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24 leading universities working together with schools and colleges

Supporting students to make choices at age 18

University of Birmingham / University of Bristol / University of Cambridge

Cardiff University / Durham University / University of Edinburgh

University of Exeter / University of Glasgow / Imperial College London

King's College London / University of Leeds / University of Liverpool

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London School of Economics and Political Science / University of Manchester

Newcastle University / University of Nottingham / University of Oxford

Queen Mary University of London / Queen's University Belfast

University of Sheffield / University of Southampton / University College London

University of Warwick / University of York

Coming up...

- Introducing Advancing Access

- Appropriate degree subject choice

- Choosing a university

- Other sources of information and support

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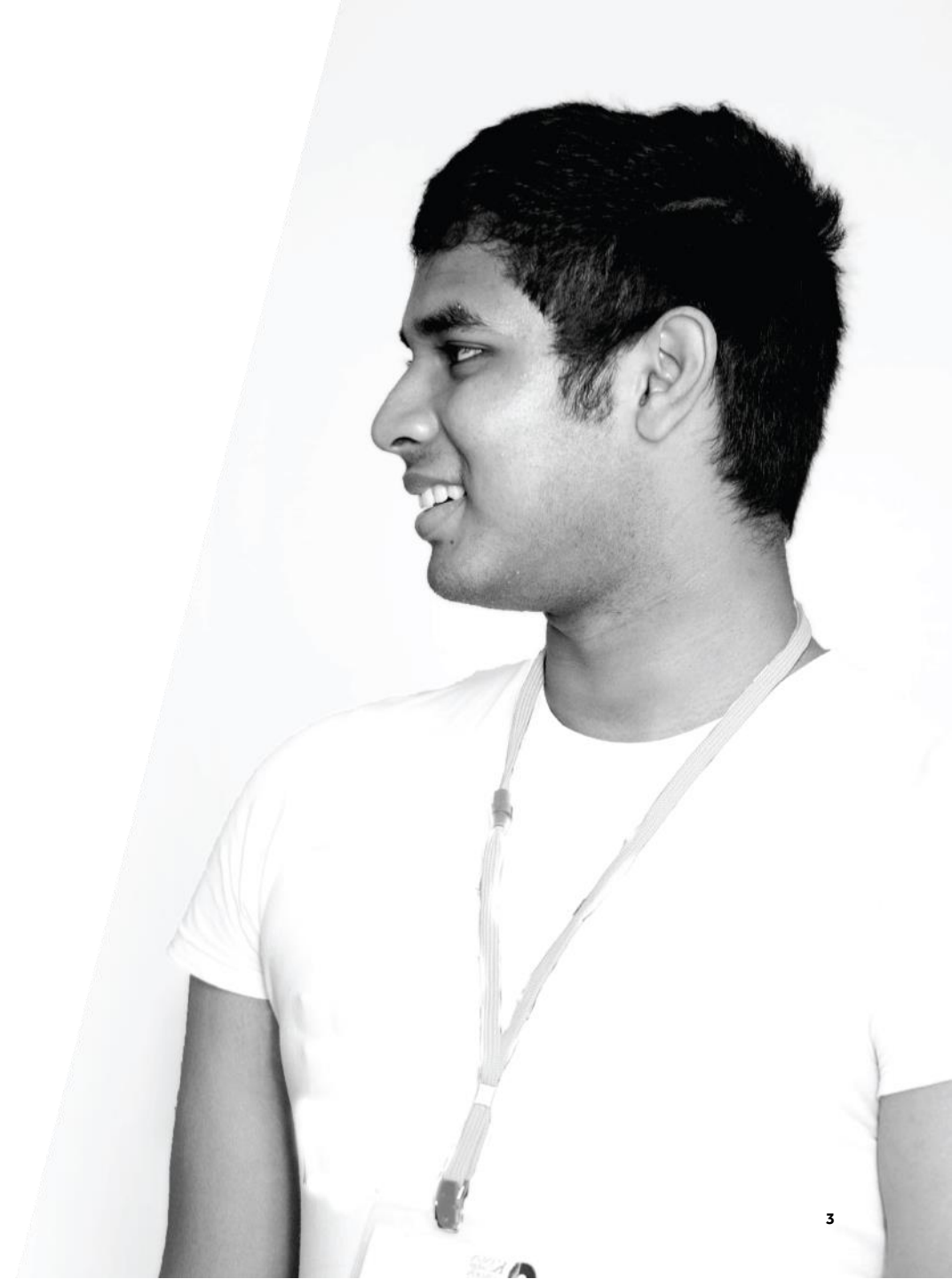
Evaluation quiz...

