UNIT TITLE:	**Independent Academic Study (Creative Writing)**
LEVEL:	**Three**
CREDIT VALUE:	**6**
UNIT CODE:	**WJD809**
UNIT TYPE:	**Graded (Academic Subject Content)**
GRADE DESCRIPTORS:	**1, 2, 3, 4, 5, 6, 7**

(Access/A2)

This unit has 4 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand how to plan, shape, structure and develop a long piece of writing.	1.1. Produce substantial work in one of the following genres: prose fiction, creative non-fiction, journalism, poetry or drama. The piece(s) should show evidence of conscious and careful shaping and crafting and the effective use of writerly techniques. 1.2. Produce evidence of planning for the project, choosing from a variety of different methods for planning, for example a synopsis with a chapter by chapter breakdown; a synopsis with series of index cards; a series of character plans including information on motivation; a detailed visual mind map or diagram; a plot treatment; a series of journal entries reflecting on work done and planning future pieces.
2. Understand how the project relates to the work of other writers.	2.1. Select and examine the work of one or more writers who use a similar approach to that of the project, for example genre, form or subject matter. 2.2. Analyse the techniques used by the writer for example language, poetic form, narrative form, characterisation, structure, symbolism or figurative language. 2.3. Respond to an opinion about the work that is not their own. 2.4. Use referencing appropriately.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
3. Understand how to discuss the project with other people.	3.1. Select an extract from the project and present it in an appropriate form for a workshop. 3.2. Actively listen to comments and feedback on the extract. 3.3. Revise or redraft the extract, or another selected extract from the project, in response to the comments during the workshop.
4. Understand how to conduct research relating to the project.	4.1. Use one of a variety of methods to research a topic relating to the project using for example books; the internet; archives; interviewing people; observing, listening to and making notes on people or situations. 4.2. Give a presentation on the research, providing interesting and detailed information, using appropriate techniques to engage the audience's attention, and answering questions. 4.3. If appropriate, provide accurate references for the research.

Grading Descriptors Assigned to Level 3 Unit only

Insert a tick in the column to the right to indicate which GDs are used for this unit	**GDs Used** **cut and paste below to show if GD used**
GD1. Understanding the subject	✓
GD2. Application of knowledge	✓
GD3. Application of skills	✓
GD4. Use of Information	✓
GD5. Communication and presentation	✓
GD6. Autonomy/Independence	✓
GD7. Quality (compulsory)	✓

Additional Information / Guidance
This is an Access academic subject unit which is graded and therefore contributes to the 45 graded credits within an Access to HE Diploma. The assessment of this unit is primarily focussed on the academic subject material and not on any generic study skills required in order to carry out the piece of work. The final piece of work is required to be structured in a format that is relevant and appropriate to the task with accurate use of referencing and acknowledgement of sources where applicable. Individual centres may require the use of a specific referencing system or they may use their own simpler versions to prepare students for study at degree level. LASER does not wish to impose any requirements on the types of referencing to be used other than to state that students should be properly prepared to understand and apply referencing skills at degree level.

The 'length' or size of the study is difficult to prescribe as the notional learning hours for different types of academic study tasks may vary considerably. Many Access programmes of study will typically set limits of 1500-2000 words for a standard course essay generating 3 credits, with 3000-4000 plus for extended essays and even more for 'mini-dissertations' style assessments. LASER does not therefore place a specified word limit on the study. However, in planning assessment tasks it should be remembered that assessment of a three credit unit should represent 30 hours of study; six credits should equate to 60 hours of study and nine credits should equate to 90 hours of study (including both classroom based teaching and independent study. Any planned assessment should be based therefore on the learning achievable in terms of both knowledge and skills within this time framework.

When identifying the piece of work that will be used as the actual 'academic study', consideration should be given to other outputs by the student (e.g. preparatory notes, research activity, plans and check lists etc.) that could be used as part of the overall assessment. For example a research based study project is likely to include a considerable volume of activity beyond the production of the final written output though it is to be expected that learners produce a clearly and logically structured It is also necessary for the student to evidence appropriate reflection and evaluation of the efficacy of their planning and execution of research (which could be assessed through the development of a series of tasks which when combined create a reflective log or journal in relation to the research.

In undertaking research it is necessary for the student to refer to appropriate theoretical or interpretative secondary sources to evidence and develop their understanding and analysis (LO 2). LASER does not present any definitive rule of the number of secondary sources referred to in this analysis, but they must be sufficient to appropriately evidence the student's ability to independently reflect and analyse at Level 3 (in line with the Learning Outcomes). In making this judgement consideration should be given to both the quantity of secondary sources and also the depth of analysis of those sources presented. Therefore, an in depth analysis referring to fewer sources maybe of more value than the tenuous use and poor analysis of numerous texts which remain poorly linked to the research goals of the task.

The work required by the student to complete all of the tasks should be capable of being completed within 60 notional hours of learning for the extended study unit (see above).

Recommended Assessment Method (s)[1]:

Methodology	Insert √	Methodology	Insert √
Original Text	√	Tutor Observation	√
Presentation	√	Experiment	
Report / Mini-Dissertation / Extended Essay	√	Practical Demonstration	
Exam		Other (provide details in additional details box)	√

Additional Details:

In the context of this unit the academic content must relate to a text created by the student in relation to the study and this must be taken into consideration in assessing the unit. However, this is an academic study and therefore the completion of a research log or journal which includes a detailed research reflection on the creative process and includes both consideration of the planning and presentation of the work would be helpful in assessing the Learning Outcomes and Grading Descriptor components relating to the development of the piece. This could be supplemented with individual analysis and evaluation of the key skills utilized in undertaking the work associated with consideration to how these might have been improved (*even better if*…). This further evaluation might be confirmed by tutor observation / discussion at supervision meetings and recorded in this manner (contributing to the overall research log). This would leave the recommended presentation and completed text aspects of the task to focus on the skills specific to that of creative writing (although not necessarily to the exclusion of other skills and knowledge based aspects) and would allow clear evidence to meet all the Learning Outcomes and Grading Descriptors allocated to the unit. However, the actual work must also conform to the technical demands in terms of language and presentation required for the presentation work appropriate to the discipline. The Report / Mini-Dissertation / Extended Essay must also show evidence of the appropriate use of secondary sources to develop a critical / theoretical and interpretative argument in response to the task via review of the work of others and its contribution to the task.

[1] One or more of these methods may be employed in evidencing the Learning Outcomes and Assessment Criteria for the unit. However, please note that these methods do not preclude other means of evidencing Learning Outcomes and Assessment Criteria and are only **RECOMMENDED** means of assessment