QUALIFICATION SPECIFICATION - LRN LEVEL 2 CERTIFICATE IN PRE A FOUNDATION STUDIES

Qualification Accreditation Numbers: 603/5693/5

and

LRN LEVEL 2 DIPLOMA IN PRE A FOUNDATION STUDIES

Qualification Accreditation Numbers: 603/5692/3

Contents

BACKGROUND TO LRN

Learning Resource Network (LRN) is an Ofqual regulated Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers. LRN's enables access to its qualifications either through registered educational institutions. 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.

A full list of LRN qualifications can be found on the register of regulated qualifications.

LRN's Head Office is supported by a team of representatives around the world.

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INTRODUCTION

This specification provides an overview of the three LRN qualifications ranging from Certificate to Diploma in Pre A Foundation Studies. This document is suitable for various users, including candidates, centres, administrators, employers, parents/guardians, teachers (and other educational based staff) and examiners. The specification outlines the key features and administrative procedures required for each of the specified qualifications.

OBJECTIVE

The LRN Level 2 suite of Pre A Foundation Studies qualifications are designed to help candidates in enhance their understanding and knowledge across a number of general based subjects. The qualification will either enable candidates to progress to higher qualifications or for entry to Advanced level study.

CANDIDATE CATEGORY

1. are ready to progress to suitable higher level of advanced level study but require an underpinning qualification;
2. require a stronger foundation across general subjects (at certificate or diploma);
3. do not have a formal qualification in order to enable access to higher education.

ENTRY REQUIREMENTS

Candidates should have:

1. A sound level of understanding across GCSE subjects;
2. General subject knowledge (e.g. – English, Maths, Science, Business);
3. Level 1/First Diploma (in a relevant subject with merit);

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

SUBJECT MATTER

LRN has developed these units in line with feedback from industry as well as taking on board feedback via its annual customer survey. With the exception of the study skills units, other unit content is preparatory and provides candidates with an introduction to the subject matter.

MODE OF DELIVERY

These qualifications have been constructed to be delivered in a number of educational institutions, including schools, colleges, training providers and employers. The mode of delivery is for the centre to decide and is suited to face-to-face, remote (online or blended). As part of its centre accreditation process, for these qualifications, LRN must be assured as to the suitability of the centre's intended delivery approach. Centres must demonstrate, in line with LRN's criteria, that they have the means, capability, capacity and resources (including suitably qualified centre staff) to deliver the qualifications by the method chosen by the centre.

RECOGNITION OF PRIOR LEARNING

Whilst LRN is open to the potential for candidates having some form of prior knowledge and given the composite nature of this qualification, all applications will be considered on a case by case basis. 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. All instances of RPL **must be approved** by LRN prior to delivery.

PROGRESSION

The LRN Level 2 suite of Pre A Foundation Studies qualifications have 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:

1. Progression to higher qualifications (e.g. – Certificate to Diploma);
2. A Level 3 qualification in their chosen subject area;
3. LRN Level 3 Diploma in Pre U Foundation Studies
4. A higher level of any qualification – e.g. Diploma
5. National or Vocationally Related Qualifications

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.

CREDIT BREAKDOWN

For candidates wishing to obtain the **Level 2 Certificate in Pre A Foundation Studies**, they must achieve a minimum of **34 credits** (rule of combination applies, see below) and for candidates wishing to achieve the **Level 2 Diploma in Pre A Foundation Studies**, candidates must achieve a minimum of **45 credits** (rule of combination applies, see below).

QUALIFICATIONS OVERVIEW

The LRN Level 2 suite of Pre A Foundation Studies qualifications are split into Certificate and Diploma. The following structure will apply across the two qualifications, however, the achievement of credit will determine the candidate's final qualification.

