

ITALIA CONTI

Module Specifications

MA Creative Arts Practice (*Online*)

Academic Year 2026/27

Programme approved by University of Chichester



Italia Conti is an Associate College of
University of Chichester

MA CREATIVE ARTS PRACTICE

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Level 7 Module Specifications

Module Descriptor: Reflecting On Your Creative Practice

Module details	
Module title	Reflecting On Your Creative Practice
Module code	ICW701
Level	7
Credits	30
ECTS	15
Programme	MA in Creative Arts Practice
Mandatory or optional	Mandatory
Staff teaching the module	Jenny Coyle
Module hours	
Hours	Type
240	Self-directed study
60	Online study
300	Total
Module aims and curriculum	
Gaining an enhanced understanding of reflection is a key component of this module and is particularly relevant and advantageous for postgraduate students in the performing arts/creative industries. It enhances students' ability to critically analyse their own work and skillset, identify areas for improvement, and devise strategies for self-development and progression, ultimately leading to the production of high-quality academic and professional outputs. The module provides a platform for students to critically reflect on their work as: performers, creative entrepreneurs, directors, producers, facilitators, educators, filmmakers, writers, leaders, or arts administrators, offering the opportunity to consider the complexities of their respective roles.	
Learning, Teaching and Assessment Strategy	
The module begins with an academic essay that comprises a literature review and a reflective account of practice. The literature review should focus on exploring various reflective models in the performing arts, and students might explore the following: • an examination of the fundamental principles and origins of reflective practice/reflective models • an investigation into contemporary and creative approaches to reflection • consideration of reflective thinking versus reflexivity • a connection between reflective practice and the performing arts/creative industries • a discussion on the application of reflection within the industry This task requires students to provide informed and realistic assessments of the use and effectiveness of reflection in the performing arts/creative industries. In exceptional cases, students may even generate ideas for the development of new reflective models, challenge the limitations of existing models or propose alternative methods for cultivating self-aware practitioners.	

Postgraduate students are expected to integrate their research findings alongside reflections on their own professional experiences, skills, and observations. This might include:

- formative moments/instances from their professional practice
- encounters with limiting beliefs
- handling conflict or difficult situations in creative workspaces
- instances of particularly successful experiences

Following this, students will explore their current role in the performing arts/creative industries, and assess the importance of fostering, cultivating, and nurturing their own professional development, and how they can transform their artistic practice through developing their critical reflection. Students will be required to present an overview of their artistic practice thus far, exploring and analysing their experiences, assessing, and challenging their own preconceptions, and predict what opportunities might arise that can lead to personal, professional, and artistic growth.

This will be assessed through the delivery of a visual presentation, with the choice of:
Video documentary (15 minutes)

Presentation to peers and panel (10 minutes)

Intended Learning Outcomes

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

1.	Develop an advanced understanding of reflective models and critically evaluate their application in the context of personal and professional development, demonstrating an ability to engage in reflective practice and employ critical reflection to enhance learning, problem-solving, and decision-making within the chosen academic discipline or professional field.
2.	Demonstrate advanced communication skills by effectively integrating personal and professional experiences, current research, and theories to enhance self-reflection and future development.
3.	Explore, analyse, and evaluate the intersection of reflective practice and the creative arts industry, enhancing your critical reflection and generating innovative ideas and concepts to propose a new or adapted reflective model tailored to industry-specific needs and challenges.
4.	Conduct research to assess transferable skills, roles, and responsibilities relevant to personal development in a creative workspace, applying these skills in a real-world industry environment, observing their impact on artistic practice, and actively seeking opportunities for originality and innovative approaches.
5.	Assess the relationship between your research findings and your artistic/creative practice, demonstrating originality in the application of your knowledge, and assessing the effect and impact that academic research might have upon your creative work.
6.	Develop the ability to effectively communicate and present research findings and critical analysis within the performing arts/creative industries through the creation of visually compelling and engaging presentations.
7.	Articulate your findings with clarity, coherence, and academic rigour, demonstrating advanced communication skills appropriate to both academic and professional contexts.

