

PwC's Virtual Dragons' Den Teacher Guide

**Part of New World. New
Skills**



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Introduction

Welcome to PwC's virtual Dragons' Den challenge, part of our New World. New Skills programme.

We're really excited to welcome you to our latest virtual skills programme.

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](#).

The Dragons' Den workshop is an opportunity for secondary school students to act as entrepreneurs and develop their confidence and key skills for the future. This workshop offers a blended learning experience, through a combination of short pre-recorded videos delivered by PwC staff and teacher-facilitated activities in the classroom. Throughout the eight sessions, students will develop their own ideas as solutions to a problem and present their pitch to their teacher and classmates.

We've designed this workshop with flexibility in mind, to allow you to use the materials in a way that works for you. We suggest that the sessions are run together on one day, however it would also work delivering the sessions over a period of weeks. 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 Dragons' Den challenge, part of our New World. New Skills programme, and that your students get a lot out of this opportunity.



Overview

The Dragons' Den challenge 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 **5 June 2023**, and will be suitable for secondary school students of any age.

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 workshop is structured. Further information on the programme logistics can be found on **the next page**.

We suggest that the sessions are run together on one day, however it would also work delivering the sessions over a period of weeks.

	Title	Focus skill	Approximate timings (pre-recorded session and activities)
1	Workshop launch	Teamwork	40 minutes
2	Let's get into business gear	Creativity	40 minutes
3	Setting the problems	Teamwork	25 minutes
4	Idea generation	Problem Solving	45 minutes
5	Develop your solution	Creativity	30 minutes
6	Develop your pitch	Speaking	50 minutes
7	Enter the Dragons' Den	Speaking	Depends on group size
8	Reflection	Reflect on all four focus skills	15 minutes

Logistics

All learning materials will be available from **Monday 5 June**. 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. The duration of each session varies but suggested timings can be found in the **Teacher notes** section. You may wish to adapt the timings to suit your students and your timetable.

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' pitches to enter a prize draw to win a Q&A session with PwC team members. If you wish to do so, please remember to record the audio of the pitches and submit them to **uk_nwns_schools_series@pwc.com** with the subject "Dragons' Den Pitches" and your school name.

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.
- **Complete** the [Google form](#) twice to assess your students' confidence in the four focus skills before and after the programme: once at the beginning (during the Workshop Launch session) and once at the end (during the Reflection session). **Note:** this is referenced in the Teacher Notes section of the handbook.
- Send in any **questions** throughout the sessions using the chat box or via email.

What to expect from us

- We'll **create and upload** our learning materials to our website, where they'll be available from Monday 5 June
- **Respond** to any questions received.

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 focuses on **four** essential skills at specific steps of the Framework to allow your students the opportunity to understand, apply and reflect on each skill effectively.

For **speaking**, students will practise speaking engagingly by using facts and examples to support their points (step 7), as well as using tone, expression and gesture to engage listeners (step 9).

For **problem solving**, students will practise exploring problems by creating different possible solutions (step 4), and thinking about the pros and cons of these (step 5).

For **creativity**, students will practise generating ideas for briefs (step 3) and developing these ideas by asking themselves questions (step 9).

For **teamwork**, students will practise contributing to group decision making (step 6), whilst valuing others' ideas (step 7).

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 Dragons' Den challenge 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'll be able to adapt and tailor the content or delivery for their students. We'll 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 curriculum, as well as with Technology and Business.
5. Encounters with employers and employees	Yes - the sessions will be delivered by PwC staff. Learning Objectives will be clearly outlined.
6. Experiences of workplaces	Yes - 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	Not applicable

Teacher notes

Section 1: Workshop launch

Begin the session by playing the video recording for Session 1, which can be found on the [programme page](#).

Maria introduces the Dragons' Den challenge and gives an overview of each session. She talks through who PwC are and what we do.

Pause

Play [this video](#) (approximately 3 minutes long) to learn more about what PwC do. Afterwards, award points to those students who can provide a fact about PwC. These might include: what PwC do, the different areas of PwC, number of employees, industries or types of clients that PwC work with. Continue playing the video.

Play

Maria introduces the Skills Builder framework and the eight essential skills. She talks through how the skills link with our values at PwC. She then shares the focus skills for the Dragons' Den challenge.

