Construction Contextualised Curriculum: Final Project Report

By Construction Youth Trust

Funder:

Construction Industry Training Board (CITB)

Funder contact:

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This project has been delivered in partnership with the London Region Construction Training Group (LRCTG).

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200 Word Project Summary:

The materials produced as part of the 'Construction Contextualised Curriculum' project are a suite of free, publically-available resources that support the planning and delivery of 20 secondary school sessions. The resources were developed by Construction Youth Trust (the Trust) with input from the London Regional Construction Training Group (LRCTG), secondary school teachers, careers advisors, and construction industry professionals.

The sessions engage students by contextualising aspects of the curriculum with real-life construction scenarios, bringing the 'world of work' from a construction perspective in to schools. Through engagement with the resources, students will have a better awareness of 'hidden careers' in the sector and the industry can be proactive in challenging construction stereotypes, alongside championing construction careers and supporting young people to achieve their career ambitions.

Resources cover a broad range of topics relating to maths, science and technology, careers (including Engineers, Quantity Surveyors, and Environmental Advisors), and employability skills. The sessions have been developed and piloted to over 2,000 secondary school students, and are designed to be delivered independently by teachers and industry ambassadors to students in Key Stages 3, 4, and 5 (ages 11-18).

Development of the Construction Contextualised Curriculum resources has been funded by CITB and the resources are available to download now from:

https://www.constructionyouth.org.uk/our-programmes/contextualised-curriculum

Introduction:

In 2016, CITB surveyed 1,000 young people (ages 14 to 18) and 839 careers guidance professionals working in secondary schools, further education, and job centres in the UK[1]. This survey showed that just 26% of careers guidance professionals were "confident" in providing advice on construction careers, and only 35% of young people at that time would consider a career in construction. In 2016, the Construction Industry Council (CIC) conducted research on the diversity of the UK construction industry's workforce[2]. Within this survey just 11.3% of 91,308 individuals who declared their ethnicity were BAME, and only 14.2% of 207,564 individuals who declared their gender were female. In comparison, the national UK workforce has 20% from a BAME background, and of the national workforce, 47% are female[3], highlighting a clear lack of ethnic and gender diversity within the construction sector.

Considering the current and future skills shortages across the construction industry, albeit pre-COVID, the 2016 research presented by CITB and the CIC evidence a need to make construction more accessible to young people of all backgrounds, and teachers, via a long-term sustainable strategy.

The London Region Construction Training Group (LRCTG) are CITB-funded pan-London regional training group. With members representing 20+ SMEs from the construction sector, LRCTG had first-hand experience of the continuing skills gaps in the sector, as well as an awareness of the negative perception of the industry held by many. When considering the above research, the LRCTG recognised the opportunity for a project that would address the careers guidance needs within secondary schools to raise the profile and desirability of careers in construction amongst young people.

To deliver this project, LRCTG agreed to partner with Construction Youth Trust (the Trust), a London-based charity whose aim is to inspire and enable young people to overcome barriers and discover a career in the construction sector. The Trust have an extensive history of successful engagement with secondary schools in London and North Kent, delivering engaging programmes and activities for students in Key Stages 3, 4, and 5. Being predominantly active in inner-city schools, the Trust works with a high proportion of young people from a BAME background. In addition to this, the Trust prioritise working with schools who have a higher than national average of students that receive free school meals, meaning Trust staff often work with young people from homes experiencing above average financial challenges. Working in this backdrop, and factoring in the Trust's excellent relationship with construction companies, gives the Trust the expertise and experience to deliver a project that informs and excites young people and teachers about careers in construction.

To this end, the Trust proposed creating engaging lesson resources that contextualise the secondary school curriculum within construction industry scenarios, in partnership with LRCTG. It was envisioned that this approach would reinforce students' learning and highlight to them how their current skills can translate to jobs within construction and the built environment. Alongside this, the resources developed would support the 'Gatsby Benchmarks', The Careers & Enterprise Company's framework of 8 guidelines (below) that define the best careers provision in secondary schools.

1. A stable careers programme

[1] CITB Snapshot Report 'Changing Perceptions: The growing appeal of a career in construction', published in 2017, https://www.citb.co.uk/about-citb/construction-industry-research-reports/search-our-construction-industry-research-reports/careers/changing-perceptions/

[2] Construction Industry Council 'A Blueprint for Change', published in 2016, http://cic.org.uk/networks-and-committees/diversity-panel.php

[3] Data from Annual Population Survey in *Employment*, published in 2019 by Office for National Statistics, https://www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment/latest

2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

By adopting these benchmarks, schools can be confident that they are supporting the careers guidance needs of their students and fulfilling their legal careers guidance duties. In 2017, schools were meeting on average just 2 of the 8 benchmarks[4]; the Trust identified 5 benchmarks (2, 3, 4, 5, and 8) that the resources we develop could suitably address.

The Trust were confident that by developing resources that link to the school curriculum whilst also adhering to the Gatsby Benchmarks, teachers and careers advisors would engage with the materials. In addition to engagement from teachers, the resources would better allow construction industry professionals to engage with secondary schools in their specialist areas. Having the materials appeal to both schools and the construction industry would help to encourage the long-term use of the resources beyond the Trust's own school deliveries, increasing the promotion of the construction industry and better informed construction careers guidance for young people across the country.

Recognising the importance of buy-in from teachers, careers advisors, and industry professionals, the Trust, in partnership with LRCTG, proposed a collaborative model of working with these stakeholders. Once the resources had been created they would be piloted in schools and, at the conclusion of the project, made available to the public via the Go Construct and the Trust's own website, and the websites of key construction partners. Please see the Contextualised Curriculum Marketing report for specific details on the strategy behind dissemination.

LRCTG and the Trust were pleased when CITB approved the 'Construction Contextualised Curriculum' project proposal.

[4] 'State of the Nation 2017', published by The Careers & Enterprise Company in 2017, https://www.careersandenterprise.co.uk/sites/default/files/uploaded/careers-enterprise-compass-state-of-the-nation.pdf

Aims:

To develop resources that would:

- Contextualise the school curriculum, with a focus on STEM subjects and how they link to roles within construction and the built environment
- Raise the profile and desirability of construction industry careers to students
- Provide careers guidance and support schools to meet their statutory requirements for careers programmes (in relation to the 'Gatsby Benchmarks')
- Provide an accessible mechanism for construction industry ambassadors to deliver engaging lessons to secondary school students

In addition to developing resources, the Trust would prioritise engagement with BAME young people, young women, and young people from deprived backgrounds – groups that are currently not well-represented in the construction sector.

Based on the proposal, CITB also outlined the goals below that needed to be achieved as part of the project.

Deliverable	Minimum Target
Construction businesses consulted during the development of resource packs	15
Individuals involved in the development of resource packs	25
Teachers/careers advisors/education specialists involved in the development of materials	10
Businesses involved in piloting resources in schools	25
Construction ambassadors/industry volunteers involved in piloting resources in schools alongside teachers	25
Young people to take part in pilot activities	300
Teachers/career advisors/education specialists involved in pilot activities in schools	20
Young people experience construction via resources	2,000
Construction business to have access to resources via Go-Construct, LRCTG, and CYT websites	500
Industry volunteers/construction ambassadors have access to resources for support	250
Schools/teachers engaging with resources which will be rolled out to schools	100

Approach:

The development of the resources would be a collaborative process involving the Trust, LRCTG and its members, secondary school teachers, and industry ambassadors. This would ensure that the project's target users were ultimately comfortable with both the content of the resources and the delivery requirements for the sessions.

