



## Module Descriptor

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| Title                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Analysing Creativity             |                                        |    |
| Session                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2025/26                          | Status                                 |    |
| Code                                                                                                                                                                                                                                                                                                                                                                                                                                                      | MUSC11022                        | SCQF Level                             | 11 |
| Credit Points                                                                                                                                                                                                                                                                                                                                                                                                                                             | 20                               | ECTS (European Credit Transfer Scheme) | 10 |
| School                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Business and Creative Industries |                                        |    |
| Module Co-ordinator                                                                                                                                                                                                                                                                                                                                                                                                                                       | Dr Iain Taylor                   |                                        |    |
| <b>Summary of Module</b>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                  |                                        |    |
| <p>“Analysing Creativity” supports students in their development of knowledge and understanding relating to the notion of creativity, and its critical and practical applications. This understanding will be supported and developed through student-centred reflection upon their own creative practice – and that of others –underpinned by a broader engagement with critical and conceptual framings of creativity and creative practice.</p>        |                                  |                                        |    |
| <p>Students will be encouraged to consider the notion of creativity in relation to a range of methodologies and interdisciplinary work used in the field, that encapsulate creative approaches adopted by artists towards songwriting, performance, and production. In doing so, they will be supported in using these explorations to consider what an authentic, inclusive, and sustainable creative practice looks like in relation to their work.</p> |                                  |                                        |    |

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|-------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Module Delivery Method</b>       | <b>On-Campus<sup>1</sup></b><br><input checked="" type="checkbox"/>          | <b>Hybrid<sup>2</sup></b><br><input type="checkbox"/>                                                       | <b>Online<sup>3</sup></b><br><input type="checkbox"/>                                           | <b>Work -Based Learning<sup>4</sup></b><br><input type="checkbox"/> |
| <b>Campuses for Module Delivery</b> | <input checked="" type="checkbox"/> Ayr<br><input type="checkbox"/> Dumfries | <input type="checkbox"/> Lanarkshire<br><input type="checkbox"/> London<br><input type="checkbox"/> Paisley | <input type="checkbox"/> Online / Distance Learning<br><input type="checkbox"/> Other (specify) |                                                                     |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

|                                                   |                 |                                     |                 |                          |                 |                          |
|---------------------------------------------------|-----------------|-------------------------------------|-----------------|--------------------------|-----------------|--------------------------|
| <b>Terms for Module Delivery</b>                  | Term 1          | <input checked="" type="checkbox"/> | Term 2          | <input type="checkbox"/> | Term 3          | <input type="checkbox"/> |
| <b>Long-thin Delivery over more than one Term</b> | Term 1 – Term 2 | <input type="checkbox"/>            | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |

| <b>Learning Outcomes</b> |                                                                                                                                                                                                                                                                                           |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L1</b>                | Demonstrate comprehensive knowledge and understanding of the range of historical methods for analysing creativities (with a focus on the most recent and advanced scholarly methods in musical creativities research), via critical evaluation of these methods and associated ideologies |
| <b>L2</b>                | Apply or utilise one or more of these methods in detailed and rigorous critical evaluation of a chosen creative output                                                                                                                                                                    |
| <b>L3</b>                | Apply, and reflect upon, relevant theories of creativity and creative practice in the production of a new piece of creative work.                                                                                                                                                         |
| <b>L4</b>                |                                                                                                                                                                                                                                                                                           |
| <b>L5</b>                |                                                                                                                                                                                                                                                                                           |

| <b>Employability Skills and Personal Development Planning (PDP) Skills</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SCQF Headings</b>                                                       | <b>During completion of this module, there will be an opportunity to achieve core skills in:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Knowledge and Understanding (K and U)</b>                               | <p><b>SCQF 11</b></p> <p>Extensive knowledge and understanding of the ways in which musical creativity/creativities can be evaluated and understood including a range of research methods and methodologies and extending this knowledge through analysis of your own creative practices (and those of peers).Ability to critically evaluate current and historical academic practices in analysis, including advanced scholarship in the discipline.</p>                                                                                                                         |
| <b>Practice: Applied Knowledge and Understanding</b>                       | <p><b>SCQF 11</b></p> <p>Ability to apply a number of specialised research theories and methods around creativities to musical creative products (including your own) and generating creative critical responses.</p> <p>Planning and executing a significant project of research and completion of own analyses of chosen material. Professional competence in skills of a chosen musico-creative field (e.g. production, songwriting, performance) and application of these in the light of broad analytical and historical understandings of creative practices in context</p> |
| <b>Generic Cognitive skills</b>                                            | <p><b>SCQF 11</b></p> <p>Ability to critically review, consolidate and practically expand upon complex practices and highly abstract thinking in creativities research practice.</p> <p>Preparation of original and creative responses to issues and problems that have been identified through research.</p>                                                                                                                                                                                                                                                                     |
| <b>Communication, ICT and Numeracy Skills</b>                              | <b>SCQF 11</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p>Communicate with peers and more senior colleagues on a highly competent and professional level. Demonstrate a range of communication skills including verbal, visual and musical forms.</p> <p>The use of a range of music software and hardware at an advanced level in support of the presentation of creative outputs as an analytical response.</p>                                                               |
| <b>Autonomy, Accountability and Working with Others</b> | <p><b>SCQF 11</b></p> <p>Exercise substantial autonomy and initiative in research preparation for seminars and in preparing and presenting creative outputs (alone and/or in conjunction with other performers or musicians). Responsibility for one's own work prepared in conjunction with others involved in student-led seminar sessions.</p> <p>Demonstration of leadership skills in chairing seminar sessions</p> |

