



CONSTRUCTION
YOUTH TRUST

Work Experience

in the built environment

Insights Guide



Introduction

Established in 1961, Construction Youth Trust's (CYT) mission is to inspire and enable young people to overcome barriers and achieve their full career potential.

Social mobility is at the heart of our work. We prioritise supporting young people from low-income backgrounds, underrepresented groups and those who face significant barriers to employment.

We achieve this by connecting young people with our network of more than 250 employer partners across the built environment sector. Each year, we work with these partners to deliver hundreds of high-quality work experience placements, spanning careers from quantity surveying to building services engineering. Feedback consistently highlights the positive impact of these opportunities for both young people and employers.

Feedback also shows that delivering high-quality work experience requires significant time, resources and careful planning. Getting it right takes experience. Drawing on everything we have learned, we have created this guide to make it easier for employers to deliver impactful work experiences that work for their organisations as well as young people.

We would like to thank the Educational Engagement Programme* Joint Venture Partners – Places for London, Barratt London, The Earls Court Development Company, Helical, Grainger and Fastned – for supporting this project from inception to completion.

* A collaboration between Places for London, Barratt London, The Earls Court Development Company, Helical, Grainger and Fastned, working with Construction Youth Trust to inspire the next generation into careers in the built environment. The partnership delivers inspirational workshops and intensive employability programmes for thousands of young people in schools across London.



Work experience is a two-way street. While it gives young people the opportunity to experience the workplace and industry and find out if it could be right for them, it also allows employers to see if the individual has the attributes and skills that would make them an excellent hire.”

**People Lead,
CYT Employer Partner**

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Work Experience Works

Engagement with employers at an early stage has been shown to reduce the likelihood of a young person becoming unemployed and significantly increase their earning potential (Careers and Enterprise Trust).

Work experience is one of the most valuable forms of employer engagement. With construction and the built environment facing a significant skills gap, offering meaningful work experience can inspire the next generation to make the built environment their first-choice career. Work experience placements also help employers identify work-ready young people who are passionate about their sector, while giving them the opportunity to give back to their communities. That is why we have made work experience an essential component of CYT's offer to the young people we support.

To ensure that the work experience opportunities we facilitate are as impactful as possible, we seek feedback from the hundreds of young people and dozens of employers we work with every year. Their input continues to highlight the benefits of meaningful work experience on both sides.

Increasingly, employer partners are developing work experience as an essential part of their recruitment strategy, providing a valuable opportunity to get to know potential candidates for future apprenticeship opportunities.

The guide takes you through each of the essential steps required to develop a robust work experience programme, from defining and codifying your goals to identifying suitable young people, agreeing the structure and content, and undertaking follow-up and evaluation.



75% of young people say that placements help them gain new skills and increase their confidence, while 80% feel more attractive to employers after completing work experience."

Department of Work and Pensions



Each section draws on insights shaped directly by employers and young people, includes case studies and examples of best practice, highlights the support CYT can provide and offers practical templates that can be adapted to suit your own programmes.

We know our employer partners are at different stages of their work experience journey. Some have established programmes, while others are just starting out.

This guide has been designed to be useful for all. If you are new to work experience, you can use the full guide from start to finish. If you already have experience, dip into the sections most relevant to you - for example, you may want to focus on evaluation and measuring impact.

Start with the End

To deliver truly effective and purposeful work experience, it's essential to begin by carefully considering the 'why' and really interrogating what you want to achieve through the delivery of placements.

A meaningful work experience will:

- have a clear purpose, which is shared with the employer and the young person
- be underpinned by learning outcomes that are appropriate to the needs of the young person

