



# INDEPENDENT ACADEMIC STUDY (I.A.S.) / EXTENDED I.A.S GUIDANCE NOTES



This document provides general guidance for the suite of units relating to Independent Academic Study and Extended Independent Academic Study. The inclusion of one of these units at either 6 or 9 credits is mandatory for all LASER recognized Access to HE Diploma Titles.



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## Introduction:

All LASER validated Access to HE Diploma titles must include a substantial element of formally assessed 'Independent Academic Study' (IAS). The suite of IAS units is offered as either a **Standard** IAS 6 credit Level 3 unit or an **Extended** (EIAS) 9 credit Level 3 unit. They are also offered as either graded or ungraded units. The units are tailored to the skills and knowledge required for specific areas of study. Thus, for example, there are IAS units and extended IAS units offered in terms of Science based diploma titles and variant options for both standard IAS and extended IAS units for Humanities and Social Science.

Graded and ungraded versions of the *same* unit title cannot be included within the same diploma



title. In subject areas where there may be a requirement for a broader interpretation of knowledge and skills or where progression requirements might make more than one IAS title relevant, the Rules of Combination document for that diploma may include standard IAS or extended IAS options. The student would need to be registered to the appropriate IAS or extended IAS for their programme of study (and this would then be mandatory within their individual

programme of study).

If a diploma contained more than one IAS or extended IAS unit then the decision as to which unit was registered would need to be made in line with the requirements of the QAA such that all students are registered by the point of UCAS application in the year that they apply or no later than 12 weeks from the start of the course in the year of application. Therefore, centres with optional standard IAS or extended IAS content must ensure students have selected the appropriate IAS units of study within the first few weeks of the programme.

It is strongly advised that students seek confirmation from any potential universities that they wish to progress to in terms of the content of their chosen IAS (e.g. a student wishing to progress to a course for paramedics may be required or be better advised to complete a scientific IAS rather than one in Professional Studies, whereas an IAS in Professional Studies may be more appropriate to a student on the same diploma who wishes to progress into Social Work. This highlights the importance of matching any IAS option to the student's chosen progression route as both IAS options mentioned might sit appropriately within an Access to Nursing and Healthcare setting.



## List of IAS Titles Available:

Unit Title:	Extended / Standard	Credit Value	Graded / Ungraded
Business	EIAS + IAS	6 / 9	G / U
Creative Writing	IAS	6	G / U
Creative and Visual Arts	EIAS + IAS	6 / 9	G / U
Humanities	EIAS + IAS	6 / 9	G / U
Humanities and Social Science	EIAS + IAS	6 / 9	G / U
Music	IAS	6	G / U
Professional Studies	EIAS + IAS	6 / 9	G / U
Science	EIAS + IAS	6 / 9	G / U
Social Science	EIAS + IAS	6 / 9	G / U
Sport Science	EIAS + IAS	6 / 9	G / U

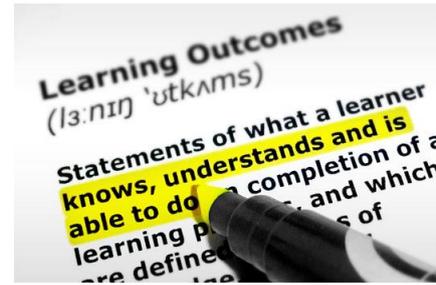
## Independent Academic Study:

A frequently mentioned advantage for Access students is that they arrive at university equipped with the skills for undertaking substantial pieces of academic writing that require independent research and the ability to use referencing methods. It is therefore a distinctive feature of LASER Access Diploma titles that they must include IAS or EIAS content as a mandatory element whether as a 6 or 9 credit option. These units are available as either graded content (contributing to the graded academic content (45 credits)) or as ungraded content (contributing to the 15 credits ungraded). The main differentiation in this process in terms of the extended and standard IAS units is that the Extended Independent Academic Study units will require the student to undertake some form of project dissemination whether as a presentation or 'examined' *viva voce* for example. Some colleges actually undertake the presentation of the extended IAS as a part of a 'student conference'. LASER however does not place any requirements on the specific nature of the 'dissemination' so long as the relevant Learning Outcomes and Assessment Criteria are met.

