



Developing world class talent

# CREATIVE INDUSTRIES WORK PLACEMENT GUIDELINES

AT A GLANCE

# Guidelines for employers offering work placement schemes in the Creative Industries



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## Introduction

Work placement schemes provide opportunities and benefits to both individuals and employers. They are a useful way for those wishing to enter the Creative Industries to gain an insight into the industry and to make informed career choices. For employers, they are an opportunity to improve the skills of new entrants to the industry, raise the profile of career opportunities available within the organisation and develop management skills for existing staff. For individuals, they provide the opportunity to acquire new skills in a structured environment, and increase opportunities for future employment.

However, an oversupply of people wishing to enter the industry has resulted in the representation of the creative industries as being notoriously hard to break into and a culture of low or unpaid entry positions. Available roles often go to the few with the right connections, rather than those with the most talent and potential. However, there are also many examples of where this isn't the case and where companies are boosting their business by opening their doors to a more diverse talent pool.

The Creative Industries Council Skills Group has been working to extend opportunities for quality work placements to drive recruitment from all backgrounds, ensuring fair and equitable access across all routes into the industry. Work placement candidates should be judged on their talent and passion for the industry, which may be displayed through extra-curricular activities as well as qualifications.

Creative Skillset promotes fair access and growth in the industries. We call for all creative employers to consider offering a work placement in their company and want the standing of our industries as employers to mirror their exceptional international reputation. Fair opportunities should exist for both people who wish to embark on a career and for those who wish to move on in their careers in the Creative Industries.

These guidelines have been developed to provide clarity over the different terms associated with work-based learning programmes, including volunteering, work experience placements, internships and apprenticeships, and outline best practice for employers. Case studies have been included to illustrate how these routes can work successfully.

These guidelines are primarily aimed at those who are over the age of 19 and companies offering placements to the 16-19 age group will be subject to additional legislation. You can find more at the [Department for Education website](#).

Arts organisation can also check the Arts Council/Creative & Cultural Skills [Internships in the arts: A Guide for Arts Organisations](#).

# Part 1

## Types of work based learning programmes

### Volunteering



The Home Office defines volunteering as ‘an activity that involves spending time, unpaid, doing something that aims to benefit the environment or individuals or groups other than (or in addition to) close relatives.’

While employers can make suggestions if appropriate, volunteers can’t be bound to any particular shift rota or set number of working hours per week; their help must remain fully optional at all times.

Employers must provide volunteers with appropriate, safe and insured workspaces, and assist them with any administration related to their role (such as Criminal Records Bureau checks).

Employers must commit to providing volunteers with at least the basic level of training necessary to carry out the tasks requested of them. They must assign them a mentor or manager, and make sure their progress is monitored. They must also train the staff managing volunteers so they can provide the necessary support. This role contributes to their professional development so do reflect this responsibility in their job descriptions and as part of evaluation procedures. Because they are not considered to be workers volunteers do not qualify for the National Minimum Wage.

Further useful guidance on an employer’s role in recruiting volunteers can be found at the [Volunteering England website](#).

The following case study illustrating best practice in volunteering is available in Appendix 1 and also on the Creative Skillset website at the link below.

[Volunteering at East London Radio](#)

### Work experience placements

Work experience is often undertaken by students as part of a further or higher education course to learn about the working environment of the Creative Industries.

Work experience is time limited and should usually be less than 160 hours, over four weeks (full time) or three months (part time).

Give everyone on work experience the chance to try various tasks and develop skills that will make them more attractive to prospective employers. But don’t rely on those doing work experience to fulfil roles that are necessary for the company and would otherwise be undertaken by a member of staff.



Work experience can be unpaid if the individual isn't a 'worker' or the placement is part of a further or higher education course.

If the terms of the placement are such that the individual is performing as a 'worker' the National Minimum Wage should be adopted throughout the duration of the placement. The latest National Minimum Wage legislation is outlined at the end of Part 1.

Whether paid or not, do reimburse reasonable and pre-agreed expenses.

If an individual is between the ages of 16 and 24 and claiming Jobseeker's Allowance (JSA), they are eligible to apply for a work experience placement whilst continuing to receive JSA. In this instance, the placement should last for between two and eight weeks and should offer 25-30 hours of activity per week. During the period of the placement they will continue to actively look for work.

Before the start date, provide written confirmation of the work experience, clearly outlining the terms of the engagement. Where the National Minimum Wage applies, a standard, short-term contract is recommended.

The following case studies illustrating best practice in work experience placements are available in Appendix 1 and also on the Creative Skillset website at the links below.

