



FUTURES
PROGRAMME



OPENING DOORS

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WELCOME

The beginning of the 2020s has bought a mix of gained stability in some areas and increased chaos in others. The result of the general election in December has brought some relief to the uncertainty surrounding Labour's stance on independent schools and, dare I say it, Brexit. Indeed, the Education secretary Gavin Williamson is encouraging teachers to "start this brand-new decade with a brand-new sense of self-belief and ambition". However, the recent worsening of US-Iran political relations and the catastrophic effects of climate change with the bush fires in Australia and the floods in Jakarta bring a swiftly sobering start to the new year.

This issue of the Futures Bulletin addresses some of those implications. Recent publications from the Institute of Student Employers and the Bright Network consider both the changing graduate attitude towards work and employers' strategy in pre-empting the effects of Brexit. The results indicate a mix of optimism and cautiousness. This is a clear case for the need for flexibility and creativity in our thinking. Read the article "The Future of Work" to find out more.

I have also attempted to answer the question on the implications of Brexit for our students holding an EU passport in response to student enquiries. Now Boris Johnson has secured backing for his EU withdrawal bill, we are more able to discuss, with some certainty, the practical outcomes of this move. This comes with the caveat that with all things political, the situation is subject to change, and you need to keep a close eye on it.



“

a clear case for the need for flexibility and creativity in our thinking...

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On to more optimistic matters, this term sees our inaugural Aspirational Futures Fair on the afternoon of March 10th. This careers and higher education fair is open to all students from Year 9 and up to attend with their parents. We will be hosting a range of stalls from higher education providers, companies and external support providers. We have already confirmed that representatives from 7 of the Russell Group will be attending Oxford, Cambridge, UCL, Imperial, Cardiff, Nottingham, Bristol. Additionally, we have a broad range of companies across a spectrum of

industries, including Lazard, Kitchen8, Livingbridge, Publicis Sapient, the7stars, UK Power Networks, Aviva and Willis Towers Watson among many others. If you or your company are keen to be involved, either hosting a stall or giving a talk, please do not hesitate to get in contact.

Our guest writers for this edition are Tilly Franklin and Carole Hall. Tilly is the founder of charity GAIN, which aims to encourage more young women into careers in investing. Tilly, who is also incoming Chief Investment Officer of the Cambridge University Endowment Fund, writes about why investment management is a diverse, fascinating and rewarding job and dispels some of the myths that stand between girls and successful careers in the industry. She will also be sitting on our discussion panel at the Aspirational Futures Fair.

As part of the GDST, we are lucky to have access to the Trust Consultant Teachers who are exemplary practitioners that work across the Trust, supporting and extending the work of the central Innovation & Learning team. Carole is our expert on Careers and Higher Education and provides up-to-date expert advice on all things careers related and has been a great support to us at South Hampstead.

I look forward to seeing you at the Aspirational Futures Fair.

Dr Rachel Osborne,
Director of Partnerships & Employment
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THE FUTURE OF WORK



The newspapers have been full of doom and gloom regarding the effects of Brexit with large companies shifting operations and headquarters away from the UK, closing down UK plants or collapsing altogether.

Even pro-Brexiteer, Sir James Dyson, is moving his headquarters to Singapore. However, recent research released by the Institute of Student Employers shows a slightly more optimistic outlook on recruitment post-Brexit. Of the 300 employers surveyed, 70% reported that the expected recruitment figures will stay the same, and 5% believe recruitment will increase.

Some of the companies that have had UK operations affected by Brexit, according to The Metro:

| | |
|--------------------------|---|
| DYSON | moving headquarters to Singapore |
| HONDA | closing Swindon plant |
| FORD | closed Bridgend plant |
| BARCLAYS | moved £166bn of assets to Ireland |
| LLOYDS OF LONDON | all EEA business is moving to Brussels |
| JAGUAR LAND ROVER | closing UK plants |
| BRITISH STEEL | blames Brexit uncertainty for liquidation |
| HSBC | shifting ownership of its Polish and Irish subsidiaries to France |
| PANASONIC | moved European headquarters to Amsterdam |
| P&O | shifted registration of UK vessels to Cyprus |
| SONY | moved European headquarters to the Netherlands |
| FLYBMI | blames Brexit for collapse |
| BODY SHOP | moving some operations to Europe |
| UBS | moved €32 billion |

The biggest concern is the hiring of experienced specialists, with 38% of companies citing this. Only 17% of companies are worried about filling general entry-level roles, although this rises to 32% when considering specialist roles at entry-level. The trickiest roles to fill are:

- **Engineers (48% of employers struggle to recruit)**
- **IT programmers and developers (39% struggle)**
- **General IT (36% struggle)**
- **Technical and analytical roles (35% struggle)**

If engineering and computer science are not your cup of tea, getting hired as a graduate is tricky. There are, on average, 41 applicants per vacancy. So what can you do to stand out?

