

**Darren Hepworth**

4th July 2012

## Careers Guidance Report

Report Code: BRODHNBP

Miscellaneous

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## This report

This report has been prepared from an analysis of your results from the Morrisby Profile and from the Morrisby Careers Questionnaire. The first of these assessed your ability profile to discover the types of careers that fit best with your way of thinking. The questionnaire looked at the types of work that interest you most as well as the work settings you would prefer. From this comprehensive analysis, combined with years of experience and research, a number of careers have been identified as being possible paths for you. You can explore and add to these suggestions, using your personal account on [www.morrisby.com](http://www.morrisby.com).

## Your Future

**Options you could consider include:**

- **A levels at school or college**
- **Continuing your education at University**
- **A Diploma or Certificate course at college**
- **Work-based training, an apprenticeship, NVQs (NVQ = National Vocational Qualification)**

Whichever route you choose, you need to ensure that you consider your abilities, interests, preferences and intentions in a realistic manner. The [morrisby.com](http://morrisby.com) website will help you with this as well as providing links to many other resources.

## Introduction

This report should help you think about the sort of career that would suit you best. When you choose a career, you need to know what you can do, what you would like to do, and which way of working suits you. The Morrisby Profile (MP) and Morrisby Careers Questionnaire (MCQ) work together to show what you do well, how you prefer to work, how you approach learning and what you are likely to enjoy most.

The Morrisby Profile reflects your abilities and the MCQ shows what you are interested in now and what you would like from a job. The MP and the MCQ may not say exactly the same things. Sometimes people find that they would be very good at something they have never thought of before. It is helpful to look at both parts of this report before deciding on a range of suitable career options.

The results can give you an idea of why you prefer doing certain things, and how to make the most of what you do best. They can also show that you might be very good at some things that you cannot do at school, but could pursue afterwards through training or study. It is very important to know as much as possible about yourself, your strengths and interests, and about the careers you might choose, before making up your mind.

You must also research the entry routes to jobs and careers and what they require in terms of qualifications and training. Appropriate courses may not always be available locally and you will need to explore your options. There is a list of websites that you may find useful at the end of this report.

This report should help you to make the important decisions that lie ahead. Read it carefully and talk it over with your advisers and your family.

## Scores

Test scores are grouped in the following way. These groups give you an idea of how your scores compare with others your own age. If you get an average score, your test result is in the middle 40% of people your own age (the most usual result).

**Although it is quite useful to know how you did when compared with other people, it is much more important to compare your own scores with one another, to see what you do best and what you find most difficult.**

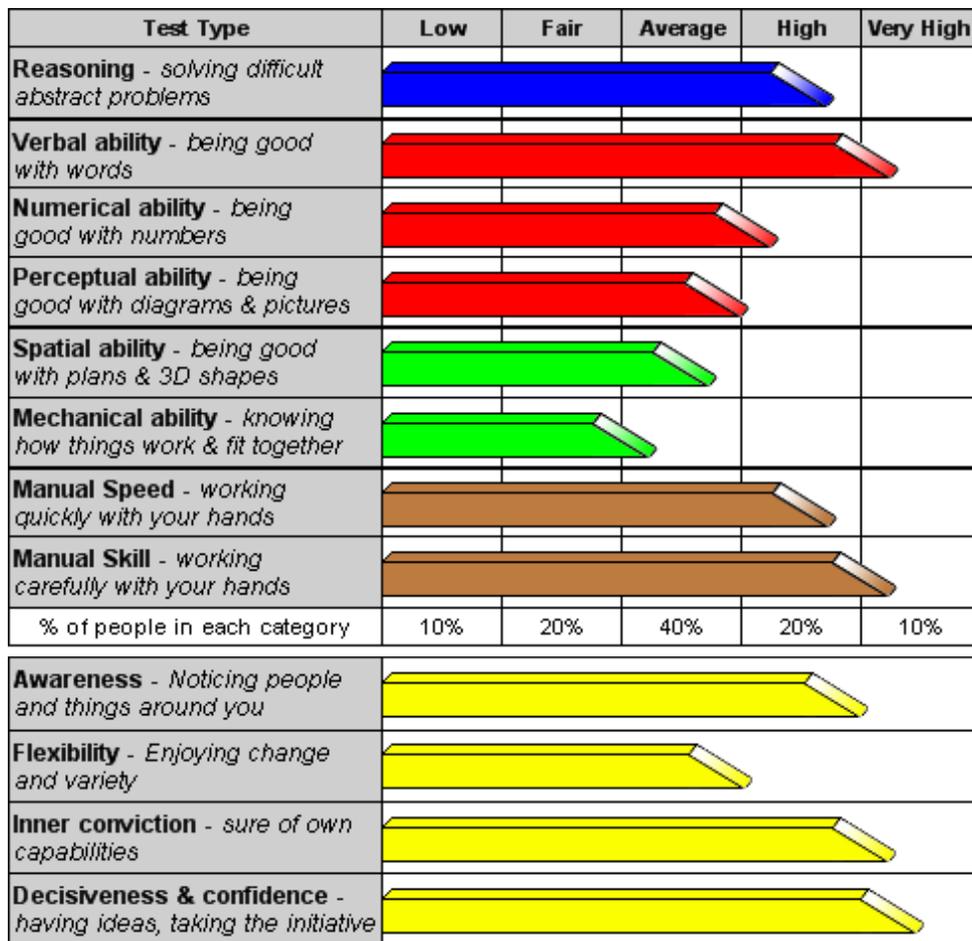
Group	You are in the ...	
<i>Very High - Upper</i>		10%
<i>High - Next</i>		20%
<i>Average - Middle</i>		40%
<i>Fair - Next</i>		20%
<i>Low - Lower</i>		10%

All through the report the level of your scores is given in comparison with a wide range of other people your own age.

**Test Results**

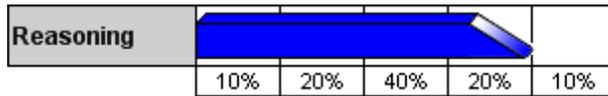
This section shows how you did in the Morrisby Profile. It goes through your results in detail and what they suggest about your career choices.

This chart shows how you did in each of the measures and compares your performance with that of others. It is the pattern of your scores that matters more than individual results viewed in isolation.



The table shows how your scores compare with those of others your own age and also how your scores compare with each other. Although the comparison with others is quite useful, it is much more important to compare your own scores with one another, to see what you do best and what you find most difficult.

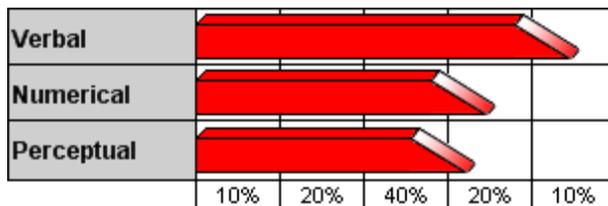
**Reasoning**



*This tested how well you understand new, difficult ideas and solve problems you have not met before. Even if people do very well on this test, they may not always be good at passing exams, as it does not test how well they remember things. You do not need a high score to do most jobs once you have been trained, but some types of study and training are easier for people with high scores. Some people with very high scores get bored easily and can feel frustrated as they do not do as well as they feel they should.*

**Your score shows that you have plenty of reasoning ability. You understand new ideas quickly and may enjoy thinking up different ways of doing things. With this high score there are few reasons to limit your choice, although you probably would not enjoy a career devoted to working with the types of highly complex problems which can be found in scientific or mathematical research.**

**General abilities**



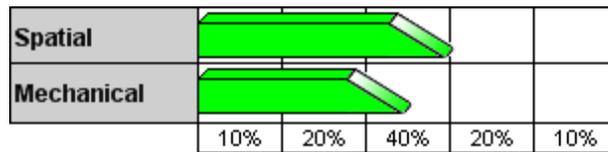
*These tests looked at whether you prefer to work with words, numbers, pictures and diagrams, or a mixture of these. Some people understand things best when they are explained in words. Some people find it easier to look at a chart or table of numbers; others like plans, diagrams and pictures. Please remember that the career suggestions at the end of this report also take your interests and qualifications into account.*

