

## Assessment Plan - Financial Services Financial Services Professional – Level 6 Apprenticeship

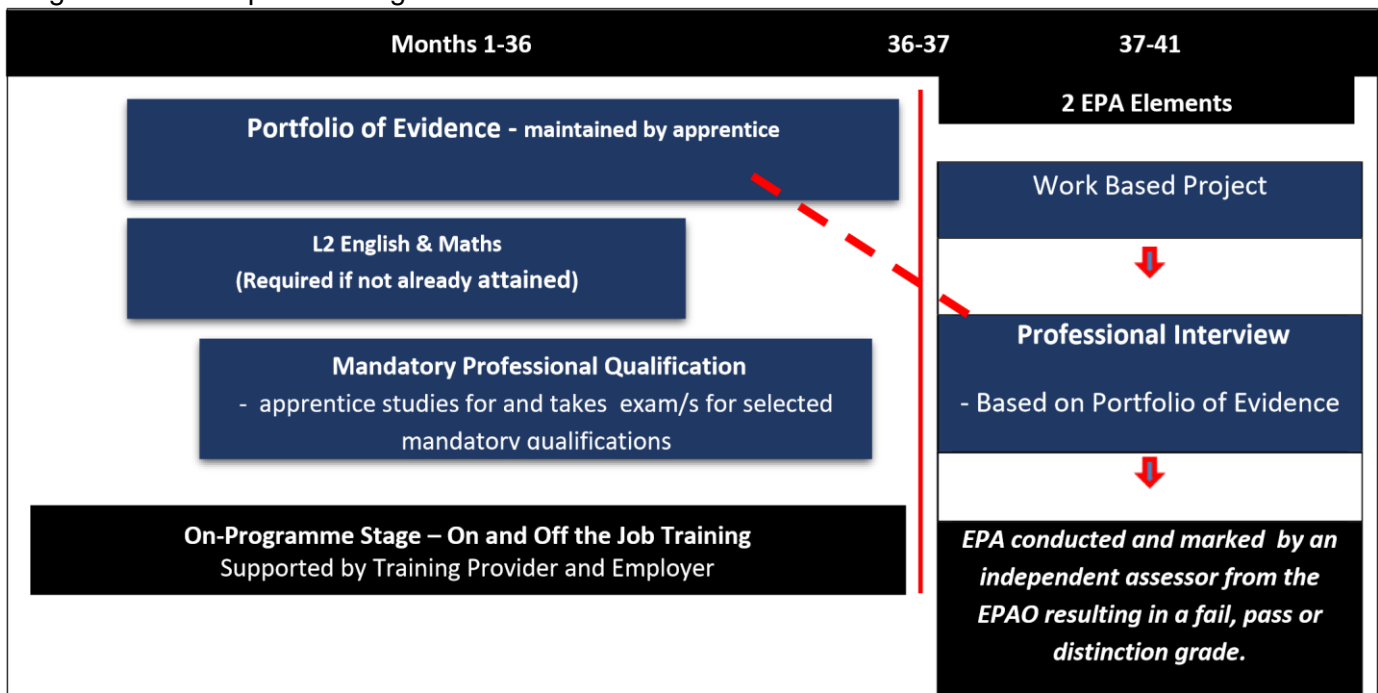
### SUMMARY

This Assessment Plan covers the Financial Services (FS) Professional Level 6 apprenticeship that has been developed by the employers with input from the relevant participating Professional Bodies and a number of Training Providers and HEIs. This is a core and options standard, so the apprentice will be undertaking one option, as is most appropriate to their job role. Our approach is designed to deliver a robust, cost effective and manageable assessment of competence in the role, based on the expected numbers of apprentices.

There are various possible entry points for this apprenticeship, for example covering individuals who are new to the sector and starting their career journey, or those with varying levels of existing experience in the field who are progressing their career within an organisation. The approach to assessment is based on the following principles:

- Assessment should show how well the individual is performing in the role and whether they have met the requirements of the Standard.
- It should have maximum relevance to the real job that the apprentice is doing to truly test full competence in the role.
- It should integrate with 'Business As Usual' processes wherever possible e.g. performance management, personal development.
- It should add value to the apprentice's journey, both during and at the end of the apprenticeship so that this is seen as helping them build not only competence in the role, but also a career in the organisation wherever possible. This should include giving them feedback on their development needs as part of the end point assessment where relevant.
- It should give assurance to the employer that the assessment is being delivered in a consistent, independent and appropriate manner.

Diagram 1 – Example On-Programme and EPA Timescales



**On-programme Assessment – the recommended** approach to ensuring that the apprentice is on track during the apprenticeship is based on the employer’s Performance Management (PM) process with the key elements noted below, however employers should work with their training provider to develop a programme that best suits their requirements and that of the apprentice.

- Line Manager uses the formal Performance Management (PM) process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- Training Provider (and HEI where relevant) can support this (if required), by ensuring that the requirements of the apprenticeship are reflected in the PM process and filling any gaps through their work with the apprentice.
- Training Provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies, and tools that will support the apprentice’s preferred learning style and improve their learning agility.
- Training Provider will also be required to support and prepare the apprentices for their end point assessment.
- Regular checkpoints between the Line Manager and Training Provider (aligned with the PM process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be supported to collect real-work evidence to submit as part of their end point portfolio. The use of e-portfolio/online records is recommended to support formal submission later.
- Apprentices will create a learning journal which contains examples of their learning and areas for development/action points as they go through the apprenticeship - this can be used in reviews with the Line Manager and Training Provider as well as later forming part of the Portfolio submitted as part of the end point assessment.

The on-programme stage will include the relevant mandated professional qualification(s) for the specialist Option the individual is undertaking. These are defined in the apprenticeship standard and below.

The on-programme stage will also require the apprentice to complete a portfolio of evidence that meets the requirements of the learning outcomes (Appendix 1) and the apprenticeship standard. The portfolio is mandatory but will not be graded as part of the end point assessment, however it will be the basis of the Panel Interview and inform questioning as part of that. More detail on the make-up of that portfolio is described later.

### **Gateway**

The decision as to when the apprentice is ready to move on to the end point assessment (the ‘Gateway’) will be made by the Line Manager (supported by the Training Provider as required) based on their monitoring of the apprentice’s progress against the requirements of the standard. Within Financial Services, line managers have a regulatory responsibility to the Financial Conduct Authority to ensure that all their people are trained and competent to perform their role. They therefore have a strong vested interest in making the assessment process robust in support of the End-Point Assessment Organisation. The employer must be confident that the apprentice has met and can demonstrate the requirements set out in the standard during the gateway to enable the apprentice to progress to the EPA in addition to meeting the following gateway requirements:

Apprentices without level 2 English and Maths will need to achieve this level prior to taking the end point assessment.

