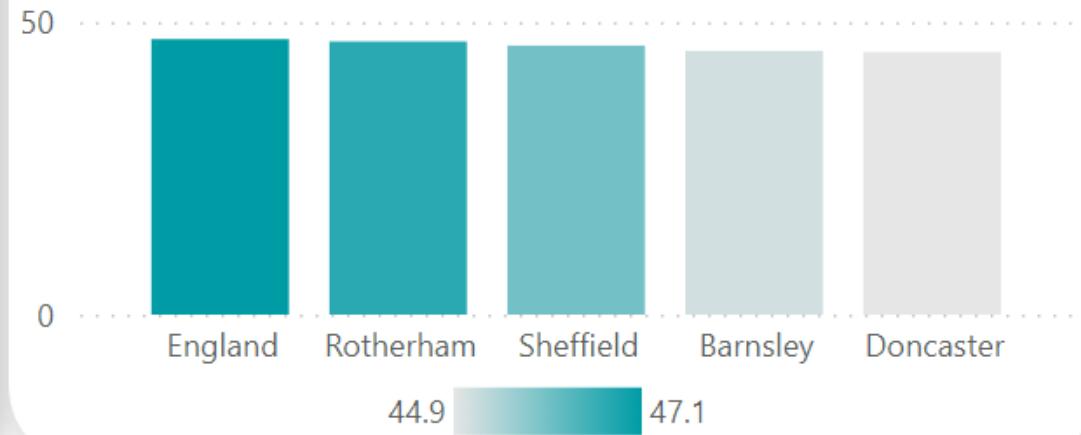


Educational context of South Yorkshire

Secondary Pupils Eligible for FSM
Percentage



Educational Attainment (GCSE)
Average Attainment Score



What is the current labour market in South Yorkshire?



Growing sectors locally

These are the areas (sectors) within the South Yorkshire that are important and growing:

- Advanced manufacturing
- Low carbon ('green' jobs)
- Construction
- Creative and digital
- Financial and business services
- Retail
- Healthcare technologies
- Sport, leisure and tourism



Our specific barriers

- Geographical – outlying schools / lack of transport/ lack of travel by yp
- Cultural
- Economic
- Sense of belonging in HE
- Parental engagement



A partnership of
Sheffield Hallam University
and The University of Sheffield



University of
Sheffield

HeppSY offer

- Aligned to 4 strands
- Team of graduate interns deliver workshops and assemblies
- Team of careers advisers deliver workshops and 1-1 guidance
- Headline Projects – targeted work
- Elevated – targeted work
- Brilliant club
- Partner University offer
- Hepp



A partnership of
Sheffield Hallam University
and The University of Sheffield



University of
Sheffield



Ditch the Doubt Programme



Key partners

- Hepp
- Sheffield Hallam and University of Sheffield
- FE colleges
- 6th form colleges
- Careers Hub



