



THE UNIVERSITY *of* EDINBURGH  
Careers Service

# Skills for the Industry: The Careers Service and Informatics

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Inspiring futures





What Employers Want

Careers Service Approach

Practical Delivery – what do we do? What could we do?





# Skills that employers want....

## ISE Student Development Survey 2021

Generally satisfied with:

Soft skills such as teamwork and interpersonal skills.

Top 2 areas of concern:

1. Career management; the ability to manage your career, your boss and those around you
2. The ability to manage up and negotiate/influence
3. Resilience and Adaptation

**“The overwhelming majority (78%) of employers agreed that graduates who had completed an internship or work placement were more skilled than those who had not.”**





# Skills that employers want....

## My observations of student challenges

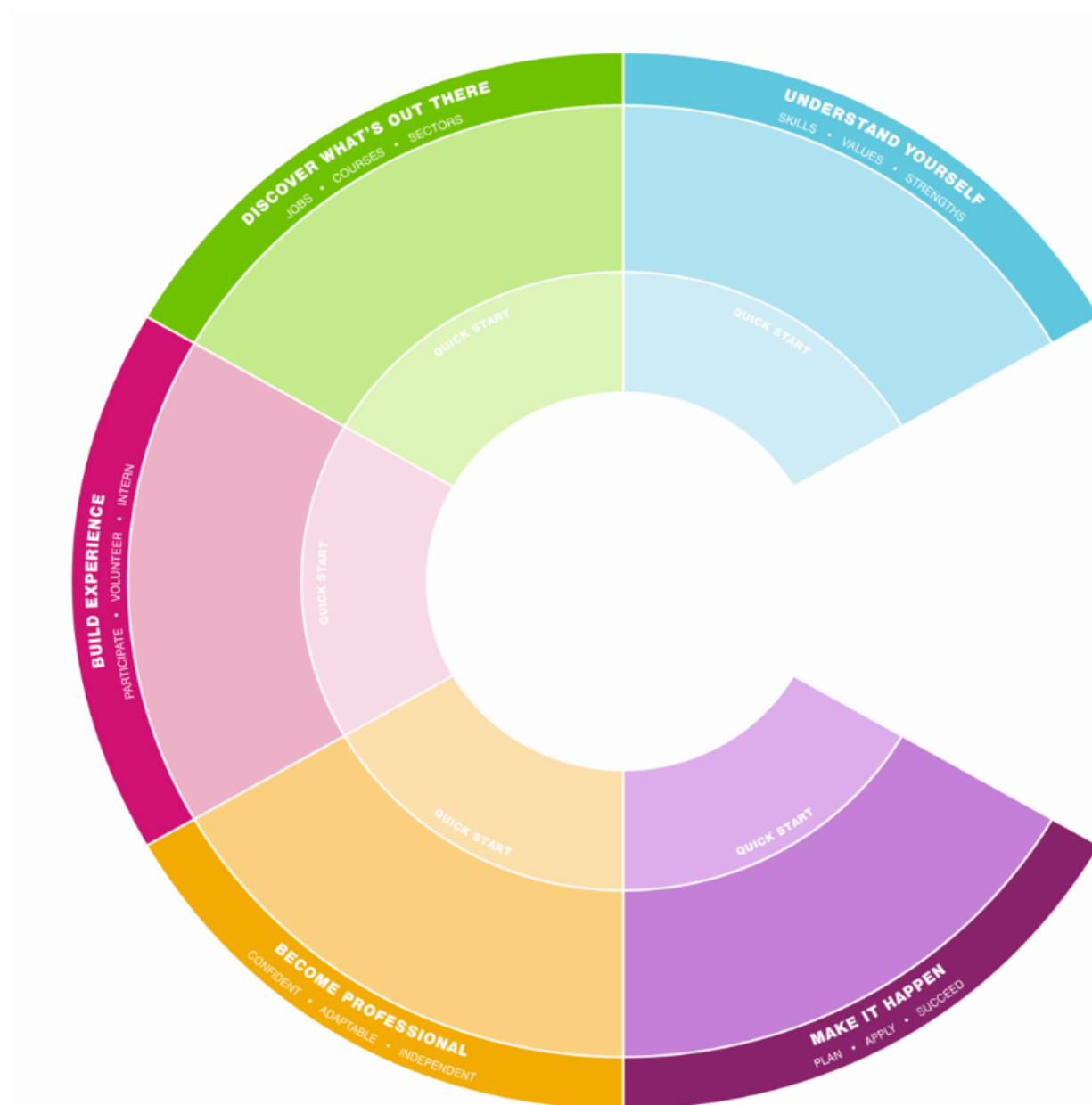
- Understanding values: multinational vs start up, autonomy vs certainty, change the world vs bank balance
- Reflection: Recognising and demonstrating transferable skills
- Intentionality, active career management





