

Careers Guidance Report

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Report

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This report

You are probably reading this report because you are considering a change in the direction your life is taking. Whether or not you have been forced into this change by influences outside your control is unimportant; what is critical is that the transition is as smooth as possible and that you find your new direction personally rewarding and satisfying.

This report will help you understand your own individual make-up and motivations. Throughout the report there are short exercises for you to complete. These will help you to organise your thoughts through this potentially difficult time.

Remember that your Careers Adviser is fully trained and expert in this system and can offer you help and support.

Where are you now?

Before you start reading the report, indicate your current situation in the three areas below by ticking the appropriate boxes.

I am currently...

- employed
- self-employed
- unemployed
- in full-time education
- houseperson
- other _____

I want to...

- find a new job
- find a new employer
- find my first job
- start a course
- review my options
- develop my self awareness
- other _____

If necessary, I can and will...

- study part-time
- study full-time for up to 3 months
- study full-time for over 3 months
- start afresh in a new field
- set up my own business
- move location
- other _____

Introduction

When you want to start something new it's important to know what you can do, what you would like to do, and how you're going to get there. It's also useful to find out the sort of working environment that would suit you best. Your results from the Morrisby Profile (MP) and Morrisby Questionnaire (MQ) will provide you with much information. The MP shows your abilities, or aptitudes in various important areas. The MQ shows the types of careers and working environments that appeal to you the most. Your results from the Morrisby Profile (MP) and Morrisby Careers Questionnaire (MCQ) will provide you with much information. The MP shows your abilities, or aptitudes in various important areas. The MCQ shows the types of careers and working environments that appeal to you the most. However, they may not necessarily reach the same conclusions. This is because people sometimes find that they may be very well suited to something they have not thought of before.

This report is supplemented by 'The Way Ahead' booklet. This will help you to relate the information in this report to your current situation.

Scores

Test scores are grouped in the following way. These groups give you an idea of how your scores compare with those of other adults. If you get an average score, your test result is in the middle 40% of the population (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</i>	- <i>Upper</i>	10%
<i>High</i>	- <i>Next</i>	20%
<i>Average</i>	<i>Middle</i>	40%
<i>Fair</i>	- <i>Next</i>	20%
<i>Low</i>	- <i>Lower</i>	10%

All through the report the level of your scores is given in comparison with a wide range of other people. Remember that a high score is not necessarily a 'good' score.

What are you looking for?

Ideally, when reading this report, you should have some idea of what you want to achieve. Some people may be looking for a completely new area, whereas others may wish to continue much as before. Complete this exercise to show what changes you are looking for.

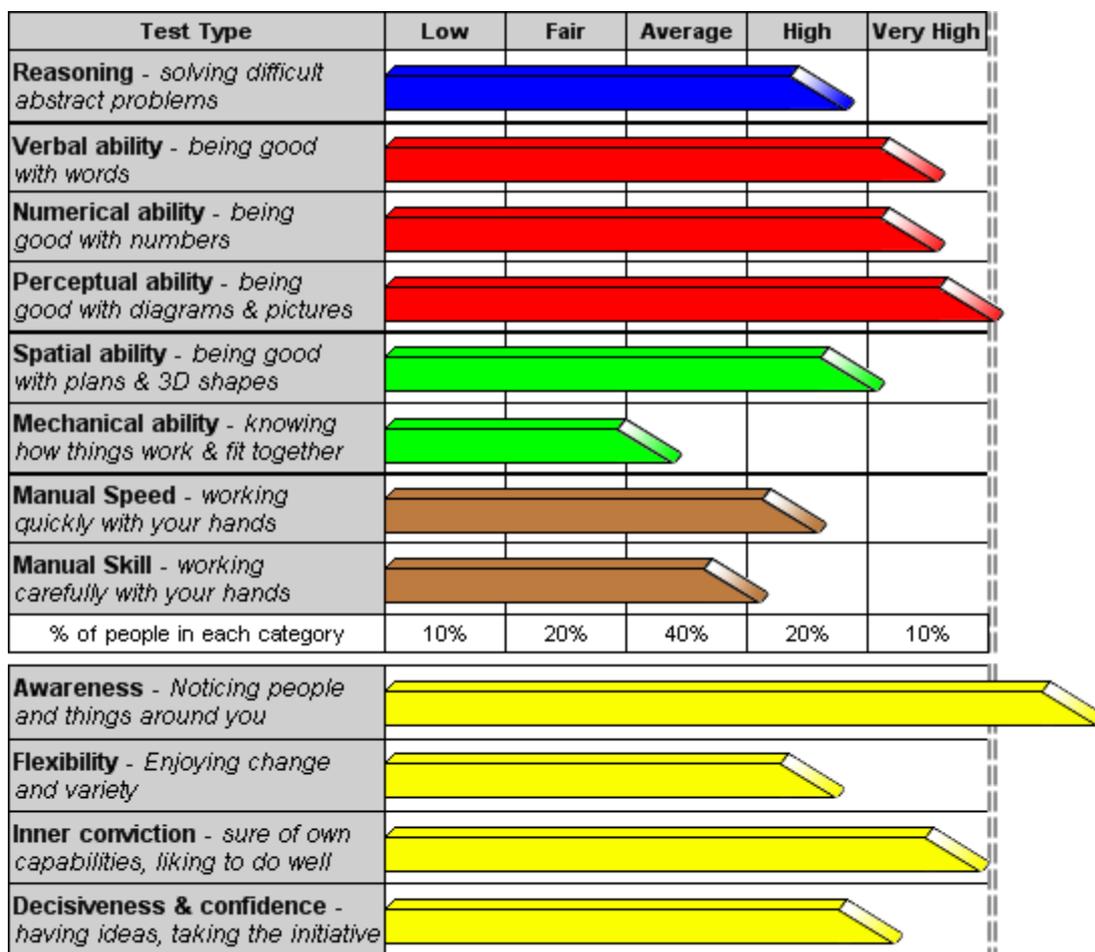
Listed below are some elements which people look for in a career. Look through these and tick the 'More' box if you would like to have more of that element in a new situation. Tick the 'Same' box if you have no real desire to change the amount. Sometimes people find that they need to make sacrifices when making a change. Tick the 'Less' box if you would be prepared to have less of the particular element. If you wish, add additional elements on the blank lines. You should aim to have a roughly equal number of 'More' and 'Less' boxes marked.

Element	Less	Same	more	Element	Less	Same	more
Job responsibility	€	€	€	Job security	€	€	€
Work stimulation	€	€	€	Freedom	€	€	€
Financial rewards	€	€	€	Leisure time	€	€	€
Interest	€	€	€	Pride	€	€	€
Work demands	€	€	€	Skill level	€	€	€
Job recognition	€	€	€	Qualifications	€	€	€
_____	€	€	€	_____	€	€	€

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.*



Abilities - and what else?

