



Learning Resource Network

QUALIFICATION SPECIFICATION - LRN LEVEL 3 DIPLOMA IN PRE U FOUNDATION STUDIES

Qualification Accreditation Number: 603/0046/2



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BACKGROUND TO LRN

Learning Resource Network (LRN) is an Awarding organisation which creates qualifications for educational institutions, independent learning providers and employers.

LRN is recognised for its portfolio of international English qualifications for those who want to provide evidence of their English Language skills for their professional or personal development. These qualifications are internationally recognised as providing proof of the skills and abilities required by educational institutes, professional bodies and governments.

LRN also creates qualification in business, enterprise, management, Islamic banking as well as qualifications in education and training. LRN offers its customers qualifications that are easy to deliver, cost effective and user friendly.

In producing its qualifications the project team drew upon the experience and expertise of academics, professionals working in the pertinent industries and colleagues with a wealth of practice and knowledge of validation, verification, delivery and assessment.

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INTRODUCTION

This specification provides an overview to the LRN Level 3 Diploma In Pre U Foundation Studies for candidates, centres, administrators, employers, teachers and examiners. The specification outlines the key features and administrative procedures required for this qualification.

OBJECTIVE

LRN Level 3 Diploma In Pre U Foundation Studies is designed to help candidates in developing their understanding and knowledge of the pathway they wish to pursue at Higher Education Level.

CANDIDATE CATEGORY

Candidates for the LRN Level 3 Diploma In Pre U Foundation Studies will include those who:

1. are new to the work environment;
2. have a limited experience of work and want to increase their knowledge;
3. do not have a formal qualification to access higher education and want to obtain one.

ENTRY REQUIREMENTS

Candidates should have:

- At least 4 or 5 GCSEs at grades A*-C (may need to be in specific subjects),
- Level 2/First Diploma (in a relevant subject with merit or distinction)
- NVQ Level 2 or equivalent Level 2 qualification, or relevant experience (for mature applicants).

Candidates should also have a speaking, listening, reading and writing ability which is commensurate to CEFR Level B1 (or equivalent). This is to ensure they meet the communication requirements for this qualification.

MODE OF DELIVERY

This qualification has been constructed to be delivered within centres or via distance learning. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver through either method. Centres may apply to offer through both means if so desired. However, centres must be able to demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver by the method chosen by the centre.

PROGRESSION

LRN Level 3 Diploma In Pre U Foundation Studies has been designed to reflect the wide variation in candidates' origins, levels of education and career aims. Progression opportunities may, therefore, take a variety of paths. Depending on the level of qualification achieved, it may be appropriate for the candidate to progress to:

- A Level 4 qualification in their chosen subject area
- A higher level of any qualification – e.g. Degree
- Vocational qualifications
- Employment at a Supervisory management level

RECOGNITION OF PRIOR LEARNING

Please refer to LRN's policy on the Recognition of Prior Learning to determine whether previously achieved qualifications meet LRN's policy on possible exemptions.

LANGUAGE OF ASSESSMENT

LRN aims to use English that is plain, clear, free from bias and appropriate to all candidates. LRN will ensure the assessment materials, stimuli and the assessment itself is carried out in English.

QUALIFICATION OVERVIEW

The LRN Level 3 Diploma In Pre U Foundation Studies is a **120** credit qualification.

Candidates must complete the **3** mandatory units plus **3** optional units.

| Unit Title | Level | Credit | GLH | Exam |
|------------------------|-------|--------|-----|---|
| Mandatory Units | | | | |
| Foundation Mathematics | 3 | 20 | 200 | Externally Set Assessments Externally Marked by the LRN |
| Foundation Computing | 3 | 20 | 200 | |
| Study Skills | 3 | 20 | 200 | |

| Unit Title | Level | Credit | GLH | Exam |
|--|-------|--------|-----|---|
| Optional Units (Candidates must complete 3 units) | | | | |
| Foundation Biology | 3 | 20 | 200 | Externally Set Assessments Externally Marked by the LRN |
| Foundation Chemistry | 3 | 20 | 200 | |
| Foundation Physics | 3 | 20 | 200 | |
| Further Mathematics | 3 | 20 | 200 | |
| Foundation Business and Management | 3 | 20 | 200 | |
| Foundation Economics | 3 | 20 | 200 | |
| Foundation Accounting | 3 | 20 | 200 | |
| Foundation Psychology | 3 | 20 | 200 | |
| Foundation Sociology | 3 | 20 | 200 | |
| Foundation Law | 3 | 20 | 200 | |
| Foundation Hospitality | 3 | 20 | 200 | |
| Foundation Government and Politics | 3 | 20 | 200 | |

The qualification has a minimum credit value of 120.

ASSESSMENT

The assessment consists of written assessments externally set by LRN.

The marking of assessments will be carried out in accordance with the assessment criteria listed in the assessments. To ensure a rigorous quality assurance model is applied, each of the marked assessments will be moderated.

Assessment is based on the Distinction/Merit/Pass/Fail criterion (see Appendix 1).

TOTAL QUALIFICATION TIME (TQT)

| | | |
|------------------------------------|------------------------------------|------------------------------------|
| Guided learning hours (GLH) | 1200 hours | |
| Self-study (SS) | 300 hours | Total Assessment Time (TAT) |
| Formative Assessment | 25 hours | 75 hours |
| Summative Assessment | 50 hours | |
| Total Qualification Time | 1575 hours (GLH + SS + TAT) | |

Please note the timescales above are indicative and should not be considered representative for the duration each candidate will take to achieve the qualification.

GRADING

Results are reported as Distinction/Merit/Pass or Fail grades.

Use of plagiarism software

LRN will subject each assessment submitted by candidates to its plagiarism software. The purpose of this software is to detect commonality in candidate work in terms of detecting where assessments are similar to that of other authors.

Candidate will fail the assessment and unit where LRN discovered the assessment is plagiarised. LRN will advise centres and candidates as to the tolerance it will set on the similarity of content across each assessment.

ASSESSMENT CRITERIA

The assessment criteria describe the requirements a candidate is expected to meet in order to demonstrate that the learning outcome has been achieved. Command verbs reflect the level of the qualification.

