



Pearson LCCI Level 3 Certificate in Meetings (VRQ) (ASE3401)

Specification

First teaching from 2007

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 wider 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 Business, Administration and IT 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 3 Certificate in Meetings (VRQ) are to enable students to develop knowledge and understanding of:

- preparing for business meetings
- operating business meetings
- following up business meetings.

This Level 3 qualification will be particularly suitable for:

- those seeking employment in business who wish to develop meetings skills
- administrators, managers and secretaries working in business who wish to acquire and/or develop their meetings skills
- those working on committees.

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Specification at a glance

The Pearson LCCI Level 3 Certificate in Meetings (VRQ) consists of one externally-examined paper.

Pearson LCCI Level 3 Certificate in Meetings (VRQ)	
<ul style="list-style-type: none">Externally assessed	100% of the total qualification
Overview of content <ul style="list-style-type: none">Purpose and Types of MeetingsOrganising MeetingsVenue AlternativesNotice of Meeting, Agenda and Related Meeting DocumentsRole and Responsibilities of the ChairpersonRole and Responsibilities of the Administrator/Note-takerRole and Responsibilities of the ParticipantsMeetings Behaviour	
Overview of assessment <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 1 hour 20 minutes.The examination will consist of 100 marks.Candidates are required to answer 4 compulsory questions. Answer format <ul style="list-style-type: none">Unless otherwise requested, candidates will be asked to provide answers in one or more of the following formats:<ul style="list-style-type: none">bullet pointsagendashort paragraphs.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.	

Knowledge, skills and understanding

Content

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

1. Purpose and Types of Meetings

Subject content	What students need to learn:
1.1 Identify the circumstances where meetings are appropriate	a) To demonstrate accountability, e.g. to the public, company shareholders
	b) To ensure compliance, e.g. statutory requirements, company policies
	c) To generate ideas, e.g. brainstorming, problem solving
	d) To negotiate, e.g. agreements, contracts
	e) To consult, e.g. strategies, policies
	f) To gain consensus, e.g. plans, projects
	g) To make decisions, e.g. tactics
1.2 Describe the different types of formal and informal meetings including:	a) Formal meetings prescribed by law, e.g. annual and extraordinary general meetings, board meetings
	b) Formal committee meetings conducted under standing orders or a constitution with decision making by resolution
	c) Formal meetings with individual members of staff, e.g. final disciplinary, grievance, appeals, appraisals
	d) Informal meetings such as staff meetings, advisory committees, working parties, consultative meetings
	e) Informal meetings with staff, e.g. counselling, first level disciplinary, coaching, supervision

2. Organising Meetings

Subject content	What students need to learn:
2.1 Describe the relative costs and effectiveness of different methods of holding meetings, including:	a) The benefits of holding a meeting (oral communication) over written communication
	b) The items to be included when costing a meeting, e.g. salaries of participants and administration, travel, accommodation, refreshments, lunches, hire charges of venue and/or equipment
	c) The genuine necessity for all participants to be present for the entire meeting
	d) The methods of ensuring cost-effectiveness, e.g. in-house versus external venue and catering by obtaining quotations
	e) The savings that can be made by using audio, video or web conferencing facilities
2.2 Identify in detailed checklist format the steps involved in the key stages of organising a meeting	a) Setting time and date
	b) Identifying and reserving a suitable venue
	c) Ordering refreshments and/or lunch
	d) Preparing, producing and distributing the agenda
	e) Commissioning, preparing, producing and distributing relevant documents
	f) Taking appropriate action on travel, transport, accommodation, etc. for chairperson and participants
	g) Ensuring that religious and cultural differences will be taken into account
	h) Making sure that venues meet minimum health and safety requirements
	i) Identifying adequate arrangements can be made to meet individual requirements relating to disability or learning difficulty
	j) Making sure that suitable arrangements are in place for hearing and/or visually impaired participants to optimise their participation
	k) Liaising with the chairperson and invited guests/specialists

Subject content	What students need to learn:
2.3 Use ICT to support the organisation of meetings	a) Finding maps for venues
	b) Planning routes for road journeys
	c) Using travel sites for journey details and ticket purchase
	d) Sending out documents using email
	e) Using text messaging/voicemail to send reminders
	f) Searching for outside venues using search engines and customer review sites on the internet
	g) Undertaking research for reports and papers
	h) Using presentation software