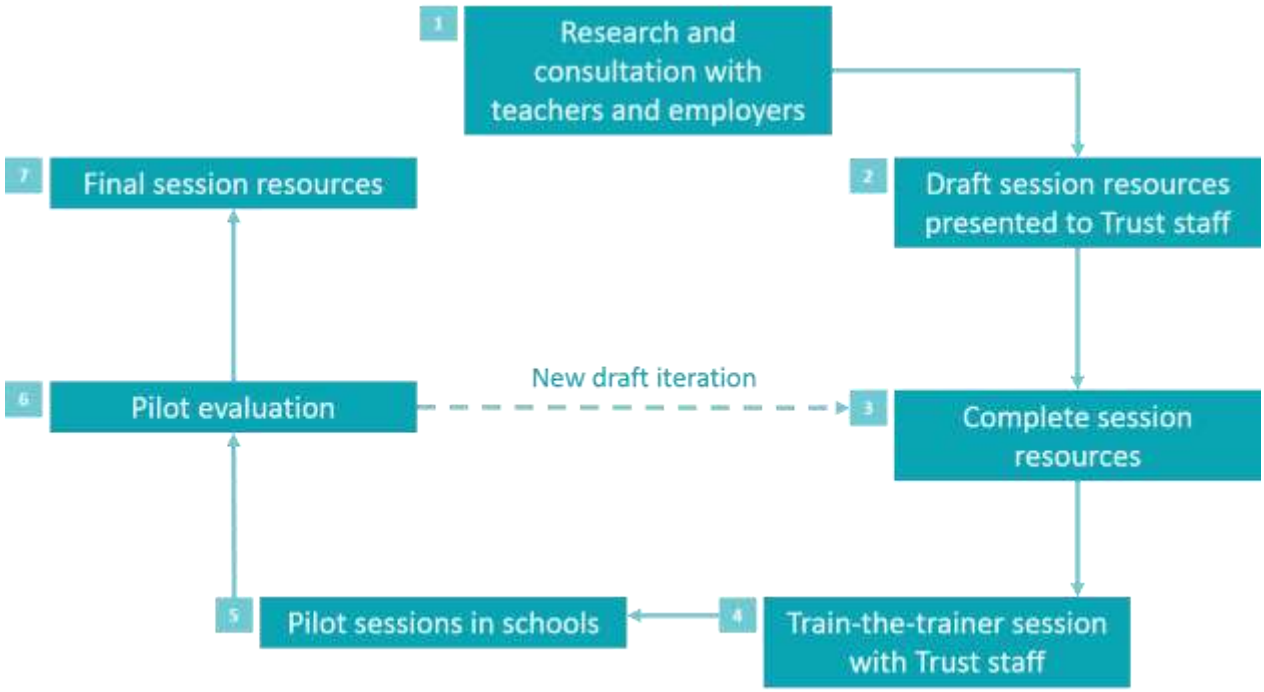
To assist with the development of the resources, the LRCTG's regular meetings of members would serve as an advisory steering group of industry representatives throughout the project. This steering group would provide an insight into the needs and interest of the construction industry, provide feedback on sessions being developed, and signpost Trust staff to construction professionals to consult during resource development and delivery. This collaboration helped to bring together the LRCTG's knowledge of the construction industry and its needs, and the Trust's experience in engaging with secondary school students. The impact of the steering group and their impact on the project is discussed later in the report.

Following the development of resources, each session would be piloted by the Trust within a secondary school. This would be to help the Trust assess how engaging students found the sessions, expose any problems with the content of the resources, and prove that each session could be successfully delivered within the time frame given for a school lesson. In order to track the overall success of the resources during the pilots, Trust staff would collect evaluations from those involved in the session – students, teachers, careers advisors, and industry volunteers. These evaluations would help identify improvements to be made during the resource development and provide a mechanism to assess the achievement of the aims and overall success of Construction Contextualised Curriculum at the conclusion of the project.

The creation of resources would be structured around the Trust's internal resource development framework to ensure that every resource pack was effectively researched, discussed, tested, and piloted by all stakeholders – Trust staff, teachers, industry professionals, and students. Following the creation and piloting of resources, the Trust would also engage in a stage of dissemination, advertising the resources to construction industry ambassadors and schools to promote the long-term use of the materials produced.

Resource Development Process:

As briefly mentioned, the Trust created a framework for the development of the resources known as 'New Product Development' (NPD). This framework was established to ensure that resources were being continuously assessed and improved throughout the project, and to provide a structure to achieve required outputs within the timeline of the project. The NPD process is illustrated below.



Stage 1 – Research and consultation with teachers and employers:

Resource development began with research into topics currently covered in the secondary school STEM curriculum and the current needs for schools careers guidance. This research helped to identify areas of the STEM curriculum that were most relevant to the construction industry and which careers guidance requirements to focus on. From this research provisional 'work streams' establishing overarching themes for the resources to be developed began to emerge.

Consultation at this stage involved email correspondence, phone calls, and face-to face meetings with teachers, careers advisors and industry professionals. Interactions with teachers and department heads within schools allowed us to collect their perspective on the most important areas of their subject's curriculum, and what activities they believed would be most successful in engaging with their students. Using this information, the academic priorities were then presented to professionals working within the construction industry, via the LRCTG Steering Group, to receive guidance on which areas of the industry, and which careers' 'core tasks', intersected with these curriculum topics. For example, teachers informed us that triangles and circles and their use in equations, formed a key component of the Key Stage 3 and 4 maths curriculums. Industry professionals were able to advise that civil engineers regularly use equations in their work, which immediately presented a potential session concept.

The table below provides an overview of those consulted during this phase:

Resource Development Stage		
Teachers and careers advisors consulted during development	18 teachers and careers advisors	
Industry professionals consulted during development	79 industry professionals	
Members of the LRCTG Steering Group (representing 20+ organisations)		
Other partners involved in resource development include:		
AECOM	KPMG	ThirdWay Contracts
Arup	Lendlease	Tideway
Balfour Beatty	Mace	Transport for London
Grosvenor	Rooff Ltd.	Treework
KHL UK	Sanctuary Group	VGC Group
Kier	Sir Robert McAlpine	

Stage 1 took place during the first three months of the project, from which 10 distinct work streams were established to create a framework for the overall resource pack that would be developed.

1. Key Stage 3 Maths
2. Overview of construction & built environment careers
3. Employability skills
4. Labour market Information activities
5. Key Stage 3 and Key Stage 4 Science
6. Career stories– activities to challenge stereotypes and promote breadth of careers
7. Work experience
8. Apprenticeships
9. Key Stage 4 Maths
10. Technology

Stage 2 – Draft session resources presented to Trust staff:

Individual sessions were then developed into draft resource packs, which included:

- Session plan for school delivery
- PowerPoint presentation
- Worksheets and activities

These resource packs were presented internally to Trust staff, who provided feedback on the content, how clearly information was conveyed, if it would be suitable for the target age group, and how engaging the session's activities and resources appeared to be.

Stages 3 – Complete session resources:

In stage 3 of the NPD process, the feedback provided by Trust staff was used to produce an improved iteration of a resource pack, which was again reviewed by Trust staff. The progression from the internal meetings of stage 2 to the sign-off at stage 3 typically took 2 weeks.

Stages 4 – Train-the-trainer session with Trust staff:

During train-the-trainer sessions, a Trust staff member delivered a full run through of the proposed lesson to Trust colleagues, who would interact with the resources as if they were students in a class. Staff then provided feedback on the resources and suggestions on delivery techniques that would improve the lesson. Train-the-trainer sessions also helped to reaffirm the timings proposed in the session plan and provided the Trust delivery lead with an opportunity to practice a session before piloting the resources in a school.

If the train-the-trainer session highlighted areas for improvement that required a larger undertaking of work, stage 3 and then stage 4 of the NPD process would be repeated instead of progressing to stage 5.

Stage 5 – Pilot sessions in schools:

Following internal Trust staff approval, a 'pilot' delivery of the lesson was organised to trial at a school with students from the session's Key Stage group. Piloting each session was an essential stage that allowed the following to be evaluated:

- How engaging the lesson was
- Whether the individual goals for the session have been achieved
- Whether the content was appropriate for the target group
- Confirmation that a session was timed correctly
- Confirmation that lessons could be delivered by an industry ambassador or school teacher without Trust support

To arrange pilot deliveries, Trust staff contacted their 'partner' schools in London and North Kent, and over the course of the project, 16 of these schools participated in pilot deliveries. Where possible, each session was piloted multiple times, engaging with students of differing academic abilities.

Pilot deliveries		
Number of pilot deliveries	75 pilots	
Teachers involved in pilots	79 teachers	
Pilots involving industry volunteers	46 pilots	
Individual industry volunteers	50 volunteers	
Schools	Number of pilots at the school	Number of students
All Saints Catholic School Barking	3	79
Ark King Solomon Academy	10	191
Bacon's College	2	358
Compass School Southwark	11	366
Dagenham Park Church of England School	8	192
Hammersmith Academy	8	201
Kensington Aldridge Academy	1	25
London Design and Engineering UTC	4	76
Morpeth School	1	240
Oaklands School	1	14
Robert Clack School	2	52
St Augustine's Church of England High School	5	126
St John's Catholic Comprehensive	10	151
St Saviour's and St Olave's School	7	124

Swanlea School	1	32
University Academy of Engineering South Bank	2	52
16 schools and colleges	75 pilot sessions	2,279 students

For 46 of the pilots, the Trust delivery lead was joined by a construction industry professional who volunteered their time to support the session. Working with industry professionals to deliver the pilots satisfied Gatsby Benchmark 5 and allowed students to hear directly from those working in the industry, which proved to be particularly inspiring and informative for students, volunteers, and teachers. The table in Appendix 1 outlines the 25 partner companies that provided volunteers for the pilot deliveries.

