



Pearson LCCI Level 2 Certificate in Public Relations (VRQ) (ASE2029)

Specification

First teaching from Series 3, 2010

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 our website qualifications.pearson.com

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Introduction

LCCI qualifications

LCCI qualifications are widely regarded by employers to prepare learners for 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 Pearson LCCI Level 2 Certificate in Public Relations (VRQ) are to enable students to develop:

- the public relations concept
- the fundamental techniques applied to public relations
- an understanding of the multi-functions public relations is involved in
- a solid foundation for a higher qualification at Level 3.

The qualification is designed to be of benefit to those who are:

- new to public relations as a business function
- in the public relations profession and responsible for carrying out public relations activities under supervision
- wanting to take the first steps towards a recognised qualification
- wanting to acquire a foundation qualification in public relations at a tactical level
- studying other business subjects who want/need to gain a basic insight into the public relations function.

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Specification at a glance

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

| Pearson LCCI Level 2 Certificate in Public Relations (VRQ) | |
|--|--|
| <ul style="list-style-type: none"> Externally assessed. | 100% of the total qualification |
| <p>Overview of content</p> <ol style="list-style-type: none"> The nature of public relations The publics of public relations Statutory law and voluntary codes International public relations Community relations A public relations campaign Working with the media Exhibitions Sponsorship Research Technology and the internet Public relations miscellaneous Professional development | |
| <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. There will be 17 questions, all of which should be attempted. Question 1 is a compulsory question. This question will be a news release and will be worth 20 marks The remaining 16 questions will be worth 5 marks each Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass. <p>Coverage of Syllabus topics in Examinations</p> <ul style="list-style-type: none"> Question 1 will always be syllabus topic 7 and specifically sub-topic 7.3. The remainder of the paper will be from across the entire syllabus with a maximum of 4 questions coming from any specific syllabus topic. | |

Answer Formats

For all questions:

- crisp, clear, and concise answers will be expected
- answers must be written in the question and answer book
- sufficient space to answer each question will be provided, and candidates will be expected to plan their answers carefully to take up no more than the available space
- rough work must be within the question and answer book – in the page indicated by Rough Notes

Mark Allocation

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

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

- marks are allocated in line with the instructions given with each question
- marks are not deducted if an alternative way of answering a multi-choice question is used (e.g. by ringing instead of underlining) as long as the answer is clear
- marks are not deducted for syntax errors, except where these cause a failure to communicate.

Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

Recommended Reading List and Support Material

LCCI — *How to pass Public Relations Level 3* (LCCI, 1999)

ISBN-10: 1 86247 016 2, ISBN-13: 978-1862470859

Theaker — *Public relations Handbook 2nd Edition* (Routledge)

ISBN-10: 0 415 31793 2

Henslowe — *Public Relations in Practice 2nd Edition* (Kogan Page)

ISBN-10: 0 7494 4072 4

L'Etang — *Public Relations Concepts, Practice & Critique* (Sage Publications, 2007)

ISBN-10: 1412930480, ISBN-13: 978 1 4129 3048 2

Schemes of Work, Learning Support Materials, Model Answers and past question papers can be obtained through the the Pearson website (qualifications.pearson.com/lcci).

Knowledge, skills and understanding

Content

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

1 The nature of public relations

| Subject content | Students should: |
|---|---|
| 1.1 Understanding public relations | a) Provide a suitable definition of public relations |
| | b) Give explanations of the key words contained in the definition |
| | c) Explain what is meant by propaganda |
| | d) Identify and describe the differences between public relations and: i) marketing ii) advertising |
| 1.2 The uses of public relations | a) Give brief explanations of the use of public relations in: i) financial markets ii) parliamentary liaison iii) commercial markets iv) non-profit organisations |
| | b) Describe the role of public relations in a crisis situation |
| | c) Supply a short list of actions that public relations departments should or should not carry out in the event of a crisis |

| Subject content | Students should: |
|--|---|
| 1.3 The structure of public relations | a) Illustrate, using a suitable diagram, the content of an in-house public relations department |
| | b) Briefly explain the roles of different members of an in-house public relations department |
| | c) Provide a suitable diagram to show the structure of an external public relations consultancy |
| | d) Briefly explain some of the advantages and disadvantages of an in-house public relations department |
| | e) Briefly explain some of the advantages and disadvantages of an external public relations consultancy |
| | f) Identify the specialist nature of the roles of an external public relations consultancy |
| | g) Identify and briefly explain three different ways that an external consultancy might be paid |