**Your high verbal score when compared with the lower numerical and perceptual results, suggest that your greatest strengths are in dealing with words. This means you would probably do well in a career which needs plenty of skill with words, both written and spoken. The pattern suggests that you are good at dealing with letters and reports, or that you can put your ideas across by talking to people. You may also enjoy writing for yourself or editing other people's work.**

**Matching career areas include law and legal work, publishing, advertising, teaching, administrative positions, library/archive work, the civil service, local government, as well as more directly literary areas such as journalism etc. Please remember that the career suggestions at the end of the report also take your likely qualifications and interests into account.**

**The results suggest that with appropriate application you could complete A-Levels or equivalent courses of study. Your results show that you should seriously consider higher education.**

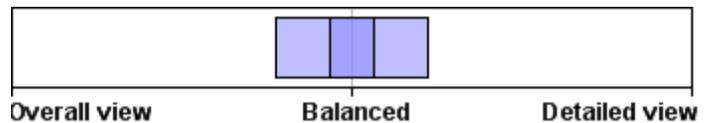
**Practical ability**



Both these tests are about being practical, but they are looking at different ways of being practical. The spatial test asked you to visualise drawings from different angles. This is important in engineering, architecture and design work. The mechanical test was about knowing how things work and are put together.

Your results show an average level of general practical ability. This means that you can deal well with practical problems. However, you have other skills and abilities which are stronger and you would probably do better in a career in which you could use these analytical skills, than in a very practical type of job.

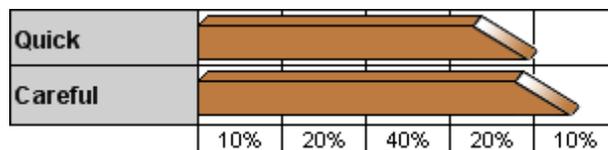
**Planning Style**



Some people are very good at coping with problems as they arise but not so good at planning ahead. Others are good at planning, but do not always notice the details. Some people can do both these things. It is helpful to know whether you are better at seeing the details or the overall picture.

Your results suggest that you can deal with both the details of a situation and the whole picture equally effectively. This ability to work in either way is very useful, as you are able to plan what you want to do first, and then work through the steps to reach your goal.

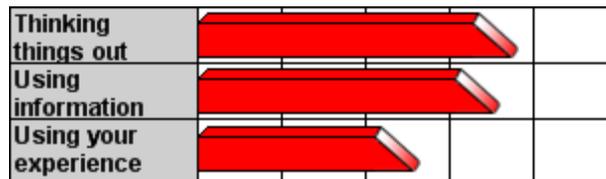
**Working with your hands**



The two manual dexterity tests show how quickly and accurately you can work with your hands.

Your scores on these dexterity measures show that you are able to work quickly with your hands and also show a good level of manual skill when working at this fast speed.

**Problem Solving**



*By looking at groups of your scores on the first six aptitude tests, it is possible to see how you like to solve problems. Some people like to work out a solution to a problem from scratch, by thinking it out for themselves. Others like to look for the solution in books, or to be taught how to find a solution. Some like to ask other people, or to rely on past experience, or try out different ways in a trial and error approach.*

*All these are good ways of solving problems, but some are better for some jobs than others. It is also quite useful if you are thinking about further or higher education to know how you like to deal with problems, because there are many different types of teaching and training, and not all methods suit everybody.*

**Your approach to work and to solving problems is characterised by the high level of your general abilities and reasoning. However, the practical abilities are lower. This probably means that you are better at thinking through problems carefully rather than dealing with the practicalities of solving them. You prefer to work things out in advance rather than attempting to find the answer by trial and error.**

**The high level of reasoning shows that you can think out original ways of doing things, rather than relying on what you have read or been told. You probably would not find it very satisfying to be in a career which just involved making things practically. You seem better suited to dealing with information and concepts rather than with the things themselves. You can still cope with the practical side of things, but you may find thinking about problems and discussing ideas better suited than trying things out in practice or making things.**

**This type of approach is useful in many careers and goes well with your ability to use words, described previously.**

## Learning Styles

There are many different ways of learning and studying, and we all prefer some ways to others. For example, many people prefer to work from books and to study in an academic manner; others like to work things out by themselves and develop practical skills. Your style of learning also includes things like where you prefer to work, the time of day you feel you learn best, and whether you prefer to learn on your own or in a group. You might also want to consider how active you like to be, or if you prefer to watch a demonstration or listen to/read an explanation.

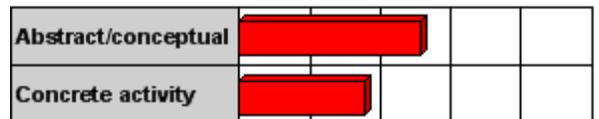
The diagrams below tell you some of the preferences you have, but you should also consider the results of your interest questionnaire before deciding on a course or training method.

## Preferred Learning Style

### Learning Approach



### Purpose of Learning



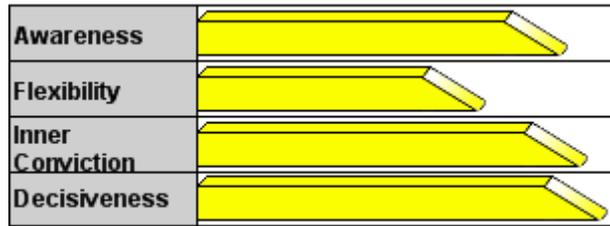
Your General ability results show that your verbal ability is stronger than your perceptual ability. This suggests that you will prefer to learn through words and more traditional 'book-based' methods. You can, of course, also work through direct observation and experience, diagrams, images, etc., but you seem able to cope most readily with methods that are word based, and may prefer to see things written down.

You seem to be the sort of person who likes to use both your acquired knowledge and understanding to help you solve new problems. A more formal sort of learning situation may suit you better than learning on the job or working to solve a problem in a hands-on manner. This type of more formal situation would give you the chance to acquire and develop the knowledge necessary to solve the problems which you are likely to come across in a career. You would prefer not to just memorise the content, but would enjoy being able to develop your understanding of the subject matter.

**Personality**

*It is important to understand the way in which people prefer to apply their abilities to the problems and situations they face everyday. Although people change and develop, there are some things which do not change very much and which are useful to know about.*

*For instance, some people like to stick at one thing until it is finished, while other people like having a lot of things to do at once, and do not mind if they cannot finish them all. Some are very confident about expressing their ideas, while others might be quite sure what they think, but a little unsure when it comes to putting it across to others. Some people are very aware of what goes on around them, and very sensitive to how other people are feeling, while others are quite tough and take less notice of what is going on.*

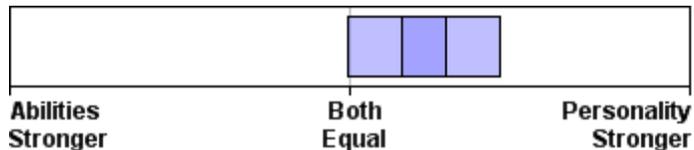


**These results suggest that you are confident, determined and aware of what is going on around you. You seem tenacious, which means you like to stick at something until you have finished it, rather than chopping and changing. You appear able to cope well with changes, but do not like change for its own sake. You prefer to stick at whatever you are doing until you have finished it properly.**

**You seem able to take the lead, make suggestions and take decisions, and appear determined enough to see that whatever you decide to do is done properly.**

**The results suggest that you are a determined, single-minded person, who could work under pressure without giving up. You usually know what you want and, when you aim at something, you keep on trying until you succeed.**

**Abilities and personality**



*Your abilities and your personality are both very important when it comes to choosing a career, but you may need to take one into account even more than the other. Some people prefer a job that matches their personality, and do not mind if it does not fit their abilities too well. Others want a job which matches their abilities most.*

**On the whole, your personality is even more important than your abilities and needs to be considered carefully when you choose your career.**

## Questionnaire Report

On the following five pages are your results from the Interest Questionnaire which you completed.

