

**Careers Guidance
Report**

for

Melanie Hanslope

Date: 16th April 2007

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16th April 2007

Report

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This report

This report has been prepared by computer. It looks at your abilities and interests, and makes some suggestions about your career choices. However, it is only based on your Morrisby Profile results, and on your answers to the MVQ questionnaire. There are many other specific factors which will affect your career choice but which cannot be included in this analysis. These need to be discussed with your adviser when you talk over this report. Throughout the report, general text is printed in italics and personal text is in bold.

Your Future

Options you could consider include:

- ★ A levels at school or college
- ★ Continuing your education at University
- ★ A Diploma or Certificate course at college
- ★ An apprenticeship
- ★ NVQs whilst working
- ★ (NVQ = National Vocational Qualification)

Whichever route you choose, you need to ensure that it matches your abilities and intentions. Your Careers Adviser will be able to provide you with information and advice to help you make your decision.

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 Vocational Questionnaire (MVQ) 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 MVQ shows what you are interested in now and what you would like from a job. The MP and the MVQ 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 finally what you want to do.

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 good at some things that you have not tried or even considered.

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 training and/or qualifications. Appropriate training courses may be available locally and you will need to explore what is on offer.

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.**

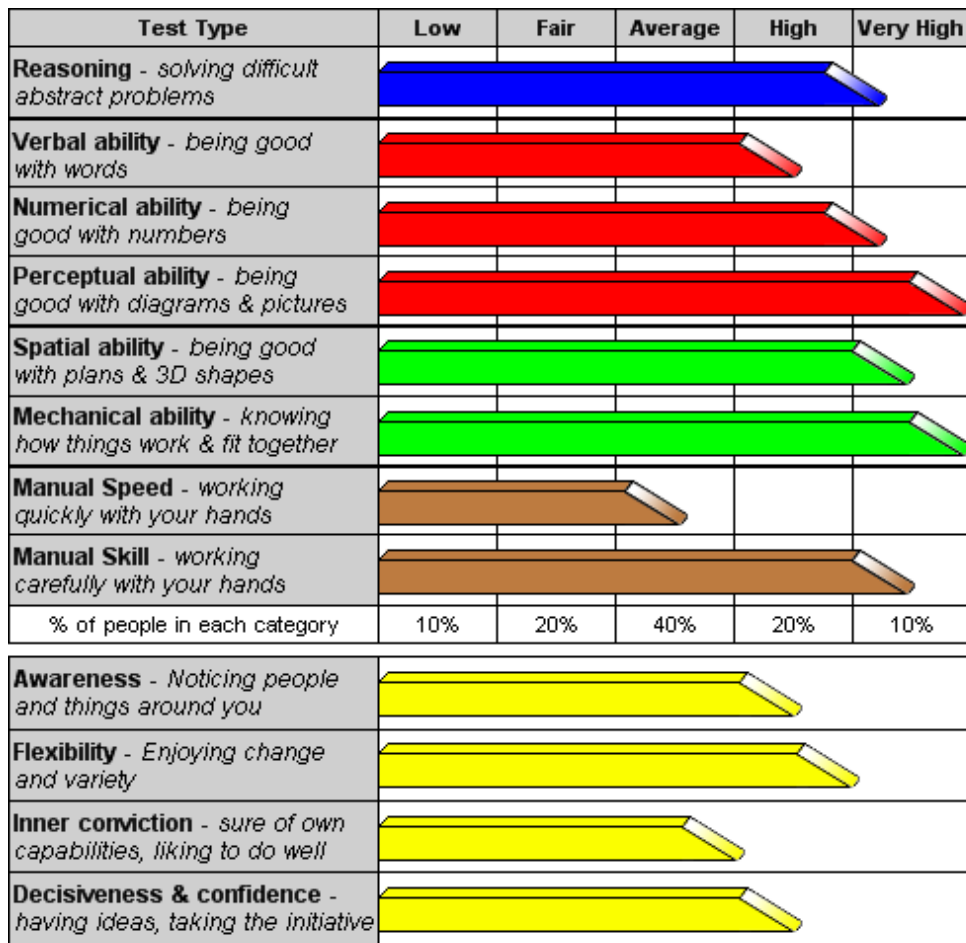
Group	You are in the ...	
<i>Very High</i>	- <i>Upper</i>	10%
<i>High</i>	- <i>Next</i>	20%
<i>Average</i>	<i>Middle</i>	40%
<i>Fair</i>	- <i>Next</i>	20%
<i>Low</i>	- <i>Lower</i>	10%

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

Test Results

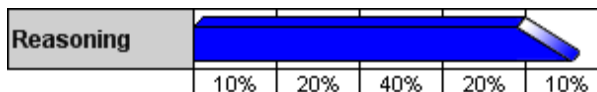
This section shows how you did in the Morrisby Profile. It goes through your results in detail and what they suggest about your career choices.

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 show 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.

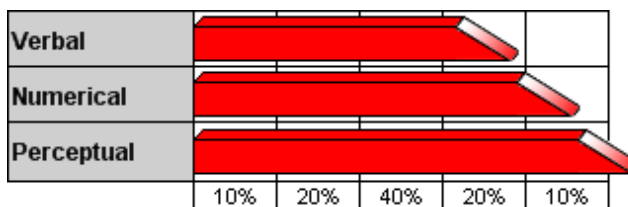
Reasoning



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



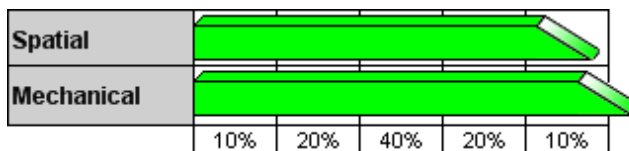
These tests looked at whether you prefer to work with words, numbers, pictures and diagrams, or a mixture of these. Some people understand things best when they are explained in words. Some people find it easier to look at a chart or table of numbers; others like plans, diagrams and pictures. Please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

Your very high perceptual score, coupled with your lower verbal result and high numerical, suggests that you would work best with real objects, diagrams and plans as well as numbers. This would be very useful in many technological and scientific careers. You may like learning from doing experiments and from charts, models or videos, rather than from books or lectures. Although these tests cannot measure how good you are at art, people who have this pattern of scores are often good at art or design.

