

# FUTURE BUILDING

A GUIDE TO SUCCESSFUL WORK EXPERIENCE



Department  
for Work &  
Pensions



classofyourown®

## About Build UK

Build UK is the leading representative organisation for the UK construction industry. By bringing together Clients, Main Contractors, Trade Associations representing over 11,500 Specialist Contractors and other organisations committed to industry collaboration, Build UK represents in excess of 40% of UK construction.

This work experience guide has been produced in collaboration with Class of Your Own and the Department for Work and Pensions.




## About Class of Your Own

Class of Your Own (COYO) is the UK's most innovative and successful social enterprise for education and the built environment, providing accredited learning programmes and teacher training.

By bringing together educational establishments, the construction industry and young people, COYO inspires and equips the next generation of design, engineering and built environment professionals with the academic knowledge and real world, practical skills that employers and the sector need.

## About DWP

The Department for Work and Pensions (DWP) is responsible for welfare and pension Policy and is a key player in tackling child poverty. It is the biggest public service delivery department in the UK and serves over 20 million customers. DWP aims to help people to find, and stay in, sustainable work, to reduce poverty and improve social justice.

Part-funded by



<b>03</b>	<b>INTRODUCTION</b>	
<b>07</b>	<b>WHAT SCHOOLS AND YOUNG PEOPLE SAY ABOUT WORK EXPERIENCE</b>	
<b>08</b>	<b>WHAT INTERNS ARE TELLING US</b>	
<b>10</b>	<b>WHAT CAREER CHANGERS ARE TELLING US</b>	
<b>11</b>	<b>TOP TIPS FOR EMPLOYERS</b>	
	School-age.....	12
	Internships .....	13
	Career Changers' Work Experience .....	14
<b>15</b>	<b>CHECKLISTS</b>	
	School-age and Inexperienced Workers Checklist.....	16
	Internships Checklist.....	17
	Career Changers' Work Experience .....	18
<b>19</b>	<b>FRAMEWORKS - How To Structure Placements</b>	
	School-age and Inexperienced Workers	
	1 Week Placement.....	21
	Internship - 12 weeks .....	22
	Career Changers.....	23
<b>24</b>	<b>PROJECTS - Work Experience</b>	
	Eco-Classroom (from Class of Your Own Ltd).....	25
	Student Studio .....	26
	Construction Youth Trust - Work Experience Lv. 1 & 2 Qualification .....	27
<b>28</b>	<b>FAQS - The Insurance &amp; Law</b>	
	Insurance.....	28
	Health and Safety .....	29 & 30
	Safeguarding.....	31
	Payment.....	32
<b>33</b>	<b>USEFUL LINKS</b>	

# 03 INTRODUCTION

---

Having a skilled and talented workforce is essential to the competitiveness of the construction industry - firms need **‘the right skills, in the right place, at the right time’**.

With almost a fifth (17%) of those working in construction aged over 55 - the sector needs to develop the flow of new entrants into the industry to tackle skills shortages and deliver future projects.

Work experience can be a great way to give people of all ages an initial taste of the industry, and provide a stepping-stone into longer term work or training.

This guide outlines how employers can ensure their legal obligations to health and safety are met.

This guide is designed to make it as easy as possible for Build UK members to provide work experience placements - building on the excellent work many will already be doing.



## Improving the Image of Construction

Through the Build UK Image Leadership Group, Clients, Main Contractors, Trade Associations and Specialist Contractors are working together to change perceptions of the industry and inspire people to pursue a career in construction.

The Group contributes towards delivering the Build UK position on industry image:

Construction is a diverse sector which offers a huge range of job opportunities: anyone, whatever they want to be, can find a rewarding lifelong career. The industry needs to actively compete to recruit and retain a workforce capable of delivering the wide range of projects required across the UK.

Build UK will focus on inspiring young people and those looking for a change of career to choose construction whilst at the same time motivating the workforce to stay within the industry.



## Benefits of Work Experience

Providing great work experience requires some investment of time, but the prize is attracting more new entrants - some of whom may not have considered a career in construction - into the industry.



### Benefits for new entrants

- ▶ The chance to find out more about a career in construction by shadowing or working alongside people in the industry
- ▶ An opportunity to build employability skills (communication, teamwork etc.)
- ▶ Getting first-hand experience of working conditions in a number of different environments
- ▶ CV enhanced with experience working in different companies and roles

### Benefits for the employer

- ▶ Provides an opportunity to show how construction involves interesting and fulfilling career options - changing the perception for new entrants and influencers
- ▶ A way to inspire future industry talent
- ▶ Supporting more people into the industry - to tackle skills shortages
- ▶ Helping employees build mentoring skills
- ▶ Meeting contractual/planning, corporate social responsibility or Section 106 commitments

## Types of Work Experience this Guide Covers

This guide looks at three types of work experience:



### School-age

*Defined as:*

---

Students aged 16-19 (or under 16) and in full time education

---

Those who have not worked before and/or have no experience of construction

---

Placements no longer than two weeks

---

May have no specific career path in mind

---

**Note:** This guide does not cover sandwich year placements as part of degree courses; or any work experience which is an integral part of a specific course of study, for example TechBac.



