



Pearson LCCI Level 1 Certificate in Written English for Tourism (VRQ) (ASE1043)

Specification

First teaching from Series 2, 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

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ISBN 978 1 446 94497 4

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Introduction

LCCI qualifications

LCCI qualifications are widely regarded by employers to prepare learners for key functions of modern international business. Employers, universities and professional bodies recognise them across the world.

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 English Language 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 aim of the Pearson LCCI Level 1 Certificate in Written English for Tourism (VRQ) qualification is to enable students to develop the written skills required to communicate effectively in English at a customer liaison level for the hospitality, travel and tourism industry.

This qualification is for students who wish to be able to communicate effectively in written English at a customer liaison level in the hospitality, travel and tourism industry.

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Specification at a glance

The Pearson LCCI Level 1 Certificate in Written English for Tourism (VRQ) consists of one externally-examined paper.

Pearson LCCI Level 1 Certificate in Written English for Tourism (VRQ)

- Externally assessed
- Number of series: On demand

**100% of the
total
qualification**

Overview of content topics

- 1 Composing a simple business communication
- 2 Basic business reading comprehension in a tourism context
- 3 Tourism-related information processing and reformulation
- 4 Tourism-related tasks

These tasks will be set within the following possible contexts:

- airports and airlines
- tourist information centres
- cruise ships, holiday/ski resorts, leisure centres, theme parks and camp sites
- hotels
- travel agencies
- rail, bus and coach stations.

- 5 The specialist language of the tourism industry

In addition, students will be expected to demonstrate a level of general linguistic competence as outlined in topics 6 to 9:

- 6 Linguistic competence (structures)
- 7 Linguistic competence (concepts)
- 8 Linguistic competence (vocabulary)
- 9 Linguistic competence (functions)

Coverage of Syllabus Topics in Examinations

Tasks may be set in any of the above topic areas. Usually there will be a logical progression of tasks to be completed within a given scenario. Information for tasks is often linked and candidates are strongly advised to read through the whole paper before attempting Task 1.

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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 consists of four compulsory questions which can vary in the order they appear:
 - One question, worth 20 marks, will be a reading comprehension of a business/tourism text with extracts of information taken from a variety of authentic guides, manuals, maps, plans and listings. Candidates will be requested to read/scan/check information and to extract and set out specific data to the criteria of the scenario/situation described in the question and provide simple answers. Basic calculations may also be required and candidates will need to be familiar with specialist travel and tourism vocabulary, terminology and abbreviations.
 - Another question, worth 35 marks, will be an extended written business communication task. Candidates will be asked to use the information from the reading comprehension question and represent it as a business communication for a specified purpose. This could be in the form of a letter or memorandum. A third question, worth 20 marks, will involve a follow-up task where candidates will be required to write a fax or compose a message, a written instruction or a notice, or complete a form, in order to obtain or give additional information or make a reservation.
 - A fourth question, worth 25 marks, will involve writing a response to a change in arrangements. Candidates will be asked to reorganise, recalculate, modify/cancel or notify the changes by writing a fax, a memo, a notice, or a message as specified.
 - The questions/tasks will be presented in a business/tourism format using standard layouts (booking forms, message pads, fax forms, application forms, letters and memos).
 - Extracts of travel information taken from published international travel guides, manuals, timetables, maps, as well as tables, lists, charts and tourism texts in English, are used to support the scenarios and provide the information on which the tasks are based.

Answer Formats

Each question requires an answer that is:

- adequate in practical business terms in the sense that:
 - the purpose of the communication is achieved
 - the task is successfully completed
 - the correct format is chosen
 - essential matters are included and dealt with
 - the content is presented logically, accurately and unambiguously
 - irrelevant information is excluded
 - order, clarity, balance and relevance are evident

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- correct in formal terms regarding:
 - grammar, punctuation, spelling and layout
 - good non-literary business communication at a basic level
- appropriate in terms of:
 - adopting a simple tourism-related professional role if required
 - fitness for the occasion displaying courtesy, politeness and degree of formality in giving or requesting information
- tasks may be required to be answered in one or more of the following formats:
 - writing a letter, memo, fax, note, message, list or notice
 - completing a form, table, diagram or map
 - preparing an announcement, directions or instructions
 - making a calculation
 - selecting information to specific criteria from a variety of authentic travel guides and manuals.

Candidates are allowed to take one dictionary into this examination which may be either English or foreign language/English; Pearson cannot undertake to advise on which dictionaries to choose and candidates make the choice entirely at their own risk. Poor quality dictionaries may be misleading and candidates will lose time looking up words if they frequently have recourse to them.

