



LRN LEVEL 3 DIPLOMA IN PRE-U FOUNDATION STUDIES

**QN: 603/0046/2
SYLLABUS**

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BACKGROUND TO LRN

Learning Resource Network (LRN) is a recognised Awarding Organisation that offers a range of qualifications to candidates, educational institutes, training providers, schools and employers.

LRN is recognised for its high quality qualifications that enable candidates to progress to other areas of study and employment in their designated fields.

In producing its qualifications, LRN uses the experience and expertise of academics, professionals working in the pertinent industries and assessment practitioners with a wealth of best practice and knowledge of validation, verification, delivery and assessment.

MANAGEMENT SYSTEMS

LRN has been awarded international accreditation as part of its quality controls, policies, systems and overall approach to its management systems. These awards are externally validated by the British Assessment Bureau. LRN has achieved accreditation in the form of ISO 9001: Quality Management Systems, ISO 14001: Environment Management Systems and ISO 27001: Information Security Management Systems.

CUSTOMER SERVICE EXCELLENCE

LRN has achieved the prestigious award of Customer Service Excellence. This is in recognition of its customer service practices, approach to managing and dealing with UK and Overseas customer needs, including the diverse needs of its centres.

LRN was the first UK Awarding Organisation to achieve Customer Service Excellence.

Following reaccreditation in 2019, LRN received an award for Customer Service Excellence: Compliance Plus, demonstrating that LRN went above and beyond the delivery of its customer service principles.

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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 9-4 (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. Centres will need to demonstrate to LRN, through the centre recognition processes, that they have the resources, facilities and competence to deliver. 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 Assessment marked and moderate by the LRN.
Foundation Computing	3	20	200	
English Language and 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 Assessment marked and moderate 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	
Foundation Programming and Software Design	3	20	200	
Foundation Digital Skills and Emerging Technologies	3	20	200	
Foundation Environmental Studies and Sustainability	3	20	200	
Foundation Global Perspectives and Cultural Awareness	3	20	200	
Foundation Creative Arts and Design	3	20	200	

The qualification has a minimum credit value of 120.

ASSESSMENT

The assessment consists of variety of methods such as written exams, assignments or presentation.

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

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.

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 ASSIGNMENTS

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

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 an externally set written exam which is externally marked by 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	Understand 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.

3	Understand 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	Understand 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.			
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 an externally set written exam which is externally marked by LRN.	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Understand the 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	Understand 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.			
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 an externally set written exam which is externally marked by 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 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.			
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 an externally set assignment, which is externally marked by 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 sharing of collective ideas, discussing own personal experiences and business experiences; 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.

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.					
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 an externally set assignment, which is externally marked by 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.		

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				
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 an externally set assignment, which is externally marked by 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	Be able to use control accounts as a regulator in accounting	8.1	Explain the subdivision of the ledger.
		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.				
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 an externally set assignment, which is externally marked by 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		
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 an externally set assignment, which is externally marked by 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			
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 an externally set assignment, which is externally marked by 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.	

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				
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 an externally set written exam which is externally marked by 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		
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 an externally set written assignment which is externally marked by 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	Understand 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				
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 an externally set assignment, which is externally marked by 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 man 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.					
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 an externally set assignment, which is externally marked by 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.					
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 an externally set written exam which is externally marked by 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	English Language and Study Skills			
Unit Aims				
This unit is designed to prepare and support learners to study effectively whilst ensuring their use of the English language is appropriately applied. 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 English language and 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 an externally set assignment, presentation and oral communication test. The assignment will be set and marked by LRN. The presentation and oral communication test will be set by LRN, marked and moderated by LRN. For the oral communication test, LRN requires an audio-visual (with camera and microphone capability) recording to be provided for marking and moderation.		
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.	
		2.5	Speak on a range of topics, across various settings, with ease and understanding.	
3	Be able to apply a range of English language skills within an academic environment.	3.1	Utilise a range of sound reading, note taking skills and techniques when researching and summarising subject material.	
		3.2	Produce academic written work, using a range of appropriate English writing conventions.	
		3.3	Use accurate spelling, punctuation and grammar when producing academic written work.	
		3.4	Use a range of communication forms that are accepted in an academic environment.	
		3.5	Effectively participate in group based activities: discussions, forums, seminars.	
4	Be able to apply 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	Undertake research practice.
		4.7	Write up research methodology findings.

