PART OF nocn GROUP

QUALIFICATION SPECIFICATION

NOCN Level 3 Certificate in Civil Celebrancy in the UK

Qualification No: 601/2508/1

Operational Start Date

1 February 2014

Version

2.1 – March 2019

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "…a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This handbook is a resource for NOCN centres who wish to offer the NOCN Level 3 Certificate in Civil Celebrancy in the UK.

The qualification is relevant to learners which wish to develop the skills necessary to create and conduct civil ceremonies.

The handbook details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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1. NOCN Level 3 Certificate in Civil Celebrancy in the UK

The NOCN Level 3 Certificate in Civil Celebrancy in the UK is designed to provide learners with an understanding of the profession of civil celebrancy. Learners will gain knowledge and skills relating to the creation and conduct of both civil funeral services and distinct celebratory civil ceremonies.

This qualification is suitable for learners **aged 19 years or over**. The qualification will provide learners with an opportunity to:

- Understand the cultural relevance of civil celebrancy in the UK.
- Know the role of professional celebrants.
- Gain the knowledge and skills required to be able to create and conduct civil funeral services and distinct celebratory ceremonies.
- Achieve a standalone qualification that offers recognition of practical skills and theoretical knowledge.
- Progress onto the NOCN Level 3 Diploma in Funeral Celebrancy or the NOCN Level 3 Diploma in Celebrancy: Naming and Couples.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking this qualification.

1.2. Qualification Structure

The NOCN Level 3 Certificate in Civil Celebrancy in the UK is an 18 credit qualification and has 129 guided learning hours with a Total Qualification Time (TQT) of 180 hours. Learners **must** achieve all 18 credits from the 8 mandatory units listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Understanding Professional Civil Celebrancy in the UK	2	1	Mandatory	T/505/8447
Health and Safety Considerations for Civil Celebrants	3	2	Mandatory	A/505/8448
Valuing Equality and Diversity	2	2	Mandatory	L/503/1013
Understanding Celebratory Civil Ceremonies in the UK	3	2	Mandatory	F/505/8449
Planning and Delivering Celebratory Civil Ceremonies in the UK	3	3	Mandatory	T/505/8450
Understanding the UK Funeral Industry	3	2	Mandatory	D/505/8457
Working with the Bereaved	3	3	Mandatory	H/505/8458

Creating and Conducting a Civil Funeral Service	3	3	Mandatory	K/505/8459

1.3. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
  - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
  - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
  - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
    - preparatory work
    - self-study
    - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2. Centre Information

2.1. Offering the qualification

Existing Centres
If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification**,** please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres
If you are interested in offering this qualification**,** but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website https://www.nocn.org.uk/customers/nocn-centres/ and click Become a Centre.

External Verification

Once recognised as a Centre, NOCN will allocate an External Verifier. The External Verifier will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

External Verifiers will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal moderators, learners and administrative staff.

- Verify recommendations for achievement submitted by the centre via Quartzweb.

2.2. Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

Tutor/Assessor

NOCN expects that Tutors/Assessors are able to demonstrate the following competencies:

- Be technically competent in civil celebrancy and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training to be delivered.

- An occupational knowledge of civil celebrancy. The minimum expectation is that the level of knowledge should be at the same level as the training to be delivered.

- Hold a recognised teaching qualification or, for new tutors, undertake and complete initial teacher training to a minimum Level 3 standard within 12 months of taking up the tutor role.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

NOCN expects that an Internal Verifier is able to demonstrate the following competencies:

They should:

- Be technically competent in civil celebrancy and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training to be delivered.

- An occupational knowledge of civil celebrancy. The minimum expectation is that the level of knowledge should be at the same level as the training to be delivered.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.

3. Unit Information

The NOCN Level 3 Certificate in Civil Celebrancy in the UK consists of 8 mandatory units.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity.

A copy of each of the units follows, with an indication of a scope of learning that would be required to cover the assessment criteria. This list is indicative, not exhaustive.