2 The publics of public relations

| Skills | Students should: |
|---|---|
| 2.1 identifying the publics for public relations | a) Provide a suitable definition of publics in respect of public relations |
| | b) Identify six generic publics of an organisation |
| | c) Give relevant examples of the generic publics |
| | d) Identify relevant and economical ways of communicating with identified publics |
| | e) Briefly describe the differences between: i) publics and a target audience ii) a target audience and a target market |
| | f) Explain the consequences of failing to communicate with the correct target audience |
| 2.2 The communication process | a) Illustrate the stages of the communication process using a suitable diagram |
| | b) Briefly explain each of the elements in the communication process |
| | c) Give examples of noise in the communication process |
| | d) Explain the importance of feedback in the communication process |
| 2.3 The operating environment for public relations | a) Identify and briefly explain the elements of the analytical tool STEEPLE |
| | b) Explain what is meant by a SWOT analysis |
| | c) Provide examples for each element of a SWOT analysis |

3 Statutory law and voluntary codes

| Skills | Students should: |
|-----------------------------|---|
| 3.1 Statutory law | a) Give an acceptable definition of statutory law. |
| | b) Identify the possible consequences of failing to comply with statutory law |
| | c) Briefly explain what is meant by: <ul style="list-style-type: none"> i) copyright ii) patent iii) trademark iv) brand v) logo vi) plagiarism |
| | d) Briefly explain what is meant by libel and slander |
| 3.2 Codes of conduct | a) Give a suitable explanation of a 'code of conduct' |
| | b) Identify those bodies or organisations to whom a code of conduct might apply |
| | c) Identify elements of a code of conduct that should apply to public relations personnel in the home nation |
| | d) Explain the possible consequences for a member of a professional body when failing to comply with a given code of conduct |

4 International public relations

| Skills | Students should: |
|--|--|
| 4.1 Preparing to carry out public relations | a) Identify sources of information relating to international markets |
| | b) Identify social and cultural elements of an international market that may present difficulties for a public relations campaign |
| | c) Briefly explain problems that may be faced when researching in an international market |
| | d) Identify possible problems in media and communications infrastructure that may exist in a developing nation |
| 4.2 Carrying out public relations | a) Identify and very briefly explain methods available to public relations personnel to communicate a public relations message in a developing nation with limited media and/or infrastructure |
| | b) Supply suitable methods of evaluating the results of a public relations campaign in a developing nation |

5 Community relations

| Skills | Students should: |
|--|--|
| 5.1 The role and purpose of community relations | a) Give a suitable definition of community relations |
| | b) Identify and list the relevant local publics for a community relations message or campaign |
| | c) Offer several advantages for an organisation having an effective community relations policy |
| | d) Identify some of the possible consequences of poor community relations |
| 5.2 The practice of community relations | a) Identify and briefly explain several different community relations activities an organisation could carry out |
| | b) Identify different ways an organisation could evaluate the results of their community relations activities |

6 A public relations campaign

| Skills | Students should: |
|---------------------------------------|--|
| 6.1 Preparation for a campaign | a) Identify and briefly explain the six elements of the planning model |
| | b) Assess the current situation for a given scenario |
| | c) Identify possible objectives of a campaign |
| | d) Select five relevant publics to be communicated with for a specific campaign |
| 6.2 Carrying out a campaign | a) Suggest relevant communication techniques to reach the targeted publics |
| | b) Provide alternative communication methods in the absence of any printed or electronic media |
| | c) Provide the elements of a relevant budget for a specific campaign |
| | d) Briefly explain various methods of evaluating the results of a completed campaign |

