



Discover! Creative Careers Week 2024

Industry Toolkit



HM Government



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**ARTS COUNCIL
ENGLAND**

Image: Students take part in technical theatre workshop at BOA Academy during Discover! Creative Careers Week 2023; photographer Victor Frankowski

Introduction



Hello,

We're thrilled you're taking part in Discover! Creative Careers Week 2024, the flagship event in our government-backed, industry-led programme that informs and inspires young people aged 11 - 18 about careers in the creative industries.

With over £1million invested from the Department for Culture, Media & Sport (DCMS) and additional support from Arts Council England, the 2023 - 2025 programme aims to encourage young people across England to pursue a career in the creative industries and secure and strong, skilled and inclusive workforce.

Through a hybrid programme of activities and resources, Discover Creative Careers informs young people directly about the opportunities in this world-leading sector through meaningful encounters with industry professionals, online tools, training and support for teachers, parents, guardians, careers professionals, employers and more.

The programme was kick-started with funding from DCMS in 2018 and has been shaped and supported directly by creative businesses, institutions, trade bodies and individuals across England.

For the 2023 - 2025 programme, we are funded to support and engage with schools and young people across [77 priority areas in England](#), identified as those facing the greatest disadvantage. Our online programme of activities including our online insight sessions, video resources, lesson plans, training for careers professionals and virtual Discover! Creative Careers Week activities delivered by Speakers for Schools, are open to everyone.

The [Discover Creative Careers](#) website is also home to our unique creative careers finder which hosts over 500 job profiles from across industry and allows young people to search by their interests, skills and hobbies.

This toolkit should give you everything you need to support the planning and delivery of your Discover! Creative Careers Week 2024 activities, but don't hesitate to contact us with any questions:

discover@screenskills.com. You can also book onto one of our upcoming [information and Q&A sessions](#).

Whether you're opening your doors for a workplace visit, delivering a talk or careers workshop at a local school/college, running an online event or showcasing your existing opportunities as part of the campaign, you're part of a movement that's changing the face of our future workforce, thank you.

Discover! Creative Careers team 2024

Toolkit contents

	Page/s
Why get involved?	3
Getting started	4 - 7
Suggested activities	8 - 10
Creating a safe event	11 - 13
Checklist	14
FAQs	15
Campaign kit	16

Why get involved?

Benefits for your company

Discover! Creative Careers Week is your opportunity to inspire the future creative industries workforce by showcasing your company, team, roles and pathways in your sector. Alongside the industry-wide impact on our future workforce, there are several other benefits for companies getting involved:

Awareness raising and PR You will be part of the national #discovercreativecareers campaign and your involvement could also attract publicity for your company in newsletters and local/regional press features.

Corporate Social Responsibility Involvement in Discover! will support your workforce development plans by demonstrating a commitment to ensuring a skilled and inclusive workforce.

Developing local partnerships Participation will connect you with local schools, colleges and other careers provision services to support your ongoing outreach, engagement and talent development programmes.

Engaging your local community By working with local schools/colleges, you will gain a better understanding of the local labour market for future recruitment.

Staff development Through delivering Discover! activities your team will develop their communication and presentation skills and gain experience of working with young people.

Ways to get involved

There are many ways for individuals and companies to get involved and support Discover! Creative Careers Week 2024, from sharing resources to hosting workplace tours and delivering workshops.

You could:

- Take part in the #discovercreativecareers campaign and showcase your existing careers resources ([see page 16](#))
- Use the week to launch new career offers and programmes for young people (see [One Dance UK 2023](#))
- Introduce the different roles and pathways available in your sector by hosting a careers talk or Q&A with staff from different departments (online or in-person)
- Visit a school to give a talk in assembly or deliver a workshop
- Open your workplace up for local school and college tours (see [Shakespeare North Playhouse 2023](#))
- Host a workshop or activity that demonstrates the skills needed for a role in your sector ([see RIBA 2023](#))
- [Get in touch with Speakers for Schools](#) and volunteer to host an online session as part of the virtual Discover! Creative Careers Week 2024

Please let us know what you're planning by completing our [short online form](#).