You should look at areas which match this, such as general scientific work, engineering of all types, technical design, surveying, working with computers and other technological areas. Many commercial careers, such as finance, banking, insurance, might also be 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 A-Levels or equivalent courses of study. Your results show that you should seriously consider higher education.

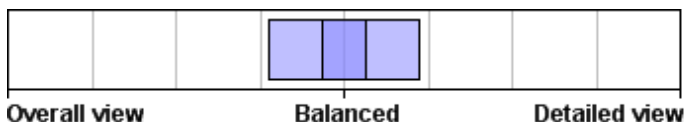
Practical ability



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

Your results show a very high level of general practical ability. You are obviously very good at dealing with directly practical problems.

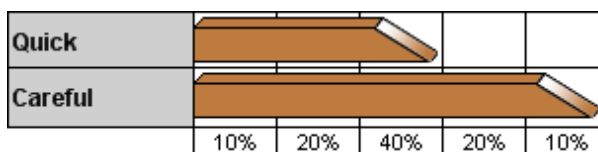
Planning Style



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

Working with your hands



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

Your scores on the manual tests show that you work at an average speed with your hands and show a very high level of manual skill. You seem to be able to carry out precision manual tasks very well.

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

Information based			
Observation based			

Purpose of Learning

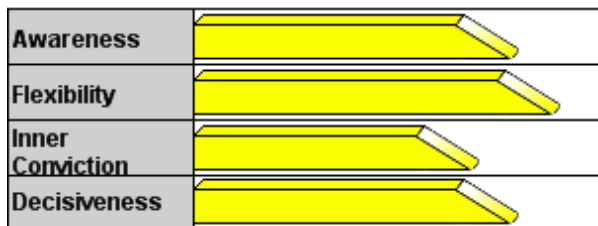
Abstract/conceptual			
Concrete activity			

The results outlined under 'General abilities' show that your perceptual ability is stronger than your verbal ability. This suggests that, even though your verbal score is high, you will prefer to learn through direct observation and experience using charts, pictures, diagrams and experiments. You can, of course, also learn from more traditional book-based teaching methods. However, you are likely to find courses involving demonstrations, experiments and interactive learning better suited.

You are the sort of person who learns well in many different situations and may have no strong preferences as to whether a course is vocationally based or not. 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 and also ask your careers adviser.

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.

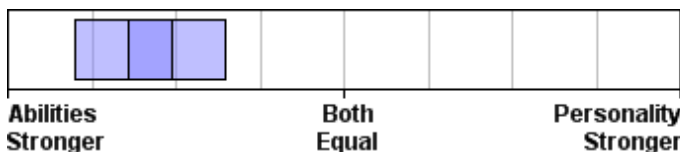
For instance, some people like to stick at one thing until it is finished, while other people like having a lot of things to do at once, and do not mind if they cannot finish them all. Some are very confident about expressing their ideas, while others might be quite sure what they think, but a little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

Your high scores on both flexibility and awareness suggest that you can cope with changing situations easily and quickly adapt to new challenges. You prefer variety in your work and can cope well with interruptions but you would not enjoy highly repetitive tasks.

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 abilities seem to be much more important than the personality measures and need to be thought about even more carefully in any decision about your career. It is very important that your career choice gives you the chance to use these abilities fully.

Questionnaire Report

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

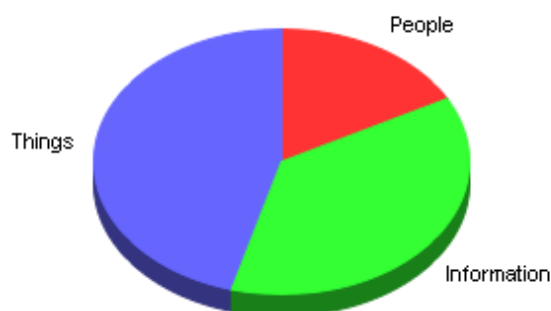
The results reflect your present preferences regarding a career and NOT your test results. If there are differences between what you prefer (the Questionnaire Report) and what you seem good at (the Test Results), you should think about the reasons for your preferences.

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.

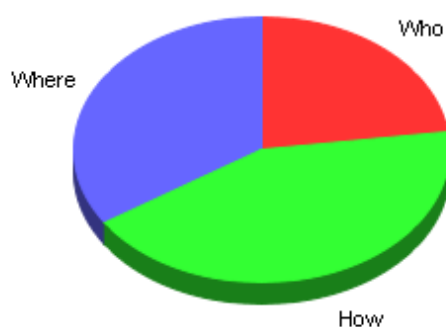
You can see your preferences in this pie-chart. It is divided into three slices; one for people, one for things and one for information. The size of the slice shows how important that area is for you.



