



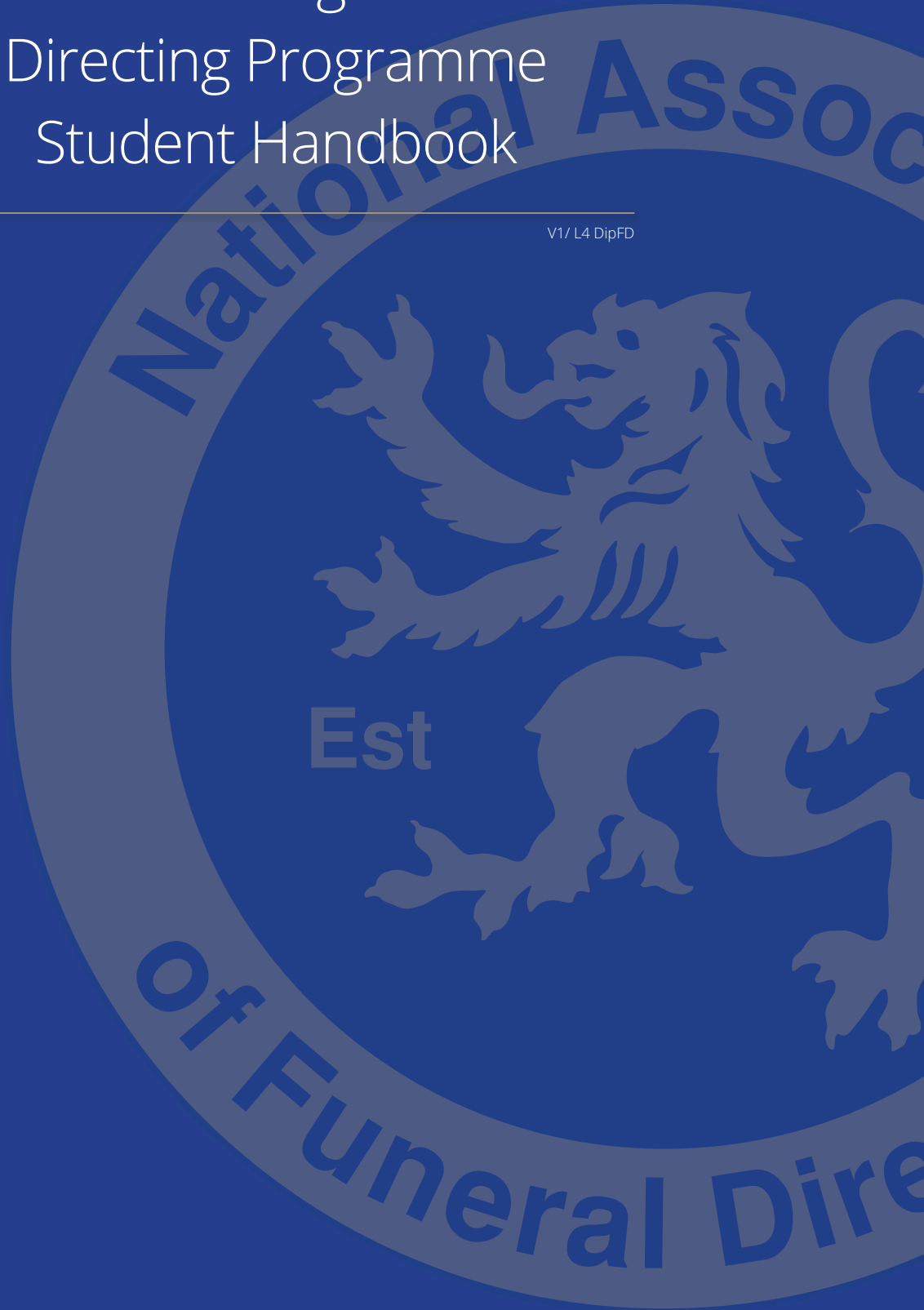
National Association of Funeral Directors

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Level 4 NAFD Higher Funeral  
Directing Programme  
Student Handbook

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V1/ L4 DipFD





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# Welcome

Welcome to the Level 4 NAFD Higher Funeral Directing Programme Student Handbook.