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|----------------------|--------------------|---------------------|
| <b>Prerequisites</b> | <b>Module Code</b> | <b>Module Title</b> |
|                      | <b>Other</b>       |                     |
| <b>Co-requisites</b> | <b>Module Code</b> | <b>Module Title</b> |

| <b>Learning and Teaching</b>                                                                                                                                                             |                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 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. |                                                                                                                                            |
| <p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>                  | <p><b>Student Learning Hours</b></p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |
| Lecture / Core Content Delivery                                                                                                                                                          | 30                                                                                                                                         |
| Tutorial / Synchronous Support Activity                                                                                                                                                  | 10                                                                                                                                         |
| Independent Study                                                                                                                                                                        | 160                                                                                                                                        |
| Please select                                                                                                                                                                            |                                                                                                                                            |
| Please select                                                                                                                                                                            |                                                                                                                                            |
| Please select                                                                                                                                                                            |                                                                                                                                            |
| <b>TOTAL</b>                                                                                                                                                                             | 200 hours total                                                                                                                            |

| <b>Indicative Resources</b>                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Boden, M. (1992) The Creative Mind: Myths and Mechanisms, London: Abacus</p> <p>Burnard, P. (2012) Musical Creativities in Practice, Oxford: Oxford University Press.</p> |

Csikszentmihalyi, M. (1988), 'Society, Culture and Person: A Systems View of Creativity', in R. Sternberg (ed.) *The Nature of Creativity: Contemporary Psychological Perspectives*, Cambridge: Cambridge University Press, pp.325-339

K.Thomas and J. Chan (Eds) (2013) *Handbook of Research on Creativity* Cheltenham: Edward Elgar.

Toynbee, J. (2000) *Making Popular Music* London: Arnold.

Kaufman, J. C. and Sternberg, R. J. (2021) *Creativity: An Introduction*. Cambridge: Cambridge University Press

Ivcevic, Z., Hoffman, J. D., and Kaufman, J. C. (eds.) (2023) *The Cambridge handbook of creativity and emotions*. Cambridge: Cambridge University Press

**(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:**

Attendance and engagement with scheduled classes, along with completion of directed study activities

### 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](#).

**(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

|                                         |                                                                                                                                                                                                                                                                                      |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Divisional Programme Board</b>       | <b>Arts Media</b>                                                                                                                                                                                                                                                                    |
| <b>Overall Assessment Results</b>       | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded                                                                                                                                                                                                      |
| <b>Module Eligible for Compensation</b> | <input type="checkbox"/> Yes <input type="checkbox"/> No<br><b>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.</b> |
| <b>School Assessment Board</b>          | Arts & Media                                                                                                                                                                                                                                                                         |
| <b>Moderator</b>                        | Dr Jo Collinson Scott                                                                                                                                                                                                                                                                |
| <b>External Examiner</b>                | N. McSweeney                                                                                                                                                                                                                                                                         |
| <b>Accreditation Details</b>            | JAMES                                                                                                                                                                                                                                                                                |

|                                 |                                                                     |
|---------------------------------|---------------------------------------------------------------------|
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number        |                                                                     |

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| <b>Assessment (also refer to Assessment Outcomes Grids below)</b>                                                                                                                                                                                                                                                                                                       |
| <b>Assessment 1</b>                                                                                                                                                                                                                                                                                                                                                     |
| Presentation 50%                                                                                                                                                                                                                                                                                                                                                        |
| <b>Assessment 2</b>                                                                                                                                                                                                                                                                                                                                                     |
| Portfolio 50%                                                                                                                                                                                                                                                                                                                                                           |
| <b>Assessment 3</b>                                                                                                                                                                                                                                                                                                                                                     |
|                                                                                                                                                                                                                                                                                                                                                                         |
| (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.<br><br>(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.) |

|                        |                                     |                                     |                                     |                          |                          |                                            |                                 |
|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------------------------|---------------------------------|
| <b>Component 1</b>     |                                     |                                     |                                     |                          |                          |                                            |                                 |
| <b>Assessment Type</b> | <b>LO1</b>                          | <b>LO2</b>                          | <b>LO3</b>                          | <b>LO4</b>               | <b>LO5</b>               | <b>Weighting of Assessment Element (%)</b> | <b>Timetabled Contact Hours</b> |
| Presentation           | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50                                         | 20                              |

|                        |                                     |                                     |                                     |                          |                          |                                            |                                 |
|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------------------------|---------------------------------|
| <b>Component 2</b>     |                                     |                                     |                                     |                          |                          |                                            |                                 |
| <b>Assessment Type</b> | <b>LO1</b>                          | <b>LO2</b>                          | <b>LO3</b>                          | <b>LO4</b>               | <b>LO5</b>               | <b>Weighting of Assessment Element (%)</b> | <b>Timetabled Contact Hours</b> |
| Portfolio              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50                                         | 20                              |

|                                          |                          |                          |                          |                          |                          |                                            |                                 |
|------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------------|---------------------------------|
| <b>Component 3</b>                       |                          |                          |                          |                          |                          |                                            |                                 |
| <b>Assessment Type</b>                   | <b>LO1</b>               | <b>LO2</b>               | <b>LO3</b>               | <b>LO4</b>               | <b>LO5</b>               | <b>Weighting of Assessment Element (%)</b> | <b>Timetabled Contact Hours</b> |
|                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                            |                                 |
| <b>Combined total for all components</b> |                          |                          |                          |                          |                          | 100%                                       | hours                           |

### Change Control

|                                               |             |            |
|-----------------------------------------------|-------------|------------|
| <b>What</b>                                   | <b>When</b> | <b>Who</b> |
| Module Delivery Method changed to 'on campus' | 26/02/2025  | I Taylor   |
| Reading List Updated                          | 26/02/2025  | I Taylor   |
| Moderator Updated                             | 26/02/2025  | I Taylor   |
|                                               |             |            |

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