Students are also allowed to use a basic calculator.

Candidates are also recommended to refer to the Model Answers, and past question papers for Written English for Tourism Level 1 which are available from Pearson and which give examples of appropriate layout and presentation.

Varieties of English

Pearson will accept any of the main varieties of English (British, North American, Australasian) in candidates' answers as long as candidates are consistent in the variety they use.

Mark Allocation

The weighting of marks will be:

• clarity and appropriacy of layout	10%
• style, tone, suitability to the task	20%
• content and communication of message	50%
• <u>correct use of English (grammar, spelling etc)</u>	<u>20%</u>
TOTAL	100%

Candidate Performance Measurement

Pass 50%, Merit 60%, Distinction 75%

Recommended Reading List and Support Material

At the time of publication of this Extended Syllabus, there is no one definitive text book to support studies for this qualification. However, the following publications may be helpful and useful.

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Reading List

F O'Hara — *Be My Guest* (CUP) ISBN-13: 9780521776899

L Jones — *Welcome* (CUP) ISBN-13: 9780521606592

P Strutt — *English for International Tourism: Intermediate Coursebook: Intermediate Students Book (English for Tourism)* (Longman)
ISBN-13: 9780582479838

P Strutt — *English for International Tourism: Intermediate Workbook* (Longman)
ISBN-13: 9780582479845

R Walker and K Harding — *Tourism 1* (O.U.P) ISBN-13: 9780194551007

I. Dubicka and M. O'Keeffe — *English for International Tourism New Edition (Pre-Intermediate Coursebook)* (Pearson) ISBN-13: 9781447923879

Support Materials

Suggested Supplementary Books

A & C Black — *Dictionary of Leisure And Tourism* (A & C Black) 9780713685459

R Wyatt — *Check Your English for Leisure and Tourism* (A & C Black)
9780713687361

Additionally, the model answers and past question papers are recommended and are available on the qualification page of 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.

Subject content	Students must be able to:
1 Composing a simple business communication	a) Adopt an appropriate style or tone for the particular purpose
	b) Use consistent business conventions regarding layout, addresses, salutation, complimentary close and signature
	c) Display coherence and cohesion to ensure fluent reading of the communication
	d) Avoid overuse and overt copying from the rubric
	e) Ensure that the length of the communication is adequate for the stated purpose
	f) Avoid the inclusion of all unnecessary information in their answers
	g) Avoid the invention of information, unless instructed to do so
	h) Avoid ambiguity in communicating information
	i) Paragraph and use suitable headings where relevant
	j) Use specific vocabulary and terminology used by the travel and tourism industry

Subject content	Students must be able to:
2 Basic business reading comprehension in a tourism context	a) Understand the given material or data
	b) Understand specific vocabulary, terminology and abbreviations used by the travel and tourism industry
	c) Select information to complete the specific criteria of the task
	d) Check information

Subject content	Students must be able to:
<p>3 Tourism-related information processing and reformulation</p> <p>Note: It is helpful for students to have a good knowledge of world geography and an understanding of job roles in the travel and tourism industry.</p>	a) Set out information in a clear, logical and appropriate format
	b) Calculate accurately and clearly set out numbers and costs
	c) Use precise and accurate wording appropriate to the task

Subject content	Students must be able to:
<p>4 Tourism-related tasks</p>	<p>a) Perform the following general tourism-related tasks:</p> <ul style="list-style-type: none"> • scan maps, guides, timetables, floor plans, diagrams, brochures and promotional literature to extract information • check and represent information • complete forms • give or write information, instructions and directions • write announcements and notices • check and amend lists • deal with enquiries and problems • calculate costs • read and understand a variety of types of written business correspondence used in the travel and tourism industry
	<p>b) Perform the following tasks specific to airports and airlines:</p> <ul style="list-style-type: none"> • make and confirm reservations • give boarding directions and instructions • write announcements and messages

Subject content	Students must be able to:
	<p>c) Perform the following tasks specific to tourist information centres:</p> <ul style="list-style-type: none"> • carry through reservations processes • make cancellations and amendments • write a walking tour • summarise and give information on places of interest • calculate costs of transportation, accommodation, tickets for entry to museums, theatres and entertainment centres
	<p>d) Perform the following tasks specific to cruise ships, holiday/ski resorts, leisure centres, theme parks and camp sites:</p> <ul style="list-style-type: none"> • check and amend guest/passenger lists/ requirements • allocate rooms, facilities and seats • make arrangements for surface travel • write walking tours • summarise and give information on places of interest • calculate numbers of passengers, rooms, tickets, seats • understand basic catering terms, menus, dishes • advise on and explain anomalies <p>e) Perform the following tasks specific to hotels:</p> <ul style="list-style-type: none"> • check rooming lists • make and confirm reservations • make modifications and cancellations • calculate bills, check invoices and explain mistakes • check lists for laundry, catering supplies and room service orders and explain anomalies • understand common catering terms, menus and dishes <p>f) Perform the following tasks specific to travel agencies:</p> <ul style="list-style-type: none"> • select travel itineraries/holidays to client specification • provide essential travel information • organise travel itineraries • summarise and give information on places of interest • work out basic route plans and check information • make reservations, amendments and cancellations

