

# What Makes High-Quality Work Experience?

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Introducing the definition and  
indicators of impactful practice

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# Acknowledgements

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Modern Art Oxford



We'd also like to thank the educators and employers who worked with us in our workshops.

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# Executive Summary

**This report presents a comprehensive, evidence-based framework defining the key components of high-quality work experience.**

As the UK's largest work experience provider, Futures For All is uniquely positioned to set the standard for high-quality placements. With a vast employer network and strong partnerships across industries, we're committed to ensuring that every experience we facilitate is meaningful, impactful and equitable. Work experience has the power to shape young people's futures, yet too often access and quality vary widely. We believe all providers must think critically about what makes real work experience, its quality and long-term impact on young people's career choices.

Work experience is a proven gateway to higher earnings, career confidence and lower youth unemployment<sup>1</sup>. However, not all placements deliver these benefits. To be effective, work experience must be structured, engaging and inclusive.

While there's existing guidance to help employers plan work experience, much of it only scratches the surface of what makes a truly impactful placement. We believe there's a critical gap in understanding how to design high-quality work experience that delivers real outcomes for young people and employers alike. That's why we conducted this research – to build on existing and new evidence and provide a framework that ensures work experience is meaningful, structured and effective.

## Our three-step model for better work experience

Developed through extensive research, employer insights and stakeholder engagement, we present our three-stage model for impactful work experience: Envision, Implement, Reflect.

- ▶ **Envision:** Employers must strategically plan placements, ensuring clear objectives, strong school partnerships and inclusive access. Removing barriers such as travel costs and offering pre-placement preparation are vital to widening participation.
- ▶ **Implement:** A structured experience should include defined learning outcomes, interactive engagement with employees at all levels and exposure to real-world tasks. Work experience should go beyond observation, actively developing young people's skills and networks.
- ▶ **Reflect:** Post-placement reflection, recognition and impact measurement are essential to embedding learnings and ensuring long-term benefits. Employers should track outcomes through surveys and provide follow-up opportunities such as mentoring, alumni networks or career pathways.

Our framework is a practical tool for employers to deliver high-impact work experience that benefits young people, businesses and the wider economy. The need for quality assurance is clear. Done well, work experience has the power to break cycles of disadvantage, boost social mobility and build the future workforce the UK so urgently needs.

# Introducing Our Framework

Our framework recommends the core indicators of high-quality work experience an employer should meet to deliver excellent practice. The indicators are evidence-based, drawn from three phases of comprehensive research. We engaged key stakeholders to ensure it provides effective recommendations for employers to host work experience that meets the needs of young people.

## Purpose:

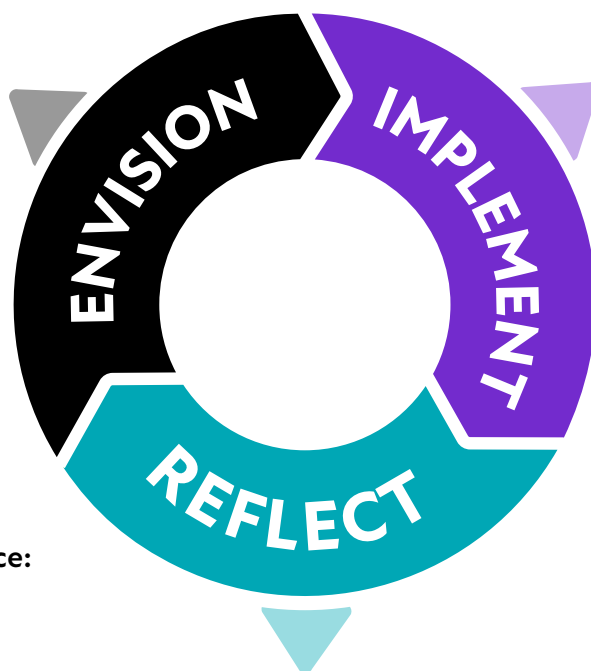
Aims of work experience are defined to underpin employer talent engagement strategy and to inform a clear alignment across the programme.

## Connect:

Employers connect with stakeholders to establish relationships, recruit young people and engage effectively in the run-up to the placement.

## Safe and inclusive practice:

Safe practice is fundamental, while maintaining accessibility and inclusivity.



## Learning outcomes:

Defining learning outcomes guides content design and helps young people articulate acquired skills.

## Structure:

The structure of the programme – the content, length, frequency and sequencing – is designed to meet aims and learning outcomes, while allowing for flexibility.

## Interactivity:

Frequent, meaningful interactions are critical.

## Reflection:

Reflection enables young people to embed learning and consider future applications.

## Recognition:

Recognition and feedback celebrates progress and fosters professional skills.

## Impact:

Feedback from young people benefits reflection and programme improvement.



## Post-work experience pathways

Short, mid and long-term post-work experience opportunities are offered to young people to provide continued support following a work experience programme, and connect with its purpose.

# Introduction

**In 2023, we launched our bold new strategy focused on making sure every young person in state secondary schools can access high-quality multi-day work experience by 2028.**

Our evidence shows multiple benefits of work experience for every group of young people. Encouragingly, it looks like pupils from less-advantaged backgrounds draw the most benefit, in comparison to their peers. A key component of our five-year plan is establishing an evidence-based framework for employers to facilitate high-quality work experience.

**We commissioned our research with three aims:**

- ▶ Explore relevant literature and frameworks to establish the current evidence in provision of high-quality work experience.
- ▶ Gather evidence of high-quality practice from work experience experts and stakeholders.
- ▶ Produce a framework for employers to facilitate high-quality work experience for young people.

We know interacting with the world of work improves young people's education and employment outcomes<sup>2</sup>. But we're less clear on the essential ingredients that create this impact. To build our understanding we carried out a literature review. We then used this work as the foundation for engaging key stakeholders and gathering evidence of work experience practice. This helped us create a consensus on the elements of high-quality work experience to inform our framework.



# What We Found In Our Literature Review

In 'Good Career Guidance: The Next Ten Years' by the Gatsby Foundation<sup>3</sup>, Benchmark 6 states that workplace experiences should be 'meaningful', defined as:

**A meaningful experience gives the young person the opportunity to explore what it is like to work in that environment, what skills are valued in the workplace, their recruitment processes and what it takes to be successful. This could be achieved through visits to workplaces, work shadowing and/or work experience. Throughout the careers programme these experiences could be in person or a combination of in person and remote, where appropriate. Both the young person and employers should be supported to prepare for the experience. Additional or different support may be needed for vulnerable and disadvantaged young people and for young people with SEND.**

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

Schools, colleges and independent training providers (ITPs) can take into account any part-time work a young person may have, if it genuinely offers them a meaningful experience.



The Careers and Enterprise Company (CEC) advise that effective modern work experience should be ongoing and connected, maintaining relationships with employers and young people over time<sup>4</sup>. It should be inclusive to suit the needs of young people and offer access to a wide range of different experiences. The CEC have also produced employer standards, categorised as ‘inspiring’, ‘preparing’ and ‘collaborating’, used widely by many employers already. Similar frameworks like Investment in Young People<sup>5</sup>, T-level Delivery Guidance<sup>6</sup> and Association of Graduate Career Advisory Services (AGCAS)<sup>7</sup> work experience standard suggest a useful structure for youth employment opportunities.

