



# Hepp Primary Development



A partnership of  
Sheffield Hallam University  
and The University of Sheffield

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# Who are Hepp?

- Funded by Sheffield Hallam and University of Sheffield
- Offer free, impartial advice with secondary schools across the region
- Starting to increase and improve primary school offer

“Our mission is to make sure that every young person knows that higher education exists and could be an option for them.”



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# Coming up...



- What is Future Flyers?
- Progress
- Evaluation
- Impact
- Next steps
- Resources



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FUTURE FLYERS

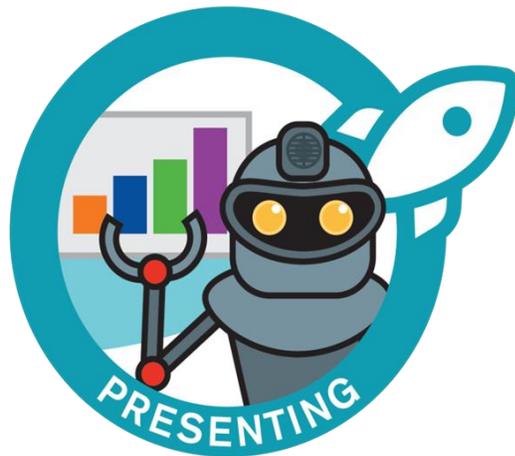
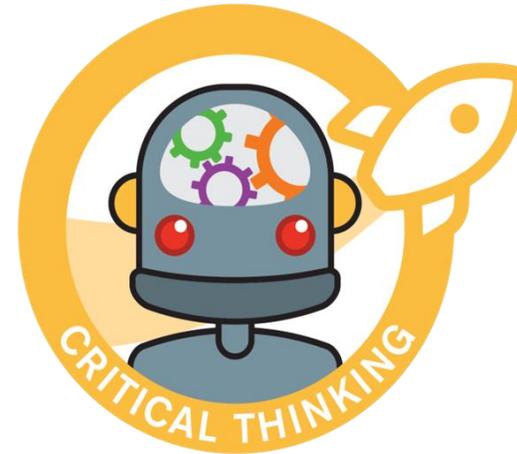
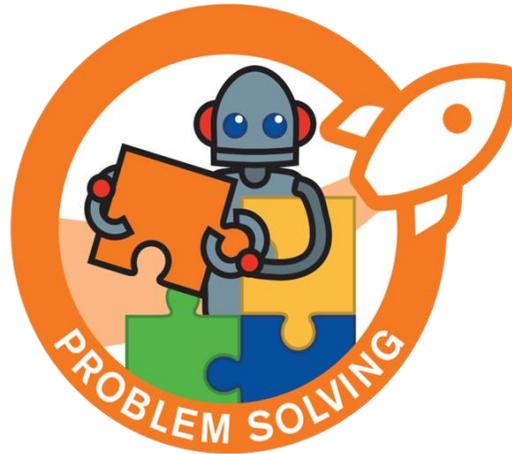
# Project Aims

- 1.) Increase awareness and understanding of careers
- 2.) Develop research skills and understanding the link between skills developed at school and their application to the real world
- 3.) Raise aspirations and horizons for the future