With 82% of employers paying little to no attention to what a graduate has studied, according to the ISE report, it can pay to think outside of the 'classic' degrees and secure a place at a top university but on a course with a different name. Durham University, for example, has entry requirements of A*AA for straight Economics, but a less pressurised AAB requirement for Business and Management. Only 28% of companies take A Level attainment into account when hiring, compared to 58% that use the degree as a minimum requirement.

There is a growing trend to not set minimum requirements when hiring, with 19% now taking this stance. Companies are looking for evidence of key strengths and values, and these are not necessarily the same ones that students believe they need. A study by the Bright Network, who surveyed over 5000 recent graduates and final year students, highlighted this difference:

“What do you think graduate employers value most in candidates?”

| Ranking | From the employers: | From the students: |
|---------|---------------------------------------|---------------------------------------|
| 1 | Communication skills | 2:1 or above in their degree |
| 2 | Passion for the business | Existing industry experience |
| 3 | Commercial awareness | Passion for the business |
| 4 | Problem-solving skills | Communication skills |
| 5 | Resilience | Commercial awareness |
| 6 | 2:1 or above in their degree | Confidence |
| 7 | Teamwork | Problem-solving skills |
| 8 | Existing industry experience | Teamwork |
| 9 | Confidence | Leadership skills |
| 10 | Organisation & time management skills | Organisation & time management skills |
| 11 | Leadership skills | Resilience |

The ISE research went on to probe the skills that employers felt were lacking in graduate hires, with the top 5 being:

- 1. Resilience**
- 2. Managing up**
- 3. Leadership**
- 4. Commercial awareness**
- 5. Dealing with conflict**

What can you do to develop and evidence these skills? A good start would be to cultivate work experience. With just 21% of 16 to 17 year olds having had some form of employment while at school in 2017, compared to 42% in 1997, having a sustained period of employment on your CV is going to make you stand out. New companies are emerging that specialise in finding student work experience opportunities. Check out springpod.co.uk for the current vacancies and advice on securing your first placement. Communication skills do not just mean public speaking, but also your telephone manner, e-mail etiquette, and being able to write with the appropriate technical and professional language. Read broadly, both fiction and non-fiction. Pay attention to the language differences between different newspapers and media outlets; how does this convey trust and professionalism? Reading broadly will have the added benefit of increasing your commercial awareness, killing two birds with one stone.





The good news is that graduate starting salaries are stronger than graduate expectations. The Bright Network reports that female graduates expect an average annual salary of £25,900 per annum. The ISE research indicates an average starting salary of £29k, with only the charity and public sector below that of expectations:

- **Legal - £40,000**
- **Finance and professional services - £30,125**
- **Digital and IT - £30,000**
- **Energy, Engineering & Industry - £27,500**
- **Retail and FMCG - £27,000**
- **Built Environment - £26,900**
- **Charity and public sector - £25,000**

My advice to you is to challenge yourself, build your resilience. Take opportunities to network, even if you find it difficult. Pick a degree you enjoy and reflect on the skills you are learning alongside the content. Exciting and new opportunities are opening up, and you are best placed to take advantage of them if you face the world with an open mind and can-do attitude.

“

Strong project management and organisational skills, when combined with creativity, will be a particularly potent mix in the future.

Nesta

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What are the IMPLICATIONS?

There is no doubt that Brexit will have a profound and lasting effect on the culture and atmosphere of British universities. The Scottish system has already seen a 'brain-drain' effect with 2,500 EU academics having left since the referendum went through, as reported by The Times just before the new year. With the University of Cambridge boasting a fifth of its staff and a quarter of its students as European, it is no wonder they were ardent remainers. However, taking on the advice of Williamson, maybe we should be approaching this situation with "a brand-new sense of self-belief and ambition" and looking for the new opportunities, rather than missed ones.