Our review also identified key themes. Much recent literature emphasised flexibility, to meet the needs of students, as well as fitting into busy school calendars and employers’ workflow<sup>8,9,10,11,12</sup>. Another key theme was inclusivity<sup>13,14</sup>. To achieve this, the literature recommends collaboration between teachers and employers to understand each young person and build strong school-employer relationships over time. Other common insights were opportunities for reflection and feedback, skill development and preparation.

However, much of the literature is directed towards educators and focused on embedding work experience into a wider careers’ curriculum. So far there are no detailed frameworks that employers can use to plan and facilitate a high-quality multi-day experience – particularly around specific structure and content. We know that remote and hybrid work experiences are becoming increasingly popular. But there are currently no evidence-based frameworks that inform different kinds of work experience format.

Our literature review confirmed the need for an evidence-based benchmark for employers to support most young people in engaging with work experience placements.





# Our Methodology

Our research took place in three phases from January 2024 to January 2025.

## Phase 1: January 2024 – April 2024

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**Based on internal consultation and reflection on the literature themes, we developed an initial framework to structure our investigation. We aimed to answer these questions:**

- ▶ What does high-quality work experience look like?
- ▶ How do employers facilitate high-quality work experience?

We know interacting with the world of work improves young people's education and employment outcomes. But we're less clear on the essential ingredients that create this impact. To build our understanding we carried out a literature review. We then used this work as the foundation for engaging key stakeholders and gathering evidence of work experience practice. This helped us create a consensus on the elements of high-quality work experience to inform our framework.

## Phase 2: May 2024 – August 2024

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**After we identified common themes and gaps in Phase 1 we approached employers and impact organisations to gain richer detail and perspective.**

We targeted employers and organisations with a strong track record of high-quality work experience. We identified them through partner networks and recommendations from Phase 1 participants. Our Phase 2 research question was:

- ▶ What are the high-level details and features of high-quality work experience from the perspective of an employer/facilitator?

We carried out online interviews with 16 external stakeholders and analysed and reported our findings to create a basic framework.

## Phase 3: November 2024 – January 2025

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**With funding support from Commercial Education Trust (CET) we tested our framework with a larger sample of employers through a survey (n=200) and externally facilitated workshops with educators and employers. Their thoughts shaped our final framework.**

# What Is Work Experience?

**Our framework sets out to direct employers in running a high-quality multi-day work experience placement through evidence-based indicators of best practice.**

These indicators can be applied to any work experience that meets the criteria below. The indicators aren't specific to modes of delivery, length of work experience, or sector. This is based on our firm belief that every placement should mimic a real workplace experience.

Throughout our report we feature examples of how employers and organisations have exemplified the framework. We've also included case studies on page 34 providing useful examples.

We believe it's vital there are parameters that distinguish a multi-day work experience placement from other valuable career activities.

**We define work experience as an experience that should:**

- ▶ be 'live'
- ▶ give young people the opportunity to speak to an employer
- ▶ be interactive, giving young people an opportunity to do a task or tasks
- ▶ help young people develop skill(s) with learning outcomes appropriate for their age and need
- ▶ mimic most aspects of the real working world from recruitment to completion

*We recommend that for work experience to provide impactful outcomes for young people, it should be*  
**multi-day**

If an experience meets this definition, our framework applies to it.

Our framework complements existing definitions and frameworks in the sector.

## Ways of delivering work experience

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**We refer to three ways of delivering work experience:**

- ▶ **In-person:** where a young person engages with an employer in-person.
- ▶ **Hybrid:** where a young person engages with an employer in-person and remotely. This might mirror the employer's hybrid working week. Alternatively, the young person might take part in remote activities or preliminary challenges facilitated by employers before entering the workplace later.
- ▶ **Remote:** where the experience takes place exclusively online, across a platform like Google Classrooms.

# High-Quality Work Experience: Our Three-Stage Framework

## Envision

- ▶ This stage focuses on planning and preparation to maximise engagement and ensure that work experience is appropriately designed for young people.

## Implement

- ▶ How the programme is delivered, ensuring flexibility, engagement and alignment with everyone's aims.

## Reflect

- ▶ A chance to consolidate experiences and build confidence for future development. Impact is measured for follow-up action.

Beyond these three phases we recommend follow-up support to ensure longer-term impact for both the young person and the employer as they work to shape the workforce of the future. We explore follow-up support on page 27.

# Envision:

Planning and preparation to maximise engagement and ensure that work experiences are appropriately designed for those attending.

For maximum impact, employers must have an overarching strategic plan for their placements and prepare in advance. In the Envision stage this means carefully planning the placement, giving young people the necessary information, and ensuring the workplace is ready. Doing this means employers can maximise engagement during the placement while making sure all stakeholders, including internal staff, are well-informed and prepared.

Indicators of high-quality practice at this stage include:

- ▶ **Purpose** – Aims of work experience are defined to underpin employer talent engagement strategy and inform a clear alignment across the programme.
- ▶ **Connection** – Employers connect with stakeholders to establish relationships, recruit young people and engage effectively in the run-up to the placement.
- ▶ **Safe and inclusive practice** – How to follow safeguarding requirements while removing barriers for an inclusive and accessible programme.

## Purpose

Our research found that setting aims is an essential starting point for an employer. These aims then inform a rationale for all aspects of programming, driving the work experience's purpose.

We believe that the right aims can:

- ▶ Demystify the diversity of careers in an industry/sector
- ▶ Illustrate pathways into careers
- ▶ Replicate aspects of the real working world
- ▶ Connect with young people who may not otherwise access the industry/sector
- ▶ Support the local community
- ▶ Raise brand awareness and identify future talent

After deciding on aims, employers must decide which way of delivering work experience meets the needs of both the young person and the organisation.

In our research we saw how employers chose delivery methods which reflected their sector. For example, remote work experience was popular for IT and finance. We believe work experience aims can be achieved however the programme is delivered. Design should be approached flexibly to meet the needs of employers and young people. This table has some useful examples:

Aim of work experience	In-person	Hybrid	Remote
<b>Demystify the diversity of careers in an industry/sector</b>	Young people can experience different areas of a workplace and see how they fit together	Young people can experience different areas of a workplace – and see how it is reflected in remote working	Allows different employers in diverse roles to participate in the work experience remotely
<b>Illustrate pathways into careers</b>	Opportunities for young people to meet employees and have informal conversations about their career paths	Opportunities for young people to meet employees and have informal conversations about their career paths	Provides a platform to host informative sessions to large groups
<b>Replicate aspects of the real working world</b>	Gives young people the opportunity to get a sense of the real workplace culture	Demonstrates modern flexible working	Simulates remote working tasks and navigating information-sharing on an online platform
<b>Connect with young people who may not otherwise access the industry/sector</b>	Employers can target young people who may experience disadvantage and provide experiences they would not otherwise access	Provides a compromise for young people to partially attend in-person workplaces, overcoming geographical or logistical challenges	Allows young people to access workplaces without geographical barriers
<b>Support the local community</b>	Invite the local community into workplaces to build supportive relationships	Invite the local community into workplaces to build supportive relationships	A way to engage with the local community when workplaces might be challenging for young people to attend
<b>Raise brand awareness and build pipeline of future workforce</b>	Gives young people the opportunity to get a sense of the real workplace culture and informs decisions around future career paths	Gives young people the opportunity to get a sense of the real workplace culture and informs decisions around future career paths	Allows young people to access workplaces without geographical barriers, raising brand awareness beyond local areas

**Table 1.** Examples of how different modes of delivery meet different aims.

By asking employers to identify their aims, we can cross-reference their intended goals with actual practices to see how the aims can be effectively achieved. Evidence shows a strong link between employers' aims and work experience design – from mode of delivery to programme structure and activity content.

