

## *GEM Toolkit:*

# Work experience, work placements and inclusive pathways for young people



# Contents

Overview	3
Key (Un)Employability Research Findings	6
Key GEM Survey Findings	12
Gaps and Challenges	13
What support from GEM has been suggested by GEM Members?	14
Case Studies	
• Work experience offer for primary age pupils	16
• Career Opportunities for secondary age and older students	19
• Working with D/deaf, disabled and neurodiverse young people	21
• Mapping clear progression routes and next steps	23
• Work experience resources	25
• Other inclusive pathway opportunities	27
Resources and Links	30
Appendices	36
Appendix A - Conversations with organisations	36

# Overview

This toolkit focuses on work experience, work placements and inclusive pathways for young people, sharing the learning so far from research and discussions, along with case studies, resources and templates as requested by GEM members to enable them to initiate or develop further work-based opportunities for young people at their museum or heritage site.

This project is Activity 9 of GEM's Investment Principles Support Organisation (IPSO) funding from Arts Council England, taking place over three years (2023 - 2026).



© London Transport Museum

## Who:

The research has so far included the following:

- 19 Conversations with Museum and Heritage Professionals across the UK ([see Appendix A](#))
- 49 Responses to a GEM survey
- 1 Online roundtable discussion
- 1 Webinar for GEM members
- 1 Briefing event for GEM area and nation reps
- 2 Presentations at London Network Meetings
- 2 Presentations at conferences (GEM and the Museum + Heritage Show)
- 5 GEM area and nation online events (including Scotland)

# 19

*19 Conversations with Museum and Heritage Professionals across the UK*

# 49

*Responses to a GEM Survey*

## Definitions:

What do we mean by **young people**? For safeguarding purposes, children and young people are up to age 18, and adults - including vulnerable adults - are over 18. Young people with an Education, Health and Care (EHC) plan are supported, if in full-time education, until age 25. Many museums and heritage organisations work with a wide age range which could sit under the umbrella of 'young people.' For this toolkit we have included examples of programmes from primary age up to age 30. Often young people's programmes stop at 25, but there is a need to continue to offer work-based opportunities for those for example with additional needs, or who have decided on a career in museums later on, and there are also young people who feel they missed out with the COVID-19 pandemic.

What do we mean by work experience, work placements and inclusive pathways?

- **Work experience** tends to be short-term, lasting between a few days and a few weeks;
- **Work placements** usually range from a few months to a year;
- **Inclusive pathways** break down the barriers to entering the Museums & Heritage sector.

In addition there is **work awareness** which is finding out what types of job roles are on offer in museums and heritage organisations.

*“There is a whole generation of young people who lost all work experience opportunities and are now struggling with beginning their first jobs.”*

*“It is now even more of a priority for the organisation so we offer more places than before the covid pandemic.”*

*“You can’t be what you can’t see!”*

---

*(Quotes from GEM Survey on work experience, work placements and inclusive pathways)*

# Key (Un)Employability Research Findings

This section highlights some of the key research findings from the past few years with statistics on work experience, work placements and youth (un)employability. GEM's research is against a backdrop of existing government schemes and initiatives, for example Careers and Work-Related Experiences (CWRE) in the Curriculum for Wales, Developing the Young Workforce in Scotland, Tertiary and post-16 Education Reform in Northern Ireland, and the Department for Education (DfE) Careers Strategy, along with Skills for Jobs and the Technical qualification reform, including T-levels, traineeships, apprenticeships, and higher technical qualifications.

The recently appointed Labour government has announced its [Mission for Breaking Down Barriers](#). Under Careers advice and work experience the mission states that:

31%

*increase in the chances of young people securing a sustained education, employment or training outcome with help of high quality, evidence-based careers advice*

“Around half of young people report feeling unprepared for their futures. Young people are desperate for opportunities, and want to do well in life with a secure job that they enjoy and can be proud of. Yet seven in ten miss out on professional careers advice, with information and guidance too often dependent on who they know and their parents or family's networks.

Professional advice and guidance for young people can expand horizons, open up opportunities and help young people make informed decisions about their futures. Research shows that high quality, evidence-based careers advice could deliver an average increase of 31% in the chances of young people securing a sustained education, employment or training outcome, among the most disadvantaged schools. Increased encounters with employers during secondary school – such as through work experience – is associated with a lower probability of becoming not in education, employment or training (NEET) and higher earnings. The Gatsby

benchmarks have been a good start in raising the importance of linking young people to the workplace and Labour will build on them.

To ensure every young person gets exposed to a range of career opportunities and are supported with expert advice and guidance, Labour will:

- Train over a thousand new careers advisors, and ensure all careers advisor have up-to-date knowledge of post-16 pathways, to give every young person access to professional advice and guidance at their school or college;
- Deliver two weeks' worth of high-quality work experience for every young person at secondary school or college, coordinated locally by careers advisors and hubs.

Additionally, there are excellent examples where schools are working to expose children from an early age to a broad range of careers, setting high aspirations and encouraging children from all backgrounds to be ambitious about their futures.”

This and the following statistics and evidence could be useful when making the case to other museum staff as to why you should be offering work-based opportunities at your museum, gallery or heritage organisation.



# Work Experience for All, Speakers for Schools (November 2022)

This study found that:

1. Only a third of teenagers aged 16-18 had work experience, and only half of 14-16-year-olds did;
2. Pupils from independent schools were twice as likely to have done multiple work placements as their state-educated peers;
3. Young people from more disadvantaged backgrounds are less likely to have participated in multiple work experience opportunities;
4. Older respondents (aged 26-30) recall higher volumes of work experience and the overall number of young people participating in work experience has reduced over the past decade;
5. Attending work experience is associated with higher wages when young people are in full-time employment;
6. Attending work experience is linked to lower odds of young people becoming NEET (Not in Education, Employment or Training);
7. Attending work experience helps young people develop essential skills, motivation and confidence.

To help young people realise their potential, Speakers for Schools has launched its [Work Experience For All](#) campaign.

50%

*of 14-16 y.o.  
teenagers had  
work experience*

## Education Select Committee's Report on Career Education (2023)

The [Sutton Trust](#) found that in 2021 only 30% of year 13 pupils and 10% of those in years 10-11 reported having taken part in work experience arranged by their school, and the Committee heard that young people in rural areas face particular barriers to access.

A Sutton Trust poll of teachers found 88% felt their training did not prepare them to deliver Careers Education, Information, Advice & Guidance (CEIAG). Teachers also need to be provided with opportunities to experience workplaces outside of teaching.

Pupils with special educational needs and disabilities (SEND) particularly need tailored Careers Education, Information, Advice & Guidance due to facing additional barriers to finding work, and having less access to role models and opportunities.

88%

*of teachers felt  
their training did  
not prepare them  
to deliver Careers  
Education, Infor-  
mation, Advice  
& Guidance  
(CEIAG).*



# The Prince's Trust Natwest Youth Index 2024

This report shows that the happiness and confidence young people feel in their mental health has seen the biggest decline over the 15 years compared to other factors, while happiness with their work, education, qualifications, and money are at an all-time low. Unemployed young people reported the lowest overall wellbeing this year. 1 in 4 young people would like to work but are unable to due to mental health. 1 in 5 young people have missed school or work in the past year because of a mental health issue.

1 in 4

*young people would like to work but are unable to due to mental health*

## **What support would help with achieving your career ambitions?**

- 32% help with securing work experience or training;
- 28% help with building confidence;
- 28% building skills for work;
- 28% help with CV and interview skills;
- 27% improving their qualifications;
- 23% having a mentor;
- 23% help with applying for jobs.

