



# Learning outcomes: PwC's perspective

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## Objectives for today

- “ Define what a learning outcome is
- “ What a learning outcome means to a recruiter
- “ Demonstrate why and how learning outcomes are useful for employers
- “ Highlight ways in which students can show their learning outcomes when applying for jobs/attending interviews

# What is a learning outcome?

**‘What people have learnt as a result of an experience’**

Can be:

Set by organisations or learners

Can be specific e.g 10 key facts about ancient Greeks



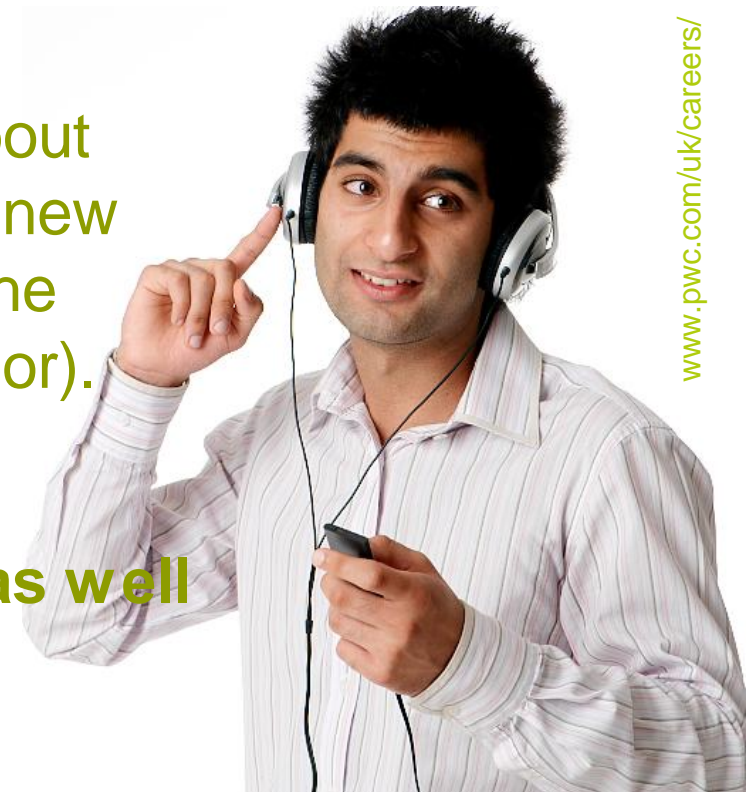
# Most importantly

**Learning outcomes can be used to assess the learning which has taken place**

Not enough to say that you have learnt/can do something

We need to know how you have gone about learning to gain new knowledge/acquire new skills . and hence whether you display the competencies (behaviours that we look f or).

**Interested in how people have learnt as well as what they have learnt.**



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# Global Core Competencies

## What behaviours or competencies do PwC assess?

These competencies are used for assessment in recruitment, development and progression of all our staff.

It's around providing evidence that you have met the competency through your learning and hence learning outcomes, not just about the fact that you have completed a piece of learning.





# Enhance Value through Quality

## Manage Projects and Economics

Identifying and addressing issues, problems and opportunities. Being responsible and accountable for the successful completion of assignments.

## Acquire and Apply Commercial and Technical Expertise

Developing and applying a high level of technical/professional skills and knowledge.

## Be Open Minded, Agile with Change and Practical

Maintaining effectiveness when experiencing major changes in the work or business environments. Adjusting to new work structures, processes, requirements, or cultures. Reinventing oneself, as necessary.



# We put ourselves in each others shoes

## **Communicate With Impact and Empathy**

Clearly conveying information and ideas, both verbally and in writing, that targets and engages the specific audience and helps them understand and retain the message. Listening effectively to, negotiating with and influencing others as appropriate.

## **Develop Self and Others through Coaching**

Providing, seeking and using timely guidance and meaningful feedback that is both candid and direct to help others and self improve and develop.

# We share and collaborate

## **Be Curious: Learn, Share and Innovate**

Actively identifying and taking advantage of new opportunities for learning.

Utilising available resources and methodologies.

Leveraging knowledge and skills to create distinctiveness and sharing this knowledge internally and externally.

## **Lead and Contribute to Team Success**

Demonstrating leadership and the ability to work toward shared goals and the firm's values of Excellence, Teamwork and Leadership.





# Invest in relationships

## Build and Sustain Relationships

Building relationships through the rich internal and external networks. Increasing the breadth and depth of client relationships.

Listening to the needs of others, and proposing effective solutions.

## Be Passionate about Client Service

Focusing on the delivery of quality work and demonstrating an understanding and an interest in the client's business, issues and environment.

Being mindful of the professional standards and compliance responsibilities of PwC and the client.

Creating and maintaining respectful client relationships.



# A note on academics



All students who apply to us for our graduate positions should meet our academic requirements.

It is not necessarily beneficial for students to have studied a Masters or a postgraduate degree.



What a masters/postgraduate qualification may do however is to allow students to further develop the skills and competencies that we look for.

**However, if they are unable to provide with examples or evidence on how they have done this they will not get through ours or other employers' competency-based processes.**





# Where do students fall down?

**Being unable to think of their learning and their learning outcomes and how these map/translate/are relevant to the competencies we look for**

Let's consider some examples of how students can talk about their learning outcomes to demonstrate that they have the skills and competencies required by employers



- “ Detail the example
- “ What was the situation/how did you learn?
- “ What were the challenges (if any)?
- “ What was the outcome?
- “ What have you learnt (skill/knowledge)?

Learning outcomes: providing evidence



Providing evidence of your learning outcome  
Applying it to the competencies ÷ ..

## **Manage Projects and Economics**

Please give me an example of a time when you have had to deliver more than one assignment or coursework on the same day.

We are looking for evidence around:

- “ How they ensured that they delivered the assignment on time
- “ How they managed their time
- “ What did they learn from this?



Providing evidence of your learning outcome  
Applying it to the competencies ã ..

## **Develop self and others through coaching**

Please give me an example of a time when you have received feedback that you didn't agree with.

We are looking for evidence around

- “ The situation . what was the situation?
- “ How did the situation come about?
- “ How did they deal with the situation?
- “ What was the outcome/what have they learnt?



Providing evidence of your learning outcome  
Applying it to the competencies ã ..

## **Lead and Contribute to Team Success**

Please give me an example of when you have worked as part of a team.

We are looking for evidence around:

- “ What was their role in the team?
- “ What was the team’s objective?
- “ How did they ensure that they contributed to the team and met the objective?



# Why do we look for this evidence?

For our business to move forward we need applicants who demonstrate these softer skills.

We can teach them the technical knowledge (so long as they have the academic capability . hence why we have minimum academic entry requirements).

But we need our students to be able to demonstrate the softer skills . as shown by our global core competencies. These need to be demonstrated from day 1 as they will be used from day 1 of their career at PwC.

We can then help students develop these skills through the various development channels and frameworks that exist within PwC.

# In summary

A student needs to meet our minimum academic requirements . a postgraduate/Masters degree is not a necessarily beneficial

Examples need to be provided to support a learning outcome . it is not enough to say you have good leadership skills . we need you to demonstrate this through providing us with examples

For our business to move forward the differentiator between PwC and our competitors is **our people**: we need **our people** to have the softer skills in order to be able to **make the difference** to our clients.



PwC in Europe

Please consult your local PwC website

[www.pwc.com](http://www.pwc.com)



Thank you for listening ã ..

Any questions?

