

Ann Example

8th September 2015

Careers Guidance Report

Report Code: HLOSZBEAA

Morrisby Organisation

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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.

Your Future

Options you could consider include:

- **An IB Diploma (or similar) at school or college**
- **Continuing your education at University**
- **Completing a period of full time career related training**
- **Sandwich Courses Mixing academic study with periods of employment**
- **Completing a part-time or evening course**

Whichever route you choose, you need to ensure that you consider your abilities, interests, preferences and intentions. The 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.

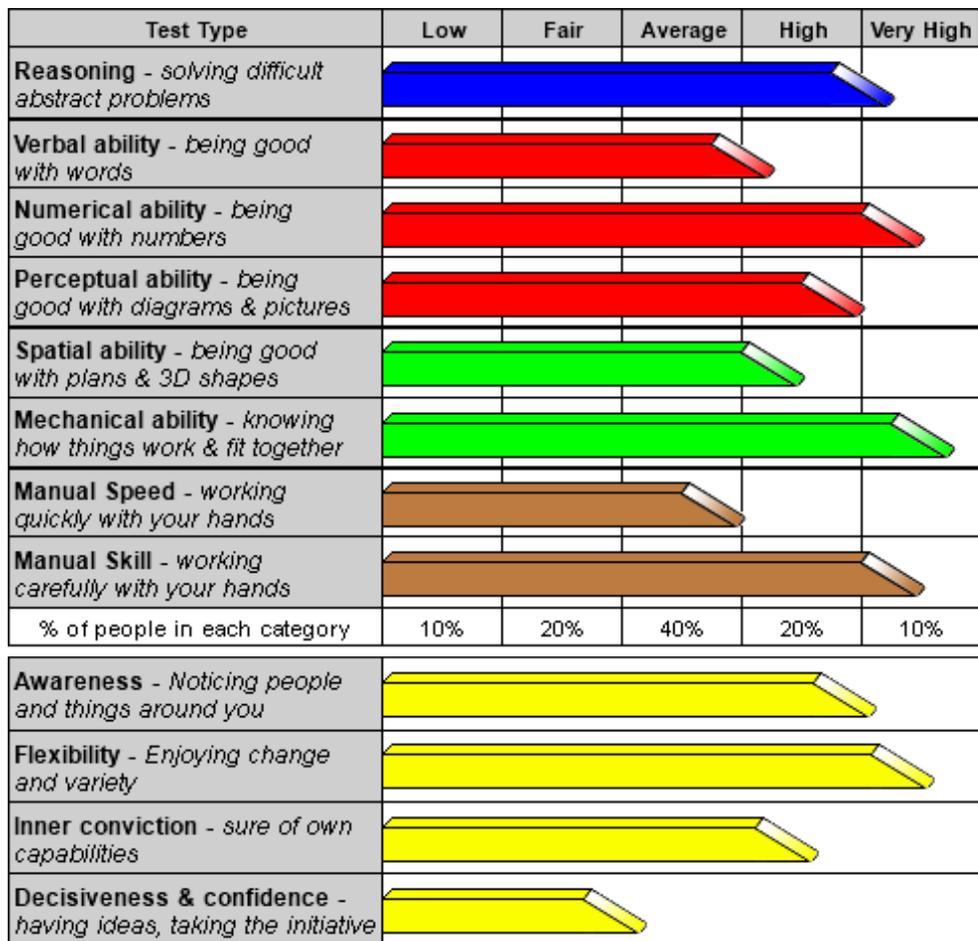
Group	You are in the ...	
<i>Very High - Upper</i>		<i>10%</i>
<i>High - Next</i>		<i>20%</i>
<i>Average - Middle</i>		<i>40%</i>
<i>Fair - Next</i>		<i>20%</i>
<i>Low - Lower</i>		<i>10%</i>

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

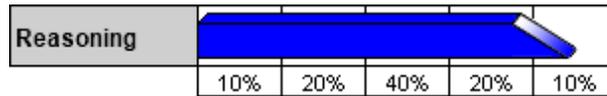
This section shows how you did in the Morrisby Profile. It goes through your results in detail and what they suggest about your career choices.

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.

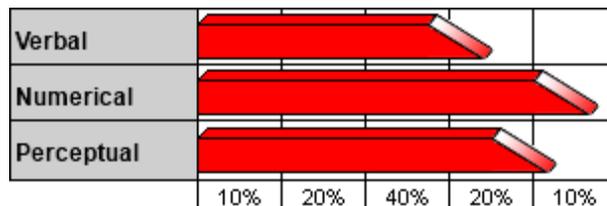
Reasoning



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

General abilities



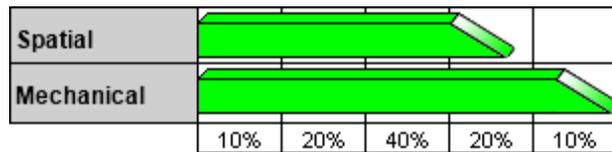
These tests looked at whether you prefer to work with words, numbers, pictures and diagrams, or a mixture of these. Some people understand things best when they are explained in words. Some people find it easier to look at a chart or table of numbers; others like plans, diagrams and pictures. Please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

The very high level of your numerical ability, compared with the slightly lower verbal and the high perceptual result, shows that you have both commercial and technical strengths. These would be very useful in many commercial fields as well as technical and scientific work. You may not find it so easy to express your ideas on paper, and probably prefer subjects where you don't have to write long essays.

As the differences between these scores are not very big, you can adapt to many different kinds of job. All the same, you may like to think about areas such as information technology, software development, data processing as well as commerce and finance; accountancy, insurance, banking, economics and so on. Many scientific and technological areas such as engineering are also well suited. 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 an IB Diploma or equivalent courses of study. Your results show that you should seriously consider higher education.