Students hearing from an industry volunteer at a Speed Networking delivery

Stage 6 – Pilot evaluation:

Following each pilot delivery, evaluation forms were completed by the students, teachers and industry volunteers, which allowed feedback from principle stakeholders to be gathered and used to develop and improve each session. Following the evaluation, resources were refined and returned to stage 3 of the NPD process for additional internal feedback, repeating the development cycle until a final iteration was achieved and signed-off internally within the Trust.

The evaluation forms employed by the Trust can be viewed in Appendix 2, 3, and 4. Students were asked questions on topics such as their knowledge of the construction industry and interest in careers in the sector both before and after the session. As this stage provided the first opportunity to engage with students, delivering a pilot often revealed improvements that had not been identified at earlier stages of the NPD process. Teachers observing the sessions and industry volunteers supporting the delivery were also asked to evaluate how effective they believed the session was, as well as provide suggestions for further improvements. At the end of a session, Trust delivery staff also provided their reflections on how well students engaged with and understood the resources.

Collecting evaluation data from students, teachers, and industry professionals also provided the Trust with a means to assess the overall success of the project.

'A Day in the Office' – Quantity Surveyor session. Industry volunteer supporting a student

Stage 7 – Final session resources:

In the final stage of the NPD cycle, session resources for each work stream were finalised by the Trust's project lead for the Contextualised Curriculum project and were presented to the LRCTG for final sign-off. Regular consultation and feedback from teachers throughout the development and piloting of resources ensured a high level of teacher involvement.

Resource Development Evaluation:

The NPD cycle has been a hugely valuable process for the Trust. However, some challenges were encountered with this new way of working.

The NPD process had sessions developed continuously throughout the year. This was the best way for the Trust to manage the development and delivery of the resources. However, it did result in some issues. Staggered development resulted in an imbalance of pilots, which meant sessions created at the start of the project had to chance to be piloted 20+ times, whereas others developed at the end could only receive a few pilot sessions. Although the total number of pilots was sufficient to evaluate the Construction Contextualised Curriculum resources as a whole, the opportunity to pilot every session a minimum amount of times would have better allowed for a comparison of the success of each specific resource pack.

Students participating in one of 23 Pythagoras' Theorem pilot deliveries.

Despite challenges, the NPD process has overwhelmingly proven to be an effective and structured method to develop the resources of the Construction Contextualised Curriculum project. Each stage helped to reveal new improvements for the resources by providing the opportunity to involve the opinions of all stakeholders at opportune times, which in turn meant that each session was completed to the highest standard.

Funding Breakdown:

Please see below a breakdown of the funding provided by CITB for this project, along with the required match funding and actual in-kind contributions for each quarter.

The match funding in-kind contributions include the voluntary time given by education and industry professionals during the development of the resources, and the hours spent by industry professionals supporting the delivery of pilots, and by teachers observing and providing feedback on these sessions. For P8, in-kind contributions represent the time given by attendees at meetings and forums where the Trust presented the Construction Contextualised Curriculum resources.

Period		Funding	Required In-kind Contributions	Actual In-kind Contributions
P1	April 2018 – June 2018	£12,500	£8,500	£9,445
P2	July 2018 – September 2018	£14,500	£10,000	£8,402.50
P3	October 2018 – December 2018	£33,750	£10,500	£9,300
P4	January 2019 – March 2019	£33,750	£10,500	£11,315
P5	April 2019 – June 2019	£33,750	£10,500	£21,505
P6	July 2019 – September 2019	£33,740	£10,500	£9,450
P7	October 2019 – December 2019	£15,500	£9,000	£14,327.50
P8	January 2020 – March 2020	£24,500	£18,200	£36,730
Total		£201,990	£87,700	£120,475

Resource Pack Contents:

Resources for the Construction Contextualised Curriculum project are divided into 20 resource packs and a supplementary work placement project brief that explore maths, science, technology, employability skills, and construction careers. Each session fulfils at least two Gatsby Benchmarks for a school.

Below is the full catalogue of resources developed as part of the project.

Maths				
Session Title	Session Description	Length (minutes)	Key Stage	Gatsby Benchmarks
Measuring in 3D	A practical classroom-measuring activity that focusses on the role of a Quantity Surveyor. Students use mathematics to calculate areas and assess costs of materials.	90 – 100	3	2, 4, 5
Pythagoras' Theorem	Through a practical activity students will see the Pythagoras Theorem in action and discover the importance of right angles in construction.	45 – 50	3	2, 4, 5
Quantity Surveyor – A day in the office	Students take measurements from a 2D floor plan of a new school wing. They will work out the surface area of classroom walls and calculate material costs according to a defined budget.	45 – 50 or 90 – 100	3	2, 4, 5
Tree Project	Students use circles to explore site plans and discover the impact that trees have on construction projects.	45 – 50	4 & 5	2, 4, 5
Property Development	Stepping into the shoes of a property developer, students plan and cost a housing development project. They carry out simple appraisal calculations to understand how construction companies plan major projects.	45 – 50	4 & 5	2, 4, 5
Be a Business Owner	Students learn about what it means to be self-employed, and how business owners keep on top of their finances – and out of trouble with the taxman.	45 – 50	4 & 5	2, 3, 4, 5
Science and Technology				
Session Title	Session Description	Length (minutes)	Key Stage	Gatsby Benchmarks
Sustainable Design Challenge	Students explore how modern building standards incorporate sustainability throughout the design process. In groups, they will make design choices for a build	45 – 50	3	2, 3, 4, 5

	project, balancing cost, time taken to build, and carbon impact.			
Tunnel Tactics	This session, based on tunnels and forces, brings together science and maths. Using the Tideway infrastructure project as an example, students design, cost and build their own tunnels.	45 – 50	3	2, 3, 5
Sources of Electricity	Students find out how electricity relates to careers within construction. Looking at the National Grid, students calculate the electricity needed to power homes and propose how this demand can be met.	45 – 50	4 & 5	2, 3, 4, 5
Architecture Design Challenge	Focusing on the design of a new school, students sketch ideas before bringing their plans to life using the free online CAD software SketchUp. They will then pitch their design ideas to the rest of the class.	90 – 100	4 & 5	4, 5

Employability Skills				
Session Title	Session Description	Length (minutes)	Key Stage	Gatsby Benchmarks
CV Workshop	This session supports teachers by reinforcing the importance of a good CV to students and getting them to think about how to emphasise their own skills as they begin to craft their own personal statement.	45 – 50	4 & 5	3, 5
The STAR Technique	Students are shown the STAR technique – Situation, Task, Action, Result – and how it can help them talk about their strengths in interviews and job applications. Participants work through examples of STAR before creating responses of their own.	45 – 50	4 & 5	2, 3, 5, 8
How to Get Hired	Students compete to get hired by playing a board game called 'Interview Ladder', answering sample interview questions and talking about related soft skills. Along the way, students learn about terminology such as "workplace culture" and "Continuing Professional Development".	45 – 50	4 & 5	2, 3, 5, 8

Careers				
Session Title	Session Description	Length (minutes)	Key Stage	Gatsby Benchmarks
Overview of Construction Assembly	A presentation that demystifies the construction industry and introduces students to the vast array of professional and technical careers available within the sector.	15 – 20	3, 4 & 5	2, 5
Overview of Construction Session	Using the Go Construct career personality quiz, students discover the careers available to them in construction. The session also discusses the future of the industry in relation to technological innovation and sustainability.	45 – 50	3, 4 & 5	2, 3, 5
Apprenticeships Briefing	This session explains what apprenticeships are and how they work. Students are introduced to the variety of careers available in construction and taught how to find and apply for opportunities using the government's 'Find an Apprenticeship' website.	45 – 50	4 & 5	2, 3, 5
Who wants that job?	This session gets students thinking about the local and national labour market. Carrying out a careers investigation activity, students report on different roles available within the construction industry, as well as trends related to them.	45 – 50	4 & 5	2, 3, 5
Speed Networking	In groups, students interview industry professionals from a range of construction careers and hear about the professionals' education, job history, and experience in the construction industry.	45 – 50	4 & 5	2, 5
Hidden Careers	In this session, students try to guess the careers of 5 industry professionals who work in construction. Students interview each professional, asking yes-or-no questions to gather as much information as they can in 5 minutes. Each volunteer will then reveal their job and talk about their career.	45 – 50	4 & 5	2, 5
Home or Away?	Students take on the role play of a young person who is considering moving away from their hometown to start a career in construction. Students explore the	45 – 50	4 & 5	2, 3, 5

	careers in high demand in different areas of the UK to decide where to move to have a good chance of finding work.			
Work Placement				
Work Placement Project Brief	This project brief is for employers to use when hosting students for work experience placements. Relating to the planning of a new public realm space, the brief contains tasks that students can complete during their placement, supported by professionals at the company.	Up to 5 days	5	5, 6, 8

For each school session, a resource pack has been created that contains the following:

- **Session plan:** A user-friendly guide that explains how the session should be delivered
- **Session presentation:** PowerPoint presentation to support the delivery of the session
- **Student worksheets:** Printable worksheets specific to the session

In addition to the resource packs, a **'How To' guide** has been produced for industry professionals. This guide provides advice on how the industry volunteer can prepare for the school session they intend to deliver and also identifies a route they could adopt for establish contact with a school they would like to work with.

