

ITALIA CONTI

Module Specifications

BA (Hons) Professional Arts Practice (Top-up) *Online*
Academic Year 2026/27

Programme approved by University of Chichester



Italia Conti is an Associate College of
University of Chichester

BA (HONS) PROFESSIONAL ARTS PRACTICE (TOP-UP)

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Level 6 Module Specifications

Module Descriptor: The Reflective Artist

Module details	
Module title	The Reflective Artist
Module code	ICW631
Level	6
Credits	40
ECTS	20
Programme	BA [Hons] Professional Arts Practice [Top- up]
Mandatory or optional	Mandatory
Staff teaching the module	Jenny Coyle
Module hours	
Hours	Type
320	Self-directed study
80	Online study
400	Total
Module aims and curriculum	
This module examines and develops reflective skills through the lens of the students' creative practice. Self-reflection is crucial for learning and improvement, allowing individuals to assess their strengths, weaknesses, and feedback from tutors and peers. By reflecting on their skillset and experience, students can identify career opportunities and enhance their employability. The student can apply reflective skills in several contexts regarding their creative and professional practice. This includes, but is not limited to, their work as: a performer, creative entrepreneur, director, producer, facilitator, educator, within pedagogy, filmmaker, writer, a leader or within arts administration. This module allows students to understand which aspects of their process/performance are successful, and working well, and identify which areas might need improvement, development, or change.	
Learning, Teaching and Assessment Strategy	
To begin the module, students are required to write a 1600-word literature review, which focuses on reflective models/practitioners, and their importance in the context of their creative practice within the performing arts industry. The literature review serves as a critical analysis of existing research, theories, and frameworks related to reflective practice. By conducting this literature review, students will gain insights into the different approaches and methodologies of reflective practice. They will demonstrate critical evaluation of the strengths/limitations of various reflective models/practitioners, providing a solid foundation for the subsequent exploration of their own creative practice in the performing arts industry. Following this task, students will apply their knowledge to their own practice in a 4000-word reflective essay, which will explore the various reflective models/practitioners being applied to their own creative practice so far. Students will investigate the benefits and significance of engaging in reflective practice as a performer/creative professional and highlight how it has enhanced their understanding of their own practice.	

The final task of this module is the creation of a video documentary and written commentary. This will involve students identifying an area of the performing arts/creative arts industry that they want to specialise in and undertaking research to examine and contextualise their understanding of their specialism. This could range from a particular genre of performance, a specific role or function within the industry, or a unique aspect of creative arts practice. Their chosen specialism should be one that aligns with their interests and aspirations.

Intended Learning Outcomes

By the end of the module, students will be able to:

1.	Identify previously acquired skills and areas needing development for success within a selected area of the performing arts/creative arts industry.
2.	Demonstrate a comprehensive understanding of the context of a chosen area within the contemporary performing/creative arts industries and assess your own fit within your chosen area of specialism.
3.	Engage with current industry knowledge, conventions, trends, and standards, and demonstrate understanding of their development and evolution.
4.	Analyse and critically evaluate reflective models/practitioners in the context of creative practice within the performing arts industry.
5.	Critically reflect on personal employability skills and potential career pathways in the performing arts industry.
6.	Apply research skills to select and evaluate relevant information on a chosen area of specialism within the performing arts industry.

Cognitive, Practical, Transferable Skills and Professional Competencies

Cognitive Skills:

- Critical thinking
- Analysis and evaluation
- Synthesis of information
- Problem-solving
- Research skills
- Conceptual thinking
- Creative thinking and innovation
- Reflection and self-awareness
- Application of theoretical knowledge
- Adaptability and flexibility

Transferable Skills:

- Communication skills (verbal, written, presentative)
- Leadership and collaboration
- Adaptability and resilience
- Problem-solving and decision-making
- Research and analytical skills
- Creative and critical thinking
- Time management and organisation
- Presentation and public speaking
- Networking and relationship-building
- Self-motivation and initiative