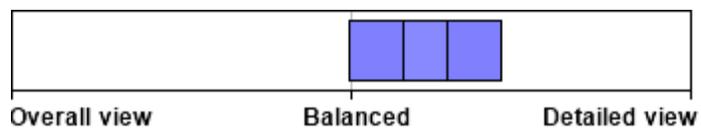
Practical ability



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 a high level of general practical ability. You are obviously very good at coping with down-to-earth, practical problems.

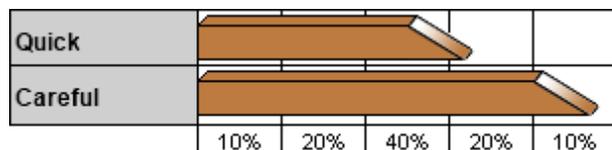
Planning Style



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 prefer to work in a detailed way, tackling problems as they arise, rather than taking the overall view. This indicates that you concentrate on the details of a problem or situation and like to break things down into a number of steps. There is a possibility that you become so concerned over an individual step that you lose sight of your overall goal or objective. You may prefer a career which uses your ability to deal with details and cope with immediate problems, rather than one which demands a great deal of long term planning.

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 work at an average speed with your hands and show plenty of manual skill. This shows you are very neat and careful when working at your normal 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 ability to think things through, use what you have learned and work things out practically (using trial and error) are all at roughly the same level. This shows that there is no single way of tackling problems that you always take. You can adapt your approach to fit the situation.

When dealing with a practical problem you can use a down-to-earth type of approach using practical methods to get a practical result. When you are dealing with facts and information, you can adopt the right sort of approach and not mind if you cannot see immediate results. This ability to treat different types of problem in the most suitable way is useful in many careers, especially when you need to understand theory and practice. This means you understand what to do and also why it needs to be done.

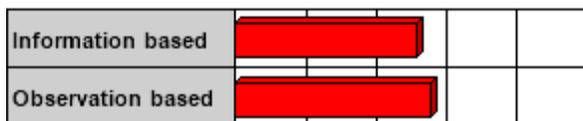
Learning Styles

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.

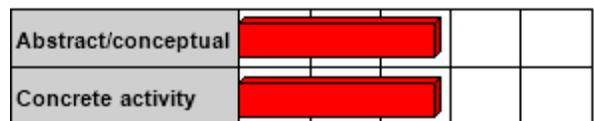
The diagrams below tell you some of the preferences you have, but you should also consider the results of your interest questionnaire before deciding on a course or training method.

Preferred Learning Style

Learning Approach



Purpose of Learning



On balance, 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.

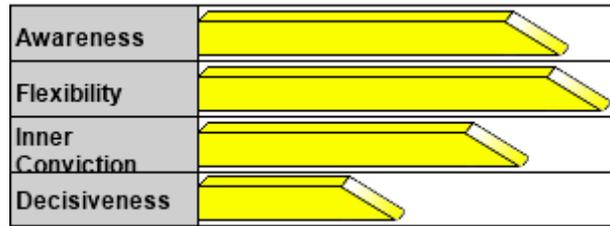
You are the sort of person who learns well in many different situations and may have no strong preferences as to whether or not a course is work-based. You may find that you enjoy a combination of working on projects, doing regular classwork or thinking through solutions to problems for yourself.

Your all-round style will make you tolerant of changes in your learning environment and you should be able to mix and match approaches. This means that you could consider the full range of education and training options. However, since you can take a number of paths you may need some help in deciding on the best route. Make sure you search for as much relevant information as possible.

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.

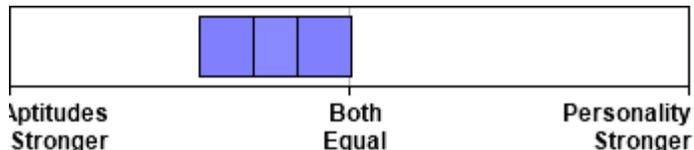


The high score on awareness and your very high score on flexibility suggest that you are able to change direction of thought quickly and adapt quickly to rapidly changing situations. You probably like doing a lot of different things in your work, rather than concentrating for a long time on just one 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 results indicate that you have plenty of inner conviction. This suggests that you could be very conscientious and committed to doing a job really well, as long as you feel that it is worthwhile, interesting and is something you know you can do well. You do not seem to have as much decisiveness, which suggests that you like to be well prepared before making decisions, possibly appearing a little hesitant in coming forward.

It seems important to you that you do things as well as possible. This means you would not enjoy working under a great deal of pressure or having to take snap decisions. You probably prefer working in a relaxed atmosphere. When applying for jobs you will find it helps to be well prepared. You need to know something about the job, the employers and about yourself, and to make a determined effort to be especially positive about your good points.

Aptitudes 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.

Whilst your personality is obviously a very important consideration in deciding your career direction, the level of your abilities suggests that you must also pay particular attention to this aspect of your make-up. Try to ensure that your future development gives you the opportunity to use your abilities fully.

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.

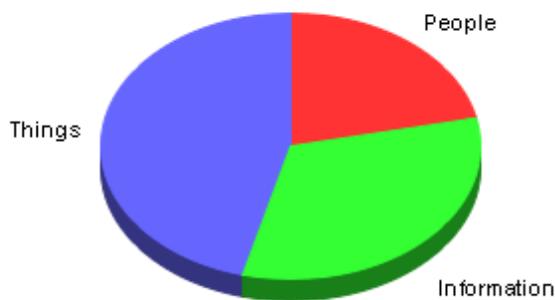
Interests

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.

