

# WHAT DEGREE ?

- Before beginning the complex process of applying to university and writing a personal statement it's important to decide what you want to study.



# REMEMBER



You need to be genuinely interested in the subject you choose, as studying a single subject for a minimum of 3 years is hard work if you do not enjoy it. It also requires significant self-motivation, as university unlike school will generally leave you to your own devices.

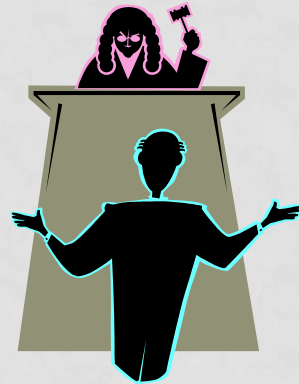
**So choose well.**

# VOCATIONAL

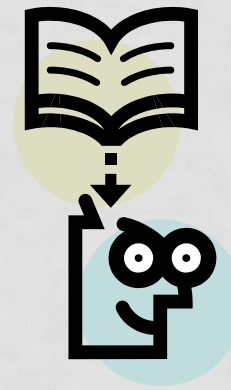
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# ACADEMIC

- Do you want a course that leads to a particular job?



- Do you want a course to extend your knowledge?



# VOCATIONAL DEGREES

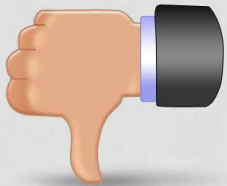
- Provide qualifications leading to specific careers: e.g. Medicine, Dentistry, Engineering, Teaching, Accountancy, Architecture, Law.
- For a number of reasons vocational degrees have become more popular over the past 15 years.
- The government has tried to encourage universities to offer qualifications that lead directly to particular jobs.



# PROS & CONS



**Most people taking vocational degrees end up working in their degree subject area.**



**Although taking a vocational degree safely puts you on the route to a structured professional career, you need to bear in mind that as you get older your ideas and career aspirations might change.**

# ACADEMIC DEGREES

- Traditionally, most students take non-vocational, academic degrees.
- Taking an academic degree allows you to study a subject simply because you are interested in that field. It also leaves a wider range of potential careers open to you. Don't be put off taking a purely academic degree - they are well respected by employers.



# ACADEMIC DEGREES - WHAT SUBJECTS?

- Sometimes these may be strongly linked to a particular field of employment: e.g. Economics or Chemistry, and it is more likely that a graduate will enter a career based around their degree
- Sometimes they may be purely academic degrees with no particular associated career: e.g. Philosophy or English Literature.

