

# **Pearson BTEC Level 3 Certificate in Principles of Funeral Operations and Services**

## **Specification**

BTEC Specialist qualification

First teaching August 2014

Issue 2

## **Edexcel, BTEC and LCCI qualifications**

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

## **About Pearson**

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

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](http://qualifications.pearson.com)

This qualification was previously known as:

Pearson BTEC Level 3 Certificate in Principles of Funeral Operations and Services (QCF)

The QN remains the same.

*References to third party material made in this specification are made in good faith. Pearson does not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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

ISBN 9781446941959

All the material in this publication is copyright  
© Pearson Education Limited 2017

## Summary of Pearson BTEC Level 3 Certificate in Principles of Funeral Operations and Services specification Issue 2 changes

Summary of changes made between previous Issue 1 and this current Issue 2	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
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

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](http://qualifications.pearson.com/en/support/contact-us.html).



# Contents

<b>Purpose of this specification</b>	<b>1</b>
<b>1 Introducing BTEC Specialist qualifications</b>	<b>3</b>
Sizes of Specialist qualifications	3
<b>2 Qualification summary and key information</b>	<b>4</b>
Qualification Number and qualification title	5
Qualification objective	5
Apprenticeships	5
Relationship with previous qualifications	5
Progression opportunities through Pearson qualifications	5
Industry support and recognition	5
Relationship with National Occupational Standards	5
<b>3 Qualification structure</b>	<b>6</b>
Pearson BTEC Level 3 Certificate in Principles of Funeral Operations and Services	6
<b>4 Assessment</b>	<b>7</b>
<b>5 Recognising prior learning and achievement</b>	<b>8</b>
Recognition of Prior Learning	8
<b>6 Centre resource requirements</b>	<b>9</b>
<b>7 Centre recognition and approval centre recognition</b>	<b>10</b>
Approvals agreement	10
<b>8 Quality assurance of centres</b>	<b>11</b>
<b>9 Programme delivery</b>	<b>12</b>
<b>10 Access and recruitment</b>	<b>13</b>
<b>11 Access to qualifications for learners with disabilities or specific needs</b>	<b>14</b>
<b>12 Units</b>	<b>15</b>
Unit title	15
Unit reference number	15
Level	15
Credit value	15
Guided learning hours	15

Unit aim	15
Essential resources	15
Learning outcomes	15
Assessment criteria	16
Unit amplification	16
Information for tutors	16
Unit 1: Understanding how to Develop and Maintain Sensitive Working Relationships with Clients when Planning and Coordinating Funerals	17
Unit 2: Understanding how a Funeral Business Monitors Health and Safety within the Working Environment	24
Unit 3: Understanding Employment Responsibilities and Rights	29
Unit 4: Understanding how Individuals and Teams Contribute to the Work of a Funeral Business	36
Unit 5: Understanding the Process of Embalming	44
Unit 6: Understanding Funeral Law and the Legal Processes for Arranging Funerals	49
<b>13 Further information and useful publications</b>	<b>56</b>
<b>14 Professional development and training</b>	<b>57</b>
<b>Annexe A</b>	<b>58</b>
Assessment requirements/strategy	58

# Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- 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 (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing BTEC Specialist qualifications

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

## Sizes of Specialist 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.

BTEC Specialist qualifications are generally 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 BTEC Level 3 Certificate in Principles of Funeral Operations and Services
Qualification Number (QN)	601/0121/0
Regulation start date	03/07/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	16
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	160
Guided learning hours	119
Grading information	The qualification and units are at pass grade.
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 10 Access and recruitment</i> ).

## 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](http://qualifications.pearson.com)

## Qualification objective

---

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

It gives learners the opportunity to:

- develop knowledge related to the funeral sector
- achieve a nationally-recognised Level 2 qualification.

## Apprenticeships

---

Skillsmart UK Limited (People 1st) approve the Pearson BTEC Level 3 Certificate in Principles of Funeral Operations and Services as a knowledge component for the Advanced Apprenticeship in Funeral Operations and Services.

## Relationship with previous qualifications

---

This qualification is a replacement for the EDI Level 3 Certificate in Funeral Operations and Services (QCF).

## Progression opportunities through Pearson qualifications

---

Learners who have achieved the Certificate can progress to Leadership and Management qualifications.

## Industry support and recognition

---

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

## Relationship with National Occupational Standards

---

This qualification relates to the National Occupational Standards in Funeral Operations and Services.

### 3 Qualification structure

#### Pearson BTEC Level 3 Certificate in Principles of Funeral Operations and Services

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

Minimum number of credits that must be achieved	16
Minimum number of credits that must be achieved at level 3 or above	13
Number of mandatory credits that must be achieved	7
Number of optional credits that must be achieved	9

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	A/503/9799	Understanding how to Develop and Maintain Sensitive Working Relationships with Clients when Planning and Coordinating Funerals	3	2	14
2	K/503/9801	Understanding how a Funeral Business Monitors Health and Safety within the Working Environment	3	2	13
3	D/602/4769	Understanding Employment Responsibilities and Rights	2	3	30
Unit	Unit reference number	Optional units	Level	Credit	Guided learning hours
4	H/503/9800	Understanding how Individuals and Teams Contribute to the Work of a Funeral Business	3	4	28
5	M/503/9802	Understanding the Process of Embalming	3	2	14
6	T/503/9803	Understanding Funeral Law and the Legal Processes for Arranging Funerals	3	3	20

## 4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Centre-devised assessment

### Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all of the unit's learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

Centres need to write assignment briefs for learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted.

Assignment briefs and evidence produced by learners must meet any additional requirements given in the *Information for tutors* section of each unit.

Unless otherwise indicated in *Information for tutors*, the centre can decide the form of assessment evidence (for example performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

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 units.

There is more guidance about internal assessment on our website. For details please see *Section 13 Further information and useful publications*.

# 5 Recognising prior learning and achievement

## Recognition of Prior Learning

---

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 6 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 appropriate physical resources (for example IT, learning materials, teaching rooms) to support delivery and assessment.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place that ensure continuing professional development (CPD) for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- 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 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details of the Equality Act 2010, please go to [www.legislation.gov.uk](http://www.legislation.gov.uk)

## 7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition 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 BTEC qualifications is given on our website.

### Approvals agreement

---

All centres are required to enter into an approval agreement that 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.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance 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 will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC Apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the Apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation – this involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, each year we will allocate a Standards Verifier to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details please see the *UK Vocational Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer this qualification using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure that a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is taught, centres must ensure that it is current and up to date.

## 10 Access and recruitment

Pearson's policy regarding access to our 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 those wishing to access the qualifications.

Centres are required to recruit learners to BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's 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 the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

# 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to 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.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

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

## 12 Units

Units have 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

When a learner achieves a unit, they gain the specified number of credits.