# Career planning made simple

- **Understand yourself** – skills, values, strengths
- **Discover what's out there** – jobs, courses, sectors
- **Build experience** – participate, volunteer, intern
- **Become professional** – build confidence, adapt
- **Make it happen** – plan, apply, succeed







# Student guide online

- Each of the 5 segments has prompts/suggestions for things students can do, covering early years, penultimate and final year students and “**Quick wins**”
- The guide can be used as an action plan for students to record what they intend to do or as a reflective tool to record and map progress

The screenshot shows a web browser window with the URL <https://www.ed.ac.uk/careers/students/undergraduates/careers-compass/taking-you-through-each-segment>. The page has a purple header with 'CAREERS SERVICE' and a navigation menu on the left. The main content area is titled 'Taking you through each segment' and includes a sub-header 'Understand yourself: skills, values, strengths'. A paragraph explains that understanding oneself helps in identifying what's important, what you enjoy, and what suits you, leading to better applications and career fulfillment. A graphic on the right shows a circular diagram with segments labeled 'UNDERSTAND YOURSELF', 'SKILLS', 'VALUES', 'STRENGTHS', and 'QUICK START'. A 'Contact us' button is visible in the top right corner of the page content.

Change cookie settings

<https://www.ed.ac.uk/careers/students/undergraduates/careers-compass/student-guide>



# Bite & Snack

**Discover What's Out There**

## How to use this toolkit

**Who is this toolkit for?**


This toolkit is designed to support you to find out what options are open to you and how you can research these further.

Whether you are brand new to career thinking or have already started exploring options and want to find out more, this toolkit is for you.

**How to use this toolkit**

- It is very flexible so you can work through it in a way that suits you
- You can start at the beginning and work your way through all of the topics and activities
- Or, you can jump to the parts which feel most relevant to you


Use the navigation bar to make adjustments and to open the table of contents (bottom right).



**Next Steps**

There are other toolkits available to help you to continue your career planning journey:

- **Understand Yourself:** Skills, Values, Strengths
- **Build Experience:** Participate, Volunteer, Intern
- **Make it Happen:** Plan, Apply, Succeed
- **Become Professional:** Confident, Adaptable, Independent




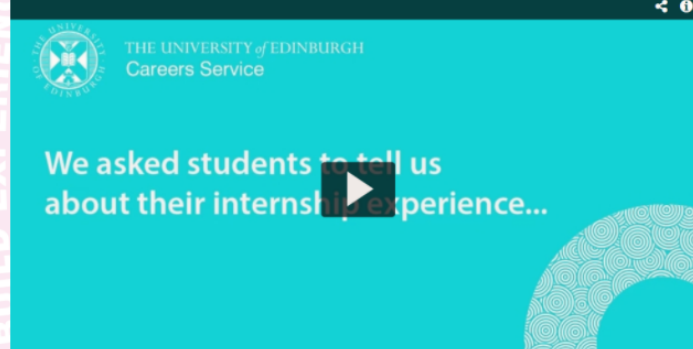
**Build Experience**

## Hear from interns

Watch these short videos of [Employ.Ed interns](#) of students talking about internships and answering the questions:

- "What have you gained from your experience" and
- "What tips would you give other interns"

\*Click the image to view this video.



**Make it Happen**

## Psychometric tests


Commonly associated with graduate schemes, you may be requested to complete these at the early stages of the recruitment process (perhaps even automatically after you submit your application).

Psychometric testing can take many forms, depending on the type of vacancy you are applying for and are usually used to assess your logical reasoning (not your general knowledge).

These answers will have definite "right" and "wrong" answers, which you often have to select from a range of options. These tests are usually timed and employers will tell you beforehand if you need any specific equipment (e.g. a calculator). You should sit these tests in a familiar, quiet room with no distractions and read the instructions fully before you begin.

Tests may include:

<b>Diagrammatic reasoning</b> Used to assess your logic and visual thinking skills	<b>Error checking</b> Will test your attention to detail in pressurised (timed) environment	<b>Numerical reasoning</b> Will test your ability to interpret data and statistics quickly and accurately
<b>Spatial reasoning</b> Testing your ability to draw conclusions from limited information	<b>Verbal reasoning</b> Used to test your understanding of written information	





# Meal

## Understand Yourself

### What's important to me?

#### What motivates you?

\* Required

Take 5 minutes to consider the list of statements below. Tick those that you think are important to you as you consider a future career.

