



Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing (ASE20206)

SPECIFICATION

First teaching from January 2019

Edexcel, BTEC and LCCI qualifications

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Acknowledgements

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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Introduction

LCCI qualifications

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

This new and engaging range of qualifications has been developed in collaboration with professional bodies, 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; they are 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.

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 satisfy 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).

Rationale

The Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing is for students who want to start a career in copywriting or in producing copy for marketing, or in other related roles that require copy and content, and who have been in an entry-level position for up to six months and are looking to develop their skills.

Qualification aim

The Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing has been developed in consultation with professional bodies, employers and centres.

It is an ideal qualification for students who intend to progress to direct employment in copywriting, producing copy for marketing and to related roles that require the production of copy and content.

The qualification gives students the knowledge, understanding, skills and behaviours expected by employers. This gives students the best possible opportunity to be successful in applying for work in entry-level positions.

The areas that students will cover include:

- marketing principles
- copywriting and content for marketing fundamentals
- communication and brand influence on copywriting and content
- copywriting and content for print and digital media
- audiences
- measuring success
- applying practical writing skills
- reviewing copy and content.

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Specification at a glance

The Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing consists of one externally-examined paper.

Title: Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing	
<ul style="list-style-type: none">Externally assessed.	100% of the total qualification
<p>Overview of content:</p> <ul style="list-style-type: none">marketing principlescopywriting and content for marketing fundamentalscommunication and brand influence on copywriting and contentcopywriting and content for different mediaaudiencesmeasuring successapplying practical writing skillsreviewing copy and content.	
<p>Overview of assessment:</p> <ul style="list-style-type: none">one written, externally-set and marked paper, contributing 100% of the overall grade of the qualificationthe examination will be 3 hoursthe examination will consist of 80 marksquestions comprise of multiple-choice, short open-response and extended open-response questionsstudents 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. Marketing principles

Subject content	What students need to learn
1.1 The core marketing mix	<p>Knowledge of the 4Ps and 4Cs of the core marketing mix, the factors that are considered for each and their relevance when developing copy and content.</p> <ul style="list-style-type: none">• The 4Ps – a set of actions that a business uses to promote its brand or product in the market.• The 4Cs – a method of understanding the 4Ps from a customer’s point of view.• Key areas of the marketing mix an organisation considers when planning the marketing of its brand, product or service:<ul style="list-style-type: none">○ product-customer value<ul style="list-style-type: none">– product or service range/offering– determining features and benefits– selecting branding and packaging– identifying customer requirement○ price-cost<ul style="list-style-type: none">– market position– selecting price proposition and tactics– customers’ perceived value○ place-convenience<ul style="list-style-type: none">– agreeing distribution channels – traditional and digital– selecting appropriate geographic locations– defining market coverage– planning transportation

Subject content	What students need to learn
	<ul style="list-style-type: none"> ○ promotion-communication <ul style="list-style-type: none"> – agreeing communication strategy and tactics – selecting media channels (print and digital).
1.2 Core marketing activities	<p>Knowledge of the core marketing activities when developing effective copy and content.</p> <ul style="list-style-type: none"> ● Marketing activities: <ul style="list-style-type: none"> ○ developing a strategy and plan to target markets ○ attracting new customers ○ satisfying and retaining existing customers ○ creating an advantage over competition ○ identifying changing market trends ○ identifying market opportunities ○ selecting appropriate market segments to align with business capabilities ○ measuring outcomes against objectives.
1.3 Consumer groups	<ul style="list-style-type: none"> ● External consumers, known as business-to-consumer (B2C). ● External organisations, known as business-to-business (B2B).

2. Copywriting and content for marketing fundamentals

Subject content	What students need to learn
<p>2.1 Purposes of copywriting and digital content for marketing</p>	<p>Understand the purposes of copywriting and digital content for marketing.</p> <ul style="list-style-type: none"> • Common purposes of copywriting and digital content for marketing: <ul style="list-style-type: none"> ○ increase organisation/brand/product awareness ○ increase sales ○ engage an audience ○ build trust. • Specific purposes of copywriting: <ul style="list-style-type: none"> ○ achieve set marketing/sales objectives ○ persuade the audience to take action. • Specific purposes of digital content for marketing: <ul style="list-style-type: none"> ○ attract and retain a defined audience ○ provide information that the audience values.
<p>2.2 Types of copywriting for marketing</p>	<p>Understand the different types of copywriting, their features and their uses in marketing.</p> <ul style="list-style-type: none"> • Advertising: <ul style="list-style-type: none"> ○ creative ○ persuasive ○ outcome driven. • Promotional (email, direct mail): <ul style="list-style-type: none"> ○ personalised ○ scheduled release ○ ongoing. • Promotional (marketing collateral): <ul style="list-style-type: none"> ○ not audience specific ○ product/service focused ○ not time sensitive.

