LCCI
International Qualifications

L3

Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (VRQ)

(ASE20205)

SPECIFICATION

First teaching from January 2019

Pearson

Introduction

LCCI qualifications

LCCI qualifications are widely regarded by employers as preparing students for key functions of modern international business. Employers and universities recognise them across the world.

This new and engaging range of qualifications has been developed in collaboration with employers and customers. To ensure that the qualifications develop the breadth and depth of knowledge, skills and understanding that students need to be effective employees and that they support progression pathways, we have carried out in-depth, independent consultation.

There is a wide range of LCCI qualifications, available at Levels 1 to 4 across the following subject areas:

- Business
- English Language
- Financial and Quantitative
- Marketing.

This specification is part of the Marketing suite of LCCI qualifications.

This qualification replaces the Pearson LCCI Level 3 Certificate in Public Relations (VRQ) (ASE3029).

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 the 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.

Rationale

The Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (VRQ) meets the following purpose.

This is a successor qualification that has been designed to introduce students to the world of public and media relations through analysing the basics of marketing as a business function. Students will develop the skills they need to allow them to develop their understanding of the marketing environment and to apply this knowledge in the workplace.

This qualification has been designed to progress students in the world of marketing and, more specifically, in the field of public relations (PR) and media relations. It will allow students to develop the PR and media skills required to understand the PR and media environment. Students will investigate how these skills relate to marketing more widely as well as the ways in which they contribute to the success of a business. Students will be able to apply their knowledge in the workplace in order to advance their career.

This qualification will support students in progressing their career in the specialised fields of public relations and media relations by giving them a sound knowledge of the two fields. They will learn how to develop and manage client relationships, creating effective PR campaigns and collateral, and they will develop their understanding of how to practise and manage the communication of information between organisations and the public.

Qualification aim

The primary aim is for students to enter employment. However, there will also be other progression routes available across the LCCI portfolio should this be desired by the student. Most LCCI students want to progress to advance their skills and, in turn, their career prospects to gain their next promotion.

This qualification is aimed at:

- those already in entry-level marketing, media or PR roles who are looking to progress their career to middle management, for example PR Assistant, PR Executive, Media Assistant, Marketing Assistant

- those already working in a marketing context and who are looking to progress to the specialist field of media and/or PR

- those already working in a marketing-related field who require knowledge of media and PR in order to make informed business decisions.

Contents

Specification at a glance

The Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (VRQ) (ASE20205) consists of one externally-examined paper.

Title: Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (VRQ)	
• Externally assessed.	**100% of the total qualification**
Overview of content • The public relations environment • The media and media relations environment • Public relations and media planning • Legal and ethical issues, challenges and risks	
Overview of assessment • One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification. • The examination will be 3 hours. • The examination will consist of 100 marks. • There are multiple-choice questions and short-response questions that total between 27 and 30 marks. • There are contextualised and case-study questions that total between 70 and 73 marks. • Students will be graded Pass/Merit/Distinction. A result of Fail will be recorded where students do not achieve the required marks for a Pass.	

Knowledge, skills and understanding

Content

To prepare students for the final assessment of this qualification, the following content must be covered.

1. The public relations environment

Subject content	What students need to learn

1.1 The public relations environment	Knowledge and understanding of the purpose and types of public relations.
	
	• Purpose of public relations:
	 ○ supports an organisation's or an individual's business objectives and strategy through
	  − building long-term, favourable relationships with publics (two-way communication)
	  − planning and managing communications activities that engage publics (audiences)
	  − raising awareness of issues that are important to the organisation
	  − developing/managing an organisation's or an individual's reputation/brand image
	 ○ is part of the promotion element of the marketing mix
	  − different to paid-for advertising (media coverage must be earned)
	 ○ management of media and media relations - important part of overall public relations (PR) activity.
	
