



# End-Point Assessment Handbook and Specification for Funeral Team Member Level 2 ST0594 Version 1.2



## Contents

Summary of Revisions to End-Point Assessment Guidance and Specification	4
Section 1	5
Overview	5
Introduction	6
Apprenticeship standard objective	7
Progression	7
Who is Professional Assessment Ltd (PAL)?	7
What is needed prior to end-point assessment?	8
Language of assessment	9
Section 2	10
How is end-point assessment delivered?	10
Who can carry out end-point assessment?	12
Internal quality assurance requirements	12
External quality assurance requirements	12
Standardisation and moderation	13
Section 3	14
Grading	14
Preparing apprentices for end-point assessment	14
End-point assessment planning and scheduling	15
Reassessment	15
Resits and retakes	15
Reassessment requirements for each component	16
Capping	16
Booking reassessments	16
Section 4	17
Portfolio of evidence	17
What is the format of the underpinning portfolio?	17
How can a Funeral Team Member prepare for and complete the portfolio?	17
What is best practice in producing the portfolio of evidence?	18
Table 1: Mapping of Knowledge, Skills and Behaviours for the Professional Discussion underpinned by a portfolio of evidence	19
Section 5	21
Assessment methods	21
Sample Assessment Materials	21
Assessment method 1 – Knowledge Test	21
Key facts about the test	21

Knowledge test grade boundaries	22
Knowledge test specifics	22
Table 2: Knowledge Test Criteria	22
How can a Funeral Team Member apprentice prepare for the knowledge test?	23
Examination conditions	23
Assessment Method 2 – Competence Scenario	24
Key facts about the competence scenario	24
What is the format of the competence scenario?	24
Example competence scenarios	25
How can a Funeral Team Member apprentice prepare for the competence scenario?	26
How will the competence scenario be graded?	27
Table 3: Competence Scenario Pass Grading Criteria	27
Assessment Method 3 – Professional Discussion underpinned by a Portfolio of Evidence	28
Key facts about the professional discussion	28
What is the format of the professional discussion?	28
How can the professional discussion be undertaken?	29
How can a Funeral Team Member apprentice prepare for the professional discussion?	29
How will the professional discussion be graded?	29
Table 4: Professional Discussion Pass and Distinction Grading Criteria	29
Section 6	32
Plagiarism	32
Appeals, complaints, maladministration, and malpractice policies - centre/candidate	32
Reasonable adjustments/considerations/adaptations	33
Certification	33
Validity, Authenticity, Relevancy, Currency, and Sufficiency	33

## Summary of Revisions to End-Point Assessment Guidance and Specification

Summary of Revisions	Assessment Plan Revised Version Number	Date of Revision
PAL specification updated to V2 – additional guidance for the competence scenario added and minor mapping error for the competence scenario funeral operative option amended (section 5).	n/a	30/04/2023
Learning outcomes added for the knowledge test criteria table – Table 2	n/a	01/08/2023
<p>IfATE revision from version 1.1 to 1.2. Error corrected as follows:</p> <p>Adjustment (V1.2):            “The criteria 'The full range and unique selling points of products and services offered by the business' is specified as being met via the professional discussion and is part of the 'core' criteria. However, within another part of the AP, the same criteria is said to be met within the 'competence based scenario' as part of the 'funeral arranger' route. This is incorrect. The adjustment makes it clear under which assessment method this criteria should be met.”</p> <p>PAL guidance- all apprentices entering end-point assessment from 01/02/2024 will be assessed against v1.2.</p>	1.2	01/02/2024

## Section 1

### Overview

The end-point assessment in this specification relates to the Funeral Team Member Apprenticeship ST0594 version 1.2. The apprenticeship is at Level 2 and is for apprentices who help to manage funeral arrangements.

Funeral team members are the first point of contact for the business so must create a good first impression, put clients at ease, take information, answer questions, or find answers, building good client relationships and confidence while upholding the image of the business.

Funeral team members make a positive difference to their clients at a challenging, emotional time and contact with the deceased is a key aspect of any role within this industry.

Funeral team members will specialise in one of two roles:

- A Funeral Arranger – Supports the funeral director by arranging funerals and pre-payment plans, handling customer enquiries, sales and after care either on or off site. Administration and payment reconciliation is a part of this job role.
- A Funeral Operative – Plays an active role in assisting the funeral director on funerals, cleaning and driving a variety of vehicles, bringing the deceased into care, preparing the deceased and coffins, and supporting client visits. Operatives will participate in an out-of-hours service.

The typical duration for this apprenticeship is 12 months but this will depend on apprentices' previous experience and their access to opportunities to gain the full range of competences. The minimum duration of training for any apprenticeship is 366 days, before entering end-point assessment.

To achieve the apprenticeship certificate, apprentices are required to successfully complete their on-programme period of learning and development and the end-point assessment. The purpose of the end-point assessment is to confirm that apprentices have met the required level of knowledge, skills and behavioural standards set by employers.

The overall apprenticeship is graded as fail, pass or distinction.

To achieve the apprenticeship certificate, apprentices are required to successfully complete the:

- On-programme period of training and development, including achieving the required Level 1 mathematics and English qualifications.
- End-point assessment (EPA) - all components, within the assessment window.

The certificate for the apprenticeship is awarded by the Institute for Apprentices and Technical Education (IfATE), through a process administered by the Education and Skills Funding Agency (ESFA).

As the end-point assessment organisation, Professional Assessment Ltd (PAL) will claim for the certificate on behalf of the apprentice. Certificates are sent to the nominated employer, and it is the employer's responsibility to ensure the apprentice receives the certificate.

The standards and accompanying assessment plan can be accessed via the [Institute for Apprenticeships and Technical Education](#).

<b>Standard Title</b>	Funeral Team Member
<b>Level</b>	2
<b>Standard and Version (AP) Number</b>	ST0594 Version 1.2
<b>LARS Number</b>	412
<b>Qualification Number</b>	610/2315/2
<b>External Quality Assurance Provider</b>	Ofqual
<b>Duration of End-Point Assessment</b>	3 months
<b>Date the Assessment Plan is scheduled for review</b>	This standard should be reviewed within 3 years of its approval date.
<b>Mandatory Qualifications within the Standard</b>	English and maths Level 1
<b>End-Point Assessment Methods</b>	<p>The end-point assessment is designed to test the apprentice throughout the entire standard, the assessment methods used to achieve this are as follows:</p> <ul style="list-style-type: none"> <li>➤ Knowledge test.</li> <li>➤ Competence scenario.</li> <li>➤ Professional discussion underpinned by a portfolio of evidence.</li> </ul>

## Introduction

This handbook contains the relevant information and guidance required of apprentices to achieve the end-point assessment for the Funeral Team Member Apprenticeship ST0594 V1.2 and should be used in conjunction with the Funeral Team Member ST0594/V1.2 Padlet<sup>1</sup> – End-Point Assessment Information for Apprentices, Training Providers and Employers.

*The overarching aim of the end-point assessment is to ensure that the apprentice meets the standard set out by employers of the relevant sector and that they are fully competent within their job roles. An apprentice must successfully complete all the end-point assessment components to receive the apprenticeship certificate.*

*References to third-party material made in this specification are made in good faith. PAL 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.*

<sup>1</sup> A Padlet is an on-line wiki-based resource, made available to all PAL clients. Resources are updated centrally, so the latest information can be accessed via the Padlet

PAL has worked in close collaboration with employers, other assessment organisations and experts from professional bodies and training providers in developing the assessment tools for this end-point assessment. We are grateful to all who have generously shared their time and expertise to help us in the development process.

The end-point assessment (EPA) is an assessment of the knowledge, skills and behaviours outlined in the apprenticeship standard, which have been learned throughout the apprenticeship programme. The purpose of the end-point assessment is to make sure that the apprentice meets the standard in its entirety.

All apprentices must undertake the independent end-point assessment at the end of the on-programme phase of training when their employer, and in some cases their training provider, is satisfied that they have met the 'Gateway' criteria to undertake the assessment. Apprentices will not be awarded the apprenticeship certificate until they have successfully completed the end-point assessment.

The end-point assessment can be delivered only by a registered assessment organisation, which must be independent of the employer, or any party involved in the delivery of the on-programme phase of the apprenticeship. In this context, independence, means without influence or bias and the independent assessor assigned is not affiliated to the employer or any training partner involved, and notably the independent assessor has played no part in the training of the apprentice.

