



## Indicators of Creativity in 18 QAA Subject Benchmark Statements

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Eighteen QAA Subject benchmarking statements were examined using a simple evaluation tool to identify both explicit and indirect references to aspects of students' learning that might be associated with creative thinking and behaviours. The context for the study and the results can be found in Jackson and Shaw Subject Perspectives on Creativity: preliminary synthesis (<http://www.heacademy.ac.uk/2762.htm>).

**Table 1** Frequency of references made in subject benchmark statements to the eighteen possible indicators of creativity identified in the evaluation tool.

Accountancy (Acc); Architecture (Arch); Art and Design (A&D); Biosciences (Bio); Business & Management (B&M); Chemistry (Chem); Dance Drama & Performance (DDP); Earth & Environmental Sciences (EES); Education Studies (Ed); Engineering (Eng); English (E); Geography (physical); History (Hist); Language & Religious Studies (LRS); Maths, Stats & Operational Res (Math); Medicine (Med); Nursing (Nurs); Social Work (SocW)

A&D	13	EES	7	Hist	6
Eng	9	Med	7	LRS	6
SocW	9	Bios	6	Math	5
Arch	8	B&M	6	Ed	4
DDP	8	Chem	6	Geog	4
Nurs	8	E	6	Acc	3

Benchmark subject: ACCOUNTING

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>Perform well in complex situations (characterised by many items of data, multiple relationships, extraneous data and a mix of qual and quant criteria to be applied)</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts		
	Engages in systematic process of enquiry/res		
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop		
	Personal/interpersonal skills for teamworks/pdp/reflection	<i>Ability to work in groups</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Analysis of the operations of business Ability to critically evaluate theories and evidence Critical evaluation of arguments and evidence</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		

Benchmark subject: ARCHITECTURE

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking	<i>Analyse problems and use innovation, logical and lateral thinking in their solution</i>	
	Operating in complex & ambiguous settings		
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas	<i>Ability to reflect upon and relate ideas to a design</i>	
	Review and evaluation of ideas	<i>Through dialogue with oneself, with other students, with and among tutors, judgements concerning quality are reached Interaction of ideas, intentions and operations</i>	
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts		
	Engages in systematic process of enquiry/ research	<i>Coursework is often investigative, speculative and creative in intent Ability to research, formulate and respond to programmes and briefs A complex sequence of research, reflection, iteration and integration of specific subject- based knowledge</i>	
	Open-ended problem solving		
	Project/assignment work to plan/design/develop	<i>Planning, design and production of buildings Design and construction of things and spaces Ability to create architectural designs Ability to conceptualise, investigate and develop the design.....</i>	

<b>4. Student activities</b>	Personal/interpersonal skills for teamwork/ pdp/reflection	<i>Collaborate with others Work in teams Ability to reflect upon and relate ideas to a design</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Synthesise a variety of information, approaches, interpretations, facts and disciplines</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment	<i>Through dialogue with oneself, with other students, with and among tutors, judgements concerning quality are reached</i>	

Benchmark subject: ART & DESIGN

<b>Categories for creativity:</b>	<b>Indicators of creativity:</b>	<b>Specific indicators explicitly identified:</b>	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking	<i>Convergent forms of thinking ..... are developed Divergent forms of thinking in which notions of being correct give way to issues of value are characteristic</i>	
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>Work within contexts of ambiguity, uncertainty and unfamiliarity</i>	
	Taking risks and coping with 'failure'	<i>Intellectual maturity, curiosity, personal innovation, risk-taking, independent enquiry</i>	
<b>2. Student ideas</b>	Generation of ideas	<i>Generate ideas, concepts, proposals, solutions &amp; arguments</i>	
	Reflection on ideas		
	Review and evaluation of ideas	<i>Develop ideas through to material outcomes</i>	
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)	<i>Exercise of creative skills, imagination, vision and innovation How an individual's practice relates to that of others is the cornerstone of originality</i>	
	Making of new knowledge connections		
	Transfer & application of learning in new contexts	<i>Extend learning in different contextual frameworks</i>	
	Engages in systematic process of enquiry/res	<i>Learning through project-based enquiry Development of an enquiring, analytical and creative approach</i>	
<b>4. Student activities</b>	Open-ended problem solving	<i>Imagination ..... is essential in ... identifying and solving problems Ability to solve set problems in a creative way</i>	
	Project/assignment work to plan/design/develop	<i>Project based enquiry</i>	
	Personal/interpersonal skills for teamworks/pdp/reflection	<i>Group projects engage abilities... of collaboration and negotiation, working as members of teams</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Analyse information through reflection, review and evaluation</i>	