### 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.

### Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

### 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

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

## Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

# **Unit 1: Understanding how to Develop and Maintain Sensitive Working Relationships with Clients when Planning and Coordinating Funerals**

**Unit reference number:** A/503/9799

**Level:** 3

**Credit value:** 2

**Guided learning hours:** 14

---

## **Unit aim**

The purpose of this unit is to assess the knowledge and understanding of developing and maintaining sensitive working relationships with clients throughout the entire process of funeral arrangements. It looks at how clients' needs and preferences are identified as well as looking at the processes for dealing with client feedback and complaints.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know how to deal sensitively with bereaved clients	1.1	Explain the different stages of the cycle of grief	<ul style="list-style-type: none"> <li>□ Stages of the cycle of grief: denial, anger, bargaining, depression, acceptance</li> </ul>
		1.2	Explain the signs and emotions that can be displayed by clients who are progressing through the different stages of grief	<ul style="list-style-type: none"> <li>□ Different emotions that a client might manifest at the different stages of grief</li> <li>□ Signs you should be looking for in your clients who are going through the different stages</li> </ul>
		1.3	Explain how <b>behaviour</b> can be adapted in order to respond sensitively to clients who are displaying different stages of grief	<ul style="list-style-type: none"> <li>□ Role in relation to supporting clients through the different stages of grief</li> <li>□ Impact your behaviour could have on the clients</li> <li>□ How behaviour can be modified to support clients</li> <li>□ Other services that are available to help you deal with this appropriately</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Know how to develop interpersonal relationships with clients when planning and coordinating funerals	2.1	Explain the different techniques for initiating conversations and discussions with clients	<ul style="list-style-type: none"> <li>□ Importance of using different techniques when speaking with clients</li> <li>□ Different changes in language that can be used</li> <li>□ Different changes in tone of voice that could be used</li> <li>□ Importance of non-verbal communication: e.g. body language</li> <li>□ Importance of good listening skills</li> <li>□ Difference between sympathy and empathy and how each can be used effectively</li> </ul>
		2.2	Explain how to adapt communication skills in order to identify the needs and preferences of clients when discussing funeral arrangements either in face-to-face meetings or over the telephone	<ul style="list-style-type: none"> <li>□ Difference between "open" and "closed" questioning and when each type should be used</li> <li>□ Importance of identifying client's culture and standing</li> <li>□ How the client's culture and standing affect the way you communicate with your client</li> <li>□ How your communication skills change between meeting a client face to face and speaking to them on the phone</li> </ul>
		2.3	Explain the importance of adhering to specific client instructions regarding confidentiality	<ul style="list-style-type: none"> <li>□ Company's confidentiality policy</li> <li>□ How your company's confidentiality policy relates to the Data Protection Act (1998)</li> <li>□ Impact on both company and clients if confidentiality is breached</li> </ul>
		2.4	Explain how to ensure that specific client instructions regarding confidentiality are adhered to	<ul style="list-style-type: none"> <li>□ Importance of following client instructions</li> <li>□ Company's procedure for documenting client instructions</li> <li>□ Location of client instructions</li> <li>□ Person and/or people who have access to client instructions</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to deal with client feedback concerning the planning and coordination of funerals	3.1	Explain the communication techniques for responding to clients' complaints	<ul style="list-style-type: none"> <li>□ Company's policy on dealing with client complaints</li> <li>□ Different methods of communication that can be used depending on the type of complaint that is made</li> <li>□ Importance of listening fully when a client is complaining verbally</li> <li>□ Importance of telling the complainant that you are grateful for them bringing this to your attention</li> <li>□ Importance of taking all complaints seriously</li> <li>□ Importance of telling clients that you will take their complaint seriously</li> <li>□ Importance of say that you will keep a client updated while you investigate the complaint</li> <li>□ How to ensure clients are kept informed of progress throughout the complaint process: e.g. phone, email</li> </ul>
		3.2	Explain the communication techniques for discussing potential resolutions to complaints that are acceptable to both the client and the business	<ul style="list-style-type: none"> <li>□ Importance of asking the client if they have a solution to rectify the complaint</li> <li>□ How this solution can be discussed to ensure that it is achievable</li> <li>□ Person and/or people that should be involved in the communication which may help to resolve the issue</li> <li>□ Person and/or people you can speak to, within your company, to ensure that the outcome is acceptable for your company</li> </ul>
		3.3	Explain organisational procedures for resolving complaints to the satisfaction of clients	<ul style="list-style-type: none"> <li>□ Company's policy on dealing with client complaints</li> <li>□ Person and/or people that are involved in dealing with complaints</li> <li>□ Importance of resolving complaints whenever possible</li> <li>□ Procedure the company would follow if a complaint cannot be resolved</li> <li>□ External bodies that can be recommended to clients if a complaint cannot be resolved</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Explain how client feedback can be used to improve the performance of a funeral business	<ul style="list-style-type: none"> <li>□ Company's policy in recording feedback from clients</li> <li>□ Different types of feedback your company gets from clients</li> <li>□ Format feedback is provided in</li> <li>□ What the feedback is used for</li> <li>□ How all feedback can be seen and used in a positive way</li> <li>□ Examples of where changes to your company have occurred as a result of client feedback</li> </ul>

## Information for tutors

---

### Delivery

This unit should be delivered and assessed in the workplace. This unit can be delivered individually or in groups. As there are only three learning outcomes, it is better to deal with them in set order.

Learners should be encouraged to use their company policies and procedures and they need to be able to show a clear understanding of these and the importance of adhering to them in their workplace.

Although learners at this level should be aware of the Grief Cycle, the tutor may find it beneficial to re-visit this and to use Elisabeth Kubler Ross' definition and explanation. The suggested resource materials will source suitable information on this. These will also look at the stages of grief and how it manifests itself. Role play would be beneficial here, to give learners experience of dealing with behaviours that might occur through the different stages of the grief cycle and how their behaviour can impact on the clients. Role play will also help the understanding of different techniques involved in communication and will help to create a better understanding of the use of body language, tone of voice, etc.

Learners should be encouraged to use work products to demonstrate and discuss how their own company records client information and instructions and then they should be able to discuss their company's policy on maintaining confidentiality, which complies with Data Protection.

Learning outcome 3 looks at complaints and how these are dealt with, and again, learners should be using their own experiences as well as their company's policies and procedures to give examples of how they would deal with certain situations. It would be advantageous for the tutor to get the learners to look at the suggested resources e.g. the Complaints Procedure of the National Society of Allied and Independent Funeral Directors to see how their policies and procedures fit in with these guidelines.

### Assessment

AC1.3 examples of "**behaviour**" include:

- tone of voice
- use of language
- use of body language

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

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Workbooks and assignments can be used for learners to record evidence which can be assessed to the criteria and professional discussion should be used to ensure that the evidence collected is valid, authentic, etc.

Because this is a knowledge-based unit, professional discussion can be an excellent stand-alone method of collecting evidence, especially when this has been planned for by the assessor and the candidate is well prepared.