All assessment decisions for this standard's end-point assessment must be made by the independent assessment organisation.

PAL has been working closely with occupational experts, employers, and training providers in the development of end-point assessment tools to ensure that they are:

- Valid and appropriate to assess occupational competence in the relevant industry and will deliver reliable outcomes.
- Fair to all apprentices and help them to make progress in their lives.
- Manageable for apprentices and the industry and can be delivered effectively and efficiently in the vocational setting.

## Apprenticeship standard objective

The overall goal of the end-point assessment is to ensure that the apprentice has met the required level of knowledge, skills and behavioural standards set by employers and approved by the IfATE and that they are confident and competent in their role to take on responsibilities to deliver clearly defined business outcomes.

## Progression

On completion of the apprenticeship, the apprentice could progress into a funeral director role.

## Who is Professional Assessment Ltd (PAL)?

PAL provides services for training providers to include colleges and employers involved in the delivery of apprenticeships and adult learning. Our offer includes:

- End-point assessment for a wide range of apprenticeship standards. Our dedicated team offers national coverage and has built up extensive experience in administering the latest end-point assessments.
- Compliance and audit services. Our funding compliance team tailor their support to meet your specific needs; from ad-hoc advice and support to full ESFA-style audits.

The link to our website can be located by clicking [here](#).

## What is needed prior to end-point assessment?

The employer and training provider must confirm that the apprentice has met the on-programme requirements and the apprentice is ready to undertake the end-point assessment.

The employer and training provider must hold a 'Gateway' review to agree that the apprentice has gained the required level of knowledge, skills, and behaviours, along with an English and maths qualification at a level 1 prior to end-point assessment as set by the apprenticeship standard.

*For those with an education, health and care plan or a legacy statement the apprenticeship's English and maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for those whom this is their primary language.*

Please check with the EPA team via [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk) if you do not know which English or maths qualifications are accepted. Evidence of qualifications must be in the form of a certificate.

**The apprentice must have a completed portfolio of evidence that will underpin the professional discussion to be submitted to PAL as part of the Gateway evidence.**

To confirm the Gateway review has taken place, the employer, training provider and apprentice are required to complete a Gateway Declaration Record, an example of which is included in the Appendix of this specification. Alternatively, training providers and employers can use their documentation, with the caveat that the document must record the information as stipulated on the PAL Gateway Declaration Record.

PAL will not confirm an end-point assessment booking until the required evidence is submitted. For auditing purposes, the Gateway Review Record should either be signed or dated by all parties, or email/DVR confirmation provided that all parties have agreed on readiness.

The recommended approach during the on-programme assessment phase (month 1-12) to ensure that the apprentice is on track is based on the employer's performance management process with the following key elements:

- Line manager uses the formal performance management process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- The training provider can support this (if required) by ensuring that the requirements of the apprenticeship are reflected in the performance management process and filling any gaps through their work with the apprentice.
- The training provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the line manager and training provider (aligned with the performance management process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be strongly encouraged to create a learning record that contains examples of their learning and areas for development/action points as they go through the apprenticeship.
- The training provider can carry out mock end-point assessments with the apprentice.

The Gateway decision regarding readiness will be taken by the line manager (or appropriate employer) representative and apprentice with input from the training provider.



## Language of assessment

All components of the end-point assessment will be conducted in English.

Apprentices may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on special considerations and reasonable adjustments can be found in our Special Considerations and Reasonable Adjustments policy.

## Section 2

### How is end-point assessment delivered?

The apprentice will be assessed to the apprenticeship standard using three discrete assessment methods. Each assessment method should directly assess the required knowledge, skills, and behaviours of the standard.

The assessment activities will be completed by the independent assessor as follows:

- Knowledge test.
- Competence scenario.
- Professional discussion, underpinned by a portfolio of evidence.




There is no mandated assessment sequence. The result of one assessment does not need to be known before starting the next.







The content and structure of the assessment methods is provided by PAL to ensure consistency across all apprentices. The employer, with the support of the training provider where appropriate, will work with the apprentice to agree how the apprentice goes about completing the components of the end-point assessment and will provide guidance along the way as required. The training provider will ensure that the evidence presented for end-point assessment meets the assessment plan requirements but does not have a role in the formal end-point assessment or grade decision.

Apprentices who fail one or more assessment method will be awarded an overall EPA grade of 'fail'. To gain an overall EPA 'pass' grade, apprentices must achieve a pass in all of the assessment methods. All assessment methods must be passed for the end-point assessment to be passed overall.

The following chart sets out the sequences of the Gateway review and end-point assessment.

Note – the assessments can be taken in any order.

Apprentice/Employer/Training Provider		PAL
Apprentice registered with PAL prior to the Gateway review.		<ul style="list-style-type: none"> <li>▪ ESFA advised of EPAO.</li> <li>▪ EPAPro log-in credentials provided.</li> <li>▪ Access to a range of assessment guidance materials available.</li> </ul>
Gateway review held between the training provider, employer, and apprentice to confirm assessment readiness. <ul style="list-style-type: none"> <li>▪ Evidence of English and maths requirements having been achieved.</li> <li>▪ Completed portfolio of evidence submitted with mapping document and employer validation.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Declaration received that the apprentice is ready for assessment.</li> <li>▪ Gateway evidence received.</li> <li>▪ PAL approves or rejects the Gateway evidence. If rejected, the training provider to resubmit as required.</li> </ul>
PAL contacts employer and apprentice. PAL undertakes assessment planning meeting with apprentice and employer and assessment schedule agreed.		<ul style="list-style-type: none"> <li>▪ Assessment plan completed. Dates will be agreed for all methods of assessment to meet with the Funeral Team Member Assessment Plan and to allow for reasonable resit or retake activities within the required window, wherever possible.</li> </ul>

Apprentice/Employer/Training Provider		PAL
		<ul style="list-style-type: none"> <li>▪ Independent assessor (IA) reviews of the portfolio of evidence, selects 3 pieces of evidence and prepares agenda questions for the professional discussion.</li> </ul>
<p>Apprentice undertakes the knowledge test assessment.</p> <ul style="list-style-type: none"> <li>▪ Test duration is a maximum of 40 minutes.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Test result graded.</li> </ul>
<p>Apprentice undertakes the competence scenario observation.</p> <ul style="list-style-type: none"> <li>▪ Scenario observation must last for 75 minutes (+/- 10% at the independent assessor's discretion).</li> </ul>		<ul style="list-style-type: none"> <li>▪ Competence scenario completed.</li> <li>▪ Assessment graded.</li> </ul>
<p>Apprentice undertakes the professional discussion assessment.</p> <ul style="list-style-type: none"> <li>▪ Apprentice must be notified of the 3 pieces of evidence selected by the IA for discussion 48 hours prior to the assessment date.</li> <li>▪ Apprentice to have a copy of their portfolio of evidence to refer to during the assessment. Please note the agenda is not shared in advance.</li> <li>▪ Professional discussion assessment must last for 60 minutes (+/- 10% at the independent assessor's discretion).</li> </ul>		<ul style="list-style-type: none"> <li>▪ IA will have a copy of the apprentice's portfolio of evidence to refer to during the assessment.</li> <li>▪ Professional discussion completed, responses to questions assessed.</li> <li>▪ Assessment graded.</li> </ul>
		<ul style="list-style-type: none"> <li>▪ Overall grading undertaken – IA confirms to PAL grades for all assessment elements and overall grade using grade descriptors as detailed in the assessment plan.</li> <li>▪ IQA undertaken.</li> <li>▪ Assessment outcome provided within the assessment window timeframe.</li> </ul>
<p>Employer informed of the outcome of end-point assessment via email from <a href="mailto:epasupportservices@professionalassessment.co.uk">epasupportservices@professionalassessment.co.uk</a> Apprentice and training provider are copied into the communication.</p>		<ul style="list-style-type: none"> <li>▪ Assessment reports will record decisions and grades. If a resit or retake is required, it is important that the relevant parties refer to the EPA summary record.</li> <li>▪ Assessment decision data collated and used to inform standardisations processes and quality assurance.</li> <li>▪ Assessment outcome provided to the training provider and apprenticeship service.</li> <li>▪ Certificate requested where a pass or higher grade for all aspects of end-point assessment are achieved.</li> <li>▪ Data provided to the regulator as necessary.</li> </ul>

## Who can carry out end-point assessment?

Independent assessors/the end-point assessment organisation for this standard are required to:

- Have significant relevant practical experience in a funeral team member role.
- Have 5 years' experience of working within the relevant sector.
- Hold a recognised funeral qualification at Level 2 or higher.
- Undertake a minimum of 2 days continuing professional development relating to the actual job role per year.
- Have a sound understanding of the Funeral Team Member Apprenticeship standard and have no relationship with the apprentice or the employer.
- Attend a minimum of 2 standardisation events annually.
- Have sufficient resources to carry out the role of independent assessor i.e., time and budget.

All independent assessors that meet the above criteria are trained and approved by PAL to ensure that they are capable carrying out end-point assessments in a fair and consistent manner to make reliable judgments.

PAL requires all end-point assessment staff to hold a recognised assessment qualification.

PAL will be responsible for all aspects of the end-point assessment for this standard and will review the evidence against the standard to ensure that the grading criteria have been met for each method of assessment.

## Internal quality assurance requirements

PAL requires all quality assurance staff to hold a recognised internal quality assurance qualification. IQA staff are subject to the requirements of an independent assessor as outlined above and must show competence in subject specialist areas to be approved in internal quality assurance. Quality assurers are monitored to undertake continuous professional development, to ensure the currency of their industry specific knowledge and practice.

PAL implements validation and quality assurance policies and processes to ensure that all assessments are robust, fully align with the independent end-point assessment requirements, and are assessed consistently, reliably, and fairly by all independent assessors. Policies can be shared upon request, please contact [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk). Essential policies are also available via our website.

In accordance with these policies PAL will:

- Develop and maintain a set of assessment tools, to be used by all independent assessors when carrying out assessments.
- Ensure independent assessors for the standard meet with the assessment plan competency requirements.
- Train and develop all independent assessors to ensure reliable and consistent assessment of the standard.
- Apply robust quality assurance and verification processes to assessments, e.g., the use of standard formats, moderation, and standardisation of marking and assessment decisions.
- Apply and follow the appeals and disputes policy and procedure in response to any legitimate appeal or dispute.
- Hold standardisation and moderation activities of assessment process.
- Communicate with third parties any concerns or issues that may impact on assessment activities or outcomes.

## External quality assurance requirements

External quality assurance for the Funeral Team Member Apprenticeship is undertaken by Ofqual.

## Standardisation and moderation

All independent assessors are required to attend standardisation and moderation activities, to ensure the consistency of the assessment approach and to ensure assessment grading is aligned to the relevant assessment plan requirements. Standardisation activities are carried out on an on-going basis such meetings can be in the format of traditional meetings or via hangouts.

IQAs may accompany or 'remote in' with independent assessors carrying out EPA to ensure that it is being administered safely, securely and in line with PAL guidance.

For further information on quality assurance, standardisation and moderation please see our policies, or contact our quality team via [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk).

## Section 3

### Grading

All end-point assessment methods must be passed for the end-point assessment to be passed overall.

To achieve a pass, all methods must be passed.

To achieve a distinction, the apprentice must achieve a distinction in both the knowledge test and the professional discussion.

Grades from individual assessment methods should be combined in the following way to determine the grade of the end-point assessment as a whole:

Knowledge Test	Competence Scenario	Professional Discussion	Overall Grading
Fail	Fail	Fail	Fail
Fail	Pass	Fail	Fail
Fail	Fail	Pass	Fail
Pass	Fail	Fail	Fail
Pass	Pass	Fail	Fail
Fail	Pass	Pass	Fail
Pass	Fail	Pass	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Distinction	Pass	Pass	Pass
Distinction	Pass	Distinction	Distinction

### Preparing apprentices for end-point assessment

To ensure that apprentices develop the knowledge, skills and behaviours that underpin occupational competence, it is recommended that they follow a structured programme of training and development. The period of training and development must include the minimum ESFA requirements for off-the-job training, away from the day-to-day job. Please refer to ESFA guidance and funding rules regarding the definition of what training interventions are permissible under the ruling and responsibilities for recording and evidencing off-job training activities.

To prepare apprentices effectively, it is recommended that employers and/or training providers should:

- Have a good understanding of the apprenticeship standard and the structure and format of the end-point assessment.
- Plan and implement a learning and development programme based on the apprenticeship standard, with regular reviews of progress and readiness, to ensure apprentices develop the required knowledge, skills, and behaviours.
- Use formative assessments and mock assessments to help prepare apprentices for the end-point assessment.

It is recommended, that the on-programme assessment includes:

- Regular performance reviews between the apprentice and a senior manager.
- Opportunities given and evidence generated to cover all assessment criteria.
- Feedback from line manager/employer.

## End-point assessment planning and scheduling

Employers and/or training providers must have an agreement in place to conduct end-point assessments with PAL, we regularly check the ESFA portal to review pipeline business and ensure that training providers who wish to work with us, are attached to us, as EPAO for the relevant standard(s).

Apprentices must be registered and booked on to their end-point assessment in sufficient time to allow adequate planning and scheduling of the assessments. PAL encourages communication with all parties, in respect of apprenticeship progress and status and our accounts team will periodically communicate directly with other stakeholders, to seek clarification and updates regarding apprentices' assessment readiness. Once the employer or training provider has confirmed a gateway date, PAL will arrange a planning meeting on receipt and validation of the gateway evidence.

The planning meeting is attended by the employer, apprentice, and PAL. The purpose of the planning meeting is to share information with PAL, to support the assessment process and to agree a plan for the upcoming assessment activities for the apprentices. The independent assessor/PAL representative will agree a plan and schedule for each assessment activity to ensure that all assessment components can be completed within the end-point assessment time. The meeting can be conducted remotely using appropriate technology.

The end-point assessment will be conducted over a period of 3 months at the end of the apprenticeship. Assessments cannot take place if the apprentice has not served the minimum time in training and we require employers and training providers to check this requirement has been met, before submitting Gateway evidence.

## Reassessment

PAL's Resit and Retake policy will apply in the event of reassessments, and we will discuss arrangements for such activities with all concerned parties.

Reassessments do incur a charge. All fees are detailed in PAL's pricing policy and outlined in the contracting process.

Reassessments wherever possible will be carried out by the original independent assessor, but if this is not possible PAL reserves the right to assign a different independent assessor.

## Resits and retakes

Apprentices who fail one or more assessment methods will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. Apprentices should have a supportive action plan to prepare for a resit or a retake.

An apprentice who fails an assessment method, and therefore the end-point assessment in the first instance, will be required to resit any failed assessment methods only.

Any assessment method resit/retake must be taken during the maximum end-point assessment period otherwise, the entire EPA must be retaken, unless in the opinion of PAL exceptional circumstances apply outside the control of the apprentice or their employer.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum end-point assessment grade of pass, unless PAL determines there are exceptional circumstances.

Resits and retakes are not offered to apprentices wishing to move from pass to a higher grade.

## Reassessment requirements for each component

If the apprentice fails the **knowledge test**, they will be required to take another test with a different set of test questions.

If the apprentice fails the **competence scenario** they will be required to undertake another assessment using a different scenario.

If the apprentice fails the **professional discussion**, underpinned by a portfolio of evidence: a further, different professional discussion will be carried out. The apprentice cannot add to their portfolio during this period.

## Capping

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum end-point assessment grade of pass, unless PAL determines there are exceptional circumstances requiring a resit or retake.

## Booking reassessments

The timescale for any reassessment will be agreed on a case-by-case basis, with PAL. As part of that agreement, any reassessments must not provide an apprentice with an unfair advantage over others.



## Section 4

### Portfolio of evidence

A completed portfolio of evidence is required to be submitted to PAL as part of the Gateway review.

The portfolio **is not directly assessed** as part of end-point assessment, it provides a structure for the professional discussion.

The independent assessor will review the portfolio evidence, select 3 pieces of evidence, and use it to identify areas for the professional discussion, and it is the professional discussion that will assess the apprentice's understanding and learning.

The portfolio should be produced during the on-programme period of the apprenticeship, showcasing competence by the apprentice having first learned and applied the knowledge, skills and behaviours set out in the standard.

It is of paramount importance that all the work submitted in the portfolio has been generated by the apprentice or relates directly to the named apprentice. The independent assessor will undertake authenticity checks regarding portfolio evidence as part of the professional discussion assessment.

The apprentice must refer to their portfolio evidence during the professional discussion assessment. To ensure that all evidence is accessible during the assessment PAL would recommend that audio and/or video recordings are supported by a written summary/list of bullet points which the apprentice can easily refer.

### What is the format of the underpinning portfolio?

The portfolio of evidence must contain a minimum of 5 and a maximum of 10 pieces of evidence in total, a qualitative as opposed to quantitative approach is suggested.

The portfolio of evidence must evidence all the knowledge, skills and behaviours mapped to the professional discussion method of assessment (see Table 1). **At least one piece of evidence must relate to each of the criteria;** each piece of evidence can be referenced against more than one knowledge, skills, or behavioural requirement for a more holistic approach.

PAL has provided a mapping and employer validation statement record which can be accessed from the Funeral Team Member Padlet. Alternatively, training providers can use their own version, however **it is a mandatory requirement that a mapping document and employer validation statement is submitted with the completed portfolio.**

### How can a Funeral Team Member prepare for and complete the portfolio?

The employer and training provider will assist the apprentice in producing their portfolio to ensure that it covers all standards outlined in the assessment plan for professional discussion method of assessment.

Please refer to Table 1 for the knowledge, skills and behaviours required to be assessed by the professional discussion and evidenced in the portfolio.

The portfolio **must contain**:

- A mapping document which clearly shows how the evidence is mapped against the relevant knowledge, skills and behaviours that will be assessed by the interview.
- A statement to confirm that the evidence provided is valid and attributable to the apprentice from the employer.

Please note - PAL will not accept a portfolio submitted without a completed mapping document and an employer statement of validity.

It is not required that the apprentice has evidence in all the described formats below, but the portfolio **may** contain the following items as evidence:

- Witness testimonies.
- Completed documentation.
- Client feedback.
- Performance review documentation.
- Reflective log.

The IA will select **3 pieces of evidence** from the portfolio to be discussed during the professional discussion. The apprentice will be notified of the 3 pieces of evidence **48 hours prior** to the assessment date via email.

The professional discussion points will be constructed to include all pass criteria, while allowing the opportunity for the apprentice to evidence the distinction criteria, either naturally in their responses or using further questions. The apprentice and independent assessor must be able to refer to the portfolio during the professional discussion assessment and therefore evidence should be user-friendly and quick to reference.

### What is best practice in producing the portfolio of evidence?

Ensure that the evidence within the portfolio provides coverage against all the standards as outlined in the assessment plan for the professional discussion assessment method (see Table 1). Employers, training providers and apprentices can utilise this guidance to support in documenting and referencing the evidence against all standards required.

The evidence provided within the portfolio **must** be validated by the employer to confirm the authenticity and validity.

A range of evidence, methods and consistency over time is encouraged to show competence. All evidence provided within the portfolio should comply with usual assessment practices, such as:

- Valid Authentic Current Sufficient Reliable (VACSR) confirmed including signatures and dates as appropriate.
- Have detailed annotation to describe the evidence, audio files should be referred to clearly within evidence to show where supporting recordings are located and within recordings the evidence number being discussed should be clearly confirmed. Video files should be limited to a 10 minute duration and audio files limited to a 20 minute duration.

- Be referenced to the specific criteria being claimed.
- All evidence recordings and files to be clearly named as appropriate to evidence type/number.

Evidence should comply with data protection and GDPR. Ideally, the portfolio evidence should be presented electronically.

**Table 1: Mapping of Knowledge, Skills and Behaviours for the Professional Discussion underpinned by a portfolio of evidence**

Theme	PAL Ref	Knowledge (K), Skills (S) and Behaviours (B)
<b>Core – All Apprentices must have all of the following generic skills, knowledge, and behaviour</b>		
<b>Client</b>	CC1	Apply business policies and procedures to handle client concerns, complaints, and compliments. (S)
	CC2	Deal with client feedback within the limits of your own authority, sharing positive comments, escalating negative comments, and finding solutions where possible. (S)
<b>Reputation</b>	CR1	Client types and the local community demographic. (K)
	CR2	The benefit to yourself and the business of forming professional relationships. (K)
	CR3	The acceptable boundaries of professional relationships. (K)
	CR4	Engage in professional relationships with clients, communities, and other stakeholders in order to help build a positive public reputation. (S)
	CR5	Report any instance where the reputation of the business could be / has been damaged. (S)
	CR6	Treat all clients and colleagues with respect and work positively within the local community. (B)
	CR7	Use technology including social media in line with business requirements. (S)
	CR8	Actively promote the reputation of the business by using social media and business technology tools responsibly. (B)
<b>Team</b>	CT1	How to support and influence the team positively, recognising how all colleagues and teams are dependent on each other to meet business objectives. (K)
	CT2	Support team members to ensure that the services provided are of a high quality, delivered on time and as required. (S)
	CT3	Be conscious of the impact of personal behaviours on the team by a consistent, positive, and professional approach. (B)
	CT4	Adapt positively to all types of team leaders, team members and different types of team within the business in which you work. (S)
	CT5	Consistently exhibit respect and work positively with team leaders and team. (B)
<b>Legal &amp; Governance</b>	CLG1	The policies and procedures of the business regarding the deceased when they are in own premises or third party locations, identification, release of ashes, personal effects, notifiable diseases, and specialist services. (K)
	CLG2	Follow business policies and procedures relating to third party locations of the deceased, identification, release of ashes, personal effects, notifiable diseases, and specialist services (S)
	CLG3	Operate in an honest and trustworthy way demonstrating integrity in all duties respecting the dignity of the deceased at all times. (B)
<b>Personal Development &amp; Performance</b>	CPD1	How personal development and performance contributes to success of the business. (K)
	CPD2	How to identify personal goals and development opportunities and the support/ resources available to achieve these. (K)
	CPD3	Identify your own learning styles. (S)
	CPD4	Take ownership for own learning development and performance. (S)
	CPD5	Carry out personal development activities. (S)

Theme	PAL Ref	Knowledge (K), Skills (S) and Behaviours (B)
	CPD6	Reflect on own ways of working and with support from your line manager, actively create and implement a personal development plan. (B)
<b>Products &amp; Services</b>	CPS1	Demonstrate knowledge and understanding of the full range and unique selling points of products and services offered by the business. (K)
<b>Specialist Function – Apprentices must have all of the following skills, knowledge, and behaviour for Funeral Arranger OR Funeral Operative</b>		
<b>Funeral Arranger</b>		
<b>Funeral Arranging</b>	FAA1	The importance of accurate calculation and completion of the client contract and the implications to the business if not completed properly. (K)
	FAA2	Gather and collate feedback from clients using the businesses approved systems and communication methods. (S)
	FAA3	Use own initiative when carrying out arranging activities. (B)
<b>Administration &amp; Finance</b>	FAF1	The business administration / finance systems and how invoices are created. (K)
	FAF2	Access and use systems accurately, efficiently and within legislation requirements. (S)
	FAF3	Maintain precise records of all products and services purchased by clients. (S)
	FAF4	Ensure the timely receipt of payments and finance agreements. (S)
	FAF5	Consistently prioritise and arrange financial records and client accounts. (B)
	FAF6	Consistently review information and clerical processes for errors and make corrections before finalising administration / financial duties. (B)
<b>OR</b>		
<b>Funeral Operative</b>		
<b>Maintain &amp; Drive Vehicles</b>	FOV1	The importance of knowing routes and planning contingency routes before setting off, keeping up-to-date and checking local disruptions to routes in advance. (K)
	FOV2	Use pre-arranged routes when driving business vehicles during funeral services and alternative routes when necessary, reporting issues with routes to the appropriate person. (S)
<b>Care of the Deceased</b>	FOC1	Assist in the preparation and presentation of the coffin and the deceased. (S)
	FOC2	When and how to request additional support when carrying out the transfer of the deceased. (K)
<b>Funerals</b>	FOF1	How to identify and handle potential incidents and when to escalate to an appropriate person. (K)
	FOF2	Handle coffins and floral tributes safely and respectfully at all times. (S)
	FOF3	Actively and competently, participate in the smooth running of the funeral service. (B)
	FOF4	Remain calm and respectful in different situations and help colleagues to do the same. (B)

## Section 5

### Assessment methods

All end-point assessments should take place within the apprentice's usual working hours and will be planned by the PAL representative with the apprentice and line manager at the planning meeting to comply with the assessment plan and business requirements.

Assessment decisions will not be communicated by the independent assessor straight away, they will document and record their assessment decisions. These decisions are then shared for internal quality assurance checks prior to being communicated to the apprentice, employer, and training provider. Employers can access a record of assessment by accessing EPAPro. User guides are available for training providers and employers that detail how reports can be viewed.

### Sample Assessment Materials

For this standard, PAL provides:

- A sample knowledge test and mark scheme.
- A mock competence scenario and mock assessment record.
- A mock professional discussion record with sample questions.

All sample materials can be accessed from the Funeral Team Member ST0594 v1.2 Padlet.

### Assessment method 1 – Knowledge Test

#### Key facts about the test

The test will comprise of scenario-based multiple-choice questions (MCQ) which test the knowledge areas of the standard.

The assessment will be comprised of 20 MCQ and the apprentice must choose one correct answer from four responses per question – each question is worth one mark.

The test will include two parts, part A (12 questions) on the core and part B (8 questions) on the relevant specialist function. **The apprentice must pass both sections to pass overall.**

The apprentice has 40 minutes to complete the test.

The test is externally marked, and results are communicated to the independent assessor.

The assessment is available in both paper-based and online formats.

## Knowledge test grade boundaries

Core (Part A) Grade	Minimum Mark	Maximum Mark
Fail	0	7
Pass	8	12

Specialist Function (Part B) Grade	Minimum Mark	Maximum Mark
Fail	0	4
Pass	5	8

Apprentices achieving a combined total of 17-20 correct answers will achieve a distinction.

## Knowledge test specifics

The test will contain questions in the following areas of the apprenticeship standard.

**Table 2: Knowledge Test Criteria**

All funeral team members must have the core knowledge and ONE of the specialist functions of funeral arranger OR funeral operative.

Theme	Learning Outcome	Core Knowledge
<b>Client</b>	C1.1 C1.2 C1.3	How to communicate with clients during the various stages of the grieving process.
	C2.1	Specific client communication needs, for example, dementia, language, cultural diversity.
	C3.1 C3.2	The importance of meeting client's needs and requests, whilst working in line with the products and services offered by the business.
	C4.1 C4.2 C4.3	How to obtain and handle client feedback both positive and negative, the information required from clients to resolve an issue and when to ask for help
<b>Reputation</b>	C5.1	How to protect the business reputation based on values, vision, aims and behaviours
	C5.2	The importance of maintaining a good reputation with clients, competitors and within the local area.
	C5.3	How technology, including social media is used in the business and how it contributes to the business reputation.
<b>Team</b>	C6.1 C6.2	Different types of teams, third party team members and stakeholders within the wider team and how strengths and weaknesses affect team dynamics.
	C7.1	The legislative requirements, duties and responsibilities of the business.
<b>Legal &amp; Governance</b>	C8.1	Different learning styles.
<b>Personal Development &amp; Performance</b>	C9.1	Where to find information regarding specialist products and services for example exhumation, repatriation, and burial at sea.
<b>Products &amp; Services</b>		
<b>Theme</b>		<b>Funeral Arranger Knowledge</b>
<b>Funeral Arranging</b>	A10.1	The third parties involved and the role they play in delivering client needs.

Theme	Learning Outcome	Core Knowledge
<b>Administration/ Finance</b>	A11.1 A11.2 A11.3	The principles of operating commercially in a competitive industry.
<b>Theme</b>		<b>Funeral Operative Knowledge</b>
<b>Maintain &amp; Drive Vehicles</b>	O10.1 O10.2 O10.3	The legal and business requirements for driving, maintaining, and cleaning vehicles for example reporting damage.
<b>Care of the Deceased</b>	O11.1 O11.2 O11.3	The environments, the equipment used and the importance of completing dynamic risk assessments to move the deceased.
<b>Funerals</b>	O12.1 O12.2	How to bear coffins or use appropriate equipment safely, professionally and in varying environments with dignity and respect.

## How can a Funeral Team Member apprentice prepare for the knowledge test?

The training provider should be able to provide opportunities for the apprentice to undertake practice questions and one mock test. PAL strongly recommends that practice questions, and the results of a mock test are used to determine readiness at the gateway review.

The apprentice should:

- Revise/prepare for the test, referring to the knowledge requirements of the standard and undertaking research.
- Complete practice questions.
- Complete and pass a mock test within the allocated test time and under controlled conditions.

## Examination conditions

The assessment is a closed book test, and this means the apprentice is not permitted to access any external references or use any resources, materials or take in notes into the test environment. The test must be independently invigilated. The invigilator must be an independent person employed by PAL.

The assessment can be conducted either on or off the employer's premises but must be undertaken under the correct examination conditions to comply with Professional Assessments Ltd Invigilation policy. PAL must verify the suitability of the test venue and the identity of the person taking the test. PAL must ensure appropriate methods to prevent misrepresentation, for example, screen share and 360-degree camera function with an administrator/invigilator where the test is taken remotely.

Some of the key conditions for the assessment are:

- A controlled environment (away from day-to-day work pressures, distractions, and influence.
- The environment must have suitable lighting, ventilation, and privacy.
- The apprentice must be undisturbed.
- An exam in progress sign is displayed.
- The apprentice has access to a clock.

- Where group testing is completed, apprentices must have sufficient space and will face in the same direction, the examination must begin at the same time for all apprentices, apprentices who complete their assessment sooner and others must not distract others from their assessments.

The independent assessor will ensure that an appropriate and reliable invigilator is organised to support a controlled and fair assessment. Where there is a conflict of interest, for example a relative working within the establishment, the Conflict of Interest policy will be implemented. The independent assessor will document the conflict and confirm that the invigilator used does not contradict the Invigilation policy.

Where special considerations or reasonable adjustments have been deployed, an audit trail of request and response to that request and justification for any amendments must be cited in the assessment decisions, showing compliance with the Reasonable Adjustments policy.

If there is a breach in the assessment conditions, the invigilator will stop the testing process and the assessment will be voided. Breaches of assessment protocols include:

- The assessment environment becoming unfit for testing, for example: interruptions, if the apprentice is asked to complete a work task or asked questions by a colleague, fire alarm disruption.
- If the apprentice fails to comply with the testing requirements for example: disregards rules for no mobile phones or unauthorised materials, disrupts other apprentices within a group testing environment.
- Equipment malfunction for example: loss of internet to run testing, offline testing malfunction, computer malfunction.

## Assessment Method 2 – Competence Scenario

### Key facts about the competence scenario

This method of assessment enables apprentices to demonstrate their skills, competence, and behaviours in their specialist job role (funeral arranger or funeral operative).

Due to the highly sensitive nature of these roles and the need for client confidentiality the assessment will be via a competence scenario. **This will be a practical observation of an activity where suitable, or via a simulated scenario where not.**

The observation/simulation will focus on a particular activity and will test behavioural, analytical, and decision-making skills in a realistic setting.

### What is the format of the competence scenario?

The assessment will last for 75 minutes (+/-10% at the discretion of the independent assessor. The apprentice will be observed by the IA either:

- In their usual workplace undertaking naturally occurring evidence.
- In a simulated environment that recreates the atmosphere, conditions, and pressures of the natural environment.

The IA will use the planning meeting to agree the best option for the apprentice, employer, and potential clients.



If an apprentice requests an onsite practical observation this **must be agreed with the employer at the planning meeting**.

- A live observation is feasible for the funeral arranger route if the employer agrees that it can take place onsite with naturally occurring evidence (i.e., a funeral arrangement meeting with clients).
- A live observation may be feasible for the funeral operative route. The apprentice will need to be observed finishing the coffin, dressing and encoffining the deceased and maintaining a vehicle. Please refer to the set task requirements in the live observation guidance below. The apprentice will need to be informed of the task titles at the planning meeting.

There is no requirement to video/audio record the live observation.

For the simulated competence scenario, the IA will select a scenario from the PAL bank. The apprentice does not receive the scenario prior to end-point assessment.

Each of the scenarios requires a person, other than the IA and apprentice, to take part as the 'customer' (or another role). This person will need to be approved by PAL and arranged prior to the planning meeting to ensure that assessment dates can be agreed.

The simulated competence scenario should take place in a quiet room, **free from** distractions and influence. The scenario should take place **remotely** by video conferencing. The simulated scenario **must** be recorded in full.

During the assessment the apprentice is permitted to return to previous tasks/slides to add further evidence, however this should not be prompted by the IA, and is only permitted if there is sufficient time.

Any resources or equipment that would normally be in the work environment should be available and in working order for the observation/simulation.

Apprentices will complete the required tasks in the timescales normally expected in the workplace, taking account of any legislation and regulations that would apply. Only one apprentice will be observed at any time.

## Example competence scenarios

### Funeral Arranger route

- Observing the apprentice carrying out either a pre-need (plan) or at need arrangement conversation. This could either be one of the set plans offered across the industry, a tailor made plan or a normal at need arrangement. Variations could include a cremation or a burial, different types of service so church or non-religious/celebration of life, different vehicles i.e., specialist hearse, horse drawn, motorcycle, different coffins, flowers, orders of service, music etc.  
Encourages a confident apprentice listening to the clients' needs and offering a full and varied choice of options to suit the clients' needs and budget ensuring the client gets the best funeral for their loved one they can.

## Funeral Operative route

Apprentices must be observed carrying out 3 of these activities:

1. Finishing the coffin - checking the coffin meets the clients' needs and is in good condition then finishing the coffin off by creating and fixing a nameplate and any other coffin decorations. Apprentices must follow procedure; carry out identification checks and safe use of tools and machinery.
2. Preparing the deceased - carrying out first offices, generally completed when a deceased is not being embalmed. Washing the deceased including hair and shaving if required, packing the deceased ears, nose and throat, placing eye caps and suturing the mouth. Making sure the deceased is ready for their funeral. Apprentices must follow procedure, preparing the deceased in line with client's wishes, safe use of tools, dignity and respect and safe working practices following health and safety guidelines.
3. Dressing and Encoffining the deceased - dressing the deceased in line with the clients wishes in own clothes or gown, carrying out with dignity and respect then placing the deceased in their coffin again with dignity and respect whilst considering health and safety i.e., manual handling. Apprentices must follow procedure, dressing of the deceased in line with client's wishes, safe use of tools, dignity and respect and safe working practices following health and safety guidelines.
4. Maintaining a vehicle - carrying out and recording in line with business procedures weekly and pre-funeral checks i.e., fuel level, oil, tyres etc., making sure the vehicle they are checking (hearse, limousine, ambulance, fleet car) is roadworthy and ready for the funeral or next journey. Washing and polishing of the vehicle both interior and exterior. Apprentices must follow procedure, safe use of equipment and materials tools, and safe working practices following health and safety guidelines as well as an understanding of what makes a car road worthy.
5. Loading a deceased into the hearse - carrying out the final pre-funeral checks, making sure the coffin is in perfect condition, carrying out identification checks before closing the coffin, closing of the coffin and then loading the deceased into the hearse. Apprentices must follow procedure, specifically the identification procedure, working with both dignity and respect at all times and safe working practices following health and safety guidelines, specifically manual handling.
6. Driving a funeral vehicle - could be the ambulance, hearse, or limousine either on a funeral, the collection of a deceased or any other funeral business. Apprentices must demonstrate safe driving taking into consideration that vehicles are what give people either a positive or a negative impression of the business.

This is not a definitive list of possible scenarios.

### How can a Funeral Team Member apprentice prepare for the competence scenario?

- Read the guidance documents and ask questions if the information provided is not clear.
- Undertake mock scenarios/observations with your provider throughout your programme and use the feedback provided.
- Be aware of the pass criteria for the core job role and for your specialist function.
- For observations, be aware that unexpected situations can occur during practical tasks. Practice working on wider skills such as keeping calm and focused. It may be useful to write a list of scenarios that could go wrong during the observation and what possible solutions there are for you to implement.

## How will the competence scenario be graded?

To achieve a pass, the apprentice must achieve ALL of the core pass criteria for this method of assessment through their competence scenario evidence and for ONE of the specialist functions (funeral arranger OR funeral operative).

Note – there is no distinction grade for the competence scenario.

Please see Table 3 below for the pass criteria for this method of assessment.

**Table 3: Competence Scenario Pass Grading Criteria**

PAL Ref	Pass – the apprentice must meet all of the pass criteria below:
<b>Core Knowledge, skills &amp; behaviours</b>	
C1	Demonstrate knowledge and understanding of client types, how to identify their needs and preferred methods of communication.
C2	Use appropriate methods of communication including non- verbal, verbal, written and social media.
C3	Show respect when communicating with all clients and third parties.
C4	Use clear, relevant, and empathetic communication to establish clients' needs and satisfy their requirements
C5	Deliver excellent service during all interactions, including phone, face-to-face, electronic, and postal communications.
C6	Operate within the business values when dealing with clients and team members in all daily activities.
C7	Comply with legal and business requirements whilst conducting all services.
C8	Take a proactive approach to providing clients with product and service information within your area of responsibility.
C9	Offer information and assistance with specialist services and products
C10	Confidently interact with clients adapting to the needs of the individual during the grieving process.
C11	Use clear language in all communication, verbal and written, seeking help when it is required.
C12	Communicate politely at all times.
C13	Communicate clearly and with empathy at all times.
C14	Professionally and calmly, work with clients to resolve concerns, complaints and use compliments effectively in the funeral business
C15	Support the reputation of the business by providing a professional service to clients, knowledgeable of how it compares to competitors.
C16	Promote the products and services offered by the business.
C17	Consistently work to personalise the funeral to the needs of the deceased, client, family, and friends.
<b>Funeral Arranger Knowledge, Skills &amp; Behaviours</b>	
In addition to the core criteria, to pass funeral arrangers will:	
FA1	Demonstrate how to plan/arrange a funeral according to client's needs within legislative boundaries and local constraints, rules, and regulations
FA2	Arrange, plan, and assist in visits to the deceased, ensuring client's needs are respected at all times.
FA3	Arrange at-need or pre-need funerals according to clients' requirements, maintaining accurate records of all products and services ordered.
FA4	Complete, discuss and agree client contracts efficiently and according to business guidelines.
FA5	Confidently communicate with clients and third party service representatives with understanding, empathy, and integrity.
FA6	The businesses' process for the care of the deceased.
<b>Funeral Operative Knowledge, Skills &amp; Behaviours</b>	
In addition to the core criteria, to pass funeral operatives will:	
FO1	Know how to prepare and present the coffin and the deceased.

PAL Ref	Pass – the apprentice must meet all of the pass criteria below:
FO2	Know how to undertake pre-funeral checking procedures and your role for the 'day of the funeral' service.
FO3	How to handle, remove and move the deceased while maintaining dignity and respect.
FO4	Follow relevant legislation, codes of practice and business standards for driving, maintaining and cleaning business vehicles.
FO5	Transfer the deceased using correct techniques and maintaining client and business requirements.
FO6	Show pride in maintaining and cleaning business vehicles.
FO7	Remain calm and drive responsibly at all times.
FO8	Be respectful of the deceased at all times.
FO9	Attend funeral briefings and use information to assist in the delivery of the funeral.
FO10	Carry out allocated duties with dignity and respect to ensure the smooth running of the funeral.

## Assessment Method 3 – Professional Discussion underpinned by a Portfolio of Evidence

### Key facts about the professional discussion

The professional discussion is a meaningful, in-depth, and two-way dialogue designed to draw out the best of the apprentice's competence for the grading criteria assigned to this method of assessment (see Table 4). The agenda points will act as a base for the apprentice to make detailed and proactive contributions to confirm their competence. It will allow the apprentice to evidence both the knowledge gained and its application through skills and behaviours. The discussion will allow the independent assessor to thoroughly test understanding through open and follow up (clarification) questions.

This method also complements the knowledge test and the competence scenario, giving apprentices the best possible opportunity to evidence their competence, including beyond the level outlined in the standard (distinction). The underpinning portfolio also includes naturally-occurring evidence, which can be probed in detail to ensure understanding of the KSBs

The independent assessor will review the portfolio evidence in advance of the professional discussion assessment.

Please refer to section 4 of this specification for detailed guidance about the portfolio of evidence. The portfolio evidence is NOT directly assessed but is used by the independent assessor as a basis for the agenda questions.

The professional discussion assessment duration is **60 minutes** (+10% at the independent assessor's discretion).

### What is the format of the professional discussion?

Prior to the assessment, the independent assessor will **select 3 pieces of evidence** from the apprentice's portfolio to be discussed. The apprentice will be notified of these choices **48 hours prior** to the assessment date via email.

The independent assessor will select a **minimum of 10 open ended, competency-based questions** from the PAL professional discussion question bank, which draw out the best of the apprentice's competence and excellence. Further questions may be asked for clarification purposes and to allow the apprentice the opportunity to cover the grading descriptors mapped to this method of assessment.

The apprentice and independent assessor will both have access to their own copies of the apprentice's portfolio of evidence throughout the discussion and both can refer to it as needed.

The agenda is not shared with the apprentice, employer, or training provider in advance of the assessment.

## How can the professional discussion be undertaken?

The professional discussion can be conducted using a range of media, as appropriate for the apprentice, either via online video conferencing or face to face. Remote assessment is the preferred option.

It is the responsibility of the apprentice, employer, training provider and PAL to ensure accessibility where required.

The professional discussion must be undertaken in a controlled environment (a quiet area, free from distractions and influence) and the apprentice will be assessed on a one-to-one basis to the independent assessor.

Where the assessment is conducted using technology, fair assessment conditions must be maintained. Acceptable means of remote assessment include video conferencing/video calling and must include a two-way visual and audio link. The video call will be recorded and submitted by the independent assessor for internal quality assurance.

Where the assessment is completed face to face, the independent assessor should complete a digital recording<sup>2</sup> of the presentation.

## How can a Funeral Team Member apprentice prepare for the professional discussion?

- Practice undertaking professional discussions with their training provider, employer, and line manager.
- Practice discussions which cover a range of topics and areas of the standard, ensuring that they can provide full answers and specific examples of tasks/situations they have been involved in.
- Practice reflecting and analysing performance to determine successes and areas for development.
- Review terminology in the assessment plan and consider how this links to their role.
- Practice professional discussions mock agendas with their training provider building up to 60 minutes to support completing them within the given timescale.

## How will the professional discussion be graded?

To achieve a pass, the apprentice must achieve ALL of the pass descriptors for this method of assessment through their professional discussion responses.

To achieve a distinction, the apprentice must achieve ALL of the distinction descriptors for this method of assessment through their professional discussion responses.

Please see Table 4 below for the pass and distinction descriptors for this method of assessment.

### **Table 4: Professional Discussion Pass and Distinction Grading Criteria**

In order to pass the apprentice's answers will demonstrate how they perform to the pass criteria below.

In order to achieve distinction, the apprentice's answers will demonstrate understanding of their learning, by demonstrating changes they have implemented, evaluating their actions and analysing their performance.

---

<sup>2</sup> Note in exceptional cases, PAL may allow an apprentice to be exempt from a digitally recorded professional discussion; a written record would still be required. Any exemption would need to be agreed at the assessment planning meeting and be subject to PAL's special considerations and reasonable adjustment policy

Theme	PAL Ref	Pass – the apprentice must meet all of the pass criteria below:
Core Knowledge, skills & behaviours		
Client	CC1	Apply business policies and procedures to handle client concerns, complaints, and compliments.
	CC2	Deal with client feedback within the limits of your own authority, sharing positive comments, escalating negative comments, and finding solutions where possible.
Reputation	CR1	Knowledge of client types and the local community demographic.
	CR2	The benefit to yourself and the business of forming professional relationships
	CR3	The acceptable boundaries of professional relationships.
	CR4	Engage in professional relationships with clients, communities, and other stakeholders in order to help build a positive reputation.
	CR5	Report any instance where the reputation of the business could be / has been damaged.
	CR6	Treat all clients and colleagues with respect and work positively within the local community
	CR7	Use technology including social media in line with business requirements.
	CR8	Actively promote the reputation of the business by using social media and business technology tools responsibly.
Team	CT1	How to support and influence the team positively, recognising how all colleagues and teams are dependent on each other to meet business objectives.
	CT2	Support team members to ensure that the services provided are of a high quality, delivered on time and as required
	CT3	Be conscious of the impact of personal behaviours on the team by a consistent, positive, and professional approach.
	CT4	Adapt positively to all types of team leaders, team members and different types of team within the business in which you work.
	CT5	Consistently exhibit respect and work positively with team leaders and team.
Legal & Governance	CLG1	The policies and procedures of the business regarding the deceased when they are in own premises or third party locations, identification, release of ashes, personal effects, notifiable diseases, and specialist services.
	CLG2	Follow business policies and procedures relating to third party locations of the deceased, identification, release of ashes, personal effects, notifiable diseases, and specialist services.
	CLG3	Operate in an honest and trustworthy way demonstrating integrity in all duties respecting the dignity of the deceased at all times.
Personal Development & Performance	CPD1	How personal development and performance contributes to success of the business.
	CPD2	How to identify personal goals and development opportunities and the support/resources available to achieve these.
	CPD3	Take ownership for own learning development and performance.
	CPD4	Carry out personal development activities.
	CPD5	Identify your own learning styles.
	CPD6	Reflect on own ways of working and with support from your line manager, actively create and implement a personal development plan.
Products & Services	CPS1	Demonstrate knowledge and understanding of the full range and unique selling points of products and services offered by the business.

### Funeral Arranger Knowledge, Skills & Behaviours

In addition to the core criteria, to pass funeral arrangers will:

Funeral Arranging	FAA1	The importance of accurate calculation and completion of the client contract and the implications to the business if not completed properly.
	FAA2	Gather and collate feedback from clients using the businesses approved systems and communication methods.
	FAA3	Use own initiative when carrying out arranging activities.
Administration/ Finance	FAF1	The business administration/finance systems and how invoices are created.
	FAF2	Access and use systems accurately, efficiently and within legislation requirements.
	FAF3	Maintain precise records of all products and services purchased by clients.
	FAF4	Ensure the timely receipt of payments and finance agreements.
	FAF5	Consistently prioritise and arrange financial records and client accounts.
	FAF6	Consistently review information and clerical processes for errors and make corrections before finalising administration/financial duties.

### Funeral Operative Knowledge, Skills & Behaviours

In addition to the core criteria, to pass funeral operatives will:

Maintain & Drive Vehicles	FOV1	The importance of knowing routes and planning contingency routes before setting off, keeping up-to-date and checking local disruptions to routes in advance.
	FOV2	Use pre-arranged routes when driving business vehicles during funeral services and alternative routes when necessary, reporting issues with routes to the appropriate person.
Care of the Deceased	FOC1	Assist in the preparation and presentation of the coffin and the deceased.
	FOC2	When and how to request additional support when carrying out the transfer of the deceased.
Funerals	FOF1	How to identify and handle potential incidents and when to escalate to an appropriate person.
	FOF2	Handle coffins and floral tributes safely and respectfully at all times.
	FOF3	Actively and competently, participate in the smooth running of the funeral service.
	FOF4	Remain calm and respectful in different situations and help colleagues to do the same.

## Section 6

### Fails/resits and retakes

PAL's Resit and Retake policy and pricing policy are available on request. The request can be made by contacting the account management team via email on [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk).

The apprentice, employer and training provider will be advised of the outcomes, and our policy works on the specific standard assessment plan's requirements regarding resits and retakes.

### Plagiarism

Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design. Plagiarism is the substantial, unacknowledged incorporation into an apprentice's work of materials derived from published or unpublished work by another person.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, as well as that of other apprentices and work colleagues.

PAL's plagiarism and cheating policy can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

### Appeals, complaints, maladministration, and malpractice policies - centre/candidate

Where apprentices are unhappy with the results of their end-point assessment, the customer (either the employer or training provider) can enquire about the results. An enquiry means that PAL will invoke its Appeals and Disputes policy and procedure. Please refer to our latest emails.

To make an appeal, please contact: [epaappeals@professionalassessment.co.uk](mailto:epaappeals@professionalassessment.co.uk)

To declare a conflict of interest, please contact: [declaration@professionalassessment.co.uk](mailto:declaration@professionalassessment.co.uk)

To report a case of malpractice or maladministration please use one of the following addresses:

- If it relates to the EPAO, please contact: [epamalpractice@professionalassessment.co.uk](mailto:epamalpractice@professionalassessment.co.uk)
- If it relates to the apprentice, please contact: [apprenticemalpractice@professionalassessment.co.uk](mailto:apprenticemalpractice@professionalassessment.co.uk)
- If it relates to the employer or training provider, please contact: [eitpmalpractice@professionalassessment.co.uk](mailto:eitpmalpractice@professionalassessment.co.uk)

Note - access to these emails received under these addresses is restricted to personnel involved in compliance checks.

In the event of an appeal against the grade awarded PAL will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

Maladministration generally refers to a system or administrative mistake or failure, which has the potential or does not affect the assessment process and as such is reportable.

Malpractice is a grave offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the regulator, notifying them of the malpractice and action taken. Malpractice is the



term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

PAL's Maladministration and Malpractice policy can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

## Reasonable adjustments/considerations/adaptations

Where reasonable adjustments have been requested, the assessor at the assessment planning meeting will finalise any such arrangements. Discussions regarding a reasonable adjustment request should be made at registration and discussed with the EPA team.

It is the responsibility of the training provider or employer, acting on behalf of the apprentice, to make such requests.

Special considerations in respect of the assessment process will be applied, where it does not provide any fair or unfair advantage to the individual apprentice and subsequent assessment outcome and in line with PAL's policy.

PAL's Special Considerations and Reasonable Adjustment policy is in place to ensure fair access to assessment and can be accessed on the PAL website or by request to [info@professionalassessment.co.uk](mailto:info@professionalassessment.co.uk)

## Certification

PAL will request the apprenticeship certificate for successful end-point assessments using the Apprenticeship service portal. PAL does not certificate the apprenticeship standard; its role is to request the certificate.

PAL will provide information and reports to the relevant regulator and funding body, in line with their conditions, and as and when requested. Notification to these bodies includes successful achievements and completion. Incomplete assessments are recorded.

Certification requests are made by the EPAO, and the current process is the certificate is sent to the named employer. Employers must advise the EPAO of any specific location or person the certificate should be sent to, if this information differs from the apprentice's workplace location and employer contact details provided on the EPAO's booking system.

Cancelling or rescinding results - PAL reserves the right to cancel results if malpractice is identified.

## Validity, Authenticity, Relevancy, Currency, and Sufficiency

The evidence presented must meet VARCS requirements.

- **Valid** - is the evidence appropriate to demonstrate the particular knowledge, skills and/or behaviours that it is intended to cover?
- **Authentic** - is the evidence proven to be the apprentice's own work; have any work products or witness testimonies been appropriately authenticated?
- **Relevant** - Is the evidence relevant to the particular knowledge, skills and/or behaviours that it is intended to cover and has a clear judgement?
- **Current** - does the evidence relate to the on programme element of the apprenticeship and does it demonstrate current competency?
- **Sufficient** - does the evidence match the level of the apprenticeship standard and is the relevant standard covered in full?

*PAL will require all apprentices to sign statements of authenticity etc.*

## Glossary of Terms

**EPA** - end-point assessment.

**IA** - independent assessor.

**Employer** – A representative from the employer, this is usually a direct line manager, head chef or appropriate nominate representative who has supported the apprentice during their apprenticeship.

**Gateway review** – A meeting involving the apprentice, employer and on programme trainer where the readiness for end-point assessment is determined.

**Planning meeting** – A meeting involving the apprentice, employer and end-point assessor where the end-point assessments are clarified and planned.

**PAL** – Professional Assessment Limited.

**IQA** - Internal quality assurance/assurer, the department and/or personnel who are responsible for the quality of end-point assessment internally to Professional Assessment.

**EQA** – External quality assurance/assurer, the independent external body who are responsible to regulate the quality of end-point assessment plans, standards and administration of assessment.

**Standardisation/moderation** – Activity completed by end-point assessors to support validity and fairness in end-point assessment decisions.

**Special considerations** – Any permanent or temporary disability, specific learning needs or medical condition which may require support during end-point assessment.

**Reasonable adjustments** – Adjustments made to the assessment process in relation to special considerations, which do not provide an unfair advantage to the apprentice but are designed to reduce any disadvantages within assessment.

**Assessment plan** – The document produced by the employer group, approved by the EQA which documents the requirements of the standard and assessment methods.

## Appendix One – Gateway Declaration Record for Funeral Team Member

### Guidance notes

Determining the readiness of an apprentice for the independent end-point assessment phase of their programme is a very important milestone. A formal review must be held and must include all the relevant people that have responsibility and accountability for the completion of the apprenticeship: the line manager (or a senior manager, as appropriate to the business), the training provider and the apprentice.

The Gateway Declaration Record must be completed once the line manager and training provider have discussed their views on the progress the apprentice has made. The record has been designed to ensure all essential information is captured in a standardised format. If there is additional information which the line manager and/or training provider wish to add supplementary space has been provided.

Completion of this Gateway Declaration Record confirms that the employer and training provider is satisfied the apprentice has fulfilled all requirements to apply for end-point assessment.<sup>3</sup>

All evidence requested must be provided. If the Gateway requirements below are not met, the Gateway request will be rejected.

All information received will be processed as per GDPR requirements and as detailed in Professional Assessment Ltd.'s (PAL) Data Protection Policy and Data Privacy Notice.

Please ensure the apprentice's name is spelled accurately as this is how it will appear on the results statement/certificate.

<b>Apprentice Name</b>	Click or tap here to enter text.	<b>Apprentice Contact Number</b>	Click or tap here to enter text.
<b>Apprentice ULN</b>	Click or tap here to enter text.	<b>Apprentice Email Address</b>	Click or tap here to enter text.
<b>Line Manager Name</b>	Click or tap here to enter text.	<b>Line Manager Contact Number</b>	Click or tap here to enter text.
<b>Employer Organisation</b>	Click or tap here to enter text.	<b>Line Manager Email Address</b>	Click or tap here to enter text.
<b>Training Provider Name</b>	Click or tap here to enter text.	<b>Gateway Review Date</b>	Click or tap to enter a date.
<b>Start Date of Apprenticeship</b>	Click or tap to enter a date.	<b>End Date of Apprenticeship</b>	Click or tap to enter a date.
<b>Specialist Role</b>	Funeral Arranger <input type="checkbox"/>  Funeral Operative <input type="checkbox"/>	<b>Has the apprenticeship duration of 12 months minimum been met, as defined in the ESFA funding rules?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>

### Section 1: Confirmation of Evidence

All requirements listed below must be uploaded to EPAPro at point of submitting the apprentice to gateway. Apprentices will not be permitted to proceed to their end-point assessment until all evidence is uploaded and approved by PAL.

<sup>3</sup> Please refer to the latest ESFA funding rules guidance.

Requirement	Achieved by the apprentice	Evidence provided (e.g., PLR, certificate, statement of results)
Maths Level 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
English Level 1	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.
<b>*Portfolio of Evidence</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Click or tap here to enter text.

*\*Please note – the portfolio of evidence must be submitted with a fully completed mapping document and an employer signed statement to confirm that the portfolio evidence is valid and attributable to the apprentice.*

### Gateway Review Outcome

If the apprentice is ready for end-point assessment, the following declaration must be signed by all parties and the Gateway Declaration Record submitted to PAL via EPAPro.

Should the apprentice not be ready for end-point assessment a period of additional training and preparation must take place.

### Section 2: Declaration

The end-point assessment period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice’s training provider, but the decision must ultimately be made solely by the employer.

#### Employer and Training Provider Declaration

I confirm the evidence has been reviewed and a Gateway meeting has taken place with the apprentice, employer, and training provider to confirm the apprentice’s competence and readiness for end-point assessment.

I confirm that the apprentice has developed, demonstrated, and achieved the required level of occupational knowledge, skills, and behaviours to satisfy the Gateway requirements in their workplace.

I confirm that the apprentice is eligible for end-point assessment by undertaking the required training in line with the specific Apprenticeship Standard’s requirements, including on and off the job training and experience to meet the full breadth and depth of the Apprenticeship Standard.

Employer		Training Provider	
<b>Name</b>	Click or tap here to enter text.	<b>Name</b>	Click or tap here to enter text.
<b>*Signature</b>	Click or tap here to enter text.	<b>*Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.	<b>Date</b>	Click or tap to enter a date.

\*Supporting evidence to be submitted for electronic signatures, e.g., email confirmation, voice recording.

#### Apprentice Declaration

I confirm my readiness for the end-point assessment has been discussed with my employer and training provider.

I confirm I am aware of the requirements of the end-point assessment.

I give PAL, as the end-point assessment organisation, my consent to claim the apprenticeship certificate on my behalf on successful completion of the end-point assessment.

<b>Name</b>	Click or tap here to enter text.
<b>Signature</b>	Click or tap here to enter text.
<b>Date</b>	Click or tap to enter a date.

**Any reasonable adjustments required? Please detail below and include any supporting evidence**

State N/A if not applicable

Click or tap here to enter text.

**Please note any other pertinent information, as a result of the Gateway review, which has not been recorded elsewhere, but has a bearing on end-point assessment readiness or end-point assessment scheduling**

Click or tap here to enter text.