[Work experience at the BBC](#)

[Work experience at Trent Editions](#)

## Internships



Internships offer the chance to perform meaningful and valuable work for a company or organisation. Internships are therefore the next level up from work experience placements. They are usually less structured than a traineeship and tend to be of shorter duration. Interns have already gained significant knowledge in their chosen area and are being given the opportunity to apply their skills in the working environment. Companies gain from internships in terms of business value, genuine enthusiasm from the individual and the diversification of their workforce.

In order to get the most value for both the employer and the individual internships should ideally last between three and six months and up to a year. The working week should be no more than 40 hours. In some cases, modules that are delivered in the workplace can contribute towards the accumulation of credit across the academic year.

There are two types of internships:

- 1) **Student Internships** that are carried out by students as part of a course
- 2) **General Internships** that are not part of a course and are open to a broader range of individuals.

### **Student internships**

Student internships can be unpaid if the placement is part of a higher education course undertaken at a UK University or college even if they are performing as a 'worker'. However, in recognition of the value the intern brings to the organisation it is recommended that a basic wage is offered in recognition of the value the intern brings to the organisation.

Additionally, as the individual is registered as a full-time student, they can continue to benefit from university accommodation and student loans.

Provide student interns with written confirmation of the terms of their engagement.

The following case studies illustrating best practice in student internships are available in Appendix 1 and also on the Creative Skillset website at the links below.

[Internships at Framestore](#)

[Internships at Pearson](#)

[Internships at Rare](#)

### **General internships**

If your intern is performing as a 'worker' National Minimum Wage legislation applies throughout the duration of the placement. The National Minimum Wage is generally less than the average starting salary and corresponds to the fact that while the internship is a learning process, there is real business gain.

Provide your intern with a standard contract that covers the duration of their placement, and consider the opportunity for full-time employment following on from the placement.

The following case studies illustrating best practice in general internships are available in Appendix 1 and also on the Creative Skillset website at the links below.

[Internships at Channel 4](#)

[Internships at Penguin](#)

[Internships at PHD](#)

### **Traineeships<sup>1</sup>**

Traineeships provide focused training in a specific role (often technical, production or managerial) usually over a period of 12 months (full-time). A traineeship can be organised by an individual employer or a training provider.

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<sup>1</sup> *Not to be confused with Government's suggested "Traineeships", a proposed programme (January 2013) to help young people aged 16 to 24 to develop the skills they need to secure apprenticeships and other sustainable employment. For more on this, see [www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/traineeships](http://www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/traineeships)*

Individuals should receive high quality training from an experienced member of staff, and follow a structured personal development plan with regular appraisals. Equally, trainees should have the opportunity to gain a significant amount of practical experience in the workplace, under the supervision of their trainer.



Trainees should have a contract of employment for the duration of their placement that clearly sets out the terms of their engagement, including the responsibilities of both the trainer and the trainee. Trainees should work full-time with a working week of up to 40 hours and should be offered a starting salary commensurate with the nature and location of their role. At the end of the contract individuals are either offered positions within the organisation or are at least in a position to be able to compete for jobs in their chosen field.

Whilst traineeships are usually undertaken by those that are no longer in education or those that already have experience of working either within the industry or in another industry, they can also be undertaken by students as part of a course. In this case, traineeships can be full or part-time depending on the requirements of the provider.

The following case study illustrating best practice in traineeships is available in Appendix 1 and also on the Creative Skillset website at the link below.

[Traineeships at Spike Island](#)

## Apprenticeships

Apprenticeships offer a formal, nationally recognised form of work-based training that involves the assessment of skills and knowledge and the achievement of accredited qualifications. Many organisations, including Sector Skills Councils, can develop an Apprenticeship in close collaboration with industry and based on statutory guidance by Government. Apprenticeships contain a number of mandatory components, including a competence-based element, a knowledge-based element, transferable skills and employer rights and responsibilities. Learning takes place in the workplace and at a college or training provider, and is assessed both on and off the job.

The time it takes to complete an apprenticeship varies, but they generally last between one and two years. On completion, apprentices receive an Apprenticeship Certificate, in addition to the certification of the component qualifications from the relevant awarding organisation.

Make sure your apprentice has a contract of employment and is paid for the duration of their apprenticeship. While there are set minimum rates for apprentices, employers are free to pay above this rate and many do. Research shows that average apprentice wages in these instances approximate to the age-related National Minimum Wage, and many employers increase wages as the apprentice develops skills. If the apprentice is eligible, the college or training provider can attract public funding to pay for the learning and assessment time.

