

Pearson Edexcel Level 3 Certificate in Funeral Operations and Services

Specification

NVQ/Competence-based qualification

First registration August 2014

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson Edexcel Level 3 Certificate in Funeral Operations and Services (QCF)

The QN remains the same.

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All information in this specification is correct at time of going to publication.

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Summary of Pearson Edexcel Level 3 Certificate in Funeral Operations and Services specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 4
QCF references removed from unit titles and unit levels in all units	Section 11
Guided learning definition updated	Section 11

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Purpose of this specification

This specification sets out:

- the objectives of the qualification
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- the combination of units that a learner must have completed before the qualification will be awarded and any pathways
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification
- the method of any assessment and any associated requirements relating to it
- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)
- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body
- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body
- the Apprenticeship Framework in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

Sizes of NVQ/Competence-based qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require 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, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

NVQ/Competence-based qualifications are available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Certificate in Funeral Operations and Services
Qualification Number (QN)	601/0116/7
Regulation start date	03/07/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	35
Assessment	Portfolio of Evidence (internal assessment)
Total Qualification Time (TQT)	350
Guided learning hours	150
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 9, Access and Recruitment</i>)
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification number and qualification title

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, qualifications.pearson.com

Qualification objectives

The Pearson Edexcel Level 3 Certificate in Funeral Operations and Services is for learners who work in, or want to work in the funeral sector.

It gives learners the opportunity to:

- demonstrate competence of learners working in the funeral sector in a senior position such as Funeral Director.
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- develop their own personal growth and engagement in learning

Relationship with previous qualifications

This qualification is a replacement for the EDI Level 3 Certificate in Funeral Operations and Services, which has expired.

Apprenticeships

Skillsmart Retail UK Limited (People 1st) include the Pearson Edexcel Level 3 Certificate in Funeral Operations and Services as the competence component for the Advanced Apprenticeship in Funeral Operations and Services.

Progression opportunities through Pearson qualifications

Learners who have achieved the Pearson Edexcel Level 3 Certificate in Funeral Operations and Services can progress to Leadership and Management qualifications.

Industry support and recognition

This qualification is supported by Skillsmart Retail UK Limited (People 1st), the Skills Council for retail, hospitality, passenger transport, travel and tourism.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) in Funeral Operations and Services, which were set and designed by Skillsmart Retail UK Limited (People 1st), the Sector Skills Council for the sector.

3 Qualification structure

Pearson Edexcel Level 3 Certificate in Funeral Operations and Services

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Minimum number of credits that must be achieved	35
Number of mandatory credits that must be achieved	25
Number of optional credits that must be achieved	10

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	Y/503/9003	Develop and Maintain Sensitive Working Relationships with Clients of a Funeral Business	3	6	29
2	D/503/9004	Plan and Co-Ordinate arrangements for Funerals, Masonry and Pre-Need Services	3	12	60
3	H/503/9005	Manage Funeral Services	3	7	28
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
4	H/503/7500	Leadership and Teamwork	3	10	60
5	A/504/0130	Business Promotion	3	1	5
6	K/502/2643	Communication in the Business Workplace	3	2	5
7	L/600/9586	Manage own Professional Development within an Organisation	3	4	20
8	A/602/2642	Develop Personal Performance and Maintain Working Relationships	3	3	3

4 Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy.
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification.
- Further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Pearson website.
- a **combination** of these.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. It has been developed by Skillsmart Retail UK Limited (People 1st) in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Skillsmart Retail UK Limited (People 1st) assessment requirements/strategy. As stated in the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, in accordance with the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

Learners can use the abbreviations for cross-referencing purposes in their portfolios.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Assessment of knowledge

The units within this qualification include of knowledge-based learning outcomes and assessment criteria. The evidence provided to meet these learning outcomes and assessment criteria must be in line with Skillsmart Retail UK Limited (People 1st). Any specific assessment requirements are stated in the unit introduction for the units in *Section 11*.