1 in 5

*young people have missed school or work in the past year because of a mental health concern*

---

## Pathways For All:

### Commission on Post-16 Education and Training (February 2024)

Careers education and work experience were explored as opportunities or barriers to progress for young people. Through evidence it is clear to see that not all young people are receiving appropriate guidance and experiences of work before they have to make significant post-16 choices, which can lead to selecting the wrong pathway and result in increased dropout rates.

#### **Recommendations:**

These include:

- Increase meaningful work experience - review industry placements in [T Levels](#) to enable flexibility of engagement for employers and build evidence of what makes work experience meaningful;
- Improve apprenticeship support - review the Apprenticeship Levy to provide extra support for employers to take on younger apprentices, those at Level 2 and Level 3, and those who need additional support, for example by ring fencing funding or offering full or partial funding depending on age or level. Remove the need for an Education and Health Care Plan (EHCP) or diagnosis in order to receive differentiated support;
- Improve careers education and guidance - ensure all young people have timely and high quality guidance and experience of vocational education to enable them to make informed choices about their pathways. Empower all teachers to deliver careers education by incorporating it into teacher training and offering teacher externships in industries aligned with their subject areas as part of teacher Continuing Professional Development (CPD).

# The Youth Voice Census (2024)

The Youth Voice Census is the largest dataset of youth voice and insight in the UK, capturing perspectives of young people across England, and offering an in-depth understanding of the experiences, aspirations and challenges of young people aged 11-30.

## Careers Education in Secondary School:

The top three forms of careers education young people have received in the last year are careers lessons (43%), face to face careers advice (40%) and employers visiting schools (40%). Whilst we can see increases in opportunities for young people to visit colleges and careers shows and to have mock interview sessions, we see dramatic differences in opportunities to explore labour market information and take part in enterprise activities.

## What else could your school have done to support you to progress?

The majority of young people explained that learning about different pathways and being educated in what their options are would have supported them to progress. Additionally, young people expressed how they would like to have experienced more career-related activities and opportunities such as preparing for interviews, support with CV writing, employer visits, information about jobs, taking part in work experience, etc.

The two main factors young people cited influencing their future options were location and affordability. Many young people raised that they could not afford to move or travel far and therefore it was important that they could find local quality opportunities.

## Did you have an option of work experience during your time in secondary education?

Work experience offered in secondary schools is not widespread across the country. 36% of young people reported having the option for work experience during their time in secondary School (up from 29% last year), and 39% of young people indicated that they did not.

Generally, young people had 1-2 work experience placements which most commonly took place in Year 10 and Year 12. Those who did not undergo work experience shared that this was either because they hadn't done it yet, or because their placement was affected by the COVID-19 pandemic, and therefore it couldn't go ahead.

Overall, two-thirds of young people who had the option of work experience in secondary school had one opportunity (68%), a fifth had two opportunities (21%) and only 11% had more than three opportunities.

## How could work experience in schools be improved?

Amongst responses, young people most commonly highlighted that work experience could be improved by having more opportunities available to them. Additionally, young people felt that these opportunities should be available more frequently and should be promoted more often by schools. Lastly, young people highlighted the importance of the schools providing support when looking for placements, as they were often left to find their own work experience.

Overall, there are mixed attitudes towards careers and types of jobs young people would like to pursue. Some young people have a clear understanding of the sector they would like a career in, have a role within the sector, and would like to progress into a senior role. Whilst others are at the start of their journeys and are still unsure about the sector they would like a career in or the types of roles that they would enjoy in the long-term. Some young people stressed that they do not have the information or understanding about the variety of careers they could pursue, and are therefore unsure about career routes that are available to them.

43%

*of young people  
have received  
careers lessons*

36%

*of young people  
reported having  
the option for  
work experience  
during their time  
in secondary  
School*



# Key GEM Survey Findings

A survey was sent out to GEM Members during autumn 2023 with 49 responses\*. Key data collected included:

## Do you offer work experience at your museum/heritage organisation?

- 82% offer work experience;
- 12% used to but currently don't.

82%

*museums/heritage organisations offer work experience*

13%

*museums/heritage organisations offer hybrid opportunities*

## Do you offer work placements at your museum/heritage organisation?

- 65% offer work placements;
- 8% used to but currently don't.

85%

*museums/heritage organisations focus on secondary schools*

65%

*museums/heritage organisations offer work placements*

## Which age range or stage do you focus on for work experience/work placements?

- 85% said secondary school;
- 66% undergraduate degree;
- 62% college;
- 49% master's degree;
- 34% entry level/job seeker;
- 23% PhD;
- 0% said primary school.

## Are your opportunities aimed at supporting those from specific under-represented backgrounds into the museum/heritage workforce?

- 33% D/deaf, disabled or neurodiverse;
- 31% Lower-socio economic background;
- 27% Black Asian Minority Ethnic background;
- 20% Unemployed and/or have received welfare benefits;
- 20% Care experienced young adults;
- 18% LGBTQ+ and/or non-binary;
- 16% Young carers;
- 12% other protected characteristics;
- 10% Gender reassignment.

And 35% stating none of the above.

## Where do your work experience/work placement opportunities take place?

- 87% take place at their organisation;
- 13% offer hybrid opportunities;
- 0% online.

We also asked about gaps and challenges, whether you have been affected since the Covid-19 pandemic and cost of living crisis, and what support you would like to see from GEM, which are covered in later sections of this toolkit.

\* Please note that when looking at these statistics we think that survey respondents are likely to already have an interest in this area, which is why the percentages are high especially for work experience currently offered. In addition, where 0% of the survey respondents said they offer online work experience and similarly where 0% said they offer opportunities for primary schools, we do know of examples of organisations for each that are already doing this.

# Gaps and Challenges

Attendees at a GEM Webinar in February 2024 participated in an ice-breaker generating a word cloud on gaps or challenges when thinking about offering work experience, work placements or inclusive pathways in museums or heritage organisations:



These gaps and challenges were similar to the GEM survey findings which covered:

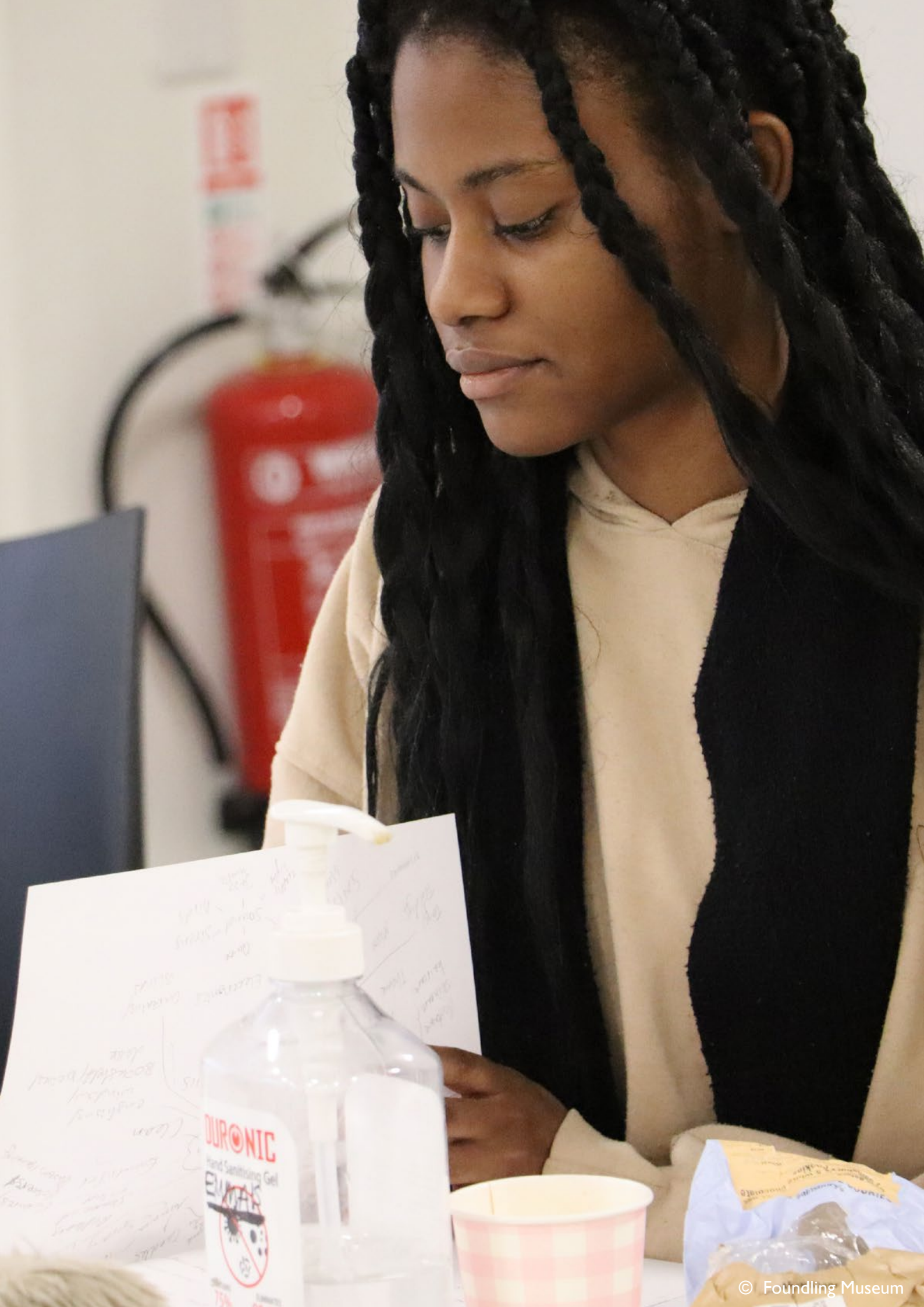
- Staff capacity especially within small teams or where there are part-time staff;
- Admin and hosting being time-consuming with concerns about school support;
- More demand than possible for hosting placements, often for year 10 and 12 students at the same time in the summer term, so they have to turn away students;
- Lack of budgets versus wanting to pay people for their time, ideally Living Wage;
- Concerns about safeguarding requirements when hosting individuals under age 18;
- Learning or front of house staff are often the work experience hosts rather than other departments, when work-based opportunities could sit within HR;
- Interest is often to become curators with young people not knowing what roles are available in museums or heritage organisations, or the skills/routes in to do them;
- Not being the decision-maker and needing to make the case to senior management;
- Training other staff so they feel comfortable working with young people;
- More staff working at home so it is difficult to host students whilst working remotely;
- The cost of living crisis is affecting students with examples of young people needing paid employment alongside their volunteer placement;
- Lack of dedicated careers adviser roles in schools and lack of knowledge within schools/teacher training about what careers are on offer in museums and heritage;
- Negative parental perceptions of careers in the arts, museums and heritage;
- Progression routes need to be clearer so there are next step opportunities;
- Recruitment needs to be more inclusive across the sector avoiding the traditional routes into working in the sector and without the ask for specific qualifications;
- Avoiding age caps on work-related opportunities, and considering additional barriers for disabled and neurodiverse young people which could benefit others if addressed;
- The importance of making placements meaningful - how can we do this?

# What support from GEM has been suggested by GEM Members?

From the survey and all events we have collated the key areas requested by GEM members to enable them to initiate or develop further their work-based opportunities:

- Case studies, behind the scenes logistics, templates, safeguarding documents, schedules, questions sent out before placements, etc;
- Advocacy for inclusive recruitment, e.g. where to advertise, flexibility of qualifications and telling candidates the questions in advance;
- How to get buy-in from other staff - statistics and case studies to make the case;
- Support for the wellbeing of staff hosting placements;
- Creating a hub where everyone can connect and share any opportunities or advice;
- Linking smaller museums together to share a placement or work experience;
- Signposting to training providers and local careers hubs for free support with careers activities, resources and engaging with schools/ colleges, and other employers in your local area;
- Organisations that can help connect museums with young people that would get the most out of doing work experience;
- Mapping what work-based opportunities are already taking place in museums, galleries and heritage organisations across the UK;
- More about measuring impact.

The plan is to address some of the above points as part of this project, starting by creating this toolkit to highlight statistics and case studies to help make the case about the importance of offering work-based opportunities to young people, and to share relevant templates and resources. In addition to this toolkit, there will be a [GEM Case Studies publication](#) #34 on Career Pathways in Museums which will be published in March 2025. Please contact freelancer Rachel Moss, if you would like to suggest other ways that GEM could be supporting your organisation, or if you are able to share any useful work-based resources or templates as part of this toolkit. Email her at: [rach@particip8tion.com](mailto:rach@particip8tion.com)



# Case Studies

As part of this project, research has taken place of a wide range of work-based programmes in museums, galleries and heritage organisations to make sure that there is representation from across the UK, from those offering work experience for primary age pupils to secondary age and older students, those working with D/ deaf, disabled and neurodiverse young people, those identifying clear progression routes so young people know what they can do next, those offering resources to support work experience and those offering other inclusive pathway opportunities.

## Work experience offer for primary age pupils

The majority of work-based opportunities in museums and heritage organisations are for secondary school age upwards. However, [Drawing the Future \(2018\)](#) revealed that the difference between children's career aspirations from age seven to 17 are marginal, and too often based on gender stereotypes, socio-economic backgrounds and by TV, film and radio, with a need for greater access to career role models from a young age. These two organisations offer an insight into careers in museums for primary age students.



# Kids in Museums: Takeover Day

*Takeover Day was established to help heritage and cultural organisations empower young people, including primary age pupils, to give them meaningful professional roles for a day.*

Takeover Day is run annually by Kids in Museums as a day when museums, galleries, historic homes, archives and heritage sites invite children and young people in to take over jobs normally done by adults. This provides hands-on information about museum careers and the wide variety of roles on offer and helps children and young people feel more comfortable and confident in museums. Takeover Day is open to all children and young people aged 2-25 inside and outside of school with the majority taking part from primary schools. Many participants have gone on to become more involved in museums because of their participation. Since Takeover Day began in 2010, over 45,000 children and young people have taken part.

You can run a Takeover Day on any day of the year, but there is a national event annually on or around the third Friday in November. Kids in Museums offers free resources to help plan and promote your Takeover Day and free online training sessions about Takeover Day. All these resources can be found on the [Kids in Museums website](#) including a resource outlining [how to plan an event focusing on museums and heritage careers](#).

An example of a previous Takeover Day was at Dover Museum in 2023 where primary school children could try out roles in different departments. They worked with the education team to run a workshop, with curators to feed into displays, with marketing to write and film content, and with the shop on merchandise. Pupils also created their own products to sell in preparation for the visit day.

In addition to Takeover Day, Kids in Museums has also developed [careers resources](#) with the Creative Industries Federation and Creative Careers Programme, which are amongst the most used on their website. They also have a resource about [how museums can support young people's employment and employability skills](#) which includes ideas from the Kids in Museums Youth Panel to improve work experience and volunteer roles.