Gatsby Benchmark 6

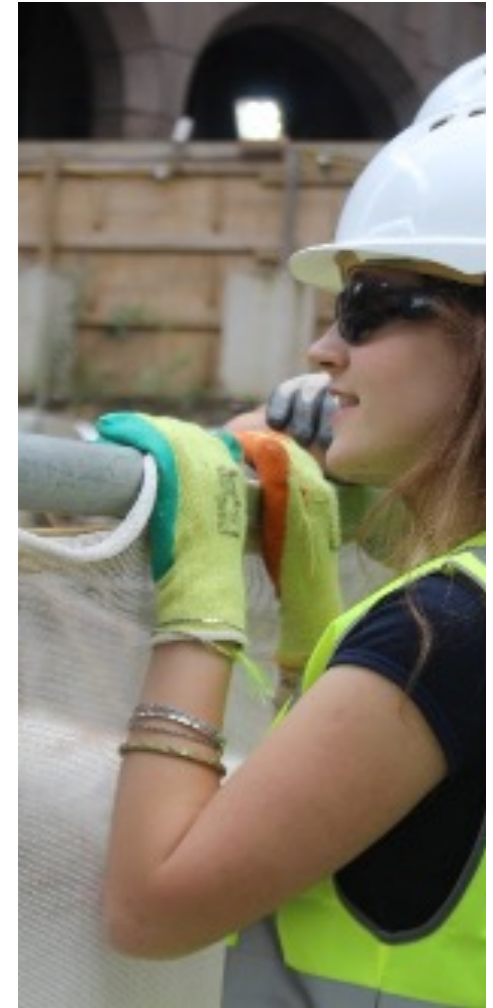


In the table on the next page, we have summarised typical aims that employers, schools and young people tell us are important to them, but it is not an exhaustive list by any means. Employers will often have more than one aim, so it is helpful to reflect on everything you hope to achieve from the outset. There may be aims that are bespoke to your company or project. For example, you may want to align your work experience offer with your own social value or Section 106 priorities or the Gatsby Benchmarks*. Or, you may have corporate priorities that work experience can contribute to, such as alignment with one of the United Nation's Sustainability Goals.

* A renowned framework of eight benchmarks

Time spent clarifying your aims at the beginning is well-spent as a clear purpose will help you create a meaningful work experience for both the young people and you as an employer. Consider who in your organisation you might want to involve in developing these aims, e.g. senior leaders, social value team, etc. Once you have firmed up your aims, you might want to consider how these inform each of the following key areas in a simple matrix (refer to resources 1 and 2 in the appendix):

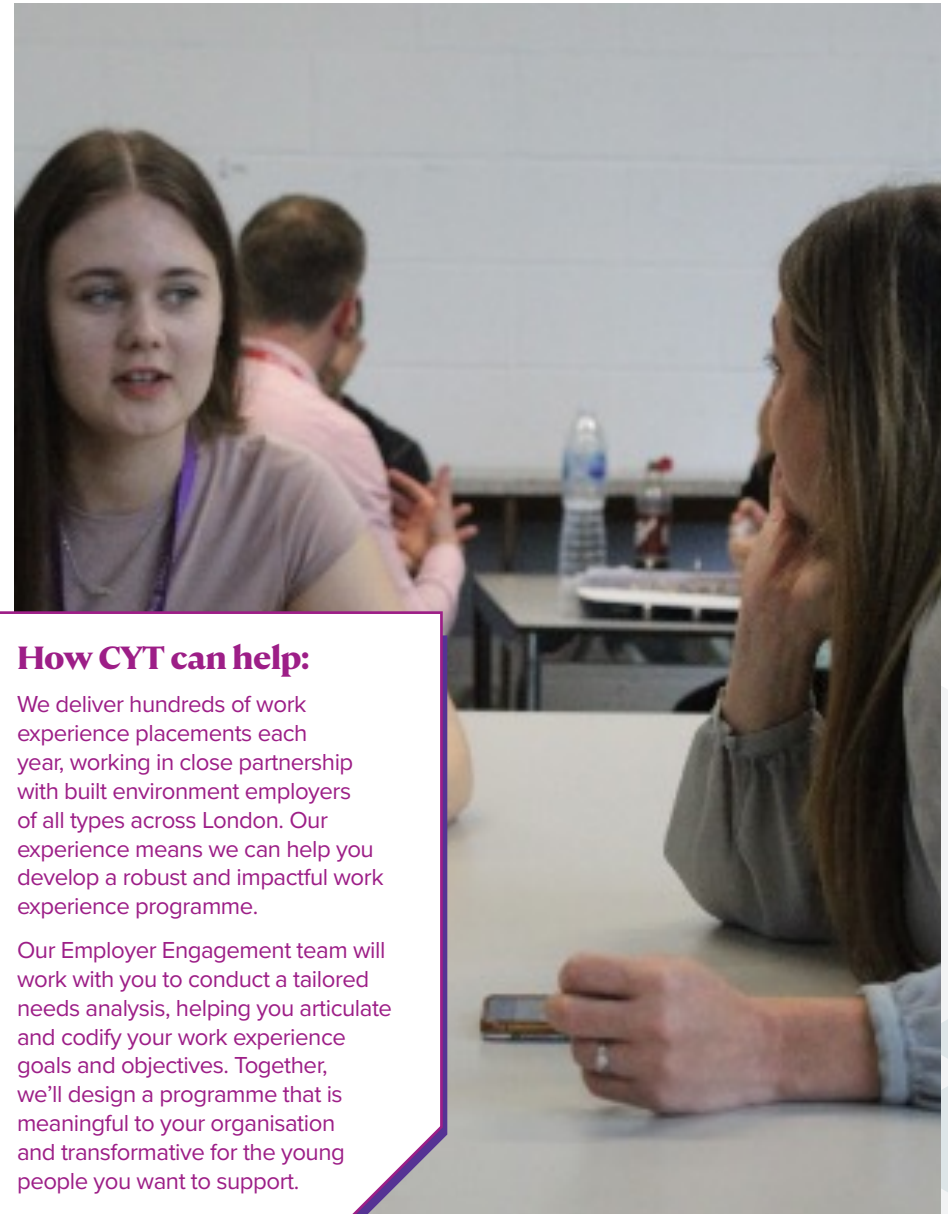
- **Identifying and selecting the right young people**
- **Timing, location and who to involve**
- **Structure and content of experience**
- **Follow up**