Getting started



First steps - things to do and consider

- Make sure you've created a [Visit Brief](#) and a [Risk Assessment](#) as it's likely schools/colleges will need these before they can commit to taking part. Click the links to download the templates.
- We recommend there is at least one nominated person within your company who is responsible for coordinating the activities and liaising with your school/college contact in advance and on the day. You may also wish to create a working party across the organisation to ensure all teams can input into the plans.
- Remember this is an opportunity for you to show off your company and the types of roles available in your sector – this includes everything from accounts and HR to creatives, technical teams and senior management. While we have made some suggestions around activities, the final decision on what you do is yours.
- Make sure everyone in your organisation is aware of the event taking place, even if they're not directly involved.
- Please let us know what you're planning by completing our [short online form](#) - this is so we can track all Discover! activities across the country and promote/celebrate them where applicable.
- If you need the participating school/college to complete any pre-event tasks in preparation, we recommend discussing this with your contact first as they will need to build it into their busy timetable.

Connecting with local schools/colleges

- **Contact your local Careers Hub** - based across England, the network of Careers Hubs bring schools, colleges, employers and apprenticeship providers together to support careers education. [Search for your local Careers Hub here.](#)
- If you know secondary schools in your area and would like to connect with them direct, we recommend **contacting their school-based Careers Leader in the first instance.** [You can use the gov.uk website to search for local schools/colleges.](#)

Getting started

Useful hints and tips when working with young people

- For many of the students taking part, this will be the first time they've encountered your sector and possibly even any sector or workplace. Avoid using jargon when talking about your roles and your company. If that's unavoidable then you could run a jargon-busting activity at the start of the day to introduce the new terms to the students.
- Rather than giving lots of information, try to get the young people's input first to ensure their involvement. Use open questions that prompt answers, you could start off by asking what they already know about the industry.
- Where possible and practicable, aim to demonstrate what you do rather than just talking about it; showing examples of your work or processes brings things to life.
- Use some real, tangible examples of outputs so the young people can easily link your company / sector with products or experiences they will recognise. You could start with an end product and work backwards, looking at all of the people involved in its creation.
- Set them up well for the activity - explain why they're doing a certain task and what the outcome could be. They will find tasks much easier if they understand the wider context.
- Consider setting a challenge or a problem for the students to solve, for example: 'If we want this to happen, what do you think we need to do?' This could be a good activity for a group waiting to have a go at something practical.
- Consider activities that demonstrate how different roles and departments work together, so the young people can understand that it takes a huge range of people and skills to achieve the company's goals.
- Be prepared to name roles and functions within your organisation and to talk about career opportunities, roles and pathways in your industry.
- Direct the students to the careers finder at www.discovercreative.careers. For over 16s they may want to download the [ERIC app](#).
- We want Discover! Creative Careers Week to be open to everyone and we're working with the Discover Creative Careers programme's Access Group to produce specific guidance on creating events and resources for young people with special educational needs and disabilities (SEND). This guidance can be found on the next page.

Getting started

Guidelines for inclusivity and accessibility

In partnership with our Access Group, we have created some simple guidelines for ensuring that your event is inclusive and accessible.

These guidelines can be used for all events and activities you deliver and will benefit all learners, including those with SEND (special educational needs and disabilities). Pupils with SEND make up 17% of all school pupils in the UK¹, meaning that in any class of 30, an average of 5 pupils will have SEND. Without adjusting your activities to meet their needs, these pupils risk being excluded from the experience.