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	Essay	4,000 words	60%
Summative	Video or Presentation	15 minutes	40%
Assessment Criteria			

Task One: Essay OR Presentation of Research

- Conduct thorough research and demonstrate an advanced understanding of the reflective models and theories, critically analysing the effectiveness of reflective models/practitioners.
- Place this research in the framework of a literature review and reflective account of practice, with particular reference to the students' own personal/professional experience, transferable skills, and their artistic practice.
- Engage in reflective practice and critical reflection to enhance learning, problem-solving and decision-making, demonstrating a deep level of self-awareness and improvement.
- Demonstrate advanced written communication skills through clear and informed presentations of research and ideas.
- Generate innovative ideas and concepts to propose a new or adapted reflective model that addresses industry specific needs and challenges.
- Assess the relationship between research findings and artistic/creative practice, demonstrating originality in the application of knowledge and ideas.

Task Two: Documentary Video or Presentation

- Present an overview of their artistic practice, exploring and analysing their experience, assessing, and challenging their own preconceptions, making predictions regarding opportunities/obstacles.
- Effectively integrate personal and professional experience, alongside current research, and theories, demonstrating an enhanced level of self-reflection and consideration towards their future development.
- Demonstrate advanced communication skills by presenting a cohesive and well-structured visual presentation that integrates relevant experiences, research, and theories.
- Create a visually compelling and engaging presentation that effectively conveys the research findings and critical analysis and evaluates the impact that the academic research has on their creative work.
- Use appropriate methods of research, analysis, and visual elements, such as images, charts, and diagrams, to enhance understanding and engagement with their audience.

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. and Delderfield, R. (2018) *Reflective practice: Writing and professional development*. London: Sage Publications.

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

Finlay, L. (2008) 'Reflecting on "Reflective Practice"', PBPL CETL. Milton Keynes: The Open University. Available at: <https://oro.open.ac.uk/68945/> (Accessed: 12 July 2019).

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

Recommended Reading List

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.

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.

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*. Heidelberg: 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).

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

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

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

Module Descriptor: The Creative Researcher

Module details	
Module title	The Creative Researcher
Module code	ICW702
Level	7
Credits	45
ECTS	22.5
Programme	MA in Creative Arts Practice
Mandatory or optional	Mandatory
Staff teaching the module	Jenny Coyle
Module hours	
Hours	Type
360	Self-directed study
90	Online study
450	Total
Module aims and curriculum	
This module requires the student to investigate creative research methodologies, demonstrating research and analysis skills, providing a deeper level of understanding between their creative and their academic work. This module also requires students to consider how they can enhance and develop their entrepreneurial skills with regards to themselves as an individual, or as a business owner. This can be applied across several contexts regarding 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.	
Learning, Teaching and Assessment Strategy	
Initially, students will engage with a period of independent research, culminating in an exploration of chosen creative research methodologies. This task will act as a springboard of knowledge for students to familiarise themselves with regarding the connection between creative practice and academic practice. Exploring creative research methodologies enables students to provide academic rationale to their work moving forward, with a deeper understanding of how and why they are undertaking research. Facilitating this type of work opens discussions within academia in the performing arts/creative industries, and has the potential to influence how academics, staff and students think about the creative disciplines within an academic framework. Examples might include, but are not limited to phenomenology, narrative enquiry, autoethnography, inside-researcher, reflexivity, practice research. Students will submit their exploration of creative research methodologies as a 3,600-word essay, which should include a literature review. Students might select 2-3 articles to encourage a specific discussion/discourse but should utilise a range of resources to support the interrogation of the research. Following their literature review, students will consider the impact of their learning and understanding of research methodologies on their future development. Students will demonstrate understanding as to how academic and creative work can be effectively integrated to strengthen the connection between the two. In doing this, students will gain insight into how academic/creative work can contribute to their personal and professional growth.	

