



Form 6



Careering Outwards

Name: _____

Tutor Group: _____

Introduction

In the next few months you will have some very important decisions to make. You need to know as much as possible about the options open to you so that you can make informed choices. You need to start researching your options now.

This booklet is intended to get you started on the process and make you think seriously about your future plans. Your UCAS Tutor will take you through some points but you must read carefully through the booklet and follow the advice given.

Later in the term you will have an individual advice and guidance session at which your UCAS Tutor will expect you to discuss your research in detail. Make sure you are prepared for this.

If you have no ideas, then the Stamford Test on the UCAS website is a good place to start. It will give you some broad areas that might be of interest and then you can narrow these down as you do more research.

Most MCB students apply to university, although not everyone does. There are over 80,000 higher education courses in the UK, so there is likely to be one or more for you.



Mrs A. Stott
Head of the Careers Service

1. Resources and Reference Books



Careers Library:

- 📖 The Big Book (UCAS)
- 📖 Degree Course Offers (HEAP)
- 📖 The Times Good University Guide
- 📖 The Virgin Guide to UK Universities
- 📖 The Guardian University Guide
- 📖 University Prospectuses
- 📖 Subject and Course Leaflets
- 📖 Careers Magazines

College Library:

- 📖 Some of the reference books named above
- 📖 Books on particular careers, such as Medicine, Dentistry, Law, Physiotherapy, Careers in the Media etc
- 📖 Interview Preparation Books
- 📖 Careers Magazines

Computer Resources

- 🖥️ Websites are essential components of up-to-date research and those commonly used include:
- 🖥️ www.ucas.com
- 🖥️ www.unistats.com
- 🖥️ www.whatuni.com
- 🖥️ Individual university websites – these have the most up-to-date information about course content and entry requirements
- 🖥️ www.bmat.org.uk
- 🖥️ www.ukcat.ac.uk
- 🖥️ www.lnat.ac.uk

Your UCAS Tutor and other members of the Careers Service staff are also able to give advice and guide you towards finding the information you need.

Universities and course tutors are happy to have contact with you by e-mail and you should contact them with queries not answered in the prospectus or on the website.

2. What Are Your Options Post Sixth Form?



Study?

1. **Study** - full-time study at university or a College of Further and Higher Education, leading to a Higher Education qualification
2. **A Combination of Study and Employment** - such as Accountancy training or a Modern Apprenticeship
3. **Employment** - those who want to get started in a job rather than study first e.g. banking, retail
4. **Other** - e.g. gap year students, those repeating A Levels



Work?

The vast majority of MCB Sixth Form students opt for full-time study in the UK or Ireland. As a result this booklet concentrates on university applications. However the other options can be discussed with the UCAS Tutor.

3. Why Go To University?



Full-time study at university is an expensive process and so should not be taken up lightly. To be successful you need to be genuinely interested in studying as well as developing your personal and transferable skills. You should have strong interest in or passion for, the course you have chosen.

Some careers require a degree in a particular subject e.g. Medicine, Dentistry or Engineering. These are known as vocational courses.

A career in Law may follow a degree in Law but may also follow a degree in another subject and then a ‘top-up’ or ‘conversion’ course to Law.

About half of all careers require entrants to be graduates, but no particular degree course is specified. The degree is evidence of intellectual ability.

In all situations the quality of the degree is important to employers and they may even look back at A Level grades when choosing their employees.

Throughout your future career you will need to improve and develop your skills and qualifications – a process known as lifelong learning. Study may not finish when you leave university! A degree is only a starting point.

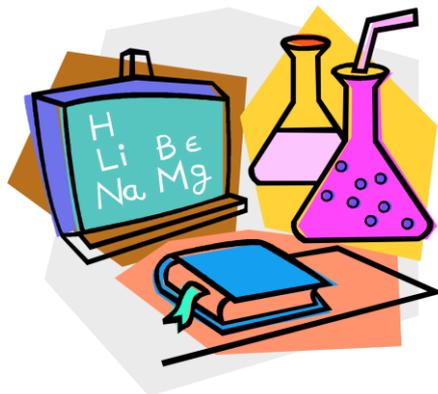
In general, over their working lives, graduates earn more than non-graduates although, obviously, this is not always true. Starting salaries range from £11,000 to £35,000 approximately, depending on qualifications, demand, location and so on.

4. Full-Time Study At University



- 📖 There are over 80,000 courses to choose from
- 📖 Single Honours – study leads to a degree in one subject e.g. English
- 📖 Joint Honours – study leads to a degree in two subjects, equal amounts e.g. History and Politics
- 📖 Major/Minor Honours – leads to a degree with one main subject and a smaller part of a subsidiary one e.g. Economics with Spanish
- 📖 In Scotland, a course takes four years minimum
- 📖 In the rest of the UK, 3 years is the minimum but some courses take longer
- 📖 A sandwich degree has a one year placement
- 📖 A thin sandwich has a shorter placement
- 📖 Some courses offer joint qualifications with a foreign institution e.g. Law and French Law
- 📖 Some offer a period of study in Europe, USA, Canada etc
- 📖 Paramedical degrees e.g. Physiotherapy, are funded by an NHS bursary
- 📖 A two year Higher National Diploma, Foundation Degree or Associate Bachelor Degree can lead on to a full Honours degree
- 📖 A Foundation Art course lasts one year and is normally done before a full degree course in Art is begun
- 📖 Some university courses are now done, at least partly, in Colleges of Further Education

5. Choosing The Course



The most important choice to be made is what course to study. You will be spending at least three years studying a course in depth so you need to be genuinely interested in the subject or subjects you are taking. It is not a good idea to choose a course that you think will lead to a good job if you are not interested in studying that subject. You would not be likely to perform at your best in that situation.

Some people have a strong inclination towards a particular subject or know the career area they wish to enter so can go ahead and research a course quickly. Others may have no idea at all.

If you don't know what you want to do there are several possible approaches, e.g.

1. Start with the AS or A Level subjects you are taking, what about continuing one of these, or mixing it with a new subject? You can enter your subjects on the UCAS website and get course ideas
2. What if you have an idea of a broad career area e.g. business? You can begin by looking at several business courses to see what is involved before deciding which components interest you. You can then broaden your search in these areas
3. Pick up a university prospectus and rule out all the courses you are not interested in before making a list of what is left. Now rule out the ones you would not have the requirements for. Look at that list and see if it gives you any clues

These are just examples of a few different approaches to get you started. Once you have an idea of the type of course, then study lots of those courses at different universities before narrowing your possibilities down.