Group A

Unit Title	Level	Credit	GLH	Exam
Mandatory Units (21 credits must be achieved)				**Externally** set assignments which are **externally** marked by LRN (*) – see below.
Foundation English Language (*)	2	9	90	
Introduction to Mathematics	2	9	90	
Study Skills	2	3	30	

Group B

Unit Title	Level	Credit	GLH	Exam
Optional Units (dependent on qualification)				**Externally** set assignments which are **externally** marked by LRN.
Introduction to Biology	2	9	90	
Introduction to Chemistry	2	9	90	
Introduction to Physics	2	9	90	
Introduction to Business	2	4	40	
Introduction to Computing	2	4	40	
Introduction to Accounting	2	4	40	
Introduction to Economics	2	4	40	
Introduction to Sociology	2	7	70	
Introduction to Hospitality	2	4	40	

(*) – Foundation English Language will be assessed by interpretation of a number of written texts, oral presentation (dependent on internal situation, e.g. – face to face, Skype, Zoom) and creation of different texts (e.g. – article, newsletter).

ASSESSMENT

The assessment consists of written assignments externally set and marked by LRN. There is no internal assessment for either the **Level 2 Certificate in Pre A Foundation Studies** or the **Level 2 Diploma in Pre A Foundation Studies**. The marking of assignments will be carried out in accordance with the assessment criteria listed in the assignments. Assessment is based on the Fail, Pass, Merit or Distinction grades. (see Appendix 1).

TOTAL QUALIFICATION TIME (TQT)

Guided learning hours (GLH)	Certificate - 300 hours Diploma - 500 hours	
Self-study (SS)	Certificate - 200 hours Diploma – 450 hours	
Formative Assessment	Certificate - 50 hours Diploma – 100 hours	
Summative Assessment	Certificate – 50 hours Diploma – 100 hours	Total Assessment Time (TAT)
Total Qualification Time	Certificate - 600 hours Diploma – 1150 hours (GLH + SS + TAT)	Certificate - 100 hours Diploma - 200 hours

Please note the timescales above are indicative.

GRADING

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

USE OF PLAGIARISM SOFTWARE

LRN will subject each assignment submitted by candidates to its plagiarism software. The purpose of this software is to detect commonality in candidate work in terms of detecting where assignments are similar to that of other authors. Candidates will fail the assignment and unit where LRN discovers an excessive (over 50%) of plagiarised content.

ASSESSMENT CRITERIA

Assessment criteria sets out the requirements a candidate must meet in order to demonstrate achievement of the learning outcome. Command verbs (e.g. – explain, describe) reflects the level of demand.

RESULTS

The timescales in which LRN will issue its results is within 6 weeks.

SAMPLE ASSIGNMENTS

LRN will provide a range of Sample Assessment Materials (SAMS) via its centre portal. Please note, SAMs will only be for a number of units across the qualification and **will not be** issued for each unit.

1	Foundation English Language

Aim

The aim of this unit is to introduce candidates to a range of material (reading, writing) across a range of topics and thematic areas. This will enable candidates to demonstrate a wide range of critical thinking skills.   Candidates must be able to demonstrate a fluency in both reading, writing and oral presentation skills.

Unit Reference Number		M/618/0654	
Unit Level	2	Credit Value	9
GLH	90	Unit Grading Structure	Fail, pass, merit and distinction
Assessment Guidance		Combined assessment to include (i) externally set and marked assignment, (ii) creation of written textual materials and (iii) oral presentation to an audience (dependent on internal situation)	

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand how to interpret a wide variety of texts	1.1	Summarise specific information about a given text in terms of its (i) implicit nature, and (ii) explicit nature
		1.2	Describe how writers use language and structure to make an impression
		1.3	Explain how writers maintain interest across text
		1.4	Critically evaluate findings with relevant references to textual matter
2	Be able to create pieces of writing based on a given scenario (three pieces of text required across genres, two pieces must be extended)	2.1	Outline a draft plan of writing text to be agreed with a teaching professional
		2.2	Set out text including organisation of ideas and information
		2.3	Present coherent information to an audience as to purpose (to include the application of appropriate style and register)
		2.4	Use a variety of challenging vocabulary and sentence structures within writing text
		2.5	Define appropriate grammatical terms and linguistic devices