	• Types of PR:
	 ○ financial (investor relations)
	 ○ consumer/lifestyle
	 ○ crisis communication (management of unexpected events)

Subject content	What students need to learn
	o government relations (lobbying)
	o community relations (influencing local communities during periods of change)
	o corporate social responsibility (publicising support of local/charitable causes)
	o employee relations (internal management of brand, employee communications).
1.2 PR publics and users	Knowledge and understanding of types of PR publics and users of PR services.
	• PR publics:
	o groups of individuals who have an interest in an organisation or may be impacted by the organisation.
	• Types of PR publics:
	o general public
	o potential/existing employees
	o organisations
	o potential/existing customers
	o potential/existing suppliers
	o potential/existing shareholders
	o media representatives
	o market analysts
	o financial institutions and stock markets
	o politicians
	o professional and trade bodies
	o regulatory bodies
	o special interest/pressure groups.
	• Users of PR services:
	o individuals
	– celebrities (to gain publicity)
	– politicians (to persuade voters)
	– campaigners (to raise awareness of issues)

Subject content	What students need to learn

	o organisations
	     – central/local government
	     – businesses
	     – not-for-profit organisations (non-governmental, charities).

1.3 Provision of PR services	Knowledge and understanding of PR provided to individuals and organisations, how and why each of these are supplied.
	
	• Internal (functions of in-house PR department):
	  o developing PR strategies and plans linked to an organisation's business and marketing objectives
	  o managing press-office activities
	  o liaising with marketing and sales departments to co-ordinate campaigns
	  o building internal networks of media spokespeople and subject matter experts
	  o evaluating effectiveness of PR activities
	  o reporting on PR activities to senior management
	  o managing PR budgets
	  o managing services provided to the organisation by an external PR agency or other suppliers.
	
	• External (PR agency) – managing some, or all, of an organisation's PR activity by providing specialist skills, knowledge and resources:
	  o skills
	     – professional writing skills
	     – events management
	     – media pitches
	  o knowledge
	     – types of media
	     – local/national/international regions
	     – specific industries
	  o resources

Subject content	What students need to learn
	– media contacts
	– contacts with celebrities
	– media databases
	– press release distribution system (news wires)
	– media monitoring/data analytics
	– access to photographers, audio-visual specialists.
	• Reasons for selecting in-house or external agency:
	o in-house resources
	– have better understanding of organisation's culture, background and objectives
	– may be faster and more manageable
	– may have spare capacity
	– ongoing costs
	o external agencies
	– resources and skills may be wider and more specialist
	– fee-based, potentially more expensive
	– flexible availability.

Subject content	What students need to learn
1.4 PR activities	Knowledge and understanding of types of PR activities and how this is applied in given contexts and ability to compose short press releases.

- Types of PR activities:
  - planning and executing campaigns
  - managing media and media relations
    - maintaining database of target media (print and online)
    - building and managing media relationships
    - managing social media
      - creating content
      - moderating/mediating content
      - optimising content for online searches
      - sharing/publishing content
      - responding to comments and feedback from publics
  - developing messages to be communicated
    - message mapping (key messages, supporting messages, proof points)
    - storyboarding (pre-visualising video or graphics)
  - producing press releases
    - researching content
    - writing the release
    - distributing news releases
    - managing media enquiries
    - tracking media coverage and media mentions
  - thought leadership
    - opinion pieces/articles/White Papers/broadcasts (online, offline)
    - commissioning/publicising research on specialist subjects and publishing/promoting results
  - creating speaker opportunities (conferences, panels)

Subject content	What students need to learn
	o writing speeches
	o events (press conferences, product launches, parties, face-to-face meetings, public meetings, conferences)
	o developing/updating website content
	o managing social media channels and activity
	o employee communications (newsletters, awareness campaigns, announcements, internal social media, events)
	o developing brand advocates (word of mouth, social media)
	o managing corporate sponsorship opportunities
	o tracking and reporting on results of PR activities
	o media training (coaching, briefing and supporting spokespeople).

2. The media and media relations environment

Subject content	What students need to learn

2.1 Media	Understanding and application of how the different types of media are selected and used by organisations to support PR activities.
	
