



National Association of Funeral Directors

Level 4 NAFD Higher Funeral
Directing Programme
Employer Handbook

V1/ L4 DipFD





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About The L4 DipFD

Level 4 NAFD Higher Funeral Directing Programme

Welcome to the Level 4 NAFD Higher Funeral Directing Programme Employer Handbook. The L4 DipFD has been designed for experienced funeral directors who would like to aspire to the top and study to acquire new skills, improve existing ones and to be the best that they can be in their chosen occupation. Studying for the L4 DipFD will allow your employee to improve their knowledge in the processes and procedures relating to funeral directing as well as developing enhanced skills in communication, leadership and teamwork and the modern role of the funeral director in the 21st century. The L4 DipFD is externally accredited by One Awards, demonstrating the high quality standards of education offered by the NAFD.

On average, this training programme can be achieved within a period of 12 – 18 months. Registration is restricted to existing employees within the funeral service working in related roles, and your employee must be able to provide workplace evidence of funeral directing responsibilities, including the conducting of funerals prior to full achievement of the course.

The L4 DipFD is delivered in a blended learning approach through NAFD approved tutors via remote or face to face tutorials. Assessment consists of online proof of learning assessments, evidential portfolio and final oral and written examination.

Aims of the Syllabus

The aims of the syllabus for the Level 4 NAFD Higher Funeral Directing Programme are to:

- Enable progression following successful achievement and award of the NAFD Funeral Arranging and Administration certificate, or previous holders of the NAFD Diploma in Funeral Arranging and Administration.
- Develop the knowledge, understanding and skills of learners employed as Funeral Directors'.
- Provide a development option for *other employees working in the funeral service wishing to progress into a funeral directing role.
*** Note:** other employees must have the support of their employer and have access to Funeral Directing responsibilities in order to be assessed for this programme of study
- Enable the Association to assess registered learners to ensure they have acquired adequate knowledge, understanding and mastery of the required knowledge and skills associated with funeral directing.

How You Can Support Your Employee

Supporting Your Employee During Their Study

The Level 4 NAFD Higher Funeral Directing Programme encourages a balance of direct input to the learning process from NAFD approved tutors, underpinned by self-managed student learning. We expect our tutors to provide a variety of methods of training delivery in order that your employee(s) actually learn and benefit from their experience. In addition to this, we ask that you also have a key role to play in your capacity as the individual's employer.

The key to successful self-managed and tutor guided learning commences with student initial self-awareness e.g. for the student to identify their own personal strengths and weaknesses at the start of the learning process, and are expected to discuss and share with you- their employer.

Following student registration, we recommend you spend time with your employee to identify and agree a number of specific areas of personal development that can be addressed through working towards achievement of the programme.

Together, it may be beneficial for you to encourage your employee to devise a simple personal development plan (PDP) to track their own development needs and of course, their strengths as they progress through the training.

Initial Student Self-Assessment

One of the first tasks your employee will be asked to do following registration, is to complete an **'Initial Self-Assessment'**. The aim of this document is to enable your employee to take time to think; reflect on their experience to date; and to identify how they currently view their own strengths, and areas for improvement. Some employees may have a lower perception of themselves – others may have an inflated opinion about their strengths! Either way, there are no right or wrong answers. We are simply interested in establishing a starting point from which your employee and their tutor will build a development plan of learning. An example of the Initial Self-Assessment document can be found at Appendix 1.

Your Role

We expect our tutors to make contact with you soon after the programme starts and to remain in contact with you throughout the programme of study, to enable a three way relationship of trust and development of learning. We would like to encourage you to be part of your employees' personal development from the start of the programme process given that you may be providing 100% of the funding to support your employees' studies. Therefore, we feel it is only fair for you to have the opportunity at the very start of the process, to have your say too, in terms of the strengths you observe day in day out, but also, specifically how you would like to see your employee develop further.

Please discuss the outcome of your employees' initial self-assessment, and include your comments including signing and dating the document as verification of your employees self assessment. Your employee will then discuss their development needs with their tutor.

