



## Module Descriptor

Title	Creativity in the Curriculum (CS)		
Session	2025/26	Status	
Code		SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	N. Allan		
<b>Summary of Module</b>			
<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, Curriculum for Excellence, Realising the Ambition and the latest national/international priorities are examined.</p> <p>Models and understandings of how creativity is presented and valued in policy are explored including why democracy needs creativity. International models are explored e.g. Reggio Emilio</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.</p> <ul style="list-style-type: none"><li>Students will explore how creativity is presented in policy and practice guidance utilising the Capabilities Approach (Nussbaum, 2011) as an underpinning theory. Students will consider counter discourses to current dominant discourses.</li></ul> <p>The module contributes towards the following UN 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>The module enables the students to develop the following UWS Graduate Attributes:</p> <p>Critical Thinker</p> <p>Creative</p>			

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

Learning Outcomes	
<b>L1</b>	To demonstrate a broad and integrated knowledge and understanding of the principal theories, principles, and concepts of creativity.
<b>L2</b>	To evaluate the development of creativity from the perspective of developmental psychology.
<b>L3</b>	To analyse and critically reflect on policy and practice in relation to theories and principles of creativity.
<b>L4</b>	N/A
<b>L5</b>	N/A

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>	<b>SCQF 9</b> A broad integrated knowledge and understanding of the scope, main areas and boundaries of creative activities in the preschool curriculum.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Carry out routine lines of enquiry, development and investigation into professional level, problems and issues related to creativity in the curriculum.
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Use and critically evaluate a range of approaches to evidence based solutions.

<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>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Convey complex information to arrange of audiences and for a range of purposes.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Exercise autonomy and initiative in some activities at a professional level.

<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>	
<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, Interactive Whiteboards, on-line tutor/student led discussions, individual and group tasks. Lectures, tutorials, student-led seminars, group-work, role-play, presentations, workshops, and problem based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as essays, assignments, seminars, and seminar papers, presentations. Students will have the opportunity to peer assess the formative tasks and work on a number of group activities contextualising and sharing their learning. 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>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	35
Independent Study	129
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

<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>Bruce, T. (2015) Early Childhood Education, 5th edition, London, Hodder Education.</p>

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

Nussbaum, M. (2011) Creating Capabilities. Harvard University Press. London.

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

**(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:**

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online 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](#).**

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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(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
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<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<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.
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	R. McGill
<b>External Examiner</b>	C. Counihan
<b>Accreditation Details</b>	None
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
PART A - Critical essay (1500 words) week 6 of the programme.
<b>Assessment 2</b>
PART B - in person presentation at the end of the module.
<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. (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
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	1.5

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	1.5

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%	0 hours
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**Change Control**

<b>What</b>	<b>When</b>	<b>Who</b>
Housekeeping	18/03/2025	N Allen
Align with guidance notes	18/03/2025	N Allen
Update assessment approach	18/03/2025	N Allen