3.1. Units

Unit Title:	**Understanding Professional Civil Celebrancy in the UK**
Unit Level:	**Two**
Unit Credit Value:	**1**
GLH:	**8**
Ofqual Unit Reference Number:	**T/505/8447**

This unit has 2 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the development of the civil celebrancy profession in the UK.	1.1. Outline the development of the civil celebrancy profession in the UK.
2. Understand the role and key responsibilities of a professional civil celebrant.	2.1. Describe the role of: (a) civil funeral celebrants; (b) celebratory civil celebrants. 2.2. Describe the key responsibilities of (a) civil funeral celebrants; (b) celebratory civil celebrants.

Scope of learning for the unit

- Tutors will provide relevant resources to facilitate understanding of the development of civil celebrancy and the role and responsibilities of civil celebrants.
- Learners will be expected to understand the cultural development of the civil celebrancy profession.
- Learners will be expected to demonstrate effective knowledge of the role and responsibilities of professional celebrants.

Unit Title:	**Health and Safety Considerations for Civil Celebrants**
Unit Level:	**Three**
Unit Credit Value:	**2**
GLH:	**14**
Ofqual Unit Reference Number:	**A/505/8448**

This unit has 2 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand personal safety considerations when visiting clients' homes.	1.1. Describe potential personal risks when visiting clients in their home. 1.2. Describe the lone working procedure for visiting clients in their home.
2. Understand the health and safety risks associated with conducting civil ceremonies.	2.1. Identify the health and safety risks associated with each of the following: (a) a funeral service in a crematorium; (b) a burial; (c) a ceremony in a domestic setting; (d) a ceremony in an external venue; (e) a ceremony in an internal venue. 2.2. For each risk identified in 2.1 describe the appropriate action.

Scope of learning for the unit

- Tutors will provide resources to facilitate an understanding of appropriate health and safety considerations in a range of settings.
- Learners will respond to tutor-led assessments focusing upon specific health and safety considerations when visiting clients' homes.
- Learners will be expected to demonstrate their ability to undertake risk assessments for services and ceremonies in a variety of environments.

Unit Title:	**Valuing Equality and Diversity**
Unit Level:	**Two**
Unit Credit Value:	**2**
GLH:	**16**
Ofqual Unit Reference Number:	**L/503/1013**

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand aspects of equality.	1.1. Define the term 'equality.' 1.2. Describe key legislation in relation to equality. 1.3. Describe cases of inequality in a range of situations. 1.4. Describe organisational bodies who work on equality issues.
2. Understand aspects of diversity.	2.1. Define the term 'diversity.' 2.2. Describe key legislation in relation to diversity. 2.3. Describe cases of positive and negative stereotyping. 2.4. Explain how diversity can benefit society.
3. Understand aspects of discrimination.	3.1. Explain the difference between discrimination and prejudice. 3.2. State the areas of discrimination covered by legislation. 3.3. Explain the difference between direct and indirect discrimination. 3.4. Illustrate examples of each.

Scope of learning for the unit

- Tutors will provide resources to facilitate the understanding of relevant key aspects of equality, diversity and discrimination.
- Learners will respond to tutor-led assessments focusing upon equality, diversity and discrimination.
- Learners will be expected to demonstrate their ability to define relevant terms and understand specific associated legislation.

Unit Title:	**Understanding Celebratory Civil Ceremonies in the UK**
Unit Level:	**3**
Unit Credit Value:	**2**
GLH:	**14**
Ofqual Unit Reference Number:	**F/505/8449**

This unit has 3 learning outcomes.

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the historical development of civil celebratory ceremonies in the UK.	1.1. Describe the historical development of civil celebratory ceremonies in the UK.
2. Understand the social and cultural role of civil celebratory ceremonies in the UK.	2.1. Explain the social and cultural role played by civil celebratory ceremonies in the UK.
3. Understand the current legal limitations regarding non-statutory ceremonies.	3.1. Explain the current legal limitations regarding non-statutory ceremonies.

Scope of learning for the unit

- Tutors will provide resources to facilitate an understanding of the historical and cultural development of civil celebratory ceremonies.
- Learners will respond to tutor-led assessments focusing upon the historical development and social and cultural role of civil celebratory ceremonies.
- Learners will be expected to demonstrate their understanding of the legal limitations characterising non-statutory ceremonies.

Unit Title:	**Planning and Delivering Celebratory Civil Ceremonies in the UK**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**21**
Ofqual Unit Reference Number:	**T/505/8450**
Assessment Guidance	**Where the Assessment Criteria indicate 'demonstrate…', simulation (including role play) should be used to assess the learner's competence.**

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the component parts of civil ceremonies.	1.1. Explain the component parts of the following civil ceremonies: (a) naming; (b) wedding; (c) civil partnership; (d) renewal of vows; (e) commitment.
2. Be able to conduct a civil ceremony planning interview with clients.	2.1. Explain the process of conducting a civil ceremony planning interview with a client. 2.2. Conduct two planning interviews demonstrating: (a) questioning techniques; (b) note taking; (c) active listening; (d) appropriate body language.
3. Be able to advise clients regarding civil ceremony choices and enhancements.	3.1. Describe the options available for civil ceremony choices. 3.2. Describe the options available for civil ceremony enhancements. 3.3. Explain how to advise clients regarding civil ceremony choices and enhancements.
4. Be able to deliver a civil ceremony in a professional manner.	4.1. Demonstrate the appropriate use of the following by a celebrant: (a) dress; (b) body language; (c) gestures; (d) emotional control; (e) social interaction/boundaries; (f) speech; (g) voice tone. 4.2. Explain how to time-manage a civil ceremony. 4.3. Assess the implications of a venue's structure and space upon the management of a ceremony.

Scope of learning for the unit

- Tutors will provide resources to facilitate acquisition of the skills and knowledge necessary to enable learners to plan and deliver celebratory civil ceremonies.
- Learners will respond to tutor-led assessments focusing upon the identification of the component parts of a range of civil ceremonies.
- Learners will be expected to demonstrate their ability to conduct planning interviews with clients.

- Learners will be expected to demonstrate how to deliver a celebratory civil ceremony.

Unit Title:	**Understanding the UK Funeral Industry**
Unit Level:	**Three**
Unit Credit Value:	**2**
GLH:	**14**
Ofqual Unit Reference Number:	**D/505/8457**

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand roles, responsibilities and protocols within the UK funeral industry.	1.1. Explain the roles and responsibilities of key organisations within the UK funeral industry. 1.2. Explain the roles and responsibilities of key staff within the UK funeral industry.
2. Understand the protocols within the UK funeral industry.	2.1. Describe protocols currently applicable to the UK funeral industry.
3. Understand the concept of civil funerals.	3.1. Explain the characteristics of a civil funeral. 3.2. Explain the terms associated with a civil funeral.
4. Understand the Registration of Death process.	4.1. Explain the individual elements of death registration.

Scope of learning for the unit

- Tutors will provide resources to facilitate understanding of the roles, responsibilities and protocols characterising the funeral industry.
- Learners will respond to tutor-led assessments focusing upon the concept of civil funeral services.
- Learners will be expected to understand the death registration process.

Unit Title:	**Working with the Bereaved**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**21**
Ofqual Unit Reference Number:	**H/505/8458**
Assessment Guidance	**Where the Assessment Criteria indicate 'demonstrate…', simulation (including role play) should be used to assess the learner's competence.**

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Understand the cycle of grief.	1.1. Explain the cycle of grief.
2. Be able to use appropriate language and tone when communicating with the bereaved.	2.1. Describe means of sympathising appropriately with the bereaved. 2.2. Demonstrate the use of appropriate language and tone when communicating with the bereaved.
3. Know how to arrange an interview with a bereaved person/family.	3.1. Describe the procedure for arranging an interview with a bereaved person/family.
4. Know how to conduct an interview with a bereaved person/family.	4.1. Explain the process of conducting an interview with a bereaved person/family. 4.2. Describe two questioning techniques appropriate to interviewing a bereaved person/family.

Scope of learning for the unit

- Tutors will provide resources to facilitate acquisition of the skills and knowledge necessary to enable learners to work with bereaved clients.
- Learners will respond to tutor-led assessments focusing upon the cycle of grief and the appropriate use of language and tone when communicating with the bereaved.

