# Creative Thinking Qualification - SCQF Level 6

## Course Outline

This brand new course celebrates the importance of creativity, problem-solving and critical thinking; metaskills that will be required of a future workforce. It carries 24 SCQF credit points and is undertaken across a delivery model of a notional 240 learning hours. It is the result of a collaboration between employers, creative agencies, teachers, lecturers and students who came together as a group to form Daydream Believers. This award-winning collaborative effort has resulted in the website daydreambelievers.co.uk and includes resources by contributors such as LEGO, Whitespace, Ellen MacArthur Foundation, Amazerealise, Skyscanner, D&AD, Edinburgh Napier University, Edinburgh College and many more.

## Learning Outcomes

| | |
|---|---|
| **LO1.** Use both primary and secondary research to explore a problem. | Make effective use of a variety of research methods and draw conclusions from the outcomes. |
| **LO2.** Propose creative ideas based upon the research conducted. | Propose imaginative and challenging creative concepts informed by research outcomes. |
| **LO3.** Test and improve initial ideas. | Compare, contrast and develop solutions, utilising user testing and iteration to inform decisions. |
| **LO4.** Clearly and creatively communicate and evaluate ideas. | Independently select and utilise appropriate media to articulate ideas and present critical reflection. |
| **LO5.** Demonstrate creative bravery in the evaluation of independent work. | Consider, identify and articulate the socio-cultural context, impact and potential of outcomes. |

## Delivery and Resources

The learning outcomes above align to the headings of: Research, Concepts, Fail and Fix, Communicating ideas and Critical thinking. The qualification can be undertaken using one large project, or up to a maximum combination of four projects, which can be resourced from the Daydream Believers website. Examples of projects include:

- Thoughts become things – Create a Hospital, School, Music Venue or Workplace. An experiential project about the built environment from multi-disciplinary creative studio Acrylicize.
- Campaign for Kindness - Studio LR asks students to create an advertising campaign using empathy
- Van of Dreams - Your community has been given a campervan, what should they do with it? A project showing how to create a product, service or experience for a specific user group.
- Circular Brand - Ellen MacArthur Foundation and Teemill challenge students to create a fashion brand and sell their own products in the circular economy.

Resources will be available at www.daydreambelievers.co.uk include briefs from our industry partners, flexible lesson plans, contextual videos, warm up exercises and examples of student work.

## Homework

Students will be expected to work independently for many aspects of the course and will be highly self-motivated. Independent research and concept development will not only take place in the classroom.

## Formative Feedback

Using a physical rubber stamp directly onto sketch books to create a framework constructively aligned to the 5 elements of the creative process. We indicate how the student is doing on each axis, A is the outer dot and D is the middle. STAMP iT© shows a literal and physical commitment to formative assessment and encourages students to focus on learning the process rather than polishing the outcome.

STAMP iT©  Created by Ruth Cochrane and Richard Firth will be available at www.daydreambelievers.co.uk
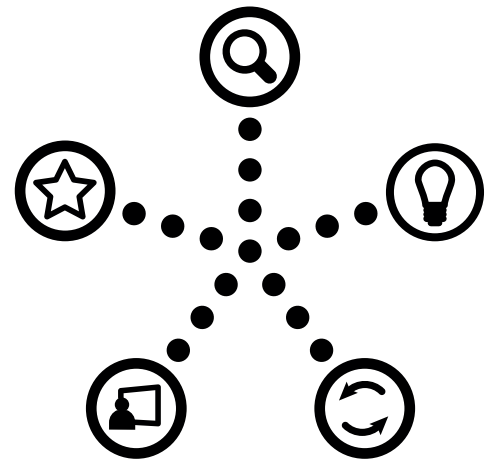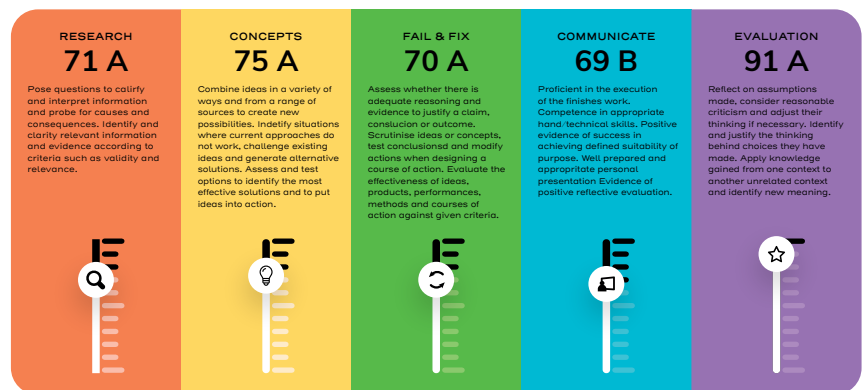
## STAMP iT

## Summative Feedback

Using a digital assessment App for summative feedback

SWIPE iT© uses scroll bars to mark the same 5 elements of the creative process which are constructively aligned to the Learning Outcomes.

Averages and grades are calculated in real time and interactive grade descriptors from the course assessment rubric are displayed. This allows informed and efficient marking, trusting educators to be the most informed markers of their student's work.

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| RESEARCH | CONCEPTS | FAIL & FIX | COMMUNICATE | EVALUATION |
|---|---|---|---|---|
| 71 A | 75 A | 70 A | 69 B | 91 A |
| Pose questions to calirfy and interpret information and probe for causes and consequences. Identify and clarity relevant information and evidence according to criteria such as validity and relevance. | Combine ideas in a variety of ways and from a range of sources to create new possibilities. Indetify situations where current approaches do not work, challenge existing ideas and generate alternative solutions. Assess and test options to identify the most effective solutions and to put ideas into action. | Assess whether there is adequate reasoning and evidence to justify a claim, conslucion or outcome. Scrutinise ideas or concepts, test conclusioned and modify actions when designing a course of action. Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria. | Proficient in the execution of the finishes work. Competence in appropriate hand/technical skills. Positive evidence of success in achieving defined suitability of purpose. Well prepared and appropriate personal presentation Evidence of positive reflective evaluation. | Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary. Identify and justify the thinking behind choices they have made. Apply knowledge gained from one context to another unrelated context and identify new meaning. |

### Total 75 A

Achieved in full to the highest standards with comprehensive skill acquisition and / or use throughout the module and demonstrating a complete and profitable learning.

SAVE
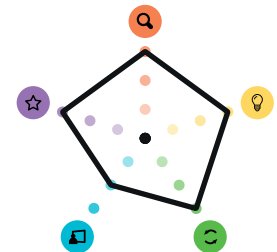
## Entry

All students entering the course should be studying Higher English. This is required to support the critical thinking element of the course.

## Progression

The Level 6 Award will be listed as a preferred requirement for all Design courses at Edinburgh Napier University and Edinburgh college and we expect other FE and HE institutions to follow.

## Employability

The World Economic Forum and Skills Development Scotland highlight the ability to apply the metaskills of creativity, problem-solving and critical thinking. This will appeal to any future employer whatever the field.