Subject content	Students must be able to:
	g) Perform the following tasks specific to rail, bus, or coach stations: <ul style="list-style-type: none"> • calculate ticket costs (adult, children, promotional fares) • calculate numbers of passengers, seats or tickets

Subject content	Students must be able to understand and use the specialised vocabulary, idiomatic expressions, and abbreviations commonly used in the travel and tourism industry, including:
<p>5 The specialist language of the tourism industry</p>	<p>a) The following vocabulary items:</p> <p><i>adjoining/interconnecting rooms, aisle seat, allocation (of rooms/seats etc.), check-in, on/to board, boarding pass, berth, business class, carrier, charter, chain (hotel/restaurant), check-out, coach party, configuration (aircraft), confirmation, connecting flight, continental breakfast, cruise, deck plan, disembark, duty free, evacuate, excess baggage, en suite, ferry, fly-drive, front office, flight deck, flight crew, full board, guarantee policy, go first class, half board, hand baggage, hire car, inbound, in-flight, in-house, inclusive tour, independent traveller, itinerary, landing card, limousine service, motel, meal plan, non-refundable ticket, one-way ticket, outbound, one hour ahead, package, (off) peak, portage, promotional fare, quay, row, reconfirmation, resort representative, room types, safari park, high/low season, self-catering, sightseeing tour/excursion, souvenir, suite, supplement, tailor-made holiday, terminal, theme park, thoroughfare, tour guide, tourist class, transfer, twin-bedded, visa, validity, voucher</i></p> <p>b) The following phrasal verbs:</p> <p><i>to break down</i></p> <p><i>to check in/out</i></p> <p><i>to fly over</i></p> <p><i>to go on/get off</i></p> <p><i>to pick up</i></p> <p><i>to put up</i></p> <p><i>to set off</i></p> <p><i>to stop off/over</i></p> <p><i>to take off</i></p> <p><i>to turn round</i></p> <p><i>to work out</i></p>

Subject content	Students must be able to understand and use the specialised vocabulary, idiomatic expressions, and abbreviations commonly used in the travel and tourism industry, including:
	<p>c) The following abbreviations:</p> <p><i>R.O. (room only)</i></p> <p><i>B&B (bed and breakfast)</i></p> <p><i>F/B, H/B (full/half board)</i></p> <p><i>Tw, Sgl, Dbl (twin, single, double)</i></p> <p><i>Ex, Dep., Arr. ("from", Departure, Arrival)</i></p> <p><i>P.P. (per person)</i></p> <p><i>Pax (passengers)</i></p> <p><i>Air con, 5 dr (air conditioning, 5 door)</i></p> <p><i>Re, Ref (reference to)</i></p> <p><i>Req (required/requirements)</i></p> <p><i>TV (television)</i></p> <p><i>VIP (very important person)</i></p> <p><i>Mon, Tue, Wed etc. ... (Monday etc. ...) Jan, Feb, Mar etc. ... (January etc. ...)</i></p>