		2.6	Present text which includes appropriate language, paragraphs, discourse markers, spelling and punctuation
		2.7	Identify areas of strength and improvement in written texts
3	Be able to deliver a formal spoken presentation on a suitable topic	3.1	Identify a suitable topic and develop a robust delivery outline
		3.2	Present outline to a teaching professional in line with specified criteria
		3.3	Deliver oral presentation fluently within specified timeframe
		3.4	Respond to questions from teaching professional(s)
		3.5	Discuss feedback with a teaching professional
		3.6	Identify areas of strength and improvement in spoken presentation

2	Introduction to Mathematics

Unit Aim

The aim of this unit is to mathematical concepts, equations and formulae. Candidates will learn about simple and complex numbers, ratio proportion, algebra and statistical probability.

Unit Reference Number		F/618/0660	
Unit Level	2	Credit Value	9
GLH	90	Unit Grading Structure	Fail, Pass, Merit or Distinction
Assessment Guidance		Externally set assignments which are externally marked by LRN.	

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand how to use numbers in various ways to solve and construct mathematical equations.	1.1	Calculations using numbers, fractions, decimals, percentages and symbols.
		1.3	Calculate using standard units of mass, length, time, money and other measures, and interpret limits of accuracy.
2	Understand how to use a range of different equations and further complex numbers.	2.1	Calculate using notation, vocabulary and manipulation of terms.
		2.2	Solve linear equations and inequalities.
		2.3	Generate terms of a sequence from either a term-to-term or a position-to-term rule.
3	Understand how to use ratio, proportion, probability and rates of change in calculations.	3.1	Change freely between related standard units and compound units in numerical and algebraic contexts.
		3.2	Calculate using scale factors, scale diagrams and maps.
		3.3	Solve problems involving direct and inverse proportion, including graphical and algebraic representations.

		3.4	Describe and analyse the frequency of outcomes of probability experiments.
4	Understand how to use mathematical models in statistics.	4.1	Construct tables, charts and diagrams, for categorical data and for ungrouped discrete numerical data.
		4.2	Apply statistics to describe a population.
		4.3	Use scatter graphs of bivariate data.

3	Study Skills

Unit Aim

The aim of this unit is to enable candidates to study effectively. Candidates will become aware as to the importance of effective study practices, benefits of engaging in academic study and how to plan and manage their time successfully. Candidates will also learn how to use various sources of data in being to study effectively.

Unit Reference Number		J/618/0661		
Unit Level	2	Credit Value	9	
GLH	90	Unit Grading Structure	Fail, pass, merit and distinction	
Assessment Guidance		Externally set assignment which is externally marked by LRN.		

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the benefits of strong study skills in personal learning	1.1	Define a range of individual learning styles
		1.2	Identify own learning style to meet learning needs
		1.3	Explain the benefits of (i) active learning engagement, and (ii) importance of working with others, and (iii) ability to learn from own mistakes
		1.4	Explain how to apply study skills into own learning practice
2	Understand how to use a variety of information in studying effectively	2.1	Identify sources of information used in order to study
		2.2	Define how information can be located, retrieved and stored effectively
		2.3	Explain how to summarise a large amount of data
3	Understand how to plan and manage study time	3.1	Outline the key aspects of a study plan
		3.2	Explain a range of problem solving techniques

		3.3	Explain the importance of SMART objective setting
		3.4	State ways to improve own performance through feedback from others

4	Introduction to Biology

Unit Aim

The aim of this unit is to introduce candidates to a range of biological concepts such as how life begins, is formed, develops and adapts. Biology is the study of living organisms. Candidates will learn about life cycles, structures (within plants and the human body), the environment (eco-system) and general subject points as to the workings of the human body.

Unit Reference Number		L/618/0662	
Unit Level	2	Credit Value	9
GLH	90	Unit Grading Structure	Fail, Pass, Merit or Distinction
Assessment Guidance		Externally set assignments which are externally marked by LRN.	

