



Higher National Unit specification

General information for centres

Unit title: Creative Writing: Generating and Pitching Ideas

Unit code: F1C0 34

Unit purpose: This Unit will ensure that the candidate is able to generate and pitch creative writing ideas in the context of the Creative Industries. The candidate will collate a folio of ideas, one of which will be developed within the Unit

On completion of the Unit the candidate should be able to:

- 1 Generate ideas for use in creative writing.
- 2 Select and develop an idea.
- 3 Explain how to market creative writing.
- 4 Pitch a creative idea.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills:

Access to this Unit is at the discretion of the centre. However, English at SCQF level 6 or equivalent would be a preferred entry level as evidenced by Higher English or NQ Units EE3T 12 Communication (NC) and E9X8 12 Literature 1.

It would be beneficial if candidates had a sound grasp of written language and are familiar with genre and forms as shown by possession of at least one of the following:

Higher National Unit D7MB 34 *Creative Writing for Vocational Purposes*
Higher National Unit D4DJ 34 *Scriptwriting for Radio* or any equivalent Unit of study

The candidate should also be aware of the different outputs/outlets for their original work.

Core Skills: There are opportunities to develop the Core Skill of Communication at SCQF level 6 and the component critical thinking of the Core Skill Problem Solving although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

General information for centres (cont)

A professional approach to the tasks of generating ideas, marketing them and pitching them should be encouraged throughout the Unit. Every attempt should be made to ensure that the mandatory role play exercise is realistic. If the possibility arises to pitch to actual media producers, this would be added value for candidates and provide a 'showcase' for their copy.

Assessment: Outcomes 1 and 2 use two open-book assessment with agreed submission dates. Outcome 3 requires restricted responses to questioning and Outcome 4 uses a practical role-play event, the performance being marked against an assessor checklist. There is the opportunity for integration of assessment for Outcomes 1 and 2.

Higher National Unit specification: statement of standards

Unit title: Creative Writing: Generating and Pitching Ideas

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Generate ideas for use in creative writing

Knowledge and/or Skills

- ◆ Stimulus materials
- ◆ Ideas generation
- ◆ Commissioning work
- ◆ Folio building/record-keeping

Evidence Requirements

The candidate will need to provide evidence to demonstrate all elements of the Knowledge and/or Skills by showing that he/she can:

- ◆ generate a minimum of five ideas using different stimuli which could be developed for professional writing purposes.
- ◆ produce a folio or folder of work which demonstrates the progression of work on these current five ideas to a standard where they can be introduced as potential projects to a commissioning agent. One of these ideas will be further developed later on throughout the rest of the Unit.

This is an open-book assessment with an agreed submission date. The candidate must authenticate all work as being his/her own composition and answer any further questions that may arise about content to the satisfaction of the assessor.

Assessment Guidelines

A short paragraph of 100 words or equivalent could be provided for each of the five ideas. Any writing aid may be used to support the presentation of the material.

All stimulus materials produced should be contained in a folio in which the candidate should organise and record the progression of ideas in such a way that an assessor can clearly recognise development. If additions are made to this folio from evidence generated from other Units, it would provide a comprehensive folio of candidate work which may improve employability, assist with the commissioning of work or be used to aid articulation to undergraduate programmes or access to Continuing Professional Development (CPD) courses.

Higher National Unit specification: statement of standards (cont)

Unit title: Creative Writing: Generating and Pitching Ideas

Outcome 2

Select and develop an idea

Knowledge and/or Skills

- ◆ Positive and negative implications
- ◆ Medium
- ◆ Target audience
- ◆ Formats

Evidence Requirements

The candidate will need to provide evidence to demonstrate all elements of the Knowledge and/or Skills by showing that he/she can, from the ideas presented as assessment evidence for Outcome 1:

- ◆ select and develop **one** idea for **one** selected medium and **a named target audience**

The selection and development of the chosen idea should include a brief commentary on the positive and negative implications which influenced the choice of the idea for the target audience.

- ◆ submit work in the format and to the standard required by the relevant media industry

This is an open-book assessment with an agreed submission date. The candidate must authenticate all work as being of his/her own composition and answer any further questions that may arise about content to the satisfaction of the assessor.

