



Group Award Specification for:

**National Progression Award in Financial Services at
SCQF level 6**

Group Award Code: GL6W 46

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1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The National Progression Award (NPA) in Financial Services at SCQF level 6 is an introductory award which will enable learners to grasp an understanding of the world of work in the Financial Services sector. The benefits for learners are that the NPA will provide them with the basic skills and knowledge that employers in the Financial Services sector value in new employees.

Rationale for the Group Award

Significant growth has been identified in the Financial Services sector and concerns about a sustainable recruitment pipeline have led industry partners to consider alternative sources, such as Modern Apprenticeships, from which to draw suitable entry level learners.

One of the key recommendations from The Commission for Developing Scotland's Young Force report published in June 2014 was that there be a 'focus on the importance of business and industry working with schools and colleges as a key factor in ensuring young people are more prepared for employment and better informed in career choice'. This recommendation, combined with the aforementioned recruitment concerns from industry, make a Senior Phase school programme an appealing proposal to develop for the future.

Those firms already offering early entry routes, such as Modern Apprenticeships, expressed concerns with:

- ◆ the sourcing and recruitment of young people: challenges in relation to industry perceptions and the narrow awareness of career opportunities.
- ◆ skills, knowledge and behaviour transfer by young people: knowledge of the various subsectors, transfers of skills from school to work; understanding of professional workplace behaviours.

The NPA was specifically developed to meet the knowledge component of the Foundation Apprenticeship in Financial Services. The NPA incorporates four of the Units which were developed for the Award in Financial Services at SCQF level 6 which was piloted in 2015/2016 with two groups of Foundation Apprentices.

The content of the Units was based on feedback from the Financial Services sector (Barclays, Tesco Bank, AXA Business Insurance BNP Paribas, Morgan Stanley and Allied International Credit).

In response to the initial consultation, a total of four broad areas for inclusion in a qualification were identified as follows:

- 1 An introduction to the sector, including career opportunities.
- 2 The role of regulation in the sector.
- 3 The importance of effective communication.
- 4 The importance of positive customer relationships.

Further consultation, by the Financial Skills Partnership (the SSC for the sector), took place in November 2015 as Skills Development Scotland (SDS) wanted to ensure consistency in approach and comparability of each Foundation Apprenticeship. A Foundation Apprenticeship requires three distinct but related components: knowledge, skills and assessment of competent practice.¹

Each Foundation Apprentice should gain an award of between 48–65 SCQF credits from the knowledge (National Units) and applied knowledge and skills components (SVQ Units). To meet SDS's criteria an additional two Units have been added to the original 'Award' and the qualification title changed to National Progression Award (NPA) in Financial Services at SCQF level 6. The two additional Units cover Personal Finance Awareness and Work Placement. The sector agreed that these Units would enhance the content of Group Award.

The NPA and the component Units can be offered as a standalone qualification or as free-standing Units.

2 Qualification structure

This Group Award has been designed in accordance with SQA's design principles for NPAs:

- ◆ An NPA and its component Units will be allocated to a level appropriate to their position in the SCQF
- ◆ NPAs can be set at SCQF levels 2–6
- ◆ NPAs will have a minimum of 12 SCQF credit points.
- ◆ NPAs may have:
 - mandatory Units only
 - mandatory and optional Units
- ◆ More than half the SCQF credit points must be at the same level as the NPA

The NPA is designed to assess a defined set of skills and knowledge in a specialist vocational area, ie Financial Services and is linked to the National Occupational Standards.

This Group Award comprises six SQA Unit credits. It comprises 36 SCQF credit points — 30 at SCQF level 6 and 6 at SCQF level 5. A mapping of Core Skills development opportunities is available in Section 5.3.

¹ SDS's Foundation Apprenticeships Product Specification

2.1 Structure

To achieve the NPA the learner has to gain the six mandatory Units.

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
H97V	46	Financial Services: An Introduction	6	6	1
H97W	46	Financial Services: The Regulatory Framework	6	6	1
H97X	46	Financial Services: Communication	6	6	1
H97Y	46	Financial Services: Promoting Positive Customer Relationships	6	6	1
HF23	75	Financial Services: Personal Finance Awareness	5	6	1
HF88	46	Work Placement	6	6	1
J581*	46*	Or Virtual Work Placement			

*Refer to History of changes for revision changes.

3 Aims of the qualification

The principal aims of the NPA are to provide learners with the core knowledge and transferable skills that are valued by the Financial Services sector and to provide the knowledge component of the Foundation Apprenticeship in Financial Services at SCQF level 6.

3.1 General aims of the qualification

The general aims of the NPA are to:

- 1 Provide learners with a knowledge-based qualification that may be used as a pathway to a Foundation/Modern Apprenticeship.
- 2 Provide learners with a nationally recognised qualification to provide opportunities for career progression.
- 3 Develop skills and competences within the context of a Financial Services environment (for those not currently in employment).
- 4 Allow learners to experience and benefit from work based (either real or simulated) learning to develop further skills and knowledge to support any existing job role (for those in employment) and to develop future career aspirations.
- 5 Provide opportunities for learners to develop their communication and interpersonal skills.
- 6 Develop learners' core and transferable skills.