Detailed research on the course is very important. There could be many courses called 'Geography' but they could all be very different in content, have different assessment regimes and have different entry requirements at GCSE and A Level. Do your research!

Some factors to consider when choosing the courses you apply for:

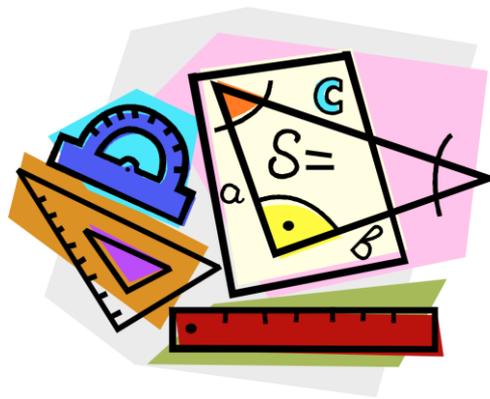
-  course content
-  exams / coursework / project work
-  GCSE requirements
-  AS and A level requirements
-  teaching quality
-  teaching methods – e.g. lectures / seminars / problem based learning
-  university reputation for research
-  placements
-  library / laboratory facilities
-  ICT provision
-  financial help available e.g. bursaries
-  opportunities to study abroad
-  graduate employment prospects and starting salaries
-  number of applicants for the course
-  number of places

The Big Book lists all the courses available at UK universities but some may be added during the year and if so, they will be highlighted on university websites. Details of course codes etc are found in the university prospectus or on the website. The university websites give the most accurate, up-to-date information.

If you want information you have not been able to find, you can e-mail or telephone the university department. Course Tutors are usually happy to answer your questions – unless the answer is clearly given in the prospectus or on the website! Department literature can also be obtained.

It is **your responsibility** to ensure that you have the correct GCSE subject/grade profile and the required A Level subjects for entry to the courses you are considering. Check this carefully as some people will be ruled out on GCSE grades so don't waste an application in this way.

It is school policy not to reveal the predicted grades; however, your UCAS Tutor will guide you in your choices and indicate a band within which you should consider applying e.g. BBB – CCD.



Try to be realistic about your expectations. There is no point applying for five courses requiring AAB if your likely outcome is BBC. If you are likely to achieve less than CCC, you should include a Foundation degree / Associate Bachelor / HND course amongst your choices.

Degree course offers, by HEAP, will provide you with a guide to offers for courses, given in terms of A Level grades and often in points on the UCAS tariff.

TARIFF POINTS FOR A/AS LEVELS ARE:

The following Tariff points will be used for applications submitted for the 2019 admissions cycle onwards (i.e. for students making applications from September 2018 for full-time courses starting from September 2019)

A LEVEL

Grade	Tariff points
grade A*	56
grade A	48
grade B	40
grade C	32
grade D	24
grade E	16

A university may make an offer in terms of A Level grades, of points or a mixture.

Examples of offers	New Tariff points
Three A levels at grades A, B, B	128

AS LEVEL

Grade	New Tariff points
A	20
B	16
C	12
D	10
E	6

Special Points

- If you are going to apply for a very high demand course such as Medicine, Dentistry, Veterinary Science or Law, you may find that the required GCSE scores are very high, 6,7 or 8 A*, plus 3 As at A Level and an A at AS Level in the fourth subject. A separate booklet is provided for Medicine, Dentistry and Veterinary Science/Medicine applicants
- Entry requirements for Medicine can vary a good deal from one university to another so careful research is essential
- Some medical schools do not accept Further Maths and Maths as two separate subjects
- A maximum of four applications can be made for Medicine, Dentistry and Veterinary Science/Medicine. The fifth application should be for a “backup” course.
- Physiotherapy/Occupational Therapy/Speech Therapy requires a minimum of four applications to show commitment. A separate booklet is available for a group of paramedical courses.
- If you are applying for teaching, make sure the course has QTS, i.e. qualified teacher status
- An appendix near the end of this booklet indicates what courses lead to what jobs, have a look at it

There is a vast range of options available in higher education and only detailed study of relevant publications and material will give full awareness of courses and entry requirements. The grades required for a particular course are a reflection of the popularity of the course e.g. AAA for Medicine and Veterinary Science as they are heavily oversubscribed. In fact the people actually accepted onto courses with AAA or AAB entry requirements often have considerably more to offer in terms of grades than AAA!

Some more specialised and less popular courses will therefore have lower entry grades but will still be very worthwhile courses for study.

6.

Aptitude Tests



Some subject areas have introduced aptitude tests and others are doing so. Brief details of some common ones are given below. Again, **it is your responsibility** to find out if one is needed for a particular course.

UKCAT - required for Medicine applications at almost every UK university

LNAT - required for Law applications at many UK universities

NB: both of these are taken, following individual bookings at the Driving Theory Test centres. There is a booking fee. The bookings are made on the relevant websites and practice material is also available there. Students are advised to do plenty of practice tests. The test must be taken by certain dates and the results are sent directly to the universities to which the candidate has applied. Check the websites as soon as possible for details.

HPAT - Ulster - Required for paramedical courses at the University of Ulster. There is a single session for the test and all candidates must sit it then. There is a fee. The test is rather long and quite complex so candidates are advised to familiarise themselves with the practice tests.

BMAT - A few medical schools require candidates to take this test e.g. Oxford, Cambridge, Imperial College, as do Cambridge and Royal Veterinary College for veterinary applicants. There are one or two other courses which require the BMAT. There is a fee. The test must be taken on Wednesday 31 October 2018 at MCB or in another recognised centre. The test is complex and difficult so candidates need to use the available practice tests.

The University of Oxford sets several other aptitude tests which are taken in the same session as the BMAT on Wednesday 31 October 2018. There are tests for History (HAT), English (ELAT), Mathematics, Physics and Computer Science as well as a Thinking Skills test for some Oxford courses. These tests are all of a high standard so practice tests are advisable. The university will not interview students whose scores do not meet their required standard.

7. Choosing a University



When choosing which universities to make an application to, research is absolutely essential. You should have already chosen your course and it is likely that suitable courses are not available in all UK universities, so your choices have been narrowed already. Now you must research the universities to find the best ones for your own requirements.

Some of the factors to be considered will have already been looked at when choosing your course. For example:

- reputation for teaching and research
- library/laboratory/IT facilities
- entrance requirements
- graduate employment prospects

However there are many other factors to consider, not least whether to study in Northern Ireland or elsewhere.

