Skills that employers who hire UCL SHS graduates are looking for

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Introduction

In the summer of 2020, Prisha Bhandari, 1st year BA History, Politics and Economics student, reviewed publicly available information from eighty companies on what key skills they were looking for from graduate hires. This work was completed with Dr Cloda Jenkins as part of a UCL Laidlaw Scholarship project on *Employability Skills in Social Science Degrees*. The skills identified in this research are summarised here for students interested in understanding what skills they should be able to demonstrate when applying for roles. The information is also relevant for Programme Leads and Lecturers considering what skills they might want to help students develop as part of their curriculum.

The information presented here is at sectoral level to help you think about your skill development over time and to help you think about which sectors interest you the most. When applying for a role in any specific organisation you should of course look closely at what that individual employer are looking for and ensure that you market yourself in a way that best matches what they specifically want, recognizing that this is easiest to do when what they want and what you have to offer, and what you are interested in, match.

Methodology

A list of top employers of graduates from Social and Historical Sciences was compiled using data from the Destination of Leavers in Higher Education Survey. The list can be found in Appendix 1. "Top employers" are those employers who directly recruit a relatively large number of graduates. For this, graduate destinations of undergraduate and postgraduate students from constituent departments under the SHS faculty were obtained through Tableau Public- a data visualization tool which has a comprehensive list of all employers of graduates from UCL. These graduate destinations were compared to make a comprehensive list of top industries, and top employers within them.

Each top employer selected was scrutinized through online resources for skills looked for in graduates. Both "preferred" and "not required" skills are accounted for. These sources include individual divisions, roles and responsibilities of hired graduates, values of the organization, videos of graduate employees describing their experience, insights, information sourced from virtual events, graduates describing how they got hired, career relevant quizzes on company's websites and graduate scheme brochures. Where sufficient information was not available, similar companies were analyzed and news reports of the company were referred to in order to gauge core values.

Several specific divisions and roles within top employers required graduates to be from a STEM background. As these do not reflect the skills required in graduates of SHS, such divisions and roles were not considered. Within the Policy and Government sector, graduates are employed in the House of Commons and Ministry of Defense through the Civil Service route. However, as House of Commons and Ministry of Defense are taken as separate graduate destinations altogether, while scrutinizing the civil services these two departments were not accounted for. Museum of London Archaeology puts itself under the category of "Museums and Heritage", and has been included in that category accordingly, although its operations can differ from those of traditional organizations in the sector. Software development/technology divisions usually require coding and programming language knowledge. Where a specific degree background was not necessary, this division was included.

Some firms do not sponsor students who do not have a visa to work in UK and some organizations (like divisions within Ministry of Defense) require all graduates to be British citizens. Some programs in the UN also require employees to be nationals of member countries. These disparities are ignored as they are still reflective of the skills looked for in graduates, regardless of their nationality.

To help identify important skills we started with a list suggested by a literature review undertaken by Dr Jenkins in Spring 2020. Details of the most common employability skills identified can be found in Appendix 2. The skills areas identified in this survey of SHS employers was broadly similar with some variation within and across sectors. We first identified skills at company level, combined these into sectoral level and then combined these into a final list of priority employability skills across all sectors that hire SHS graduates. We present the aggregate information in the next Section and the information broken down by sector is provided afterwards.

Ranking of top skills across sectors

This section summarizes the information collected to rank the top skills employers look for in graduates of SHS, across all popular graduate destinations. However, it is important to remember that the following list simply reflects the top skills required across all top industries where SHS graduates go, not accounting for the disparities between the skills required in individual industries. Notable disparities do exist, such as the following:

- Leadership and creativity are important skills that top employers in Accounting and Financial Services look for, however in the following list these appear towards the bottom of the ranking because they are less emphasised in other sectors.

- The skill area of data analysis, which takes the fourth spot in the following list, is not as important in the Charities, NGOs and International Development industry, or the Teaching and Education sector.

- The ability to consider and solve problems is arguably one of the most important skill graduates must possess for a job in consultancy, however in the following list this takes the spot of the 14th position as again it is less prominent in other areas (although still important).

It is important to remember such variation when looking at the list below. Sector-specific top skills are outlined in the next section. Moreover, as reiterated before, skills required by individual companies within an industry can vary as well. For example, while data analysis is not a top skill in the Charities, NGOs and International Development industry, development banks nevertheless require employees to possess data analysis skills.

