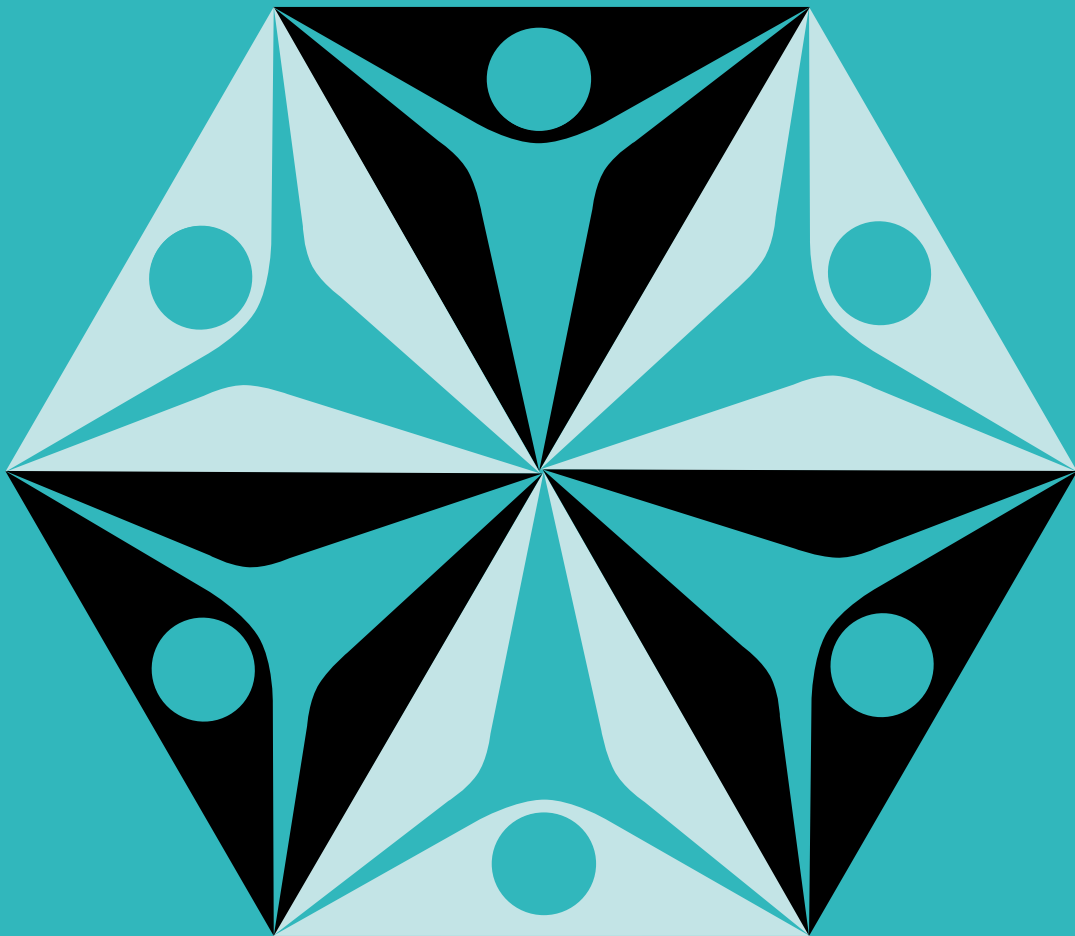


How to find and grow diverse talent

Culture Change Guide



1. HOW TO FIND AND GROW DIVERSE TALENT

Growing the cultural sector is, in part, dependent upon changing the perception of the sector and making entry to it more transparent to individuals while removing practices that are not inclusive.

It's not about doing everything but doing what is achievable for your organisation.

What can you do to find and grow diverse talent?

- develop strong relationships with young people and families from all communities
- promote the cultural sector as an exciting, varied career in primary and secondary schools and in diverse communities
- sponsor events, competitions and awards to raise awareness of your sector, particularly in schools within deprived areas and/or with diverse communities
- promote roles in the cultural sector as sustainable careers for those seeking to change sectors
- provide accessible information on the routes into your sector and be an open venue – let local people know how to get involved
- create work experience opportunities for young people and individuals seeking to change career paths
- create networks for people seeking to increase their understanding of the sector
- promote apprenticeships, internships and work experience opportunities widely
- find out how to raise funds to pay interns and apprentices
- publish your commitment to diversity and your achievements to raise awareness

1.1 BARRIERS TO OVERCOME

Top ten barriers to creating a diverse workforce

- lack of positive, diverse role models
- lack of engagement by cultural organisations with specific community groups
- pay and conditions (low salary in early years/self-employment)
- lack of awareness of how to encourage, create and promote a diverse workforce
- low understanding of unconscious bias internally
- old boys' network excluding others
- unpaid internship culture (volunteering)
- lack of aspiration (from family) to work in the sector
- levels of qualifications



1.2 GOOD PRACTICE CASE STUDIES

What have others done to find and grow diverse talent?

