# Suggested information for parents and carers

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Here are some suggested areas that employers may wish to cover with parents and carers. This information could be incorporated into a letter or leaflet that accompanies the student invitation letter. If you have a company careers page or website, don’t forget to share it with the parent/carer.

Employers may also wish to direct parents and carers to the **Tomorrow’s Engineers parents’ leaflet**, which contains lots of useful information about the benefits of studying and working in engineering:

[www.tomorrowsengineers.org.uk/parents](http://www.tomorrowsengineers.org.uk/parents)

**Parent/carer support and involvement in the work experience process can make a positive difference for both the student and employer.**

## Information for parents

Your child’s work experience placement will give them an excellent insight into part of the engineering sector. This experience could prove a valuable addition to their CV and may boost your child’s prospects for university, apprenticeships and graduate programmes.  Work experience also offers an excellent opportunity for a prospective employer to take a look at your daughter or son with regard to potential future employment.

**Engineers have great prospects**

* **Job prospects are excellent**. There are more jobs than number of people qualified. Engineering employers will need 1.8 million people with engineering skills[[1]](#footnote-1) over the next 10 years.  This means we need to double the number of engineering graduates and apprentices entering the industry.
* **It is a well-paid career.** Engineering graduates’ starting salaries are around 20% higher than the starting salaries for all graduates. Across the board professional engineers can expect to earn £25,000 - £40,000 more than the national average salary.
* **Engineers make a difference to the world.** Engineers are currently tackling some of the world’s most pressing problems. From dealing with cyber security and maintaining clean energy supplies to finding sustainable ways to grow food, build houses and travel.
* **Engineers get to travel all over the world.** Engineering involves team work and project work, often on a large, international scale.
* **Engineers can become professionally registered.** Just like doctors and accountants, professionally registered engineers get to use letters after their name to signify their competence and experience. Chartered Engineers (CEng), Incorporated Engineers (IEng) and Engineering Technicians (EngTech) are held in high esteem all over the world.

**Engineering is for everyone**

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Girls and boys of every background are encouraged to follow careers in engineering. Have a look at some case studies featuring different types of engineers working in exciting fields: [www.tomorrowsengineers.org.uk/case\_studies](http://www.tomorrowsengineers.org.uk/case_studies)

If you have a daughter who wants to find out more engineering, you could explore:

[www.wes.org.uk](http://www.wes.org.uk)

[www.wisecampaign.org.uk/women/role-models](http://www.wisecampaign.org.uk/women/role-models)

**Further useful information booklets, including information on different routes into engineering, are available from the Tomorrow’s Engineers website.**

[www.tomorrowsengineers.org.uk/careers\_resources/individual\_resources](http://www.tomorrowsengineers.org.uk/careers_resources/individual_resources)

**Provide encouragement and support to your child throughout the work experience opportunity.**

Please encourage your son or daughter to do their best, dress appropriately and arrive at work on time. The world of work is challenging and very different to school. Through your support your child will gain real insight into the world of engineering and begin to develop the employability skills that are critical when applying for work. Encourage them to keep a work experience diary capturing the tasks completed and learning points of each day.

1. The State of Engineering 2015, EngineeringUK [www.engineeringuk.com/Research/Engineering\_UK\_Report\_2015/](http://www.engineeringuk.com/Research/Engineering_UK_Report_2015/) [↑](#footnote-ref-1)