## Suggested resources

### Websites

[www.businessballs.com](http://www.businessballs.com) – search for Elisabeth Kubler Ross. This website looks at Elisabeth Kubler Ross' "Five Stages of Grief" and discusses the Grief Cycle and describes individual stages

[www.diffen.com/difference/empathy\\_vs\\_sympathy](http://www.diffen.com/difference/empathy_vs_sympathy) – This gives you a good definition and examples of where and when it is appropriate to be empathetic or sympathetic

[www.helpguide.org/mental/eq6\\_nonverbal\\_communication.htm](http://www.helpguide.org/mental/eq6_nonverbal_communication.htm) – This website provides definitions of non-verbal communication and body language and describes how to use them effectively

[www.helpguide.org/mental/grief\\_loss.htm](http://www.helpguide.org/mental/grief_loss.htm) – This website looks at coping with grief and loss. It looks at the stages of grief and goes on to look at common symptoms of grief and gives examples of coping mechanisms

[www.legislation.gov.uk](http://www.legislation.gov.uk) – Government site where you can find the Data Protection Act (1998)

[www.saif.org.uk/website/downloads/complaints](http://www.saif.org.uk/website/downloads/complaints) – This takes you to the Complaints Procedure of the National Society of Allied and Independent Funeral Directors

# **Unit 2: Understanding how a Funeral Business Monitors Health and Safety within the Working Environment**

**Unit reference number: K/503/9801**

**Level: 3**

**Credit value: 2**

**Guided learning hours: 13**

---

## **Unit aim**

The purpose of this unit is to provide learners with the knowledge and understanding of the procedures and legislation required for maintaining health and safety on the premises of a funeral business, as well as in the employees' working environment outside of the premises. It also covers employers and employees responsibilities in terms of legislation and safe working practices.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Understand the implications of health and safety legislation and regulations	1.1	Explain how health and safety legislation and regulations are enforced through: <ul style="list-style-type: none"> <li>• internal systems</li> <li>• external bodies</li> </ul>	<ul style="list-style-type: none"> <li>□ Company Health and Safety policy</li> <li>□ Who is responsible for carrying out Health and Safety checks</li> <li>□ How Health and Safety checks are carried out and monitored</li> <li>□ How risks are identified</li> <li>□ How hazards are identified</li> <li>□ Person and/or people that carry out risk assessments</li> <li>□ When and how often risk assessments are carried out within the company</li> <li>□ External bodies to notify if there are any issues in relation to Health and Safety</li> </ul>
		1.2	Explain the employer's responsibilities for providing clearly defined health and safety procedures	<ul style="list-style-type: none"> <li>□ Employer's responsibility: according to the Health and Safety at Work Act, the Management of Health and Safety at Work</li> <li>□ How your employer carries out these responsibilities</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to monitor potential risks to health and safety within the <b>working environment</b>	2.1	Explain the types of hazards and associated risks that can occur in the <b>working environment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Difference between a hazard and a risk</li> <li><input type="checkbox"/> How both hazards and risks are identified within the normal working environment</li> <li><input type="checkbox"/> How both hazards and risks are identified in the wider concept of the working environment: e.g. churches, hospitals, cemeteries</li> </ul>
		2.2	Explain the importance of completing a risk assessment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of completing risk assessments: be aware of the different things that could happen that could cause harm or injury</li> <li><input type="checkbox"/> Importance of keeping risk assessments up to date</li> </ul>
		2.3	Explain organisational procedures for carrying out risk assessments for own <b>working environment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Procedure for carrying out a risk assessment</li> <li><input type="checkbox"/> Documentation that is used when carrying out risk assessments</li> <li><input type="checkbox"/> Person and/or people that carry out the risk assessments</li> <li><input type="checkbox"/> When risk assessments are reviewed</li> <li><input type="checkbox"/> Where risk assessments are stored</li> <li><input type="checkbox"/> How the outcomes of risk assessments are communicated to everyone within the team</li> </ul>
3	Understand the process of infection control in a funeral business	3.1	Explain how diseases can spread from the deceased	<ul style="list-style-type: none"> <li><input type="checkbox"/> Common diseases: MRSA, Streptococcus pyogenes</li> <li><input type="checkbox"/> How diseases can be spread</li> </ul>
		3.2	Explain how procedures can help manage and control the risk of cross infection	<ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of Personal Protective Equipment (PPE)</li> <li><input type="checkbox"/> PPE your company provides</li> <li><input type="checkbox"/> Legal requirements for PPE</li> <li><input type="checkbox"/> Company's policy in relation to preventing cross infection</li> <li><input type="checkbox"/> Procedure to follow if PPE has been breached</li> </ul>

## Information for tutors

---

### Delivery

This unit should be delivered and assessed in the workplace. This unit can be delivered individually or in groups. Ideally, learning outcomes 1 and 2 should be done together but learning outcome 3 could be done as a stand-alone outcome.

Learners should be encouraged to use their company policies and procedures and they need to be able to show a clear understanding of these and the importance of adhering to them in their workplace. These policies and procedures are crucial and will be needed to form part of the discussions for learning outcomes 1 and 2. These outcomes primarily look at legislation in relation to Health and Safety and how employers ensure that they comply with this in the working environment. The suggested resources provide easy to read, condensed versions which should help the learner's understanding of the legal requirements.

Tutors may use some of the suggested resources to look at types of hazards and risks within the working environment in the Funeral Care business and where learners do not have the experience or knowledge of completing risk assessments, the resources provide templates which tutors could ask learners to complete. This would give them the experience of carrying out a risk assessment. It would be important for learners to discuss their own risk assessments. This would enable them to understand the importance of transparency in the risk assessment so that it can be implemented appropriately.

Learning outcome 3 looks at infection control within the Funeral business and it would be important to have a discussion on what PPE is provided within the working environment. The tutor needs to ensure that learners understand the legal requirement in relation to PPE and that their employers are adhering to this.

### Assessment

LO2 – AC2.1 and AC2.3 "**working environment**" refers to a funeral business premises and other environments outside of the business' premises where the employee may be working, such as the deceased's home, crematoria and hospitals.

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

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Workbooks and assignments can be used for learners to record evidence which can be assessed to the criteria and professional discussion should be used to ensure that the evidence collected is valid, authentic, etc.

Because this is a knowledge-based unit, professional discussion can be an excellent stand-alone method of collecting evidence, especially when this has been planned for by the assessor and the candidate is well prepared.

## Suggested resources

### Websites

[www.hse.gov.uk](http://www.hse.gov.uk) – This links to the Health & Safety at Work Act (1974) which covers employer and employee responsibilities in relation to health and safety in the workplace

[www.hse.gov.uk](http://www.hse.gov.uk) – This links to the Management of Health & Safety at Work Regulations (1999) which deals with legislation in relation to risk assessments

[www.hse.gov.uk](http://www.hse.gov.uk) – This links to a Health and Safety Executive document which looks at controlling the risk of infection from human remains, at work. It is a guide for those involved in funeral services including embalmers and those who could be involved in exhumation

[www.hse.gov.uk/risk/casestudies/index.htm](http://www.hse.gov.uk/risk/casestudies/index.htm) – This is a website that gives examples of risk assessments in different working environments. Although there is not one specific to funeral care, there are examples of car hire/ maintenance, wood working, general office

[www.hsa.ie/eng/topics/hazards](http://www.hsa.ie/eng/topics/hazards) – This is a link to the Health and Safety Authority website which gives a definition of the differences between a risk and a hazard