Practical Skills:

- Communication skills (verbal and written)
- Presentation skills
- Visual design and presentation creation
- Data collection and analysis
- Research methodology and literature review
- Project management
- Time management
- Information organisation and synthesis
- Digital literacy
- Reflective practice and self-assessment

Professional Competencies:

- Ethical awareness and professional conduct
- Industry knowledge and expertise
- Business acumen and entrepreneurship
- Professionalism and integrity
- Cultural and contextual awareness
- Project planning and execution
- Strategic thinking and vision
- Continuous learning and professional development
- Effective use of technology in the industry

Assessment Scheme

Type	Method	Description	Percentage weighting
Formative	1:1 Tutorials	Discuss student ideas, encourage self-assessment against LOs/ACs, offer verbal feedback and guidance	0%
Formative	Draft Feedback	Provide written feedback on partial or full drafts to help students refine structure, argument, or evidence	0%
Summative	Literature Review	1600 words	20%
Summative	Reflective Essay	4,000 words	50%
Summative	Documentary Video and Written Commentary	10 minutes / 1000 words	30%

Assessment Criteria

Task One: Literature Review

- Demonstrate knowledge and understanding of different reflective models and practitioners relevant to creative practice in the performing arts industry.
- Apply research skills to gather, select, and assess relevant information related to reflective models/practitioners.
- Demonstrate an awareness of current practice within reflective models/practitioners.

Curate your research and establish your findings through a literature review, demonstrating your ability to critically analyse and evaluate your chosen material.

Task Two: Reflective Essay

- Identify previously acquired skills relevant to success and identify areas needing development for future success.
- Apply research skills to select and evaluate reflective models/practitioner works relevant to your creative practice in the performing arts industry.
- Recognise and articulate the skills that contribute to success in a chosen area of the performing arts.
- Engage in critical reflection to assess your personal and professional skills and the alignment with your chosen career pathway.
- Demonstrate an understanding of industry knowledge, conventions, trends, and standards relevant to the performing arts industry.

Show awareness of the evolving nature of the industry and its impact on professional practice.

Task Three: Video Documentary and Written Commentary

- Identify areas requiring further development to enhance professional growth within the chosen area.
- Demonstrate the ability to critically evaluate and analyse research to inform professional practice.
- Engage in critical reflection to assess personal employability skills and their alignment with career pathways in the performing arts industry.
- Analyse and evaluate potential career paths within the industry, considering personal aspirations, strengths, and areas of growth.
- Demonstrate an understanding of industry knowledge, contextual knowledge, conventions, trends, and standards relevant to the performing arts industry.

Assess personal fit within the chosen area, considering the industry context, professional goals, and individual strengths and interests.

Re-assessment Scheme

Weighting %

Re-assessment according to the University of Chichester Academic Guidelines for resubmissions and resits.

Resource lists now available on TALIS within Moodle

Core

Bolton, G. (2014) *Reflective practice: writing and professional development*. 3rd edn. London: Sage.

Finlay, L. (2008) 'Reflecting on "Reflective Practice"', PBPL CETL. Available at: <https://www.open.ac.uk/opencetl/resources/pbpl-resources/reflecting-reflective-practice> (Accessed: 12 July 2019).

Schön, D.A. (2013) *Educating the reflective practitioner: toward a new design for teaching and learning in the professions*. 1st edn. San Francisco: Jossey-Bass.

Recommended

Brookfield, S. (1994) 'Tales from the dark side: a phenomenology of adult critical reflection', *International Journal of Lifelong Education*, 13(3), pp. 203–216.

Duffy, P. (2013) *Reflective practitioner's guide to (mis)adventures in drama education – or – what was I thinking? A (theatre in education)*. Bristol: Intellect Books.

Evans, A. and Evans, A. (2003) *Secrets of performing confidence*. London: A & C Publishers Limited.