We are always trying to improve the resources and guidance we offer to teachers and advisers. We would greatly appreciate you completing two short quizzes in this session to help us improve!

Complete the quiz using this link:

https://bit.ly/AAchoicesat18
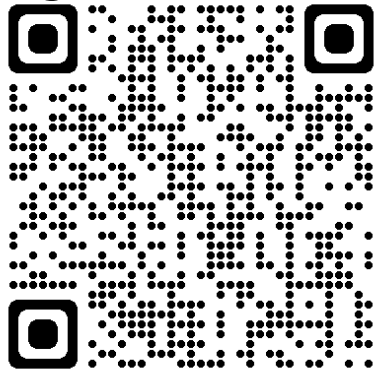
(Remember to make a note of whether you've completed question set A or B as you will complete the other set at the end of the session).

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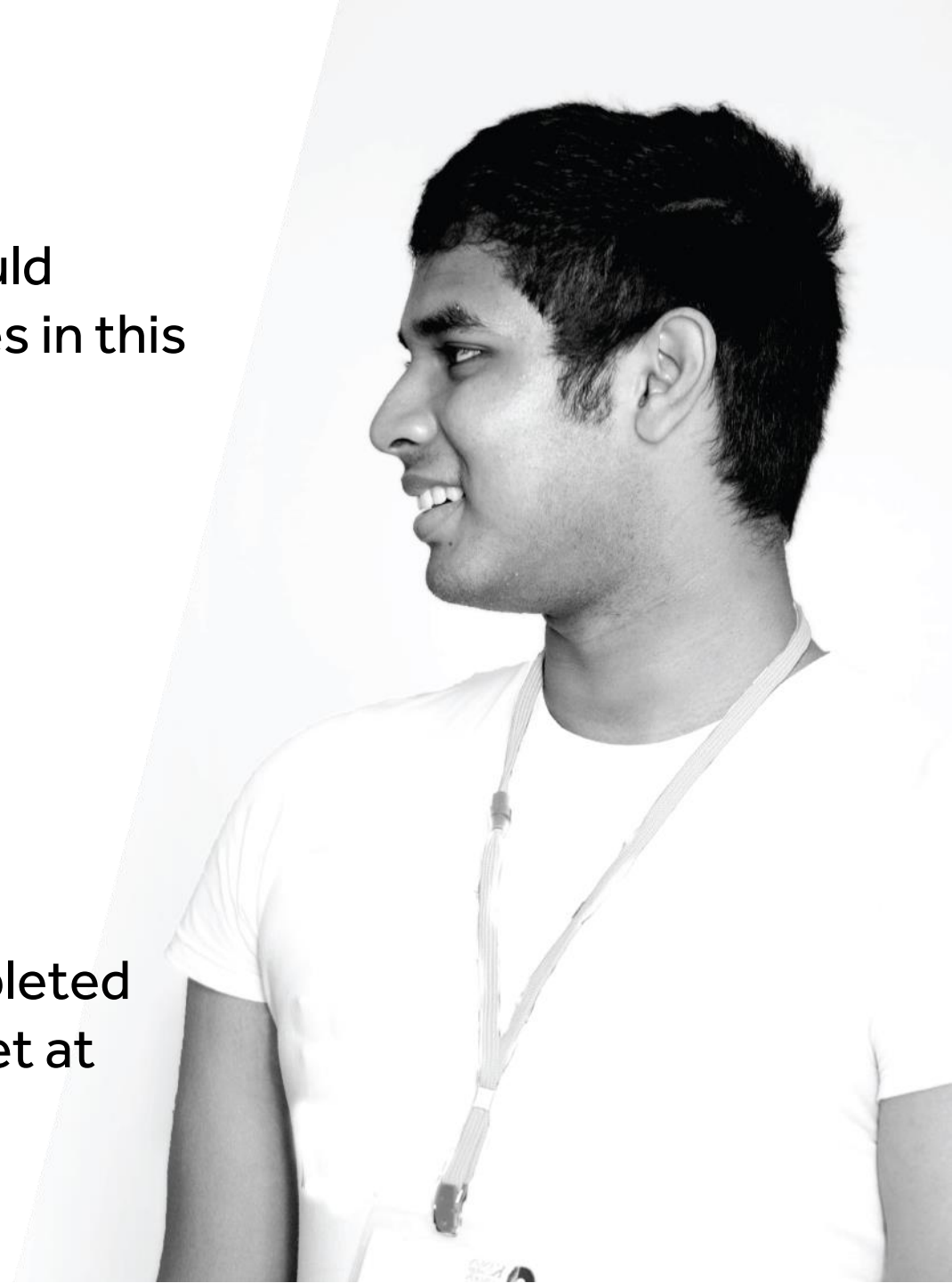
Reflecting on current practice