## Work experience roles

We've identified two different roles employers take in work experience placements:

1. **The designer** is responsible for coordinating and overseeing the whole programme from building relationships with key stakeholders to scheduling and organising delivery. Our analysis showed designers were more likely to set learning outcomes.
2. **The contributor** tends to be responsible for running sessions. They're likely to adjust their sessions depending on the needs of those participating, while the designer makes more overarching decisions.

Effective work experience should include advance conversations and planning between key roles. Clear communication is essential for consistency and a well-integrated programme.

## Preparing for youth engagement

Insight from educators highlighted that a challenge some employers face is knowing how to engage effectively with young people, such as using young person-friendly language. We recommend employers consider and prepare in advance effective strategies for youth engagement. Some of these strategies are evident throughout our framework. For example, facilitating interactions between young people and employees they can relate to, like apprentices. It's crucial employers remember that many of these experiences will be new to young people and so they should provide sufficient signposting at each stage. Like any learning experience, young people need guiding and to be explicitly introduced to the concepts they're coming across – this includes interacting effectively and appropriately.

### Connect

Effective work experience starts with strong connections between employers and stakeholders before the placement. Our analysis confirmed that the most effective approach to sharing information about work experience opportunities was by engaging directly with schools or school engagement through local intermediaries.

## Exploring and applying

Applying for a job is a big part of moving into the world of work – and applying for work experience should be no different. Employers should create adverts for their work experience opportunities. They should include a broad introduction to who they are and what they do written in clear and non-technical language appropriate for the age group they're targeting.

The adverts should be placed somewhere accessible, like the organisation's website. Just like with a job, adverts should include who the placement is for, showcase learning opportunities for young people and the skills they can expect to develop through the programme. This information can then be used by educators to appropriately match their students and consider their needs.

Employers may also ask young people to submit applications, encouraging a young person to articulate why they want to do the work experience and what they want to get out of it. This reflects the real-life job application process in a low-stakes environment. Some employers may also offer interviews.



## Introductory sessions, pre-placements and stakeholder engagement

Once work experience places are secure, it's essential employers engage with stakeholders in the run-up to the placement. This makes sure everyone – educators, young people, parents/guardians – is informed and prepared beforehand. There are different ways to achieve this. For example: site visits for young people, remote drop-in sessions for educators or parents/guardians, or in-school visits from employers. Educators can also support preparation in-school, by using PSHE and tutor time to cover expectations, workplace behaviour and common workplace situations. However it's approached, we saw consistently that engaging before the placement led to an impactful and successful programme.

### Spotlight on: “ Mondelēz International

**Mondelēz International  
run a five-day consecutive  
remote work experience  
for up to 100 students.**

We invited teachers to come for a 45-minute session to talk through what the work experience is, how it would work, what the students would get out of it and answer any frequently asked questions. From that we saw a massive uplift in the number of applications from students the next day. Then we ran the student engagement session, which was for all the students that have been accepted onto the programme. We ran an hour-long session, exactly a month before the work experience week started and we talked them through what to expect from that week. Even at the end of that session, we already had feedback from the students saying this is great and they felt in a much better place to be starting on that Monday morning in July.”

## Safe and inclusive practice

### Safety

Safeguarding is a basic requirement for any placement. Common practice for employers is to consult the NSPCC guidance on safeguarding and take appropriate action. However, some employers may choose to develop their own safeguarding policies exclusive to the work experience or adapt policies already in place in line with recommendations. Safeguarding policies need to be specific to the way work experience is delivered.

A core element of work experience should be an induction covering health and safety – just like new starters get in a job. Risk assessments are also essential to accurately evaluate potential hazards, considering both the specific needs of the young person and the nature of the workplace. Wherever possible, risk assessments should be tailored to the individual, with a detailed understanding of their specific needs.

To ensure this, effective communication with educators before the placement is crucial, allowing employers to understand the young person's requirements and make necessary adjustments. However, there may be times when flexibility is beneficial to boost accessibility and preparation. In these cases, consider alternative methods, like carrying out safety briefings in the classroom shortly before the placement.

## Spotlight on: Yorkshire Ambulance Trust

Yorkshire Ambulance Trust run a three-day work experience for a class, spread across non-consecutive weeks, with the first two sessions taking place in the classroom and one on site.

“

... (In advance we showed them) ... the things on the site that they came to visit, so it was very much about, this is what we're going to do, how you can do it [and] our health and safety. It's about making sure that everything's there in place and then, 'see you in two weeks.' ”

### Inclusivity and accessibility

Inclusivity means making sure the programme is appropriately geared to the needs of young people and providing equal access and opportunities to groups that need more specific support. Inclusivity emerged as a critical theme throughout all phases of our research. But educators especially highlighted the importance of ensuring tailored support for the diverse needs of young people. It's essential employers engage with educators to understand these needs – and that this information is shared effectively to deliver a high-quality work experience programme.

Our research shows that the cost of attending in-person placements may be a barrier for young people – especially those from less advantaged backgrounds. Many employers demonstrated accessible practice to widen participation in their programmes. For example, paying for transport and providing lunches during the placement. Approaches for increasing accessibility connected to their aims, underlining how they link clearly to design and the target beneficiaries. How employers approach this may depend on their size and income. We've collected some useful examples below.

Organisation	Accessibility approach	Aim
Modern Art Oxford (in-person)	Pay for travel and food for attendees – eliminating financial barrier.	Connect with young people who may not otherwise access the industry/sector.
AHR (hybrid)	Use a hybrid model that mirrors the working week to complement employers' schedules.	Replicate aspects of the real working world.
Mondelēz International (remote)	Placement takes place remotely – allowing up to 100 young people and various employees to join flexibly.	Demystify the diversity of careers in an industry/sector through meeting multiple employees and connecting with young people who may not otherwise access it.

**Table 2.** Examples of how approaches to supporting accessibility connected to employers' aims.

# Implement:

The delivery and structure of the programme, ensuring flexibility, engagement and alignment with the aims.

The Implement stage refers to how the programme is delivered, allowing flexibility and ensuring engagement and alignment with the aims. This way, a programme can be developed that guides a young person through a meaningful experience, delivering tangible outcomes.

We talk about:

- ▶ **Learning outcomes** – Defining learning outcomes guides content design and helps young people articulate acquired skills.
- ▶ **Structure** – The structure of the programme – the content, length, frequency and sequencing – is designed to meet aims and learning outcomes, while allowing flexibility.
- ▶ **Interactivity** – Frequent, meaningful interactions are critical.

As before, there are clear connections between the aims of the work experience and how the design is carried out.

## Learning outcomes

We recommend setting learning outcomes first as a guide to building the programme.

Learning outcomes should be distinct from the work experience's aims. A learning outcome should define the knowledge and skill(s) a young person will acquire or develop across the placement – whether a transferable skill or industry-specific.