Assessment Guidelines

The candidate should be given adequate time to develop and refine his/her initial idea. The form or genre chosen will normally govern the length of evidence material submitted therefore the lengths specified here are guidelines only:

- ◆ short story/feature developed up to a minimum 1500 words or equivalent
- ◆ scripting/extracts comprising a minimum five pages of A4 or equivalent
- ◆ poetry/song evidence comprising 20–30 lines or equivalent.

Should the candidate choose another medium, the length of assessment evidence should be negotiated and agreed with the tutor.

Work generated from this assessment should be ordered and placed in the folio of work that the candidate will generate from this Unit and which may enhance his/her employability or provide evidence for articulation or progression of his/her academic pathway.

Higher National Unit specification: statement of standards (cont)

Unit title: Creative Writing: Generating and Pitching Ideas

Outcome 3

Explain how to market creative writing

Knowledge and/or Skills

- ◆ Target audience
- ◆ Medium
- ◆ Market awareness
- ◆ Idea placement
- ◆ Networking
- ◆ Contacts
- ◆ Publication outlets
- ◆ Performance outlets
- ◆ Broadcast outlets

Evidence Requirements

The candidate will need to provide evidence to demonstrate all elements of the Knowledge and/or Skills by showing that he/she can:

- ◆ for each of the above knowledge and skills elements, provide restricted responses which explain their importance when marketing creative ideas. The candidate should provide a brief explanatory paragraph for each of the knowledge and skills elements.

Assessment Guidelines

This could be a closed-book assessment lasting two hours and could be undertaken in supervised conditions where arrangements have been put in place to assure the authenticity of the candidate's work. Candidate evidence should be of sufficient length to provide the necessary evidence but 50 words or equivalent could act as a guideline.

Outcome 4

Pitch a creative idea

Knowledge and/or skills

- ◆ Presentation style
- ◆ Synopsis
- ◆ Treatment
- ◆ Delivery
- ◆ Criticism
- ◆ Body language
- ◆ Evaluation techniques

Higher National Unit specification: statement of standards (cont)

Unit title: Creative Writing: Generating and Pitching Ideas

Evidence Requirements

The candidate will need to provide evidence to demonstrate all elements of the Knowledge and/or Skills by showing that he/she can:

- ◆ participate in a role play scenario which demonstrates the candidate's ability to pitch an idea

The presentation style, synopsis/treatment, delivery and body language should reflect the context of the pitch.

- ◆ produce an evaluation of the experience and a response to any criticisms received
- ◆ provide three action points for future pitching attempts.

An observation checklist should be developed against which each candidate's performance can be marked. The exercise should be as professional as time/resources will allow and the presentation and delivery style should be appropriate to length of time agreed for the pitch.

Assessment guidelines

The role play should place the candidate in a realistic 'pitching' situation appropriate to the type of idea/medium developed. The evaluation should be a report on the pitch, where the candidate concentrates on aspects of his/her own performance and identifies weaknesses/strengths. Candidate evidence should be of sufficient length to provide the necessary evidence but 300 words or equivalent could act as a guideline.

Administrative Information

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Unit title: Creative Writing: Generating and Pitching Ideas
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Higher National Unit specification: support notes

Unit title: Creative Writing: Generating and Pitching Ideas

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Outcome 1 involves the production of a folio/folder which may contain a diary of ideas, notes on ideas with diary, a report or photocopy evidence of relevant research (eg location visit, library work, internet material, photographs etc), a notebook or a series of sketches (eg part of a storyboard for a short film). The candidate should demonstrate evidence of an evaluation of these ideas. Some attention should have been paid to the presentation of this record of work, even if the bulk of it is made up of personal notes. The tutor/assessor requires to be able to negotiate the folio of evidence and recognise where recording, development and evaluation tasks have taken place.

In Outcome 2 the candidate is assisted to develop and refine one of the original ideas presented as evidence for Outcome 1.

Outcome 3 adopts a marketing/business focus by examining the uses of specification sheets by magazines, newspapers and publishers, the role of the literary agent, the advantages and disadvantages of contacts, the importance of networking, the function of book launches, readings, literary festivals, creative writing courses, literary prizes and referenced works.