Following this, students will be required to present research undertaken into the landscape of their chosen career. Students may approach this from the perspective of their individual artistic practice and entrepreneurship: identifying their specific experience, skills, abilities, and talents; exploring available, achievable and, if applicable, alternative career paths; demonstrating awareness of current industry movements, trends, and conventions, alongside areas of concern and conversation; exhibiting a high level of consideration towards financial areas, business acumen and self-sustainability, and analysing any cultural, historical or social context that might be relevant to their area.

Students may also approach this from the perspective of starting, building or developing their own business, or creating a positive impact upon a business they might already be working for; analysing their skillset and evaluating areas for improvement; demonstrating skills of business acumen; considering how they might develop their leadership skills; exhibiting a high level of knowledge regarding digital marketing or audience/client development; displaying knowledge of fundraising, pitching, or securing sponsorship/investment.

Students will demonstrate their understanding of their specialism/chosen area of interest/business and document how this knowledge has been, or can be, implemented into their professional creative practice. Students should create and maintain a Research Journal to log their journey, underpinned by critical analysis, evidence-based knowledge regarding the performing arts and creative industries. Students will deliver an overview and summary of this research via a 12-minute visual presentation.

To complete this module, students will produce a Continuous Professional Development (CPD) Programme, which will detail their personal and professional strategies moving forward. Students will provide some information regarding their approach to the CPD programme, which provides an opportunity to demonstrate wider research, articulate a rationale, and facilitate a deeper understanding of the work. This may include:

- strategies to create employment opportunities as an actor, dancer, performer
- developing skills in directing/choreographing/producing
- plans to develop your business idea
- opportunities to develop further leadership skills
- considering progression to further study, exploring
- navigating a career transition
- strategies to hone/refine existing skills

Intended Learning Outcomes

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

1.	Demonstrate an advanced understanding of research methods by critically analysing relevant resources and evaluating their potential impact on your personal and professional development within the performing arts/creative industries.
2.	Evaluate the reciprocal influence of academic work and creative work, exploring how they can inform and enrich each other, and propose practical strategies for integrating academic and creative approaches to enhance personal and professional development in the performing arts/creative industries.

3.	Apply enhanced research skills to investigate career trajectories and opportunities within the performing arts/creative industries, effectively identifying and assessing skills, abilities, and talents, while considering cultural, historical, and social contexts relevant to sustainable career development.		
4.	Evaluate and critically analyse your work performance, including strengths, areas of achievement, and personal and professional barriers that have hindered progress and growth, developing innovative and evidence-based strategies to overcome these challenges within the performing arts/creative industries.		
5.	Develop and demonstrate entrepreneurial skills within the context of the performing arts/creative industries, aiming to create a positive impact on your individual creative work, an existing business, or your work in building/developing your own business.		
6.	Demonstrate an enhanced and comprehensive consideration towards your personal and professional development by conducting research on tangible strategies, displaying an advanced understanding of your field within the performing arts/creative industries, anticipating difficulties and obstacles, and proposing solutions and strategies to move forward.		
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	0%

		feedback and guidance	
Formative	Draft Feedback	Provide written feedback on partial or full drafts to help students refine structure, argument, or evidence	0%
Summative	Essay	3,600 words	40%
Summative	Presentation	12 minutes	30%
Summative	CPD Programme	2,700 words	30%

Assessment Criteria

Task One: Research Essay

- Critically analyse relevant resources and evaluate the potential impact of these resources on personal and professional development within the performing arts/creative industries.
- Consider the reciprocal influence and interplay of academic research methods and creative work, showcasing a synthesis of information and understanding of how they can enrich and inform each other.
- Propose strategies for integrating academic and creative approaches and consider how these strategies can enhance personal/professional development.
Provide examples and evidence of successful integration, showcasing the benefits and outcomes of combining academic research methods and creative approaches.

Task Two: Presentation

- Apply enhanced research skills to investigate career trajectories and opportunities within their specialist area of the performing arts/creative industries.
- Effectively identify and assess skills, abilities, and talents relevant to career development.
- Evaluate and critically analyse their work performance, including assessing strengths and achievements, as well as identifying barriers, obstacles, and areas for improvement.
- Showcase an understanding of entrepreneurial principles, presenting strategies for sustainable growth and success.
- Consider the challenges that might be presented, and opportunities that will promote growth and progress, providing reflective insights and recommendations.
- Display an advanced understanding of the field, including current trends, challenges, and opportunities.