Centres need to look closely at the verbs used for each assessment criterion in the units when devising the assessment to ensure that learners can provide evidence with sufficient breadth and depth to meet the requirements. Any assignment brief should indicate clearly, which assessment criteria are being targeted.

Centres are encouraged to give learners realistic scenarios and to maximise the use of practical activities in delivery and assessment. To avoid over-assessment, centres are encouraged to link delivery and assessment across the learning outcomes.

5 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.
- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in Annexe A. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.
- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9 Access and recruitment* and *Section 10 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson Edexcel vocational qualifications is available at qualifications.pearson.com.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites
- and throughput of learners
- and turnover of assessors
- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the UK NVQ Quality Assurance Centre Handbook and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at qualifications.pearson.com.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning,) that meets learners' needs. However, centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities
- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification
- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors
- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10 Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners 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 learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at qualifications.pearson.com

11 Unit format

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours 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 learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit 1: Develop and Maintain Sensitive Working Relationships with Clients of a Funeral Business

Unit reference number: Y/503/9003

Level: 3

Credit value: 6

Guided learning hours: 29

Unit aim

The purpose of this unit is to assess the occupational competence of funeral professionals in developing and maintaining sensitive working relationships between the funeral business and its clients when making funeral arrangements.

Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

Please refer to the overall Skillsmart Retail UK Limited (People 1st) assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the skills needed in developing and maintaining sensitive working relationships with clients of a funeral business	1.1	Explain the importance of developing and maintaining sensitive working relationships with clients of a funeral business			
		1.2	Describe the skills involved in responding sensitively to clients' feelings at different stages of the funeral arrangement process			
		1.3	Describe techniques for managing own emotions when dealing with clients			
2	Be able to establish sensitive working relationships with clients of a funeral business	2.1	Discuss funeral arrangements with clients in a sensitive manner that puts them at their ease and gains their trust			
		2.2	Establish own role and responsibilities with clients in relation to arranging the funeral			
		2.3	Explain to clients when and how they can contact the funeral business for further help			
3	Be able to maintain sensitive working relationships with clients when making funeral arrangements	3.1	Resolve client queries, requests and concerns relating to funeral arrangements in ways that demonstrate sensitivity			
		3.2	Ensure confidentiality concerning communications with clients is maintained			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Plan and Co-Ordinate Arrangements for Funerals, Masonry and Pre-Need Services

Unit reference number: D/503/9004

Level: 3

Credit value: 12

Guided learning hours: 60

Unit aim

The purpose of this unit is to assess the occupational competence of individuals in the funeral operations and services sector who are responsible for planning and co-ordinating arrangements for funerals, masonry and pre-need services.

Unit assessment requirements/evidence requirements

LO1 (and associated ACs): In this instance, the term "authorities" includes the Coroner and doctors.

AC5.2 examples of "problems" include:

- incomplete paperwork
- problems with telephones, such as mobiles being switched off
- interruptions from other clients

This unit requires workplace assessment of occupational competence.