This benefits the employer by providing a clear rationale for design decisions. Being explicit about these outcomes in the first stage of the learning experience helps make sure they're met. By doing this, and repeating learning outcomes during the experience, young people are more likely to be able to articulate their acquired skills and experiences, embedding new knowledge to apply in new contexts.

**Learning outcomes inform different stages of design:**

1. Communication and stakeholder engagement – learning outcomes are clearly articulated to stakeholders and emphasised throughout the process
2. Structure of the programme – a meaningful sequence of activities set to achieve learning outcomes
3. Follow-up, reflection and feedback sessions – allowing young people to reflect on learning outcomes and articulate examples of where and how they've been achieved

Learning outcomes should be an overarching part of the programme, providing a 'golden thread' through the placement and shared with those contributing and taking part.

## Learning outcomes in practice

“

Young people will embrace curiosity, ask questions and develop skills in a supportive environment. That means they will be able to understand the professional context of the skills that they're developing, and it will support with the building of independence, resilience and confidence to pursue this professional practice.”

– Modern Art Oxford

“...it's very much about those soft skills, so leadership, teamwork, communication.”

– Virgin Atlantic

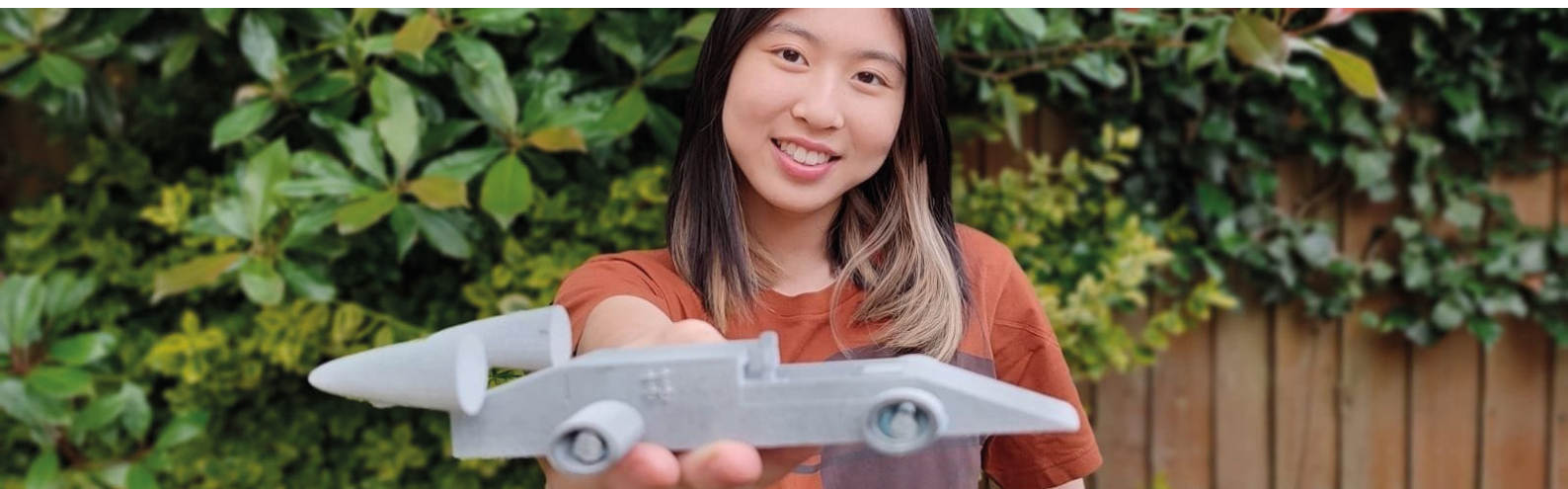
“...they get an experience working in groups, creating presentations, getting to know people from different schools that they wouldn't usually work with.”

– Mondelēz International

## Structure

The structure of work experience refers to:

- ▶ The programme content – what the young people are doing on their work experience, linked to aims and learning outcomes
- ▶ The length and frequency – the number of days of the full programme, the length of sessions on a daily basis, and how the programme is spread out
- ▶ The programme's sequencing – the order of activities in the full schedule



## Content

Our analysis identified the most common types of activities in work experience placements and explored how their content aligns with established aims (Table 3). It also highlighted how different sectors shape the structure of work experience based on industry needs. For example, IT placements often involve project-based work, while placements in wholesale and retail tend to focus on standalone tasks. This variation underscores the importance of designing work experience content that's both purposeful and sector-appropriate. You'll find real-life examples in the appendix (page 32).

Type of content	Description and purpose	Aim		
		Demystify the diversity of careers within an industry/sector	Illustrate pathways into careers	Replicate aspects of the real working world
<b>Induction</b>	Site tours, health and safety sessions, introductions and ice breakers – mirroring a new employee induction and setting up for the week.			✓
<b>Group project work</b>	An opportunity for skill development across a period, which can be broken down into subtasks, and provides an opportunity for employer feedback.	✓		✓
<b>Presentations/ Q&amp;A panels</b>	A method for delivering industry-specific knowledge, popular in remote settings.	✓	✓	
<b>Interactive real-life experiences</b>	Opportunities for young people to engage in a genuine work-based task. These activities encourage skill development specific to the industry and are useful for informing young people's decisions about their career. The insight young people offer and contribute is highly valued by employers. Shadowing a professional falls under real-life experiences.	✓	✓	✓
<b>Mentoring</b>	A trained member of staff who offers continuous support throughout a placement. They are assigned to individual young people and their approach is supportive and personalised.	✓	✓	✓

**Table 3.** Analysis of how type of content links to work experience aims.

## Length and frequency

We saw broad variation in length and frequency, length of daily session and time spent on each activity. This suggests flexibility is important for high-quality programming that meets learning outcomes and aims – as well as meeting the logistical needs of young people and staff. Table 4 shows different types of programme structure.

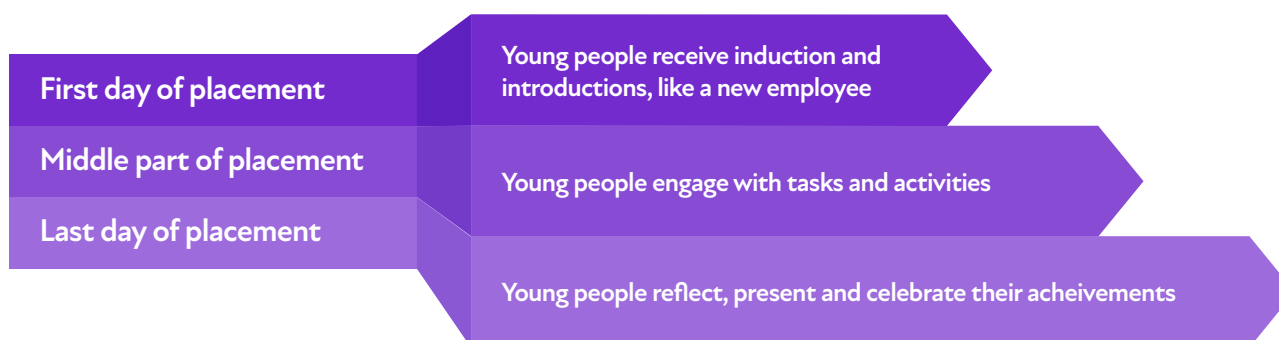
Employers should ensure that while taking a flexible and creative approach to the scheduling, high-quality content and delivery is consistent. For non-consecutive programmes spread across a period of time, it's important to maintain impactful momentum.