Before you meet a group

- If young people will be visiting your workplace, sending photos of your building before they arrive can take away some anxiety around the unknown / unpredictability of a new place. If possible, these photos could be formatted as a visual story. Examples of visual stories can be found below:
 - https://www.rafmuseum.org.uk/documents/ALD-London/Visual_Story_Schools.pdf
 - <https://www.sciencemuseum.org.uk/sites/default/files/2017-10/visual-story-january-2017-small.pdf>
 - <https://museumsandgalleries.leeds.gov.uk/wp-content/uploads/2023/01/Lotherton-Visual-Story.pdf>
- If possible, send a picture or video introduction of yourself to the school so you are familiar to the pupils when they visit. It can be helpful to do this with all staff members that will interact with the group during their visit.
- When a group books an activity with you, ensure you ask if there are any additional needs you need to know about. This could include physical needs, learning needs and/ or social emotional and mental health needs. Ask if there are any adjustments you can make to ensure the learning is accessible and enjoyable for everyone.
- Think about any pre-visit lessons/ activities which could be done in school that you can send to teachers beforehand. These warm up exercises may help the pupils feel more comfortable and confident when they meet you.

Getting started

Guidelines for inclusivity and accessibility

During the event

- Have a visual timetable of the day that you can refer to throughout your workshop. Where you can, embrace flexibility. Have an idea of the length of each activity you plan to run but be aware of potentially needing to end an activity early if engagement is low. Likewise, flexibility allows you to extend an activity if it is generating interest and enthusiasm.
- Think about the different ways in which people learn. Try avoiding only one method of teaching and sharing information. Avoid only speaking and/ or reading and include “hands on” learning where possible.
- Be aware of processing differences in neurodivergent people and/or people with learning disabilities. It can take up to 7 seconds for a neurodivergent person to process a question before answering, so give time for pupils to respond. Also be aware that picking someone to answer a question may cause anxiety to that pupil that could prevent them from answering. Try not to put pupils on the spot.
- When using text in activities ensure that the font is at least 16 point and sans serif (without flicks). Examples of sans serif fonts include Arial, Calibri and Verdana.
- For autistic students or young people with SEMH needs (social, emotional, and mental health) have a space in your building where people can take some time out if needed. This space should be quiet and have low stimulation (smells, sounds and sights).
- Be aware and accepting of differences in body language. For example, an autistic learner may not make eye contact when speaking, or may seem like they are not listening when they are. They might also stim (make repetitive movements) to help moderate how they are feeling.
- Think about the time allocated to each activity and work in breaks as required.
- A workshop in an unfamiliar location may cause some neurodivergent learners to find it difficult to process (and remember) the day, so consider post-visit material for pupils to take back with them. This will allow them to process their experience in their own time.

Suggested activities



Warm ups

There are several warm up activities you could run as part of a welcome session that would introduce the students to your organisation and the team and get everyone working together. Here are some suggestions:

- **Speed networking** This is a great activity if you have a larger team. It can either operate in two lines or an inner and outer circle. One line/circle remains static while the other moves one person at a time. The students will have 1-minute to ask the employees questions and determine what their job involves and how they got into the industry. We recommend setting these questions and having them written up on a board/screen. This is timed with a whistle/bell.
- **Flash intros** Give one of the students a 1-minute timer and a whistle/bell. They are then responsible for timing your team as they introduce themselves and their roles to the group.
- **Question time** Prepare some numbered question cards and hand out to the students, the students then read out the questions in order and can choose who from your team must answer them. You could also mix up some serious job/career-based questions with something less formal here.
- **Match the task** Introduce a few different team members/roles with their job title and a basic one-line description about what they do and prepare some print-outs of daily tasks and activities that are involved in the roles. In groups, the students discuss and identify which person they think performs which set of tasks. The right answers are then revealed. This could be also done with post-it notes or flipcharts.
- **Guess my role** Ask each team member to bring a prop that represents their job or an item that they frequently use in their work. Students can then guess what the roles are before finding out the right answer.

Activities and workshop suggestions

If you plan to split the groups up around the building, you will need to ensure the school/ college bring enough staff members to accompany each group.

