Module Descriptor

Title	Creative Pedagogies		
Session	2025/26	**Status**	
Code	11005	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	D McAuliffe		

Summary of Module

This arts-based module will enable you to become a dynamic curriculum maker by developing an approach to pedagogy and curriculum design that is both original and informed. The module will draw on critical historical and contemporary readings in pedagogy that will help develop practices that are both innovative and sustainable to the participants' own development. Participants will be encouraged to question and challenge domination and the beliefs that dominate our schools today in a robust way. The module will advance participants thinking on learning how to learn and enhance further their critical consciousness as a teacher, curriculum maker and creative pedagogue.

Module Delivery Method	**On-Campus[1]** ☐	**Hybrid[2]** ☐	**Online[3]** ☒	**Work -Based Learning[4]** ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	the complex area of creative pedagogies vis à-vis critical theory to enable participants to learn how to learn.
L2	Relate creativity to the wider research fields of pedagogy, learning, assessment, and curriculum.
L3	Analyse the current issues in education in relation to creativity pedagogies, particularly the requirement to relate the procedural knowledge to declarative knowledge.
L4	Evaluate and reflect on participants own creative practice and how it impacts on teaching and learning and curriculum making.
L5	Confidently use a range of arts-based approaches to meaning making.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Deep understanding of key theories, concepts, principles in relation to creative pedagogies in education. Critical understanding of how it has evolved over the years, how it operates within the current national context and how it may impact upon ones present and future professional practice. Critical awareness of current creative pedagogies in relation to their defined purposes, theoretical underpinnings and recent/current research findings.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply deep knowledge, skills and understanding of creative pedagogies in a variety of educational contexts. Critical reflection on professional practice and contemporary issues that impact on it. Synthesise information and gain a coherent understanding of theories and practices in change management
Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to issues of the creative pedagogies in education. Give reasoned opinions, identifying flaws in arguments and discriminating between what is of relevance and what is not, especially within the context of creative pedagogies in education. Develop and demonstrate an ability to communicate effectively in a variety of professional settings.
Communication, ICT and Numeracy Skills	**SCQF 11** Effectively and appropriately communicate knowledge and understanding of creative pedagogical practices to a range of audiences. Make effective use of information retrieval systems and information technology applications to present documents in an appropriate form. Use a range of (relevant) IT applications to support and enhance work on the module.
Autonomy, Accountability	**SCQF 11**

and Working with Others	Exercise autonomy and initiative and taking responsibility for own work. Work as part of a professional team to analyse information, formulate relevant responses and present these back to the group. Work effectively in collaboration with others in groups or teams, taking a leadership role where appropriate. Systematically identify and address own learning needs within the context of creative pedagogies in education, making use of academic research materials as appropriate. Pre-requisites: Before undertaking this module the student should have.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	10
Asynchronous Class Activity	20
Independent Study	155
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Herbert, A (2010) The Pedagogy of Creativity, Routledge

hooks, b. (1994) Teaching to Transgress: Education as a Practice of Freedom, Routledge

Naughton, C.; Biesta, G. & Cole, D (2018) Art, Artists and Pedagogy: Philosophy and the Arts in Education, Routledge

Leavy, P (Ed.) (2019) Handbook of Arts-Based Research, Guilford Pub. New York.

Steinberg, S. & Down, B (Ed.) (2020) The SAGE Handbook of Critical Pedagogies, Sage, London.

Websites Visual methodologies https://study.sagepub.com/rose4e

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rights-and regulations/regulatory-framework/

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. Please ensure any specific requirements are detailed in this section. Module Co ordinators should consider the accessibility of their module for groups with protected characteristics..
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	CPD
Moderator	A Pirre
External Examiner	D Paterson
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment will be based on the submission of a multi-modal essay. This web-based

essay will be the equivalent to a 4,000 word assignment.
Assessment 2
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	100%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
new template, no changes	Mar 25	D Mcauliffe