Organisation	Mode	Length and frequency	Length of the daily session	Time on activity
Modern Art Oxford	In-person	Every Thursday evening across a school term	4pm – 6pm	20-60 minutes
Virgin Atlantic	In-person	Five sessions across a school year	2 hours in school day	35 minutes x 3 per session
Ordnance Survey	Remote	Four consecutive days	10am – 3pm	2-4 sessions in the morning between 30-60 mins – 2 sessions in the afternoon ~60 mins

**Table 4.** Breakdown of employers' programmes by mode of delivery, length, frequency and length of activity.

## Sequencing

During our research we saw how employers used the first day to introduce the organisation and relevant contacts (including young people) to each other and induct young people to the programme. The final days of the placement should be used to acknowledge young people's achievements. The middle part of most programmes involved project work or tasks. This sequencing should be used for multi-day work experience:





## Interactivity

Communication is a key part of all workplaces – and work experience can be an excellent opportunity for young people to develop communication skills in professional situations. The situations young people experience during work experience might be brand new. For example, building relationships while working alongside new people, or speaking to industry experts. It's essential employers are aware of this and actively support and facilitate high-quality interactions. We use 'interactivity' to refer to ensuring frequent opportunities for interactions between an employer and a young person, and between young people.

### Employer-young person interactions

Gatsby Benchmark 6 recommends 'extensive two-way interaction between the student and employees' in defining meaningful work experience<sup>3</sup>. Some activities will naturally prompt interactions, such as group projects, or Q&A panels. But it's still important that employers are actively providing opportunities to prompt, lead and engage students. It's especially important in work experience where informal interactions are less likely, like remote work experience. Interactivity should also be inclusive. You can find examples below:

### To facilitate meaningful interactions between employees and young people, several recommendations came from our research:

**Young people should have the opportunity to meet employees at a range of levels across an organisation.**

Introducing young people to many different people helps build their networks, because that's one of the main areas that some of our young people struggle with... from apprentices right through [to] someone who could be the CEO or MD of wherever."

– EY Foundation

**Young people should have the chance to meet people who they can identify with.**

We've heard a lot from young people about how important relatable role models are. So if there's any young apprentices or people who are relatively early in their career, if there's a similarity in background with the young person that they're welcoming in, that can be hugely powerful."

– The Gatsby Foundation

## Young person-young person interactions

Young people may be unfamiliar with building working relationships with new people. Facilitating meaningful activity between young people develops networking skills as well as mirroring aspects of teamwork in the workplace.

### Examples include:

- ▶ Young people are buddied up in pairs for the placement. The young people will sit with their buddies while working on their projects, to prompt informal conversations throughout the week. (AHR, architecture and building consultancy practice)
- ▶ Smaller group tasks are assigned randomly so young people talk to different people throughout the placement. The larger group task is with the same group throughout. (Ordnance Survey, Great Britain's National Mapping Service)

Whether in-person or remote, work experience should prioritise building young people's confidence in workplace interactions. For an in-person placement, this may involve engaging in face-to-face conversations with employees, participating in team meetings, or shadowing professionals in their roles. In a remote setting, opportunities for engagement could include structured video calls, online collaborative tasks and interactive Q&A sessions with employees.

However it's delivered, work experience should actively foster young people's confidence and skills.



# Reflect:

Allowing young people to embed learnings and consider future applications.

**In the Reflect stage, young people consolidate their experiences to build confidence for future development. Reflections should be recorded somewhere accessible so they can be later reviewed, and successes should be recognised and celebrated. Employers should also measure the impact of the programme for future development. Indicators of high-quality practice include:**

- ▶ **Reflection** – Enables young people to embed learning and consider future applications.
- ▶ **Recognition** – Recognition and feedback celebrates progress and fosters professional skills.
- ▶ **Impact** – Feedback from young people benefits reflection and programme improvement.

## Reflection

Reflection is a critical way for young people to review and consolidate meaningful experiences. It can build knowledge and confidence to use their work experience placement as a tool for future development and success. Throughout our research, participants emphasised that reflection should take place frequently throughout the work experience programme so a young person can meaningfully process the opportunity. These reflections can be both written and verbal.

To capture these reflections for the future, educators shared that it's useful for young people to record them in a digital or paper journal. This allows young people to take their reflections back to educational settings, providing information to support and guide their future career plans.

Employers can embed reflection in different parts of a multi-day work experience placement. You'll find some examples below.

## After a project or task

**Once a specific task or project is completed, young people can be encouraged to reflect on their contribution, what went well, and what they might do differently next time. This could take the form of a structured self-assessment, peer feedback or a discussion with their mentor.**



“We always finish the session in a similar way to how we started, where we go around the group and make sure everyone says something, and we ask them to reflect. We do highlights, low lights ... they say something that they really enjoyed and something that they would improve for next time. We always have a board on the wall where they can add Post It notes if they want to feedback anything”

– Modern Art Oxford, modern art gallery

## After each day

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**At the end of each day, young people can spend a few minutes jotting down key takeaways, challenges they faced, and any new skills or knowledge they gained. This could be facilitated through a short reflection journal, a group discussion, or a quick debrief with a supervisor.**

“

... there's an area [on the worksheet] to journal about anything they've done, anything they've enjoyed, not enjoyed, or any additional tasks they've taken on or would like to take on in the future ... So when they go to college, or whatever it is they go into next, they're able to display that through the course of the week in a work environment: 'I was able to complete these specific tasks with these specific skills, here's how I felt about it, here's what I'd do differently'.”

– **Sheffield City Trust,**  
**sports and entertainment venue organisation**

## On the final day

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**At the end of the placement, a more in-depth reflection can take place, helping young people connect their experience to their future goals. This might include completing a reflection form, taking part in a feedback conversation with their supervisor, or presenting key learnings to a group.**

“

[The last day is a] reflection day, which is on the Friday, and that's [an opportunity to think about] what are the comments that have been received on the Thursday. So if someone said, wouldn't that be better doing it this way or what about lifting this up? What about this material? It gives [the young people] a day to say, 'I'm going to take my design, I'm going to make these changes to it'.”

– **AHR, architecture and building consultancy practice**

## Recognition

A well-structured conclusion to work experience is essential for reinforcing learning, celebrating achievements and ensuring young people leave with a sense of accomplishment. Closing activities should not only recognise participation, but also provide meaningful opportunities for reflection, skill development and professional engagement.

## Showcasing learning and essential skills

The final stage can be an opportunity for young people to develop and demonstrate professional skills. Presentation-based reflections, where participants share their projects or key learnings, are particularly effective in building confidence and communication skills. Presentations may feature structured Q&A sessions after, allowing young people to articulate their experiences, respond to employer questions and simulate real-world professional interactions.

## Receiving feedback

Feedback is a critical part of the work experience journey, enabling young people to understand their strengths and areas for growth. Young people value constructive feedback, especially when it helps them refine their skills and see the impact of their work. Where possible, employers should provide structured verbal or written feedback, linked to the young person's contributions during the placement. Some employers may offer feedback through follow-up emails when in-person discussions aren't possible, ensuring participants still receive valuable insights on their performance.