### Internships

*Defined as:*

---

Young people - normally aged 19 and over

---

Probably studying at FE college or university

---

Likely to have construction in mind as a career path

---

Looking for longer placements during gap year or holidays – of between two weeks and three months

---



### Career changers and inexperienced workers

*Defined as:*

---

People of all ages - usually aged 19 and over

---

From all walks of life including: those working in other industries, job-seekers and ex-military

---

Looking for work experience to 'try' construction and add experience to their CV

---

May not have thought about construction as a career

---

Placement between 2 - 8 weeks

---

# 07

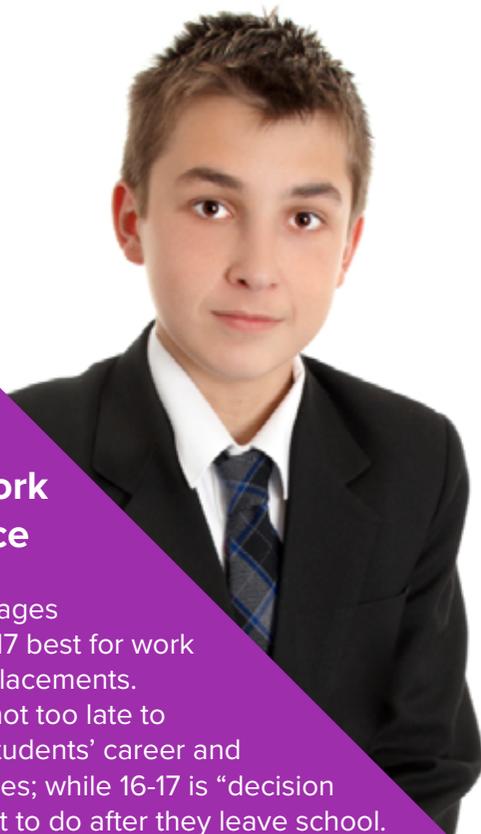
## WHAT SCHOOLS AND YOUNG PEOPLE SAY ABOUT WORK EXPERIENCE

### Feedback from schools

Class of Your Own surveyed schools about what they wanted from placements and the challenges they face.

### Best ages for school work experience

Schools find ages 14-15 and 16-17 best for work experience placements. At 14-15 it is not too late to influence a students' career and subject choices; while 16-17 is "decision time" on what to do after they leave school.



### Challenges for schools and students

---

Finding placement employers

---

Location of placement - has to be a reasonably short journey from home

---

Placements that lack structure

---

Students waiting for something to do

---

Lack of feedback from employers

---

Difficulty matching placements to students' career interests

---

### How employers can overcome these challenges

---

Get in touch with the schools directly - don't leave them to find you. Not all schools value intermediary organisations

---

Ensure structure and objectives for every placement

---

Give students meaningful work - such as answering real customer calls

---

Mentor the student but also leave them alone to deliver pieces of work

---

Give feedback during the placement

---

Complete feedback report - so that the school can continue to build on the placement

# 08

## WHAT INTERNS ARE TELLING US

---

### Great internships are ones that:

---

Are organised enough in advance to allow the intern to find accommodation

---

Provide enough support for interns to pay for accommodation - if located away from the young person's home

---

Gives interesting and stretching work

---

---

Feels meaningful to the intern - reports to senior managers, real technical challenges

---

Is related to the intern's course of study or interests

---

Progressively develops the intern's abilities, giving increasing responsibility

---



★ RATEMYPLACEMENT

[www.ratemyplacement.co.uk](http://www.ratemyplacement.co.uk)

Rate My Placement is a website where students review their internships, and can be a useful source of information for employers.

Key messages from interns' comments:



### Good experiences

---

Effort taken to learn about the student as an individual and what they want to gain from the placement

---

Tasks assigned with the intern's development in mind

---

Placement contained real, interesting work mixed with development tasks to explore the company

---

Opportunity to see theory applied in real life problems

---

Chance to explore career options in the company

---

Given responsibility

---

Integral part of delivery team

### Poor experiences

---

Limited exposure to the variety of work in the company

---

Insufficient work

---

No responsibility

---

Placement work unrelated to studies

---

Not paid enough to rent accommodation when required

---

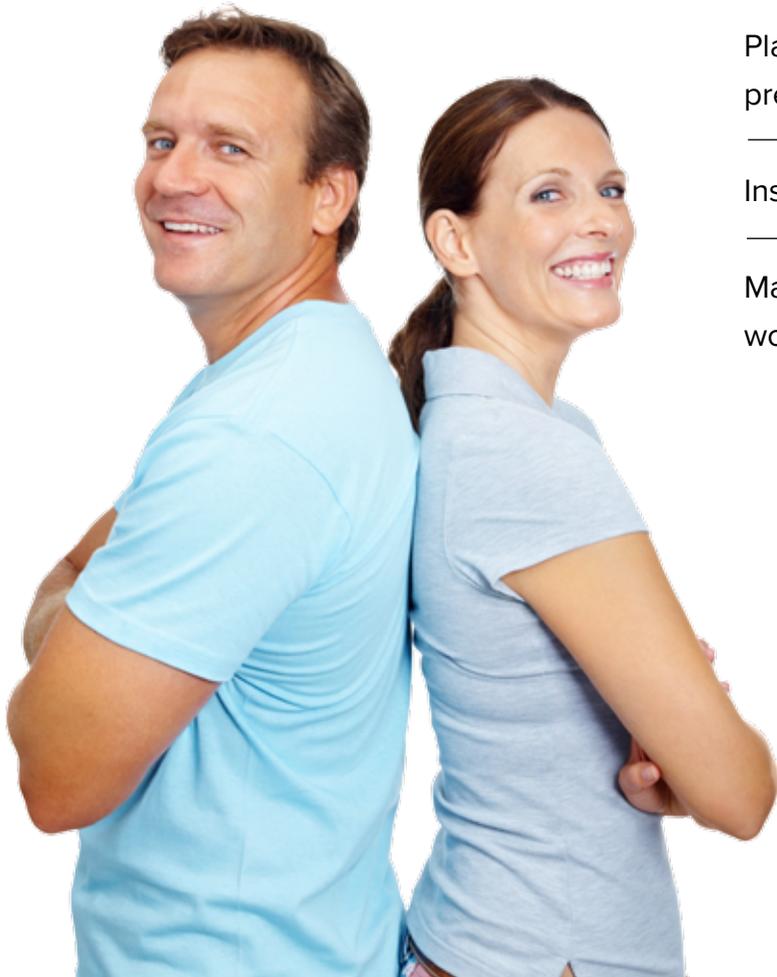
Time spent on basic duties such as administration or carrying messages