Employer Coaching and Feedback

We request that your role in the programme's process extends to providing coaching for your employee.

Tips and Hints

Facilitate a discussion about the learning outcomes within the syllabus starting with your employee's perceptions of their own strengths, their learning and development and in emphasising:

- Your role in their 3-way development i.e. Between your employee and their tutor and your employee and you!
- The importance of willingly offering constructive feedback based on the completion of Portfolio of Evidence activities.
- Encouragement, active listening, and an appropriate balance of constructive challenge and support will be beneficial to your employees learning.

It will be helpful if you are aware of the Module and Learning Unit your employee is currently studying, in order to help them with examples of how they are able to translate theory of learning into real workplace practice.

- Focus on exploring successes as well as challenges and problems your employee may be experiencing as part of their studies
- Focus on the need for flexibility and responsiveness in coaching your employee to take account of the possibility that their own learning goals may shift as they work through each of the units- based on changed work priorities or your employees development needs.

Post Achievement of the L4 DipFD

Following successful completion of the programme, please consider with your employees how achievement of the programme has impacted on them, and perhaps how they have helped you in terms of the improvement to your business.



Level 4 NAFD Higher Funeral Directing Programme Assessment Guidelines

The Level 4 NAFD Higher Funeral Directing Programme assessment method consists of both formative and summative assessment and elements of these count towards the final mark for the L4 DipFD. Formative assessment is completed by your employee throughout the programme of study. They will also be encouraged to discuss the learning that is taking place with you, and with their tutor, prior to asking you to provide your own comments.

Proof of Learning Exercises

Online proof of learning exercises are required 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. Your employee will be required to complete the online questions at the end of the unit, and then their tutor will review and mark the answers to the questions. The aim of the proof of learning exercises is for students to demonstrate their understanding of the content of the unit.

Portfolio of Evidence Activities

The overall purpose of the Portfolio of Evidence is for your employee to provide evidence for each of the units of how they are able to relate theory to practice by taking time to consider and reflect on what they already know; how they are developing their skills; what they have gained from the course; and how they have put this into practice.

Your employee will need to provide clarity, breadth and application of knowledge, and how they apply their knowledge and skills within a variety of activities.

Ideally, your employee should aim for three to four clear examples of how they have **related theory to practice** and what difference the activities have made to their knowledge.

Final Written Assessment

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

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

Your employee will be required to register and pay online before their examination.

Oral Examination

The oral examination is an integral part of the funeral directing final assessment process; it is not merely a ritual. The oral examination 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.

Development of Skills and Competences

Along with the knowledge transfer taking place, the following range of Skills and Competences aim to be developed as a result of achieving the L4 DipFD. Tutors will encourage

students to think about how they demonstrate their skills in the workplace, day in day out.

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

*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

Development of Skills and Competences cont'd

Syllabus Outline 1-12

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 within the Funeral Service

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

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

Unit 3 - Understand Maintaining and Monitoring Health and Safety in a Funeral Environment

The aim of this unit is to enable the learner to further develop 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 - Understand 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 within a Funeral Home Setting

The aim of this unit is to develop learners' understanding of the need for effectively managing communication with clients and within the funeral home setting.

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

Unit 6 - Understanding the Procedural, Administrative and Support Requirements Associated with Bequeathal

The purpose of this unit is to develop learners' knowledge and understanding of regulation, documentation and processes associated with bequeathal.

COMPETENCY DEVELOPMENT: C, KSL, TC, CO

Unit 7 - Understanding the Procedural and Administrative Requirements Associated with the Repatriation of the Deceased

The Purpose of this unit is to develop learners understanding of the regulation, documentation and process requirements associated with repatriation of the deceased to or from the United Kingdom.

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

Unit 8 - Understanding the Procedural and Administrative Requirements Associated with Burial at Sea

The purpose of this unit is to enable the learner to develop knowledge and understanding in relation to current regulation, procedures and administration associated with burial at sea.