Start with the End

continued

What do you hope to achieve through your work experience programme?	Tick goals that apply to your company ✓
Give young people an early opportunity to experience the world of work	
Help young people develop the confidence and skills valued by employers and understand what it takes to succeed in the workplace	
Introduce young people to a wide range of career roles to help them develop their career goals and aspirations	
Inspire young people to consider your industry or particular sector as their career choice, potentially challenging prevailing misconceptions/stereotypes	
Give young people a real-world insight on their specific preferred career role before they commit	
Help young people to improve their CV and employability	
Opportunity to get to know prospective candidates for your company's upcoming apprenticeship/job openings	
Introduce prospective candidates to your company, e.g. your values, working environment and recruitment processes	



How CYT can help:

We deliver hundreds of work experience placements each year, working in close partnership with built environment employers of all types across London. Our experience means we can help you develop a robust and impactful work experience programme.

Our Employer Engagement team will work with you to conduct a tailored needs analysis, helping you articulate and codify your work experience goals and objectives. Together, we'll design a programme that is meaningful to your organisation and transformative for the young people you want to support.

Identifying and Selecting

Clarity on the aims and purpose of your work experience will help you decide on the young people you might want to target for your work experience.

From our consultations and needs analyses with employers, we have identified two broad types of work experience:

1. General Careers Work Experience

- aims to introduce young people to a wide variety of roles and help them discover careers they might be suited to. Targeted at young people who are still exploring their options, this kind of experience might suit younger students (typically ages 14-16).

2. Specific Role Work Experience - gives young people a deeper understanding of day-to-day responsibilities and required skills for a specific role. As these placements work best for young people who already have a clear sense of their career interests, they typically target young people aged 16-18 (e.g. at the end of Year 12).

In addition, working through the age/stage of your target young person(s), consider how you might better understand their interests and career aspirations.

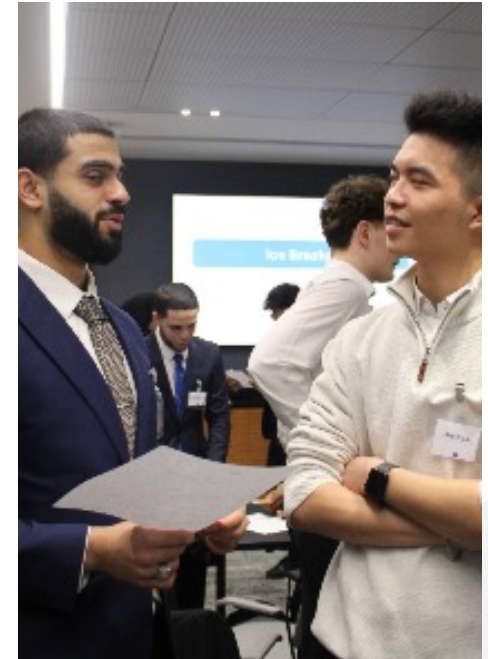


“The best part of the work experience placement was getting to go on site and speak with actual civil engineers. This was really helpful as it gave me an insight as to what my future engineering career could actually look like.”

Asia, Sir Robert McAlpine, specific role work experience

Employers tell us how demoralising it can be to plan a fantastic experience only to discover on Day 1 that the young person is not genuinely interested in the sector. If you are working with a charity like CYT who already knows the young people and/or school, the clearer you are on what you are looking for then the easier it will be to match with appropriate young people. If you are going directly to the school, it is helpful to work through a shared purpose with them. There might be a particular cohort the school wants to put forward e.g. the construction group and/or you might request that the school arranges an easy-to-complete expression of interest form. (Refer to resource 3 in the appendix).

You might also consider whether you want to offer an individualised work placement or a group experience where a small cohort of young people experience the workplace together, perhaps completing a collaborative team challenge.



“I really enjoyed meeting new people and learning about different job roles.”