RESULTS

The timescales in which LRN will issue its results is between 4 to 6 weeks.

SAMPLE ASSESSMENTS

LRN will provide a sample assessment to its approved centres through the centre portal.

Units

| | | | |
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| 1 | Foundation Biology | | |
| Unit Aims | | | |
| Foundation Biology is a unit, that combined with others in the qualification, form the LRN Pre U Foundation Programme in Science. | | | |
| This unit is aimed to provide learners with the biology knowledge and skills required for a successful transition to degree level study in disciplines which require a strong background in the subject. | | | |
| The unit provides a foundation of knowledge in physiology and cell biology, and there is a strong emphasis on the application of the subject in different contexts. | | | |
| Unit Reference Number | | F/615/0025 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | Assessment is by externally set assessment – externally marked by the LRN | | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand the structures and purposes of basic components of cells. | 1.1 | Outline the cellular nature of organisms and the structure of cells. |
| | | 1.2 | Describe the structure and function of cells. |
| | | 1.3 | Explain and describe the structure and properties of cell membranes. |
| | | 1.4 | Describe the properties and functions of carbohydrates, lipids and proteins and explain these within the characteristics of molecular structure. |
| | | 1.5 | Define the nature and mode of action of enzymes and factors affecting their activity. |
| | | 1.6 | Describe the processes of cell respiration. |
| 2 | Be able to identify the basic anatomy structures of the human body. | 2.1 | Explain the role of enzymes in human digestion; absorption and assimilation. |
| | | 2.2 | Identify the components of a balanced diet and the role of nutrients in growth and metabolism. |
| | | 2.3 | Describe the structure of the lungs in relation to efficient gas exchange and the mechanism and control of ventilation. |
| | | 2.4 | Outline the composition and functions of blood; blood groups. |
| | | 2.5 | Describe the structure and function of the heart and blood vessels in circulation of the blood; the cardiac cycle and its control; the effects of exercise. |
| | | 2.6 | Describe the structure and function of the kidneys and their role in nitrogenous excretion and osmo-regulation. |
| | | 2.7 | Explain the mechanisms and significance of homeostasis. |
| | | 2.8 | Outline control and coordination and the role of hormones in homeostasis and growth and development. |
| | | 2.9 | Describe the transmission of nerve impulses from the central nervous system, along fibres and across synapses to effectors. |

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| 3 | Demonstrate an understanding of the basic mechanisms of molecular biology. | 3.1 | Describe the structure of the nucleic acids and their role in protein synthesis. |
| | | 3.2 | Explain DNA replication and recombinant DNA technology. |
| | | 3.3 | Explain the significance of Mitosis and meiosis. |
| | | 3.4 | Outline the principles of Mendelian inheritance. |
| | | 3.5 | Outline the principles of classification. |
| | | 3.6 | Evaluate the evidence for, and mechanisms of, evolution. |
| 4 | Outline some of the major theories that can explain the form, distribution, and abundance of organisms. | 4.1 | Explain the biochemistry of photosynthesis and the factors affecting rate of photosynthesis. |

2 Foundation Chemistry

Unit Aims

Foundation Chemistry is a unit, that combined with others in the qualification, forms the LRN Pre U Foundation Programme in Science.

This unit aims to provide learners with the chemistry knowledge and skills required for a successful transition to degree level study in disciplines which require a strong background in the subject.

The unit provides a foundation of knowledge in inorganic, organic and physical chemistry, and there is a strong emphasis on the application of the subject in different contexts such as biology.

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| Unit Reference Number | | J/615/0026 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | Assessment is by externally set assessment – externally marked by the LRN | | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Be able to explain essential principles and concepts in chemistry. | 1.1 | Explain the fundamentals of atomic structure. |
| | | 1.2 | Describe the electronic structure of atoms. |
| | | 1.3 | Explain Stoichiometry and the concepts of moles and molarity. |
| | | 1.4 | Describe various types of radioactive processes. |
| | | 1.5 | Discuss regions of the electromagnetic spectrum. |
| | | 1.6 | Explain different types of chemical bonding and bonding in simple molecules. |
| | | 1.7 | Describe the functional groups and classes of organic compounds. |
| | | 1.8 | Explain the theories of acids and bases. |
| 2 | Be able to describe the fundamental principles of thermochemistry, reaction kinetics and equilibria, molecular structure, aspects of organic chemistry, and spectroscopic methods. | 2.1 | Explain the definition of enthalpy. |
| | | 2.2 | Explain chemical kinetics and rates of reaction. |
| | | 2.3 | Describe how catalysts affect the rate of reaction. |
| | | 2.4 | Discuss chemical equilibria as a dynamic phenomenon. |
| | | 2.5 | Explain molecular structure and the location of the atoms, groups or ions relative to one another in a molecule, as well as the number, type and location of covalent bonds. |
| | | 2.6 | Explain organic chemistry using specific examples of the structure and reactivity of selected organic compounds. |
| | | 2.7 | Describe the absorption, emission, or scattering of electromagnetic radiation by atoms or molecules by use of molecular spectroscopy. |

3 Foundation Physics

Unit Aims

Foundation Physics is a unit, that combined with others in the qualification, form the LRN Pre U Foundation Programme in Science.

This unit is aimed at providing learners with the physics knowledge and skills required for a successful transition to degree level study in disciplines which require a strong background in the subject.

The unit provides a foundation of knowledge in how electric fields and magnetic fields interact to produce forces and finally discusses electrical theory and gives a brief introduction to quantum physics.