# **Unit 3: Understanding Employment Responsibilities and Rights**

**Unit reference number: D/602/4769**

**Level: 2**

**Credit value: 3**

**Guided learning hours: 30**

---

## **Unit aim**

The purpose of this unit is to assess the knowledge and understanding of employment responsibilities and rights within the workplace.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the statutory rights and responsibilities of employees and employers within own area of work	1.1	Outline employee rights and responsibilities under Employment Law	<ul style="list-style-type: none"> <li>□ Employee rights: e.g. terms, itemised pay slip, national minimum wage, paid holiday</li> <li>□ What you have to do in relation to Employment Law</li> </ul>
		1.2	Describe how related legislation can support employees in the workplace	<ul style="list-style-type: none"> <li>□ Legislation: Employment Rights Act 1996</li> <li>□ The support your employer has to give</li> <li>□ What your employer has to provide for you when you are in the workplace</li> </ul>
		1.3	Describe employer responsibilities in the workplace	<ul style="list-style-type: none"> <li>□ Responsibilities: what your employer has to provide for you, what your employer has to do for you, what information your employer has to give to you</li> </ul>
		1.4	Identify sources and types of information and advice on own employment rights and responsibilities	<ul style="list-style-type: none"> <li>□ Information you might need from your employer in relation to your work</li> <li>□ Where you can get this information from</li> <li>□ Person, people, agencies and/or organisations that can help with this information</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand agreed ways of working that protect own relationship with employer	2.1	Explain the terms and conditions of own contract of employment	<ul style="list-style-type: none"> <li>□ Terms and conditions: what your contract says you have to do, what your contract says your employer will do, what benefits you are entitled to from your employer</li> </ul>
		2.2	Describe information shown on own pay statement	<ul style="list-style-type: none"> <li>□ Information that is included on your payslip: gross and net pay, National Insurance contributions, tax deductions, hours worked, employee number, other contributions e.g. pension</li> <li>□ Additional deductions or payments: e.g. pension, health insurance</li> </ul>
		2.3	Explain the procedures to follow in event of a grievance	<ul style="list-style-type: none"> <li>□ Person, people, agencies and/or organisation to contact if you are unhappy and aggrieved because of the way you have been treated at work</li> <li>□ How they can support you with this</li> <li>□ How you can document this situation</li> <li>□ Timescales for evoking your company's grievance policy is</li> <li>□ How long it will take to hear about the outcome of your grievance</li> </ul>
		2.4	Identify the personal information that must be kept up to date with own employer	<ul style="list-style-type: none"> <li>□ Information your employer has to have about you: name, date of birth, address, contact number, National Insurance number</li> <li>□ Importance of keeping this information up to date: able to contact you, send letters to the correct address, information needed for finance e.g. P45, P60</li> <li>□ Person/people to notify of any changes in your personal details or circumstances: Human Resources</li> </ul>
		2.5	Explain agreed ways of working with employer	<ul style="list-style-type: none"> <li>□ Agreed ways of working: complying with company policies and procedures</li> <li>□ Where you can access the agreed ways of working</li> <li>□ Person, people, agencies and/or organisation you can speak to if you have questions or queries in relation to the agreed ways of working</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Know how own role fits within the wider context of the sector	3.1	Describe the effect of own role on service provision	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your main role within your work environment</li> <li><input type="checkbox"/> How this role impacts on your colleagues</li> <li><input type="checkbox"/> How this role impacts on your employer</li> <li><input type="checkbox"/> How the role that you perform affects your clients within the Funeral Care business</li> <li><input type="checkbox"/> Impact on your colleagues and employer if you are absent</li> </ul>
		3.2	Describe how own role links to the wider sector	<ul style="list-style-type: none"> <li><input type="checkbox"/> Role you provide within your work situation</li> <li><input type="checkbox"/> The part you play in the team</li> <li><input type="checkbox"/> How your role fits into the company objectives</li> </ul>
		3.3	Describe the main roles and responsibilities of representative bodies that influence the wider sector	<ul style="list-style-type: none"> <li><input type="checkbox"/> Representative bodies which are involved with your work establishment</li> <li><input type="checkbox"/> Main representative body in the UK</li> <li><input type="checkbox"/> Roles the representative bodies play</li> <li><input type="checkbox"/> How you can get in touch with the representative bodies</li> </ul>
		3.4	Outline different viewpoints around an issue of public concern relevant to the sector or occupation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify an issue of concern which has been raised through the media regarding funeral care</li> <li><input type="checkbox"/> Outline the different points of view that people had</li> <li><input type="checkbox"/> Outline your views on this issue</li> </ul>
		3.5	Describe how issues of public concern have altered public views of the sector or occupation	<ul style="list-style-type: none"> <li><input type="checkbox"/> How the viewpoints identified above affected your clients</li> <li><input type="checkbox"/> How these viewpoints have affected the way you carry out your role</li> <li><input type="checkbox"/> How these viewpoints have impacted on the policies and procedures within the company</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Know career pathways available within own and related sectors	4.1	Describe occupational opportunities within own sector and related sectors	<ul style="list-style-type: none"> <li>□ Different jobs within the company</li> <li>□ Suitable progression routes for you</li> <li>□ Based on your current skills, identify other sectors of employment that you would you be able to transfer your skills to</li> </ul>
		4.2	Identify sources of information related to a chosen career pathway	<ul style="list-style-type: none"> <li>□ How jobs are advertised within the company</li> <li>□ Person and/or people that you would speak to if you wish to relocate to another region but remain within the same company</li> </ul>
		4.3	Identify next steps in own career pathway	<ul style="list-style-type: none"> <li>□ Goals: short-term goals (within the next two years), long-term goals (within the next five years)</li> <li>□ Person and/or people you can speak to for help in achieving these goals</li> </ul>

## Information for tutors

---

### Delivery

This unit should be delivered and assessed in the workplace. This unit can be delivered individually or in groups. The learning outcomes can be covered in different sections and do not have to be in set order as certain learning outcomes can be delivered as stand-alone outcomes.

Learners should be encouraged to use their company's policies and procedures as they need to be able to show clear understanding of these and the importance of adhering to them in the workplace.

Planning for this unit is crucial as it is important that learners are prepared and that they bring relevant documentation such as payslips and copies of their contracts of employment so that these can be used to form discussions to show their understanding.

Learning outcomes 1 and 2 are very much based on Employment Law and the suggested resources should be used to aid discussion. Candidates would benefit from discussing their individual contracts as these will vary from small businesses to national corporations. Although payslips are confidential, it would be helpful to have an example of different payslips so that candidates can see that there are generic things that should appear on a payslip. Company policies and procedures would help discussions and understanding of "ways of working".

For learning outcome 3 it would be beneficial to look at the learners' roles and get them to share their experiences wherever possible. Tutors should use the suggested resources and facilitate viewing of relevant TV documentaries and media articles. These will help to identify different viewpoints and the impact that these have on the public in relation to working in the Funeral Care business. Learners should be encouraged to discuss these issues but the tutor needs to be mindful that these can be very personal issues and some of the media coverage might have involved their individual companies in the past. Suggestions of topics for discussion could include:

- Alternatives to burial and cremation
- Cost of funerals
- Environmental impact of burial and cremation
- Inappropriate storage of bodies

Learning outcome 4 looks at job opportunities and progression. Some learners may not have thought through the process of progressing in their career so it would be good to have examples of job opportunities within the funeral business as well as providing examples of related sectors. It might be beneficial to touch upon relevant qualifications which would help learners to develop further.

