



Module Descriptor

Title	Creativity Across the Curriculum		
Session	2025/26	Status	
Code	BAEL09006	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	N. Allan		
Summary of Module			
<p>The module constructs a definition of creativity and explores and evaluates this in the context of experiences provided for children focusing on a developmental psychology perspective. The provision of creative experiences across the curriculum is examined and how this might be supported and enhanced. The role of creativity in leadership as an approach to involvement and problem solving is considered.</p> <p>The module explores models of creativity such as those promoted by Bruce, Malaguzzi, Fumoto and Craft. National relevant advice in the context of creativity, including Curriculum for Excellence, Realising the Ambition and the latest national/international priorities are examined.</p> <p>International models of documentation are explored e.g. Reggio Emilio and Penn Green. The use of documentation in assessment and transition is considered and evaluated e.g. Assessment is for Learning and involving parents in their children’s creative development.</p> <p>Students will provide a critique of the broad concept of creativity in the curriculum with reference to relevant literature, theory, policy and guidance. Students will explore the ways in which the practitioner can foster creative development.</p> <p>Students will undertake a project consisting of: Planning for creativity as a member of a team. Devise and implement a programme of creative experiences for children aged birth to eight within an early childhood establishment. Critically evaluate practice in relation to theory and in partnership with a workplace mentor</p> <p>Sustainable Development Goals</p> <p>3. Ensure healthy lives and promote well-being for all at all ages</p> <p>4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</p> <p>UWS Graduate Attributes</p> <p>Critical thinker</p> <p>Creative</p> <p>Imaginative</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	To demonstrate a broad and integrated knowledge and understanding of the principal theories, principles and concepts of creativity.
L2	To evaluate the development of creativity from the perspective of developmental psychology.
L3	Demonstrate a range of effective communication skills and use of ICT to present information in a well-structured and coherent form.
L4	To analyse and critically reflect on practice in relation to theories and principles of creativity.
L5	N/A

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 9 A broad integrated knowledge and understanding of the scope, main areas and boundaries of creative activities in the curriculum.
Practice: Applied Knowledge and Understanding	SCQF 9 Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to creativity in the curriculum.
Generic Cognitive skills	SCQF 9

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

	Use and critically evaluate a range of approaches to evidence based solutions.
Communication, ICT and Numeracy Skills	SCQF 9 Convey complex information to a range of audiences and for a range of purposes.
Autonomy, Accountability and Working with Others	SCQF 9 Exercise autonomy and initiative in some activities at a professional level.

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>Use of VLE, on-line tutor/student led discussions, individual and group tasks. Lectures, workshops, student-led seminars, group-work, role-play, presentations, and problem based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment. Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module.</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	36
Work-based Learning	100
Independent Study	64
n/a	
n/a	
n/a	
TOTAL	200

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

Patston, T.J. et al. (2021) What is Creativity in Education. Journal of Advanced Academics, 32, 2, pp.207-230.

Education Scotland (2013) Creativity Across Learning 3-18. Edinburgh. Education Scotland.

Creative Scotland (2021) A Collaboration for Creativity. Edinburgh. Creative Scotland.

(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:

All fulltime 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.

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](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	Early Years
Moderator	J. Leslie
External Examiner	M. Mckenzie
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Changes / Version Number	
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Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 - Part A: [Week 6 of programme] 1500 word Critical Essay. With reference to relevant literature, theory, policy and curriculum guidance provide a critical discussion of the broad concept of creativity in the curriculum (underpinned by a formative exercise reflecting critically on definitions of creativity).
Assessment 2
Assessment 2 - Part B: [end of module] Students will critique the creative work carried out with the children in the workplace and submit a portfolio consisting of: <ul style="list-style-type: none"> • an audit of current practice, • evidence of documentation in the form of a floor book to include evidence of observations with links to Realising the Ambition / CFE .
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
Critical Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	0

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"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, general annual review EE updated	Mar 25	N Allan