# 10

## WHAT CAREER CHANGERS ARE TELLING US

---

Build UK worked with the Department of Work and Pensions (DWP) to understand the challenges which career changers and job seekers face when looking to experience the construction industry.



### Challenges for job seekers

---

Lack of opportunities for career changers aged 19 plus

---

Placements that do not take into account previous skills and experience

---

Insufficient work and lack of responsibility

---

May not be able to afford to undertake unpaid work experience

### How employers can overcome these challenges

---

Identify a real opportunity within your business and develop tasks to meet this need

---

Contact the local Jobcentre Plus (JCP) to discuss your business needs and develop a person specification

---

If referred by the JCP network the candidate would continue to receive their benefits and may be able to get help with travel and childcare costs

---

Reach out to other organisations which could provide potential candidates, such as the Local Enterprise Partnership

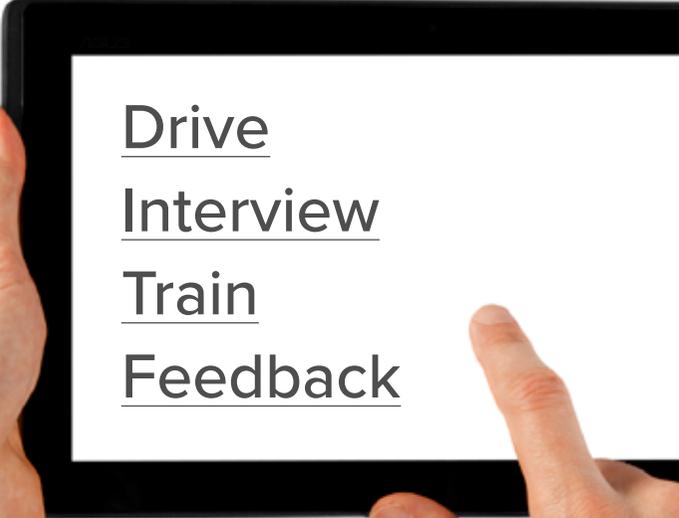
### Further information:

---

[Local Enterprise Partnerships >](#)

# 11 TOP TIPS FOR EMPLOYERS

## For All Placements



Drive  
Interview  
Train  
Feedback

1

Drive your placement programme, rather than react to individual applications

2

Consider an interview process - only take those who are relatively keen

3

Train your mentors - as a minimum, provide a briefing

4

Start the placement with an objective setting session and skills/ability session

5

Feedback halfway through the placement - give the person a real opportunity to improve

6

Give feedback at the end of the placement

7

Don't underestimate the person's abilities

## School-age

### Case studies

**Balfour Beatty** use a private on-line application form for school-age work experience. When a student is recommended by a local manager, or has shown initiative by sending an email expressing interest, central HR sends a link to the form. This enables the company to have details of students and their CVs in a central database. Promising students are then offered further experience.

**BAM** have regional co-ordinators who manage the process locally, either using Construction Youth Trust's workbook or using an in-house process. Placements happen throughout the year.

1	Partner specific schools rather than react to individual approaches
2	Get the support of one of the school's senior leadership team
3	Brief the school's work experience co-ordinator or teacher about your company and the range of work you do
4	Prepare a structured project for the placement that has tangible outcomes
5	Pay expenses
6	Don't just offer passive work-shadowing, get the student to interview your employees
7	Introduce the student to as wide a variety of roles as possible
8	Treat students as employees - expect them to arrive on time, behave and dress as employees, stay for the full day etc.

## Internships



- 1 Recruit for placements as you would any other job
- 2 Offer 1-3 month placements to enable the intern to see complex work through to delivery
- 3 Interview for potential rather than for experience
- 4 Ensure high quality real work is available which will truly develop the intern's skills
- 5 Manage expectations by making clear what the intern will contribute, as well as highlighting whether there are any suitable job opportunities in your company
- 6 Interweave tasks for the student to complete, to stretch their experience of the company beyond the project
- 7 Pay at least the minimum wage or above
- 8 Focus your energies on holiday periods
- 9 Give a certificate or reference letter at the end

## Career Changers' Work Experience

### Case studies

#### The Department for Work and Pensions

DWP have long established relationships with a number of Construction Employers; collaborating and having access to great work experience placements for all our customer groups (including some schools activity) is vital in supporting new talent into the sector and meeting Section 106/KPI requirements on builds.

**BuildForce** provides DWP with a perfect platform to support ex-service leavers into the Construction Industry; with over 50 Employers signed up to support and over 500 service leavers referred over the last 8 months. There have been a wealth of work experience opportunities on offer to support their transition into the sector.