The role play scenario evidence for Outcome 4 should place the candidate in a reasonably stressful situation to replicate current industry practice. However formative smaller, peer group role play exercises which could be introduced as the Course is delivered would be good preparation for the exercise and allow for reflection and re casting of individual performances and responses. Candidates may approach the pitch in a variety of ways, using scripts, notes, presentation boards or other visual ideas. Some guidelines on length of pitch, presentation style, synopsis, treatment, delivery, giving and accepting criticism and the visual interpretation of body language should be given.

The pitching exercise is mandatory, with the role- play classroom based, in a group or individual scenario to suit the medium, but all performance checked against a common assessor checklist. A more professional pitching exercise, possibly using real media producers, could be introduced at another stage of the Course. If the possibility arises to pitch to actual media producers, this would be of added value for the candidate and provide a 'showcase' for his/her copy.

Guidance on the delivery and assessment of this Unit

Delivery of this Unit should probably be later on in the Course if it is to be delivered as part of a Group Award, perhaps linked with the earlier delivery of the Unit D7MB 34 Creative Writing for Vocational Purposes. The earlier Unit may also contain elements of ideas generation, pitching and marketing, but this Unit should clearly move the candidate's creative writing from the workshop/classroom simulation to first contact with the professional world of production.

Higher National Unit specification: support notes (cont)

Unit title: Creative Writing: Generating and Pitching Ideas

Outcome 1

This Outcome requires the candidate to begin to demonstrate independence of thought and the ability to use stimuli/techniques to generate his or her own ideas. By deconstructing and discussing a range of given texts/radio and screen outputs, the candidate can develop a better critical appreciation of sources of stimulus and subsequent generation and development of the idea.

Outcome 2

It would be beneficial to the candidate if he/she could be encouraged to build a folio of personal work consisting of notes, diaries, research tools such as photographs, notes of relevant music, document extracts, records of interviews etc and/or a bibliography compiled during the process of generating ideas. Although the experience of these different outputs could be explored within tutor-led and peer discussions/ workshops, the candidate would benefit from exposure his/herself to as many different situations as possible, recording appropriate prompts, observations and notes which may be used in current projects or harvested at a later date if an opportunity presents itself. Thus the tutor might wish to stress the need for keeping candidate materials well organised. The style of record contained in the folio may be very informal, reflecting the ongoing and spontaneous nature of this kind of work. However, there should be an attempt on the part of the candidate to recognise the importance of good record-keeping which is reflected in the final presentation of the folio (see Guidance for Assessment below).

Outcome 3

It is important that the freelance and entrepreneurial nature of marketing creative writing is reflected in the study of the business of writing. The candidate may be directed to literary events such as festivals, book launches and other means of making contact with publishers, agents and other writers as a means of understanding the outlets for creative writing. Centres may wish to invite guest speakers to stage readings, or take candidates to a book launch or a local literary festival, in order to introduce them to the day-to-day business of creative writing and its networking possibilities.

Outcome 4

It is important for the candidate to be aware that to have work accepted into the public domain requires more than an idea. Ideas have to be 'sold', showcased and given a wider exposure to those with the ability to publish and produce creative work. The ability to 'pitch' one's work is essential, but different genres require differing approaches. A personal 'pitch' is potentially a stressful event, thus a chance to experience 'pitching' in a more controlled and directed setting should form part of the formative preparation for assessment. A novel approach could be based on an event where professional producers have been invited to take part, with a group of candidates required to take part in 'speed-pitching'.

In the evaluation report on the pitch, it may be a useful approach for the candidate to concentrate on aspects of his/her own performance and identify any weaknesses and strengths. Identification of weaknesses may be more productive than strengths. An extension of the evaluation should be the application of the lessons learned for any later attempt of pitching to clients.

Higher National Unit specification: support notes (cont)

Unit title: Creative Writing: Generating and Pitching Ideas

Assessment details

Outcome 1

Outcome 1 is assessed using an open-book format with a submission deadline set. The candidate is required to generate a minimum of five ideas which could be developed for professional writing purposes. One of these ideas will be further developed in the Unit.

Outcome 2

Outcome 2 requires the candidate to develop one of these ideas and submit copy in the format and to the standard required by the relevant media industry. The candidate must authenticate all work as being his/her own composition and answer any further questions that may arise about content to the satisfaction of the assessor.