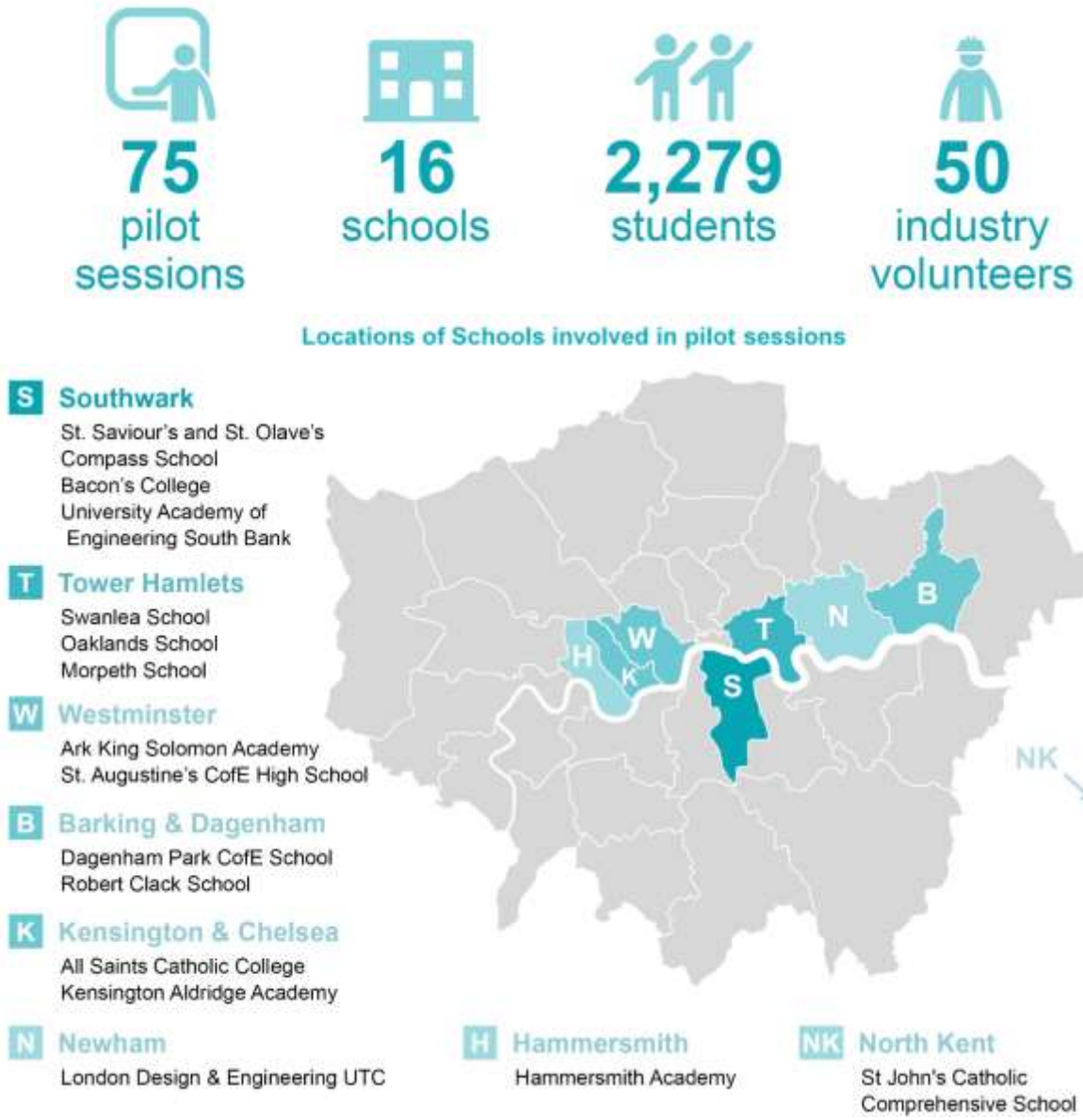
The session catalogue, resource packs, and 'How To' guide are available to download for free from:

https://www.constructionyouth.org.uk/our-programmes/contextualised-curriculum

Students playing the board game from the How to Get Hired lesson

Results of Pilot Deliveries:

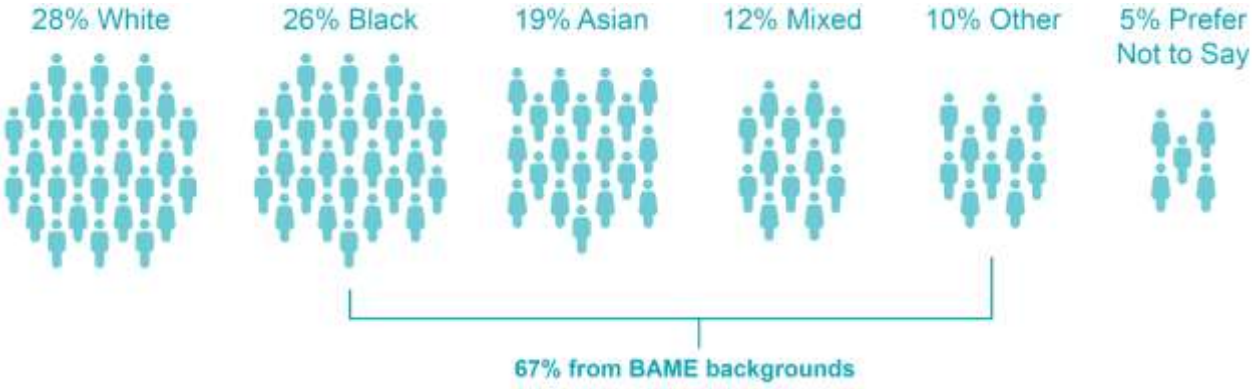
The Trust delivered 75 pilot sessions to over 2,000 students from Year 7 to Year 13 (ages 11 to 18). Pilots were delivered in 16 schools and colleges across London and North Kent, the map below illustrates the location distribution of these schools.



Student Demographics:

The demographic breakdown of the students involved in the pilots is illustrated below. From the outset of the project, there was the requirement to develop engaging resources for students in Key Stages 3 (Years 7 to 9) and 4 (Years 10 and 11). Of the 75 pilots delivered, 66 (84%) were delivered to these Year groups.

As evidenced in the surrounding charts, the pilots delivered engaged with a significant proportion of BAME young people and there was also a good balance between males and females participating in sessions. This diversity indicates the success of the project in introducing construction to groups currently underrepresented in today's construction industry and who may not have positively experienced the industry otherwise.



Additionally, 14 of the 16 schools and colleges worked with are above the national average for the percentage of their students who receive free school meals. As of January 2019, 14.1% of secondary school students across the UK are eligible and claiming for free school meals[5], the table below shows the distribution of pilot schools according to free school meal eligibility percentage.

Pilot schools' percentage of students eligible to receive free school meals				
14.1% and below	14.2% – 19%	20% – 29%	30% - 39%	40% and above
2 schools	3 schools	3 schools	5 schools	3 schools

This statistic can be used as an indicator of economic deprivation and, as shown in the table, the schools that the Trust worked within are concentrated to the higher end of this scale, with 2 to 3 times higher student free school meal eligibility than the national average. This suggests that the Trust were able to engage significantly with students from diverse socio-economic backgrounds, and help those with financial barriers to access employer engagement opportunities.

[5] 'Schools, pupils and their characteristics: January 2019', published in 2019 by Department for Education, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812539/Schools_Pupils_and_their_Characteristics_2019_Main_Text.pdf

Pilot Evaluation:

For each pilot delivery, the Trust collected quantitative and qualitative evaluation data from the students participating, the teachers observing, and the industry professionals supporting the delivery. Evaluation forms completed by students, Appendix 2, collected feedback on their knowledge of and interest in construction careers, and their opinions on the content of the session itself. Teacher evaluation forms, Appendix 3, assessed the observed impact of the session on students and asked for feedback on the content of the resources. Volunteer evaluations, Appendix 4, related to the observed impact the session had on students, and how prepared and confident a volunteer felt during delivery. Completion of evaluations by each different group was extremely important, as it provided a comprehensive base on which several conclusions have been made.

Amongst the feedback collected, there are 1,020 student evaluations (+/- 10 due to fluctuation in the number of responses per question), 42 teacher evaluations, and 43 volunteer evaluations.