1	Work with existing organisations such as Jobcentre Plus (JCP) to recruit career changers and jobseekers
2	Where you are able to offer repeated work experience opportunities, consider setting up a Service Level Agreement with the organisation
3	Brief the organisation about your company and the aim for the work experience opportunity
4	Prepare a structured project for the placement that has tangible outcomes
5	Take into account the person's previous experience and work history to tailor the experience
6	Treat the career changer as an employee – expect them to arrive on time, behave and dress as employees, stay for the full day etc.
7	Provide honest, constructive feedback at the end of work experience, a reference letter and highlight any suitable job opportunities in your company

# 15 CHECKLISTS

---

The checklists in this section are here to help employers plan a placement and tick-off key tasks.

Suggestions on what happens during the placement are detailed in the frameworks section which follows.



## School-age

### Before

#### Placement mentor or local work experience co-ordinator

- Give induction information relevant to role - company structure, values, Health & Safety
- Identify schools to target
- Discuss potential placement opportunities with the team
- Review risk assessments for chosen placements
- Visit chosen schools and discuss scope of work experience with school careers co-ordinators
- Get prospective students to complete a simple application form
- Interview students and select those who show some interest
- Send placement offer letter to the students' schools
- Prepare timetable of activity using the placement framework
- Reserve computer or find space for the placement project
- Ensure that work experience risk assessment is complete and signed by parent/guardian
- Obtain consent for photo permission/case studies if necessary
- Obtain any PPE required
- Brief the office staff about the students

### During

#### Placement mentor

- Meet the student to settle them in - they may be nervous
- Ensure office induction carried out and risk assessment has been explained
- Discuss and agree placement objectives with the student
- Ensure staff members are ready to give assistance
- Give the student your pre-prepared timetable and any contact numbers they might need
- Review and give feedback throughout the placement

### End

#### Placement mentor or local work experience co-ordinator

- Complete debrief with student, including evaluation forms
- Send evaluation forms/photos to the school and use them in publicity

## Internships

### Before

#### HR co-ordinator or placement manager

- Find real work suitable for undergraduate or college leaver
- Identify and train a mentor
- Write job description
- Advertise locally and on-line
- Select intern based on fit between student's wishes and available placements
- Prepare timeline of activity using the placement framework
- Issue contract of internship
- Brief manager on framework for internship - particularly mix of real work and placement tasks
- Review risks assessments for chosen placement
- Arrange any training for specific tools or equipment
- Brief the office/site staff about the placement
- Obtain consent for photo permission/case studies if necessary

### During

#### HR co-ordinator or placement manager

- Give induction information relevant to role - company structure, values, H&S
- Discuss and agree placement objectives
- Issue PPE if needed
- Give placement diary or handbook for logging learning
- Review progress at regular intervals based on placement framework
- Organise visits to other offices and support from other employees as necessary

### Close

#### HR co-ordinator or placement manager

- Complete evaluation
- Organise closure meeting with manager, senior manager and student

## Career Changers' Work Experience

### Before

#### HR co-ordinator or placement manager

- Identify local organisations that may be able to provide support, such as Jobcentre Plus (JCP)
- Discuss potential work experience opportunities with the team
- Renew risk assessments for chosen work placements
- Complete an Service Level Agreement with JCP or other organisation
- Work with chosen organisation to select suitable applicant based on job needs
- Prepare timetable of activity using the placement framework
- Arrange any training for specific tools or equipment
- Reserve computer or find place for the work experience to take place
- Obtain consent for photo permission/case studies if necessary
- Obtain any PPE required
- Brief office staff about the placement

### During

#### HR co-ordinator or placement manager

- Give induction information relevant to role - company structure, values, H&S
- Discuss and agree work experience objectives
- Issue PPE if needed
- Ensure staff members are ready to give assistance
- Provide a pre-prepared timetable and any contact numbers they might need
- Renew progress at regular intervals based on placement framework

### Close

#### HR co-ordinator or placement manager

- Organise final meetings between relevant managers, placement officer and placement
- Complete evaluation and provide constructive feedback
- Feedback sent to JCP or other placement service
- Notify career changer of any job opportunities which may be suitable
- Provide reference letter
- Provide participant with example case studies/photos and issue company's own publicity (if relevant)

# 19

## FRAMEWORKS

---

Structured placements make a huge difference to success.

We know that great placements have objectives, a structure, meaningful work and frequent feedback. Here we provide some detailed frameworks you can use to structure placements - and adapt to fit the needs of your company.

Each company will choose the types of activities they can provide people - in the next section are some examples you can use.

### Example activities:

Estimating

Site risk Assessment

Surveying

Staff costing

Customer service



## School-age Workers - 1 Week Placement

The suggested framework is formed around a one-week placement and aims to give a great experience to student and employer. It does not specify a project activity - but refers generally to a 'project' throughout the timetable.

Some schools may want two week placements but this guide recommends one week - although it is for each employer to decide. It is a daunting experience for a young person and two weeks can place additional pressure on employer resources. The framework refers to "interviews" at various points. In these sessions the student visits an employee whose work relates in some way to the project.

The student asks a series of questions about the employee's role, what skills they use, how they got to where they are and how their role fits into the company.

We suggest four interviews over the course of a week.

## Career Changers - 2-8 Week Placement

Career changers, as far as possible, should have access to real work opportunities. Career changers and jobseekers will want to experience what a career in construction would be like.