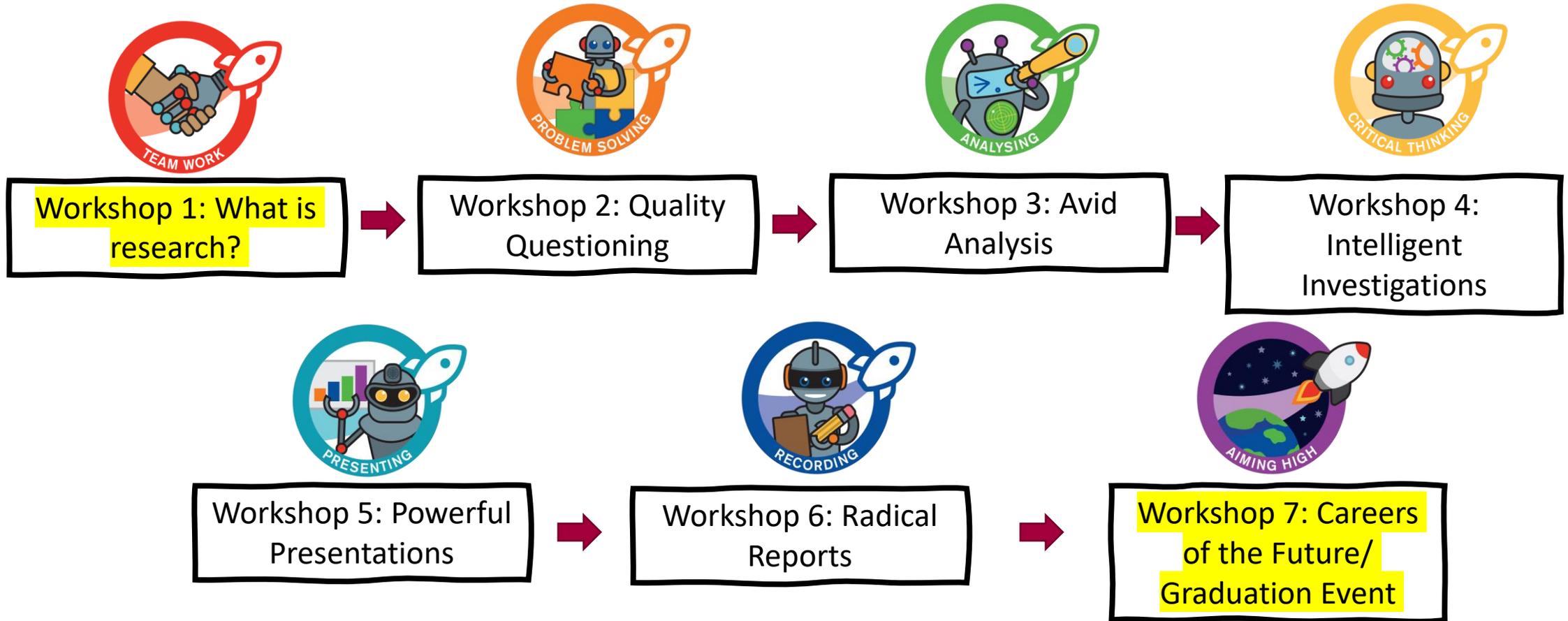
# Our Approach

- Informed by CEC Primary Fund rationale - developing employability skills / skills builder framework
- Identification of good practice in the sector - "what works?"
- Programme constraints
- Desire to pilot combination of Hepp and school led delivery
- Alignment with curriculum
- School targeting rationale

# Skills development



# Delivery model



# Delivery model

- Using the online delivery platform, the Hepp Hub, schools will be able to access and download 5 additional sessions which include PowerPoints, full planning and resources.



Each PowerPoint is colour coded and has the key skill for that session mentioned throughout.

**Workshop 2: Quality Questioning**

**Lesson Outcomes**

- To identify different types of questions
- To design a survey to answer a question
- To understand how to conduct a survey effectively

**Resources needed:**

- Skills and interests quiz
- Question bank (printed and cut)
- optional: Table to model recording findings from fruit activity

**Focus skills:** Problem Solving  
Other skills covered: Teamwork, Communication, Critical Thinking

This workshop will introduce students to the different types of question asked in surveys and the kinds of data they each produce. They will use the skills and interests quiz to practice the skill of asking questions and recording answers, and then work in teams to create a survey of their own using the question bank or their own questions. As part of this workshop the teacher will need to provide students with an opportunity to carry out their survey.

