



National Association of Funeral Directors

NAFD Funeral Directing DipFD
Tutor Handbook

V1/DipFD



Contents

NAFD Education - Structure	
Education Structure	1
NAFD Membership	1
Professional Values, Knowledge and Skills	1
Annualised Delivery	2
Scheme of Work (SOW)	2
Lesson Plans	2
Pedagogical Principles	2
Student Induction	3
Qualification Insight - NAFD Funeral Directing DipFD	
Qualification Structure	4
Programme Administration	4
Direct Entry Route	4
Aims of the Syllabus	4
DipFD Modules and Units	5
Learning Materials	8
Student Preparation	8
Employer Engagement	8
Assessment Guidelines	
Formative and Summative Assessment	9
Individual Development Plan	9
Written Examination (Final Examination)	10
Viva-Voce Examination	10
Notification of Examination Results	10
Student Support and Welfare	
Grant of Extension	11
Inclusive Learning	11
Students with Additional Needs	11
Awareness of Discriminatory Behaviour	12
Online Networking - Netiquette and Chatiquette	12
Plagiarism	13
Student Equality and Diversity	13
General Data Protection Regulations (GDPR)	13
Student Feedback	14



NAFD Education - Structure

The education structure within the Association ensures clear reporting lines from the Board of Education, Team of Examiners, Tutors and Students. All Board and Examiner representatives are NAFD members acting as practising funeral directors representing Independent and Corporate businesses.

Board of Education - Members of the Board of Education have overall responsibility for the strategic direction for NAFD education.

Team of Examiners - Members of the Team of Examiners oversee the fair assessment of the student portfolio of evidence, including marking and moderation; and have responsibility for final assessment of the qualification. Members of the Team are trained in examination assessment.

Education Operational Management - education management and administrations are managed at National Office by the Education Development team as follows:

Education Development Manager

Karen Vanstone

Education Administrator

Karen Burton

Education Development Manager (EDM) - The NAFD Education Development Manager (EDM) is responsible for the design and update of NAFD qualification programmes, and the day to day operational management of education on behalf of the Association.

The Education Development Manager is also responsible for working with the Lead Examiner and Team of Examiners in managing and overseeing assessment procedures, and for general management of all NAFD qualifications.

The Education Development Manager oversees the management and administration of all aspects of the qualifications processes including: - training and induction; management of related I.T systems; quality management procedures and processes; managing relationships with external education partners and for external endorsement. In addition, this role is responsible for ensuring tutors maintain and uphold the standards of training expected.

Education Administrator - The Education Administrator is responsible for managing all administrative arrangements and oversight of student registration. The Education Administrator is your first point of contact if you have any problems with your NAFD web learning log-in; online learning materials; access to forms and paperwork; and such like.

NAFD Approved Tutors

NAFD Membership

In order to deliver NAFD qualifications, approved tutors must be valid NAFD Category E members. As part of Category E membership tutors will be bound by the terms and conditions of the Service Level Agreement (SLA), which is detailed in a separate document.

In General

Tutors are responsible for the delivery of training according to the NAFD syllabi; for delivering training in accordance with the content of the online student learning materials; assisting students with preparation of their student portfolios and adequately preparing students for final examinations.

Over the duration of the qualification programme, the Association expects tutors to act as a 'role model' in using the online learning platform and to encourage active online activity where reasonably practicable. We recommend that you log on to the online site at least every few days for a period of time to encourage your students to use the system.

Professional Values and Attributes

The Association requires tutors to commit to the following personal attributes, values and skills.

1. Evaluate what works best in your delivery in order to meet the diverse needs of learners.
2. Inspire, motivate and raise aspirations of students through your enthusiasm and knowledge of working in the funeral service.
3. Be creative and innovative in selecting and adapting strategies to help students to learn.
4. Value and promote cultural diversity, equality of opportunity and inclusion.

Professional knowledge

1. Maintain and update technical and operational knowledge in the specialist topic of funeral directing.
2. Apply both theoretical understanding and practical knowledge of effective practice in tutoring, learning and coursework assessment.
3. Manage and promote positive student behaviour.

NAFD Education - Structure

Professional skills

1. Motivate and inspire students to promote achievement and develop skills.
2. Promote and utilise the benefits of online technology and support students in its use.
3. Enable students to take responsibility for their own learning and ongoing assessment, setting goals that stretch and challenge.
4. Apply appropriate and fair methods of unit assessment and provide constructive and timely feedback to support each individual in their progression and achievement.

Annualised Delivery

Tutors must create a realistic annualised programme / timetable of training delivery and activities, including details of new intakes for student registrations.

Scheme of Work (SOW)

Preparation of a Scheme of Work for each training programme and individual Lesson Plans per unit are a mandatory requirement prior to delivery of training and should be made available to the Education Team.

The Scheme of Work (SOW) sets out the content of the course and how you will deliver it. It should contain the learning outcomes for the course as they appear in the course outline. The SOW states explicitly what your students will learn during each session. It should list equipment needed, resources and assessment details.