National Minimum Wage rules do not apply to all stages of an apprenticeship. For example, apprentices under the age of 19 or those aged 19 and over but in the first

year of their apprenticeship, must instead receive at least the national apprentice rate of £2.68 per hour (rate as at June 2013).

Apprentices aged 19 or over, who have completed at least one year of their apprenticeship, however, must receive at least the National Minimum Wage applicable to their age, and are usually paid in excess of this, dependent on the employer and the sector in which they are working.

It is intended that progression from an apprenticeship is directly into employment in the sector. However, some apprenticeships can also support progression into higher education.

Some companies run their own specially designed apprenticeships. These are bespoke work-based training schemes which are developed with or by the employer that offers them. Pay at least the age-related National Minimum Wage and agree the apprenticeship duration in advance.



Please note apprenticeships area available through the following different schemes across the four UK nations:

- **England:** Intermediate level Apprenticeships, Advanced Apprenticeships and Higher Level Apprenticeships
- **Wales:** Foundation Apprenticeships, Apprenticeships and Higher Level Apprenticeships
- **Scotland:** Modern Apprenticeships
- **Northern Ireland:** Level 2 and Level 3 Apprenticeship NI

See also Creative Skillset's [step by step guide to apprenticeships for employers](#).

The following case study illustrating best practice in apprenticeships is available in Appendix 1 and on the Creative Skillset website at the link below.

[Apprenticeships at Hawick Knitwear](#)

## National Minimum Wage legislation

If an individual is performing as a 'worker' then they must be paid at least the National Minimum Wage, currently £6.19 per hour for those aged 21 and above, £4.98 for those aged 18-20 and £3.68 for those under the age of 18, who are no longer of compulsory school age.

The apprentice rate is £2.68 per hour for those under the age of 19 and those over the age of 19 who are in their first year of their apprenticeship. Apprentices aged 19 or over who have completed at least one year of their apprenticeship are entitled to receive the full National Minimum Wage rate applicable to their age.

These rates are valid for the period 01/10/2012 – 01/10/2013. National Minimum Wage rates are on the [HM Revenue & Customs website](#).



A 'worker' is defined as someone who works under a contract of employment (written or implied) whereby there is an obligation on the individual to perform the work and an obligation on the employer to provide the work.

The exceptions to this legislation are if the work experience placement is part of a further or higher education course undertaken at a UK university or college and does not exceed one year, or if an individual is undertaking a placement that consists entirely of shadowing.

If the individual is engaged as a 'volunteer' the National Minimum Wage does not apply. However, a 'volunteer' does not have any form of contract, is not under any obligation to perform work and is free to come and go as they please.

There is also a specific exemption in National Minimum Wage legislation for 'voluntary workers' who work for a charity, a voluntary organisation, an associated fund raising body or a statutory body. However, specific conditions must be met. These are that the person must not receive any monetary payments, except reimbursement of expenses, nor any benefits (except the provision of reasonable subsistence and accommodation). This exemption is designed to allow people who genuinely wish to work without profit for good causes to continue to do so without fear of qualifying for the National Minimum Wage.

*Further confidential advice can be sought from the Pay and Work Rights helpline on 0800 917 2368 or [online at Gov.uk](https://www.gov.uk).*

## Part 2

### Guidelines for organisations offering work placement schemes

The following table indicates the minimum set of standards that should be met in all work placement schemes covered in this document.

<b>Quality assurance (policies that should be in place)</b>	<b>Volunteering (V)</b>	<b>Work experience (WE)</b>	<b>Student internships (SI)</b>	<b>General internships (GI)</b>	<b>Traineeships in industry (T)</b>	<b>Apprenticeships (A)</b>
<i>Health and safety risk assessment</i>	✓	✓	✓	✓	✓	✓
<i>Insurance cover, including Employer's Liability and Public Liability insurance</i>	✓	✓	✓	✓	✓	✓
<i>Equal opportunities policy</i>	✓	✓	✓	✓	✓	✓
<i>Legal guidance if it is envisaged that the individual will contribute to a piece of work that requires copyright protection</i>	✓	✓	✓	✓	✓	✓
<b>Commitment</b>	<b>V</b>	<b>WE</b>	<b>SI</b>	<b>GI</b>	<b>T</b>	<b>A</b>
<i>The business need should be developed whilst taking in to account the skills that will be developed by the individual</i>		✓	✓	✓	✓	✓
<i>Statement of Agreement</i>		✓	✓			
<i>Contract of Employment</i>				✓	✓	✓
<i>The individual should have clear learning objectives</i>			✓	✓	✓	✓
<i>Fair treatment of the individual should be promoted amongst other staff</i>	✓	✓	✓	✓	✓	✓
<b>Recruitment</b>	<b>V</b>	<b>WE</b>	<b>SI</b>	<b>GI</b>	<b>T</b>	<b>A</b>
<i>Work placement schemes should be openly advertised in order to ensure fair access and improve the quality and accessibility of placements</i>	✓	✓	✓	✓	✓	✓
<i>All schemes should be planned and advertised well in advance to ensure sufficient time for applications from a diverse range of candidates, and to avoid having to fill places at the last minute through word of mouth</i>	✓	✓	✓	✓	✓	✓

