



Video	Audience	Session Title	Objectives	Suggested Activities	Resources
N/A	KS4 pre-GCSE (Year 10/11) KS5 – Year 12	Higher level apprentices and graduates - what does that mean? (15-20 mins)	To assess what students already know about higher level apprentices and graduates.	<p>Suggested Activity: Split learners into groups of 2-4 and provide two pieces of A3/flip-chart paper per group. Give learners the titles: higher level apprentice and graduate and have a discussion in groups about what these mean (what they know now). Ask students to sketch an apprentice and a graduate on their flip-chart paper and present their sketches to the group. Draw out key discussion points from this e.g. clothes/presentation, gender ratios for both, money: costs of university and pay for apprenticeships.</p> <p><i>*Teaching note – the idea of this session is to explore preconceptions, don't provide the answers here as students will be finding these for themselves in the next session. You may want to ask students to note questions down on post-it notes and park these to come back to.*</i></p>	Routes into Higher Education Power-Point Flip-chart paper Post-it notes Pens
<u>Darren & Abigail's Story</u>	KS4/KS3	Higher level apprentices and graduates - what does that mean? (15-20 mins) (Activity 1 and 2 could be	To learn about the structure of an apprenticeship from a current apprentice.	<p>Suggested Activity: Show Darren & Abigail's Story. Watch once all the way through and then once again, pausing during Abigail's story. Students can take notes whilst watching the video to answer the question: 'So, what is an apprentice?'</p>	Routes into Higher Education Power-Point



		combined into one longer session)		Ask students to compare notes and then feedback on what an apprenticeship involves. Students can add detail to diagrams from session 1.	
<u>Hope & Sam's Story</u>	KS3/KS4	Routes into higher education (30 mins)	<p>To explore degrees v higher-level apprenticeships</p> <p>To break down stereotypes/ misconceptions associated with each route.</p>	<p>Suggested Activity: Watch Hope and Sam's story once in entirety and then once again with pauses for discussion. Using the Venn diagram (resource 1) students can make notes on the similarities and differences between a full time university route and higher-level apprenticeship route whilst watching the video.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> • Explain Hope studied full time for a degree at university. After Hope's introduction, focus on Hope introducing herself as a 'graduate' revisit ideas from session one. Does she match up with their preconceptions? (Refer to pictures from last session.) • Pause and consider Hope's use of vocabulary, 'variety' 'vast' 'scope' 'all sorts' 'switch.' What does Hope mean here? Is this a positive or a negative? • Sam – pick out Sam's introduction of 'higher level apprenticeship.' Use slide 4 to discuss what is involved, what is the difference between an apprentice and a higher-level apprentice? Does Sam match up to their preconceptions? (Refer to pictures from last session.) • Consider Sam's use of vocabulary, 'hands on' 'what else is out there?' 'fall back' 'risk' 'thrown in straight at the deep end' 'earn while I learn' 'right grades'. How does this match up with what we 	<p>Routes into Higher Education Power-Point</p> <p>Resource 1</p>



				<p>now know about higher-level apprenticeships? What is Sam’s main message? Does this mean higher-level apprenticeships are right for everyone?</p> <p>In groups (same as last session) – share Venn diagrams, discuss add and modify ideas.</p> <p>Revisit their completed drawings from the session one and two – discuss in groups and feedback to the class. What can they keep the same? What do they need to change and why? Have they managed to answer their questions from last lesson? Separate the questions that are left unanswered.</p> <p>Present new pictures to the group. Present best idea to the class, if they have any unanswered questions, ask these to the class and see if someone else can answer.</p> <p>Teacher to draw out and discuss advantages and disadvantages of both routes from responses and scribe on the board (again, ideally make this a working document that the class keep and refer back to).</p> <p><i>Suggested points to highlight – higher-level apprenticeship not suitable for all careers (e.g. medicine, law, teaching) flexibility of degrees, realities of apprenticeships as jobs i.e. labour market/applications/availability, vocational v academic, flexibility of degrees v apprenticeships.</i></p>	
<u>Darren & Abigail’s Story</u>	KS4	Higher-level apprenticeships and full-time university – which route works for you?	To recognise the value of both routes.	<p>Introduce the quote: “Yorkshire Water definitely want graduates and definitely want apprentices”</p> <p>Statement: ‘Studying for a degree or as a higher-level apprentice are both equally valid paths into higher education.’</p>	Routes into Higher Education Power-Point