After your first or second session, and once you have carried out an initial assessment of all your registered students, tutors must complete a group profile and add it to the SOW, describing the nature of the group and any factors that will influence how you plan and deliver your tutoring and how you will address the different levels of ability in your group. In addition it should promote equality and celebrate diversity through learning, tutoring and proof of learning assessment.

There must be consistency and clear links between the course outline, the SOW and the lesson plans. Consider your tutor activities for each lesson and the assessment methods you will use. Think about the proposed student activities, lesson by lesson. Once you have undertaken an initial assessment of each student, review the SOW in order to make sure the learning outcomes are appropriate for your class.

During the last two sessions of your course you should have a discussion with your students about the quality of their experience on the course. This feedback, along with your own views on how the course could be improved, should be summarised and shared with the Education Team.

Lesson Plans

You should produce a Lesson Plan for each training session you teach whether online, face to face or both.

The lesson plan illustrates how you intend to develop the lesson and will include a breakdown of the learning aims, how students will achieve them, how you will organise and support their learning through a variety of learning activities and the resources you will use. The lesson plan is used as an aide memoire throughout the lesson. Tutors will be required to provide evidence of their own Schemes of Work and Lesson Planning as part of formalised external accreditation of the DipFD qualification.

Pedagogical Principles

The Pedagogical Principles that underpin the NAFD education strategy play a vital role in enhancing students' learning. The sector consists of a diverse range of adult students whereby it is recognised that 'one size doesn't fit all' and therefore, our approach must be flexible, time-efficient and be compatible with and relevant to the subject being taught, and that the process of enabling student achievement applies to all courses.

We therefore expect that during the training schedule:

1. The learning outcomes (expressed in the course outline) are explained in terms of relevance to the student group. The course seeks to address and clearly highlight the benefits of 'learning' whether for personal development and wellbeing, career advancement or workplace progression. The tutor is expected to share and discuss the learning outcomes with his/ her students at the start of the course to set the direction of learning.
2. The tutor, through a range of appropriate initial assessment activities, develops an effective understanding of the students' starting point in relation to the stated learning outcomes and uses this to inform his/her course and lesson planning. This should be clearly evidenced in the course documentation such as Schemes of Work and Lesson Plans.
3. The tutor, in consultation with the students, reviews the course learning outcomes, fine-tunes delivery methodology according to the profile of the group and establishes an appropriate set of challenging, differentiated outcomes, especially in mixed ability classes where students learn at different levels. The level of 'stretch and challenge' will vary for individual students depending on their ability and starting level.

The students need to be able to demonstrate an understanding of their individual outcomes and what is expected of them. Again this should be clearly evidenced in the course documentation such as Schemes of Work and Lesson Plans.

NAFD Education - Structure

4. The tutor promotes and evidences student progress through regular checking of learning, by recording progress as appropriate to the subject (e.g. using tracking sheets, audio, video or photographic evidence etc.) and by providing timely feedback, both verbal during lessons and in writing when appropriate.

A variety of unit assessment opportunities, formal and informal, including peer- and self-assessment, should be included in most lessons to enable the tutor to continuously monitor student progress and provide information and guidance on the 'next steps' to enable students to manage their own learning and succeed.

5. The tutor carries out, and records, a rolling assessment of each individual student against the learning outcomes of the course, and in doing so, helps students identify any additional, unplanned outcomes they may have achieved as part of their experience while registered for the NAFD Funeral Directing DipFD.

Student Induction

Tutors should provide a full day Induction (either face to face where numbers allow subject to current government Covid guidelines) or online training prior to commencement of the first module on the course. The Induction session should cover the following:-

- Getting to know other students in the group and you!
- Access to the course syllabus and student learning materials
- Understanding the method of learning
- What students can expect from you as their NAFD approved tutor
- Student responsibilities throughout the programme
- Understanding the course timetable for attendance of face to face workshops; activities online; times you may arrange group conference calls;
- Agreeing workshop and online ground rules
- An overview of coursework
- Method of coursework assessment
- Any special needs students may require

Students should be advised to aim to have completed their studies with you for the DipFD programme within a period of twelve – fifteen months maximum.

Qualification Insight - NAFD Funeral Directing DipFD

Qualification Structure

This NAFD qualification is made up of a number of components, called modules and units benchmarked to Level 3 National standards of learning.

A **'Module'** consists of a collective number of 'Unit's.

A **'Unit'** is a single topic which the student will learn about.

A **Module** will take students a number of hours to complete i.e. time for attending a face to face workshop; working online; plus the time required to reflect and to do the coursework. For some students, time required will be lesser or greater than others.

Each module has a number of 'Credits' which are used to illustrate how units fit together in programmes and to provide a guide about how students should allocate their time between units.