Task Two: CPD Programme

- Investigate career trajectories in the performing arts/creative industries, applying research skills to investigate the possibilities and opportunities relevant to their specialism.
- Develop and demonstrate entrepreneurial skills within the context of their chosen specialism, showcasing an understanding of entrepreneurial principles and practices.
- Conduct research on tangible and industry relevant strategies for personal and professional development in the performing arts/creative industries.
- Display an advanced understanding of the field, including current trends, challenges and opportunities.
- Anticipate difficulties and obstacles, proposing effective solutions and informed strategies moving forward.

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**

Bochner, A. P. and Ellis, C. (2003) 'An introduction to the arts and narrative research: Art as inquiry', *Qualitative Inquiry*, 9(4), pp. 506–514.

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

Patton, M. (2002) *Qualitative research & evaluation methods*. Thousand Oaks, CA: Sage Publications.

Recommended

Allende, S. (2018) *Be More Pirate: Or How to Take On the World and Win*. London: Penguin Books Ltd.

Couch, J.S. (2020) *The Art of Creative Rebellion: How to Champion Creativity, Change Culture and Save Your Soul*. Vancouver, British Columbia: Page Two Books.

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

Oakley, K. and O'Connor, J. (2018) *The Routledge Companion to the Cultural Industries*. Abingdon: Routledge.

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).

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*.

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

Stevenson, D. (2018) *Managing Organisational Success in the Arts*. Abingdon: Routledge.

Tharp, T. (2008) *The Creative Habit: Learn It and Use It for Life*. New York: Simon & Schuster.

Module Descriptor: The Creative Artist

Module details	
Module title	The Creative Artist
Module code	ICW703
Level	7
Credits	45
ECTS	22.5
Programme	MA in Creative Arts Practice
Mandatory or optional	Mandatory
Staff teaching the module	Jenny Coyle
Module hours	
Hours	Type
360	Self-directed study
90	Online study
450	Total
Module aims and curriculum	
This module explores an active, real-world assessment of the student's specialism, which includes those who have a very focused and refined idea of what their career path is, but equally those who are exploring the idea of being a multi-hyphenate, a person with a versatile and vast skillset. Our contemporary, creative society is becoming more flexible in the way in which people approach work, their skills, talents, and abilities. This module aims to dissociate the negative connotations with being a multi-skilled creative and give students the tools to understand how to communicate, market and deliver their skills with confidence.	
Learning, Teaching and Assessment Strategy	
Building upon the knowledge developed in Module 2, postgraduate students will be required to explore specific examples of their work, demonstrating their chosen research methods in practice. Students will be required to build 4 x reflective case studies (1250 words each) regarding their professional practice and explore the relationship between their industry experience and their academic knowledge. Students should select relevant industry examples from their work or experience in the performing arts industry that they believe are significant and relevant to their progression. Research methods should be identified and defined and supporting evidence will be required so students can demonstrate their learning. Case studies might include rehearsals, performances, collaborations, writing sessions, research projects or any other involvement in the field. Each example should reflect on their experience, highlight practical aspects of the work, and discuss these examples in the context of their research and their academic knowledge. Students might discuss challenges/obstacles, skills developed, impacts of the work, any valuable insights they can draw upon, and explore the connection between these industry experiences and their academic research. Students will be required to discuss how their academic studies informed their professional practice and vice versa.	

The mini case studies should document specific areas of your practice; some suggestions are below:

- Highlights or pivotal moments in your practice
- Cultural or Social research regarding your specialism
- Leadership skills and opportunities
- Implementation of new devising skills (theatre-making/songwriting)
- Developing new approaches to creativity
- Balancing a versatile skill set
- Self-promotion and digital marketing
- Autoethnographic accounts of rehearsal processes
- Balancing multi-skilled career pathways

Students will be required to demonstrate research, understanding and analysis, implementing the critical reflective thinking you have developed through the year so far and assessing your work so far against the learning outcomes of the modules. The lower word count for these case studies develops skills in concise writing, encouraging a more direct level of communication. During the module, students are encouraged to share their work with peers, including additional verbal and/or written feedback in their final reflection.