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| Unit Reference Number | | L/615/0027 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | Assessment is by externally set assessment – externally marked by the LRN | | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Be able to explain basic concepts in Newtonian mechanics and basic concepts involving energy, forces and motion | 1.1 | Describe basic concepts in dynamics. |
| | | 1.2 | Explain force and energy and momentum in reference to Newton's laws of motion. |
| | | 1.3 | Explain statics and equilibrium of forces. |
| | | 1.4 | Define rotational dynamics. |
| | | 1.5 | Explain and identify the building blocks of matter. |
| | | 1.6 | Outline the strengths and behaviour of solids. |
| | | 1.7 | Explain thermal properties of a range of materials. |
| | | 1.8 | Discuss the properties of gases. |
| 2 | Be able to describe and apply the concepts of a fields and waves to a range of natural phenomena. | 2.1 | Explain gravitational fields. |
| | | 2.2 | Describe electric fields. |
| | | 2.3 | Describe magnetic fields. |
| | | 2.4 | Describe electromagnetic fields. |
| | | 2.5 | Discuss oscillations and the principles of simple harmonic motion. |
| | | 2.6 | Discuss wave motion and the properties of waves. |
| | | 2.7 | Explain what are the nature and properties of sound. |
| | | 2.8 | Define physical optics and the wave nature of light. |
| | | 2.9 | Describe the electromagnetic spectrum through production and detection and identify uses of different parts of the spectrum. |
| 3 | Be able to describe the atomic nucleus and account for radioactive decay and nuclear energy. | 3.1 | Describe current and charge and the use of meters and bridges. |
| | | 3.2 | Identify the properties of the electron. |
| | | 3.3 | Electrons inside the atom |
| | | 3.4 | Discuss radioactivity from its discovery to current uses. |
| | | 3.5 | Outline the development of nuclear energy from inception to current day. |
| | | 3.6 | Explain particles and patterns using Schrodinger's equation. |

4 Foundation Business and Management

Unit Aims

This unit has been designed to give students an overview of some of the key issues in relation to business and management. It aims to give students a greater understanding of some of the principal functions of business and an awareness of the impact of the environment in which business operates.

The unit will also allow students to learn about what happens in the key functions and how they interact with each other in order to meet organisations' vision, mission and values.

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| Unit Reference Number | | R/615/0028 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | | Assessment is by externally set assessment – externally marked by the LRN | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand the principles of Starting a Business | 1.1 | Describe enterprise and entrepreneurs and the role, importance and characteristics of an entrepreneur in establishing a new business. |
| | | 1.2 | Identify the sources of business ideas, these may include brainstorming, own personal experience and business experience; the generation of business ideas must be in relation to a small business with limited resources. |
| | | 1.3 | Explain how organisations transform resource to develop the finished product. |
| | | 1.4 | Evaluate the content and use of business plans for a number of given organisations. |
| | | 1.5 | Compare methods of primary and secondary market research and the relative value of different approaches to market research. |
| | | 1.6 | Describe the nature and types of markets; the different forms, e.g. local, national, physical and electronic. |
| | | 1.7 | Identify the different types of legal structure giving appropriate examples. |
| | | 1.8 | Compare different methods of raising finance, highlighting both the positive and negative aspects and by giving appropriate examples. |
| | | 1.9 | Identify the problems a business may have in decisions on where to locate operations. |
| | | 1.10 | Consider the different types of employees used in small businesses, including; temporary, permanent, full-time and part-time. |

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| 2 | Be able to identify the need for financial planning when starting up in business. | 2.1 | Explain different types of cost. |
| | | 2.2 | Use break even analysis to make decisions. |
| | | 2.3 | Understand the nature of cash flow and its use in forecasting. |
| | | 2.4 | Explain the process of setting different types of budget. |
| | | 2.5 | Analyse the objectives of business start-ups; that these may vary and that determinants of success and failure depend upon the circumstances; causes of failure should include: unexpected changes in demand or costs, unavailability of supplies and delays. |
| 3 | Understand the role of finance when managing a business. | 3.1 | Explain the benefits and drawbacks of using budgets. |
| | | 3.2 | Identify the causes of cash flow problems. |
| | | 3.3 | Demonstrate the calculation and understanding of net profit margins. |
| 4 | Be able to explain the recruitment process in small organisations and how this can enhance the workforce. | 4.1 | Explain the key elements of organisational structure. |
| | | 4.2 | Evaluate the recruitment process, including on-going training, and how this process can enhance improve the workforce. |
| | | 4.3 | Identify how performance is measured in the workplace. |
| | | 4.4 | Explain the motivational methods used to retain staff. |
| 5 | Be able to explain how the operations management is essential to a successful business. | 5.1 | Understand how to make operational decisions. |
| | | 5.2 | Evaluate how quality can develop effective operations. |
| | | 5.3 | Explain the importance of customer service. |
| | | 5.4 | Identify how organisations work with their suppliers. |
| | | 5.5 | Evaluate the impact of IT on business. |
| 6 | Understand marketing and the competitive environment. | 6.1 | Explain the purpose of marketing. |
| | | 6.2 | Explain the need(s) for developing an effective marketing mix. |
| | | 6.3 | Summarise the elements of the marketing mix and its elevation from the 4Ps to the 7Ps. |
| | | 6.4 | Evaluate how market conditions and market competitiveness impact on the design of the marketing mix. |

5 Foundation Economics

Unit Aims

This unit introduces students to the basic principles of economics from the concepts of demand and supply and their influence on the prices of goods and the behaviour of firms, to the wider impacts on the national economy of economic growth, interest rates, international trade.

This unit will provide the foundation in economics to further studies at a pre U level.

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| Unit Reference Number | | Y/615/0029 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | | Assessment is by externally set assessment – externally marked by the LRN | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand the central purpose of economic activity and the 'economic problem'. | 1.1 | Explain the nature and purpose of Economic Activity. |
| | | 1.2 | Classify different types of economic resource. |
| | | 1.3 | Explain scarcity and choice in the allocation of resources. |
| | | 1.4 | Understand the different objectives of Governments, organisations and individuals. |
| | | 1.4 | Understand and use production possibility diagrams. |
| | | 1.5 | Differentiate between positive and normative statements. |
| | | 1.6 | Outline the influence of value statements in decision making and policy. |
| 2 | Be able to determine the allocation of resources in competitive markets. | 2.1 | Understand the relationship between demand and supply. |
| | | 2.2 | Calculate price, income and cross elasticities of demand and understand the factors that influence these elasticities of demand. |
| | | 2.3 | Outline the determinants of the supply of goods and services. |
| | | 2.4 | Calculate the price elasticity of supply. |
| | | 2.5 | Explain the interaction of demand and supply in determining equilibrium market price. |
| | | 2.6 | Identify the interrelationship between markets. |
| | | 2.7 | Explain the role of pricing in the allocation of resources. |
| | | 2.8 | Explain how markets and prices allocate resources. |
| 3 | Understand production, efficiency and economies of scale. | 3.1 | Explain the benefits of specialisation. |
| | | 3.2 | Outline the production process and the meaning of productivity and productive efficiency. |
| | | 3.3 | Understand how the decisions of individuals, producers and government can under certain circumstances affect resource allocation. |
| | | 3.4 | Explain economies and diseconomies of scale giving appropriate examples. |