As a student, if you only have a non-UK EU passport, there is good news if you are in the Upper Sixth or above and want to study or continue studying in the UK. By signing up to the "EU Settlement Scheme," you will qualify for 'home fee status' for any course starting in Sept/Oct 2020 or before. You will keep this status for the duration of your course, which will allow you to pay the lower fee rate and apply for student finance support. You will need to apply to the settlement scheme by June 30th 2021 if a deal does go through, or by December 31st 2020 in the case of no deal.

If you are in Upper Sixth and want to take a gap year, or you are below Upper Sixth and so will be starting your course in or after September 2020, then I do not have an answer for you yet. The official government webpage simply states: "We'll provide details about your fee status and eligibility for student finance when they are available." However,

if the most pessimistic of predictions are to come true, the British universities will be tumbling down the world rankings, so you might want to escape to Europe to study anyway.

There is a similar story for UK students wanting to study in another European country. There are eleven countries with free tuition, and many others with very low fees in state universities. If you start your course before the end of December 2020, you will be eligible to keep that fee status. The countries currently offering free tuition to EU students are Germany, Sweden, Norway, Finland, Denmark, Poland, Hungary, Austria, Greece, Croatia and Slovenia. Post-2020, you will be subject to the individual country's policy on non-EU students, apart from Germany and Norway, who offer all students free tuition.

There are going to be broader effects than those of the individual's fee status and The Times Higher Education recently published some figures worth pondering. For some universities, a significant proportion of their income originates from the EU, either as research grants or fee income. Bangor University will feel the pinch with 44% of their £21 million research budget being funded by EU sources. Closer to home, LSE have 13% of their fee income being paid by EU students. Boosting the numbers of international students, and looking to overseas investment for research (an already competitive marketplace) will be the way forward.

The reduction in available research grants will be compounded with changes in immigration status, and this will have a detrimental effect on the numbers of EU academics in Britain. In 2017-18, 18% of the workforce in UK universities identified as EU Citizens. Looking at humanities and biological, mathematical and physical sciences, this rises to 23%, so these subjects could be hit hard by Brexit. Academics from China and the USA currently make up only 4% of the workforce, but this

could prove an incentive to adjust our immigration rules to encourage non-EU academics to move to the UK.

The nature of research collaboration is also likely to change. Luckily, and here is one of the few positive points in this article, we already have a strong collaborative relationship with China. We co-authored more than 55,000 papers with China between 2014 and 2018. Germany only managed 33,000 and France a mere (!) 22,000. The pattern is repeated with the USA. If we are proactive, we can significantly strengthen these relationships and return to being the second most-represented nation in the world rankings, having just slipped down past Japan, according to The Independent.

We are currently the biggest beneficiary from the European Research Council's Horizon 2020 framework programme due to our research excellence. The potential loss of €1.8 billion would be catastrophic. We still do not know if the UK will associate with Horizon Europe after Brexit, in a similar manner to Israel and Switzerland who shared €1.1 billion. We could set up an alternative to the ERC, but no one is quite sure how that would work or if it is viable.

What is clear is that UK universities are worried, and the lack of decisions has not helped in setting out clear strategies and contingency plans. There is much discussion about what we will miss out on, but this has yet to be counterbalanced in full by a discussion on the emerging opportunities that Brexit will bring. By facing the new year with a "brand-new sense of self-belief and ambition", we should be able to find the old British resilience and put a positive spin on what is coming up.

WHAT A LEVELS TO STUDY

Advice from the Russell Group

WWW.INFORMEDCHOICES.AC.UK

The Russell Group have revamped their advice on the subject combinations required to get into university. Their new website is still in the beta testing phase but offers guidance written by the admission directors from the 24 Russell Group universities.

It is worth exploring the website itself, but I thought it useful to share some of the frequently asked questions and their answers here:

Why is subject choice important?

The subjects you study at Sixth Form or college will influence the degrees which are open to you at university and potentially your future career. Different universities can have different requirements so you should always check the specific subject requirements for degrees you are interested in.

Are there degrees that have no subject requirements?

Yes. There are a number of degrees that don't usually have subject choice requirements. They'll show you some of these when you test different subject combinations through Informed Choices, although it's always best to check specific course requirements carefully.

I don't know what to study at degree or A Level. What should I think about when choosing my subjects?

Start with the subjects that you like and are good at. Your teachers will be able to help with this. It's also worth considering whether there is a specific career or job that appeals to you and finding out what qualifications you might need for it.