Although aptitudes and abilities are very important, they are not the only consideration. You also have many skills which will be very important in your future career. These may include being able to organise things, to manage a budget, to deal effectively with other people. They may be technical, practical, office based or in computing or in languages. Consider the skills you can presently offer and list up to five of the ones you consider most important on the lines below. Mark those which you would like to use and develop further.

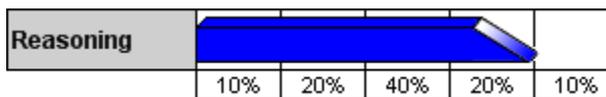
My main skills include

I would like to use and develop this skill further

- 1) _____ €
- 2) _____ €
- 3) _____ €
- 4) _____ €
- 5) _____ €
- 6) _____ €

You may wish to develop specific new skills. If you know what, write them here.

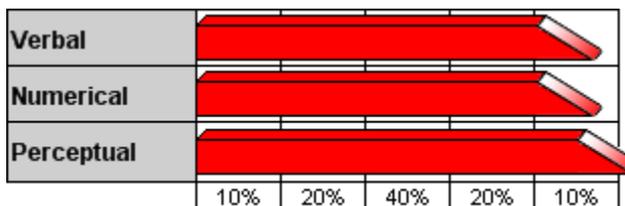
Reasoning



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 is no reason to limit your career choice, but you would not enjoy a job which was routine or repetitive in nature.

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.

Although your perceptual result is a little higher than your verbal and numerical scores it is not a significant difference. The balance of these scores suggests that you have all-round abilities which lie at a very high level. This gives you plenty of freedom to consider a very wide range of careers. You can cope equally well with words and with numbers, and are also at home with drawings, designs, plans and so on. This all-round ability is very useful in jobs where you do many different tasks.

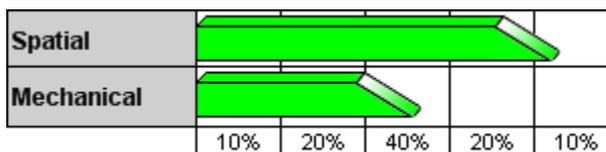
You could do well in a wide variety of areas provided that the careers match in with your other abilities and interests. The type of career you choose will depend a great deal on your other abilities and interests as well as on any special chances you may have to go into particular jobs. People with such all-round abilities are often seen in managerial and administrative positions. These types of areas may be worth thinking about.

How does it fit?

The pattern shown in your general abilities is important. Has the direction been apparent to you in the past? Write below up to three instances in past employment or education when you have been successful and up to three when you have been less successful. Is there a common thread and, if so, has it anything to do with your pattern of abilities?

- | | |
|-------------------|------------------------|
| Successful | Less Successful |
| 1) _____ | 1) _____ |
| 2) _____ | 2) _____ |
| 3) _____ | 3) _____ |

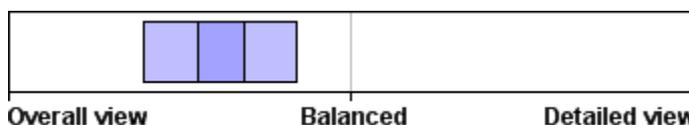
Practical ability



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 a high level of general practical ability. You are obviously very good at coping with down-to-earth, practical problems. Even though the level is high, your other abilities are even stronger and because of this it is probable that you would be bored by work which was predominantly hands-on and practical. When considering careers, it is important that they are in line with your General Abilities as described previously.

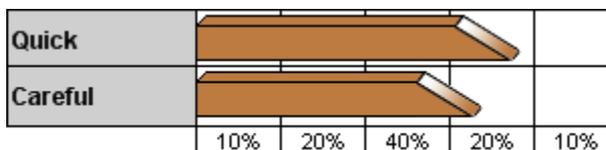
Planning Style



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 scores suggest that you much prefer to take an overall view of the situation, to work out what you want in the end, rather than concentrating on the details. This means that you are probably good at planning ahead and deciding how things should turn out but you may miss some details and seem to dislike being faced with sudden unexpected changes in the overall aim. You may prefer a career which uses your overall planning skills, rather than one where you have to pay a lot of attention to detail.

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 are quite neat and careful 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 own approach to work and to solving problems is influenced by the pattern of your very high general abilities and by a similar level of reasoning. The practical abilities, however, are much lower. This probably means that your skills are towards dealing with ideas and thinking through problems carefully before solving them. You prefer to work things out in advance rather than attempting to find a solution through trial and error.

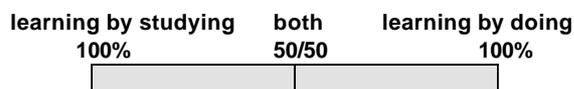
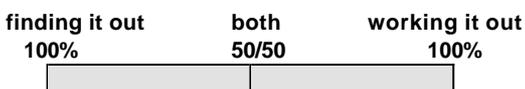
The high level of reasoning shows that you can think out original ways of doing things, rather than relying on what you have read or been told. You probably find working with ideas and theories better suited than trying things out in practice. This is an important side of you, so you should think about working with ideas rather than in a very practical setting. You may do better working in a more academic, theoretical or analytical career, than in one where you are expected to be very practical in your approach.

Problems?

How you tackle situations is critical in many aspects of work, training and education. People can adapt their approach to suit the situation but if they have a strongly preferred approach, then it makes sense to use it. The above section has described your results, but how significant are they to your way of working?

On the chart below, mark on the shaded bar whether you prefer to find things out, or to work things out, or a mixture. For example, if a domestic appliance didn't work, would you reach for the handbook or look at the appliance?

Mark this chart according to how much you like knowing about things against how much you like dealing with the things themselves. Would you prefer to become expert in something by studying it or by doing it?



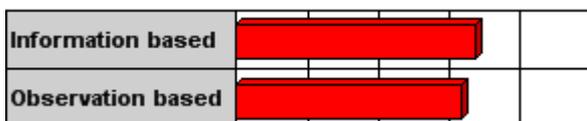
Learning Styles

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.

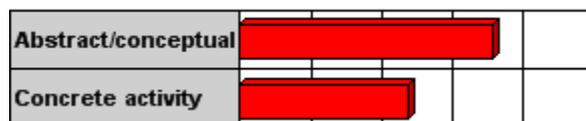
The diagrams below tell you some of the preferences you have, but you should also consider the results of your interest questionnaire before deciding on a course or training method.

Preferred Learning Style

Learning Approach



Purpose of Learning



As mentioned under the 'General abilities' section, your perceptual ability is at roughly the same level as your verbal ability. You seem equally at home learning through observation, experiments and diagrams, as you are learning through more traditional methods. You may enjoy courses which involve a variety of ways of learning; book-based as well as demonstrations, experiments and interactive learning.