Please refer to the overall Skillsmart Retail UK Limited (People 1st) assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know requirements in relation to funeral arrangements	1.1	Outline the legislation that applies to arranging funerals			
		1.2	Describe the roles of the relevant authorities in relation to funeral arrangements			
		1.3	Identify the documentation required from agencies and authorities in relation to funeral arrangements			
		1.4	Explain the importance of completing documentation accurately and promptly for despatch to the authorities			
2	Know the sources of assistance and support available to bereaved clients	2.1	Describe the potential sources of financial assistance currently available to bereaved clients			
		2.2	Explain the importance of not offering bereaved clients a guarantee of Financial assistance			
		2.3	Describe the bereavement support services that are currently available			
3	Be able to agree and document funeral arrangements	3.1	Agree funeral arrangements with clients and the relevant authorities			
		3.2	Provide clients with written estimates of the cost of agreed funeral arrangements			
		3.3	Complete the relevant paperwork to document agreed funeral arrangements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to plan funeral arrangements	4.1	Select internal resources to meet client requirements for funeral arrangements			
		4.2	Select providers of additional products and services according to providers' ability to meet client needs			
		4.3	Agree and confirm funeral arrangements with funeral officiants and venues			
		4.4	Complete relevant documentation in line with organisational procedures			
5	Be able to co-ordinate funeral arrangements	5.1	Explain the importance of communicating effectively with the various parties who need information about funeral arrangements			
		5.2	Deal with and report problems with funeral arrangements following organisational procedures			
		5.3	Liaise with suppliers of additional services to ensure clients' requirements will be met			
		5.4	Inform the authorities of changes to arrangements within local timescales and deadlines			
		5.5	Liaise with the authorities as required in line with legal requirements			
		5.6	Modify funeral arrangements to meet client requirements when necessary			
		5.7	Inform all appropriate parties of any changes to funeral arrangements			
6	Be able to agree and document arrangements for memorial products	6.1	Explain the importance of creating and maintaining a rapport with clients when making masonry arrangements			
		6.2	Agree masonry arrangements with clients and relevant authorities in compliance with rules and regulations that apply to the intended location			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		6.3	Provide clients with written estimates of the cost of agreed masonry arrangements			
		6.4	Complete the relevant paperwork to document agreed masonry arrangements			
7	Be able to agree and document arrangements for pre-need services	7.1	Explain the importance of creating and maintaining a rapport with clients when making arrangements for pre-need services			
		7.2	Agree pre-need services with clients and the authorities			
		7.3	Confirm with clients the cost of their chosen pre-need services			
		7.4	Complete the relevant paperwork to document agreed pre-need services			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: **Manage Funeral Services**

Unit reference number: H/503/9005

Level: 3

Credit value: 7

Guided learning hours: 28

Unit aim

The purpose of this unit is to assess the occupational competence of individuals who manage funeral services. This role involves ensuring that all goes according to plan on the day of the funeral and that any unforeseen problems that arise on the day are dealt with.

Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

Please refer to the overall Skillsmart Retail UK Limited (People 1st) assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of funeral corteges keeping to agreed routes and timings	1.1	Explain the importance of funeral corteges keeping to agreed routes and timings			
2	Be able to make plans for funeral corteges	2.1	Plan routes, timings and vehicle speeds for corteges that are consistent with: <ul style="list-style-type: none"> • client requirements • organisational requirements • current road traffic legislation • current local traffic restrictions, road routes, access and bye-laws 			
		2.2	Decide the role of the lead and other drivers in accordance with assembly procedures for corteges			
3	Be able to communicate plans for funeral corteges to colleagues	3.1	Explain to cortege vehicle drivers the required routes, timings and speeds of their vehicles			
		3.2	Communicate personal roles and responsibilities with cortege personnel in accordance with assembly procedures			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to perform checks to ensure that all requirements have been met in readiness for the cortege's initial departure on the day of a funeral	4.1	Perform checks to ensure that the deceased's identity has been confirmed in accordance with organisational procedures			
		4.2	Perform checks to ensure that all statutory and organisational documentation relating to funerals is available			
		4.3	Perform checks to ensure that all items are available to meet clients' requirements for funerals			
		4.4	Ensure that clients' wishes are adhered to with regard to the deceased's personal effects			
		4.5	Perform checks to ensure that coffins, floral tributes and accompanying message cards are placed in funeral vehicles in line with organisational requirements for safety and security			
5	Understand the importance of identifying mourners when controlling a cortege	5.1	Explain the importance of identifying mourners when controlling a cortege in which mourners will be travelling			
6	Know the accident and reporting procedures to use in the event of accidents involving corteges	6.1	Describe the legal and organisational accident and reporting procedures to be followed in the event of accidents involving corteges			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to assist mourners in corteges and at funerals	7.1	Identify mourners including any chief mourner or mourners			
		7.2	Seat mourners in funeral vehicles in accordance with client wishes			
		7.3	Treat mourners in a manner that makes them feel their dignity and feelings are respected throughout the proceedings			
		7.4	Ensure that client requirements arising from religious customs are met at every stage of the proceedings			
		7.5	Introduce the chief mourner to the funeral officiants, when applicable			
		7.6	Give instructions and directions to mourners and other attending and supporting funerals: <ul style="list-style-type: none"> • in accordance with funeral arrangements • in ways that aim to maintain the dignity of mourners and of the occasion 			
		7.7	Ensure that mourners' requests for support and information are met			
		7.8	Deal with problems in ways that aim to minimise any inconvenience or distress to mourners			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Leadership and Teamwork