Apprentices will be required to take one of the professional qualifications listed below, as chosen by the employer to be most relevant to the selected specialist option and job role:

- Diploma in Treasury Management (Associate Membership - The Association of Corporate Treasurers) or Certificate in International Cash Management (Affiliate Membership - The Association of Corporate Treasurers).
- Advanced Diploma in Retirement Provision (PMI Associate Membership – APMI designation)
- CFA Institute – CFA Level I (Regular Membership of CFA Institute/CFA UK) (with the option to include CFA UK - Investment Management Certificate (IMC designation) or CISI Certificate in Investment Management (ACSI Designation) where these are used as FCA Appropriate Qualifications to demonstrate competence to practice)
- CISI Cert in Private Client Investment Advice & Management - PCIAM L6 (Full CISI Membership: MCSI)
- CII Advanced Diploma in Financial Planning (250 Credits: Associate of the Personal Finance Society: APFS)
- The London Institute of Banking & Finance, Chartered Associate Programme (Chartered Associate Status)
- CISI Diploma in Investment Operations L6 (Full CISI Membership: MCSI)
- Chartered Institute of Credit Management - CICM Level 5 Diploma in Credit Management (CICM Graduate Member: MCICM (Grad) designation)
- Chartered Banker Institute (CBI)

#### New apprentices:

- Associate Chartered Banker Diploma 2018 (2 from 3 modules) – Associate Chartered Banker designation
- Advanced Diploma in Banking and Leadership in a Digital Age (4 from 5 modules) - Chartered Banker designation

Existing apprentices part way through studies will continue on their qualification listed below following any transitional arrangements as shown on [www.charteredbanker.com](http://www.charteredbanker.com) :

- Associate Chartered Banker Diploma (pre-Oct 2018 - 3 from 7 modules) – Associate Chartered Banker designation
- Chartered Banker Diploma (pre-Oct 2018 - 5 from 7 modules) - Chartered Banker designation

**End Point Assessment Overview** – this contains 2 mandatory components, which are described in more detail in the next section:

- **A Work-Based Project** that demonstrates the capability of the apprentice to deliver the key aspects of the role
- A Structured **Panel Interview** based on the **Portfolio of Evidence**. The Panel Interview will focus primarily on the skills and behaviours of the Standard, testing the competence of the apprentice, the content of the Portfolio, and how well they are performing in their role. The portfolio that is tested by the interview will include a range of types of evidence including reflective learning. It will be created throughout the apprenticeship.

At least one month in advance of the Panel Interview the independent assessor (IA) receives:

- A copy of the individual's Portfolio of Evidence for review. This is sent to EPAO following completion at the gateway, this not marked but is used by the IA to prepare for the Panel Interview
- The Worked-Based Project for marking using a set of specific marking criteria. The Panel Interview is also marked against a specific marking criteria and the IA then awards the final grade, subject to EPAO validation.

## END POINT ASSESSMENT 1. What is being assessed

The learning outcomes for each area of knowledge, skill and behaviour within the Standard as described in Appendix 1.

The end point assessment will be synoptic and cover the knowledge, skills and behaviours included in the Standard. EPAOs may assess knowledge implicitly through the skills demonstrated by the apprentice, e.g. appropriate use of the systems and processes required to do the role demonstrates the knowledge where it supports synoptic and valid assessment.

## 2. How will assessment be carried out

The EPA takes place in the last 6 months of the apprenticeship, once the apprentice has met the Gateway criteria, and consists of the assessment methods described below. The EPAO will produce and hold a set of Assessment Tools, which will include for each method:

- Detailed content
- Structure
- Assessment criteria

This will support consistency across all apprentices.

The EPA takes a holistic approach, which expects the totality of the standard to be tested across the methods. The methods of assessment will build up a picture of how well the apprentice has met the requirements of the Standard, using the assessment criteria that will be developed from the Learning Outcomes. The End-Point Assessment Organisation will ensure the outcome is consistent and robust.

### 2.1. Work-Based Project

This will be a significant work-based project that contains real activity done in the role and demonstrates many of the aspects of the standard. It should describe what the apprentice did, how they did it and the benefits that resulted from the project.

It will be completed in the last few months of the apprenticeship, following the gateway, and will be 5,500 words (+/- 10%). excluding references. The Apprentice will be given 4 months after the gateway to complete the project for submission to the End-Point Assessment Organisation.

The Project will be a substantive evidence base from a business related project to demonstrate the application of skills, knowledge and behaviours. It will be related to the specific option that the apprentice has chosen from the Standard.

For example it might cover how the apprentice dealt with a significant issue facing the business or client, describing how they:

- Analysed the problem
- Conducted relevant background research e.g. business requirements/implications, industry developments, regulatory requirements
- Developed options
- Worked with colleagues and the business to develop an agreed solution
- Influenced both up and down the organisation to achieve resolution
- Implemented that solution and any resulting benefits

The project should include evidence of how the project was delivered and the outcomes achieved e.g. relevant emails or client feedback.

The apprentice will use guidance from the End-Point Assessment Organisation to develop project plans, these should be created to suit and test competence in the apprentice's specialist option. Due to the necessary variation of projects across the specialist options it will be key that the employer and training provider work closely to ensure the project fits the option selected and the job role. The apprentice will submit an outline project plan to the End-Point Assessment Organisation before the apprentice commences the project to ensure it fully meets the criteria at that stage. The project plan should be submitted to the EPAO within 2 weeks of entering EPA (following the Gateway), with the EPAO providing feedback within 10 days of receipt to avoid unnecessary delays.

## 2.2. Panel Interview based on the Portfolio of Evidence

The Panel Interview is a structured interview between the apprentice and a panel consisting of:

- An assessor from the End-Point Assessment Organisation
- A representative from the employer (likely to be the individual's line manager)
- A representative from the Training provider or HEI

The selection criteria for assessors are set out in the next section. The employer and line manager's role on the panel is to provide context and clarity for the assessor regarding the employer's organisation and sector. They will be not involved in delivering the EPA or contributing to the grading decision.

**The Panel Interview** will cover the knowledge, skills and behaviours in the standard, although focusing more on the skills and behaviours, testing the Portfolio and how well they are performing in their role. It is expected to last two hours. This enables an assessment of the Standard, to assess coverage of the broad range of knowledge, skills and behaviours contained in the Learning Outcomes.

The purpose of the Panel Interview is to:

- Explore evidence for areas of the Standard yet to be tested in the project or portfolio, or areas that require further interrogation
- Test the content of the Portfolio of Evidence
- Clarify any questions that the IA has about the evidence submitted in the Portfolio □ Provide the basis for the IA to make a decision about the grade to be awarded.

A structured brief will be provided in the assessment tools to be used in the Panel Interview. This will ensure that consistent approaches are taken, and that all key areas are appropriately explored. It is likely to be carried out face to face, but some circumstances may require it to be done remotely using e.g. videoconference or Skype, depending on numbers and locations of apprentices.

**The Portfolio** contains work-based evidence that has been built up progressively through the apprenticeship and will illustrate the application of the knowledge, skills and behaviours within the Standard synoptically. The requirements of individual portfolios must be tailored to cover the specialist option selected. It will draw on the learning journal created by the apprentice, showing how they have applied what they have learned.

The Portfolio should provide examples across the Knowledge, Skills and Behaviours using a range of evidence types that best demonstrate competence for their job role and to ensure breadth to that evidence base.

The elements of the portfolio are:

1. **Apprentice journal:** the apprentices should record experiences gained through the learning journey and reflect on their development over the apprenticeship period; reviewing the impact of their activities and behaviours on (a) the business and (b) the team. This journal should be kept online wherever possible
2. **Examples of Work Based Evidence:** This should include a range of evidence types from the following: written work, evidence occurring from small projects, performance review information, workplace observations, data, case studies, learning record entries, development plan content, emails, customer comments, etc.