Johnson, H. and Carruthers, L. (2006) 'Supporting creative and reflective processes', *International Journal of Human-Computer Studies*, 64(10), pp. 998–1030.

Moon, J. (2004) *A handbook of reflective and experiential learning*. London: Routledge Falmer.

Ogden, H., Deluca, C. and Searle, M. (2010) 'Authentic arts-based learning in teacher education: a musical theatre experience', *Teaching Education*, 21(4), pp. 367–383.

Pasilla, A., Oikarinen, T. and Vince, R. (2012) 'The role of reflection, reflection on roles: practice-based innovation through theatre-based learning', in H. Melkas and V. Harmaakorpi (eds.) *Practice-based innovation: insights, applications and policy implications*. Berlin: Springer, pp. 173–190.

Preeshl, A. (2016) 'Past meets future in the present: self-reflection as a rehearsal method in Albertine in Five Times', *Cogent Arts & Humanities*, 3(1), pp. 1–14.

Module Descriptor: The Creative Entrepreneur

Module details	
Module title	The Creative Entrepreneur
Module code	ICW632
Level	6
Credits	40
ECTS	20
Programme	BA [Hons] Professional Arts Practice [Top-up]
Mandatory or optional	Mandatory
Staff teaching the module	Jenny Coyle
Module hours	
Hours	Type
320	Self-directed study
80	Online study
400	Total
Module aims and curriculum	
This module builds upon the self-reflective skills, assessments and industry knowledge gained in Module 1, and requires students to further explore opportunities within the professional performing and creative arts sectors. This module empowers students to cultivate a mindset that embraces creativity and artistic excellence, as well as equipping students with the business acumen and innovative thinking necessary to thrive in a competitive industry. The student can apply entrepreneurial skills in a wide range of contexts regarding their creative and professional practice. This includes, but is not limited to, their work as: a performer, creative entrepreneur, director, producer, facilitator, educator, within pedagogy, filmmaker, writer, a leader or within arts administration. This module allows students to enhance their employability skills, gaining further understanding of how to utilise their skills efficiently, and continuing their practice of reflection and evaluation to identify realistic career outcomes and professional development.	
Learning, Teaching and Assessment Strategy	
Module 2 requires students to increase their level of independent research, understanding and analysis, to undertake an in-depth exploration into their career development and employment opportunities. Students will develop strategies to enhance their employability, tailored to their interests, goals and professional development. The first assessment method in this module is a recorded pitch/presentation, which should focus on creating employment opportunities, tailored to the student. Students may approach this module from an individual perspective, researching and developing their knowledge to further their own career aspirations within, for example, a career in education, research, further academic study, as a choreographer/director, actor/performer/dancer. Alternatively, students may approach this module from a business perspective, researching and developing their knowledge to build on or develop their own business idea, for example, opening a dance school, creating an event management agency, running an arts-marketing company. Students might explore the following: • potential available career avenues	

- funding options and sustainability
- financial planning and budget management
- training and development opportunities
- how to bring the concept of their idea into reality
- setting up a company

Students should present an analysis of their own skills, demonstrating their potential within their chosen career, as well as an assessment of skills they need to develop to move forward in their chosen career. This encourages students to think critically and creatively about their career aspirations, their current skills and create practical strategies to achieve their goals. Students should evaluate how this presentation has impacted their work, professional development and potential to succeed in their chosen specialism.

The pitch presentation will be accompanied by a 2,500-word written action plan. The action plan will outline the strategies and steps to be taken in creating employment opportunities. The action plan may identify further study or research opportunities to progress towards the desired career pathway. This module offers an engaging exploration of employment possibilities in the performing arts industry, encouraging students to start to bring their concepts and ideas into reality.