Subject content	Students must be able to:
6 Linguistic competence (structures)	a) Recognise and use the following verb forms: <ul style="list-style-type: none"> • the simple present (e.g. <i>I enclose...</i>) • the present continuous (e.g. <i>I am enclosing...</i>) • the simple past (e.g. <i>You reserved...</i>) • the perfect (e.g. <i>I have booked...</i>) • the passive voice (e.g. <i>Brochures are sent./Tickets will be sent./The room has been cleaned.</i>) • the future expressed with present + time marker (e.g. <i>I am arranging your flight today.</i>) • the future expressed with will and going to (e.g. <i>We will/are going to allocate twenty rooms.</i>) • imperatives (e.g. <i>Please refer to our letter of...</i>) • the modals can, may, would, must and will (e.g. <i>We can offer you a discount for a group booking.</i>)
	b) Recognise the following verb forms: <ul style="list-style-type: none"> • the past continuous (e.g. <i>I was checking the timetable...</i>) • the past perfect (e.g. <i>He had invoiced...</i>) • the modals <i>could</i>, <i>shall</i> and <i>should</i> (e.g. <i>What table decorations should we purchase?</i>) • gerunds (e.g. <i>a client who enjoys playing golf can...</i>)
	c) Recognise and use the following types of adjectives: <ul style="list-style-type: none"> • possessive adjectives (e.g. <i>We refer to your letter of...</i>) • demonstrative adjectives (e.g. <i>He chose these hotels for the conference.</i>) • descriptive adjectives, comparatives and superlatives (e.g. <i>The weather report was very good./The climate is better in July.</i>)
	d) Recognise the more complex descriptive adjectives <i>quite</i> and <i>rather</i> (e.g. <i>The resort representative was quite good at sorting out the problems at the hotel.</i>)
	e) Recognise and use the locative adverbs <i>here</i> , <i>there</i> , <i>anywhere</i> and <i>inside</i> (e.g. <i>Please come inside to the Hospitality Desk on arrival</i>)
	f) Recognise the locative adverb <i>nowhere</i> (e.g. <i>There is nowhere for small children to play.</i>)

Subject content	Students must be able to:
	g) Recognise and use the following types of pronouns: <ul style="list-style-type: none"> • possessive pronouns (e.g. <i>The suitcase is mine./Yours is in front of the reception desk.</i>) • indefinite pronouns (e.g. <i>Can anyone assist you?/Everything is under control.</i>) • relative pronouns and simple clauses with <i>that</i> (e.g. <i>The Conference Manager, who was organising the event.../The catering supplies that must be ordered.</i>)
	h) Recognise the indefinite pronouns <i>somebody, nobody</i> (e.g. <i>Is somebody coming to meet the group?</i>)
	i) Recognise the relative pronoun <i>whom</i> (e.g. <i>To whom it may concern...</i>)
	j) Recognise and use the determiners <i>a</i> and <i>the</i> (e.g. <i>The memo you wrote. /A city guide.</i>)
	k) Recognise and use the demonstratives <i>this, that, these</i> and <i>those</i> (e.g. <i>Please take these vouchers with you.</i>)
	l) Recognise and use the quantifiers <i>a lot of</i> and <i>some of</i> (e.g. <i>A lot of new trainees are joining the airline.</i>)
	m) Recognise the quantifiers <i>enough</i> and <i>much</i> (e.g. <i>We have enough fuel.</i>)
	n) Recognise and use the interrogatives <i>when, where, why, what, how far, how much</i> and <i>how many</i> (e.g. <i>When did you write?/How many rooms did you reserve?</i>)
	o) Recognise and use subordinate clauses with <i>if, that, because, where</i> and <i>when</i> (e.g. <i>We shall repeat the tour when we have twenty bookings/Our client wishes to cancel the holiday because he is too ill to travel</i>)
	p) Recognise and use the first conditional (e.g. <i>If the fog clears, the plane will take off. If you need any more information, please let me know.</i>)

Subject content	Students must be able to understand and express the following concepts:
7 Linguistic competence (concepts)	a) Spatial relationships: <ul style="list-style-type: none"> • geographical location <i>north, south, east, west</i> • distance <i>near, far, from..., to...</i> • directions <i>left, right, straight on, across, along</i>
	b) Time: <ul style="list-style-type: none"> • days of the week • telling the time • sequence <i>first, last, then</i> • <i>starting, finishing</i> • frequency <i>once, twice, weekly, daily</i> • duration <i>during the tour/flight</i>
	c) Quality: <ul style="list-style-type: none"> • shape round, square • dimension: size big, high; length kilometre, long; weight kilo, heavy
	d) Evaluation and opinion: <ul style="list-style-type: none"> • a limited range of adjectives PLUS those used to describe places, facilities etc. in guide books and brochures (e.g. <i>romantic, luxurious, comfortable, budget, peaceful, lively, busy, historic, ancient, tropical, stony, hilly, charming, unspoiled, welcoming, ruined</i>) also nouns used in adjectival form to describe colours (e.g. <i>golden sand, emerald sea</i>) • <i>cheap/expensive</i> • <i>better/worse</i> • <i>easy/difficult</i>