Wherever possible, this will be an e-portfolio or other electronic platform. Further detail on the structure of the Portfolio will be included in the Assessment Tools developed by the End-Point Assessment Organisation.

The Portfolio will initially be reviewed at the gateway by the apprentice supported by the employer and Training Provider against the standard. When the employer is satisfied that the apprentice has met or is clearly on track to meet the pass criteria for the Standard, the Portfolio will be sent to the End-Point Assessment Organisation for independent review to inform the Panel Interview.

It is expected that the training provider/employer will give advance notice to the End-Point Assessment Organisation of individuals approaching and entering gateway. This will include agreeing exact timings for submission. However, the portfolio and work-based project should be sent to the End-Point Assessment Organisation one month in advance of the Panel Discussion to allow marking and preparation for the panel to take place.

The combination of these assessment methods and the grades awarded for each method, builds a picture of performance against the Standard. Appendix 1 indicates which method of assessment is most likely to provide the primary or secondary evidence for each of the learning outcomes. However, this should be applied flexibly to ensure that overall competence is demonstrated across the 2 methods of assessment – this is vital to allow for flexibility across the broad range of employers and job roles the apprenticeship will cover i.e. when looking at the all elements of the assessment all competences/learning outcomes should be evidenced/tested.

### 3. Who carries out the assessment and makes the final judgment

There are three parties involved in the final stages of the apprenticeship and the end point assessment – the employer, the training provider/HEI and the Independent Assessor. Their respective roles are as follows:

Assessor	Role
Employer	<ul style="list-style-type: none"> <li>• Brings a view of the apprentice from working with them in the workplace through the apprenticeship to the Gateway process</li> <li>• Has greatest clarity about whether the apprentice is fully competent in the workplace for the Gateway</li> <li>• Does not score the Project or Portfolio as part of the end point assessment</li> <li>• Takes part in the Panel Interview to provide context and clarity regarding the employer's organisation and sector.</li> </ul>



<b>Training Provider</b>	<ul style="list-style-type: none"> <li>• Brings a view of the apprentice from supporting them through the apprenticeship to the Gateway process</li> <li>• Brings greater understanding of the assessment process than the employer and hence broader view on competence</li> <li>• Provides advice and guidance on the assessment process and supports the apprentice through the end point.</li> <li>• Does not score the Project or Portfolio as part of the end point assessment</li> <li>• Takes part in the Panel Interview to provide context and clarity regarding the employer's organisation and sector.</li> </ul>
<b>Independent Assessor</b>	<ul style="list-style-type: none"> <li>• Brings a completely independent view to the end point assessment as they have had no engagement with the apprentice until now</li> <li>• Reviews the portfolio and marks the Project independently and scores against the assessment criteria remotely</li> <li>• Conducts and Chairs the Panel Interview and makes the final decision on the grade to be awarded to the apprentice</li> </ul>

To ensure that any independent assessor is competent they will be trained in the assessment process and will also have to meet certain criteria, which will include:

- Minimum 5 years relevant industry experience, plus current CPD activity that shows they are up to date with current developments in the apprentice's chosen specialist Option
- Familiarity with the role covered by the apprenticeship.
- No current relationship with the apprentice / employer involved in the apprenticeship.

The End-Point Assessment Organisation (EPAO) will be responsible for forming the Panel to carry out the end point assessment, working with the employers and training providers/HEI to source the members. The Independent Assessor (IA) will act as the Chair of the Panel.

Any organisation is eligible to deliver assessment services against this standard, by meeting the requirements of the ESFA's Register of End-Point Assessment Organisations. Individual employers must select an organisation from that Register to deliver assessment services for this standard.

The End-Point Assessment Organisation should have:

- Sound understanding of the sector and the assessment requirements for this Standard, together with the expertise to administer the Assessment Tools required.
- Capability to deliver assessments at the scale and with the levels of service required, giving confidence that this is a strategic part of their business.
- Geographical coverage required.
- Individual assessors with the background specified above
- Robust verification and quality assurance processes that can ensure the end point assessment is of the required standard.
- Robust internal controls and processes, and an appropriate data protection policy to ensure adequate controls when handling the transfer and storage of information from the apprentices employer (i.e. to ensure confidentiality of company sensitive information and related compliance regulations)
- Plagiarism guidelines/policy to ensure originality of the apprentice's work.

#### 4. Final Assessment and Grading

The final assessment and grading will be undertaken by independent assessor (IA) following the Panel Interview. This standard will have Fail, Pass and Distinction grades.

The IA will make the decision on the grade to be awarded to the apprentice based on the IA's review of the portfolio, the IA's independent prior marking of the Project, and the IA's score of the interview. In the event of an appeal against the grade awarded, the End-Point Assessment Organisation will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

The marking and grading of the Project will be undertaken by the IA ahead of the Panel Interview, so these marks can be considered alongside the grade awarded for the Panel Interview, allowing a synoptic view of the apprentice's competence and an overall grade awarded. The individual will not be presented to the panel for the interview if they have not reached the required pass mark for their work-based project. The EPAO will inform the Employer, apprentice and training provider/HEI if this is the case.

The portfolio is an important piece of work that should demonstrate full competence against the standard; although not formally marked we would expect that if the IA determines, following a quality review, that the portfolio does not meet a suitable level of quality the apprentice should not progress to the panel interview. It's key that the portfolio is tested robustly during the panel interview, the EPAO will ensure there is further guidance for the panel to support consistent quality delivery of the Interview

An apprenticeship pass represents full competence against the standard i.e. fully competent in the role as described in the Learning Outcomes (Appendix 1).

A grade of distinction means an apprentice is consistently demonstrating competence above the standard.

Both assessment methods will be graded pass, distinction or fail. The grading and scoring criteria is based on the following principles:

- **Both aspects of the end point assessment must achieve a minimum of a pass to achieve an overall pass**
  - All pass criteria, defined in Table 1, need to be achieved; in achieving this, the apprentice will be demonstrating all knowledge, skills and behaviours in the standard
  - Distinction builds on the pass criterion in Table 1
- **Both assessment methods must achieve a distinction to achieve an overall distinction**

The grade for each assessment method will be awarded according to the grading descriptor criteria **detailed in the table 1 overleaf**. Further detailed guidance for the IAs and panel members will be developed by End-Point Assessment Organisations based on this criteria.

The Distinction is designed to recognise the small proportion of apprentices who are seen as outstanding employees, regularly going beyond what is required to be competent in the role and seen as having greatest potential for the future. The distinction criteria should consider what constitutes an outstanding employee: someone who is not just good, but also has the potential to improve quickly and someone who is not just confident and fully capable of doing the job, but who regularly goes beyond expectations as an outstanding employee.



**Table 1 – Grading Descriptors**

<b>End Point Assessment method</b>	<b>Distinction Criteria</b>	<b>Pass Criteria</b>	<b>Fail Criteria</b>
<b>WorkBased Project</b>	Analyses and presents recommendations in a robust business plan/business case that identifies and evaluates the range of options considered, identifying risks, threats and opportunities for commercial advantage and their potential onward impact e.g. on the business/service/customer/wider sector. The plan and recommendations show a focus on business strategy and demonstrates awareness of future trends/developing market initiatives.	The Work-based-Project holistically provides evidence to meet all the knowledge, skill and behavioural requirements as required to be primarily demonstrated by the WorkBased Project in Appendix 1 (including those mapped to the Work-Based Project for their chosen Option)	The Work-based-Project Report fails to holistically provide evidence to meet all the knowledge, skill and behavioural requirements as required to be primarily demonstrated by the Work-Based Project in Appendix 1
	Provides evidence that they have exceeded individual and/or team performance measures during the course /as a result of the project.	Project is well structured and presented - using a range of techniques to present their findings and ideas. The project clearly presents and communicates information in appropriate formats.	Fails to present the project report in a clear, well structured and presented format.  The project fails to show a clear business plan/case for the project concept.