You seem to be the sort of person who, when faced with a new problem, likes to analyse it carefully before attempting a solution. 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 situation would give you the chance to learn standard ways of solving problems which you could then apply to any new ones that you come across. In any course, you may prefer the regular course-work to projects.

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.



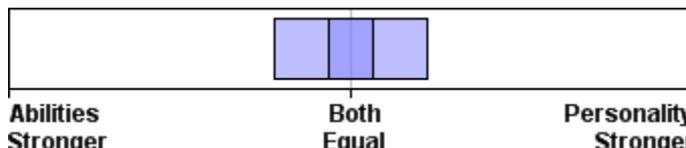
For instance, some people like to stick at one thing until it is finished, while other people like having a lot of things to do at once, and do not mind if they cannot finish them all. Some are very confident about expressing their ideas, while others might be quite sure what they think, but a little 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.

The unusually high score on awareness and your high score on flexibility suggest that you are able to change direction of thought quickly and adapt quickly to rapidly changing situations. You probably like doing a lot of different things in your work, rather than concentrating for a long time on just one project. You would not enjoy highly repetitive work, preferring variety and maybe even enjoying interruptions and distractions. Highly flexible people can find it difficult to maintain concentration as their mind wanders frequently. You might need to guard against this, especially when studying or taking exams.

The scores suggest that you have plenty of decisiveness, and seem willing to express your ideas. You could take the lead as well as being a good team member, and seem able to work well in a front line position. Where possible you like to do things well and complete tasks to a high standard. You appear confident in yourself which means that you know your own mind and appear self assured.

You seem quite independent, and like to think for yourself rather than just follow instructions. You show the confidence to be able to make your own decisions and take responsibility for how they turn out.

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.

Your ability and personality results are both very important so you need to consider them both carefully when considering your career. You will need to think about what you are good at and the sort of person you are before making your decision.

Describe Yourself

The personality features described above represent the foundations upon which you will have built your own unique style and characteristics. How would you describe yourself? Some aspects may be temporary, and others will be more long term - the real you. In the boxes below, briefly describe yourself as you are at present and how you are generally. You may like to use words such as; confident, considerate, nervous, etc. etc.

At present, I am ...

In general, I am ...

Questionnaire Report

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

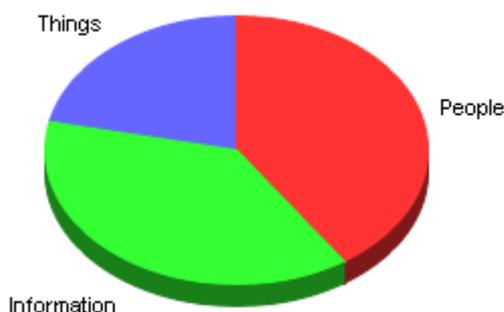
The results reflect your present preferences regarding a career and NOT your test results. If there are differences between what you prefer (the Questionnaire Report) and what you seem good at (the Test Results), you should think about the reasons for your preferences.

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. Then it looks at the type of setting you would prefer working in. It then goes on to suggest some career area which fit in with these results.

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.

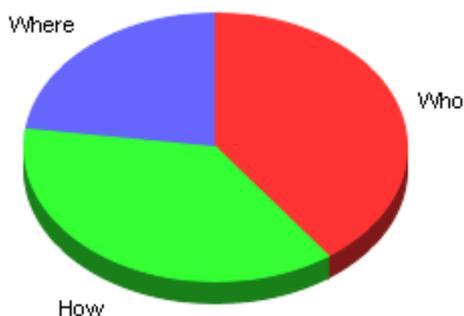
You can see your preferences in this pie-chart. It is divided into three slices; one for people, one for things and one for information. The size of the slice shows how important that area is for you.



The results show that you are equally interested in working with people and information (books, figures, ideas, records, paperwork or news). You are not interested in a job dealing with machines, science and technology.

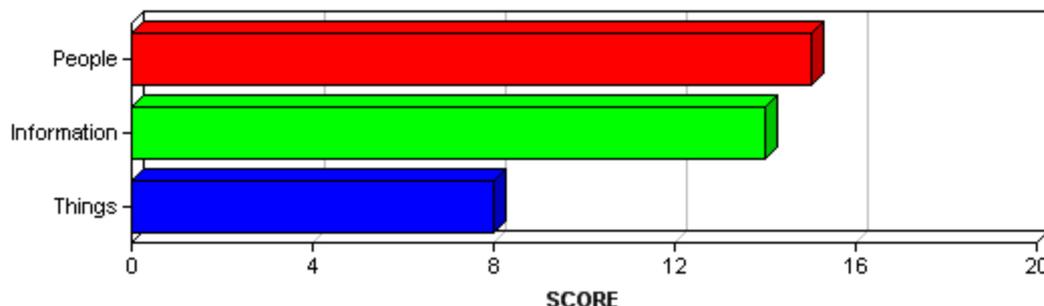
2 What matters most to you - Where, how or with whom you work?

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.

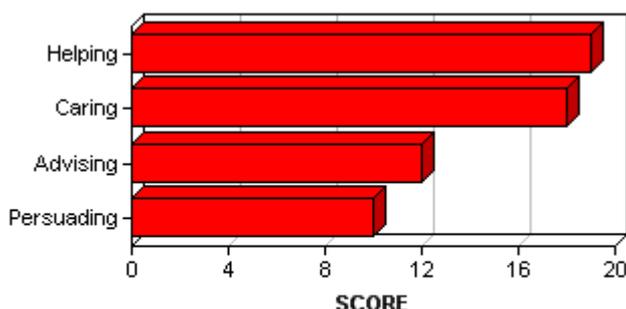


Who you work with and how you go about your work are both important to you. Your surroundings are much less important for you.

This is explained more fully on the next three pages.

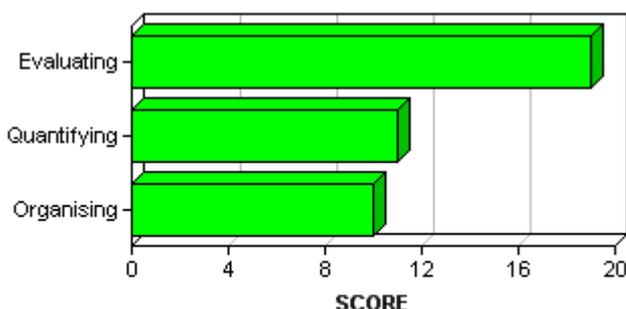


You would like to work with people.