Outcome 3

Outcome 3 requires restricted responses to questioning regarding the marketing of the candidate's material.

Outcome 4

Outcome 4 requires the candidate to participate in a role-play scenario which demonstrates the candidate's ability to pitch an idea appropriately, and write a brief evaluation of the experience of 300 words or equivalent.

Centres or Assessors may wish to record the exercise for either formative or summative purposes using an electronic/digital data format. The comments/reactions to the pitch should be noted and evaluated as part of the assessment process.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skill(s) of Communication (oral and written communication) at SCQF level 6 and Problem Solving (critical thinking) at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

These signposted opportunities appear during much of the negotiative/open forum environment of the delivery of the Unit which engenders the use of oral communication skills and the production and discussion of written communication in the form of creative copy. It would be beneficial if a dialogue of constructive commentary were developed during class time which will involve the candidate in Problem Solving (critical thinking) in order to produce creative copy.

Higher National Unit specification: support notes (cont)

Unit title: Creative Writing: Generating and Pitching Ideas

The candidate is required to generate evidence of an evaluation of ideas, independence of thought and the ability to use techniques to generate his or her own ideas. The candidate should take into account limitations in his/her writing which he/she may have previously learned of the earlier creative writing Units and use every opportunity to develop his/her writing skills further. These tasks require the development and use of high level written, oral or presentation communication skills. The development of a range of ideas and an organised folio of formative and summative work in which the candidate records progress gives further opportunities to enhance communication skills. Group discussion and critical evaluations during class time, making a 'pitch' and developing a method of accepting criticism and perhaps modifying work accordingly, develop both oral communication skills as well as Problem Solving (critical analysis).

Open learning

Elements of the Unit are well suited to delivery using an open learning or distance learning format. However any use of teaching materials should conform to copyright legislation and reading lists provided for candidates to access working copy/exemplar texts. Arrangements must also be put in place to assure the authenticity of the candidate's assessment evidence especially that generated for the closed-book assessment.

The gains in flexibility of delivery may be at the expense of interaction within workshop groups and peer discussion forums which are often the settings in which creative ideas are generated and refined. Dedicated online support would be crucial for open/flexible delivery, reinforced by opportunities for some face to face interface built in at specific times during the delivery process.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Creative Writing: Generating and Pitching Ideas

This Unit is designed to ensure that you are able to generate, pitch and market creative writing ideas and collate a folio of ideas for further development work.

This Unit has been written to introduce you to how to promote your creative writing to an end outlet/publication. As the Unit progresses, the emphasis changes from producing your own work to raising awareness of what can be done to market and distribute your work to a wider audience. The first and second Outcomes require you to begin to demonstrate independence of thought and the ability to use stimuli/techniques to generate ideas. The third Outcome requires study of and an appreciation of the business of getting your work known to an audience, to agents and publishers and to other writers. The fourth Outcome requires you to pitch an idea or ideas to a person, receive constructive criticism and feedback on the work you present.

This Unit uses three types of assessment instruments: two open-book assessment, restricted response questioning and a practical role play event, the performance being marked against an assessor checklist. There is opportunity for integration of assessment in Outcomes 1 and 2.

Outcome 1 and 2 are assessed using an open-book format with a submission deadline set. For Outcome 1 you are required to generate a minimum of five ideas which could be developed for professional writing purposes. One of these ideas will be further developed in Outcome 2 which requires you to further develop one of these ideas and submit copy in the format and to the standard required by the relevant media industry.

Outcome 3 deals with marketing of your work. It is designed to help you appreciate the factors involved in taking your material to a wider audience.

In Outcome 4, you will participate in a role play scenario to demonstrate your ability to pitch an idea appropriately and produce a brief evaluation of the experience of 300 words or equivalent.

At the end of this Unit, you will have begun to build a folio of stimulus, ideas and observations which may be or will be developed at a later date. This work can be used to 'showcase' your original work either to gain employment or secure a commission or to provide Higher Educational institutions with evidence of the scope of your work.

You must authenticate all work as being your own composition and answer any further questions that may arise about content to the satisfaction of the assessor.