Subject content	What students need to learn
	<ul style="list-style-type: none"> • Advertorial: <ul style="list-style-type: none"> ○ an advertisement in the form of editorial content ○ sponsored/paid for ○ long copy ○ tells a story ○ designed to appear objective. • Technical: <ul style="list-style-type: none"> ○ formal ○ informational ○ instructional ○ factual ○ knowledge transfer. • Digital-specific: <ul style="list-style-type: none"> ○ social media posts: <ul style="list-style-type: none"> – conversational – for immediate consumption – short-term visibility ○ search engine optimisation (SEO): <ul style="list-style-type: none"> – keyword driven – designed to improve search rankings – long-lasting effect on rankings ○ display and pay-per-click (PPC) advertisements: <ul style="list-style-type: none"> – designed to increase traffic to websites – very short copy that demands attention – restricted word count – uses keywords – written to encourage immediate action.

Subject content	What students need to learn
<p>2.3 Types of digital content for marketing</p>	<p>Understand the different types of digital content, their features and their uses in marketing.</p> <ul style="list-style-type: none"> • Website: <ul style="list-style-type: none"> ○ webpage copy ○ adverts ○ promotions. • Social media pages, posts and images: <ul style="list-style-type: none"> ○ cost-effective ○ potential to go viral ○ scheduled release ○ time specific ○ live communication ○ interactive engagement ○ informal/conversational style. • Editorial: <ul style="list-style-type: none"> ○ earned or owned ○ not directly promotional ○ tells a story ○ intended to appear objective. • Blog: <ul style="list-style-type: none"> ○ individually written articles ○ informal/conversational style ○ sequential ○ encourages engagement. • Vlog: <ul style="list-style-type: none"> ○ video-based blog ○ streamed. • Podcast: <ul style="list-style-type: none"> ○ digital audio programme ○ spoken delivery encourages personal engagement

Subject content	What students need to learn
	<ul style="list-style-type: none"> ○ audience specific ○ streamed and/or downloadable ○ long lasting ○ presented in instalments and/or episodes. ● Email: <ul style="list-style-type: none"> ○ personalised ○ targeted ○ ongoing ○ scheduled release. ● Search engine marketing (SEM): <ul style="list-style-type: none"> ○ cost-effective ○ immediate impact ○ time specific ○ allows for detailed analytics ○ allows for precise budget control ○ geo targeted.

3. Communication and brand influence on copywriting and content

Subject content	What students need to learn
3.1 Brand and communication guidelines	<p>Understand brand and communication guidelines and their influence on copywriting and content.</p> <ul style="list-style-type: none">• Brand and communication guideline elements:<ul style="list-style-type: none">○ strategic inputs:<ul style="list-style-type: none">– brand/product aims and plan of action– marketing goals○ brand positioning:<ul style="list-style-type: none">– positioning statements (internal use)– basis for creating copy/developing content○ messages:<ul style="list-style-type: none">– deliver core themes– used consistently across communications– promote organisation/brand/product/service objectives○ straplines – specific to:<ul style="list-style-type: none">– organisation, brand, product or service○ style guide – sets consistent, stylistic rules for communications:<ul style="list-style-type: none">– typographic– spelling, grammar and punctuation– formatting.• Tone of voice – how an organisation or brand creates copy and content to express its personality and values:<ul style="list-style-type: none">○ ‘how it is said’ (not what is said)○ fundamental in developing effective copy and content○ active or passive voice