A partnership of
Sheffield Hallam University
and The University of Sheffield



University of
Sheffield

Evaluation



Know



Choose



Become



Practice



Understand



Learner Survey

HE benefits

HE knowledge

Sense of belonging

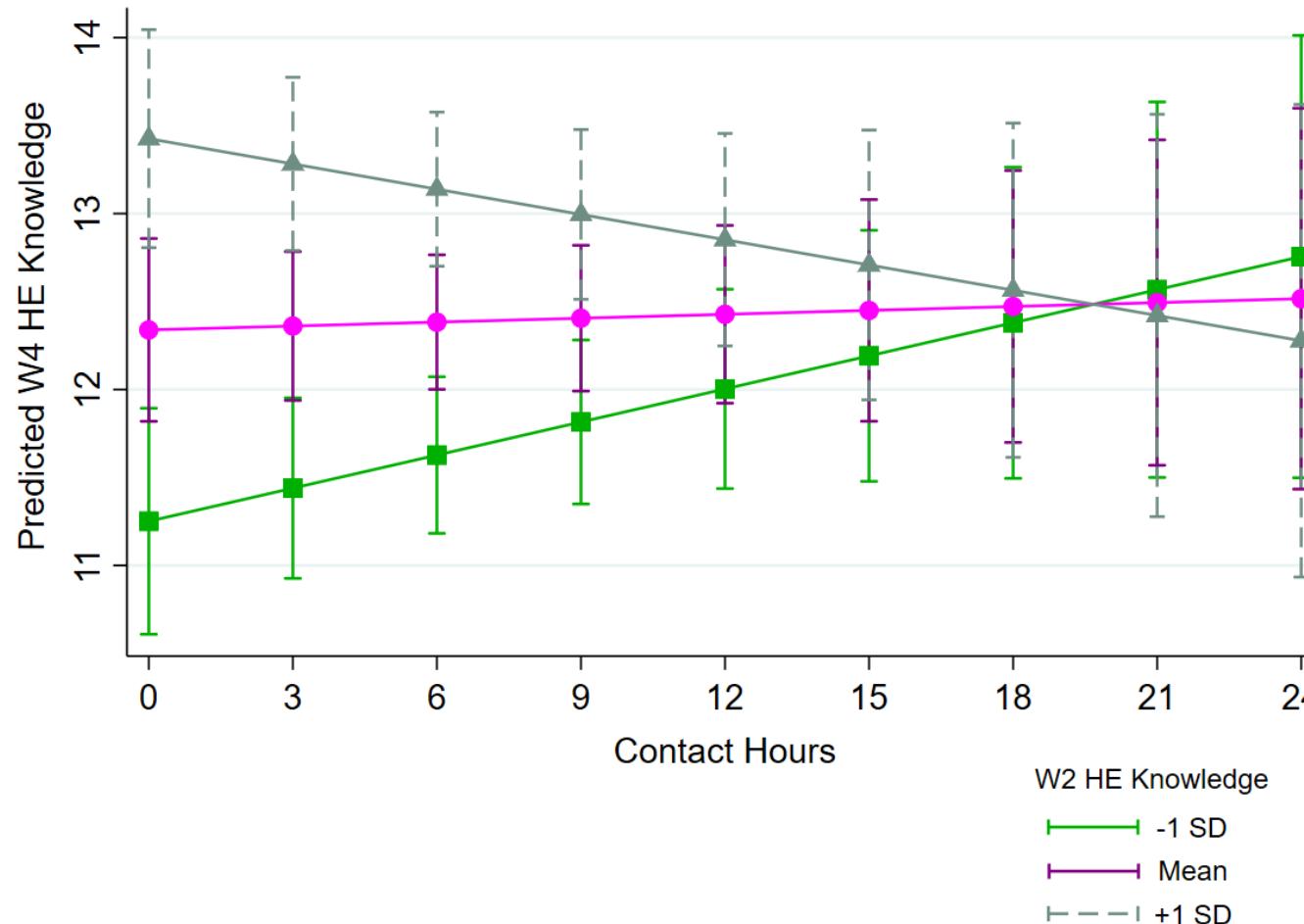
Self efficacy

Career knowledge

Future evaluation

Metacognition and SRL

Evaluation - Evidence



A positive impact of increased contact hours is observed for students who had reported low HE knowledge at Wave 2 (green line), although this is not the case for the students who had reported higher HE knowledge at Wave 2.

Evaluation - Evidence

% HE Progression for Outreach Participants and National Average

● % All Outreach Participants ● National Average



% All Outreach Participants and National Average

% HE Progression for Disadvantaged Outreach Participants and National Average

● % POLAR4 Q1 Outreach Participants ● % IMD Q1 Outreach Participants ● % POLAR 4 Q1 National Average



% POLAR4 Q1 Outreach Participants, % IMD Q1 Outreach Participants and % POLAR 4 Q1 National Average



A partnership of
Sheffield Hallam University
and The University of Sheffield



The evidence from the HEAT HEASA Tracker data (HEAT, 2022) proved that HeppSY phase 1 outreach achieved a good long-term outcome. Proportionally more students from POLAR4 Q1 backgrounds who participated in HeppSY and partners' outreach interventions progressed to HE (37.8%) than the national average (29.5%).