Lily, Transport for London, general careers work experience

Identifying and Selecting

continued

How CYT can help:

We have long-term partnerships with over 50 schools and colleges across ten London boroughs. Over the past two years alone, we have collaborated with more than 250 partners from across the built environment sector to deliver over 1,000 immersive world-of-work opportunities.

Our priority is to connect our employer partners with young people well-matched to their work experience programmes. Many of the young people we put forward for placements are already on our **Building Opportunities** and **Pathways** coaching and progression programmes, delivered in schools across London. As a result, they are motivated and engaged with a strong awareness of the built environment and a solid understanding of professional conduct.

If you are interested in connecting with CYT young people and exploring how they could add value to your organisation, please get in touch at hello@constructionyouth.org.uk



Shockingly, nearly half of construction apprentices don't complete their qualifications. We've seen how 'try it on for size' work experience opportunities can change these odds. They give young people the chance to experience the day-to-day reality of the specific role they are interested in - helping both the apprentice and employer ensure the fit is right before committing, especially important for longer qualifications."

Carol Lynch, CYT CEO



Shadiya's Journey

Breaking Barriers, Building Futures

Shadiya, a 17-year-old young woman from Southwark, struggled with low confidence and was unsure which career pathway to pursue after school. Although she had heard about opportunities in the built environment sector, she believed it was a male-dominated field and didn't see it as a viable option.

To challenge these views, we worked with one of our employer partners to offer a work experience placement in quantity surveying where she could work alongside inspiring and relatable women in the workplace. After connecting with these female role models in the field, shadowing their work and having opportunities to ask questions, Shadiya was able to visualise herself as a quantity surveyor.

Shadiya is now doing a Level 6 apprenticeship in Quantity Surveying! We are so excited for Shadiya and honoured to be a part of her inspiring journey into the industry.



Before CYT [and work experience], I only saw men in construction and didn't see people like me. I thought it was all hard hats - I didn't know about the behind-the-scenes roles."

When, Where and Who

Once you are clear on the aims of your work experience and target young people, you can start to decide upon the When? Where? Who?

It is useful to start with the cadence of the school calendar for your target young people. Schools will be sensitive about young people missing out on a week of school during term time, especially in the run up to exams. If your target group is 15- to 16-year-olds, then most schools have a dedicated work experience week in June/ July of Year 10 and will be planning this ahead from the autumn term so it's essential to get in early. If you are targeting 16- to 18-year-olds, then school holidays are ideal – summer holidays after Year 12, October and February half terms and Easter holidays are popular times that work well for young people.



The best part of my placement was talking and working with current electrical apprentices.”

Cecilia, Phoenix ME

It's important to also consider the hours you expect the young people to be present in the workplace. If your target young people are younger, you might consider a slightly shorter than normal working day which also gives you and your teams an opportunity to prepare on either side of the session. However, for older age groups, you might think it is appropriate to replicate the hours they would expect to work as an apprentice, particularly if you are aiming to deliver an authentic real-world experience.

Think about what specific locations or teams will best support your aims and target group. For a specific role work experience placement, the young person(s) will ideally be based within that specific team the majority of the time, but do consider how they can meet a range of people at different levels and in associated teams.

If you are aiming to give young people a broader career experience, you might consider rotating around different teams across your company, or even multiple companies, so young people get to experience different environments and dynamics which will help them consider what careers they might be best suited to.

Where possible, think about involving your own apprentices and early careers colleagues as much as possible. Young people consistently tell us that meeting relatable role models is a powerful way to spark interest in future opportunities at the organisation and that working closely with apprentices helps with adapting to the work environment and picking up skills quicker. If you don't typically employ apprentices think who will best enable you to fulfil your work experience aims.

A meaningful experience will:

- involve extensive two-way interactions between the young person and employees
- include opportunities for young people to meet a range of different people from the workplace

Gatsby Benchmark 6



I loved the interactive session with degree apprentices; I got to know what it was really like.”

Feedback from a CYT facilitated youth forum



When, Where and Who

continued

How CYT can help – WEx WoW:

Our employer-led WEx WoW programme is designed to give 14- to 16-year-olds an exciting introduction to the breadth of careers within the built environment through an immersive, week-long experience. WEx WoW encourages young people to explore different roles and work environments while developing essential work-readiness and employability skills.

Variety is key for this programme. We often work with different employers, giving young people the chance to experience a variety of workplaces – from offices to live sites – and interact directly with a range of industry career roles.

This programme has evolved in response to feedback from students and teachers who want more real-world exposure and prioritises hands-on, immersive experiences that are engaging for young people.

If you are keen to inspire the next generation but don't have the capacity to host full placements, WEx WoW is an ideal way to get involved. You can choose how to participate – e.g. hosting a day of the programme while CYT manages all logistics, safeguarding, and evaluation.