Evaluations were completed voluntarily, and although students completed evaluations for the majority of the pilots, for sessions with large groups of young people this was not always feasible. This was particularly the case for *Overview of Construction Assembly* and *Speed Networking,* which together engaged an average of 94 students per pilot and therefore could not practically collect student evaluations. The development of these resources instead relied more heavily on teacher, volunteer, and Trust staff feedback. 848 students were engaged through these two sessions, which helps to explain the deficit of completed evaluation forms in comparison to total student engagement.

Aim: Contextualise the school curriculum, with a focus on STEM subjects

The primary aim of this project was to develop resources were developed to 'contextualise' the school curriculum within real-life construction scenarios. Bringing the 'world of work' to schools would help support students' learning and show them how their subjects, and what they are learning is relevant in the workplace. To this end, 82% of students confirmed a better understanding of how the subjects they are learning are used in the workplace, and 100% of teachers agreed that the resources helped their students to understand how STEM is relevant in the workplace.

Aim: Inform on and promote construction industry careers

Alongside contextualising the curriculum, another key aim of the resources was to inform and excite students about careers in the construction industry, which is attested by the increase in construction careers knowledge to 88% and increase in interest to 66%. The success in promoting construction careers to students is further confirmed by teacher observations, as illustrated below. In addition to these key statistics, 79% of students agreed that the resources introduced them to new careers that they had not previously considered or heard of.

To help promote the construction industry, the resources also sought to challenge negative myths and misconceptions about the construction industry. In response to this, 84% of students agreed that they now had a different (positive) impression of construction workers.

Students discovering new careers during a Hidden Careers pilot session

Aim: Provide careers guidance

The resources were also developed to support schools with their provision of statutory careers guidance to young people, using the context of the construction industry. Building upon this, sessions from the 'Employability Skills' work stream directly helped Key Stage 4 and 5 students to learn how to write a CV, submit job and apprenticeship applications, and succeed at an interview, all of which will help their progression through the recruitment processes of any industry.

In addition to this support, the resources introduced students to the wider 'soft skills' that are essential to workplace success. 84% of students agreed that after participating in a pilot session they now understood and had developed the soft skills that employers are looking for. Through their observation and delivery support, 93% of teachers and 88% of volunteers also agreed that the sessions supported soft skill development in the students.

Industry volunteer helping a student to explore the features of a good CV during a CV Workshop pilot

User Evaluation from Teachers and Industry Volunteers:

To maximise the chances of the resources being used independently by teachers and industry ambassadors, the resources needed to provide teachers and industry volunteers with the framework and confidence to promote the construction industry.

Aim: Give teachers the confidence to independently promote careers in construction

The resources improved the understanding of the opportunities available in construction for 93% of teachers, which will have increased their ability and confidence to discuss construction industry careers with their students. This response, and the general positive feedback from teachers highlighted earlier, illustrates teachers' approval and confidence in the resources, which is hoped will encourage teachers to independently access and use the resources in the future.

Aim: Provide a framework for construction industry ambassadors to engage with secondary school students

The evaluation form completed by volunteers can be viewed in Appendix 4. Significantly, 100% of the industry volunteers agreed that the session helped them to become more confident in encouraging young people to consider a career in construction. As the resources are ultimately intended to be used independently by industry ambassadors to promote construction sector careers within secondary schools, this universal increase in confidence is particularly encouraging for the long-term use and sustainability of the resources.

Across the board, feedback from students and teachers has evidenced the resources ability to deliver each of the original aims for the project. The experience and feedback from volunteers indicates the value these resources can have for the construction industry and its engagement with secondary school students now and in the future.

Case Study – St John's Catholic Comprehensive
Exploring the experience of an individual school has helped the Trust to explore the direct impact the Construction Contextualised Curriculum resources can have. St John's Catholic Comprehensive has been chosen as they participated in the second most pilots of any school involved and experienced a wide variety of work streams. The Trust delivered 10 pilot sessions at St John's Catholic Comprehensive, engaging with 151 students from Years 9 to 13. The sessions covered 4 of the 10 Contextualised Curriculum work streams - Overview of Construction & Built Environment careers, Technology, Key stage 3&4 Science and Employability Skills. These sessions, supported by industry professionals, have been instrumental in introducing the students to a range of careers within construction and the built environment that otherwise would have remained hidden to them. *"I think that the session opened up the idea that within construction there are lots of different roles for everyone." – Volunteer*

"The students were clearly engaged in the session, the task got them to think about construction and the types of discussion that a developer might have. The questions the students asked were answered very well."- Teacher

For Year 11 students on the cusp of making decisions about their next steps, our interactive STAR Technique and How to Get Hired sessions helped them develop their employability skills. Being able to connect students with real life professionals from the construction industry gives them the opportunity to get personalised advice and guidance, and build skills to take forward when applying to university, jobs or apprenticeships.

The positive effect of sessions such as these is reflected in the holistic evaluation from teachers and students at the school – 89% reported that they had an improved understanding of how their subject learning is useful in the workplace after attending a session, and 90% agreed that they had gained an understanding of and/or developed the soft skills that employers are looking for, for example teamwork, leadership, communication, presentation.

"The students were very engaged in the activity. They asked several questions about career pathways and the various roles, and I think some of the students left the lesson with a different view of the industry than they may have had beforehand."- Volunteer

Since we began delivering sessions at St Johns, across the school 90% of students participating have reported that their knowledge of careers in construction and the built environment improved after they attended one of our sessions. As well as raising the profile and desirability of careers within construction and the built environment, the sessions have proved to be successful in contextualising the school curriculum within a wider careers context for students, building their career aspirations and helping them think about their next steps.

Sustainable Design Challenge pilot delivery at St John's Catholic Comprehensive, supported by an industry volunteer

Reflections and Lessons Learned:

At the beginning of the project, colleagues were presented with fully-realised resources, as opposed to basic session concepts. At times this led to feedback altering the session concepts themselves, which required an overhaul of the resources that had already been developed. To prevent this problem from reoccuring, NPD was adapted to include feedback on session concepts at stage 2 prior to developing and presenting complete resource packs.

The NPD development process staggered the creation of resources across the project, which allowed for valuable reflections on the needs and interests of students during the start of the project to influence the resources developed later in the programme, resulting in an increasingly streamlined development process as the project progressed. For sessions developed at the start of the project, the common feedback received encouraged increasing the number of interactive and practical activities and ensuring the activity could be completed within the lesson timeframe. The ability to learn from this trend as other sessions were developed greatly improved the quality of first drafts.

When organising pilot sessions, Trust staff found that access to students became difficult at specific points of the year. This could be due to exams, which the Trust were aware of and could work around, or trips and other commitments that were less predictable. Unavailability due to exams was most prevalent with students in Years 11 and 13, who are almost entirely inaccessible during the final months of the school year. As a result, Trust staff found the most success in organising sessions for these year groups during the first months of the academic year, when there was the greatest availability across the school. In addition, for schools with less flexibility in their timetables, we also found success in proposing sessions that could take place during school careers weeks, or similar 'drop-down' off-timetable days.

After experiencing session cancellations and some challenges engaging certain Year groups, the Trust worked with school contacts to develop the generic timetable below, to feed in to the planning process.

September	October	November	December
Engage Year 12 & 13	Engage Year 12 & 13	Engage Year 12	Engage Year 12
Year 11 - Apprenticeships	Year 11 - Apprenticeships	Year 11 - Apprenticeships	Year 11 - Apprenticeships
		TOMORROW'S ENGINEERS WEEK	NATIONAL TUNNELING DAY
Assist Year 7	Assist Year 7		
		UCAS & Destinations - Year 13	UCAS & Destinations - Year 13
	October Half Term		
			Christmas Break

January	February	March	April
Engage Years 7 - 11	Engage Years 7 - 11	NATIONAL CAREERS WEEK	All Year Groups
Mock Exams - Sixth Form	Mock Exams - Sixth Form	NATIONAL APRENTICESHIP WEEK	
		BRITISH SCIENCE WEEK	Easter Break
	February Half Term	INT'L WOMEN'S DAY 8 MARCH	
		Year 10 Mock Exams	

May	June	July	August
Engage KS3 (Years 7, 8, 9)	Engage KS3 (Years 7, 8, 9)	Last 2 Weeks - Drop Down Days	Summer Break
	INT'L WOMEN IN ENG. DAY 23 JUNE	BIG BANG FAIR	
Year 11 - Humanities Exams			
	Year 11 & 12 Exams	Year 11 & 13 - Not @ School	
May Half Term			

46 out of 75 pilots involved at least one industry volunteer. Volunteering opportunities were either offered directly to contacts and / or shared to a wider audience via the Trust's volunteer newsletter which is sent to construction professionals interested in working with the Trust. Opportunities were advertised as far in advance as possible to allow potential supporters to plan around their individual schedules.