We are pleased that you have chosen to study with the National Association of Funeral Directors (NAFD), and hope that your time with us is both enjoyable and successful. We are committed to creating the best opportunity for you to achieve your goal of achieving an accreditation in Funeral Directing, awarded by the NAFD.

This handbook aims to provide you with a guide to the Level 4 NAFD Higher Funeral Directing Programme as designed; delivered; assessed and managed by the National Association of Funeral Directors. If you have any queries arising from the information in this guide, you can ask your NAFD approved tutor; the NAFD Director of Education and Development or the NAFD Education Admissions and Quality Officer.

## Resources - Access to a Personal Computer or Laptop

You will need access to a computer and broadband for the purposes of participating and completing this course for the following reasons:

- To register for an NAFD Education programme
- To access the online course materials
- To communicate with the online tutor
- To upload your portfolio for assessment
- To complete your feedback.

# General Information

## Roles and Responsibilities

The NAFD Education and Development team consists of:

- Members of the Board of Education,
- NAFD Team of Examiners
- NAFD National Office Education Staff
- NAFD Approved Tutors.

All members of the Board of Education and Team of Examiners are practicing funeral directors representing Independent and Corporate members. All are members of the NAFD.

In addition, the following NAFD staff are available to support you during your time with us:

### Director of Education and Development

Karen Van-Richardson

### Education Admissions and Quality Officer

Karen Burton

### Board of Education

Members of the Board have responsibility for the strategic direction for education in the NAFD.

### Team of Examiners

Members of the Team of Examiners oversee the fair assessment of your portfolio of evidence, including marking

and moderation; and have responsibility for final assessment of the programme. Members of the Team are trained in examination assessment.

### Director of Education and Development

The NAFD Director of Education and Development is responsible for the design and update of NAFD Education programmes, and the day to day operational management of education on behalf of the Association.

The Director of Education and Development 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 programmes.

### Education Admissions and Quality Officer

The Education Admissions and Quality Officer is responsible for managing all administrative arrangements and oversight of student registration. The Education Admissions and Quality Officer is your first point of contact if you have any problems with your NAFD education system online log- in; online learning materials; access to forms and paperwork; student registration or examination registration.



# General Information

## NAFD Approved Tutors

All NAFD Approved Tutors are qualified to national teaching and assessment standards, and receive ongoing training throughout the year in order that standards are maintained.

NAFD approved tutors are responsible for your training and as such, the learning experience while registered for an NAFD programme. If you have any questions regarding the content of the learning units contained within the syllabus; you need to clarify instructions and expectations; discuss coursework or assessment; you should contact your NAFD approved tutor in the first instance.

Your NAFD approved tutor is your first point of contact on training and personal matters that may affect your learning. Tutors are able to approach other members of the NAFD education team on your behalf, and if necessary, to raise your issues with the education team. It is your responsibility to ensure that your NAFD approved tutor understands your needs as you progress through your studies.

Your tutor can advise on any general matters relating to your programme of study or any personal circumstances that are affecting your work; tutors will also give you feedback on your learning and discuss your portfolio of evidence assessment and results with you.

It is important that you maintain regular contact with your NAFD approved tutor. It is up to you to approach your tutor if you feel that something specifically important to your needs would benefit from additional discussion. Time may need to be set aside outside the face to face / or online workshops for you to spend time with your tutor.

Records of your progress and assessment are kept by your tutor during the duration of the programme of study. Only your tutor and staff members of the Education team have access.

## Student Registration

Every student is required to register at the beginning of each programme of study prior to commencing with their tutor. The process of student registration takes place online and is current for a period of two years. You should have already registered for the NAFD Funeral Directing programme at [www.nafdeducation.org.uk](http://www.nafdeducation.org.uk) before you receive this student handbook and the learning materials from your tutor.

## Programme Timetable

A timetable showing details of all face to face and online interaction will be provided by your tutor for the period of your studies.

Timetables will contain the workshop dates and times, including the learning objectives so that you know what to expect from each. Your tutor will include a list of online activities and their expected completion dates, and also any online 'chat' activities that have set times.

## Student Learning Materials

All the learning materials you need for this programme are accessible online via the Learning Zone on the NAFD Education website.

All the learning materials are organised by 'unit' according to the module you will be working on.

