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**NEXT
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**student
workbook**



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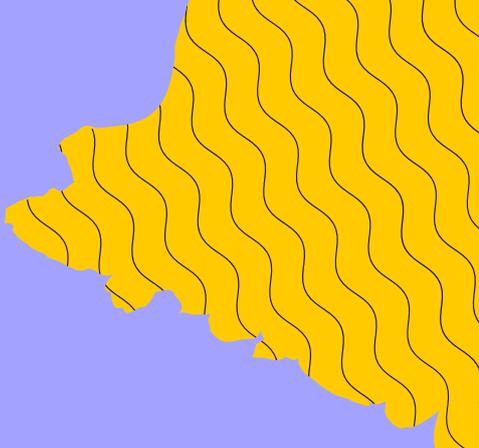
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welcome

If you've arrived here, you're about to step into a real creative working environment and see for yourself how ideas, people and skills come together to make something happen.

Creative work matters because it shapes the way we see, hear, feel and understand the world around us. It is there in the films we watch, the music we listen to, the games we play, the clothes we wear, the buildings and spaces we use, the stories we tell, the brands we recognise, the events we remember, and the digital experiences we move through every day.

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The creative industries are not made up of just one kind of person or one kind of job.

They are built by people with ideas, imagination, technical skill, care, discipline, curiosity and determination. Work experience in a creative industry setting means becoming part of an imaginative team of people working together to turn those things into something real. opportunity. This workbook is here to help you do exactly that.

This is a chance to notice how creative work really happens, to meet people doing it, to ask questions, to build confidence, and to discover more about what interests you and what you are capable of.

You do not need to have your future all figured out before you begin. You just need to arrive open-minded, ready to take things seriously, ready to learn, and ready to make the most of the opportunity. This workbook is here to help you do exactly that.



how to use this workbook

This workbook is here to help you get ready, keep track of your experience, and look back on what you learned.

- Tick the checklist boxes when you can confidently answer yes
- Use the writing spaces to make short notes as you go
- You do not need to fill in every box in detail
- The aim is to help you prepare, take part, reflect and learn from your experience

You can use it a bit like a diary, a planner and a record of your work experience all in one.

Before the placement, it can help you check the basics, get organised, and think about a few questions or goals. During the placement, it can help you keep notes about what you did, what you noticed, and what you are learning. After the placement, it can help you look back on the experience, remember what mattered, and think about what you want to do next.

The workbook can be used for placements of any length. Whether your placement is short or longer, the same things still matter: knowing the plan, feeling welcomed, understanding what you are there to do, knowing who can help, staying safe, and noticing what you are learning.

the five pillars

These are the things that make a placement feel worthwhile and well organised, whatever the setting. The pillars represent a shared standard for what good creative work experience should provide: you should feel welcomed, know why you are there, be supported to take part, be kept safe, and come away with a realistic insight into working life.

BELONGING

You feel welcomed, included and expected. You know who to go to, and you do not feel like you are in the way.

MEANING

You understand what you are doing and why it matters. Even small tasks should make sense and connect to real work.

SUPPORT

You know who is helping you. You have guidance, supervision and someone you can ask if you are unsure.

SAFETY

You know the rules, the boundaries, the basic hazards, and what to do in an emergency or if something does not feel right.

EXPERIENCE

You get a real insight into how creative work happens. You see how ideas, people, roles, processes and decisions come together in a real workplace.

As you move through this workbook, you are encouraged to return to these pillars.

They are a simple way of checking:

“Is this placement working well? Am I getting what I need from it?”

Good luck, and enjoy finding out where this experience might take you!

PART 1. BEFORE YOUR PLACEMENT STARTS

You do not need to write loads. The aim is to help you feel clear, ready and confident before day one.