16	Foundation Programming and Software Design		
Unit Aims			
This unit aims to provide learners with a foundational understanding of software development and programming principles. It introduces learners to the systematic design of programs, procedural programming concepts, modular software design, and the principles of software engineering, equipping them with the skills to develop, test, and document high-quality software.			
Unit Reference Number		K/651/4410	
Unit Level	3	Credit Value	20
GLH	200	Unit Grading Structure	Distinction/Merit/Pass/Fail
Assessment Guidance		Assessment is by an externally set written exam and practical project, which are both externally marked by LRN.	
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:	
1	Be able to apply suitable programmes.	1.1	Explain the stages of the Software Development Life Cycle (SDLC).
		1.2	Identify and apply techniques for ensuring high-quality software design and implementation.
		1.3	Write pseudocode to solve clearly defined problems.
		1.4	Develop a test plan to validate program functionality.
2	Be able to develop procedural programs to perform well-defined tasks, following clear requirements.	2.1	Use a suitable software development environment to create programs.
		2.2	Convert pseudocode into working program code.
		2.3	Demonstrate understanding and use of procedural programming concepts, including sequence, selection, and iteration.
		2.4	Write program code incorporating input and output operations, including file handling.
		2.5	Manage data effectively in memory using standard built-in data types.
3	Be able to test and document program code following the principles of software engineering.	3.1	Build programs incrementally, using simple tests to validate each development stage.
		3.2	Create clear documentation detailing program design, implementation, and testing processes.
		3.3	Describe and apply various software testing techniques, such as unit testing and integration testing.
		3.4	Debug and resolve errors in program code to ensure correct functionality.
4	Understand how to apply the benefits of modular software design.	4.1	Define functions in program design.
		4.2	Demonstrate the use of libraries and Python modules in programming tasks.
		4.3	Explain the basic principles of Object-Oriented Programming (OOP).
		4.4	Design and implement a simple Object-Oriented program, including a class and objects.

17	Foundation Digital Skills and Emerging Technologies				
Unit Aims					
This unit aims to equip learners with foundational knowledge and practical skills in digital tools, emerging technologies, and their applications in academic, professional, and personal contexts. Learners will explore topics such as Artificial Intelligence (AI), cybersecurity, and the ethical implications of technology. The unit prepares learners for higher education or employment in a technology-driven world.					
Unit Reference Number		F/651/4409			
Unit Level	3	Credit Value	20		
GLH	200	Unit Grading Structure	Distinction/Merit/Pass/Fail		
Assessment Guidance		Assessment is by an externally set assignment, which is externally marked by LRN.			
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:			
1	Understand the role of digital tools and emerging technologies in modern industries.	1.1	Explain the impact of emerging technologies (e.g., AI, IoT) on various sectors such as healthcare and business.		
		1.2	Describe the role of digital tools in improving productivity and efficiency.		
		1.3	Evaluate the benefits and challenges of adopting emerging technologies in organisations.		
2	Be able to develop practical skills in using common digital tools and applications.	2.1	Demonstrate the ability to use digital tools such as word processors, spreadsheets, and presentation software.		
		2.2	Create basic data visualisations using software such as Excel or Google Sheets.		
		2.3	Apply digital tools to solve real-world problems or create academic projects.		
3	Understand the fundamentals of cybersecurity and data protection.	3.1	Identify common cybersecurity threats such as phishing and malware.		
		3.2	Explain the importance of data protection and privacy laws (e.g., GDPR).		
		3.3	Explain the importance of basic cybersecurity practices such as creating strong passwords and identifying secure websites.		
4	Understand ethical considerations related to the use of emerging technologies.	4.1	Analyse ethical issues arising from the use of AI, automation, and other technologies.		
		4.2	Discuss the importance of ethical standards in technology development and implementation.		
		4.3	Evaluate case studies where ethical concerns were raised in the use of technology.		