Activity	Description
<b>Skills and interests Quiz</b> (Slides 9-12)	Explain that people tend to choose their careers based on their skills and interests. Hand out the skills and interests quiz and ask the students to work in pairs, with one person asking the question and looking the answer sheet based on their partner's response. The questioner then has the responsibility of recording the answers by checking and checking their results. Encourage the pair to continue to help. Encourage the students to come to a conclusion at the end about how around the class.
<b>Data Collection</b> (Slides 13-16)	Discuss the idea of data collection with the students. Can they think of any careers which might involve data collection? Encourage them to think about unusual examples, for example a fashion designer might research to know what kind of style is popular, so they might send out a survey to their customers. A gardener might want to know which plants will grow best at which time of year so they might look at information that has been collected from other gardeners about which they planted and how the plants grew.
<b>Question Activity</b> (Slides 17-19)	Give the students the question bank to look through. Each student picks a question and move around the room asking other students. The presentation suggests students ask a minimum of five other students but teachers can set their own rules. Students can ask those around their tables rather than moving around if space is limited. Following the activity encourage the students to discuss their experience of asking the question. Did they get similar answers? Can they remember any of them? Draw out similarities and differences.
<b>Different types of questions</b> (Slide 22-29)	Explain each of the different types of question and get the students to find examples in their question bank. Use the fruit salad example to demonstrate differences between the answers to each of the types of questions. Encourage the students to discuss advantages and disadvantages of each type.
<b>Creating a survey</b> (Slide 30-32)	Students to create a survey; this can be using questions from the bank, their own questions, or a mixture. The suggested numbers of questions are aimed at keeping the surveys small and easy to manage in terms of data analysis. For the reasons it also suggested that each group questionnaire more than 10 students, unless online survey collection methods are used.



**Quality Questioning**

What is primary data?  
.....

Why is data collection an important skill?  
.....

How would you feel collecting different peoples' opinions?  
Very Difficult  Difficult  Alright  Easy  Very Easy

Draw a career that would require lots of data collection...

hepp

# Where we are

14 schools are signed up to the programme so far.

This means that by the end of the year we will have:

- Worked with 720 students
- Run 54 Hepp delivered sessions
- Facilitated a possible 135 teacher delivered sessions
- Had interaction with up to 400 parents at in school celebration events
- Had 300 students onto campus across two events

All with just one member of delivery staff.



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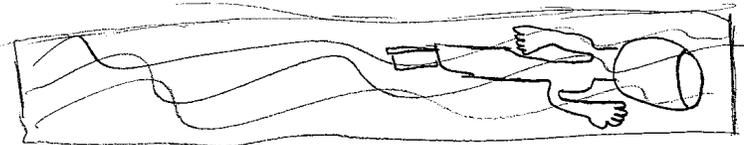
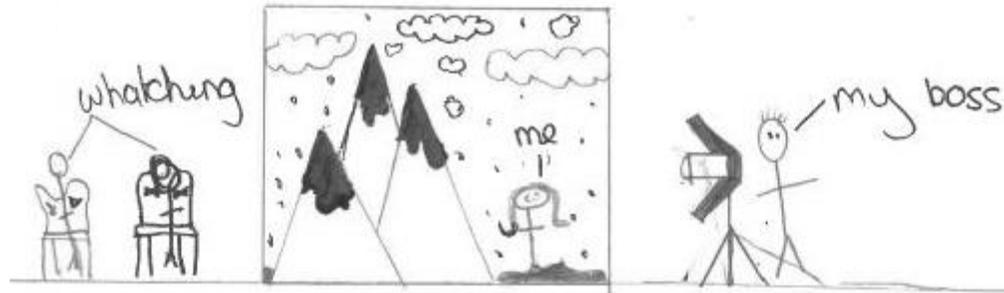


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# Evaluation

- Baseline and end of programme surveys
- Teacher, student and parent feedback
- Examples of students' work

Draw a picture of yourself in the future



# What do you know about jobs or careers?

Of the 25 students who completed this section in both the baseline and exit survey;

Mentioned...	Baseline	Exit
University	3	6
Skills	1	5
Variety of careers	1	4
Money	4	2
Don't know	5	0