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

Unit 9 Understanding the Additional Responsibilities, Challenges and Issues Associated with Managing a Funeral for More Than One Deceased

The aim of this unit is to develop the learners understanding of the additional responsibilities, challenges and issues 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 - Understanding Planning and Making Final Arrangements for Conducting a Funeral

The purpose of this unit is to enable the learner to develop knowledge and understanding of the planning and preparation requirements prior to conducting the funeral.

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

Unit 11 - Understand how to Manage and Conduct a Funeral

The purpose of this unit is to develop learners' knowledge and understanding of the Funeral Directors role and responsibilities associated with the management and conducting of a funeral.

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

Unit 12 - Understanding the Regulations and Processes Associated with the Exhumation of Human Remains

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

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

Eligibility for Assessment

Your employee must have experience of working in the funeral sector and be working in a related job role to be able to meet the assessment criteria associated with this programme of study.

The entry criteria for the Level 4 NAFD Higher Funeral Directing Programme is the achievement of one of

the following:

- NAFD Diploma in Funeral Arranging and Administration
- NAFD Funeral Arranging and Administration Certificate
- LAFD Certificate in Funeral Arranging and Administration
- Successful completion of the NAFD DipFD Direct Entry Route.

Literacy and Numeracy

Your employee must also 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.

If you are aware that your employee does have a weakness in either Maths or English, please encourage the use of free online resources.

All employees have free resources accessible for practice and development of key skills in either Maths or English.

NAFD Approved Tutors

NAFD approved tutors are responsible for the training of your employees, and as such, we aim for the learning experience to be as varied as possible.

Their tutor can advise on any general matters relating to the programme or any personal circumstances that are affecting a student's work; tutors will also give feedback on student learning and discuss coursework and assessment including results with your employee.

If either you or your employee have any questions regarding the content of the learning units contained within the syllabus; need to clarify instructions and expectations; discuss coursework or assessment; your employee should contact their NAFD approved tutor in the first instance.

Student Support and Welfare

Students with Additional Needs

If your employee has any additional needs or a disability, please ensure that both their tutor and the NAFD are informed so that reasonable adjustments can be made. Please do not assume that any form of dyslexia or other disability means a student is unable to learn.

If your employee requires additional support through any form of disability – they will need 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, for both tutoring purposes, and by the NAFD for assessment. This is important for the purposes of making reasonable adjustments for learning and for examinations.

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.

Student Support and Welfare

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.

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.

General Data Protection Regulations (GDPR)

The National Association of Funeral Directors needs to process data about your employee 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 employee's studies.

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.

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.

Student Feedback

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

This helps us to check that your employee(s) has 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.

Do you have any questions?

Just email: trainingadmin@nafd.org.uk

Appendix 1 - Student Initial Self-Assessment

Student Name:	Employer:
Tutor:	Date:

Purpose

An initial assessment provides the information needed to help your tutor to plan with you your learning and to improve your opportunity of learning effectively. Without it there are only assumptions that can be made. It is of course possible to make some predictions about you, but it is an insecure basis for effective planning.

Therefore, our preference is for you to take a little time to consider for yourself the strengths you already have in terms of your experience, knowledge and skills based on your experience to date and likewise, for you to tell us where you know you need help to improve. Please be honest.

It may be helpful for you to take a look at the course syllabus, and for you to think about the different modules and units contained within each.

There are no right or wrong answers with this self-assessment. We just want you to tell us how you see yourself.

Initial self-assessment is a vital part of the process of finding out and providing the foundations from which you can build upon.

Involve your employer!

Upon completion of your self-assessment, we would like to encourage you to discuss your current strength's and areas you feel you need help to improve with your employer.

Your employer has a key role to play while you are learning with us. As you work through each of the course modules, your tutor will be encouraging you to consider how the theory you learn while you are studying for the course actually works in practice, within your place of work.

