

New world

New skills

PwC's Virtual Schools Series Teacher Guide (14-18 programme)



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Introduction

Welcome to PwC's Virtual Schools Series, part of our New World. New Skills programme.
We're really excited to welcome you to our virtual skills programme for students aged 14-18.

Who are PwC?

- PwC is the leading professional services organisation in the UK.
- As professional advisers, we help our clients solve complex business problems, working with businesses of all sizes and in all sectors.
- In the UK, we employ over 22,000 people across 20 offices.
- Our Business Areas (or Lines of Service) are: Actuarial, Audit, Consulting, Deals, Legal, Risk, Tax and Technology.
- There are a number of entry routes to join PwC including Higher Apprenticeships, Flying Start Degree programmes and graduate roles.
- For more information, please visit our [Careers website](#).

This programme has been designed to support secondary school students develop their essential skills for the future and make the most of their potential in their chosen career. The programme offers a blended learning experience, through a combination of short pre-recorded videos delivered by PwC staff and teacher-facilitated activities in the classroom.

Essential skills are those highly transferable skills that individuals need to be successful in education and employment. The [Skills Builder Universal Framework](#) breaks down eight essential skills into 16 learnable and measurable steps. These include: Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Teamwork. The workshops in this programme have been built around these eight skills, with activities for students to put their learning into practice. We've designed these workshops with flexibility in mind, to allow you to use the materials in a way that works for you. More information on the programme structure and logistics can be found on the following pages.

This handbook should give you all of the information you need about participating in our programme. However, if you do have any further questions, please get in touch: uk_nwns_schools_series@pwc.com.

We really hope you enjoy PwC's Virtual Schools Series, part of our New World. New Skills programme, and that your students get a lot out of this opportunity.



Overview

The Virtual Schools Series aims to equip your students with the skills to help them fulfil their potential and achieve positive outcomes in the future, wherever their path takes them. The materials will be available from **25 April 2024**, and will be suitable for secondary school students **aged 14-18**.

Note for teachers or parents/carers of SEND students or in PRUs/AP schools: We've aimed to make these resources as accessible as possible. However, you know your students/children best so please feel free to adapt the resources to suit their individual needs.

The table below gives an overview of how the programme is structured. Further information on the programme logistics can be found on **the next page**.

	Session Title
1	Introduction to PwC and the Essential Skills
2	Aiming High and Setting Goals
3	Teamwork
4	Leadership
5	Speaking and Listening
6	Problem Solving
7	Creativity
8	Staying Positive

Logistics

All learning materials will be available from **25 April 2024**. These include:

- 1) A series of eight **pre-recorded** videos delivered by PwC staff, which can be watched ‘on demand’, giving you the flexibility to access the sessions in a way that works for you. Supporting information on each session is included in the **Teacher notes** section of this handbook.
- 2) Tasks to complete in the classroom within each pre-recorded session, including a challenge to put what they’ve learnt into practice. Each session should fit within a lesson; however you may wish to adapt the content to suit your students and your timetable.
- 3) An **optional** “Keep practising!” activity for the students to take away and practise the focus skill.

You’ll be able to submit questions throughout each session via the chat box that will be available whilst watching the video. There may be a delay in response because our sessions can be watched at any time, but we will get back to you as soon as possible.

You have the option to submit your students’ “Keep practising!” for feedback. If you wish to do so, please send your students’ work to uk_nwns_schools_series@pwc.com with the subject “Keep Practising”, the corresponding session title and your school name. There may be a delay in response because our sessions can be watched at any time, but we will get back to you as soon as possible.

If you have any questions around the programme logistics, please do not hesitate to get in touch via email: uk_nwns_schools_series@pwc.com.



What will you need to do?

To help you and your students get the most out of the programme, we suggest that you:

- **Facilitate** each session, using the pre-recorded video and tasks set throughout. Teacher guidance for each session is included within this handbook with more detailed delivery notes.
- Send in any **questions** throughout the sessions using the chat box or via email.
- **Submit** your students' work, if you choose to.

What to expect from us

- We'll **create and upload** our learning materials to our website, where they'll be available from **25 April 2024**.
- **Respond** to any questions received.
- **Review** any submissions received and provide feedback.

Safeguarding considerations

PwC understands the importance of young people being able to use the internet for education and personal development. We aim to support children and young people in making use of these and support their digital learning. However, we also recognise that safeguards need to be in place to make sure children are kept safe at all times.

