Pearson
LCCI Level 2 Award in Text Production (VRQ) (ASE20078)

Specification

First teaching from January 2011

Issue 2

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

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

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.

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 2 Award in Text Production (VRQ) are to enable students to develop: proficiency in transcribing a range of routine and non-routine business documents from printed and handwritten copy using a computer or word processor

- competence in producing business documents to a mailable business standard

- competence in selecting and using presentation tools to produce business documents.

This qualification is intended for students who are working, or are preparing to work, in a general or specialised administrative role that includes word processing and producing a wide range of business documents.

Students pursuing this qualification should have knowledge and skills equivalent to the Pearson LCCI Level 1 Award in Text Production (VRQ).

This qualification can be taken as a stand-alone qualification or as part of the LCCI Level 2 Diploma in Secretarial Administration.

Contents

Specification at a glance

The Pearson LCCI Level 2 Award in Text Production (VRQ) consists of one externally-examined paper.

Title: Pearson LCCI Level 2 Award in Text Production (VRQ)	
• Externally assessed	**100% of the total qualification**
Overview of content • Following a Range of Instructions to Transcribe and Edit Documents • Producing a Range of Accurate Business Documents • Using Appropriate Presentation Tools	

Overview of assessment
 • One written, externally-set and marked assessment, contributing 100% of the overall grade of the qualification.
 	
 • The examination will be 2 hours. Candidates are advised to spend the first 10 minutes studying the instruction sheet and the in-tray document. Handwritten notes may be made during this time. Candidates should spend 1 hour 50 minutes on transcription of the four documents and on proofreading. At the end of the examination, completed documents must be placed in the assessment envelope in the order given.
 	
 • The assessment will be presented in the form of:
 o an instruction sheet stating the name of the company, its business and the line manager's name and title. Other information may be included on the instruction sheet, for example unusual terminology; names/titles; company details; addresses; fax numbers. The instruction sheet will also show a list of the tasks to be transcribed, together with the number of words in each document
 o two in-tray documents which will relate to two or more of the documents to be transcribed. Additional handwritten notes may be added by the line manager. This material will be similar to that normally found in an administrator's in-tray in a real business situation. These documents may include:
     - an incoming letter
     - an incoming memo
     - an incoming fax message
     - a hard copy of an incoming email
     - a telephone message
     - notes keyed on PC by a line manager which may be amended by hand	

- a document previously drafted in typescript or manuscript with corrections

- any other realistic business document

o written information and instructions from the line manager regarding documents to be transcribed.

- Candidates will use the documents and information provided to produce four documents.

- Computers or word processors **must** be used for this assessment.

- Stationery will **not** be provided by Pearson. Centres must provide their own letter-headed and plain A4 bond paper. Centres are permitted to make a template of the Siskin Parkway Group letter-headed paper to be accessed by candidates at the time of the assessment. A sample letterhead can be found in *Appendix A*. Centres are also permitted to make a template of a memorandum to be accessed by candidates at the time of the assessment.

- Candidates may use a standard English dictionary and a calendar during the assessment. Candidates for whom English is not the first language may use a bilingual dictionary. Candidates may access both the spellcheck and thesaurus on computers.

Regulations for candidates using shared printing equipment

- Where candidates have access to shared printing equipment, printing out of Text Production tasks may be undertaken after the assessment time. Candidates may input printing instructions under the supervision of an invigilator but only the invigilator may handle the hard copy.

- Alternatively, candidates are permitted to print out during the assessment time, proofread, edit and print out again but must raise a hand so that the input of printing instructions is supervised. The invigilator must then supervise the printing out to ensure that queues do not form at shared printers and that candidates do not communicate with each other. No extra time is permitted for this.

- Scripts produced on computers and word processors must be cleared from the storage media within 48 hours after the hard copy has been printed out and dispatched to Pearson.

Answer formats

Candidates will be required to produce four documents as follows:

- one business letter

- one memo

- two other business documents.

The total word count will be approximately 775 words.

Any business-like format will be accepted provided it is used consistently, including use of American spelling and presentation conventions.

