Construction Leadership Council

A practical guide to **Hosting Construction Industry Placements**

Develop Talent. Reduce Recruitment Risk. Build Your Future Workforce.



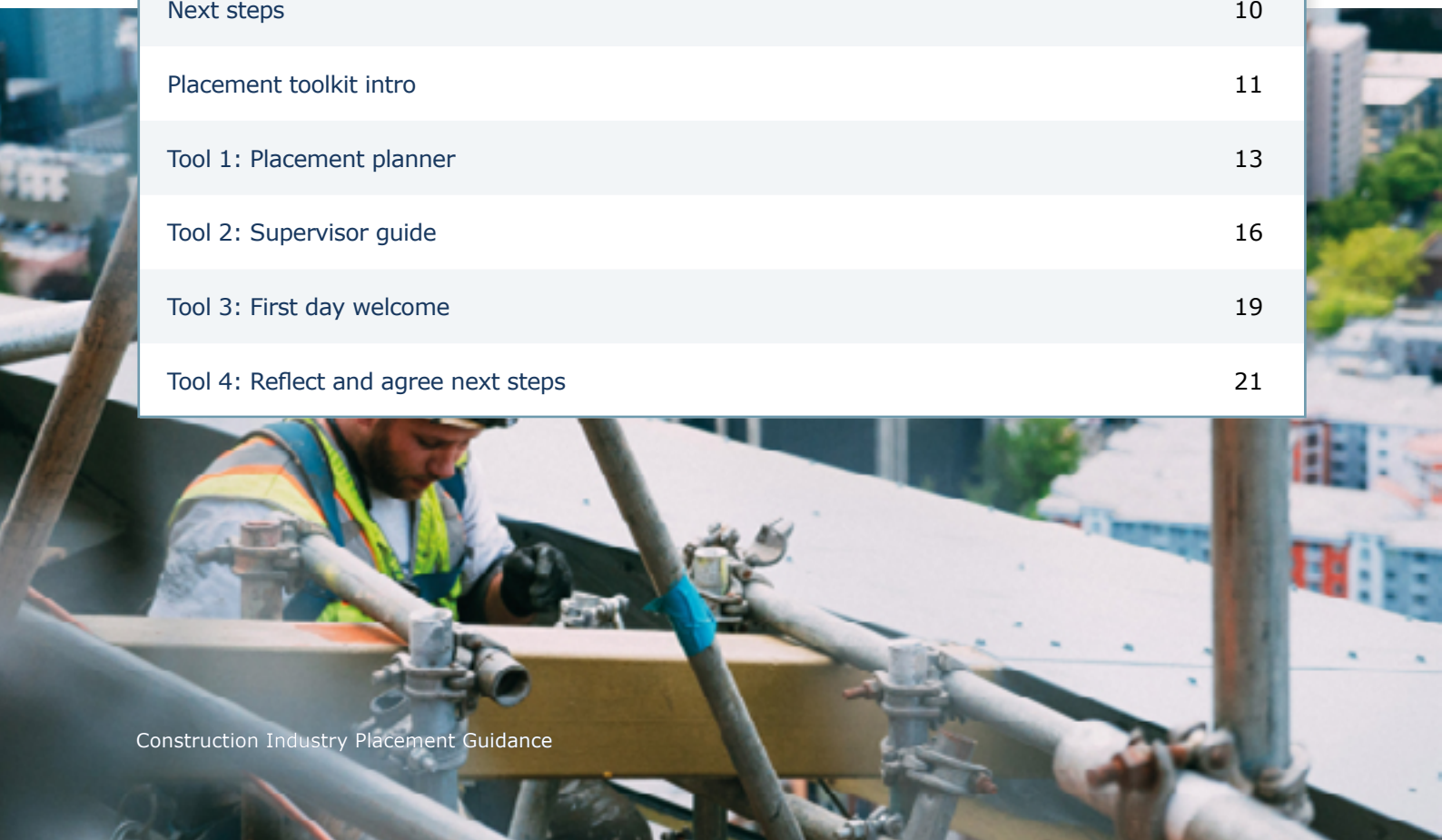
IN THIS PLAYBOOK

Who is this playbook for, and why take part?

This playbook is for employers hosting learners on Level 2 and Level 3 construction qualifications undertaking a three-week Industry Placement. It does not cover T Level placements, which have separate requirements.