		<p>(60 mins OR Two 30 min sessions)</p>	<p><i>To what extent do you agree to this statement?</i> Students use the line to give themselves a number out of 10, pick students to explain their reason to the class and why.</p> <p>Teachers may recap advantages and disadvantages of higher-level apprenticeships and university degrees during the discussion (can refer back to document from last lesson).</p> <p>Introduce Darren Metcalfe case-study, manager at Yorkshire Water (can emphasise YW is a local employer) who hires graduates and apprentices. We will be hearing his story and hearing from Abigail Hammond, a higher-level apprentice working for Yorkshire Water at the moment. Play videos once in entirety and then once more, pausing for discussion and feedback.</p> <p><u>Discussion Points:</u></p> <ul style="list-style-type: none"> • Pairs – discuss the statement ‘start earning really, really quickly.’ Is earning money the most important factor when considering your education route and/or future career? What shortfalls might this mentality have? • ‘A stereotypical apprentice is someone you’d see on the tools I think.’ What does Daren mean by this? Does this match our idea of a higher-level apprentice now (thinking back to pictures and previous sessions)? Think of Darren’s role as a manager, does studying for a higher-level apprenticeship limit your progression? • Abigail – What advantages did a higher-level apprenticeship have for Abigail? How does what Abigail says mirror the ideas Sam talked 	<p>Resource 1</p>
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				about in his case-study? Students can add more ideas to their Venn diagrams here.	
<u>Noushin's story</u>		Higher-level apprenticeships and full-time university – which route works for you? (20 mins)	To recognise the value of both routes.	<p>Introduce Noushin's job title with the quote, 'I just wanted to know the world behind the computer.'</p> <p>Students note down/discuss answers to the question – Q.) <i>What do you think this means? Can they think of three examples of 'the world behind the computer?'</i> Use this as a lead into introducing Noushin's job.</p> <p><u>Discussion points:</u></p> <ul style="list-style-type: none"> • A-levels, BSC and MSC – use slide to help summarise what is meant by this. • Focus on idea of '<i>challenging yourself.</i>' From what we have watched so far, how do students think university and higher-level apprenticeships may challenge them in different ways? (Draw out idea of a job having accountability, Darren describes them as 'critical', from day one, studying for a degree whilst working and the challenges that may bring, university = living away from home, more focus on academic aspect of a subject and different strands of a subject etc.) • Add to Venn diagrams – what benefits did full time university study have for Noushin? Why was a full-time university route better for Noushin? Draw out ideas about 'developing' and Noushin's 'path.' Hope pointed out that her degree was flexible, how might the flexibility of a degree have benefitted Noushin and helped shape her, 'path?' 	<p>Routes into Higher Education Power-Point</p> <p>Resource 1</p>



<p><u>All videos</u></p>	<p>KS4</p>	<p>Higher-level apprenticeships and full-time university – which route works for you? (20-30 mins)</p>	<p>To recognise other skills that also lead to success.</p>	<p><u>Final activity</u></p> <p>Show Darren Metcalfe slide with quote from Yorkshire Water Video – (slide 10)</p> <p>Q.) Is it just your qualifications that breed success? What other characteristics have Darren, Hope, Abigail, Noushin and Sam all displayed that have led to their success?</p> <p>Recap snippets of videos and give students resource sheet 2 (pics of each case study) students should annotate around the pictures with skills/characteristics that each case study has shown. Teacher can model some answers on the board before class discussion.</p> <p>Paired discussion – which of our case-studies can you relate to the most? Why? <i>Focus should be on case-studies’ experiences, skills and routes.</i> On your post-card (resource 3), write down one piece of advice for your future self.</p> <p><i>These can be retained and given to students at key points e.g. before leaving Year 11.</i></p>	<p>Routes into Higher Education Power-Point</p> <p>Resource 2</p> <p>Resource 3</p>
<p>The following idea is based around the Mott MacDonald and Yorkshire Water video for KS5 learners as an example of how content/lesson plans may be adapted for different key stages.</p>					
	<p>KS5 - Year 12</p>	<p>Degrees v higher-level</p>	<p>To discuss the structure of</p>	<p><u>Suggested Activity:</u></p>	<p>Routes into Higher</p>