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| 4 | Be able to identify and explain market failure. | 4.1 | Explain the meaning of, and the consequences of, market failure. |
| | | 4.2 | Outline the significance of 'public goods'. |
| | | 4.3 | Identify positive and negative externalities in consumption and production. |
| | | 4.4 | Identify the significance of 'merit' and 'demerit' in the allocation of resources. |
| | | 4.5 | Explain the significance of a monopolistic market giving both positive and negative examples. |
| | | 4.6 | Explain the immobility of the factors of production. |
| | | 4.7 | Outline the inequalities in the distribution of income and wealth. |
| 5 | Outline the need for Government intervention in markets. | 5.1 | Identify the rationale for Government intervention. |
| | | 5.2 | Use basic economic models to regulate and correct market failure. |
| | | 5.3 | Explain the occurrence of Government failure. |
| | | 5.4 | Uses basic economic models to assess the impact of Government intervention. |
| 6 | Be able to measure macroeconomic performance. | 6.1 | Explain the different types of indicator to measure the performance of an economy. |
| | | 6.2 | Use indicators to explain the performance of an economy. |
| 7 | Understand how the macro economy works. | 7.1 | Explain the circular flow of income concept. |
| | | 7.2 | Evaluate Aggregate Demand (AD) and Aggregate Supply (AS) Analysis. |
| | | 7.3 | Explain the determinants of aggregate demand. |
| | | 7.4 | Explain the role of Aggregate Demand in influencing economic activity. |
| | | 7.5 | Define short-run aggregate supply and identify the determinants of the short-run AS curve. |
| | | 7.6 | Discuss the fundamental determinants of long-run aggregate supply. |
| 8 | Describe the objectives of Government performance and economic performance. | 8.1 | Discuss the objectives of Government Economic Policy. |
| | | 8.2 | Explain the term and concept of 'economic growth'. |
| | | 8.3 | Compare the concepts of price inflation and price deflation. |
| | | 8.4 | Explain how UK employment and unemployment affects economic growth. |
| | | 8.5 | Explain the Balance of Payments on the Current Account. |
| 9 | Understand micro economic policy. | 9.1 | Explain UK Fiscal Policy. |
| | | 9.2 | Explain UK Monetary Policy. |
| | | 9.3 | Explain the purpose and use of supply side policies. |

| 6 Foundation Accounting | | | |
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| Unit Aims | | | |
| The introductory unit covers financial and management accounting. It demonstrates some of the basic accounting concepts and procedures used in the preparation of financial statements. It provides academic bases for study in area such as banking and international finance and accounting. | | | |
| This unit will provide the foundation in accounting to further studies at a higher level. | | | |
| Unit Reference Number | | L/615/0030 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | | Assessment is by externally set assessment – externally marked by the LRN | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Have an understanding of basic accounting principles and how to apply them in a given setting. | 1.1 | Illustrate the need to record, summarise, analyse and communicate accounting information for internal and external use. |
| | | 1.2 | Demonstrate use of the Accounting Equation |
| | | 1.3 | Outline the use and purpose of the Double Entry Book keeping process. |
| | | 1.4 | Identify the purpose of the double and treble column cash books. |
| | | 1.5 | Outline and apply a number of different accounting concepts. |
| 2 | Be able to distinguish between capital and revenue expenditure | 2.1 | Define and distinguish capital expenditure |
| | | 2.2 | Define and distinguish revenue expenditure |
| 3 | Be able to understand how and why the values of assets change. | 3.1 | Identify the reasons for Accounting for Depreciation. |
| | | 3.2 | Explain the causes of Depreciation. |
| | | 3.3 | Demonstrate methods of Calculating Depreciation. |
| | | 3.4 | Illustrate the accounting entries for depreciation. |
| 4 | Understand how to account for accruals and prepayments | 4.1 | Explain accruals and prepayments and discuss the reasons for accounting for accruals and prepayments. |
| | | 4.2 | Prepare the entries for accruals and prepayments in the relevant accounting books. |
| 5 | Understand how to account for bad debts and the provision for doubtful debts | 5.1 | Explain bad debts and provision for doubtful debts |
| | | 5.2 | Explain and apply the factors used in determining the provision for doubtful debts |
| | | 5.3 | Calculate bad debts and provision for doubtful debts |
| 6 | Understand the purpose and use of the Trial Balance in the production of Final Accounts | 6.1 | Outline the content and purpose of the Trial Balance. |
| | | 6.2 | Prepare a Trading Account showing the calculation of gross profit. |
| | | 6.3 | Prepare a Profit and Loss Account showing the calculation of net profit or loss. |
| | | 6.4 | Prepare a balance sheet from given data, showing any adjustments made. |
| 7 | Understand the purpose, and how to use the journal for the correction of errors | 7.1 | Identify the purpose of the Journal. |
| | | 7.2 | identify and explain those errors which do not affect the Trial Balance. |
| | | 7.3 | Prepare journal entries supporting the correction of errors. |
| | | 7.4 | Prepare a statement of profit and revised balance sheet extracts. |
| 8 | | 8.1 | Explain the subdivision of the ledger. |

