University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Creativity in the Curriculum			
Code: EDUC09005	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	N Allan		

Summary of Module
The module constructs a definition of creativity.   Exploring and evaluating this core concept 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 also considered.

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.

Models and understandings of how creativity is presented and valued in policy are explored including why democracy needs creativity. International models are explored and contrasted e.g. Reggio Emilia

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 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.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☒	☒	☐	☐	Add name

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
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	To analyse and critically reflect on policy and practice in relation to theories and principles of creativity.

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 Level **9** A broad integrated knowledge and understanding of the scope, main areas and boundaries of creative activities in the preschool curriculum.
Practice: Applied Knowledge and Understanding	SCQF Level **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 Level **9** Use and critically evaluate a range of approaches to evidence based solutions.

Communication, ICT and Numeracy Skills	SCQF Level **9** Convey complex information to arrange of audiences and for a range of purposes.	
Autonomy, Accountability and Working with others	SCQF Level **9** Exercise autonomy and initiative in some activities at a professional level.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Work Based Learning/Placement	35
Independent Study	129
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Bruce, T. (2015) Early Childhood Education, 5th edition, London, Hodder Education.

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:

All full-time students (part-time and distant learning students should check with their programme leader for any queries) 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 available at the following link: https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/

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

Divisional Programme Board	Education

Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Early Years
Moderator	R McGill
External Examiner	C. Counihan
Accreditation Details	None
Changes/Version Number	1 Minor summary changes, typos

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 PART A [Week 6 of programme]. Critical essay (1500 words) with references 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 PART B [end of module]. Students will present a ten-minute face to face presentation to answer the question: Is creativity, as presented in Scottish policy and practice guidance, that of a neoliberal discourse of creativity? What are the alternatives?
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	✓	✓				50%	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
			✓			50%	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)