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

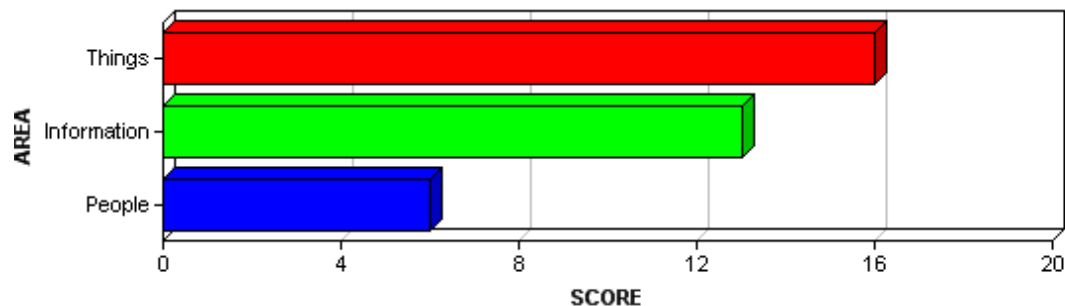
2 What matters most to you - Where, how or with whom you work?

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.

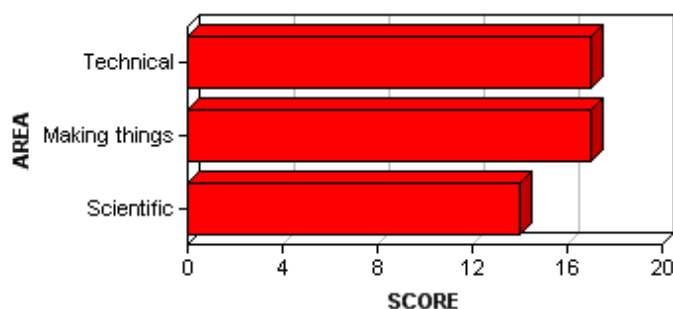


How you go about your work matters most to you. You don't seem to be too bothered about your surroundings. Of these three aspects who you work with is the least critical to you.

This is explained more fully on the next three pages.

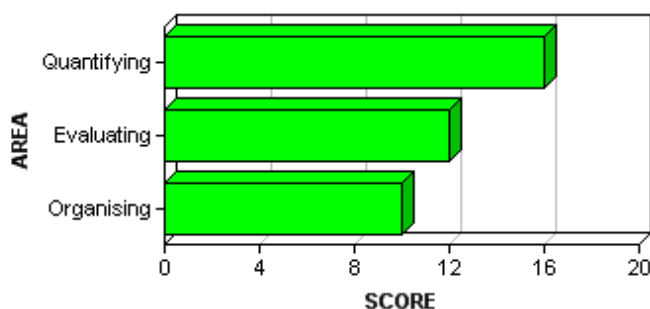


You are most interested in working with things.



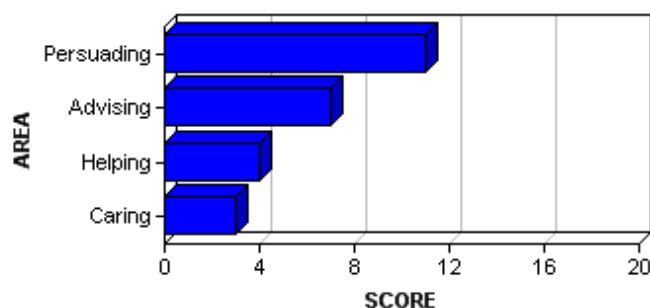
You are interested in the working of machines or computers, and might enjoy a career in engineering. You are equally interested in building or making things so you have something physical and long lasting to show for your work. You are also quite interested in applied science and scientific methods but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

You are not quite so interested in working with information.

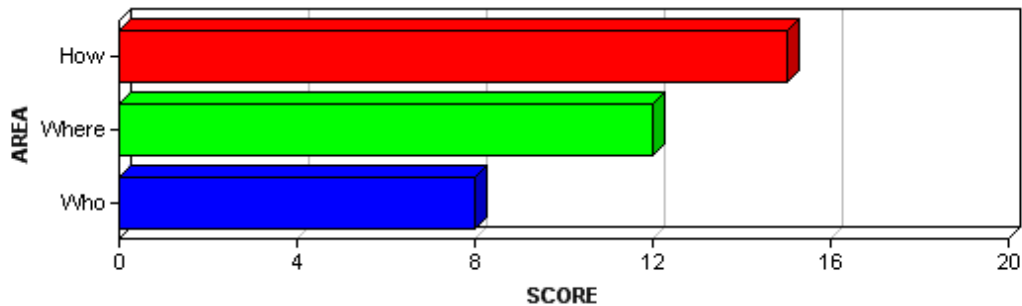


You are most interested in using maths and statistics to analyse facts and figures to find out what they indicate. You are not so interested in spending your time reading and evaluating information, summarising it and preparing reports. You are not so interested in spending most of your time sorting through information systematically.

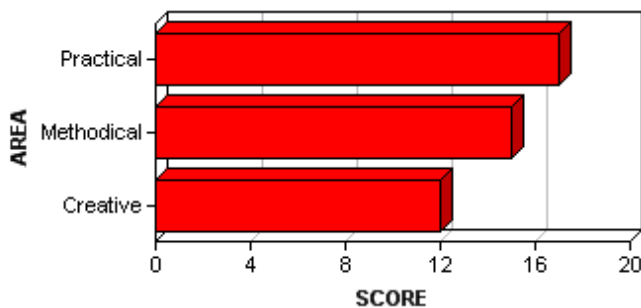
You are not interested in working with dealing with people.



You are not interested in a job which means dealing with people all the time and, in particular, don't want to look after sick or unhappy people all the time, or to have to cope with people's personal or emotional problems all the time. If anything, you seem to prefer bringing people round to your point of view, rather than giving advice and suggesting things for people to do.