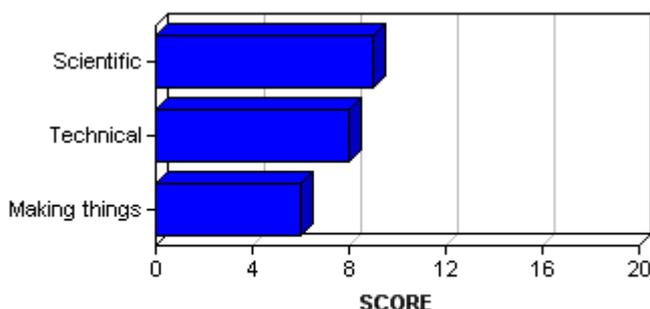
You would enjoy a job which involved helping people cope with their personal or emotional problems and caring for people who need help (young children, or those who are sick or unhappy). You are not so interested in advising others all the time. Of the four areas, bringing people round persuasively to your point of view interests you the least.

You are also interested in working with information.

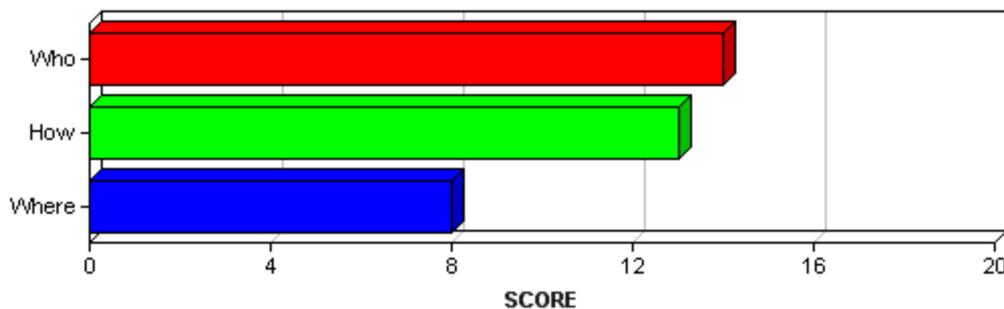


You are most interested in evaluating facts and information to work out what it really means, summarising it and maybe writing reports. You are not so interested in using maths and statistics to analyse facts and figures or spending most of your time sorting through information systematically.

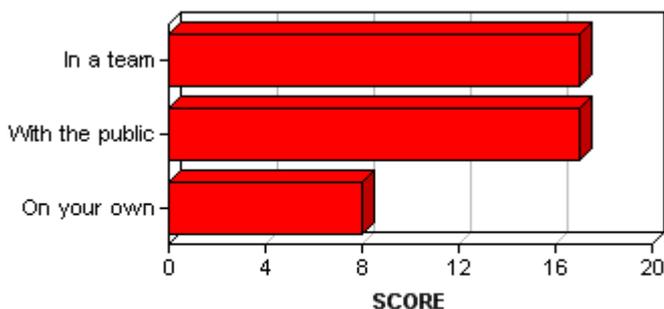
You are not so interested in working with things.



Although your first choice of career would not be working with things, you are quite interested in scientific theories and methods. You are equally interested in the working of machines or computers. You seem least interest in an area where you would need to build or make things with your own hands.

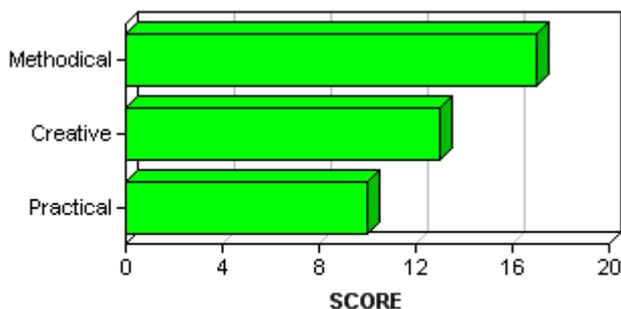


Who you work with is important to you.



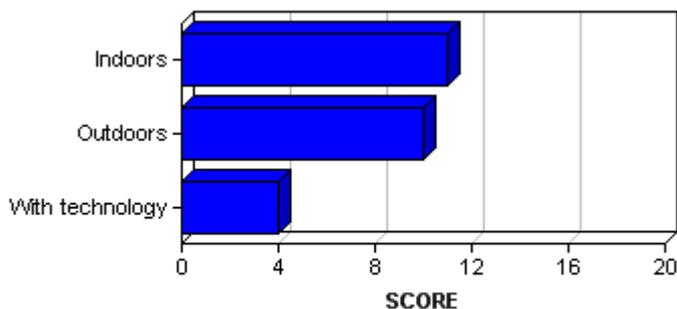
You would like to work in a team with people you know and trust or to work with the general public, meeting different people each day. The thought of working on your own does not appeal to you at all.

How you go about your work also matters to you.



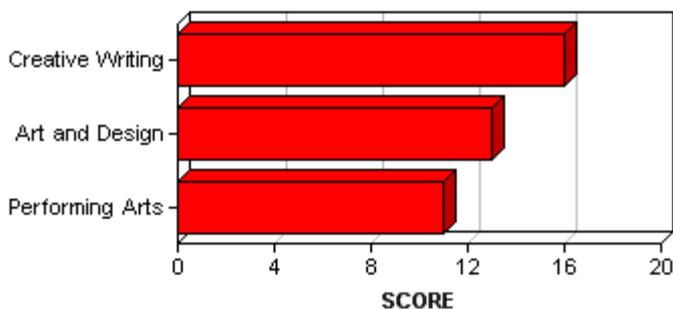
It is important for you to plan ahead in your work, to be well organised and to ensure that things run smoothly. You are less concerned with using your creativity a great deal at work. You are not particularly interested in working to produce a practical result.

You are not so worried about where you work.



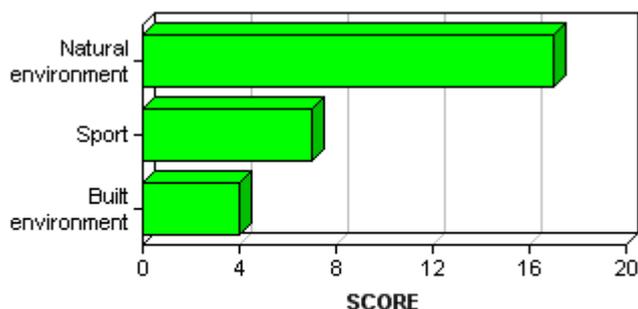
The type of place you work in is not so important to you. You are not that interested in working in an industrial area. You seem to prefer working in an office or organisation; probably in some sort of business or public service rather than working outdoors.

How you prefer to use your imagination



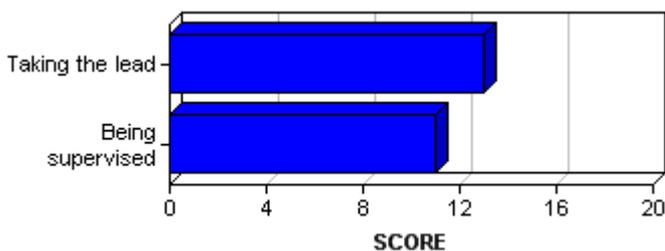
You would like to have the chance to write creatively or critically, expressing your ideas on paper. You would also enjoy being able to work in the visual arts, which might mean art and design or art appreciation. You are not very interested in working in the performing arts.