- Home or away?
- If home, where would you live?
- Advantages of living at home
- Disadvantages of living at home
- Small or large university community
- City or campus university
- Costs of fees, accommodation, travel, living
- Ease of travel to university
- Links with other universities in the UK or abroad
- Particular interests such as sport, music etc
- Variety of clubs and societies
- Number of applicants per place
- Financial help available
- Student support services
- Help for students with disabilities

This is a very long list of factors to be considered and it is not complete so it might be best if you draw up your own list of requirements beforehand so that you know what is really important to you.

Remember, you are choosing the university that is best for you so do not just choose what your friends are choosing. For example, lots of MCB students go away from Northern Ireland to universities in England, Scotland and Wales. You do not have to do that unless you want to. It is your future and you need to take responsibility for your choices.

1. It is vitally important that you do not apply to universities to which you have no intention of going
2. Remember, if you are called for interviews, it is very expensive if you have to fly to the mainland several times. Bear this in mind when making your choices.

Try to include at least one QUB or UU course in your list of choices in case you change your mind about going away, or in case your circumstances change.

Use the many reference books and websites for information on universities. It is important to discuss the pros and cons of each place with your parents or guardians and your UCAS Tutor.

You will often see references to ‘The Russell Group’ of universities. These are major research led universities and are often regarded as an elite group. The Russell Group of 20 universities includes Bristol, Manchester, Glasgow, Edinburgh, LSE, Imperial, UCL and Queen’s. Another group of smaller research led universities includes Bath and Durham.

If you choose to apply to five of these universities, it is highly possible, even likely, that you might end up with no offers at all, so we try to discourage this. There are good courses at good universities outside the Russell Group, **don’t just pick the top five places from a university league table!** Think carefully and discuss with your UCAS Tutor.

Remember – the minimum academic qualifications, as published in the University Prospectus, are those required to enter the selection system and do not guarantee an offer.

Many MCB students apply to good ‘new’ universities which are rated highly, so look at some of these too. Northumbria, Manchester Metropolitan, Oxford Brookes, Sheffield Hallam, Liverpool John Moore’s are examples of places you should consider, there are others too.

However, be very careful in choosing some of the newer London universities as too often they have split sites, very high proportions of mature students and considerable travel time from the student accommodation.

8. Oxford and Cambridge



Applicants to these universities are attempting to compete with the very best candidates in the UK as well as those from around the world. Many candidates will be presenting extremely good examination scores and so to be competing with them, you should have an excellent GCSE profile (approximately 8+ A* grades) and very high scores at AS Level in all subjects taken (approximately 92% average score). You should also be on course to achieve at least three A grades at A Level.

These universities are looking for ‘the brightest and the best’ whatever their background. The points listed below indicate the type of candidate being sought:

- Those who always perform at a high level in class and are able to work independently
- They must be able to debate and discuss their subjects and chosen course content in depth
- There should be clear evidence that an applicant reads widely beyond the course content
- Good general knowledge and a close interest in current affairs are essential
- Applicants need to be able to manage their time well as they will be expected to work under severe pressure as well as participate actively in College and university activities
- They should be prepared for the rigour and intensity of one-to-one teaching in tutorials and supervisions
- They need to be able to think quickly to assess new situations and apply their knowledge to them

The courses at Oxford and Cambridge can be very different to those at other universities and may not be the type that you want. You should check in detail what the courses are like before deciding whether to apply.

Any student seriously considering an application to Oxford or Cambridge should attend an Open Day, the dates of which are given on the websites. Places for Open Days are booked up quickly so don't delay making arrangements.

More and more often now, especially at Oxford, aptitude tests are being used to deselect applicants before interview. This confirms the excellence of candidate being sought so unless you are of that quality you should think seriously about whether you would be wasting an application.

9. UCAS Procedures



- You will have one or more interviews with your UCAS Tutor to discuss your application and personal statement
- There will be a session to explain to all Upper Sixth how the UCAS Apply System works and get them started
- Using the personal statement booklet, the statement should be written so that it presents a picture of the applicant's interest in the course chosen, any relevant experiences etc
- The UCAS Tutor will check the application and statement, perhaps more than once before agreeing that it should go on to the next stage
- The fee must be paid online, £13.00 (2018) for one choice, £24.00 (2018) for more than one. Then the application is 'sent to referee' at which point the school takes over the application
- The UCAS application has to be sent to the referee by the appropriate date:

**Oxford, Cambridge, Medicine, Dentistry, Veterinary Science/Medicine
Monday 17 September 2018**

All other applications by Monday 5 November 2018

- It takes, normally up to three weeks for the reference to be written, attached to the application, final checks and administration before the application can be sent to UCAS
- **Please note: there are times when further information is requested from subject teachers and so the application does not go within three weeks.** Normally this is to ensure that the reference is fully up-to-date
- The final closing date for applications for Oxford, Cambridge, Medicine, Dentistry and Veterinary Science/Medicine is **15 October 2018**
- We believe that it is an advantage to get the application in early, well before the closing date. This is why we ask for all other applications by 6 November. We will try to get them all away to UCAS as soon as we can.
- Actual final closing date for UCAS is **15 January 2019**
- UCAS distribute the applications to the universities
- The universities make their decisions with or without interviews and the information comes to you via the UCAS track system. You have access to UCAS track using your personal ID number and password
- If you require a practice interview then see your UCAS Tutor, or Mrs Stott, at least **2 weeks** before the interview date
- You may be rejected or made a conditional offer
- You do not need to make your decisions until you have heard from all the universities you applied to
- You can choose two of your offers, a conditional firm (CF) and a conditional insurance (CI). Normally the CI has lower grades than the CF.

- Since you are legally committed to your offers, it is very important that you make the correct decisions. You must discuss this with your UCAS Tutor
- Failure to reply by the UCAS deadline will mean that your application is removed from the system entirely
- When the results are published in August 2019 you will see whether you have met the grade target for your CF offer. If you have, your place is confirmed
- If you have not met the CF grades target, it is up to the university to decide if you will be accepted. They may still accept you. If not then your CI comes in to play
- You cannot chop and change the CF and CI offers once the results come out – this would be breaking the rules of the UCAS system

You should keep all UCAS and university correspondence in the folder so that no important letters get lost. Keep your personal ID number, UCAS application number and password to hand also.

If you receive any letter you do not understand, then bring it to your UCAS Tutor for advice.

If you wish to defer entry (after your application has been submitted) you must consult the university (or universities). Even if you have definite plans for a gap year, make sure you submit a student finance form which concerns fees, grants and student loans.

You should investigate sponsorship, scholarships and bursaries to get financial help if you can. The College will provide references but we do not have information on each university's awards. The student should research these on the individual university websites.