Unit reference number: H/503/7500

Level: 3

Credit value: 10

Guided learning hours: 60

Unit aim

The purpose of this unit is to enable learners to understand the knowledge and skills required for team leadership and how these can be applied within a working environment.

Unit assessment requirements/evidence requirements

This unit requires workplace assessment of occupational competence.

Please refer to the overall Skillsmart Retail UK Limited (People 1st) assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the importance of teams	1.1	Describe the advantages and disadvantages of team working			
		1.2	Explain the importance of team working and how actions can affect others			
		1.3	Identify the factors that can contribute to a team's success			
		1.4	Identify the different roles and responsibilities within a team			
		1.5	State the stages normally encountered in the life of a team			
		1.6	Describe working relationships in teams and the personal skills and behaviour required for effective team working			
2	Understand leadership attributes and skills	2.1	Explain the difference between leadership and management			
		2.2	Evaluate the impact of different leadership styles on individuals and work outputs			
		2.3	Explain skills and behaviour required for successful leadership			
3	Be able to contribute effectively as a team member and leader	3.1	Use appropriate skills and behaviour when working as part of a team and when acting as a leader			
		3.2	Assess own contribution to achieving team goals			
		3.3	Analyse their role within the group and negotiate their strengths with other group members, identifying improvements which could be made to their working practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		3.4	Review personal skills and their suitability for leadership and teamwork and plan improvement			
4	Be able to assess effectiveness of team performance	4.1	Analyse the performance of the team against team objectives			
		4.2	Analyse and evaluate a range of changes and improvements which could be made to enable the group to work together more effectively			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Business Promotion

Unit reference number: A/504/0130

Level: 3

Credit value: 1

Guided learning hours: 5

Unit aim

The purpose of this unit is to be able to promote a business using unique selling points.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skillsmart Retail UK Limited (People 1st) assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand how to use unique selling points to promote the business	1.1	Identify unique selling points of the business			
		1.2	Explain how to use unique selling points to help promote the business			
2	Be able to use promotional activities to promote the business	2.1	Research different ways to promote the business			
		2.2	Promote the business using promotional methods and techniques			
		2.3	Evaluate the success of the promotional activities to the business			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Communication in the Business Workplace

Unit reference number: K/502/2643

Level: 3

Credit value: 2

Guided learning hours: 5

Unit aim

The purpose of this unit is to be able to communicate effectively within a working environment.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skillsmart Retail UK Limited (People 1st) assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand methods of effective communication in the workplace	1.1	Compare and contrast the different methods of communication in the workplace			
		1.2	Explain how barriers to communication arise and how they could be overcome			
2	Use written communication effectively	2.1	Explain the importance of using appropriate methods of written communication and the contexts in which formal or informal written communication should be used			
		2.2	Explain the protocols for the use of electronic forms of communication			
		2.3	Use clear and concise language in a written business communication: <ul style="list-style-type: none"> • showing the importance of adapting the use of language to meet individual needs • ensuring the style and tone is appropriate • establishing a positive rapport with the recipient 			
3	Understand the principles of effective telephone communications	3.1	Assess the advantages and disadvantages of telephone communications compared with other methods of communication			
		3.2	Assess factors that contribute to or hinder the success of a telephone call			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Understand how to build relationships with colleagues, customers and other stakeholders, both internal and external	4.1	Compare and contrast the different roles that colleagues, customers and stakeholders can play in business			
		4.2	Evaluate the effectiveness of business working relationships and explain how to improve them			
		4.3	Explain how the behaviour of an individual can affect other people at work and take into account <ul style="list-style-type: none"> the importance differences in culture and background in business relationships the importance of acting with integrity at work 			
5	Understand the importance of data protection, security and confidentiality within the workplace	5.1	Discuss the impact of statutory data regulations on businesses			
		5.2	Describe the requirements of the Data Protection and Act and explain its importance to the business of own organisation			
		5.3	Explain why it is important to be discreet when communicating with others at work			
		5.4	Explain the reasons for and importance of confidentiality when communicating in the workplace			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Manage own Professional Development within an Organisation