Daniel's Journey

General Careers Work Experience in Action

At 17 years old, Daniel, a student at a Haringey school, didn't want to commit to a university course he wasn't passionate about but wasn't sure about the alternatives available.

To introduce him to potential careers, his CYT coach arranged a work experience placement where he shadowed civil engineers, architects and project managers. During this time, Daniel attended design meetings, visited active sites, and even delivered a presentation on cost management and project control. The experience helped him realise that his own natural strengths – leadership, communication and teamwork – aligned closely with what was needed to be a successful project manager.

CYT supported Daniel to apply for several Level 6 degree apprenticeships in Project Management and we were delighted when he received an offer from a major project management and cost consultancy!



My work experience placements really engaged me and kickstarted my interest in the industry. Seeing project managers first-hand made me realise their skills aligned with mine. I could see myself succeeding in this role.”

Structure and Content

A shared purpose and clarity around your target young people will inform the structure and content of your work experience as well as the activities and sessions you might want to include.

A fundamental requirement of meaningful work experience is that young people are given the opportunity to carry out an element of 'real work', rather than just watching or listening to others.

It might take a little planning to develop meaningful activities that allow young people to immerse themselves into the work you have going on. While desk work is expected, site visits, team/external meetings and shadowing sessions are always a great way for the young person to understand the work you do.

We have created further guidance on creating timetables for specific role and general careers work experience (refer to resources 4 and 5 in the appendix).



Consider a manageable project, task(s) or challenge relevant to the work you carry out as a business that you could give young people. This could be as simple as asking the young person to formally present back their key learning points from the work experience or more project focused e.g. work up a masterplan based on a real development. Consider a specific task or tasks related to the role they are interested in, or a more general project that they can work on throughout the placement, giving a focus to their interactions, and a chance to present their findings on their last day.

A meaningful experience will:

- include opportunities for young people to perform a task set by the employer or to produce a piece of work relevant to that workplace

Gatsby Benchmark 6

Some useful feedback and reminders from young people on structure and content:

Do's

Ensure the experience is as interactive as possible with well-thought-through activities



Give young people responsibility or opportunities to carry out tasks that go beyond work shadowing



Provide young people with clear tasks or a project to complete (which they can undertake during down time!)



Don'ts

Long periods of time with nothing productive for young people to do



Too many formal presentations which, while interesting, don't feel like 'work' experience



Too much industry jargon or inaccessible terminology



I loved actually being hands-on and creating things during my carpentry placement... [Now] I feel more confident in my ability to perform well in a professional setting!"

Callum, specific role work experience, CS Lofts

Structure and Content

continued



How CYT can help – Building Future Skills:

An important world-of-work experience we offer young people is our immersive Building Future Skills (BFS) programme. Over a fun and action-packed three days, up to 30 young people, aged 16-18, work in teams to design and pitch a new development project. Delivered in partnership with employers, BFS gives young people the chance to:

- Meet and learn from inspiring professionals from across construction and the built environment
- Complete real-world tasks such as project design and costing
- Experience a live construction project through a relevant site visit
- Build confidence and develop problem-solving

The programme culminates in a pitch to senior leaders from the sector – an invaluable opportunity for young people to showcase their ideas and what they have learned.

In the past 12 months, we have delivered 13 BFS programmes, supporting nearly 300 young people across London.

If you don't have the time or capacity to offer a full work experience placement, BFS is a fantastic alternative. You can choose the level of involvement that works for you – from volunteering your expertise to hosting a site visit – keeping the time commitment manageable for your team. CYT takes care of all risk assessments, safeguarding, and evaluation.

Tom's Journey

Opening Doors Through Building Future Skills

Tom, 18, from Barking and Dagenham, was keen to pursue a professional career in construction but wasn't sure he had the right skills or experience to get started.

To help him build his confidence and explore his potential, Tom joined our Building Future Skills (BFS) programme. Working as part of a team, he took on the role of Sustainability Manager, collaborating with peers who each assumed different professional roles – including quantity surveyor and designer – to develop a compelling pitch for a new development in the City of London.

Throughout the programme, Tom not only strengthened his teamwork and communication skills but also gained valuable insights from industry professionals such as architects, quantity surveyors, and site managers. These interactions gave him a clearer understanding of how different specialists approach real-world construction projects.

At the end of the three-day programme, Tom and his team presented their pitch to a panel of industry leaders. This experience was a turning point – it boosted Tom's confidence and helped him see how his skills could add real value in a professional setting.

Inspired and motivated, Tom returned from the BFS with a renewed sense of direction and enthusiasm for the construction industry. With support from his coach, he went on to secure a Level 6 Project Management Apprenticeship – a testament to the growth and confidence he gained through the programme.