18	Foundation Environmental Studies and Sustainability				
Unit Aims					
This unit provides learners with a comprehensive understanding of environmental issues and sustainability practices in contemporary society. It equips learners with knowledge of global environmental challenges, sustainable development principles, and their applications in various contexts. The unit fosters critical thinking and practical problem-solving skills to promote sustainable practices in academic, professional, and personal settings.					
Unit Reference Number			D/651/4408		
Unit Level	3		Credit Value	20	
GLH	200		Unit Grading Structure	Distinction/Merit/Pass/Fail	
Assessment Guidance			Assessment is by an externally set assignment, which is externally marked by LRN.		
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand global environmental issues and their impact.	1.1	Explain key global environmental challenges such as climate change, deforestation, and pollution.		
		1.2	Evaluate the environmental, social, and economic impacts of these challenges.		
		1.3	Discuss the role of international organisations and agreements in addressing environmental issues.		
2	Understand the principles of sustainability and their applications.	2.1	Define the principles of sustainable development.		
		2.2	Explain how sustainability can be integrated into various sectors such as energy, agriculture, and urban planning.		
		2.3	Analyse case studies that demonstrate successful sustainability initiatives.		
3	Be able to develop practical solutions to promote sustainability in different contexts.	3.1	Identify sustainability challenges in a given context.		
		3.2	Propose practical strategies to address these challenges.		
		3.3	Evaluate the feasibility and potential outcomes of the proposed strategies.		
4	Understand ethical and cultural considerations in sustainability practices.	4.1	Analyse ethical dilemmas in sustainability decision-making.		
		4.2	Discuss the role of cultural perspectives in shaping sustainable practices.		
		4.3	Evaluate case studies highlighting ethical and cultural considerations in sustainability initiatives.		

19	Foundation Global Perspectives and Cultural Awareness			
Unit Aims				
This unit aims to develop learners' understanding of global issues and cultural diversity, equipping them with critical thinking and communication skills needed for a globalized world. Learners will explore various cultural perspectives, analyse global challenges, and evaluate the impact of cultural awareness in fostering cross-cultural collaboration. This unit prepares learners for higher education and employment in multicultural environments.				
Unit Reference Number		A/651/4407		
Unit Level	3	Credit Value	20	
GLH	200	Unit Grading Structure	Distinction/Merit/Pass/Fail	
Assessment Guidance		Assessment is by an externally set assignment and presentation, both of which are externally marked by LRN.		
Learning Outcomes - The learner will:		Assessment Criteria - The learner can:		
1	Understand global issues and their implications.	1.1	Identify key global challenges, such as inequality, migration, and climate change.	
		1.2	Analyse the social, economic, and political implications of these challenges.	
		1.3	Evaluate the role of international organisations and policies in addressing global challenges.	
2	Understand cultural diversity and its importance in a globalised world.	2.1	Define the concept of cultural diversity and its significance.	
		2.2	Discuss the role of cultural awareness in fostering effective communication and collaboration.	
		2.3	Analyse case studies demonstrating the impact of cultural diversity in different contexts.	
3	Understand critical thinking skills in order to evaluate global perspectives.	3.1	Compare and contrast different cultural and global perspectives on a given issue.	
		3.2	Evaluate the impact of cultural bias on decision-making and problem-solving.	
		3.3	Propose strategies to promote inclusivity and understanding in a multicultural setting.	
4	Be able to demonstrate effective communication skills in addressing global and cultural topics.	4.1	Develop and deliver a presentation on a global issue, incorporating cultural perspectives.	
		4.2	Use effective communication strategies to engage diverse audiences.	
		4.3	Reflect on personal learning and development in cultural awareness.	

20	Foundation Creative Arts and Design				
Unit Aims					
This unit aims to introduce learners to the principles of creative arts and design, exploring techniques, concepts, and tools used in visual and creative expression. The unit develops learners' practical skills and conceptual understanding of design, equipping them with the ability to create original works and critically analyse artistic practices. Learners will also explore the cultural and social significance of art and design. This unit prepares learners for further studies or careers in the creative industries.					
Unit Reference Number			Y/651/4406		
Unit Level	3		Credit Value	20	
GLH	200		Unit Grading Structure	Distinction/Merit/Pass/Fail	
Assessment Guidance			Assessment is by an externally set assignment and coursework, which are externally marked and moderated by LRN.		
Learning Outcomes - The learner will:			Assessment Criteria - The learner can:		
1	Understand the principles and elements of creative arts and design.	1.1	Describe the key principles and elements of art and design (e.g., balance, contrast, form, colour, texture).		
		1.2	Explain the significance of these principles in creating effective artistic works.		
		1.3	Evaluate examples of artistic works, analysing how design principles have been applied.		
2	Be able to develop practical skills in creative arts and design techniques.	2.1	Use a range of creative techniques (e.g., drawing, painting, digital media) to produce artistic works.		
		2.2	Use tools and materials appropriate to specific creative practices.		
		2.3	Apply different styles and techniques to create original designs.		
3	Understand the cultural and social significance of creative arts and design.	3.1	Discuss the role of art and design in reflecting and shaping cultural and social contexts.		
		3.2	Analyse case studies of how creative works have influenced cultural movements or societal changes.		
		3.3	Evaluate the ethical considerations in art and design practices.		
4	Be able to create and present an original piece of art or design.	4.1	Develop a concept for an original piece of art or design, supported by research and planning.		
		4.2	Produce the final piece using appropriate techniques and materials.		
		4.3	Present own work to an audience, explaining the creative process and artistic choices.		