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Why should you get involved?

Access the future talent

Meet and assess future talent long before any recruitment decision.



Reduce the recruitment risk

See how a learner performs on site, with no obligation to offer employment afterwards.



Develop your future workforce

Create a route into apprenticeships and long-term employment.



Demonstrate social value

Show measurable community investment in local skills and opportunity.



Industry placements are a low-risk way to get to know future talent — your provider helps organise the placement while you focus on providing workplace experience.

Flexible delivery

Continuous block

A defined period on site when supervision, access and project timing align.

Day release

Agreed days over a longer period to fit provider timetables or site capacity.

Shared placement

Two or more employers share a learner while maintaining placement quality.



How it works

Five simple steps from first enquiry to a completed placement.

01



Register your interest

Employers with an existing provider relationship should continue to work directly with that provider. Where no such relationship exists, employers should be directed to the National CTEC Hub website, where they can find the contact details for their regional CTEC and access local provider networks.

Contact: The National CTEC Hub

02



Get matched

The provider identifies a learner whose course fits your work.

03



Agree the plan

Confirm dates, hours, activities, supervision and learning objectives — recorded in the placement agreement.

04



Host the placement

Induct the learner and give them real, supervised construction work.

05



Review and progress

Reflect on achievements with your provider, complete the end-of-placement review — progress indicators and completion record — and agree practical next steps, including an apprenticeship or a job with further training where you would like to keep the learner.

Toolkit: optional templates at the end of this playbook are there to support you if needed

Supporting you every step of the way

You give a learner real work. Your provider takes care of everything around it.

You provide

Safe workplace

The same arrangements you already have for a new starter: risk assessment, site induction, PPE and tasks suited to their age and experience.

Named supervisor

One point of contact for their day-to-day work — no extra role, just someone they can work alongside and learn from.

Meaningful activities

Real tasks from your normal workload — not shadowing alone.

Honest feedback

A quick, honest view of how they are doing — your provider leads the review visits and the end-of-placement review.

Your provider takes care of

Matching the learner

Your provider finds a learner whose course, skills and interests suit your work, and briefs them fully before they arrive.

Planning around you

They shape the dates, hours and delivery model — block, day release or blended — around your site, and set the learning goals.

Handling the paperwork

They complete the placement agreement, confirm insurance and safeguarding checks, and keep all the records for you.

Keeping it on track

They stay in touch through review visits and monitor progress, so nothing is left for you to chase.

Sorting out any problems

If attendance, conduct or fit becomes an issue, they work with you and the learner to address it quickly.

In short: you give a learner real work and a safe place to do it — your provider takes care of the matching, planning, paperwork, monitoring and problem solving.

Funding and support

Funding is designed to reduce the cost of hosting a learner and make participation easier for employers.

Up to £727

Per learner, through the Employer Support Fund

What the funding can cover



PPE

Protective equipment the learner needs on site.



Tools & materials

Kit or materials bought specifically for the placement.



Supervision

Additional supervision or mentoring time.

You're not on your own: your provider will guide you through the funding from start to finish. They'll agree eligible costs with you before the placement begins, explain the funding process (including the Employer Support Fund portal) and payment timescales, confirm what you can claim, tell you which evidence to keep, such as receipts, and handle the claim with you.

Important: Employer Support Fund payments are subject to DfE funding rules, eligibility checks and successful completion of the placement. Funding is not paid upfront and payment timings may vary.

Myth vs reality

It's a lot of admin.

Your provider handles the documentation, learning objectives and evidence requirements.

Only large employers can take part.

Shared placements let smaller firms take part even when they cannot host a learner full time.

Placements are just shadowing.

Learners complete meaningful, supervised activities linked directly to their course.

The employer carries all the cost.

Support funding of up to £727 per learner is available towards placement costs.

If it doesn't work out, we're on our own.

Tell your provider early. They step in to resolve attendance, conduct or fit issues, and can adjust or end a placement — you are never left to manage it alone.

I will need to organise a CSCS card.

Your provider is responsible for ensuring learners have the required CSCS card (where relevant) and have completed any necessary health and safety requirements before the placement begins.

We'll need extra insurance cover.

Learners are normally covered by existing employers' liability insurance, although employers should check arrangements with their insurer.