- **Interactive workshops** This is great if you have a practical task that will give the students hands-on experience. These workshops are better if you have enough resources to give all students an opportunity to take part.
- **Rolling tours programme** If you have a large building with multiple departments, you could run a rolling tour which splits the main group up, so they rotate across the teams. Each tour location could then have a set amount of time to:
 - Explain the function of the department and how it relates to the overall business and the different job roles available in the department.
 - Explain or demonstrate the skills required within this department.
 - Demonstrate the type of work that takes place: this could be interactive, allowing some or all of the students to have a go.
 - Discuss the various pathways into working in this specific area or point them towards further sources of information, such as the [Discover Creative Careers](#) website.
 - Allow time for questions at the end of each department.
- **Set a challenge** Focusing your event around a challenge can help to demonstrate the various processes involved within your industry and how each department relates to and supports each other. There are a couple of different approaches to this:
 - Option one: Split the group into different ‘departments’ and assign a staff member to each group. The departments work on the challenge, coming together for meetings when they need to in order to achieve the result. Ensure you’re clear on timings and allow time at the end for feedback/discussion.
 - Option two: Split the group into teams who then rotate through the different departments during the day to experience the various processes involved as they work on their challenge. All teams then present their result at the end of the day.
- **Talks programme with Q&As** If you’re limited on space, a talks programme featuring different members of your team might be a great option and will provide invaluable insight for students who may not otherwise get a chance to engage with professionals. We recommend keeping the talks short and to the point and supporting them with visual aids such as films, images, tools of the trade and props. You may also want to bring some interactive elements into a talks programme, for example, asking the students to tell you what skills they think the different roles involve, inviting them to explain how they think certain products are made. Make sure you allow time for a Q&A at the end of each talk.
- **Event feedback** You may choose to gather some feedback from students about their experience. This can be done informally; for example, you can ask students to share something they have learnt or enjoyed from the day, or you can collect comments on post-it notes. Quotes from participants are great for sharing on social media (use first names only) and in impact reports.

If you would like to support us with our ongoing programme evaluation, you can [download and print our survey for young people here](#). Please send completed surveys to us at: Discover Creative Careers, IBEX house, 42-47 Minories, London, EC3N 1DY, thank you.

Guidance for universities and freelancers

Universities

FE and HE providers are welcome to register as industry partners. In previous years, they have opened their doors to showcase facilities and to provide access to creative industry professionals. You may wish to offer a site or departmental tour, or to arrange an opportunity to meet with staff and find out about their roles and career pathways. Last year, West Suffolk College worked with UK Music to highlight careers in the music industry. If you are interested in partnering with other local creative businesses to deliver an activity, [please get in touch](#).

Freelancers

If you have registered as an individual, there are several ways to get involved. You may wish to approach your local school to offer them a practical workshop, or deliver a talk about your work and career path to date. Alternatively, you can deliver a virtual talk over Zoom, which we can offer more widely to registered schools. Take a look at our [introduction to freelancing lesson plan](#) for ideas about how to speak to young people about life as a freelancer.

If you are based in a workplace or studio and are able to accommodate young people at a site, please do have a look at the safeguarding and health and safety guidance on [page 13](#) of this toolkit.

Please note that we do not have funding available to cover fees or transport costs, which may have an impact on the offer you are able to provide.

Creating a safe event

Safeguarding



These guidelines will help you to plan a safe and welcoming event. Whilst teachers and accompanying adults are responsible for the safety and wellbeing of their students, safeguarding is everyone's responsibility. Please check that you have a safeguarding policy in place – schools may ask you to share this with them.

If you are hosting other employers as part of your Discover! event, you must ensure that you have shared your safeguarding policy with all involved and that they agree to abide by it.

If an incident occurs during the visit, you should inform the member of staff accompanying the young people as soon as possible.

In the rare event that a disclosure is made to you or a member of your team, please submit a written report as soon as possible to your Designated Safeguarding Lead, local authority or the police if the situation is urgent. Useful resources and advice on dealing with a disclosure of abuse or neglect can be found on the [NSPCC website](#).

Photography and filming guidelines

If you plan to capture any part of the day for promotional and documentation purposes, please discuss this with the school/college you are working with in advance as they will need to ensure they have consent from the parents/guardians and the accompanying adults if you plan to feature them. See below for consent form templates.

If for public use, certain students may wish to opt out of being captured - we recommend you ask these students to wear a sticker so they can easily be identified by the photographer/ videographer or during the editing process. You may choose to display a sign where filming or photography will be taking place.