3. Venue Alternatives

Subject content	What students need to learn:
3.1 Explain the standard requirements for a meeting venue, including:	a) Accessibility/compliance with current disability legislation
	b) Sufficiency of room space for number of participants
	c) Accommodation and facilities
	d) Security
	e) Flexibility of seating
	f) Provision for participants with disabilities/learning difficulties, e.g. hearing loops, wheelchair access
	g) Health and safety
3.2 Explain the health and safety requirements, including:	a) Heating and ventilation
	b) Fire certificate and/or compliance with legislative requirements
	c) First-aid facilities and equipment, trained member of staff in first aid on premises
	d) Ensuring that company policy on smoking can be enforced
	e) Electrical appliances in good working order
	f) no visible health and safety hazards

Subject content	What students need to learn:
3.3 Describe the benefits of using a specialist conference organiser or venue search agency	a) Cost
	b) Location and local knowledge
	c) Expertise
	d) Speed
	e) Flexibility
	f) Saving of staff time
3.4 Describe the disadvantages of using a specialist conference organiser or venue search agency, including:	a) Lack of control by company staff
	b) Unreliable communication channels between agency and company
	c) Agency's lack of company knowledge
	d) Poor internal agency communication
3.5 Explain the benefits of audio, video and web conferencing	a) Cost and time savings
	b) Ease of arrangement
	c) Avoidance of travel fatigue
	d) The potential to make a verbatim recording of the meeting
	e) Overcomes some of the barriers created by disability
3.6 Explain the disadvantages of audio, video and web conferencing	a) Cost of purchasing/leasing equipment
	b) Not all organisations have facilities
	c) Some participants dislike using technology
	d) Not as personal as face to face
	e) All documents must be distributed in advance
	f) Body language not visible, especially audio
	g) Participants must identify themselves before speaking

Subject content	What students need to learn:
3.7 Explain the procedure involved in using audio conferencing facilities	a) Setting up an audio conference
	b) Informing and instructing participants
	c) Distributing papers in good time
	d) Establishing the telephone link at the appointed time
	e) Identifying participants
3.8 Explain the procedure involved in using video conferencing facilities	a) Arranging the studio, e.g. BT or in-house
	b) Informing and instructing participants
	c) Distributing papers in good time
	d) Preparing documents for presentation on screen
	e) Identifying participants
3.9 Explain the procedure involved in using web conferencing facilities	a) Identifying a web-conferencing provider or purchasing appropriate software
	b) Ensuring that participants have a webcam and headphones and microphone at their pc or can access necessary equipment
	c) Arranging for passwords and access for identified participants so they can log in
	d) Arranging for recording of meeting, if required
	e) Ensuring that technical support is accessible and provided
	f) Providing guidelines and/or training for in-house participants, so that they can participate fully
	g) Obtaining feedback from participants after the event, regarding the process

4. Notice of Meeting, Agenda and Related Meeting Documents

Subject content	What students need to learn:
4.1 State the information which should be given in a notice of a meeting, including:	a) The title of committee/group, start and finish times, date, venue
	b) The purpose of the meeting
	c) Directions to venue if necessary
	d) Requests for individual arrangements, e.g. travel, accommodation, disability/learning difficulty

Subject content	What students need to learn:
4.2 Describe the ways in which an agenda may be compiled	a) By chairperson
	b) By participants stating in advance which topics they wish to be included
	c) By chairperson issuing a draft agenda and asking for additional items for final agenda to avoid the need for 'any other business'
4.3 Identify the content of an agenda, depending on the type of meeting (annual general meeting, extraordinary general meeting, board meeting, formal committee meeting, informal meeting)	a) The sequence of items
	b) The objectives of items
	c) The time allocated to each item
4.4 Explain the important points of obtaining, preparing and producing papers	a) Providing clear guidelines to the author on the content and format
	b) Agreeing a precise deadline for submission of the paper
	c) Agreeing the method of submission, e.g. hard copy, email, on CD-ROM
	d) Ensuring the deadline is met or reviewed as necessary
	e) Editing the documents to ensure that they meet format requirements
	f) Determining the method of presentation for hard copy, e.g. stapled document, bound booklet
	g) determining the method and time of distribution, e.g. circulating before meeting or tabling at meeting