Subject content	What students need to learn
	<ul style="list-style-type: none"> ○ tones of voice: <ul style="list-style-type: none"> – informal/conversational – formal – objective – honest – positive – knowledgeable – directive – fun ○ factors affecting choice of tone of voice: <ul style="list-style-type: none"> – audience – format – channel/media – language, grammar, typography – use of contractions, fragments – use of slang and colloquialisms.
<p>3.2 The 4Us</p>	<p>Understand the factors to consider when developing copy and content.</p> <ul style="list-style-type: none"> ● The 4Us to consider when developing copy and content: <ul style="list-style-type: none"> ○ urgent: <ul style="list-style-type: none"> – timelines – results ○ unique: <ul style="list-style-type: none"> – unique selling points – features and benefits ○ useful: <ul style="list-style-type: none"> – support readers' needs/wants – solve problems – answer questions

Subject content	What students need to learn
	<ul style="list-style-type: none">○ ultra-specific:<ul style="list-style-type: none">– details– clarity– use of numbers– statistics.

4. Copywriting and content for different media

Subject content	What students need to learn
<p>4.1 Copywriting and content elements</p>	<p>Understand the copywriting and content elements and how they are used.</p> <ul style="list-style-type: none"> • Elements of copy/content: <ul style="list-style-type: none"> ○ headline <ul style="list-style-type: none"> – single-line statement – draws attention – states core message of the copy/content ○ strapline <ul style="list-style-type: none"> – subheading – captures feel of brand – short in length – encourages reader to read further ○ standfirst <ul style="list-style-type: none"> – brief introductory paragraph in a piece of content/copy – tells reader what content/copy is about – elaborates on the headline ○ body copy <ul style="list-style-type: none"> – main part of the communication – delivers key messages ○ call to action <ul style="list-style-type: none"> – gives a direct instruction to the reader – uses active voice – encourages action.
<p>4.2 Copywriting for different media</p>	<p>Understand how copywriting elements are used in different types of media.</p> <ul style="list-style-type: none"> • Print – copywriting contribution to: <ul style="list-style-type: none"> ○ news and magazine advertisements <ul style="list-style-type: none"> – headline – strapline

Subject content	What students need to learn
	<ul style="list-style-type: none"> – short body copy – call to action – contact information ○ news and magazine advertorials <ul style="list-style-type: none"> – headline – standfirst – long body copy – call to action – contact information ○ business reports <ul style="list-style-type: none"> – title – executive summary – introduction – long body copy – conclusion/recommendations. ● Marketing collateral – copywriting contribution to: <ul style="list-style-type: none"> ○ direct mail and promotional leaflets <ul style="list-style-type: none"> – headline – short body copy – call to action – contact information ○ brochures and leave pieces <ul style="list-style-type: none"> – headline – short/long body copy – call to action – contact information ○ infographics <ul style="list-style-type: none"> – narrative/story – annotation.

Subject content	What students need to learn
	<ul style="list-style-type: none"> • Outdoor advertising – copywriting contribution to: <ul style="list-style-type: none"> ○ billboard advertisements ○ transport advertisements ○ retail display advertisements ○ all require: <ul style="list-style-type: none"> – headline – strapline – short body copy – call to action. ○ broadcast (TV, radio and online) – copywriting contribution relating to scripts for: <ul style="list-style-type: none"> – advertisements – promotional videos/films – public information broadcasts – not-for-profit fundraising appeals – government and political broadcasts.
<p>4.3 Digital communication channels and content distribution</p>	<p>Understand how key digital channels are used to distribute content.</p> <ul style="list-style-type: none"> • Key digital channels for content: <ul style="list-style-type: none"> ○ website ○ email ○ mobile app ○ social media ○ video channel ○ search engine marketing (SEM) <ul style="list-style-type: none"> – search engine optimisation (SEO) – pay-per-click (PPC) advertising ○ display advertising. • The three ways digital content is distributed: <ul style="list-style-type: none"> ○ owned media – controlled directly by the organisation/brand

Subject content	What students need to learn
	<ul style="list-style-type: none"> – own website – own mobile apps – own social media content ○ earned media – generated by third parties without payment by the organisation/brand <ul style="list-style-type: none"> – content shares on social media – influencing content creators – mentions, including # use – reposting of content ○ paid media – external marketing paid for by the organisation/brand <ul style="list-style-type: none"> – website content – advertising (web and social media) – pay-per-click (PPC) advertising.