The framework is similar to the internship and combines the real work concept with a number of "Placement Tasks" which aim to help the career changer appreciate the full range of roles within construction.

## Internship - 12 Weeks

An internship should, as far as possible, be composed of real work. An intern has almost certainly made career choices already and may be studying at university.

The framework combines this concept of real work with a number of "placement tasks" which aim to help the student appreciate the full range of roles needed to deliver a project.



## PRE PLACEMENT

### SCHOOL ACTIVITY

Employer/careers advisor briefing - recommend careers advisor visit employer's place of work if possible

Assess students' work skills and thinking style to match their personal strengths to placements

Students apply for a number of placements

Risk assessments and parental permission obtained

### EMPLOYER ACTIVITY

Employer checks insurance and risk assessments

Employer/careers advisor briefing

Provide list of possible placement projects with job descriptions cross-referenced to school subjects

Students are selected and interviewed by employer

Projects set up and mentors are briefed

## DAY 1

### EMPLOYER ACTIVITY

Welcome from mentor

Mentor talks through placement projects, sets objectives, general introduction

Mentor gives industry overview - company roles

Student talks through what they expect to get from the experience - confirm project selection

Project begins

## DAY 2

### EMPLOYER ACTIVITY

Review objectives

Project continues

First project interview/ coaching session

Second project interview/ coaching session

Talk through interview findings with mentor

## DAY 3

### SCHOOL ACTIVITY

Work experience co-ordinator visit

### EMPLOYER ACTIVITY

Project continues

Interviews three and four

Mid-week objectives and behaviour review

## DAY 4

### EMPLOYER ACTIVITY

Project continues

Interviews five and six

Optional site visit

## DAY 5

### EMPLOYER ACTIVITY

Project completes

Presentation skills training

Project presentation to managers

Final feedback from mentor and from student

## POST PLACEMENT

### SCHOOL ACTIVITY

Six month review

### EMPLOYER ACTIVITY

Feedback sent back to school

Six month review to keep in touch with student and school

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 8	WEEK 12
<p>Mentor and student review progress daily</p> <p>Training on tools and equipment provided, if needed</p> <p>Student starts work</p>	<p>Mentor and student formally review progress daily</p>	<p>Mentor and student formally review progress daily</p>	<p>Mentor and student formally review work (written) and mentor provides constructive feedback</p>	<p>Mentor and student formally review work (written) and mentor provides constructive feedback</p>	<p>Mentor and student formally review work (written) and mentor gives feedback</p>
PLACEMENT TASK					
<p>Map the workflow within the company from tender through to client handover - map departments and responsibilities</p>	<p>Talk with at least two people involved with business development</p>	<p>Talk with at least two people involved in planning and designing projects</p>	<p>Talk with at least two people involved with executing the project</p>	<p>Talk with at least two people involved in project closure activities</p>	<p>Deliver presentation to Managers</p>

## END OF PLACEMENT

Student presents results of work to senior representative

Student presents feedback about quality of placement and own learning to mentor

Employer gives certificate or reference letter

Employer may choose to offer additional opportunities

## 23 FRAMEWORKS / CAREER CHANGERS

### Pre Placement

For career changers recruited for work experience directly from the local Jobcentre Plus (JCP), employers will need to complete the PWP-Employer Agreement before the opportunity begins. Employers offering more than one opportunity only need to complete one agreement. The Local JCP will also work with the employer to assess and recommend potential candidates based on the employer's brief and work experience content. The planned framework will depend on the brief which the employer provides, whether the experience is based around a craft, professional or management occupation and the candidate's existing skills and experiences.

WEEK 1	WEEK 2	WEEK 3-4	WEEK 5-7	WEEK 8 OR FINAL WEEK OF PLACEMENT
<p>Mentor and student review progress daily</p> <p>Training on tools and equipment provided, if needed</p>	<p>Mentor and student review progress daily</p>	<p>Mentor and student review progress daily/ weekly. Mentor provides constructive feedback</p>	<p>Mentor and student review progress daily/ weekly. Mentor provides constructive feedback</p>	<p>Mentor and student formally review work (written) and mentor provides constructive gives feedback</p>
PERSON STARTS WORK				
<p><b>Craft:</b> Shadow experienced craft operatives</p> <p><b>Management:</b> Map the workflow within the company from tender through to client handover - map departments and responsibilities</p>	<p><b>Craft:</b> Shadow experienced craft operatives and undertake basic tasks</p> <p><b>Management:</b> Conduct interviews with the management identified in the work flow map</p>	<p><b>Craft:</b> Additional training, if required. If possible shadow experienced craft operatives in a different group or department</p> <p><b>Management:</b> Identify common problems for the business as identified within the work flow map</p>	<p><b>Craft:</b> Additional training, if required. If possible shadow experienced operatives in a different group or department</p> <p><b>Management:</b> Review work flow map and make recommendations to improve productivity and reduce wastage</p>	<p><b>Craft:</b> Discuss experience with site mentor and potential career progression</p> <p><b>Management:</b> Present recommendations to senior management team</p>

## Post Placement

### Career Changer Activity

- Discuss experiences with JCP mentor
- Update CV to reflect experiences
- Apply for relevant roles, based on experience

### Employer Activity

- Feedback sent to JCP or other placement service
- Notify the JCP and/or career changer of any job opportunities or further work experience
- Provide career changer with reference letter

# 24

## PROJECTS FOR WORK EXPERIENCE

---

Projects make the difference between moderate and great work experience.