Unit Title:	**Creating and Conducting a Civil Funeral Service**
Unit Level:	**Three**
Unit Credit Value:	**3**
GLH:	**21**
Ofqual Unit Reference Number:	**K/505/8459**
Assessment Guidance	**Where the Assessment Criteria indicate 'demonstrate…', simulation (including role play) should be used to assess the learner's competence.**

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
1. Be able to create civil funeral service scripts.	1.1. Create delivery scripts for two civil funeral services. 1.2. Convert the delivery scripts produced in 1.1 into presentation scripts.
2. Understand the range of funeral service options available.	2.1. Explain the range of funeral service options available. 2.2. Explain how to advise clients regarding funeral service options.
3. Be able to create personalised funeral tributes.	3.1. Create accurate, personalised funeral tributes to three given briefs. 3.2. Explain how to vary funeral tributes in response to unusual cases/circumstances.
4. Be able to deliver a complete civil funeral service in a professional manner.	4.1. Describe the component parts of a civil funeral service. 4.2. Explain how to time-manage a civil funeral service. 4.3. Demonstrate the appropriate use of the following by a Civil Celebrant at a funeral service: (a) dress; (b) body language; (c) mannerisms; (d) emotional control.

Scope of learning for the unit

- Tutors will provide resources to facilitate acquisition of the skills and knowledge necessary to enable learners to create and deliver personalised civil funeral services.
- Learners will respond to tutor-led assessments focusing upon the creation and delivery of funeral scripts
- Learners will be expected to demonstrate their ability to conduct a complete personalised funeral service in a professional manner.

4. Assessment and Evidence

The NOCN Level 3 Certificate in Civil Celebrancy in the UK is an internally/externally assessed qualification. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Level 3 Certificate in Civil Celebrancy in the UK is a vocationally based qualification and as such, the units offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a civil celebrant job role.

The centre must ensure that the assessment activities are:

Valid The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level.

Sufficient The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria.

Reliable Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.

Authentic Evidence presented must be the learner's own work.

This qualification is graded at Pass/Fail.

4.1. Fair and Equitable Assessment

Assessment within the NOCN Level 3 Certificate in Civil Celebrancy in the UK is designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

4.2. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk
This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

4.3. Recognised Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already, as a consequence, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

4.4. Functional Skills

This qualification could contribute towards the learning for Functional Skills in the following areas:

English

- Speaking, listening and communication – could be demonstrated through the planning and delivery of celebratory civil ceremonies and civil funeral services.
- Reading – could be demonstrated whilst carrying out research throughout the course.
- Writing – could be demonstrated through the creation of ceremony scripts for either celebratory or funeral services.

ICT

- Development of ICT skills can be demonstrated through the creation of ceremony scripts for either celebratory or funeral services.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: www.nocn.org.uk

4.5. Assessment and Evidence for the units

Centres can use a variety of assessment activities to capture evidence of learners' understanding. Activities may include:

- Case Studies
- Oral Question and Answer
- Role Play/Simulation
- Report
- Practice file
- Reflective Log or Diary
- Practical Demonstration
- Written Question and Answer/Test/Exam

The forms provided in the Appendices for gathering learner evidence against the individual assessment criteria are optional forms. Centres can use their own paperwork provided they can ensure that the work is ordered and portfolio references provided as required.

Appendix 1 - Resource suggestions

Acts of Parliament	**eg** Health and Safety at Work Act 1974
Visits to appropriate venues	**eg** Crematoria
Expert speakers	**eg** Civil Celebrants, Funeral Celebrants, Funeral Directors

Note: *this is not an exhaustive list*

Appendix 2 - Assessment Documentation

1. Learner Evidence Record Unit 1

NOCN Level 3 Certificate in Civil Celebrancy in the UK

Unit Title: Understanding Professional Celebrancy in the UK

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1.				
1.2.				
1.3.				

Learner Signature: _____

Tutor Signature: _____

Confirmation of Achievement of Unit – Date: _____

Evidence Record cont….

NOCN Level 3 Certificate in Civil Celebrancy in the UK

Unit Title: Understanding Professional Celebrancy in the UK

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
2.1.				
2.2.				
2.3.				

Learner Signature:

Tutor Signature:

Confirmation of Achievement of Unit – Date:

2. Learner Evidence Record Unit 2

NOCN Level 3 Certificate in Civil Celebrancy in the UK

Unit Title: Health and Safety Considerations for Civil Celebrants

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1.				
1.2.				
1.3.				

Learner Signature:

Tutor Signature:

Confirmation of Achievement of Unit – Date:

Appendix 3 – Feedback Sheet

Feedback Sheet

Tutor/Assessor Comments:	
Learner comments:	
Tutor/assessor sign:	Date:
Learner sign:	Date:

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