Intended Learning Outcomes

By the end of the module, students will be able to:

1.	Demonstrate understanding of available employment opportunities within the current performing arts industry/creative arts industries.
2.	Research and articulate the personal, performance, and/or business skills necessary to create and develop suitable employment opportunities, or to gain employment within the performing arts industry/creative arts industries.
3.	Self-reflect on how the student fits within the performing arts industry/creative arts industries and identify any potential avenues for change or development.
4.	Articulate clearly and succinctly information and ideas relating to the performing arts industry/ creative arts industries in a critical and self-reflective manner.
5.	Demonstrate the ability to pitch a proposal or presentation in an informative, engaging and succinct manner, using appropriate oral and written communication skills.
6.	Demonstrate professional self-management skills to progress personal performance and progression aims.

Cognitive, Practical, Transferable Skills and Professional Competencies

Cognitive Skills: - Critical thinking - Analysis and evaluation - Synthesis of information - Problem-solving - Research skills - Conceptual thinking - Creative thinking and innovation - Reflection and self-awareness - Application of theoretical knowledge - Adaptability and flexibility	Transferable Skills: - Communication skills (verbal, written, presentative) - Leadership and collaboration - Adaptability and resilience - Problem-solving and decision-making - Research and analytical skills - Creative and critical thinking - Time management and organisation - Presentation and public speaking - Networking and relationship-building - Self-motivation and initiative
Practical Skills: - Communication skills (verbal and written)	Professional Competencies: - Ethical awareness and professional

- Presentation skills - Visual design and presentation creation - Data collection and analysis - Research methodology and literature review - Project management - Time management - Information organisation and synthesis - Digital literacy - Reflective practice and self-assessment	- conduct - Industry knowledge and expertise - Business acumen and entrepreneurship - Professionalism and integrity - Cultural and contextual awareness - Project planning and execution - Strategic thinking and vision - Continuous learning and professional development - Effective use of technology in the industry
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Assessment Scheme

Type	Method	Description	Percentage weighting
Formative	1:1 Tutorials	Discuss student ideas, encourage self-assessment against LOs/ACs, offer verbal feedback and guidance	0%
Formative	Draft Feedback	Provide written feedback on partial or full drafts to help students refine structure, argument, or evidence	0%
Summative	Pitch/Presentation	15 minutes	50%
Summative	Action Plan	2500 words	50%

Assessment Criteria

Task One: Pitch / Presentation

- Critically evaluate the potentially for professional growth and success in their chosen industry, considering factors such as market demand, industry trends, and personal strengths.
- Clearly articulate and demonstrate a thorough understanding of the skills required to pursue their chosen career trajectory.
- Identify the skills required to proactively create and develop employment opportunities within the performing arts/creative industries.
- Showcase an entrepreneurial mindset and adaptability by considering how your personal skills align with industry demands and opportunities.
- Exhibit effective time management, organisation, and self-motivation in the pursuit of professional growth.

Employ proficient oral and written communication skills to create a compelling pitch that effectively promotes their knowledge of professional employment opportunities within the performing arts/creative industries.

Task Two: Action Plan

- Conduct comprehensive research to identify the specific performance and business skills necessary for success in your chosen specialism within the performing arts/creative industries.
- Explore areas for personal growth, transformation, and professional development based on self-reflection and industry insights.
- Engage in reflective practice to evaluate where you 'fit' within the performing arts/creative industries.

- Communicate information and ideas related to the performing arts/creative industries in a critical and self-reflective manner.

Demonstrate professional self-management skills in setting and achieving personal performance and progression goals.

Re-assessment Scheme	Weighting %
Re-assessment according to the University of Chichester Academic Guidelines for resubmissions and resits.	

Resource lists now available on TALIS within Moodle

Core

Candy, L. and Linda, T. (2020) *The creative reflective practitioner: research through making and practice*. Routledge.

Conniff Allende, S. (2018) *Be more pirate: or how to take on the world and win*. Penguin Books Ltd.

Gannon, E. (2019) *Multi-hyphen method: work less, create more, and design a career that works for you*. Hodder Paperback.