5. Audiences

Subject content	What students need to learn
5.1 Audience characteristics in copywriting and content	<p>Understand different target audiences and how their characteristics inform copywriting and content development.</p> <ul style="list-style-type: none">• Core target audiences:<ul style="list-style-type: none">○ business-to-consumer (B2C)○ business-to-business (B2B).• Key audience characteristics:<ul style="list-style-type: none">○ demographic<ul style="list-style-type: none">– age– gender– income (including disposable income)– education○ psychographic<ul style="list-style-type: none">– interests– personal values– opinions– lifestyle choice– personality types○ geographic<ul style="list-style-type: none">– location– product/service availability– regional audience characteristics.• Content-specific audience characteristics:<ul style="list-style-type: none">○ seekers<ul style="list-style-type: none">– actively look for relevant information– aim to fill a personal need/want– control the way they are contacted by organisations○ joiners<ul style="list-style-type: none">– long-term audience

Subject content	What students need to learn
	<ul style="list-style-type: none">– respond but do not actively seek– subscribers– provide personal information and contact data– provide permission for direct communications○ amplifiers<ul style="list-style-type: none">– view and review content– share relevant content– aim to extend their own audience through association.

6. Measuring success

Subject content	What students need to learn
6.1 Measuring success	<p>Know the measures used to assess the success of different types of copywriting and content.</p> <ul style="list-style-type: none">• Quantitative measures:<ul style="list-style-type: none">○ revenue/sales growth○ new sales leads generated○ number of new customers gained○ number of existing customers retained○ website traffic○ number of social media likes○ number of reposts○ number of article views.• Qualitative measures:<ul style="list-style-type: none">○ audience feedback○ brand awareness achieved○ brand attitudes○ target audience engaged○ social media comments○ digital/online reviews.

7. Applying practical writing skills

Subject content	What students need to learn
7.1 The brief	<p>Understand the elements and purpose of a brief when developing copy and content.</p> <ul style="list-style-type: none">• A brief is a set of specific guidelines to follow when creating copy and content:<ul style="list-style-type: none">○ specific information about product/service○ target audience○ style/tone○ unique selling points (USPs)○ goal of the campaign/copy○ media/channel○ format and word count.
7.2 Applying copywriting skills and techniques	<p>Apply copywriting skills and techniques when writing copy for different purposes.</p> <ul style="list-style-type: none">• Creative:<ul style="list-style-type: none">○ headline creation○ strapline creation○ body copy creation○ call to action creation.• Technical:<ul style="list-style-type: none">○ communicating concepts and processes○ simplifying and structuring complex information○ extracting factual information from text.

8. Reviewing copy and content

Subject content	What students need to learn
8.1 Written language fundamentals	<p>Understand and be able to apply written language fundamentals when creating and proofreading copy and content in different contexts.</p> <ul style="list-style-type: none">• Grammar and style considerations when creating copy and content:<ul style="list-style-type: none">○ using an approved grammar style○ balancing correct grammar with style○ audience requirements and expectations○ using prose in the appropriate style○ using fragments for impact○ using conjunctions to make sentences flow○ using contractions for informal delivery.• Grammatical and typographic considerations when proofreading copy and content:<ul style="list-style-type: none">○ spelling○ bullet-point use○ capitalisation rules○ use of periods/full stops and commas○ exclamation marks/points○ question marks○ apostrophes○ quotations○ spacing and formatting○ consistency of three core tenses (past, present, future).• Sense checking copy in relation to brief/context:<ul style="list-style-type: none">○ accuracy of factual information○ consistency with the brief.

Delivery guidance

Teachers are encouraged to use a variety of examples of copy and content drawn from a range of purposes in the marketing environment. Students should be encouraged to identify the different types of copy and content, the elements of copy and content, and how they are used in different media.

Students should develop a familiarity with different brand and communication guidelines that organisations will issue in order for specific copy and content to be created.

Students should be given the opportunity to write copy using sample briefs from a variety of fields and apply their copywriting skills and techniques. This will be useful in developing and extending their ability to proofread and sense check the work of others.

Assessment

Assessment summary

Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing
<p>First teaching: January 2019</p> <p>First assessment: June 2019</p> <p>Number of series: four</p> <p>Availability: April, June, September and November</p>
<p>Overview of content:</p> <ul style="list-style-type: none">• marketing principles• copywriting and content for marketing fundamentals• communication and brand influence on copywriting and content• copywriting and content for different media• audiences• measuring success• applying practical writing skills• reviewing copy and content.
<p>Overview of assessment:</p> <ul style="list-style-type: none">• one written, externally-set and marked paper, contributing 100% of the overall grade of the qualification• the examination will be 3 hours• the examination will consist of 80 marks• questions comprise of multiple-choice, short open-response and extended open-response questions• 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.

