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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

WAVDA

Wales Academy of Voice and Dramatic Arts
Academi Llais a Chelfyddydau Dramatig Cymru

LEVEL 6: ADPA6004

CREATIVE INDUSTRIES ACTION PLAN

Module Lead: Lee McCallion

Introduction

- Purpose of the Action Plan: to evidence structured, strategic career development
- Supports the Creative Industries module outcomes
- Showcasing technical and creative skills
- Demonstrating self-awareness and employability readiness
- Linking training to professional practice
- Connection to your chosen specialism (e.g., dance, musical theatre, creative direction)
- Overview of aims, objectives, and rationale for career direction

Aims and Objectives

Aim:

To critically plan and implement the next stage of your professional progression within the performing arts/creative industries.

Objectives:

1. Evaluate my current professional strengths and development needs
2. Develop realistic and evidence-based SMARTIE goals
3. Identify strategies for marketing, networking, and employability
4. Integrate research findings to support informed career decisions
5. Establish clear timelines and evaluation methods

Self-Assessment (Strengths & Development Areas)

Strong technical and creative performance skills developed through training and industry practice
Need to build stronger academic writing and research skills for professional reports

Effective collaboration, teamwork, and communication in rehearsals and group projects
Improve confidence in digital self-promotion and online branding

Reliable, organised, and committed to meeting deadlines and production goals
Expand understanding of industry structures, funding routes, and employment pathways

Adaptable to different choreographic or creative styles and feedback
Develop clearer long-term career planning and goal-setting strategies

- Be honest and reflective — this section helps identify where your next steps should focus.

- Could you link your reflections to evidence (feedback, showreel, assessments, or industry experience)?

- Use reflective models such as Gibbs (1988), Schön (1983), or Moon (2013) to structure your analysis (e.g., what happened, what you learned, and what you'll do next).

- These insights should inform your SMARTIE goals, timeline, and future actions.

SWOT Analysis: Transitioning from University to Industry

Strengths	Weaknesses
Strong performance and creative skillset developed through degree training	Limited professional industry credits or paid experience
Versatile across multiple dance and performance styles	Need to build confidence in networking and self-promotion
Good understanding of rehearsal discipline, time management, and feedback	Limited knowledge of business administration, contracts, and tax responsibilities
Professional attitude and commitment to improvement	Need to develop consistency in maintaining a digital portfolio and CV updates
Opportunities	**Threats**
Expanding creative industries sector with new digital and live performance roles	High competition for entry-level contracts and agency representation
Access to postgraduate training, short courses, and residencies	Financial instability or freelance insecurity in early career stages
Emerging trends in digital content, choreography, and teaching opportunities	Rapid changes in industry technology and audience demands
Networking through festivals, showcases, and social media	Oversaturation in popular performance markets (commercial, MT, etc.)

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- Use this SWOT to plan short-, medium-, and long-term actions.
- Strengths and opportunities should inform self-promotion strategies and SMARTIE goals.
- Weaknesses and threats can help identify training gaps, mentorship needs, or professional development priorities.
- Refer to Appendix A for your full SWOT breakdown and supporting evidence (feedback, surveys, or skill audits).

Research Skills Development

- Research = foundation for credible decision-making
- Use academic + industry sources (UWTSD Harvard Referencing required)
- Employ databases, professional networks, trade reports (e.g., Arts Council England, AdvanceHE)
- Critically analyse and interpret sources to justify choices
- Demonstrate awareness of employability trends and professional pathways

SMARTIE Goals: Next Steps After Graduation

Goal	Measure of Success	Deadline	Impact / Purpose
Create a professional showreel and upload it to YouTube and Spotlight	Showreel live and shared with agencies	Jan 2026	Increases visibility and employability
Apply to at least three reputable talent agencies or casting platforms	Number of applications submitted	Feb 2026	Expands professional opportunities
Develop an updated industry-standard CV and headshot package	Finalised materials added to portfolio	Dec 2025	Strengthens presentation and professionalism
Build a professional online portfolio or website showcasing skills	Website live with bio, photos, and media links	Mar 2026	Builds personal brand and online presence
Attend at least two workshops, auditions, or networking events	Documented attendance and reflections	Apr 2026	Grows industry knowledge and professional connections
Begin short online business course (e.g., Arts Council or FutureLearn)	Completion certificate achieved	May 2026	Improves understanding of freelance and financial management

Strategies for Self-Promotion

- Build a cohesive personal brand identity aligned with professional values
- Develop website, CV, and showreel to industry standards
- Engage with LinkedIn and sector networks (e.g., CDET, OneDance UK)
- Showcase research-informed leadership in creative HE
- Use storytelling to connect creative identity with audience/employers

Industry Research and Positioning

- Research agencies, employers, and roles in the creative HE sector
- Compare entry requirements, expectations, and skill profiles
- Identify where your skillset aligns with current industry needs
- Recognise emerging opportunities (e.g., neurodiversity leadership, arts management)
- Include a table for comparison (as advised in module PDF)

Monitoring, Evaluation, and Reflection

- Use reflective practice cycles (Gibbs or Rolfe model) monthly
- Track actions via digital planner or spreadsheet
- Seek feedback from mentors, supervisors, or professional peers
- Document progress and revise the plan every 3 months
- Demonstrate adaptability and continuous improvement

Barriers, Risks, and Contingency Plans

Barrier/Risk	Potential Impact	Mitigation Strategy
ADHD-related time management	Missed goals or burnout	Structured weekly review and time-blocking
Limited funding for CPD	Delayed skill development	Apply for grants or UWTSD staff development fund
Workload in lecturing role	Reduced creative capacity	Prioritise and delegate where possible

Timeline of Actions

Phase	Focus Area	Key Actions	Completion Date
Oct–Dec 2025	Research & Skills	Digital marketing course	Dec 2025
Jan–Feb 2026	Leadership CPD	UWTSD Leadership Workshop	Feb 2026
Mar–Apr 2026	Self-promotion	Website and applications	Apr 2026
May–Jun 2026	Reflection	Final evaluation and progress report	Jun 2026

Employability & Transferable Skills

- Communication and presentation
- Organisation and professional conduct
- Leadership and self-management
- Research and problem-solving
- Creativity and adaptability

(These align directly with the “Transferable Skills for Life & Professional Practice” criteria!