1. Team working/collaboration (Working effectively with others)

2. Self-motivating (Self-management)

3. Express and explain evidence-based ideas (Communication and content production)

4. Inter-personal skills (Working effectively with others)

5. Able to motivate self (Critical self- awareness) and Qualitative analysis and data processing skills (Data analysis)

6. Motivated (Can do/positive attitude)

7. Flexible/adaptable (Can do/ positive attitude)

8. Writing Reports (Communication and content production) and Work confidently with data (Data analysis)

9. Interpret and use data effectively to analyse and solve challenges (Data analysis) and Commitment to lifelong learning (Ability and willingness to learn)

10. Integrity (Professionalism), Take on different roles/flexible in roles (Working effectively with others), Adaptability (Ability and willingness to learn) and CV/application writing skills (Manage own careers)

11. Project management (Plan and design research)

12. Interview skills (Manage own careers)

13. Diligent (Professionalism) and Intellectual curiosity/inquiring mind (Creativity)

14. Take responsibility for decision/conclusion reached (Ability to consider and solve problems), Demonstrate passion (Can do/positive attitude) and Take responsibility (Leadership)

15. Reliable (Professionalism), Skills to engage in lifelong learning (Ability and willingness to learn) and Commitment to lifelong learning (Ability and willingness to learn)

16. Organised (Self-management), Identify, select and interrogate range of appropriate evidence/materials from existing sources (textual/numerical/visual) (Plan and design research), Take personal responsibility (can do/positive attitude), Think creatively (Creativity) and Reach a conclusion/make a decision (Ability to consider and solve problems)

Sector-wise top skills ranked

In this section we present the skills that top employers look for in different sectors. There is a lot of similarity across sectors but also some sector-specific emphasis in different areas.

The skills are broadly listed in order of 'importance', with a top skill defined as one where a high frequency of firms in an industry require a particular skill or trait, relative to the total number of firms scrutinized in the sector. Within these top skills, differences in the total number of firms requiring the particular skill is used to create an informal ranking of skills, with the most important listed first. Where a number of skill have the same number ranking they are considered of equal importance.

These are the general top skills in an entire sector. A particular firm or division may prioritize, or consider equally important, another skill.

Sector (alphabetical order)	Key skills employers look for in sector
Accounting and financial services	1. Team working/ collaboration (Working effectively with others) 2.Work confidently with data (Data Analysis) 2. Intellectual curiosity/inquiring mind (Creativity) 3. Take responsibility (Leadership) 3. Qualitative analysis and data processing skills (Data analysis) 3. Interpret and use data effectively to analyse and solve challenges (Data analysis) 3. Self-motivating (Self-management) 4. General business knowledge (Commercial and customer awareness) 4. Inter-personal skills (Working effectively with others) 4. Skills to engage in lifelong learning (Ability and willingness to learn) 4. Commitment to lifelong learning (Ability and willingness to learn) 4. Flexible/adaptable (divisions and/or locations) (Can do/positive attitude) 5. Able to motivate self (Critical self- awareness) 5. Thorough understanding of companies/roles of interest (Manage own careers) 5. CV/application writing skills (Manage own careers) 5. Understand internal organizational structure/processes (Commercial and customer awareness) 5. Reports (Communication and content production) 5. Awareness of cross-cultural issues (Working effectively with others) 5. Adaptability (Ability and willingness to learn)