### Important:

Please ensure that you read and learn from the content of the learning materials. Familiarise yourself with the learning outcomes for each Unit. The objectives tell you what you need 'to know' and 'what you need to be able to do' – in other words, provide evidence of, demonstrate etc.

Each module is organised by a number of 'units'.

Each 'unit' consists of a number of 'Learning Outcomes and associated 'Assessment Criteria' – if you can provide accurate answers to the assessment criteria – you know your subject!

Please ensure that you refer to the learning materials to assist you in your studies throughout your course of study.

This programme of study has been designed to enable you to learn the theory, think about and further develop your own knowledge and skills, and focus on how you are able to apply within your workplace

### Tutor led Online Workshops

A series of online face to face workshops for this programme are planned by your tutor to take place over a period of twelve to fifteen months, all of which are mandatory for attendance / or participation online.



# General Information

## Attendance and Participation

Should you be unable to attend any of the planned dates for the workshops irrespective of the method used, please advise your tutor in advance. Likewise, should you be taken ill and unable to attend, or perhaps unexpectedly be 'On-Call', please do let your tutor know.

It is your responsibility to ensure that you identify and complete any work that you have been asked to complete, or have missed. If your attendance is continually below a satisfactory level, without adequate explanation and permission being granted, then you will be informed in writing of the actions you must take in order to continue on the programme. Your NAFD approved tutor is required to monitor your attendance. A poor attendance record may be taken into consideration by your NAFD approved tutor when recommending your registration for examination.

If you become unwell at the time of a final assessment or you experience any critical difficulties which may affect your performance on the day, you should notify the Education, Admissions and Quality Officer and Examiner, so that the Team of Examiners can take account of the matter. If you have a medical condition that may have an ongoing impact on your participation in the programme, you should inform the Education, Admissions and Quality Officer and approved tutor as soon as possible.

## Changes to Personal Circumstances

It is your responsibility to ensure that the Association has your correct and most up-to-date personal contact details. Changes to your personal circumstances that may affect your learning within the registration period must be communicated to us.

Any changes to your personal circumstances that may affect your ability to complete your studies should be discussed with your NAFD Approved Tutor, and the Education, Admissions and Quality Officer should be notified in writing via email – [trainingadmin@nafd.org.uk](mailto:trainingadmin@nafd.org.uk)

## Requests for Temporary Deferment from Your Studies

If you need to temporarily defer from your studies and return at a later date, this may be possible, but you should discuss it with your NAFD Approved Tutor in the first instance, and advise the Education, Admissions and Quality Officer of your request.

Please see the appropriate documentation to complete under 'General Information' on the online learning platform.

## Withdrawing from the L4 DipFD

If you find that you need to withdraw from the programme of study you are registered for, you should discuss this with your NAFD approved tutor and advise the Education Admissions and Quality Officer as a matter of priority.

Your request for withdrawal must be made in writing to your tutor and copied to the Education Admissions and Quality Officer.

We are interested to learn why some students may choose to withdraw, and will make every effort to help you if we are able to.

Please see the appropriate documentation to complete under 'General Information' on the online learning platform.

## Programme Induction

All students will receive an induction to the programme with their NAFD approved tutor prior to commencement of the first module on the course.

The Induction session will cover the following:

- Getting to know your tutor (if you have changed tutors)
- Getting to know other students you will be learning with
- Access to the course syllabus and student learning materials
- Understanding the method of learning and assessment
- Knowing what you can expect from your NAFD approved tutor
- Understanding your student responsibilities
- Understanding the significance of your employer's involvement
- Understanding the time commitment and the course timetable
- Agreeing ground rules with your tutor and other members of the group
- An overview of how the course will progress and the activities to complete
- The method of coursework and final assessment
- Identification of any special needs you may require.



# Level 4 NAFD Higher Funeral Directing Programme

## Aims of the Syllabus

- 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 externally accredited 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.

## Level 4 NAFD Higher Funeral Directing Programme Units

The Level 4 NAFD Higher Funeral Directing Programme consists of the following four modules and twelve units.