**Sheffield
Hallam
University**



**University of
Sheffield**

Summary

- Our offer has evolved over 6 years
- Provision based on the outcomes of our surveys, evaluation and response to need of our region
- Our region has many challenges but also many opportunities for the future
- Supported by our 2 partner universities



A partnership of
Sheffield Hallam University
and The University of Sheffield



University of
Sheffield

Access at Sheffield Hallam University

- SHU Progress
- Contextual Offers
- Black British Entrants

Marie Kendrew
Senior Access Development Officer - Data & Evaluation



SHU Progress – Applicant and Transition Support Scheme

SHU Progress provides support for applicants whose personal circumstances might mean that there are barriers to going to university

The scheme provides additional support in the year of application and throughout the application process, including the transition to becoming a university student



- **A personal contact** to provide advice, answer questions and to advocate for students
- **Referrals to specialist teams and practical support** with key stages of the application process
- **Exclusive and personal events/visits** to experience the university and meet staff and current students
- Support with **travel costs** in attending university events or interviews
- Support with **making the best application** to university including workshops on preparing for interviews
- **Regular communications** regarding relevant support (financial and pastoral) or opportunities and access to our exclusive Online Members Area
- Access to **scholarships and bursaries**
- **Enhanced transition** – hand over to on-course support teams, and students aware of where to access support once enrolled
- A **contextual offer** (for applicable courses)



Contextual Offers and Support Programme

When applying to Hallam, we consider applicants' personal circumstances as well as their grades, experience and personal statement.

In some cases, that means we will make a contextual offer.

We want every student with the potential to succeed at Hallam to be able to do so.

Contextual offers help make sure that everyone who applies has a fair chance of getting a place, regardless of their background.



Black British Entrants Scheme

Our APP access target is to increase Black British Entrants to 6% by 2024. To align with this, the Access Development Team have created a new programme of activity.

3 Strands -

- Increase applications, students want to study at SHU
 - Working with partners, development of a Y12 activity
- Increase offers by looking at our internal processes
 - Working with SHU staff
- Increase conversions to accept and enrol
 - Creation of a mentor programme, buddying applicants with current students

The main purpose of the activities (strand 1 and 3) is to increase a students' sense of belonging and mattering at Sheffield Hallam and to feel part of our community.