A. WHAT I NEED TO KNOW BEFORE I START

PROMPT	NOTES
Placement Organisation/Company	
Address	
Dates	
Start & finish times	
Who I report to on arrival?	
Break/lunch arrangements	
Main host contact	
Main school contact	

Checklist: Tick the statements that are true for you

- I know exactly where I am going
- I know what time I need to arrive
- I know who I should ask for when I get there
- I have the key contact details saved
- I know the basic plan for the day

Recommended actions:

- Ask your school contact about anything that is unclear
- Save all key phone numbers in your phone
- Write the address and arrival details somewhere easy to find
- Double-check start and finish times and break arrangements

B: LEARNING MORE ABOUT THE HOST ORGANISATION

Before you arrive, it is helpful to spend a little time finding out about the organisation. This can help you feel more confident, understand the kind of work they do, and think of better questions to ask.

PROMPT	NOTES
What do they make, do, produce or deliver?	
Who do they work with, or make things for?	
What kind of creative work happens there?	
Is there anything interesting I've noticed already?	

Quick check:

- I have found out a bit about the organisation
- I have a basic idea of what they do
- I have noticed something I would like to learn more about before starting

C. GETTING THERE AND GETTING IN

Planning your journey in advance will help you arrive feeling calmer, safer and more confident on the first day.



PROMPT	NOTES
How am I getting there?	
What time do I need to leave?	
How long should the journey take?	
What is the exact arrival point?	
Who knows my travel plan?	
What is my back-up plan if I am delayed?	

Travel check:

- I know my route there and back
 - I know the exact entrance, reception or meeting point
 - My parent or carer knows the plan
 - My school knows the plan
 - I know who to contact if I am delayed
 - I have thought about personal safety while travelling
- 

Recommended actions:

- Check the route again the day before
- Make sure your phone is charged
- Put your travel ticket, pass or payment method somewhere safe
- Decide what you will do if you miss a bus or train, or get delayed

D. WHAT TO WEAR, BRING AND PREPARE

Getting these things ready in advance can help you feel more organised, more comfortable and better prepared for the day.

PROMPT	NOTES
Dress code	
Footwear	
Anything I should or should not wear	
Anything I have been asked to bring	
Lunch or water arrangements	
Charger, travel card and any other essentials	

What to wear and bring check:

- I know what clothing is appropriate for this placement
- I know whether there are any safety requirements, for example hair, jewellery, footwear or PPE
- I know what I need to bring with me
- I feel prepared for the kind of setting I am going into

Recommended actions:

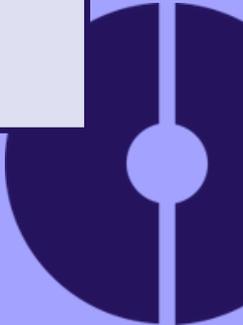
- Check the dress code if you are still unsure
- Get your clothes and bag ready the night before
- Pack a notebook and pen or pencil
- Pack water, lunch, travel card or charger if needed

E. QUESTIONS I WANT TO ASK BEFORE OR EARLY IN THE PLACEMENT

Preparing a few questions in advance can help you feel more confident and help you understand the work and workplace better.



NEED OR LIKE TO KNOW	NOTES



Other question options:

- What are you working on at the moment?
- What does a good day look like here?
- How do ideas turn into finished work?
- What roles are involved behind the scenes?
- What skills matter most in this kind of work?

Question check:

- I have prepared at least three questions
- I have questions that will help me understand the work and workplace better
- I feel ready to ask questions politely and confidently

F. PERSONAL GOALS AND CAPTURING THE EXPERIENCE

Choose some goals or ideas about what you want to get from this experience and note them down. For example;

- “I want to understand what this workplace actually does”
- “I want to see how people work together”
- “I want to learn about different job roles”
- “I want to practise being professional and reliable”
- “I want to build confidence asking questions”
- “I want to understand whether this type of environment suits me”
- “I want to notice skills I already have”



GOALS	NOTES

Before starting, it also helps to think about how you will remember and describe this placement afterwards.