At times schools would request deliveries with relatively short notice which sometimes made it difficult to recruit volunteers in time. Additionally, some sessions were most suitable for volunteers from specific professions, as with *Quantity Surveyor – a day in the office*, which limited the pool of professionals that the Trust could engage with.

Steering Group Impact:

The London Region Construction Training Group (LRCTG), chaired by Steve Drury of Rooff, provided Construction Youth Trust with invaluable support during the development and delivery of this project. From the project's start to its end, the Trust were given access to a regular slot on the LRCTG's quarterly members' meeting to discuss progress and receive feedback from attendees. Meeting attendees consisted of managers and directors from large construction companies as well as SMEs, CITB Advisors, representatives from HE colleges, as well as other professionals related to the industry. This consistent support ensured that the project could benefit from the advice of industry and education experts from the early planning stages through to finalising session details and rollout.

Early input from the group helped to shape the project's workstreams and its contents, and ensure that early plans for the project included the key messages that industry employers wanted to communicate to young people and their influencers. During the project's main stage, i.e. creating content for sessions, employees from group members such as Rooff Ltd gave up their time to take up active roles in the development of resources. For example, the idea which provided the basis for the Property Development (KS4 Maths session) came from Steve Drury, who put us in contact with relevant employees from Rooff to plan and create resources for the session together with Trust staff. This was invaluable in ensuring the session provided an accurate representation of the mathematics used by industry professionals working in the field of property development.

At the members' meetings, the group gave feedback on draft content, which enabled the Trust to make amendments and get closer to finalising sessions. Throughout the project, LRCTG members were interested in feedback the Trust received from young people and teachers following pilot sessions, and encouraged to hear about their related evaluation data. Towards the end of the project, members provided input on how they would like to see the resources promoted and launched.

In summary, the LRCTG provided the forum of industry experts for the Trust to discuss all facets of the Contextualised Curriculum project at every stage. This meant that the Trust received guidance on the broader strategy of the project as a whole, as well as on the finer details of specific sessions throughout their development. Regular contact with such a wide variety of construction/built environment professionals ensured that the project output adhered to the common aims of the industry as best it could, and helped the project progress according to the contract, both in terms of timings as well as its key deliverables.

Recommendations to the Construction Industry:

Following the development and pilot deliveries of the Construction Contextualised Curriculum resources, several recommendations for users of the resources have emerged.

Stage 4 of the NPD cycle allowed Trust staff to practice delivering sessions in advance of entering a school. Being confident and comfortable with the lesson improves the experience of the students and teachers, which not only influences the 'flow' of the lesson, but also the possibility of being invited back by the school. Therefore, before any independent delivery of the resources by industry ambassadors, we highly recommended that several practice sessions are carried out.

To manage the class and improve the experience of the students, at least two staff members should be involved in the delivery of a session and ambassadors should seek support from teachers present to manage student behaviour. Industry ambassadors should also familiarise themselves with the safeguarding policy of a school prior to delivery, to ensure all guidelines are adhered to.

For industry professionals interested in establishing their own relationship with a secondary school, it is recommended to approach careers co-ordinators or senior leadership personnel - head teachers and heads of years or departments - who are most likely to have the responsibility and power to facilitate external employer engagement. The Trust benefitted from pre-existing relationships with several schools across London and North Kent, which provided an established source of host schools for the piloting of the resources. The Trust continues to deliver the resources within partner schools and would welcome the involvement of construction professionals interested in supporting these deliveries. If however construction companies are searching for a school to engage with directly, contacting schools local to their offices or site would be recommended.

Detailed guidance on each stage of delivering the resources within schools, from establishing contact with school leaders to preparing to deliver to students, is also provided within the 'How-to guide' available for download alongside the session resources.

Industry volunteer supporting the Trust during a pilot of Tree Project

Achievement of the CITB Strategic Objectives:

In the CITB 2018-21 Business Plan, three strategic priorities for the organisation were outlined: careers, standards & qualifications, and training & development. The goal of the careers strategy is "to enable the Construction and Built Environment sector to present itself to potential entrants as an inclusive, dynamic industry that provides opportunity and rewarding careers", with an ultimate aim to fill current and future skills needs within the industry.

The Construction Contextualised Curriculum sessions delivered as part of the project helps to support the CITB careers priority by first informing on the wide range of career opportunities within the industry. Improving the awareness amongst young people of the vast career opportunities available to them in construction and built environment formed one of the key aims of the project. Along with CITB, the Trust and LRCTG saw this lack of awareness of the industry's opportunities as one of the most prevalent barriers to a young person's entry into the sector. It was therefore particularly rewarding that 79% of students who participated in the pilot sessions agreed that they had been introduced to new careers that they had not previously considered or even heard of.

In further support of CITB's careers strategy, the resources also work to increase student interest in construction industry careers by relating the school curriculum to real-life industry scenarios and facilitating engagement with professionals working within the sector. Contextualising the school curriculum within construction industry scenarios helps to convey to students how their current skills could translate to job roles within the sector and subsequently convince them of their potential suitability for industry careers. The resources relevancy to the core STEM curriculum also provides a way to engage with all students, and not just those specifically interested in construction, expanding the reach of the resources and of the sector. 63% of students who participated in the pilot sessions increased their interest in careers in construction, and 82% agreed after the session that they understood how their subjects were relevant in the workplace.

Industry engagement encourages current professionals to express their passion for their careers and the industry itself. Engagement also gives them the opportunity to dispel misconceptions about construction, the jobs within the industry, and the demographic of today's workforce. Each of these areas can contribute to an increase in a student's interest in careers within construction. The resources developed provide industry professionals with the tools to independently engage with secondary schools. 100% of the industry volunteers involved in the resource pilots agreed that the pilot helped them to feel more confident promoting careers in construction.

In conjunction with CITB's aim for industry recruitment needs to be met in the future, the Construction Contextualised Curriculum resources help to improve the employability and workplace skills of secondary school students. Providing students with advice on CVs, interview techniques, and 'soft skills', equips them with the ability and confidence to successfully pursue and secure any job in the future. The added benefit is that providing careers guidance specific to the construction industry helps to break down pre-existing barriers to a student's pursuit of a career within the sector, such as a lack of knowledge on current industry recruitment practices. Across all of the pilot deliveries, 84% of students who evaluated a session agreed that they now understood and had developed soft skills that employers are looking for.

In summary, the resources provide an effective and accessible platform for teachers and industry professionals to advocate the construction industry and its careers opportunities, which is clearly in support of the advancement of the CITB careers strategic objective.

Conclusions:

The Construction Contextualised Curriculum resources were developed with four overarching aims:

- Contextualise the school curriculum, with a focus on STEM subjects and how they link to roles within construction and the built environment
- Raise the profile and desirability of construction industry careers to students
- Provide careers guidance and support schools to meet their statutory requirements for careers programmes (in relation to the 'Gatsby Benchmarks')
- Provide an accessible mechanism for construction industry ambassadors to deliver engaging lessons to secondary school students

As has been clearly evidenced throughout this report, all four overarching aims have been clearly achieved.

To ensure the long-term use and impact of the sessions, a distribution campaign advertising the project to key stakeholders within the construction industry and education sector was undertaken during the final months of the project. This involved Trust staff presenting at forums across London and North Kent to raise the projects profile, and also the development and implementation of an online strategy to maximise the national reach.

Since their upload to the Trust's website in January 2020, the resources have been downloaded by over 900 unique users. What is fantastic is that, although pilot deliveries took place across 16 schools in London and North Kent, the post-pilot advertising campaign has reached many areas in England. Indeed, positive feedback has been received from organisations such as Manchester City Council and West Yorkshire Combined Authority. Further details on this distribution campaign can be found in the Contextualised Curriculum marketing report, attached in Appendix 5.

In conjunction with the resource development, the project had several deliverable targets, which are outlined alongside our actual achievement below.

Deliverable	Minimum Target	Achieved
Construction businesses consulted during the development of resource packs	15	18
Individuals involved in the development of resource packs	25	79
Teachers/careers advisors/education specialists involved in the development of materials	10	18
Businesses involved in piloting resources in schools	25	25
Construction ambassadors/industry volunteers involved in piloting resources in schools alongside teachers	25	50
Young people to take part in pilot activities	300	2,279
Teachers/career advisors/education specialists involved in pilot activities in schools	20	54
Young people experience construction via resources	2,000	2,279
Construction business to have access to resources via Go-Construct, LRCTG, and CYT websites	500	500+

Industry volunteers/construction ambassadors have access to resources for support	250	250+
Schools/teachers engaging with resources which will be rolled out to schools	100	100+

The Trust's achievement of each target deliverable, as well as the positive evaluations of the sessions provided by stakeholders during the pilots and organisations accessing the completed resources, clearly evidences the overall success of the Construction Contextualised Curriculum project.