The results reflect your present preferences regarding a career and NOT your test results. If there are differences between what you prefer (the Questionnaire Report) and what you seem good at (the Test Results), you should think about the reasons for your preferences.

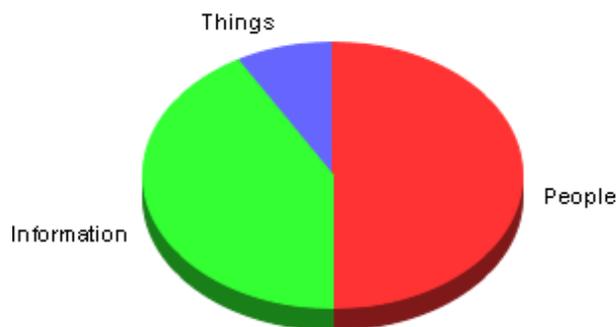
## Interests

Your answers to the questionnaire have been analysed to find out what matters most to you when choosing a career. The first part of this report looks at what interests you, the second part looks at the types of work setting you would prefer.

### 1 What interests you most - People, Things or Information?

Most jobs involve a mixture of these. For example, a police officer may spend much of the time dealing with people, but also has to keep records and be familiar with computer systems. An engineer may spend much of the time designing structures or systems, but also needs to use mathematics and to work with clients and colleagues.

You can see your preferences in this pie-chart. It is divided into three slices; one for people, one for things and one for information. The size of the slice shows how important that area is for you.



Of these three areas, you prefer working with people. You are not quite so interested in a job revolving around facts and figures. You do not want to a job dealing with machines, science and technology.

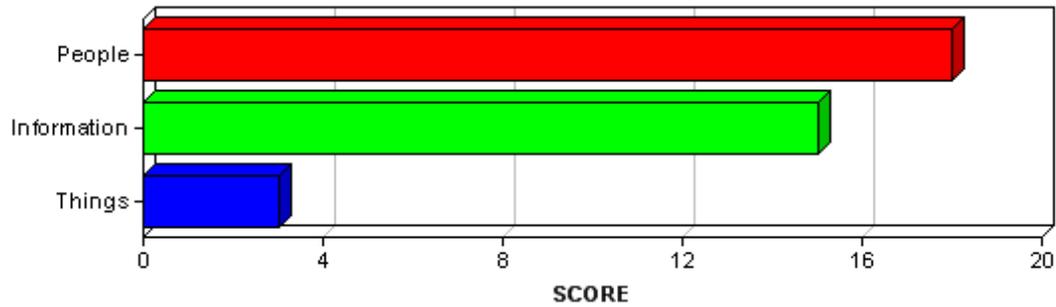
### 2 What matters most to you - Where, how or with whom you work?

Some people need to work by themselves, or with close friends, or with a larger group of people. Other people don't really mind. Some people mind very much where they work, others may not mind whether they work in an office, outdoors or in a manufacturing environment. Some people can switch from being practical to being imaginative or systematic when they need to; others want to work in one way all the time.

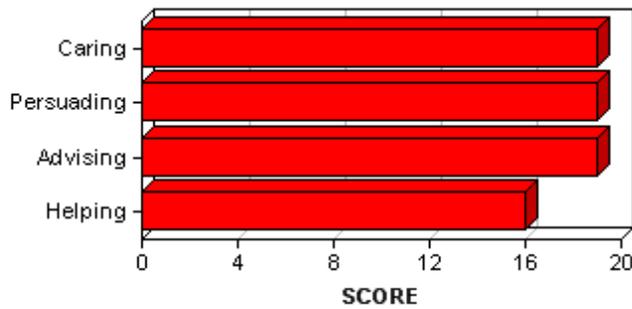


Who you work with matters most to you. You don't seem to be too bothered about your surroundings or how you go about your work.

This is explained more fully on the next three pages.

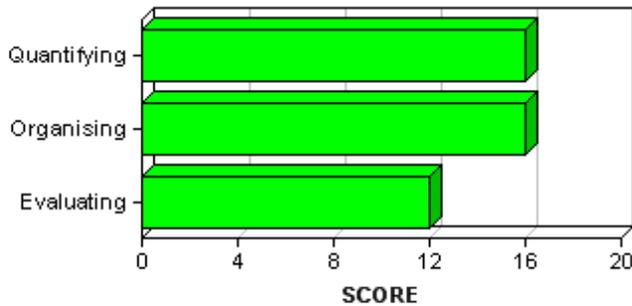


**You are most interested in working with people.**



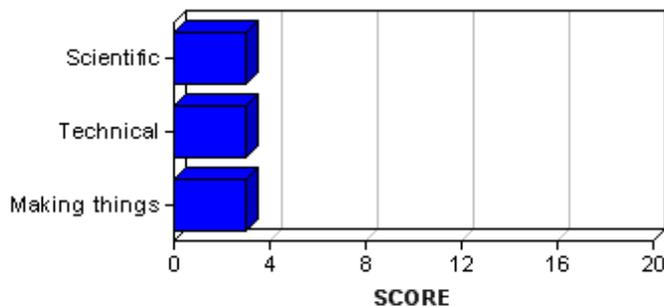
You are interested in working with people. Of the four areas you are least keen on helping people cope with their personal or emotional problems. In an ideal world, you would probably like it most if your work included caring for people who need help (young children, or those who are sick or unhappy) and talking to people and persuading them to see your point of view as well as advising people what to do.

**You are not quite so interested in working with information.**

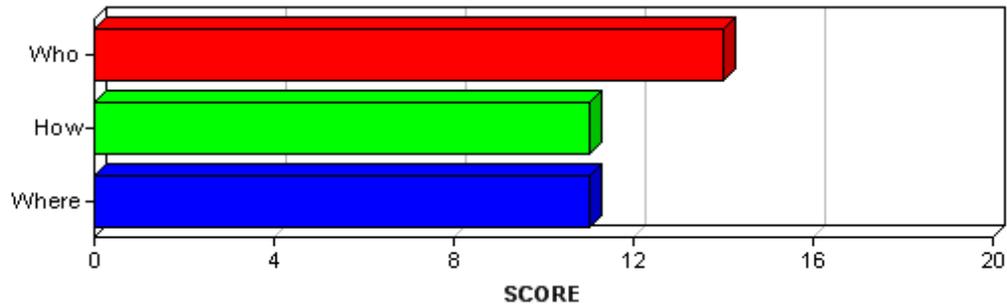


You are interested in using maths and statistics to analyse facts and figures to find out what they indicate and sorting things systematically and being well organised. You wouldn't mind evaluating facts and written information when required but would probably prefer working with figures in a more structured and less subjective manner.

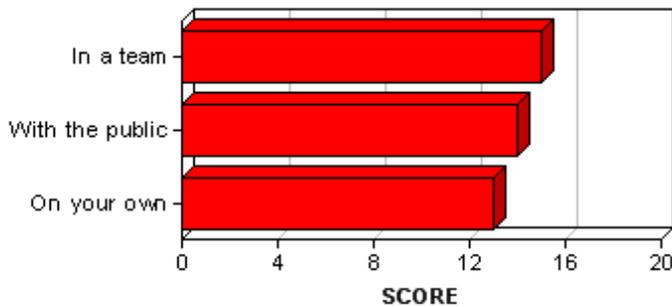
**You are not interested in working with things.**



You are not interested in working with things.