	The project recommendations or resulting implementations have the potential to have genuine positive impact on the business or the wider industry/society.	The project lays out a clear business plan/business case showing the options considered, and their reasons for inclusion or rejection.	The apprentice has not demonstrated the options they have considered and given reasons why they have included or excluded those options. They have failed to show evidence that they have considered options from a range of angles.
	Demonstrates that they lead development of specific changes from their project through to implementation – this may include activities wider than their role.	Demonstrates that they have gathered relevant evidence/research/data and used them in a structured way when reaching conclusions and recommendations.	They have failed to give examples of the relevant evidence/research/data used in order to reach their conclusions.
	Has taken their ideas for improvement through to implementation showing evidence of resulting higher performance or improved service/processes delivered.	Provides evidence that they have assessed the issues/problems from a range of angles. This should include consideration of any impacting external factors.	The project outcomes fail to show an understanding of the relevant client's/customer's requirements and/or the project does not meet those requirements
		Demonstrates that they used relationships and networks to support achievement of project outcomes.	Fails to evidence that during the course of the project delivery that they have met the required individual/team performance measures
		Demonstrates an understanding of customer's/client's financial service requirements – and delivery on those, and applies these as relevant to the project.	Fails to identify in the project any opportunities for future improvements to service/processes.

		<p>Service/project delivery – provides evidence that they have taken the initiative to meet challenging individual and/or team performance measures during the course/as a result of the project</p> <p>The Project identifies opportunities to drive higher performance and improve service/processes delivered.</p>	
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<p><b>Panel Interview testing the Portfolio of Evidence</b></p>	<p><b>Building on Pass criteria the apprentice consistently demonstrates at least five of these areas of distinction:</b></p> <p>Demonstrates an understanding during the interview that goes beyond their role. Is proactive in demonstrating that during the interview, for example by providing additional examples to those evidenced in the portfolio which demonstrate a level of competence above what is set in the standard or illustrating answers by referring to concepts/issues/challenges in the wider sector or other organisations (showing proactive CPD)</p> <p>Can describe examples of how they have gone beyond expectations – and delivered more than expected – adding value.</p> <p>Evidence of their market value – can show they are an exemplary employee demonstrated in a way that would be transferrable across the sector. For example, awards or recognition of achievements.</p> <p>Accurately and confidently describe the range of impacts of the actions/work demonstrated in their portfolio and confidently justify their course of action/decisions made during work.</p> <p>Can clearly describe an example of where they have proactively managed and taken</p>	<p><b>The apprentice will be deemed as a ‘pass’ for the Panel Interview element if they meet each of the criteria below:</b></p> <p>The apprentice holistically provides evidence during the Panel Interview the knowledge, skill and behavioural requirements as required to be primarily demonstrated by the Panel Interview in Appendix 1 and set out in the Standard (including those mapped to the Professional Discussion for their chosen Option)</p> <p>Answers all questions competently and demonstrates clear understanding of the mapped areas of knowledge at the level defined in the standard.</p> <p>Can confidently describe the range of their work and the reasons for the actions evidenced in the Portfolio of Evidence when tested.</p> <p>Can provide sound work based examples of where they have demonstrated the behaviours mapped to this assessment method</p> <p>Demonstrates application of understanding of the relevant Financial Services legal/ regulatory framework and ethics.</p>	<p><b>The apprentice will be deemed as a ‘fail’ for the Panel Interview element if the criteria for ‘Pass’ grade are not met, specifically the apprentice will fail should they meet one or more of the criteria below:</b></p> <p>The apprentice fails to holistically provide evidence during the Panel Interview the knowledge, skill and behavioural requirements as required to be primarily demonstrated by the Panel Interview in Appendix 1</p> <p>Fails to answer some or all of the questions competently, and does not show through the given answers an understanding of the subject as defined in the standard.</p> <p>Fails to adequately describe their range of work and reasons behind actions taken.</p> <p>Cannot provide sound work based examples of where they have demonstrated the behaviours mapped to this assessment method</p> <p>Fails to demonstrate a consistent understanding of the Financial Services legal/regulatory</p>
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	<p>action to avoid corporate and operational risk.</p> <p>Can demonstrate that they use creativity when seeking solutions or making decisions, whilst understanding relevant boundaries.</p> <p>Can articulate when questioned examples of their ownership of specific business changes through to implementation, and shows how they communicated that change to others.</p> <p>Shows evidence of continuous improvement – can demonstrate how they explore and recommends initiatives/solutions that supports and improve performance.</p> <p>Can demonstrate that they take ownership of their own continuous development, using reflection to support their action plans, and using this to drive best practice examples.</p>	<p>Demonstrating sound understanding of the risk and governance frameworks of their organisation – and the ability to flag issues that arise.</p> <p>Demonstrates the sector and organisation's values and professional standards and integrity. They show an understanding of these and can provide examples of where they have actively demonstrated these.</p> <p>Can provide examples when questioned of identifying client requirements and providing flexible solutions using applying their knowledge of the appropriate products/services.</p> <p>Can explain how they built the internal/external client relationships evidenced in their portfolio.</p> <p>Can clearly describe when questioned how they undertook the planning and delivery of operational plans, tasks and projects evidenced in their portfolio.</p> <p>Can clearly describe and demonstrate at least one example of them acting as a role model evidenced in their portfolio, showing how they supported someone in their development.</p>	<p>framework and ethics and of the risk and governance frameworks of their organisation.</p> <p>When tested the apprentice does not demonstrate the sector and/or organisation's value and professional standards and integrity.</p> <p>Can show no examples of where they have acted as role model during their work or supported others in their development.</p>
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## Deciding the Overall Grade

Each assessment method will be individually graded fail, pass and distinction based on the criteria above.

Apprentices must achieve at least a pass in both elements of the EPA to achieve a pass overall in their apprenticeship, and a distinction in both elements to achieve a distinction overall.

For the avoidance of doubt this equates to the following when determining the overall Apprenticeship grade:

Work-Based Project Grade	Panel Interview Grade	Overall Apprenticeship Grade
Fail	Fail	<b>Fail</b>
Fail	Pass	<b>Fail</b>
Pass	Fail	<b>Fail</b>
Pass	Pass	<b>Pass</b>
Distinction	Pass	<b>Pass</b>
Pass	Distinction	<b>Pass</b>
Distinction	Distinction	<b>Distinction</b>

### 4.1 Re-sits/Re-takes of EPA

Apprentices that fail the EPA will have the opportunity to re-sit/re-take. Re-sits/re-takes are not to be offered to apprentices wishing to move from pass to distinction or merit to distinction. A re-sit does not require further learning, whereas a re-take does. Re-sits/Re-takes of both elements of the EPA are permissible based on the following criteria:

**Work-Based Project:** If the apprentice fails the project element (and therefore is not presented for Panel Interview) they are permitted one opportunity to improve their Work-Based Project and formally re-submit this to the EPAO. The resubmission of the Work-Based project to the EPAO must happen within two months of receiving notification of the initial fail grade.