Using a project designed to last a week enables the person to demonstrate all their skills and produce something tangible. It makes it easier for the mentor because the person is fully occupied and engaged.

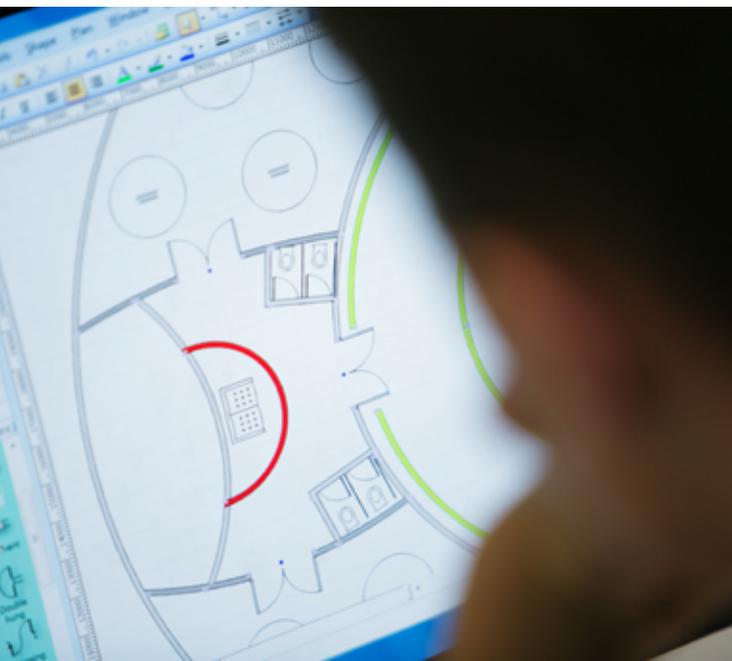
This section refers to options for projects.



## Project 1

# Eco Classroom

**classofyourown**<sup>®</sup>



This project can be carried out either with a group of students or by one student on their own.

The project is designed to open the students' eyes to sustainability as applied to construction, to introduce a variety of interesting roles within the industry and to give the students something tangible to do with an output which might genuinely be useful to the company.

The student takes on the roles of different people within a building design project. The brief is to design a stand-alone Eco-Classroom for their school, and for the local community.

The Eco-Classroom is to be of use both to employees who want to act more sustainably and also to local people as a showcase or learning area.

The student will follow a design process, taking each role in turn and working with a professional to deliver each stage.

***Roles involved are:***

Project Director/Construction Manager  
Facilities Manager  
Sustainability Officer  
Marketing/Brand Manager  
Surveyor  
Architect  
Engineering designer

There is no cost to run the project. A timetable and advice is available from Class of Your Own's website, as well as workbooks and materials

**<http://teachers.designengineerconstruct.com/workshops/eco-classroom-workshop/>**

**Contact:**

carole.teacher@classofyourown.com

**[www.designengineerconstruct.com](http://www.designengineerconstruct.com)**

## Project 2

# Student Studio

Student Studio offers support for work experience in the construction sector. It takes the burden out of offering work experience by providing a framework of activities to help employers structure students' time in the office.

Companies choose a sector-specific project from the project gallery that students can work through semi-autonomously during their placement. Each project encourages students to find out about real project work and to help develop workplace skills.

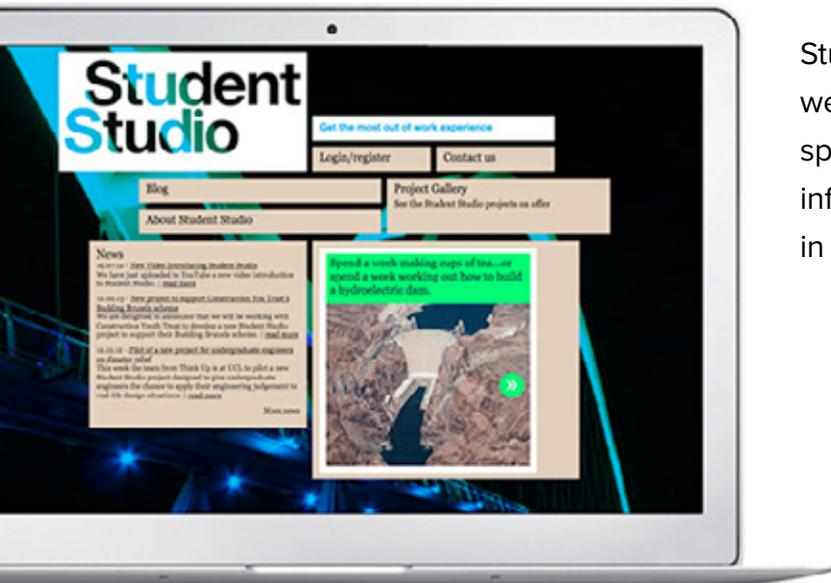
Students log on to the Student Studio website to access their own online work space where they can read project briefing information and record their experiences in a blog.

Similarly, supervisors can log on to the website to read daily suggestions for how to support the students that they are looking after.

Students have the opportunity to develop workplace skills in a well-structured way. When students wrap up their project at the end of the week, they will take away a detailed diary and presentation which they can use as evidence of their work experience.

There are a number of projects - examples include constructing a commercial office block, from the perspective of the construction management company; or to develop a design for a new footbridge to link London's redeveloped Battersea Power Station site to the north bank of the Thames.