Recommended

Duffy, P. (2013) *Reflective practitioner's guide to (mis)adventures in drama education – or – what was I thinking? A (theatre in education)*. Intellect Books.

Foster, K. (2018) *Arts leadership: Creating sustainable arts organizations (Discovering the Creative Industries)*. Routledge.

Oakley, K. and O'Connor, J. (2018) *The Routledge companion to the cultural industries (Routledge Media and Cultural Studies Companions)*. Routledge.

Reid, W. and Fjellvæ, H. (2023) *Co-leadership in the arts and culture: Sharing values and vision*. Abingdon, Oxon: Routledge.

Roedeli, J. (2021) *She thinks like a boss: Leadership: 9 essential skills for new female leaders in business & the workplace: How to influence teams effectively & combat imposter syndrome*.

Stevenson, D. (2018) *Managing organisational success in the arts (Routledge Research in the Creative and Cultural Industries)*. Routledge.

Tharp, T. (2008) *The creative habit: Learn it and use it for life*. Simon & Schuster.

Thornton, A. (2005) 'The artist teacher as reflective practitioner', *International Journal of Art & Design Education*, 24, pp. 166–174.

Thornton, A. (2011) 'Being an artist teacher: A liberating identity?', *International Journal of Art & Design Education*, 30, pp. 31–36.

Module Descriptor: The Industry Professional

Module details	
Module title	The Industry Professional
Module code	ICW633
Level	6
Credits	40
ECTS	20
Programme	BA [Hons] Professional Arts Practice [Top-up]
Mandatory or optional	Mandatory
Staff teaching the module	Jenny Coyle
Module hours	
Hours	Type
320	Self-directed study
80	Online study
400	Total
Module aims and curriculum	
As part of their academic journey, students are required to undertake a dissertation project that aligns with their chosen career path in the professional performing arts or creative industries sector. This project serves as a catalyst for their future endeavours and allows them to reflect on the impact of their course on their personal/professional practice. The student can apply their research skills in a wide range of contexts regarding their creative and professional practice. This includes, but is not limited to, their work as: a performer, creative entrepreneur, director, producer, facilitator, educator, within pedagogy, filmmaker, writer, a leader or within arts administration. This module allows students to demonstrate their research in their chosen area of specialism, with a choice of 3 options: a written research dissertation, portfolio of professional work or a practice research project. This module should serve as a transformative experience, preparing students for success and innovation in their future careers in the performing arts.	
Learning, Teaching and Assessment Strategy	
Module 3 allows students to explore their practice as a professional in the performing arts, delving deeply into a specific area of interest within their chosen field. This will provide students with the opportunity to demonstrate their knowledge, critical thinking skills and ability to conduct independent research. Through this module, students will embark on a journey of personal and professional growth, contributing original insights, and bridging the gap between theory and practice. By immersing themselves in their chosen area of interest, students will enhance their expertise, develop practical skills, and forge valuable connections within the performing arts industry. Written Research Dissertation (7500 words) Students will demonstrate their proficiency in critically analysing a particular topic or area within the performing arts/creative industries. This choice encourages the exploration of potential original contributions to the existing body of knowledge in their field. Students will be expected to conduct extensive research, review relevant literature, and employ appropriate methodologies to investigate their questions/explorations. The topic for the dissertation should be negotiated between the Course Leader/Module Tutor and the student and will require ethical consideration. This will be a rewarding culmination of their academic journey and allows students to develop their confidence in exploring their performing arts/creative industry specialism alongside their academic work.	

Professional Portfolio (6-8 original materials, 4500-word written commentary)

The Professional Practice Portfolio option empowers students in the performing arts/creative industries to create a collection of original work that highlights their skills and expertise. For performers, this may include pieces of research, headshots, branding ideas, showreels, voice reels. For those wishing to pursue their business, the portfolio may include the development of promotional materials, social media platforms, strategies, and campaign ideas for effective self-promotion. Accompanying the portfolio will be a written commentary, documenting the students' growth and professional development during the course and through the duration of the module. Overall, this option serves as a powerful tool for students to demonstrate their talent, attract potential opportunities, and establish their professional identity.