<i>Measures to accommodate those with a disability should be in place so as not to exclude any potential candidates</i>	✓	✓	✓	✓	✓	✓
<i>Applications should be considered on an equal basis without regard to race, gender, disability, sexual orientation, religious or non-religious belief and age</i>	✓	✓	✓	✓	✓	✓
<i>A detailed outline of the required skills and the skills that will be developed should be provided, alongside full details of the duration of the placement, working hours, remuneration (if applicable) and the process for claiming expenses</i>		✓	✓	✓	✓	✓
<b>Induction</b>	<b>V</b>	<b>WE</b>	<b>SI</b>	<b>GI</b>	<b>T</b>	<b>A</b>
<i>A detailed induction should be carried out on the first day of the placement, covering, as a minimum, introductions to other staff, office procedures, best practice in an office environment, health and safety, details of what to do if they wish to make a complaint and company confidentiality requirements</i>	✓	✓	✓	✓	✓	✓
<b>Learning, assessment and support</b>	<b>V</b>	<b>WE</b>	<b>SI</b>	<b>GI</b>	<b>T</b>	<b>A</b>
<i>A responsible individual should be assigned as the individual's mentor or trainer and key point of contact throughout the placement</i>	✓	✓	✓	✓	✓	✓
<i>An individual learning plan (ILP) should be agreed between the mentor / trainer and the individual during the first week of the placement</i>			✓	✓	✓	✓
<i>The individual should keep a learning log detailing their experience on the placement, how it is benefitting them and the achievement of goals</i>			✓	✓	✓	✓
<i>Regular progress meetings should take place between the two, and should be logged in a written report</i>			✓	✓	✓	✓
<b>Evaluation, monitoring and review</b>	<b>V</b>	<b>WE</b>	<b>SI</b>	<b>GI</b>	<b>T</b>	<b>I</b>
<i>In the final week of the placement, there should be a comprehensive feedback session with the individual and their mentor / trainer, concluding all aspects covered in the 'Learning, assessment and support' stage of the placement</i>			✓	✓	✓	✓
<i>Where the placement does not culminate in a full-time position within the company, careers guidance should be provided covering routes in to different professions, CV advice, remuneration advice and useful resources</i>		✓	✓	✓	✓	✓
<i>A certification of achievement should be provided to the individual as formal recognition of the work they have carried out</i>			✓	✓	✓	✓

# Appendix 1

## Case Studies

The following case studies illustrate best practice in each type of work based learning programme covered in this document. They are also available on the [Creative Skillset website](#).

### Volunteering

#### Volunteering at East London Radio

East London Radio is a non for profit radio station that gives young people the pathway into radio through training and mentoring.

The station was formed from an idea between two friends, Aaron McCarter and Ian Chambers. Both have worked in the third sector radio industry and identified the need for real routes into radio for young people, recent graduates, the long term unemployed and those within deprived areas in East London, most notably Waltham Forest, Hackney, Tower Hamlets and Newham.

With radio studios scattered all around the four boroughs and support from radio industry professionals and local MP's, East London Radio is set to be the most diverse and inclusive radio station covering an area of 3.3 million people\*.

"In East London there is no community based radio station that is fully inclusive of everyone, we believe that having a radio created by everyone for everyone helps us to better appreciate and welcome the diversity within our community."

East London Radio provides training in a variety of ways and actively encourages more experienced volunteers to mentor those with less experience. Volunteers have the opportunity to learn about; presenting, research, production, office administration, social media, audio editing and much more.

Young people who have benefited from radio training provided from Aaron & Ian have since worked in a variety of roles at Absolute Radio, Global Radio, Bauer Radio, SKY Sports, SKY News, 5 News and LBC.

\*2011 population statistics for the boroughs covered by the 1503AM community radio OFCOM licence to be advertised at the end of 2013.

To find out more visit [East London Radio](#).

This case study is also available on the [Creative Skillset website](#).

### Work experience placements

#### Work experience at the BBC

Last year the BBC placed over 1,000 people on work experience, through its centralised scheme.