Creative & Cultural Skills

The Creative Employment Programme was a £15 million fund to support the creation of traineeships, formal apprenticeship and paid internship opportunities in England for young unemployed people aged 16–24 wishing to pursue a career in the arts and cultural sector.

The scheme provided part wage grants to employers who created new apprenticeship and internship job opportunities for young unemployed people aged 16–24 in England. It included all employers, both commercial and subsidised, that fall within this footprint: music, dance, theatre, literature, visual arts, contemporary craft, combined arts, galleries, circus, carnival arts, museums and libraries.

Young people aged 16–24 from all backgrounds – from graduates to those with few or no qualifications – will have the chance to access on-the-job training and experience to build the skills that employers want. Application was through an open process.

Heart n Soul People Skills

This programme supported adults with a learning disability to access specialist training and important skills to work towards getting a paid job. People Skills continue to support trainees, on a one-to-one basis, to make sure they have every chance of reaching their full potential. Support entailed encouraging people to be independent and helping them realise their aspirations to gain employment by growing their own networks.

Arts Emergency Mentoring Scheme

Sharing an anti-elitist philosophy, this mentoring programme is targeted at helping young people from diverse backgrounds to explore a career in the arts, not just the privileged few.

The programme supports 16 to 19-year-olds through a mentoring system that pairs them with experienced individuals who want to give something back. It has already proved transformative for many and has also leveraged an old boys' network in a positive way, comprising a vast range of professionals whose knowledge the students can draw upon (artists, musicians, philosophers, writers and film makers).



FILMING The view of an apprentice

Where are you? What were you doing before you became an apprentice?

How did you find out about the apprenticeship?

What did you do as part of your apprenticeship experience?

Where are you now? What difference has it made?

The following case study is from another industry which can be adapted to suit the arts and cultural sector. Working in partnership with other organisations will assist in raising the profile of the arts and cultural sector with the range of fulfilling careers.

Law Society Diversity Access Scheme

The Diversity Access Scheme supports talented people who would otherwise be unable to pursue a career in law. The scheme addresses three fundamental obstacles to fair access – finance, professional contacts and opportunities to gain work experience – through the provision of legal practice course fees, work placements and professional mentors.

Applicants must demonstrate exceptional financial need, the ability and commitment to become a solicitor and that they face or have overcome exceptional social, educational, or other personal obstacles to qualification.

Impact

The scheme has grown from 75 applications in 2013 to 128 in 2015 with 11 successful applicants – of which 38 per cent were women and 58 per cent were Black or minority ethnic individuals. Sixty-four per cent of successful candidates had claimed free school meals and 91 per cent were the first in their family to attend higher education.

1.3 DOWNLOADABLE RESOURCES AND FURTHER RESOURCES

Downloadable resource:

[Developing Meaningful Apprenticeships, Internships and Work Experience](#)

Further resources:

Internships in the Arts

http://www.artscouncil.org.uk/sites/default/files/download-file/internships_in_the_arts_final.pdf

<https://www.gov.uk/guidance/build-an-apprenticeship-programme-small-to-medium-sized-employers>

Developing Meaningful Apprenticeships, Internships and Work Experience

APPRENTICESHIP

A work-based training programme. A programme which involves on and off the job learning for a minimum of one year and for a minimum of 30 hours per week. Developed in partnership with a training organisation, governed by government standards and certificates. Able to attract government funding to cover training.

- ✓ Work with training providers to create your programmes
- ✓ Develop training plans which reflect the apprentice and employers' regulations
- ✓ Pay the national minimum wage or above
- ✓ Work closely with training organisations to assess and review progress
- ✓ Appoint a coach / line manager
- ✓ Identify specific training beyond the training developed with the training provider
- ✓ Set out what is to be expected from the apprentice and how they can be expected to be treated
- ✓ Build flexibility into programmes to support flexible working
- ✓ Put in place reasonable adjustments
- ✓ Identify potential, further job opportunities before the apprenticeship finishes
- ✓ Recruit through a fair recruitment process
- ✓ Open apprenticeship opportunities to everyone – not just young people but attract diverse people to your sector by opening opportunities to career changes and returners to workplace

INTERNSHIP

A short term attachment (up to 6 months). A paid position offered to a person after being interviewed. An offer of work bound by a contract (with worker status). Internship is not a shadowing role – work should be meaningful and valuable to the role of your organisation.