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the basic structures and functions of cells	1.1	Describe the basic structure of all cells and organisms
		1.2	Describe the main sub-cellular structures as in (i) eukaryotic cells and (ii) prokaryotic cells
		1.3	Define sub-cellular structures to their functions, especially the nucleus/genetic material, plasmids, endoplasmic reticulum, mitochondria, ribosome, chloroplasts and cell membranes
		1.4	Describe the cell cycle and explain the importance of mitotic cell division in growth
		1.5	Describe cell differentiation and relate the adaptations of specialised cells to their functions
		1.6	Describe how substances are transported into and out of cells through diffusion, osmosis and active transport.

		1.7	Explain different processes of cell metabolism.
2	Understand the workings of the human heart and the circulatory system	2.1	Identify the main components of the blood
		2.2	Describe the human circulatory system.
		2.3	Describe the structure of the heart and blood vessels
		2.4	Define the structure and functions of xylem and phloem.
		2.5	Explain how water and mineral ions are taken up by plants.
3	Understand health, disease and the development of medicines.	3.1	Define health and disease.
		3.2	Explain how infectious diseases are spread in humans
		3.3	Explain how the spread of infectious diseases may be reduced or prevented
		3.4	Describe the role of the human immune system in defence against disease.
		3.5	Describe the use of vaccines and medicines in the prevention and treatment of disease
		3.6	Describe treatments for cardiovascular disease.
4	Understand various functions of organ systems and their role in homeostasis	4.1	Explain nerve coordination and hormonal coordination in humans.
		4.2	Define the role of hormones in human reproduction.
		4.3	Describe the different ways in which people use hormones to control plant growth.
		4.4	Explain the importance of maintaining a constant internal environment.

5	Introduction to Chemistry

Unit Aim

The aim of this unit is to introduce candidates to a range chemistry based scientific principles, including composition of chemicals, formulae, behaviour and properties of chemicals.   This unit will also prepare candidates in terms of elements as to the Earth and the atmosphere.

Unit Reference Number			R/618/0663		
Unit Level		2	**Credit Value**		9
GLH		90	**Unit Grading Structure**		Fail, Pass, Merit or Distinction
Assessment Guidance			Externally set assignments which are externally marked by LRN.		

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand atomic structure and the periodic table.	1.1	Describe how and why the atomic model has changed over time.
		1.2	Define the following terms: (i) the atom, (ii) relative atomic mass, and (iii) electronic charge.
		1.3	Calculate numbers of protons, neutrons and electrons in atoms and ions.
		1.4	Define the principles underpinning the modern periodic table.
		1.5	State the general properties of transition metals.
2	Understand structure, bonding and the properties of matter.	2.1	Explain different kinds of chemical bonds including ionic, covalent and metallic
		2.2	Describe chemical bonds and their arrangement in relation to properties of materials, ionic compounds, molecules, giant molecules, and metals.
		2.3	Explain states of matter and change of state in terms of particle kinetics, energy transfers and the relative strength of chemical bonds and intermolecular forces.

		2.4	Explain bulk and surface properties of matter including nanoparticles
		2.5	Explain the properties of diamond, graphite and fullerenes in terms of their structures
3	Understand chemical and energy changes in chemistry.	3.1	State the factors that influence the rate of reaction, including catalysts.
		3.2	State chemical equations, including representations using simple half equations, ionic equations and state symbols
		3.3	Describe the pH scale, its relating factors and importance.
		3.4	Describe electrolysis in terms of the ions present and reactions at the electrodes.
		3.5	Define the role carbon compounds as fuels.
		3.6	Describe the properties of chemical cells and fuel cells.
4	Understand the earth and atmospheric science	4.1	Explain the composition and evolution of the atmosphere since its formation.
		4.2	Describe the properties of Carbon dioxide and methane as greenhouse gases.
		4.3	Define carbon capture and storage.

6	Introduction to Physics

Unit Aim

The aim of this unit is to introduce candidates to a range of physics scientific principles. Candidates will learn about the force of energy and how it drives momentum, the structure of atoms and physical universal dynamics.

Unit Reference Number		Y/618/0664		
Unit Level	2	**Credit Value**	9	
GLH	90	**Unit Grading Structure**	Fail, Pass, Merit or Distinction	
Assessment Guidance		Externally set assignments which are externally marked by LRN.		