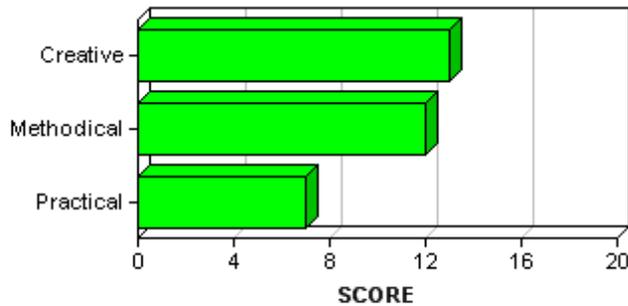


**Who you work with is important to you.**



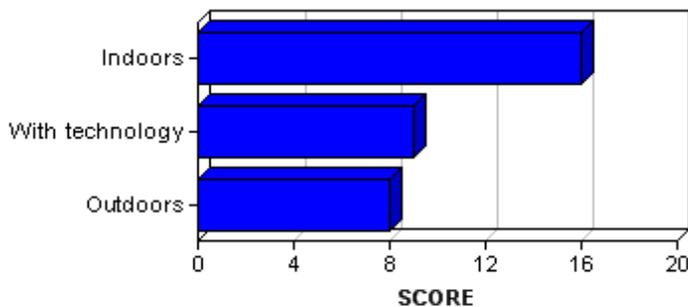
You really need to feel comfortable with the other people working with you, but do not want to work with the same people all the time. Some of the time you would like to work without interference and some of the time to deal with members of the public. When you need it, you would also like to have the support of work colleagues you know and trust.

**How you go about your work also makes a difference to you.**

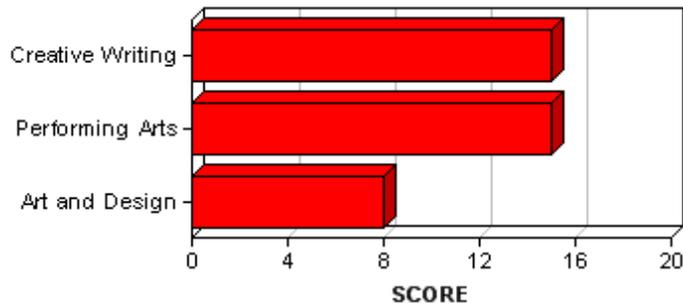


All other things being equal, you would prefer to use your creativity at work and to have some chance to develop new ways of doing things as well as following a set routine and knowing what to do and how to do it. It looks like you're not interested in always producing a practical result.

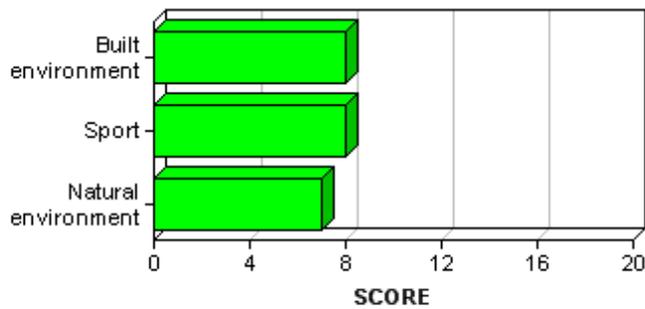
**Where you work is also fairly important to you.**



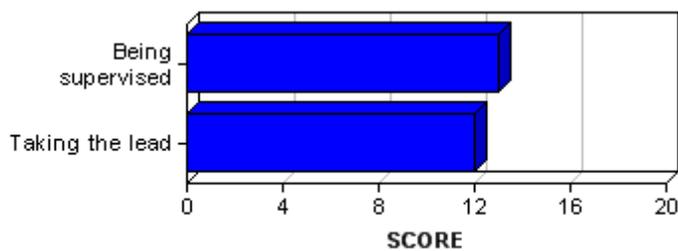
You would prefer working in an office or organisation; probably in some sort of business or public service. You are not very keen on working in an industrial area or working outdoors.

**How you prefer to use your imagination**

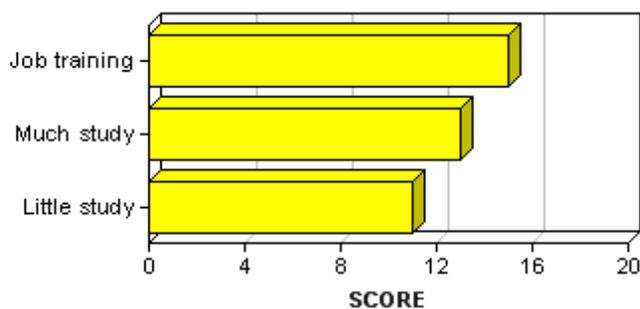
You would like to have the chance to write creatively or critically, expressing your ideas on paper. You would also enjoy being able to work in the performing arts such as music, drama, dance, or being in the public eye in some way as part of your work. You are not very interested in working in the visual arts.

**Your specific feelings towards working Outdoors**

Although you do not have any strong desire to work outdoors, you would not mind a job which included some outdoors work and an awareness of the environment. You might also enjoy the occasional sporting element but it may be best to follow this interest as a pastime.

**Do you prefer to take the lead or be supervised?**

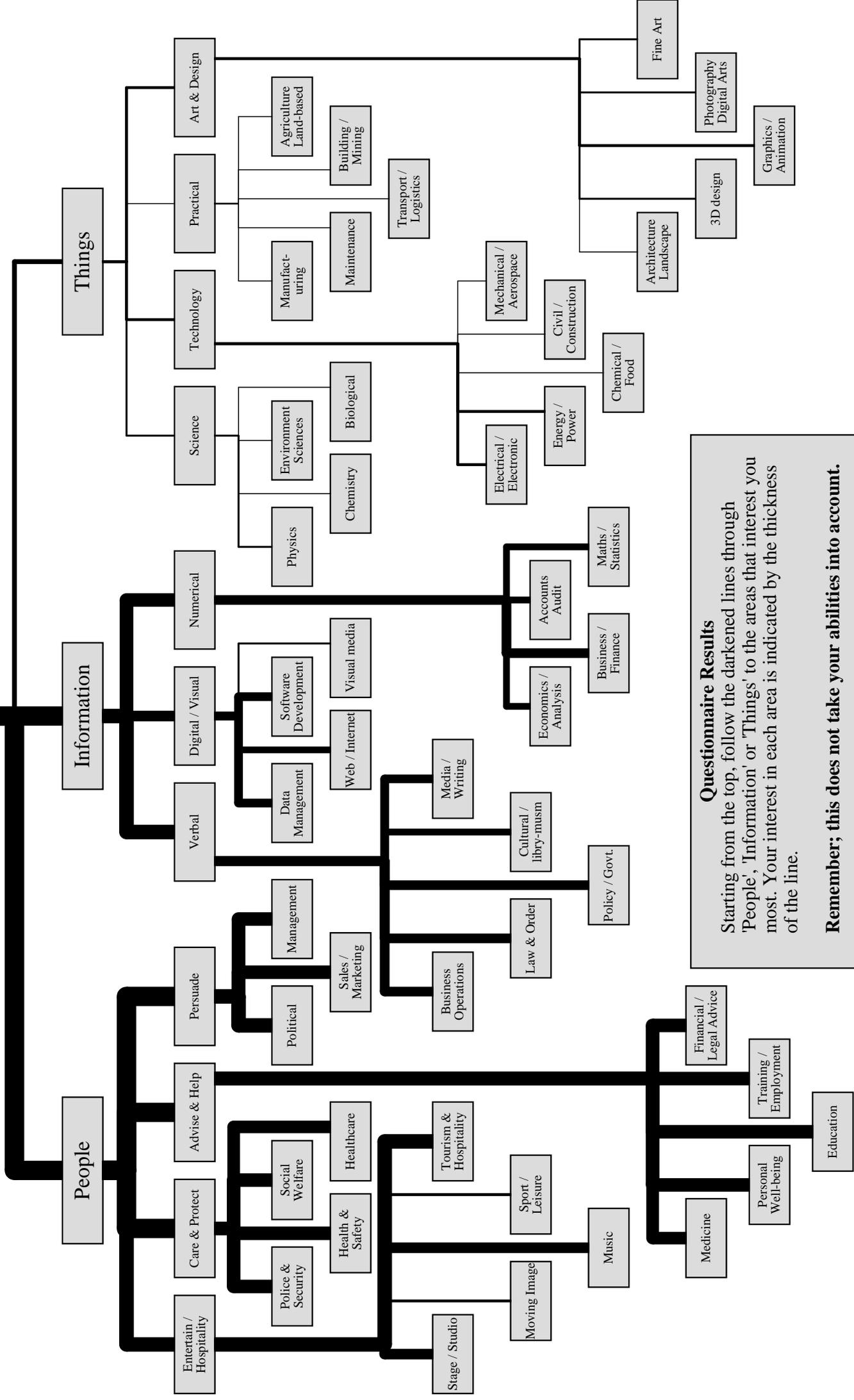
You do not mind whether you take the lead or not. You probably would not like to work in an area where you were taking responsibility for many other people. However, you would enjoy working independently and being responsible for your own work and that of a few colleagues. You would prefer being able to turn to someone for help and advice as needed but would not enjoy constant supervision and being told what to do.