5. Role and Responsibilities of the Chairperson

Subject content	What students need to learn:
5.1 Explain the role of the chairperson before the meeting	a) Knowing the aim/purpose of the meeting
	b) Appointing and briefing a note-taker
	c) Preparing/authorising the agenda
	d) Being clear about the objective of each agenda item
	e) Preparing to introduce each item on the agenda by writing key point reminders of information to raise, etc.
5.2 Explain the role of the chairperson during the meeting	a) Ascertaining that the number of members present constitutes a quorum
	b) Organising adjournments of the meeting, if necessary
	c) Opening the meeting
	d) Welcoming the participants
	e) Notifying apologies for absence received and noting those attending as proxy members
	f) Asking those present to notify in advance any items which they wish to raise at the end of the meeting under 'any other business'
	g) Asking for approval of the minutes of last meeting and signing
	h) Keeping to the agenda or seeking agreement to change the order of items
	i) Keeping the discussion within time limits set on agenda
	j) Keeping the discussing orderly and relevant to the agenda items
	k) Ensuring all members have opportunities to participate
	l) Dealing with any points of order raised
	m) Guiding the participants to seek common ground and reach a consensus
	n) Ruling on requests to speak 'off the record' or agreeing that a statement already made should be 'off the record'
	o) Encouraging genuine debate when appropriate
	p) Summarising the proceedings during a discussion
	q) Stating the agreement reached
	r) Stating all actions with names and deadlines and reporting procedures when appropriate

Subject content	What students need to learn:
	s) Ensuring the decisions are confirmed by voting on proposals and amendments in order to reach a resolution in formal meetings
	t) Stating the names of those proposing and seconding the proposals and amendments and the result of a vote
5.3 Explain the role of the chairperson after the meeting	a) Amending the draft notes as appropriate and approving
	b) Following up, or delegating follow-up, of action points

6. Role and Responsibilities of the Administrator/Note-taker

Subject content	What students need to learn:
6.1 Explain the role of the administrator /note-taker before the meeting	a) Organising the meeting including setting the date and time, arranging venue and all other requirements, inviting participants, briefing speakers/presenters
	b) Producing and distributing the note of meeting and the agenda
	c) Commissioning, producing and distributing the documents
	d) Arranging travel and accommodation, etc. for participants
	e) Arranging for audio-visual aid equipment to be available checking that arrangements are complete before the meeting
	f) Setting up, or supervising the setting up, of meeting rooms
	g) Checking equipment is in working order and placed correctly for participants to see/use
	h) Placing the documents and reference materials in the chairperson's and own place
	i) Making sure that all participants can participate fully in the meeting, irrespective of disability/learning difficulty, cultural or religious differences
	j) Checking pronunciation and spelling of names
	k) Ensuring interpreter is present if required for any participants

Subject content	What students need to learn:
6.2 Explain the role of the administrator /note-taker during the meeting	a) Attending the meeting punctually
	b) Circulating the attendance list/book
	c) Noting and recording apologies
	d) Taking concise and precise notes; using listening, paraphrasing and note-taking skills
	e) Clarifying any points/decisions noted when requested
	f) Supporting the chairman in the smooth running of the meeting
6.2 Explain the role of the administrator /note-taker after the meeting	a) Preparing and distributing the action sheet if required
	b) Following up actions to ensure deadlines are met and liaising with the chairperson when difficulties arise
	c) Preparing draft minutes for approval of the chairperson ensuring that the checklist/criteria for a complete, accurate and concise record of the meeting are met
	d) Producing and distributing final copy of the notes with any supporting documents needed for action points

7. Role and Responsibilities of the Participants

Subject content	What students need to learn:
7.1 Explain the role of the participants before the meeting, including:	a) Checking availability to attend the meeting
	b) Sending an apology to the chairperson if not available
	c) Reading the agenda and papers received before the meeting and clarifying any points not understood
	d) Preparing notes before the meeting for making contributions at the meeting
	e) Ensuring that any particular needs relating to diet, disability or learning difficulty are communicated to the administrator in good time
7.2 Explain the role of the participants during the meeting	a) Attending the meeting punctually
	b) Contributing constructively to the discussion
	c) Making suggestions, contributing ideas, receiving information
	d) Listening attentively to the contributions of other participants
	e) Being polite and considerate to the other participants