	• Types of media:
	   ○ print
	      – newspapers – local, national
	      – magazines
	      – industry and trade publications
	      – newsletters
	      – fact sheets
	      – brochures
	      – posters
	      – reports
	      – White Papers
	   ○ broadcast
	      – television
	      – radio
	   ○ online
	      – social media (social websites, video sharing websites, image sharing websites, social bookmarking sites)
	      – blogs, micro blogs, vlogs
	      – discussion forums, question and answer websites
	      – news sites
	      – newsfeeds
	      – reports
	      – emails, e-newsletters
	      – websites (external communication)
	      – intranets (internal communication)
	      – webcasts
	      – wikis (internal and external).

Subject content	What students need to learn
	• Factors to consider:
	o choice of media should support organisational/PR objectives
	o identification of primary and secondary media
	o media coverage can be paid for, earned, shared
	o audience access to different types of media
	o frequency of media (24/7, daily, weekly, monthly)
	o audience knowledge/understanding of topics
	o size and potential growth of audience (local, national, global, viral)
	o one-way and two-way (interactive) communication
	o international contexts (language, culture, time zones)
	o audience's current knowledge of the organisation and subject matter being communicated
	o choice of media can influence how message is perceived.
2.2 Media relations	Knowledge, understanding and application of methods of managing media relations.
	• Methods of managing media relations:
	o proactive
	– building and maintaining networks of media contacts (local, regional, international)
	– building media relationships to understand editorial requirements, schedules and deadlines
	– pitching stories (timely) exclusives
	– providing content for forward features
	– arranging and managing interviews with key spokespeople
	– providing topical and themed comments
	– planning and managing press conferences and briefings
	– organising journalist visits

Subject content	What students need to learn

	− identifying and training media spokespeople within an organisation
	
	    − sending media alerts to media contacts (promoting specific events with details of roles, responsibilities, location, and media contact)
	
	    − preparing media packs
	
	  o reactive
	
	    − following journalists on social media
	
	    − responding to press enquiries
	
	  o helpful behaviours
	
	    − dealing honestly and reliably with journalists
	
	    − sending helpful information and materials (statistics, data, facts, anecdotes)
	
	    − responding quickly to media requests (journalists work to deadlines)
	
	    − time press releases around media publication schedules
	
	    − ensuring subject matter of press release is relevant to the audience
	
	    − ensuring press releases are correctly formatted.

3. PR and media planning

Subject content	What students need to learn
3.1 PR campaigns	Knowledge and understanding and application of different types of PR campaign. • Types of campaigns: o planned activities (supporting business objectives) – awareness/understanding – product launch, re-branding of an organisation, charity activities – information campaign – publishing results from commissioned surveys; reports – public education campaign – issue-specific – attitude reinforcement – maintaining positive reputation (charity donors, supporters of an organisation) – attitude-changing campaign – reversing negative reputation to positive – behaviour-changing campaign – encouraging adoption of new procedures, discouraging harmful activities o unplanned activities – responding to customer behaviour and feedback (positive, negative) – responding to changes in the market (suppliers, competitors, industry, government, general public) – crisis management ▪ product recalls ▪ management or staff problems ▪ disasters.

Subject content	What students need to learn

3.2 Campaign planning	Knowledge, understanding and application of elements of a campaign plan.
	
	• Plan for the long term:
	   ○ consider PR activity for the year ahead
	   ○ plan six months' PR activity (campaigns)
	   ○ measure, review and adjust the plan every three months.
	
	• Elements of a campaign plan:
	   ○ situation analysis
	     – identify the problem/challenge the PR that the plan will aim to resolve
	     – understand current perception of the organisation by its audiences in relation to the problem/challenge
	     – identify the key topic to be communicated by the campaign
	     – assess outcomes of any previous PR activity (what worked well, what didn't) that could inform campaign
	   ○ campaign objectives (SMART)
	     – Specific
	     – Measureable
	     – Achievable
	     – Relevant
	     – Time-bound
	     – supporting marketing and organisation objectives
	   ○ target audience (publics that need to be influenced)
	     – primary and secondary audiences
	     – geographical location of audiences
	     – how audiences can be influenced
	   ○ other stakeholders (internal/external)
	   ○ messages to be communicated (a vision, position or important fact)