		<i>Analysis, synthesis and solution-focussed</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment	<i>Self and peer evaluation constitute part of formative assessment</i>	

Benchmark subject: BIOSCIENCES

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>Encourage multidisciplinary an enquiring attitude and an appreciation of complexity</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts		
	Engages in systematic process of enquiry/res	<i>Formulate and test hypotheses Competence in comparing the merits of alternative hypotheses Designing, planning, conducting investigations</i>	
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop	<i>Undertaking experiments and practical investigations</i>	
	Personal/interpersonal skills for teamworks/pdp/reflection	<i>Competence in team and individual working</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Acquiring, interpreting and analysing information Recognition that evidence is subject to assessment and critical evaluation</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment	<i>Evaluation performance as an individual and a team member, and of others</i>	

Benchmark subject: BUSINESS & MANAGEMENT

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>Capability to deal with uncertainty and complexity</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas	<i>Capacity to apply ideas and knowledge to range of situations</i>	
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)	<i>Addresses issues of creativity and enterprise Capabilities of evaluation, reflection, creativity and originality</i>	
	Making of new knowledge connections		
	Transfer & application of learning in new contexts		
	Engages in systematic process of enquiry/res	<i>Ability to conduct research</i>	
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop		
	Personal/interpersonal skills for teamwks/pdp/reflection	<i>Reflective, adaptive and collaborative learning Effective performance within a team environment</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Critical thinking, analysis and synthesis</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		

Benchmark subject: CHEMISTRY

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings		
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts	<i>Apply knowledge and understanding to the solution of qualitative and quantitative problems of a familiar and unfamiliar nature</i>	
	Engages in systematic process of enquiry/res	<i>Competence in the planning, design and execution of investigations</i>	
<b>4. Student activities</b>	Open-ended problem solving	<i>Problem solving skills.....extending to situations where evaluations have to be made on the basis of limited information</i>	
	Project/assignment work to plan/design/develop	<i>Planning, conduct and reporting of project work</i>	
	Personal/interpersonal skills for teamwk/pdp/reflection	<i>Ability to interact with other people and to engage in team-working</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Ability to recognise and analyse novel problems and plan strategies for their solution</i> Skills in the evaluation, interpretation and synthesis of chemical information and data	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		

Benchmark subject: DANCE, DRAMA & PERFORMANCE

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings		
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas	<i>Developing ideas and constructing arguments</i>	
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)	<i>Creating an original performance</i>	
	Making of new knowledge connections		
	Transfer & application of learning in new contexts		
	Engages in systematic process of enquiry/ research	<i>Research and analysis ... to deadlines.... with flexibility, imagination, self-motivation and organisation Engaging in independent research as part of the process of creating new performance</i>	
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop	<i>Creative and imaginative skills shown through the realisation of practical research projects</i>	
	Personal/interpersonal skills for teamwork/ pdp/reflection	<i>Collaborative learning and heuristic principles, 'learning through doing' in group contexts Working within a group towards performance based presentations Understanding group dynamics and an ability to implement them Handling creative, personal and interpersonal issues</i>	

Skills: analysis, review, synthesis, evaluation	<i>Capacity to analyse and critically examine diverse forms of discourse</i> <i>Ability to gather, sift, synthesise and organise material independently and critically evaluate its significance</i> <i>Describing, theorising, interpreting and evaluating performance from a range of critical perspectives</i>	
Negotiated and experiential learning	<i>Negotiation and pursuing goals with others</i>	
Negotiated, self & peer assessment	<i>Opportunities may be provided for self and peer assessment</i>	

Benchmark subject: EARTH & ENVIRONMENTAL SCIENCES

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>Using powers of observation, analysis and imagination to make decisions in the light of uncertainty</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts	<i>Applying knowledge and understanding to address familiar and unfamiliar problems</i>	
	Engages in systematic process of enquiry/ research	<i>Using powers of observation, analysis and imagination to make decisions in the light of uncertainty Collecting and integrating several lines of evidence to formulate and test hypotheses</i>	
	Open-ended problem solving		
	Project/assignment work to plan/design/develop	<i>Planning, conducting and reporting on investigations Collecting, recording and analysing data using appropriate techniques</i>	

<b>4. Student activities</b>	Personal/interpersonal skills for teamwork/pdp/reflection	<i>Identifying individual and collective goals and responsibilities</i> <i>Recognising and respecting the views and opinions of others</i> <i>Developing the skills necessary for self-managed and lifelong learning</i> <i>Identifying and working towards targets for personal, academic and career development</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Analysing, synthesising and summarising information critically</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment	<i>Evaluating performance as an individual and a team member</i>	