Your specific feelings towards working Outdoors



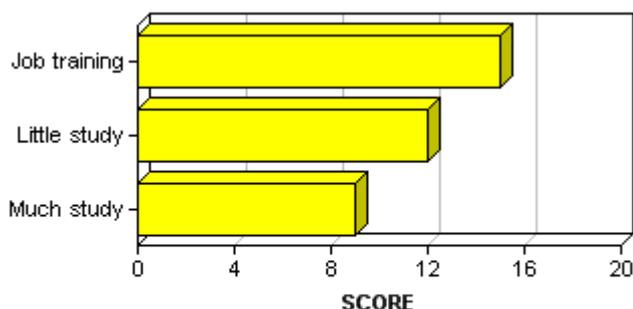
You would enjoy a job where you could work with the natural environment, landscapes, plants and animals, in areas such as farming, forestry and environmental work. A job allowing you to have some contact with sport and physical fitness does not interest you much. The idea of working with the built environment does not do much for you.

Do you prefer to take the lead or be supervised?

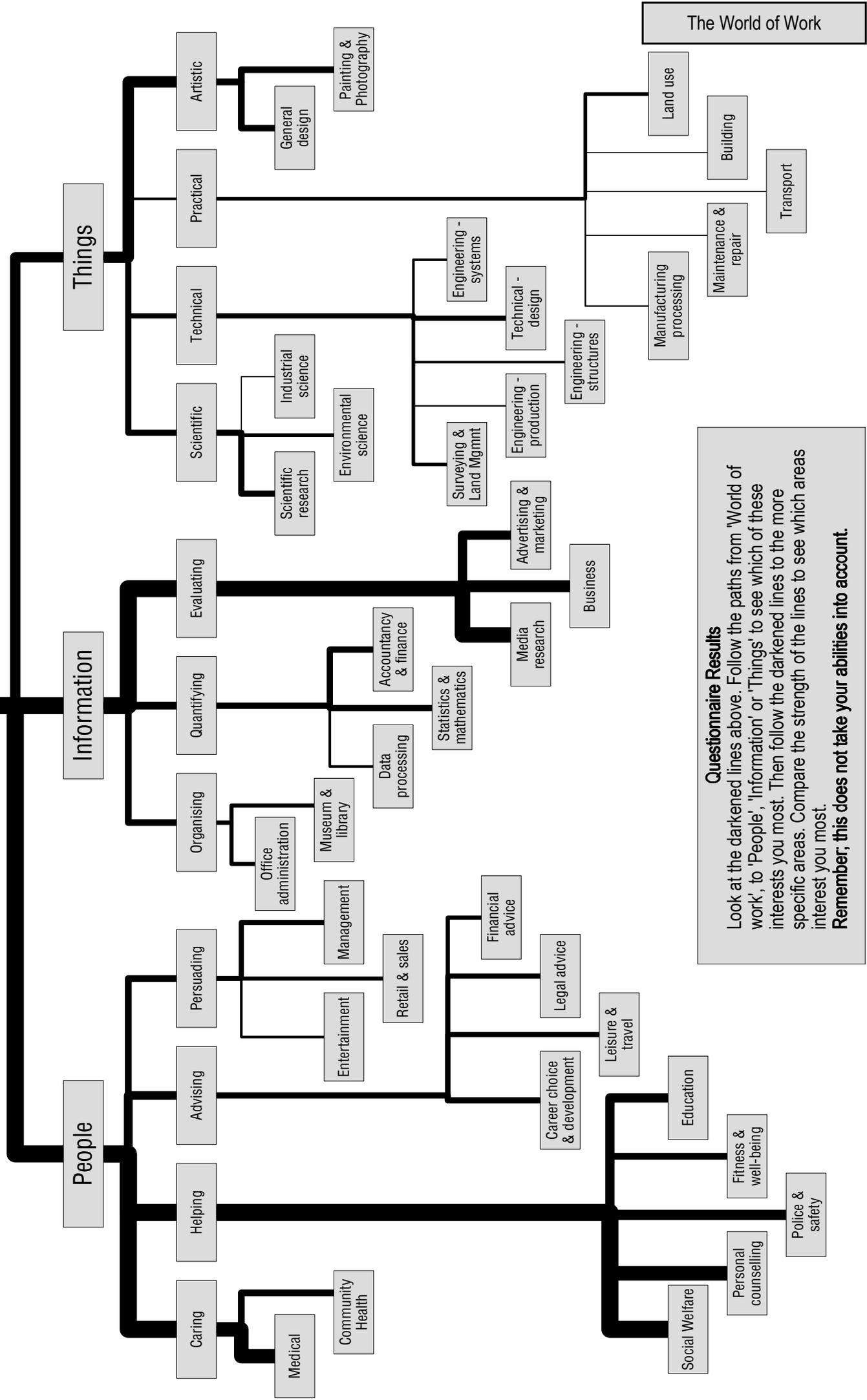


You do not mind whether you take the lead or not. You probably would not like to work in an area where you were taking responsibility for many other people. However, you would enjoy working independently and being responsible for your own work and that of a few colleagues. You would prefer being able 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 job which involves little or no further training or studying providing it leads to something you really want to do. You are less keen on a job which requires studying full-time for a number of years.



Questionnaire Results
 Look at the darkened lines above. Follow the paths from 'World of work', to 'People', 'Information' or 'Things' to see which of these interests you most. Then follow the darkened lines to the more specific areas. Compare the strength of the lines to see which areas interest you most.
Remember, this does not take your abilities into account.

Career Suggestions

The career suggestions listed on the following pages have been selected from a list of over 500. 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.