Product:

The full suite of Construction Contextualised Curriculum resources are available for download from:

https://www.constructionyouth.org.uk/our-programmes/contextualised-curriculum

The Construction Youth Trust website provides access to download the following:

- **Session Catalogue** outlining the available sessions
- **Resource packs** for each session containing: Session Plan, PowerPoint presentation, and any required worksheets or supplementary documents
- **'How-To' Guide** providing advice for industry ambassadors on establishing contact with a school, preparing for a session, and delivering the session itself
- **Work placement project brief** for employers to use when hosting students for work experience placements

Acknowledgements:

Construction Youth Trust would like to thank the following organisations for their support during the Construction Contextualised Curriculum project.

Construction Industry Training Board

London Regional Construction Training Group

Schools and Colleges:

All Saints Catholic School Barking

Ark King Solomon Academy

Bacon's College

Compass School Southwark

Dagenham Park Church of England School

Hammersmith Academy

Kensington Aldridge Academy

London Design and Engineering UTC

Morpeth School

Oaklands School

Robert Clack School

St Augustine's Church of England High School

St John's Catholic Comprehensive

St Saviour's and St Olave's School

Swanlea School

University Academy of Engineering South Bank

Construction Companies:

AECOM

Allies and Morrison

Arup

Balfour Beatty

BAM Nuttall

British Land

Canary Wharf Contractors

Careys Group

City of London

Clarion Housing Group

Enable Leisure and Culture

Grosvenor

KHL UK

Kier

KPMG

Laing O'Rourke

Lendlease

Mace

Mulalley & Co

Paviors Company

Rooff Ltd.

Sage Housing

Sanctuary Group

SCP Transport

Sir Robert McAlpine

Southwark Construction Skills Centre

ThirdWay Contracts

Tideway

Tideway West

Transport for London

Treework

VGC Group

Waterman Group

Wates

Appendix:

1 - Table of Partners who provided volunteers during the pilot deliveries.

Partners involved pilot deliveries	
Companies	Number of individual volunteers
Allies and Morrison	1
Balfour Beatty	6
BAM Nuttall	1
British Land	2
Canary Wharf Contractors	1
Careys Group	2
City of London	2
Clarion Housing Group	1
Enable Leisure and Culture	1
Grosvenor	1
KIER Group	2
Laing O'Rourke	2
Mace	1
Mulalley & Co	7
Paviors Company	1
Sage Housing	1
SCP Transport	1
Sir Robert McAlpine	2
Southwark Construction Skills Centre	3
Transport for London	1
Tideway Ltd	1
Tideway West	3
Treework	2
Waterman Group	1
Wates	4
	50 individual volunteers

2 - Student evaluation form

Activity Evaluation Form

Activity _____

We want to understand how the activity that you have completed helps you to prepare for work and better understand the opportunities in construction and the built environment.

What year group are you in? _____

What is your gender? O Male O Female O Prefer to self-describe

What's your date of birth? ____/____/_____

Which of the following best describes you?

O White
O Mixed/multiple ethnic group
O Asian/Asian British
O Black/African/Caribbean/
O Other ethnic group _____
O Prefer not to say

Circle the number that best describes your knowledge or feelings before the session and then at the end of the session.

1. How good is your knowledge of careers within the construction and built environment sector.

	Not good						Excellent
Before the session	1	2	3	4	5	6	7
End of the session	1	2	3	4	5	6	7

2. How interested are you in a career in the construction and built environment sector?

	I'm not						It's what I want to do
Before the session	1	2	3	4	5	6	7
End of the session	1	2	3	4	5	6	7

3. Do you think the construction and built environment sector would employ someone like you?

	No						Yes
Before the session	1	2	3	4	5	6	7
End of the session	1	2	3	4	5	6	7

4. How good is your knowledge of apprenticeships?

	Not good						Excellent
Before the session	1	2	3	4	5	6	7
End of the session	1	2	3	4	5	6	7

Tick the box that most describes your feelings about the session	Strongly Disagree	Disagree	Agree	Strongly Agree
5. It helped me think about the type of job/ career that I want to do.				
6. I was introduced to careers I had not previously thought of.				
7. I have a different impression of the kind of people who work in construction and the built environment.				
8. I gained an understanding and/or developed the soft skills that employers are looking for e.g. teamwork, leadership, communication, presentation				
9. I understand how the subjects I am learning in school are useful in the work place.				

10. Do you think the person(s) who ran the activity was helpful? Circle your answer.

No	A little bit	Most of the time	Extremely helpful
1	2	3	4

Please explain your answer:

12. What part of the session was the most enjoyable?

13. What part of the session was the least enjoyable?

14. Is there anything else we could do to help you understand the world of work and the construction and built environment sector? Is there anything else you would like to know?

Information provided will be held in line with Construction Youth Trust's Privacy Policy which can be found at https://www.constructionyouth.org.uk/privacy-policy-0 or please ask a member of staff.

3 - Teacher evaluation form

CONSTRUCTION YOUTH TRUST

Influencer Evaluation Form (Engagement or Activity Session)

Details of Session (Office use)

We want to evaluate how the session helped the students develop a better understanding of the opportunities in the construction and built environment sector and prepare them for the world of work.

NAME:	

To what extent do you agree that the session:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Helped improve the young people's knowledge of careers in the construction and built environment sector	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
Inspired young people about careers in the construction and built environment sector	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
Challenged the stereotypes associated with the construction and built environment sector	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
Helped young people understand what skills employers are looking for?	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
Helped young people develop the skills that the employers are looking for?	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
Helped young people understand how Science, Technology, Engineering or Maths (STEM) subjects apply to the work place?	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
Improved young people's awareness of apprenticeships/vocational pathways to work?	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
Improved **your** understanding of the range of opportunities and careers available to young people in the built environment sector?	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
The session made me feel more confident in recommending a career in the construction and built environment sector.	1	2	3	4

Evaluation Form - Influencer v1

How engaging was the person(s) who ran the session?

Not at all	Not very	Fairly	Very	Extremely
1	2	3	4	5

Please explain why you have given the above rating:

How would you describe this session to your colleagues?

Following the session, are you more likely to recommend a career in the construction and built environment sector? Please explain your answer.

Any additional comments you would like to make? (e.g. What was the best part of the activity? Did the students enjoy the session?)

Is there anything else we could do to help your students understand the world of work or the construction and built environment sector?

Construction Youth Trust would like to keep in touch with you to keep you up to date with our activities. We will not pass your personal information to any third party without your consent.

Please indicate below if you would like to receive these communications:

- ❑ **I would like to receive emails from Construction Youth Trust.**
- ❑ **I do not wish to receive emails from Construction Youth Trust.**

If you would like to receive emails, please complete the following

Name:	
Email address:	
In what capacity did you attend this session? (e.g. teacher, careers advisor)	
Date:	

All our communications contain an unsubscribe link.

Details of our Privacy Policy can be found at on our website at www.constructionyouth.org.uk

Evaluation Form - Influencer v1

4 - Volunteer evaluation form

CONSTRUCTION YOUTH TRUST

Volunteer Evaluation Form

Activity

We want your feedback on the activity you have just undertaken and would be grateful if you would kindly complete the information below.

Name	
Role and Company	

For our audit purposes, please can you confirm the amount of time in hours you have volunteered for this activity (this should include preparation and travel time) | |

Please circle the most appropriate response to the below statements:

The activity helped:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The young people increase their knowledge or interest in careers in construction and the built environment sector?	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
The young people to develop their soft skills within the world of work (e.g. networking, presentation, teamwork, leadership)?	1	2	3	4

	Strongly Disagree	Disagree	Agree	Strongly Agree
Me to be more confident in encouraging young people to consider a career in the construction and built environment sector?	1	2	3	4

How helpful were the CYT staff in supporting you in volunteering?

Not at all	Not very	OK	Quite	Very
1	2	3	4	5

Did you feel fully briefed ahead of the session? (i.e., knew where to be, when, what the session would cover, how to use resources, your role)

If not, how could we support you further?

180326/Volunteer Evaluation Form - v1

What worked well in the session?

How could our sessions be improved in the future?

Would you like to be informed of future volunteering opportunities?

Any additional comments?

We would love to keep in touch to keep you updated about our activities. Please indicate below if you would like to receive these communications:

- ❑ **I would like to receive the monthly Construction Youth Trust newsletter**
- ❑ **I would like to receive the twice monthly volunteering opportunities newsletter**

If you would like to receive emails, please complete the following

Email address:	
Date:	

All our communications contain an unsubscribe link.