## Assessment

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

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Workbooks and assignments can be used for learners to record evidence which can be assessed to the criteria and professional discussions should be used to ensure that the evidence collected is valid, authentic, etc.

Because this is a knowledge-based unit, professional discussion can be an excellent stand-alone method of collecting evidence, especially when this has been planned for by the assessor and the candidate is well prepared.

## Suggested resources

### Websites

[www.acas.org.uk](http://www.acas.org.uk) – this is a website which give information on Employment Law

[www.channel4.com/programmes/dispatches](http://www.channel4.com/programmes/dispatches) – this website allows you access to the article "Undercover Undertaker" which had a big impact on the general public and their perception on undertakers generally

[www.dailymail.co.uk](http://www.dailymail.co.uk) – News Article 2163891 gives an opportunity to compare different viewpoints on the above article

[www.gov.uk/](http://www.gov.uk/) – this is a government website which gives information on discrimination legislation

[www.legislation.gov.uk](http://www.legislation.gov.uk) – this is a government website where you can find the Data Protection Act (1998)

[www.mylocalfuneraldirector.co.uk](http://www.mylocalfuneraldirector.co.uk) – this is a general website which provides information on, and a description on, the different roles within the Funeral business

# **Unit 4: Understanding how Individuals and Teams Contribute to the Work of a Funeral Business**

**Unit reference number: H/503/9800**

**Level: 3**

**Credit value: 4**

**Guided learning hours: 28**

---

## **Unit aim**

The purpose of this unit is to provide learners with the knowledge and understanding of how individuals and teams contribute to the operation and effective working of funeral businesses. It covers the benefits of working as a team and building constructive working relationships with colleagues, including the importance of good communication skills. It also looks at personal performance of individuals in terms of monitoring own performance and looking after own emotional wellbeing.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Understand the impact of team work upon the operation of a funeral business	1.1	Explain the benefits of team work in a funeral business	<ul style="list-style-type: none"> <li>□ Benefits to you: e.g. sharing of ideas, collaboration, leadership experience</li> <li>□ Benefits to colleagues: e.g. working with people with different personalities, compromise, influencing skills</li> <li>□ Benefits to the company: e.g. find a better solution to the problem, find a more streamlined approach to work through the problem, motivation in the workplace, friendly atmosphere will be created</li> </ul>
		1.2	Explain the consequences of not working as a team in a funeral business	<ul style="list-style-type: none"> <li>□ Disadvantages to you: e.g. alienation from colleagues, colleagues won't ask your opinion, seen as not being a team player</li> <li>□ Disadvantages to colleagues: e.g. not getting everyone's input, having to work against someone</li> <li>□ Disadvantages to the company: e.g. arguments, hostility towards each other, dictatorship</li> </ul>
		1.3	Explain the ways in which members of a team interrelate and complement each other within the working environment	<ul style="list-style-type: none"> <li>□ Effective team: e.g. communication, reliable members of the team, working together, sharing ideas, supportive</li> <li>□ Role you play in your existing team</li> <li>□ Roles other people play in your existing team</li> <li>□ How each person's role compliments the role of the rest of the team</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the different methods for communicating effectively with colleagues within the <b>working environment</b>	2.1	Explain how to adapt communication with colleagues to suit the different activities involved in the funeral process	<ul style="list-style-type: none"> <li>□ Skills needed for effective communication: e.g. listening, clarity, to the point</li> <li>□ How to adapt the way you communicate to suit the person you are communicating with</li> <li>□ Importance of keeping communication professional when clients are present</li> </ul>
		2.2	Explain how communication skills can be used to build effective working relationships with colleagues	<ul style="list-style-type: none"> <li>□ How listening helps build a relationship with colleagues</li> <li>□ Importance of communicating with colleagues</li> <li>□ How communication helps build an effective relationship with colleagues</li> </ul>
		2.3	Explain how to listen to and use body language to show understanding of the feelings and views of colleagues	<ul style="list-style-type: none"> <li>□ Active listening: listening to the other person and taking in what they are saying and responding appropriately</li> <li>□ How to show 'active listening'</li> <li>□ How to demonstrate 'active listening' through body language: e.g. eye contact, nodding head</li> </ul>
3	Understand the impact of effective communication with colleagues within the operation of a funeral business	3.1	Explain the benefits of effective communication with colleagues within a funeral business	<ul style="list-style-type: none"> <li>□ Benefits of effective communication: to you, to your colleagues, to the company, to your clients</li> </ul>
		3.2	Explain the consequences of not communicating effectively with colleagues in a funeral business	<ul style="list-style-type: none"> <li>□ Impact of poor communication: on you, on your colleagues, on your clients, on the company</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to maintain constructive relationships with colleagues within a funeral business	4.1	Explain how to adapt behaviours and attitudes with colleagues to suit the different activities within the <b>working environment</b>	<ul style="list-style-type: none"> <li>□ Behaviour: the way someone acts, presents themselves and conducts themselves</li> <li>□ Attitude: someone's manner or feeling towards a person or situation</li> <li>□ Importance of having a positive attitude and demonstrate positive behaviour in the presence of clients</li> <li>□ How behaviours can be changed to suit the colleagues that you are working with</li> </ul>
5	Understand how to maintain effective working relationships with colleagues from external organisations	5.1	Explain the behaviours and attitudes required for representing own business when working with colleagues from external organisations	<ul style="list-style-type: none"> <li>□ Company's mission statement</li> <li>□ Your understanding of the mission statement</li> <li>□ How to portray the mission statement when you are working with external organisations</li> <li>□ Company's policy in relation to acceptable behaviour and attitudes within the work environment</li> </ul>
		5.2	Explain how priorities of external organisations may impact upon the workings of a funeral business	<ul style="list-style-type: none"> <li>□ Different external organisations you work with within the funeral business</li> <li>□ Role the external organisations expect you to play</li> <li>□ Information you need to exchange with each of the different external organisations</li> <li>□ Different time constraints that exist for both you and external organisations which have an impact on both your roles</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
6	Understand how to manage conflict that may arise with colleagues within the <b>working environment</b>	6.1	Explain the type of conflicts and/or disagreements that can arise between colleagues within the working environment	<ul style="list-style-type: none"> <li>□ Different types of situations that may result in a disagreement between colleagues in the funeral business</li> <li>□ How conflict and/or disagreements can arise from these situations</li> </ul>
		6.2	Explain the behaviours and attitudes that should be demonstrated by individuals in order to minimise conflict	<ul style="list-style-type: none"> <li>□ Different types of strategies that can be used to minimise conflict</li> <li>□ How attitudes can be changed to minimise conflict</li> <li>□ How behaviours can be changed to minimise conflict</li> <li>□ How body language can be changed to help minimise conflict</li> </ul>
		6.3	Explain <b>actions</b> required for resolving instances of conflict with colleagues	<ul style="list-style-type: none"> <li>□ Company's policy for resolving conflict with colleagues</li> <li>□ Signs to help identify when there is an element of conflict between colleagues</li> <li>□ Role you would play in resolving conflict between colleagues</li> </ul>
7	Understand how to reflect on work performance	7.1	Explain methods for measuring and evaluating performance against set personal learning and/or work objectives	<ul style="list-style-type: none"> <li>□ How personal learning and work objectives are set within your workplace</li> <li>□ Who these objectives are agreed with to ensure that they are SMART (Specific, Measurable, Achievable, Realistic and Timely)</li> <li>□ How the objectives that are set are measured</li> </ul>
		7.2	Explain how evaluating achievement of objectives can support future learning and career decisions	<ul style="list-style-type: none"> <li>□ Benefit to both you and the company of setting objectives: e.g. always gaining knowledge and skills, progressing</li> <li>□ Benefit to both you and the company of reviewing and evaluating objectives: e.g. always gaining knowledge and skills, progressing</li> <li>□ How reviews and evaluations of objectives promote further learning: e.g. give you something to aim towards</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
8	Understand how to manage emotions in relation to the pressures of working within a <b>funeral service environment</b>	8.1	Explain how personal emotions can impact upon an individual's home and work life	<ul style="list-style-type: none"> <li>□ How working in the Funeral Care business can affect your personal emotions</li> <li>□ Different strategies that can be used to help manage your personal emotions</li> <li>□ Impact your emotions can have on your work life</li> <li>□ Impact your emotions can have on your home life</li> <li>□ Importance of maintaining a work-life balance</li> </ul>
		8.2	Evaluate the effectiveness of different techniques for managing emotions	<ul style="list-style-type: none"> <li>□ How you personally manage your emotions</li> <li>□ How your emotions are managed effectively or if there are instances where they can be better managed</li> <li>□ Person and/or people within your funeral business, who can support you with managing your emotions</li> <li>□ External agencies can give you support to manage your emotions</li> </ul>