Unit reference number: L/600/9586

Level: 3

Credit value: 4

Guided learning hours: 20

Unit aim

This unit will ensure that learners can identify and assess progress against performance requirements in own work role.

Unit assessment requirements/evidence requirements

There are no specific assessment requirements for this unit. Please refer to the overall Skillsmart Retail UK Limited (People 1st) assessment requirements/strategy in *Annexe A*.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to assess own career goals and personal development	1.1	Identify own career and personal goals			
		1.2	Assess how own career goals affect work role and professional development			
2	Be able to set personal work objectives	2.1	Agree SMART (Specific, Measurable, Achievable, Realistic and Time-bound) personal work objectives in line with organisational objectives			
3	Be able to produce a personal development plan	3.1	Identify gaps between objectives set, own current knowledge and skills			
		3.2	Produce a development plan			
4	Be able to implement and monitor own personal development plan	4.1	Plan activities identified in own development plan			
		4.2	Explain how to monitor and review own personal development plan			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Know and understand the principles for developing personal performance and maintaining working relationships	1.1	Explain the risks involved in not obtaining advice when unclear about specific tasks and activities			
		1.2	Explain why personal performance should be reviewed			
		1.3	Explain why good working relationships are important			
		1.4	Give examples of why changes in working practices should be supported			
		1.5	Outline own levels of responsibility in relation to dealing with disagreements			
		1.6	Give examples of why effective communication is important			
2	Be able to maintain and develop personal performance	2.1	Carry out work in accordance with own responsibilities and organisational requirements			
		2.2	Obtain advice from the appropriate person when clarification is required concerning specific tasks			
		2.3	Agree with the appropriate person own: <ul style="list-style-type: none"> • performance targets with regard to completing specific tasks and quality of work • own development needs and methods of meeting these needs 			
		2.4	Develop own performance according to agreed targets, development needs and organisational requirements			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
		2.5	Review own performance with the appropriate person at suitable intervals			
3	Be able to establish and maintain working relationships with others	3.1	Establish and maintain effective working relationships with colleagues, supervisors, managers and persons external to the team, department or organisation			
		3.2	Discuss opportunities to improve working practices with the appropriate person			
		3.3	Carry out activities requiring co-operation with others in accordance with required procedures			
		3.4	Deal with any disagreements effectively in an appropriate way			
		3.5	Communicate with others in a way which promotes effective working relationships			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications - Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Pearson supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (qualifications.pearson.com). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment requirements/strategy

1 Key principles

Assessment methodologies and guidance for qualifications in the funeral sector are developed and interpreted in accordance with the four key principles set out below. Principles 1-3 apply to both knowledge-based and competence-based qualifications. Principle 4 applies to competence-based qualifications only.

Principle 1:

Assessment should contribute to developing a skilled workforce

Assessment practice in the funeral sector should contribute to the development of a skilled workforce. The choice and application of assessment methods must be consistent with this principle.

Principle 2:

Systems for capturing evidence of competence should be integrated

Assessment systems should, where possible, be integrated with employers' training and career development programmes.

Principle 3:

Assessment methods should be appropriate for the level and nature of the qualification units to be assessed

Methods of assessing achievement against learning outcomes and assessment criteria must be appropriate for the level being assessed and sector expectations of candidates at that level.