*Kids in Museums offers free resources to help plan and promote your Takeover Day and free online training sessions about Takeover Day.*

# The Wallace Collection: Museum Ambassadors Programme

*A programme engaging Year 5-6 pupils through special after-school projects, with up to 12 pupils each term from a local primary school who embark on an in-depth eight-week project.*

The Wallace Collection's Museum Ambassadors programme takes place at the Museum with activities designed to stimulate discussion, foster group working, introduce new creative skills, and support pupils to learn about art and history outside the classroom. Their aim is for each pupil to develop a lifelong love of museums, helping them to become true ambassadors. The Wallace Collection is currently working in partnership with three local primary schools, who participate in the extra-curricular programme in the autumn, spring or summer term. Each year, they devise a new project for the Museum Ambassadors, which is replicated with each school.

Last year, the Museum Ambassadors wrote and designed their own zine, as a guide to the Wallace Collection, which was then printed and distributed to their whole school. Weekly sessions were delivered by the Museum's formal learning staff and a regular freelance artist, who facilitated their experimentation with a range of art techniques. Ambassadors worked together collaboratively and shared editorial decision-making. As a result, Ambassadors developed greater confidence in communicating ideas and knowledge to peers. During their eight-week project, they met with the Museum's Assistant Curator, who helped them to build knowledge about artworks and the Museum's history, which they were able to incorporate into their zine. They also met members of the security team, who explained their roles and revealed insights and secrets about the Museum.

This year, the Museum Ambassadors are working with a professional illustrator who will support them in creating their own postcard designs and badges, in response to artworks from their collection. These new retail items will be printed and sold through the Museum shop. They will meet the Buyer & Retail Manager and learn about their role in deciding what products to buy, and how artworks are selected for their use in producing retail items. Meeting museum staff doing different roles has exposed the pupils to behind the scenes jobs in museums, as well as those working front of house.



© The Wallace Collection



© Page from the zine project

# Career Opportunities for secondary age and older students

Most secondary school students are tasked to find a work experience venue in Year 10 (and also in Year 12 if continuing with their education). These usually take place during the summer term. These two organisations either try to respond to students requests for a term-time placement, or offer an alternative model outside of school hours.

## National Saturday Club

*Young people aged 13 to 16 across the country are spending Saturday mornings at their local university, college or museum discovering subjects they love, for free.*



National Saturday Club is a new model but not a new idea. Between the late 1940s and 1970s, art schools across the country opened their doors on Saturdays to give young teenagers a taste of what it would be like to study art after leaving school. For many of today's artists and designers, it was the start of their creative and entrepreneurial careers. After 10 years of developing pioneering educational programmes, this past initiative inspired The Sorrell Foundation to establish the National Saturday Club in 2009 for young people aged 13 to 16 beginning with four Art & Design Clubs.

In 2016, the Saturday Club Trust was launched as an independent charity to take over the development of the National Saturday Club from The Sorrell Foundation. The Saturday Club Trust, through its trustees, advisory groups and staff, work closely with host institution partners to develop existing Clubs and explore the potential for developing new National Saturday Clubs to offer this opportunity to more young people across the UK.

In 2025, there will be 140 Clubs across all four nations of the UK. Now, the focus is more than about art; it's expanded to eight subject areas including Art & Design, Craft & Making (supported by QEST), Fashion &

Business (supported by British Fashion Council) Film & Screen (supported by BFI), Performance & Theatre, Science & Engineering, Society & Change and Writing & Talking. The programme is free and open to all abilities.

National Saturday Club is a network of partners across higher education, further education, industry and the cultural sector, including museums and heritage organisations. The young people meet at their local Club every Saturday across 20-30 weeks. Participants also come together for national events throughout the year including visits to leading cultural institutions; Masterclasses with industry; a Summer Show exhibition of all Club members' work; and a Graduation Ceremony.

With a particular focus on engaging young people from under-represented backgrounds, the National Saturday Club's established model has proven impact. The programme offers a transformational opportunity to build versatile and creative skills, develop confidence and discover pathways to further study and future careers. In 2023, 80% of participants were from widening participation backgrounds.

# Foundling Museum:

## Work experience and work placements

*A Museum offering week-long work experience and longer work placements for young people aged 18 and over, as well as paid traineeships for care experienced young adults.*

During 2023, the Foundling Museum hosted 37 work experience students, mainly for one week. The Museum takes two students at a time as having a peer buddy makes them feel more confident, and they tend to stay within the Front of House team. They get a tour of the Museum as an induction, do some gallery assisting, get trained on the till and front desk, and do some basic admin tasks. The focus is getting experience of a work environment and finding out about the history of the Museum. Students contact them directly requesting work experience, or through their schools or colleges, or via organisations managing work placements for students studying abroad. The Museum often receives too many requests and has to turn down students.

Older students on work placements might come for longer, like a month, and then they can do wider tasks and get more involved. For example, they currently have a University student wanting to work specifically in Collections Management. The Museum employs sessional workers on zero-hour contracts who support events or cover front of house staff when they are sick or away. Two work placement students in their early twenties have recently become sessional workers, so they have been able to transition into paid work.

In addition, the Foundling Museum runs paid creative [Tracing Our Tales Traineeships](#) aimed at care experienced young adults aged 18 to 29, linking in with the Museum's Collection which focuses on the story of care. For some of the trainees this is their first employment and has enabled them to go onto further study or work. Some of them also move onto other work opportunities at the Foundling Museum, either in year-long roles or as freelancers assisting on workshops for families and nursery groups.



# Working with D/deaf, disabled and neurodiverse young people

D/deaf, disabled and neurodiverse young people face additional barriers to being able to do work experience or work placements. These two organisations have decided to set up programmes specifically aimed at these young people with the learning being relevant more widely which, if taken on board, could make career pathways more inclusive for everyone.

## Leeds Museums and Galleries: Careers for All SEND Work Placement Programme

*A work placement programme designed to help bridge the gap between learning in school to earning in the workplace, aimed at young people with SEND.*

Leeds Museums and Galleries (LMG) set up Careers for All in 2019. It was funded for two years through a partnership with the Natural History Museum. LMG employed a Learning and Access Officer to manage the project who consulted with local provision to develop a range of career aspiring opportunities. The success of the programme was recognised by the Leeds City Council Employment and Skills team who then funded the post through UKSPF (levelling up) funds. Careers for All engages young people through school, college, and charity networks. To date the programme has engaged 3,300 students with SEND and delivered over 760 hours of work experience. The target age was originally 11–25-year-olds but this has since changed with the recognition that many learners beyond 25 benefit from the offer. The programme uses a scaffolding approach to build the knowledge and confidence of students before they begin a work experience. This can include outreach workshops and taster sessions. Work experience delivered through Careers for All can vary depending upon the needs and strengths of the individual student. Short work experience opportunities can last 4-5 days, but longer placements can last up to 9 months. LMG has retained contact with a lot of previous Careers for All students with many still involved in the organisation through volunteering or employment.



How is this different to mainstream work placements? It is pupil-led rather than “off the peg”, it is targeted to harness interests and skills, it can include systematic instruction (a carefully planned sequence), it harnesses the idea of spiral curriculum (expanding ideas from known concepts into new ones), it is a low initial commitment, and it can be digital as well as in person.

There’s a [Careers for All Toolkit](#) to support other Museums and Galleries with the findings from the first two years and they follow the [Gatsby Benchmarks version for SEND students](#).

# Accentuate: Curating for Change

*A national programme that works in partnership with others to create ground-breaking projects to support and promote the talents of D/deaf & disabled people in the cultural sector.*

Accentuate's Curating for Change (CfC) programme provides a landmark Fellowship and Traineeship programme which includes fully funded paid work placements with mentoring and training opportunities for D/deaf, disabled and neurodivergent people wanting to pursue a career within museums. Fellows and trainees have been hosted by more than 20 partner museums from across England and fellows have space to research and curate a range of new exhibitions and events exploring disability histories.