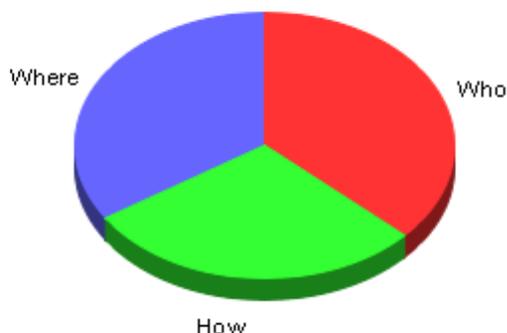
You can see your preferences in this pie-chart. It is divided into three slices; one for people, one for things and one for information. The size of the slice shows how important that area is for you.



Of these three areas, you prefer working with things (machines, tools, nature, and real objects). You are much less interested in a job revolving around facts and figures. You are not interested in work dealing with other people all the time.

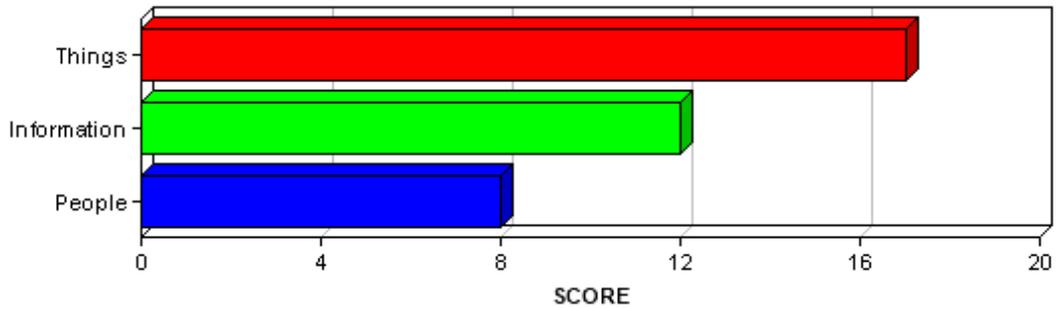
2 What matters most to you - Where, how or with whom you work?

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.

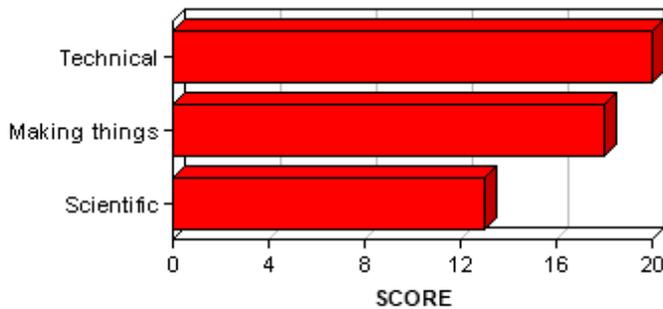


Who you work with and your surroundings are both important to you. How you go about your work is much less important for you.

This is explained more fully on the next three pages.

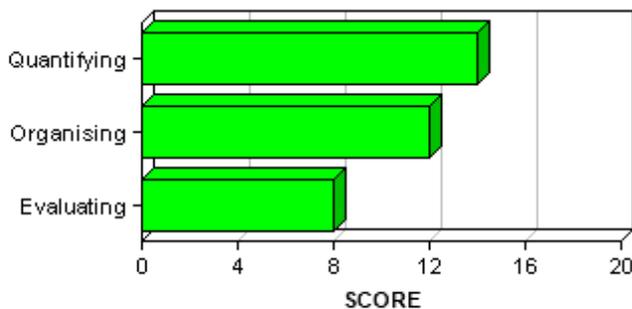


You are most interested in working with things.



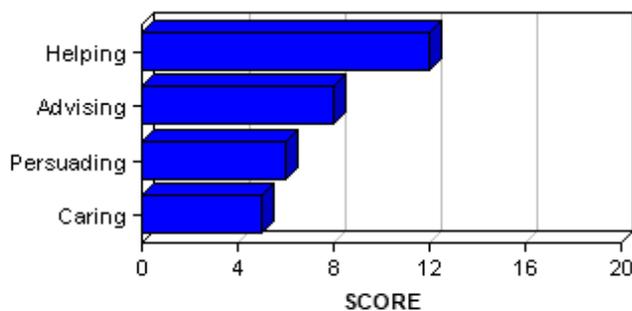
You are interested in the working of machines, and might enjoy a career in engineering. You are equally interested in building or making things so you have something physical and long lasting to show for your work. You are also quite interested in applied science and scientific methods but are not so keen on abstract scientific research.

You are not quite so interested in working with information.

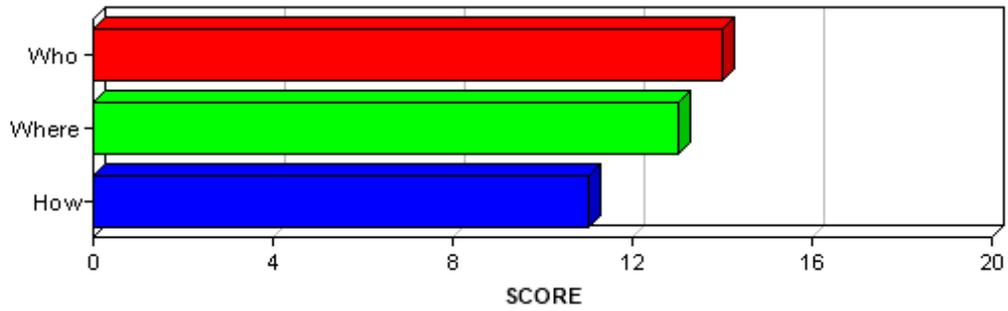


You wouldn't mind using maths and statistics to analyse facts and figures to find out what they indicate. Nor would you mind sorting things systematically and being well organised. You are not interested in spending your time reading and evaluating information, summarising it and preparing reports.