## General Guidance in relation to Learning Outcomes and Assessment Criteria:

The general goals of the units are to provide an opportunity for students to undertake significant independent research. Therefore, the Learning Outcomes and Assessment Criteria are couched in generic terms as it is recognized that 'independent research', even within a defined subject area, will vary significantly in terms of the nature and 'appropriateness' of research methodology and

presentation. Therefore, it is imperative that those involved in the teaching and assessment of these units interpret the Learning Outcomes and Assessment Criteria appropriately in terms of the context of the actual student's work. This will obviously require 'professional judgement' but this should not deter teachers and assessors from using their expert subject knowledge to judge the appropriateness of the work presented in cross referencing achievement to the Learning Outcomes and Assessment Criteria. The following guidance is aimed at helping assessors frame these judgements.



## Planning and Preparation:

Regardless of the specific context of any independent research there will be a need for the student to engage in planning and preparatory work. This should be formally evidenced in relation to the study. Obviously the nature of 'how' this is evidenced will vary from subject to subject and also within the subject area (e.g. an investigation of morbidity rates in relation to Coronary Heart Disease would need to be planned and progressed in a different manner to a study relating to primary research into attitudes in relation to dementia (with entirely different ethical concerns)). The judgements in relation to the planned investigation would need to be evidenced and contextualized recognizing the potential ethical, methodological and academic barriers and then planning would need to be shown as to how these might be resolved.

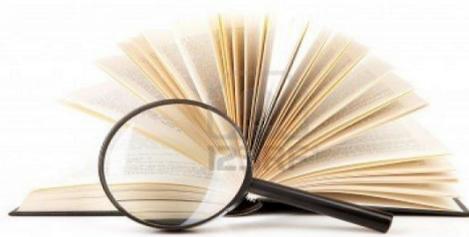
Therefore, in a form which is contextually relevant to the student's programme of study, there should be some form of research proposal outlining the above (in terms of perhaps the key questions or terms of reference to be addressed), together with a planned timetable for the completion of research and a document identifying the planned methodology and exploring any challenges presented by the proposed research. It is recognized that the context of 'primary research' will vary.

For example:

- **Scientific primary research** may require significant recording of experimental data, as may a research project in observational psychology (although very different methodological considerations, risk assessment issues and academic considerations will apply).
- Primary research would be completely different in terms of a '**creative writing**' IAS unit which could relate to the formation and development of characterization and plot.
- In subjects such as **Humanities or Social Science** the nature of the students '*primary*' input into research will again vary greatly and therefore it is imperative that assessors evaluate the student's 'individual' input into the research contextually to decide whether the methodology is appropriate to the proposed study. This could involve detailed individual critical analysis of secondary empirical data or critical

analysis of secondary texts such that the analysis constitutes the individual research as a 'product' in itself.

The need for interpretation of planning and preparation and its efficacy in meeting research goals will vary across the different subject areas and also within them. For example a 'business' based project relating to market attitudes would require significantly different concerns to one exploring the impact of environmental legislation on the behaviour of large corporations (although both areas would be appropriate for investigations).



## Literature Review

A key area in terms of the completion of independent research is the ability to engage with pre-existent academic discourse relevant to the proposed area of study. Therefore, a literature review or annotated bibliography identifying theoretical / critical and empirical sources of information should be included. The interpretation of how this might be undertaken will rest very much in terms of the context of the study but it would be expected that all students working towards accreditation at this level will be able

to engage in and interpret relevant academic sources of information and critical / theoretical interpretation and apply them in the context of their proposed area of study.

As noted in the additional information notes for each unit, we do not present any rigid guidelines in terms of the number of empirical or theoretical / critical resources but we instead suggest that assessors frame judgements in terms of the number of sources and the quality of their application and analysis in context of the overall assessment. Thus judgements will be taken based on the depth and detail of secondary research and also the quality of analysis and reflection on the research undertaken.