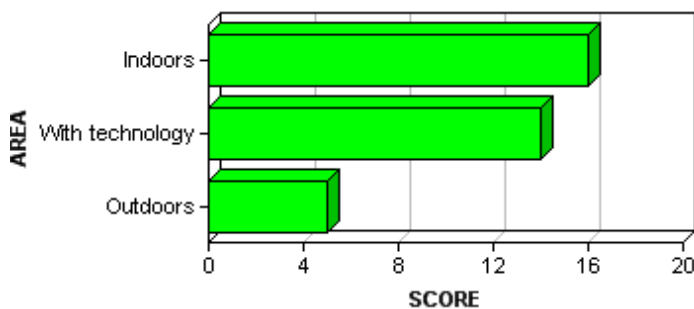


How you go about your work is important to you.



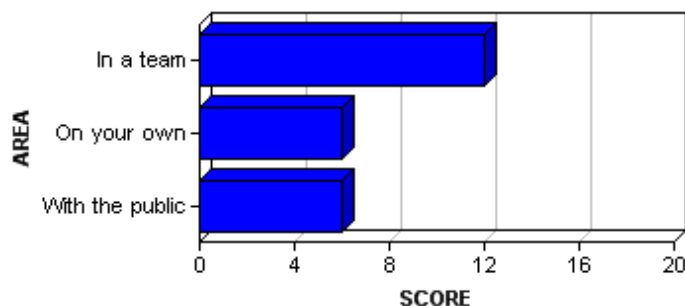
It is important for you to work to a practical end, to do something which would have a real and long lasting effect. You are equally keen to be able to plan ahead in your work, to be well organised and to ensure that things run smoothly. You are not particularly interested in using your creativity a great deal at work.

Where you work also makes a difference to you.



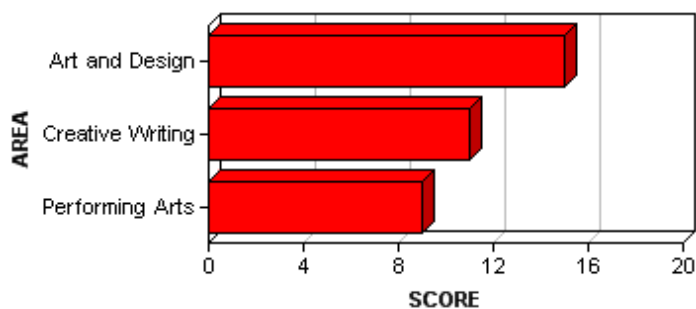
You would prefer working in an office or organisation; probably in some sort of business or public service. Your answers show that you might also enjoy working around technology, possibly in a laboratory or industrial setting. The idea of working outdoors interests you least.

Who you work with is also fairly important to you.



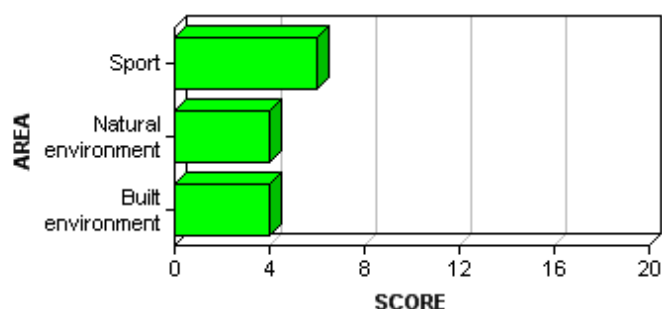
You would prefer a job where you could work in a team with people you know and trust. You are not so keen on working on your own or working with the general public.

How you prefer to use your imagination



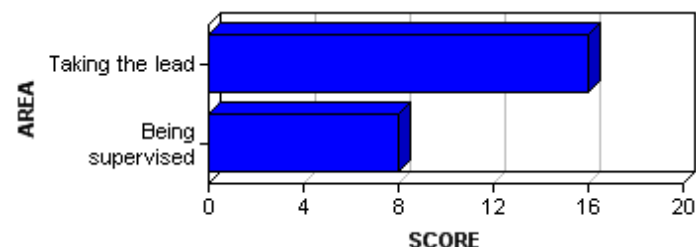
You wouldn't mind a job which had something to do with working in the visual arts. However, you are not so concerned with being able to write creatively or critically. You do not really want to work in the performing arts.

Your specific feelings towards working Outdoors



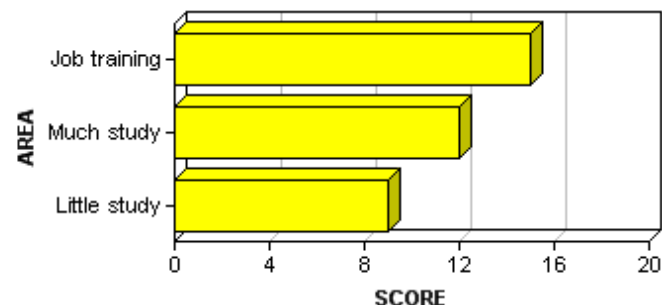
You do not want to work outdoors and, in particular, you have no interest in working with the built environment, or working with the natural environment, landscapes, plants and animals. Of the three areas, you might prefer having some link with sport and physical fitness, probably in your spare time.

Do you prefer to take the lead or be supervised?



You like the idea of taking the lead at work. You would enjoy the challenge of advising others how to do their work and would not mind taking responsibility. It is important for you to use your initiative and to have the chance to work in your own way. You would not enjoy being told what to do all the time.

How much study are you prepared to do?



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

The next step

After reading this report and talking it over with your family and your careers adviser, you are probably ready to consider what your greatest strengths are, and how they fit your interests.