In line with this, we ask that **you**, as their teacher, are responsible for asking questions on behalf of your students and submitting student work. Please anonymise or use first names only when doing so.

The eight essential skills

This programme has been designed to effectively build the **essential skills** of your students.

The Universal Framework, developed by the Skills Builder Partnership, defines the eight essential skills that everyone needs to be successful in their education, employment and wider life. These are; listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork. The Framework breaks down each of these skills into 16 learnable, measurable steps.



We encourage you to explore the Universal Framework for essential skills [here](#) before delivering the programme.

This programme covers **all eight** essential skills, giving your students the opportunity to understand, apply and reflect on each skill.

Links to Gatsby Benchmarks

The Gatsby Benchmarks provide a framework for delivering world class careers guidance and are a key part of the Government's Careers Strategy.

Our Virtual Schools Series will help you to achieve **7 out of the 8** Gatsby Benchmarks.

Gatsby Benchmark	Evidence
1. A stable careers programme	Yes - if schools sign up to the programme in advance and can explain how completing the programme will enhance their careers strategy. Schools should aim to target students strategically.
2. Learning from career and labour market information	Yes - students will have the opportunity to develop key skills for the future and learn about a number of roles and entry routes within our organisation. Students will be able to transfer knowledge to other organisations - i.e. roles such as HR, Finance and Marketing that exist in all organisations.
3. Addressing the needs of each pupil	Yes - the sessions are designed to be facilitated by teachers, who will be able to adapt and tailor the content or delivery for their students. We will challenge stereotypes around our industry and aim to inspire and raise aspirations of the students. Schools should aim to target students strategically.
4. Linking curriculum learning to careers	Yes - the sessions will link through to the English and PSHE curriculum, as well as with Technology and Business.
5. Encounters with employers and employees	Yes - the sessions will be delivered by PwC staff and students will have the opportunity to submit questions. Learning Objectives will be clearly outlined.
6. Experiences of workplaces	Yes - students will engage with a range of PwC employees across the programme. There is the option to submit students' work to be reviewed by PwC staff.
7. Encounters with further education	Yes - students will have the opportunity to learn about the entry routes to PwC, including our higher apprenticeships and Flying Start Degrees.
8. Personal guidance	No

Teacher notes

Session 1: Introduction

Begin the session by playing the video recording for Session 1, which can be found on the programme page.

Khadija Ismail welcomes you to the programme and gives an overview of the session. S/he introduces him/herself and his/her career journey.

Khadija introduces you to the programme and runs through the eight sessions. S/he then talks through who PwC are and what we do.

Khadija explains what essential skills are and introduces the eight essential skills and the Skills Builder framework.

Pause

You may wish to explore the **Framework** together as a class at this point.

Play

Khadija asks students to think about why the essential skills are important.

Pause

Encourage a class discussion around the questions shown on the slide. Guide students to think about they use the essential skills in their learning and how they might be useful in the future.

Play

Khadija now moves on to this session's challenge, which gives students the opportunity to reflect on their skills, strengths and areas of development.

Pause

Give students time to reflect on one skill they feel confident in and one skill they feel they need to develop.

Play

To close, Khadija asks students to write down three ways they could practise the skill that they have identified as an area of development.

Pause

Session 1: Introduction

Allow students time to complete this reflection activity. You may wish to encourage students to discuss with a peer or as a class to gain some ideas. Based on the reflections and needs of the class, you may choose to target particular sessions within the series.

Play

Khadija wraps up the session.

Session 2: Aiming High and Setting Goals

Begin the session by playing the video recording for Session 2, which can be found on the programme page.

Sam Graham welcomes you to the session and gives an overview of what the students will be doing.

S/he introduces the focus skill for this session, Aiming High. To begin, s/he asks students to think about their understanding of this skill.

Pause

Encourage a class discussion and gather some reflections, using the prompts on the slide.

Play

Sam explains how we define Aiming High and gives an example of how they use this skill in their role. S/he asks how confident students feel with this skill on a scale of 1-5.

Pause

Encourage students to reflect on their confidence with this skill. Remind them that we all have skills that we feel less confident with using and would like to get better at.

Play

Moving on, Sam asks students to spend a few minutes thinking about the things they can do, and whether they find them easy or difficult.

Pause

Allow students time to complete the short starter activity.

Play

Sam talks through the importance of goal setting. S/he then moves onto the next section on ensuring our goals match our values. S/he asks students to take a few minutes to think about the 'things' that are important to them and what important world issues they would tackle if they could.