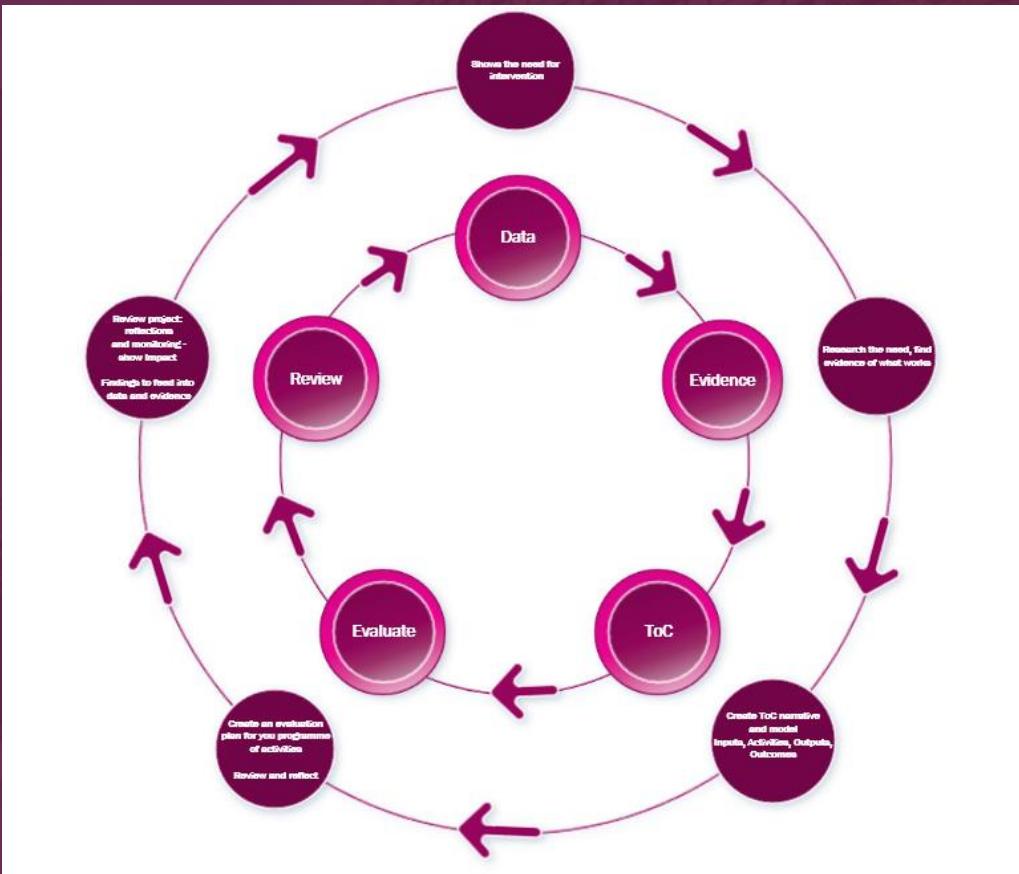


Black British Entrants Scheme: Mentoring

- Evidence based
- Theory of Change
- Evaluation Plan

Mentoring ('Buddy') programme matches applicants with a current student. The team organises for the mentors and mentees to meet on 4 occasions, this is both online and face to face.

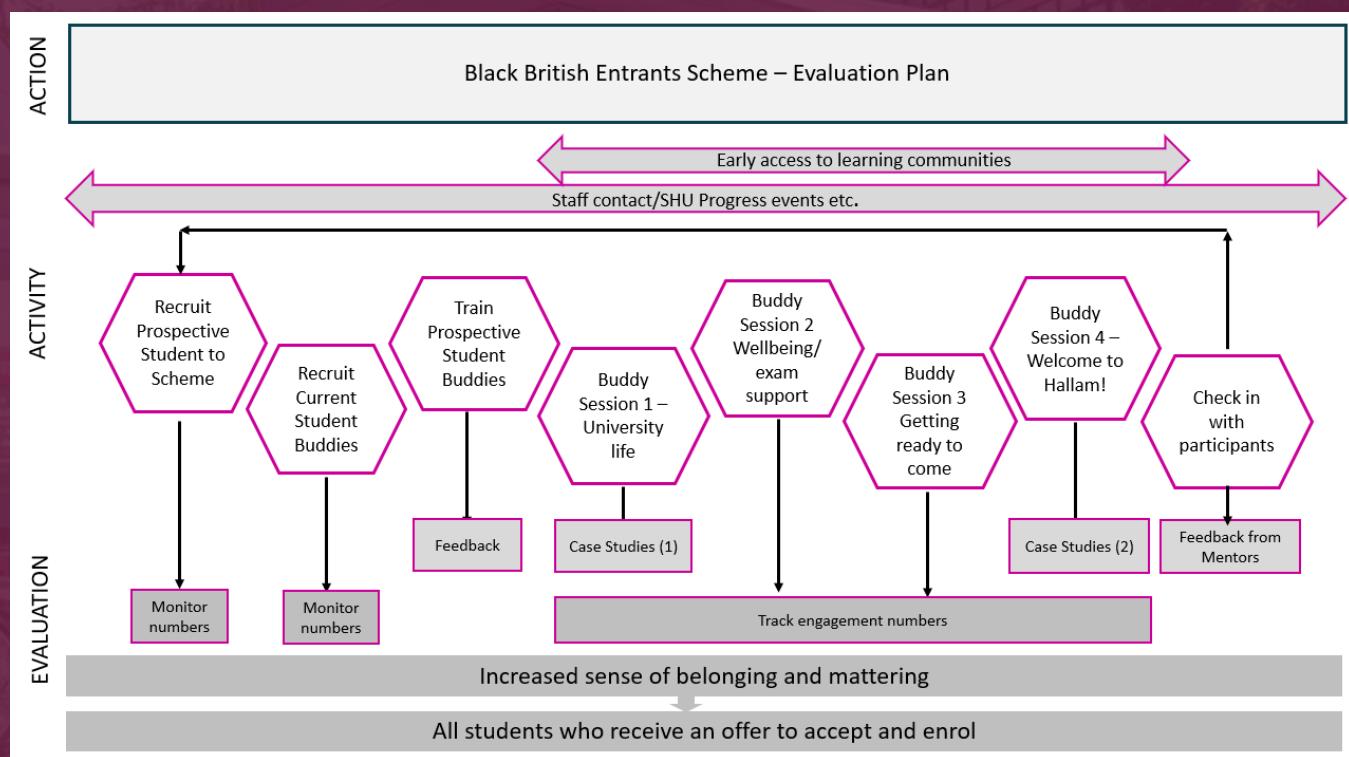
- University life
- Wellbeing
- Transition
- Welcome week



Black British Entrants Scheme: Mentoring - Evaluation

Created a Theory of Change narrative and a model, mapping out our planned activity.
Linked to this is an evaluation plan

- Comparative case studies
- Most significant change



Thank you



University of
Sheffield

University of Sheffield CoacHE

Be Sheffield

Made.