During the consultation and planning process for Curating for Change, Accentuate spoke to a wide range of museums, sector organisations, disabled people's organisations, and D/deaf, disabled and neurodivergent people working in museums or wanting to pursue a career in museums. Their consultation confirmed that D/deaf, disabled and neurodivergent people are facing numerous and wide-ranging barriers in starting or developing their careers. In addition to the broad challenges relating to representation of disability at leadership levels, a lack of knowledge and resulting discriminatory attitudes, those consulted highlighted barriers such as fear of disclosure of impairments, a lack of true entry level roles, a lack of roles that allow for flexible working, inaccessible workspaces, exclusionary application and interview processes, low wages, impacts of payments on benefit entitlement, and an expectation that they will work for free.

Accentuate have responded by focusing on the development of an innovative accessible recruitment for Curating for Change, including an extensive recruitment pack with practical information about the role available in a variety of formats, films of the museum sites and staff, and an accessible person spec with a focus on transferable skills. Applications could be made in writing, film or audio recording in response to four set questions, and interviews were offered remotely, with questions made available a week in advance.



© London Museum

*For further information:*  
[Curating for Change:](#)  
[Disabled People Leading in](#)  
[Museums](#)



© Accentuate

# Mapping clear progression routes and next steps

Young people who have started working in museums and heritage organisations often want to follow through with next steps. They provide feedback that there are often no further opportunities within an organisation after completing a work placement or paid traineeship. Some can even find that they become perpetual trainees moving between venues. These two organisations offer young people progression routes to support their development.

## South London Gallery: Communities and Learning Programme

*A gallery based in Peckham that works closely with its local communities via projects on three local housing estates including Art Block on the Sceaux Gardens estate.*

The Residents' Programmes Manager at the South London Gallery (SLG) says that they have an informal process for progression routes for their participants. They encourage the participants on their learning programmes to join their other programmes to gain experience, or apply for jobs at the Gallery when advertised. As part of the SLG's youth collective, [Art Assassins](#), they have focused on CV skills and interview practice so when Art Assassins have applied for job roles they have often been the stand out candidates. Their current youngest Art & Play assistant - paid to work at Art Block with the children on the local housing estate - was originally a participant in their Supersmashers programme for Looked after Children and then became an Art Assassin. Having this person as a role model the kids at Art Block can say: "I could be working for Art Block one day!"

The South London Gallery also offers traineeships for younger people to work on [the Open Plan programme](#) based across the local housing estates. Two previous trainees applied for positions after their traineeships ended and are now working at the SLG in jobs on the next rung of the ladder. These roles opened up as their traineeships finished, so they were able to apply for them and were successful. When young people the SLG staff already know are unsuccessful in job recruitment, they are offered support via mentoring. A number of Art Assassins are also working front of house and one of them is working on technical projects as a freelance videographer. In addition, some of the Art Assassins have had one-off days in a specific department they are interested in working in, as part of their individual professional development.



*'Who's On It' event curated by the Art Assassins, 2023 © Lucien Ebongue*



*Image of previous trainee, Tanya Wilson, delivering a workshop around growing to Art Block*

# Historic England: Early Career Pathways

*A heritage organisation offering clear progression routes for employability and skills, including a two-week long online placement focusing on careers in heritage for ages 16-18.*

Historic England's Early Careers Pathway maps clear progression routes starting with being aware of careers in the heritage sector, then preparing for work, moving onto entering the heritage sector workforce, and sustaining work. Individuals have the opportunity to complete a two week virtual work experience programme twice a year. Historic England offers opportunities as part of their Summer Emerging Talent Programme, which is generally eight-week long placements but can vary in length. These are offered to priority audiences that are currently under-represented in the workforce with a bursary paid so that there is no financial barrier. For their six month Step Up Placements, Historic England works with partners who fund longer term placements. In 2023, they recruited their first two Step Up trainees who now work in their Heritage Action Zone and Wellbeing & Heritage teams. For their 2023 [Apprenticeships Programme](#) Historic England hired 12 apprentices across the organisation doing a variety of roles from level 2 as a Finance Assistant up to Level 7 as a Trainee Aerial Survey Investigator. Historic England offers a wide range of job opportunities, and profiles the different skills you need to do them.

Historic England offers [online work experience](#) in partnership with Springpod, where they can reach a much larger and diverse audience. Historic England provided the content and then Springpod created an [eight module programme](#) over 10 days. The online pilot programme ran in July 2023 aimed at ages 16-18 with 483 students taking part, whereas Historic England usually only take up to 50 in-house placements annually. They aimed to make the experience as interactive as possible with videos to watch, case studies to read, and activities to do. There were four live webinars spread over the two weeks, which could be accessed again as they were recorded. Some of their current apprentices working within Historic England joined the webinars and were able to share their experiences too.



*Historic England offers online work experience in partnership with Springpod, where they can reach a much larger and diverse audience.*





# Work experience resources

There are a variety of free online resources available to support work experience, work placements and inclusive pathways in museums and heritage organisations. These two examples offer a set of museum career cards highlighting a diverse range of job roles, and a flexible interactive resource which students can either complete or choose relevant sections from, as part of a whole class activity or independent study whilst on a work experience.

## Manchester Museum: Career Cards

*A museum working with young people, secondary schools and colleges, including South Asian audiences, who have developed a series of careers cards to share job roles.*

Manchester Museum's Museum Development Officer: Workforce & Skills focuses on working with schools based in disadvantaged areas. The Museum's [Our Shared Cultural Heritage](#) (OSCH) project aims to make heritage and cultural spaces more inclusive, focusing on links between the UK and South Asia. The Museum offers schools work experience for years 10 and 12 during July, a volunteering programme at the weekends, and Level 3 Cultural Learning Participation Officer apprenticeships over 18 months. They find that the majority of young people they meet wouldn't initially think of museums as a career pathway.

With this in mind, they have created a series of [careers cards](#) highlighting different job roles, featuring a diverse range of people and career pathways including vocational routes into the sector. The cards each cover: Tell us about your job. What do you enjoy most about your role? What are your qualifications? What skills and experience are required for your job? And What advice would you give to someone applying for your job? When schools come into the Museum, their staff give them a careers talk as part of their visit to set the seed for them being interested in museum careers later on. There are also progression opportunities for young people who come on work experience with them, as they will pay them if they do some specialist work for the Museum as well as paying their travel expenses. For example, the careers cards were designed by a young freelancer. The museum staff have also created a set of three [top tips resource cards](#) featuring advice on writing applications, compiling CVs and preparing for interviews.

**Hawwa ALAM**  
Cultural Learning and Participation Officer Apprentice

📧 hawwa.alam@manchester.ac.uk  
📍 manchester@manchester.ac.uk  
📱 @hawwaalam | @OSCH\_MU  
🌐 theoschproject.org/wordpress

**TELL US ABOUT YOUR JOB**  
My role includes a variety of tasks, including project management and coordination, working with partners and external practitioners to create design work, public speaking, social media management, leading events, reporting and admin tasks! Key to all these roles is constantly thinking about new ways to engage young people - especially from diverse ethnic backgrounds.

**WHAT DO YOU ENJOY MOST ABOUT YOUR ROLE?**  
Knowing I'm involved in creating a safe and inclusive space for young people (especially those from diverse backgrounds) to explore their thoughts and opinions on themes of identity, heritage, history, culture and belonging. I never really saw a place for myself in the heritage sector before finding out about the Our Shared Cultural Heritage Project. Now, working on projects and campaigns for OSCH, I feel extremely happy that an initiative like this exists and is there to support and offer opportunities to those who may previously have never been able to get a foot in the door of a museum space.