If something stopping you, ask your provider — most concerns are straightforward to answer

What good looks like

A strong placement is planned before it starts, meaningful while it runs, and closed out properly.

Before

- **Objectives agreed with the provider**

  You, the provider and the learner agree what they will do and learn, plus dates, hours and delivery model — block, day release or blended.

- **Supervisor identified and briefed**

  A named supervisor is confirmed as the day-to-day contact and knows the learning goals and how to raise any concerns.

- **Induction and risk assessment prepared**

  Risk assessment reviewed for a young person, PPE and site induction arranged, and insurance and safeguarding checks confirmed

During

- **Meaningful, supervised work activities**

  Real tasks linked to their course, suited to their age and experience, with supervision at all times — not observation alone.

- **Real experience of a live site**

  Exposure to how the business actually works: site routines, standards, behaviours and working alongside the team.

- **Regular feedback and progress reviews**

  Ongoing feedback from the supervisor, plus provider review visits to check the placement is on track for everyone.

After

A closing review together

Your provider leads a short closing review with you, noting the hours worked and the skills the learner has shown.

A friendly chat about progression

An open conversation about what the learner does well and what would help them step into the industry.

Next steps

If it feels like a good fit, your provider is happy to help you arrange an apprenticeship or a job with further training — there is no obligation.

Safe, meaningful and beneficial for both the learner and your business.



Toolkit: optional templates at the end of this playbook are there to support you if needed

Ready to host a placement?

You provide	Your provider takes care of
Suitable work activities	Learner matching
A safe workplace	Administration
A named supervisor	Guidance throughout
Time for feedback	Funding support

The pages that follow give you four ready-made tools your provider will work through with you: plan the placement, brief the supervisor, welcome the learner, then reflect and agree next steps.

Get started

Speak with your existing training provider or visit the National CTEC Hub.

Contact: The National CTEC Hub

Placement Toolkit

A practical set of tools to help employers plan, deliver and review high-quality construction industry placements.

What's included

1. **Plan the placement**

   Tool 1 — a simple placement planner covering goals, activities, site experience and what good looks like.

2. **Brief the supervisor**

   Tool 2 – a quick guide and checklist for the day-to-day supervisor.

3. **Welcome the learner**

   Tool 3 — a first-day checklist to keep learners safe, supported and welcomed.

4. **Reflect and agree next steps**

   Tool 4 — an end-of-placement conversation to reflect on development and agree next steps.

i The templates in this toolkit are optional planning and support tools. Providers will continue to complete formal DfE documentation, including placement agreements, progress reviews and completion records. You and your provider will work through these together.

Who completes what

Your provider completes

- Placement agreement
- Progress reviews
- Completion record

This toolkit helps you

- Plan and brief (Tools 1–2)
- Welcome the learner (Tool 3)
- Reflect and agree next steps (Tool 4)

Notes and local arrangements

Planning a placement

Use this simple planning tool to agree the key elements of a successful placement.

This planner helps you agree the key elements of a successful placement.
Use it to note the essentials and tick what fits — there is no need for formal wording.
It pairs with the placement agreement your provider completes.

Placement snapshot

Placement dates	From	To
Site / Location		
Named supervisor		
Delivery model		Block / Day release / Shared

What do we want the learner to experience

For the business

What would success look like for your organisation?

- ◯ Support project delivery
- ◯ Introduce young people to the industry
- ◯ Develop future recruits
- ◯ Support local skills development
- ◯ Deliver social value commitments
- ◯ Other

For the learner

What should the learner gain?

- ◯ Technical skills
- ◯ Experience of a live site
- ◯ Understanding different trades
- ◯ Employability skills
- ◯ Career awareness
- ◯ Other

Notes and local arrangements

Plan the activities, tick the experiences, and agree how you'll stay on track.

Activity planner

Activity	What will they learn?	Who will support them?

Site experience checklist

Tick the opportunities available during the placement

- ○ Site induction
- ○ Toolbox talks
- ○ Site management activities
- ○ Supplier interaction
- ○ Environmental / sustainability activities
- ○ Team meetings
- ○ Different trades
- ○ Client interaction
- ○ Progress reviews

Staying on track

How will we check progress?