Vicky Peace
Senior Access Development
Officer (Evaluation &
Reporting)

**RUSSELL
GROUP**

A WORLD
TOP 100
UNIVERSITY



What is CoacHE?

**It is a programme
for Year 9 students
delivered by the
University of
Sheffield and Grit**

**Designed to
help raise
attainment**

**Designed to
help
encourage
school
attendance**

**Designed to
help
students to
realise their
potential**



Why white working class boys?

Underrepresented group at UoS

Very low proportion of UG students who would meet the criteria of WWCB

Underrepresented on UoS sustained programmes

Historical challenges recruiting WWCB to our sustained access programmes

Problem and outcome statements

This work identified key areas of risk for this group, we wanted to work with Y9s around the time of SATs

Regional representation of this group

Schools targeting work highlighted schools in Sheffield, Doncaster, Rotherham and Barnsley with above average WWCB



Programme

- Grit meets successful students in school initially
- Two consecutive days of Grit coaching
- Study Skills session by the University of Sheffield
- Introduction to Higher Education event by the University of Sheffield
- Follow up Grit sessions
- End of programme Celebration event by University of Sheffield and Grit
- All interventions delivered with the support of our Student Ambassadors

In partnership



2 cohorts

10 schools

**80 participants
recruited**



Programme design

- Study skills day was built around what was put forward by the students in their application forms
- This was an important element our programme team wanted to bring into this programme design
- Guest lecture so students can experience the academic side
- Campus tour
- Societies / social side

**Designed with
student input**



**Academic
involvement**

**Coaching
Study Skills**

**Intro to Higher
Education**



University of
Sheffield

CoacHE Evaluation Plan

Brilliant Club toolkit
designed for the
University of
Sheffield

TASO guidance on
Theory of Change

Working with Grit's
evaluation team

Variety of evaluation
tools and
approaches

Theory of change:
Include the overarching ToC for this programme of activity

Situation (1):	<i>What is the context in which you are working? What problem are you trying to address or resolve?</i>		
Aims (2):	<i>What is the objective or goal you're trying to achieve? What is the proposed solution to the problem? This should be linked to your overarching strategy.</i>		
Rationale & Assumptions (5):	<i>Assumptions explain the contextual underpinning of the TOC. Assumptions are conditions necessary for the success of the intervention. Your rationale explains why one outcome is needed to achieve another. Assumptions and rationales (often supported by research) help strengthen plausibility of the theory and likelihood the stated goal can be achieved</i>		
Interventions			Impact
Inputs (8)	Activities (6)	Outputs (7)	Outcomes (3) & Impact (4)
<i>What are the human, financial organisational resources required to deliver your activities and achieve your desired outcomes?</i> Participants: Staff: External organisations: Cost:	<i>Outline the activities. interventions and targeted participants that you believe (supported by the rationale and assumption) will bring about the desired change</i> Activities mobilise your inputs to produce outputs	<i>What are the results/deliverables of the activity relevant to the achievement of your outcomes</i>	<i>Short and intermediate term outcomes that need to be in-place for your intervention to work and for the long term goal to be achieved</i> Short term (3): <ul style="list-style-type: none">• Medium term (3): <ul style="list-style-type: none">• Long term (4): <i>What is the long term goal related specifically to the problem? What will result from the removal of the problem</i> <ul style="list-style-type: none">•



Evaluation design

- Theory of Change developed
- Evaluation plan created and peer reviewed
- Surveys designed with project team and Grit
- Surveys tested (Y9 boys)
- Activities and participants will be logged on HEAT
- Reporting plan TBC!

Designed with
project team



Partner
involvement

Baseline
survey

Follow-up
surveys

Observation of
activities

Embedded in
activities



University of
Sheffield

Thank you!