7 Working with the media

| Skills | Students should: |
|------------------------------------|--|
| 7.1 Understanding the media | a) Give brief explanations of key terms used in relation to the media: <ul style="list-style-type: none"> i) deadline ii) copy date iii) cover price iv) embargo v) half tone vi) puffery vii) advertorial viii) photo caption ix) proofreading x) press kit (or pack) xi) column centimetres xii) broadsheet or tabloid |
| | b) Briefly explain, with examples, what is meant by hard news and soft news |

| Skills | Students should: |
|-----------------------------------|--|
| | c) Identify key media personnel and organisations, and briefly describe their duties or roles, in the news gathering or production process: <ul style="list-style-type: none"> i) editor ii) sub-editor iii) reporter iv) columnist v) freelance journalist vi) stringer vii) news agency viii) picture agency |
| 7.2 Media events | a) Explain the purpose of a press conference b) Identify and briefly explain five characteristics of a press conference c) Explain the purpose of a press reception d) Identify and briefly explain five characteristics of a press conference e) Explain the purpose of a facility visit f) Identify and briefly explain five characteristics of a facility visit g) Identify and briefly describe different types of media interview |
| 7.3 Writing a news release | a) Write an appropriate news release for a given scenario b) Demonstrate their understanding of the correct layout of a news release c) Use the appropriate writing style in producing a news release |
| 7.4 Media relations | a) Explain what is meant by media relations b) Offer a variety of ways that good media relations can be established and maintained c) Explain what is meant by media evaluation d) Give a variety of methods that could be used to evaluate a given media |

8 Exhibitions

| Skills | Students should: |
|--|--|
| 8.1 Types of exhibitions and their uses | a) Identify and briefly describe four different types of exhibition |
| | b) Offer reasons why an organisation might attend an exhibition |
| | c) Briefly describe the role of public relations in preparing for an exhibition through the use of prior media notification, stand design and press facilities |
| 8.2 Carrying out an exhibition | a) Identify and very briefly describe five key elements that public relations would be involved with during an exhibition |
| | b) Describe very briefly the role of public relations in post evaluation of an exhibition |

9 Sponsorship

| Skills | Students should: |
|--------------------------------------|--|
| 9.1 Understanding sponsorship | a) Provide a suitable definition of sponsorship |
| | b) Identify and briefly explain the objectives of a sponsorship campaign |
| | c) Give five different examples of sponsorship |

10 Research

| Skills | Students should: |
|---------------------------------|--|
| 10.1 Methods of research | a) Provide a suitable definition of research |
| | b) Briefly explain what is meant by: <ul style="list-style-type: none"> i) primary research ii) secondary research iii) quantitative research iv) qualitative research |
| | c) Identify potential sources of secondary data |
| | d) Briefly explain the three methods of collecting primary data |
| | e) Briefly describe the following methods of research: <ul style="list-style-type: none"> i) ad-hoc research ii) continuous or tracking research iii) omnibus research iv) focus group |
| | f) Be able to identify the five steps of the research process |
| | g) Give brief explanations of CATS in the research process: <ul style="list-style-type: none"> i) cost ii) accuracy iii) time iv) security |

11 Technology and the internet

| Skills | Students should: |
|---|--|
| 11.1 Technology and IT | a) Identify and briefly explain the uses of recent technology in relation to public relations: <ul style="list-style-type: none"> i) mobile telephones ii) palm computers iii) satellite television iv) video conferencing v) close circuit television vi) computers and computer software |
| | b) Describe what is meant by desktop publishing |
| | c) Supply relevant uses of desktop publishing for public relations activities |
| 11.2 The internet and the world wide web | a) Provide a suitable definition of the internet |
| | b) Briefly explain what is meant by the world wide web |
| | c) Identify and briefly explain five uses of the internet for public relations |
| | d) Identify and briefly explain how the internet has increased communication opportunities for public relations |
| | e) Briefly describe the uses of search engines (e.g. Google™) for public relations in respect of: <ul style="list-style-type: none"> i) searching for information ii) registering with them iii) the use of meta tags |
| | f) Identify and briefly describe five major elements of information that should appear on a public relations website or web page within a website |

12 Public relations miscellaneous

| Skills | Students should: |
|---|---|
| 12.1 Public relations own media | a) Identify and briefly explain different examples of audio-visual presentation aids |
| | b) Briefly describe what is meant by the following in-house publications: <ul style="list-style-type: none"> i) a house journal ii) an annual report iii) a corporate brochure iv) educational literature |
| | c) Indicate some of the likely content for: <ul style="list-style-type: none"> i) a house journal ii) an annual report iii) a corporate brochure iv) educational literature |
| | d) Identify different tools for internal communication |
| | e) Select the most relevant tool of communication for a specific type of message or information |
| 12.2 Photography in public relations | a) Identify four different types of photographer that might be available for use by a public relations officer |
| | b) Identify and briefly explain five different occasions or opportunities when a photographer might be used |
| | c) Give five different items of information that should be given to a photographer when briefing them |
| | d) Explain what is meant by a photo caption and the purpose of it. |