Editor: newspaper / magazine		
<p>Newspaper and magazine editors are responsible for the content of their publication and for meeting publication deadlines. Most publications have a number of sub-editors who work with the editor-in-chief. The editor can decide on which articles to include, advise on the layout, discuss ideas for articles with staff and look at articles presented by freelance journalists. In addition they give advice on the legal content of articles, work with designers and advertisers, hire staff and work within a set budget. On smaller newspapers, the editor may also get involved in writing articles. People who do this work are organised and able to work under pressure; they have good communication, IT, grammar and negotiation skills.</p> <p>This is usually a career progression role for journalists; perhaps via sub-editor, editorial assistant and similar roles. Evidence shows that potential sub-editors, etc are now specialising earlier. There are a number of ways to train as a journalist. Jobs with training, specific degree, graduate training programme or postgraduate courses are all options. Editors of specialist magazines tend to have related qualifications and experience before moving into this work. Find out more about training from the National Council for the Training of Journalists and the Periodical Publishers' Association.</p>		
<p>Relevant GCSEs: English for journalism.</p> <p>Relevant AS / A: English for journalism, others depend on choice of HE course.</p> <p>Entry routes: Usually considered career progression for experienced journalists and technical authors.</p>		
<p>Further Reading CRCI: PD () Website: jobs4u Careers: Page 141 Job File: Page 293, 556</p>		
<p>Associated Areas</p> <p>Journalist</p> <p>TV / film creative areas</p> <p>Editor: publishing</p>		
Further Information from:		
<p>Nat. Council for Trng. of Journalists The New Granary Station Road, Newport Saffron Waldon CB11 3PL 01799 544014 http://www.nctj.com</p>	<p>Periodicals Publishers' Association Queens House 28 Kingsway, Holborn London WC2B 6JR 020 7404 4166 http://www.ppa.co.uk</p>	<p>Society of Editors University Centre, Granta Place Mill Lane Cambridge CB2 1RU 01223 304080 http://www.societyofeditors.co.uk</p>

Journalist		
<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, working 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>Relevant GCSEs: English language; media related courses may be useful.</p> <p>Relevant AS / A: English. Media or communications may be useful.</p> <p>Entry routes: Competitive area, work experience, volunteering, placements and</p>		
<p>Further Reading CRCI: PB (FAC) Website: jobs4u Careers: Page 148 Job File: Page 516, 517</p>		
<p>Associated Areas</p> <p>Advertising copywriter</p> <p>Technical writer/author</p> <p>Editor: newspaper / magazine</p>		
Further Information from:		
<p>Nat. Council for Trng. of Journalists The New Granary Station Road, Newport Saffron Waldon CB11 3PL 01799 544014 http://www.nctj.com</p>	<p>Broadcast Journalism Trng Council 18 Miller's Close Rippingale, Nr. Bourne Lincolnshire PE10 0TH 01778 440025 http://www.bjtc.org.uk</p>	<p>National Union of Journalists Headland House 308 -312 Gray's Inn Road London WC1X 8DP 020 7278 7916 http://www.nuj.org.uk</p>

Career suggestions

Public relations officer		
<p>Public relations work is about presenting the best possible image for a client or organisation; this could be a government department, business, charity, profession or an individual. Public relations officers can be employed by a consultancy that has a number of client organisations; or they may work in-house for a single organisation. Their work involves carrying out research using a range of methods such as focus groups and surveys. They plan and oversee the launch of publicity campaigns, write promotional literature and supervise films, videos etc. They also deal with enquiries from the public and journalists. People who do this work are confident, able to work under pressure, organised and are excellent communicators with strong written and presentation skills.</p> <p>There is no set entry route into this career, but most new entrants are graduates; a variety of subjects are acceptable including public relations, marketing, business, journalism, psychology and English. Specific postgraduate courses are available for either part-time or full-time study; another option is a job with training, where you may have the opportunity to study for related professional qualifications. This is a very popular career area, and evidence of your interest is looked for; voluntary or work experience, summer placements or internships are all useful.</p>		
<p>Relevant GCSEs: English; media related courses may be useful.</p> <p>Relevant AS / A: None specified.</p> <p>Entry routes: Voluntary or work experience will help with networking and job hunting.</p>		
<p>Further Reading CRCI: O (OG) Website: jobs4u Careers: Page 161 Job File: Page 774</p>		
Associated Areas		
<p>Advertising media planner</p> <p>Economist</p> <p>Barrister / advocate</p>		
Further Information from:		
<p>CAM Foundation Moor Hall Cookham, Maidenhead Berkshire SL6 9QH 01628 427120 http://www.camfoundation.com</p>	<p>Chartered Inst. Of Public Relations 52-53 Russell Square London WC1B 4HP 020 7631 6900 http://www.cipr.co.uk</p>	<p>Public Relations Consultants Association Willow House, 1st Floor 17-23 Willow Place London SW1P 1JH 020 7233 6026 http://www.prca.org.uk</p>
Technical writer/author		
<p>Technical authors write manuals, books, CD-rom, DVDs or online support articles; these help people to use different types of equipment. Examples include instruction or repair manuals for cars and aircraft, online computer support and instructions for setting up a DVD player. They start by finding out as much as possible about the product, working with the manufacturers to understand what it does and how it can be taken apart for repair. The author may also work with an illustrator or photographer and together they produce step by step guides. Technical authors are employed by the manufacturing company, by technical magazines or are self-employed. They have strong written communication skills and are logical and methodical.</p> <p>The majority of people have professional or related higher education qualifications for the area that they write in. They move into author roles after demonstrating ability and subject knowledge. Postgraduate courses in technical communication are available for full-time, part-time or distance learning. The Institute of Scientific and Technical Communicators (ISTC) awards an open learning qualification as well as listing other training and course providers.</p>		
<p>Relevant GCSEs: English, maths and sciences.</p> <p>Relevant AS / A: Depends on specialism.</p> <p>Entry routes: Postgraduate courses or distance learning for technical writing.</p>		
<p>Further Reading CRCI: PB (FAC) Website: jobs4u Careers: Page 132 Job File: Page 1052</p>		
Associated Areas		
<p>Broadcaster (radio & TV)</p> <p>Journalist</p> <p>Editor: publishing</p>		
Further Information from:		
<p>College of Technical Authorship PO Box 7 Cheshire SK8 3BY 0161 437 4235 http://www.coltecha.u-net.com</p>	<p>Inst. of Scientific and Technical Comms. Airport House Purley Way Croydon CR0 0XZ 020 8253 4506 http://www.istc.org.uk</p>	<p>Periodicals Publishers' Association Queens House 28 Kingsway, Holborn London WC2B 6JR 020 7404 4166 http://www.ppa.co.uk</p>

Career suggestions

Museum / art gallery curator

A curator is someone who is responsible for a collection in a museum, gallery or heritage centre. These collections can be of art, furniture, artefacts, clothes, in fact anything that is felt to be important enough to be brought together. It is the curator's job to acquire, store and interpret the collections and make them accessible to as many people as possible. This could be by organising displays and exhibitions, arranging seminars and other education sessions and researching and writing about the items. Curators are responsible for the care of the objects in their charge; this includes the way that they are displayed, how they are stored and their security. Sometimes part of a collection may be loaned to another museum or gallery and the curator has to make the arrangements for packing and despatching it to that centre. Curators are organised, enquiring and methodical with good research skills.

You can move into this work after completing a degree in a subject relevant to the area that you want to work in. When applying you need to demonstrate that you have an interest in the work; work experience, volunteering, summer placements and internships are useful. Once working you may have the opportunity to study part-time for related qualifications. Another route is to study a full-time postgraduate course in museum studies; again you will be expected to provide evidence of your interest.