Things to think about:

- What do I want to notice and remember?
- What would I like to be able to talk about afterwards?
- What questions could help me notice useful things?
- Am I clear about any rules on photos, recording or sharing information from the placement?

Quick check:

- I know that I need permission before taking photos or making recordings
- I know that I can record the experience through notes, not just images
- I have thought about what I want to notice and remember
- I have checked with school and host about any restrictions or requirements

G. SUPPORT AND ADJUSTMENTS

Planning early can help things go more smoothly.



PROMPT	NOTES
Is there anything that might help me take part confidently?	
Do I need clearer instructions, a quieter space, breaks or more structure?	
Are there any health, medical or access needs to think about?	
Are there any religious, dress or cultural needs to consider?	
Who do I need to tell about this?	



Support check:

- I have thought about whether I need any adjustments or support
- I have shared this with the school in advance if needed
- I understand that asking for support is a sensible part of preparing
- I feel ready to take part safely and confidently

H. SAFETY BEFORE YOU START

A good placement should feel safe, clear and well organised.

Things I should know before I begin

PROMPT	NOTES
What should I do if I feel unsafe or uncomfortable?	
Who should I contact first if I am worried?	
What should I do if I am delayed or plans change?	
What do I already know about the setting and possible hazards?	
What do I need explained when I arrive?	

Safety check:

- I know who to contact if I am worried
- I know who to contact if I am delayed or cannot attend
- I understand that safety and boundaries matter as much as the tasks I am doing
 - I know that I should be shown basic safety information when I arrive
- I know that I should ask if I am unsure about hazards, equipment or emergency arrangements
 - I know that I should only use equipment when I have been shown it is safe and
- appropriate

I. MY READINESS CHECK

Final check before I start:

- I know where I am going
- I know who I am meeting or reporting to
- I know the start and finish times and how I am travelling
- I know that my parent or carer and school contact are aware of the travel plan
- I have saved the key contact details I need
- I know the dress code and what to bring
- I have shared any support or adjustments in advance (if needed)
- I have questions ready to ask
- I know what to do if I feel unsure, unsafe or delayed
- I understand that I should not use equipment unless I have been shown how to do so safely

Anything else still to sort?

PROMPT	NOTES
What am I feeling most confident about?	
What still feels unclear?	
What do I need to sort out before I start?	

Any other actions needed before I begin?

ACTION	WHEN WILL I DO IT? WHAT SUPPORT DO I NEED?

PART 2. STARTING YOUR PLACEMENT

A. ARRIVING

When you arrive, it helps to know where to go, who to speak to and what will happen first.

PROMPT	NOTES
Do I know where the main entrance is and where I need to go when I arrive?	
Who should I report to, or who is meeting me?	
What is the plan for the start of the day?	
Where can I safely put my coat, bag or belongings?	
Where are the toilets and break areas?	

Quick check: I was welcomed when I arrived

- I knew where to go and who to report to
- I understood what was happening at the start
- I felt expected and included
- I understood the plan for me
- I understood where I could and could not go

B. PEOPLE AND PLACE

At the start of a placement, it helps to understand who people are and how the place works.

Things to find out early on:

- Who your main contact is
- Who else you might work with or speak to
- What different jobs people do here
- What you will mainly be doing, seeing or taking part in

Quick notes:

PROMPT	NOTES
The main person supporting me is	
Other people I met are	
One thing I learned about how this place works is	
One thing I noticed about the atmosphere or environment is	

Quick check:

- I know who my main contact is
- I have met at least one or two people I may be working with
- I have an idea of what the organisation does
- I understand the basic plan for my time here



C. INDUCTION

A good start should include a short induction. This does not need to be long, but it should help you understand the place and what is expected.