Level 4 NAFD Higher Funeral Directing Programme				
Module	Unit Number	Unit Title	Unit Credit Value	Guided Learning Hours
Module 1	Unit 1	Funeral Directing within a Commercial Environment	4	24
	Unit 2	Standards of Professional Practice and Premises within the Funeral Service	4	24
	Unit 3	Understand Maintaining and Monitoring Health and Safety in a Funeral Environment	4	24
Module 2	Unit 4	Understand Care, Preparation and Presentation of the Deceased	4	24
	Unit 5	Managing Communication within a Funeral Home Setting	4	24
	Unit 6	Understanding the Procedural, Administrative and Support Requirements Associated with Bequeathal	4	24
Module 3	Unit 7	Understanding the Procedural and Administrative Requirements Associated with the Repatriation of the Deceased	4	24
	Unit 8	Understanding the Procedural and Administrative Requirements Associated with Burial at Sea	4	24
	Unit 9	Understanding the Additional Responsibilities, Challenges and Issues Associated with Managing a Funeral for More Than One Deceased	4	24
Module 4	Unit 10	Understanding Planning and Making Final Arrangements for Conducting a Funeral	4	24
	Unit 11	Understand how to Manage and Conduct a Funeral	5	30
	Unit 12	Understanding the Regulations and Processes Associated with the Exhumation of Human Remains	4	24
<b>Totals</b>			<b>49</b>	<b>294</b>



# Level 4 NAFD Higher Funeral Directing Programme

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

*COMPETENCIES		Code
<b>CORE</b>	COMMUNICATION	C
	TEAM WORK	TW
	PLANNING AND ORGANISING	PO
	ACHIEVING OUTCOMES / RESULTS	AO
<b>FUNCTIONAL</b>	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	

## L4 DipFD Programme Structure

Your programme of study is made up of a number of components, called Modules and Units. A 'Module' consists of a collective number of 'Unit's

A 'Unit' is a single topic which you will learn about.

A Module will take you a number of hours for you to complete i.e. time for attending a face to face workshop; working online; plus the time you need to learn to do your coursework. For some people, 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 you should allocate your time between units.

Students should expect to spend an estimated 294 hours study and preparation time for this particular programme of study. This time includes attending face to face workshops with your tutor, study time working your way through the student learning materials, unit by unit.





# Level 4 NAFD Higher Funeral Directing Programme

## Description of Units 1-6

### 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

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





# Level 4 NAFD Higher Funeral Directing Programme

## Description of Units 7-12

### 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

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

# Level 4 NAFD Higher Funeral Directing Programme

## Methods of Training and Learning

All tutors involved in the delivery and assessment of NAFD education programmes are trained and qualified to national teaching standards. Delivery of training consists of a mix of face to face and online workshops; and is supported by additional access to tutors via pre-arranged times for students and tutor group conference calls; access to pre-arranged times for online chat and guidance; access to learning materials 24/7.

All student learning materials contain the following:

- Criteria - description of Learning Outcomes,
- Theory and practical information
- A number of activities and online proof of learning exercises to be worked through
- Completion of an individual Portfolio of Evidence (activities individual to each unit).

## What you can expect from your tutor

- Help you to succeed in your L4 NAFD Higher Funeral Directing Programme.
- Be a first point of contact for your learning and personal support
- Help you to access and learn from the NAFD student learning materials and associated activities.

If at any time you find you become / or are not comfortable with the tutoring arrangements, please take personal responsibility and do something about it – please talk to your tutor in the first instance, or contact our Education, Admissions and Quality Officer.

Just email: [trainingadmin@nafd.org.uk](mailto:trainingadmin@nafd.org.uk)

Effective communication and regular 1:1 feedback should flow naturally. Your tutor should:

- Explain how they will work with you during your period of study
- Tell you how to contact them (e.g. email, mobile, in / outside office hours)
- Maintain communication
- Advise what to do particularly if you have a problem
- Arrange to see you individually or in a group at least once per month
- Give you timely and specific feedback based on evidence of your progress
- Reply to written communications (e.g. email) normally within two days
- Assist you to explore and plan your personal development,
- Monitor and discuss your progress with you
- Help you to take control of your learning
- Listen to and note any issues or problems (big or small) which are affecting you or your ability to study.

## Student Centred Learning

NAFD tutors are trained to national teaching standards, and as such understand the importance of using a variety of tutoring techniques to adapt to your own needs, and to help you to learn.

Your tutor's role is to guide you through your learning from start to finish, but don't be surprised if you find yourself at the heart of learning activities!