Subject content	What students need to learn
	o schedule of activities to be carried out (milestones and deadlines)
	o media to be used (print, broadcast, online, social media, video, events)
	o media relations activity
	− journalists to be contacted
	o press releases
	o press conference (depending on importance of message)
	o promotional materials required (leaflets, brochures, posters, videos)
	o creative services required (photography, graphic design)
	o budget for campaign
	o evaluation methods.
3.3 Preparing a press release	Knowledge, understanding and application of preparing a press release.
	• Format of a press release:
	o organisation's name and logo
	o date of release
	− for immediate release or under embargo
	− embargos may not be respected if journalists have deadlines
	o headline
	o abstract
	o introductory paragraph – summary of story in one or two sentences
	o subsequent paragraphs – in descending order of importance (context/background information)
	o quotations from spokespeople/stakeholders
	o 'ends' – indicates the end of the release
	o notes to editors

Subject content	What students need to learn
	o contact details of PR manager/spokesperson within organisation (need to be available out of hours to answer media queries)
	o website details of organisation
	o boilerplate (company information)
	o additional materials
	– visuals (photographs and videos)
	– biographies of spokespeople
	– audio soundtracks
	o writing a press release
	– content must be newsworthy and of interest to target audience
	– should cover: who, what, why, where, how, when
	– factual/no sales promotion
	– should be concise
	– content optimised for online use and search (keywords, metadata, tagging, hyperlinks)
	– consideration of different versions of release for different audiences
	– distribution of press release – where, when, how, restricted circulations.
3.4 Organising a press conference	Knowledge and understanding of organising a press conference.
	• Before the press conference:
	o decide topic of press conference
	o schedule the date and time
	o select a venue – accessible for journalists
	o choose, train and brief participants/spokespeople
	o invite and follow up with selected media
	o book audio-visual services
	o prepare social media feeds
	o create a press kit to contain
	– list of press conference participants

Subject content	What students need to learn
	– press release
	– background information about the topic of the press conference
	– photographs – if relevant
	– short biographies of participants
	– related news stories, if available
	o pre-arrange interviews for spokespeople with journalists.
	• At the press conference:
	o prepare seating, podium and equipment for spokespeople
	o set out seating for journalists
	o greet journalists, record attendance and distribute press packs
	o organisation's representative to introduce event and speakers and close the event at the end
	o manage audio-visual services
	o manage social media activity.
	• After the press conference:
	o Follow up media requests for further information or interviews with spokespeople.
3.5 Monitoring campaigns	Knowledge, understanding and application of methods of monitoring campaign outcomes.
	• Methods of monitoring PR campaigns:
	o media coverage
	– volume (number of articles published about the organisation)
	– where and when published and duration (online)
	– tone of media coverage (positive, neutral, negative)
	– prominence of coverage (large/small article specifically about the organisation, small mention in a larger article)

Subject content	What students need to learn
	– spokesperson quotations included
	o message analysis
	– presence of organisation's desired messages in article
	– audience's awareness/understanding of messages
	o behaviour change
	– benchmarking surveys before, during and after campaign
	– anecdotal feedback
	o web analysis
	– measure website traffic before, during and after PR campaign
	– length of time visitors spent on the site
	– entry point to website by visitors
	– path taken through website, clicks on links
	– audience reaction to media content, especially social media (positive, negative, neutral)
	– results from online surveys
	o social media analysis
	– interaction (how much, how often, trending discussions)
	– likes/favourites/shares/comments/hashtags
	– sentiment of comments (positive/negative)
	o cost of campaign versus budget
	o identify lessons learned to be applied to next campaign.

4. Legal and ethical issues, challenges and risks

Subject content	What students need to learn

4.1 Legal issues	Knowledge and understanding of the influence of legislation and regulations on public relations and media relations activity.
	
	• Influences of legislation and regulations on public relation and media activity:
	
	   o copyright (intellectual property)
	   o invasion of privacy
	   o misrepresentation (defamation, libel, slander)
	   o deception (false claims)
	   o non-disclosure agreements (NDAs), contractual agreements
	   o data protection, data management and data use.

4.2 Ethical issues	Knowledge and understanding of ethical issues that apply to public relations and media relations activity.
	