Benchmark subject: EDUCATION STUDIES

<b>Categories for creativity:</b>	<b>Indicators of creativity:</b>	<b>Specific indicators explicitly identified:</b>	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>Analysis of complex situations</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas	<i>Accommodation of new ideas</i>	
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts		
	Engages in systematic process of enquiry/res		
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop		
	Personal/interpersonal skills for teamwks/pdp/reflection	<i>Reflect on own value systems, development and practices</i> <i>Capacity to plan, share goals and work as member of a team</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Analyse, synthesise, evaluate and identify problems and solutions</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		

Benchmark subject: ENGINEERING

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking	<i>Learn to think beyond the obvious and routine .....encouraged to try novel solutions to existing problems</i>	
	Operating in complex & ambiguous settings	<i>Solve engineering problems on the basis of limited and possibly contradictory information</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas	<i>Creation of new processes or products through the synthesis of ideas from a wide range of sources</i>	
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts	<i>innovative in the solution of problems and the transfer of technology applying technical knowledge to unfamiliar problems</i>	
	Engages in systematic process of enquiry/res	<i>Analyse and interpret data and design experiments to gain new data</i>	
	Open-ended problem solving	<i>Creative and innovative in solving problems, and in designing systems, components and processes Become creative particularly in the design process</i>	
	Project/assignment work to plan/design/develop	<i>Design a system, component or process to meet a need Extended projects permit .....tackling work which lacks a well defined outcome or which has a wide range of possible answers.....opportunities to be creative</i>	

<b>4. Student activities</b>	Personal/interpersonal skills for teamwork/pdp/reflection	<i>Work in a multi-disciplinary team</i> <i>Critical awareness of the interfaces with the work of different specialists and the limitations of competency</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Evaluate designs, processes and products and make improvements</i> <i>Become analytical, in the formulation and solution of problems</i> <i>Technical analysis and critical evaluation of results</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		

Benchmark subject: ENGLISH

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings		
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)	<i>originality of approach in interpretative and written practice</i>	
	Making of new knowledge connections	<i>engage students imaginatively in the process of reading and analysing complex ..... texts</i>	
	Transfer & application of learning in new contexts	<i>adapt and transfer critical methods to a variety of working environments</i>	
	Engages in systematic process of enquiry/res	<i>Research skills...gather, sift and organise material independently and critically, and evaluate its significance</i>	
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop		
	Personal/interpersonal skills for teamwks/pdp/reflection	<i>reflect critically upon textual reception ability to work with and in relation to others</i>	
	Skills: analysis, review, synthesis, evaluation	<i>promote an understanding of verbal creativity analyse and critically examine diverse forms of discourse capacity for independent thought and judgement</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		

Benchmark subject: GEOGRAPHY

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>engagement with the more complex, uncontrolled field environment</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts		
	Engages in systematic process of enquiry/res	<i>planning, designing and executing a piece of rigorous research</i>	
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop		
	Personal/interpersonal skills for teamworks/pdp/reflection	<i>developing habits of reflection upon learning working with groups/teams and respecting the views of others</i>	
	Skills: analysis, review, synthesis, evaluation	<i>analysing, evaluating evidence, synthesising information</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		

Benchmark subject: HISTORY

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>interpretation of complex, ambiguous, conflicting and incomplete material</i> <i>capacity to consider and solve complex problems</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections	<i>empathy and imaginative insight</i>	
	Transfer & application of learning in new contexts		
	Engages in systematic process of enquiry/res	<i>skills of the researcher.....to set tasks and solve problems</i>	
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop	<i>ability to formulate questions and provide answers using valid and relevant evidence and argument</i>	
	Personal/interpersonal skills for teamworks/pdp/reflection	<i>ability to work with others and have respect for others views</i> <i>reflect critically on the nature of their discipline</i>	
	Skills: analysis, review, synthesis, evaluation	<i>gather, sift, select, organise and synthesise large quantities of evidence</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		
	Negotiated, self & peer assessment	<i>assessment should contain elements that test students' reflective analysis</i>	

Benchmark subject: LANGUAGES & RELATED STUDIES

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings		
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas	<i>Ability to organise and present ideas</i>	
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts		
	Engages in systematic process of enquiry/res	<i>Able to identify, describe and analyse problems and to devise appropriate strategies for their resolution</i>	
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop	<i>Participation in individual and/or group projects</i>	
	Personal/interpersonal skills for teamwks/pdp/reflection	<i>Capacity for critical reflection and judgement Ability to work creatively and flexibly with others Ability to identify and plan individual strategies for learning</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Ability to engage in analytical and evaluative thinking</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment	<i>Assessment covering peer- and self-assessment</i>	