Discuss:

- How do you currently advise students to make degree subject choices?
- Are there any resources you use or signpost students to?
- How do you think your approach could be improved?

5 minutes

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Appropriate degree subject choice

Choosing the right degree subject

Your students should consider:

- **What it is that they're interested in and enjoy**

- Future career aspirations

Some research has suggested that 50% of graduate-level jobs do not require a particular degree subject.

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Typical choice mechanisms

A student usually makes a degree subject choice using one of these two mechanisms:

Career-based choice
The student has a particular career in mind and then tracks back, thinking about the qualifications they might need.

Interest-based choice
The student is uncertain about their future career plan and chooses instead a course that they are interested in and enjoy.

In practice, a student may also occupy a position which is part way between these two positions.

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Effective interest-based choices

Factors for students to think about:

- If they were to flick through a broadsheet newspaper, which articles would interest them the most?

- Have they considered that they may in fact be interested in something which is quite different from their current A level subjects? (see Informed Choices for suggestions)

- How do students choose to spend their free time?

- How easy (or difficult) are they finding it to write their personal statement?

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Effective interest based choices

Factors for students to think about:

- Students should research the particular modules they will be studying to check they are interested in these as well as being interested in the course as a whole

- Students could hedge their bets by taking a joint honours course or a very broad course such as Liberal Arts

- Some courses offer a lot of transfer flexibility (e.g. biology to zoology)

- Some students have to fight against parental opposition i.e. "what are you going to do with that then?". For young people today this can be an outdated paradigm

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Degrees are still a safe bet in the jobs market

Graduates are more likely to be in employment and earn more than non-graduates.

Immigration Rules Appendix K: shortage occupation list
Shortage Occupation List.

There are numerous graduate shortage occupations:

- Engineers
- Nurses
- IT business analysts
- Programmers/Software developers
- Teachers (maths, physics, computer science and languages)
- Medical radiographers
- Speech therapists
- Archaeologists
- Social workers
- Classical musicians and ballerinas

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Supporting career-based choices

- The <u>LMI for all</u> widget is a useful tool for exploring the jobs market with your students so they can see how future proof their choice is

- The Government's <u>National Careers Service</u> site is useful for exploring different jobs or seeing which qualifications are needed for a particular role