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| | Be able to use control accounts as a regulator in accounting | 8.2 | Explain that control accounts are an independent check on the sales and purchases ledgers. |
| | | 8.3 | Explain that control accounts may be used to provide totals of debtors and creditors, locate errors, and act as a deterrent against fraud. |
| | | 8.4 | Identify and explain entries in control accounts. |
| 9 | Be able to make accounting adjustments based on incomplete records | 9.1 | Prepare a statement of affairs for a sole trader and calculate profit/loss from a change in capital over time. |
| | | 9.2 | Compute sales and purchases figures and apply the following techniques to arrive at missing figures: mark-up, margin and stock turnover. |
| 10 | Understand accounting approaches for different types of organisation. | 10.2 | Evaluate the advantages and disadvantages of different types of organisations |
| | | 10.3 | Outline the capital structures of the differing types of organisation |
| | | 10.4 | Distinguish between owner's capital and loans made to the business |
| | | 10.5 | Outline the different treatments of profit and loss, surplus and deficit |
| 11 | Be able to analyse and evaluate accounting statements | 11.1 | Analyse and evaluate accounting statements from different types of organisation. |
| | | 11.2 | Explain the purpose and application of ratios. |
| | | 11.3 | Calculate and interpret different ratios for different organisations. |
| 12 | Have an understanding of the purpose and role of budgeting, and be able to prepare simple budgets | 12.1 | Explain the role and purpose of budgeting. |
| | | 12.2 | Evaluate the benefits of budgeting. |
| | | 12.3 | Prepare a cash budget from given data. |
| 13 | Be able to identify the purposes and usage of ICT in accounting | 13.1 | Explain and identify the advantages and disadvantages of ICT in accounting. |
| | | 13.2 | Evaluate the usefulness of ICT in accounting. |

7 Foundation Psychology

Unit Aims

The introductory unit gives an insight into the human mind's functions and behaviours. It allows the candidate to discover the key theories and ideas of the central approaches of psychology, including social psychology, cognition and individual differences, enabling progression to further studies at a higher level.

The individual aims of the unit are to:

- develop candidates' critical thinking skills
- provide candidates with a sound understanding of the various methods and approaches in psychology
- inspire the ability to interpret, evaluate and comment

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| Unit Reference Number | | R/615/0031 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | | Assessment is by externally set assessment – externally marked by the LRN | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand the key approaches in psychology. | 1.1 | Identify the key approaches in psychology. |
| | | 1.2 | Explain the role of physiology in behaviour. |
| | | 1.3 | Outline the genetic basis of behaviour. |
| 2 | Be able to explain how science works in respect of gender development. | 2.1 | Explain how key concepts can be applied to the development of gender. |
| | | 2.2 | Explain gender development from a biological, social, cognitive and psychodynamic approach. |
| 3 | Be able to research, and represent data in psychology. | 3.1 | Critically review research methods and ethical issues within the different approaches to psychology. |
| | | 3.2 | Outline methods of effectively representing data and descriptive statistics |
| | | 3.3 | Explain the role of ethics in psychological research. |
| 4 | Understand ways in which social psychology may be applied to contemporary social and cultural issues. | 4.1 | Explain how social Influence may be applied in psychology. |
| | | 4.2 | Identify factors affecting social cognition. |
| 5 | Understand methodological approaches in cognitive psychology | 5.1 | Evaluate theories and research in cognitive psychology |
| | | 5.2 | Explain methodological approaches in cognitive psychology |
| | | 5.3 | Identify how science works in cognitive psychology |
| 6 | Be able to recognise individual differences through the application of psychology | 6.1 | Critically analyse the application of psychology in the assessment and treatment of anxiety disorders & autism. |
| | | 6.2 | Evaluate how science works in research into individual differences. |

| 8 Foundation Sociology | | | |
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| Unit Aims | | | |
| This unit introduces debates about the nature of society, exploring traditional issues such as the social structures and inequalities (class, gender and 'race') as well as key institutions and aspects of everyday life, such as work, consumption, families and cities. | | | |
| This unit will provide the foundation in sociology to further studies at a higher level. | | | |
| Unit Reference Number | | Y/615/0032 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | | Assessment is by externally set assessment – externally marked by the LRN | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand culture and identity; families and households; wealth, poverty and welfare from a sociological perspective | 1.1 | Critically examine the different conceptions of culture and identity. |
| | | 1.2 | Explain the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies. |
| | | 1.3 | Analyse the different definitions and ways of measuring poverty, wealth and income. |
| 2 | Be able to explain the roles and purpose of health and education for the population of the country. | 2.1 | Identify the role and purpose of education, including vocational education and training, in contemporary society. |
| | | 2.2 | Evaluate health, illness, disability and the body as social and as biological constructs. |
| 3 | Be able to demonstrate different methods of collecting and representing sociological data for research. | 3.1 | Evaluate methods of collecting data for sociological purposes. |
| | | 3.2 | Identify suitable methods of representing data from a sociological perspective. |

| 9 | | Foundation Law | |
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| Unit Aims | | | |
| The aims of this unit are to provide the candidate with an understanding and overview of the role and function of a legal system, by considering why laws develop, how laws are created, interpreted and applied and the role that law plays in regulating and administering justice within a society. The key aspects of law are covered, including the mechanisms created for the administration and enforcement of justice in these jurisdictions. | | | |
| This unit will provide the foundation in Law to further studies at a higher level. | | | |
| Unit Reference Number | | D/615/0033 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | | Assessment is by externally set assessment – externally marked by the LRN | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand how law is made in the UK and the processes for ratifying legislation. | 1.1 | Outline the process of Parliamentary Law Making. |
| | | 1.2 | Describe Delegated Legislation. |
| | | 1.3 | Explain Statutory Interpretation. |
| | | 1.4 | Discuss the doctrine and operation of Judicial Precedent. |
| 2 | Understand the composition and operation of the legal system and the roles of bodies within the legal system. | 2.1 | Outline the practice of both the Criminal and Civil Courts in appeals and other forms of dispute resolution |
| | | 2.2 | Provide a simple evaluation of the legal profession, of other sources of advice and of funding. |
| | | 2.3 | Evaluate the selection and independence of the Judiciary. |
| 3 | Understand basic concepts of criminal liability and actions taken for breaking the law. | 3.1 | Explain the concepts of actus reus and mens rea in the context of non-fatal offences |
| | | 3.2 | Describe in law the act of common assault/assault and battery |
| | | 3.3 | Outline the Offences against the Person Act 1861 |
| | | 3.4 | Explain strict liability, including areas of application, and reasons for its imposition |
| 4 | Understand the operation of the courts in procedures and sentencing. | 4.1 | Explain the operation and differences between Magistrates and Crown courts. |
| | | 4.2 | Provide a brief summary of the classification of offences. |
| | | 4.3 | Outline the procedure for going to trial in a criminal court. |
| | | 4.4 | Describe burden and standard of proof in criminal cases. |
| 5 | Understand negligence and duty of care, and the procedures in law for claiming damages. | 5.1 | Explain liability and duty of care in negligence. |
| | | 5.2 | Clarify the differences between the County Court and High Court and the processes of going to trial (in a civil court). |
| | | 5.3 | Outline of burden and standard of proof in civil law. |
| | | 5.4 | Discuss compensation and compensatory damage awards in a civil court. |