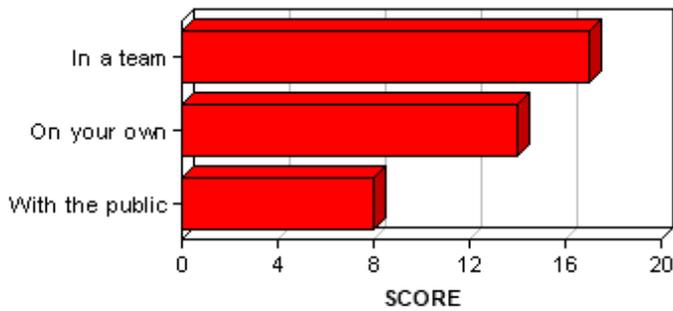
You are not particularly interested in a job dealing with other people.



Although a job dealing with people would not be your first choice, you would prefer to help people cope with their personal or emotional problems, rather than caring for ill or unhappy people. You are not so interested in advising others all the time. You do not find the idea of bringing people round persuasively to your point of view very appealing.

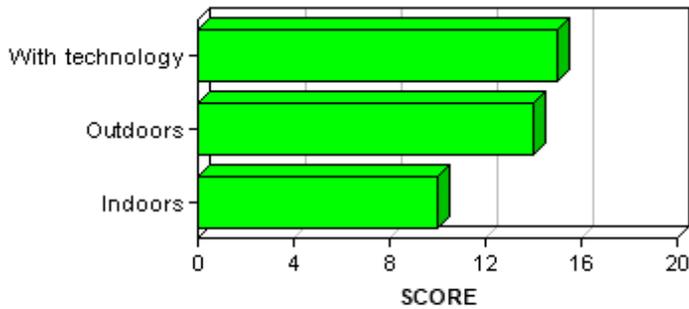


Who you work with is important to you.



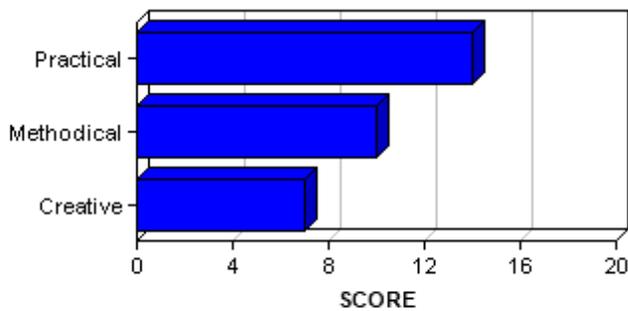
You would most like to work in a team with people you know and trust. But even so, you wouldn't mind working on your own. The thought of working with the general public does not appeal to you at all.

Where you work also matters to you.



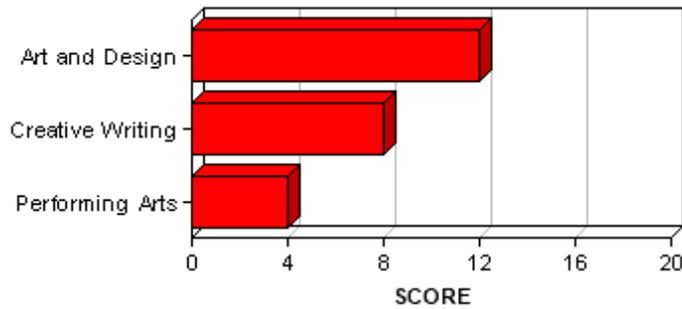
You are attracted by working around technology, possibly in a laboratory or industrial setting and working outdoors with the built environment rather than working in an office or organisation; probably in some sort of business or public service.

You are not so worried about how you go about your work.



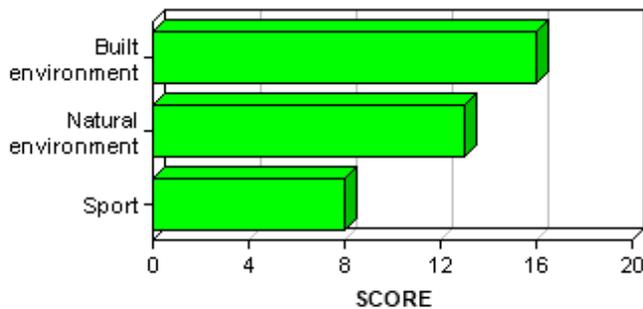
All other things being equal, you would prefer to work to produce a practical result, something which is real and long lasting. You are not particularly bothered about following a set routine, or having to pay great attention to getting all the small details right. It looks like you're not interested in a job in which you have to rely on your creativity rather than your other skills.

How you prefer to use your imagination



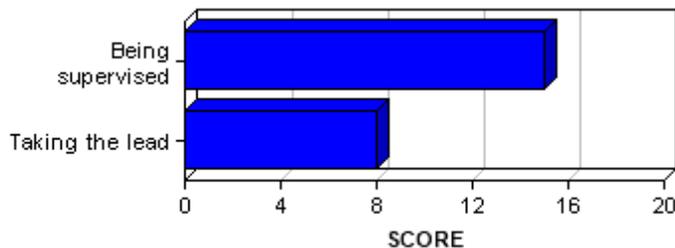
Being able to use your creativity at work is not that important to you. You are not particularly keen on being in the public eye in some way. If anything, you might prefer having some contact with art or design rather than having some opportunity to write creatively.

Your specific feelings towards working Outdoors



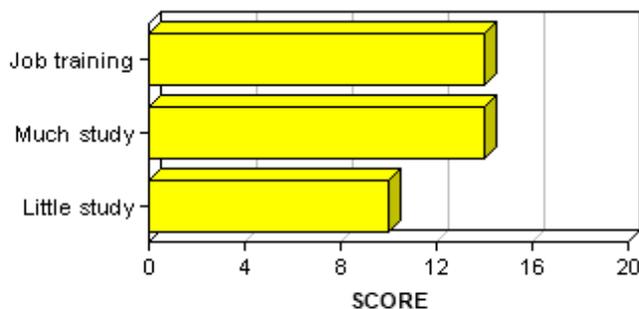
Ideally, you would like to work with the built environment (e.g. architecture, town planning, transport infrastructure). You would also like to be able to work with the natural environment, landscapes, plants and animals, in areas such as farming, forestry and environmental work. You do not seem interested in having the chance to have some contact with sport and physical fitness.