Subject content	Students must be able to use vocabulary in the following areas:
8 Linguistic competence (vocabulary)	a) Social exchanges (e.g. <i>greetings/forms of address and introduction/leave-taking/expressing interest in job-related activities/leisure pursuits</i>)
	b) Social arrangements (e.g. <i>making suggestions, issuing invitations/responding by acceptance or declining/making simple arrangements for meetings and functions/food and drink</i>)
	c) Selecting destinations based on: <ul style="list-style-type: none"> • hobbies and interests (e.g. fishing, sailing, photography, painting) • entertainment (e.g. sightseeing, theatre, cinema, music, dancing) • sporting activities (e.g. tennis, golf, water sports) • weather/climate conditions (e.g. hot, sunny, windy, mild, cool, cold, rain, storms, fog, snow, humidity)
	d) Travel arrangements (e.g. <i>types of travel – rail, road, air/booking arrangements/arrival and departure/destinations, duration of journeys/arrangements for meeting clients/hotel bookings and facilities/services available</i>)
	e) The workplace: <ul style="list-style-type: none"> • organisations (e.g. simple job titles/occupations/relationships in the organisation) • workplace items (e.g. furniture and equipment in everyday use/correspondence methods/daily working routines) • orders (e.g. cardinal numbers to 5 digits/ordinal numbers to 2 digits/approximations) • quantities, (metric)/dates for delivery, arrival and departure/availability of goods and services • making payments, credit cards
	f) Products and services: <ul style="list-style-type: none"> • basic description of products in the travel and tourism industry • simple faults, symptoms and remedies • simple operational instructions for basic equipment • shapes, dimensions, texture, colours, materials • simple evaluation and opinion about familiar items and procedures

Subject content	Students must be able to use vocabulary in the following areas:
	g) Accommodation: <ul style="list-style-type: none"> • features, furniture, amenities • services (e.g. <i>hot water, room services</i>) • regional varieties, differing types

Subject content	Students must be able to recognise and use expressions of:
9 Linguistic competence (functions)	a) Desires: <ul style="list-style-type: none"> • positive desires (e.g. <i>I want a room with a sea view.</i>) • negative desires (e.g. <i>I do not want to stay in the city centre.</i>) • enquiring about desires (e.g. <i>What do you want to do about booking the holiday?</i>)
	b) Preferences (e.g. <i>I would prefer a job in reception./ I would rather not travel by air.</i>)
	c) Apology (e.g. <i>I am so sorry you missed your flight.</i>)
	d) Regret (e.g. <i>We are sorry to inform you that we are fully booked until...</i>)
	e) Gratitude and pleasure (e.g. <i>Thank you very much for booking with us./The resort was very pleasant indeed.</i>)
	f) Social conventions: <ul style="list-style-type: none"> • greetings (e.g. <i>Good morning/How are you?/How are things?</i>) • responding to greetings (e.g. <i>I'm fine, thank you./ I am very well.</i>) • addressing a customer (e.g. <i>Please excuse me, Sir/Madam.</i>)
	g) Communication repair: <ul style="list-style-type: none"> • <i>Can you repeat the last name please?</i> • <i>Sorry, when do you want to leave for...?</i> • <i>Excuse me, but I lost your instructions.</i>

Aims of assessment

The examination will assess the candidate's ability to:

- understand the requirements of routine business-related communication and write letters, memos, faxes, notices and messages
- read, interpret accurately and respond unambiguously to business and tourism texts and data taken from manuals, timetables and guides used by the industry
- re-present data to complete charts, tables, booking forms, report forms and produce notes, lists and make basic calculations
- complete a variety of simulated practical tourism-related tasks
- use the specialised language of the travel and tourism industry
- demonstrate an appreciation of the working roles of people in the hotel, catering, airline, ground transport and tourism industries

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.

Resitting the qualification

Candidates can resist the examination for Pearson LCCI Level 1 Certificate in Written English for Tourism (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, which will include:

- 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, or affects timeframes or 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 the 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 1 Certificate in Written English for Tourism (VRQ) we recommend 70-80 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.

Pearson recommends that students have a general English proficiency equivalent to the Council of Europe's Waystage Level (A2) and in addition will need to apply and use the special vocabulary, idiomatic expressions and abbreviations generally used in the travel and tourism industry.

Progression

Students may progress to the Pearson LCCI Level 2 Certificate in Written English for Tourism (VRQ), which is intended for those who are considering work within the travel and tourism industry at a junior management or supervisory level.

Students may also progress to achieve the Level 1 English for Tourism (EFT) group award by achieving Level 1 Spoken English for Tourism (SEFT). English for Tourism is a group award made up of Written English for Tourism and Spoken English for Tourism and is available at both Level 1 and Level 2. Although the written and spoken examinations can be taken separately, candidates are recommended to take both parts where possible.

To be awarded the group qualification, candidates must be registered for the English for Tourism qualification rather than the two separate awards.

Codes

The subject code for Pearson LCCI Level 1 Certificate in Written English for Tourism is: ASE1043. The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.

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

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

September 2017

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

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