**How much study are you prepared to do?**

All other things being equal, you would prefer a career that requires specific training and job-related study, probably including a significant period of time in the workplace. You might be willing to pursue a career which requires a lengthy period of full time study providing it leads to something you really want to do. You are less keen on a job which needs few formal qualifications.

# Darren Hepworth

# The World of Work



**Questionnaire Results**  
 Starting from the top, follow the darkened lines through 'People', 'Information' or 'Things' to the areas that interest you most. Your interest in each area is indicated by the thickness of the line.  
**Remember; this does not take your abilities into account.**

## The next step

*After reading this report and perhaps talking it over with your family and your adviser, you are probably ready to consider where your greatest strengths lie, and how they fit in with your interests.*

*Maybe there is a perfect match between what you want to do and what you are best at doing. However, you may find that you could be good at things that you have never really thought about before. If so, it might be helpful to try to find out why you are not so interested in these areas and, maybe, to reconsider how you feel about them.*

*In the 'World of work' chart, on the previous page and in the 'Career suggestions' section, are some job and career ideas for you to think about. For each career area, the Connexions Resource Centre Index (CRCI) is given. Use this code to find relevant information in the careers library. Up-to-date careers information can be found on the National Careers Service website on <https://nationalcareersservice.direct.gov.uk>. Reference books covering a wide range of career areas include 'Jobfile' (Babcock Lifeskills) and 'Careers' (Trotmans).*

*You may need to take action soon, such as deciding on subject choices at sixth form level. If you are choosing subjects for A-level, it is important to make sure that you do not shut off too many options at this point, by dropping subjects which would be essential for a career you are still considering.*

*Choosing a career will also depend on the sort of qualifications you will have. The qualification requirements in the next section are only given as a rough guide. Your careers library should have plenty of information about careers, training, further study and the entry qualifications required. Your adviser will talk the report over with you and help to plan the next stages. If you are interested in a higher education course, try to go to the various open days offered by the universities, and read the prospectuses which describe the courses they offer and the sort of life you are likely to lead there.*

*Traditionally, most people look for employment in an established organisation. An alternative is to think about starting your own venture either on your own or with one or two partners. This could be in an area related to your studies but could also be something new; an idea that has been growing in you for some time. How to start? How to fund? What do I do next? There are people and organisations who will help you through the process of establishing your business idea. Visit the Prince's Trust Enterprise Programme ([www.princes-trust.org.uk](http://www.princes-trust.org.uk)) and Shell-LiveWire ([www.shell-livewire.org](http://www.shell-livewire.org)) to gain an overview of the options and the support available. Check out the titles in the Kogan Page 'Small Business and Entrepreneurship' section ([www.koganpage.com](http://www.koganpage.com)) as well as the 'Small Business' section at A C Black ([www.acblack.com](http://www.acblack.com)).*

*Deciding on a career is one of the most important decisions you will ever have to make, so you need to know as much as possible about yourself, about possible careers and how to go about entering them. This report should have helped you to think about your strengths and your preferences, and may be something you will want to keep as a useful guide in deciding your future.*

## Career Suggestions

The career suggestions listed on the following pages have been selected from a list of over 500 occupations. They match your particular abilities and interests.

These are not the only jobs for you to think about. You may have other career ideas to add to these, and you may have talents and abilities - such as sport or music - which cannot be measured by paper and pencil tests.

## Career suggestions

These career **suggestions** are made on the basis of your results. They do not form a definitive list of everything that is suitable and your research may well lead you in slightly different directions.

Teacher: secondary	CRCI: F	Associated Areas
<p>Secondary teachers teach 11-16/18 year olds and usually specialise in one or two subjects. They deliver lessons to classes in all the age groups and need to be aware of the syllabus requirements for each group. They make sure they meet the learning styles and educational needs of the class group. Other work includes planning lessons, setting and marking homework and writing reports. They may lead a form group and work with children in the class who may have other problems that affect their work. Some teachers run after school activities, such as clubs and concerts. They encourage children to take an active part in their learning and to develop relationships and social skills that will help them as they get older. Teachers are organised and able to motivate and relate to young people.</p> <p>To teach in the state sector in England and Wales you need a degree plus Qualified Teacher Status (QTS). The main routes include BEd, BA/BSc(QTS) or a degree followed by the Postgraduate Certificate in Education (PGCE). Entry to degree courses is with 5+ GCSEs (A*-C) incl. English and maths, and 2+ A-levels, or equivalent. The PGCE may be gained through full- or part-time study or through school centred training (SCITT). Work experience in an education setting is also expected when applying for teaching qualifications, at degree or postgraduate level.</p> <p><b>Relevant GCSEs:</b> English and maths</p> <p><b>Relevant AS / A:</b> Useful to include National Curriculum subjects</p> <p><b>Entry routes:</b> Degree with QTS or degree followed by postgraduate course</p>		<p><a href="#">Higher education lecturer</a>  <a href="#">Teacher: primary / nursery</a>  <a href="#">Journalist</a></p>
		<p><b>Further Information</b></p> <p>Training &amp; Devt Agency for Schools                      0800 389 2500  <a href="http://www.tda.gov.uk">www.tda.gov.uk</a></p> <p>Graduate Teaching Trng Registry                      01242 222444  <a href="http://www.gtrr.ac.uk">www.gtrr.ac.uk</a></p> <p>General Teaching Council for England                      0370001 0308  <a href="http://www.gtce.org.uk">www.gtce.org.uk</a></p> <p>Independent Schools Council                      020 7766 7070  <a href="http://www.isc.co.uk">www.isc.co.uk</a></p>

Business manager	CRCI: AA	Associated Areas
<p>There are different levels of managers found in a business. Junior managers are usually responsible for a small team, or section. Senior managers may be responsible for the smooth running of a whole department and may also have some input into their company's policies and development. The detail of what they do depends on who they work for and the management level they hold. Within their post, managers may be required to recruit, train and manage staff; monitor budgets and resources and take part in projects and write reports. Some departments require managers to meet targets, such as sales or production; others require them to look at services provided and ensure they give value for money. Managers are able to motivate and lead others; they are organised and able to use their initiative.</p> <p>There is no set route to becoming a manager. Many organisations run management training schemes, usually looking for those with A-levels, or equivalent, or graduates. Higher education requires at least 5 A*-C grade GCSEs and 2-3 A-levels or equivalent. Another option is to gain career related qualifications, such as engineering, and then move into management roles with in-depth job experience. Some people progress through their company and study management qualifications while working.</p> <p><b>Relevant GCSEs:</b> English and maths; foreign languages and business may be useful</p> <p><b>Relevant AS / A:</b> Depends on degree choice; related subjects business or economics</p> <p><b>Entry routes:</b> Variety of routes available</p>		<p><a href="#">Project / contract manager</a>  <a href="#">Production manager</a>  <a href="#">Management consultant</a></p>
		<p><b>Further Information</b></p> <p>Chartered Management Institute                      01536 204222  <a href="http://www.managers.org.uk">www.managers.org.uk</a></p> <p>Institute of Leadership &amp; Management                      020 7294 2470  <a href="http://www.i-l-m.com">www.i-l-m.com</a></p> <p>Institute of Operations Management                      01536 740105  <a href="http://www.iomnet.org.uk">www.iomnet.org.uk</a></p> <p>Confederation of British Industry                      020 7379 7400  <a href="http://www.cbi.org.uk">www.cbi.org.uk</a></p>