## Information for tutors

---

### Delivery

This unit should be delivered and assessed in the workplace. This unit can be delivered individually or in groups. The learning outcomes can be covered in different sections and do not have to be in set order as certain learning outcomes can be delivered as stand-alone.

Learners should be encouraged to use their company policies and procedures and they need to be able to show a clear understanding of these and the importance of adhering to them in their workplace. They should also be encouraged to draw upon their own experiences of working in teams.

Learning outcomes 2 and 3 could be delivered together as they both concentrate on communication. Role play could be used so that learners could explore different forms of communication and practice "active listening". By doing this they could see, at first hand, the benefits of effective communication and the impact poor communication skills can have.

Learning outcomes 1, 4, 5 and 6 all relate to the working relationship within the funeral service environment. The tutor could use the suggested resources to look at what a team needs in order to be successful and then look at how conflict, if managed appropriately, can be viewed and resolved to create a positive experience in the team.

Learning outcome 7 is personal to each learner and as such, may depend on their working environment, whether they have set objectives or not. If learners have not brought objectives with them, it would be good for them to devise objectives so that these can be discussed openly and by doing this, they can share experiences with each other.

Learning outcome 8 looks at emotions and how these can be managed. Learners will have experiences of situations which have had an impact on their own emotions and these experiences could be beneficial if they were able to share them with the group.

## Assessment

LO2 – AC4.1 and LO6 – AC6.1 "**working environment**" and LO8 "**funeral service environment**" refers to a funeral business premises and other environments outside of the business' premises where the employee may be working, such as the deceased's home, crematoria and hospitals.

AC6.3 "**actions**" refers to the different ways and strategies which can be used to resolve conflict, such as:

- following any relevant organisational policies
- involving or seeking advice from senior colleagues
- effective use of communication and active listening skills
- discussing issues in private
- promoting a positive and constructive attitude in resolving differences

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

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Workbooks and assignments can be used for learners to record evidence which can be assessed to the criteria and professional discussion should be used to ensure that the evidence collected is valid, authentic, etc.

Because this is a knowledge-based unit, professional discussion can be an excellent stand-alone method of collecting evidence, especially when this has been planned for by the assessor and the candidate is well prepared.

## Suggested resources

### Books

Adair J – *Effective Communication (Revised Edition): The Most Important Management Skills of All* (Pan, 2009) ISBN: 9780330504263

### Websites

[www.dummies.com](http://www.dummies.com) – This website gives suggestions on ways to become an effective team player

[www.mindtools.com](http://www.mindtools.com) – This web site looks at "Managing Your Emotions at Work" This looks at the different emotions and how to deal with them effectively in the work place

[www.nafd.org.uk](http://www.nafd.org.uk) – This website allows you to access the National Association of Funeral Directors' Code of Practice

[www.retailchoice.com/careers-advice/life-at-work](http://www.retailchoice.com/careers-advice/life-at-work) – This website looks at "Dealing with conflict in the Workplace". It looks at what conflict is and how it can impact on you and your colleagues in the work place

[www.skillsyouneed.com](http://www.skillsyouneed.com) – This website has easy to read information on "active" listening, non-verbal communication, different types of questioning and general information on communication skills

# **Unit 5: Understanding the Process of Embalming**

**Unit reference number: M/503/9802**

**Level: 3**

**Credit value: 2**

**Guided learning hours: 14**

---

## **Unit aim**

The purpose of this unit is to assess the learner's knowledge and understanding of the process of embalming. It covers the main principles of the process and also includes the legal documentation required and methods for discussing embalming with clients.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Understand the principles of the embalming process	1.1	Outline what is involved in the process of embalming the deceased	<ul style="list-style-type: none"> <li>□ Person and/or people that carry out the embalming process</li> <li>□ Location where the embalming is carried out</li> <li>□ Why embalming is carried out</li> <li>□ Five stages of the embalming process: pre-embalming, feature setting, arterial embalming, cavity embalming, post embalming</li> <li>□ What happens during each of the five stages of embalming</li> <li>□ Chemicals that are used for embalming</li> </ul>
		1.2	Outline the limitations of the embalming process	<ul style="list-style-type: none"> <li>□ When the embalming process is less effective</li> <li>□ When embalming a deceased would not be able to take place</li> </ul>
2	Understand the reasons for embalming the deceased	2.1	Explain the benefits of embalming	<ul style="list-style-type: none"> <li>□ Benefits of embalming: for the deceased, for relatives, to the wider community and the environment, to you and colleagues</li> </ul>
		2.2	Explain circumstances when it is necessary to embalm the deceased	<ul style="list-style-type: none"> <li>□ When embalming should be discussed with the client</li> <li>□ Situations when you would strongly recommend embalming to be carried out</li> <li>□ When embalming should be carried out</li> </ul>
		2.3	Outline circumstances where embalming cannot be performed on the deceased	<ul style="list-style-type: none"> <li>□ When embalming cannot take place for religious or cultural reasons</li> <li>□ What causes of death result in embalming not being recommended or allowed</li> <li>□ Countries where embalming is not allowed if a deceased was being repatriated</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand how to discuss the subject of embalming with clients	3.1	Explain how to describe the process of embalming to clients in a sensitive manner	<ul style="list-style-type: none"> <li>□ How to approach the topic of embalming with a client</li> <li>□ How to judge how much information the client requires about embalming, and how much they would want to know</li> <li>□ Location where embalming would be discussed with the client</li> </ul>
4	Know what needs to be in place before embalming can occur	4.1	Describe how permission for embalming the deceased is sought from the client	<ul style="list-style-type: none"> <li>□ Importance of obtaining consent and permission from clients before the embalming of the deceased is commenced</li> <li>□ How permission and consent is obtained</li> <li>□ How permission and consent is recorded and documented</li> <li>□ Legal implications when carrying out embalming</li> </ul>
		4.2	Identify the statutory documents required for embalming the deceased	<ul style="list-style-type: none"> <li>□ Documentation that needs to be completed so that embalming can proceed</li> <li>□ Person, people, agencies and/or organisations that have to complete and sign the documentation</li> <li>□ Person, people, agencies and/or organisations that have to see the documentation and receive copies</li> </ul>
		4.3	Describe organisational processes for confirming the identification of the deceased before they are embalmed	<ul style="list-style-type: none"> <li>□ Importance of being able to identify the deceased before they are embalmed</li> <li>□ Procedure for identifying the deceased</li> <li>□ How to record and document that the identification has taken place</li> </ul>