## Additional Learning Support

The Association has a positive policy of supporting students with disabilities and welcomes students with disabilities, dyslexia, specific learning difficulties and additional support needs.

The Association and your NAFD approved tutor will require a copy of an initial diagnosis of specific learning difficulties administered and supplied by a qualified Educational Psychologist. Access to the detailed assessments are required upon registration to support requests for reasonable adjustments by tutors, and for the Team of Examiners to arrange reasonable adjustments for assessments and examinations.

To ensure that you are provided with the appropriate advice and support from the start of your studies it is very important that you discuss any difficulties and special requirements, as early as possible.

## Our Expectations of You

Over the duration of the programme of study, we expect you to be active throughout your registration period and to respond positively to the requirements of the syllabus. There are no opportunities to opt out!! Your tutor has a responsibility to guide you. You have a responsibility to commit to your learning and to succeed!

We recommend that you log on to the learning platform and regularly access the learning materials. You should expect to spend at least 2 or 6 hours working online - spread over each week working your way through the appropriate unit's learning materials. We anticipate that you will enjoy the group discussions but acknowledge that you may be pushed for time on occasions

We expect you to read all the messages sent to the discussion forum by your tutor, to participate in all the online activities and to share your thoughts and ideas, and to complete end of unit assessment and your individual portfolio – all within agreed timescales with your tutor.



# Level 4 NAFD Higher Funeral Directing Programme

## Response Times

Sometimes you may need to contact our Education Admissions and Quality Officer with a specific question and as you are not based in the same place it can sometimes be difficult to know how.

We will do our best to respond to any query within 48 hours of it being sent excluding weekends, Bank Holidays and periods when National Office is officially closed. As at times you will be learning at a distance, tutors and NAFD support staff will try to be as flexible as they can with their time, but please do not expect tutors to regularly respond to emails late at night!

Your tutor will outline the best way to contact them; some may set specific 'office hours' when they will be online, others may be more flexible with setting times each week, or may respond to needs as they arise.



# Assessment Guidelines

## Advice on Completing Unit Coursework and Activities

In general, your tutor and the examiners are looking for you to demonstrate the following:

- Evidence of a deep, thorough and detailed knowledge, understanding and workplace application of the subject area and its relevant legislation (where applicable) and documentation;
- A clear, logical structured report which includes practical evidence of how you relate theory into practice;
- A clear representation of how you see yourself; awareness of your strengths and where you need to develop further;
- An answer which covers all parts of the question and achieves a sensible balance;
- Logical and organised of thought;
- Fluency of writing and correct grammar, spelling and punctuation; and Legibility.

Your tutor will help you to understand more about the requirements of the activities and creation of your portfolio.

### L4 DipFD Assessments:

The L4 DipFD 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 you as 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 ranging from multiple choice, free choice, sorting and open questions. You will be required to complete the online questions at the end of the unit, and then your tutor will login and review and mark the answers to the questions that you have provided. The aim of the proof of learning exercises is for you to demonstrate your understanding of the content of the unit.

### Portfolio of Evidence:

Within each unit there are a number of activities which need to be completed in the Portfolio of Evidence. You will complete the activities on the portfolio templates provided by the NAFD and upload them to your L4 DipFD student area on the relevant unit on the website for marking by the tutor.

The Portfolio of Evidence will contribute to 25% of the final marks.

Materials must be typed using the NAFD Portfolio of Evidence templates. One template has been developed for each activity in each unit.

The heading of the portfolio should contain your name and student number.

All pages must be consecutively numbered.

The completed portfolio must be dated to confirm your own work.

Each completed activity for the Portfolio of Evidence should be uploaded to the L4 DipFD webpage in your individual student learning area for the relevant unit using the naming convention Forename\_Surname\_UNITno.ActivityNo.doc, e.g. John\_Smith\_Unit1Activity1.doc.

### 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 your programme of study progresses.

### Portfolio of Activities - Marking and Grading Criteria

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

- Each activity is worth a maximum of 25 marks
- A candidate will achieve marks by providing examples against a series of criteria for each activity (a-d). For each activity you are expected to provide examples of how the role and tasks of Funeral Directing impact on yourself, upon your team, upon the funeral business, and the client or wider community.
- The more examples the candidate 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 candidate 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 L4 DipFD grade.

# Assessment Guidelines

## Written Examination (Final Examination)

The final written examination consists of a number of in-depth questions which are designed to assess your knowledge of the content of each unit.

All examination dates and dates for last applications to sit examinations, are available from your tutors calendar.

- Your NAFD Approved Tutor must authorise all examination applications.
- You will be asked to register and pay online for your examination.

Current examination fees can be found on the NAFD Education webpage.

## Oral Examination (Final Examination)

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

- to enable the Examiners to be assured that the content of the written portfolio assessments 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.

## Advice on completing Unit Coursework and Activities

For each module, you should receive from your tutor a copy of the assessment criteria within the first month of the start of each module. This provides you with details of what you are required to do and know, the deadline for the work and the percentage of the total unit mark it comprises. Here are some things you need to bear in mind.

## Tip's for your activities

- Tutors and examiners will be looking for clarity, breadth and application of knowledge, and how you apply your knowledge and skills within a variety of activities. Please read carefully the requirements of each activity.
- Spend some time thinking about what the criteria for the unit is really asking you to think about, and then provide evidence based on your own workplace and your own experiences where possible.
- Use your own words when creating your portfolio. This does not mean that you cannot consult with other students, but you must not attempt to copy any other student's work. Your report must be mindful of your own knowledge and workplace activities.

- Ensure you are answering the specific question asked, and not some other one you would like to answer. In other words, do not let the structure and content of your work be determined by what you have read; you should use your resources to support your answer rather than the other way round. It is sometimes helpful to use tables and diagrams where appropriate to illustrate.
- Read through your activity findings and correct spelling and grammatical errors. Use a dictionary or word spell. In any case you should be reading through the report with a view to revising it in order that it makes better sense.
- As you work through each unit make sure you involve and ask your employer to sign off your activity outcomes prior to sharing with your tutor, and including in your portfolio before uploading for assessment.

## Achieving Portfolio Submission Deadlines

- Where work is submitted up to and including 7 days after the submission date, 10% of the total marks available shall be deducted from the mark achieved.
- Where work is submitted up to and including 14 days after the submission date, 20% of the total marks available shall be deducted from the mark achieved.
- Work submitted 15 days later or more will have 25% of the total marks achieved, deducted.
- You should always keep a copy of your portfolio.

## Grant of Extension

There may be a valid reason or circumstances beyond your control affecting your ability to meet the deadline for upload of your activity work to your portfolio.

Please bear in mind, monitoring of portfolio activities will be taking place throughout by the Team of Examiners. Therefore, it is important to talk to your tutor, if you feel you are unable to meet these deadlines.

Extensions are not routinely available and should not be requested for simply because you have failed to manage your workload effectively. However, should a grant of extension request become necessary, please first discuss this with your tutor to see how it will affect your student registration with the NAFD. If necessary, you may be required to pay an extension fee to extend your NAFD student registration.

# Online Learning

## Effective Online Learning

### Awareness:

Do you have access to the up-to-date hardware/software needed for the course and is your internet connection fast? This is important as it will facilitate a fluid and uninterrupted learning experience.

Be aware of which Virtual Learning Environment you will be using, and understand how to navigate it prior to the course beginning. This will mean that accessing learning materials will be easy and stress-free.

Practice video calling and methods of online communication before starting your course. Many components of the course will use these methods of communication. An awareness of these is vital and will make you more confident when beginning the course.

Access the online learning resources and services provided by the NAFD.

Be aware of any course deadlines (place these in a calendar). This way you can plan ahead and do the preliminary reading to avoid becoming overwhelmed when the course begins.

### Taking Action:

Plan a study schedule prior to the course starting. Routine is key and flexibility is a perk of online learning but do put aside certain times of the day to focus on your studies. This means you won't fall behind and work won't pile up.

Create study space where you can work with minimal interruptions. It is important to have a designated study space you can leave when you need to relax. This is important as a quiet space is key for course components like online webinars and Skyping with other students.

Time Management - sticking to a study schedule will help increase focus and setting aside time to focus on course work will help you to prevent getting stressed.

Check-in regularly with your tutor. This is vital to knowing when deadlines and discussion opportunities are. These opportunities really enhance and will allow you to make the most of online learning.

Use opportunities to interact with course peers in group discussions or activities. This will help you to meet others online on your course and challenge you. This is important as it will make you reflect on different viewpoints and spark debate.

Speaking to others online respectfully is of the upmost importance. This way you will create successful working relationships with your tutor and your peers.

Self-motivate. Practice setting up a reward system when you achieve tasks as this could be a great way to keep motivated. A mood or an achievement journal may be helpful in recording your emotions and reflecting on learning progress.

Remember that there are people there for guidance if you feel unsure. Contact your tutor and use class peers as a support network, this way you will never feel alone or under supported.

Be aware that online learning requires time-keeping, scheduling and meeting deadlines. Keeping on top of workloads will have a positive impact on your online learning experience.

## 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.



# Online Learning

## 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 an 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 make 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.

## Safeguarding the NAFD's Reputation - Appropriate Use of Social Media

The National Association of Funeral Directors (NAFD) recognises that the internet provides unique opportunities to participate in interactive discussions, and to share information on various topics using a wide variety of media such as Facebook; Twitter; NAFD Learning Zone; blogs and wikis.

The use of such online media sites has become a significant part of life for many people working in the funeral service as a

way of keeping in touch with friends and other funeral service employees and can be used to exchange ideas and thoughts on common interests, from a personal angle in addition to a learning and employment perspective. Despite the immense opportunities represented by social media, there are significant risks, not least business, legal, and reputational. The use of Social media allows individuals to communicate with a potentially huge audience, and given the interpersonal nature of their form, can blur the lines between a personal voice and an institutional voice.

Those using social media in a personal capacity still need to bear in mind that their comments could reflect directly upon the reputation of the National Association of Funeral Directors, including the NAFD Approved Tutors. Inappropriate use of social media by registered students can pose risks associated with the Association's confidential information; including copyright and reputational trademark infringement should misuse occur.

To minimise such risks, the National Association of Funeral Directors expects its registered students to comply with the requirements set out in the Social Media Policy in relation to the use of any social media.

If personal use of Social Media does not make any explicit reference to the NAFD; any NAFD employee, prospective and approved tutor; or examiner, then the content is not likely to be of concern to the Association.

## Plagiarism

Plagiarism is a serious offense and something the National Association of Funeral Directors and Team of Examiners wishes to proactively discourage any student from even thinking about it.

Software operates for plagiarism detection. The use of this system will allow the Association to systematically check for plagiarism, thus helping to ensure that all students' work is original and graded accordingly. In this way we can minimise the risk of students being unfairly rewarded for work that is not original to them. Therefore, please remind students of the following:

- Never attempt to plagiarise another student's work.
- The Team of Examiners reserves the right to undertake an investigation if there is evidence of plagiarism.
- Any student found and proven to have submitted plagiarised work, will not be allowed to register for the final examinations.
- The student registration period will automatically lapse
- A period of five years will be enforced prior acceptance for re-registration.



# Student Support and Welfare

## Complaints or Grievances

### 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 Belief
- Race, Colour, Ethnicity or Origin.

### Anti-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 discrimination, victimisation, bullying or any form of harassment.

### Professional Indemnity Insurance

The Association ensures that NAFD approved tutors have Professional Indemnity Insurance to cover any claims brought about by students or their employers against the tutor or the Association. This policy does not, however, cover students who come to harm because of their own fault, or cause damage of their own doing.

### 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, please follow the Student Complaints Procedure and complete the associated documentation accessible via the online platform. Please note: Verbal complaints cannot be accepted.

## 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.

When you register with the Association you will be giving us permission to process data about you.

Registration provides you with an opportunity to see some basic personal data held about you and to correct inaccuracies. If you do not register and give your consent to this processing, the NAFD may not be able to accept you as a student.

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 in 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.

It is the responsibility of NAFD education staff 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).

The content and procedures contained in this handbook are reviewed and updated by the NAFD.

Changes may occur at any time of the year should legislative or regulatory updates become necessary.

## Student Feedback Module by Module

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.

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.

We hope you have a very productive and successful experience with the NAFD, and look forward to presenting you with your NAFD Diplome in Funeral Directing!

## Literacy and Numeracy

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 you have a weakness in either Maths or English, please consider the use of free online resources.