		<p>apprenticeships. Which one would suit you? 20-30 mins</p>	<p>degrees and higher-level apprenticeships and consider the importance of back up plans and exploring your options.</p>	<p>Watch Sam and Hope's story. Watch once in entirety and then once more pausing at important points:</p> <p>Discussion points:</p> <ul style="list-style-type: none"> • Explain Hope studied full-time for a degree at university. After Hope's introduction, focus on Hope introducing herself as a 'graduate.' • Pause and consider Hope's use of vocabulary, 'variety' 'vast' 'scope' 'all sorts' 'switch.' Students to be taking notes on the merits of a degree. • Sam – pick out Sam's introduction of 'higher level apprenticeship.' Use slide 4 to discuss what is involved, is it what they expected? • Consider Sam's use of vocabulary, 'hands on' 'what else is out there?' 'fall back' 'risk' 'thrown in straight at the deep end' 'earn while I learn.' Do any of his words/experiences resonate with them? Students to be noting down merits of a higher-level apprenticeship. <p>Pause at the following Draw out the realities and actions they need to take. Focus on Sam's idea of a back-up plan and Hope's idea of flexibility what are the merits of exploring options?</p> <p>In groups, ask students to brainstorm the pros and cons of University v Higher Level Apprenticeships. Teacher to draw out and discuss group ideas about advantages and disadvantages of both routes into Higher Education.</p> <p><i>Suggested points to highlight – higher level apprenticeship not suitable for all careers, flexibility of degrees, realities of apprenticeships as jobs i.e. labour market/applications/availability, vocational v academic, flexibility of degrees v apprenticeships.</i></p>	<p>Education Power-Point</p>
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<p><u>Darren & Abigail's Story</u></p>	<p>KS5</p>	<p>2 x 30 minute sessions OR 60 mins Higher-level apprenticeships and full-time university – which route works for you?</p>	<p>To recognise the value of both routes.</p>	<p><u>Introduce the quote:</u> <i>“Yorkshire Water definitely want graduates and definitely want apprentices”</i> <u>Statement:</u> <i>‘Studying for a degree or as an apprentice are both equally valid higher education paths and routes into the world of work.’</i> <u>To what extent do you agree to this statement?</u> Students use the line to give themselves a number out of 10, pick students to explain their reason to the class and why.</p> <p>Recap advantages and disadvantages of higher-level apprenticeships and university degrees here (can refer back to document from last session).</p> <p>Introduce next case study – Darren Metcalfe, manager at Yorkshire Water (can emphasise YW is a local employer) who hires graduates and apprentices. We will be hearing his story and hearing from Abigail Hammond, an apprentice working for Yorkshire Water at the moment.</p> <p>Play videos once in entirety and then once more, pausing for discussion and feedback.</p> <p><u>Discussion Points:</u></p> <ul style="list-style-type: none"> • Pairs – discuss the statement ‘start earning really, really quickly.’ Is earning money the most important factor when considering your education route and/or future career? What shortfalls might this mentality have? • Think of Darren’s role as a manager, does a higher-level apprenticeship limit your progression? 	<p>Routes into Higher Education Power-Point</p> <p>Resource 2 Resource 4</p>
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				<ul style="list-style-type: none"> • Abigail – What advantages did a higher-level apprenticeship have for Abigail? How does what Abigail says mirror the ideas we Sam talked about in his case-study? 	
<u>All videos</u>	KS5	Exploring employability skills. (30 mins)	To recognise other skills that also lead to success.	<p>Suggested activity</p> <p>Show Darren Metcalfe slide with quote from Yorkshire Water Video – create slide e.g. face value.</p> <p>Q.) Is it just your qualifications that breed success? What other characteristics have Darren, Hope, Abigail and Sam all displayed that have led to their success?</p> <p>Recap videos and give students resource sheet 2 (pics of each case study) students should annotate around the pictures with employability skills (refer back to Darren’s idea of face value). How are the case-studies the same/different? What different qualities would they bring to a job/work place? Are there any common threads in their skills/what they say? If so, why might these be important when applying to university or for employment/a higher-level apprenticeship?</p> <p>Paired discussion – which of our case-studies would you employ? Why? How does this inform your next step?</p> <p>Ask students to write down one target they are going to take after the session on the postcards (resource 4). These exit slips could be handed out at a later date e.g. start of lower/upper sixth or before a half term/beginning of a new term to prompt students about their actions.</p>	