Principle 4:

Evidence of competence should come from workplace activity

The sector's competence-based qualifications recognise competence in the workplace. Evidence of competence should therefore come from workplace activity and aim to reflect attainment within an organisational context. Observation should be the principle method of assessment where practicable. However, it is in the nature of the sector to ensure that the feelings of clients and other mourners are respected at all times, and so other assessment methods such as professional discussion and assignments may be more appropriate where the client relationship would otherwise be jeopardised.

2 Definition of 'workplace'

For the purposes of this document, 'workplace' or 'real working environment' means any location where the learner carries out his or her duties as an employee of the funeral sector. This may include for example the employer's business premises, clients' premises, funeral and burial venues and the public highway.

3 Competence-based qualifications (Funeral Skills)

3.1 The use and application of simulation

In broad terms, the funeral sector holds the view that simulation is a practical and effective tool for establishing skill and understanding where naturally occurring evidence of competence is rarely available.

Skillsmart Retail requires that Awarding Organisations:

- a Discourage the inappropriate use of competence-based qualifications by organisations that do not assess candidates in a working environment. Competence-based qualifications are suitable only for learners who are in some form of employment in the sector.
- b Establish criteria to ensure that simulation is not used as the sole form of evidence for any unit of a competence-based qualification. This should be expressed in guidance for qualifications operating in the sector.
- c Provide clear guidance to centres to indicate that evidence towards a competence-based qualification should come from the workplace except where simulation is expressly allowed in the evidence requirements for a particular unit. Workplace evidence may be gathered in the context of full, part-time, casual or voluntary employment. Assessment may be undertaken in a 'work placement' (i.e. full-time students placed into a working environment as part of their course) although supporting evidence from a supervisor or manager, associated with some form of work activity, must supplement the assessment process.

3.1.1 Use of simulation as an assessment method

Assessment for competence-based units must always be carried out in the workplace except where a Realistic Working Environment (as defined in 3.1.2) is permitted for simulation. Simulation is allowed only where:

- the assessment criteria require the learner to respond to an event that rarely occurs
- or
- a unit originates from another sector and the originator expressly allows simulation to be used for that unit.

A list of those units for which simulation is allowed is appended to this document.

Evidence generated from simulated activities will not be acceptable for any other unit.

3.1.2 Definition of a Realistic Working Environment (RWE)

A Realistic Working Environment, for the purpose of simulated work activities, is a created situation that doesn't involve the client. For example in terms of assessment criteria 2.4 of the unit "*Drive Funeral Vehicles in corteges*" the assessor can take the driver out in the vehicle and provide the driver with mock scenarios that simulate unforeseen circumstance such as a road closures.

Where simulation is used the sector requires that:

- a Simulation must be undertaken in a Realistic Working Environment
- b Awarding Organisations provide guidance for centres that requires that Realistic Working Environments provide an environment that replicates the key characteristics of the workplace in which the skill to be assessed is normally employed.

4 Assessors and Verifiers

4.1 The roles of assessors and verifiers

The roles and competence of assessors, expert witnesses and verifiers are central to the way assessment is managed.

Skillsmart Retail requires that the following conditions be fulfilled:

4.1.1 The role of supervisors and managers in the assessment process

Wherever possible, assessment should be conducted by the learner's supervisor and/or manager in a workplace environment. Where the skill or capability of these individuals is inadequate to deliver the requirements of the organisation or the quality infrastructure, services external to the work unit or organisation may be introduced (peripatetic assessors). In no circumstances may a competence-based qualification for the funeral sector be delivered without the involvement of the learner's line manager or the business owner/manager to confirm the learner's competence.

Where the learner's supervisor or manager carries out the assessment or internal verification roles, employers with the agreement of their Awarding Organisation may choose between:

- a achieving the appropriate regulatory authority approved qualifications for assessment and internal verification
- or
- b demonstrating that training and development activity undertaken by the employer to prepare, validate and review these assessment/verification roles, maps 100% to the National Occupational Standards on which these qualifications are based. The mapping process **must be agreed** by the Awarding Organisation as providing the equivalent level of rigour and robustness as the achievement of the qualification.