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| 6 | Be able to understand the principles and purposes of the law of contract, production of a valid contract and the procedures for breach of contract. | 6.1 | Explain the formation of a valid contract. |
| | | 6.2 | Clarify breach of contract, procedure to trial and damages awarded in matters of contract in the civil court. |

| 10 | | Further Mathematics | |
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| Unit Aims | | | |
| This unit introduces important topics in the theory of pure mathematics including: number theory; the algebraic theory of rings and fields; and metric spaces. | | | |
| The unit provides a grounding for further study at higher level which require a much deeper understanding of this subject. | | | |
| Unit Reference Number | | H/615/0034 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | | Assessment is by externally set assessment – externally marked by the LRN | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand how to use and apply number in a variety of ways to construct simple proofs of mathematical assertions. | 1.1 | Carry out calculations using Number & Algebra. |
| | | 1.2 | Explain the use of Complex Numbers to provide mathematical solutions, giving real life examples. |
| | | 1.3 | Calculate Series & Sequences by various arithmetic and geometric methods and vi proof by induction. |
| | | 1.4 | Explain the mathematical study of change using calculus. |
| | | 1.5 | Calculate roots by sign change and via fixed point iteration. |
| | | 1.6 | Use trigonometry to find exact values. |
| | | 1.7 | Explain Matrices and Transformations and give appropriate examples. |
| 2 | Be able to use a range of differential equations and further complex numbers | 2.1 | Demonstrate the uses of series and approximations. |
| | | 2.2 | Explain both Inverse and Complex Functions using appropriate examples. |
| | | 2.3 | Calculate Arc length and Area using various methods. |
| 3 | Understand the purpose and use of linear equations and vectors | 3.1 | Explain and demonstrate the use of vectors. |
| | | 3.2 | Provide solution to Linear Equations giving appropriate examples. |
| 4 | Be able to use and apply mathematical models in probability and statistics | 4.1 | Explain the characteristics, uses, advantages, and disadvantages of different types of data. |
| | | 4.2 | Calculate Probability by various different methods. |
| | | 4.3 | Assess Binomial Distribution in a given number of trials in each of which there is the same probability of success. |
| | | 4.4 | Assess Normal Distribution founded on continuous probability distributions described by the normal equation. |
| | | 4.5 | Discuss the uses and limitations of estimation and its uses. |
| | | 4.6 | Demonstrate both correlation and regression giving various examples. |

| 11 | | Foundation Hospitality | |
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| Unit Aims | | | |
| The unit gives candidates an opportunity to explore the internal structure of hospitality businesses. Candidates will look at the specific function of marketing and customer service that hospitality organisations use in order to support the business and provide opportunities for growth. The unit gives candidates an overview of the roles of these support functions, and provides a firm foundation for more detailed study of these areas in other units. | | | |
| This unit will provide the foundation in hospitality to further studies at a higher level. | | | |
| Unit Reference Number | | K/615/0035 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | Assessment is by externally set assessment – externally marked by the LRN | | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand the fundamentals of the hospitality industry. | 1.1 | Understand the scale and diversity of the hospitality industry. |
| | | 1.2 | Know the organisation and structure of hospitality businesses. |
| | | 1.3 | Know the purpose of support functions in hospitality businesses. |
| | | 1.4 | Explain the role of government in the travel and tourism industry. |
| 2 | Understand the process and practice of customer care in a hospitality environment. | 2.1 | Relate the fundamental characteristics and variables of customer service and care, and their relationship with quality, to the hospitality context. |
| | | 2.2 | Describe how customers make decisions in terms of purchasing products and services. |
| | | 2.3 | Demonstrate an understanding of the nature of service design and delivery, and its significance for service providers and consumers. |
| | | 2.4 | Explain the role of the front-line employee, and the inherent challenges which they face in delivering customer service and care. |
| | | 2.5 | Examine operational practices designed to maximise customer value and satisfaction. |
| 3 | Understand the theoretical concepts and nature of marketing communications. | 3.1 | Critically evaluate marketing communication strategies and campaigns |
| | | 3.2 | Synthesise concepts and theories from a range of marketing disciplines and integrate to formulate an IMC |
| | | 3.3 | Evaluate the impact of information technologies and developments in e-commerce on marketing communications strategy and practice. |
| | | 3.4 | Critically evaluate the impact of new digital media on IMC |
| 4 | Be able to analyse contemporary issues to underpin informed discussion and debate. | 4.1 | Discuss the positive and negative impacts of tourism on society |
| | | 4.2 | Identify and critically evaluate contemporary issues within hospitality management. |

| 12 | | Foundation Government and Politics | |
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| Unit Aims | | | |
| This unit aims to introduce students to the study of Government through an overview of the political system, asking how the system functions in theory and in practice. The candidate will review the contemporary processes of government and politics in the United Kingdom and assess arguments relating to the effectiveness of the democratic process. | | | |
| This unit will provide the foundation in Government and Politics to further studies at higher level. | | | |
| Unit Reference Number | | M/615/0036 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | | Assessment is by externally set assessment – externally marked by the LRN | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand participation and voter behaviour in a democratic process. | 1.1 | Describe the nature of participation in the electoral process. |
| | | 1.2 | Evaluate theories and debates of voting behaviour. |
| 2 | Understand the purpose of democracy and representation. | 2.1 | Explain the role of elections in a democracy. |
| | | 2.2 | Identify the nature of representation. |
| 3 | Understand the role of political parties in a democracy. | 3.1 | Explain the role and function of major parties in the democratic process. |
| | | 3.2 | Identify the relationships and purpose of party competition and ideology in the democratic process. |
| | | 3.3 | Discuss the importance of pressure groups to political communication and policy making in a democracy. |
| 4 | Understand the nature and sources of the British constitution. | 4.1 | Explain the nature and sources of the British constitution. |
| | | 4.2 | Describe the judiciary and its relationship to other "powers" of government. |
| 5 | Understand the composition and main roles and functions of Parliament. | 5.1 | Explain the role of parliament in the UK's political system. |
| | | 5.2 | Analyse the role of Parliament and Government relationships. |
| 6 | Be able to describe relationships within senior Government and through the cabinet system. | 6.1 | Explain relations within the core executive, the prime minister and the cabinet system. |
| | | 6.2 | Discuss how policy is both made and implemented. |
| 7 | Be able to explain multi-level governance and governance within the European Union. | 7.1 | Discuss the main powers of local and devolved government and the relationships they have with Westminster. |
| | | 7.2 | Summarise the key concepts and powers of the European Union and the impact they have on the UK. |