How do Russell Group universities view the Extended Project Qualification (EPQ)?

The EPQ is a single piece of work that requires evidence of planning, preparation, research and independent learning. These are skills that are valuable for studying at university. Some Russell Group universities will make you a lower grade offer if you have a good grade in the EPQ. Even if it is not part of the offer, it can be used in your personal statement or interview to demonstrate your interest or aptitude in the subject.

Where can I find the list of facilitating subjects?

The Russell Group previously published a list of subjects which can be particularly useful for pupils who aren't sure what to study at university. These subjects are considered essential for many degrees and so can open lots of doors.

Now that they have created their new Informed Choices website, it is no longer necessary to publish such a list. Here you can explore the various degrees and subject areas you're interested in – as many as you like – to build up a more personalised picture of the subject combinations which suit your talents and ambitions. They have sometimes heard other people suggest that facilitating subjects are the only subjects pupils should consider to get into a Russell Group university, or that you must take them for any degree. This has never been the case.

What options are there if I haven't taken the A Level or equivalent qualifications required for my chosen degree course?

Entry requirements vary between different universities so if you find that you have not taken subjects which

are listed as “essential” for the degree course you want to take, you should check individual universities' entry requirements through UCAS or on universities' websites. You may still meet the requirements at some institutions. Alternatively, you can explore other routes to accessing the degree course of your choice. Many universities, including those in the Russell Group, offer foundation years which are open to students who don't have the required qualifications for direct entry onto their chosen degree.

Who are the Russell Group?

The Russell Group describe themselves as “the 24 leading UK universities that are committed to maintaining the very best research, an outstanding teaching and learning experience for students of all backgrounds and unrivalled links with business and the public sector.”

UNIVERSITY OF BIRMINGHAM

UNIVERSITY OF CAMBRIDGE

DURHAM UNIVERSITY

UNIVERSITY OF EXETER

KING'S COLLEGE LONDON

UNIVERSITY OF LIVERPOOL

UNIVERSITY OF MANCHESTER

NEWCASTLE UNIVERSITY

UNIVERSITY OF OXFORD

QUEEN'S UNIVERSITY BELFAST

UNIVERSITY OF SHEFFIELD

UNIVERSITY COLLEGE LONDON

UNIVERSITY OF YORK

UNIVERSITY OF BRISTOL

CARDIFF UNIVERSITY

UNIVERSITY OF EDINBURGH

UNIVERSITY OF GLASGOW

IMPERIAL COLLEGE LONDON

UNIVERSITY OF LEEDS

LONDON SCHOOL OF
ECONOMICS AND POLITICAL
SCIENCE

UNIVERSITY OF NOTTINGHAM

QUEEN MARY UNIVERSITY
OF LONDON

UNIVERSITY OF SOUTHAMPTON

UNIVERSITY OF WARWICK

CAREERS IN INVESTING

SMASHING STEREOTYPES ONE MYTH AT A TIME



TILLY FRANKLIN

Founder of charity GAIN and Chief Investment Officer of The University of Cambridge

Investment management is one of the most diverse and rewarding careers out there. Investment jobs range from identifying emerging technologies and helping them accelerate exponential growth, to evaluating the opportunities and risks facing the world's largest companies.

It's a unique career due to the range of skills involved - researching trends in different industries, making judgements about people and communicating your conclusions to convince others, as well as analysing financial information. Many investment management roles involve enormous amounts of responsibility and autonomy from a very early age not to mention the opportunity to travel the world, meet a huge range of extraordinary people and achieve financial independence.

Despite all this, too many people write off applying to the investment industry early one because of commonly-held misconceptions. Read on to debunk the myths and discover how you could make this dream job into a reality!

Myth Number One:

“I would have to study Maths or a STEM subject.”

Reality: While it’s great if you’re considering maths or science, many successful investors come from a range of backgrounds, including humanities degrees. I personally studied English, which has been hugely helpful in allowing me to read between the lines and distil key messages from written information. Friends of mine in the industry read Languages, Geography and Classics at University. If you absolutely hate anything to do with numbers, this might not be the job for you, and maths A-Level can be helpful – but it’s more important to study what interests you most and to learn to develop your own points of view.

Myth Number Two:

“Investing is just about making rich people richer.”