Title: Pearson LCCI Level 2 Award in Text Production (VRQ)
Mark allocation

Title: Pearson LCCI Level 2 Award in Text Production (VRQ)

Mark allocation

- Scripts will be marked using an error tolerance system.

- Marks will be deducted for errors which affect the mailability of a document, i.e. anything which would need to be corrected in order for it to be used in a practical business situation.

- When all documents have been marked and errors totalled the final grade will be determined by the total number of errors as a percentage of the word count stated in this specification.

Marking criteria

- The originator of any document should be able to expect a document to be produced which is:
  - o completed according to instructions
  - o well displayed, therefore creating a good impression
  - o a correct transcription of the message
  - o free from typographical, grammatical and punctuation errors.

- In this assessment anything which does not meet these requirements will be penalised. A list of errors is provided for general guidance in *Appendix B*.

- 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. Following Instructions to Transcribe and Edit Documents

Subject content	What students need to learn:
1.1 Be able to follow a range of instructions to transcribe and edit documents	a) Distinguish between text that needs to be transcribed and instructions regarding transcription/ presentation. *Identify and follow specific candidate instructions (a phrase/sentence normally encircled), e.g. Display in double line spacing or Insert date for last Wed of next month etc. Instructions will appear at the top of the task, in the margin(s) and/or within text.*
	b) Expand a range of abbreviations and contractions shown in manuscript or typescript. *Identify abbreviated words. Expand and spell correctly. (See Appendix C) Identify common contractions. Expand and spell correctly. (See Appendix C).*
	c) Transcribe and edit work according to a range of instructions which may involve: • re-arranging material into alphabetical or numerical order *Follow instructions and arrows in a task, e.g. list of names to be arranged in alphabetical order; points to be put into numerical order.* • incorporating material from other specified sources *Incorporate items from in-tray documents/other documents/candidate instruction sheet.* • interpreting printers' correction signs. *Identify and comply with printers' correction signs. (See Appendix D).*

2. Producing Accurate Documents

Subject content	What students need to learn:
2.1 Be able to produce a range of accurate documents	a) Produce a range of documents. *Produce a variety of single page tasks consistently, according to convention and specific instructions. The inclusion of a simple footnote preceded by an asterisk may be required.*
	b) Produce business letters and memos. *Produce business letters and memos consistently, according to convention and specific instructions.*
	c) Produce other business documents. *Produce other business documents/tasks consistently, according to convention and specific instructions, e.g. advertisement; article; form; information sheet; itinerary; notice; notice of meeting/agenda; programme; report.*
	d) Demonstrate accurate proofreading skills. *Check and correct work and produce documents which are error-free, clean and uncreased.*
	e) Type documents at a production speed of 35 wpm. *Demonstrate keyboarding competence at 35 wpm.*
	f) Indicate any enclosures in an appropriate format. *Note letters and memos that have enclosures and mark documents accordingly in the correct position using one of the following consistently: Enc; Encs; Encl; Encls; Att; Atts.*

3. Selecting and Using Presentation Tools

Subject content	What students need to learn:
3.1 Be able to use appropriate presentation tools	a) Use appropriate margins and line spacing. *Change margins and/or line spacing as appropriate or as instructed for a whole task or part of a task. Single and double line spacing will be required.*
	b) Demonstrate accurate use of a calendar to display dates and times consistently. *Date documents accurately as instructed. Insert within text, following reference to a calendar, accurate dates (with/without days), and times using the 12-hour clock or the 24-hour clock. Dates should be entered in full, i.e. 12 January 2011. Times should be displayed using the 12-hour clock (12.30 pm) or 24-hour clock (1230) consistently within a task.*
	c) Use appropriate stationery for all documents. *Select appropriate stationery for tasks, e.g. letters on A4 letter-headed paper (Centre provided), memos and other documents on plain A4 paper unless instructed otherwise.*
	d) Use any business-like method to display consistently. *Use fully blocked layout with open punctuation consistently unless otherwise instructed. Candidates may be required to follow the display on in-tray documents, as instructed. Candidates should be able to apply a range of font sizes and styles as appropriate and as instructed.*
	e) Display headings in accordance with common display conventions. *Recognise the different heading formats, for example main and subheadings; shoulder and side headings. Headings should be displayed in capitals or lower case with underscore; or in emboldened capitals or emboldened lower case – as per copy or as instructed. Headings should be followed by at least one clear line space.*