Things that should be explained (and which you can ask about if you are unsure):

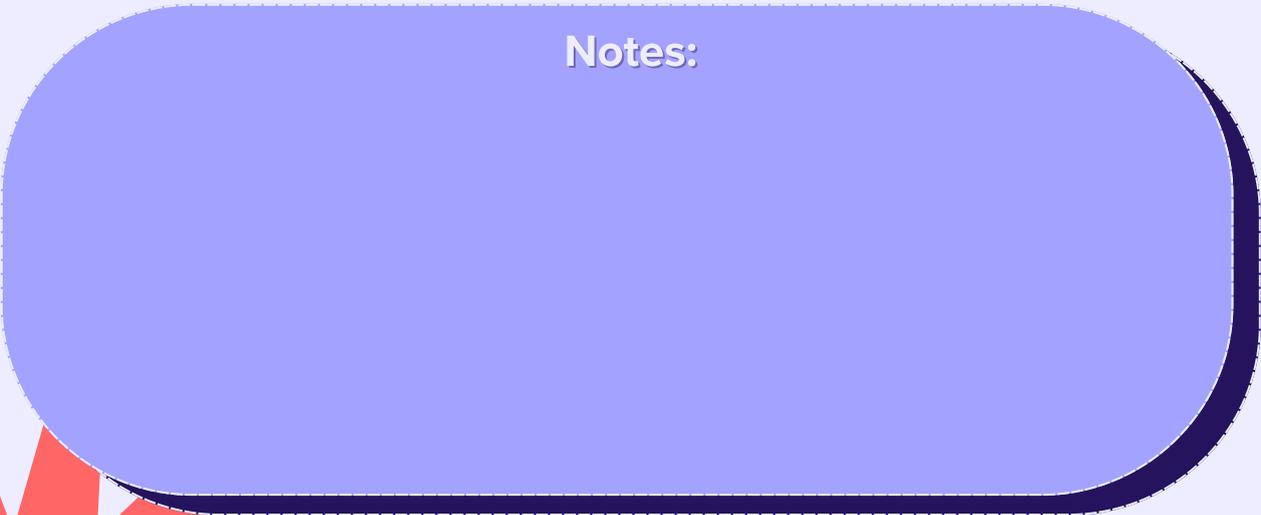
- What you will be doing today
- What you should do if you are unsure
- Where you can and cannot go
- Any important rules for the site or workplace
- Break and lunch arrangements
- Whether you can use your phone
- Whether photos or social media are allowed



Quick check:

- I have had the main things explained to me
- I know what I am doing first
- I know the basic rules of the place
- I know what to do if I get confused

Notes:



D. HAZARDS AND EMERGENCIES

You do not need to know everything about the workplace, but you should know the basics that help you stay safe.

Things you should know:

- What to do if there is an emergency
- Where to go if there is a fire alarm or evacuation
- Who the first aider is, or who to go to if something happens
- Any places, tools or equipment you should not use
- Any hazards or risks you need to be aware of

Quick check:

- I know what to do in an emergency
- I know who to go to if there is a problem
- I know that I should ask before using any equipment or entering unfamiliar areas
- I have been told anything important I need to know about hazards
- I know that I should ask before continuing if I am unsure about safety

Notes:

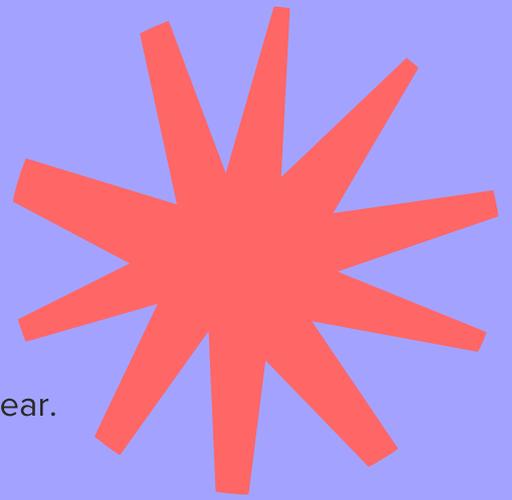


E. BOUNDARIES

A placement should feel professional, respectful and clear.