Arts, Admin, Libraries, Museums and Heritage	1. Express and explain evidence-based ideas (Communication and content production) 1.Awareness of cross-cultural issues (Working effectively with others) 1.Teach others (Working effectively with others) 1.Project management (Plan and design research) 1.Decide what should be taken as given when setting up and solving a problem (framing) (Ability to consider and solve problems) 1.Independent thought (Ability to consider and solve problems) 1.Critical thinking (Ability to consider and solve problems) 1.Creative thinking (Ability to consider and solve problems) 1.Reasoned arguments (Ability to consider and solve problems) 1.Self-motivating (Self-management) 1.Demonstrate passion (Can do/positive attitude) 1.Motivated (Can do/positive attitude) 1.Able to motivate self (Critical self- awareness) 1.Social/cultural skills (Professionalism) 1.Sensitive to different cultures (Professionalism) 1.Able to motivate others (Leadership) 1.Understand recruitment and selection processes (Manage own careers) 1.Interview skills (Manage own careers)
Charities, NGOs and International Development	1.Team working/collaboration (Working effectively with others) 1.Inter-personal skills (Working effectively with others) 2.Express and explain evidence-based ideas (Communication and content production) 2.Summarise arguments of others (Communication and content production) 2.Writing Reports (Communication and content production) 2.Understand real world problems/issues (Ability to consider and solve problems) 2.Motivated (Can do/positive attitude) 2. CV/application writing skills (Manage own careers)
Construction, Built Environment and Property	1. Express and explain evidence-based ideas (Communication and content production) 1.Writing Reports (Communication and content production) 1.Team working/collaboration (Working effectively with others) 1.Blend across disciplines (Working effectively with others) 1.Take on different roles/flexible in roles (Working effectively with others) 1.Project management (Plan and design research) 1.Use different methodological approaches to test claims/ answer questions (Plan and design research) 1.Creative thinking (Ability to consider and solve problems) 1.Take responsibility for decision/conclusion reached (Ability to consider and solve problems) 1.Qualitative analysis and data processing skills (Data analysis) 1.Interpret and use data effectively to analyse and solve challenges (Data analysis) 1.Identify and collect relevant primary and secondary data (quantitative and qualitative) (Data analysis) 1.Work confidently with data (Data analysis) 1.Ask critical questions of data (Data analysis) 1.Self-motivating (Self-management) 1.Adaptability (Ability and willingness to learn) 1.Flexible/adaptable (Can do/positive attitude) 1.Demonstrate passion (Can do/positive attitude) 1.Motivated (Can do/positive attitude) 1.Proactive (Can do/positive attitude) 1. Take personal responsibility (Can do/positive attitude) 1. Able to motivate self (Critical self- awareness) 1. Think creatively (Creativity) 1. Diligent (Professionalism) 1. Reliable (Professionalism) 1. Flexible (Resilience) 1. Ability to transition (Resilience) 1. Ability to make decisions (Leadership) 1. Ability to plan and think strategically (Leadership) 1. Take responsibility (Leadership)

	1. Understand recruitment and selection processes (Manage own careers) 1. CV/application writing skills (Manage own careers) 1. Interview skills (Manage own careers)
Consultancy	1.Reach a conclusion/make a decision (Ability to consider and solve problems) 1.Qualitative analysis and data processing skills (Data analysis) 1.Interpret and use data effectively to analyse and solve challenges (Data analysis) 1.Work confidently with data (Data analysis) 1.Analyse data (Data analysis) 1.Open-minded (Ability and willingness to learn) 2.Personal drive (Can do/positive attitude) 2.Openness (Can do/positive attitude) 2.Receptive to new ideas (Can do/positive attitude) 2.Motivated (Can do/positive attitude) 2. Able to motivate self (Critical self- awareness) 2. New ideas (Creativity) 2.Social/cultural skills (Professionalism) 2. Global outlook/awareness, including knowledge of foreign cultures, practices, econo-mies and multilingualism (Commercial and customer awareness) 2. Team working/collaboration (Working effectively with others)
Energy, Natural Resources and the Environment	1. Team working/collaboration (Working effectively with others) 1.Project management (Plan and design research) 1.Organised (Self-management) 1.Able to plan work (Self-management) 1.Able to track own progress towards goals/targets (Ability and willingness to learn) 1.Personal drive (Can do/positive attitude) 1.Persistent (Can do/positive attitude) 1.Self-reflection (Critical self- awareness) 1.Able to critically evaluate own thinking (Critical self- awareness) 1.Able to motivate self (Critical self- awareness) 1.Being objective (Professionalism) 1.Diligent (Professionalism) 1.Reliable (Professionalism) 1.Using discretion (Professionalism) 1.Understand health and safety at work (Professionalism) 1. Ability to plan and think strategically (Leadership) 1. Understand what suitable work opportunities are (Manage own careers)
Health and social care	1.Self-motivating (Self-management) 1.Demonstrate passion (Ability and willingness to learn) 1. Motivated (Can do/positive attitude) 1. Able to motivate self (Critical self- awareness) 1.Integrity (Professionalism) 1.Diligent (Professionalism) 1.Maturity (Professionalism) 1. Able to cope with pressure (Resilience) 2.Take responsibility (Leadership) 2.Work independently (Self-management) 2.Information technology fluency/confidence (Digital literacy) 2.Record-keeping and archiving (Data analysis) 2.Express and explain evidence-based ideas (Communication and content production)
Hospitality, Leisure and Tourism	1.Express and explain evidence-based ideas (Communication and content production) 1. Style/tone/format/language appropriate to context/audience (Communication and content production) 1.Clear/coherent (Communication and content production) 1.Team working/collaboration (Working effectively with others) 1.Inter-personal skills (Working effectively with others) 1.Take on different roles/flexible in roles (Working effectively with others) 1.Relationship building (Working effectively with others) 1.Independent thought (Ability to consider and solve problems) 1.Creative thinking (Ability to consider and solve problems) 1.Record/Track data (Data analysis) 1.Record-keeping and archiving (Data analysis) 1.Work confidently with data (Data analysis)