**TELL US SOMETHING ABOUT YOURSELF THAT MAY BE SURPRISING.**  
I didn't go to primary school or high school! Instead, I was home-educated alongside my siblings all the way up until the age of 16, studying for my GCSEs at home before going to college to do my A Levels. I absolutely love it, and was able to get involved in a whole range of extra-curricular activities and sports alongside my studies, from martial arts and competitive trampolining, to book clubs and basketball!

**WHAT ARE YOUR QUALIFICATIONS?**  
Art Foundation Certificate and BA (Hons) History.

**WHAT SKILLS AND EXPERIENCE ARE REQUIRED FOR YOUR JOB?**  
An authentic approach to working with young people from diverse backgrounds. Also a genuine desire to support them to take up space within museums in order to share their experiences and heritage and culture with a wider audience through various creative avenues. Also strong time management and communication skills.

**WHAT ADVICE WOULD YOU GIVE TO SOMEONE APPLYING FOR YOUR JOB?**  
Definitely go for it! Every day is different and there are so many amazing opportunities and projects to get stuck into.

**Dr Alexandra ALBERDA**  
Curator of Indigenous Perspectives

📧 alexandra.alberda@manchester.ac.uk  
📍 manchester@manchester.ac.uk  
📱 @alexalberda | @DrAlexAlberda

**TELL US ABOUT YOUR JOB**  
As Curator of Indigenous Perspectives I work with the collections to find out more about the history of objects, items, artefacts and the cultures and peoples they come from.

**WHAT DO YOU ENJOY MOST ABOUT YOUR ROLE?**  
Discovering lost information in the collections that helps with reparative or cultural re-evaluation.

**TELL US SOMETHING ABOUT YOURSELF THAT MAY BE SURPRISING.**  
My background is in research illustration, making comics about public health.

**WHAT ARE YOUR QUALIFICATIONS?**  
BSc in Cultural Heritage and Creative Medicine, MA in Art History, BA in English Literature and Studies at York from 1912 - Teaching English as a Foreign Language, and an MEd from the Higher Education Academy (HfEA).

**WHAT SKILLS AND EXPERIENCE ARE REQUIRED FOR YOUR JOB?**  
Flexibility is essential. Also communication skills. Skills in writing materials and building relationships, experience of archival research, knowledge about the history of museums and museum practice, and experience in working with Indigenous peoples and knowledge.

**WHAT ADVICE WOULD YOU GIVE TO SOMEONE APPLYING FOR YOUR JOB?**  
Feel ok to be your full self for as much as you want and are comfortable with in a professional setting. You will be surprised at how often that random project you worked on for the non-profit health or my work as an artist is what resonates with the employer because it shows a different side of your experience and skills that speaks to their vision and ethos.

# Museums Galleries Scotland:

## Marseum resource

*The national development body for Scotland's museum sector that has created a flexible resource for schools and young people focusing on what it's like to work in a museum.*

Museum Galleries Scotland (MGS) has the ambition to deliver in every council area of Scotland by the end of 2025, including offering museum outreach to more rural areas. [Marseum](#) is their recently launched free online resource created in partnership with Daydream Believers. Pupils can use the resource over a week or a term with their teacher, either online or using paper and pencil. It's designed as a [flexible resource](#) with a series of downloadable slides and worksheets. It's 40 hours in total but students could choose one or two lessons, and work experience students could use it as a self-directed resource. MGS have piloted the resource with three museums this year and are planning links with five more museums next year. There are six mission quests which can be done in the classroom and then schools can arrange to launch a live exhibition in their local museum. It points to the Curriculum for Excellence in Scotland but can be used globally and MGS might look at accrediting it in future.

The Workforce and Partnerships Manager at MGS has been involved with a number of other initiatives leading up to developing Marseum. For example,



they ran an NLHF funded project, Skills for Success, with a workforce diversity focus. 22 people from graduate backgrounds took part across Scotland. They were paid real living wage and got training and mentoring. 21 of them completed the course and got a museums and galleries practise qualification at SCQF level 7 (HND, first year Uni or AS equivalent). This course has since been turned into a modern apprenticeship delivered directly by MGS who have used this to replace their annual work placement programme as they believe this actually makes change. In addition, they work with [Developing the Young Workforce Scotland](#) who connect up schools with museums across Scotland.



# Other inclusive pathway opportunities

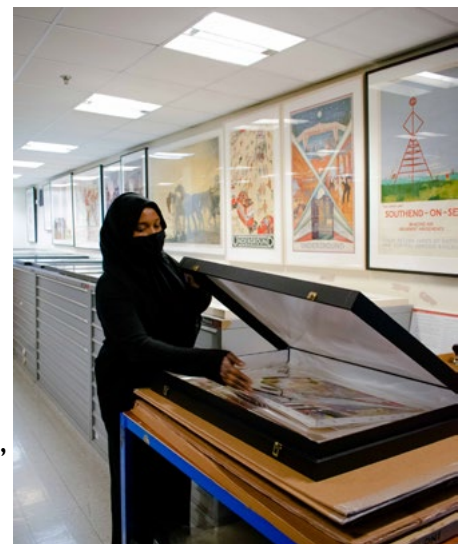
As well as work placements, work experience and online resources some museums and heritage organisations are offering other inclusive pathway opportunities. These two organisations work with young freelancers and apprenticeships covering a wide range of job roles.

## London Transport Museum: Opportunities for young people

*A variety of opportunities for young people including short-term volunteering projects, apprenticeships, Route into Work and a Young Freelancers programme.*

The Communities and Participation Team at London Transport Museum (LTM) produce a wide range of engagement and career development opportunities for Londoners aged 18-25 through their Progression Routes and Creative Careers programmes. These include short term engagement opportunities, like Depot Days, Skills Late and Young Volunteer Projects, pre-employment programmes like Route into Work and longer-term roles like apprenticeships and Young Freelancers. These programmes are designed to support under and unemployed young Londoners to explore careers in heritage and transport. These programmes have a focus on supporting young people to build the skills, networks and experience they want to enable their next steps. Most entry points to the programme include training in employment skills and, where unpaid, include signposting and connection to paid opportunities, with an emphasis on young people's positive progression.

The Young Freelancers programme is a 12-month career development opportunity for young people interested in self-employment in the museum and heritage sector. Participants receive training and mentoring while working on paid freelance briefs from across LTM designed to support their learning and development while making meaningful contributions to museum programming. Since 2018 the programme has also run in partnership with other museums who recruit Young Freelancers onto purpose designed briefs within their own organisations, connecting museums directly to emerging talent within the sector. These partnerships increase the reach of the programme, the development of museum practice and support participants to increase their networks and confidence as freelancers. Many Young Freelancers continue working with LTM, partner organisations, and other museums and charities after the programme. The team are currently developing a series of resources and toolkits to support other organisations interested in supporting young people's career development and will be sharing these in the coming year.



*Hannah Daisy, Khadija Saye Photography Fellow 2021*  
© London Transport Museum



© London Transport Museum

# Westminster Adult Education Service: Apprenticeships

*An adult education college and Training Provider offering apprenticeships for early career individuals as well as for those wanting to upskill within their existing job roles.*

Westminster Adult Education Service (WAES) specialises in apprenticeships in Cultural Heritage, and is based in central London with three sites at Lisson Grove, Pimlico and Amberley. Their vision is to engage, challenge and inspire individuals, communities and employers through learning and training. They currently have 65 apprentices on seven apprenticeship standards in the Cultural Heritage sector including:

- Level 3 Library, Information and Archive Services Assistant
- Level 3 Cultural Learning and Participation Officer
- Level 3 Museums and Galleries Technician
- Level 7 Archivist and Records Manager

An apprenticeship is a paid work opportunity for people over the age of 16 in England. WAES have apprentices who are aged 19-64 on their programmes, who could be early in their career or wanting a career change and looking to upskill in their current jobs. WAES believe that hiring an apprentice is a productive and effective way to grow talent and develop a motivated, skilled and qualified workforce. It can also help to diversify the workforce, and apprentices bring with them different areas of expertise, life experiences and perspectives.