Pause

Give students time to think about the questions and have discussions, either in small groups or as a class.

Play

Session 2: Aiming High and Setting Goals

Sam debriefs the task and shares their own personal values.

S/he moves on to talk about SMART goals, introducing the concept of SMART goal setting and why it's important. S/he talks through each element of SMART, before sharing some examples of SMART goals. Finally, s/he talks through the importance of checking in and celebrating success.

Sam now moves on to this session's challenge, which gives students the opportunity to build on what they've learnt.

Pause

Give students some time to think about **3 goals** they would like to set themselves, considering the short, medium and long term. Afterwards, they must select one of their goals and focus on the Achievable section. Can they come up with a priority list for the tasks within their goal?

Play

To close, Sam shares some reflection questions to prompt students to consider how they have demonstrated Aiming High in this session. **You may wish to pause the video to complete this activity in class or set as a follow up activity.**

Sam asks how confident students feel now with this skill on a scale of 1-5.

Pause

Give students time to reflect. Has their confidence changed at all? Can they explain why they feel this might have changed?

Play

Sam talks through the **optional** "Keep practising" activity, for those students who are keen to find more ways to practise this skill. This task can be taken away and tried outside the classroom.

Finally, Sam wraps up the session.

Session 3: Teamwork

Begin the session by playing the video recording for Session 3, which can be found on the programme page.

Alexa Robinson welcomes you to the session and gives an overview of what the students will be doing.

She introduces the focus skill for this session, Teamwork. To begin, s/he asks students to think about their understanding of this skill.

Pause

Encourage a class discussion and gather some reflections, using the prompts on the slide.

Play

Alexa explains how we define Teamwork and gives an example of how they use this skill in their role. S/he asks how confident students feel with this skill on a scale of 1-5.

Pause

Encourage students to reflect on their confidence with this skill. Remind them that we all have skills that we feel less confident with using and would like to get better at.

Play

Moving on, Ant Thomason talks through the different elements that make a successful team. S/he shares an example scenario where a team is failing.

Pause

Give students **1 minute** to discuss why they think the team is failing.

Play

Ant debriefs the scenario. S/he moves on to how to build an effective team, asking students to consider what they think is important to have in a team.

Pause

Give students **1 minute** to discuss what they think is important to have in a team.

Play

Ant debriefs and talks through the different elements of building an effective team. S/he then shares some ways that students can show teamwork now.

Session 3: Teamwork

Ant now moves on to this session's challenge, which gives students the opportunity to build on what they've learnt.

Pause

Give students time to complete the challenge in class, reflecting on a time when they effectively contributed to a team. Can they create a list of the advantages and limitations of group decision making? Afterwards, ask students to consider the 5 top tips they would give to someone who was unsure about sharing their ideas in a group setting.

Play

Ant debriefs the activity and shares some example top tips that students may have come up with.

To close, Alexa shares some reflection questions to prompt students to consider how they have demonstrated Teamwork in this session. **You may wish to pause the video to complete this activity in class or set as a follow up activity.**

Ant asks how confident students feel now with this skill on a scale of 1-5.

Pause

Give students time to reflect. Has their confidence changed at all? Can they explain why they feel this might have changed?

Play

Alexa talks through the **optional** "Keep practising" activity, for those students who are keen to find more ways to practise this skill. This task can be taken away and tried outside the classroom.

Finally, Ant wraps up the session.

Session 4: Leadership

Begin the session by playing the video recording for Session 4, which can be found on the programme page.

Caroline Turnbull-Hall welcomes you to the session and gives an overview of what the students will be doing.

She introduces the focus skill for this session, Leadership. To begin, s/he asks students to think about their understanding of this skill.

Pause

Encourage a class discussion and gather some reflections, using the prompts on the slide.

Play

Emma Fuentes explains how we define Leadership and gives an example of how they use this skill in their role. S/he asks how confident students feel with this skill on a scale of 1-5.

Pause

Encourage students to reflect on their confidence with this skill. Remind them that we all have skills that we feel less confident with using and would like to get better at.

Play

Caroline talks through good leadership. Moving on, s/he runs through a short visualisation exercise, encouraging students to think about what a leader looks like to them.

Pause

Encourage a class discussion around what came to mind when they were going through the visualisation exercise. Who or what do they think a leader looks like? Remind them that there isn't a wrong answer here; leadership is very personal.

Play

Caroline runs through what makes an effective leader. S/he then moves on to cover the difference between leading self and leading others.