Programme Administration

Programme Registration and Timetable

A programme timetable should be used annually to communicate your qualification timetable, including timescales for upload of activities and portfolio updates to students. The qualification has been designed for funeral service employees who have an interest in increasing their knowledge and skills in the field of funeral directing. Therefore, you must ensure your own knowledge is up to date too! Programme administration must include an accurate record of the following:

- Student registrations per cohort
- Initial assessment of student needs, including any additional learning needs
- Attendance / participation of all training sessions
- Additional learning needs
- Activity completion
- Portfolio updates
- Monitoring of progress
- Unit assessment – results
- Individual Development Plans
- Any records of deferment
- Employer engagement and feedback
- Submission for end of course assessment

Direct Entry Route to DipFD:

A pre - qualifying assessment is required for funeral directors who do not hold any formal funeral directing qualifications to date, but have been practising as a funeral director for 3 years or more and wish to progress straight to the NAFD Funeral Directing DipFD without completing any other NAFD

training programmes. The pre-qualifying assessment is a test of current knowledge and understanding of legislation and practice associated with arranging a funeral, to ensure the student is prepared for registration for the Funeral Directing DipFD. The questions for the pre-qualifying assessment will be based on the content of the NAFD online FAA certificate training programme, including:

- Registration of Death
- Coroners Procedures / Procurator Fiscal
- Cremation - Regulation
- Burial – Regulation
- Arranging the Funeral
- First Call and Removal

Any candidate who fails the pre-qualifying assessment is required to complete the online NAFD Funeral Arranging and Administration certificate before progressing to the NAFD Funeral Directing DipFD.

As part of the Direct Entry Route, in addition to completing the pre-qualifying assessment, candidates will be required to provide evidence of a minimum of arranging 75 funerals during their 3 year qualifying period, signed off by their employer. The Direct Entry Route is not applicable to holders of the previous NAFD Diploma in Funeral Arranging and Administration, or those who achieve the online NAFD Funeral Arranging and Administration certificate.

Aims of the Syllabus

The aims of the qualification syllabus for the NAFD Funeral Directing DipFD are to:

- Develop the breadth of knowledge, understanding and skills of students employed within a funeral directing capacity, or other related role.
- Enable adequate training of registered students to quality approved national qualification standards in Funeral Directing.
- Enable assessment of registered students to ensure they have acquired adequate knowledge, understanding and mastery of the required knowledge and skills associated with funeral directing.



Qualification Insight - NAFD Funeral Directing DipFD

DipFD Modules and Units

The DipFD consists of the following four modules and twelve units.

NAFD Funeral Directing DipFD			
Module	Unit Number	Unit Title	Unit Credit Value
Module 1	Unit 1	Funeral Directing within a Commercial Environment	TBC
	Unit 2	Standards of Professional Practice and Premises	
	Unit 3	Maintaining and Monitoring Health and Safety	
Module 2	Unit 4	Care, Preparation and Presentation of the Deceased	TBC
	Unit 5	Managing Communication	
	Unit 6	Bequeathal	
Module 3	Unit 7	Repatriation	TBC
	Unit 8	Burial at Sea	
	Unit 9	A Funeral for more than one Deceased	
Module 4	Unit 10	Final Planning prior to Conducting the Funeral	TBC
	Unit 11	Manage and Conduct the Funeral	
	Unit 12	Exhumation of Human Remains	
Total Credit Value			TBC

Within each module, there are a range of learning units and associated learning and assessment outcomes. Within each unit there are a range of embedded knowledge, skills and competencies as detailed in the tables below.

Completion of each of the units will enable the development of knowledge, skills and behaviours		
KNOWLEDGE	SKILLS	*COMPETENCIES
Advanced factual process and procedure related funeral directing knowledge Technical Operational Functional	Advanced cognitive and practical skills required to use relevant information in order to carry out funeral directing tasks, and to manage and solve routine problems	Able to apply supervision and basic funeral directing team management and co-ordination



Qualification Insight - NAFD Funeral Directing DipFD

*COMPETENCIES		Code
CORE	COMMUNICATION	C
	TEAM WORK	TW
	PLANNING AND ORGANISING	PO
	ACHIEVING OUTCOMES / RESULTS	AO
FUNCTIONAL	LEADING AND SUPERVISING	LS
	ANALYTICAL THINKING	AT
	KNOWLEDGE SHARING AND LEARNING	KSL
	JUDGEMENT/DECISION MAKING	J/DM
	TECHNICAL CREDIBILITY	TC
	COMMITMENT TO CONTINUOUS PROCESS IMPROVEMENT	CI
	RELATIONSHIP BUILDING	RB
	CLIENT ORIENTATION	CO
	PERSUASION AND INFLUENCING	PI
	EMOTIONAL RESILIENCE	ER

Qualification Insight - NAFD Funeral Directing DipFD

Unit 1 - Funeral Directing Within A Commercial Environment

The aim of this unit is to enable the learner to understand the role of the Funeral Director working within the UK and the increasing commercial and competitive demands upon a funeral directing business.

COMPETENCY DEVELOPMENT: TC, KSL, LS, J/DM, AT

Unit 2 - Standards of Professional Practice and Premises

The aim of this unit is to enable the learner to gain knowledge relating to the standards required of funeral directing premises and that of professional practice.