In essence the evidence presented must show clearly the planning process for the study and it is recommended that this should include:

- a planned timescale (which may subsequently be varied as a result of issues which come to light within the completion of the study)
- a review of appropriate academic resources which will contribute to the completion of the research
- a proposal of the methodology identifying issues arising and analysing potential barriers to the efficacy of the completed research process.



All these will need to take into consideration the individual nature of the research in judging how well the planning a preparation of the research meets the requirements of the unit. Consider the following in light of this:





terms of the product of the work (with a further 30 hours allocated to the EIAS units in terms of dissemination of findings).

LASER recommends that the bulk of the work in relation to writing up the project be represented as a report, mini-dissertation or extended essay,

although the form and structure of the document will vary depending on the academic discipline focussed upon and it is most important that this is taken into account when assessing the work. The overarching principle is that the research and its subsequent analysis in response to the research task is presented appropriately and in line with the norms of academic discipline in the specific field the work addresses.

This would of course also relate to the referencing of work in line with academic norms in the particular discipline and the use of appropriate academic language in terms of the *lingua franca* of the academic subject investigated. Once again these will all be issues which will be both required by Learning Outcomes and Assessment Criteria and also will impact upon the quality and grading of the work in respect of how well they are met in recording the research. It is important to remember that the judgement in respect of these Learning Outcomes and Assessment Criteria relate to the appropriateness of the student's response to the research problem and they must be interpreted in this light. However, it is important that in the context of the project that the work does address the Learning Outcomes and Assessment Criteria in evidencing an appropriate recording and analysis of the research findings.

## **Disseminating the Findings: The Extended Independent Academic Study**

In general terms the EIAS units include a further requirement to the standard IAS units in that they ask for some form of dissemination of research findings. As the additional information states, LASER does not prescribe the nature of the dissemination.

A number of options exist:

- a standard seminar presentation;
- a presentation to a tutor and / or small group;
- a *viva voce* examination of the research;
- a presentation to a larger audience e.g. student conference.



As long as the work is presented appropriately in terms of the form of dissemination chosen and the norms of the academic discipline addressed in the research then it would be considered that the Learning Outcomes and Assessment Criteria are met. Obviously the quality of the dissemination of the student's knowledge and understanding will have a bearing on assessment judgements in relation to meeting the relevant Learning Outcome and Assessment Criteria and if relevant, to the award of grades. This will need to address both the actual 'presentation' of the research and findings and also the ability to respond appropriately to questioning.

Thus in forming judgements in relation to dissemination the assessor must 'look beyond' the actual form of dissemination (if that has been set for the student by the assessor) and consider the effectiveness of their response in terms of communicating knowledge and understanding of the topic.

***Self Reflection:***

An important consideration across the scope of the entire research process is the requirement for students to reflect on their own experience of the research. As noted above it is suggested that this be incorporated within a research log, although the nature of how this is completed will remain governed by the nature of the research and the norms of the subject specific discipline.



It is important that assessors take into account that almost inevitably students will discover problems in terms of their research planning and methodology whilst they are working on it. The requirement for reflection allows the students to respond to these unforeseen challenges and to show evidence of the ability to adapt and plan appropriate measures to address them.

The scope of the reflection stretches across the entire ambit of the research process from procedural and methodological questions, to challenges presented in terms of critical reflection on secondary academic resources that present unexpected challenges to the research.

Furthermore, there may be skills based problems in relation to the student's abilities in reporting and presenting their research which makes it appropriate for students to critically reflect on their work and to suggest appropriate improvements and responses to challenges both during the research process and also after the work is completed.

Assessors should consider this in framing judgements and where students have made errors or been presented with challenges, the assessor should also consider the efficacy of the student's response in both evaluating and responding to the challenge. Of course, an obvious challenge going unseen would undermine the quality of the work but even in this circumstance an appropriate reflective response may go a considerable way in mitigation. Even a well-planned piece of work may still experience challenges and the effectiveness of responses to these challenges may be helpful in assessing the effectiveness of the student's research process.