Subject content	What students need to learn:
	f) Use numbered, lettered or bullet points effectively within documents, as instructed.
	Insert and display numbered/ lettered points as instructed, consistently at left margin, e.g.
	1 (1) 1)
	2 (2) 2)
	a (a) a)
	b (b) b)
	Insert consistent bullets as instructed, at left margin or inset.
	Align numbers, letters and bullets.
	Align text that follows numbers, letters and bullets.
	g) Display items within any document in unruled columns.
	Display material (text and/or figures) in tabulated columns (unruled), maximum 4 columns by 6 rows with/without column headings.
	Align figures – sums of money over decimal point; other figures, align tens and units etc.
	h) Include any employer/candidate reference on documents as required.
	Insert reference on documents as instructed and appropriately positioned (at tops of letters, memos; at foot on other documents).

Assessment

Assessment summary

Pearson LCCI Level 2 Award in Text Production (VRQ)
Number of series: 3 series and on demand
Overview of content • Following a Range of Instructions to Transcribe and Edit Documents • Producing a Range of Accurate Business Documents • Using Appropriate Presentation Tools

Overview of assessment
 	
• One written, externally-set and marked assessment, contributing 100% of the overall grade of the qualification.
 	
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  o an instruction sheet stating the name of the company, its business and the line manager's name and title. Other information may be included on the instruction sheet, for example unusual terminology; names/titles; company details; addresses; fax numbers. The instruction sheet will also show a list of the tasks to be transcribed, together with the number of words in each document
 	
  o two in-tray documents which will relate to two or more of the documents to be transcribed. Additional handwritten notes may be added by the line manager. This material will be similar to that normally found in an administrator's in-tray in a real business situation. These documents may include:
 	
    - an incoming letter
 	
    - an incoming memo
 	
    - an incoming fax message
 	
    - a hard copy of an incoming e-mail
 	
    - a telephone message
 	
    - notes keyed on PC by a line manager which may be amended by hand
 	
    - a document previously drafted in typescript or manuscript with corrections
 	
    - any other realistic business document

- written information and instructions from the line manager regarding documents to be transcribed.

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Regulations for candidates using shared printing equipment

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- Alternatively, candidates are permitted to print out during the assessment time, proofread, edit and print out again but must raise a hand so that the input of printing instructions is supervised. The invigilator must then supervise the printing out to ensure that queues do not form at shared printers and that candidates do not communicate with each other. No extra time is permitted for this.

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Pearson LCCI Level 2 Award in Text Production (VRQ)

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  o completed according to instructions

  o well displayed, therefore creating a good impression

  o a correct transcription of the message

  o free from typographical, grammatical and punctuation errors.

- In this assessment anything which does not meet these requirements will be penalised. A list of errors is provided for general guidance in *Appendix B*.

- 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 assessment will assess the candidates' ability to:

- keyboard at a production speed of approximately 35 wpm
- demonstrate knowledge and skills in the following areas:
  - accurate keyboarding
  - proofreading and error correction
  - appropriate use of stationery
  - intelligent display
  - consistency of style within a document
  - planning and organising work within deadlines
- follow written instructions that simulate those given in a realistic, practical business situation
- produce a range of routine and non-routine business documents using a computer or word processor
- present documents attractively using a business-like, appropriate and consistent format
- ensure documents are acceptable for signature by a line manager, i.e. accurate and mailable.

Entry and assessment information

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

Student entry

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

Combinations of entry

There are no forbidden combinations of entry for this qualification.

Age

The qualification is intended for learners aged 16 and above.

Resitting the qualification

Candidates can resit the examination for the Pearson LCCI Level 2 Award in Text Production (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 candidate'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: http://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 Award in Text Production (VRQ) we recommend 20–30 GLH.