"I go out on site every day, seeing a project build from scratch to completion, and I'm so proud to be part of a project and managing the people involved."

Follow Up

To maximise the benefit to both parties, it is useful to think through from the outset how you and the young people can learn from your work experience programme.



At the end of each experience, plan in some time to give constructive written or verbal feedback tailored to each young person to help them grow professionally. Think through who will be best placed to give this feedback, and how they might collect input from the teams who interacted with the young person. You might want to involve CYT in the feedback, or the young person's school.

Give the young person the time and opportunity to reflect on what they learned too. For additional guidance we have created a work experience workbook which you can adapt accordingly (refer to resource 6 in the appendix). If the young person is doing a presentation on the last day, you might ask them to include what they have learned as part of what they present.

There may well be some follow-up steps you want to plan in for after the experience. For example, if there are young people you might consider as future apprentices, you might want to offer a second work experience or an insight day into a specific role.

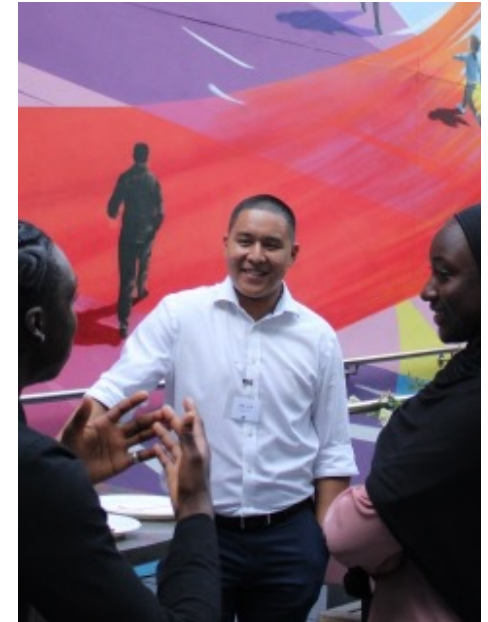
The young people we support consistently tell us that they really value the opportunity to build an on-going relationship with a prospective employer and it can make a huge difference to their long-term career prospects (see Moriah's case study).

You might want to put in place a formal evaluation of your work experience. If you set out a clear purpose for your work experience, it is helpful to evaluate the extent to which you achieved your aims.



At CYT, we always request that young people complete Work Experience Evaluation Forms so we can all learn from the experience (refer to resource 7 in the appendix). You might also want to seek formal feedback from your colleagues/teams who interacted with the young people.

The clearer your aims are, the easier it is to seek specific feedback on how well everyone involved feels you met these aims. However, general feedback can also be useful – consider using simple prompts such as 'What went well...' and 'Even better if...'. To ensure the feedback is actually used, consider how it is recorded, shared and converted into tangible actions. By following these simple steps, you can ensure your work experience constantly improves and delivers maximum impact for young people.



A meaningful experience will:

- include the employer providing feedback to the young person about their work
- be followed by opportunities for the young person to reflect on the insights, knowledge or skills gained through their experience

Gatsby Benchmark 6

Follow Up

continued



Moriah's Journey:

Specific Role Work Experience in Action

Moriah, a young woman from Lewisham, was 16 and considering her next steps after school when she began working with Construction Youth Trust. She had an interest in project management but was unsure whether she could pursue it directly after finishing sixth form.

A key turning point in Moriah's journey was her participation in two work experience placements with the same construction company. These placements deepened her understanding of the industry, boosted her confidence and helped her build relationships with professionals in the company. Experiencing the organisation's culture first-hand confirmed that it was the right fit for her career aspirations.

With this experience under her belt and encouragement from her CYT coach, Moriah applied for a higher-level apprenticeship in construction management with the same company. Having successfully navigated the selection process, Moriah was offered the apprenticeship – and she is now thriving.



CYT gave me the tools to create an amazing professional network, gain valuable work experience, and meet lots of employers in the industry.”

Work Experience Delivery - Practicalities

When you have a young person in your workplace they are essentially your employee for a temporary period of time. As a result you should follow your standard HR policies for things like health and safety, GDPR, adherence to staff policies and use of company equipment. There are some important additional practical considerations which we have covered in this section.

Safeguarding, Health & Safety and Data Protection

Safeguarding is an essential responsibility when hosting young people for work experience. Employers must ensure a safe, respectful and supportive environment. For further guidance, you might find the following link helpful:

https://ise.org.uk/knowledge/insights/383/how_to_safeguard_work_experience_students_effectively/

For example, consider whether/what parental or guardian permission is required, especially if you are considering work experience opportunities to under-18s. If you have not managed this before, CYT or the young person's school can provide information and support.