You can download media consent form templates at the links below, these give you an option to include permission to share content with the Discover programme and our funders.

- ◆ [Download Discover! Creative Careers Week 2024 media consent form for under 18s](#)
- ◆ [Download Discover! Creative Careers Week 2024 media consent form for over 18s](#)

Creating a safe event

DO

- Do ask students to email any enquiries to a generic work email address and contact you via a teacher or parent/carer
- Do reply to emails from students, ensuring you always copy in their teacher or parent/carer
- Do make sure young people have plenty of opportunities to rest, reflect and access refreshments and toilets
- Do report anything that concerns or worries you. Safeguarding is everyone's responsibility
- Do take special care to protect images and personal information linked to students
- Do delete digital images of students. If you have consent to keep and share these, store them securely on an internal server and delete them from your personal devices
- Do carefully consider information you share online. If you have consent to share images / video footage, refrain from using children's full names or name the school and local area instead

DON'T

- Don't end up in a situation where you are left alone with a young person, even if you have DBS clearance
- Don't take photographs or films of students unless you have signed consent forms from the teacher or parents/carers
- Don't share personal information with students, or connect with them on social media platforms
- Don't make promises you can't keep, e.g: agreeing to organise further visits or connect the school with a celebrity
- Don't divulge information about individual students
- Don't initiate physical contact. However, if a child comes to you in distress, act responsibly and in public view

Creating a safe event

Health and safety

Health and safety should be a priority when planning your event. You will need to assess the risks that come with a visit to your workplace environment, as well as those associated with any planned activities. You will need to provide a risk assessment to teachers bringing groups to the event. Teachers are responsible for preparing their own risk assessments, but they will use your example to understand the risks they may encounter in your workplace environment.

You can download a [risk assessment template here](#). Important things to consider include:

- Building safety – staircases, uneven ground, cobblestones, fixtures and fittings that obstruct routes or pathways
- Any machinery and equipment in operation during the visit
- Vehicle movement around the site
- Risks associated with particular planned activities e.g: carrying and lifting, using scissors or sharp tools, visiting a rooftop terrace etc

You will also need to consider your fire safety and first aid arrangements. We recommend that a first aider is present on the day of your event. If you don't have any first-aid trained staff, St John Ambulance can provide event first aiders.

It is worth building in some time at the start of your event to run through the nearest fire exits, quiet spaces and toilets, to share any rules or safety guidance related to their visit or planned activity, and to provide an overview of procedures in the event of an emergency.

Schools / colleges are responsible for ensuring that they bring enough adults to support the students during their visit. They should always follow the guidance provided by you and ensure that young people abide by health and safety rules.

Checklist



- If you haven't already, [please register your interest here](#).
- Got a question? Come along to one of our [information and Q&A sessions](#).
- Find school/college. If you're in/near a [priority area](#) we can support you to engage with a school/college, if not there are tips on [connecting with schools on page 4](#).
- Use our 'suggested activities' on [pages 8 - 9](#) to support your planning.
- Ensure you have completed the [Visit Brief](#) and [Risk Assessment](#) and shared these with your school/college contact.
- Brief key people in your organisation, including senior management, front of house/site teams, PR/comms & marketing teams.
- Share our campaign kit on [page 15](#) with your communications teams.
- Let us know your final plans via [our short form](#) so we can celebrate your activities and support any promotion.
- Inform everyone in your company about the activities taking place - remember you are showcasing your workplace and sector to the future workforce!
- Prepare a space for the students to keep their belongings and a safe space for them to eat their lunch if they're in your building all day.
- Consider how students will be moved around your building and to various workshops and make sure you build this into your schedule.
- If students have the choice between workshops/activities, make sure you consider how they will choose – will it be on the day or in advance?
- If you are splitting groups of students across your building, notify the school/college about this so they can bring adequate staff for safeguarding purposes.
- Consider whether you want to gather feedback from the students and how you might do this - see [page 9](#) for suggestions and [download our survey here](#).
- Send a final email with all details of activities and timings to the school/college at least a week before the event, ensuring they know key information about location, parking, arrivals etc.