	• Ethical issues:
	
	   o purposes of professional codes of conduct
	   o role of professional bodies in promoting ethical practices
	   o use of content that is legal, decent, honest and truthful
	   o confidentiality
	   o transparency
	   o personal conduct – showing integrity, respectful, fair, reliable
	   o personal competence
	   o accountability for how mistakes are reported and to whom.

Subject content	What students need to learn

4.3 Challenges and risks	Knowledge and understanding of types of challenge and risk in public relations and media activities.
	
	 • Types of challenge and risk:
	
	    ○ cultural differences (values, traditions, languages, beliefs of different audiences)
	
	    ○ time differences
	
	    ○ failure to respond quickly to critical events can lead to reputational damage
	
	    ○ lack of control over third-party media activity and schedules
	
	    ○ differentiating good and poor practices (fake news, misleading content, propaganda)
	
	    ○ no guarantee of media coverage (unless advertising editorial is paid for)
	
	    ○ activities undertaken by persons with lack of expertise
	
	    ○ media misinterpretation/incorrect reporting of information provided by an organisation
	
	    ○ media bias
	
	    ○ lack of control over how, when, where news is shared, repeated (viral)
	
	    ○ audience access to media and technology
	
	    ○ availability of resources to manage audience feedback (social media).

Note: students must be aware of relevant legislation, regulations and codes of practice but their specific names, dates and sections will not be assessed.

Delivery guidance

Teaching delivery will be most effective when it includes varied activities that offer the opportunity to practise all types of questions covered in the examination. These activities should cover factual recall, understanding and practical application of the different Public Relations and Media topics, as well as written responses that will require candidates to undertake a broad analysis of organisation-based case studies.

Students should be actively encouraged to undertake practical investigation into this specialised area of marketing. In particular, it is recommended that they examine the differences between Public Relations and advertising as these are often confused. When undertaking non-guided study, students should research specific topic areas both independently, and where possible, as part of a small group. Group discussion should also be encouraged during guided learning to review and critique various real-life public relation campaigns and communications (including the media used). Discussions should cover public relation processes and techniques used in campaigns to gain practical insight into relevant business practices.

Examinations for this qualification will use the dollar ($) as standard currency.

Assessment

Assessment summary

Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (VRQ)
First teaching: January 2019
First assessment: June 2019
Number of series: 4
Availability: April, June, September and November
Overview of content • The public relations environment • The media and media relations environment • Public relations and media planning • Legal and ethical issues, challenges and risks
Overview of assessment • One written, externally-set and marked paper, contributing 100% of the overall grade of the qualification. • The examination will be 3 hours. • The examination will consist of 100 marks. • Students will be graded Pass/Merit/Distinction. A result of fail will be recorded where students do not achieve the required marks for a Pass. • The paper comprises multiple-choice questions, short open-response questions and extended open-response questions.

Assessment Objectives

Students must:		% of qualification
AO1	**Memorise** Demonstrate knowledge of the principles of public relations and media.	30
AO2	**Demonstrate understanding** Demonstrate understanding of relationships between public relation communications, publics and their experiences.	40
AO3	**Analyse/evaluate information** Analyse information or data and evaluate plans and activities in a marketing context.	12
AO4	**Apply concepts/make connections** Make connections, apply and integrate public relations and media principles and concepts to make supported judgements or to create plans and reports.	18
	Total	100

Performance descriptors

Grade	Descriptor
Pass	Students will have a sound understanding of key terms, processes and methodologies and will be able to recall and apply knowledge in familiar situations. They will be able to select and interpret data and apply knowledge of public relations plans and strategies in given situations, making some decisions on valid applications and impact. They will be able to define and communicate key aspects of public relations and media processes, selecting appropriate actions in more simple and familiar contexts. They will have a sound understanding of the use of communications materials in given marketing sectors. They will be able to produce simple/descriptive reports on the effectiveness of public relations and media activities within familiar contexts. They will be able to relate the use of public relations and media processes and modern products to users and purposes.

Grade	Descriptor
Distinction	Students will be able to synthesise knowledge of public relations methodologies and the processes used to target publics, bringing together understanding of technologies and strategies.