**Panel Interview** testing the Portfolio of Evidence: If following their review of the portfolio the IA does not deem it to be of sufficient quality to be tested in the Panel Interview the apprentice is permitted one opportunity to improve their portfolio and formally re-submit this to the EPAO. The resubmission of the portfolio to the PAO must happen within two months of receiving notification. If the apprentice fails the Panel Interview they are also permitted one opportunity to re-sit/re-take the Interview. This must be rearranged by the EPAO and held within one month of the original Interview

Apprentices who do not meet any of the timescales for either improving their work-based project or Portfolio of evidence must retake the entire EPA. The re-sit/re-take will be graded fail/pass/distinction (so no grade capping will be enforced for re-sits/re-takes) and combined with the grades for the other assessment methods to determine the EPA grade. If an apprentice fails the re-sit/re-take they will be required to re-take the EPA in full after a period of further learning. Re-sits/re-takes are permitted to take EPA timescales up to 3 months beyond the usual maximum of 6 months.

In all cases the apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action.



## 5. Independence

Within our assessment approach, independence is achieved through the end point assessment being delivered by the End-Point Assessment Organisation. The Independent Assessor (IA) will independently review the portfolio and mark and grade the Work-Based Project, these results will be compiled with the marks and grade for the Panel Interview to enable the final grade to be awarded. The IA will lead the panel interview and chair the Panel. The IA will be the final decision maker and arbiter

## 6. Quality Assurance - Internal

The responsibility for the robustness of the assessment process is held by the Independent Assessment (EPAO) Organisation. The overall responsibilities of the End-Point Assessment Organisation are summarised below:

- Ensures there are robust processes in place to deliver assessments to the required standard and that they are appropriate for the sector
- Develops and maintains a set of Assessment Tools that are used by all to carry out assessments
- Provides assessors that meet the requirements set out by the Employers
- Trains and certifies all individual assessors to be able to assess consistently against the Standard
- Applies robust quality assurance processes to the assessments e.g. use of standard formats, moderation and standardisation of scoring, oversight of assessment.
- The moderation processes should be risk based, with significant moderation of EPAs carried out for the first 12 months of an Independent Assessor's delivery (50% moderation), to ensure consistency and quality in this initial period. With a reduction of required moderation as delivery establishes to a set normal rate (10%). This should also apply to new assessors, 50% of their work should be moderated for the first 6 months of their work, before being moderated at usual (10%) levels following that (as long as no issues have arisen in the first 6 months).
- Develops an appeals process and runs that process for any appeals that arise from grading decisions
- Reports to the Employers on any issues that arise
- Organises annual standardisation events between its assessors and other End-Point Assessment Organisations to ensure a consistent and comparable approach to the end point assessment

The End-Point Assessment Organisation will create and then maintain the Assessment Tools to ensure continuing robustness (independent, consistent, accurate), working with the Employers as appropriate.

The assessment methods are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. At the core of this will be the set of Assessment Tools that are used by all assessors and will be a part of the training that assessors receive. The End-Point Assessment Organisation will create and hold the tools, materials and techniques to be used in assessment based on this Plan. These tools should include; the full assessment criteria based on the defined learning outcomes; further guidance on the grading mechanism based on the grading criteria set out in this plan; clear guidance for conducting the panel interview and criteria and guidance for work-based projects.

All assessors will be required to have the professional experience outlined in the previous section. They will be trained and approved by the End-Point Assessment Organisation to ensure that they are capable of using the tools developed for assessment in a fair and consistent manner to make reliable judgments.

The End-Point Assessment Organisation will provide robust validation and quality assurance processes (e.g. external examiner to give oversight to the assessment process) to ensure that all assessments are robust, that they assess fully against the Standard, are undertaken consistently and to the same standard and that the individuals carrying out the assessment have the requisite skills and industry experience. These will be developed as part of the Assessment Tools to ensure that they are consistent across all apprentices. Immediate and appropriate action will be taken where any quality concerns are identified.

## 7. Quality Assurance – external

External quality assurance of the end point assessment for this apprenticeship standard will be undertaken by the Institute for Apprenticeships.

## 8. Implementation

Whilst the major focus of this Plan is to ensure that it delivers robust and high quality assessments that accurately assess competence against the Standard, the practicalities of implementation have been carefully considered in the light of the proposed number of apprenticeships and geographic coverage. At this early stage we expect approximately 100-200 apprentices in the first year. We expect this to grow to around 600-800 in future years due to three main factors – the impact of the Apprenticeship Levy; apprenticeships becoming more established in the sector with stronger links to career paths; apprenticeships becoming a more acceptable alternative to full time Higher Education.

The main factors that will make our approach implementable and cost effective at the numbers of apprentices anticipated are:

- The use of well-proven assessment methods that will allow robust determination of competence without requiring a large number of components, supported (prior to the Gateway) by industry recognised qualifications.
- The use of existing assessment expertise, assessment tools, robust QA processes to give impartial assessment without the need to engage an additional party and incur additional costs in the assessment.
- The ability for assessors to conduct the assessment remotely where this is most appropriate.
- The use of on-line methods of recording, creation and submission wherever possible.

We are confident that this approach can be used in organisations of any size within the sector, in part through flexing the role of the Training Provider to ensure the totality of the learning, on-programme assessment and guidance on the end point assessment can be delivered.

As this Standard is new, we have no direct evidence of the costs of delivering this assessment approach. However, we believe that based on its allocated funding band 12 (upper limit £18,000) the high overall cost of this apprenticeship up to 15-20% of those costs will be spent on assessment.

## 9. Professional Body Recognition

On completion, the apprentice will be able to apply for the appropriate level of professional membership aligned with this apprenticeship. Professional body memberships that are relevant to the options for this apprenticeship are:

Retail Banking:	The London Institute of Banking & Finance; Chartered Banker Institute (CB
Commercial/Business Banking:	The London Institute of Banking & Finance; Chartered Banker Institute (CBI)
Investment Banking:	CFA Institute/CFA UK; The London Institute of Banking & Finance
Investment Management:	CFA Institute/CFA UK; Chartered Institute of Securities & Investment (CISI); Chartered Insurance Institute (CII) /Personal Finance Society; The London Institute of Banking & Finance
Operations:	Chartered Institute of Securities & Investment (CISI); The London Institute of Banking & Finance; Chartered Banker Institute (CBI); Chartered Institute of Credit Management (CICM) Workplace
Pensions:	Pensions Management Institute (PMI)

## Appendix 1 - Financial Services Professional – Learning Outcomes mapped to Assessment methods

### Core Knowledge – required by all apprentices

Knowledge	What is required	Learning Outcomes	Primary Assessment Method	Secondary Assessment Method
<b>Industry and organisation understanding</b>	Deep understanding of the structure of the Financial Services industry and in particular the role their part of the sector and organisation plays; the purpose of the function in which they work; how their function relates to the wider business. Good understanding of the impact the external environment has on Financial Services as appropriate to their role, together with relevant best practice. Sound understanding of the organisation's 'values' and professional standards and how these are evidenced through their role. Clearly understands the purpose of the different areas of the organisation they need to work with in their role, and how they support them.	Deep understanding of the structure of the Financial Services industry, including the role their part of the sector and organisation plays.	Panel Interview testing the portfolio of evidence	Project
		Deep understanding of the purpose of the function in which they work; how their function relates to the wider business. Clearly understands the purpose of the different areas of the organisation they need to work with in their role, and how they support them.	Panel Interview testing the portfolio of evidence	Project
		Good understanding of the impact the external environment has on Financial Services as appropriate to their role, together with relevant best practice.	Project	Panel Interview testing the portfolio of evidence