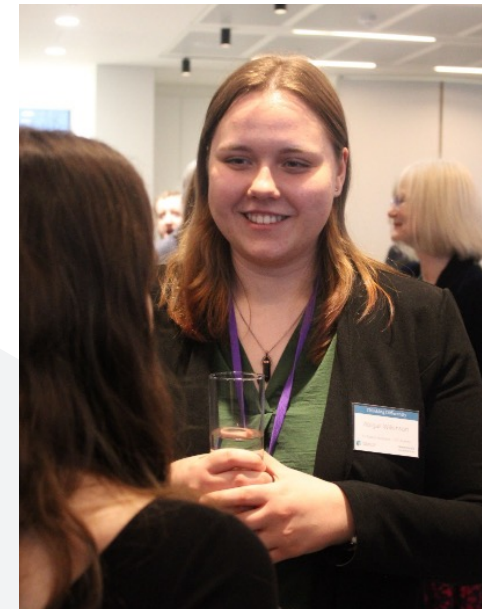
It is useful to have the contact details of the school's or organiser's Designated Safeguarding Lead to hand in case any issues arise during the placement.

As an employer, you will be experienced in ensuring a safe and lawful environment for your employees and members of the public, and you will need to consider how this extends to the young person(s) while on placement. Health and safety legislation, such as the Health and Safety at Work Act 1974, obliges employers to assess risks and provide appropriate training and supervision. Consider talking to your Health & Safety Lead regarding your usual procedures and risk assessments for employees and visitors and consider how these may need to be adapted/expanded to include any additional considerations or hazards associated with a young person being in the workplace.

You might also consider it prudent to discuss your plans with your insurers. You might find the following link helpful:

<https://www.hse.gov.uk/young-workers/employer/work-experience.htm>

You will also be mindful of data protection legislation, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 and consider how personal data from young people is lawfully collected, processed and stored. Don't forget if someone can be recognised from a photograph, then it is usually considered their personal data so if you wish to take photographs during the placement, you will need to ensure you have a legal basis for doing so under UK GDPR. It is definitely worth consulting your company's Data Protection Officer.



Practicalities

continued



Point(s) of Contact

Decide who will be the young person's main point of contact – the person they can speak to with any questions or issues during the placement. It's helpful to plan regular check-ins to keep the young person engaged. At CYT, we can support by speaking with the young person at the start, midpoint and end of the placement, helping to address any concerns early.

You may also consider assigning an informal buddy – someone the young person can easily relate to such as a young apprentice.

Finally, have a clear protocol for unexpected absences or early departures, including emergency contact numbers. If CYT is involved, we can guide this process and clarify how and when to communicate with parents and/or schools.

Workplace Practicalities

In addition to the main point of contact, decide who will oversee the young person(s) and manage their activities. This could be one person throughout the placement or different people for different days, but what matters is that everyone knows who is responsible for supporting the young person(s) and ensuring they always have meaningful tasks.

Consider where the young person(s) will be based each day and make sure a desk space is ready for their arrival, ideally next to their buddy or relevant team member. For presentations or group sessions, ensure the appropriate rooms are booked.

Think about what access to systems, documents and technology the young person will need, and make sure any necessary IT support is in place. Remember to follow usual HR and compliance processes to close access once the placement ends. If working with CYT, we can arrange a laptop loan if needed.

Accessibility

Consider any barriers that your target young people might face and how you could help to remove them. This is something that you can discuss with CYT or with contacts at the young person's school. For instance, you might consider paying expenses to ensure finances are not a barrier (refer to resource 8 in the appendix). A comprehensive registration form will help to collect relevant information including issues like whether the young person requires any adjustments in the workplace (refer to resource 9 in the appendix).

Pay

If your organisation offers work experience, including 'placements' and internships, you need to consider if the person who will work for you is entitled to pay.

It is your responsibility to decide whether the person is a worker for minimum wage purposes. For up to date guidance please visit <https://www.gov.uk/guidance/national-minimum-wage-work-experience-and-internships>



Practicalities

continued

Code of Conduct for Young People

As part of your work experience request or registration process, you may want to consider developing a code of conduct that young people sign up to. This should align with your organisation's staff handbook, but could include points such as:

- Attending the placement unless prevented by valid reasons such as illness or a family emergency
- Arriving punctually at the agreed start time
- Informing the placement supervisor in good time if running late or unable to attend
- Returning from lunch or breaks within the agreed time
- Behaving appropriately and professionally at all times
- Following health and safety rules and procedures at all times
- Using computers and other equipment only for work purposes and respecting confidentiality
- Limiting use of personal phones to agreed breaktimes unless there is an emergency

Preparing Your Team in Advance

Take the time to prepare your team for the work experience. Young people tell us they engage with the placement more effectively when they quickly feel welcome and part of the team. This will certainly include speaking in good time with staff members directly involved but may also include a communication to inform wider colleagues of the young person's arrival and remind them to be as welcoming as possible. If a young person is likely to be involved with external parties, e.g. shadowing a client meeting, make sure you communicate this in advance too.