The alternative option described in (b) above, which waives the need for the regulatory approved units in the funeral sector, must be applied on an 'organisation by organisation' and 'qualification by qualification' basis.

Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the NOS in association with the prospective Awarding Organisation who will be offering the qualification.

4.1.2 The role of peripatetic assessors and internal verifiers in the assessment process

Peripatetic assessors and internal verifiers must hold or be working towards the appropriate regulatory authority approved qualifications for assessment and internal verification.

The services offered by the peripatetic assessor must complement the activity of a line manager or owner/manager and the competence of a candidate employed in the funeral sector may not be confirmed without the participation of a line manager or owner/manager in the process. It is also requested that specific reference be made to auditing this provision, within external verification processes.

4.2 Occupational competence of assessors and verifiers

4.2.1 Occupational competence of assessors

Assessors in the funeral sector should have an in-depth knowledge of, and be competent in performing, the occupational requirements of any competence-based units for which they do not use expert witness testimony.

This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role.

It is unlikely that occupational competence will have been achieved in less than twelve months of employment as a funeral professional, or less than six months in a managerial position, but individuals with less experience could be considered as assessors if sufficiently occupationally competent.

4.2.2 Occupational competence of verifiers

Internal Verifiers (or equivalent quality assurance experts) in the funeral sector must have a current understanding of the structure, content and occupational requirements of the units that they are internally verifying. This understanding will have been acquired while working directly within the relevant occupational area in either an operational or a support function.

The level of understanding should be sufficient to allow the Internal Verifier to judge whether the assessor has fully assessed learners against all the assessment criteria in the unit.

It is unlikely that a person could have gained this level of understanding in less than six months of being employed in the funeral sector, but individuals with less experience could be considered as Internal Verifiers if they have the required level of understanding.

External Verifiers (or equivalent quality assurance experts) in the funeral sector must have a current understanding of the occupational requirements of the units they are verifying. This understanding will have been acquired while working within the relevant occupational area in either an operational or a support function.

The External Verifier must understand the requirements of the units sufficiently well to be able to determine whether sufficient evidence of the learner's competence has been collected.

4.2.3 Continuing professional development of assessors and verifiers

All assessors and verifiers, if not currently employed within a funeral business, will need to prove they have a current working knowledge of the sector they are assessing or verifying. This can be demonstrated by maintaining records of evidence from occupational updating activities such as:

Internal or external work experience

Internal or external work shadowing opportunities

Other relevant CPD activities with the prior approval of the Awarding Organisations

Note: Funeral businesses who have chosen not to use the regulatory authority approved qualifications for assessment and internal verification should be encouraged to offer the qualifications as CPD where the willingness by the employer to support this additional activity becomes known to the Awarding Organisation.

4.3 External quality control of assessment

The application and implementation of external quality control (i.e. independent assessment, external moderation, tests and projects) has been thoroughly researched and employers felt it was neither feasible nor practical. The rationale supported by employers was that a robust quality system is based upon processes associated with risk assessment and management.

The Awarding Organisation's risk rating system must be auditable by the regulatory authority.

4.3.1 Risk identification

In order to achieve the required level of external quality control, the Awarding Organisation must undertake a risk assessment of **each** prospective centre at the point of **application for approval to offer any Skillsmart Retail qualification**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each prospective centre at the point of approval. Skillsmart Retail would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors if more appropriate:

- Prospective centres' experience of operating competence-based qualifications
- The appropriateness of existing systems, or systems developed to meet the requirements of other quality assurance regimes, for the delivery of competence-based qualifications

- Whether the prospective centre has had a previous application for centre approval refused or their approval status withdrawn
- The proposed ratio of candidates to assessors and Internal Verifiers, taking account of whether the assessors and Internal Verifiers are full-time or part-time in their roles
- Whether candidates are going to be in employment (paid or voluntary), on work placements or learning in a Realistic Working Environment (see section 4.1.2 for definition)
- The Awarding Organisation must have a **method of rating** the prospective centre against each of the risk factors noted above, including an overall rating that identifies the level of risk associated with the prospective centre. The rating should then be used by the Awarding Organisation in determining the degree of support during the first year of approval.

