

## Module Descriptor

Title	Creativity Across Learning		
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		
<b>Summary of Module</b>			
This module will equip participants to fully engage in the practice of creativity across all forms of learning. We know that creativity draws on deep levels of knowledge and understanding in specific disciplines and that it takes participants to genuinely new and unexpected destinations. This module will draw together knowledge and insight from diverse areas of learning, combining them in a truly creative and interdisciplinary way. You will engage in the latest STEAM approaches to sustaining creativity across learning and work towards becoming a leader of creativity across learning.			

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

<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

Learning Outcomes	
<b>L1</b>	Demonstrate a broad knowledge and understanding of the principal theories, dispositions and concepts of creativity across learning.
<b>L2</b>	To analyse and reflect on practice (including one's own) in relation to theories and principles of creativity.
<b>L3</b>	Demonstrate a range of effective communication skills and use of ICT to present information in a well-structured and coherent form.
<b>L4</b>	
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<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>Deep understanding of key theories, concepts, principles and in relation to creativity across learning. 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 creativity across learning practices in relation to their defined purposes, theoretical underpinnings and recent/current research findings</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 11</b></p> <p>Apply deep knowledge, skills and understanding to the field of creativity across learning 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. Retrieve, interpret and use primary and secondary information relevant to this module from a variety of sources including electronic databases.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 11</b></p> <p>Apply critical analysis, evaluation and synthesis to issues of the expressive arts 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 creativity across learning practices. Develop and demonstrate an ability to communicate effectively in a variety of professional settings.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 11</b></p> <p>Effectively and appropriately communicate knowledge and understanding of creativity across learning 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.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 11</b></p> <p>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</p>

	leadership role where appropriate. Systematically identify and address own learning needs within the context of creativity across learning, making use of academic research materials as appropriate
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Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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> <p>The module handbook, and other detailed material made available to participants, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies. This will clarify expectations for module content and for the overall balance of learning and teaching methodologies to be used during the module. This module is structured through individual and group tasks delivered through technology enhanced learning methodologies supported by the University Virtual Learning Environment (VLE).</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Tutorial / Synchronous Support Activity	5
Asynchronous Class Activity	20
Independent Study	155
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

Indicative Resources
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Burnard, P. &amp; Colucci-Gray, L. (2019) Why Science and Art Creativities Matter: STEAM (re-) Configurings for Future-making Education. Brill   Sense</p> <p>Craft, A (2015) Creativity, Education and Society: Writings of Anna Craft. London: Trentham Books</p> <p>Julian Sefton-Green (et al) (2011) The Routledge International Handbook of Creative Learning. London: Routledge</p> <p>Leavy, P. (Ed.) (2019) Handbook of Arts-Based Research, New York: Guilford Pub.</p>

**(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](#).**

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/> Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

**(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>Education</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 checked="" type="checkbox"/> No <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>	CPD
<b>Moderator</b>	A Pirrie
<b>External Examiner</b>	D Patterson
<b>Accreditation Details</b>	

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

**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. Module handbooks, and other detailed material made available to participants, will clarify the relationship between formative and summative assessment tasks and the specific learning outcomes for the module. This will enable participants to relate feedback from formative assessment to their individual progress on the learning outcomes for the module and further prepare for summative submission. Detailed guidance as to how participants should prepare for formative and summative submissions will be provide via the Moodle

**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
Assessment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	

**Component 2**

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**Component 3**

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

What	When	Who
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new template, no changes	mar 25	D McAuliffe