[www.studentstudio.co.uk](http://www.studentstudio.co.uk)



## Project 3

# Work Experience Level 1 and 2 qualification



Developed by employers and Construction Youth Trust through the “Employer Ownership of Skills” pilot, the course gives each learner an industry recognised certificate equivalent to an accredited qualification at Level 1 and Level 2.

Training is available to make certain that mentors are able to support the young people to ensure their success.

It is designed for young people coming from a wide range of backgrounds and academic levels and who have expressed an interest in the construction sector. Roles could range from entry level labourers up to trainee professionals.

The programme aims to show both the young people and employers that with the right support and an opportunity to demonstrate abilities, young people can become valuable employees.

The programme provides a workbook for the student to complete about subjects such as why health and safety is important and what health and safety practices are operating in their placement company.

The student also finds out what the company does, how it relates to its environment and how it is organised.

Lastly the programme involves a formal assessment of workplace skills by the employer. The employer has a guidance document to help them to supervise.

To find out more contact Construction Youth Trust

**[www.constructionyouth.org.uk](http://www.constructionyouth.org.uk)**

# 28

## FAQS - THE INSURANCE & LAW

---

### Insurance

Provided your insurer is a member of The Association of British Insurers (ABI) or Lloyd's of London, you can treat work experience students as employees, covered by your Employers' Liability policy.

#### Up to two weeks

Work experience of up to two weeks in duration will not adversely affect premiums.

#### Longer than two weeks

For placements of longer than two weeks, further information may have to be provided to your insurance company. ABI guidance makes clear:

*“The Department for Education guidance for employers taking on work experience students gives more information about extended placements (See “Work Experience: A Guide for Employers”) Employers are advised to submit all the details set out in the form shown at Annex A of the guidance.*

*Even if the activity is likely to be recurring, it should be enough to inform the insurer on one occasion. There may be some adjustment to premiums, but it is still likely to be very small in relation to the overall size of the premium”.*

In all instances if you are unsure, check with your insurer first.

#### Further information:

---

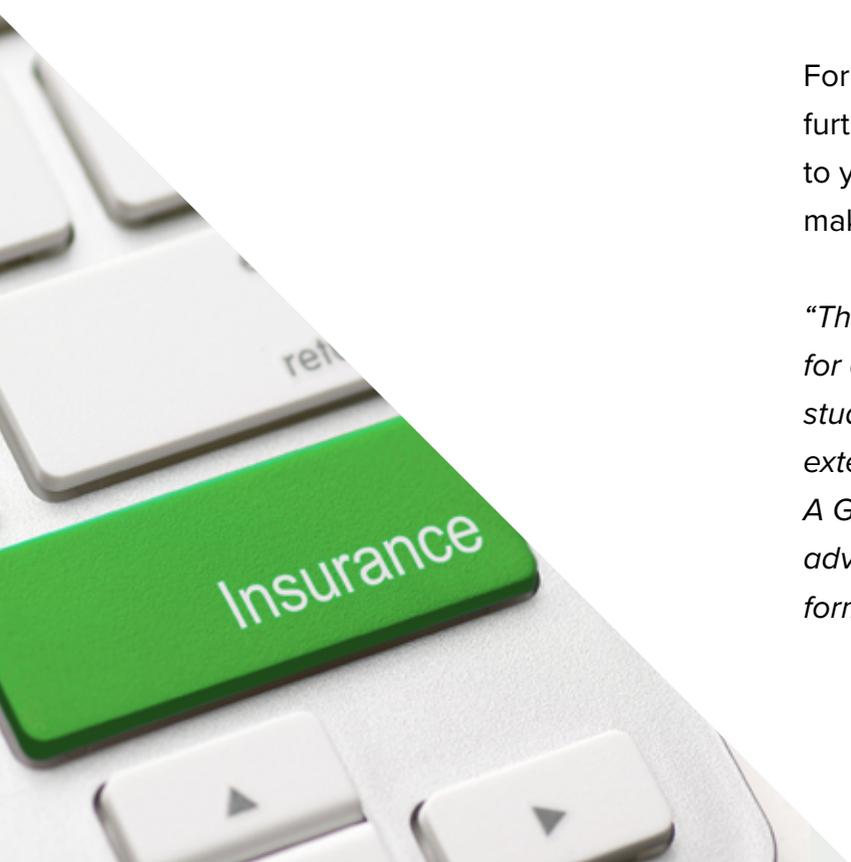
**ABI guidance note >**

---

**Ministerial letter of support on insurance >**

---

**Construction Leadership Council Guidance for Employing Young People >**



## Health and Safety



### Controlling risk

Employers should consider that the participant may:

- ▶ Lack experience
- ▶ Be unaware of existing or potential risks
- ▶ Lack maturity

Be set tasks beyond their physical or psychological capacity or which involve the risk of accidents that cannot reasonably be recognised or avoided by due to their insufficient attention to safety or lack of experience or training.

The HSE has reviewed its guidance on work experience with the aim of making it clearer and less bureaucratic for employers.

**The HSE has made it clear that employers can use their existing arrangements for assessments and management of risks and they won't need to be repeated for work experience students.**

Employers are advised to adequately control any significant risks by:

- ▶ Explaining the risks during induction, checking that the participant understands what they have been told and knows how to raise health and safety concerns
- ▶ Ensuring your checks are proportionate to the environment the participant will be working and that reasonable adjustments have been made which reflect the ability and maturity of the work experience participants

**While work experience participants can go on site, please check with your insurer to understand if they have any specific restrictions in place.**

There are legal restrictions making clear that children under 16 cannot carry out work (as part of work experience) exposing them to risks – for example, harmful exposure to toxic substances.

