

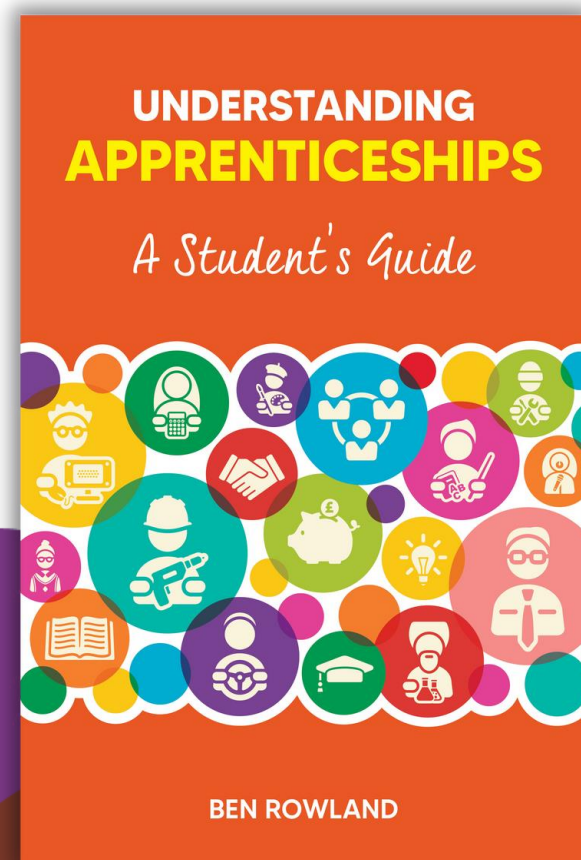
TEACHER
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Supplementary materials
for students

UNDERSTANDING APPRENTICESHIPS

A Student's Guide

Lesson 2: What an Apprenticeship Is



INTRODUCTION FOR TEACHERS

This is the second of four lesson plans for teachers to use with students in Years 11 to 13 to accompany the book *Understanding Apprenticeships: A Student's Guide*, written by Ben Rowland and published by Trotman (<https://amzn.eu/d/2CToeXT>).

This lesson is called What An Apprenticeship Is. It covers:

- What an apprenticeship is
- What makes apprenticeships a potentially attractive option
- How an apprenticeship works
- Things to be aware of

It is intended to initiate purposeful conversations and self-reflection that will help young people understand the apprenticeship option better as they compare it to other post-school options.



SUGGESTED TIME: 1-2 MINUTES

WHAT AN APPRENTICESHIP IS – OBJECTIVES

- **Help you understand what an apprenticeship is and how it works**
- **Understand your potential pros and cons**



SUGGESTED TIME: 4-5 MINUTES

ACTIVITY - QUIZ

WHICH OF THESE COMPANIES HAVE YOU HEARD OF AND WHAT DO THEY DO? WHICH ONES DO NOT OFFER APPRENTICESHIPS?

- PwC
- Deloitte
- EY
- KPMG
- IBM
- Unilever
- BAE Systems
- BT
- Pinsent Masons
- Jaguar Land Rover
- Goldman Sachs
- Amazon
- Google
- Accenture
- GSK
- UK Government
- NHS

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Suggested approach: Start by asking students to identify the firms they know and what they do/produce.

Then ask them to say which ones offer apprenticeships and which ones don't (either on their own, in pairs or as a whole group discussion).

Answer: All of them do.

There's a good list here: <https://www.ratemyapprenticeship.co.uk/best-apprenticeship-employers>

And here: <https://www.topapprenticeshipemployers.co.uk/Top100AE22.pdf>

Information on what each company does can be found on the following slide.

WHAT DO THE COMPANIES DO?