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Reflection and Growth

- Increased clarity on professional direction
- Improved organisational and reflective capacity\
- Integration of creative and academic leadership skills
- Readiness to contribute to the industry and education sectors

Conclusion

- Summary of aims, goals, and evidence-based actions
- Emphasis on flexibility and reflective learning
- Reinforcement of employability and professional identity



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Caves, R. (2000) Creative Industries: Contracts Between Art and Commerce. Cambridge, MA: Harvard University Press.

Gibbs, G. (1988) Learning by Doing. Oxford: Oxford Polytechnic.

Moon, J. (2013) Reflection and Employability. York: Higher Education Academy.

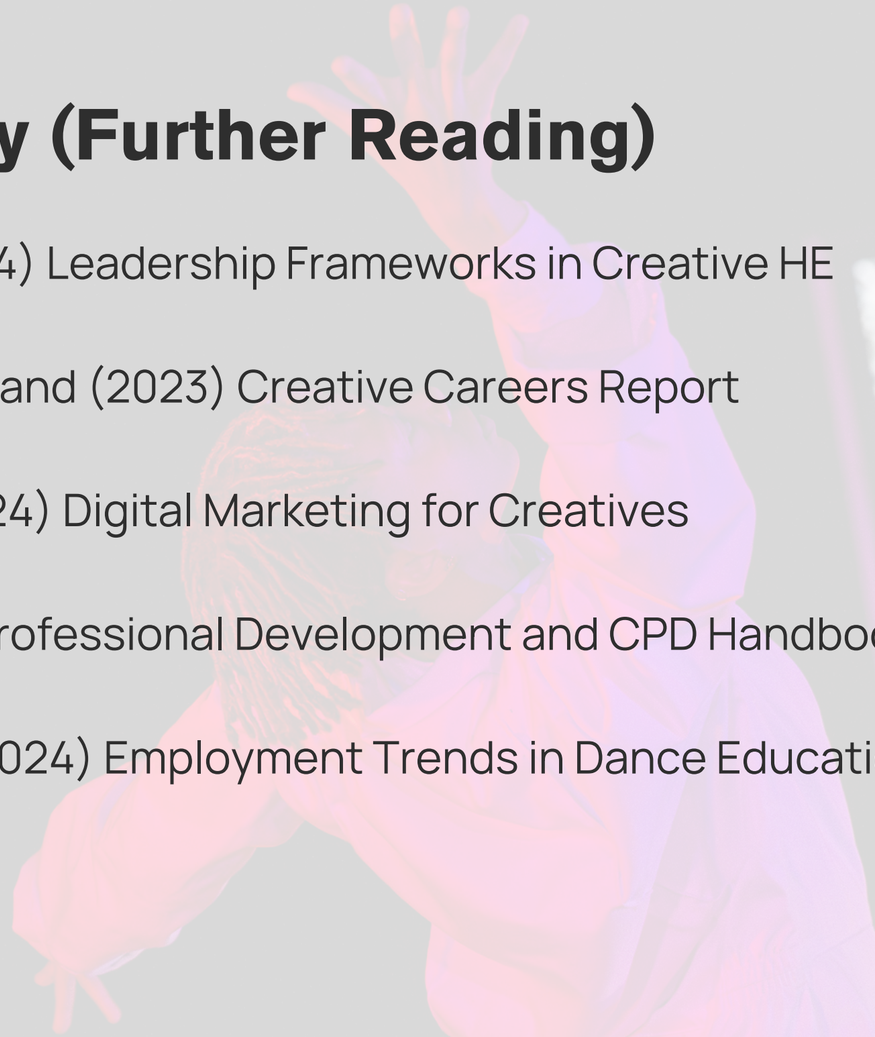
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Williams, J. & Mavin, S. (2023) Neurodiversity and Leadership in Higher Education. London: Routledge.

Grant, D. (2021) ADHD and the Creative Mind. New York: Routledge.

Bibliography (Further Reading)

- AdvanceHE (2024) Leadership Frameworks in Creative HE
- Arts Council England (2023) Creative Careers Report
- FutureLearn (2024) Digital Marketing for Creatives
- UWTSD (2025) Professional Development and CPD Handbook
- One Dance UK (2024) Employment Trends in Dance Education



Appendix

Appendix Purpose:

To evidence the research, reflection, and practical application underpinning your Action Plan.
Although not formally marked, it supports your argumentation and professional credibility.
Include:

- Completed SWOT, SMARTIE, and timeline tables (if extended)
- Skills audit or self-assessment checklist
- Screenshots of LinkedIn/website progress
- Certificates or enrolment confirmations (CPD, workshops, courses)
- Excerpts from reflective journals or mentor feedback
- Research notes or interview transcripts
- Additional visuals or diagrams (e.g., Gantt chart)
- Any evidence of communication with employers or institutions
-

How to Use It:

- Refer to appendices in-text (e.g., see Appendix A: SWOT Analysis).
- Ensure clarity and professional formatting (titles, page numbers).
- Place the reference list in one continuous PDF document.

Useful Videos

Reference list/Bibliography

Appendix

Action Planning





Any Questions?

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