Make sure you do not book holidays for the date of the publication of results or the couple of days afterwards. You need to report to your UCAS Tutor on results day and may have to be in touch with universities.

10.

CAO



CAO is the application system for the Republic of Ireland and is totally separate from UCAS.

Applications will be processed between November and January. You must obtain the appropriate prospectuses yourself and check the university or college websites to ensure that you will meet the entry requirements.

The entry requirements for high demand courses like Medicine, Law, English, History and Psychology have been raised and now require four A Levels. Be careful that you do not put UCAS offers in danger by taking four A Levels and not achieving the entrance requirements for either system.

Applicants for Medicine must sit the HPAT-Ireland test, for which there is a substantial fee. The test takes place in February 2019 and must be taken in a recognised centre, most likely in Dublin. The test is long and complex so applicants should make themselves familiar with the format and any sample questions via the website. Registration is also done via the website which is www.hpat-ireland.acer.edu

The CAO application is best done on-line but you will need to send copies of your GCSE and AS certificates. You will need a copy of your birth certificate for the student finance form.

In the CAO system you can choose up to ten courses to apply to but they must be listed in order of preference.

It is possible to apply through UCAS and CAO. You can hold two offers in UCAS and up to ten in CAO. You will only have to make up your mind after the publication of results in August. In fact, some other Art, Music, Drama and Nursing courses are outside either UCAS or CAO, so you can apply to those as well!

11.

Final Advice



1. Oxford, Cambridge, Medicine, Dentistry, Veterinary Medicine
MCB Deadline - **Monday 17 September 2018**
2. All other UCAS applications – **Monday 5 November 2018**
3. Check everything very carefully
4. It is your future, take responsibility for it!
5. Do not forget! – the minimum academic qualifications, as published in the University Prospectus, are those required to enter the selection system

12.

Appendices



1. Where are you now and where do you want to go?
2. What do Employers Want - (from 'What Do Graduates Do, 2017')
3. Graduate Employment Review – (from 'What Do Graduates Do, 2017')
4. Working for Yourself – (from 'What do Graduates Do, 2017')
5. Course to Job Information

Activity 1

Student Worksheet

Name: _____

GCSE qualifications gained to date:

Subject	Grade	Date	Subject	Grade	Date

Other qualifications: - for example music exams, first aid certificate:

Subject:	Grade:	Date:

Work experience:

Placement organised by school:

Type of work:	Employer:	Date:

Part-time jobs / holiday jobs:

Type of work:	Employer:	Date:

My major achievements so far are:

Activity 1
Student Worksheet Cont'd

My interests are:

I have the following skills:

I expect to gain the following qualifications:

AS Level	
Subject:	Grade:
A Level	
Subject	Grade:
Vocational A Level / AVCE (single award)	
Subject	Grade:
Vocational A Level / AVCE (double award)	
Subject	Grade:

Activity 1
Student Worksheet

Where I want to be

Please tick all the boxes against phrases that apply to you, and add others that might not be listed in the spaces at the end.

My short-term aims

In the next two to three years to:

- Get high grades for the courses I am taking
- Go to a ‘good’ university
- Find the university/college offering the best course in my subject
- Carry on studying the subject/one of the subjects I am taking now to higher education level
- Start work at the end of my current course
- Get good enough exam results to get a good job
- Be able to buy a car
- Join my friends who left school after year 11 and are earning good money locally
- Leave home and find my own flat
- Get a job with the best paying local employer
- Have a break from study
- Earn a lot of money as soon as I can
- Start training for a career
- Get a job that will train me for a career
- Start a course that will train me for a career
- Go to the same university or college as my best friend
- Do what my parents think is best for me
- Do a higher education course locally, so that I can live at home
- Travel
-
-

<input type="checkbox"/>

Activity 1

Student worksheet Continued

My long-term aims

By the next five to ten years I hope to:

- Be earning a large salary
- Be established in my career
- Be driving an expensive car
- Have my own house or flat
- Be famous
- Be helping other people
- Have a highly paid job with status
- Have a job I enjoy – even if is not well paid
- Be doing what I want, regardless of what other people think
- Be a *(insert your own job title)*
- Have been round the world
- Have paid off my student loan
- Still be taking extra exams or studying for professional qualifications, if necessary for the career I want
- Be doing something useful
- Have my own business
- Be my own boss
- Be living in a different town/city
- Be living or working abroad
-
-
-
-

What do employers want?

A good degree is a pre-requisite in the graduate employment market, but this alone is not enough to secure your first graduate job.

With over 400,000 graduates leaving university every year, what can you do to stand out from the crowd? The skills you develop whilst at school/college and university and the experiences you gain will all help to give you the edge over the next candidate. This means it is essential to be proactive and engage in interests and work experience alongside your degree to help to enrich your life and your CV.

So what employability skills do employers want?

The CBI defines employability skills as:

“a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.”¹

The Future Fit report echoes this view, stressing that employability skills are essential for all graduates in today’s job market.²

Analysis of years of national employer surveys suggests the desired skills for graduates fall into four broad areas. Table 1 lists some of these skills, along with examples of how you can develop them.³ Take a look at the examples given and take time to review your own skills. You may have already started this process if you have a Progress File/Personal Development Plan. Many university courses may require certain skills, especially vocational subjects like medicine and law. Look carefully at prospectuses and entry profiles on the UCAS website (www.ucas.com) to find out what they are looking for.

Work experience and the benefits of volunteering

The Department for Education and Skills (DfES) research report, *Employer and University Engagement in the Use and Development of Graduate Level Skills*, highlighted that many employers preferred graduates from sandwich degrees, because they have gained practical experience and had a better idea about what the world of work had in store for them. It isn’t just paid work that is valued by employers; many also emphasise the benefits of volunteering in terms of skills development. According to Andrea Grace Rannard, Head of Infrastructure Development, Volunteering England:

“Volunteering is a savvy use of an individual’s time, valued by employers. Volunteering provides an insight into a profession and a company, allows an individual to build confidence in a role, develop or enhance relevant skills, generate useful contacts that can offer “insider” knowledge, and potentially lead to paid positions. Overall, it is a great way of improving a CV.”