PwC – accountancy, audit, tax and business advice to major corporations

Deloitte – accountancy, audit, tax and business advice to major corporations

EY – accountancy, audit, tax and business advice to major corporations

KPMG – accountancy, audit, tax and business advice to major corporations

IBM – business-focused computer software and data services

Unilever – stuff you buy in the supermarket! From shampoo brands to Marmite and everything in between

BAE Systems – military aircraft and other vehicles, weapons systems (i.e. guns, bombs and missiles)

BT – telecommunications (internet, phones, etc.)

Pinsent Masons – big legal firm of solicitors, advising other big companies on their legal positions and options

Jaguar Land Rover – makes cars

Goldman Sachs – big investment bank, helping countries and corporations use their money well

Amazon – online retail giant (that actually makes most of its money from renting out computer servers!)

Google – online search engine and other useful tools (e.g. Google Maps)

Accenture – big IT firm that helps companies design, develop and implement big IT solutions

GSK – researches and develops medical drugs for people who are ill

UK Government – runs the country (sometimes...)

NHS – the 500 or so bodies that make up the UK's free-to-use health system



SUGGESTED TIME: 4-5 MINUTES

Suggestion: ask students about something they've learned to do recently.

You could use an example from day-to-day life, e.g. learning how to ride a bike, learning how to bake a cake, or it could be a new skill learnt at school or in a job.

Chapter 2.1 of *Understanding Apprenticeships: A Student's Guide* gives a full explanation of learning how to bake a cake.

HOW DO YOU LEARN HOW TO DO SOMETHING?

- Being told about how it all works
- Researching and reading up on the theory
- Writing assignments to prove what you know
- Having a go yourself
- With someone on hand to show you and help you
- With the opportunity to ask questions as you go

↑
This is what an apprenticeship is – but instead of being for a specific skill, it's for a whole job

Then present these two ways of learning and ask students to talk about the pros and cons of the different ways of learning, including the difference between academic learning and practical learning.

Suggested activity: ask students to think about/discuss in pairs what they think of as an apprenticeship.

Share as a group.

Then take them to the next slide.

Compare and contrast what they say with what's on the slide and use that to stimulate discussion



SUGGESTED TIME: 2-3 MINUTES

WHAT IS AN APPRENTICESHIP?



SUGGESTED TIME: 3-4 MINUTES

WHAT IS AN APPRENTICESHIP?

A REAL JOB

- Where you get paid
- Where you are hired – and can be fired
- What you do matters (to someone!)

A REAL QUALIFICATION

- There is study as well – all related to the occupation you are in (around 6 hours per week)
- Formally assessed at End Point Assessment
- A 'protected' (i.e. fully official) qualification, regulated by Government

ACCELERATED LEARNING

- Study that you can apply on the job and/or questions about your job that you can address in your study
- Permission as an apprentice to ask questions
- People looking out for your development

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It is important that they understand that an apprenticeship is not a 'place' on a course. There is a real employer spending their money on their wages. Turning up and working hard isn't optional!

'Protected' means no organisation can say they are offering an apprenticeship unless it is an official government one (so like a degree). Apprenticeships are overseen by the Institute for Apprenticeships and Technical Education.

It is the combination of the job and qualification where lots of the magic of apprenticeships happen – using one to stimulate the other, and vice versa.

Suggested activity: ask students to think about/discuss in pairs what they think the pros and cons of an apprenticeship might be.

Share as a group.

Then take them to the next slide.

Compare and contrast what they say with what's on the slide and use that to stimulate discussion



SUGGESTED TIME: 2-3 MINUTES

THE PROS AND CONS



SUGGESTED TIME: 3-4 MINUTES

THE PROS AND CONS

POSSIBLE PROS

- Earn money
- Get a qualification
- No debt
- A three year head start v. those going to uni
- Structure and support
- Some include a degree (for free)

POSSIBLE CONS

- Daunting to be in 'the real world': higher 'stakes' than continuing full-time education
- Quality depends on the employer and line manager
- Still has formal learning/assessment
- Less likely to have a structured social life/ extra-curricular opportunities
- Other people's perceptions