Glasgow School of Art Course Specification
Course Title: Developing and Supporting the Creative Curriculum

Image credit: Ben Lingard School of Fine Art 2022

Course Code	HECOS Code	Academic Session
		2023-24

Course Title	Developing and Supporting the Creative Curriculum
Course Contact	Dr Maddy Sclater

Credits	20
SCQF Level	11
When Taught	Semester 3

Associated Programmes	Postgraduate Certificate Learning and Teaching in the Creative Disciplines
Lead School	School of Design
Other Schools	N/A
Date of Approval	Programme Approval July 2023

Course Introduction

This course supports students to explore ideas and conceptions of curriculum within the creative arts and the drivers which influence and inform our creative choices in designing a curriculum fit for the 21st century.

The course builds upon previous learning on the programme focused on learning design to explore research and scholarship as to the nature of curriculum and the assessment of learning. The course explores key themes of curriculum such as equality, diversity and inclusion; sustainability; employability and enterprise; internationalisation and digital and blended learning. These themes are explored in relation to the creative arts and how they shape our approach to curriculum, as well as our focus on curriculum in developing students' skills, knowledge and expertise. The nature and purpose of assessment within curriculum and the creative arts is explored with students supported to design effective assessment strategies and approaches to support student learning.

Through meaningful and authentic forms of assessment students apply their learning from the course to a review of their own curriculum and apply key principles in the design of curriculum within their own context, building upon their learning from the course and direct feedback from their own learners, peers and tutors.

A key feature of the course's delivery is a peer observation of teaching or learning support practice, designed to provide students with direct feedback on their practice as a form of authentic continual professional development and to support students to identify future development and learning needs.

Course Aims

The course provides students with the opportunity to:

1. Explore and critically consider ideas and conceptions of curriculum within the creative arts;
2. Identify and discuss key drivers and influences which shape our curriculum ensuring we meet the needs of our learners and of wider society;
3. Critically consider the nature and purpose of assessment and feedback within our curriculum and the creative arts;

4.	Explore and apply effective strategies and practices of assessment as, for and of learning.

Course Intended Learning Outcomes

Students who successfully complete this course will be able to:

1. Identify and critically consider the scholarship, research, policy, and practice which influence the development of curriculum, assessment and feedback;
2. Create student-centred and constructively aligned curriculum and assessments appropriate to their context and the needs of a diverse student body;
3. Critically evaluate curriculum and assessment considering how their practice meets the needs of students, and the needs and expectations of the higher education sector and wider creative community.

Indicative Content

This course shall introduce students to:

- The contested nature and conceptualisation of curriculum within the creative arts and higher education
- Drivers in scholarship, research, policy, and practice which influence the development of curriculum, assessment and feedback
- The nature and purpose of assessment within an Art School
- Assessment design and the assessment of, for and as learning

Description of Learning and Teaching Methods

This course is designed as a work-based learning course which supports students in their professional role and practice as teachers and/or supporters of learning. The course is delivered online via distance learning using a range of active learning and teaching strategies. These include live synchronous online workshops, supported by asynchronous learning activities and formative tasks.

This flexible approach allows students to engage in meaningful learning opportunities as a cohort through synchronous contact points, supported through ongoing engagement with online learning material, resources and activities. A flipped model of learning is used to allow students to prepare for live synchronous sessions prioritising peer interactions and extending these through asynchronous activities involving peer review and group work.

Peer observation of teaching is used within the course to provide students with direct feedback on their teaching practice and their development and delivery of curriculum. Teaching observation and peer observation provide useful reflection points for students to gain feedback on their own teaching practice, whilst also being able to observe others' teaching practice, integrating reflections with learning on the programme.

Indicative Contact Hours	Notional Learning Hours
20	200

Description of Formative Assessment and Feedback Methods
Students are supported in their learning through a range of formative assessment activities as they progress through the course. This includes: • Engagement in a range of peer review activities focused on curriculum development, assessment and feedback. • Peer observation of teaching • Regular feedback from tutors through in class discussion and question and answer activities

Description of Summative Assessment arrangements
Summative assessment is designed to be authentic to each student's learning and teaching context and applicable to their role and practice. Assessment is designed to support students to reflect upon their role and practice in developing curriculum and assessing student learning as they study on the course, allowing them to not only demonstrate their learning through assessment, but also meaningfully apply their learning to their practice as they progress through the course and programme. Within the course there are two options for summative assessment as set out below. Students are required to confirm their chosen form of assessment by Week 5 of the course and invited to present their outline in week 7 for formative feedback by tutors and peers.

Description of Summative Assessment Method	Weight %	Submission week
Curriculum Project Brief and Critical Rationale Students are required to develop a project brief outlining the aims and ILOs of the project and its assessment and feedback design. Alongside this brief, students should submit a 1,000-word critical rationale explaining how the brief has been developed and how it responds to key drivers within the wider art and design HE landscape.	100%	12
Or		
Reflective Narrative Students are required to submit a 3,000-word reflective narrative exploring an aspect of their curriculum, how it is assessed and how it responds to key drivers within the wider art and design HE landscape.	100%	12

Exchange/Study Abroad	
Can this course be taken by Exchange/Study Abroad students?	No
Are all the students on the course taught wholly by distance learning?	Yes
Does this course represent a work placement or a year of study abroad?	No
Is this course collaborative with any other institutions?	No
If yes, then please provide the names of the other teaching institutions	N/A

Reading and On-line Resources

The following is an indicative list of resources for this course. To see the full reading and resource list see the Creative Curriculum KeyLinks list.

Barnett, R. (2009) Knowing and becoming in the higher education curriculum, Studies in Higher Education, 34:4, 429-440

Boud, D., Ajjawi, R., Dawson, P., & Tai, J. (2018) Developing evaluative judgement in higher education: assessment for knowing and producing quality work, Routledge

Bovill, C. & Woolmer, C. (2019) How conceptualisations of curriculum in higher education influence student-staff co-creation in and of the curriculum, Higher Education, 78, 407-422

Elkins, J. (2001) Why art cannot be taught: a handbook for art students, University of Illinois

Fraser, S.P. & Bosanquet, A.M. (2006) The curriculum? That's just a unit outline, isn't it?, Studies in Higher Education, 31:03, 269-284

Fung, D. (2017) A Connected Curriculum for Higher Education, UCL Press

Johnson, B. & Pierce, J. T. (2014) Design school wisdom: make first, stay awake, and other essential lessons for work and life, Chronicle Books

Krupinska, J. & Danielson, S. (2014) What an architecture student should know, Routledge

Morley, D.A. & Jamil, Md.G. (Eds.) (2021) Applied Pedagogies for Higher Education Real World Learning and Innovation across the Curriculum, Springer International Publishing

Orr, S & Bloxham, Sue. (2013) Making judgements about students making work: lecturers' assessment practices in art and design, Arts and Humanities in Higher Education, 12(2-) , 234-253.

Orr, S. & Shreeve, A. (2017) Art and Design Pedagogy in Higher Education: Knowledge, Values and Ambiguity in the Creative Curriculum, Taylor and Francis