Do you prefer to take the lead or be supervised?



It seems important for you to have someone to turn to for help and advice at work. You feel most comfortable when you have a clear idea of what you need to do and how you should go about it. You would not enjoy working entirely on your own nor would you enjoy taking responsibility for your work colleagues.

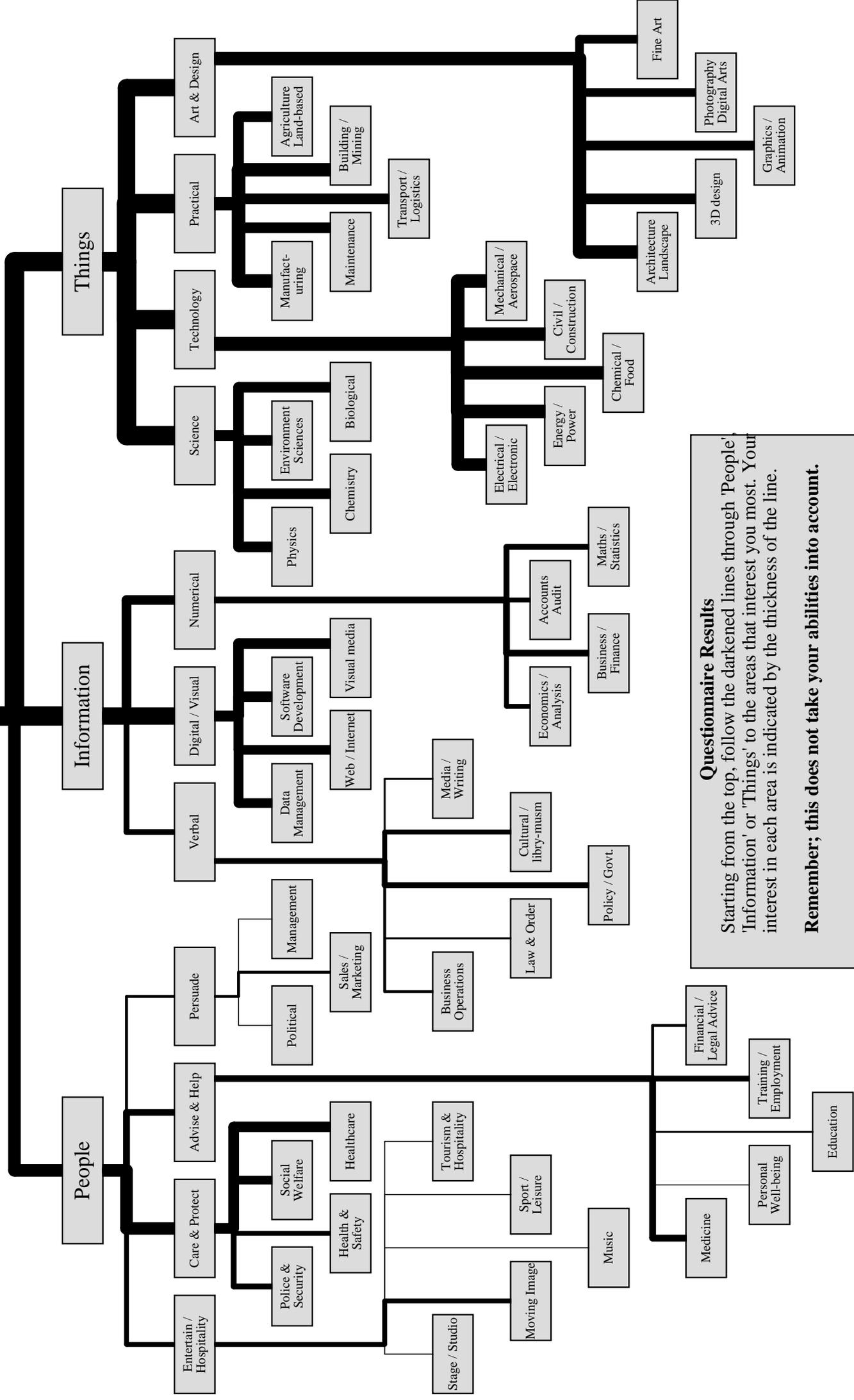
How much study are you prepared to do?



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, or a career which requires a lengthy period of full time study, probably at university or college. You do not particularly like the idea of entering a job which needs few formal qualifications.

Ann Example

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. More information on all of these careers can be found in your careers library as well as online.

You may need to take action soon, such as deciding on subject choices for your Diploma. If you are choosing subjects, 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) and Shell-LiveWire (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) and visit the 'Entrepreneur Handbook' on www.entrepreneurhandbook.co.uk.

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.