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand energy and electricity.	1.1	Describe modes of mechanical, thermal and electrical changes transfer energy between sources.
		1.2	Calculate amounts of energy including likely or possible values of quantities after a change in a system.
		1.3	Explain how waste can be reduced and means of efficiency.
		1.4	Define current, potential difference, resistance, D.C. and A.C., n-series and parallel circuits and static electricity.
2	Understand the characteristics of force, motion and matter	2.1	Explain speed, velocity, acceleration, relative motion, distance-time and velocity-time graphs.
		2.2	Describe contact forces, stretching, friction, force as a vector, moments and rotational forces, work done, pressure, non-contact forces, magnetic, electrical and gravity forces and field, equilibrium with balanced forces.

		2.3	Explain inertial mass, collisions and safety, the three Newtonian laws of motion, gravitational and inertial mass.
		2.5	Explain the properties of nuclear atom, isotopes, nuclear fission, and their impact on body and applications in practical fields.
3	Understand the role of waves in matter, electromagnetic waves and practical model of matter.	3.1	State the characteristics of waves in matter like frequency, wavelength, velocity, superposition, reflection, absorption and resonance.
		3.2	Explain frequency range of spectrum and characteristics of electromagnetic radiation.
		3.3	Explain changes in state of matter with changes in temperature, physical and chemical changes.
		3.4	Particle model of solid, liquid and gaseous states, kinetic theory of gases and Brownian motion.
4	Understand concepts of space physics	4.1	State the properties of gravitational and inertial mass, law of gravitational attraction, stability of orbital motions and satellites.
		4.2	Explain in qualitative terms, that the balance between the resulting thermal expansion and the constraint of gravity can lead to imploding, stable, or exploding stars.

7	Introduction to Business

Unit Aim

The aim of this unit is to introduce candidates to a variety of business contexts. Candidates will learn the importance of business planning, including the various terminology used within business.

Unit Reference Number			L/618/0665		
Unit Level		2	**Credit Value**	4	
GLH		40	**Unit Grading Structure**	Fail, pass, merit and distinction	
Assessment Guidance			Externally set assignment which is externally marked by LRN.		

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the types of business ownership and status	1.1	Define the following types of business ownership (i) sole-trader, (ii) partnership, (iii) private limited company (Ltd), (iv) public limited company (Plc), (v) not for profit organisation, and (vi) franchise.
		1.2	Explain the benefits of (i) sole-trader, (ii) partnership, (iii) private limited company (Ltd), (iv) public limited company (Plc), (v) not for profit organisation, and (vi) franchise.
		1.3	Outline the sources of funding available to a business
		1.4	Explain the concept of limited liability
2	Know the purpose of effective business planning	2.1	Explain the purpose of a business plan and outline key sections of a business plan
		2.2	Define (i) variable costs, (ii) flexible costs, (iii) revenue, (iv) profit and loss, and (v) overheads
		2.3	State examples of (i) variable costs, and (ii) flexible costs.

		2.4	Explain the importance of setting objectives within a business plan
		2.5	Explain ways in which businesses can raise finance

8	Introduction to Computing

Unit Aim

The aim of this unit is to introduce candidates to programming and the fundamental principles of computing. Candidates will learn about algorithms, functionality of computer-based software, security techniques and applied computing.

Unit Reference Number			H/618/0666	
Unit Level		2	Credit Value	4
GLH		40	Unit Grading Structure	Fail, Pass, Merit or Distinction
Assessment Guidance			Externally set assignments which are externally marked by LRN.	
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:	
1	Understand the fundamentals of computing.	1.1	Explain characteristics and purpose of different levels of programming language.	
		1.2	Define the concept of data type and standard algorithm.	
		1.3	State the representation of numbers, text, sound, and graphics inside computers.	
		1.4	Describe purpose and functionality of systems software, including the operating system and utility software.	
2	Understand mathematical skills relevant to computer science.	2.1	Explain approaches to problem solving including the use of decomposition and abstraction and make use of conventions including pseudo code and flowcharts.	
		2.2	State the principles involved in (i) design, (ii) refining programs by using one or more high-level programming language with a textual program definition.	
		2.3	Define a range of security techniques and abstraction.	
		2.4	Evaluate the fitness for purpose of algorithms in meeting requirements efficiently using logical reasoning and test data.	