4.3.2 Risk management

In order to identify and manage risk during ongoing centre operation, the Awarding Organisation must undertake a **yearly risk assessment of each active centre for the funeral sector competence-based qualifications**. The Awarding Organisation must obtain information on a number of specified 'risk factors' for each centre. Skillsmart Retail would recommend the following, but Awarding Organisations should feel free to recommend alternative risk factors, which would be more appropriate.

- The turnover of assessors and internal verifiers
- The throughput of candidates
- The ratio of candidates to assessors and internal verifiers, taking account of whether the assessors and internal verifiers are full-time or part-time in their roles
- Whether public funding is being accessed for the training of candidates towards/assessment of candidates for the competence-based qualifications
- Whether candidates are in employment (paid or voluntary), on work placements or learning in a realistic working environment (see section 4.1.2 for definition)

The Awarding Organisation must have a **method of rating** each centre against each of the risk factors noted above and, also, producing an overall rating which identifies the level of risk associated with the centre. The rating should then be used by the Awarding Organisation to assist in determining the level of ongoing support for the centre, including the level of external verification activity.

Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping

PLTS	Units	1	2	3
		L3	L3	L3
Independent Enquirers				
1	identify questions to answer and problems to resolve	•	•	•
2	plan and carry out research, appreciating the consequences of decisions	•	•	•
3	explore issues, events or problems from different perspectives	•	•	•
4	analyse and evaluate information, judging its relevance and value	•	•	•
5	consider the influence of circumstances, beliefs and feelings on decisions and events	•	•	•
6	support conclusions, using reasoned arguments and evidence	•	•	•
Creative Thinkers				
1	generate ideas and explore possibilities	•	•	•
2	ask questions to extend their thinking	•	•	•
3	connect their own and others' ideas and experiences in inventive ways	•	•	•
4	question their own and others' assumptions	•	•	•
5	try out alternatives or new solutions and follow ideas through	•	•	•
6	adapt ideas as circumstances change	•	•	•
Reflective Learners				
1	assess themselves and others, identifying opportunities and achievements	•		
2	set goals with success criteria for their development and work			
3	review progress, acting on the outcomes			
4	invite feedback and deal positively with praise, setbacks and criticism	•		
5	evaluate experiences and learning to inform future progress	•		
6	communicate their learning in relevant ways for different audiences	•	•	•
Team Workers				
1	collaborate with others to work towards common goals	•	•	•
2	reach agreements, managing discussions to achieve results	•	•	•
3	adapt behaviour to suit different roles and situations, including leadership roles	•	•	•
4	show fairness and consideration to others	•	•	•
5	take responsibility, showing confidence in themselves and their contribution	•	•	•
6	provide constructive support and feedback to others		•	•

PLTS	Units	1	2	3
		L3	L3	L3
Self-Managers				
1	seek out challenges or new responsibilities and show flexibility when priorities change	•	•	•
2	work towards goals, showing initiative, commitment and perseverance	•	•	•
3	organise time and resources, prioritising actions	•	•	•
4	anticipate, take and manage risks	•	•	•
5	deal with competing pressures, including personal and work-related demands	•	•	•
6	respond positively to change, seeking advice and support when needed	•	•	•
7	manage their emotions, and build and maintain relationships	•	•	•
Effective Participators				
1	discuss issues of concern, seeking resolution where needed	•	•	•
2	present a persuasive case for action	•	•	•
3	propose practical ways forward, breaking these down into manageable steps	•	•	•
4	identify improvements that would benefit others as well as themselves	•	•	•
5	try to influence others, negotiating and balancing diverse views to reach workable solutions	•	•	•
6	act as an advocate for views and beliefs that may differ from their own	•	•	•

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