Appendix 1

1 Introduction

- 1.1 The grade descriptors (see table below) must be applied to all candidates' work. The descriptors have been developed with reference to the FHEQ credit level descriptors. LRN strongly recommends that these descriptors are 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 candidates' work with the use of clear, consistent statements to describe candidate performance and the standards which need to be met in order to qualify for the stated grade boundary;
 - a framework to indicate how a candidate can improve their performance, and to facilitate feedback to candidates.

2 Use of the grade 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).
- 2.2 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.
- 2.3 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.
- 2.4 Examiners/Assessors should use the whole of the marking scale, interpreting the descriptors in the context of their discipline.
- 2.5 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.
- 2.6 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.

Distinction	An excellent response to the task with only minor omissions evident. The following characteristics must be demonstrated across candidate work (exam, coursework, project and assignment).
All learning outcomes/ assessment criteria have been achieved to a high standard with a number of elements demonstrating an exceptionally high level of candidate performance.	<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 with only minor omissions permissible (e.g. – exceeding the word limit by no more than 50 words); • The organisation, structure and standard of presentation within assignments or other written work, including referencing, is excellent throughout. • The work has been approached and/or executed/performed in an original way which shows signs of creative application of technology, • Insightful contextualisation, including relevant theory/ literature/ artefacts/performance within course work / projects and/or assignments; • Evidence of high quality analysis, synthesis, evaluation and critical appraisal; • Demonstrates high levels of initiative, personal responsibility, decision-making and achievement.
Merit	A strong level of performance shown within the task. The following characteristics must be demonstrated across candidate work (exam, coursework, project and assignment).
All learning outcomes/ assessment criteria have been met fully to a very strong standard.	<ul style="list-style-type: none"> • Good level of understanding and exploration, some insight shown throughout the research; • No significant inaccuracies, misunderstandings or errors presented in candidate work, although minor omissions may be present. Minor omissions may include exceeding the word count, spelling or grammatical errors, punctuation errors. Errors must not impede understanding in order for candidates to be awarded a merit; • The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to, overall, across elements of candidate work; • The work is extremely well organised, coherent and the standard of presentation, including referencing where appropriate, is strong; • 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.

Pass	A reasonable level of performance shown within the task. The following characteristics must be demonstrated across candidate work (exam, coursework, project and assignment).
All learning outcomes/ assessment criteria have been met	<ul style="list-style-type: none"> • Adequate understanding and/or exploration of major ideas with minimal insight and/or minimal research; • Some minor inaccuracies and/or misunderstandings in the text / project and/or course work; • Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate. However, in order to meet the pass criteria, the candidate's work must be legible, understandable and meet the requirements of the task; • The work has been approached and/or executed/performed in a basic way, which meets the task requirement; • Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal; • Demonstrates limited levels of initiative, personal responsibility, decision-making and achievement
Fail	The performance does not meet the standard as set out within the task brief. The following characteristics are evident across candidate work (exam, coursework, project and assignment).
A significant number of the stated characteristics are evident.	<ul style="list-style-type: none"> • Limited understanding and/or exploration of major ideas with very little insight and/or minimal research • Significant inaccuracies and/or misunderstandings are evident across the majority of candidate work; • 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; • The work has been approached and/or executed/performed in a poor way with insufficient evidence of analysis, synthesis, evaluation and critical appraisal • Little evidence of initiative, personal responsibility, decision-making and achievement