**Career suggestions**

Broadcaster (radio & TV)	CRCI: PB	Associated Areas
<p>Television and radio broadcasters work in a variety of areas, including music, drama, news and general interest programmes or light entertainment. They may be presenters, journalists or DJs; working in studios or on outside broadcasts. Some are employed by the main TV and radio companies; others work for private companies that sell their work to the broadcast organisations. Many broadcasters are self-employed and can be contracted to either of these types of company. IT is making a large impact and many roles are now combined, for example reporters may carry out their own editing. People who work in this industry are resilient, dedicated, and able to work under pressure.</p> <p>This is a very popular and highly competitive industry and, as a result, you should be looking at ways to demonstrate your interest. Voluntary or work experience, summer placements and internships are all useful; getting involved with local, or hospital, radio for example. Many new entrants are graduates, no specific subjects are required; there are a number of media related courses available. It is usual to start out as a runner and then work your way up in the area that you are interested in working in.</p> <p><b>Relevant GCSEs:</b> English, courses related to your preferred area are also useful</p> <p><b>Relevant AS / A:</b> Depends on preferred work area</p> <p><b>Entry routes:</b> Various courses available at different levels; expect to start as runner or similar.</p>	<p>TV / film creative areas Advertising media planner Actor</p> <p><b>Further Information</b></p> <p>The Network 020 7278 9515 <a href="http://www.mgeitf.co.uk/home/thenetwork.aspx">www.mgeitf.co.uk/home/thenetwork.aspx</a></p> <p>BKSTS The Moving Image Society 01753 656656 <a href="http://nt12.orbital.net/bksts/about.asp">nt12.orbital.net/bksts/about.asp</a></p> <p>Broadcast Journalism Trng Council 01778 440025 <a href="http://www.bjtc.org.uk">www.bjtc.org.uk</a></p> <p>SKILLSET 020 7713 9800 <a href="http://www.skillset.org">www.skillset.org</a></p> <p>BBC <a href="http://www.bbc.co.uk/careers/home">www.bbc.co.uk/careers/home</a></p>	

Journalist	CRCI: PB	Associated Areas
<p>Journalists write news stories and features and can work for local and national newspapers, magazines, TV, radio, online or for news agencies. Some journalists specialise in one area, such as sports, music, politics or legal. Information for potential stories is collected from a variety of sources, including press releases, press conferences, court proceedings, or from direct contact with members of the public. When following up a story, the journalist interviews the people involved and researches the background to it. When all the information is collected, they write up their story and pass it to their editor; journalists may work on more than one story at a time. People in this work have a high standard of English and are interested in current affairs.</p> <p>There are two main training routes, direct entry and pre-entry. On direct entry you apply for traineeships that combine on-the-job training and day- or block-release to college or training centre; aim to work towards NCTJ, BJTC or PTC accredited courses. Minimum entry is 5 A*-C grade GCSEs including English; most applicants have A-levels, or equivalent, or are graduates. Pre-entry training involves studying a journalism course at higher or postgraduate level, followed by a shorter training scheme. Work experience, volunteering, summer placements or internships all aid applications.</p> <p><b>Relevant GCSEs:</b> English language; media related courses may be useful</p> <p><b>Relevant AS / A:</b> English; media or communications may be useful</p> <p><b>Entry routes:</b> Highly competitive area; work experience, volunteering, placements and internships all help</p>	<p>Technical writer/author Editor: newspaper / magazine Advertising copywriter</p> <p><b>Further Information</b></p> <p>Nat. Council for Trng. of Journalists 01799 544014 <a href="http://www.nctj.com">www.nctj.com</a></p> <p>Broadcast Journalism Trng Council 01778 440025 <a href="http://www.bjtc.org.uk">www.bjtc.org.uk</a></p> <p>National Union of Journalists 020 7278 7916 <a href="http://www.nuj.org.uk">www.nuj.org.uk</a></p> <p>Journalism Diversity Fund 01799 544014 <a href="http://www.journalismdiversityfund.com/">www.journalismdiversityfund.com/</a></p> <p>Newspaper Society 020 7632 7400 <a href="http://www.newspapersoc.org.uk">www.newspapersoc.org.uk</a></p>	

**Career suggestions**

Solicitor	CRCI: L	Associated Areas
<p>Solicitors provide legal advice and assistance to individuals, businesses, charities and government. Many solicitors work in partnerships, some are employed by a single organisation while others work for national or local government or the Crown Prosecution Service (Procurator Fiscal Service in Scotland). They may work in a number of legal areas or specialise in one. Work can include dealing with probate, selling or buying property or supporting clients who have been accused of a crime. In corporate work they advise on tax issues, mergers and employment matters. Solicitors are organised, methodical and able to interpret complex documents quickly and accurately.</p> <p>Training requires graduate entry with either an LLB degree, or a non-LLB degree followed by a recognised conversion course. Whichever route you decide on, aim to achieve high grade GCSEs and A-levels; entry for LLB course may also require you to sit the LNAT exam. The next step for either route is the Legal Practice course and then a Training Contract with an approved training organisation. Work experience, work shadow or summer placements aid entry to all levels of training. Qualified legal executives can continue their studies to achieve solicitor status.</p> <p><b>Relevant GCSEs:</b> English and maths  <b>Relevant AS / A:</b> No specific subjects  <b>Entry routes:</b> Degree followed by further study and training</p>	<p><a href="#">Civil service: legal service</a>  <a href="#">Barrister / advocate</a>  <a href="#">Psychologist - occupational</a></p>	
	<p><b>Further Information</b></p> <p>The Law Society                      020 7242 1222  <a href="http://www.lawsociety.org.uk">www.lawsociety.org.uk</a>                      Ministry of Justice  <a href="http://www.justice.gov.uk">www.justice.gov.uk</a>                      Crown Prosecution Service                      020 3357 0000  <a href="http://www.cps.gov.uk">www.cps.gov.uk</a>                      Institute of Legal Executives                      01234 841000  <a href="http://www.ilex.org.uk">www.ilex.org.uk</a>                      Government Legal Service                      0845 3000 793  <a href="http://www.gls.gov.uk">www.gls.gov.uk</a></p>	