Things you should understand:

- How people speak and behave in this workplace
- What is expected from you
- Any rules about phones, photos, language or confidentiality
- What to do if something feels awkward, uncomfortable or inappropriate



Quick check:

- I understand the basic behaviour expectations
- I know what is and is not appropriate in this setting
- I know that I can speak up if something does not feel right



Notes:

A large blue rounded rectangle with a white border, intended for taking notes, located in the bottom middle of the page.

F. IF SOMETHING FEELS WRONG OR UNSAFE

It is normal to feel unsure at times, especially at the start.

If you are unsure, you should:

- Ask a question
- Speak to your main contact
- Speak to your school contact if you are worried or something does not feel right
- Say something early rather than stay confused

My reminder:

PROMPT	NOTES
The person I should go to first is	
If I still feel unsure, I should contact	
If something feels wrong or unsafe, I should	



G. STARTING WELL - CHECK-IN

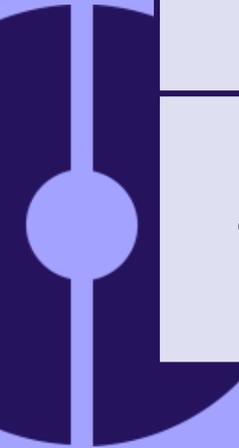
By the end of the first part of the placement, you should be able to say:

- I know who is supporting me
- I understand the basic plan
- I know the main rules and boundaries
- I know what to do in an emergency
- I know what to do if I am unsure or worried
- I feel settled enough to continue

Quick reflection



PROMPT	NOTES
One thing that helped me settle in was	
One thing that still feels unclear is	
One thing I want to ask next is	

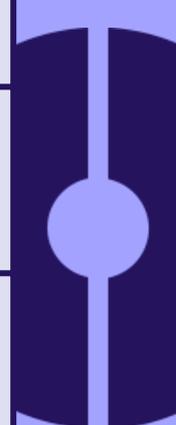


PART 3. DURING THE PLACEMENT

Use the daily reflection page at the end of any placement day or session. Keep it brief. A few notes are enough. The aim is to help you remember what you did, what you learned, and anything you want to ask or understand better next time. Copy and reuse it as needed.

DAILY REFLECTION PAGE

PROMPT	NOTES
Placement day / session	
Main activities or focus today	
What went well/Is going well?	
What could have been better?	
What have I learned?	
Is there a moment, task, conversation or detail that helps tell the story of today?*	
What do I still want to ask or learn?	



PART 4. AFTER THE PLACEMENT

Use this section once your placement has finished.

Keep it brief. A few honest notes are enough. The aim is to help you remember the experience, explain it clearly, share what it meant, and think about what you might want to do next.

A. LOOKING BACK

Now that the placement is over, this is a chance to look back on the experience as a whole.

PROMPT	NOTES
My placement was at	
The kind of work I took part in was	
The general atmosphere felt	
One thing I enjoyed most was	
One thing I found challenging was	
One thing that was different from what I expected was	
One thing I will particularly remember is	

Quick check:

- I can explain what kind of place and organisation it was
- I can describe at least some of what I did or observed
- I can name something I enjoyed
- I can name something I found challenging
- I can say something I learned by the end

B. WHAT I GAINED

This placement may have helped you learn about creative work, yourself, and the skills you already have or want to develop.