Emma explains that students are now going to spend some time reflecting on what kind of leader they think they are.

Pause

Session 4: Leadership

Give students **10 minutes** to complete the two parts of the activity. First, draw an image of themselves surrounded by words/phrases to show their leadership qualities. Then, in pairs, talk through each of their pictures.

Play

Caroline now moves on to this session's challenge, which gives students the opportunity to build on what they've learnt.

Pause

Give students time to complete the challenge in class. Encourage students to consider effective leadership qualities for each of the four teams, as well as managing a balance of personalities.

Play

To close, Caroline shares some reflection questions to prompt students to consider how they have demonstrated Leadership in this session. **You may wish to pause the video to complete this activity in class or set as a follow up activity.**

Caroline asks how confident students feel now with this skill on a scale of 1-5.

Pause

Give students time to reflect. Has their confidence changed at all? Can they explain why they feel this might have changed?

Play

Emma talks through the **optional** "Keep practising" activity, for those students who are keen to find more ways to practise this skill. This task can be taken away and tried outside the classroom.

Finally, Caroline wraps up the session.

Session 5: Speaking and Listening

Begin the session by playing the video recording for Session 5, which can be found on the programme page.

Ellen McIlwaine welcomes you to the session and gives an overview of what the students will be doing.

She introduces the first focus skill for this session, Listening. To begin, s/he asks students to think about their understanding of this skill.

Pause

Encourage a class discussion and gather some reflections, using the prompts on the slide.

Play

Ellen explains how we define Listening and gives an example of how they use this skill in their role. She asks how confident students feel with this skill on a scale of 1-5.

Pause

Encourage students to reflect on their confidence with this skill. Remind them that we all have skills that we feel less confident with using and would like to get better at.

Play

Ellen talks through why listening skills are important. She runs through the importance of non-verbal communication when demonstrating effective listening.

Ellen asks the students to think about some of the ways we can check or further our understanding when listening to someone else.

Pause

Encourage students to share their ideas before continuing the session.

Play

Jessica Dervishi explains that using open questions and summarising are great strategies to check our understanding. S/he asks students the difference between open and closed questions. **You may wish to pause here for students to answer and provide their own examples.** Jessica then talks through why open questions are valuable as a listener.

Jessica talks through what is meant by active listening. She then introduces a short activity for students to practise their active listening skills.

Session 5: Speaking and Listening

Pause

Ask students to work in pairs for this activity.

Play

Moving on, Ellen introduces the second focus skill for this session, Speaking. To begin, s/he asks students to think about their understanding of this skill.

Pause

Encourage a class discussion and gather some reflections, using the prompts on the slide.

Play

Jessica explains how we define Speaking and gives an example of how they use this skill in their role. She asks how confident students feel with this skill on a scale of 1-5.

Pause

Encourage students to reflect on their confidence with this skill. Remind them that we all have skills that we feel less confident with using and would like to get better at.

Play

Ellen asks why students think speaking skills are important.

Pause

Encourage a brief class discussion, asking students to think about why speaking skills are important.

Play

Ellen talks through why speaking skills are so important. She moves on to talk through what makes a good presenter.

Next, Ellen asks students to compare the two images on the slide and think about the impression the presenters are creating through their non-verbal communication.

Pause

Session 5: Speaking and Listening

Encourage a short class discussion, comparing the two images. Ask students to focus on non-verbal communication.

Play

Ellen debriefs the activity before talking through the importance of non-verbal communication when speaking.

Jessica moves on to this session's challenge, which gives students the opportunity to build on what they've learnt.

Pause

Give students time to complete the challenge in class. **Note:** Chatterpix allows users to take a picture and then give it a voice and bring them to life. E.g. if students choose King Henry VIII, they would use a picture of him, draw a mouth on the picture and record a message. It is a way for students to practise their speaking skills, whilst taking away any "stage fright" or "performance anxiety" as they are recording over an image, rather than standing in front of their peers, and pretending to be someone else! If you'd prefer, you could ask students to present to the class.

Play

To close, Jessica shares some reflection questions to prompt students to consider how they have demonstrated Listening and Speaking in this session. **You may wish to pause the video to complete this activity in class or set as a follow up activity.**

Jessica asks how confident students feel now with these skills on a scale of 1-5.

Pause

Give students time to reflect. Has their confidence changed at all? Can they explain why they feel this might have changed?

Play

Jessica talks through the **optional** "Keep practising" activity, for those students who are keen to find more ways to practise this skill. This task can be taken away and tried outside the classroom.