Human resources manager	CRCI: AA	Associated Areas
<p>Human resources managers work with company managers to make the most effective use of their workforce. They develop HR policies for their company and work with managers on future plans for the organisation. HR managers advise on a variety of topics to do with employment law, recruit staff, arrange training and carry out performance assessments. They also support staff with any problems they may have, helping them find solutions and deal with discipline and grievance procedures. HR managers have a team of staff to help them to do their job. People who do this work are discrete, able to stay calm under pressure and keep up-to-date with changes in employment law.</p> <p>There is no set entry route into this work. Some people start out in admin posts in human resources departments and then move into HR roles; others enter trainee HR positions as graduates. Employers may ask for GCSEs and A-levels or equivalent qualifications for admin posts. Entry to a higher education course is with at least 5 A*-C grade GCSEs and 2-3 A-levels, or equivalent. If you are thinking of studying a related HE course, there are a few degrees and postgraduate courses that give exemption to some parts of the CIPD qualifications, visit their website for more information. Once in post and training, you may study one of the many CIPD courses on offer.</p> <p><b>Relevant GCSEs:</b> English and maths; business related courses may be useful  <b>Relevant AS / A:</b> Business courses may have modules in HR  <b>Entry routes:</b> Variety of entry routes, career progression an option</p>	<p><a href="#">Recruitment &amp; executive search</a>  <a href="#">Business manager</a>  <a href="#">Civil service: manager</a></p>	
	<p><b>Further Information</b></p> <p>Chrt'd. Inst. of Personnel &amp; Development                      020 8612 6200  <a href="http://www.cipd.co.uk">www.cipd.co.uk</a>                      People Management                      020 7324 2729  <a href="http://www.peoplemanagement.co.uk">www.peoplemanagement.co.uk</a></p>	

**Career suggestions**

<b>Archivist</b>	<b>CRCI: K</b>	<b>Associated Areas</b>
<p>All kinds of organisations and individuals keep records and information over long periods of time; these can take the form of papers, maps, books, photographs, films/videos or computer records. Archives are those items that need to be kept permanently, to preserve historical records. It is the job of the archivist to preserve and use these archives. They retrieve archives, catalogue them and arrange for them to be stored. Other work includes dealing with queries and showing people how to use the archives; they may also arrange exhibitions and presentations. IT skills are an important part of the job as large amounts of public records are now made available on the web. In addition, archivists have good people and planning skills, are logical and are prepared to continually update their knowledge and skills.</p> <p>Training in this career takes the form of a postgraduate qualification recognised by the Society of Archivists; a list is available on their website. The choice of first degree subject is open; entry to HE is with at least 5 A*-C grade GCSEs and 2-3 A-levels, or equivalent. Competition for places on postgraduate training courses is high and a period of paid or voluntary experience, usually at least one year, is required before applying. The Society of Archivists has lists of volunteer and paid placements, visit their website for more information.</p> <p><b>Relevant GCSEs:</b> English, history, languages useful</p> <p><b>Relevant AS / A:</b> Subjects depend on choice of degree</p> <p><b>Entry routes:</b> Work or voluntary experience required prior to applying for postgraduate courses</p>		<p><a href="#">Library &amp; info manager</a>  <a href="#">Museum / art gallery curator</a>  <a href="#">Publisher</a></p>
		<p><b>Further Information</b></p> <p>Archives and Records Association                      01823 327 077  <a href="http://www.archives.org.uk">www.archives.org.uk</a></p> <p>National Archives                      020 8876 3444  <a href="http://www.nationalarchives.gov.uk/">www.nationalarchives.gov.uk/</a></p> <p>Aslib                      01274 777700  <a href="http://www.aslib.com">www.aslib.com</a></p> <p>Chrted. Inst of Library &amp; Info. Profs.                      020 7255 0500  <a href="http://www.cilip.org.uk">www.cilip.org.uk</a></p>

<b>Hotel manager</b>	<b>CRCI: C</b>	<b>Associated Areas</b>
<p>Hotel managers are responsible for the smooth running and success of their hotel. In a large hotel the manager usually has a number of assistant managers; each is in control of the day-to-day running of their department. The manager is then free to deal with things such as financial planning, marketing, long-term development, staff recruitment and training. They deal with any major problems and meet any VIP guests who stay at the hotel. In a small hotel, the manager also deals with the day-to-day work, dealing with anything that may arise, covering for staff if necessary and carrying out minor repairs. Hotel managers have good business, IT, communication and number skills; they are organised and able to stay calm under pressure. The ability to speak a foreign language is also useful.</p> <p>There is no set route into this career. It can be a career progression role after starting out in other hotel roles and continuing with training and further study. Some hotels run training schemes for those with A-level and equivalent qualifications or for graduates. Training is usually a mix of on-the-job and part-time or distance learning for related professional qualifications. Another option is to continue with full-time higher education; opportunities may be available for those with non-related subjects. Work experience or part-time jobs aid course and job applications.</p> <p><b>Relevant GCSEs:</b> English and maths; foreign language; hospitality courses may be useful</p> <p><b>Relevant AS / A:</b> Business or hospitality courses are useful</p> <p><b>Entry routes:</b> Work experience or part-time jobs in the industry help</p>		<p><a href="#">Conference / banquet organiser</a>  <a href="#">Health service manager</a>  <a href="#">Sports &amp; leisure centre manager</a></p>
		<p><b>Further Information</b></p> <p>Institute of Hospitality                      020 8661 4900  <a href="http://www.instituteofhospitality.org">www.instituteofhospitality.org</a></p> <p>The British Inst. of Innkeeping                      01276 684449  <a href="http://www.bii.org">www.bii.org</a></p> <p>UKSP  <a href="http://www.uksp.co.uk">www.uksp.co.uk</a></p> <p>Springboard UK                      020 7497 8654  <a href="http://www.springboarduk.org.uk">www.springboarduk.org.uk</a></p> <p>People 1st                      01895 817000  <a href="http://www.people1st.co.uk">www.people1st.co.uk</a></p>

**Career suggestions**

<b>Psychologist - educational</b>	<b>CRCI: V</b>	<b>Associated Areas</b>
<p>Educational psychologists work with children from birth to 19 years who have a variety of conditions and problems; these may be to do with learning difficulties or emotional or social problems. When an educational psychologist is asked to work with a child, they carry out an assessment to help them to understand the problem and to suggest ways in which the child can be supported. They also advise parents, teachers and others on the best ways to overcome or manage a problem. Sometimes children have a 'statement of educational need' and the educational psychologist is involved with this. Most work for local education authorities, although some work in private practice.</p> <p>Practising psychologists must be registered with the Health Professions Council (HPC). There is a structured route to Chartership that starts with the Graduate Basis for Chartered Membership, this involves studying a British Psychological Society approved degree or conversion course or sitting the Society's qualifying exam. This is followed by studying an accredited Doctorate in educational psychology; entry is with at least a 2:1 degree and a period of relevant work experience. To find out more about the work experience, contact individual course providers.</p> <p><b>Relevant GCSEs:</b> English, maths and sciences  <b>Relevant AS / A:</b> Sciences and/or numerate subjects may be required  <b>Entry routes:</b> Accredited psychology degree and postgraduate study.</p>		<p><a href="#">Teacher: secondary</a>  <a href="#">Psychologist - occupational</a>  <a href="#">Public relations officer</a></p>
		<p><b>Further Information</b></p> <p>British Psychological Society                      0116 254 9568  <a href="http://www.bps.org.uk">www.bps.org.uk</a></p> <p>Association of Educational Psychologists                      0191 384 9512  <a href="http://www.aep.org.uk">www.aep.org.uk</a></p> <p>Children's Workforce Develop. Council                      0300 123 1033  <a href="http://www.cwdcouncil.org.uk">www.cwdcouncil.org.uk</a></p> <p>Health Professions Council                      020 7582 0866  <a href="http://www.hpc-uk.org">www.hpc-uk.org</a></p>