Once again the Learning Outcomes and Assessment Criteria provide considerable scope for interpretation and the assessor would need to consider the effectiveness of the student's response in the context of the individual research process.

## Grading of IAS and EIAS Unit Content: Full House!!!

In response to consultation with LASER providers of Access to HE Diplomas, the new 'graded' units have **all** QAA Grading Descriptors attached. The clear rationale for this is that the undertaking of independent academic research provides opportunities to evidence all the grading descriptors contained within the QAA framework. To help assessors in identifying possible areas for consideration in relation to relevant Grading Descriptors LASER offers the following advice.



### Using the Grade Descriptors

#### Grade Descriptor One: Understanding of the Subject

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This can be evidenced in terms of the assessor's judgement in terms of the student's response to the task. The assessor should consider the level to which the planning of the research, the chosen methodology and the analysis and presentation of findings evidences the student's understanding of the subject. Where this is judged to meet the requirements of the Learning Outcomes then the student's work would be adjudged a Pass. However, where a very good level on understanding is shown then this would be judged worthy of Merit. If the understanding of the subject is excellent then the work would be judged as Distinction level. This judgement could be taken both in terms of the research log and also the finalized report, mini-dissertation or extended essay (or text). It could also be assessed against any presentation of work.

#### Grade Descriptor Two: Application of Information / Knowledge

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Evidence for this Grade Descriptor is likely to be found predominantly in the final 'product' of the research. This Grading Descriptor looks at the efficiency of the student's application of the knowledge they have acquired in presenting a logical and coherent response to the research task. Given that the report, mini-dissertation or extended essay (or text) is likely to be predominant in measuring this it should also be remembered that the preparatory knowledge acquired in terms of planning the research process and developing the methodology may present some opportunities for assessing this Grading Descriptor. Where knowledge and information are applied in such a way that the Learning Outcomes and Assessment Criteria are met then this would be adjudged a Pass. Where application is undertaken to a very good level then this would be worthy of Merit. If the work showed excellent application of knowledge then the work would be judged at Distinction level in response to this Grading Descriptor.

## Grade Descriptor Three: Application of Skills

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This Grade Descriptor can be used to measure the skills employed by the student in responding to the subject specific challenges presented by the specific research task. However, the QAA state that in evaluating these skills they should not include general research skills (for this see GD4); presentation (see GD5) and autonomy (GD6). However, if these 'skills' are removed from consideration of the student's work in relation to this Grading Descriptor, the work can still be considered in terms of the methodological planning and execution of the research task (which is separate from the product of the research itself). Moreover, these skills are often related to subject specific research techniques which require subject specific technical skills.

In this sense where Learning Outcomes and Assessment Criteria directly relate to the need to evidence skills in planning and formulating the process of research in relation to the topic (and aside from its actual product) then this Grading Descriptor is appropriate. Where an explicit technical skill is evidenced such as the design and completion of a scientific experiment this Grading Descriptor is easily applied, but it could also be applied in terms of the design of a sampling frame for a Sociological study or Psychological experiment.

More generally it can apply to the actual skills necessary for the design of the research problem and the execution of the individual information gathering processes. Evidence for the meeting of this Grading Descriptor will likely be found in the research log for the student's work although it might also be judged in terms of the quality of the student's final 'write up of the task' and evaluation of that process. Once again the value statements of very good application apply to work judged Merit and excellent to work judged at Distinction. Work which does not fall within either of the above categories but meets the criteria will be judged Pass.

## Grade Descriptor Four: Use of Information

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Evidence for the assessment of this Grading Descriptor will be generated from the quality of the research as a whole (taking into account the product of the research). Individual aspects such as a literature review or annotated bibliography present opportunities for review in terms of the generation of the 'research log'. However, also relevant would be the actual product of the research itself (the report, mini-dissertation or extended essay etc.) which would evidence the use of information in supporting and developing its conclusions (with the exception of Creative Writing and possibly Music depending on context).