BBC staff dedication and commitment to work experience was rewarded as the BBC's Radio Newsroom in west London was named the best provider of work experience in the UK at the National Council for Work Experience awards. It also picked up the prize for having the best short-term placement in the public sector.

For the individual considering a career in media, BBC work experience offers the chance to gain an insight into the industry and to learn about different job roles and working arrangements. It can also provide people with opportunities to learn skills which will make them more attractive to potential employers, to gain confidence through carrying out work activities and to build up contacts.

For the BBC, placements are an opportunity to get more involved with the wider community, to spot new talent and to assess an individual's potential. They also play a part in developing the industry's future skills base and diversity.

The scope of BBC work experience:

- The BBC can offer work experience placements to anyone aged 14 years or older. They have no upper age limit!
- Applicants with disabilities are welcome to apply for all of their placements and they aim to make their experience suitable and enjoyable.
- The centralised scheme is committed to the BBC's equal opportunities and diversity policies and encourages applications from all under-represented sections of society.
- The BBC can offer work experience in every region and location across the UK from Glasgow to Guernsey.
- By offering work experience through a central scheme they hope to extend the scope of the BBC's reach to those that may never have had experience in the media industry. Applicants don't have to have a connection to make a connection with the BBC.

Find out more about [BBC work experience](#).

This case study is also available on the [Creative Skillset website](#).

### **Work experience at Trent Editions**

Kathryn Langley is a Marketing Assistant at UBM, an international magazine and business media company.

She started with work experience at Trent Editions, an academic publisher at Nottingham Trent University where she was studying for a degree in English Literature and Creative Writing.

After approaching Trent Editions herself, they took her on. Contacting companies yourself to arrange work experience will show initiative, something that impresses employers.

As it was a small organisation it meant that Kathryn gained experience in different areas of the business and was introduced to proofreading, indexing, marketing and editorial:

“I got a chance to get a breadth of experience early on, this meant I could decide what I did and didn't like doing and I realised marketing was the area where I wanted to focus.”

Kathryn's initial assumptions of what a work experience placement would be were photocopying, photocopying and more photocopying! Though there is always an element of basic administrative duties in any placement, Kathryn's advice is:

“Make the most of it and don't just focus on the actual duties but also concentrate on getting to know the business, the people and hopefully use it as a networking exercise.”

After the Trent Editions placement and then finishing university, Kathryn went on to work at Hot Courses, a database and directory publisher, this time as a marketing assistant and her work placement stood her in good stead.

Though these are testing times for the publishing industry, Kathryn thinks a 'can do' attitude really helps in the midst of budget cuts:

“You have to muck in and quickly learn things you might not know anything about, for example, subscriptions. This means I now have one more skill to add to my CV.”

The most important thing for Kathryn was experiencing different areas of the publishing process early on which helped her to focus on what she liked and did best.

Find out more about [Trent Editions](#).

This case study is also available on the [Creative Skillset website](#).

## Student internships

### Student internships at Framestore

Framestore is the largest visual effects and computer animation studio in Europe, with over 20 years of experience in digital film and video technology.

Framestore is committed to encouraging young people to learn more about the industry and providing opportunities to inspire tomorrow's top talent across a variety of disciplines.

Framestore offers a paid Summer Internship programme for undergraduate students from across Europe who are about to go into their final year of study. Placements typically last 8-10 weeks and a high proportion of students who have taken part are offered employment within the organisation after graduating.

Placements are offered in the following business disciplines:

- 3D - Animation, Modelling, Technical Direction

- 2D - Roto-scoping, Compositing
- Commercials - Broadcast Post Production
- Engineering - Systems Engineering

Read about the experiences of Emma, a Junior Animator intern:

"I heard about the Framestore internship scheme whilst I was studying for a Postgraduate Diploma in Character Animation at Central Saint Martin's University in London. I was initially quite sceptical about how good it would be, as previous intern positions I had held were quite disappointing and involved a lot of tea making and not much learning.

Framestore, however couldn't be more different. From the moment I became a Framestore intern I was made to feel part of a team. The eight of us selected were provided with accommodation very close to the offices and received a wage, so it really felt like they wanted us to be there. We were given weekly talks from people in the company, so that we understood what different departments did and how they work together to create movies, commercials and TV shows.

"For the rest of the time we were put onto shows in our own disciplines. As an animator, I was put onto a feature film and was instantly given the rig to practice with. I produced short animation tests and regularly received invaluable feedback from my supervisor and lead. I learnt a huge amount in those two months and was treated as a member of the animation team without being pressured to finish shots and meet deadlines.