## Celebrating success

Acknowledging the end of a placement helps young people recognise their achievements and take pride in their progress. Certificates of completion are widely used, offering a formal record of participation. Some employers take this further by organising graduation events, where young people take part in workshops and activities with partner organisations outside education.

A well-structured work experience should not just provide exposure to the workplace. It should actively replicate key professional processes, including project completion, feedback cycles and recognising achievements. By embedding these real-world practices into placements, employers can ensure young people gain not only workplace exposure but also the confidence, skills and mindset needed for long-term career success.

## Impact

Employers invest significant time and resources into high-quality work experience to create meaningful opportunities for young people. To ensure their efforts are effective and truly benefit participants, it's essential to measure impact.

Measuring impact helps employers understand their effectiveness, improve future programmes and ensure meaningful outcomes for young people. Employers who measure impact gain valuable insights into how their work experience contributes to skills development, career aspirations and social mobility.

**A well-structured evaluation process allows employers to:**

- ▶ **Assess the effectiveness** of their work experience programme in achieving its aims.
- ▶ **Improve future placements** by identifying strengths and areas for development.
- ▶ **Showcase their impact** to internal stakeholders, investors or corporate social responsibility (CSR) initiatives.
- ▶ **Strengthen engagement with young people** by demonstrating that their experiences and feedback are valued.



We recommend three approaches to measuring impact:

## 1. Using pre- and post-placement surveys

A common way to measure the impact of a work experience programme is using a pre- and post-work experience survey for young people to complete. To create effective surveys, consider these questions:

### ▶ What is being captured?

Employers should have a clear vision of the information they want from young people and ensure they ask the right questions to capture it. Questions should be in accessible language young people can understand.

### ▶ How is it being captured?

Young people should be able to complete surveys on a smartphone in a reasonable time frame. For example, 10 questions completed in around five minutes.

### ▶ Why is it being captured?

Employers should have a very clear rationale for recording information through a survey, and what will happen to that feedback afterwards. There should be a strategy for shaping future work experience through this feedback. Employers may consider recording other people's views – like educators' and employees'.

## 2. Collecting qualitative insights

While surveys provide useful quantitative data, **qualitative feedback** can offer deeper insights into the impact of work experience placements. Employers can:

- ▶ Conduct **short exit interviews** with young people to explore their experiences in more depth.
- ▶ Use **reflective exercises**, such as video testimonials or case studies, to capture the personal impact of placements.
- ▶ Gather feedback from **line managers and mentors**, assessing young people's engagement and progress.

## 3. Using data to drive improvement

Collecting impact data is only valuable if it is used effectively. Employers should:

- ▶ **Analyse and act on findings** – identifying areas for improvement.
- ▶ **Share insights internally** to refine work experience structures and align with business priorities.
- ▶ **Communicate impact externally** to showcase their role in supporting young people's career development.

Investing in impact measurement allows employers to create more meaningful, effective and scalable work experience programmes. A structured approach combining surveys, qualitative insights, and data-driven improvements will ensure placements provide lasting value to young people while strengthening employers' organisational learning and reputation.



# Post-Work Experience Pathways

In the Envision section, we talked about how employers need to plan work experience strategically from the beginning, identifying aims early on which inform the design from start to finish. But to achieve a ‘gold standard’ of work experience we need to think beyond the placement itself.

A high-quality work experience framework must integrate seamlessly into the broader landscape of careers education, information, advice and guidance (CEIAG). Work experience is just one component of a well-rounded CEIAG provision. For young people to gain the most from their multi-day placement, it should be supported by other career activities before and opportunities after. To be effective, CEIAG must include a variety of activities that are progressive and well-connected. This makes sure work experience is not a standalone event but part of a structured journey that helps young people build their knowledge, skills and confidence over time.

Employers serious about engaging talent early must see work experience as more than a one-off – it should be a strategic tool for building long-term relationships with young people. This means not only providing high-quality placements, but also maintaining engagement beyond the placement, offering follow-up support and opportunities for continued development.

To maximise impact, employers should see work experience as an ongoing process, ensuring programmes evolve and improve year-on-year. When approached strategically, work experience can play a key role in developing talent pipelines. It helps businesses connect with future employees, address skills gaps and align with long-term workforce goals.

We know employers will have different capacity to offer follow-up support to young people after their work experience placement. But we strongly believe investing in young people can have powerful and mutual impact. We propose post-work experience opportunities can be offered on a short-, medium- or long-term basis (Table 5) and encourage employers to consider how and where their efforts are best placed.

Follow-up period	Example	Description
<b>Short-term</b> (0-3 months post-placement)	Personalised follow-ups	Send a thank-you email with feedback and a reference
	Exclusive alumni sessions	Host a remote Q&A or networking session with recent work experience participants
<b>Medium-term</b> (3-12 months post placement)	Mentorship opportunities	Offer a structured mentoring programme or informal check-ins with company ambassadors
	Skill-building resources	Provide free access to industry-relevant courses, webinars or remote learning platforms
	Early career pathways	Share details of apprenticeships, internships, or graduate roles that alumni can apply for
<b>Long-term</b> (1 year +)	Alumni talent pool	Create a talent database to offer priority consideration for future roles
	Workplace return invitations	Encourage previous participants to apply for internships, apprenticeships or shadowing opportunities

**Table 5.** Examples of short-, medium- and long-term post-work experience opportunities.

# Our Framework Summary

## Purpose:

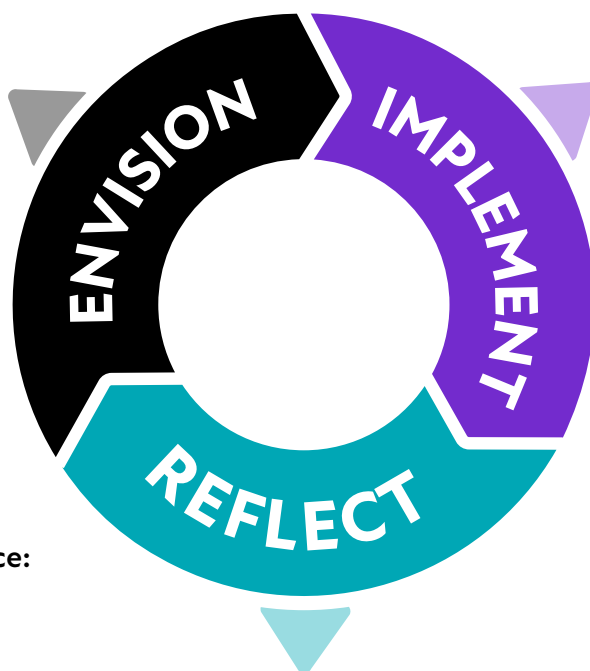
Aims of work experience are defined to underpin employer talent engagement strategy and to inform a clear alignment across the programme.

## Connect:

Employers connect with stakeholders to establish relationships, recruit young people and engage effectively in the run-up to the placement.

## Safe and inclusive practice:

Safe practice is fundamental, while maintaining accessibility and inclusivity.



## Learning outcomes:

Defining learning outcomes guides content design and helps young people articulate acquired skills.

## Structure:

The structure of the programme – the content, length, frequency and sequencing – is designed to meet aims and learning outcomes, while allowing for flexibility.