Communications engineer	CRCI: G	Further Information
<p>These engineers design and build communications systems. They work on the types of technology that allow people to communicate over distances. These include the internet, mobile phones, radios, global network and data communication. What they actually do depends on the company that they work for. It can involve network planning, software or hardware development and research and development of new ideas or the improvement of existing technologies. Communications engineers quite often act as consultants to businesses where they help to solve their communications problems. People who do this work are creative, accurate, logical and enjoy problem solving. They also have strong IT and number skills.</p> <p>Typical Entry Requirements</p> <ul style="list-style-type: none"> A GCSE (A*-C) in English A GCSE (A*-C) in maths A GCSE (A*-C) in physics (or double science) An A-level in maths An accredited degree in electrical, electronic, comms or related engineering 		<p>Employment Opps: Engineering app.morrisby.com/er/3460</p> <p>The Engineering Council 020 3206 0500 app.morrisby.com/er/5269</p> <p>Inst. of Engineering and Technology 01438 313 311 app.morrisby.com/er/5316</p> <p>Tomorrow's Engineers app.morrisby.com/er/5935</p> <p>Getting into Engineering (MPW/Trotman) app.morrisby.com/er/6963</p>
		Associated Areas
		<p>Electrical / electronic eng.</p> <p>Software developer</p> <p>IT - network manager</p> <p>Aerospace engineer</p> <p>Chemical engineer</p> <p>Mechanical engineer</p> <p>Materials scientist</p> <p>Civil or structural engineer</p>

IT - network manager	CRCI: D	Further Information
<p>Network managers are responsible for the day-to-day management of an organisation's IT network. They may work with local area, city wide, global and national networks. They design, test and install computer network systems to meet their needs, deal with any problems as they come up and are responsible for the security of the systems. Network managers make sure that computers and servers are always available for staff; they arrange for them to have training on updates and new products that are added to the system. They work with a company's management team on the long term development needs of the company, carry out research and make recommendations on future purchases. People who do this job have very strong IT, problem-solving and communication skills; they are able to stay calm when under pressure.</p> <p>Typical Entry Requirements</p> <ul style="list-style-type: none"> A GCSE (A*-C) in English A GCSE (A*-C) in maths An A-level in a numerate or IT subject A degree in a numerate or IT subject 		<p>Network Manager (NCS) app.morrisby.com/er/3235</p> <p>Employment Opps: Computers & IT app.morrisby.com/er/4620</p> <p>BCS The Chrted Institute for IT 01793 417417 app.morrisby.com/er/5185</p> <p>Tech Partnership app.morrisby.com/er/5299</p> <p>IT and Technology (Target Jobs) app.morrisby.com/er/7455</p>
		Associated Areas
		<p>Software developer</p> <p>Communications engineer</p> <p>Database manager</p> <p>Estimator</p> <p>Project manager</p> <p>Production manager</p> <p>Insurance - surveyor</p> <p>Quantity surveyor</p>

Career suggestions

Software developer	CRCI: D	Further Information
<p>People in these roles work on the design of often complex advanced software programmes; examples of these are automatic flight-landing equipment, patient monitoring equipment or financial databases. When invited to design a programme, they ask a range of questions to be sure that they understand exactly how the system is to be used. This information is then used to produce an initial design that is discussed with the client and any alterations are carried out. Usually these large programmes involve a small team working together to make sure the product is delivered on time, within budget, is reliable and easy to maintain. Teams work from a style guide and have regular meetings to ensure that they are all working to time and requirements. When it is ready, the product is tested and any bugs or other issues are sorted before it is handed over the customer or it goes 'live'. People who do this work are logical, methodical and creative; they have strong problem solving skills.</p> <p>Typical Entry Requirements</p> <ul style="list-style-type: none"> A GCSE (A*-C) in English A GCSE (A*-C) in maths A degree in a numerate or IT subject 		<p>Software Developer (NCS) app.morrisby.com/er/3551</p> <p>Employment Opps: Computers & IT app.morrisby.com/er/4620</p> <p>BCS The Chrted Institute for IT 01793 417417 app.morrisby.com/er/5185</p> <p>Tech Partnership app.morrisby.com/er/5299</p> <p>National Computing Centre 0870 908 8767 app.morrisby.com/er/5395</p>
		Associated Areas
		<ul style="list-style-type: none"> Systems analyst (IT) Communications engineer Comp. games animator Computer games design IT - network manager Airline pilot Production manager Geomatics surveyor

Mechanical engineer	CRCI: G	Further Information
<p>Mechanical engineers design, build and develop mechanical machinery, equipment and systems. These are found in a whole range of industries including automotive, aerospace, manufacturing and construction. Other work can include research and development, testing new products and looking at ways in which existing machinery can be improved. Sometimes mechanical engineers are asked to help solve a production problem; this may mean adapting existing machinery or designing a new piece of equipment. They discuss with their clients the processes that need to be included and may work with other professionals to come up with a solution. People who do this work are logical and well organised. They have excellent technical and problem solving skills.</p> <p>Typical Entry Requirements</p> <ul style="list-style-type: none"> A GCSE (A*-C) in English A GCSE (A*-C) in maths A GCSE (A*-C) in physics (or double science) An A-level in maths An accredited degree in mechanical engineering 		<p>Automotive Engineer (NCS) app.morrisby.com/er/3448</p> <p>Motorsport Engineer (NCS) app.morrisby.com/er/3449</p> <p>Mechanical Engineer (NCS) app.morrisby.com/er/3451</p> <p>Employment Opps: Engineering app.morrisby.com/er/3460</p> <p>SEMATA 0845 643 9001 app.morrisby.com/er/5268</p>
		Associated Areas
		<ul style="list-style-type: none"> Aerospace engineer Manufacturing engineer Civil or structural engineer Electrical / electronic eng. Chemical engineer Communications engineer Marine engineer Mining engineer