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

In the 'World of work' chart, on the previous page and in the 'Career suggestions' section, are some job and career ideas for you to think about. For each career area, the Connexions Resource Centre Index (CRCI) is given. Use this code to find relevant information in the careers library. Libraries in Scotland and Wales use the CLCI system so this reference is given in brackets. Up-to-date careers information can be found on the Connexions website on www.connexions-direct.com/jobs4u/ Page references for 'Jobfile 2006' (VT Lifeskills) and 'Careers 2006' (Trotmans) are given where possible.

You may need to take action soon, such as deciding on subject choices at sixth form level. If you are choosing subjects for AS (and A2) level, it is important to make sure that you do not shut off too many options at this point, by dropping subjects which would be essential for a career you are still considering.

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

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 around 500 to 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.

Chrted. Engineer: manufacturing	
<p>Manufacturing engineers (production engineers) are responsible for designing, planning, managing and maintaining machines used in manufacturing processes. Products can range from food processing equipment to aircraft, DVDs to trainers, satellites to wind turbines. They need a through knowledge of subjects such as mechanics, hydraulics, thermodynamics and computer aided design and manufacture. They have to troubleshoot problems that arise on the shop floor and require good communication and people management skills.</p> <p>Normally maths and physics AS/A2 levels or equivalent for appropriate (accredited) degree. Foundation courses are available for those without appropriate AS/A2 levels. Sponsorships may be available. All Chartered Engineering routes are via 4 years (MEng.) or BEng. plus 1 year additional study (possibly work-based). Those wishing to be Incorporated Engineers need to undertake a 3 year degree or add 1 year further study to an HND.</p>	<p>Relevant GCSEs: English, maths, sciences (phy, chem)</p> <p>Relevant AS/A2: Maths, physics, engineering</p> <p>Entry routes: Degree (chartered/incorporated)</p> <p>Further Reading CRCI: G (RAB) Website: Jobs For You Careers 2006: Page 191 Job File 2006: Page 296</p> <p>Associated Areas Designer: product Materials scientist/metallurgist Chrted. Engineer: mechanical</p>
Further Information from:	
Science, Engineering & Manuf. Technologies Allianc SEMTA House 14 Upton Road, Watford WD18 OJT 01923 238441 http://www.semta.org.uk	Manufacturing Institute Quay West Trafford Wharf Road, Manchester M17 1HH 0161 872 0303 http://www.manufacturinginstitute.co.uk

Chartered Engineer - civil and structural	
<p>Civil engineers design and build major features such as large building complexes (e.g. airports), roads, tunnels, harbours, dams and bridges. Structural engineering specialises on the loads and forces in constructions to ensure that all load bearing elements are sufficiently strong and can withstand any forces of nature that they may experience. Highway engineering is concerned with planning the road network to ensure efficient traffic flow even allowing for seasonal variations and maintenance programmes. Civil engineers work on site and in offices. Chartered civil engineers have overall responsibility for large and frequently complex construction projects and therefore need excellent supervisory and management skills.</p> <p>Normally maths and physics AS/A2 levels or equiv. for appropriate (accredited) degree. Foundation courses are available for those without appropriate A-levels. Sponsorships may be available. Chartered Engineer via an MEng degree or BEng plus 1 yr additional study (possibly work-based). Corporate membership of the Inst. of Civil Engineers is also required.</p>	<p>Relevant GCSEs: English, maths, physics</p> <p>Relevant AS/A2: Maths, physics, construction & built environment, engineering</p> <p>Entry routes: Degree</p> <p>Further Reading CRCI: BB (UN) Website: Jobs For You Careers 2006: Page 43 Job File 2006: Page 132</p> <p>Associated Areas Architect Surveyor - chartered and technical Building technologist/manager.</p>
Further Information from:	
Institution of Civil Engineers One Great George St London, SW1P 3AA 020 7222 7722 http://www.ice.org.uk	Science, Engineering & Manuf. Technologies Allianc SEMTA House 14 Upton Road, Watford WD18 OJT 01923 238441 http://www.semta.org.uk
Institution of Structural Engineers 11 Upper Belgrave Street London, SW1X 8BH 020 7235 4535 http://www.istructe.org.uk	

Career suggestions

Production manager

Production managers are concerned with the planning and control of manufacturing processes. This means ensuring that orders are completed in time and to the required standard which includes supervising production workers and planning for future orders. They have to ensure that the raw materials are in store and that sufficient machines and workers are available. Much of the work is concerned with planning, prioritising and problem solving activities frequently under pressure and to deadlines. They need good communications skills.

There are no set entry requirements, however many candidates possess technical or scientific degrees and minimum degree requirements are 2 AS/A2 levels or equiv. Some have manufacturing engineering degrees. Can be promoted from junior positions but most companies require their management trainees to have a degree. Training includes study for qualifications such as Institute of Operations Management diploma.

Relevant GCSEs: English, maths, sciences (physics)

Relevant AS/A2: Maths, physics, business, engineering

Entry routes: Degree or A-levels/Highers followed by on-job training

Further Reading

CRCI: **NJ (SAB)**
 Website: N/A
 Careers 2006: Page **191**
 Job File 2006: Page **687**

Associated Areas

- [Operational researcher](#)
- [Chrted. Engineer: manufacturing](#)
- [Quality control inspector](#)

Further Information from:

Chartered Management Institute
 Management House
 Cottingham Road, Corby
 Northants NN17 1TT
 01536 204222
<http://www.managers.org.uk>

Institute for Manufacturing
 Mill Lane
 Cambridge,
 CB2 1RX
 01223 766141
<http://www.ifm.eng.cam.ac.uk>

Institute of Operations Management
 Univ. of Warwick, Science Park
 Sir William Lyons Road,
 Coventry CV4 7EZ
 02476 692266
<http://www.iomnet.org.uk>

Software developer / programmer / engineer

People who do these jobs design, write and maintain computer programs on behalf of clients. They use a range of programming languages. They meet with clients to discuss what the system needs to do. The client may want a system for banking, stock and sales in retail or keeping records of people. The developer asks a range of questions to be sure that they get all the information needed to get the program right. A very large system may be written by a team working together, a small program may be written by one person. The system is tested to make sure there are no bugs in it. They also write a user manual and train the staff that will use the system. People who do this work need to be logical thinkers and problem solvers. Strong IT, communication and number skills are looked for.