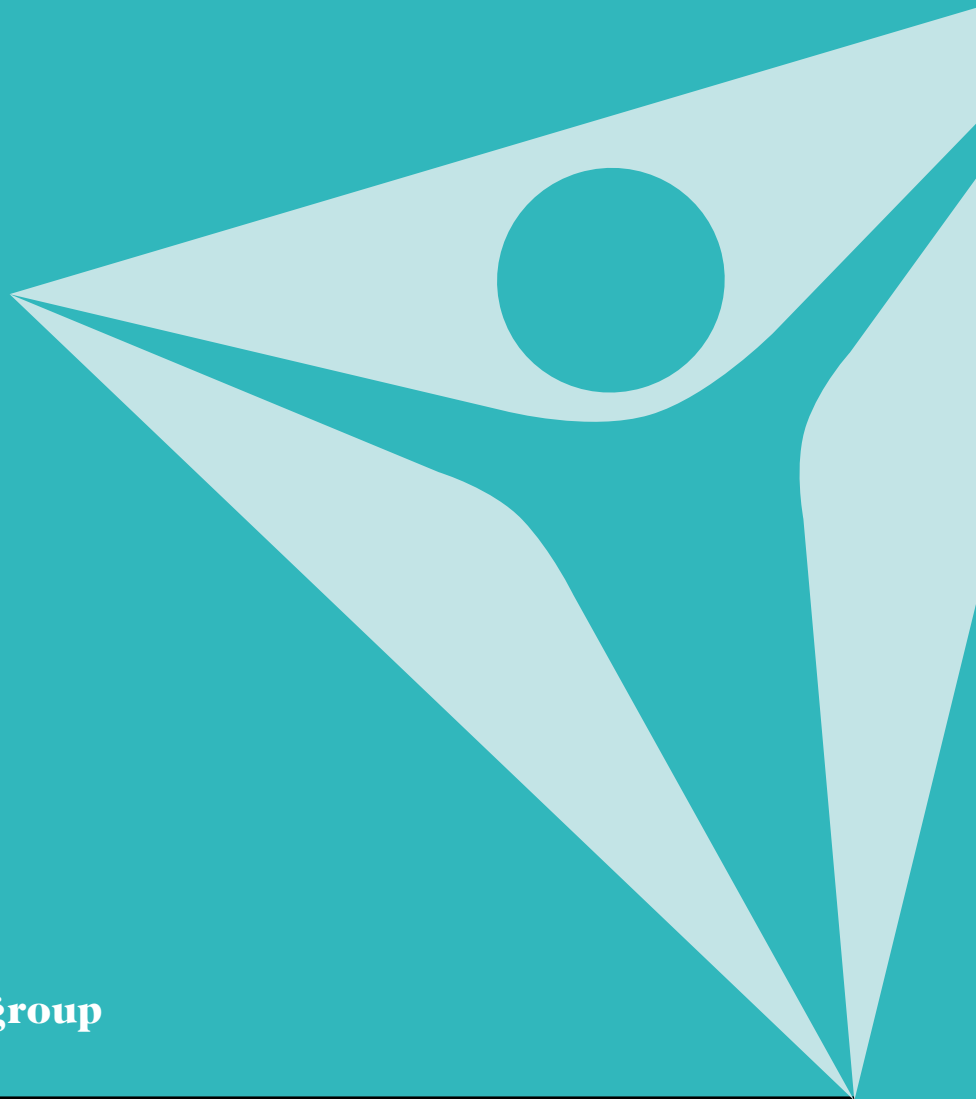
- ✓ Provide a job title and job description based upon an assessment of your organisation's needs
- ✓ Plan for interns – provide guidance on when you would take on an intern
- ✓ Review your budget – pay as a minimum the full national minimum wage for their age range
- ✓ Advertise opportunities – do not just promote by word of mouth
- ✓ Ensure you have written contract in place with start and end dates
- ✓ Assign a line manager and review progress regularly – do not leave interns to work without guidance
- ✓ Plan in advance training requirements
- ✓ Set out what is expected from the intern and how they can expect to be treated
- ✓ Put in place any reasonable adjustments including flexible working – promote equal opportunity values
- ✓ Carry out performance appraisal at the end of and provide ongoing support e.g. mentoring / CV writing
- ✓ Ensure you have adequate insurance cover
- ✓ Carry out a health and safety induction

WORK EXPERIENCE

An opportunity to introduce young people into the reality of having a job e.g. year 10/11 students, to support people with long term career breaks back into working life and for people interested in changing careers to experience work in a different sector. A short, unpaid* attachments between 1 – 8 weeks.

- ✓ Work with local schools, colleges, and job centres to promote work experience opportunities
- ✓ Give people an outline of what work experience would entail
- ✓ You can select people by developing criteria with schools e.g. an interest in aspects of your sector
- ✓ Work with schools, job centres and individuals to agree what type of experience would be beneficial for the individual – develop a workplan
- ✓ Give people a full introduction to your organisation
- ✓ Allocate a buddy/line manager
- ✓ Allocate tasks that will enhance the individual's CV
- ✓ Keep them motivated
- ✓ Provide mentor/support to help with advocating on a young person's behalf
- ✓ Conclude the work experience with a final review
- ✓ Determine what happens next e.g. any job opportunities, support references or further mentoring

ACCESS – promote opportunities • **EXPERIENCE** – provide an inclusive work environment • **OUTCOMES** – develop careers and/or enhance skills



In conjunction with ewgroup