Career suggestions

Building services engineer	CRCI: B Further Information
<p>Building services are those services added to the shell of a building to make it comfortable to live and work in, e.g. heating, lighting, plumbing and fire and security alarms. In addition, systems can be designed for specialist areas, such as a work area that needs high levels of dust filtration. Building services engineers design, install and maintain these systems. They advise architects, check designs, assess energy requirements and cost projects. They look at ways to keep energy wastage to a minimum; perhaps using wind or solar power. When a project is underway, the engineer oversees installation of the services, visiting the site to check progress; they work with other professionals as necessary. People who do this work are creative, able to work to deadlines and are good problem solvers.</p> <p>Typical Entry Requirements</p> <p>A GCSE (A*-C) in English A GCSE (A*-C) in maths A GCSE (A*-C) in physics (or double science) An A-level in maths An accredited degree in building services eng or related area</p>	<p>Building Services Engineer (NCS) app.morrisby.com/er/3941</p> <p>Employment Opps: Building & Construction app.morrisby.com/er/4051</p> <p>Chartered Institute of Building 01344 630700 app.morrisby.com/er/5225</p> <p>Chrted. Inst. of Building Services Engrs 020 8675 5211 app.morrisby.com/er/5226</p> <p>Building and Engineering Services Association 020 7313 4900 app.morrisby.com/er/5294</p> <p>Associated Areas</p> <p>Civil or structural engineer Construction manager / tech Architect Building conservation Aerospace engineer Electrical / electronic eng. Mechanical engineer Mining engineer</p>

Quantity surveyor	CRCI: B Further Information
<p>Quantity surveyors manage the costs of a building or construction project; they make sure it provides a reasonable profit once it is completed. All the costs involved in the project are calculated, including materials, plant hire and staff salaries. They prepare budgets and estimates and advise on the types of materials and construction to use. Once a project is running, the quantity surveyor manages the costs and payments, produces work schedules and visits the site to check progress. They deal with planning issues and building regulations and may act on behalf of the company if there are any disputes. People who do this work are numerate, accurate, logical and methodical; they understand legal and business issues.</p> <p>Typical Entry Requirements</p> <p>A GCSE (A*-C) in English A GCSE (A*-C) in maths An accredited degree in quantity surveying</p>	<p>Employment Opps: Building & Construction app.morrisby.com/er/4051</p> <p>Quantity Surveyor (NCS) app.morrisby.com/er/4586</p> <p>Chartered Institute of Building 01344 630700 app.morrisby.com/er/5225</p> <p>Royal Inst. of Chartered Surveyors 024 7686 8555 app.morrisby.com/er/5435</p> <p>Chrted Inst of Civil Engineering Surveyors 0161 972 3100 app.morrisby.com/er/5772</p> <p>Associated Areas</p> <p>Building surveyor Construction manager / tech Project manager Estimator Insurance - surveyor Geomatics surveyor Building conservation Land agent (surveyor)</p>

Career suggestions

Geologist / geophysicist	CRCI: T	Further Information
<p>The work of the geologist and geophysicist involves the study of the structure and physical properties of the earth and its resources. This information is used to plan programmes of exploration of potentially useful sites that contain resources such as water, gas, oil and minerals. They can carry out surveys, tests and mapping exercises and work out the size of any potential resources. These results are written up and suggestions are made on ways to carry out the exploration and recovery. This work is a mix of laboratory and field work. Geologists and geophysicists can work for oil and gas companies and also water, mining and engineering companies; some go into research of specific areas of the subject, these can include environmental issues, hydrogeology, seismology and volcanology. People who do this work are organised, analytical and pay attention to detail.</p> <p>Typical Entry Requirements</p> <p>A GCSE (A*-C) in English A GCSE (A*-C) in maths GCSEs (A*-C) in at least 2 science subjects (or double science) At least 2 core science/maths A-levels An accredited degree in geology, geophysics or earth sciences</p>		<p>Geoscientist (NCS) app.morrisby.com/er/3211</p> <p>Employment Opps: Science, Maths & Statistics app.morrisby.com/er/3840</p> <p>Geological Society 020 7434 9944 app.morrisby.com/er/5289</p> <p>Natural Environment Research Council 01793 411500 app.morrisby.com/er/5404</p> <p>British Geological Survey 0115 936 3143 app.morrisby.com/er/5596</p> <p>Associated Areas</p> <p>Meteorologist Oceanographer Environmental scientist Materials scientist Hydrologist Chemical engineer Geomatics surveyor Marine biologist</p>

Civil or structural engineer	CRCI: B	Further Information
<p>Civil engineers are involved in the planning, design and management of large construction projects. These could be tall buildings, flood defences, dams, roads, bridges and tunnels, or large complexes such as shopping malls, hospitals or airports. They work as part of a team of professionals working on a project. Their role involves analysis data using computer modelling, creating blueprints, looking at environmental impact, deciding whether a project should continue and helping to prepare bids and manage projects. Structural engineers work on the framework and foundations of these structures. At the design stage they look at the proposed materials and make calculations or produce computer simulations to make sure the building will be able to withstand outside pressures or forces. They produce detailed drawings and make recommendations on materials. Another part of their work is to inspect buildings that have been damaged or have been made unsafe. They write up reports where they give their recommendation on whether to demolish or repair the building. People in these careers are methodical and analytical; they are good problem solvers.</p> <p>Typical Entry Requirements</p> <p>A GCSE (A*-C) in English A GCSE (A*-C) in maths A GCSE (A*-C) in physics (or double science) An A-level in maths A degree in civil or structural engineering</p>		<p>Civil Engineer (NCS) app.morrisby.com/er/3945</p> <p>Structural Engineer (NCS) app.morrisby.com/er/3946</p> <p>Employment Opps: Building & Construction app.morrisby.com/er/4051</p> <p>Institution of Civil Engineers 020 7222 7722 app.morrisby.com/er/5238</p> <p>CITB app.morrisby.com/er/5246</p> <p>Associated Areas</p> <p>Building services engineer Architect Mining engineer Aerospace engineer Construction manager / tech Chemical engineer Communications engineer Materials scientist</p>