Each reflective case study is accompanied by a 5-minute video, the style of which can be interpreted by you and negotiated/approved by the Course Leader. The videos should explore your areas of career progression and development, identify employability opportunities and discuss any new discoveries you might have uncovered within your practice.

The assessments should explore current research regarding your specialism, whether that's into a focused creative career or a multi-skilled career, and students should take the opportunity to explore, investigate, discuss, and analyse real-world/real-industry examples to support their work. You should demonstrate the ability to make sound judgements, conclude effectively and concisely, problem solve and have a critical awareness of your own professional practice.

The final part of this submission is a reflective commentary on the feedback gained throughout the module and a self-assessment of the work they have done throughout the term, with specific reference to their experiences, academic connections, and the learning outcomes they are being assessed on.

Intended Learning Outcomes

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

1.	Engage in deliberate reflection to critically evaluate the aspects of your professional industry experience that shape your present and future practice within the performing arts/creative industries, considering current issues, trends, and contexts, alongside your own underlying assumptions, biases, and influences that shape your artistic journey.
2.	Apply sophisticated analytical skills to assess the evolution and refinement of your skills within the performing arts/creative industries, incorporating insights from your experiences and reaffirming your knowledge in potential career pathways.
3.	Self-evaluate personal and professional practice within the performing arts/creative industries, proposing constructive feedback and employing deliberate reflection on your academic work performance and approaches, in alignment with established research and scholarship.

4.	Demonstrate an in-depth and rigorous understanding of the performing arts/creative industries by conducting meticulous research, employing academic conventions such as frameworks/methodologies and examining current issues, prevailing trends, and cultural contexts.
5.	Demonstrate effective communication skills, concisely and clearly, through a diverse range of communication methods, including written, oral, and audio/visual forms, while effectively adapting the message to specialist and non-specialist audiences within the performing arts/creative industries.

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	Case Studies x 4	5000 words	50%

Summative	Videos x 4	20 minutes	30%
Summative	Self-Assessment	1500 words	20%
Assessment Criteria			
Task One: Case Studies			
- Analyse their practice, which may include exploring your own underlying assumptions, biases, and influences that shape their artistic journey. - Incorporate insights from their experiences to evaluate the development of their skills. - Employ established research and scholarship to inform their evaluation, demonstrating an in-depth and rigorous understanding of the performing arts/creative industries. - Adapt the message to cater to both specialist and non-specialist audiences within the performing arts/creative industries. - Communicate concisely and clearly, conveying complex ideas and concepts effectively.			
Task Two: Video Submissions			
- Demonstrate a nuanced understanding of how specific factors shape and influence your present and future practice. - Apply sophisticated analytical skills to assess the evolution and refinement of your skills in the performing arts industry. - Propose constructive feedback based on the undertaking of deliberate reflection. - Demonstrate an enhanced and informed knowledge of current issues, prevailing trends, and cultural contexts that impact the industry. - Demonstrate effective communication skills in written, oral, and audio/visual forms.			
Task Two: Self-Assessment			
- Engage in deliberate reflection to critically evaluate the aspects of your professional industry experience within the performing arts/creative industries. - Provide evidence and examples to support your analysis and conclusions. - Self-evaluate personal and professional practice within the performing arts/creative industries, reflecting on your academic work performance/approaches. - Provide evidence of research and the ability to synthesise information effectively. - Demonstrate confidence and professionalism through a written submission, with effective and objective self-assessment.			
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) <i>The Creative Reflective Practitioner: Research Through Making and Practice</i> . Abingdon: Routledge.			
Gannon, E. (2019) <i>Multi-hyphen Method: Work Less, Create More, and Design a Career That Works for You</i> . London: Hodder Paperback.			
Kaufman, J. and Sternberg, R. (2019) <i>The Cambridge Handbook of Creativity</i> . 2nd edn. Cambridge Handbooks in Psychology. Cambridge: Cambridge University Press.			