### Disability and Equality

Employers must not discriminate against potential work experience students based on, amongst others, a disability, gender, race or religion. An employer must make reasonable adjustments for candidates to help them carry out the job. There are circumstances in which an employer can ask about health or disability including, to help decide whether the person can carry out a task that is an essential part of the work.

### Drugs and Alcohol Testing

Work Experience participants should be treated as employees. If you have any concerns regarding drugs or alcohol, please refer to your internal policy or seek advice from a qualified professional.

## Health and Safety

### Key points from the HSE guidance

- ▶ Use your existing arrangements for assessments and management of risks to young people or inexperienced workers
  - ▶ If you have fewer than five employees you are not required to have a written risk assessment. An example risk assessment can be found in the Construction Leadership Council (CLC) guidance in the further information section
  - ▶ Avoid repeating your assessment of the risks if a new student is of a broadly similar level of maturity and understanding, and has no particular or additional needs (the organiser or parent should tell you if they have)
  - ▶ If you do not currently employ a young person or inexperienced worker, have not done so in the last few years or are taking on a work experience student for the first time, or one with particular needs, review your risk assessment before they start
  - ▶ For placements in low-risk environments, such as offices or shops, with everyday risks that will mostly be familiar to the student, your existing arrangements for other employees should suffice
- High risk environment - such as construction sites**
- ▶ Consider what work the student will be doing or observing, the risks involved and how these are managed
  - ▶ Satisfy yourself that the instruction, training and supervisory arrangements have been properly thought through and that they work in practice
- (This will need to include additional induction, supervision, site familiarisation, and any protective equipment needed)

Work experience participants attending site do not need a CSCS card. Further details in the Build UK Training Standard.

### Further information:

---

**HSE guidance on work experience >**

---

**HSE guidance on young people and the law >**

---

**Equality Act 2010: guidance >**

---

**Disability rights >**

---

**Build UK Training Standard >**

## Safeguarding



### Over 16s and vulnerable adults

DBS (Disclosure and Barring Service) checks are not needed for work experience involving participants over 16 years old or vulnerable adults. If working with a work experience participant referred from the Jobcentre Plus a signed Service Level Agreement will be required.

### Under 16s

A DBS check may be required for staff supervising work experience placements for students aged under 16, if they do so unsupervised and on a regular basis (at least once a week or on more than three days in a 30 day period, or overnight).

In these circumstances the member of staff would need an enhanced DBS check with barred list information.

### Further information:

---

[DfE Keeping Children Safe in Education >](#)

## Payment

Current minimum wage legislations makes clear there are certain types of work experience where the national minimum wage (NMW) does not have to be paid; however other areas are more a matter of judgment.

In particular the term ‘intern’ has no legal status under NMW law. Current rules make clear that NMW does not have to be paid to young people if they are:

- ▶ Students undertaking placements for less than one year as part of a UK-based further or higher education course
- ▶ Work experience students of compulsory school age, i.e. under 18
- ▶ Voluntary workers
- ▶ Work shadowing  
i.e. not undertaking work

## School-age

Short one – two week placements should not be paid. Department for Education guidance makes clear that employers do not have to pay NMW to 16-19 year olds undertaking work experience as part of their study.

As access to the place of work can be difficult for work experience students of all ages, paying travel and food expenses enables those from disadvantaged backgrounds to participate.

## Internships

The CIPD’s guidance “Internships that Work” explains:

*“There are no laws specifically on paying interns, however there are rules for the National Minimum Wage (NMW).*

*If someone is expected to undertake work for any organisation, they are entitled to be paid the NMW – even if there is no written contract in place.*

*However, the issue of whether an intern classes as a ‘worker’ is made more complicated by the fact that, in some*

*circumstances, they could instead be classed as ‘volunteers’ (who are under no obligation to perform work, have no contract or formal arrangement and have no expectation of and do not receive any reward for the work they do besides having their expenses reimbursed), in which case the NMW legislation does not apply. In short, if an intern is contributing to your company, has a list of duties and is working set hours then technically they should be paid the NMW”.*

**As this guide recommends that your interns do real work, it is therefore also recommended that companies pay their interns at least the minimum wage.**

## Career changers

No payment is required for work experience participants aged 18 plus, referred to the employer by Jobcentre Plus and in receipt of out of work benefits.

---

## Further information:

**BEIS guidance on NMW and work experience >**

# 33

## USEFUL LINKS

---

### Best Practice Guides

[BEIS Common Best Practice Code for High-Quality](#)

[Internships](#) >

[Business in the Community Work Inspiration Programme](#) >

[UKCES Not Just Making Tea](#) >

### Intern Recruitment Sites

[www.milkround.com](http://www.milkround.com) >

[www.topinternships.com](http://www.topinternships.com) >

### Working with Job Seekers

[Department for Work and Pensions \(DWP\) Work Experience employer guide](#) >

[Construction Leadership Council Guidance for Employing Young People and Inexperienced Workers](#) >

[Build UK Training Standard](#) >

### Organisations working with young people

[Construction Youth Trust](#) >

[Duke of Edinburgh's Award](#) >

[Prince's Trust – GET INTO programmes](#) >

[Industrial Cadets](#) >

### CITB

[CITB Experience Construction Programme](#) >

[CREST – CITB Curriculum Support](#) >

### Construction Careers Information

[Go Construct](#) >