Career suggestions

Architect	CRCI: B Further Information
<p>Architects design new buildings and give advice on the re-use, restoration, extension or conservation of existing ones. They work with individuals, local authorities, community groups and large organisations. When architects work on a project, as well as the aesthetics of the building, they consider the job the building has to do, safety, drainage, ventilation, the type of building materials and building law. They submit designs as part of a tender or they may be asked directly to work on a project. If their plans are accepted they may manage the work through to completion; this means that they draw up detailed plans, negotiate with planning and building control departments and liaise with surveyors, engineers and builders. Architects are creative, have good practical and scientific knowledge and work well as part of a team.</p> <p>Typical Entry Requirements</p> <p>A GCSE (A*-C) in English A GCSE (A*-C) in maths An accredited degree in architecture</p>	<p>Employment Opps: Building & Construction app.morrisby.com/er/4051</p> <p>Architect (NCS) app.morrisby.com/er/4674</p> <p>Royal Inst. of British Architects 020 7580 5533 app.morrisby.com/er/5433</p> <p>Architects Registration Board 020 7580 5861 app.morrisby.com/er/5574</p> <p>UK Schools of Architecture with RIBA Validation app.morrisby.com/er/6973</p> <p>Associated Areas</p> <p>Civil or structural engineer Building services engineer Landscape architect Town planner Architectural technologist Product designer Chemical engineer Electrical / electronic eng.</p>

Aerospace engineer	CRCI: G Further Information
<p>Aeronautical engineers design, develop and build civil and military aircraft, helicopters, satellites and space vehicles. The type of work they do depends on the company that they work for. Work is usually specialised, such as infrastructure and airframe of the craft or the electrical/electronic systems (avionics). Engineers work to improve safety, speed, fuel intake and also look at the how new technologies that will improve the way the craft works can be added. They research new designs and experiment with and test new materials; to do this, they use a range of computer-aided design systems to help them with their work. Engineers are logical, creative and good at problem solving. Strong IT and number skills are essential.</p> <p>Typical Entry Requirements</p> <p>A GCSE (A*-C) in English A GCSE (A*-C) in maths A GCSE (A*-C) in physics (or double science) An A-level in maths An A-level in physics An accredited degree in aerospace/aeronautical engineering</p>	<p>Aerospace Engineer (NCS) app.morrisby.com/er/3369</p> <p>Employment Opps: Engineering app.morrisby.com/er/3460</p> <p>The Engineering Council 020 3206 0500 app.morrisby.com/er/5269</p> <p>Royal Aeronautical Society 020 7670 4300 app.morrisby.com/er/5425</p> <p>ADS Group Limited 020 7091 4500 app.morrisby.com/er/5561</p> <p>Associated Areas</p> <p>Mechanical engineer Communications engineer Electrical / electronic eng. Civil or structural engineer Materials scientist Chemical engineer Building services engineer Clinical engineer</p>

Career suggestions

Materials scientist	CRCI: T Further Information
<p>Materials scientists study the properties of a wide range of materials, such as glass, metals, ceramics and polymers. They study the production of the materials and their uses, examine why materials behave the way they do and what effect changes in such things as temperature, pressure and stress may have on them. This knowledge is then used to improve existing materials, look at ways of recycling them and also to develop new ones. These materials can be used in transport, sport, aerospace, the medical industry and many others. In addition, some materials scientists work in accident investigation; they may be asked to help if there is a suspicion that material failure may be a cause. People who do this work are enquiring, logical, methodical and have an eye for detail. They have good problem solving and IT skills.</p> <p>Typical Entry Requirements</p> <p>A GCSE (A*-C) in English A GCSE (A*-C) in maths A GCSE (A*-C) in physics (or double science) A GCSE (A*-C) in chemistry (or double science) An A-level in maths An A-level in physics or chemistry</p> <p>A degree in materials science or engineering</p>	<p>Materials Engineer (NCS) app.morrisby.com/er/3824</p> <p>Materials Technician (NCS) app.morrisby.com/er/3825</p> <p>Employment Opps: Science, Maths & Statistics app.morrisby.com/er/3840</p> <p>SEMTA 0845 643 9001 app.morrisby.com/er/5268</p> <p>The Engineering Council 020 3206 0500 app.morrisby.com/er/5269</p> <p>Associated Areas</p> <p>Chemist Metallurgist Biochemist / biotechnologist Nanoscientist Physicist Microbiologist Meteorologist Chemical engineer</p>

Landscape architect	CRCI: H Further Information
<p>Landscape architects design, build and manage open spaces in rural and urban settings. They can design the open spaces of a new housing or shopping complex, develop parks and play areas, work on historic gardens or protect natural areas. They survey the site of a new project, looking at the make up of the land and the kinds of wildlife found there. Designers consider accessibility and environmental issues and they suggest, source and cost materials to be used; such as building materials, plants and trees. During the design and building stages, they work with other professionals such as architects, town planners and engineers. People who do this work are creative and interested in the environment.</p> <p>Typical Entry Requirements</p> <p>A GCSE (A*-C) in English A GCSE (A*-C) in maths A GCSE (A*-C) in an art based subject An accredited degree in landscape architecture</p>	<p>Landscape Architect (NCS) app.morrisby.com/er/3627</p> <p>Employment Opps: Env., Animals and Plants app.morrisby.com/er/3654</p> <p>Landscape Institute 020 7685 2656 app.morrisby.com/er/5366</p> <p>Euro. Fed. for Landscape Architects app.morrisby.com/er/5603</p> <p>Landscape Design Trust app.morrisby.com/er/5604</p> <p>Associated Areas</p> <p>Architect Civil or structural engineer Building conservation Forestry officer Civil service: DEFRA Environmental scientist Biologist Mining engineer</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

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.

([Prospects](#))

Brilliant Job-hunting

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

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 Reuvid. ([Kogan Page](#));

Entrepreneur Handbook

A vast free resource of information for would be, budding and established entrepreneurs alike.

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.

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)

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](#))