A national survey exploring graduate employment: The Real Prospects 2015 survey highlighted that careers services have a role to play in convincing students of the benefits of getting some work experience while they are still at university. The report highlighted the fact that many students don’t realise how important it is to have work experience on their CV until they begin applying for graduate jobs, by which point it is too late for them to take advantage of all the extracurricular activities on campus.⁴

The value of a degree

There is compelling evidence that employers increasingly demand more skilled workers. Terence Perrin, Chairman of the Association of Graduate Recruiters (AGR), comments on the value of a university degree:

“There is no doubt that a university degree still has a very high currency with employers and a profound effect on a person’s earning potential over a lifetime. Our membership of over 800 organisations involved in graduate recruitment still attaches great value to a university education and has remained committed to recruiting graduate talent through the recession. A degree remains an extremely worthwhile investment.”⁵

This view is echoed by Libby Hackett, Director of University Alliance, who argues that the value of a degree is worth the investment for individuals and society.⁶

According to a study of graduates from 2010, three-and-a-half years after graduation, 81% of graduates were working in occupations classed as ‘graduate occupations’ and the most common reason for taking on their current job was ‘it fitted into my career plans.’⁷ Almost nine in ten (87%) graduates were also either very satisfied or fairly satisfied with their career to date. Another study, *The Class of ’99*, conducted earlier on the 1999 graduate cohort three years after graduation also revealed that many graduates reported the advantages a degree brought to the workplace, in terms of writing, analysis, problem-solving and presentation skills, and these were skills most commonly felt to be used in graduate employment.⁸

It is, however, important to note that there is not always a correlation between the level of graduate skills or qualifications required in a job and the salary. As the *Class of ’99* noted, some of the lowest-paid graduates were the most highly qualified, in areas such as academic research, librarianship and journalism.⁹ For some graduates, the attraction of a psychologically rewarding career is greater than a “cash career.”

The university experience

Looking beyond financial considerations, the process of obtaining a degree and taking part in the whole university experience is often life changing – a time when knowledge, skills and personality are developed and values and networks are established. Obtaining a good degree along with some work experience will be of great benefit to your graduate job search, and probably lucrative too!

References

1. http://educationandskills.cbi.org.uk/employability_policy/what-are-employability-skills/
2. *Future Fit: preparing graduates for the world of work*, CBI, Universities UK and DIUS, 2016. <http://highereducation.cbi.org.uk/reports/00167/>
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8. *The class of 99: A study of the early labour market experiences of recent graduates*, Peter Elias, Kate Purcell, Rhys Davies and Nick Wilton, October 2015. See <http://www2.warwick.ac.uk/fac/soc/ier/research/class99/>
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Useful Websites

- www.prospects.ac.uk – for a wealth of careers information specific to graduates
- www.volunteering.org.uk – Volunteering England
- www.do-it.org.uk – for local volunteering opportunities
- www.worldwidevolunteering.org.uk – for international volunteering opportunities

Table 1. Skills that employers want and how they can be developed

Type of skill	Employers' requirements – “Buzz” words	Some examples of how the skills can be developed through interests, work experience and education
Self-reliance skills	<ul style="list-style-type: none"> • Self-awareness – purposeful, focused, self-belief, realistic • Pro-activity – resourceful, drive, self-reliant • Willingness to learn – inquisitive, motivated, Enthusiastic • Self-promotion – positive, persistent, ambitious • Networking – initiator, relationship-builder, resourceful • Planning action – decision-maker, planner, able to prioritise • Team working – supportive, organised, co-ordinator, deliverer • Interpersonal skills – listener, adviser, co-operative, assertive 	<ul style="list-style-type: none"> • Duke of Edinburgh Award • Young enterprise Award • Music Band • (play regularly at local venues) • Participate in competitive sport • Public speaking/debating society • Amateur dramatics • Working in a shop / supermarket / restaurant • Fundraising for charity • Voluntary work • Member of orchestra • Play sport for team • Guide/Scot leader • Air Training Corps • Work experience/work shadowing • Internships • Young Enterprise Award • Project work through studies • Mensa membership • Book club • Member of local club/society • Music grades • European Computer Driving Licence (ECDL) • Language skills • Web design skills • Writing for school/college newspaper • First Aid at Work qualification • NVQ qualification
People skills	<ul style="list-style-type: none"> • Oral communication – communicator, Presenter, influencer • Leadership – motivator, energetic, visionary • Customer orientation – friendly, caring, diplomatic • Foreign language – specific language skills • Problem solving – practical, logical, results orientated • Flexibility – versatile, willing, multi-skilled • Business acumen – entrepreneurial, competitive, risk taker • IT/computer literacy – office skills, keyboard skills, software packages • Numeracy – accurate, quick-thinker, methodical • Commitment – dedicated, trustworthy, conscientious 	
General employment skills	<ul style="list-style-type: none"> • Specific occupational skills – specialist relevant knowledge e.g. languages, IT • Technical skills – e.g. journalism, engineering, accounting, sales 	
Specialist skills		

Graduate employment review

2016 has seen a small but encouraging turnaround for the graduate labour market. Whilst there are signs of growth in the business and financial services sector creating more opportunities for recent graduates, 2013's ongoing reduction in public sector employment is likely to affect graduates. However, there is the suggestion that the private sectors modest growth in employment activities may offset slowing public sector recruitment¹ and there are certainly indications that for the graduates of 2013, the impact on employment in the early stages of the government's cuts in public spending have been buffered by the increase in job opportunities in the business and financial services sector.

Graduate employment and unemployment

The figures taken from the Destinations of Leavers from Higher Education (DLHE) survey 2015/16 sparked debates on just how well the graduate labour market is improving since the depths of the recession in 2014/15. The number of graduates in employment six months after graduating in 2009/10 is recovering and seeing figures almost as high as in 2007. However, although the unemployment of graduates in 2010 has fallen, it remains high in comparison to the levels reported at the beginning of the recession.

Types of work

In November 2015 The Daily Telegraph² reported that graduates were turning away from the salaries offered by organisations in the banking and finance sector to apply for roles within the public sector with increases in applications across the different services as they searched for job security. It appears that in 2015 there has been a reversal as there are fewer graduates in 2015/16 entering employment in the public sector and an increase in those entering the banking and finance sector. The 2015 edition of 'What Do Graduates Do' reported a decline in the number of graduate entrants to the business and financial services sector six months after graduating, with a fall of 1% between 2015 and 2016. The new edition shows that the number of graduates in employment in the business and financial services sector has recovered to 7.5%, the same as that recorded in 2015. The number of graduates securing employment as financial analysts increased by 45.9% compared to 2015/16 levels. Within the business and financial professionals and associate professionals classification, financial analyst wasn't the only occupation that showed an increase in the number of graduates securing employment compared to those graduating in 2015/16. The number of personnel and recruitment consultants/advisers increased by 81.8%. This makes it the occupation³ with the largest gain in numbers on last year's figures.

The marketing, sales and advertising sector has seen the biggest increase by far in the number of graduates working in the sector, with a 30.8% increase on 2008/09. There is evidence that it's not just the graduates who studied marketing and advertising related degrees securing roles in the industry. It appears that the upturn in the marketing, sales and advertising sector is also providing more opportunities for employment to language graduates.