Assessment objectives

Students must:		% of qualification
AO1	Memorise Demonstrate knowledge of copywriting and content for marketing concepts, activities and processes	49
AO2	Demonstrate understanding Demonstrate understanding of how copywriting and content concepts, activities and processes are used for different marketing purposes	29
AO3	Perform procedures Apply understanding of copy and content for marketing to create and proofread	7
AO4	Make connections Make connections and integrate understanding across different areas and elements of copy and content for marketing	15
Total		100

There will be a small tolerance applied to these target percentages to ensure that overall assessment difficulty is consistent across each series. The maximum range is +/- 2%

Performance descriptors

Grade	Descriptor
Pass	<p>Students will have a sound knowledge and understanding of terms, features, concepts and processes.</p> <p>They will show some knowledge and understanding of the use of copywriting and content for different marketing purposes in different contexts.</p> <p>They will be able to produce simple responses in relation to the effectiveness and appropriateness of the basic factors of given copy and content for marketing purposes.</p> <p>They will be able to identify some basic errors when proofreading and checking copy against a brief, showing a sufficient understanding of written language.</p> <p>They will show an ability to create appropriate copy that addresses some aspects of a brief.</p>
Distinction	<p>Students will have an in-depth knowledge and understanding of the relationship between key terms, features, concepts and processes and they will be able to apply this in response to complex situations.</p> <p>They will show a thorough knowledge and understanding of the use of copywriting and content for different marketing purposes, making links between choices, intended users/audience and contexts.</p> <p>They will be able to produce detailed responses, showing an understanding of the effectiveness and appropriateness of given copy and content for different marketing purposes, with a consideration of complex factors.</p> <p>They will be able to identify most errors when proofreading and sense checking copy against a brief, showing a secure understanding of written language, including more complex grammatical factors.</p> <p>They will show an ability to create effective copy that addresses most aspects of a vocational brief, with confident use of style and consideration of purpose.</p>

Entry and assessment information

Student entry

Details on how to enter candidates for the examination for this qualification can be found on our website, 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 2 Certificate in Copywriting and Content for Marketing (ASE20206). Candidates can be entered for the next examination for this qualification.

Awarding and reporting

The Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing (ASE20206) 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 their 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 our 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 GLH are assigned after consultation with users of the qualifications.

This qualification has a TQT value of 150 and a GLH of 120.

Student recruitment

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

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

Prior learning and other requirements

There are no formal entry requirements for this qualification.

Students may be studying in a local language but the assessment will be in English. Pearson recommends students have 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

The progression route for the Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing is primarily to entry-level employment. However, it may also help with progression routes across the suites of LCCI qualifications to qualifications such as:

- Pearson LCCI Level 3 Certificate in Customer Experience and Communications
- Pearson LCCI Level 3 Certificate in Public Relations and Media Relations.

Exemptions

This qualification does not provide exemption to any other qualification in the suite or to qualifications with any other awarding organisation.

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: 603/3243/8. This qualification is also regulated by CCEA.

The subject code for Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing is ASE20206. 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 the standard of delivery and preparing students to meet the assessment requirements.

Specifications, sample assessment materials and teacher support materials

The *Pearson LCCI Level 2 Certificate in Copywriting and Content for Marketing Sample Assessment Materials* document (ISBN 9781446958438) can be downloaded from: qualifications.pearson.com/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, State, Name	Learners provide an accurate piece of information.
Identify	Learners indicate the main features or purpose of something, and/or are able to select relevant information from stimulus material.
Define	Learners give a definition of a term or phrase.
What is meant by	Learners provide an extended definition that must contain two separate points.
Describe	Learners give an account of something, such as steps in a process or characteristics. The response should be developed, but does not require justification or reasoning.
Explain	Learners provide reasoning to justify or exemplify a point. The response should be developed using linked points.
Proofread and sense check	Identify typographical, grammatical and factual (sense checking) errors in copy.
Discuss	Learners consider different aspects of a topic, how they interrelate, and the extent to which they are important.
Create	Learners prepare copy based on given stimulus, drawing out the key elements from the context.

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