COMPETENCY DEVELOPMENT: TC, KSL, LS, J/DM

Unit 3 - Maintaining and Monitoring Health and Safety

The aim of this unit is to enable the learner to gain knowledge of health and safety related legislation and regulation and how this applies within the funeral environment.

COMPETENCY DEVELOPMENT: TC, KSL, LS, J/DM, PO, J/DM,

Unit 4 - Care, Preparation and Presentation of the Deceased

The aim of this unit is to enable the learner to understand how to safely care for, prepare and present the deceased.

COMPETENCY DEVELOPMENT: TC, KSL, ER, CO, J/D, AO, C

Unit 5 - Managing Communication

The aim of this unit is to enable the learners to gain knowledge relevant to managing communication within a funeral environment. This unit enables the learner to develop their skills in supervision and management.

COMPETENCY DEVELOPMENT: C, TW, PO, LS, KSL, TC, PI, CO, RB

Unit 6 - Bequeathal

The aim of this unit is to enable the learner to develop knowledge of regulation, documentation and the process of bequeathal.

COMPETENCY DEVELOPMENT: C, KSL, TC, CO

Unit 7 - Repatriation

The aim of this unit is to enable the learner to understanding of regulation, documentation and process required in order to arrange for repatriation of the deceased.

COMPETENCY DEVELOPMENT: C, PO, LS, KSL, TC, CO

Unit 8 - Burial at Sea

The aim of this unit is to enable the learner to gain knowledge relating to current regulation and procedures to follow for burial at sea.

COMPETENCY DEVELOPMENT: C, TC, PO, KSL, J.DM, CO

Unit 9 A Funeral for More Than One Deceased

The aim of this unit is to develop the learners understanding of the additional responsibilities associated with managing a funeral for more than one deceased.

COMPETENCY DEVELOPMENT: C, TW, AO/R, LS, AT, KSL, J/DM, TC, RB, CO, PI, ER

Unit 10 - Final Planning Prior to Conducting the Funeral

The aim of this unit is to enable the learner to gain knowledge relating to planning tasks prior to conducting the funeral.

COMPETENCY DEVELOPMENT: C, PO, TW, LS, AT, KSL, J.DM, TC, CI, RB, CO, PI

Unit 11 - Manage and Conduct the Funeral

The aim of this unit is to develop learners' knowledge of managing and conducting the funeral.

COMPETENCY DEVELOPMENT: C, PO, TW, LS, AT, KSL, J.DM, TC, CI, RB, CO, PI

Unit 12 - Exhumation of Human Remains

The aim of this unit is to develop learners' understanding of the regulation and process of exhumation of human remains.

COMPETENCY DEVELOPMENT: C, PO, TW, LS, AT, KSL, J.DM, TC, RB, CO, ER

Skills development upon completion		
Communication Written / Oral Equality and Diversity Client Care Use of I.T Health and Safety Professional Image Financial Awareness	Building Relationships Problem Solving Technical Knowledge Planning and Organising Legislative Knowledge Teamwork	Creative Thinking Flexibility Attention to Detail Numeracy Handling Conflict Self-Control

Qualification Insight - NAFD Funeral Directing DipFD

Learning Materials

All learning materials required for this qualification are accessible online. All learning materials are categorised by topic in the form of a 'Unit title'.

This qualification has been designed for you to assist your students in learning about theory and workplace practice; to think about and further develop student knowledge and skills; to focus on how they are able to apply their knowledge and skills within their own workplace.

Please ensure students understand the learning outcomes and the method/s of assessment relevant to each unit. The learning outcomes advise them what they need 'to know' and 'what they need to be able to do' – in other words, provide evidence of, what they need to demonstrate etc, throughout the course of their learning and for final assessment.

Student Preparation

Preparing your Students for Completion of their Portfolio of Evidence

For each module, you should refer your students to the learning outcomes of the module and the individual units contained within each.

The following notes suggest ways for students to plan, organise and construct their reports.

- In most cases, the examiners are looking for clarity of knowledge and responses to the particular criteria in terms of how the funeral directing theory, is translated to business practice within the students own place of work.
- Please ensure your students utilise the online student learning materials, and access the recommended additional resources throughout the duration of their learning.
- Spend some time with students to help them to think about what the criteria for the activities require, and how to provide evidence based on their own workplace and their own experiences. The examiners will be looking for evidence of understanding, application and the wider implications to many of the tasks a funeral director becomes involved with.
- Students must be aware to use their own words and experiences when writing the reports. This does not mean that they cannot consult with other students, but students must not attempt to copy any other student's work. Their portfolio must be reflective of their own knowledge and workplace activities.

- Ensure students are aware of answering the specific question asked. Examiners will expect specific answers.
- By the time students are preparing for their final examinations, written English and Maths should be accurate. If weaknesses persist, the student should be advised to work towards improvement prior to registering for the examinations.
- Following completion of the Portfolio of Evidence, students should ensure they check for and correct spelling and grammatical errors, prior to upload for assessment during the Viva-Voce.