Practice Research Project (30 minutes/3000 words, or combination, additional 3000 words written commentary)

The Practice Research Project option combines practical exploration with academic enquiry and research. Students will be required to investigate and interrogate an area of interest within their field, through practical research activities. This process may involve creating original artistic works, developing performances, implementing workshops or interventions, or experimenting with innovative techniques or technologies. Throughout the project, students will be required to engage in reflective practice, documenting their experiences and critically analysing their own artistic practice, the outcomes of their activities, and their impact within the field. The Practice Research Project can provide students with valuable opportunities to practically explore their chosen area of interest, contribute to the field and enhance their practical and academic skills within the performing arts/creative industries.

The final assessment is a reflective task, with submission either through a written reflection of progress, or an assessed reflective tutorial. Students will be required to draw upon their development and progression from their time on the course, demonstrate their previous learning of reflective practice and showcase a deeper understanding of their own artistic practice and its impact.

Intended Learning Outcomes

By the end of the module, students will be able to:

1.	Demonstrate a systematic understanding of a specific area of interest within the performing arts/creative industries and articulate chosen career aims, evaluating appropriate strategies to develop and build your career and professional profile in your area of specialism.
2.	Demonstrate the ability to critically self-reflect in a specific and constructive manner.
3.	Critically evaluate arguments and make judgements to contribute insights to the existing body of knowledge in the specialist field.
4.	Develop and realise their own practice as research as a dissertation project, integrating industry-specific work with academic research, showcasing a strong sense of professional identity and creative potential within the performing arts/creative industry.
5.	Effectively communicate research findings through critical analysis and expressive skills, integrating a self-development plan that aligns with industry standards and personal goals.

Cognitive, Practical, Transferable Skills and Professional Competencies

Cognitive Skills: - Critical thinking - Analysis and evaluation - Synthesis of information - Problem-solving - Research skills - Conceptual thinking - Creative thinking and innovation - Reflection and self-awareness - Application of theoretical knowledge - Adaptability and flexibility	Transferable Skills: - Communication skills (verbal, written, presentative) - Leadership and collaboration - Adaptability and resilience - Problem-solving and decision-making - Research and analytical skills - Creative and critical thinking - Time management and organisation - Presentation and public speaking - Networking and relationship-building - Self-motivation and initiative		
Practical Skills: - Communication skills (verbal and written) - Presentation skills - Visual design and presentation creation - Data collection and analysis - Research methodology and literature review - Project management - Time management - Information organisation and synthesis - Digital literacy - Reflective practice and self-assessment	Professional Competencies: - Ethical awareness and professional conduct - Industry knowledge and expertise - Business acumen and entrepreneurship - Professionalism and integrity - Cultural and contextual awareness - Project planning and execution - Strategic thinking and vision - Continuous learning and professional development - Effective use of technology in the industry		
Assessment Scheme			
Type	Method	Description	Percentage weighting
Formative	1:1 Tutorials	Discuss student ideas, encourage self-assessment against LOs/ACs, offer verbal feedback and guidance	0%
Formative	Draft Feedback	Provide written feedback on partial or full drafts to help students refine structure, argument, or evidence	0%
Summative	Final Project	Written Research Dissertation Professional Portfolio Practice Research Project	75%
Summative	Course Reflection	2500 words	25%
Assessment Criteria			

Task One: Final Project

Component One: Written Dissertation

- Demonstrate a thorough understanding of their chosen research area, through a comprehensive literature review, analysis of relevant research and evaluation of their findings.
- Apply theoretical concepts and methodologies to the analysis of your chosen area of research, contributing original insights and addressing research questions.
- Identify and critically evaluate the implications of the findings on their personal artistic development and professional aspirations.
- Communicate ideas, research findings and arguments clearly and persuasively, exhibiting a strong sense of professional identity.
- Demonstrate excellent writing skills, organisation, and coherence in the presentation of your findings, in a compelling and engaging manner.