Knowledge	What is required	Learning Outcomes	Primary Assessment Method	Secondary Assessment Method
		Sound understanding of the organisation's 'values' and professional standards and how these are evidenced through their role.	Panel Interview testing the portfolio of evidence	Project
<b>Financial Services legal/regulatory/compliance framework</b>	Deep understanding of the relevant Financial Services legal and regulatory framework and ethics, and the purpose behind them. Sound understanding of the risk and governance frameworks of their organisation / sector, and how these manifest themselves in the role. Sound understanding of relevant rules and principles for their own role / team. Can identify and communicate risks to the relevant management or compliance personnel within the organisation, understanding and following the appropriate company process to address. Understands and can clearly articulate the implications of non-compliance for their organisation.	Deep understanding of the relevant Financial Services legal and regulatory framework and ethics, and the purpose behind them.	Panel Interview testing the portfolio of evidence	Project
		Sound understanding of the risk and governance frameworks of their organisation / sector, and how these manifest themselves in the role.	Panel Interview testing the portfolio of evidence	Project
		Sound understanding of relevant rules and principles for their own role / team.	Panel Interview testing the portfolio of evidence	Project
		Knows how to identify and communicate risks to the relevant management or compliance personnel within the organisation, understanding and following the appropriate company process.	Panel Interview testing the portfolio of evidence	Project
		Understands and can clearly articulate the implications of noncompliance for their organisation.	Panel Interview testing the portfolio of evidence	Project

<b>Knowledge</b>	<b>What is required</b>	<b>Learning Outcomes</b>	<b>Primary Assessment Method</b>	<b>Secondary Assessment Method</b>
<b>Products and Services</b>	Sound understanding of the relevant Financial Service products and services offered to clients/customers by their organisation, together with sound knowledge of the products and services, and their features and benefits, relevant to their role.	Sound understanding of the relevant Financial Service products and services offered to clients/customers by their organisation.	Panel Interview testing the portfolio of evidence	Project
		Sound knowledge of the products and services, and their features and benefits, relevant to their role.	Project	Panel Interview testing the portfolio of evidence
<b>Client /Customer Segments</b>	Sound understanding of the client/customer segments that the organisation delivers to and the channels that they use. Understands the approach to delivering fair client/customer outcomes across the business in a financial services setting, including best practice. Deep understanding of their client's/customer's relevant financial service requirements relevant to their role (internal and external as appropriate)	Sound understanding of the client/customer segments that the organisation delivers to and the channels that they use.	Panel Interview testing the portfolio of evidence	Project
		Understands the approach to delivering fair client/customer outcomes across the business in a financial services setting, including best practice.	Panel Interview testing the portfolio of evidence	Project
		Deep understanding of their client's/customer's relevant financial service requirements relevant to their role (internal and external as appropriate)	Project	Panel Interview testing the portfolio of evidence
<b>Systems and Processes</b>	Broad understanding of the organisation's policies and procedures. Sound understanding of the systems, tools and processes used in	Broad understanding of the organisation's policies and procedures.	Panel Interview testing the portfolio of evidence	Project



Knowledge	What is required	Learning Outcomes	Primary Assessment Method	Secondary Assessment Method
	the role, together with the standards to be met. Proficient in the relevant IT skills, this may include the generic (e.g. excel), and organisation and Financial Service specific software/systems, as required to deliver the role outcomes	Sound understanding of the systems, tools and processes used in the role, together with the standards to be met.	Panel Interview testing the portfolio of evidence	Project
		Proficient in the relevant IT skills, this may include the generic (e.g. excel), and organisation and Financial Service specific software/ systems, as required to deliver the role outcomes.	Panel Interview testing the portfolio of evidence	Project

#### Core Skills – required by all apprentices

Skills	What is required	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
<b>Client/ Customer Relationships</b>	Builds ethically sound and trusted relationships with internal and/or external clients/customers to form the basis of a long-term partnership. Works with clients/customers to identify their relevant financial services requirements. Provides flexible and innovative solutions, integrating products and excellent service as appropriate to their role, in order	Builds ethically sound and trusted relationships with internal and/or external clients/customers to form the basis of a long-term partnership.	Panel Interview testing the portfolio of evidence	Project
		Works with clients/customers to identify their relevant financial services requirements.	Panel Interview testing the portfolio of evidence	Project

	to support client/customers and meet their best interests	Provides flexible and innovative solutions, integrating products and excellent service as appropriate to their role, in order to support client/customers and meet their best interests.	Panel Interview testing the portfolio of evidence	Project
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<b>Skills</b>	<b>What is required</b>	<b>Learning Outcomes</b>	<b>Primary Assessment Criteria</b>	<b>Secondary Assessment Criteria</b>
<b>Delivering Services</b>	Carries out all required activities, using agreed systems and processes, to ensure that the relevant policies of the organisation for their area of specialisation are met. Takes the initiative to meet challenging individual and team performance measures in line with organisation policy, values, standards and sector relevant regulatory requirements. Delivers projects as required.	Carries out all required activities, using agreed systems and processes, to ensure that the relevant policies of the organisation for their area of specialisation are met.	Panel Interview testing the portfolio of evidence	Project
		Takes the initiative to meet challenging individual and team performance measures in line with organisation policy, values, standards and sector relevant regulatory requirements.	Project	Panel Interview testing the portfolio of evidence
		Delivers projects as required.	Project	Panel Interview testing the portfolio of evidence
<b>Strategy and Planning</b>	Contributes to the development of strategic and operational plans for their area. Manages and reports on progress of	Contributes to the development of strategic and operational plans for their area.	Panel Interview testing the portfolio of evidence	Project

	specific elements of this in their area of responsibility. Proactively plans and organises their work and time, clearly identifying priorities to meet commitments / KPIs/ deadlines.	Manages and reports on progress of specific elements of this in their area of responsibility.	Panel Interview testing the portfolio of evidence	Project
		Proactively plans and organises their work and time, clearly identifying priorities to meet commitments / KPIs/ deadlines.	Panel Interview testing the portfolio of evidence	Project