## Information for tutors

---

### Delivery

This unit should be delivered and assessed in the workplace. This unit can be delivered individually or in groups. Ideally, all the learning outcomes can be delivered together as they all relate to embalming.

Learners should be encouraged to use their company policies and procedures and they need to be able to show a clear understanding of these and the importance of adhering to them in their workplace. Learners should research embalming to increase their knowledge of how the process is conducted but also its origin and why it is still carried out today. They should analyse the benefits and limitations of embalming, and research when it is important to carry out the embalming process and when it is not recommended and permitted. The tutor should ensure that the learners are fully aware of the UK guidelines and regulations in relation to embalming as well as other countries' policies and procedures and when these have to be complied with.

Learners also need to look at legal requirements and safeguards in relation to identifying the deceased and how these are carried out in the workplace. Individual companies may have different forms and procedures and it would be good practice to share these where appropriate.

Learners need to be aware of what information can be provided to clients when they enquire about embalming. They should also consider the level of information that clients need to know so that they can ensure that clients are not subject to needless levels of distress.

### Assessment

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

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Workbooks and assignments can be used for learners to record evidence which can be assessed to the criteria and professional discussion should be used to ensure that the evidence collected is valid, authentic, etc.

Because this is a knowledge-based unit, professional discussion can be an excellent stand-alone method of collecting evidence, especially when this has been planned for by the assessor and the candidate is well prepared.

## Suggested resources

### Websites

[www.bioe.co.uk](http://www.bioe.co.uk) – The British Institute of Embalmers

[www.funeralhelper.org](http://www.funeralhelper.org) – This website provides information on Embalming and gives examples of information that could be provided to clients when requested.

[www.hse.gov.uk](http://www.hse.gov.uk) – This website from the Health & safety Executive, provides information on "Controlling the risk of infection at work from human remains" It lists Infections diseases when embalming should not be carried out

# **Unit 6: Understanding Funeral Law and the Legal Processes for Arranging Funerals**

**Unit reference number:** T/503/9803

**Level:** 3

**Credit value:** 3

**Guided learning hours:** 20

---

## **Unit aim**

The purpose of this unit is to assess learners' knowledge and understanding of the legal requirements for arranging funerals.

## **Essential resources**

There are no special resources needed for this unit.

## Learning outcomes, assessment criteria and unit amplification

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		Unit amplification
1	Know the requirements for issuing a medical certificate for cause of death	1.1	Explain the circumstances that determine who may issue a medical certificate for cause of death	<ul style="list-style-type: none"> <li>□ When a medical certificate for cause of death is issued</li> <li>□ Person and/or people that would normally issue a certificate for cause of death</li> <li>□ Person and/or people that can also issue a certificate for cause of death</li> <li>□ Situations when these "others" can issue a cause of death certificate</li> </ul>
		1.2	Explain the circumstances where a deceased's GP may not be able to issue a medical certificate for cause of death	<ul style="list-style-type: none"> <li>□ Reason why a deceased's GP might not be able to issue a medical certificate for cause of death</li> <li>□ Legal requirements for GPs that allows them to issue a certificate</li> </ul>
2	Understand the responsibilities of the Coroner or Procurator Fiscal	2.1	Explain the sequence of activities, including the flow of documentation, for reporting deaths to the Coroner or Procurator Fiscal	<ul style="list-style-type: none"> <li>□ Person and/or people that can report a death to the Coroner or Procurator Fiscal</li> <li>□ When a death is reported</li> <li>□ Documentation that is initially required</li> <li>□ Person and/or people that collect further information on behalf of the Coroner or Procurator Fiscal</li> <li>□ How this information is used and who it is used by</li> </ul>
		2.2	Explain how the role of the Coroner or Procurator Fiscal impacts on the bereaved	<ul style="list-style-type: none"> <li>□ Role of the Coroner or Procurator Fiscal</li> <li>□ How their role will impact on the bereaved</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the legal responsibilities of the registrar when registering adult deaths	3.1	Explain the legal responsibilities of the registrar when registering adult deaths	<ul style="list-style-type: none"> <li>□ Information the registrar must see before they complete the register</li> <li>□ Information they will need from the person who is registering the death</li> <li>□ Information that will be recorded on the register</li> <li>□ Person and/or people the registrar will contact if they have any concerns or issues</li> </ul>
4	Know the legal process for arranging cremations	4.1	<p>Explain the sequence of activities, including the flow of documentation, that must occur to meet legal requirements for cremation when death:</p> <ul style="list-style-type: none"> <li>• has been referred to the Coroner or Procurator Fiscal</li> <li>• has not been referred to the Coroner or Procurator Fiscal</li> </ul>	<ul style="list-style-type: none"> <li>□ When a death has been referred to a Coroner or Procurator Fiscal: documentation that is required before a cremation can take place, the person that completes the documentation, the place the documentation is stored to ensure safety and confidentiality, person responsible for collating the documentation, where the information goes before cremation can take place</li> <li>□ When a death has not been referred to a Coroner or Procurator Fiscal: documentation that is required before a cremation can take place, the person that completes the documentation, the place the documentation is stored to ensure safety and confidentiality, person responsible for collating the documentation, where the information goes before cremation can take place</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
5	Know the legal process for arranging burials	5.1	<p>Explain the sequence of activities, including the flow of documentation, that must occur to meet legal requirements for burial when death:</p> <ul style="list-style-type: none"> <li>• has been referred to the Coroner or Procurator Fiscal</li> <li>• has not been referred to the Coroner or Procurator Fiscal</li> </ul>	<ul style="list-style-type: none"> <li>□ When a death has been referred to a Coroner or Procurator Fiscal: documentation that is required before a cremation can take place, the person that completes the documentation, the place the documentation is stored to ensure safety and confidentiality, person responsible for collating the documentation, where the information goes before cremation can take place</li> <li>□ When a death has not been referred to a Coroner or Procurator Fiscal: documentation that is required before a cremation can take place, the person that completes the documentation, the place the documentation is stored to ensure safety and confidentiality, person responsible for collating the documentation, where the information goes before cremation can take place</li> </ul>
		5.2	<p>Explain the regulations that apply to different <b>burial venues</b> including any documentation required</p>	<ul style="list-style-type: none"> <li>□ Regulations that apply to burial venues</li> <li>□ How the regulations differ depending on the venue</li> <li>□ How the regulations differ depending on the country within the UK</li> <li>□ Documentation that is required</li> <li>□ Person, people, agencies and/or organisation that provides this information</li> <li>□ Person, people, agencies and/or organisation that the documentation is given to</li> </ul>