Component Two: Professional Portfolio

- Create a portfolio of materials which will support, develop, or promote your work in the performing arts/creative arts industries.
- Apply relevant and informed rationale to the creation and presentation of their resources, demonstrating a critical understanding into how these resources can inform and influence their work.
- Provide evidence of how their resources have contributed to their personal or professional growth, skill development, and artistic identity in the performing arts.
- Showcase how their research has influenced their artistic or entrepreneurial decisions, processes and outcomes presented in the portfolio.
- Demonstrate the ability to articulate and explain the meaning behind their chosen resources to both specialist and non-specialist audiences.
- Showcase a strong sense of professional identity and creative potential, highlighting the unique, creative, and innovative qualities of their resources, demonstrating a clear vision and potential for further growth in their specialism.

Component Three: Practice Research Project

- Demonstrate a comprehensive understanding of their chosen area of interest in the performing arts, through critical evaluation of research, literature, trends, and conventions.
- Employ appropriate research methodologies and approaches to investigate their research question and objectives of the project.
- Evaluate the influence of a practical, arts-based project on personal artistic development, professional skills, and future aspirations and demonstrate how your findings inform and enhance your professional practice.
- Communicate complex ideas and arguments clearly in written, oral, or creative/performative presentations and convey the impact of this to both specialist and non-specialist audiences.

Showcase a strong sense of professional identity and creative potential through the presentation of original work/research findings, highlighting its originality and potential impact for the sector.

Task Two: Course Reflection

- Showcase a high level of critical reflection by evaluating past and current skills, creative and professional journey, and communicating this reflection with maturity, confidence, and self-awareness.
- Identify areas of strengths and weaknesses, acknowledge personal growth, and articulate plans for future development.
- Provide thoughtful and insightful reflections on past experiences, learning opportunities, and the development of artistic and professional skills.

- Effectively communicate the reflective process, demonstrating an in-depth understanding of personal progress, using specific examples, and learning experiences, and assessing the impact of the course on artistic practice and professional development.

Demonstrate a strong sense of professional identity within the performing arts/creative industry through the presentation of original work and research findings.

Re-assessment Scheme	Weighting %
Re-assessment according to the University of Chichester Academic Guidelines for resubmissions and resits.	

Resource lists now available on TALIS within Moodle

Core

Evans, A. and Evans, A. (2003) *Secrets of performing confidence*. London: A & C Publishers Limited.

Moore, T. (2017) 'Rethinking actor training for the iPhone generation', *Teaching Artist Journal*, 15(2), pp. 68–76.

Stein, T. S. and Lynch, R. L. (2016) *Leadership in the performing arts*. New York: Allworth.

Recommended

Foster, K. (2018) *Arts leadership: Creating sustainable arts organizations (Discovering the Creative Industries)*. New York: Routledge.

Oakley, K. and O'Connor, J. (2018) *The Routledge companion to the cultural industries (Routledge Media and Cultural Studies Companions)*. London and New York: Routledge.

Reid, W. and Fjellv  r, H. (2023) *Co-leadership in the arts and culture: Sharing values and vision*. Abingdon, Oxon: Routledge.

Roedeli, J. (2021) *She thinks like a boss: Leadership: 9 essential skills for new female leaders in business & the workplace: How to influence teams effectively & combat imposter syndrome*. [Place of publication not stated]: Independently Published.

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Tharp, T. (2008) *The creative habit: Learn it and use it for life*. New York: Simon & Schuster.

Thornton, A. (2011) 'Being an artist teacher: A liberating identity?', *International Journal of Art & Design Education*, 30, pp. 31–36.