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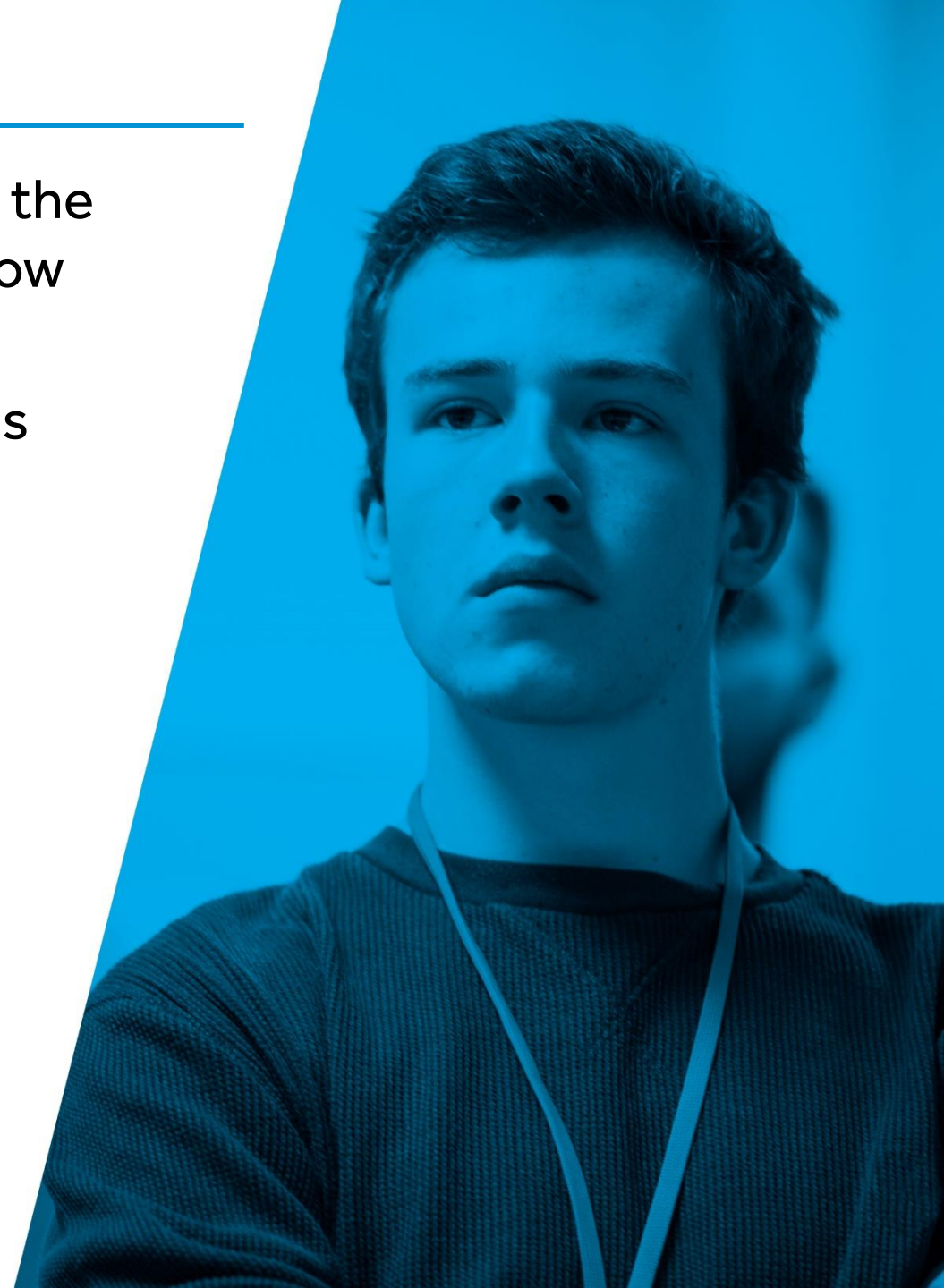
Type of course

Joint honours

Study abroad

Sandwich courses

Integrated masters

Alternative entry routes

Degree apprenticeships

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What are degree apprenticeships?

- Degree Apprenticeships allow students to complete an apprenticeship and also achieve a degree level qualification at the same time

- Degree Apprentices are employed by a company/organisation and spend most of their time working, but also some time studying at university

- Every course is structured differently

- Apprenticeships get paid a salary and there are no tuition fees to pay

- Apprenticeships typically last between three and six years

- Opportunities available in a diverse range of sectors e.g. banking, pharmaceuticals, transport, engineering and the third sector

- Employers and universities handle the recruitment of degree apprentices, not UCAS

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Degree apprenticeship or traditional degree?