Finally, Ellen wraps up the session.

Session 6: Problem Solving

Begin the session by playing the video recording for Session 6, which can be found on the programme page.

Crispen Mukena welcomes you to the session and gives an overview of what the students will be doing.

He introduces the focus skill for this session, Problem Solving. To begin, he asks students to think about their understanding of this skill.

Pause

Encourage a class discussion and gather some reflections, using the prompts on the slide.

Play

Crispen explains how we define Problem Solving and gives an example of how they use this skill in their role. He asks how confident students feel with this skill on a scale of 1-5.

Pause

Encourage students to reflect on their confidence with this skill. Remind them that we all have skills that we feel less confident with using and would like to get better at.

Play

Crispen talks through why problem solving skills are important. He runs through how we might go about solving a problem. He explains there are lots of ways to explore problems and introduces a technique known as the SWOT analysis.

Pause

Give students time to create their own SWOT grid (as shown on the slide), as they will be applying this analysis to a problem.

Play

Crispen talks through the problem. First, he runs through the strengths and weaknesses. **You may wish to pause the video here to give students a chance to think about any additional points they may wish to add.** Then, he runs through the opportunities and threats. **You may wish to pause the video here to give students a chance to think about any additional points they may wish to add.** He then talks through how we can use the SWOT analysis to help us come up with creative, targeted ways to solve the problem.

Pause

Session 6: Problem Solving

Give students 5 minutes to think of some solutions to the problem, using the SWOT analysis. Remind students to link it to 1 or more point on their SWOT analysis.

Play

Crispen moves on to talk about the final step, choosing a solution.

Pause

Give students 3 minutes to choose a solution. There is no right or wrong answer, however it is important to be able to explain why you have chosen this solution.

Play

Crispen debriefs the worked example and moves on to this session's challenge, which gives students the opportunity to build on what they've learnt. He introduces activity 1 and recaps how to complete a SWOT analysis.

Pause

Give students 10 minutes to use the SWOT analysis technique to understand the problem.

Play

Crispen talks through a worked example together, covering the different elements of the SWOT analysis. Then, he introduces activity 2, generating ideas.

Pause

Give students 10 minutes to use the outputs of their SWOT analysis to generate solutions to apply to this problem.

Play

Crispen talks through the final step, deciding on a solution, and introduces activity 3.

Pause

Give students 10 minutes to work in their group to choose their best solution. Remind students that it is important to be able to explain why they have chosen this solution. Afterwards, hear ideas from the different groups before moving on with the session.

Play

Session 6: Problem Solving

To close, Crispen shares some reflection questions to prompt students to consider how they have demonstrated Problem Solving in this session. **You may wish to pause the video to complete this activity in class or set as a follow up activity.**

Crispen asks how confident students feel now with this skill on a scale of 1-5.

Pause

Give students time to reflect. Has their confidence changed at all? Can they explain why they feel this might have changed?

Play

Crispen talks through the **optional** “Keep practising” activity, for those students who are keen to find more ways to practise this skill. This task can be taken away and tried outside the classroom.

Finally, Crispen wraps up the session.

Session 7: Creativity

Begin the session by playing the video recording for Session 7, which can be found on the programme page.

George Ridley welcomes you to the session and gives an overview of what the students will be doing.

He introduces the focus skill for this session, Creativity. To begin, s/he asks students to think about their understanding of this skill.

Pause

Encourage a class discussion and gather some reflections, using the prompts on the slide.

Play

George explains how we define Creativity and gives an example of how they use this skill in their role. S/he asks how confident students feel with this skill on a scale of 1-5.

Pause

Encourage students to reflect on their confidence with this skill. Remind them that we all have skills that we feel less confident with using and would like to get better at.

Play

Sophie Bruschan talks through why creativity is important and the benefits of creativity.

Pause

Encourage a brief discussion around how they could use a creative idea that works in school in their personal lives. Hear any ideas from the class.

Play

George explains the creative process. S/he asks students to consider a time when they have worked on a creative project with others.

Pause

Give students time to come up with a list of things which they think are advantageous when working with others and things which they think are drawbacks or risks.

Play

Sophie debriefs and runs through the advantages and risks. Did the students come up with any others?

Session 7: Creativity

Sophie asks the students how they might avoid reaching a premature consensus.

Pause

Encourage a class discussion and gather some reflections, before moving on with the session.