PROMPT	NOTES
One thing I learned about creative work was	
One thing I learned about the workplace or organisation was	
One thing I learned about myself was	
I realised that I enjoy	
One strength or skill I noticed in myself was	
One thing that surprised me was	

Skills I may have used, noticed or learned to appreciate (tick those that apply)

- | | |
|--|---|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Adaptability |
| <input type="checkbox"/> Listening | <input type="checkbox"/> Confidence |
| <input type="checkbox"/> Teamwork | <input type="checkbox"/> Attention to detail |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Responsibility |
| <input type="checkbox"/> Problem-solving | <input type="checkbox"/> Professional behaviour |
| <input type="checkbox"/> Organisation | <input type="checkbox"/> Initiative |
| <input type="checkbox"/> Timekeeping | <input type="checkbox"/> Curiosity |

Quick check:

- I can name at least one skill I used
- I can say something I learned about creative work
- I can say something I learned about myself
- I can identify one strength or area to develop

C. TELLING THE STORY

- This might include notes from this workbook, daily reflections, questions and answers, feedback you received, any approved photos or other material, and anything else that helps you explain the experience clearly.
- If you were to describe this placement to someone else, what would you want to explain about the kind of place it was, what you did or saw, what you learned, what skills you used, and why the experience mattered?

Only use photographs, recordings or other material if you had permission to take or keep them. If not, written notes are enough.

PROMPT	NOTES
Things I have captured that could help me tell the story of this placement	
One thing I definitely want to keep or remember is	

My short summary:

Quick check:

- I have enough notes or reminders to explain the placement afterwards
- I know what I would say if someone asked me about it
- I have only kept or used images or material that were allowed

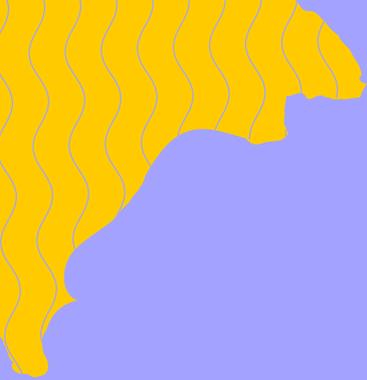
D. SHARING THE IMPACT

It can help to share what this placement meant with the people supporting you. What I want school and home to know.

PROMPT	NOTES
The main transferable skills I developed or noticed were	
This placement has affected my career ideas or aspirations by	
One thing I would like my school to know about this experience is	

Quick check:

- I can explain the impact of the placement to school
- I can explain the impact of the placement to home
- I can say how this experience may have influenced my next steps



E. FEEDBACK TO THE HOST AND FOLLOW-UP

It can often be helpful to give short feedback to the host organisation. Keep this constructive and respectful. The aim is to help the host understand what supported your learning and what might help future students.

If this feedback is being shared, it may help to have it checked by the school first.

Things to think about

- Should you thank the host organisation or the people who supported you?
- Do you understand that any follow-up contact should happen in a safe and appropriate way?
- If you would like to ask for a reference or future support, who could help you with that?



Quick check:

- I can give short, constructive feedback, checked by my school if helpful
- I understand that follow-up should happen through the right route
- I know who could help if I want to ask for a reference

F. MY NEXT STEPS

This placement does not have to give you all the answers. It can still help you think about what you want to do next.

PROMPT	NOTES
One thing I want to explore more is	
One thing I want to do next is	
One person who could help me next is	
One thing I want to remember from this experience is	

Final checklist

- I have looked back on the placement thoughtfully
- I have written down what I learned
- I have enough to tell the story of the experience
- I have thought about what to share with school and home
- I know what my next step might be

USING THIS WORKBOOK AFTERWARDS

You can use this workbook to help you talk about your placement later, including in conversations with school, applications, interviews, CVs, personal statements or future planning.

You may also find it helpful to look at the other resources in the toolkit, including the film and any guidance shared with schools, parents/carers or hosts, as these may help you reflect further on what you learned and what to do next.



FINAL THOUGHT

Well done. By completing this workbook, you have taken time to reflect, notice your strengths, and make sense of an experience that can help shape what comes next.

Creative journeys rarely follow one straight line, so keep asking questions, keep noticing what interests you, and keep building on what you have learned.

Wishing you every success in your creative future.