The Grading Descriptor assesses the student's ability to research and analyse (use) new sources of information in the development of their academic work. In terms of the utilization of secondary sources of theoretical or empirical information it aims to assess the student's ability to use this information to support their work.

Once again the standard 'value statements' apply in terms of the Grading Descriptor Components. Work adjudged very good would be awarded Merit standard in relation to the use of information

and excellent work would be judged as Distinction in terms of the student's ability to locate and use new information in supporting the development of their work.

## Grade Descriptor Five: Communication and Presentation

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This Grading Descriptor is easily and obviously applied to those centres engaging in the extended IAS (9 credit) units in terms of the dissemination of research. However, it should be remembered that ALL academic work in some form is based upon the communication of information to the assessor in an appropriate and effective format. Therefore, in undertaking independent research the student will be required in one or more formats to communicate the results of that work to the assessor and in this respect the Grading Descriptor applies to the unit spec for any IAS or EIAS unit.

Evidence in respect of this Grading Descriptor can be drawn from the research log and the final research report as well as presentation and dissemination of information (regardless of whether the IAS or the EIAS unit is chosen presentation may still apply as an aspect of the development of the research proposal). It is the decision of the tutor / assessor to choose the component statements, from the QAA Grading Descriptor Handbook Section B, to be applied in the context of the research and its presentation (and this is dependent also on the modes of assessment chosen). For the standard IAS components such as 'format', 'syntax', 'register' and 'spelling' could all be chosen and applied to the final report / mini-dissertation or extended essay etc. In some form communication and its effective presentation are key to the unit Learning Outcomes and Assessment Criteria.

The usual value statements apply in framing quality judgements for this Grading Descriptor.

## Grade Descriptor Six: Autonomy and Independence

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Once again this Grading Descriptor is integral to the very basis of any IAS or EIAS unit. All units assume the development and undertaking of an original and subject specific piece of research in relation to the student's future study. This process will involve the student framing and reflecting on the process of research in order to complete the study for the unit. This will also involve some element of tutorial supervision requiring the student to seek and act on guidance from their tutors. Thus, the requirements of this Grade Descriptor are integral to the units as they represent in effect a mini-dissertation.

The student will need to reflect on their time management as well as organization and evidence for this could be gained from reflective evaluations, which might be included in the student's research log. Another possible consideration for generating evidence in examining this Grading Descriptor could be witness statements taken from observation of tutorial meetings or even peer assessment in relation to update seminars (if there is a group seminar element to the tutorial programme). However, these would only be applicable if they were moderated by tutor's judgements.

Finally, in appraising the student in relation to this Grading Descriptor, evidence should be drawn from the actual product of the research report in relation to judgements taken in terms of the completion of the work. This could be targeted on the actual judgements taken in terms of the

development of the methodology and the student's appropriate response to challenges presented in the development of the research.

In assessing this Grading Descriptor assessors should consider the range of components applied within the QAA Grading Descriptor Handbook and decide which are appropriate to the assessment of the work in relation to the unit as used by their centre / diploma title. Attention should also be drawn to the nature of the Grading Descriptor component language, where 'sound judgements' is used rather than the more typical 'very good' or 'excellent' as the determining factor for the award of a Merit or Distinction which then is based upon the consistency of the student making such 'sound judgements'.

As stated previously, this Grading Descriptor is at the heart of the demands placed upon students in relation to independent research and so provides a clear measure of the student's work in relation to the Learning Outcomes and Assessment Criteria (although no GD should be seen as more important than any other with the exception of the role of GD7 in deciding a unit where there are equal numbers of GDs at different grade boundaries).