	1.Ask critical questions of data (Data analysis)
	1.Use variety of interpretative/analytical methods (Data analysis)
	1.Identify errors and know how to remedy (Data analysis)
	1.Adaptability (Ability and willingness to learn)
HR and Recruitment	1. Express and explain evidence-based ideas (Communication and content production)
	1.Higher-level/professional communication (Communication and content production)
	1.Able to communicate technical analysis to non-technical audiences (Communication and content production)
	1.Team working/collaboration (Working effectively with others)
	1.Inter-personal skills (Working effectively with others)
	1.Management/leadership communication (Working effectively with others)
	1. Project management (Plan and design research)
	1.Able to see bigger picture (Ability to consider and solve problems)
	1.Establish criteria, based on principles and reasoning, and evaluate evidence against them (Ability to consider and solve problems)
	1.Decide what should be taken as given when setting up and solving a problem (framing) (Ability to consider and solve problems)
	1.Critical thinking (Ability to consider and solve problems)
	1.Integrity (Professionalism)
	1.Diligent (Professionalism)
	1.Maturity (Professionalism)
	1.Reliable (Professionalism)
IT, Technology and Tele-coms	1.Express and explain evidence-based ideas (Communication and content production)
	1.Team working/collaboration (Working effectively with others)
	1. Self-motivating (Self-management)
	1. Quick learner (Ability and willingness to learn)
	1. Reliable (Professionalism)
	2.Reach a conclusion/make a decision (Ability to consider and solve problems)
	2.Qualitative analysis and data processing skills (Data analysis)
	2.Adaptability (Ability and willingness to learn)
	2.Agile learner (Ability and willingness to learn)
	2. Take personal responsibility (Can do/positive attitude)
	2.Think creatively (Creativity)
	2.Intellectual curiosity/inquiring mind (Creativity)
	2.Innovative thinking (Creativity)
	2.Integrity (Professionalism)
	2.Diligent (Professionalism)
	2.Ability to make decisions and judgements (Leadership)
	2.Ability to plan and think strategically (Leadership)
	2.Take responsibility (Leadership)
	2.CV/application writing skills (Manage own careers)
	2.Interview skills (Manage own careers)
Other professional activi-ties	1.Express and explain evidence-based ideas (Communication and content production)
	1.Writing Reports (Communication and content production)
	1.Inter-personal skills (Working effectively with others)
	1.Take on different roles/flexible in roles (Working effectively with others)
	1.Good facilitation skills (Working effectively with others)
	1.Relationship building (Working effectively with others)
	1.Project management (Plan and design research)
	1.Formulate and ask appropriate questions (Plan and design research)
	1.Use different methodological approaches to test claims/ answer questions (Plan and de-sign research)
	1.Identify, select and interrogate range of appropriate evidence/materials from existing sources (textual/numerical/visual) (Plan and design research)
	1.Establish criteria, based on principles and reasoning, and evaluate evidence against them (Ability to consider and solve problems)
	1.Decide what should be taken as given when setting up and solving a problem (framing) (Ability to consider and solve problems)
	1.Critical thinking (Ability to consider and solve problems)
	1.Qualitative analysis and data processing skills (Data analysis)
	1.Interpret and use data effectively to analyse and solve challenges (Data analysis)

