



DISCOVER!
creative careers



Funded by
UK Government

NEXT
GENERATION
CREATIVES

in association with
Mission Accomplished.

parents &
carers
workbook



Funded by
UK Government

DISCOVER!
creative careers

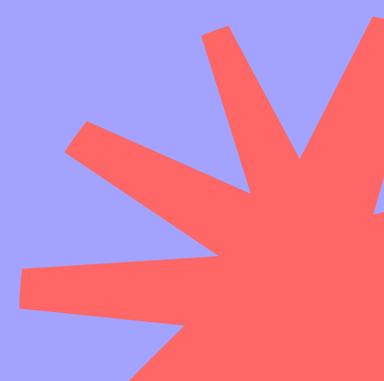
Mission Accomplished.





contents

INTRODUCTION TO THE PARENTS AND CARERS WORKBOOK	2
THE FIVE PILLARS	3
PART 1. BEFORE THE PLACEMENT	5
PART 2. DURING THE PLACEMENT	7
PART 3. AFTER THE PLACEMENT	9



Parent and Carer Workbook for Creative Work Experience

This workbook is for parents and carers of young people taking part in a work experience placement in the creative industries.

It is designed to help you understand what the placement is for, what information you may need, and how you can support your young person before, during and after the experience.



Work experience in the creative industries may look different from some other placements. Young people may spend time observing, assisting, asking questions, contributing ideas, supporting practical activity or seeing how creative work develops in real settings. The purpose is to help them build confidence, develop skills, understand how work happens in the creative industries and learn more about possible future pathways.

The creative industries offer a wide range of exciting opportunities and play an important part in the wider economy and society. They include many kinds of roles and workplaces, and depend on people who can communicate well, work with others, solve problems, generate ideas, stay organised and respond creatively to new situations. These are not only important skills for creative careers, but also for many other futures too. By helping your young person prepare for and take part in a placement, you are supporting their confidence, development and aspirations in ways that may stay with them long after the experience itself.

This guide is also shaped by the Five Pillars of High-quality Work Experience. These are the things that help make a placement feel worthwhile, well organised and supportive for a young person. They are intended to support any young person undertaking a placement, and any adult involved in helping them take part, including schools, parents/carers and hosts. They provide a simple way of thinking about what a good placement should offer.

the five pillars

BELONGING

The young person feels welcomed, included and expected. They know who to go to and do not feel like they are in the way.

MEANING

The young person understands what they are doing and why it matters. Even small tasks should make sense and connect to real work.

SUPPORT

The young person knows who is helping them. They have guidance, supervision and someone they can ask if they are unsure.

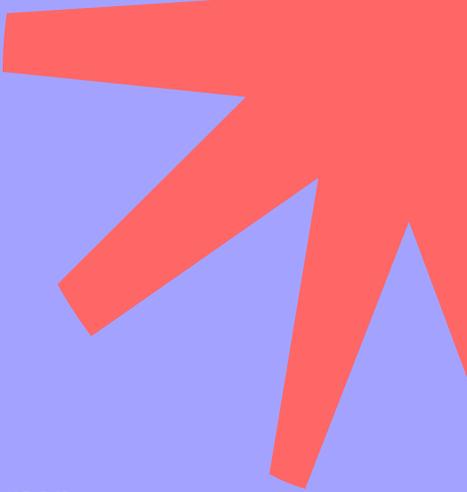
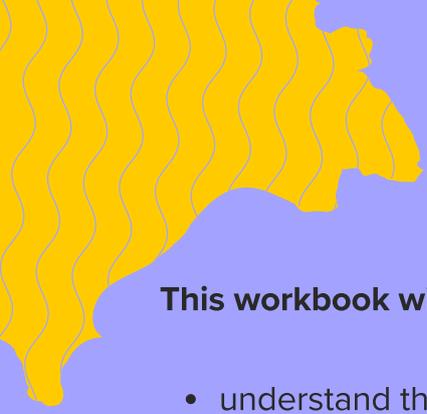
SAFETY

The young person understands the rules, the boundaries, the basic hazards, and what to do in an emergency or if something does not feel right.

EXPERIENCE

The young person gains a real insight into how work happens in this setting. They see how ideas, people, roles, processes and decisions come together in a real workplace.

You do not need specialist knowledge to support your young person. The most important things you can usually offer are encouragement, practical support, reassurance and interest in what they are doing and learning.



This workbook will help you to:

- understand the purpose of the placement
- check that the key practical information is in place
- know how support and safety should work for your young person
- help your young person prepare for, take part in and reflect on the placement

A helpful reminder

A good placement should help your young person feel welcomed, supported and safe, while giving them a meaningful opportunity to learn about the workplace and the kinds of roles and activity involved.



Using this workbook

Work experience does not always happen as one full block at the end of the school year. Some placements take place over several days, at different points in the year, or in shorter stages across a longer period. You can use this workbook in whatever way fits your young person's placement. You may use it once, return to it several times, or dip in and out of it as the placement develops.

Further information

This workbook is a short practical guide. Additional information about placement arrangements, safeguarding, support and wider guidance is available in the main Work Experience in the Creative Industries Toolkit.