<b>Civil service: manager</b>	<b>CRCI: AB</b>	<b>Associated Areas</b>
<p>The actual duties of a civil service manager depend on which of the many government departments they work in. However, there are a number of general tasks carried out by most managers. These include managing a team of staff, training and motivating them and allocating work. Managers also monitor their team's budget and expenditure, have their own caseload of work and write reports and presentations. They also attend meetings and may get involved in various projects, helping to put together the final results and findings. People who do this work are organised and methodical; they have strong communication, problem solving and decision making skills.</p> <p>This can be a career progression role for people who join the civil service in junior posts in any of the departments. Direct entry may be possible, in administrative areas, entry requires at least 5 A*-C grade GCSEs, including English and maths, and at least 2 A-levels; equivalent courses are acceptable. Some areas may require an HE qualification. Application can involve a range of selection tests and interviews. Once employed you have the opportunity to gain further, related qualifications that allow you to progress your career within the civil service.</p> <p><b>Relevant GCSEs:</b> English and maths  <b>Relevant AS / A:</b> No specific subjects  <b>Entry routes:</b> Career progression or direct application</p>		<p><a href="#">Local government: management</a>  <a href="#">Human resources manager</a>  <a href="#">Business manager</a></p>
		<p><b>Further Information</b></p> <p>Civil Service Fast Stream  <a href="http://faststream.civilservice.gov.uk/">faststream.civilservice.gov.uk/</a></p> <p>Civil Service Careers  <a href="http://jobsstatic.civilservice.gov.uk/csjobs.html">jobsstatic.civilservice.gov.uk/csjobs.html</a></p> <p>Institute of Leadership &amp; Management                      020 7294 2470  <a href="http://www.i-l-m.com">www.i-l-m.com</a></p>

**Career suggestions**

Chartered secretary (professional administrator) <span style="float: right;">CRCI: AA</span>	Associated Areas
<p>The chartered, or company, secretary has to make sure that the company they work for observes and obeys laws and financial regulations. They advise on the conduct of the business, arrange AGMs and Board meetings and take the minutes; they keep records such as the names of company directors and share holders and prepare the company's annual reports. Chartered secretaries are required to send company information to Companies House or to the Stock Exchange and they keep themselves up-to-date with changes in company law. People doing this highly responsible role are well organised, able to work under pressure and are discrete.</p> <p>The chartered secretary of a public limited company must, by law, be an accountant, solicitor or barrister, or a qualified company secretary with the Institute of Company Secretaries and Administrators (ICSA). To do this you study their Chartered Secretaries Qualifying Scheme (CSQS). This comprises two levels, each of which has four modules. If you have certain qualifications, such as a degree in law or finance, you may be exempt from some of the modules. ICSA also accredits a number of postgraduate courses; to find out more, visit the ICSA website.</p> <p><b>Relevant GCSEs:</b> English and maths; business courses are useful</p> <p><b>Relevant AS / A:</b> No set subjects. Business and maths are useful</p> <p><b>Entry routes:</b> ICSA, law or accountancy qualifications plus business experience</p>	<p><a href="#">Accountant: Management</a>  <a href="#">Business manager</a>  <a href="#">Solicitor</a></p> <p><b>Further Information</b></p> <p>Inst. of Chrt'd. Secs &amp; Administrators                      020 7580 4741  <a href="http://www.icsa.org.uk">www.icsa.org.uk</a></p> <p>Chartered Management Institute                      01536 204222  <a href="http://www.managers.org.uk">www.managers.org.uk</a></p> <p>Worshipful Co. of Chrt'd Adms. &amp; Secs.                      020 7726 2955  <a href="http://www.wccsa.org.uk">www.wccsa.org.uk</a></p> <p>Institute of Administrative Management                      020 7091 2600  <a href="http://www.instam.org">www.instam.org</a></p>

Publisher <span style="float: right;">CRCI: PD</span>	Associated Areas
<p>Publishing covers different types of publications, including books, magazines and journals. Books can fit into different categories; general consumer, children's and educational, academic, reference, etc. Sometimes publishers want to commission a book to meet an identified need; they contact literary agents or authors they work with to discuss the work. Authors also submit ideas for books or send manuscripts to publishers for consideration; publishers may arrange for them to be read and then make a decision on whether to publish. If a work is accepted, it goes into production; there are a number of stages including the design, printing, editing, proofreading, delivery and distribution. As the publication date nears, the marketing team arranges promotional campaigns to help with sales.</p> <p>This is a very competitive area and most new entrants are graduates. Specialist knowledge is useful, for example scientific, medical, engineering or technology. Larger publishing houses run graduate training programmes, which mix on-the-job training with opportunities to study for professional qualifications. A few higher education and postgraduate courses in publishing are available. You should demonstrate your interest in publishing when applying for jobs, training and courses; examples include work experience, work shadow, volunteering, summer placements and internships. Some people start out in admin posts in publishing companies moving over to other roles with experience.</p> <p><b>Relevant GCSEs:</b> English</p> <p><b>Relevant AS / A:</b> English useful</p> <p><b>Entry routes:</b> Highly competitive, previous experience essential.</p>	<p><a href="#">Information science</a>  <a href="#">Editor: newspaper / magazine</a>  <a href="#">Journalist</a></p> <p><b>Further Information</b></p> <p>Publishers' Association                      020 7691 9191  <a href="http://www.publishers.org.uk">www.publishers.org.uk</a></p> <p>Publishing Training Centre at Book House                      020 8874 2718  <a href="http://www.train4publishing.co.uk">www.train4publishing.co.uk</a></p> <p>Professional Publishers' Association                      020 7404 4166  <a href="http://www.ppa.co.uk">www.ppa.co.uk</a></p>

## Further information

*There is no shortage of information available about careers, education and training. Some of the useful titles available are listed below. Some are available direct from the publisher, while others are available through bookshops.*

### Your personal login to Morrisby.com

Here you can explore career options and research higher and further education courses. Additional questionnaires and a comprehensive database of UK degree courses leads you to specific courses and universities, colleges or work-based opportunities. With in-built support and thousands of weblinks it provides an excellent hub for planning your future. Sign-up instructions are available on the website.

[www.morrisby.com](http://www.morrisby.com)

### Choosing Your A-levels and other Post-16 Options

Guides students and advisers through the maze of post-16 options. By Cerys Evans. ([Trotman](#))

### National Careers Service

The official careers information site for England. Profiles over 750 careers of all types. Includes entry requirements, training, salary, working conditions and prospects. Regularly updated with careers related articles. View latest information online at [National Careers Service](#)

### A-Z of Careers and Jobs

A detailed guide to a wide range of careers of all types both new and established. By Susan Hodgson. ([Kogan Page](#))

### 'Working In' Series

Using real life case studies, this series looks at a range of jobs in each sector giving in-depth information on what the job is really like.

([Babcock Lifeskills](#))

### Brilliant Job-hunting

Practical guide to how to get the job you want. By Angela Fagan ([Pearson Education](#))

### Jobfile

Comprehensive job guide, giving information on over 900 jobs, looking at work details, qualifications, entry and training routes and opportunities available. Published by [Babcock Lifeskills](#)

### Readymade CVs

Best-selling guide that supports you through the design of CVs for a variety of jobs, covering letters, putting your CV online. It also deals with a number of problems typically encountered when writing a CV. Written by Lynn Williams and published by ([Kogan Page](#)) as part of "The Times" series.

### Start Your Own Business in 30 Days

A step-by-step action plan that shows you how to do it. By Gary J Grappo. ([Kogan Page](#));

### Start Up and Run Your Own Business

A guide to planning, funding and growing your new enterprise. By R Millar and J Reuid. ([Kogan Page](#));

### UCAS

The organisation responsible for managing applications to higher education in the UK. It gives advice on how to go about choosing your course, completing the applications process and all the steps in securing your university place. Essential information. ([UCAS](#))

### Choosing Your Degree Course and University

Practical advice on how to select the right course at the right university. By Brian Heap ([Trotman](#))

### What Do Graduates Do?

Provides information on what is happening in the employment market for new graduates. It also lists the first destination of graduates by subject, updated annually. View online and order at [www.prospects.ac.uk](http://www.prospects.ac.uk).

### PUSH Guide to University Choice

Independent guide for those looking to choose their higher education course; reviews studying, housing, entertainment, social life and much more. Visit ([www.push.co.uk](http://www.push.co.uk))

### The Times Good University Guide

Detailed information on UK Universities, with league tables on over 60 subjects plus information on employment prospects. Written by John O'Leary and published by Collins available through ([Amazon](#))