Apprentices are supported over a 12 to 42-month period and can start at any point in the year, the teaching is hybrid with apprentices attending classes at college, in regional teaching hubs or online via Teams. Apprentices complete assignments that form an apprenticeship portfolio and also a work-based project or observation, which they are assessed on for their end point assessment. Apprentices

complete reflective learning logs and off the job time sheets per month, and have review meetings with their Apprentice Skills Tutor and Line Manager every eight weeks.

The employers that WAES currently works in [partnership](#) with include the British Library, Imperial War Museums, Westminster Libraries and Archives, the Royal Ballet and Opera, Westminster Abbey, Blenheim Palace, Cambridge University Museums and Durham University Special Collections. There are two ways for employers to pay for apprenticeship training, either as an apprenticeship levy employer - if their annual pay bill is more than £3 million then the government pays all of the Training Fee for the apprenticeship - or a non-levy employer, which means only paying 5% of the Training Fee.



George McDonald, Museums and Galleries Technician Level 3, Blenheim Palace  
© Westminster Adult Education Services



THE LURE  
OF THE  
**UNDERGROUND**

UNDERGROUND

**SOUTHEND - ON - SE**  
BRACING AIR  
ABUNDANT AMUSEMENTS  
CHEAP RETURN FARES BY DISTRICT  
AND CENTRAL LONDON RAILWAY

Hannah Daisy, Khadija Saye Photography Fellow 2021  
© London Transport Museum

# Resources and Links

Here are some useful resources that may support you in offering work-based opportunities at your museum or heritage organisation:

## Work Experience Resources:

**Arts Council England - Recruitment and Workforce Development Toolkit**

<https://www.artscouncil.org.uk/diversity/recruitment-and-workforce-development-toolkit%23section-1>

## **Careers Wales**

- A toolkit for supporting the development of CWRE in schools and settings <https://careerswales.gov.wales/education-and-teaching-professionals/careers-in-the-curriculum/toolkit>
- Careers and work-related experiences mini-guides (primary) <https://hwb.gov.wales/api/storage/c5c6008f-0a97-4dd4-b0ee-e24cbd2b25f3/careers-and-work-related-experiences-mini-guides.pdf>

**Centre for Research Collections: Careers in the Heritage sector** [https://www.ed.ac.uk/sites/default/files/atoms/files/careers\\_in\\_the\\_heritage\\_sector.pdf](https://www.ed.ac.uk/sites/default/files/atoms/files/careers_in_the_heritage_sector.pdf)

**Creative & Cultural Skills with The National Skills Academy, Creative & Cultural: A Best Practice Guide to Apprenticeships, Internships & Volunteering** [https://www.artscouncil.org.uk/sites/default/files/download-file/Apprenticeships\\_Best\\_Practice\\_Guide.PDF](https://www.artscouncil.org.uk/sites/default/files/download-file/Apprenticeships_Best_Practice_Guide.PDF)

**Curating for Change Report: Disabled People Leading in Museums** <https://screensouth.org/events/curating-for-change-report-launched-disabled-people-leading-in-museums/>

**Curious Minds - I'm a Teenager, get me in here (free training)** <https://iamateenager.curiousminds.org.uk/>

## **Discover! Creative Careers**

- Careers Finder <https://discovercreative.careers/explore/#!/>
- Lesson plans for teachers video resources Discover Creative Careers <https://discovercreative.careers/teachers-career-leaders/>

**Fair Museum Jobs Summit's wide range of recorded work-based discussions (videos)** <https://www.youtube.com/@FairMuseumJobs/videos>

**Freelands Foundation: Creative Careers Resource** <https://freelandsfoundation.co.uk/education/creative-careers-resource>

**Kingston University Museum & Gallery Studies MA student Holly Bastable: Museums and Heritage Student Volunteering Toolkit** <https://gem.org.uk/resource/museums-and-heritage-student-volunteering-toolkit/>

## Kids in Museums

- A guide to Careers in Museums and Galleries <https://kidsinmuseums.org.uk/resources/a-guide-to-careers-in-museums-and-galleries/>
- How can museums support young people's employment & employability skills <https://kidsinmuseums.org.uk/resources/how-can-museums-support-young-peoples-employment-and-employability-skills/>

## Leeds Museums & Galleries

Learning about Careers at Leeds Museums & Galleries <https://www.mylearning.org/explore/stories?search=Careers>

Careers for All Toolkit <https://drive.google.com/file/d/1RjZtBmBm5EqsR-0wKI5Vpv-BHvE8fX9K6/view>

Manchester Museums Career Cards and top tips for applications, CVs and interviews <https://learningmanchester.wordpress.com/secondary-post-16/#Top-tips>

Museums Association: Museums, Galleries & Heritage Careers <https://intranet.royalholloway.ac.uk/students/assets/docs/pdf/careers/2021-2022/museums-heritage-sector-guide-2021.pdf>

## Museums Galleries Scotland

- Marseum Resource with Daydream Believers <https://daydreambelievers.co.uk/resources/marseum>
- Come to work with a variety of museum and gallery professionals (videos) [https://youtube.com/playlist?list=PLRSVHWOKMVskwAss0CKI\\_wSbyonN-q0ltW&si=wL8TqZlvVUIxvOMU](https://youtube.com/playlist?list=PLRSVHWOKMVskwAss0CKI_wSbyonN-q0ltW&si=wL8TqZlvVUIxvOMU)

National Heritage Lottery Fund - Kick the Dust Evaluation Report <https://www.heritagefund.org.uk/publications/kick-dust-programme-evaluation-empowering-young-people-heritage>

National Science and Media Museum (Bradford) Follow Your Own Path Illustrations <https://www.scienceandmediamuseum.org.uk/what-was-on/follow-your-own-path-careers-stem>

## Tate Young People's Programme:

- How I got my job at Tate? (videos) <https://www.tate.org.uk/art/student-resource/how-i-got-my-job-tate>
- Student resources on Careers Advice <https://www.tate.org.uk/art/student-resource>
- What Next for Routes In? (see Appendix I: Proposed Early Career Role Definitions) <https://www.tate.org.uk/research/research-centres/tate-research-centre-learning/routes-in-report>

The Heritage Alliance: Heritage Careers Guide <https://www.theheritagealliance.org.uk/wp-content/uploads/2023/04/Heritage-Careers-Guide-2023-24.pdf>

## Work Experience Templates:

Create Your Future Toolkit & Yorkshire Dales Toolkits  
- various templates <https://createyourfuture.me.uk/tool-kits/>

Curating for Change Action Plans  
Building Up Action Plan - access rider template  
[https://curatingforchange.org/wp-content/uploads/2023/05/CfC\\_SectorActionPlan\\_Design\\_StageI\\_09-1.pdf](https://curatingforchange.org/wp-content/uploads/2023/05/CfC_SectorActionPlan_Design_StageI_09-1.pdf)

We Are Not All The Same - recruitment action checklist [https://curatingforchange.org/wp-content/uploads/2023/02/CfC\\_WeAreNotAllTheSame\\_Design\\_06.pdf](https://curatingforchange.org/wp-content/uploads/2023/02/CfC_WeAreNotAllTheSame_Design_06.pdf)