Benchmark subject: MATHEMATICS, STATISTICS & OP RESEARCH

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking	<i>Abstract reasoning, logical deduction and problem solving</i>	
	Lateral thinking		
	Operating in complex & ambiguous settings		
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)	<i>Adaptable in ... readiness to address new problems from new areas</i>	
	Making of new knowledge connections		
	Transfer & application of learning in new contexts	<i>Transferring expertise from one context to another</i>	
	Engages in systematic process of enquiry/res		
<b>4. Student activities</b>	Open-ended problem solving	<i>Comprehend, abstract the essentials of and formulate problems ..... to facilitate their analysis and solution ..... which might only give a partial solution</i>	
	Project/assignment work to plan/design/develop		
	Personal/interpersonal skills for teamwks/pdp/reflection		
	Skills: analysis, review, synthesis, evaluation	<i>Assess problems logically and approach them analytically</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		

Benchmark subject: MEDICINE

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>Ability to recognise and cope with uncertainty</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)		
	Making of new knowledge connections		
	Transfer & application of learning in new contexts	<i>Exhibit creativity/resourcefulness in learning</i>	
	Engages in systematic process of enquiry/res	<i>Demonstrate insight into research and scientific method</i>	
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop		
	Personal/interpersonal skills for teamwork/pdp/reflection	<i>Adopt the principles of reflective practice Work effectively within a team</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Analyse interpret, objectively evaluate, prioritise information Collection, evaluation, synthesis... of evidence</i>	
	Negotiated and experiential learning	<i>Experiential learning is an essential component</i>	
	Negotiated, self & peer assessment	<i>Engage in ..... appraisal of their own and others' work</i>	

Benchmark subject: NURSING

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>Select and apply knowledge and skills to complex and unexpected situations</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)	<i>Use practical skills and knowledge with confidence and creativity</i>	
	Making of new knowledge connections		
	Transfer & application of learning in new contexts	<i>Transfer knowledge and skills to variety of clinical settings and unexpected situations</i>	
	Engages in systematic process of enquiry/res	<i>Able to appraise and adopt an enquiry-based approach</i>	
<b>4. Student activities</b>	Open-ended problem solving	<i>Provide creative solutions to health care situations</i>	
	Project/assignment work to plan/design/develop	<i>Demonstrate initiative in planning and organising</i>	
	Personal/interpersonal skills for teamworks/pdp/reflection	<i>Demonstrate counselling skills Draw up personal action plans for own learning needs Demonstrate effective team working</i>	
	Skills: analysis, review, synthesis, evaluation	<i>Creative use of theories and skills, demonstrating ethical discernment and clinical judgement Analyse interpret and assess the value of evidence Critically evaluate research findings and outcomes of ..... interventions</i>	
	Negotiated and experiential learning		
	Negotiated, self & peer assessment		

Benchmark subject: SOCIAL WORK

Categories for creativity:	Indicators of creativity:	Specific indicators explicitly identified:	
<b>1. Student thinking abilities</b>	Divergent and convergent thinking		
	Lateral thinking		
	Operating in complex & ambiguous settings	<i>problem solving skills within complex human situations manage uncertainty, change and stress practice in complex social situations</i>	
	Taking risks and coping with 'failure'		
<b>2. Student ideas</b>	Generation of ideas		
	Reflection on ideas		
	Review and evaluation of ideas		
<b>3. Student imagination and originality</b>	Development of new knowledge		
	Development of new practice(s)	<i>reflection on performance..... applies awareness and new understanding, leading to improved performance</i>	
	Making of new knowledge connections		
	Transfer & application of learning in new contexts	<i>practice activity is a source of transferable learning</i>	
	Engages in systematic process of enquiry/res	<i>acquisition of research skills in order to build a repertoire of research-based practice</i>	
<b>4. Student activities</b>	Open-ended problem solving		
	Project/assignment work to plan/design/develop	<i>plan problem-solving activities, gather, analyse, synthesise and evaluate information</i>	
	Personal/interpersonal skills for teamwks/pdp/reflection	<i>build and sustain purposeful relationships respond appropriately to a range of complex personal and inter-personal situations able to work effectively with others</i>	
	Skills: analysis, review, synthesis, evaluation	<i>acquire, critically evaluate, apply and integrate knowledge and understanding</i>	
	Negotiated and experiential learning	<i>negotiate goals and plans practice refers to experiential action-based learning</i>	