## Grade Descriptor Seven: Quality

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The application of the Quality Grade Descriptor is mandatory to all grading assessments for a unit. The evidence for judgements in relation to quality must be found in an evaluation of the completed work in its entirety. Quality acts as a totalizing element in respect of the aspects of assessment not included in relation to the other Grading Descriptors. It considers the technical, practical, academic and creative demands of any assessment as appropriate and requires an evaluation of the student's response to these in the context of the assessment. The normal value judgements apply in this respect, with very good work (generally well structured) being judged at Merit level in response to the Grading Descriptor Components, and Excellent and consistent work being awarded Distinction.

## Choosing Grade Descriptor Components:

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Whilst the AVA sets the Grading Descriptors allocated to any unit (IAS and EIAS included), the choice of Grading Descriptor Components remains set at Centre level. This means that whilst for example GD1 is allocated by the AVA, the choice as to whether this Grade Descriptor is measured against GD1 a, b, or c 'component statements' (or indeed any combination of them) remains the choice of the individual centre. However, if it measured against GD1a and 1b at merit level then the same components must be used to measure achievement at Distinction. It should be remembered that these components will be chosen and communicated in the assessment / assignment brief documentation for the unit and therefore the choice of Grading Descriptor Components will be applied to all students being assessed. It is not possible to allocate different components to the assessment of individual students (although it may be possible to allocate different components to the assessment of different IAS or EIAS options within a given diploma title).

If the final assessment of the unit is based on the completion of a number of separate assessment tasks presented on separate assignment briefs it should also be noted that different Grading Descriptor's can be allocated to each in any combination judged appropriate. However, GD7 must

be attached to every assessment / assignment brief and the assessments / assignments for the unit must evidence all GDs assigned when taken as a whole (although not all Grading Descriptor Components).

## Effective Assessment of Learning Outcomes:

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At the heart of the IAS and EIAS suite of units is the requirement for the student to complete an individual piece of research. However, the context of this research process is individualized both in terms of the *actual* student's work and also in terms of the subject specialism that the IAS or EIAS unit relates to. However, there are some basic assessment methods which are generally applicable across the scope of the suite of units (as noted above):

### **1) Research Log:**

This might include a portfolio of evidence relating to the planning and development of the research. Research proposals, literature reviews, annotated bibliographies, methodological statements and reflective evaluations thereof may all contribute to this, as might notes and witness statements relating to tutorials or seminars in focussing on the development of the project as well as materials relating to presentations (if they are employed) in either the IAS or EIAS units. This does not preclude any other appropriate format or assessment method being employed for the units if they are reasonable and appropriate to the unit's Learning Outcomes and Assessment Criteria.

### **2) Formal Report:**

The structure and format for any formal report would vary in terms of the subject specialism and the context of the research. A formal report for Sports Science would certainly present material differently (in relation to the requirements of the discipline) than a report relating to literature and these subject specific differences in terms of the technical requirements of the writing would need to be incorporated in terms of the assessment judgements made in relation to the work. However, a formal report would represent a valid means of assessing Learning Outcomes and Assessment Criteria and the format of such assessment, so long as it was valid and relevant to the topic would be dependent on the nature of the research undertaken.

### **3) Extended Essay/Mini-Dissertation or similar format:**

The structure of a piece of work identified as an extended essay / mini-dissertation etc. will vary from subject to subject but students should be given a clear expectation of the required format in advance. For example guidance must be provided in relation to the type of referencing required, whether sub-titles and headings may be used and the format for bibliographies etc.

### **4) Presentation:**

Although this is a requirement (in some form for the EIAS units) it may also be deemed appropriate in terms of the assessment of any IAS unit. This could take the form of a formal

presentation to student peers (either in a small group or at a 'student conference'), a presentation to a panel of tutors (or a single tutor) or even a *viva voce*.

## 5) Other Alternative Strategies:

In the context of IAS and EIAS units relating to the 'creative arts' (Music, Visual and Creative Arts and Creative Writing) it may be appropriate to adopt 'subject specific' forms of assessment. These might include texts (either written, visual or recorded) or artefacts (works of art, compositions) created by the student alongside any planning and development materials deemed appropriate in terms of the specifics of the unit.