Subject content	What students need to learn:
	f) Accepting guidance from the chairperson/leader
	g) Noting the date of the next meeting in diary
7.3 Explain the role of the participants after the meeting, including:	a) Reading the notes of the meeting
	b) Following up the individual action points
	c) Filing the papers

8. Meetings Behaviour

Subject content	What students need to learn:
8.1 Explain how people's attitudes may affect a meeting, including:	a) Influencing the atmosphere of the meeting
	b) Affecting the length of the meeting
	c) Improving understanding between different participants
	d) Providing an opportunity for a range of views to be aired
	e) Determining whether or not the meeting achieves its aims
8.2 Explain positive attitudes people adopt in groups, including:	a) Giving and requesting information
	b) Proposing courses of action
	c) Analysing problems
	d) Suggesting and negotiating compromises
	e) Sharing knowledge/experience
	f) Respecting colleagues' points of view
8.3 Explain negative attitudes people adopt in groups, including	a) Dominating
	b) Continually arguing against suggestions
	c) Making negative statements without any positive alternative
	d) Not listening
	e) Making unrealistic assumptions
	f) Making personal remarks about other participants or people not present
	g) Talking at length to stop other participants contributing
	h) Talking in the background
	i) Adopting negative body language
	j) Disengaging from the meeting discussion

Subject content	What students need to learn:
8.4 Explain, and give examples of, the approach to difficult situations	a) Calming emotional outbursts
	b) Reducing aggressiveness
	c) Constructively accepting negative contributions
	d) Neutralising personal antipathy between/among participants
	e) Clarifying irrational statements/suggestions
	f) Discouraging participants talking among themselves during discussions
	g) Clarifying vague, rambling, verbose talking
8.5 Explain the importance of the administrator's discretion during the meeting, including:	a) Clarifying points/decisions not heard or understood
	b) Bringing an incorrect factual point to the chairperson's attention
8.6 Explain what actions should not occur outside a meeting in order to maintain confidentiality, including:	a) Not discussing controversial points outside the meeting
	b) Not mentioning indiscreet comments made during the meeting
	c) Not repeating points made 'off the record'

Assessment

Assessment summary

Pearson LCCI Level 3 Certificate in Meetings (VRQ)

Number of series: On demand

Overview of content

- Purpose and Types of Meetings
- Organising Meetings
- Venue Alternatives
- Notice of Meeting, Agenda and Related Meeting Documents
- Role and Responsibilities of the Chairperson
- Role and Responsibilities of the Administrator/Note-taker
- Role and Responsibilities of the Participants
- Meetings Behaviour

Overview of assessment

- One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification.
- The examination will be 1 hour 20 minutes.
- The examination will consist of 100 marks.
- Candidates are required to answer 4 compulsory questions.

Answer format

- Unless otherwise requested, candidates will be asked to provide answers in one or more of the following formats:
 - bullet points
 - agenda
 - short paragraphs.
- 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.

Aims of assessment

The examination will assess the candidate's ability to:

- understand the different types of meetings and their purpose
- discuss the criteria to be considered when organising a meeting
- describe how to construct an agenda and understand commonly used meetings terminology
- identify the importance and responsibilities of the role of the chairperson, note-taker/administrator and participants before, during and after a meeting
- explain behaviour in meetings.

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 3 Certificate in Meetings (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 3 Certificate in Meetings (VRQ) we recommend 45 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.

Students may be studying in a local language but the assessment will be in English. Pearson recommends that students have a level of English equivalent to LCCI IQ Level 2 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.

Exemptions

We are seeking exemptions for our qualifications from a number of professional bodies. For the latest list of exemptions, please visit our website and choose your relevant qualification: qualifications.pearson.com/en/support/support-for-you/international-wbl/professional-bodies.html

Codes

The subject code for the Pearson LCCI Level 3 Certificate in Meetings (VRQ) is: ASE3401. 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 3 Certificate in Meetings (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

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

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