However, science graduates have not fared as well this year in the graduate labour market, with fewer opportunities for employment. Unemployment has risen for chemistry and biology graduates as fewer graduates found employment as biochemists and biologists, a year-on-year decrease of 19% and 18% respectively. The number of graduates working as scientific researchers saw a decrease of 29.8% which may be due to the decline in spending in R&D in the UK⁴ and to cuts in public sector technical services. In addition, the number of graduates securing occupations as scientific research, analysis and development professionals decreased by 12.1% year-on-year.

The cuts in public spending are already having an impact on the number of graduates securing employment within the public sector. There is no major decline in the numbers of graduates working as nurses, doctors, and primary and secondary school teachers from the 2009/10 cohort but the clerical and secretarial posts in local government and the public administration and defence sector have been affected this year. Graduates working as local government clerical officers and assistants dropped from 530 in 2008/09 to 220 in 2009/10. There are also some graduate level public sector job roles that have employed fewer graduates, including social workers (2100 down to 1860 in 2009/10) and Physiotherapists (1175 down to 895 in 2009/10).

Employment in 'graduate occupations'

The recent recession has left the UK labour market in a state of uncertainty. But, whilst there are more redundancies still expected in the public sector, at the start of 2010 jobs were being created in the business and financial services sector. During the recession many of the organisations offering graduate vacancies reduced recruitment budgets.⁵ In this kind of climate graduates are no longer just competing with the previous year's cohort, they are also competing against graduates from past cohorts who are still trying to get a graduate level occupation.⁶ This has put more emphasis on knowing the type of job that graduates are undertaking in order to establish whether there is improvement in the graduate labour market.

A record number of graduates from 2009/10, 100,265, or 63.4% of those known to be working six months after graduation, found graduate level jobs.⁷ This is an increase of 9.2% on the 2008/09 figure, further evidence of an improvement in the graduate employment market in the last year.

Salaries

Although the employment rate has risen for graduates domiciled in the UK six months after graduating in 2009/10 the average salary, in common with salaries across the economy, hasn't seen a great change. Amongst first degree graduates working full time in the UK who have reported their salaries in the DLHE survey, the average salary ranged from £17,720 to £23,335 with London reporting the highest average salary of £22,480. As seen in the 2007/08 cohort of graduates, the average salary in Scotland saw the largest year-on-year increase from £19,965 in 2008/09 to £20,300 in 2009/10.

Not all regions across the UK experienced a rise in the average salary of graduates in full time employment six months after graduating in 2009/10. The North West and North East saw a year-on-year decrease of 2% and 2.8% respectively.

Table 2 shows the ranges of salary for some of the types of work reported in What Do Graduates Do? Protective service officers (e.g. armed forces officers) had a higher average salary than all of the other types of work (including those not in the table), this has not changed throughout the recession since they overtook health professionals as the highest average earners in 2007. The lower end of salary ranges, reported in the DLHE survey, are earned in administrative and clerical occupations. Many graduates begin their careers working in these occupations but do gradually move toward a higher level occupation relatively quickly, often within months.⁸ Currently the salaries earned by graduates in general administrative jobs range between £13,600 and £17,575.

Table1. Comparison for destinations of first degree

Source: DLHE 2014/15	No's graduating (survey respondents)	Entering employment	Entering further study/training	Working and studying	Unemployed at time of survey	Other
2014 graduates	224895	59.2%	15.4%	8.0%	8.9%	8.4%
2015 graduates	233864	62.2%	13.5%	7.6%	8.5%	8.3%

Looking towards the future

There have been a lot of factors which have affected both the outcome and impact of the data presented in the previous editions of What Do Graduates Do? and will continue to affect the impact of this edition. The UK economy is still recovering from the recession which began in the second half of 2008. Graduates are still facing tough competition in the labour market and not just from their peers but also from recent year's graduates still trying to enter into graduate level employment.

Employers who participated in the AGR Graduate Recruitment Survey 2011: Summer Review found that the number of actual vacancies that they were able to offer in the beginning of the 2010/11 season were lower than expected as a result of the continuing slow pace of economic recovery.⁹ The report shows signs of trepidation in the engineering and construction and building sectors, where a time of uncertainty due to changes in the structure of the sector in engineering and the continuing decline in work available in the construction and building sector due to cuts on public spending have had an impact on the recruitment budgets available for the latter part of the 2010/11 recruitment season.¹⁰ However, the AGR employers remain optimistic for the growth in most private sector organisations as they are expecting to increase the number of vacancies offered to graduates and in some sectors increase salaries to compete for graduates.

This edition of what do Graduates Do? shows that the graduate labour market did improve in 2010 with the employment rate increasing, the unemployment rate decreasing and the number of graduates securing a graduate level job reaching a record high. Slow but sustained economic recovery should be mirrored by a slow but sustained recovery in graduate employment but developments over the next few months will need to be closely monitored.

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Table 2. Range of average salaries of full time, first degree 2010 leavers who entered full-time employment in the UK by type of work

Protection service officers (e.g. officers in the armed forces)	£25,390 - £29,390
Health professionals (e.g. doctors, dentists and pharmacists)	£23,430 - £26,955
Business and statistical professionals (e.g. accountants, management consultants, economists)	£15,030 - £28,175
Engineering professionals	£19,665 - £26,890
Legal professionals (e.g. solicitors and lawyers)	£18,000 - £35,000
Information and communication technology professionals	£19,360 - £26,625
Science professionals	£17,890 - £25,580
Teaching professionals (e.g. secondary and primary school teachers)	£19,195 - £23,000
Architects, town planners, surveyors	£16,110 - £22,230
Artistic and literary occupations (e.g. artists, writers, musicians, directors)	£15,445 - £19,230
Social welfare associate professionals (e.g. youth and community workers, housing officers)	£15,655 - £18,710
General administrative occupations	£13,600 - £17,575
All occupations	£17,720 - £23,335

Working for yourself

‘Universities are now called upon to play a key role in nurturing entrepreneurial skills in all graduates as well as ensuring that those who wish to start their own business are equipped to do so.’ Here Be Dragons? Enterprising Graduates in the Humanities.¹