Tharp, T. (2008) *The Creative Habit: Learn It and Use It for Life*. New York: Simon & Schuster.

Recommended

Falconer, K. (2023) *Starting a Theatre Company: How to Become a Theatre Maker and Create Your Own Work*. 1st edn. Abingdon: Focal Press.

Fisher, R. and Williams, M. (2004) *Unlocking Creativity: A Teacher's Guide to Creativity Across the Curriculum*. 1st edn. Abingdon: Routledge.

Freebody, K. and Finneran, M. (2015) *Drama and Social Justice: Theory, Research and Practice in International Contexts*. 1st edn. Abingdon: Routledge.

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).

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*.

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

Stevenson, D. (2018) *Managing Organisational Success in the Arts*. Abingdon: Routledge.

Tharp, T. (2008) *The Creative Habit: Learn It and Use It for Life*. New York: Simon & Schuster.

Module Descriptor: The Innovative Professional

Module details	
Module title	The Innovative Professional
Module code	ICW704
Level	7
Credits	60
ECTS	30
Programme	MA in Creative Arts Practice
Mandatory or optional	Mandatory
Staff teaching the module	Jenny Coyle
Module hours	
Hours	Type
360	Self-directed study
90	Online study
450	Total
Module aims and curriculum	
The fourth and final module of this course requires students to create a comprehensive, professional strategy, which provides active, strategic, and innovative actions for their chosen career path. There should be a pro-active approach not only to the work they're looking to undertake but reflecting on their progress and development over the course.	
Learning, Teaching and Assessment Strategy	
The first assessment in this module consists of an Innovation Project. Students will design and execute an innovative project, addressing a current challenge or opportunity in their respective field. This takes the form of practice research, which allows the student to continually analyse, evaluate and reflect upon their work and progress. This work could include: • Developing a new artistic concept • Creating a piece of performance work • Implementing a novel leadership approach (i.e., in Directing, Choreography, Facilitating) • Undertaking a research project The Innovation Project should include industry engagement, whereby students should engage with industry professionals or organisations relevant to their career aspirations. Students will document these interactions as part of their innovation project, which could include mentoring sessions, networking, collaboration. Students should consider how this will affect their own future practice as well as any considerations to how this work could affect the practice of the industry. The innovation Project submission can include a variety of materials, including, but not limited to: • Written Reflection (mandatory to include) • Literature reviews to demonstrate research and analysis • Series of resources demonstrating self-promotional and marketing resources • Business plan	

- Video footage (performance/presentation/film)
- Written account of artistic and professional growth
- Artistic portfolio to support a creative career

Postgraduate students will be required to create and develop a Professional Charter. This will be based on the students' research and practice, allowing students to explore approaches to work, including positive/healthy workspaces, creating aims and objectives, devising mission statements and values. This should be supported with work they have done throughout the programme and supported by research to justify their choices. The Professional Charter should act as an ethos that students can take into their work moving forward, allowing them to build confidence in making firm decisions, create or understand personal and professional policies, and gain a high level of professional identity.

The assessed tutorial allows students to participate in a comprehensive evaluation of their progress, research, and future practice. Reviewing the student's overall journey throughout the MA programme allows an acknowledgement for academic and practical achievements, personalised feedback, recommendations for their work/career pathways, and a celebration of their progress. Discussing the students' experience, journey and progression enable students to confidently demonstrate how their academic learning has influenced and shaped their practical work, highlighting their ability to apply their academic knowledge to their real-world artistic contexts.