"The eight of us came from universities across Europe and were made to feel very proud of getting the internship. We were regularly being taken out for drinks and a couple of meals so that we got to know one another. We were all offered jobs after the internship ended and I am still there today enjoying the work and feeling a lot more confident with my new career.

"There is a big difference between studying a subject and actually practicing it in the workplace but the internship made me feel comfortable with my surroundings and gave me a greater insight into the movie making process as a whole. I am now looking forward to a fun and hopefully long career in animation and believe Framestore gave me a great starting point to build upon."

Find out more about [Framestore internships](#).

This case study is also available on the [Creative Skillset website](#).

### **Student internships at Pearson**

Pearson is an international media company with businesses in education, business information and consumer publishing.

Each year between July and September, The Pearson Diversity Summer Internship Programme\*, takes place. It is a positive action programme which offers bright and talented final year students and graduates from ethnic minority backgrounds the

opportunity to work within one of Pearson's world leading companies, including Penguin, Pearson Education and The Financial Times.

There are internships in a range of areas including: Journalism, Marketing, Publicity/PR, Sales, Finance, Human Resources, Production, Editorial, Research, Product Management, Product Development, Product Management, Rights, Internal Communications, External Communications.

Candidates on the programme get the opportunity to undertake live business projects that make a valuable contribution to the company. There is also the chance to network and make valuable professional connections for your future career.

An internship lasts for between eight and twelve weeks (Journalism) and is paid at a rate of £1,100 a month. It is run under Section 37 and 38 of the Race Relations Act. Between 25-30 candidates are recruited each year. Applications for 2010 are now closed.

[Find out more about the scheme.](#)

Bhavika Patel undertook a Pearson internship in the summer of 2010 and she told us how it went:

"I learnt about how the industry functions and how important it is to work with the different departments. My advice to anyone doing an internship is to be enthusiastic, ask loads of questions and don't be afraid to get stuck in!"

"I spent a typical day answering emails, working on my individual projects, then working on our main products and attending frequent meetings. The skills most essential to doing the job are time-management, organisation, communication and IT skills but most of all, you need a passion for the work you're doing, because most days you might be staring at a screen for long hours."

"Publishing is all about the latest good product, we are always looking out for what our competitors are releasing and how can we beat them. At the end of the day, it is about staying ahead of the market and keeping the customers interested in our products."

\*The Pearson Summer Internship Programme is a strategic initiative run under section 37 of the 1976 Race Relations Act to tackle under-representation within our businesses.

This case study is also available on the [Creative Skillset website](#).

### **Student internships at Rare**

Rare is a British video game development company established in 1982. The company became part of Microsoft Game Studios in 2002 and is renowned for having created a huge number of successful games, including Xbox 360 titles.

Rare offers a paid internship programme for students to gain experience of the working environment in the art and software fields. The scheme has been running



since 2004 and is offered as either a year-long placement as part of a university course or a three month placement during university holidays.

In order to provide a genuine experience of work in a games company, interns are entrusted with a significant degree of responsibility to carry out project work that has real value to the company, with guidance and ongoing support from their allocated mentor.

Between one and four students are recruited per year in each department and every effort is made to tailor the placement according to the specific needs of the student. For example, games course specific students are generally placed directly on a games development team in full production, whereas an MSc research student had the opportunity to develop a new Graphics Processing Unit (GPU)-based particle rendering system within the R&D team, which formed the basis of his final year thesis.

James carried out a three month internship in audio as part of his degree at Coventry University:

"My audio internship at Rare Limited was an incredible experience and was of enormous assistance to my professional development. I was primarily responsible for the creation of sound effects, but was also able to utilise other skills such as music editing and instrumental performance.

"I was gaining industry experience that tutorage in an educational setting is unable provide. It was extremely rewarding to work with fellow individuals who shared a passion for game development.

"Not only was it valuable to work alongside highly knowledgeable audio professionals, but it was fascinating to experience the collaboration between artistic disciplines within the whole development team."

Matthew did a summer software placement for three months and has now returned to Rare as a full time employee after graduating from Durham University:

"My internship consisted of tasks within the Shared Technology Group. After a month or so of getting used to the systems in place, I was allowed to sink my teeth into one of Rare's tools and systems. In the last month, I was able to provide features that are still being used for one of Rare's main tools. I found the work environment friendly and the work was structured appropriately, allowing me to progress at a suitable pace."

Find out more about [Rare's internship programme](#).

This case study is also available on the [Creative Skillset website](#).

## General internships

### Internships at Channel 4

Generation Next is an initiative designed by 4Talent as a programme to provide an in-depth work experience opportunity for a group of around six individuals. The aim is

to demystify Channel 4 as well as educate the group to kick start their career in the creative industries. Each internship lasts for 3 months and is paid.