		2.5	Apply computing-related mathematics.

9	Introduction to Accounting

Unit Aim

The aim of this unit is to introduce candidates to basic accounting concepts, theories and processes. Candidates will interpret and present findings based on accounting records, principles and concepts.

Unit Reference Number		K/618/0667		
Unit Level	2	**Credit Value**	4	
GLH	40	**Unit Grading Structure**	Fail, pass, merit and distinction	
Assessment Guidance		Externally set assignment which is externally marked by LRN..		

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the purpose and fundamentals of accounting	1.1	Outline the difference between book-keeping and accounting
		1.2	Define how to measure business related profit and loss
		1.3	Explain how the accounting process informs decision making
		1.4	Explain the following accounting terms: (i) assets, (ii) debit, (iii) credit, (iv) liabilities, and (v) owner's equity
		1.5	Explain the principles of the accounting equation
2	Be able to process financial data and present findings	2.1	Process accounting data using the double entry system of book-keeping
		2.2	Prepare ledger accounts
		2.3	Post transactions to a ledger account
		2.4	Balance ledger accounts and make transfers to financial statements
		2.5	Interpret ledger accounts and their balances

10	Introduction to Economics

Unit Aim

The aim of this unit is to introduce candidates to key aspects of economic theory. Candidates will learn to appreciate the impact on markets in terms of supply, demand, impact on globalisation and supply chain management. Candidates must be able to determine the impact on morals and ethics on economic drivers such as market share and market growth.

Unit Reference Number			M/618/0668		
Unit Level	2		**Credit Value**	4	
GLH	40		**Unit Grading Structure**	Fail, pass, merit and distinction	
Assessment Guidance		Externally set assignment which is externally marked by LRN..			

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand key purposes in terms of economic activity and key economic decisions	1.1	Outline the central purpose of economic activity
		1.2	Define how economic decisions influence economic activity
		1.3	Explain the principle of supply and demand
		1.4	Explain the interactions between main economic groups
		1.5	List the main economic groups
2	Know the main features of globalisation including benefits and drawbacks	2.1	Outline the main features and factors that have contributed to globalisation
		2.2	Summarise the benefits of globalisation
		2.3	State the drawbacks of globalisation
		2.4	Explain the moral, ethical and sustainable considerations for globalisation
3	Understand the importance of objective setting, morals,	3.1	Explain the reason for business objectives

| ethics and market share | 3.2 | List the moral and ethical considerations affecting businesses and producers |
| | 3.3 | Contrast the linkages between sales growth and market share |

11	Introduction to Sociology

Unit Aim

The aim of this unit is to enable candidates in exploring the role of structures, processes and issues within society. Candidates will be introduced to key facets such as families, education, culture and crime and the role they play, respectively, in a balanced and orderly society.

Unit Reference Number		T/618/0669	
Unit Level	2	**Credit Value**	7
GLH	70	**Unit Grading Structure**	Fail, pass, merit and distinction
Assessment Guidance		Externally set assignment which is externally marked by LRN.	

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the role and functions of families in society	1.1	Define the functionalist perspective of Parsons on primary socialisation
		1.2	Describe the functions of family in terms of (i) reproductive, (ii) economic, and (iii) educational
		1.3	Explain the sociological perspective in terms of (i) feminism, and (ii) marxism
		1.4	Outline the work of Rapoport's and their findings on family diversity
		1.5	Describe a variety of family forms (i) nuclear, (ii) extended, (iii) reconstituted, and (iv) lone parent
		1.6	Explain how family structures have evolved over time, in terms of (i) preindustrial, (ii) industrial, and (iii) contemporary.
2	Understand the role and function of education in society	2.1	State the functionalist perspective of Durkheim on education
		2.2	Define the benefits of (i) home schooling, and (ii) de-schooling
		2.3	Explain the functions of education in terms of (i) economic benefit, (ii) facilitating social mobility, and (iii) fostering social cohesion

		2.4	Outline the key ideas of Bowles and Gintis on education and capitalism

12	Introduction to Hospitality

Unit Aim

The aim of this unit is to enable candidates to develop an understanding of the hospitality sector and related industries. Candidates must be able to demonstrate knowledge and understanding as to the various businesses sector as well as the products and services available to its customers.