You could use the list as you explore and consider different career options in the future to assess how well they meet your work values.

I want a job:	Important	Not important	Not sure
In a well-known organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where I can be an expert using my specialist knowledge or skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where I am challenged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Understand Yourself

### What am I good at?

#### What am I good at?

Building on your earlier reflection on the blogs you read, what about a look across all your experiences? When thinking about what you're good at and the strengths you offer – start with yourself. Whether you have arrived at the university from school, are arriving as a mature student, or are returning to study to change career, take some time to consider what you have to offer as a result of your experience so far. Below are some examples of how you might approach this exercise:

Ask yourself how you felt at the start of the experience vs now - what have you learned along the way?

When have you really enjoyed yourself?

What has been more of a challenge?







# ‘Be Professional’

**Become Professional**  
**Knowing your rights**

Depending on the circumstances, this may be your first professional job, and knowing where you stand on working conditions at home can be tricky.

When working remotely, your pay and other terms and conditions of your employment should stay the same, apart from having to work from home on a temporary basis. You are still covered by the law on working hours. For an impartial overview of your rights, please visit the ACAS website:

[ACAS - working from home](#)

In the U.K, there is regularly updated Government-level advice on the Gov.uk website. This will support you to know the regulations about working from home, caring responsibilities, claiming tax relief and advice on accessing financial support:

[Gov.uk website - working from home](#)

You can claim tax relief for working from home (as well as other things such as work equipment or tools), by using the Government's microservice here:

[Gov.uk - claiming tax relief for working from home](#)

It's relatively quick and easy to use, but please note that you won't receive a one-off payment – the claim is done by altering your tax code, which is what indicates to your employer how much tax to take off your payslip. This means there will be less tax taken off each month, so your take-home pay will be slightly higher.


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**Become Professional**  
**Taking care of your wellbeing**

It is so important to take care of yourself in general, but it seems particularly important in the context of working from home.

The advice and tips here will provide some insight into how to take care of your wellbeing – but remember, these tips might not work for everyone.

It's good to work out what helps you and create your own routine and coping mechanisms that you trust will support you in the best way possible.



**Plan your day**

Wake up at a regular time and get ready like you would when going to a place of work. Aim to be at your workspace at a regular time each day, ready to go. This will help to create a routine and provide you with some solid structure. Sticking to a regular work pattern can help separate work and life, and ease feelings of stress.

Make use of your calendar or diary to track deadlines, add in recurring meetings and most importantly, schedule regular breaks and lunches.

If you're finding it hard to take decent breaks, try setting a timer or alarm which will remind you to stretch, take a short walk or make another well-deserved hot drink.

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## Become Professional

### Professionalism at home

Engaging with your colleagues and working collaboratively is normally a part of professional etiquette in workplaces everywhere. But how do you showcase your communication skills and professionalism when working remotely?



#### Video calls

We are all well used to video calls and the need to be ready to be seen while on a call – but the benefits of these calls do include comfy slippers underneath the desk and limited travel time to each meeting!

Basic video conference etiquette includes ensuring the other people on the call can hear you and see you as well as possible, minimising background noise or distractions, and giving everyone the chance to participate. Here are some top tips on being professional on video calls:

- Test your microphone and webcam before the call. Audio is top priority – can you boost your WiFi signal, or use an ethernet cable to make the signal stronger?
- Make use of the 'mute' function. If you're not speaking or expected to input, you can mute yourself. This will limit any background noise or awkward breathing. Remember to unmute when it's

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# Currently...

## Within the School

- Induction (all stages) – introduction to the Compass, tools, events, activities, support
- Targeted sessions for 3<sup>rd</sup>/4<sup>th</sup> years, PGTs on coding /Technical Interviews, CVs, Job Applications etc
- Alumni Events – Lunch time panel sessions
- Careers in Tech and Data - panel events, blogs employer meet ups
- Systems Design course – reflective session, demonstrating skills in applications and interviews
- Offer holder sessions, open days
- Weekly Drop-in sessions
- School Appointments
- Newsletter / emails

## Central Offering

- Careers Essentials (UG, PGT)
- PhD Horizons
- Careers Fairs, Networking Events





# What next?

- Earlier Engagement = more experience, more information
- Targeted support – making the support feel relevant
- Specialist Resources (Student Demand)
- Delivery to support reflection, skill recognition
- Integration – where are the opportunities to embed the compass / Career Management Skills within the School and within courses
- Consulting Capacity – How can Careers contribute to programme development, curriculum transformation etc...
- What else?







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# Let's continue the conversation

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