



Pearson LCCI Level 2 Certificate in Customer Service (VRQ) (ASE2014)

Specification

First teaching from November 2006

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

Acknowledgements

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Introduction

LCCI qualifications

LCCI qualifications are widely regarded by employers to prepare students for the key functions of modern international business. The qualifications are recognised worldwide by employers, universities and professional bodies.

This qualification is not regulated by any regulatory authority in the UK. It exists on Pearson's self-regulated framework (SRF).

Pearson LCCI offers a wide range of qualifications, which are available at Levels 1 to 4 across the following subject areas:

- English Language
- Marketing and Customer Service
- Business, Administration and IT
- Financial and Quantitative.

This specification is part of the Marketing and Customer Service suite of LCCI qualifications.

Please refer to the Pearson qualification website for details of other qualifications in the suite.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that a student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

Qualification aims

The aims of the Pearson LCCI Level 2 Certificate in Customer Service (VRQ) are to enable students to develop:

- knowledge and understanding of the elements of good customer service
- the ability to apply these elements to realistic situations
- an understanding of personal behaviours and processes that enhance service delivery
- the ability to apply these behaviours and processes within the job role.

This qualification will be suitable for those who are working, or intend to work, in an environment where direct contact with internal and/or external customers forms a major part of their work. Possible vocational opportunities include:

- librarians
- administrators
- receptionists
- cashiers
- car-hire staff
- sales assistants
- hospital staff
- airline cabin crew
- tourism staff
- couriers
- hotel/catering
- customer relations staff.

The specification for the Pearson LCCI Level 2 Certificate in Customer Service (VRQ) covers many of the knowledge and understanding requirements of the (2006) National Occupational Standards (NOS) developed by the Institute of Customer Services (ICS) in the UK.

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Specification at a glance

The Pearson LCCI Level 2 Certificate in Customer Service (VRQ) consists of one externally-examined paper.

Pearson LCCI Level 2 Certificate in Customer Service (VRQ)	
<ul style="list-style-type: none"> Externally assessed 	100% of the total qualification
<p>Overview of content</p> <ul style="list-style-type: none"> The Role of Customer Service Delivering Reliable Service Communicating Directly with Customers Handling and Solving Customer Problems 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification. The examination will be 2 hours. The examination will consist of 100 marks. Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass. The exam will require candidates to draw on knowledge and understanding from all syllabus topics The paper contains 3 sections: <ul style="list-style-type: none"> Section 1 consists of 20 multiple-choice questions, which require candidates to demonstrate knowledge and understanding of all content topic areas. This section is worth 20 marks. For each of the 20 multiple-choice questions candidates must cross within a box, either A, B, C or D that corresponds to their selected answer on the exam paper Section 2 consists of 2 short-answer type questions. Questions may be drawn from any part of the syllabus. Candidates are required to demonstrate knowledge, understanding and some level of application. Section 2 is worth 50 marks. Each question will not test more than two syllabus topics. Candidates should give short-answer responses and may use a bulleted/numbered style where appropriate. Answers should be written in the spaces provided on the exam paper Section 3 consists of a case study, which mostly requires candidates to exhibit understanding and application of syllabus topics 2, 3 and 4. Section 3 is worth 30 marks. Questions may test more than one syllabus topic. Candidates will be asked to respond to a series of issues, as indicated, and should give more detailed answers as required by the issues. Answers should be written in the space provided on the exam paper. 	

Pearson LCCI Level 2 Certificate in Customer Service (VRQ)

- Candidates answer all questions.
- Where necessary, candidates should include in their answers appropriate examples drawn from their knowledge and experience of customer service. Examples could be drawn from:
 - candidates' experiences at work
 - candidates' own experiences of customer service
 - examples provided by teachers
 - examples obtained from other sources, including published texts and media coverage.

Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

Mark Allocation

A positive marking approach is used. Marks are not deducted for spelling, grammatical errors or punctuation.

In each examination, candidates will be allocated marks as follows:

- marks are allocated in line with the instructions given with each question
- setting out answers in a clear manner
- marks are not deducted for syntax errors, except where these cause a failure to communicate.

