The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Creative Writing

Level 5   N22790

www.fetac.ie
# Level 5 Module Descriptor

## Summary of Contents

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<td>Describes how the module functions as part of the national vocational certificate framework.</td>
</tr>
<tr>
<td><strong>Module Title</strong></td>
<td>Indicates the module content. This title appears on the learner’s certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>.</td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
<td>An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.</td>
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<tr>
<td><strong>Level</strong></td>
<td>Indicates where the module is placed in the national vocational certificate framework, from Level 3 to Level 6.</td>
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<tr>
<td><strong>Credit Value</strong></td>
<td>Denotes the amount of credit that a learner accumulates on achievement of the module.</td>
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<tr>
<td><strong>Purpose</strong></td>
<td>Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.</td>
</tr>
<tr>
<td><strong>Preferred Entry Level</strong></td>
<td>Recommends the level of previous achievement or experience of the learner.</td>
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<tr>
<td><strong>Special Requirements</strong></td>
<td>Usually ‘none’ but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.</td>
</tr>
<tr>
<td><strong>General Aims</strong></td>
<td>Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.</td>
</tr>
<tr>
<td><strong>Units</strong></td>
<td>Structure the learning outcomes; there may be no units.</td>
</tr>
<tr>
<td><strong>Specific Learning Outcomes</strong></td>
<td>Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.</td>
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<td><strong>Portfolio of Assessment</strong></td>
<td>Provides details on how the learning outcomes are to be assessed.</td>
</tr>
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<td>Provides details of the grading system used.</td>
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<td><strong>Individual Candidate Marking Sheets</strong></td>
<td>List the assessment criteria for each assessment technique and the marking system.</td>
</tr>
<tr>
<td><strong>Module Results Summary Sheet</strong></td>
<td>Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate’s achievements.</td>
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<tr>
<td><strong>Appendices</strong></td>
<td>Can include approval forms for national governing bodies.</td>
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<td><strong>Glossary of Assessment Techniques</strong></td>
<td>Explains the types of assessment techniques used to assess standards.</td>
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<td><strong>Assessment Principles</strong></td>
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Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1 Module Title Creative Writing
2 Module Code N22790
3 Level 5
4 Credit Value 1 credit
5 Purpose This module is a statement of the standards to be achieved to gain a FETAC credit in Creative Writing. The module is designed to give students an opportunity to develop their creative voice through writing. It aims to give students an understanding of the process of writing, key aspects of writing fiction, as well as the possibility of getting work published.
6 Preferred Entry Level Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7 Special Requirements None.
8 General Aims

Learners who successfully complete this module will:

8.1 Develop their creative voice through writing
8.2 Produce a range of confident writing, which will include the opening section of a novel or two complete short stories
8.3 Have utilised key aspects of writing for a novel or short story
8.4 Understand the process of publication in Ireland
8.5 Be able to submit work for publication
9 Units The specific learning outcomes are grouped into 5 units.

Unit 1 Writing Skills
Unit 2 Characterisation
Unit 3 Structure and Plot Development
Unit 4 Setting and Atmosphere
Unit 5 Getting published
10 Specific Learning Outcomes

Unit 1 Writing Skills

Learners should be able to:

10.1.1 Keep a track of ideas in a notebook
10.1.2 Research their ideas using a variety of sources
10.1.3 Produce a variety of written pieces of work, which range in content and length
10.1.4 Use grammar to alter the narrative
10.1.5 Understand the concept of showing not telling in writing
10.1.6 Be constructively self critical and provide critical analysis to others
10.1.7 Revise and edit work

Unit 2 Characterisation

Learners should be able to:

10.2.1 Produce different characters
10.2.2 Make characters that are believable
10.2.3 Show feelings and emotions through words and actions
10.2.4 Understand the character’s Language and Idioms.
10.2.5 Create dialogue that comes from the character
10.2.6 Understand the purpose of a character
10.2.7 Determine the history of a character
10.2.8 Write in the first, second, third person
10.2.9 Identify if the narrator is present or omnipresent

Unit 3 Structure and Plot Development

Learners should be able to:

10.3.1 Understand different possibilities for plotting a story
10.3.2 Understand timelines in relation to the narrative
10.3.3 Understand Point of View
10.3.4 Show different ways of telling the same story
10.3.5 Flash forward and flash back
10.3.6 Create intrigue for the reader
Unit 4 Setting and Atmosphere