Reality: Investing is about generating a return – put simply to sell something for more than you buy it for. But some of the largest investors in society are pension funds and charities, so by doing well you’d be supporting people’s retirement, or helping charities to expand their impact. For example - I’m starting a new job in January at Cambridge University, where I’ll be investing to help supplement teaching and research budgets. If contributing to society is your main aim, Impact Investing is also a growing area of the industry, which aims to generate social benefits at the same time as making profits.

Myth Number Three:

“I will spend my whole day doing spreadsheets.”

Reality: Investing is one of the most diverse jobs out there. Whilst you may see a spreadsheet from time to time, crucial information is just as likely to come from meeting people, reading and doing field research as from number-crunching. Different areas of the industry also include different levels of numerical work. When investing in very early-stage companies,

for example (called “venture capital”) there is not a lot of information to go on and decisions are more intuitive, so the scope to build giant Excel models is fairly limited!

Myth Number Four:

“All investors are middle-aged white guys.”

OK, there are middle aged white guys working in investment management. The vast majority of them are great at their jobs and great role models. But there are also incredibly talented male and female investors in the industry of all ages, nationalities and ethnicities. It has been proven that diverse teams make better decisions, and because investing is all about making good decisions there is a huge push in the industry right now to increase diversity even further. So, there has never been a better time as a woman to get into an investing career.

Myth Number Five:

“I would have to work 80 hours per week and have no work-life balance.”

Reality: It helps to work hard if you want to do well – in any career. But I know very few people who work the kind of crazy schedules that we’ve all heard horror stories about. I’ve been a professional investor for 20 years and have managed to get married, have two children, and go on lots of fun and exciting holidays and trips! It’s about working smart, not working hard for the sake of it. The “face-time” [meaning being stuck in the office, not talking on video calls] culture of the 1980s and 1990s is gone.

If after reading all of this you think that investing could be for you, or are just curious to find out more, check out our website at www.gainuk.org, or follow us on Instagram at [girlsareinvestors](https://www.instagram.com/girlsareinvestors). On the website, you’ll find video interviews with young women investors a few years further on in their careers, reading suggestions, links to some great podcasts and much more. And don’t forget to look out for GAIN at the South Hampstead careers day next term...

SPOTLIGHT ON CREATIVE AND MEDIA DEGREES

CREATIVITY MATTERS



THINK OUT OF THE BOX

White Hat offer:

apprenticeships in Digital Marketing and Social Media

Pearson College's Escape Studios offer:

Degree courses in Visual Effects, Video Games and Computer Animation.

The BBC, Sky, ITV and Channel 4 all offer Media Apprenticeships

Creativity is now at number 3 in the World Economic Forum's list of the top 10 skills people will need to be successful in the future jobs market.

This is an important message to share with students and, possibly more importantly, parents who remember when 'Media Studies' courses were regularly lampooned in the press and are worried that pursuing creative, as opposed to academic, interests will be frowned on by future employers. Degree courses focusing on creative skills have long been the stronghold of the newer universities and there are many and varied design based courses offered by institutions such as Sheffield Hallam, Nottingham Trent, Manchester Met, the University of the Arts London and Falmouth (to name but a few) who all offer excellent facilities and well-established links with employers.

An interesting and more recent development has been the growth of creative and media related courses at Russell Group universities and their close cousins such as Lancaster and Loughborough.

These courses have strong industry links and clear progression routes for their students. They may be of particular interest to students who are achieving A/B grades at A Level and are keen to go to a university which has a long established reputation and is in the top 25 institutions targeted by graduate employers (as identified by High Fliers Research).

EXCITING COURSES FOR BUDDING CREATIVES

These courses do not require specific A Levels subjects but will require evidence of an applicant's creative abilities and ideas via their Personal Statement.

All these courses offer work placements and opportunities to study abroad.

CARDIFF UNIVERSITY BA JOURNALISM AND COMMUNICATIONS

Students produce portfolios (including digital portfolios), practise journalistic writing skills across a number of platforms including online, broadcast, print and magazines, pitch ideas for new editorial products and businesses and use a variety of software to produce graphic outputs, blogs, apps, and social media campaigns.

Entry requirements:

ABB-BBB (potential for a grade lower with an A grade at EPQ)

LANCASTER UNIVERSITY BA ADVERTISING AND MARKETING

This course offers a “firm grounding in brand strategy, digital marketing and advanced consumer behaviour” and includes a real life advertising research project for an advertising, design or media agency or client company.

