



Diploma in Funeral Arranging and Administration (DIP.FAA) LESSON PLAN

MODULE 1. Introduction to Funeral Arranging and Administration

Unit 2. Client Care within the Funeral Service.	
Purpose and Aim of the Unit:	The purpose of the unit is to develop learners' understanding of good client care within the funeral service
Learning Outcomes:	By the end of the session, the learner will;
1.2.1	Understand the purpose and role of a funeral directing business.
1.2.2	Understand the principles and practice of good client care
1.2.3	Know the skills required for good client care.
1.2.4	Understand the principles of "Emotional Intelligence".
1.2.5	Understand the National Association of Funeral Directors (NAFD) code of Practice
1.2.6	Know how to deal with conflict situations
1.2.7	Understand the Funeral Arbitration scheme



MODULE 1: Introduction to Funeral Arranging and Administration

UNIT 2: Client Care within the Funeral Service.

Approximate Session Time: 3hrs			
Timing	Learning Activity (Tutor & Learners)	Resources	Assessment Method
0 – 10mins	1) Introduction, Housekeeping & Register 2) Recap learning from previous workshop 3) Refer to aims & objectives of the Unit 4) Refer to student learning materials 5) Describe the activities planned for the session	PowerPoint Laptop/Projector Student Learning Materials Student Register	Not Applicable
11 – 20mins	Introduction of the topic by tutor facilitated question and answer. Question , “ <i>What is the purpose and role of the Funeral Directing Business?</i> ” (refer to learning materials if necessary). What is the relationship between an FD business and the community?	Session Aim & Outcomes Hand-out, PowerPoint White board/flip Chart	Not Applicable



Timing	Learning Activity (Tutor & Learners)	Resources	Assessment Method
<p>21- 40mins</p> <p>41 –60 mins</p>	<p>Question. “What is involved in the end to end process, from “First Call” to the day of the Funeral?”</p> <p>(Tutor lead discussion). Question, “Has anyone received client care training before? If so, what was involved?”</p> <p>Question: “Who are our clients?” External/Internal – families/suppliers/colleagues.</p> <p>Pair work - Students to draw up list of clients and share ideas</p> <p>Discuss: “What constitutes good client care?”</p> <p>Pair work. Students to identify client expectations from First Call through the Funeral to Aftercare. Each pair to draw up list to share, on flip chart sheet for a topic – First Call; Arrangement; Funeral; Aftercare. Share lists</p> <p>Question. How do you gain an understanding of a client’s expectations regarding the role of a Funeral Arranger?</p>	<p>Flip Chart work.</p> <p>Discussion</p> <p>Flip Chart/Board work for answers.</p> <p>Learning materials</p> <p>Flip Chart / White Board</p>	<p>Formative assessment by way of discussion</p> <p>Learning Outcome 1.</p> <p>Formative assessment through questioning</p> <p>Learning Outcome 2</p>



Timing	Learning Activity (Tutor & Learners)	Resources	Assessment Method
61 – 75 mins	<p>Discuss: How what we do can affect a client's perception of our service; Factors affecting Client Care.</p> <p>Practice Exercise How do we best form effective relationships with our clients? The importance of 'Listening'.</p> <p>Practice session in pairs: Listening and Questioning Revisit communication skills.</p>	Discussion	Discussion and questioning
Break			
85 - 110 mins	<p>Discussion on skills involved in demonstrating good client care Split into two groups</p> <p>Group A: identify what constitutes poor client service</p> <p>Group B: identify what constitutes good client service</p> <p>Share responses and discuss</p>	<p>Flipchart Paper & Pens</p> <p>Moodle Learning Materials</p>	<p>Questioning</p> <p>Learning Outcome 3</p>



Timing	Learning Activity (Tutor & Learners)	Resources	Assessment Method
111 –130 mins	<p>Tutor input - Turning attention to Emotional Intelligence (EI), tutor to explore with students the subject and the benefits.</p> <p>Refer to student learning materials</p> <p>Group to discuss the importance and impact of E.I.</p>	Learning Materials	<p>Homework to explore further and report back.</p> <p>Learning Outcome 4</p>
Comfort Break			
135- 150	<p>Question. “Why is there a Code of Practice?”</p> <p>What are the Benefits of having a Code of Practice?</p> <p>Discuss the “Code of Practice”</p>	Copies of the C.O.P	<p>Quiz sheet for the benefits.</p> <p>Learning Outcome 5</p>
151 - 160	<p>Handling client conflict – using appropriate language and tone</p> <p>Discussion and list responses for the following;</p> <p>How to deal with conflict of family relationships</p> <p>The appointment of more than one funeral director.</p>		<p>Learning Outcome 6</p>



161 - 175	Tutor input – Explanation of the stages of the F A S, Discuss the purpose of the F A S Discuss the benefits of the scheme.	Copies of the F.A.S	Discussion Learning Outcome 7
175 - 180	Short written knowledge check as a Summative Assessment to conclude session.		

Deviations from the plan:	Issues Arising/To Do:
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Module 1 Unit 2	ASSESSMENT CRITERIA
	The learner can:
1.2.1a	Describe the primary functions of a funeral directing business.
1.2.1b	Describe the relationship between a funeral directing business and the local community.
1.2.1c	Explain the importance of a funeral directing business promoting a positive, professional image.
1.2.2a	Outline the principles of good client care.
1.2.2b	Differentiate between internal and external client care.
1.2.2c	Describe how to gain an understanding of a client's expectations regarding the role of the funeral arranger.
1.2.3	Describe the skills involved in providing good client care.
1.2.4	Compare and contrast the four key areas of Emotional Intelligence.
1.2.5a	Explain the purpose of the NAFD Code of Practice.
1.2.5b	Explain the benefits of the NAFD Code of Practice.
1.2.6a	Describe how to deal with the following situations: a) conflict of family relationships;
1.2.6b	b) the appointment of more than one funeral director.
1.2.7a	Explain the purpose of the FAS.
1.2.7b	Explain the benefits of the FAS.