**Learners should be able to:**

10.4.1 Create a strong sense of place through language
10.4.2 Use real locations as the source for fiction
10.4.3 Create clothes and costumes that are unique to the story
10.4.4 Use language to set the tone of the narrative
10.4.5 Decide on events which are determined by their environment
10.4.6 Understand the limitations of the world they create
10.4.7 Understand different genres

Unit 5 Getting Published

**Learners should be able to:**

10.5.1 Know the process of getting work Published in Ireland and abroad
10.5.2 Source a variety Agents and Publishers in Ireland
10.5.3 Present work for an agent or publisher which is correctly laid out according to industry practice
10.5.4 Understand the role of an Agent.
10.5.5 Understand the role of a Publisher
10.5.6 Submit work for competition and/or publication
10.5.7 Understand self publishing

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

Summary

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>75%</td>
</tr>
<tr>
<td>Assignment</td>
<td>25%</td>
</tr>
</tbody>
</table>
11.1 Project

The internal assessor will devise a project brief that requires candidates to demonstrate

♦ Research and planning
♦ Their ability to write fiction, whether in the format of a novel or short story
♦ Their ability to structure and plot a story, develop believable characters through language and event, and create an interesting fictional environment.
♦ Their ability to present work in a logical manner as though they were presenting the work to an agent or publisher

As part of the research and planning, candidates should produce examples of the following

Evidence of research from different sources
Title for work
One short synopsis of novel or short story (approx 100 words)
Two examples of characterisations
One time line of events clearly set out, including time frame of story
One example setting and location sketched
One short piece of dialogue
An example of self directed editing

Candidates should produce the opening section of a novel of approximately 2000 words.

OR

Candidates should produce one or two complete short stories of approximately 2000 words.

The project should be appropriately presented.

11.2 Assignment

Publishing

The internal assessor will devise a brief that requires the candidate to produce an assignment which shows the results of their research into publishing in Ireland. The candidate should show the process of getting written work published, from the completion of a story to its appearance on the shelf in a bookshop. It should include information on presentation and layout of manuscripts, and it should identify the role of an agent and publisher in relation to writing.

12 Grading

Pass 50 - 64%
Merit 65 - 79%
Distinction 80 - 100%
Candidate Name: ______________________________  PPSN: ________________________
Centre: __________________________________________________  Centre No.: _________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and planning</strong></td>
<td></td>
<td>30%</td>
</tr>
<tr>
<td>• Evidence of research from a variety of sources, organised and presented in a logical manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Researched information is used and reconstructed in an original manner to form the basis of a fictional writing composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A range of characters, structures and environments explored as the possible focus of fictional writing composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Evidence of the development of ideas shown through self directed editing and re-editing as a result of group responses</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Novel or short story composition</strong></td>
<td></td>
<td>45%</td>
</tr>
<tr>
<td>• Characters are believable, have a strong voice, and are well developed through their use of language and event.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Composition is well structured, and there is a strong sense of location and time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Originality of idea, well executed with a clear sense of continuity of idea.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fluent writing, well expressed, good range of vocabulary, free from errors in grammar, spelling and punctuation errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Work is titled and well presented, and is consistent with that of the publishing industry.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

This mark should be transferred to the Module Results Summary Sheet 75%

Internal Assessor’s Signature: ______________________________  Date: __________

External Authenticator’s Signature: ______________________________  Date: __________
## Individual Candidate Marking Sheet

### Creative Writing

#### Assignment

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Clear understanding of the process of getting published in Ireland and the UK shown,</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>- The role of an agent and publisher fully explored, showing a clear understanding of industry etiquette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Various types of Publishing explained clearly, with the pros and cons of each clearly understood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Able to identify a range of literary publications, competitions and other sources of getting work published</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Evidence of research from a variety of sources, organised and presented in a logical manner, and referenced in a bibliography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL MARKS**

*This mark should be transferred to the Module Results Summary Sheet*

<table>
<thead>
<tr>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

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**Internal Assessor’s Signature:** ___________________________ **Date:** __________

**External Authenticator’s Signature:** ___________________________ **Date:** __________
FETAC Module Results Summary Sheet

Module Title: Creative Writing
Module Code: N22790

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
<th>Assessment Marking Sheets</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Maximum Marks per Marking Sheet</td>
<td>75%</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed: ____________________________
Internal Assessor: ____________________________ Date: ____________________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*
D: 80 - 100%
M: 65 - 79%
P: 50 - 64%
U: 0 - 49%
W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

Assignment  
*An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work  
*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination  
*A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record  
*A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book. The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 2-4)*

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.