	1.Identify and collect relevant primary and secondary data (quantitative and qualitative) (Data analysis) 1.Work confidently with data (Data analysis) 1.Ask critical questions of data (Data analysis) 1.Interrogate evidence (Data analysis) 1.Use variety of interpretative/analytical methods (Data analysis) 1.Identify errors and know how to remedy (Data analysis) 1.Understand how not to be misled by numbers or selective use of data (Data analysis) 1.Self-motivating (Self-management) 1.Flexible/adaptable (Can do/ positive attitude) 1.Able to motivate self (critical self-awareness) 1.Able to cope with pressure (Resilience) 1.Ability to work outdoors for prolonged periods of time (Resilience) 1.Flexible (Resilience) 1.Able to motivate others (leadership) 1.Deep subject matter knowledge (Commercial and customer awareness)
Policy and Government	1.Team working/collaboration (Working effectively with others) 2.Awareness of cross-cultural issues (Working effectively with others) 3.Qualitative analysis and data processing skills (Data analysis) 3. Self-motivating/Determined (Self-management) 3.Interview skills (Manage own careers) 3.Express and explain evidence-based ideas across (Communication and content production) 3.Higher-level/professional communication (Communication and content production) 4.Inter-personal skills (Working effectively with others) 4.Take on different roles/flexible in roles (Working effectively with others) 4.Identify, select and interrogate range of appropriate evidence/materials from existing sources (textual/numerical/visual) (Plan and design research) 4. Organized (Self-management) 4. Flexible/adaptable (Can do/positive attitude) 4. Sensitive to different cultures (Professionalism)
PR, Advertising and Marketing	1.Express and explain evidence-based ideas (Communication and content production) 1.Clear/coherent (Communication and content production) 1.Reports (Communication and content production) 1.Take on different roles/flexible in roles (Working effectively with others) 1.Relationship building (Working effectively with others) 1. Able to see bigger picture (Ability to consider and solve problems) 1. Self-motivating (Self-management) 1.Adaptability (Ability and willingness to learn) 1.Skills to engage in lifelong learning (Ability and willingness to learn) 1.Open-minded (Ability and willingness to learn) 1.Commitment to lifelong learning (Ability and willingness to learn) 1.Flexible/adaptable (Can do/positive attitude) 1.Motivated (Can do/positive attitude) 1. Innovative thinking (Creativity) 1. Integrity (Professionalism) 1. Flexible (Resilience)
Publishing, Journalism or Translation	1.Writing Reports (Communication and content production) 1. Awareness of cross-cultural issues (Working effectively with others) 1.Project management (Plan and design research) 1.Formulate and ask appropriate questions (Plan and design research) 1.Use different methodological approaches to test claims/ answer questions (Plan and design research)
Retail and wholesale	1.Express and explain evidence-based ideas (Communication and content production) 1.Take on different roles/flexible in roles (Working effectively with others) 1.Creative thinking (Ability to consider and solve problems) 1.Self-motivating (Self-management) 1. Flexible/adaptable (Can do/positive attitude) 1.Able to motivate self (Critical self- awareness) 1.Innovative thinking (Creativity)

	2.Inter-personal skills (Working effectively with others) 2.Demonstrate passion (Can do/positive attitude) 2.Motivated (Can do/positive attitude) 3. Integrity (Professionalism) 3. Take responsibility (Leadership) 3. Organised (Self-management) 3.Team working/collaboration (Working effectively with others)
Scientific Research, Development and Analysis	1.Reports (Communication and content production) 1.Team working/collaboration (Working effectively with others) 1.Project management (Plan and design research) 1.Formulate and ask appropriate questions (Plan and design research) 1.Use different methodological approaches to test claims/ answer questions (Plan and design research) 1.Identify, select and interrogate range of appropriate evidence/materials from existing sources (textual/numerical/visual) (Plan and design research) 1.Able to appropriately use and reference the work of others (Plan and design research)
Teaching and Education	1. Motivated (Can do/positive attitude) 1. Able to motivate others (Leadership) 1.Team working/collaboration (Working effectively with others) 1.Inter-personal skills (Working effectively with others) 1.Good facilitation skills (Working effectively with others) 2.Self-motivating (Self-management) 2.Self-discipline (Self-management) 2.Persistent (Can do/positive attitude) 2.Integrity (Professionalism) 2. People management (Leadership) 2.Express and explain evidence-based ideas (Communication and content production) 2.Able to produce oral, visual and written outputs, recognizing what best to use when (Communication and content production) 2.Teach others (Working effectively with others)

Appendix 1: List of top sectors and employers

Top employers of UCL SHS Graduates (including ESPS degree) according to DLHE data for period 2013-2017 are shown in the Table below. This is based on information from 5,427 respondents to the survey in these years. The data was sourced from UCL Tableau: https://public.tableau.com/profile/katy.coyte4085#!/vizhome/shared/Y3DB84K9Q.