13 Foundation Computing

Unit Aims

This unit is designed to equip learners with key skills to succeed in a learning environment. It is divided into three distinct learning outcomes, File Management and e-Document Production, Creating Spreadsheets and Graphs, and Database Manipulation.

The aims of the unit are to develop learners:

- knowledge of standard IT hardware and software and their ability to operate equipment correctly and safely
- knowledge of a range of different software applications and their ability to use different applications effectively to complete tasks
- ability to manage documents and data in a variety of applications
- ability to enter data accurately
- skills and knowledge in contexts that are directly relevant to employment situations Encourage progression by assisting in the development of skills and knowledge that learners will need to undertake further study

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| Unit Reference Number | | A/615/0038 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | | Assessment is by externally set assessment – externally marked by the LRN | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand file management and e-document production using appropriate software. | 1.1 | Identify and use a computer workstation and appropriate system software |
| | | 1.2 | Explain the implications of IT with regards to law, society, copyright, and security |
| | | 1.3 | Use a computer's system software to create and manage files and folders |
| | | 1.4 | Use the internet for research. |
| | | 1.5 | Create and use directories, sub-directories and naming conventions |
| | | 1.6 | Identify and use word processing software to enter text, numbers and symbols. |
| | | 1.7 | Format basic paragraph and document properties. |
| | | 1.8 | Use presentation software. |
| 2 | Understand how to create spreadsheets and graphs using appropriate software. | 2.1 | Identify, input and amend data in spreadsheet software accurately |
| | | 2.2 | Insert and replicate formulae in spreadsheets |
| | | 2.3 | Navigate, save and retrieve spreadsheets |
| | | 2.4 | Produce pie charts, line graphs and bar/column charts from given data |
| | | 2.5 | Use common formatting and alignment techniques in spreadsheets and graphs/charts |
| | | 2.6 | Insert into of other elements in the work |
| | | 2.7 | Save and print spreadsheets and graph/chart |
| | | 2.8 | Use relative and fixed addresses |
| | | 2.9 | Use the command menu and functions |
| 3 | Understand how to create and manipulate data within a database. | 3.1 | Enter data in an existing database and present and print data |
| | | 3.2 | Edit a table of information |
| | | 3.3 | Import data into a database |
| | | 3.4 | Create simple queries/searches on one or two criteria and sort data |

14 Foundation Mathematics

Unit Aims

Foundation Maths has been designed to maintain and develop real-life skills. What a learner will study is not purely theoretical or abstract; it can be applied on a day-to-day basis in work, study or life and most courses will include a financial maths element.

The overall aim of this unit is to enable learners to apply maths to analyse situations, giving them the confidence they need to tackle problems in their adult lives. Learners will also develop a more advanced understanding of statistics so as to ensure they become familiar with, and are confident in using, standard procedures for the range of calculations appropriate to this level of study. The unit provides for the following outcomes:

- solving familiar and unfamiliar problems in a range of numerical, algebraic and graphical contexts and in open-ended and closed form
- using standard notations for decimals, fractions, percentages, ratio and indices
- activities that show how algebra, as an extension of number using symbols, gives precise form to mathematical relationships and calculations
- activities in which they progress from using definitions and short chains of reasoning to understanding and formulating proofs in algebra and geometry
- a sequence of practical activities that address increasingly demanding statistical problems in which they draw inferences from data and consider the uses of statistics
- choosing appropriate ICT tools and using these to solve numerical and graphical problems, to represent and manipulate geometrical configurations and to present and analyse data

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| Unit Reference Number | | F/615/0039 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | Assessment is by externally set assessment – externally marked by the LRN | | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Use number and algebra to solve numerical problems, equations, create and use formulas, create identities, sequences, functions and graphs. | 1.1 | Use and apply number and the number system in given situations. |
| | | 1.2 | Apply Number and Algebra in given situations. |
| | | 1.3 | Use and solve Calculations. |
| | | 1.4 | Solve Numerical Problems. |
| | | 1.5 | Use and solve Equations, Formulae and Identities. |
| | | 1.6 | Use sequences, Functions and Graphs. |
| 2 | Use and apply shape space and measure for problem solving, communication and reasoning. | 2.1 | Use and apply Shape, Space and Measures. |
| | | 2.2 | Use and apply Geometrical Reasoning. |
| | | 2.3 | Use and apply Transformations and Coordinates. |
| | | 2.4 | Use and apply Measures and Construction. |
| 3 | Be able to Specify and Plan, Collect, Process and Represent, Interpret and Discuss appropriate data. | 3.1 | Using and Applying Handling Data. |
| | | 3.2 | Specify Problems and Plan to minimise them. |
| | | 3.3 | Collect and use Data. |
| | | 3.4 | Process and Represent Data. |
| | | 3.5 | Interpret and Discuss Results. |