Maria asks students how confident they feel on the focus skill steps.

Pause

Encourage a class discussion around how confident students feel in each of the focus skill steps. Take each step in turn. Complete [this Google form](#) to capture your class' self reflection - you'll do the same again at the end of the challenge.

Play

Maria now moves on to introducing the Dragons' Den activity. To begin, she asks students to think about teamwork.

Pause

Give students up to **1 minute** to discuss the following with their classmates:

- What does the word teamwork mean to you?
- When have you had to work well with others?

Play

Maria explains how we define Teamwork at PwC.

Section 1: Workshop launch

Maria introduces the concept of group decision making.

Pause

Give students **30 seconds** to think about when they have contributed to a group decision. If students need more support in understanding what it means to contribute effectively to a group decision, explore [this page](#) of the Universal Framework as a class.

Play

Maria talks through effective group decision making. She explains that students are now going to practise their group decision making by getting into teams and coming up with a team name.

Pause

Separate students into groups of 4-6 by table. Allow groups **2 minutes** to select their team name. **Optional:** ask each group for their team name and why they chose it. You can award points for the best team name or reasoning (your discretion). Praise students when you spot good demonstration of contributing to a group decision.

Play

Maria 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.**

Maria talks through the rest of the challenge and what to expect. She introduces the “Emerging Eight” technologies.

Pause

Play [this video](#) (approximately 5 minutes long) as an introduction to the Emerging Eight Technologies.

Play

Maria wraps up the session.

Approximate timings 40 minutes

(pre-recorded session and activities)

Section 2: Let's get our heads into business gear

Begin the session by playing the video recording for Section 2, which can be found on the [programme page](#).

Rumnique introduces the session and gives an overview of what students will be doing. **You may wish to play [this additional 2 minute clip](#) here, if some students are unfamiliar with the Dragons' Den concept.**

Rumnique introduces the focus skill for this session. To begin, Rumnique asks students to think about creativity.

Pause

Give students up to **1 minute** to discuss the following with their classmates:

- What does the word creativity mean to you?
- When have you used creativity before?

Play

Rumnique explains how we define Teamwork at PwC. She then introduces the “Spot the successful entrepreneurs” activity and explains what we mean by entrepreneur.

Pause

In pairs, give students **3 minutes** to choose a well-known entrepreneur and discuss the questions below. Afterwards, choose some of the groups to feed their ideas back.

- Who am I?
- What am I famous for?
- Why do you think I'm successful?
- Why is Creativity important to me?

Play

Rumnique debriefs the activity. She then introduces the next activity - “what makes a business successful?”

Pause

In pairs, give students **3 minutes** to choose a well-known brand and discuss the 5 points on the next page. Afterwards, choose some of the groups to feed their ideas back.

Section 2: Let's get into business gear

- What is the brand?
- What problem do they solve?
- How have they used Creativity to solve these problems?
- What problems do they still face?
- How could technology help improve their business?

Play

Rumnique debriefs the activity and runs through some suggestions on what makes a successful business. Next, Rumnique talks through generating ideas.

Pause

Give students **30 seconds** to think about when they have generated ideas for a brief before. If students need more support in understanding what it means to generate ideas for a brief, explore [this page](#) of the Universal Framework as a class.

Play

Rumnique introduces the banana challenge.

Pause

In pairs / teams, give students **2 minutes** to write down all the ways they could use a banana to make money. Ask each team how many ideas they wrote down. It's at your discretion as to whether you accept each idea. You can award points to the teams as you see fit, but the team with the most ideas wins. Praise students when you spot good demonstration of generating ideas for a brief.

Play

Rumnique debriefs the task.

Rumnique 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.**

Rumnique wraps up the session.

Approximate timings 40 minutes

(pre-recorded session and activities)

Section 3: Setting the problem

Begin the session by playing the video recording for Section 3, which can be found on the [programme page](#).

Amardip introduces the session and the focus skill for this session. To begin, Amardip asks students to think about the definition of teamwork. He recaps effective decision making.

Pause

Give students **2 minutes** to discuss what you need to think about when making contributions.

Play

Amardip debriefs and moves onto the importance of listening, as well as contributing.