## Interactivity:

Frequent, meaningful interactions are critical.

## Reflection:

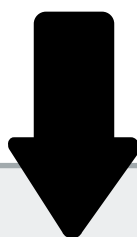
Reflection enables young people to embed learning and consider future applications.

## Recognition:

Recognition and feedback celebrates progress and fosters professional skills.

## Impact:

Feedback from young people benefits reflection and programme improvement.



## Post-work experience pathways

Short, mid and long-term post-work experience opportunities are offered to young people to provide continued support following a work experience programme, and connect with its purpose.

## Envision

**This phase focuses on planning and preparation to maximise engagement and ensure that work experience is appropriately designed for young people.**

**Purpose** – Aims of work experience are defined to underpin employer talent engagement strategy and inform clear alignment across the programme.

- ▶ Define aims of work experience
- ▶ Identify people in the organisation who'll be involved with the work experience programme

**Connect** – Employers connect with stakeholders to establish relationships, recruit young people and engage effectively in the run-up to the placement.

- ▶ Adverts are written in a clear and easy-to-read way, avoiding technical language and focusing on skill development
- ▶ Employers engage with work experience participants in preparation – either through school visits, workplace visits or remote drop-in sessions

**Safe and inclusive practice** – How to follow safeguarding requirements while removing barriers for an inclusive and accessible programme.

- ▶ Safeguarding policy is in place and employees receive training
- ▶ Barriers are removed by (for example) covering travel and meal expenses
- ▶ Appropriate and individualised support is put in place for inclusivity

## Implement

**The Implementation phase covers programme delivery, ensuring flexibility, engagement and alignment with aims.**

**Learning outcomes** – Defining learning outcomes guides content design and helps young people articulate acquired skills.

- ▶ Learning outcomes are frequently and explicitly referred to throughout the programme

**Structure** – The structure of the programme – the content, length, frequency and sequencing – is designed to meet aims and learning outcomes, while allowing for flexibility.

- ▶ The placement may take place on consecutive days, or be spread across a longer period, to complement employer needs and school calendar
- ▶ Sequence diverse, engaging and varied activities meeting the learning outcomes

**Interactivity** – Frequent, meaningful interactions are critical.

- ▶ Offer young people varied opportunities to interact with a range of employees in different roles
- ▶ Facilitate activities which involve young people working together, sharing ideas and collaborating

## Reflect

**The Reflect phase consolidates experiences and builds confidence for future development. Impact is measured for follow-up action.**

**Reflection** – Reflection enables young people to embed learning and consider future applications.

- ▶ Opportunities for reflection are frequent and can be verbal or written

**Recognition** – Recognition and feedback celebrates progress and fosters professional skills.

- ▶ Young people present work back to the group and receive feedback from employers and other participants – allow time for feedback to be acted on if possible
- ▶ Celebratory end of placement event such as awards ceremony

**Impact** – Feedback from young people benefits reflection and programme improvement.

- ▶ Collect qualitative insight and use data to drive improvements
- ▶ Pre- and post-work experience surveys

## Post-work experience pathways

**The Post-work experience pathways phase provides follow-up support to young people once the work experience has concluded.**

- ▶ **Short-term** - 0-3 months post placement, employers can provide personalised follow-ups and host exclusive alumni sessions
- ▶ **Medium-term** - 3-12 months post placement, employers offer mentorship opportunities, share skills-building resources and disseminate information about for early career pathways
- ▶ **Long-term** - 1+ year post placement, employers maintain an alumni talent pool and can offer workplace return invitations

# Employer Acknowledgements

Thanks to all the organisations who've helped shape our framework through their invaluable input and feedback.

Participant	Stakeholder type	Description
AHR	Employer	Architecture and building consultancy practice based in nine locations across the U.K.
Virgin Atlantic	Employer	British airline with headquarters in Crawley.
Mondelēz International	Employer	International confectionary, food and beverage company with 8 sites across the UK, including manufacturing, R&D and commercial facilities.
Tata Consultancy Services (TCS)	Employer	Multinational company specialising in information technology services and consulting. Offices based around U.K. and Ireland.
Modern Art Oxford	Employer	Contemporary art gallery based in Oxford.
Kainos	Employer	Global software company headquartered in Belfast.
Yorkshire Ambulance Trust	Employer	NHS ambulance service covering Yorkshire.
Sheffield City Trust	Employer	Registered charity that runs fifteen entertainment and sports venues in Sheffield.
Ordnance Survey (OS)	Employer	Government-owned National Mapping Service for Great Britain.
Jackson Civil Engineering	Employer	Regionally-structured civil engineering firm.
EY Foundation	Charity	Supports young people from low-income backgrounds in getting paid work experience, employability skills training and mentoring and careers support.
Sutton Trust	Charity	Aims to improve social mobility and address educational disadvantage. Runs Pathways programmes to provide young people with the skills, network and opportunities to explore and break into their dream job.
Gatsby Foundation	Charity	Published the Good Career Guidance report containing eight Gatsby Benchmarks as framework for world-class careers guidance provision for schools and colleges.
Business & Education Together	Not-for-profit organisation	Brings together young people and employers in South Yorkshire to facilitate work experience placements.
Skills Builder Partnership	Not-for-profit organisation	A partnership of education institutions, impact organisations and employers supporting everyone to build the essential skills to succeed.
Camden STEAM	Local council initiative	Part of the Camden Learning organisation, it is a collaborative initiative between Camden Council and Camden Learning, aimed at integrating Science, Technology, Engineering, Arts, and Mathematics (STEAM) into education and career opportunities for young people in Camden.

# Appendix

In our research we gathered rich evidence of what good work experience looks like. Below are some examples of ‘gold standard’ work experience in action.

Activity	Definition	Example
<b>Induction</b>	An essential starting point at the very beginning of the work experience programme communicating key information and introducing young people to the organisation.	<b>Tata Consultancy Services</b> – On the first day, young people gain an overview of the organisation and the opportunity to meet people from different departments. The induction also covers practical aspects such as data privacy and health and safety.
<b>Ice breaker</b>	A short activity designed to encourage interaction. It's an excellent strategy to ease young people into the interactive element of work experience. It's important young people have frequent opportunities to communicate with employers and each other – an ice breaker sets a precedent and expectation of content to come.	<b>The Sutton Trust</b> – Young people engage in a brief activity which involves speaking to one another on the first day and getting to know the other work experience participants.
<b>Individual project</b>	<p>Project-work is a typical feature of work experience, which tends to take place over the course of multi-day work experience programmes. The project can be broken down into subtasks, giving insight into different roles and areas of an organisation. It may mirror the type of tasks that take place in the workplace.</p> <p>Many projects will be done in pairs or groups (see below). However, in some workplaces, solo projects may be appropriate if it reflects how the organisation operates. Or if the work experience group is small enough to get high-quality input while working individually.</p>	<b>AHR</b> – Across the placement, young people are given the task of designing a house for a person of their choice. This could be a family member, someone famous or even a fictional character at a local site. Across the week they progress through different design processes, from early sketches to presenting the final design.
<b>Group project</b>	<p>Group projects are common features of work experience, tending to take place over the course of multi-day work experience programmes. The project can be broken down into subtasks, giving insight into different roles and areas of a business. It may mirror the types of tasks that take place in the workplace.</p> <p>Group projects effectively replicate how employees work together as a team and encourage young people to develop communication and collaboration skills. Group projects are also effective when there's a large number of young people.</p>	<b>Mondelēz International</b> – Across five days, young people work in groups to develop a product. In the morning, there are sessions which inform and lead into the afternoon group project work. The sessions build on each other chronologically, and by working in groups, young people develop communication and teamwork skills.