Details of our Privacy Policy can be found at on our website at www.constructionyouth.org.uk

Are you currently a CITB Construction Ambassador? Yes / No

If you are a CITB Ambassador please don't forget to log this volunteering session. If you would like information about becoming an Ambassador please visit the Go Construct website at https://www.goconstruct.org/

180326/Volunteer Evaluation Form - v1

Contextualised Curriculum project launch and marketing strategy

In line with the project delivery timescales agreed between the Trust and CITB, the Contextualised Curriculum resources were approved for inter-organisational use by LRCTG in December of 2019. Following this approval, the Trust in January 2020 launched a marketing campaign to inform influential individuals and organisations of the Contextualised Curriculum resources that had been developed.

It was the intention that those attending launch events would be inspired by the project goals and the materials produced, and in turn not only use the materials themselves but also share with their networks, thereby causing a ripple effect that would reach the widest possible audience of industry and school contacts. The strategy used to promote the project and its resources, consisted of the following; press releases, live industry presentations, accessible webinar and promotional materials, cross industry collaborations as well as an online presence and promotion.

School Engagement

The Trust's first port of call for distributing the resources was accessing a live in-house database of 189 schools and colleges across England and Wales. Of these schools, the Trust have close ongoing partnerships with 66 schools in London and North Kent. All 66 partner schools have had individual meetings with the Trust team, planning bespoke programmes of contextualised curriculum sessions. The Trust engaged the wider pool of schools on the database through social media channels (Twitter, LinkedIn and Facebook), newsletters and where possible through presentations. For example, through the Sir Robert McAlpine Broadgate Community Partnerships Group, Trust staff delivered a presentation focused on the Contextualised Curriculum resources to the attendees, which included Central Foundation Girls School, Hackney Learning Trust, Nightingale School, and New City College.

In addition, the Contextualised Curriculum resources will be uploaded onto the STEM Ambassadors website for use by their volunteers and school contacts. Once the resources are uploaded the Trust will present the full range of Contextualised Curriculum resources to their members, including schools and teachers.

Live industry presentations and accessible webinar

In order to effectively reach as many different built environment stakeholders as possible for face to face promotion, in quarter 4 of 2019 the Trust approached several cross-industry and membership bodies to request an agenda slot at their quarterly or monthly meetings taking place between January - March 2020.

Trust staff presented at the following meetings* reaching over 141 individuals from 107 companies:

- Kent Construction Focus Group
- Barking & Dagenham Construction Advisory Group
- Federation of Master Builders
- London Regional Training Construction Group
- East End Community Foundation Construction Forum
- SRM Broadgate Partnership - Opportunities for Secondary Schools
- Southwark Procurement Contract Manager meeting

Due to the cancellation of events in March following government guidelines surrounding the Coronavirus (Covid 19) outbreak, Trust staff were unable to present at a number of planned industry events. This includes the wide reaching CITB events on the 18th of March, the CITB Careers Conference and the London Regional CITB Employer Breakfast Meeting.

The Trust created an inspirational presentation, to introduce the project, explaining the aim of the project and how the full suite of free online resources could be downloaded and used. Following each meeting the presentation and PDFs of the additional promotional materials, the 'How-To' Guide and Session Catalogue (detailed below), were sent as part of the meetings' minutes to all attendees for their further use. The presentation can also be used as online webinar and has been offered to a number of partners as an additional resource if needed to introduce the project to colleagues.

Promotional materials

The Trust recognised that as well as inspiring partners about the Contextualised Curriculum project, there was also a need to equip them with information that would enable them to share and effectively use the resources.

Therefore, to accompany the live presentations, and to allow for wider use, the Trust developed two additional promotional materials - the Contextualised Curriculum 'How-To' Guide and the Contextualised Curriculum Session Catalogue.

The 'How-To' Guide was created to support and empower industry professionals to successfully engage with and deliver the school sessions.

The Session Catalogue is a resource for both industry professionals and school leaders to gain a full overview of the project and an insight into the full range of available sessions.

A press release was sent to a range of industry publications including:

- Construction Enquirer
- PBC Today
- Construction Manager
- Woodworking Crafts
- Infrastructure Intelligence
- Pro Installer
- Building Magazine
- Construction News
- Tool + Business Hire
- CIN Magazine
- Inside Construction
- Women in Construction Magazine
- Installer Magazine

The press release, written in collaboration with the CITB press team, includes quotes from both CITB's Stephen Cole and the Trusts CEO, Carol Lynch. An adapted version of the press release was also published on Construction Youth Trust's website and included in the January edition of our monthly newsletter to over 400 subscribers.

"… The Contextualised Curriculum resources have built in the important role played by employers in addressing this challenge, bring our dynamic industry to life using the curriculum, give the beneficiaries an opportunity to start articulating their skills and motivations in preparation for what can be a competitive labour market, and move us in a very positive direction as we tackle the industry's wider skills shortage." **Stephen Cole, Head of Careers Strategy, CITB**

Online presence and cross-industry collaborations

All of the Contextualised Curriculum resources are available to download directly from Construction Youth Trust's website, under the Our Programmes area.

The Trust are absolutely delighted that as of the 30th March 2020, there have been 1,035 downloads of the resources since being published on 28th January 2020. 838 of these downloads were made by unique users.

In line with the new strategy earmarked for the GoConstruct website, the Trust are in talks with the GoConstruct team, who have all the available resources in the appropriate formats, as to when and where the Contextualised Curriculum resources will be uploaded to their website.

The Trust have also agreed with Building People that, as their site grows and develops, they will host the full range of Contextualised Curriculum resources.

Throughout the pilot deliveries of the Contextualised Curriculum sessions, the Trust documented the continued development and growth of the project across social media channels. Since the launch, the Trust have been posting #SessionSpotlight's content to highlight the range of available sessions. There have been more than 14k engagements with the material through twitter alone.

Following the launch, a number of the Trust's partners have circulated the project across their networks. The Trust supplied a communications brief, including photos, the press release, the 'How-To' Guide and the Session Catalogue.

The Trust are very grateful to the following partners for sharing the project with their networks and members:

- Build UK - 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.
- Local Authority Building Control – a national network of over 3,500 building control professionals.
- Mayor's Construction Academy Hubs – bringing together 7 hubs across London, coordinating and joining up industry skills and employment engagement across a number of organisations.
- Construction Fixings Association - 450 members. The CFA were particularly interested in the project as they are looking to expand their current schools engagement strategy, starting in the midlands, in order to inspire a new generation of workers into their industry.
- CITB - circulated nationally across the CITB's best field based channels (their partnerships and apprenticeships people and their networks).
- Treework Environmental Practice

Positive feedback!

Having had the resources passed onto them by York Council, the West Yorkshire Combined Authority are sharing the resources with their delivery teams and contacts. They will also be using the resources as a strategic part of their offer to employers in their new Schools Partnerships initiative, scheduled to begin September 2020. The WYCA covers the 10 districts of Barnsley, Bradford, Calderdale, Craven, Harrogate, Kirklees, Leeds, Selby, Wakefield and York – an area known collectively as Leeds City Region.

We were absolutely delighted to hear of the positive reception the resources have received across the CITB's networks.

'What a fantastic resource, just had a quick look and there are some great things on there for schools. I'm going to send it out to the Manchester schools careers staff in my CEIAG network'
CEIAG Lead Manchester City Council

'These resources look really useful, thank you. Each lesson's links to the Gatsby Benchmarks will be of particular interest to our schools. I will share them on our weekly email.'
LCR Careers Hub project lead

Lessons Learned

Looking back over the marketing strategy the Trust feel that the Contextualised Curriculum resources have been successfully promoted and widely circulated.

The resources were broadly shared across existing partner schools and school contacts. We are pleased to have been able to utilise the networks of partners such as STEMnet, and recognise the wider national reach such organisations have. We will continue to explore potential partnerships to distribute the resources further, and will use the relationship with STEMnet as a model for this.

We had hoped to engage schools through CPD sessions with teachers on inset days, but found it extremely difficult to secure attendance, even at partner schools with close connections. We hope to develop sessions for remote delivery during the COVID-19 lockdown, as teachers may find they have more time for CPD sessions.

The strategy of pitching the project at industry meetings to then allow an organic flow of knowledge between individual networks appears to have worked well. Unfortunately, the Trust have been unable to track how many individuals passed on the Contextualised Curriculum information and so cannot give a wholly accurate representation of the full number of professionals and schools encountering the project during the launch phase. However, the encouraging amount of unique resource downloads, 838, is far higher than the number of individuals reached in the presentations, suggesting that positive representation of the project has been passed on.

Similarly in regard to the dissemination of information across the Trust's industry partners' networks, it has not been possible to track the dissemination that actually occurred, nor the level of success achieved by that sharing. In the future it may be beneficial to add specific tags to links to identify where individuals downloading resources have accessed information about our projects and work, so they can be tracked.