Preparation and Presentation of the Portfolio of Evidence

- All portfolios must be prepared based on the activities throughout each unit.
- Materials must be typed/word processed using the NAFD Portfolio of Evidence templates. One template has been developed for each activity in each unit, totalling 45 Portfolio of Evidence requirements.
- The heading of the portfolio should contain their name and student number.
- All pages must be consecutively numbered.
- The completed portfolio must be dated to confirm it is the student's own work.
- You will be required to shadow mark each activity within the Portfolio of Evidence to ensure the student is ready for final submission. Each activity can be edited as many times as necessary.
- Each completed activity for the Portfolio of Evidence should be uploaded to the student learning area of the DipFD webpage in the relevant unit, using the naming convention: Forename_Surname_UNITno. ActivityNo.doc, e.g. John_Smith_Unit1Activity1.doc.

Employer Engagement

This qualification has also been designed for employers to be involved in the development of their own employees. Tutors are required to ensure the student's employer is kept informed of activity and progress. Employers have an active role to play following registration of their employee.

Employers will expect you and their employee to be kept in the 'learning loop', by having sight of their employees Portfolio of Evidence. Employers have a key role in validating the evidence and examples of work submitted by their employee and as such, your feedback will also help for coaching purposes back in the workplace.

Assessment Guidelines

Formative and Summative Assessment

DipFD Assessments

The Dip FD assessment method consists of both formative and summative assessment and elements of these count towards the final mark for the DipFD. Formative assessment is completed by the student throughout the programme of study and consists of the following:

- Online proof of learning exercises upon completion of each unit. The questions in the proof of learning exercises are based on the content of each of the Learning Outcomes in the unit and consist of a range of question types. The student will complete the online questions at the end of the unit, and then you as the tutor will login and review and mark the answers to the questions in their tutor area on the webpage. The student is unable to proceed to the next unit until they have successfully answered all questions in that unit. The aim of the proof of learning exercises is for students to demonstrate their understanding of the content of the unit.

The proof of learning exercises will be presented in a range of the following question types:

Multiple Choice: There will be a question followed by a number of choices of which the student needs to choose the correct answer.

Free Choice: The student will be required to provide one word or multiple word answers to a question. They can provide a range of different worded answers which could be correct.

Sorting: The student will be given a question and will then be required to drag their answers to match the field next to them.

Open Ended: These are free-form open ended questions where students can type any answer. You will be required to assess and mark these answers when they are submitted.

Portfolio of Activities - Marking and Grading Criteria

Within each unit there are four activities which need to be completed in the Portfolio of Evidence. The student must complete each activity, on the portfolio templates provided by the NAFD and upload them to the student area on the website for shadow marking by the tutor. Once the student and tutor are both satisfied with the written work, it can be submitted to Examiners for final marking.

When marking the Portfolio of Evidence, the examiners will be looking for evidence of understanding, application and the wider implications to many of the tasks a funeral director becomes involved with.

For each Activity the student is expected to provide examples of how the role and tasks of Funeral Directing impact on themselves, upon their team, upon the funeral business, and the client or wider community.

With regard to the marking and grading criteria for the Portfolio of Evidence, a Grading scale has been developed for Examiners to use when marking activities. The basic premise of the grading system is as follows:

- Each unit contains 4 activities
- Each activity is worth a maximum of 25 marks
- A student will achieve marks by providing examples against a series of criteria for each activity (a- d)
- The more examples the student provides, the more marks they can accumulate.
- The marks for each activity are totalled up to provide an overall mark out of 100 for the unit.
- The student is then awarded an overall grade for the unit on the following scale:

Assessment Scale	Grade
90 – 100	A
75 – 89	B
60 – 74	C
40 – 59	D
39 or Less	E

- At the end of the Portfolio of Evidence, all unit Grades will be totalled and an Overall Portfolio of Evidence Grade will be awarded based on the average Grade of all of the units. This Grade will then contribute 25% towards the final DipFD grade.

- **PLEASE NOTE:** you must not log on to a students account and complete any online proof of learning exercises or Portfolio of Evidence Activities on behalf of the student. It is the responsibility of the student to complete their own proof of learning exercises and upload their own Portfolio of Evidence activities.

Individual Development Plan

Each unit contains a section for self-reflection and aims to prompt the identification of strengths and areas for further development. Each registered learner develops an Individual Development Plan with their tutor, which is used as an evolving document to underpin the learning and development process for each individual as the qualification progresses.

Assessment Guidelines

Written Examination (Final Examination)

The final written examination consists of a number of in-depth questions which are designed to assess each student's knowledge of the content of each unit. The exam will be split into two parts:

- A series of short answer questions based on the content of each unit
- A final in-depth question requiring a 500 word answer. The student will be able to choose from a series of questions.

All examination dates will be advertised annually by the NAFD

As the NAFD Approved Tutor you must authorise all examination applications for your students.