Learning outcomes		Assessment criteria		Unit amplification
6	Understand how process and documentation may differ in certain circumstances	6.1	Describe the ways in which processes and documentation may differ in the following circumstances: <ul style="list-style-type: none"> <li>• repatriation of the deceased</li> <li>• exhumation of the deceased</li> <li>• burial at sea</li> <li>• bequeathal</li> </ul>	<ul style="list-style-type: none"> <li>□ Repatriation of the deceased: documentation needed or used, changes that need to be made to the documentation, where the documentation can be obtained, who can help clients with this while they are abroad, where the documentation has to go</li> <li>□ Exhumation of the deceased: who can apply for a licence, the legal requirements for these licences and whether they apply to the exhumation of both adult and child, where the documentation can be obtained</li> <li>□ Burial at sea: documentation that is required, who requires this documentation and where it goes, special burial at sea sites or particular places where burial at sea can take place</li> <li>□ Bequeathal: documentation that must be in place, the differences between his documentation and all other documentation that is used in the funeral business, the Act of Law that bequeathal of a deceased comes under</li> </ul>
7	Understand how doorstep selling regulations apply to arrangements made at home	7.1	Explain how doorstep selling regulations apply to arrangements made at home including: <ul style="list-style-type: none"> <li>• funeral</li> <li>• auxiliary services</li> <li>• monumental masonry</li> <li>• pre-payment plans</li> </ul>	<ul style="list-style-type: none"> <li>□ Legislation in relation to "Doorstep Selling"</li> <li>□ How the legislation impacts on the products that are sold</li> <li>□ How the legislation impacts on the services you sell and provide</li> <li>□ Length of the "cooling off period" in which clients are able to cancel</li> </ul>

## Information for tutors

---

### Delivery

This unit should be delivered and assessed in the workplace. This unit can be delivered individually or in groups. The learning outcomes can be covered in different sections and do not have to be in set order as certain learning outcomes can be delivered as stand-alone outcomes.

Learners should be encouraged to use their company policies and procedures and they need to be able to show a clear understanding of these and the importance of adhering to them in their workplace.

It would be good practice for learners to have open discussions in relation to these outcomes as certain learners may have worked in different sized funeral businesses or different Local Authorities.

The suggested resources should be used to check the learner's understanding of the legal requirements and the roles of the different agencies.

In learning outcome 1, learners will have to research who else, apart from GPs and medical professionals, can issue a certificate of cause of death. Learners also need to be aware when GPs cannot issue a medical certificate and the actions that need to be taken on these occasions.

The tutor will need to be aware, for learning outcomes 2 and 3, that there are slight differences between the UK countries and these differences should be discussed openly so that there is a clear understanding. Learners should understand the consequences to the bereaved when a Coroner or Procurator Fiscal is involved in the process as this will impact on timely proceedings.

Product evidence such as copies of the register of deaths, as well as learners' company documentation, could be used and shared so that learners can see, at first hand, what is required for learning outcome 3. Copies of the recognised legal forms for cremation and burial should be downloaded and provided to the learners so that they can actually see what information is required and by whom. This will help with learning outcomes 4 and 5. The suggested resource materials will also help to cover these outcomes.

Learning outcome 6 is a very detailed outcome and there is a lot of suggested resources which need to be looked at to cover the individual bullet points of the criteria. The tutor must be aware that every bullet point needs to be fully addressed. Learners will have to search to locate the information required to cover these points and it would be a good idea for the tutor to divide learners into groups so that they can feed back on their findings.

For learning outcome 7, the learners will have to look at the legislation relating to "doorstep selling" and it would be good if they could bring copies of the documentation from their own companies. This would be a good time for the tutor to get the learners to work on their own documentation to ensure that it complies with the Code of Conduct as well as meeting legal requirements. Learners, at this level, should be able to carry out these exercises in groups.

## Assessment

AC5.2 examples of "**burial venues**" include:

- cemetery
- churchyard
- woodland burial ground
- private land

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

The centre will devise and mark the assessment for this unit.

Learners must meet all assessment criteria to pass the unit.

Workbooks and assignments can be used for learners to record evidence which can be assessed to the criteria and professional discussion should be used to ensure that the evidence collected is valid, authentic, etc.

Because this is a knowledge-based unit, professional discussion can be an excellent stand-alone method of collecting evidence, especially when this has been planned for by the assessor and the candidate is well prepared.

## Suggested resources

### Websites

[www.bereavementadvice.org](http://www.bereavementadvice.org) – This website gives valuable information on the role of the Coroner/Procurator Fiscal as well as the documentation they provide and the action they take

[www.gov.uk/after-a-death](http://www.gov.uk/after-a-death) – This is a government website which gives information on the documentation required to register a death and the differences between the four countries within the UK

[www.gov.uk/doorstep-selling-regulations](http://www.gov.uk/doorstep-selling-regulations) – This is a government website which describes the regulations in relation to selling

[www.gov.uk/government/organisations/marine-management-organisation](http://www.gov.uk/government/organisations/marine-management-organisation) – This is the Marine Management Organisation website which provided information on Burial at Sea

[www.hta.gov.uk/](http://www.hta.gov.uk/) – This is the Human Tissue Authority website which provides information on how to manage, bequeath and donate human remains. It provides information on the Human Tissue Act 2004 (which covers England, Wales & Ireland) and the Human Tissue (Scotland) Act 2006 which covers Scotland

[www.justice.gov.uk](http://www.justice.gov.uk) – This website provides information on who can exhume human remains and how to apply for consent for this

[www.justice.gov.uk/coroners-burial-cremation](http://www.justice.gov.uk/coroners-burial-cremation) – This is a government website which provides sample forms relating to what is required for cremation and burial. These can be used, as suggested in the delivery paragraphs above

[www.nafd.org.uk](http://www.nafd.org.uk) – This website gives frequently asked questions about what is required when someone dies; who issues the death certificates and what information is required for registering a death

[www.tameside.gov.uk/bereavement/exhumation](http://www.tameside.gov.uk/bereavement/exhumation) – This website provides brief details about exhumations. Why they are requested, how to request one and the process of carrying them out

## 13 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](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandcolleges.co.uk](http://www.pearsonschoolsandcolleges.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)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### **Additional resources**

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

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

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

### **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

## 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.

**November 2017**

**For information about Edexcel, BTEC or LCCI qualifications visit [qualifications.pearson.com](http://qualifications.pearson.com)**

**BTEC is a registered trademark of Pearson Education Limited**

**Pearson Education Limited. Registered in England and Wales No. 872828  
Registered Office: 80 Strand, London WC2R 0RL.  
VAT Reg No GB 278 537121**