PART 1. BEFORE THE PLACEMENT STARTS

Before the placement begins, it helps to make sure the main arrangements are clear so that your young person can arrive feeling confident, prepared and ready to take part.

Please check that you know:

- the name of the host organisation
- where the placement is taking place
- the dates and times of the placement
- how your young person will travel to and from the placement
- who the main contact is at the host organisation
- who the main school or programme contact is
- what your young person should wear and bring
- what to do if your young person is delayed, unwell or unable to attend
- any arrangements relating to lunch, breaks, travel costs or equipment

Please check that your young person knows:

- where they are going
- what time they need to arrive
- who they should report to on arrival
- what they need to wear or bring
- who to contact if something changes or goes wrong
- that it is fine to ask questions if they are unsure about anything

Support and individual needs

If there is anything your young person may need in order to feel safe, comfortable and able to take part fully, it is important to share this through the agreed process before the placement begins. This might include medical, access, communication, dietary or wellbeing needs, or anything that may affect your young person's confidence, comfort or ability to manage a new environment.





Sharing this information in advance can help the placement be planned more appropriately and help your young person feel more confident and included.

This might include information about:

- medical needs
- access needs
- wellbeing or emotional support needs
- dietary needs
- communication needs
- anything that may help placement staff understand how best to support your young person

Practical reminders

- Talk through the arrangements together before the first day
 - Check that travel, timings and arrival details are clear
 - Make sure clothing, food and anything they need to bring are ready
 - Encourage your young person to raise any final questions or concerns
- 

A final check

A short conversation the day before can make a big difference. It can help your young person feel more organised, more settled and more ready to take part.



PART 2. DURING THE PLACEMENT

A good work experience placement should help your young person feel welcomed, supported and safe.

Your young person should know who to speak to if they are unsure about something, need help, or have a concern during the placement. They should not feel that they have to manage a worry or concern on their own. As a parent or carer, it is also important that you know who to contact if a problem arises.

Please check that your young person knows:

- who their main contact is at the host organisation
- who they can speak to if they feel unsure, worried or uncomfortable
- who their school or programme contact is
- what to do if they feel unwell, unsafe or unable to continue with an activity
- that speaking to a trusted adult is the right thing to do if something does not feel right

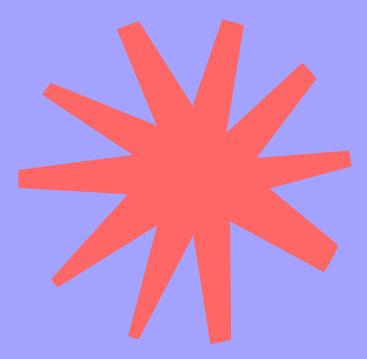
Please check that you know:

- who to contact at the school or programme if you have a concern
- how to contact the host organisation if needed
- what your young person should do if something changes during the day
- that concerns about safety, wellbeing or inappropriate behaviour should be raised as soon as possible

When to raise a concern

Young people may naturally feel a little nervous in a new environment, but they should still feel treated with care, respect and appropriate support.





A concern should be raised if your young person:

- feels unsafe
- feels unwell and is not being supported
- is unsure who to speak to
- is asked to do something that feels inappropriate
- becomes very distressed, overwhelmed or unable to take part
- experiences behaviour that is upsetting, unkind or concerning

Practical reminders

- Encourage your young person to speak up early if they are unsure or worried
- Make sure they know that asking for help is the right thing to do
- Keep key contact details easy to find during the placement
- Raise concerns promptly rather than waiting to see if they go away



A final check

It is normal for a young person to feel tired, stretched or uncertain in a new environment. That does not always mean something is wrong. However, if your young person is worried, distressed or telling you that something does not feel right, it is important to take that seriously and raise it through the appropriate contact.

Clear communication between the young person, the host, the school and home can help make the placement safer, more supportive and more successful.





PART 3. AFTER THE PLACEMENT

After the placement, parents and carers can play an important part in helping a young person make sense of what they experienced and recognise what they learned.

You can help by:

- asking your young person what they did, saw or learned
- encouraging them to talk about what they enjoyed and what they found challenging
- helping them notice the skills they used, built or developed
- talking about whether the experience has changed how they think about work, learning or future possibilities
- encouraging them to record or reflect on the experience while it is still fresh

Practical reminders

- Give your young person time to talk about the experience in their own way
- Help them remember specific moments, tasks or conversations
- Encourage them to notice both what they enjoyed and what they found difficult
- Remind them that not every part of work experience has to feel easy or exciting all the time.



- Be open to honest conversations about future pathways, including whether creative careers feel like a positive, realistic and worthwhile aspiration for them
- Remember that creative pathways can lead to a wide range of meaningful futures, and that the skills developed through creative work experience are also valuable across many other careers and sectors.

A final check

Even a short conversation after the placement can help a young person feel more confident, more supported and better able to recognise the value of what they have learned.

By talking through the experience with your young person, you can help them build confidence, recognise their strengths and take important steps in thinking about what comes next.

Further information

This guide is a short introduction for parents and carers. Additional information about placement arrangements, safeguarding, support, and the responsibilities of schools, organisers and hosts is available in the main toolkit guidance document.