The programme has been running since 2007 and maximises the skills of high calibre individuals by providing relevant and fulfilling work experience placements, whilst educating existing staff through mentoring, project management and developing people.

Once they have completed the programme each intern continues to have access to mentoring to help them get ahead in the media industry and in 2009, two of the six interns secured full-time positions at Channel 4. Overall 75% of people graduating from Generation Next have secured a full-time position or freelance work within the creative and media sector.

Claire Newman describes her experiences on the Generation Next programme in 2009:

"I found the Generation Next Internship programme on the 4Talent website. There were six positions available, in Strategy, Future Media, Corporate Events, Business Development, 4Creative, and Research and Insight.

Whilst reading about each position and deciding which one would suit my abilities, I realised how broad working in the media industry really is, with so many more opportunities available than working in production, which is what most think the 'media' industry entails. I also realised the sheer scale of people and manpower it takes to run a successful television channel and that there is the opportunity for so many talents to fit into it and succeed.

So why television? Why Channel 4? And why research? My background is not what may be perceived is needed to work in the media industry - so how did I get here?

Commonly, Geography is not the most obvious degree to choose with an aspiration to enter these four walls. Completing this degree has given me numerous transferable skills that I have put into practise when gaining media related experience and also when applying for this very internship.

After six months travelling round the world, I returned to the UK in the heart of the recession. As a recent graduate I was worried about finding the right position or if any job role at all was going to be available for me during these tough economic times.

This is where the idea of an internship is a great solution for both the employer and the employee.

It is a training programme for the employee to learn more about the business and gain notable experience within the industry, with the idea of entering the employment market having had a head start and holding a CV with some substance.

For the employer, it is a great way to train emerging talent on a more gradual basis, ensuring that they will be an asset to the company.

But they did put us through our paces...after the elation of receiving an email informing me that I had got to the "second" stage of the interview process...I was told that I had to attend an assessment day. I think one word to describe the day

was...grueling...two written exams, we were interviewed for an hour...then we had to work with (or against) our counterparts and create a 15 minute pitch for a new channel within the Channel 4 group.

Looking back it was really a very positive day, as we could show so many more skills in different situations than just the traditional interview set up. And luckily for me, I got the job!

I am a prime example of the success that 4Talent aims to achieve, because half way through the internship I was offered an extension to my contract, and am now the assistant to the Research and Insight department.

My job role is so diverse. I am involved in the content and programming side, as well as looking at the corporate side of research, which involves constantly ensuring that Channel 4's core values are being affirmed through its programming. I also assist in the research involved in the commercial aspects of the channel, working with the sales department to create maximum revenue, so the channel can continue producing quality, inspirational programming.

Lastly, I just want to take this opportunity to thank 4Talent, because through them, I have gained this brilliant opportunity to kick start my career and I can't wait to see what the future holds."

Find out more about [Generation Next](#).

This case study is also available on the [Creative Skillset website](#).

### **Internships at Penguin**

In 2012 Penguin Books formed their first formal internship scheme. The scheme was created to attract a wide-range of talent into publishing, and particularly to appear on the radar of people who may not have considered a career in publishing before.

With entering the publishing industry becoming even tougher the programme gives interns a meaningful, interesting and crucially, paid experience at Penguin and a solid introduction to the publishing world.

In its second year the Penguin Summer Internship scheme is welcoming four new interns this July.

Penguin recruited their interns through a University campaign to promote Penguin and publishing as a career option.

Ellie Pike, HR Adviser at Penguin describes the qualities they look for in an intern:

"The qualities we look for are creativity, lots of ideas for new products, commercially-focused and digitally-savvy. Above all we like people with entrepreneurial spirit, who have ideas and initiative and who are not afraid to think differently".

Throughout the 10 week internship Penguin ensures that each intern is given the opportunity to meet as many different people across the business and be continuously supported in their roles.

The company have found that interns are committed to making the most of the experience, and equipping themselves with the skills that will really make them employable on a permanent basis.

This has been shown through one of last year's interns being hired as a Community Manager role for one of Penguin's publishing divisions immediately after graduating.

When asked what the benefits to Penguin of hiring interns are, Ellie said:

"It's great to hear different opinions, viewpoints and ideas, and bringing in interns, who are contributing to real, proactive research or project work can make a real impact to our business and strategy."

Ellie would encourage other publishing companies to consider hiring an intern:

"Having well-structured, paid internships will give a company access to a wider pool of talented candidates who may not have considered publishing as a career path previously.