Many people go on to study HNDs, foundation degrees or degrees in computer based subjects. Always check the content of courses to be sure that what is on offer is what you want to study. Work experience is useful when applying for jobs and courses. There are a number of FE computer courses on offer, such as the BTEC National Diploma in Computing and AS/A2 Computing. These may need at least 4-5 A*-C grade GCSEs, including English and maths, or equivalent. It may be possible to get a job with training or an apprenticeship and study NVQs.

Relevant GCSEs: English, maths, ICT, science (physics).

Relevant AS/A2: Computing, maths, physics, business.

Entry routes: Variety of entry routes, experience and HE useful.

Further Reading

CRCI: **D (CAV)**
 Website: [Jobs For You](#)
 Careers 2006: Page **111**
 Job File 2006: Page **194**

Associated Areas

- [Chrted. Eng: electrical/electronic](#)
- [Operational researcher](#)
- [I.T. -systems analyst/architect](#)

Further Information from:

British Computer Society
 1 Sanford Street
 Swindon,
 Wiltshire SN1 1HJ
 01793 417417
<http://www.bcs.org.uk>

National Computing Centre
 Oxford House
 Oxford Road,
 Manchester M1 7ED
 0161 242 2121
<http://www.ncc.co.uk>

Career suggestions

Designer: product

Product Design is a branch of three-dimensional design that covers manufactured products ranging from household appliances and cars to glass, furniture, toys etc. A knowledge of manufacturing processes and computer aided design is often essential as typically they work as part of a team with engineers and production managers. They work to a brief in which they take account of feasibility of manufacture, costs and how it will appeal to the consumer. Opportunities in the UK reduced by decline in manufacturing. Some work overlaps with that of craft designers.

Investigate HND/degree courses of industrial, product and 3D design. Check the AS/A2 or equiv. requirements carefully - maths/science will probably be required for BSc but not BA courses. Foundation course not always necessary - direct entry is possible to some degree/HND courses. Portfolio important.

Relevant GCSEs: English, maths, DT, art, science (phys/chem)

Relevant AS/A2: Art & Design, D&T, science, maths

Entry routes: Degree/HND

Further Reading

CRCI: **E (EG)**

Website: [Jobs For You](#)

Careers 2006: Page **128**

Job File 2006: Page **447**

Associated Areas

[Artist / designer](#)

[Chrted. Engineer: manufacturing](#)

[I.T. -systems analyst/architect](#)

Further Information from:

Chartered Society of Designers
5 Bermondsey Exchange
179-181 Bermondsey Street,
London SE1 3UW
020 7357 8088
<http://www.csd.org.uk>

The Inst. of Engineering Designers
Courtleigh
Westbury Leigh, Westbury,
Wiltshire BA13 3TA
01373 822801
<http://www.ied.org.uk>

Building services engineer

Building services engineering is concerned with designing, installing, manufacturing and servicing everything that is needed to make buildings comfortable, safe and convenient. This includes heating, air conditioning, lighting, fire alarms, lifts, computer links etc. Incorporated and Chartered Engineers design these systems with regard to the present and future uses of the building. Chartered engineers are senior professionals who oversee projects and negotiate with clients. Incorporated engineers manage the projects for chartered engineers.

Chartered Building Services Engineers need an approved engineering degree, eg. MEng building services (4 years) or a 3 year BEng plus 1 year additional study (possibly work based). At 2 A-levels or equiv. in maths and physics usually required for degree entry. (Foundation courses available for those without these.) Sponsorships may be available. Incorporated Engineers need to undertake a 3 year degree, eg. accredited BEng building services engineering or add 1 year further study to an appropriate HND.

Relevant GCSEs: English, maths, sciences (physics)

Relevant AS/A2: Maths, physics, construction & built environment

Entry routes: Degree

Further Reading

CRCI: **BB (UJ)**

Website: [Jobs For You](#)

Careers 2006: Page **43**

Job File 2006: Page **283**

Associated Areas

[Chrted. Engineer: civil/structural](#)

[Chrted. Engineer: mechanical](#)

[Building technologist/manager.](#)

Further Information from:

Chrted. Inst. of Building Services Engrs
222 Balham High Rd
London,
SW12 9BS
020 8675 5211
<http://www.cibse.org>

Inst. of Domestic Heating & Env. Engineers
Unit 32C, New Forest Ent. Centre
Chapel Lane, Totton,
Southampton SO40 9LA
02380 814756
<http://www.idhe.org.uk>

Career suggestions

Architect

Architects design and help to create buildings and are involved in restoration and conservation projects. Work involves consulting with clients, drawing up detailed plans, negotiating with planning and building control departments, liaising with building professionals such as surveyors, engineers and builders and overseeing progress on building projects. As a result project management skills as well as design and spatial ability and an interest in the built environment is required.

A degree recognised by Royal Institute of British Architects (RIBA) is required. A portfolio of art and design work including freehand and sketching will be needed as well as a minimum of 2 A levels and at least 5 GCSEs. A BTEC National (Construction) may also be considered. The degree takes 5 years and is made up of the 3 year RIBA Part 1 course, followed by one year of practical training; then the 2 year RIBA Part 2 course is studied, followed by another year of practical training making a total of 7 years in all. It is possible to study the second academic part (2 yrs) at a different institution.