- Gone are the days when apprenticeships were seen as something for those who are not "academic enough" to go to university

- The young people you work with need to think about whether they want to be a student or an employee

- There are both pros and cons of taking a more vocational route as opposed to a more academic one

- Students are perfectly entitled to apply for both a degree apprenticeship and a traditional degree at the same time if they wish to hedge their bets

Financial considerations

- Apprentices don't pay tuition fees at all, however traditional degree students don't have to pay anything upfront

- Apprentices get paid a salary by the employer, typically in the region of £17k-£24k

- Students should not be making big life decisions on the basis of money alone

- Young people should not feel obliged to start contributing to the family household finances at age 18!

Where to find more information

Back

Alternative routes   **Degree apprenticeships**

Degree Apprenticeships at leading universities

14 May, 2019   8 minutes
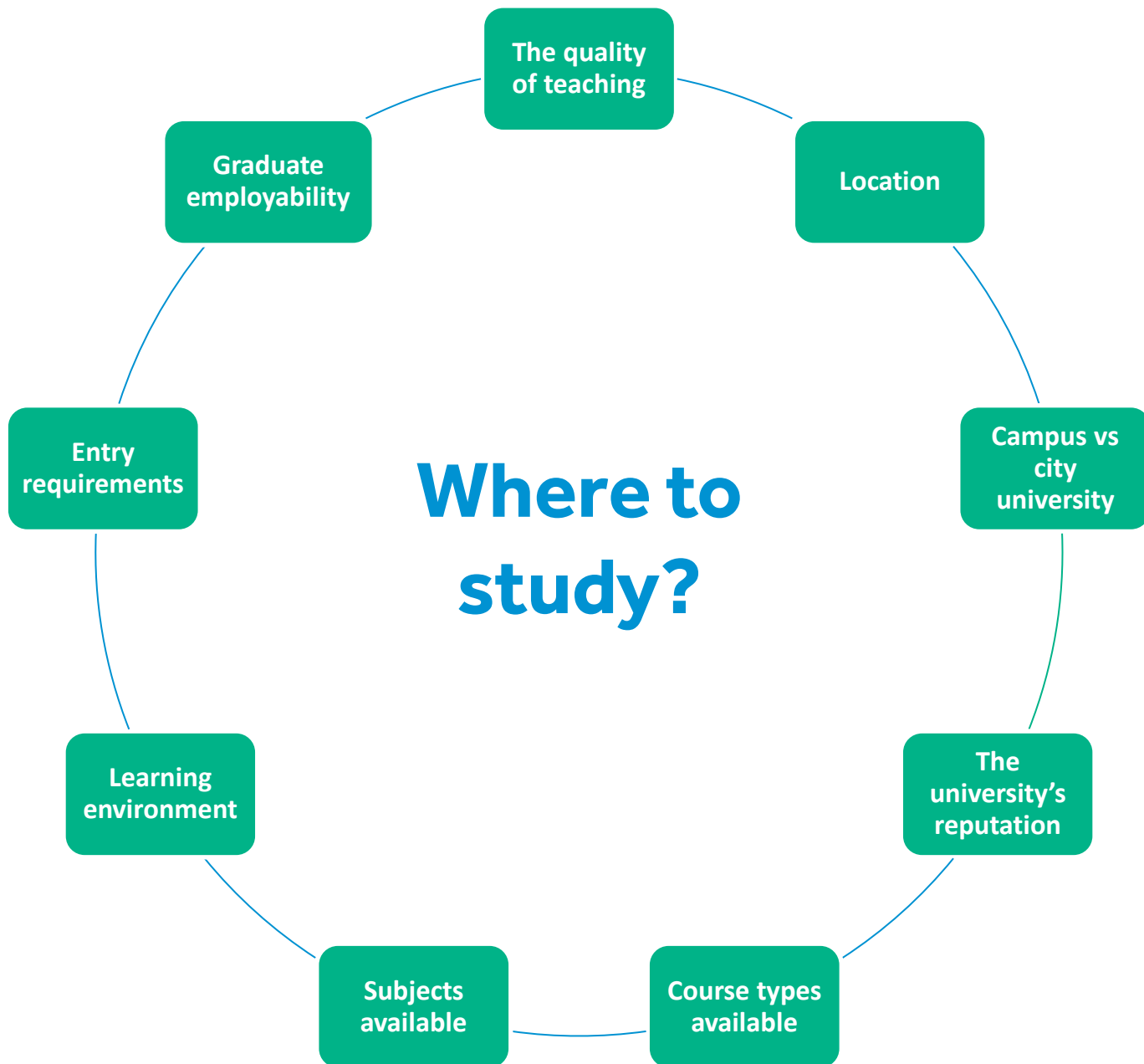
Paul Martin
Project Manager, Advancing Access

One of the subjects we've been asked about just recently is Degree Apprenticeships. What are they? Are they right for your students? And how do your students apply for them?