Recommended Reading List and Support Material

Reading List

T Johnson — *How to Pass Customer Service Second Level** (LCCIEB, 1999)
ISBN-10: 1862470111, ISBN-13: 9781862470118

Customer 1st International Ltd — *Best Practice Guide for Customer Service Professionals (2nd Edition)* (Customer 1st International Ltd. 2006)
ISBN-10: 0954874412, ISBN-13: 9780954874414

*As the syllabus has been revised, this How To Pass Book no longer maps specifically or entirely to the learning outcomes of the syllabus. However, the How To Pass Book still covers many concepts and principles required by the syllabus, and as such is very valuable resource in the delivery of the qualification.

Support Material

A sample exam paper with model answers is available on the qualification page of the Pearson website (qualifications.pearson.com/lcci). As time progresses, past papers will be made available on the website.

Additionally, to support the delivery of the new syllabus Teaching and Learning Handouts have also been made available on the qualification page of the website. These Handouts cover key new concepts in the revised syllabus. Centres can download these to use as student handouts or as teacher resource. Where necessary, teachers will need to expand on the information presented to meet the specific objectives of the syllabus.

Pearson LCCI Level 2 Certificate in Customer Service (VRQ)

A Glossary of customer service terms, prepared by the Institute of Customer Service (ICS) in the UK, is also available on the website. This glossary provides an interpretation of related customer service terms and words as they are used in the learning outcomes in the syllabus.

Knowledge, skills and understanding

Content

The following content must be covered to prepare students for the final assessment of this qualification.

1. The Role of Customer Service

Subject content	What students need to learn:
1. The Role of Customer Service	a) Give an acceptable definition of <i>customer service</i>
	b) Give an acceptable definition of a <i>customer</i> and state the difference between internal and external customers
	c) Describe the role of the customer service individual/professional
	d) Define the terms customer satisfaction and customer expectations
	e) Explain how customer expectations are formed
	f) Explain how customer satisfaction depends on customer expectations and service delivery
	g) Explain how good customer service can help to build an organisation's reputation and give it a competitive advantage
	h) Explain how customer service principles impact on the success of an organisation in terms of: <ul style="list-style-type: none">• moments of truth• service offer• added value service – going the extra mile
	i) Give examples to show how customer service can operate in different types of organisations, e.g.: <ul style="list-style-type: none">• retail• manufacturing• administration

2. Delivering Reliable Service

Subject content	What students need to learn:
2. Delivering Reliable Service	a) Explain how company procedures can contribute to consistent and reliable customer service
	b) State reasons for health and safety and consumer protection measures and legislation, and how they protect the individual and customers
	c) Explain the need for keeping product knowledge up to date and how this can be done
	d) Explain the difference between a feature and a benefit of a product/service and how a feature can be turned into a customer benefit
	e) Explain the benefits to the organisation and the customer of promoting additional products or services and outline recognised guidelines to follow when doing this
	f) Describe what information an organisation may need to keep about its customers and how this information could be stored and used to benefit the organisation
	g) Explain the importance of keeping accurate customer records and why they should be kept updated
	h) Describe how technology can affect and enhance the service delivery process
	i) Recognise how personal factors impact on customer service delivery: <ul style="list-style-type: none"> • personal presentation • attitude and approach • body language • interpersonal skills
	j) Recognise how personal image is important in terms of customer perception and the organisation's overall image
	k) Explain how good working relationships with colleagues can affect the delivery of customer service
	l) Identify how to recognise the different needs and expectations of diverse groups of customers and adapt behaviours accordingly
	m) Use specific examples from real life to show how individuals can contribute to the operation of reliable service delivery. These examples could come from a range of sectors, e.g. retail, manufacturing, administration, personal services etc.