Relevant GCSEs: English and maths, others depend on area of interest.

Relevant AS / A: Depends on area of interest.

Entry routes: Evidence of interest in this area is needed when applying for jobs and courses.

Further Reading

CRCI: **K (FAE)**

Website: [jobs4u](#)

Careers: **Page 325**

Job File: **Page 602**

Associated Areas

[Advertising media planner](#)

[Arts administrator / manager](#)

[Multimedia designer / developer](#)

Further Information from:

Museums, Libraries & Archives Council
Grosvenor House
14 Bennetts Hill, Birmingham
B2 5RS
0121 345 7300
<http://www.mla.gov.uk>

The Museums Association
24 Calvin Street
London
E1 6NW
020 7426 6910
<http://www.museumsassociation.org>

British Ass. of Picture Conservators-Restorers
42 Oaken Lane
Claygate, Esher
Surrey KT10 0RG
01372 468 143
<http://www.thepicturerestorer.co.uk>

Broadcaster (radio & TV)

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.

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.

Relevant GCSEs: English, courses related to your preferred area are also

Relevant AS / A: Depends on preferred work area.

Entry routes: Various courses available at different levels; expect to start as runner or similar.

Further Reading

CRCI: **PB (GAL)**

Website: [jobs4u](#)

Careers: **Page 143**

Job File: **Page 738**

Associated Areas

[Advertising media planner](#)

[Researcher \(media\)](#)

[TV / film creative areas](#)

Further Information from:

BKSTS The Moving Image Society
Pinewood Studios
Iver Heath
Bucks SL0 0NH
01753 656656
<http://www.bksts.com>

Broadcast Journalism Trng Council
18 Miller's Close
Rippingale, Nr. Bourne
Lincolnshire PE10 0TH
01778 440025
<http://www.bjtc.org.uk>

The Network
MGEITF
117 Farringdon Road
London EC1R 3BX
020 7278 9515
<http://www.mgeitf.co.uk/home/thenetwork.aspx>

Career suggestions

Diplomat		
<p>Diplomats work to protect and promote British interests overseas; they also advise and support ministers when they work on foreign policy. When based overseas they collect information on political, economic and social developments in that country and feed it back to the UK government. Diplomats also work to develop trade and commercial links with other countries. They are employed by the Foreign and Commonwealth Office (FCO) and work in embassies, high commissions, consulates and similar establishments. When overseas, they look after UK nationals abroad and deal with visa applications. People who do this work are able to get on with all types of people and are able to stay calm under pressure.</p> <p>The Policy Diplomat is usually a Fast Stream Trainee role, open to graduates who have achieved at least a 2:2 degree. The Operational Officer role deals with more practical aspects of the work of the Foreign and Commonwealth Office and is open to all graduates. Entry to a degree course is with at least 5 A*-C grade GCSEs and 3 A-levels or equivalent courses. This is a career progression role; you should expect to work at other levels in the FCO in the first instance. Once accepted you then undertake a number of training courses. There are UK nationality requirements for any Civil Service career, visit their website for more information.</p>		
<p>Relevant GCSEs: English, maths, languages.</p> <p>Relevant AS / A: Depends on degree choice.</p> <p>Entry routes: Faststream entry for policy-level diplomats.</p>		
<p>Further Reading CRCI: AB (CAB) Website: jobs4u Careers: Page Job File: Page 152</p>		
Associated Areas		
<p>Civil service: 'fast stream' trainee</p> <p>Barrister / advocate</p> <p>European Union administrator</p>		
Further Information from:		
<p>Civil Service Careers http://www.civilservice.gov.uk/jobs</p>	<p>Foreign & Commonwealth Office King Charles Street London SW1A 2AH 020 7008 1500 http://www.fco.gov.uk</p>	<p>Civil Service Fast Stream Cabinet Office 67 Tufton Street London SW1P 3QS http://www.civilservice.gov.uk/jobs/faststream</p>
Advertising media planner		
<p>Advertising media planners are part of the team that advises on the type of advertising their clients should use. Media planners work with the account executive and the client to learn more about the market for a particular campaign and the size of the budget available. Planners then research the potential audience and the best way to reach them; deciding on which of a variety of media to use, such as specific newspapers, magazines, television and online advertising. This information is used to devise a media plan, listing which types of media to use and when, that is presented to the client and, once finalised, is passed onto media buyers. Media planners enjoy research, are analytical and able to work under pressure, with good communication and negotiation skills.</p> <p>There are no set routes into this highly competitive career; it can be a career progression role moved into after gaining experience in other advertising posts. It is also a graduate entry career; most subjects are accepted, related subjects include advertising, marketing and business management. Entry to higher education is with at least 5 A*-C grade GCSEs and 2-3 A-levels, or equivalent. Training takes place on-the-job and some companies offer structured graduate training programmes. Work experience, volunteering, summer placements or internships will help to develop a network of contacts.</p>		
<p>Relevant GCSEs: English and maths; media or business related useful.</p> <p>Relevant AS / A: No specific subjects.</p> <p>Entry routes: Work experience, summer placements and internships all useful.</p>		
<p>Further Reading CRCI: O (OD) Website: jobs4u Careers: Page 128 Job File: Page 18</p>		
Associated Areas		
<p>Advertising copywriter</p> <p>Public relations officer</p> <p>Advertising art director</p>		
Further Information from:		
<p>Account Planning Group 16 Creighton Avenue London N10 1NU 020 8444 3692 http://www.apg.org.uk</p>	<p>The Advertising Association 7th Floor North Artillery House, 11-19 Artillery Row London SW1P 1RT 020 7340 1100 http://www.adassoc.org.uk</p>	<p>Inst. of Practitioners in Advertising 44 Belgrave Square London SW1X 8QS 020 7235 7020 http://www.ipa.co.uk</p>

Career suggestions

Counsellor/psychotherapist

Counselling and psychotherapy are known as part of the 'talking therapies', used in private practice, schools, colleges, charities and some NHS work. Therapists work mainly in one-to-one sessions where they encourage their clients to talk about and find out more about themselves. This helps the client to think about the problems and difficulties that they are facing. Counsellors and psychotherapists don't give advice but use the time to help their clients see things more clearly and think about options open to them to make changes. Some work with a range of clients who seek help for a variety of reasons, whilst others work with people with a specific problem, such as alcohol or drug abuse. Counsellors and psychotherapists are good listeners, observant, patient and non-judgemental.

There are no set entry requirements; most employers want people who are accredited by organisations such as the British Association of Counselling and Psychotherapy (BACP). This involves studying at least a level 4 qualification in counselling, undergoing a required number of hours of tutor/student contact plus a set number of hours of supervised practice. For a list of courses visit the BACP website; postgraduate study is also available. Before starting a course in counselling, it may be useful to study a pre-counselling course; these are offered on a part-time basis around the country.