Pause

Give students **30 seconds** to think about why people have different ideas. If students need more support in understanding what it means to recognise the value of others' ideas, explore [this page](#) of the Universal Framework as a class.

Play

Amardip introduces the three options that students can choose from for their Dragons' Den activity: healthy lifestyles, reusing items or choosing their own idea. He then introduces the activity for teams to choose their project.

Pause

Give students **5 minutes** in their teams to discuss each option and decide which project to work on. If time allows, you may wish to give students longer to decide. You may wish to ask each team to share the option they have chosen with the rest of the class and their reasons for choosing it. Praise students when you spot good demonstration of recognising others' ideas.

Play

Amardip 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.**

Amardip wraps up the session.

Approximate timings 25 minutes

(pre-recorded session and activities)

Section 4: Idea generation

Begin the session by playing the video recording for Section 4, which can be found on the [programme page](#).

Nichola introduces the session and gives an overview of what students will be doing.

Nichola introduces the focus skill for this session. To begin, Nichola asks students to think about problem solving.

Pause

Give students up to **1 minute** to discuss the following with their classmates:

- What does problem solving mean to you?
- When have you used problem solving before?

Play

Nichola explains how we define Problem Solving at PwC. She then talks through how to solve a complex problem and how it relates to this session.

Pause

Give students **2 minutes** to discuss in their teams a time when they have solved a complex problem before and how they went about it.

Play

Nichola talks through the first step of solving a complex problem. **You may choose to pause the video here, so that you can work together as a class on the example provided.**

Nichola talks through the next step: generating possible solutions.

Pause

Give students **30 seconds** to discuss how they could come up with lots of possible solutions. If students need more support in understanding what it means to solve a problem by creating different possible solutions, explore [this page](#) of the Universal Framework as a class.

Play

Nichola introduces the activity, where students will now be coming up with ideas on how to solve their chosen problem.

Section 4: Idea generation

Pause

Give students **5-10 minutes** to come up with as many ideas as they can. Remind students not to rule out any ideas at this stage; this step is about generating as many ideas as they can. Remind teams to allow everyone to contribute. **Note:** if you don't have Post-Its, ask students to jot their ideas down on a piece of paper. Praise students when you spot good demonstration of creating different possible solutions.

Play

Nichola talks through the next step of problem solving.

Pause

Give students **5 minutes** to think about the pros and cons of each solution. Make sure everyone gets the chance to contribute.

Play

Nichola talks through the final step, choosing an idea.

Pause

Give students **5-10 minutes** to review their solutions. They must only keep those that meet all 3 success criteria. Then, students should use the pros and cons of the remaining ideas to choose their best solution. Praise students when you spot good demonstration of thinking about pros & cons to solutions.

Play

Nichola 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.**

Nichola wraps up the session.

Approximate timings 45 minutes

(pre-recorded session and activities)

Section 5: Develop your solution

Begin the session by playing the video recording for Section 6, which can be found on the [programme page](#).

Grace introduces the session and gives an overview of what students will be doing. She introduces the focus skill for this session.

Pause

Give students **30 seconds** to discuss what they remember about the definition of creativity.

Play

Grace talks through what we mean by Creativity and how it relates to this session. She then talks through the importance of asking questions.

Pause

Give students **30 seconds** to discuss the difference between the two questions on the slide.

Play

Grace debriefs and explains the two main types of questions: open and closed.

Grace talks through what a business plan is and what we include in a business plan.

Pause

Give students up to **1 minute** to discuss how questioning is used to develop business plans. If students need more support in understanding how questioning can be used to develop ideas, explore [this page](#) of the Universal Framework as a class.

Play

Grace debriefs on how questioning might be used. She then talks through the “Lemonade business plan” example before introducing the activity, creating a business plan.

Pause

Give your students **15 minutes** to create their business plan, using questioning to develop their ideas. If time allows, you may wish to give students longer for this activity. Praise students when you spot good demonstration of asking themselves questions to develop their ideas.

Section 5: Develop your solution

Play

Grace 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.**

Grace wraps up the session.

Approximate timings 30 minutes

(pre-recorded session and activities)

Section 6: Develop your pitch

Begin the session by playing the video recording for section 7, which can be found on the [programme page](#).