Induction

Feedback from work experience participants shows that a good induction at the start of the programme can really make a positive difference. A typical induction could include:

- Company overview
- Health and safety introduction (fire alarm muster point, etc.)
- Roles and services within the organisation
- Work placement timetable
- Introducing objectives or tasks for the week/project guidelines (if there is one)
- Points of contact for help and assistance
- Reminder of the code of conduct



Appendix

Resource 1 – General Careers Work Experience Planning Template

This resource is designed to help work experience providers understand how the aims of a General Careers Work Experience placement shape every aspect of delivery - including the young people you recruit, the timing and location, who to involve, the structure, content and follow-up.

For example, because the fictional Placemakers PLC wants to give young people an early opportunity to experience the world of work, they have chosen to target 14–16-year-olds rather than 16–18-year-olds. In addition, as they aim to introduce participants to a wide range of careers, they have committed to involving at least three different teams from across the business in the planning and delivery of the placement.

Once you have decided whether you want to offer a General Careers Work Experience placement or a Specific role work experience placement, we suggest completing a similar planning table yourself before launching a work experience placement.

Resource 2 – Specific Role Work Experience Planning Template

Like Resource 1, this resource is designed to give work experience providers an example of how the aims of a Specific Role Work Experience Placement will directly influence key decisions - including the young people you recruit, the timing and location, who to involve, the structure and content, and the follow-up.

For example, because the fictional Quality QS & Co has identified one of their key aims as contributing to their corporate talent strategy around gender diversity, aligned with the United Nations' 5th Sustainable Development Goal, they have chosen to work specifically with girls' schools in the borough where their head office is based. They have also decided to involve a female apprentice (Year 1 or 2) as a buddy for each young person.

As with Resource 1, whether you intend to offer a General Careers Work Experience placement or a Specific role work experience placement, we suggest completing a similar planning table yourself before launching your work experience placement.

Resource 3 – Work Experience Request Form

This resource is designed to be shared with young people before they are selected for a work experience placement. It collects essential information such as their name, address, mobile number and any potential safeguarding considerations. It also asks young people to outline what they hope to achieve through work experience, why they want to take part, and their availability in terms of dates and locations. It can be used to select the young people you want to complete work experience.

Please note that this form is a template and should be tailored to suit your organisation's specific needs and aims.

Resources 4 and 5 – Example Timetables

Resources 4 and 5 offer two different examples of how work experience providers can approach creating a sample timetable. Resource 4 is informed by the aims set out in Resource 1, and Resource 5 is informed by the aims in Resource 2.

When designing timetables, it's important to ensure that tasks are as true to life as possible. It's also helpful to plan add-on or extension activities in case a young person completes their initial tasks earlier than expected.



Appendix

continued

Resource 6 – Work Experience Journal

Resource 6 is designed for young people to complete at the end of each day of their placement. It provides space for them to reflect on their experience, note what they have learned, and record any successes or challenges they faced. The resource also includes a section for their supervisor or manager to provide feedback.

It should be shared with the young person ahead of time and completed daily. If you choose to use this journal, make sure time to complete it is accounted for in the placement timetable.

Resource 7 – Template Work Experience Evaluation Form

This is a template work experience evaluation used by CYT to assess the impact of the placements we organise. It includes generic quantitative indicators (e.g., knowledge, skills, and confidence) as well as space for young people to provide qualitative feedback.

It is important to note that this is a template and should be adapted by employers to suit the specific purpose of their work experience. Employers should consider including indicators that will help demonstrate the extent to which their placement achieved its aims.

For example, for a placement focused on a specific role specific role work experience, employers might measure whether young people felt they gained insight into that role or whether they feel more confident that they are well-suited to it after completing the placement.

Resource 8 – Example Expenses Form

A simple expenses template for young people to complete at the end of their work experience. It can be submitted to the work experience provider if expenses were agreed to be covered.

Resource 9 – Work Experience Checklist

This resource is a comprehensive checklist covering everything outlined in the main guide. It takes a provider through each stage - from planning and organising a placement, to delivering it and evaluating its impact. The checklist also includes spaces for comments and notes to help you track progress easily.





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Construction Youth Trust is a social mobility charity that inspires and enables young people to reach their full career potential by connecting them with employers and opportunities in construction and the build environment.

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