The student will be required to register and pay online before their examination.

Viva Voce Examination

The viva voce examination is an integral part of the funeral directing final assessment process; it is not merely a ritual. The viva-voce has an essential purpose within the assessment process as follows:-

- to enable the Examiners to be assured that the content of the written assessments in the Portfolio of Evidence reflect the ability of the candidate.
- to enable the Examiners to be assured that the Candidate clearly understands the legislative and procedural information requirements of the funeral directing responsibilities
- to enable the Examiners to assess the Candidate's ability to provide evidence of his/her knowledge within the broader context of the particular field of funeral directing – the portfolio of evidence is central to this end process.

Notification of Examination Results

Under no circumstances should a student or anyone on their behalf contact the NAFD before or after the publication of results. The NAFD will not enter into any communication or correspondence with any person other than the Tutor concerning the results. Students must contact their Tutor for advice concerning the examination results.

Students will be provided with an examination marks summary for the written and viva voce examinations, which gives details of the marks given for individual questions.

Written examination scripts are not returned to candidates or tutors under any circumstances.

If a student is unsuccessful in one or more parts of the examination, only those parts have to be retaken.

Complaints or Grievances

The Association seeks to minimise student complaints and grievances by ensuring that students have opportunities to raise any concerns throughout the period of their learning.

The Association is also committed to providing an environment within which students are encouraged to raise any matters of concern in an informal manner as soon as they arise. This often circumvents the need for formal complaints or grievances.

Where complaints and grievances arise, there are procedures to ensure that these are addressed fairly and promptly and that students can lodge their complaints and grievances, in good faith, with the assurance that they will not be penalised for so doing.

Students who wish to raise formal complaints or grievances should in the first instance discuss their grievance with the appropriate tutor. If a satisfactory resolution cannot be found, student complaints should be put in writing. A form for use for any student complaint can be accessed on the student area of the site.

Examination Result Appeals.

Where appeals arise regarding the result of either the written or oral examination, there are procedures to ensure that these are addressed fairly and promptly. There is a specific form accessible on the online platform that must be used in the event of an examination appeal. This form must be filled in fully. A fee of £50 is payable for an appeal but, this will be refunded in the event of an examination outcome being altered following the appeal hearing.

It is important to distinguish between what constitutes a **"Complaint"** and what constitutes an **"Appeal"**.

A "Complaint" may be lodged against either the examination procedure or an examiner if the student considers that their conduct has been inappropriate. A complaint will not alter an examination result.

An "Appeal" may be lodged against an examination result. The student must identify legitimate grounds for the appeal. "I thought I had done better", would not be grounds for an appeal!

Please refer to the NAFD Complaints and Appeals Procedure.

Student Support and Welfare

Grant of Extension

You may receive student requests to grant an extension to a submission date. There may be a valid reason or circumstances beyond the students control affecting their ability to meet the deadline. Should an extension be requested, a joint application is required from the student and the tutor to request a 'grant of extension' for approval by the Lead Examiner.

Examples of acceptable grounds for extensions:

- **medical grounds** if unwell for a period of one month or more
- **bereavement** of close family member or relative

Examples of unacceptable grounds for extensions:

- **the student's computer 'crashed' or the student lost their work.** Students are expected to keep back-up files and hard copies in anticipation of such disasters. They must take responsibility for the consequences of failing to keep copies of work.
- **periods of prolonged illness not evidenced by medical certificates.**
- **carer's responsibilities.** A crisis or medical emergency may justify an extension but not the usual day-to-day pressures of parenting or caring. Many students are parents or carers. Upon registration, students embark upon a qualification knowing they have additional responsibilities to juggle. Therefore, unless exceptional circumstances occur relating to end of life care, students who are carers are expected to manage to organise their lives and manage such pressures.

Extensions are not routinely available and should not be requested for simply because a student has failed to manage their workload effectively.

Inclusive Learning

Tutors have a duty to make the learning environment safe and welcoming for everyone in it. Please ensure therefore, when meeting face to face (if COVID 19 restrictions permit) the accommodation you use must be sanitised, face coverings are worn, social distancing observed, safe and conducive to learning, both face to face and online.

Students should feel included and part of your process. If students are made to feel different or inferior, or are allowed to be intimidated or bullied by other students, you have a problem to deal with! Please ensure any negative or disruptive student behaviour is dealt with appropriately.

Students with Additional Needs

Students with additional needs or disability in any group should be offered additional tutoring support if required. Please do not assume that any form of dyslexia or other disability means a student is unable to learn.

Should any student request additional support through any form of disability - students should be asked to provide an educational psychological assessment by a registered education psychologist. A report will need to be produced by the specialist recommending what reasonable adjustments should be made, by you for tutoring purposes, and by the NAFD for assessment. This is important for the purposes of making reasonable adjustments for learning and for examinations.