Top Sectors	Top Employers
Accountancy and Financial Services (16.9%)	**Accountancy:** Deloitte, KPMG, PwC, EY, Grant Thornton, Mazars **Investment Banks and other financial services:** Barclays, JP Morgan, Goldman Sachs, HSBC, UBS **Retail Banks:** Lloyds Banking Group, RBS, Citibank **Insurance:** Aon, Direct Line Group **Asset Management:** Blackrock, Hargreaves Lansdown
Policy and Government (10.6%)	**Bureaucracy:** Civil Service **Departments:** HM Treasury, Foreign and Commonwealth Office, Ministry of Defence, HM Revenues and Customs, Department of Energy and Climate Change, Department for Education, Department of Health **Government Bodies, and Governing bodies:** House of Commons, European Parliament, UK Parliament, European Commission, Buckinghamshire County Council, Greater London Authority, London Borough of Waltham Forest **Central Banks:** Bank of England **International Financial Institutions:** EBRD
Charities, NGOs and International Development (6%)	**Social well-being and Health:** Age UK, British Red Cross, Cancer Research UK, Oxfam, Free the Children **Environment:** CDP Worldwide, National Trust **International Development:** United Nations, The World Bank Group
Teaching or other educational activities (5.4%)	**Schools:** Gunnersby Catholic School **Non-profits and social enterprises:** DebateMate, IntoUniversity, Teach First **Other:** British Council, Explore Learning
Consultancy (5.1%)	**Management and Strategy Consultancy:** FTI Consulting, McKinsey and Company, BCG, Bain and Company, CRA International, OC&C, PA Consulting Group, Simon Kucher and Partners **Economic Consultancy:** Frontier Economics, RBB Economics

Top Sectors	Top Employers
Retail and Wholesale Activities (5.1%)	**Supermarkets:** Sainsbury's, Tesco, Waitrose, Lidl **Luxury department stores:** Harrods, House of Fraser **Other:** Next, Waterstones **Auction houses:** Christie's, Sotheby's
Arts Admin: Libraries, Museums and Heritage (5%)	Science Museum, British Museum, Museum of London Archaeology, Victoria and Albert Museum, Museum of London, Horniman Museum, The British Museum
Health and Social Care (4.7%)	**Charities:** Macmillian Cancer Support, Marie Curie Foundation **Healthcare:** NHS, University College Hospital
IT, Technology and Telecoms (3.9%)	**E-commerce:** Amazon, The Hut Group **Information Services:** AlphaSights, IHS Market, S and P Global **Other Professional Services:** Accenture, Gartner **Communications:** Four Communications, Kreab
Publishing, Journalism or Translation (3.9%)	**Journalism:** Financial Times, The Economist, Xinhua News Agency, Bloomberg **Publishing:** Springer Nature
Scientific Research, Development and Analysis (3.7%)	**Policy Institutes:** Institute for Fiscal Studies, ICRIER, IPPR, Universal Rights Group
PR, Advertising and Marketing (3.4%)	Four Communications, MEC
Hospitality, Leisure and Tourism (3.4%)	Flight Centre Travel Group, The Resting Hare
Construction, Built Environment, and Property (2.4%)	**Engineering:** Arup **Real Estate Services:** Cushman and Wakefield
Other Professional, scientific and technical activities (2%)	**Archaeological services:** Archaeology South-East, Archaeological Solutions, Border Archaeology
HR and recruitment (1.9%)	Jambo, Pareto Law
Media	Thomson Reuters, BBC

Appendix 2: List of key skill areas derived from academic literature

This list complements work undertaken for the Economics Network in summer 2019 on Employability Skills in Economics Degrees and updated by Prof Cloda Jenkins in Spring 2020. More details are available on the CTaLE website in a separate report entitled, 'Desirable employability skills: a literature review'.

There was no clear order of priority of skills coming out strongly from literature, except communication and working with others at top.

1. Communicate in writing, orally and visually

2. Work in teams

3. Plan and design research

4. Solve real world problems

5. Analyze data

6. Digital literacy

7. Self-management

8. Ability and willingness to learn

9. Can do/positive attitude

10. Critical self-awareness

11. Creativity

12. Professionalism

13. Resilience

14. Leadership

15. Manage own career

16. Commercial and customer awareness