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Only appeared at baseline	Appeared in both		Only appeared at exit	
archaeologist author baker bodyguard builder chippy man consultant detective dog groomer fire fighter ice cream van judge nurse	actor artist athlete cafe worker CEO dancer dentist doctor fashion designer footballer game designer gamer hairdresser historian horse biologist horse instructor horse rider lawyer musician optician physiotherapist police officer RSPCA helper	scaffolder scientist shopping centre assistant swimmer teacher vet youtuber	agent animal trainer army astronaut butcher chef chemist dog walker engineer flight attendant historian horse biologist horse instructor journalist navy pet carer photographer president robot teacher shop owner shopping centre assistant soldier surgeon teaching assistant zoo keeper	<ul style="list-style-type: none"> <li>52% of students could name five jobs at exit (only 26% at baseline).</li> <li>Number of students naming no careers in a growth area (SYF) dropped by 20%</li> <li>At baseline students named 90 jobs, this increased to 108 at exit.</li> <li>Jobs which appeared showed a trend towards STEM subjects.</li> <li>Some jobs which disappeared tended to be more 'observational' or 'obvious.'</li> </ul>

# Impact

## 1.) Increase awareness and understanding of careers

- At baseline 48.15% of students agreed with the statement 'I know a lot about careers or jobs' this increased to 92.59% at exit. The number of students who agreed that they learnt about careers or jobs in school increased from 11.11% to 85.19% at exit.
- In the section 'Name five careers you might like to do in the future', students were able to name a greater number of careers as a result of the project (26% naming 5 jobs at baseline compared to 52% at exit)
- The 'Draw yourself in the future' section showed a shift towards students using more technical career names which might indicate an increased understanding.



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# Impact

## 2.) Develop research skills and understanding the link between skills developed at school and their application to the real world

- There was an increase in the number of students mentioning skills in relation to careers in the section ‘What do you know about careers?’- only 1 before the programme, 5 afterwards.
- Of the 18 students who filled out the section ‘What have you learned by taking part in Future Flyers’, 10 mentioned the skills they had developed through the programme.

# Impact

## 3.) Raise aspirations and horizons for the future

- In the section 'Name five careers you might like to do in the future', students were more likely to name careers in growth sectors or requiring higher level study in the exit survey.
- When answering the question 'What do you know about careers' students were more likely to mention university and the variety of career opportunities available.

# Early Findings- Evaluation

- The programme seems to be successful at increasing students knowledge of careers
- The link between university and careers needs to be made clearer to students
- The programme seems to be successful at raising student aspirations.

# Early Findings- School Engagement

- There is significant demand for a programme of this type amongst primary schools in the local area
- There is a willingness to self deliver
- There is demand for an online only programme



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# STM 1

## Baseline



Draw a picture of yourself in the future and write a sentence to go with it.

I don't know  
what I want to do.



## Exit



Draw a picture of yourself in the future and write a sentence to go with it.

I'm a youtuber.



Hello Guss!)



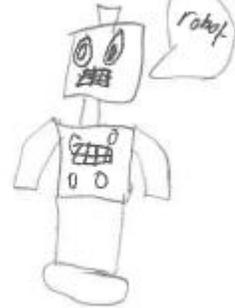
# TM 21

“If you are lazy you get “sacked” which means fired you don’t have a job anymore. If you get less than £16,000 a year your kids get free school meals.”

“You need skill and do something you want because desire is the fuel that powers the engine of success”



Draw a picture of yourself in the future and write a sentence to go with it.



I think that we all will be robot slaves.



Draw a picture of yourself in the future and write a sentence to go with it.



Me as a cartoonist.

# Impact

Some comments from our first session:

I have learnt that everyone has a skill and every job can need that skill.

Tell us something you have learned today:

I have learnt that there are many different jobs like marine biologist. I have also learnt lots of different skills I would need for jobs.

I liked taking part and learning about different careers.

I have learnt that I have loads of abilities.

I have learnt how to accurately problem solve.



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# Next steps

- This year is a pilot year, we are aiming to work with 15 schools on the full programme and a smaller number in a pilot of the online resources.
- This will allow us to evaluate the impact of the project, and to create a collaborative network of schools whose feedback will allow us to improve and fine tune the resources.
- Development of a second strand related to higher education and a range of age appropriate supporting resources for the website.
- On campus graduation event in May.

# Resources showcase



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