Play

Sophie debriefs and talks through some ideas. S/he moves on to discuss the importance of the group leader in creating a low-risk environment. S/he then summarises the key learning points on working creatively with others.

George now moves on to this session's challenge, which gives students the opportunity to build on what they've learnt.

Pause

Give students time to complete the challenge in class, working in groups to come up with an innovation that will improve some aspect of school or college life.

Play

To close, Sophie shares some reflection questions to prompt students to consider how they have demonstrated Creativity in this session. **You may wish to pause the video to complete this activity in class or set as a follow up activity.**

Sophie asks how confident students feel now with this skill on a scale of 1-5.

Pause

Give students time to reflect. Has their confidence changed at all? Can they explain why they feel this might have changed?

Play

George talks through the **optional** "Keep practising" activity, for those students who are keen to find more ways to practise this skill. This task can be taken away and tried outside the classroom.

Finally, George wraps up the session.

Session 8: Staying Positive

Begin the session by playing the video recording for Session 8, which can be found on the programme page.

Emma Fuentes welcomes you to the session and gives an overview of what the students will be doing.

S/he introduces the focus skill for this session, Staying Positive. To begin, s/he asks students to think about their understanding of this skill.

Pause

Encourage a class discussion and gather some reflections, using the prompts on the slide.

Play

Emma and Caroline Turnbull-Hall explain how we define Staying Positive and give an example of how they use this skill in their role. S/he asks how confident students feel with this skill on a scale of 1-5.

Pause

Encourage students to reflect on their confidence with this skill. Remind them that we all have skills that we feel less confident with using and would like to get better at.

Play

Emma asks the students what mental health means to them.

Pause

Give students 1 minute to reflect on the question. Afterwards, you may wish to facilitate a short class discussion. Keep the discussion brief but try and tease out the difference between emotions (sadness, feeling anxious etc.) and mental ill health (depression, anxiety disorder). Impact and duration are key. Remind students this is not about diagnosing any type of feeling.

Play

S/he talks through what we mean when we talk about mental health. **Note:** students may associate the term “mental health” with negative terms, however it is important that they understand everyone has mental health.

Caroline introduces the quiz. There will be five statements for the students to consider. Pause the video after each statement to give students time to decide on their answer. Once students have responded, replay the video for the debriefs/explanations for the statement. Please note, the video will play a statement and answer at a time.

Session 8: Staying Positive

Emma asks the first question.

Pause

Give students time to decide on their answer.

Play

Emma debriefs on the question.

Caroline asks the second question.

Pause

Give students time to decide on their answer.

Play

Caroline debriefs on the question.

Emma asks the third question.

Pause

Give students time to decide on their answer.

Play

Emma debriefs on the question.

Caroline asks the fourth question.

Pause

Give students time to decide on their answer.

Play

Caroline debriefs on the question.

Emma asks the fifth and final question.

Pause

Give students time to decide on their answer.

Play

Caroline debriefs on the question and rounds up the quiz. S/he then moves on to the next topic of supporting your own wellbeing and introduces the five ways to wellbeing. S/he then talks through the different places students can go to for help and support. **You may wish to pause**

Session 8: Staying Positive

Caroline talks through the different ways students can support others. Then, s/he rounds up the key learning points from the session.

Caroline moves on to this session's challenge, which gives students the opportunity to build on what they've learnt.

Pause

Split the students into groups of 2-3. Give students 10 minutes for group discussion on the two scenarios, followed by 10 minutes of class discussion. Students should come up with ideas for actions they could take to support the individuals. You may choose to spend longer on the class discussion.

Play

Emma debriefs the challenge and runs through our suggestions on what to do in this scenario.

To close, Emma shares some reflection questions to prompt students to consider how they have demonstrated Staying Positive in this session. **You may wish to pause the video to complete this activity in class or set as a follow up activity.**

Caroline asks how confident students feel now with this skill on a scale of 1-5.

Pause

Give students time to reflect. Has their confidence changed at all? Can they explain why they feel this might have changed?

Play

As this is the final session, Emma asks students to do a final reflection.

Pause

Give students 3 minutes to complete this exercise. You may wish to ask students to share their ideas and facilitate a short class discussion.

Play

Caroline talks through the **optional** "Keep practising" activity, for those students who are keen to find more ways to practise this skill. This task can be taken away and tried outside the classroom.

Finally, Caroline wraps up the session and the programme.