Choosing a university

Universities and courses

Universities and courses vary significantly in:

- content

- teaching styles

- assessment methods

- types of accreditation

- availability of work experience

- reputation

- career prospects

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Reflecting on current practice

Discuss:

- What do you think are some of the benefits of studying at a more selective university?
- Are there any reasons why you might hesitate to recommend a more competitive university to a student?
- What could your school/college do to encourage more students to apply for more competitive universities?

5 minutes

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Views on competitive universities

Have you ever found yourself saying these things?

I would recommend student X applies for a Russell Group university but...

- There's no point because they would probably end up dropping out

- It wouldn't be right because the workload would be so high that they would be too stressed out and anxious

- The staff there are more interested in research than they are in the students

- They wouldn't get the grades/don't have the right qualifications

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Comparing the Russell Group and other universities

Measure	Russell Group	Non Russell Group
Average teaching score (scale up to 100)	75.0	61.6
Satisfied with teaching (%)	87	85
Satisfied with course (%)	86	84
Expenditure per student (scale out of 10)	6.9	4.8
Student:staff ratio	13.3:1	16.6:1
Career prospects (scale up to 100)	82	71
Continuation (%)	96	90
Rate happiness as 8 or better on a scale out of 10 (%)	40.9	40.1

Sources: The Guardian University Guide 2019, HEPI Student Academic Experience Survey 2018

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Advice about Russell Group universities

Ensure students are making decisions for the right reasons. Some students will not meet the entry requirements for more selective universities, however:

- Contextual admissions policies with lower entry requirements are being increasingly used

- Many foundation year programmes have a much lower entry tariff

- Many Russell Group universities participate in Clearing

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Other sources of information and support

Russell Group Informed Choices

Accounting	Ancient History	Arabic	Archaeology	Art & Design *	Bengali	Biblical Hebrew
Classical Greek	Computing / Computer Science	Critical Thinking	Dance	Design Technology **	Drama & Theatre Studies	Dutch
English Literature	Environmental Science	Food Technology	French	Further Mathematics	General Studies	Geography
History	History of Art	ICT	Italian	Japanese	Latin	Law
Music	Music Technology	Performing Arts	Persian	Philosophy	Physics	Polish

www.informedchoices.ac.uk

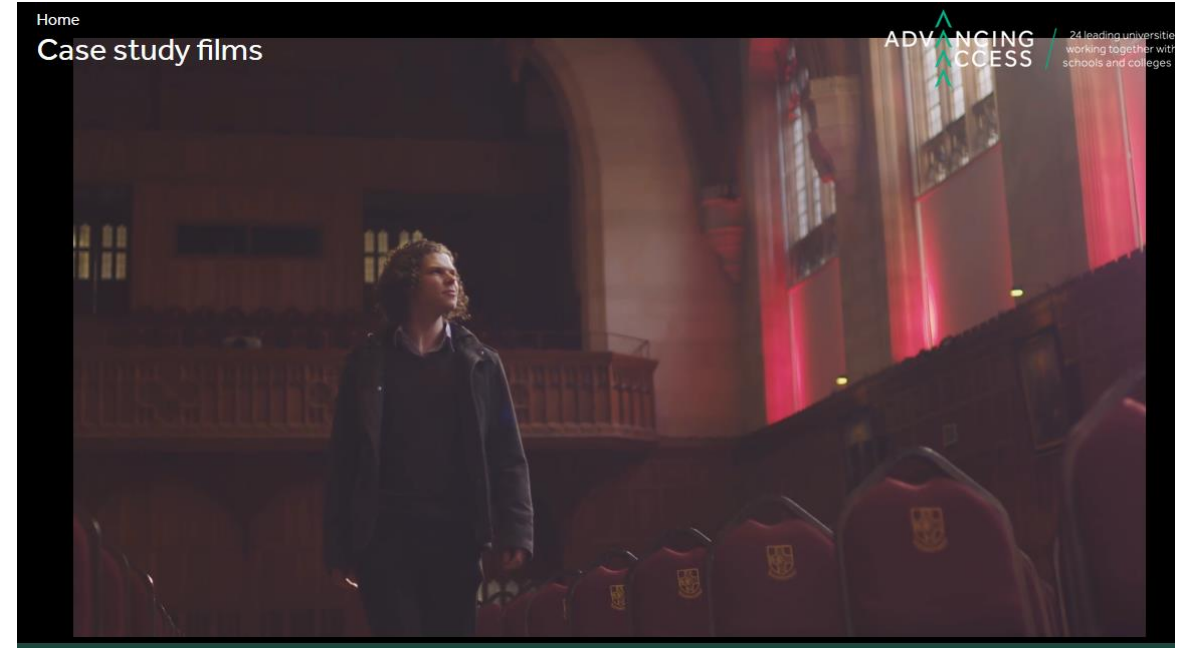# Two new apps make good use of ''LEO'' data...