Internships are the perfect opportunity for both parties to try each other out and to see if there is a good fit"

[Find out more about the scheme.](#)

This case study is also available on the [Creative Skillset website](#).

### **Internships at PHD**

Media and communications agency PHD had taken on interns before but decided to hire Joyeta Ng through the IPA-Metro Creative Pioneers Challenge.

PHD's main motivation for employing an intern was to build relationships that would provide access to talented individuals who would come back to their business.

Senior Data Strategist Haja Devshi describes the qualities they look for in an intern:

"We look for people who are smart and eager to learn more and have been lucky to have some really bright and talented people who have enriched us with their perspectives and enthusiasm to learn."

The company took part in the Creative Pioneers Challenge 2012 where across one day they met 100's of possible interns and found many talented people.

"It was a very easy process and as these people already had been vetted, it made our search that little bit easier."

PHD discovered many benefits to hiring interns:

"One of the key benefits to PHD in hiring interns is that media is driven by new and fresh ideas; we find that interns really bring that to the table more than anything."

PHD keeps in touch with all their interns to monitor their progress; some have come back to the business and others have joined other Omnicom agencies.

"I can't speak for the industry as a whole but I've found at PHD we have really valued the interns we've had in. They've contributed to planning, pitching and even analysis decks."

Haja Devshi would encourage other publishing companies to consider hiring an intern:

"I would encourage other companies to hire interns as the goal is to find great people first and when they are ready for roles in industry we would be first in line. The intern we took on last year was offered a permanent role before the internship even finished."

Find out more about [PHD](#).

This case study is also available on the [Creative Skillset website](#).

## Traineeships in industry

### Traineeships at Spike Island

Production Manager Nicky Earnshaw worked on the British feature Spike Island and recruited two trainees to work with the crew: Abigail Morgan, Costume Trainee and Lee Thompson, Sound Trainee through the Film Craft and Technical Trainee Placement Scheme.

"I found out about the trainee scheme through Creative Skillset and the trainees were excellent, without exception."

Nicky found many advantages of taking on a trainee:

"It's important to have a scheme like this in the film industry as it keeps things fresh with new people coming up the ranks and It also helps when working with very low budget".

The trainees were also given the opportunity to make industry connections while working on the film set:

"All of the respective departments enjoyed having them on their team, so I'm sure they will be called on again in a similar capacity and hopefully also when they start to progress in their careers."

Nicky would encourage any employer to consider taking on a trainee:

"I think that we were very lucky with the trainees that we had, they worked extremely hard and were a valuable asset to the team. I would recommend the scheme to other production teams".

To find out more and take on your own trainee visit the [Creative Skillset Craft and Technical Skills Academy](#).

This case study is also available on the [Creative Skillset website](#).

## Apprenticeships

### Apprenticeships at Hawick Knitwear

Hawick is one of the industrial centres of the Scottish Borders, the home of the nation's iconic textiles and knitwear industries. While the past few years have been particularly good to the industry due to the growing international popularity of Scottish textiles, the industry has struggled to attract new talent due to outdated perceptions of careers in the industry.

However, now the employers in the region have come together to develop a Modern Apprenticeship programme for new staff that will give them a structured development path and a recognised qualification where previously there were none.

Hawick Knitwear is one of the industry's major employers, with a workforce of 230. They were approached by Creative Skillset to take on the Modern Apprenticeship in Fashion and Textiles, and now have 13 apprentices.

Owen Adams, HR Manager at Hawick Knitwear says that their pool of experienced staff had dried up, and they recognised the importance of training new people for the industry:

"We were very keen to be as heavily involved as we could be, because we recognised the value of it for the industry as well as for Hawick Knitwear.... Creative Skillset have driven this forward tremendously. There's been a desire bubbling away under the surface for decades to set up this kind of thing, but the logistics have never worked."

Adams says that apprenticeships have made Hawick Knitwear a more attractive prospect for young jobseekers, with more than 160 people applying for the existing 13 positions. They anticipate increasing the number of apprentices they have up to 24 in the future as demand continues to grow.

"The biggest value that the apprenticeship can bring to the company is if we can use it to attract candidates who maybe wouldn't consider the knitwear industry otherwise - they may think that it's old-fashioned. The industry has modernised significantly... We have to move forward, we have to have qualifications, we have to invest in our staff - from that investment comes more loyalty. We're offering staff a qualification where maybe they've never had one before, at absolutely no cost to them."

"I don't think we'd be where we are now without Creative Skillset."

Find out more about [Hawick Knitwear](#).

This case study is also available on the [Creative Skillset website](#).