Further information

Further information

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Free lesson plans - our Employability Skills Toolkit

Our Employability Skills Toolkit has been created for teachers and careers professionals to choose from a wide selection of lessons that can be quickly and easily delivered to a class or group of students: whether as a virtual lesson or as a resource for students to access individually.

Currently, the toolkit includes a number of programmes including **technology**, **financial literacy**, and **wellbeing**. Each lesson pack comes ready to deliver, with a lesson plan, a facilitator guide and a presentation; all sessions are mapped to the Gatsby Benchmarks.

Explore our Employability Skills Toolkit [here](#).

Our Employability Hub

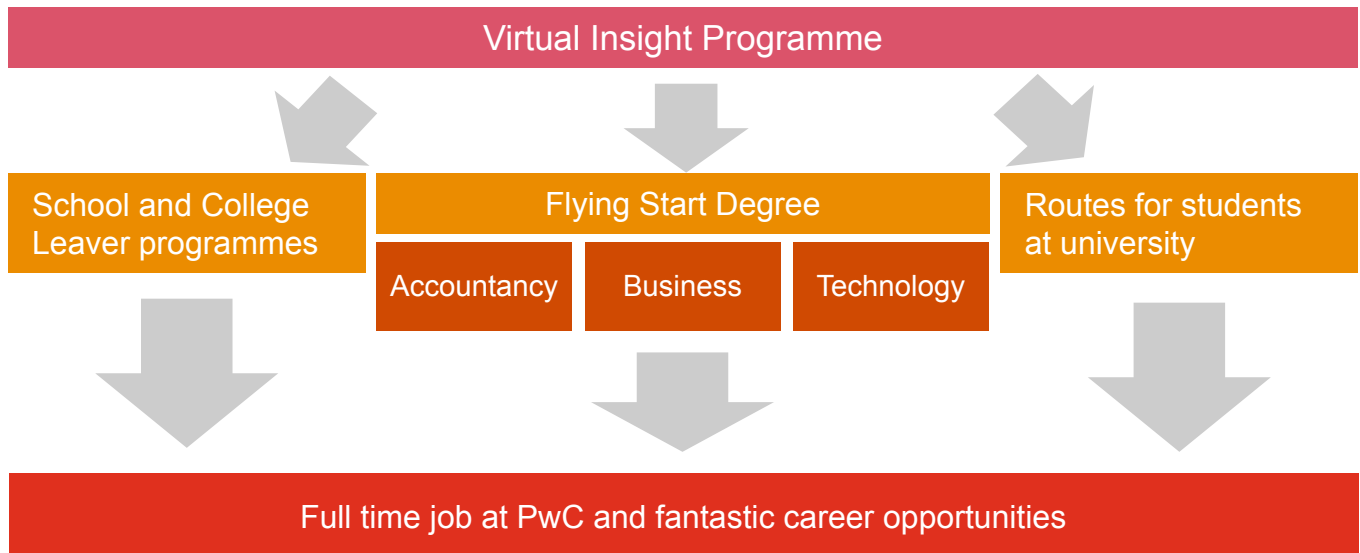
Students can find useful virtual tools to support them in developing key employability skills, including guides and e-learns on the PwC selection process and relevant skills including teamwork and resilience.

Explore our Employability Hub [here](#).

To stay up to date with all of our upcoming events and job opportunities, [sign up to our Talent Community](#).

Further information

Entry routes into PwC and work experience opportunities



Virtual Insight Programme (for Year 11-12 in England and Wales, Year 12-13 in Northern Ireland or S4-5 in Scotland)

Our Virtual Insight Programme offers your students a fantastic opportunity to gain lots of valuable skills and explore career interests options with PwC. Students will get an insight into lots of our different business areas, and hear from staff who've joined PwC through a range of pathways and programmes. [Find out more here.](#)

School and College Leaver roles

All of our full-time School and College Leaver programmes are designed to help our joiners develop their business skills through real client work, while also completing formal training and studying towards qualifications to give them a head start in their career.

We have opportunities to join the following business areas:

- Consulting
- Tax
- Operate (NI only)

Our apprenticeships last between 2 and 4 years, depending on the team, and offer a salary from day one. Joiners will receive excellent support both on the job and at college.

[Find out more here.](#)

Further information

Flying Start degree programmes

If your students want to go to university but are also keen to begin their career, our Flying Start degree programmes offer the best of both worlds. Studying at university they'll get to experience the full-time student lifestyle but will also have integrated paid placements at PwC.

Find out more [here](#).