In today’s economy entrepreneurial capability is deemed appropriate to success in any employment context. Initiatives embedded within curriculum development and wider teaching and learning strategies not only aim to encourage entrepreneurial and creative attitudes, but also increase the development of skills such as initiative, flexibility, leadership, problem solving, creativity, personal effectiveness and communication. Considerable emphasis continues to be placed on support, experience and encouragement for young people as pupils and students are increasingly being introduced to initiatives such as ‘Make Your Mark’, Young Enterprise and annual involvement with Enterprise Week. As a result many students entering university already have some exposure to and understanding of entrepreneurship. The creation of National Enterprise Academies is a recent initiative, designed to support 16-19 year olds. Led by Peter Jones of Dragons Den fame, the scheme offers courses and qualifications in enterprise.²

For students in higher education, funded initiatives are available to encourage business start-ups and small business growth. Students and graduates from all disciplines who are interested in gaining entrepreneurial skills alongside insight into what it takes to set up an enterprise should seek out events, workshops, resources, specialist advice and any funding and incubation facilities which might be available at their own institution. There may also be access to programmes and facilities enabling students to fully explore their business idea via an accredited programme, as part of their studies, or through a placement opportunity. An increasing number of students are now choosing to undertake courses of study which have enterprise and entrepreneurship as a component of their degree course. Examples of this might be ‘Business and Enterprise’ or ‘Employability and Entrepreneurship’.

Many universities offer students the opportunity to join student led enterprise societies which are often associated with NACUE (National Consortium of University Entrepreneurs). These societies encourage and facilitate student participation in a variety of activities which enhance entrepreneurial knowledge and skills, and also create support networks for those budding entrepreneurs.

The National Council for Graduate Entrepreneurship (NCGE) offers funded programmes at a regional level, such as ‘Flying Start’ which supports students and ‘Make it Happen’ programme which supports graduates.

Self Employed Graduates

The destinations of leavers from Higher Education (DLHE) survey is the data source from which this edition of What Do Graduates Do? is produced. As the framework for the data collection is six months after graduation, in terms of gauging trends in self-employment of new graduates, the conclusions we can draw from this are limited for several reasons. Businesses take time to establish and new graduates wishing to establish their own business often have no choice but to become employed for a period of time. This can be for financial reasons or to gain knowledge and experience of the sector in which they intend to start a business. A survey conducted six months after graduation is therefore a relatively short time to track the transition from university to self-employment. The data provides a useful ‘snapshot’ that enables self-employment in new graduates to be gauged by variables such as participation, subject, regions, gender and ethnicity. This has been particularly important in recent years as the labour market has been severely affected by the recession.

What Do Graduates Do? recognises self employment as ‘working for yourself’, freelancing and ‘running your own business.’

- Of the 163,090 UK-domiciled first degree graduates who were in employment six months after graduation 7,225 were self-employed.
- The proportion of Foundation degree (4.9%) graduates who were self-employed within six months of graduation is slightly higher than the proportion of first degree graduates starting their own business (4.4%).
- Amongst first degree graduates who became self employed within six months of graduation, over half were male (54.4%). Self employed males accounted for 5.9% of all male first degree graduates in employment compared with 3.4% of females.
- Of those who completed Foundation degrees, males in self employment accounted for 5.1% of the total in employment – the figure was 4.8% for females.
- Graduates from ethnic minorities were slightly less likely than white graduates to be self employed six months after graduation. 3.7% of ethnic minority graduates were self employed compared to 4.5% of white graduates.
- Graduates from HEIs in London were the most likely to be self employed: 7.7% of first degree graduates from the region’s institutions were self employed as a percentage of the total in employment six months after graduation. Graduates from the South East, South West and the East of England all showed higher rates of self employment compared to all first degree graduates in employment in the UK the overall national figure, accounting for 5.3%, 5.6% and 5.3% respectively. Overall, just under a quarter (22.2%) of self employed graduates studied at a London institution. 16.5% came from a university in the South East, 10.9% from the South West, and just under one in 10 (9.6%) studied at an institution in the North West.
- Not only do HEIs in London account for more self employed graduates than other regions, it is also the most popular region for self employed graduates to base their businesses. 17% of graduates who were self employed were working in London six months after graduation, compared with 13.8% of the total number of graduates who were in employment in London.

Subjects of Study

Table 1 shows the subject areas with the highest numbers of graduates from 2015/16 in self employment. Graduates from design studies courses were most likely to be self employed within six months of graduation with 13.9% opting for this route. Self employment was also a popular choice for graduates who studied music (8.4%), drama (6.2%) and fine art (4.6%).

Table 1: Subjects with highest numbers of graduates from 2015 in self employment (self employed as a % of all graduates in self employment)

Design studies	13.9%	Computer science	3.1%
Music	8.4%	Business studies	3.0%
Drama	6.2%	Sports science	3.0%
Fine art	4.6%	English studies	2.6%
Cinematics & photography	4.5%	Combined	2.4%
Complementary medicine	3.8%	Psychology	2.0%
Media studies	3.4%		

Source: DLHE 2009/10

Types of work

Using the job classification system developed by Elias and Purcell for the Seven Years On Study³ self employed graduates are less likely to be working in non graduated occupations: 14.5% of self employed graduates were classified as being in non graduate employment compared to 36.6% of all UK first degree graduates in employment. Self employed graduates are less likely to be in traditional graduate occupations (3.9%), but are more likely to work in niche areas (32.2%)

Evidence from this survey shows that the creative areas of art, design and media continue to lead the field in terms of those working for themselves, 32.1% of all graduates working as arts, design, culture and sports professionals in the UK are self employed or freelance.

It is likely that entrepreneurial initiatives, an increasing awareness of global markets including the electronic delivery of goods and services, and the raised profile of entrepreneurship (as a result of TV programmes such as Dragon's Den) may result in many other types of graduates considering and exploring self employment as a career option

Industry Sectors

Self employment was a popular choice for those working in the creative industries and this becomes evident when considering a range of indicators such as graduate employment choices, trends and job roles. 20% of self employed graduates working in the UK were employed in creative arts and entertainment activities. This was followed by other professional and scientific activities (11.6%), education (9.6%) and human health activities (6.9%).

Using this type of work categories developed for What Do Graduates Do?, 46.4% of self employed first degree graduates working in the UK were employed as arts, design, culture, or sports professionals. Common roles in this category are fine artists, commercial artists, clothing designers, photographers, musical instruments players, actors, directors and producers and web designers.

A vast array of resources exist to create awareness, inform and support self employment. These may be provided by specialist start up services and initiatives targeting groups such as women, ethnic minorities, STEM subject graduates, as well as regional initiatives and the growth of 'social enterprise' in the UK.⁴ Many of these can be found in university careers services and enterprise centres who also offer advice, support and guidance on self employment.