3. Communicate Directly with Customers

Subject content	What students need to learn:
3. Communicate Directly with Customers	a) Outline and explain the basic key elements of the communication process
	b) Describe a range of communication methods that can be used to effectively communicate with customers and identify the most appropriate to use in different situations
	c) Identify the recognised principles of communicating face to face, electronically, by telephone and in writing
	d) Identify the barriers to effective communication that can arise and how best to deal with these
	e) Explain how 'body language' impacts on the communication process
	f) Explain what can cause stress to customers and how to manage this
	g) Identify and explain when it is necessary to seek advice or assistance from colleagues and when to take own initiative
	h) Describe the different methods of collecting customer feedback
	i) Explain the importance of collecting customer feedback and how this can be used to improve customer service

4. Handling and Solving Customer Problems

Subject content	What students need to learn:
4. Handling and Solving Customer Problems	a) Give examples of problems that an organisation's customers may have. Examples may be drawn from a range of sectors
	b) Describe and appropriately apply recognised procedures for handling and solving a customer's problem
	c) State the purpose and benefits of having pre-determined procedures for dealing with customer problems
	d) Identify the options for solving a customer's problem and state the advantages and disadvantages of these for the customer and the organisation
	e) Identify potentially stressful situations and the ways to defuse these

Subject content	What students need to learn:
	f) Identify the limits of your authority and the need to pass the problem/query onto a senior colleague
	g) Explain the importance of keeping a customer informed about what is happening to resolve their problem and checking it has been resolved to their satisfaction
	h) Explain the need to feedback on actual and potential problems to relevant others to improve customer service
	i) Explain the consequences of not dealing effectively with a customer problem and show how successful resolution can impact on customer loyalty and improved internal working relationships

Assessment

Assessment summary

Pearson LCCI Level 2 Certificate in Customer Service (VRQ)

Number of series: On demand

Overview of content

- The Role of Customer Service
- Delivering Reliable Service
- Communicating Directly with Customers
- Handling and Solving Customer Problems

Overview of assessment

- One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.
- The examination will be 2 hours.
- The examination will consist of 100 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
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Aims of assessment

The examination will assess the candidate's ability to demonstrate:

- up-to-date knowledge and understanding of the role of customer service
- the application of recognised customer service principles in realistic situations
- an understanding of the personal behaviours that enhance service delivery
- knowledge and application of effective communication in a customer service context
- an understanding of the effective handling of customer complaints and problems.

Entry and assessment information

Please see the *Pearson Information Manual* and the *Pearson LCCI examination regulations*, available from our website: qualifications.pearson.com/lcci

Student entry

Details on how to enter students for the examination for this qualification can be found on our website: qualifications.pearson.com/lcci

Combinations of entry

There are no forbidden combinations of entry for this qualification.

Age

The qualification is intended for learners aged 16 and above.

Resitting the qualification

Candidates can resit the examination for the Pearson LCCI Level 2 Certificate in Customer Service (VRQ).

It is strongly advised that candidates do not register to undertake a resit until they have received the results from their previous examination.

Access arrangements, reasonable adjustments and special consideration

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability, without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, including:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation timeframes, or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate their level of attainment in an assessment.

Further information

Please see our website or email internationalenquiries@pearson.com for further information on how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the Joint Council for Qualifications (JCQ) website: www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration

Equality Act 2010 and Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html

Malpractice

Cases of alleged, suspected or confirmed malpractice must be dealt with in accordance with the latest Joint Council for Qualifications (JCQ) *General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available on the JCQ website: www.jcq.org.uk

Pearson cares greatly about the integrity of its qualifications and is aware that incidents of malpractice threaten that integrity, adversely affect learners and undermine public confidence in the delivery and awarding of qualifications. For this reason, Pearson takes malpractice incidents extremely seriously and investigates all allegations it receives as fully as possible. Where malpractice is proven Pearson will impose appropriate penalties and/or sanctions on those found to be responsible, which can include debarment from delivery of Pearson qualifications (for staff) and disqualification (for learners).

Candidate malpractice

Candidate malpractice refers to any act by a candidate that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

Candidate malpractice in examinations must be reported to Pearson using a *JCQ M1 Form* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Staff/centre malpractice

Staff and centre malpractice includes both deliberate malpractice and maladministration of Pearson qualifications. As with candidate malpractice, staff and centre malpractice is any act that compromises or seeks to compromise the process of assessment or which undermines the integrity of the qualifications or the validity of results/certificates.