Accounting (more information [here](#))

- Accountancy, Business and Finance degree
- Available at Newcastle, Nottingham, Reading, Manchester and Queen Mary University of London
- 4 year degree
- 3 paid and integrated placements in our Audit teams
- Complete 12/15 ACA exams during degree and gain a BSc
- Entry requirements AAA - AAB (differs per university)
- Financial bursary of £10,000 upon meeting eligibility criteria
- Graduate job in our Audit team

Business Management (more information [here](#))

- BSc (Hons) Leading on Customer Operations with at Ulster University
- Work 4 days a week and 1 day at university during term time
- 4 year apprenticeship programme with prospect of permanent employment
- Learning on the job with day release to go to university
- Paid tuition fees and salary from day one

Further information

Technology (more information [here](#))

“Study first” pathway - study at one of our leading university partners with guaranteed work placements at PwC throughout your degree

- Choose from:
 - BSc Computer Science available at Leeds and Birmingham
 - BSc Data Analyst available at Queen Mary University of London
 - BEng Software Engineering available at Queen’s University Belfast
- 4 year degree programme with 3-4 integrated placements (guaranteed work experience)
- Fully funded tuition fees, competitive salary from day one and PwC benefits
- Entry requirements AAA - ABB (differs per university) with the possibility of reduced offers

“Work first” pathway - work full time in one of our Tech teams with block release to college to complete your degree

- Based out of our Manchester office whilst studying locally at Ada College for Digital Skills
- BSc Digital and Technology Solutions Professional from the Open University
- 3 year degree apprenticeship with 80% of the time on the job
- 20% off-the-job learning, mostly at Ada College (plus self-study)
- Fully funded tuition fees, competitive salary from day one and PwC benefits
- Entry requirements 112 UCAS points with the possibility of reduced offers

Further Information

Graduates and Undergraduates

If your students want to study at university, there are still lots of opportunities to gain real-world work experience whilst at university as well as opportunities to join us as a graduate afterwards. [Find out more here](#).

- [Black Talent in Business](#) and [Women in Business](#) (first year students on a 3 year degree, or second year students on a 4 year degree) - 3 day paid programmes to gain an insight into what a career at PwC could look like
- [Summer internships](#) (penultimate year students) - our internships vary in length from four to ten weeks, and offer students the opportunity learn about our business, build their network and work alongside specialists in their chosen business area
- [Undergraduate work placements](#) (11 month placements for students who need to complete a placement as part of their degree) - students work alongside graduate trainees and experienced professionals to learn about our business and get exposure to a wide range of clients
- [Graduate programmes](#) - we have opportunities to join the following business areas:
 - [Actuarial](#)
 - [Audit](#)
 - [Business Solutions](#)
 - [Consulting](#)
 - [Deals](#)
 - [Legal](#)
 - [Operate](#)
 - [Risk](#)
 - [Tax](#)
 - [Technology](#)
 - [Graduate Business Programme](#)

Further support with essential skills

Please make use of these free Skills Builder resources to further the development of essential skills in your classroom

Platform	Description
The Skills Builder Universal Framework	<p>The Framework breaks each of the eight essential skills down into a sequence of 16 measurable, teachable steps, taking individuals from being an absolute beginner through to mastery. It takes essential skills and puts rigour behind them.</p> <p>Explore the Framework at skillsbuilder.org/framework.</p>
Skills Builder Benchmark	<p>Skills Builder Benchmark is the world's leading tool for individuals to assess their levels of essential skills. It is used widely by employers to understand their teams' skill levels and target professional development, as well as by educators and impact organisations.</p> <p>Benchmark features:</p> <ul style="list-style-type: none">■ Structured self-reflection questions covering the entire Universal Framework■ Downloadable reports on personalised strengths, areas for development, and suggested next steps■ Admin-level access for organisations who want to collate learner data and understand their impact <p>Get started at skillsbuilder.org/benchmark.</p>
Skills Builder Launchpad	<p>Skills Builder Launchpad acts as a powerful complement to Benchmark by supporting individuals to build their essential skills step-by-step through short interactive modules.</p> <p>Each Launchpad module follows a common structure:</p> <ul style="list-style-type: none">■ <i>Identify</i> key concepts and strategies related to the skill step. Choose to watch, listen or read.■ <i>Practice</i> the skill step through interactive online and offline activities.■ <i>Articulate</i> understanding of the skill step through written reflection or discussion. <p>Get started at skillsbuilder.org/launchpad.</p>



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PARTNERSHIP

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