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Further Reading

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- *Your chance to save the world: the no-fibbing guide to Social Entrepreneurship*, Craig Dearden-Phillips, Directory of Social Change, 2008
- *Anyone Can Do It: My story*, Duncan Bannatyne, Orion 2007.
- *Starting Your Own Business*, D Lester, Crimson, 2008

Useful Websites:

www.prospects.ac.uk/startup - Prospects website
www.nacue.com/ - The National Consortium of University Entrepreneurs

www.fsb.org.uk - the Federation of Small Businesses
www.chamberonline.co.uk – British Chamber of Commerce
www.freelanceuk.com – Creative freelance support
www.nesta.org.uk – NESTA
www.bis.gov.uk – Department for Business Innovation & Skills
www.thedesigntrust.co.uk – The Design Trust
www.flyingstartonline.com - Flying Start Programme
www.makeyourmark.org.uk – Make Your Mark
www.startups.co.uk - Setting up a Business

Case Study

Edwin, Entrepreneur

Edwin recently completed a PhD in Financial Mathematics at the University of Manchester where he previously gained a first class degree in computer science and mathematics. Edwin is a social entrepreneur with a passion for water-related issues. He is known as The Water Guy and is the founder of GiveMeTap.

During my studies I was an active member of the student enterprise society and I was inspired by the water supply difficulties and the plight of many of my relatives in Ghana. GiveMeTap is delivering solutions to enable easy access to water through developing water technologies, infrastructure and fundraising. You buy a blue recycled aluminium bottle for £7 and when you want a drink of water you take it into 'taps' – cafes and restaurants which have signed up as providers of the scheme. 70% of the company's profits go towards providing clean water and irrigation in Africa, helping communities in drought-stricken areas install clear water pumps.

I travelled to Nanibia, Africa, where I worked alongside the local community and volunteers from All4One to help complete a water borehole project, helping 1,200 people get access to safe drinking water. With GiveMeTap, I created a business model connecting people in different parts of the world.

With the idea of 'the reuseable water bottle with benefits', I entered a number of competitions and was awarded a series of awards and grants including, Shell LiveWIRE Grand Ideas Award of £1,000 at a National Consortium of University Entrepreneurs (NACUE) event, Venture Further Business Award (University of Manchester's business plan competition), Catalyst Award and UnLtd Development Award of £15,000. I also successfully gained access to new sponsors, mentors and new outlets, which are all vital to the development of the business.

In September 2010, I was nominated as 'Britain's top black graduate' by Future Leaders magazine.

There are currently 49 'taps' in the Manchester area and the businesses which take part all benefit from increased footfall and sales as well as good PR for being involved in a socially conscious scheme.

Now based in London, my target is the London 2012 Olympic Games. I am aiming to implement the scheme so that people can access free water when visiting the Olympic sites. However, my overall ambition is to provide one million people with access to clean water by 2015.

My advice to would-be student entrepreneurs is to choose to make meaning in this world and thus do something that you love to do instead of thinking about how much money you can make. Secondly, be bold and remember that 'if you don't ask you don't get.' Especially important to me since I frequently need to speak to company owners to ask them to support my water scheme. Above all, my key to success in both academic pursuits and social endeavours is to have as much fun as possible.

Activity 5

Student Worksheet

From course to job: answers

1. Accountant

Any subject. Although there are degree courses in Accountancy and degrees and diplomas in Business Studies with Accountancy options, any subject is acceptable – including Arts and Humanities subjects. (GCSE Maths is required).

2. Actor

Any subject. Although most successful actors have received formal drama training at a stage school or university, there are several famous ones who have not done so. (They have succeeded at auditions on sheer talent).

3. Barrister

Any subject. The quickest route to becoming a barrister is to take a Law degree. However, further professional training is required – and this is only one year longer for students from other subjects. (This applies also to a solicitor's training).

4. Chartered Secretary

Any subject. A chartered secretary is not a secretary as commonly understood but a senior administrator. To qualify it is necessary to pass the examinations of the Institute of Chartered Secretaries and Administrators. No particular degree (or indeed any) is required but useful ones include Business Studies, Economics, Accountancy and Law.

5. Countryside Warden

No particular degree subject is required – although most applicants have done Environmental Studies, Geography or similar subjects. Far more important is a track record of voluntary countryside and conservation work.

6. Dietician

A degree in Dietetics. This is a specialised profession related to medicine, with its own degree. It is not cookery or catering career.

7. Diplomat

Members of the Diplomatic Service may have degrees in any subject. For some posts, linguistic ability – rather than skills in particular languages – is required.

8. Doctor

A degree in Medicine.

9. Forensic Scientist

There are some first degree courses in Forensic Science. Not all are recognised by employers – so it is most important to check. Another route is to do a degree in a science subject such as Biology or Chemistry, then take a postgraduate course in Forensic Science.

10. Health Visitor

Health visitors are qualified nurses or midwives with further specialist training. It is necessary therefore, to take a degree or diploma in nursing or midwifery first.

11. Human Resources (Personnel) Manager

No particular subject is required – although Business Studies, Law or Psychology may be useful.

12. Interpreter

Modern languages at higher education level – unless someone is naturally bi-lingual or otherwise has a very high level of linguistic ability. In any case, more than one language is recommended, so most interpreters (and translators) have studied languages at higher education.

13. Journalist

There are degree courses in Journalism and in Media and Communication Studies but neither is a requirement. It is also a fallacy that an English degree leads necessarily to Journalism. Social Science subjects are equally useful. (Skill in the use of the English Language is naturally required).

14. Market Research Executive

Any subject that requires communication and analytical skills, for example Business Studies, Languages, Science subjects, Psychology, Sociology – and many more.

15. Operational Researcher

A degree in Operational Research itself or Mathematics, Statistics, Computing, Maths based science subjects such as Physics or Engineering.

16. Physiotherapist

A degree in Physiotherapy.

17. Pilot

Any subject. In fact a degree is not strictly necessary. However, many students who successfully obtain sponsorship for training from airlines have a science degree – or a degree in another subject plus some science background at A Level.

18. Primary School Teacher

No particular subject. There are two main routes to this career. One is to take a degree in primary education. The other is to have a degree in a subject related to the national curriculum followed by a one year postgraduate training course. (The list of ‘approved’ National Curriculum subjects varies at different colleges and universities. It is essential to check).

19. Psychiatrist

A degree in Medicine. A psychiatrist (as opposed to a psychologist) is a qualified doctor with further specialist training.

20. Psychologist

Psychology – or a degree in another subject plus a postgraduate conversion course. This is a lengthier route and not recommended for those who know they wish to become psychologists, but it is a useful route for people who make a later decision.



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