All cases of alleged or suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ M2(a) Form* (available at: www.jcq.org.uk/exams-office/malpractice). The form, supporting documentation and as much information as possible can be emailed to pqsmalpractice@pearson.com or posted to Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. The final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice. More detailed guidance on malpractice can be found on our website at <http://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html> and in the latest version of the *JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures*, available at: www.jcq.org.uk/exams-office/malpractice

Language of assessment

Assessment of this specification will be in English only. Assessment materials will be published in English only and all work submitted for examination must be in English only.

Other information

Guided Learning Hours (GLH)

Guided Learning Hours: the number of teacher-led contact hours required to support student achievement for a qualification.

For the Pearson LCCI Level 2 Certificate in Customer Service (VRQ) we recommend 140–160 GLH.

Centres should ensure students have additional time for self-study and preparation for the final examination, which is in addition to the GLH stated above.

Student recruitment

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no formal entry requirements for this qualification. However, candidates should have achieved a level of practical skill, knowledge and understanding appropriate to preparation for a Level 2 qualification in Customer Service, either through previous learning or experience.

Students may be studying in a local language but the assessment will be in English. Pearson recommends that students have a standard of business English equivalent to LCCI International Level 1 English for Business. This will support access to the assessment materials and enable students to communicate responses effectively.

Progression

Students may progress to relevant qualifications in the level above; alternatively the qualification can support progression to employment.

Using appropriate internal processes, centres must ensure they choose the most appropriate qualification level for their students' needs.

Codes

The subject code for the Pearson LCCI Level 2 Certificate in Customer Service (VRQ) is: ASE2014. The subject code is used by centres to enter students for a qualification.

Support, training and resources

Training

Pearson offers support and training to teachers on standard of delivery and preparing students to meet the assessment requirements.

Specifications, sample assessment materials and teacher support materials

The Pearson LCCI Level 2 Certificate in Customer Service (VRQ) sample assessment materials can be downloaded from our website.

To find a list of all the support documents available please visit our website:
qualifications.pearson.com

Appendices

Appendix 1: Action verbs

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Appendix 1: Action verbs

Below is a list of **action verbs** that are likely to be used in examination questions.

Action verbs provide guidance and information on what the examiner is asking of candidates and also on what approach candidates need to take in answering the questions. It would be beneficial to candidates if tutors spend time discussing these action verbs and the approach to take for each when answering questions. The aim of this is not to ensure that candidates know the meaning of the verbs but more how to answer questions where the verbs are used.

Analyse	Break into parts and discuss each part separately
Apply	To put to practical use
Assess	To judge the worth, importance, value, etc.; evaluate
Classify	To arrange or put into groups or classes
Compare	Explain similarities and differences
Contrast	Distinguish between items being compared by focusing on differences
Define	Give the specific meaning of words, terms, etc.
Demonstrate	To show or prove especially by reasoning, evidence etc.
Describe	Visualise and give information that paints a complete picture
Discuss	Examine in a complete and detailed way, usually by connecting ideas to examples
Enumerate/List/Identify	Recall and specify items in the form of a list
Evaluate	Give your opinion about the value or worth of something, usually by weighing positive and negative effects, and justify your conclusion
Examine	Inspect carefully or look at in detail; investigate
Explain	Make the meaning of something clear, often by making comparison or giving examples
Give	To present or outline briefly
Illustrate	To clarify or explain by use of examples
Interpret	Explain your view of facts and ideas and how they relate to one another
Outline	To give the main features or general idea of
Review	Give an overview of ideas and establish their merits and features
Show	To explain or make clear; prove
Suggest	To put forward (a plan, idea etc.) for consideration

State	Explain clearly, simply and concisely, being sure that each word gives the image you want
Summarise	Give the important ideas in brief

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**For more information on Pearson and LCCI qualifications please
visit our website: qualifications.pearson.com**

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