- TheWayUp! - https://www.thewayup.co.uk/

- thinkuni - https://www.thinkuni.org/

Using Advancing Access

Our short case study films are an excellent way for you to initiate a discussion with your students about degree choices.

Example video>

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Decision-making criteria	Rating				
	Not important	Not very important	No preference	Quite important	Very important
Location					
Interesting course content					
Academic reputation					
Employment rates					
Quality of academic facilities					
Opportunities for study abroad or work placement					
The accommodation					
Availability of financial support					
Opportunities available outside your studies (such as clubs and societies)					
Availability of part-time work					

Student worksheet supporting university and course choice>

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More data on Discover Uni than ever before!

Average earnings for all full-time Computer science courses

For graduates from University of Birmingham

After 15 months	After 3 years	After 5 years
£32,000	**£32,000**	**£38,500**
Typical range: £28,000 - £37,000	Typical range: £25,000 - £39,000	Typical range: £29,500 - £52,000
Data from 35 people (65% of those asked).	Data from 110 people.	Data from 110 people.
Students graduating during 2017-2018. Source: Graduate Outcomes survey	Students graduating during 2010-2012. Source: Longitudinal Education Outcomes (LEO) dataset	Students graduating during 2010-2012. Source: Longitudinal Education Outcomes (LEO) dataset

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https://discoveruni.gov.uk/

Research: League tables

Measures included:	The Guardian	The Times and Sunday Times Good University Guide	Complete University Guide
Entry standards	✔	✔	✔
Student satisfaction with teaching	✔	✔	✔
Staff to student ratio	✔	✔	✔
Graduate outcomes	✔	✔	✔
Research quality		✔	✔
Academic services spend		✔	✔
Facilities spend		✔	✔
Completion		✔	✔
Student satisfaction with course	✔		
Student satisfaction with feedback	✔		
Student satisfaction with overall experience		✔	
Research intensity			✔

League table guide on the Advancing Access website

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Sources of information

- Universities (in their prospectuses and websites, student blogs, YouTube channels and at Open Days)

- Discover Uni

- League tables

- UCAS

- Prospects.ac.uk

- Russell Group Informed Choices

- University outreach activities

- Invite former students back to your school!

Evaluation quiz...

Please complete the quiz set you did not complete at the start of the session using the links below:

Question set A

https://bit.ly/AAchoicesat18A

Question set B

https://bit.ly/AAchoicesat18B

Thank you for your support!

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Questions?

enquiries@advancingaccess.ac.uk

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Durham University / University of Edinburgh / University of Exeter / University of Glasgow / Imperial College London

King's College London / University of Leeds / University of Liverpool

London School of Economics and Political Science / University of Manchester / Newcastle University

University of Nottingham / University of Oxford / Queen Mary University of London / Queen's University Belfast

University of Sheffield / University of Southampton / University College London / University of Warwick / University of York