Skills	What is required	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
<b>Problem solving and decision making</b>	Evaluates information quickly and draws accurate conclusions. Assesses a problem from multiple angles to ensure all relevant issues are considered. Gathers the appropriate facts and evidence in order to make decisions effectively, using a structured approach. Responds appropriately to unexpected events.	Gathers the appropriate facts and evidence in order to make decisions effectively, using a structured approach. Evaluates information quickly and draws accurate conclusions.	Project	Panel Interview testing the portfolio of evidence
		Assesses a problem from multiple angles to ensure all relevant issues are considered.	Project	Panel Interview testing the portfolio of evidence
		Responds appropriately to unexpected events.	Panel Interview testing the portfolio of evidence	Project
<b>Communicati ng and networking</b>	Deals effectively with clients/customers/colleagues at every level of the organisation required by the role. Using strong interpersonal skills and communicating well through a range of media, using language	Deals effectively with clients/ customers/colleagues at every level of the organisation required by the role.	Panel Interview testing the portfolio of evidence	Project

	that is meaningful to the recipient e.g. written reports, presentations, phone, face to face, email. Communicates complex information clearly. Listens actively to understand needs and adapts their style to the recipient. Engages and networks proactively with Client/customers and colleagues, including senior management, as required, to deliver business outcomes.	Uses strong interpersonal skills and communicates well through a range of media, using language that is meaningful to the recipient. Communicates complex information clearly.	Project	Panel Interview testing the portfolio of evidence
		Listens actively to understand needs and adapts their style to the recipient.	Panel Interview testing the portfolio of evidence	Project

Skills	What is required	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
		Engages and networks proactively with Client/customers and colleagues, including senior management, as required, to deliver business outcomes.	Project	Panel Interview testing the portfolio of evidence
<b>Teamwork and collaboration</b>	Builds/maintains strong positive working relationships with clients/colleagues/suppliers as appropriate. Consistently supports colleagues and collaborates to achieve results. Aware of their role within team, how their team fits within the business, and how the team's decisions impact on others. Takes a leadership role in the team when appropriate.	Builds/maintains strong positive working relationships with clients/colleagues/suppliers as appropriate.	Panel Interview testing the portfolio of evidence	Project
		Consistently supports colleagues and collaborates to achieve results.	Panel Interview testing the portfolio of evidence	Project
		Aware of their role within team, how their team fits within the business, and how the team's decisions impact on others.	Panel Interview testing the portfolio of evidence	Project

		Takes a leadership role in the team when appropriate.	Panel Interview testing the portfolio of evidence	Project
<b>Continuous improvement</b>	Identifies opportunities to drive higher performance and improve service/processes delivered, including sharing, and looking outside of their team for best practice. Leads and/or contributes to development of specific changes through to	Identifies opportunities to drive higher performance and improve service/processes delivered, including sharing, and looking outside of their team for best practice.	Project	Panel Interview testing the portfolio of evidence
<b>Skills</b>	<b>What is required</b>	<b>Learning Outcomes</b>	<b>Primary Assessment Criteria</b>	<b>Secondary Assessment Criteria</b>
	implementation – this may include projects wider than their role.	Leads and/or contributes to development of specific changes through to implementation – this may include projects wider than their role.	Project	Panel Interview testing the portfolio of evidence
<b>Developing self and others</b>	Keeps up to date with sector relevant legal/regulatory changes, and alerts others to the implications where necessary. Seeks feedback and acts on it to improve their performance. Builds their capability through ownership of their own development. Acts as a role model, and supports others in their development as appropriate.	Keeps up to date with sector relevant legal/regulatory changes, and alerts others to the implications where necessary.	Panel Interview testing the portfolio of evidence	Project
		Seeks feedback and acts on it to improve their performance.	Panel Interview testing the portfolio of evidence	Project
		Builds their capability through ownership of their own development.	Panel Interview testing the portfolio of evidence	Project

		Acts as a role model, and supports others in their development as appropriate.	Panel Interview testing the portfolio of evidence	Project
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### Core Behaviours – required by all apprentices

Behaviours	What is required	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
<b>Honesty and Integrity</b>	Truthful, sincere and trustworthy in their actions. Shows integrity by doing the right thing, demonstrating the organisation's values. Maintains appropriate	Truthful, sincere and trustworthy in their actions.	Panel Interview testing the portfolio of evidence	Project
		Shows integrity by doing the right thing,	Panel Interview	Project

	confidentiality at all times. Visible role model, and coaches others where appropriate. Follows and promotes appropriate organisational procedures and policies.	demonstrating the organisation's values.	testing the portfolio of evidence	
		Maintains appropriate confidentiality at all times.	Panel Interview testing the portfolio of evidence	Project
		Follows and promotes appropriate organisational procedures and policies.	Panel Interview testing the portfolio of evidence	Project



<b>Adaptability</b>	Adapts positively to changing work priorities and patterns, and is flexible to the needs of the organisation. Demonstrates willingness to adapt approach to assist organisation and individuals to manage priorities as circumstances change, new tasks need to be done, or when business requirements change. Responds well to change.	Positively adapts their approach to assist organisation and individuals to manage priorities as circumstances change, new tasks need to be done, or when business requirements change.	Panel Interview testing the portfolio of evidence	Project
<b>Resilience and Enthusiasm</b>	Displays energy, determination and enthusiasm in the way they go about their role, dealing positively and with determination when setbacks occur, or when managing difficult situations. Stays positive under pressure, and shows tenacity to follow jobs through to completion.	Displays energy, determination and enthusiasm in the way they go about their role, dealing positively and with determination when setbacks occur, or when managing difficult situations.	Panel Interview testing the portfolio of evidence	Project
		Stays positive under pressure.	Panel Interview testing the portfolio of evidence	Project
		Shows tenacity to follow jobs through to completion.	Panel Interview testing the portfolio of evidence	Project
<b>Innovation and Creativity</b>	Demonstrates a curious and questioning approach in their work. Is creative, innovative and enterprising when seeking solutions to business needs, whilst understanding relevant	Demonstrates a curious and questioning approach in their work.	Panel Interview testing the portfolio of evidence	Project

	boundaries e.g. financial services regulations.	Is creative, innovative and enterprising when seeking solutions to business needs, whilst understanding relevant boundaries.	Project	Panel Interview testing the portfolio of evidence
<b>Attention to Detail</b>	Handles tasks with thoroughness and accuracy. Takes ownership for the quality of work, and recognises and resolves errors.	Handles tasks with thoroughness and accuracy.	Panel Interview testing the portfolio of evidence	Project
		Takes ownership for the quality of work, and recognises and resolves errors.	Project	Panel Interview testing the portfolio of evidence

### Options

The apprentice will undertake one of the specialist options detailed below, dependent on their job role

Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
<b>1.Retail Banking</b>	<ul style="list-style-type: none"> <li>Sound understanding of the local business market</li> <li>Good understanding of resource and cost management principles.</li> </ul>	Sound understanding of the local business market	Panel Interview testing the portfolio of evidence	Project

Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
	<ul style="list-style-type: none"> <li>Effectively manages or influences team(s) to deliver excellent customer service. This will include team coaching,</li> </ul>	Good understanding of resource and cost management principles.	Project	Panel Interview testing the portfolio of evidence

	<p>performance management and resourcing.</p> <ul style="list-style-type: none"> <li>• Can effectively develop and implement business development and customer contact strategies.</li> <li>• Effectively manages resources, staffing and cost/income within their area of responsibility.</li> </ul>	Effectively manages or influences team(s) to deliver excellent customer service, including team coaching, performance management and resourcing.	Panel Interview testing the portfolio of evidence	
		Effectively develops and implements business development and customer contact strategies.	Panel Interview testing the portfolio of evidence	Project
		Effectively manages resources, staffing and cost/ income within their area of responsibility.	Project	Panel Interview testing the portfolio of evidence
<b>2.Commercial/ Business Banking</b>	<ul style="list-style-type: none"> <li>• Good understanding of business dynamics (how businesses work and develop)</li> <li>• Understands the range of financial service products and services available to the customer portfolio, including pricing and margins</li> <li>• Understands the local market in which the role operates including financial, economic and market awareness as well as demographics, and nature of the competition</li> </ul>	Good understanding of business dynamics (how businesses work and develop).	Panel Interview testing the portfolio of evidence	Project
		Understands the range of financial service products and services available to the customer portfolio, including pricing and margins.	Panel Interview testing the portfolio of evidence	Project
		Understands the local market in which the role operates including financial, economic and market awareness,	Panel Interview testing the portfolio of evidence	Project

Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
	<ul style="list-style-type: none"> <li>• Understand the sector/s in which their business</li> </ul>	demographics, and nature of the competition.		