Relevant GCSEs: English, maths and science are useful.

Relevant AS / A: No specific subjects.

Entry routes: Accredited training courses.

Further Reading

CRCI: **V (K)**

Website: [jobs4u](#)

Careers: **Page 529**

Job File: **Page 233, 770**

Associated Areas

[Social work - field](#)

[Psychologist - clinical](#)

[Dramatherapist](#)

Further Information from:

British Ass. for Counselling & Psychotherapy
BACP House
15 St John's Business Park, Lutterworth
LE17 4HB
01455 883300
<http://www.bacp.co.uk>

British Association of Psychotherapists
37 Mapesbury Road
London
NW2 4HJ
020 8452 9823
<http://www.bap-psychotherapy.org>

Civil service: 'fast stream' trainee

The Civil Service Fast Stream is an accelerated training programme for graduates who are destined for senior management or to work in a specialist area. The first years are spent working on a range of projects, each lasting for 12 or 18 months. These projects fall into 3 broad areas: corporate services, operational delivery or policy; eventually you are asked to specialise in one area. The detail of the work carried out depends on the department worked for. The aim is to develop people with in-depth knowledge who can support government ministers in their work. Fast stream trainees are results oriented, flexible, decisive and team players.

There are four main fast stream areas; they are graduate, economist, statistician and technology in business. Entry for the graduate and statistician options is with at least a 2:2 degree and at least a 2:1 for economist and technology in business. The scheme has a structured application process and the initial application period is, usually, from mid-September to the end of November. In addition, for most posts you must be a UK National, Commonwealth Citizen or an EU National who has an 'unrestricted right to reside in the UK'. For more information about the fast stream trainee scheme, visit the website on www.faststream.gov.uk.

Relevant GCSEs: English and maths.

Relevant AS / A: Depends on degree specialism.

Entry routes: At least 2:2 or 2:1 degree depending on chosen area.

Further Reading

CRCI: **AB (CAB)**

Website: [jobs4u](#)

Careers: **Page**

Job File: **Page 157**

Associated Areas

[Diplomat](#)

[Barrister / advocate](#)

[European Union administrator](#)

Further Information from:

Civil Service Careers

<http://www.civilservice.gov.uk/jobs>

Civil Service Fast Stream
Cabinet Office
67 Tufton Street
London SW1P 3QS

<http://www.civilservice.gov.uk/jobs/faststream>

Career suggestions

Arts administrator / manager		<p>Relevant GCSEs: English and maths.</p> <p>Relevant AS / A: Subjects depend on degree choice.</p> <p>Entry routes: Competition fierce, voluntary and work experience essential.</p>
<p>Arts administrators work in a range of art and cultural organisations, some are employed by local governments and arts councils. Typical venues include galleries, theatres, concert venues and museums; some work on behalf of performing arts or music groups. Duties include planning programmes or exhibitions, booking artists, marketing and advertising; travel and hotel arrangements are made for a touring company. In addition there are general management duties such as staff recruitment and training, budget management, building maintenance and correspondence. Another major part of the arts administrator's work is fundraising, applying for grants and sponsorships. Those who work for local government are involved in policy making, processing grant applications and organising training.</p> <p>This is a very popular, highly competitive career area. Most new entrants are either graduates or postgraduates. Although related subjects include arts management, business management, music, drama and visual arts, most subjects are accepted. Demonstration of interest is important when applying for jobs, such as work or voluntary experience in a variety of venues. Many people have moved into jobs this way and continued their personal development through attending short-courses, seminars, etc. Creative Apprenticeships may be available, Creative and Cultural Skills has more information on these.</p>		<p>Further Reading CRCI: K (G) Website: jobs4u Careers: Page 317, 318 Job File: Page 60</p>
		Associated Areas
		Business manager
		Health service manager
		TV / film production
Further Information from:		
The Arts Council of England 14 Great Peter Street London SW1P 3NQ 0845 300 6200 http://www.artscouncil.org.uk	Creative and Cultural Skills Lafone House The Leathermarket, Weston Street London SE1 3HN 020 7015 1800 http://www.ccskills.org.uk	
TV / film production		<p>Relevant GCSEs: English and maths. Media and related courses are useful.</p> <p>Relevant AS / A: No specific subjects.</p> <p>Entry routes: Tends to be a role moved into after gaining experience in other areas of the</p>
<p>Film or TV producers manage the whole process of a production. They will have the initial idea and find the financial backing to fund the project. The producer will also commission the director and other key members of the team and draw up schedules and budgets. The production team will provide organisational support with finance, locations, equipment, casting, transport, catering, etc. They will also handle the advertising, promotion and distribution of the production. Production assistants and runners carry out the administrative tasks under the direction of the production manager and producer. Researchers specialise in particular elements of the project; locations, wardrobe, stunts, transport, etc. The work often involves time pressures, anti-social hours and working away from home.</p> <p>This is a very competitive area and whilst talent is the most important attribute, most entrants are graduates. Some producers start as assistants or runners. Others enter the area from theatre, broadcasting, media research, or move across from director or acting roles. Whichever route is chosen, it is vital to build up contacts within the industry. The main TV companies offer work experience programmes. Good people skills and organisational abilities are essential.</p>		<p>Further Reading CRCI: PA () Website: jobs4u Careers: Page 143 Job File: Page 385</p>
		Associated Areas
		Arts administrator / manager
		Production manager
		TV / film creative areas
Further Information from:		
BBC Recruitment BBC HR Direct PO Box 1133 Belfast BT1 9GP http://www.bbc.co.uk/jobs	SKILLSET Focus Point 21 Caledonian Road London N1 9GB 020 7713 9800 http://www.skillset.org	BECTU Head Office 373-377 Clapham Road London SW9 9BT 020 7346 0900 http://www.bectu.org.uk

Summary

You should now have a good idea of your strengths and preferences. You should also have specified your present career situation and where you are aiming.

Complete this review exercise to collate the main findings so far. This will help when completing the 'Way Ahead' booklet.

Review

Complete this exercise on the basis of what you have found out so far.

I want to . . . _____
(see page 1)

It is important that this change achieves . . . _____
(see page 2 and list up to 4 of the most important factors.)

The main skill(s) I would like to use in the future is/are . . . _____
(see page 1)

I need to undertake further training/study to develop these skills . . . Yes ☒ No ☒

My General Abilities point towards . . . _____
(see page 4)

and I would like to follow this direction Yes ☒ No ☒

If no, please specify the direction you wish to follow . . . _____

The main features of my personality are . . . _____
(see page 8)

The areas which interest me most are . . . _____
(see page 14 and list those with the 'thickest' lines, or any interests you have aside from these.) _____

You now have enough information to complete the 'Way Ahead' booklet.