- Where students are hearing impaired, speak directly to the learner; face the learner when you speak; use visual information where possible.
- Where students have any form of sight impairment, provide enlarged handouts, if appropriate; discuss with the learner the best seating position and ways of making visual material available.
- Students who have a physical disability may need simple adaptations to the workshop or assistive technology.
- Where students have a learning difficulty (including dyslexia) ensure that learning materials are age appropriate; find ways of exploring students' own interests.
- Allow time to provide appropriate attention to individuals, especially those requiring extra support.
- Students should treat other students with respect and as individuals.

Encourage students to think about their responsibilities towards each other during the workshops, and supporting each other in between workshops.

- Help students to understand how prejudice and discrimination damage relationships and become a barrier to real communication.
- Ensure all students are fully included in any group activity, and be aware if the group dynamics exclude any individual.

Literacy and Numeracy

Identification of current levels of literacy and numeracy is important. Please be aware that some students may choose not to disclose difficulties either at the self-assessment stage or at all!

Your students must be able to demonstrate basic skills in Maths and English, or be willing to work towards achievement of national qualification standards of English and Maths (Level 1) prior to registration for the final examinations. Free online resources are accessible for practice purposes, and development of key skills in either Maths or English.

If it does become apparent that any of your students do have a weakness in either Maths or English, please encourage use of free online resources.

Student Support and Welfare

Awareness of Discriminatory Behaviour

You should review your own tutoring materials regularly, with a critical eye, and adapt them to make them either neutral or non-discriminatory.

- Neutral tutoring materials are those where he and she are both used, along with people, person, they; where non-English names are used as well as English names; where pictures include people of different races, gender and age, as well as disabled people. Neutral tutoring materials acknowledge that differences exist but don't openly challenge discrimination.

Ground-rules

Positively identify and agree with all in the group the Ground rules for your workshops and when communicating online. If you remember back to one of the first CTLLS / Certificate in Education workshops, group work took place to enable everyone to have equal contribution as to their expectations of the course; of the tutor; of other students and what is felt to be inappropriate behaviour. If the students identify and agree the Ground rules, they then own them!

Online Networking - Netiquette and Chatiquette

These guidelines aim to provide you with a list of pointers on how to interact online using a set of common conventions usually referred to as "netiquette" and "chatiquette". Using these guidelines will help you become more effective in your communications online.

Netiquette – Etiquette for posting to the net. This will be useful in your forums

Clarity in postings

Give all postings a clear and relevant title. Avoid using vague or ambiguous titles such as 'News', 'Hi' 'Latest work', etc. Remember the Human!

When you communicate electronically, all you see is a computer screen. You don't have the opportunity to use facial expression, gestures and tone of voice to communicate your meaning (apart from using emoticons); words - lonely written words - are all you've got. When you're holding a conversation online - whether it's an e-mail exchange or a response to a discussion group posting - it's easy to misinterpret your correspondent's meaning, and it's easy to forget that your correspondent is a person with feelings more or less like your own.

Be mindful and ethical

When you communicate through cyberspace - via email or on discussion groups - your words are written and chances are they are stored somewhere where you have no control over them. In other words, there's a good chance they can come

back to haunt you. If you encounter an ethical dilemma in cyberspace, consult your professional code of ethics.

Look before you leap

When you enter a chat or discussion group that is new to you, take a look around. Spend a while 'listening to' the chat or reading the archives. Get a sense of how the people who are already there act. Then go ahead and participate.

Respect other people's time

People seem to have less time than ever before and have a lot of information to absorb. When you send e-mail or post to a discussion group, you're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted.

Know what you're talking about and that it makes sense

Make sure your notes are clear and logical and know what you are talking about. Be pleasant and polite. Don't use offensive language, and don't be confrontational for the sake of confrontation.

Be forgiving of other people's mistakes

When someone makes a mistake (even if you feel strongly about it) think twice before reacting. Having good manners yourself doesn't give you licence to correct everyone else. If you do decide to inform someone of a mistake, point it out politely, and preferably by private email rather than in public. Give people the benefit of the doubt; assume they just don't know any better.

It is helpful to have common rules for chats online. This ensures that what can be a wild and chaotic experience will instead be a useful and enjoyable one. The following are some of the rules:

- Respect the viewpoint of all participants
- Wait to be recognised to speak
- No shouting (ALL CAPS)
- No profanity or inappropriate language
- No putdowns or insults
- No flirting or private messages
- Message lengths: Try to be brief. If you have more than a couple of sentences to input, type a sentence, end it with "...", to let others know more is on the way, then continue. This procedure also helps the flow, since messages take a little while to reach everyone's screen.

Student Support and Welfare

Plagiarism

There are various forms of academic dishonesty but in the student's context it means cheating in the Portfolio of Evidence assessment and examinations. It takes place when the student 'borrows' or copies information, data or results from another source, or student, past or present carried out knowingly. Cheating and plagiarism have the objective of deceiving examiners and this threatens the integrity of the assessment procedures and examinations. Any student found to have used unfair means in any examination or assessment procedure will be penalised. 'Unfair means' include:

- Cheating, for example unauthorised reference to notes or course material in an examination
- Fabrication, e.g. reporting on arrangements never performed
- Falsification, e.g. misrepresentation of workplace practice
- Unfair collaboration or collusion; i.e. the representation of work produced in collaboration with another person or persons as the work of a single candidate.