Lynsey introduces the session and gives an overview of what students will be doing. She introduces the focus skill for this session. To begin, Lynsey asks students to think about Speaking.

Pause

Give students up to **1 minute** to discuss the following with their classmates:

- What does Speaking mean to you?
- When have you used Speaking before?

Play

Lynsey explains how we define Speaking at PwC. She then talks through how students can prepare for their presentations, firstly by using facts and examples.

Pause

Give students **30 seconds** to discuss when they have seen facts and examples used effectively during a speech. If students need more support in understanding how to use facts and examples to support their points, explore [this page](#) of the Universal Framework as a class.

Play

Lynsey introduces “the presentation sandwich” and the next activity, preparing the pitch.

Pause

Give students **20 minutes** to write and prepare their pitch. If time allows, you may wish to give your students more time on this activity. If you feel your students are unfamiliar with the idea of a business pitch and could use some more input, **you may wish to play [this video](#) as an example**. Praise students when you spot good demonstration of using facts and examples to support a point.

Play

Lynsey talks through how to deliver a presentation, starting with effective non-verbal communication.

Section 6: Develop your pitch

Pause

Give students **2 minutes** to discuss how you can use tone, expression and gesture to engage listeners. If students need more support in understanding how to use tone, expression and gesture to engage listeners, explore [this page](#) of the Universal Framework as a class.

Play

Lynsey debriefs and shares some examples of effective non-verbal communication, before introducing the Power Pose. **You may choose to pause the video here and play [this video](#), which introduces the concept of the Power Pose. Afterwards, invite students to stand up and give it a go.**

Lynsey talks through some top tips to consider when delivering the pitch, before setting the next activity: practising the pitch.

Pause

Give students **10 minutes** to practise their pitch. Praise students when you spot good demonstration of using tone, expression or gesture when practising engaging their listeners.

Play

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

Lynsey wraps up the session.

Approximate timings 50 minutes

(pre-recorded session and activities)

Section 7: Enter the Dragons' Den

This section is the Dragons' Den, where your students will deliver their pitch to the Dragons.

You'll need to consider who will act as your Dragons in advance. We suggest **2-3** Dragons per class of 30. You could ask older students, other staff, senior leaders or governors to act as Dragons.

We have included some suggested judging criteria on the next page, with things for the Dragons to consider and give feedback on. **You may wish to print these out for your Dragons.**

You may wish to give each group a score for each criteria in order to identify the winning group; we suggest the following scoring but please adapt to suit your class(es).

- 1 - meets almost none of the criteria
- 2 - meets some of the criteria
- 3 - meets most of the criteria
- 4 - meets all of or exceeds the criteria

Delivery instructions

Play

Priscilla introduces the session and welcomes students to the Dragons' Den. She runs through some reminders about the pitch.

End of recording

Once you have watched the session, you can begin the Dragons' Den!

Meet the Dragons: welcome the Dragons and ask them to introduce themselves.

Explain that each group will have **2 minutes** to deliver their pitch to the Dragons. They must keep to time. Explain that you'll give them a 1 minute warning. Afterwards, the Dragons will have 2 minutes to ask any questions and give feedback on the pitch. Decide upon the order of the pitches. You may wish to decide this in advance, depending on your class.

Allow **5 minutes per group** for their pitch, questions and feedback.

Ask the Dragons to give any overall feedback to the class as a whole and to name the winning group.

Approximate timings Depends on number of groups

Don't forget to record the audio of your presentation so that you can enter a prize draw to win a Q&A session with PwC team members!

Example judging criteria

Judging criteria	Group score (1-4)
Viability <ul style="list-style-type: none"> Does the idea work? Is it a sustainable idea? 	
Idea <ul style="list-style-type: none"> Is it an original concept? Did students explore more than one idea, and consider pros and cons of potential ideas? Is it well thought out, or are there any design flaws? Has the product/service been well explained? Has technology been used within the product/service? 	
Planning <ul style="list-style-type: none"> Is there evidence of planning and research to refine their idea? Have the students considered their target audience and reach of their product/service? Have costs been considered? Is it profitable? 	
Teamwork <ul style="list-style-type: none"> Did all members of the team work with others in a positive way? Did all members of the team contribute to the group decisions? Did all team members contribute to the final presentation? Did all members of the team recognise the value of each other's ideas? 	
Speaking <ul style="list-style-type: none"> Was the presentation delivered clearly? Was the presentation delivered in a logical order? Did the presentation include facts and examples to support the points made? Did the students use tone, expression and gesture to engage listeners? 	