Intended Learning Outcomes

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

1.	Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights at the forefront of your academic discipline, while showcasing a comprehensive understanding of applicable research techniques and originality in the application of knowledge to identify, produce, and explore opportunities, solutions, and areas of interest within your field.
2.	Evaluate your research journey, progress, and development, considering the potential influence and impact of your work on future practice, peers, academics, practitioners, and the industry, showcasing originality and a comprehensive understanding of applicable techniques, effectively communicating your findings to specialist and non-specialist audiences.
3.	Develop a reflective mindset and engage in continuous assessment and refinement of your practice, integrating research-driven knowledge to critically evaluate current research in your academic and creative work, fostering a conceptual understanding that informs your reflective process.
4.	Demonstrate a practical understanding of implementing change to positively impact your creative/artistic practice and peers/collaborators, employing innovative problem-solving approaches, and harnessing your systematic and creative abilities to address challenges and limitations.
5.	Utilise research findings, industry knowledge, and a systematic understanding of current problems to inform your decision-making process, enabling you to make informed predictions, actively experiment with new methods, techniques, and strategies, pushing the boundaries of your work, and exploring innovative possibilities within your specialised field.

6.	Showcase an advanced ability to organise and visually present your research in a cohesive, academically appropriate manner, effectively communicating your progress, development, and identifying areas of growth and potential future directions through curated materials, reflecting a high level of professionalism.		
7.	Justify your work, progress, and development within your chosen area, providing well-supported research that underpins your creative choices and career trajectory, demonstrating a solid understanding of key concepts, theories, and practices related to your specialism, and showcasing expertise and proficiency in your field.		
8.	Develop knowledge of industry connections, organisations, and trends, evaluating the effectiveness of current working methods, trends, and conventions, and anticipate and analyse how this knowledge will impact your work, continuing to advance your knowledge, understanding, and skills to a high level of proficiency.		
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	0%

		students refine structure, argument, or evidence	
Summative	Innovation Project	8400 words or equivalent	70%
Summative	Professional Charter	2400 words	20%
Summative	Assessed Tutorial	15 minutes	10%
Assessment Criteria			
Task One: Innovation Project - Effectively communicate progress, development, and identify areas of growth and potential future directions through curated materials. - Apply originality in the application of knowledge to identify, produce and explore opportunities, solutions, and areas of interest within their specialism. - Demonstrate a practical understanding of implementing change to positively impact their creative/artistic practice and peers/collaborators. - Push the boundaries of their work and explore innovative possibilities within their specialism, through research, performance, or artistic practice. - Provide well-supported research that underpins creative choices and career trajectory. - Anticipate and critically analyse how this knowledge, research and practice will impact their work.			
Task Two: Professional Charter - Create and present a written document which provides personal/professional guidelines from which to work moving forward. - Make informed decisions on their work and practice moving forward, harnessing their creative ability to develop a guide to their work ethic, propose solutions, and overcome obstacles. - Demonstrate a solid understanding of key concepts, theories and practices related to their specialism and justify their choices regarding the way they hope to take their work forward - Demonstrate an advanced ability to organise and visually present research in a cohesive, academically appropriate manner.			
Task Two: Assessed Tutorial - Critically evaluate their research journey, progress, and development and anticipate the potential influence/impact this might have on their future practice. - Demonstrate a critically reflective mindset and engage in a discussion regarding their progress and practice. - Demonstrate knowledge of industry connections, organisations and evaluate the effectiveness of current working methods, trends, and conventions. - Showcase expertise in their field, communicating this with confidence and professionalism. - Demonstrate a commitment in the continuation of advancing their knowledge, understanding and skills to a high level.			
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

Couch, J. S. (2020) *The art of creative rebellion: How to champion creativity, change culture and save your soul*. Vancouver, British Columbia: Page Two Books.

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

Harris, R. (2021) *Four simple secrets of successful music grants*. [Place of publication not stated]: Remi Harris Consulting.

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.

Recommended

Falconer, K. (2023) *Starting a theatre company: How to become a theatre maker and create your own work* (1st ed.). New York: Focal Press.

Fisher, R. and Williams, M. (2004) *Unlocking creativity: A teacher's guide to creativity across the curriculum* (1st ed.). London: Routledge.

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).

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*. Independently Published.

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

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

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