Unit Reference Number			K/618/0670		
Unit Level		2		**Credit Value**	4
GLH		40		**Unit Grading Structure**	Fail, pass, merit and distinction
Assessment Guidance			Externally set assignment which is externally marked by LRN.		

Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the different types of businesses represented within the hospitality sector	1.1	Define the meaning of hospitality
		1.2	Identify types of businesses within the hospitality sector
		1.3	Explain the main features of (i) public, (ii) commercial, and (iii) voluntary sectors
		1.4	Explain the characteristics of (i) sole-trader, (ii) partnership, (iii) private limited company (Ltd), (iv) public limited company (Plc), (v) not for profit organisation, and (vi) franchise.
2	Understand the different types of customers and their needs	2.1	Identify types of internal customers and their needs
		2.2	Identify types of external customers and their needs
		2.3	Explain problems associated with different customers and ways to resolve them
3	Know the importance of the hospitality sector	3.1	Outline the benefits of the hospitality industry to the UK economy
		3.2	State the roles of trade and professional organisations within the hospitality sector

		3.3	Explain the skills and attributes needed by professionals in the hospitality sector
		3.4	State the key influences (internally and externally) on the hospitality sector

Appendix 1

LRN Level 2 Certificate and Diploma in Pre A Foundation Studies

Introduction

The marking descriptors are applicable to all candidates' work as part of the LRN Level 2 Certificate and Diploma in Pre A Foundation Studies. The descriptors have been developed with reference to the FHEQ credit level descriptors. The appropriate descriptors must be made available to centre staff (delivery, assessment and quality assurance) as well as candidates. 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. The descriptors should also be used in order to enable candidates to reach an informed decision as to the particular grade/mark band.

Application of the grade descriptors

The descriptors describe key features and general characteristics of assessed work associated with each grade and where necessary they can be adapted. 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.

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.

Advice to examiners

Examiners/Assessors should use the whole of the marking scale in order to interpret the descriptors in the context of their discipline. The descriptors may be used as written or can 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 to the generic descriptors.

Marking Grid

Fail	An **unsatisfactory** response to the assignment. A number of elements were deemed unsatisfactory and below the pass standard. 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:
One or more of the learning outcomes / assessment criteria **have not been met**	• 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 limited in broad and in-depth responses; in too many instances work is too vague, lacks definition and structure is poor; • Insufficient evidence of explanation, description and in some cases, poor analysis; • Little evidence of initiative, personal responsibility, decision-making and achievement.
Pass	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:
All learning outcomes / assessment criteria have just been met	• Adequate understanding and/or exploration of major ideas; • 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 appropriately presented (including flow of structure, referencing and grammar);

	• The work has been approached and/or executed/performed in a basic (but acceptable) way.
Merit	A **very good** 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:
All learning outcomes / assessment criteria have been met fully at a good standard	• Very good understanding and exploration, some insight and/ or thorough research; • Minor inaccuracies, misunderstandings or errors; • The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to diligently; • The work is well organised, coherent and the standard of presentation, including referencing where appropriate, is very good; • The work has been approached and/or executed/performed in a comprehensive and appropriate way; • Appropriate contextualisation, including relevant theory/ literature/ artefacts/performance; • Demonstrates good levels of initiative, personal responsibility, decision-making and achievement
Distinction	An **excellent** 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:
All learning outcomes / assessment criteria have been achieved to a high standard and many at an exceptionally high level	• In-depth understanding, exploration, insight and / or application; • All specifications for the assessment task, including word limit/time limit where appropriate, have been applied in a clear and managed approach; • 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;
	• Demonstrates high levels of initiative, personal responsibility, decision-making and achievement.