- ○ Informal supervisor check-ins
- ○ Progress discussion with provider
- ○ End-of-placement conversation

A good placement checklist

Before the placement starts, check you can say yes to all five

- ○ The learner will undertake real work activities
- ○ A named supervisor is identified
- ○ A safe working environment is available
- ○ Activities support learning and development
- ○ There is time for feedback and review

i Remember: this planner is a planning aid. Your provider will capture the formal detail in the placement agreement and lead the reviews that follow.

Supervisor quick guide and checklist

A short guide for the person supporting the learner day to day.

This guide helps the person supervising the learner.
Use it to prepare for day one — you do not need to be a trainer or assessor.
It supports the induction and review arrangements your provider leads and records.

Day 1: Building confidence

- ◯ Introduce the learner to the team and explain what it does
- ◯ Set expectations and working hours
- ◯ Agree a first-day activity
- ◯ Check how they feel at the end of the day

What good supervision looks like

- ✓ Explain why a task matters
- ✓ Allow learners to observe and take part
- ✓ Give constructive feedback
- ✓ Involve learners in the team



Who is supporting the learner?

Supervisor name	
Colleagues also supporting	

Supervisor quick guide and checklist

Support the learner throughout the placement and speak to your provider early if something is not working.

Helping them learn

- ◯ Give meaningful activities
- ◯ Explain why tasks are undertaken
- ◯ Demonstrate good practice
- ◯ Encourage questions

Building Confidence

- ◯ Include the learner in team activity
- ◯ Recognise achievements
- ◯ Encourage professional behaviours
- ◯ Support problem solving

Simple check-ins

Conversation prompts

- ✓ What have you enjoyed so far?
- ✓ What have you learned?
- ✓ What has been challenging?
- ✓ What would you like more experience of?
- ✓ Is there any support you need?



Notes and actions

Date	Key discussion points	Actions

Safe, supported and welcomed

Practical prompts to help a learner feel safe, included and confident on day one.

This checklist helps you welcome a learner and make their first day a positive one.
Use it to keep them safe, included and confident from the moment they arrive.
It complements your existing site induction and your provider's review arrangements.

Keeping learners safe

- ◯ Site induction completed
- ◯ PPE issued and checked
- ◯ Emergency procedures explained
- ◯ Accident and incident reporting explained
- ◯ Welfare facilities shown

Making learners feel welcome

- ◯ Introduced to the team
- ◯ Explained who to ask for help
- ◯ Shown where they will be working
- ◯ Explained what a typical day looks like
- ◯ Given an opportunity to ask questions

What to expect during the placement

- ○ Types of work and activities explained
- ○ Working hours and breaks confirmed
- ○ Expected behaviours discussed
- ○ Learning goals explained
- ○ Review arrangements explained

End of day 1 conversation

A few minutes at the end of the day makes a real difference

- ✓ What did you enjoy today?
- ✓ What did you learn?
- ✓ Is anything unclear?
- ✓ Do you have any concerns?
- ✓ What are you looking forward to tomorrow?



Supervisor sign-off

I am satisfied that the learner has received an appropriate induction and understands who to contact if they need support.

Name		Date	

i Remember: for many learners, this may be their first experience of a professional construction workplace. Taking a few extra minutes to explain how the site operates, introduce colleagues and answer questions can make a significant difference to their confidence and their placement.

End of placement conversation

This conversation guide helps you close the placement well. Use it to reflect on how it went, explore career interests and agree next steps.

Conversation record

Learner	
Reviewer	
Date of conversation	

Looking back on the placement

What went well?

- Activities they enjoyed most
- Tasks they did particularly well
- Skills they developed
- Positive contributions they made

What developments could me made?

- Skills to strengthen
- Experience they need more of
- Qualifications or training
- Personal development goals

Understanding construction careers

Which occupations interested the learner?

- ◯ Trade occupation
- ◯ Site management
- ◯ Design and planning
- ◯ Site supervision
- ◯ Technical profession
- ◯ Commercial roles
- ◯ Other

Potential next steps

- ◯ Apprenticeship
- ◯ Further study
- ◯ Mentoring
- ◯ Job with further training
- ◯ Additional work experience
- ◯ Keep in touch for future opportunities

Employer reflection

What worked well about hosting a learner?	
Would you host another placement?	◯ Yes ◯ Possibly ◯ Not at present
What support would help?	

Agreed actions

Actions	Owner	By when