Members of the Team of Examiners will determine the nature and severity of the penalty should plagiarism become evident, resulting in failure of the module concerned with no provision for reassessment or retrieval of that failure. Proven cases of plagiarism or cheating can also lead to prevention of registration with the NAFD for a period of five years.

Plagiarism Software Detection

The Association has adopted licence to utilise Plagiarism Detection Software.

Student Equality and Diversity

The National Association of Funeral Directors recognises that promoting equality and diversity is essential if we are to deliver quality and appropriate training and student support to all registered students.

It is the National Association of Funeral Directors policy that no student or their employer receives less favourable treatment on the grounds of their;

- Ability or Disability
- Gender,
- Sexual Orientation
- Marital Status
- Religion
- Age
- Beliefs, Non Beliefs
- Race, Colour, Ethnicity or Origin

Bullying and Harassment

The Association aims to promote an environment where all registered students; NAFD approved tutors; and members of the Team of Examiners are treated with dignity and respect, free of unlawful discrimination, victimisation, bullying or any form of harassment. Any complaints regarding Bullying or Harassment, must be submitted to the NAFD in writing following the Complaints and Grievance procedure.

General Data Protection Regulations (GDPR)

The National Association of Funeral Directors needs to process data about you in order to carry out its normal qualification, training and assessment administration. This means that we collect, store, use and disclose the data for purposes only connected with your studies.

As part of your Category E Tutor membership, you will be giving us permission to process data about you.

Personal data will be processed only in accordance with the Association's registration under the General Data Protection Regulations.

Student Confidentiality

The Association is committed to providing a confidential service to registered students. We believe all students have the right to confidentiality to protect their interests and ensure a relationship of trust between students, approved tutors, examiners and education staff.

Definition of Confidentiality

Confidentiality means that no information regarding a student shall be shared either directly or indirectly with any other department of the Association, or any external agency or person, without that student's prior, expressed consent; except where issues of safety or legality apply.

Furthermore, we acknowledge that students are autonomous adults and so will not discuss any details of a student's case with members unless prior consent has been obtained from the student. Records of all such contact will be kept on the electronic student's file.

This does not include information declared on the NAFD application and registration online form which it is reasonable to expect will be shared within the Association, as it forms part of the application process, or anonymous details which may be used for statistical and planning purposes.

Expressed Consent to Share Information

It is the responsibility of NAFD education staff including tutors to ensure that they obtain consent in writing before sharing any information or taking any action on behalf of a student. Students are not necessarily required to give blanket agreement for information to be shared. They can specify which people/departments they are willing for information to be disclosed to.

Student Support and Welfare

Breaches of Confidentiality

The circumstances where confidentiality may need to be broken are:

- When disclosure is required by law
- A student's health or safety is at risk
- A student is at risk of serious exploitation or abuse
- There are serious concerns about a student's mental health
- There is a risk to others (e.g. to follow the professional practice and conduct regulations)

On those occasions where any NAFD education staff feels confidentiality should be breached, the following steps should be taken:

- The NAFD member of staff should raise the matter immediately with their Line Manager
- The NAFD member of staff should discuss with their Line Manager the issues involved and explain why they think confidentiality should be broken.
- The Line Manager should make a written record of this discussion.
- The Chairperson, Board of Education (BoE) should be informed.

In all circumstances the student involved should be informed, as far as practicable, of the decision to breach confidentiality and the reasons why the decision has been taken.

Changes to the Handbook and to the Qualification Programme

The procedures contained in this handbook are reviewed and updated annually, or following biannual monitoring of system and process reviews where applicable.

Changes may occur at any time of the year should legislative or regulation updates become necessary. You will be informed of these changes through education administration at National Office.

Student Feedback

The Association requires all registered students to participate in a formal system of feedback through which students are invited to comment routinely, in confidence, upon the administration, tutoring, assessment and overall education service they have received.

This helps us to check that students have a clear idea of our aims in tutoring of particular units, and of what we expect them to do; that our tutoring is effective and stimulating; that our advice and feedback to students on individual work is helpful; and that our learning resources are adequate.

You will be asked to complete a questionnaire for each module you are taught. We appreciate that they can be tiresome to complete in large numbers, but hope that you will take the time to give a full and detailed response.

Both negative and positive feedback is important. In order to be able to assess the feedback and to attempt to take appropriate action it is important that when making comments you indicate why you feel that something is good or bad, not just that you think it is.

The questionnaires are then analysed and any criticisms or suggestions highlighted. The analyses will be passed on to members of the Board of Education and where appropriate, members of the Panel of Examiners.

A quarterly summary of student feedback and the action taken will be included in the Education Development Manager's Report which is presented to the Board Of Education.