Dorset Foundation Inclusive Traineeship Toolkit - various recruitment of trainees and trainee development documents <https://www.dorsetwildlifetrust.org.uk/inclusive-traineeship-toolkit>

### Fair Museum Jobs

- CV basics & recruitment checklists <https://fairmuseumjobs.org/>
- Fair Museum Jobs Manifesto for job adverts and recruitment <https://fairmuseumjobs.org/manifesto/>

Fulham Palace - role descriptions, volunteer induction documents, and various work experience logistical templates

Historic England - Emerging Talent Checklist, HE Apprenticeships FAQ and Onboarding of Apprentices

Manchester Museum Work experience timetable <https://learningmanchester.files.wordpress.com/2023/10/work-experience-example-timetable.pdf>

National Army Museum - example Work experience timetables

Orleans House Gallery: Hosting Apprenticeships and Traineeships in your Museum or Gallery Hints and Tips - job adverts, open days, application forms/rejection letters <https://www.orleanshousegallery.org/wp-content/uploads/2019/04/Hosting-Apprenticeships-and-Traineeships-A-Toolkit.pdf>

Weston Jerwood Creative Bursaries - Data monitoring questions & use of language <https://jerwoodartsarchive.org/app/uploads/2023/03/Toolkit-V4.pdf>



## **Useful Careers Organisation Links:**

Careers Hubs <https://www.careersandenterprise.co.uk/careers-hubs/what-are-careers-hubs/>

Career Ready <https://careerready.org.uk/>

Good Employment Charter <https://www.goodemploymentcharter.co.uk/join-the-charter/>

Good Youth Employment Standard <https://www.youthemployment.org.uk/good-youth-employment-standards/>

Inspiring the Future <https://www.educationandemployers.org/inspiring-the-future/>

Institute for Apprenticeships <https://www.instituteforapprenticeships.org/>

National Careers Service <https://nationalcareers.service.gov.uk/>

Springpod (online work experience portal)  
<https://www.springpod.com/virtual-work-experience>

Start Small Dream Big <https://primaryplatform.careersandenterprise.co.uk/>

The Education People <https://www.theeducationpeople.org/exploring-my-future-a-careers-related-programme-for-primary-school-children/>

Unifrog (a place to advertise work placements, with automated risk assessments and letters) <https://www.unifrog.org/>

## **Gatsby Benchmarks:**

What are the Gatsby Benchmarks? <https://www.goodcareerguidance.org.uk/benchmarks-and-background>

How Liverpool Museums are using the Gatsby Benchmarks  
<https://www.liverpoolmuseums.org.uk/learn/schools-home/discover-museum-careers>

SEND Gatsby benchmark toolkit  
<https://resources.careersandenterprise.co.uk/resources/gatsby-benchmark-toolkit-send>

## Safeguarding documents and training:

Artwork Professional Development Safeguarding Resources <https://artwork.org.uk/resources/artwork-professional-development-safeguarding-resources/>

Kids in Museums: Safeguarding Overview (including work experience/volunteering) <https://kidsinmuseums.org.uk/resources/safeguarding-overview/>

NSPCC: Safeguarding young people and young adults training <https://learning.nspcc.org.uk/training/safeguarding-young-adults-16-to-25-year-olds?>

South West Museum Development: Volunteering - Your safeguarding policy and safe working procedures <https://southwestmuseums.org.uk/resources/safeguarding-policy-and-procedures/>

## Jobs Boards for Advertising Opportunities:

A New Direction Young Creatives Jobs Board <https://www.anewdirection.org.uk/networks/create-jobs/jobs-board>

Creative Access jobs board <https://opportunities.creativeaccess.org.uk/>

Creative Lives in Progress <https://www.creativelivesinprogress.com/opportunitiesboard>

Creative Opportunities UAL <https://creativeopportunities.arts.ac.uk/>

ERIC app <https://www.meet-eric.com/about>

Run the Check jobs board <https://www.runthecheck.com/>

Social Fixt <https://www.socialfixt.org/>

Speakers for Schools work experience jobs board <https://www.speakers-forschools.org/experience-2/work-experience/>

The Dots <https://the-dots.com/jobs/search>

Up Skill Me <https://upskillme.io/>

## National Careers Events:

Discover! Creative Careers Week (November) Discover! Creative Careers Week (18-22 November 2024) <https://discovercreative.careers/about/discover-creative-careers-week-2024/>

Kids in Museums, Takeover Day (22 November 2025) <https://kidsinmuseums.org.uk/what-we-do/takeover-day/>

National Careers Week (3-8 March 2025) <https://nationalcareersweek.com/>

Youth Employment Week (7-11 July 2025) <https://www.youthemployment.org.uk/youth-employment-week/>

## Wellbeing for Young People and Museum Staff:

Glam Cares [glamcaresnetwork.wordpress.com](https://glamcaresnetwork.wordpress.com)

Culture, Health & Wellbeing Alliance: Museums as Spaces for Wellbeing

<https://gem.org.uk/resource/museums-as-spaces-for-wellbeing/>

Museums Association Wellbeing Hub <https://www.museumsassociation.org/careers/wellbeing-hub/#>

## Measuring Impact:

GEM's Competency Framework <https://gem.org.uk/gems-competency-framework/>

Centre for Cultural Value's Evaluation Principles

<https://www.culturalvalue.org.uk/our-work/evaluation/evaluation-principles/#eval>

*Please note that we will be expanding on this resources and links page during year 2 of this research, so if you would like to share any relevant resources please get in touch with freelance consultant Rachel Moss, [rach@particip8tion.com](mailto:rach@particip8tion.com)*

# Appendices

## Appendix A - Conversations with organisations

Conversations took place with the following staff at these organisations as initial research, as a way to collate best practice, and start to identify the gaps or challenges:

Tara Davis and Catherine Young - Online Work Experience at Historic England

Natalie Southgate - Work Experience at The Foundling Museum

Richard Clarke & Yasmin Hemmings - Creative Access

Carl Newbould - Careers for All, Leeds Museums and Galleries

Barinur Rashid - Manchester Museum

Zoe Lake Thomas & Beth Atkinson - London Transport Museum (LTM)

Aksana Khan - formerly at Arts Emergency

Claire Daley - formerly at I Can Be

Polly South - South London Gallery

Dhikshana Pering - formerly at National Saturday Club

Sam Hornsby - ERIC app

Jessica Jukes - Emerging Curators Programme at the British Art Network

Claire Adler - Heritage, Culture & Community Consultant with Norfolk Museums Service (Kick the Dust project)

Sarah Cowie - National Trust for Scotland

Melissa Strauss - Kick the Dust at the National Lottery Heritage Fund

Laura Bedford and Alison Bowyer - Kids in Museums (KiM)

George Vasey - Curating Apprenticeships at Teesside University

Markus Offer - Museums Galleries Scotland (MGS)

Juliet Martin - YMCA Leicestershire (Kick the Dust project)

---

## Thank you to the following:

- Rachel Moss for writing the toolkit
  - Rachel Tranter and Shannen Johnson for editing the toolkit
  - Katya Provornaya for designing the toolkit
  - Case study organisations - Kids in Museums, The Wallace Collection, the Foundling Museum, National Saturday Club, Leeds Museums & Galleries, Curating for Change, South London Gallery, Historic England, Manchester Museums, Museums Galleries Scotland, London Transport Museum, and Westminster Adult Education Service
  - Template organisations - Fulham Palace, Historic England and the National Army Museum.
  - And to everyone who has participated in the research so far, by completing the online GEM members survey or attending one of the events, including a GEM webinar, GEM area and nation rep meetings and a workshop at the GEM conference.
-