FAQs



How do we find schools/colleges to take part?

If you are based in or near one of our [77 priority areas](#), we can support an introduction to local schools/colleges. If not, we've included some advice on connecting with local schools/colleges on [page 4](#). Please try to prioritise state schools whose students wouldn't usually be able to access these kinds of opportunities.

What does an 'in-person' activity mean?

This can be a workplace visit where you invite a group of learners from a local school/college or you could deliver a talk/workshop or other opportunity at a school. There are suggestions around activities on [pages 8 - 9](#).

How many young people should we host?

This is up to you. Previous Discover! events have ranged from a small group of 5 to a class size of 30 or even a whole year group. If you want to host a large group, you may need to work with multiple schools/colleges as it becomes difficult and expensive for them to transport large groups of students.

When should sessions run?

We encourage the activities to take place within the school day to allow for travel times, therefore around 10am - 2.30pm.

Will we be responsible for the students' safety while they are in our workspace?

Yes, in line with your health and safety and emergency policies. You will need to have current public liability insurance and provide an example risk assessment to visiting schools, see [page 12](#).

What requirements do staff need to work with children and young people?

All students will be accompanied by school or college staff members who are DBS cleared. They are responsible for their students' safety and wellbeing and for ensuring the correct staff to pupil ratio. For safeguarding reasons, your staff should not be left alone with children.

Will the participants need to sign a Non-Disclosure Agreement (NDA)?

We strongly advise all organisations to avoid sharing anything with students during a Discover! event that would be deemed business sensitive. We also recommend that you do not let students into spaces that would put them or you at risk and for these reasons we consider it highly unlikely that NDAs will need to be used.

Should we provide travel/lunch refreshments?

You are not expected to cover any travel costs. Schools/colleges should arrange for staff and students to bring their own packed lunch and refreshments; however you should ensure there is a safe space for them to sit during breaks and/or lunch.

Is there funding available for us to take part?

The Discover Creative Careers programme is an industry-led initiative which aims for the sector to put itself at the heart of owning, shaping and delivering careers information and support to young people without subsidy, therefore we are unable to provide funding.

Get in touch: discover@screenskills.com

Discover! Creative Careers Week 2024 campaign



Career opportunities in the creative industries are increasing daily with employment in the sector growing three times faster than the rest of the UK economy.

This growth shows no signs of slowing down, yet many young people and those that support their career choices aren't aware of the breadth of roles and vast areas of work available - we want to change that.

With the [Creative Industries Sector Vision](#) demonstrating the Government's ambition to drive growth, build talent and develop skills, there's never been a better time to work together and create a strong and diverse workforce for the future.

By celebrating your involvement in Discover! Creative Careers Week, you'll be demonstrating the sheer commitment to change the face of the creative industries and enable our world-leading industries to continue to thrive.

We would appreciate your support now to raise awareness of the programme and Discover! Creative Careers Week via your platforms - you can download sample content, logos and templates at the link below.

- ◆ [Download the Discover! Creative Careers Week 2024 campaign assets](#)

Don't forget to follow us on X (formerly known as Twitter) and LinkedIn and make sure you tag us in your posts:

- ◆ **X (formerly known as Twitter):** [@creativecareer5](#)
- ◆ **LinkedIn:** [Discover Creative Careers](#)
- ◆ **#discovercreativecareers**

Let us know about your Discover! Creative Careers Week activities and opportunities so we can celebrate it as part of the campaign - [complete the short online form here](#).

DISCOVER!

creative careers

Find out more www.discovercreative.careers

Contact us discover@screenskills.com

Follow us on X [@CreativeCareer5](https://twitter.com/CreativeCareer5)

Join us on LinkedIn [Discover Creative Careers](https://www.linkedin.com/company/discover-creative-careers)

Discover Creative Careers 2023 - 2025 is funded by the Department for Culture, Media & Sport (DCMS) with additional support from Arts Council England. It is being delivered by ScreenSkills, in partnership with over 25 organisations representing the creative industries. [Find out more.](#)



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