| 15 Study Skills | | | |
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| Unit Aims | | | |
| This unit is designed to prepare and support learners to study effectively. While the general themes introduced will be transferable, learners will be encouraged to focus the application of these skills to their course subject area. | | | |
| The unit ensures that learners are given the appropriate opportunities to advance their personal and academic study skills and to introduce them to the concept and value of researching in order to prepare them for study at a higher level. | | | |
| Unit Reference Number | | T/615/0040 | |
| Unit Level | 3 | Credit Value | 20 |
| GLH | 200 | Unit Grading Structure | Distinction/Merit/Pass/Fail |
| Assessment Guidance | Assessment is by externally set assessment – externally marked by the LRN | | |
| Learning Outcomes - The learner will: | | Assessment Criteria - The learner can: | |
| 1 | Understand the principles and values of good academic practice | 1.1 | Select relevant material when researching a topic. |
| | | 1.2 | Produce notes on a specific topic in an agreed format, including plans, sketches or images where required. |
| | | 1.3 | Identify sources of information. |
| | | 1.4 | Correctly cite and reference material using the Harvard referencing system. |
| | | 1.5 | Use anti-plagiarism software as a tool to improve academic practice. |
| 2 | Be able to present information to an audience | 2.1 | Identify the communication skills required when preparing and presenting information to an audience. |
| | | 2.2 | Prepare own notes to support delivery of a presentation. |
| | | 2.3 | Present information to an audience using an agreed format and method. |
| | | 2.4 | Justify their findings under questioning. |
| 3 | Understand a range of learning skills used in academic environments | 3.1 | Utilise a range of reading and note making skills and techniques when researching and summarising subject material. |
| | | 3.2 | Produce fluid academic written work, using a range of grammatical conventions. |
| | | 3.3 | Use accurate spelling and punctuation when producing academic written work. |
| | | 3.4 | Use a range of communication forms that are accepted in an academic environment. |
| 4 | Use research skills in a higher education setting. | 4.1 | Understand the process of writing assignments and other research driven studies. |
| | | 4.2 | Complete literature search methods. |
| | | 4.3 | Undertake a literature review and critical thinking. |
| | | 4.4 | Understand basic research methodologies: quantitative and qualitative techniques. |
| | | 4.5 | Be able to effectively read academic literature. |
| | | 4.6 | Write up research methodology findings. |
| | | 4.7 | Undertake research practice. |

1 Introduction

1.1 The making descriptors are applicable to all candidates' work.

The descriptors have been developed with reference to the FHEQ credit level descriptors

The appropriate descriptors should be made available to candidates in course documentation.

1.2 The descriptors are generic and applicable to a broad range of academic disciplines.

They aim to provide: a reference for articulating the standards of students' work with the use of clear, consistent statements to describe candidate performance and what a candidate needs to do to reach a particular grade/mark band; a framework to indicate how a student can improve their performance, and to facilitate feedback to candidates.

2 Use of the grading descriptors

2.1 Candidates' work should be assessed against published assessment criteria and marked/graded using the generic descriptors, including where work is marked as pass or fail. The descriptors describe key features and general characteristics of assessed work associated with each grade and where necessary they can be adapted (refer 2.3). For candidates to understand what they are being assessed on, clear assessment criteria and grading descriptors are needed. It is also important to ensure that the learning outcomes of the assessment are integrated with the grading descriptors.

2.2 The descriptors are inter-related and should not be interpreted as a series of mutually exclusive categories. Candidates' work may demonstrate some characteristics of, for example, the pass, merit and distinction categories and the final mark/grade for the work should always be matter of academic judgement. The emphasis given to various aspects of the descriptors will vary depending on the nature of the assessment task and discipline area.

Examiners/Assessors should use the whole of the marking scale, interpreting the descriptors in the context of their discipline.

2.3 The descriptors may be used as they are or contextualised in the design of assessment specific criteria in the context of a particular discipline, mode of assessment and in the development of criteria. These should clearly link back to the generic descriptors.

Where the design of a module and its associated assessment task(s)/ brief(s) mean that it is not appropriate to grade candidates' work using these descriptors, for example multiple choice examinations or competency-based/observation type tasks, details of how the task(s) will be assessed should be clearly stated in the relevant unit outline.

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| Distinction | <p>A very good or excellent response to the task</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> |
| <p>All learning outcomes/ assessment criteria have been achieved to a high standard and many at an exceptionally high level</p> | <ul style="list-style-type: none"> • In-depth understanding, exploration, insight and/or research • All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to • The organisation, structure and standard of presentation of the work, including referencing where appropriate, are excellent throughout. • The work has been approached and/or executed/performed in an original way • Insightful contextualisation, including relevant theory/ literature/ artefacts/performance • Evidence of high to very high quality analysis, synthesis, evaluation and critical appraisal • Demonstrates high levels of initiative, personal responsibility, decision-making and achievement |
| Merit | <p>A good response to the task</p> <p>The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> |
| <p>All learning outcomes/ assessment criteria have been met fully at a good standard</p> | <ul style="list-style-type: none"> • Good to very good understanding and exploration, some insight and/or thorough research • No significant inaccuracies, misunderstandings or errors • The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to • The work is well organised, coherent and the standard of presentation, including referencing where appropriate, is at least good • The work has been approached and/or executed/performed in a comprehensive and appropriate way • Appropriate contextualisation, including relevant theory/ literature/ artefacts/performance • Evidence of high quality analysis, synthesis, evaluation and critical appraisal • Demonstrates good levels of initiative, personal responsibility, decision-making and achievement |

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| Pass | <p>An adequate response to the task The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:</p> |
| All learning outcomes/ assessment criteria have just been met | <ul style="list-style-type: none"> • Adequate understanding and/or exploration of major ideas with little insight and/or minimal research • Some minor inaccuracies and/or misunderstandings • Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate • The work is largely descriptive, some parts of the work are disorganised and the standard of presentation, including referencing where appropriate, is adequate • The work has been approached and/or executed/performed in a basic way • Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal • Demonstrates limited levels of initiative, personal responsibility, decision-making and achievement |
| Fail | <p>An unsatisfactory response to the task The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as:</p> |
| One or more of the learning outcomes/ assessment criteria have not been met | <ul style="list-style-type: none"> • Limited understanding and/or exploration of major ideas with very little insight and/or minimal research • Some significant inaccuracies and/or misunderstandings • Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task • The work is too descriptive, parts of the work are disorganised and unclear and the standard of presentation, including referencing where appropriate, is poor • The work has been approached and/or executed/performed in a poor way Insufficient evidence of analysis, synthesis, evaluation and critical appraisal • Little evidence of initiative, personal responsibility, decision-making and achievement |