Entry requirements:

AAB (GCSE grade B/5 in Maths and English)

LANCASTER UNIVERSITY BA MEDIA AND CULTURAL STUDIES

Provides “preparation for careers in the creative sector, advertising and marketing, and communications and journalism by helping you better understand media practices, platforms, and (audio-visual) texts in an ever-changing technological context.”

Entry requirements:

ABB

UNIVERSITY OF LEEDS BA DIGITAL MEDIA

Students receive hands-on training in TV, radio and digital production and are trained in essential multimedia skills such as live blogging and mobile video packages. The degree is also accredited by the Broadcast Journalism Training Council (BJTC).

Entry requirements:

ABB or BBB with A grade EPQ. Leeds also have an excellent Access to Leeds programme which makes significant reduction in grades requirements for students who fulfil the access criteria.

NB for those who are studying Art A Level and want to pursue their love of creativity without a strong link to the world of work, Leeds is also a Russell Group rarity in offering a **BA in Fine Art**.

UNIVERSITY OF LIVERPOOL BA COMMUNICATION AND MEDIA

This can be studied with another subject as part of the university's extremely flexible Honours Select programme.

Entry requirements:

ABB or BBB with A grade EPQ

LOUGHBOROUGH UNIVERSITY BSC IN MEDIA AND COMMUNICATION

This course offers a wide range of specialist analytical and practical skills required for working in the media and communication industries.

Entry requirements:

ABB

NEWCASTLE UNIVERSITY BA FILM AND MEDIA

This degree focuses on developing practical skills in documentary film-making alongside an understanding of journalism practice.

Entry requirements:

ABB

UNIVERSITY OF SHEFFIELD BA DIGITAL MEDIA AND SOCIETY

Sheffield also offers one of the top Journalism degrees in the country teaching “excellent newswriting and digital skills like video editing and social media” and with professional accreditation from the NCTJ and Professional Publishers Association.

Entry requirements:

ABB or BBB with grade B EPQ

UNIVERSITY OF SOUTHAMPTON BA FILM

While much of this course concerns the academic study of film students can also hone their filmmaking skills via the student-led filmmaking, TV and radio societies. These offer training and equipment so students can experience directing, producing, scriptwriting, sound or camera work.

Entry requirements:

AAB - ABB including an essay based subject.



CREATIVE THOUGHT FOR THE DAY

“

Everybody has creative potential and from the moment you can express this creative potential you can start changing the world

”

We have spent many years extolling the virtues of STEM. Maybe it's time to build more awareness of the exciting opportunities that are open to students who want to explore their creative side.

Carole Hall

GDST Trust Consultant for Progression to Higher Education



What type of **FROG ARE YOU?**

UniFrog, the online careers and higher education advice platform that we utilise, has recently launched a rather fun but thought-provoking personality profiling quiz. We do offer the Year 10 students a more in-depth profiling opportunity with The Morrisby Organisation in the summer term, so keep an eye out for that.

“Categorising personalities is not new - the ancient Greeks developed a system of understanding the makeup and workings of the human body known as the four humours (black bile, yellow bile, phlegm, and blood), where they believed that the precise balance of each humour explained personality.” While UniFrog describes the background in terms of ancient Greek bodily fluids, they actually underpin their test with the slightly more modern theory postulated by Carl Jung.

Clarifying that their personality type guides are archetypes, they have worked closely with the ever popular Myer-Brigg’s framework. Depending on where you fall on each of the four Myers-Briggs scales, you might recognise yourself in a mixture of two types or more - this can also change as you get older, or even depending on your mood or the situation. Two of the same types can seem very different depending on things like their environment, values or interests.

Keeping in with the Frog theme, they describe each personality type as a variety of frog. Get online now to work out if you are a Vietnamese mossy frog, an *Allobates zaparo* or even a Malagasi rainbow frog! This guide is a fun read that should encourage you to consider your skills from a new angle, and might teach you a few things about yourself - enjoy!



UPCOMING DATES

NOT TO BE MISSED

TUESDAY 10TH MARCH, 2.30-6PM

ASPIRATIONAL FUTURES FAIR

YEARS 9 TO SIXTH FORM STUDENTS
AND PARENTS

“
I BELIEVE THAT IF
YOU’LL JUST STAND
UP AND GO, LIFE
WILL OPEN UP FOR
YOU. SOMETHING
JUST MOTIVATES
YOU TO KEEP
MOVING.”

Tina Turner, O magazine



FUTURES
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