13 Professional development

| Skills | Students should: |
|--|---|
| 13.1 Giving a presentation | a) Identify and briefly explain various types of presentation a public relations officer might be required to carry out |
| | b) Suggest various sources of information when preparing a presentation |
| | c) Identify the five stages or actions needed when preparing a presentation |
| | d) Briefly explain what is meant by: <ul style="list-style-type: none"> i) personal appearance ii) body language iii) voice tone iv) language, slang, jargon, technical terms v) mannerisms vi) use of humour |
| 13.2 Organising and managing effective meetings | a) Briefly explain what is meant by: <ul style="list-style-type: none"> i) participants ii) agenda iii) venue iv) minutes of a meeting v) time management vi) summary vii) closing evaluation viii) written report |
| 13.3 Problem solving, decision making and negotiation | a) Illustrate the decision making process (DMP) through the use of a correctly drawn and labelled diagram |
| | b) Briefly explain what is meant by negotiation |
| | c) Identify situations where negotiation is the preferred method of obtaining a solution |
| | d) Identify and briefly explain elements that can influence the negotiation process: <ul style="list-style-type: none"> i) the type of communication used ii) personalities of the personnel involved iii) past experiences (of personnel or situations) iv) time pressures v) importance of agreement |

| Skills | Students should: |
|------------------------------------|--|
| 13.4 Ethical considerations | a) Explain the importance of the Professional Code of Conduct for maintaining the standards of public relations practitioners |
| | b) Briefly explain what is meant by: <ul style="list-style-type: none"> i) misleading information more frequently referred to as 'Spin' ii) promotion of inferior products iii) undue influence over management actions iv) undue political influence v) destructive projects |
| | c) Identify and very briefly explain the three concepts of ethical behaviour |

Assessment

Assessment summary

Pearson LCCI Level 2 Certificate in Public Relations (VRQ)

Number of series: OD until 31-Dec-2019

Availability: Last assessment 31-Dec-2019

Overview of content

- 1 The nature of public relations
- 2 The publics of public relations
- 3 Statutory law and voluntary codes
- 4 International public relations
- 5 Community relations
- 6 A public relations campaign
- 7 Working with the media
- 8 Exhibitions
- 9 Sponsorship
- 10 Research
- 11 Technology and the internet
- 12 Public relations miscellaneous
- 13 Professional development

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.
- There will be 17 questions, all of which should be attempted.
- Question 1 is a compulsory question. This question will be a news release and will be worth 20 marks
- The remaining 16 questions will be worth 5 marks each
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass.

Coverage of Syllabus topics in Examinations

- Question 1 will always be syllabus topic 7 and specifically sub-topic 7.3.
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Mark Allocation

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

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Candidate Performance Measurement

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ISBN-10: 1412930480, ISBN-13: 978 1 4129 3048 2

Schemes of Work, Learning Support Materials, Model Answers and past question papers can be obtained through the the Pearson website (qualifications.pearson.com/lcci).

Aims of assessment

This examination will assess the candidate's ability to:

- demonstrate a basic knowledge of the fundamental principles, theories, and concepts on which public relations is based
- identify the key points that underpin good public relations practice
- demonstrate a basic knowledge of the role and function of public relations
- identify relevant examples of marketing principles and practice in action

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 Pearson LCCI Level 2 Certificate in Public Relations (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 without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with 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, which will include the:

- needs of the student with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- 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 Public Relations (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.

Students may be studying in a local language but the assessment will be in English. Pearson recommends students have a standard of business English equivalent to LCCI IQ English for Business Level 2. This will support access to the assessment materials and students will be able to communicate responses effectively.

Progression

This qualification is complete in itself. It may also lead to one or more of the Pearson Level 3 LCCI IQ qualifications: Certificate in Public Relations, Certificate in Advertising, Certificate in Marketing, Certificate in Selling and Sales Management.

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

Codes

The subject code for Pearson LCCI Level 2 Certificate in Public Relations (VRQ) is: ASE2029. 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 Public Relations (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

July 2017

For more information on Pearson and LCCI qualifications please
visit our website: qualifications.pearson.com/en/qualifications/lcci.html

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