	<p>clients/customers operate, together with the tools of excellent customer service and relationship management.</p> <ul style="list-style-type: none"> <li>Effectively applies financial analysis techniques relevant to the area of the bank e.g. provide guidance on credit appetite, develop practical and appropriate credit solutions/lending structures; maximise portfolio return</li> <li>Supports client account planning and growth activities</li> <li>Able to undertake data/financial analysis, planning and use modeling tools that are required for the role.</li> </ul>	Understand the sector/s in which their business clients/ customers operate.	Panel Interview testing the portfolio of evidence	Project
		Understands the tools of excellent customer service and relationship management.	Panel Interview testing the portfolio of evidence	Project
		Effectively applies financial analysis techniques relevant to the area of the bank.	Panel Interview testing the portfolio of evidence	Project
		Supports client account planning and growth activities.	Panel Interview testing the portfolio of evidence	Project
		Undertakes data/financial analysis and planning. Effectively uses modeling tools that are required for the role.	Panel Interview testing the portfolio of evidence	Project
<b>3.Investment Banking</b>	<ul style="list-style-type: none"> <li>Sound understanding of reporting and accounting principles</li> <li>Good understanding of primary and secondary markets and market structures.</li> <li>Effectively undertakes complex financial modelling and research and analysis using appropriate tools</li> </ul>	Sound understanding of reporting and accounting principles.	Panel Interview testing the portfolio of evidence	Project
		Good understanding of primary and secondary markets and market structures.	Panel Interview testing the portfolio of evidence	Project
		Undertakes complex financial modelling and	Project	Panel Interview testing the

Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
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	<ul style="list-style-type: none"> <li>• Able to use trading and risk management tools, under supervision.</li> <li>• Can deliver technical advice to clients/customer and implement product solutions.</li> </ul>	research and analysis using appropriate tools.		portfolio of evidence
		Uses trading and risk management tools, under supervision.	Panel Interview testing the portfolio of evidence	Project
		Delivers technical advice to clients/customer and implements product solutions	Panel Interview testing the portfolio of evidence	Project
<b>4. Investment Management</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge and understanding of equity, alternative and fixed income markets</li> <li>• Good knowledge of quantitative methods, accountancy, financial maths, statistics and economics</li> <li>• Good knowledge of Investment/Operational risk and minimising strategies</li> <li>• Good knowledge of market trends and longterm structural trends that may impact valuations.</li> <li>• Strong analytic skills, including excellent data analysis, research and reporting</li> <li>• Able to deliver complex financial/asset modelling and valuation/pricing techniques using appropriate tools to form solutions and recommendations, as relevant to the role.</li> </ul>	Detailed knowledge and understanding of equity, alternative and fixed income markets.	Panel Interview testing the portfolio of evidence	Project
		Good knowledge of relevant quantitative methods, accountancy, financial maths, statistics and economics.	Panel Interview testing the portfolio of evidence	Project
		Good knowledge of Investment/Operational risk and minimising strategies.	Panel Interview testing the portfolio of evidence	Project
		Good knowledge of market trends and longterm structural trends that may impact valuations.	Panel Interview testing the portfolio of evidence	Project
		Strong analytic skills, including excellent data analysis, research and reporting	Project	Panel Interview testing the portfolio of evidence
		Able to deliver complex financial/asset modelling and valuation/pricing	Project	Panel Interview testing the

Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
	<ul style="list-style-type: none"> <li>• Effectively generates qualitative and quantitative insights</li> <li>• Effectively supports development, and ongoing management of client/customer solutions, investment strategies and portfolios.</li> </ul>	techniques using appropriate tools to form solutions and recommendations.		portfolio of evidence
		Effectively generates qualitative and quantitative insights.	Panel Interview testing the portfolio of evidence	Project
		Effectively supports development, and ongoing management of client/customer solutions, investment strategies and portfolios.	Panel Interview testing the portfolio of evidence	Project
<b>5. Operations</b>	<ul style="list-style-type: none"> <li>• Good understanding of processes and project management principles and how they are utilised within their area</li> <li>• Deep knowledge of controls that relate to their own area of work</li> <li>• Knowledge of Operational Risk and how to control it □ Knowledge of sector relevant market practises and their impact on the area under ownership.</li> <li>• Effectively manages or influences small teams to deliver excellent customer service in a financial service regulated environment. This will include team coaching, performance management,</li> </ul>	Good understanding of processes and project management principles and how they are utilised within their area.	Panel Interview testing the portfolio of evidence	Project
		Deep knowledge of controls that relate to their own area of work.	Panel Interview testing the portfolio of evidence	Project
		Knowledge of Operational Risk and how to control it.	Panel Interview testing the portfolio of evidence	Project
		Knowledge of sector relevant market practises and their impact on the area under ownership.	Panel Interview testing the portfolio of evidence	Project

	<p>resourcing and budgetary planning</p> <ul style="list-style-type: none"> <li>• Demonstrates effective project management skills, and execution of control framework within the sphere of influence of their team.</li> </ul>	Effectively manages or influences small teams to deliver excellent customer service in a financial service regulated environment. This will include team coaching, performance	Panel Interview testing the portfolio of evidence	Project
<b>Option</b>	<b>Additional Knowledge and Skills</b>	<b>Learning Outcomes</b>	<b>Primary Assessment Criteria</b>	<b>Secondary Assessment Criteria</b>
		management, resourcing and budgetary planning.		
		Demonstrates effective project management skills, and execution of control framework within the sphere of influence of their team.	Project	Panel Interview testing the portfolio of evidence
<b>6. Workplace Pensions</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the structure of workplace pensions schemes, key rules, roles and responsibilities. This may include Trustees, trust structures, automatic enrolment, scheme rules/details, pension sharing / divorce, relevant taxation and investments</li> <li>• Detailed understanding of all relevant aspects of the schemes for which they have responsibility. □ Performs / reviews complex workplace pensions tasks such as scheme analysis and</li> </ul>	Sound understanding of the structure of workplace pensions schemes, key rules, roles and responsibilities.	Panel Interview testing the portfolio of evidence	Project
		Detailed understanding of all relevant aspects of the schemes for which they have responsibility.	Panel Interview testing the portfolio of evidence	Project
		Performs / reviews complex workplace pensions tasks such as scheme analysis and pensions calculations for clients/customers as appropriate	Project	Panel Interview testing the portfolio of evidence



	<p>pensions calculations for clients/customers as appropriate</p> <ul style="list-style-type: none"><li>Identifies opportunities for new business, which may include promoting services, preparing documents, taking part in presentations, as appropriate</li></ul>	Identifies opportunities for new business, taking part in presentations, as appropriate.	Project	Panel Interview testing the portfolio of evidence
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