Activity	Definition	Example
<b>Question and answer sessions</b>	Question and answer sessions are an effective way for young people to find out more about the world of work. They can be an opportunity to demonstrate technical skills and knowledge, or give insights on career pathways. Young people engage particularly well with Q&A sessions that have a more conversational style, rather than a formal lecture.	<b>Ordnance Survey</b> – A panel of employees spoke to young people about their diverse career journeys through the graduate programme. Young people heard about career pathways and the day-to-day role.
<b>Real-life context activities</b>	Tasks which have a real-life context give young people an authentic insight into the working world. Tasks could be standalone, or be a series of connected tasks, such as a project. If the task is standalone, a young person may be given the responsibility to fulfil the task across the course of the work experience.  Shadowing an employee is another approach to learning in a real-life context – where a young person observes day-to-day work.	<b>Camden STEAM</b> – Young people get an opportunity to engage with a live project. This way employers gain the valuable perspective of young people and young people get to collaborate with employers with tangible and impactful outcomes.
<b>Mentoring</b>	For work experience mentoring means personalised matching of an employee with a young person. The mentor receives sufficient training and support to work with young people. During the work experience they'll give them individualised and personalised support. Mentors may also be responsible for the young person's wellbeing, and check-in with them regularly.	<b>Tata Consultancy Services</b> – Each young person has two mentors who they work with throughout the week. The work experience participants spend part of the placement shadowing their mentors – attending meetings with them, engaging in the same projects and ad-hoc tasks. Having at least two mentors means the young person gets varied interactions.
<b>Presentations</b>	At the end of a project or task, young people may be invited to present their work to the group or employer. It's a good way to mark successfully completing work, while continuing to develop professional skills in presenting and communicating ideas. Presentations are also an opportunity for an employer to provide feedback. This process encourages young people to reflect on their achievements and what they've learnt from the experience.	<b>Jackson Civil Engineering</b> – Work experience participants give a 10-minute presentation on the project they've worked on. The employees provide feedback and ask on-the-spot questions to showcase working in the construction environment.
<b>Celebrations</b>	Celebrating the end of work experience recognises the success and impact of programmes and empowers young people to feel confident in the progress they've made. Celebrations can include everything from awarding certificates to hosting events.	<b>Virgin Atlantic</b> – The company hosts a graduation-style event at the end of the work experience, usually at a location related to the aviation/STEM industries, like the Aerospace Museum in Bristol. The event includes certificates of achievement and awards to recognise students' work.

# Three-Day

## High-Quality Work Experience In Practice

**Kainos** are a global software company who offer a consecutive three day in-person work experience across the academic year in three locations – Belfast, Derry and Birmingham.

### Aim(s):

*Our aim is to inspire the next generation of technology leaders. Building an inclusion technology sector starts with us, and every young person should have the opportunity to thrive in the digital world - regardless of their background.*

**Learning outcome(s):** Develop technical skills for the future - focusing on Coding languages, Artificial Intelligence and Cyber Security.

### Structure:

On day one, work experience participants are introduced to the company, our culture and values. They get an insight to the technical and soft skills they can expect to develop – making it explicitly clear what they'll take away from their placement. Later, they're introduced to coding languages at entry level. On day two, they apply their emerging coding skills to developing a website in teams before moving on to an Artificial Intelligence project. On the third and final day, participants engage in a cutting edge session about cyber security. The programme concludes with presenting the team projects and receiving feedback, plus a career panel with Kainos Early Career colleagues sharing their career pathways into the software industry.

### Interactivity:

Young people interact with Kainos employees during the website development project, receive mentoring support throughout all sessions, and get feedback on the final day. During work experience, Kainos encourage participants to be curious and innovative, and enable young people to develop soft skills. Ice breaker activities in the introductory session facilitate relationship development and networking skills. Working on the website project collaboratively encourages teamwork and communication skills.

# Four-Day

## High-Quality Work Experience In Practice

Government company **Ordnance Survey**, the National Mapping Service for Great Britain, provide a consecutive four-day remote work experience.

### Aim(s):

*“It really is about demonstrating the careers, the next steps and the wide range of pathways that are available, the wide range of backgrounds that you see across geospatial increasingly.”*

**Learning outcome(s):** The learning outcome was to inspire young people to “**think like a geospatial professional**”.

### Structure:

The programme was open to 14-19-year-olds who accessed it through Google Classroom on individual devices. On the first day the participants were introduced to the concept of geospatial data, learning that it's not a clearly-defined entity, and that over the course of the week they'd understand more. Young people were then introduced to the activity that ran throughout the week – a data visualisation problem-solving task. On the second day, the group continued with the problem-solving task and had the opportunity to trial software used in the sector. Lack of access to specialised geospatial technology in a remote work experience environment was a limiting factor. However, Ordnance Survey used creative approaches to illustrate working practice, such as collecting data live in their environments. On the third day, two scenario-based group activities ran, concluding with a presentation on the problem-solving task. There was a career panel on the final day.

### Interactivity:

Speakers delivering the work experience ensured their approach and content was suitable for a wide age range, rather than exclusively designed for GCSE-level. The work experience facilitators made sure to give sufficient take-up time to interact through a chat box, rather than acting on verbal responses. The facilitators moved between breakout rooms during group work to monitor and support. During the presentations they offered feedback as would happen in a geospatial working environment. Groups were mixed for all activities apart from the placement-long problem-solving task. This provided an opportunity to network with different people as well as develop teamwork skills on a group task.

# Five-Day

## High-Quality Work Experience In Practice

**Sheffield City Trust** are a charity that oversees 15 entertainment and sports venues in Sheffield. One of their work experience offers is a consecutive five-day in-person work experience based at a venue in the trust.

### Aim(s):

*“To try and get as many people through a meaningful experience as we possibly can ...We want to make it as close to the real thing [work] as possible within reason.”*

**Learning outcome(s):** To pick up the company culture of “**punctuality and professionalism**”. Several senior leaders began on work placements, so embodying the organisational ethos early on has the potential for huge impact.

### Structure:

The first day consists of “a small induction ... like you would do with any job, you come in, you meet a lot of new people, you get shown around, talk through what happens in an evacuation...”. The structure of the week is then shared with participants. They’re given a degree of choice in what they would like to take part in. They are also encouraged to take part in tasks going on in the venue where there are gaps in their timetable. The tasks they do reflect the everyday running of the venues. For instance, preparing the long jump pit in the athletics track. A young person learns how to perform a task which they take responsibility for across their placement. Not only does this mean that the young person gets an opportunity to practise or apply a skill, but they also gain a sense of ownership, replicating the responsibility found in a workplace. In addition to these smaller practice tasks, the young person will participate in a larger task over two-four days, generally based around a major sports event. The young person will observe and contribute to the running of the event from start to finish, to see how it is set up, how it operates and how the set down process works.

### Interactivity:

The young person meets different people who work in the venue in various roles. They will also participate in a debrief meeting following the sports event, which they actively participate in.

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