Relevant GCSEs: English, maths, physics/or double science, art

Relevant AS/A2: Maths, physics and art

Entry routes: Degree & professional training

Further Reading

CRCI: **BA (UB)**
 Website: [Jobs For You](#)
 Careers 2006: Page **34**
 Job File 2006: Page **42**

Associated Areas

- [Chrted. Engineer: civil/structural](#)
- [Designer: interior](#)
- [Building technologist/manager.](#)

Further Information from:

Royal Inst. of British Architects
 Education Dept.
 66 Portland Place,
 London W1B 1AD
 020 7580 5533
<http://www.riba.org>

Architects Registration Board
 8 Weymouth Street
 London,
 W1W 5BU
 020 7580 5861
<http://www.arb.org.uk>

Facilities manager

Facilities managers look after the building services for a company or organisation. It may be an office building, educational centre, manufacturing company or retail centre. Some work for an individual company and look after just that company's buildings. Others work for contractors who have a number of clients. The facilities manager makes sure the buildings are clean and that the services such as heating, lighting and air conditioning work. Lifts, security systems and fire alarms may also be under their control. They arrange for repairs to be carried out and for building work to be done if it is needed. They inspect buildings, write reports and meet with clients or management to discuss problems. People who do this work need to be well organised and able to stay calm under pressure. They need to be good negotiators and able to get on with all types of people. Good IT, communication and number skills are looked for.

There is no set entry route into this job. Training takes place once you are employed. Employers want A levels or other qualifications such as BTEC Nationals and NVQs in Building Studies, Building Maintenance or Building Control. Higher education courses in Facilities Management can be studied. You need at least 5 A*-C grade GCSEs and 2-3 A levels or equivalent. Others start after qualifying as a surveyor. You may be able to move into Facilities Management after a business based course.

Relevant GCSEs: English, maths and science (physics).

Relevant AS/A2: Physics, maths and building studies.

Entry routes: Job with training, HE courses. Work experience is useful.

Further Reading

CRCI: **BC (C)**
 Website: [Jobs For You](#)
 Careers 2006: Page
 Job File 2006: Page **326**

Associated Areas

- [Business manager](#)
- [Production manager](#)
- [Surveyor - quantity](#)

Further Information from:

British Institute of Facilities Mgmt
 67 High Street
 Saffron Walden,
 Essex CB10 1AA
 01799 508606
<http://www.bifm.org.uk>

CITB-Construction Skills
 Bircham Newton
 Kings Lynn,
 Norfolk PE31 6RH
 01485 577577
<http://www.citb-constructionskills.co.uk>

Chartered Management Institute
 Management House
 Cottingham Road, Corby
 Northants NN17 1TT
 01536 204222
<http://www.managers.org.uk>

Career suggestions

I.T. - systems analyst / architect		
<p>Systems analysis is about understanding and recording how an organisation's processes work. The analyst undertakes a study of a business problem, then specifies what a computer system needs to do in order to deal with the problem, then designs and sets up the system. Need to be good communicators in order to understand fully the business 'needs' and working methods of the organisation and have good knowledge of hardware/software.</p> <p>Most systems analysts are graduates. Degrees in computing or maths are required by some companies. A-levels or equivalent (e.g. BTEC National) are required for entry to a degree, plus GCSEs. It may also be possible to start work as a trainee programmer with AS/A2 levels (or equiv.) and move into this area with further training.</p>		
<p>Relevant GCSEs: English, maths, sciences (physics)</p> <p>Relevant AS/A2: Maths, business, ICT/Computing.</p> <p>Entry routes: Via degree/HND</p>		<p>Further Reading CRCI: D (CAV) Website: Jobs For You Careers 2006: Page 112 Job File 2006: Page 198</p>
<p>Associated Areas</p> <p>Software developer/programmer</p> <p>Operational researcher</p> <p>Information systems manager</p>		
Further Information from:		
<p>British Computer Society 1 Sanford Street Swindon, Wiltshire SN1 1HJ 01793 417417 http://www.bcs.org.uk</p>	<p>e-skills UK (IT, Telecoms & Contact Centre skills) 1 Castle Lane, London SW1E 6DR 020 7963 8920 http://www.e-skills.com</p>	<p>Inst. for Mgt of Information Systems 5 Kingfisher House New Mill Road, Orpington, Kent BR5 3QG 0700 00 23456 http://www.imis.org.uk</p>

Chrted. Engineer: mechanical		
<p>Mechanical engineers are concerned with the design, development, manufacture and operation of all types of machines, from cars and satellites to bridges, manufacturing tools and computers. They have a wide choice of industries and employers including manufacturers, construction companies, government departments, hospitals, energy providers. Engineers may work in research, development, maintenance, sales or marketing.</p> <p>Normally maths and physics A2s or equiv. for appropriate (accredited) degree. Foundation courses are available for those without appropriate A2s. Sponsorships may be available. All Chartered Engineering routes are via an MEng or a BEng plus 1 year additional study (possibly work-based). Those wishing to be Incorporated Engineers need to undertake a 3 year degree or add 1 year further study to an HND.</p>		
<p>Relevant GCSEs: English, maths, physics</p> <p>Relevant AS/A2: Maths, physics, engineering</p> <p>Entry routes: Degree</p>		<p>Further Reading CRCI: GH (RAX) Website: Jobs For You Careers 2006: Page 191 Job File 2006: Page 299</p>
<p>Associated Areas</p> <p>Designer: product</p> <p>Chrted. Engineer: manufacturing</p> <p>Chrted. Engineer: aeronautical</p>		
Further Information from:		
<p>Science, Engineering & Manuf. Technologies Allianc SEMTA House 14 Upton Road, Watford WD18 OJT 01923 238441 http://www.semta.org.uk</p>	<p>Institution of Mechanical Engineers 1 Birdcage Walk Westminster, London SW1H 9JJ 020 7222 7899 http://www.imeche.org.uk</p>	

Career suggestions

Chrtd. Engineer: chemical

Chemical (processing) engineering involves designing and operating industrial plants concerned with the production of foods, chemicals, pharmaceuticals, microchips, petrol, plastics, textiles etc. Biochemical engineers develop biosystems for creating the required chemicals or raw materials or living organisms used in biotechnology. They work in teams including other kinds of engineers and scientists. Some are involved in research.