## Ethical Considerations:

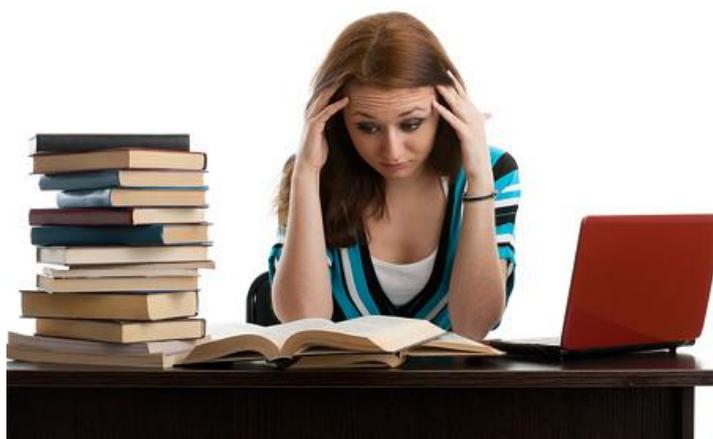


In undertaking any form of primary research in relation to the completion of the student's research project, tutors and assessors should draw student's attention to the need to consider the ethical implications of any research undertaken. All primary research must be undertaken in accordance with the LASER guidelines for ethical research and due consideration must be given to

ensure that any research causes no harm to any participants.

## Supporting the Student:

LASER does not prescribe the nature and frequency of tutor input in terms of the delivery of any 'taught input' or tutorial supervision. Neither has LASER any input in terms of the timetabling of student's individual programmes of study. However, we would suggest that centres take into account that these units represent a significant challenge for students commensurate with 60 hours of study for the basic IAS unit and 90 hours of study for the EIAS unit. Whilst the nature of the unit requires students to engage in individual research it would be reasonable and prudent for centres to



allocate time to provide general support in terms of 'teaching' research skills, outlining clearly the expectations of assessors in examining each stage of the research process and also providing time for discussion, verification and supervision of student progress. The areas covered within this document in terms of interpretation of Learning Outcomes and Assessment Criteria and the application of Grading Descriptors may also be desirable for centres in ensuring students are confident in terms of the requirements of assessments.

## Conclusion:

The assessment of a significant piece of independent academic study is a mandatory aspect of LASER validated Access to HE Diploma titles. The decision to make these units mandatory was taken after consultation with universities. Regardless of whether the chosen unit is graded or ungraded the requirements of the Learning Outcomes and Assessment Criteria demand that the student utilize and hone the skills which will be integral to study in HE in the context of their chosen area of specialism.

The units in their new form present as flexible a means whilst also presenting an across the scope of LASER's Where units are graded they **all** the skills called upon in

forming and deciding the final grade. We do not specify as mandatory any model of assessment for these units although we do make recommendations on appropriate assessment for each unit (on the unit specification additional information section). Where centres decide to follow alternative models of assessment we would only state that these should be contextually appropriate and rational in context of the overall demands of the Learning Outcomes and Assessment Criteria.



have been reviewed to of assessment as possible equitable demand on students validated diploma titles. now allow for consideration of undertaking research in

## Further Support:

LASER is committed to providing as much support to teaching staff as possible in relation to these units. Further guidance on the general interpretation of Grading Descriptors can be found in the QAA Grading Scheme Handbook (insert link) and also LASER's additional information and guidance to using Grading Descriptors (insert link). The AVA will also be publishing anonymized exemplar work in relation to the IAS and EIAS units which will help assessors in framing quality judgements about achievement at Pass, Merit and Distinction levels, as well as evidencing good practice in the design and assessment of this suite of units. These units will also be included in standardization activities for 2015 / 16. If you have any specific questions in relation to these units please do not hesitate to contact Ken Duckett ([K.Duckett@laser-awards.org.uk](mailto:K.Duckett@laser-awards.org.uk)).