Section 8: Reflection

Begin the session by playing the video recording for Section 8, which can be found on the [programme page](#).

Priscilla welcomes the students back to the final session of our Dragons' Den. She recaps the four focus skills that have been covered through the eight sessions.

Priscilla introduces the reflection activity.

Pause

Give the students **5 minutes** to write down 2 stars, 1 wish and 1 highlight. Encourage students to share their reflections with the class.

Play

Priscilla asks students how confident they feel on the focus skill steps now that they have completed the Dragons' Den challenge.

Pause

Encourage a class discussion around how confident students feel in each of the focus skill steps. Take each step in turn. Complete [this Google form](#) to capture your class' self reflection.

Play

Priscilla talks through how your students can continue to develop their essential skills.

Pause

Encourage students to think about which essential skill they would like to keep practising and why. Ask them to share how they might continuing practising this skill and the settings in which they might apply it.

Play

Priscilla wraps up the session.

Approximate timings 15 minutes

(pre-recorded session and activities)

Further information

Further information

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

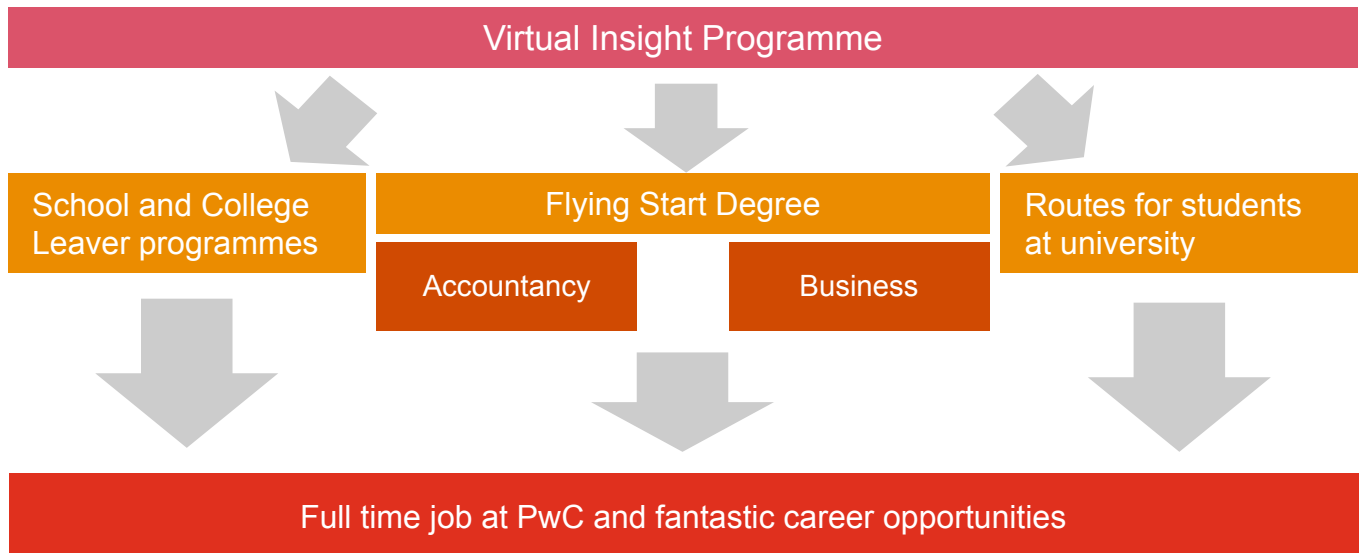
Students can find useful virtual tools to support them in developing key employability skills, including guides and e-learns on the PwC selection process and relevant skills including teamwork and resilience.

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

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

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](#)
 - [Consulting](#)
 - [Deals](#)
 - [Legal](#)
 - [Operate](#)
 - [Risk](#)
 - [Tax](#)
 - [Technology](#)