They will be able to apply understanding of public relations and media processes to complex contexts.

They will show depth of knowledge and development of understanding of public relations and media processes and technologies in different situations, being able to make effective judgements based on analysis of given information.

They will be able to compare techniques, processes, and products, evaluating alternatives against defined criteria.

They will be able to produce evaluative reports on the effectiveness of public relations and media activities within familiar/unfamiliar contexts and provide justified recommendations.

They will be able to create public relations and media proposals, define objectives and apply knowledge to make informed justifications and conclusions in familiar/unfamiliar contexts. |

Entry and assessment information

Student entry

Details on how to enter candidates for the examination for this qualification can be found at qualifications.pearson.com

The closing date for entries is approximately six weeks before the start of each examination series. Centres should refer to the published examination timetable for examination dates.

Combinations of entry

There are no forbidden combinations of entry for this qualification.

Age

Students must be a minimum of 16 years old to be entered for this qualification.

Resitting the qualification

Candidates can resit the examination for Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (VRQ) (ASE20205). Candidates can be entered for the next examination for this qualification.

Awarding and reporting

The Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (VRQ) (ASE20205) qualification is graded and certificated on a three-grade scale: Pass/Merit/Distinction.

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, has untenable 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 or 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 the website for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk

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 of 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

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 Form M1* (available at www.jcq.org.uk/exams-office/malpractice). The form can be emailed to pqsmalpractice@pearson.com or can be posted to: Investigations Team, Pearson, 190 High Holborn, London, WC1V 7BH. Please provide as much information and supporting documentation as possible. Note that 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 our 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 suspected staff malpractice and maladministration must be reported immediately, before any investigation is undertaken by the centre, to Pearson on a *JCQ Form M2(a)* (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. Note that the final decision regarding appropriate sanctions lies with Pearson.

Failure to report malpractice itself constitutes malpractice.

More detailed guidance on malpractice can be found in the latest version of the document *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

Total Qualification Time (TQT) and Guided Learning Hours (GLH)

For all regulated qualifications, we specify a total number of hours that students are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating students, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT and guided learning hours are assigned after consultation with users of the qualifications.

This qualification has a TQT value of 180 and a GLH of 150.

Student recruitment

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

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

Prior learning and other requirements

There are no formal entry requirements for this qualification.

Students may be studying in a local language but the assessment will be in English. Pearson recommends that students have B1 level of English on the Common European Framework of Reference (CEFR). This will support access to the assessment materials and be able to communicate responses effectively.

Pearson's *Recognition of prior learning policy and process* document can be found at: qualifications.pearson.com/policies.

Progression

Students will be able to progress to the following LCCI Level 3 Diplomas and Advanced Diplomas:

- the LCCI Level 3 Diploma or Advanced Diploma in Marketing
- the LCCI Level 3 Diploma or Advanced Diploma in Marketing Communications.

Potential job roles:

- middle-management roles, including managers/co-ordinators of specialist functional areas, for example Marketing Manager, PR Manager, Media Relations Manager
- specialisation in the field of public relations and media.

Exemptions

We are seeking exemptions for our qualifications from a number of Professional Bodies. For the latest list of exemptions, please visit the Pearson LCCI 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: <tbc>
- The subject code for Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (VRQ) is: ASE 20205. 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

The *Pearson LCCI Level 3 Certificate in Public Relations and Media Relations (VRQ) Sample Assessment Materials* document (ISBN 9781446958537) can be downloaded from LCCI.

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

Appendix 1: Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Give	Learners recall a piece of knowledge
State	Learners recall a piece of knowledge
Identify	Learners indicate the main features or purpose of something, and/or are able to discern and understand facts or qualities
Define	Learners give a definition of a word or term
What is meant by	Learners define a term, giving two separate points
Describe	Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject
Outline	Used where there are steps in a process that must be in the correct order
Explain	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details
Analyse	Learners show they are able to interpret data, looking at potential reasons for trends
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions and relevance or significance
Assess	Learners use the given stimulus to measure the success or nature of a potential course of action.