Please ask your employer to provide his /her comments on the final page of this document and then discuss with your tutor.

This document has been produced in Word format to enable you to download from the Learning Zone. Each of the text boxes are expandable for your use.

Upon completion, you will need to return this document

Structure of the Syllabus	My Experience, Knowledge and Skills to date Please tell us about your experience and knowledge to date – there are no right or wrong answers, this information will be used by your tutor to help you to progress through your learning.
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Unit 1: Funeral Directing Within a Commercial Environment	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
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.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>



Structure of the Syllabus	My Experience, Knowledge and Skills to date Please tell us about your experience and knowledge to date – there are no right or wrong answers, this information will be used by your tutor to help you to progress through your learning.
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Unit 2: Standards of Professional Practice and Premises within the Funeral Service	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The aim of this unit is to enable the learner to gain knowledge and understanding relating to the standards required of funeral directing premises and that of professional practice.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>

Unit 3: Understand Maintaining and Monitoring Health and Safety in a Funeral Environment	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The aim of this unit is to enable the learner to further develop knowledge of health and safety related legislation and regulation and how this applies within the funeral environment.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>

Unit 4: Understand Care, Preparation and Presentation of the Deceased	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The aim of this unit is to enable the learner to understand how to safely care for, prepare and present the deceased.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>



Structure of the Syllabus	My Experience, Knowledge and Skills to date Please tell us about your experience and knowledge to date – there are no right or wrong answers, this information will be used by your tutor to help you to progress through your learning.
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Unit 5: Managing Communication within a Funeral Home Setting	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The aim of this unit is to develop learners' understanding of the need for effectively managing communication with clients and within the funeral home setting.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>

Unit 6: Understanding the Procedural, Administrative and Support Requirements Associated with Bequeathal	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The purpose of this unit is to develop learners' knowledge and understanding of regulation, documentation and processes associated with bequeathal.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>

Unit 7: Understanding the Procedural and Administrative Requirements Associated with the Repatriation of the Deceased	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The Purpose of this unit is to develop learners understanding of the regulation, documentation and process requirements associated with repatriation of the deceased to or from the United Kingdom.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>

Unit 8: Understanding the Procedural and Administrative Requirements Associated with Burial at Sea	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The purpose of this unit is to enable the learner to develop knowledge and understanding in relation to current regulation, procedures and administration associated with burial at sea.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>



Structure of the Syllabus	My Experience, Knowledge and Skills to date Please tell us about your experience and knowledge to date – there are no right or wrong answers, this information will be used by your tutor to help you to progress through your learning.
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Unit 9: Understanding the Additional Responsibilities, Challenges and Issues Associated with Managing a Funeral for More Than One Deceased	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The aim of this unit is to develop the learners understanding of the additional responsibilities, challenges and issues associated with managing a funeral for more than one deceased.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>

Unit 10: Understanding Planning and Making Final Arrangements for Conducting a Funeral	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The purpose of this unit is to enable the learner to develop knowledge and understanding of the planning and preparation requirements prior to conducting the funeral.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>

Unit 11: Understand how to Manage and Conduct a Funeral	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The purpose of this unit is to develop learners' knowledge and understanding of the Funeral Directors role and responsibilities associated with the management and conducting of a funeral.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>

Unit 12: Understanding the Regulations and Processes Associated with the Exhumation of Human Remains	My Experience, Knowledge and Skills relevant to the topics contained in this unit are:
The aim of this unit is to develop learners' understanding of the regulation and process associated with the exhumation of human remains.	Please describe:
My Knowledge of this subject is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>
My experience is....	Comprehensive <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor <input type="checkbox"/>



Current Qualifications and/or Training

Qualifications achieved / Training attended:	Dates:	Please provide a brief Summary of Prior Qualifications and Funeral Service-related Training attended:
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Current Qualifications and/or Training

Please outline your current responsibilities at work:

Employer Comments and Sign Off

Employer Comments (If applicable):
Name of Employer / Line Manager:
Signature: Date: