## Degree apprenticeship or traditional degree?

<table>
<thead>
<tr>
<th><strong>Target audience</strong></th>
<th>Students who wish to obtain a university degree but have not yet made firm decisions around this. It’s particularly appropriate for Year 12.</th>
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| **Aims**            | To make students aware of degree apprenticeships and what they involve  
|                     | To help students understand the similarities and differences between degree apprenticeships and traditional degrees  
|                     | To help students learn more about traditional degrees and address any misconceptions they may have (eg around contact hours)  
|                     | To help students develop a feel for which of the two options might suit them better personally. |
| **Resources needed**| Internet access  
|                     | Paper for groups to record their thoughts and findings (eg A3 sugar paper/flipchart paper). |
| **Background**      | The activity can be delivered by a teacher with no careers guidance experience.  
|                     | The activity doesn’t require students to have taken part in any previous careers activities or guidance. |
| **Timing – adapting the activity to your needs** | You will most likely need to split the activities below across more than one teaching period.  
|                     | If contact time is at a premium, you may wish to set the online research tasks (tasks 1 and 4) as homework, with task 1 as prep work before the first class and task 4 between classes.  
|                     | For example, if you have two 25-minute teaching periods in subsequent weeks available you may wish to:  
|                     | - Set task 1 as homework  
|                     | - Complete tasks 2 and 3 in your first teaching period  
|                     | - Set task 4 as homework  
|                     | - Complete tasks 5 to 8 in your second teaching period. |
| **Useful resources**| Alternatives to university after A levels, Highers or the IB  
|                     | How difficult is an apprenticeship  
|                     | Degree subject guides |
# Activity plan

## Introduction
- Allow up to five minutes

Teacher to introduce the lesson, explaining the aims above.

## Task 1 – researching degree apprenticeships

(Pre-lesson as homework or in first part of lesson)
- Allow 30 minutes if task is to be completed in class

Students to go online to research the following (either as prep work prior to the lesson, or individually or in pairs in class). NB the ‘useful resources’ above will help, as will employers’ own websites.

- **What is a degree apprenticeship?**
- **Give three different examples of degree apprentice programmes with different employers, including:**
  - What the programme involves
  - How long it lasts
  - What degree subject you’ll study and where
  - Whether you’ll do the same job throughout your degree apprenticeship or if you’ll get to try out different job roles or teams
  - The salary (if they say).
- Examples of different patterns of how study and work are combined (hint: ‘How difficult is an apprenticeship’, in the ‘useful resources’ section, can help with this).

## Task 2 – sharing findings of degree apprenticeship research

- Allow five minutes

Teacher to lead the sharing of findings from task 1 among whole class.

## Task 3 – small-group discussions on traditional degrees

- Allow ten minutes

In small groups (two to five students), students to discuss how much they know about traditional degrees (encourage students to focus on degrees that you do full time, pay for yourself and where you attend university each week in person).

- **How many contact (teaching) hours do university students have? How much work do they need to do independently?**
- **What different teaching methods are used? (For example, practicals for science students.)**
- **Do degree courses include work experience?**
- **Are degree courses designed to train you to do a job?**

Students to record their thoughts.

## Task 4 – researching traditional degrees

- Allow 25 minutes (or set as homework task between lessons)

Students to go online to find answers to the questions above about traditional degree courses. (Either individually or in pairs, depending on number of available computers.) NB the degree subject guides (under ‘useful resources’) and universities’ own websites will help.

Hints for students:

- The degree subject guides contain information on typical contact hours, amounts of independent study for different subjects, and typical teaching methods. You can also find these details for specific courses on universities’ own websites.
- The degree subject guides also contain information on work experience for subjects where this is sometimes a feature of the course.
**Activity plan**

| Task 5 – whole-class discussion | Students to share the outcomes of their research into traditional degrees in a whole-class discussion, facilitated by teacher.  
1. Groups to share key findings re traditional degree courses.  
2. Did anyone find they had any assumptions about traditional degree courses that turned out not to be the case? (Teacher can guide discussion if necessary, eg ‘Did you have any assumptions about contact hours that turned out not to be true?’) |
| Task 6 – small-group discussion on similarities and differences | In small groups (two to five students), students to discuss and record:  
• What are the similarities between degree apprenticeships and traditional degrees?  
• What are the differences between degree apprenticeships and traditional degrees?  
NB sheets of A3 paper can be used for students to record their thoughts. |
| Task 7 – small-group discussion on what type of person would suit each path | In small groups (two to five students), students to discuss and record:  
• What type of person would/wouldn’t be suited to taking a degree apprenticeship?  
• What type of person would/wouldn’t be suited to taking a traditional degree?  
NB sheets of A3 paper can be used for students to record their thoughts. |
| Task 8 – whole-class discussion | Students to share the following with the wider class, facilitated by teacher.  
1. The thoughts they’ve recorded for tasks 6 and 7.  
2. Whether the above tasks have helped them start to form a view on which path would suit them, and if so which option they are leaning towards and why. |