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

Student recruitment

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

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

Prior learning and other requirements

There are no formal entry requirements for this qualification.

However, students pursuing this qualification should have knowledge and skills equivalent to the Pearson LCCI Level 1 Award in Text Production (VRQ).

Students may be studying in a local language but the assessment will be in English. Pearson recommends that students have B1 Level of English on the Common European Framework of Reference (CEFR). 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.

Codes

This qualification is approved by Ofqual and meets the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Number (QN) is: 501/1993/X

The subject code for the Pearson LCCI Level 2 Award in Text Production (VRQ) is: ASE20078. 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 Award in Text Production (VRQ) sample assessment materials can be downloaded from our website.

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

Appendices

Appendix A

Article I. SISKIN PARKWAY GROUP

Siskin House
Middlemarch Business Park
COVENTRY
CV3 4PE
United Kingdom

Telephone +44 (0) 2476 516505

Website www.siskinparkway.com

Appendix B

Errors marked * will be penalised once only per script.

Instruction errors

- Incorrect stationery used (when specific instruction given)*
- Incorrect document produced
- Incorrect line spacing (when specific instruction given)
- Incorrect margins (when specific instruction given)
- Incorrect display (when specific instruction given)
- Failure to follow printers' correction signs, e.g. lc; uc; caps; stet; transpose; etc.
- Failure to place text correctly
- Omitted or incorrect date*
- Omitted or incorrect reference*

Presentation errors

- Incorrect stationery used, e.g. letter on plain, memo on headed*
- Incorrect line spacing (when no specific instruction given)*
- Incorrect margins (when no specific instruction given)*
- Incorrect or poor display (when no specific instruction given)
- Inconsistency in document presentation style*
- Inconsistency in spacing*
- Inconsistency within text, e.g. dates; times; names; use of lc/uc/open punctuation*
- Insufficient space for signature*
- Document signed by candidate*
- Dirty, torn or creased work
- Badly placed work (too high/low on page)*

Transcription errors

- Incorrect/omitted/additional word or number (once only if consistent)
- Contracted words (e.g. I'll, I'd) not expanded correctly*
- Abbreviation not expanded correctly (once only if consistent)
- Incorrect/omitted/incomplete sender's name
- Incorrect/omitted/incomplete sender's designation
- Enclosure(s) not indicated
- Omission of recipient's name for copy(ies)
- Omission of recipient's designation for copy(ies)
- Missing or unnecessary text

Accuracy errors

- Typographical error (once only if consistent)

- Misspelling (once only if consistent)

- Incorrect/omitted/unnecessary punctuation

- Incorrect/omitted/unnecessary apostrophe (once only if it does not affect meaning)

- Omission of space between words

- Confusion between hyphen and dash*

Penalties will not be incurred for errors which are the result of machine problems. In such cases a report must be provided by the centre invigilator.

Appendix C

ABBREVIATIONS

ampersand (&)	and
approx	approximately
asap	as soon as possible
bus	business
co	company
hr(s)	hour(s)
info	information
mgr(s)	manager(s)
mtg(s)	meeting(s)
necy	necessary
no(s)	number(s)
opp	opportunity
poss	possible
recd	received
reqd	required
tel	telephone
temp	temporary
wk	week
yr	your

Days of the week

Months of the year

Words in addresses (Ave/Avenue; Rd/Road; St/Street; Cres/Crescent; Dr/Drive)
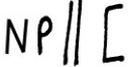
CONTRACTIONS

A selection of contractions such as:

he'll	he will
I've	I have
I'm	I am
it's	it is
we've	we have
we're	we are
you're	you are

Appendix D

PRINTERS' CORRECTION SIGNS

Sign	Meaning
	delete word(s)
	insert word(s) shown above or in balloon
	close up a space
NP ‖ [	new paragraph
	run on (no new paragraph)
trs ∿	transpose (change order)
trs or	transpose – change the order of items vertically
.... stet	transcribe word(s) with dotted line underneath
	align as shown
lc	change capital letter(s) into small letter(s)
uc or caps	change small letter(s) into capital letter(s)