Normally 3 A2s including chemistry and maths or physics or equiv. for appropriate (accredited) degree in chemical or biochemical engineering or biotechnology. Foundation courses are available for those without appropriate A-levels. Sponsorships may be available. All Chartered Engineering routes are via an MEng. degree or BEng. plus 1 year additional study (possibly work-based). Those wishing to be Incorporated Engineers need to undertake a 3 year degree or add 1 year further study to an HND.

Relevant GCSEs: English, maths, physics, chemistry

Relevant AS/A2: Chemistry, maths, physics, engineering

Entry routes: Degree (chartered/incorporated)

Further Reading

CRCI: **GD (RAG)**

Website: [Jobs For You](#)

Careers 2006: Page **191**

Job File 2006: Page **284**

Associated Areas

[Ceramics / glass technologist](#)

[Chemist](#)

[Materials scientist/metallurgist](#)

Further Information from:

Science, Engineering & Manuf. Technologies Allianc
SEMATA House
14 Upton Road,
Watford WD18 OJT
01923 238441
<http://www.semta.org.uk>

Institute of Chemical Engineers
Davis Building
165-189 Railway Terrace,
Rugby CV21 3HQ
01788 578214
<http://www.icheme.org>

Biochemist / biotechnologist

Biochemists are concerned with understanding the chemistry of living systems. They work in a variety of specialist areas including genetics, immune systems and the development of new drugs. Biotechnologists develop and apply biochemical and biological knowledge to industrial, commercial and healthcare processes. Opportunities are available in the NHS, universities and research institutions, chemical, pharmaceutical and food and drink industries.

A degree in subjects such as biochemistry, biotechnology, genetics or microbiology which requires 2/3 AS/A2 levels or equiv. (usually including chemistry and another science) plus GCSEs. Postgraduate qualifications may also be required. Biochemists must take a 4 year training programme leading to registered status. Many biotechnologists study for further professional or postgraduate qualifications.

Relevant GCSEs: English, maths, sciences

Relevant AS/A2: Chemistry, biology, maths, physics

Entry routes: Via degree (+higher degree)

Further Reading

CRCI: **TD (QOM)**

Website: [Jobs For You](#)

Careers 2006: Page **441**

Job File 2006: Page **72**

Associated Areas

[Biologist](#)

[Doctor: medical](#)

[Engineering: clinical/biomedical](#)

Further Information from:

Biochemical Society
3rd Floor
Eagle House, 16 Procter Street
London WC1V 6NX
020 7280 4100
<http://www.biochemistry.org>

The Association of Clinical Biochemists
130-132 Tooley St
London,
SE1 2TU
020 7403 8001
<http://www.acb.org.uk>

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.

Decisions at 15/16+

Your Options at 16, Michael Smith, Veronica Mathew and Beryl Dixon.

Guides the student through the maze of options available at 16, e.g. 6th Form, FE, Work or Training. Published by Trotman (www.careersportal.co.uk/bookshop/)

Jobs4U

The official guide to over 600 careers of all types. Includes entry requirements, training, salary, working conditions and prospects. Regularly updated with careers related articles. View latest information online at www.connexions-direct.com/jobs4u

A-Z of Careers and Jobs

A detailed guide to a wide range of careers of all types both new and established. Written by Susan Hodgson, published by Kogan Page (www.kogan-page.co.uk)

'Working In' Series

A series of separate titles (around 50) giving in-depth information about what a job is really like. Published by Connexions. (www.connexions-direct.com/index.cfm?pid=51)

Online Job Hunting

Explores the Internet as a medium for job-seeking and careers advice. The internet is continually expanding, offering a wealth of information on careers, testing and companies, as well as individual job opportunities. By Martin Yate and Terra Dourlain, from Kogan page

'Careers In...' Series

Each covers a general area (e.g. Art and Design, Retailing, Travel) but shows the range of occupations, how to apply, prospects, and working conditions, etc. Published by Kogan Page (www.kogan-page.co.uk)

Preparing Your Own CV

The best-selling guide on writing your own CV. Includes a CV template and a list of the do's and don'ts of CV writing. By Rebecca Corfield, published by Kogan Page.

Course Discover Database

A web and computer-based information service, listing the higher and further education courses in the UK with details of course content and Information about the Institution. Ask your careers adviser for information on access. (www.trotman.co.uk/coursediscover/)

UCAS Big Guide (University and College Entrance)

Lists all H.E. courses available through UCAS with details of course entrance requirements, the institutions and how to apply. Updated annually. The guide has a companion CD - Studylink that contains searchable course, institution and background information. (www.ucas.com)

Choosing Your Degree Course and University

Practical advice on how to select the right course at the right university. Written by Brian Heap and published by Trotmans (www.careersportal.co.uk/bookshop/)

What Do Graduates Do?

Provides information on what is happening in the employment market for new graduates and HND holders. It also lists the first destinations of graduates, by subject. View online and order at www.prospects.ac.uk.

PUSH Guide to Which University

Comprehensive guide to UK universities including accommodation, sport, leisure, politics, etc. Published by the Stationery Office (www.push.co.uk)