3.2 Specific aims of the qualification

The specific aims of the award are to:

- 1 Provide learners with an awareness of the economy in which the Financial Services sector operates.
- 2 Provide learners with knowledge of the importance of financial regulation.
- 3 Provide learners with knowledge and skills which are directly relevant to current or future job roles within the Financial Services sector.
- 4 Provide opportunities for the personal development of skills and attitudes which will improve a learner's employment potential and career development within the Financial Services sector.
- 5 Encourage learners to adopt best practice work behaviours.
- 6 Provide learners with an appreciation of financial risk and financial sustainability.
- 7 Provide learners with work experience/placement in a financial services environment.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5/Higher English
- ◆ National 5/Higher Mathematics
- ◆ SCQF level 5 award or equivalent in a Business related subject

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	<p>Good communication skills are required for learners doing this qualification as they will require to read, understand and evaluate a range of documentation.</p> <p>During the delivery and assessment of this Unit, learners will prepare written work such as:</p> <ul style="list-style-type: none"> ◆ Internal communications ◆ Customer correspondence ◆ Meeting documentation ◆ Responses to extended response questions <p>Learners will also be required to undertake oral communication tasks when dealing with customers. They will have to:</p> <ul style="list-style-type: none"> ◆ use vocabulary and a range of spoken language structures consistently and effectively at an appropriate level of formality ◆ convey all essential information with supporting detail accurately and coherently ◆ structure communication to take account of purpose and audience ◆ respond to others, taking account of their contributions ◆ negotiate a project with the work placement provider
Numeracy	5	<p>Good numerical skills are essential for learners undertaking this qualification as they may be required to carry out a variety of number tasks which are work related.</p>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Information and Communication Technology (ICT)	5	<p>It would be useful for learners to have good ICT skills as they may research a range of issues on line, for example job roles, regulatory bodies, institutions operating within the sector customer care policies and legislation applying to the sector.</p> <p><i>Within Financial Services: Promoting Positive Customer Relationships and Financial Services: Communication</i> learners will have to access information relating to products/services so that information can be passed on to colleagues/customers.</p> <p>It would also be helpful for presenting assessment material.</p>
Problem Solving	5	<p>Critical analysis is an integral part of this qualification as learners will require to analyse and evaluate a number of issues such as an organisation's customer care ethos and case study stimuli. The learners will also have to identify appropriate solutions to:</p> <p><i>Customer problems in Financial Services: Promoting Positive Customer Relationships</i></p> <p>Evaluate career aspirations, plan work placement project and evaluate learning and development which has taken place in <i>Work Placement</i>.</p> <p>Individual challenges which they may experience in work placements.</p>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Working with Others	5	<p>While it is not necessary for learners to have prior qualifications/experience of working with others they should be able to work cooperatively with other people and carry out their role adapting their actions/behaviour as appropriate and asking or providing information and support when required.</p> <p>Learners undertaking the <i>Work Placement</i> Unit will have to display key behaviours that evidences working with and cooperating with others.</p>

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Units

Code	Unit title	General Aims						Specific Aims						
		1	2	3	4	5	6	1	2	3	4	5	6	7
H97V 46	Financial Services: An Introduction	X	X				X	X		X			X	
H97W 46	Financial Services: The Regulatory Framework	X	X				X		X	X			X	
H97X 46	Financial Services: Communication	X	X	X	X	X	X			X	X	X		
H97Y 46	Financial Services: Promoting Positive Customer Relationships	X	X	X	X	X	X			X	X	X		
HF23 75	Financial Services: Personal Finance Awareness	X					X			X	X		X	
HF88 46	Work Placement			X	X	X	X	X			X	X		X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The award supports the provision of underpinning knowledge for the Financial Services National Occupational Standards (NOS) and its associated SVQ Units. The award is written primarily from the perspective of pre-employment therefore learners cover more knowledge in the NOS than the match might indicate. The mapping was completed against the 2013 National Occupational Standards. The standards where mapping may arise are:

SSC code	SQA code	SSC title
FSPFCC01	H5EY 04	Develop yourself to improve and maintain workplace competence in a financial services environment
FSPFCC02	H5F0 04	Plan and organise your work in a financial services environment
FSPFCC03	H5F1 04	Develop productive working relationships in a financial services environment
FSPFCC04	H5F2 04	Ensure you comply with regulations in the financial services environment
FINRFSGF1	H5FE 04	Provide information to customers in a financial services environment
FINPFSGF02	H5JW 04	Deal with customers by telephone in a financial services environment
FSPFSSP01	H5K9 04	Promote the organisation's additional financial services products and/or services
FSPIO13	H5FH 04	Deal with complaints relating to financial services products and/or services
FSPIO14	H5FC 04	Build effective relationships with clients in a financial services environment
FSPFCS01	H5K0 04	Provide callers with specialised assistance in a financial services environment
CFACSB2	FE1V 04	Deliver reliable customer service
CFACSC3	F941 04	Resolve customer service problems
CFACSB10	FY7H 04	Organise the delivery of reliable customer service
CFACSB11	FY7J 04	Improve the customer relationship
CFAM&LBB4	FM4K 04	Ensure compliance with legal, regulatory, ethical and social requirements

Code	Unit title	National Occupational Standard														
		FSPFCC01	FSPFCC02	FSPFCC03	FSPFCC04	FINRFSGF1	FINPFSGF02	FSPFSSP01	FSPIO13	FSPIO14	FSPFCS01	CFACSB2	CFACSB3	CFACSB10	CFACSB11	CFAM&LBB4
H97V 45	Financial Services: An Introduction					K5 K7			K7	K6						
H97W 46	Financial Services: The Regulatory Framework	K19			K1- K7	K1 K2 K8 K9			K1 K8	K1 K6 K7						K1- K12
H97X 46	Financial Services: Communication	K12 K19	K1- K9	K1- K9	K1- K7	K2- K9	K1- K8 K11 K13	K1- K8	K2 K3 K7	K1 K6	K1- K10	K1		K6 K8	K1	
H97Y 46	Financial Services: Promoting Positive Customer Relationships	K12 K19	K1- K9	K1- K9	K1- K7	K1- K9	K1- K8 K11 K13	K1- K8	K1- K8	K1- K7	K1- K10	K1 K2 K3 K4 K5	K1 K2 K3 K4 K5	K1 K3-K8	K1-K4	
HF23 75	Financial Services: Personal Finance Awareness															
HF88 46	Work Placement	K2-4 K8-9	K1- K9	K1- K9	K1-7	K8- K9	K1- K8 K11 K13	K1- K8	K1 K8	K1 K7	K1- K10	K1 K4-5		K1 K8	K1	

5.3 Mapping of Core Skills development opportunities across the qualification(s)

The table below shows the Core Skills development across the award.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H97V 46	Financial Services: An Introduction	X		X				X				
H97W 46	Financial Services: The Regulatory Framework	X				X		X				
H97X 46	Financial Services: Communication	X	X			X	X	E SCQF 4	E SCQF 4		X	X
H97Y 46	Financial Services: Promoting Positive Customer Relationships	X	X			X	X	E SCQF 5	E SCQF 5	X	X	
HF23 75	Financial Services: Personal Finance Awareness	X		X	X	X	X	X		X		
HF88 46	Work Placement		X			X	X	E SCQF 6	E SCQF 6	E SCQF 6	E SCQF 6	E SCQF 6

X = Development opportunities

E = Embedded Core Skill component and SCQF level

5.4 Assessment Strategy for the qualification

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Financial Services: An Introduction (H97V 46)	Extended response questions (open-book, supervised conditions)	Extended response questions (open-book, supervised conditions)	Folio evidence/presentation of findings		
Financial Services: The Regulatory Framework (H97W 46)	Extended response questions (open-book, supervised conditions)	Extended response questions (open-book, supervised conditions)	Extended response questions (open-book, supervised conditions)	Extended response questions (open-book, supervised conditions)	
Financial Services: Communication (H97X 46)	Production of documents	Practical task	Practical task		
Financial Services: Promoting Positive Customer Relationships (H97Y 46)	Research evidence and evaluation	Practical task	Practical task	Practical task	
Financial Services: Personal Finance Awareness (HF23 75)	Portfolio of Evidence End of Unit test (closed-book supervised conditions)				
Work Placement (HF88 46)	Practical tasks Portfolio of Evidence				

6 Guidance on approaches to delivery and assessment

Learners undertaking Units in the NPA will normally be working towards gaining the Group Award — the NPA in Financial Services at SCQF level 6. However, the Units are free-standing Units and learners may take them as such for purposes of continuing professional development.

Where the NPA is delivered in conjunction with industry partners, it is expected that such partners will provide sufficient authentic experiences to underpin learning that takes place in a class based setting. Whilst it is recognised that commercial organisations have strict obligations in relation to data protection and customer confidentiality, it is hoped that they may assist in providing learners with as meaningful a learning experience as possible.

Such experiences may include:

- ◆ An overview of contemporary working practices
- ◆ An introduction to industry technology and its uses
- ◆ An understanding of the day-to-day impact of current legislation
- ◆ An insight into contemporary communication methods
- ◆ Exposure to customer service protocols

Centres that are delivering the NPA, such as schools and colleges, should ensure that they have sufficient teaching and learning material to meet the component Outcomes of each Unit. Each Unit has detailed guidance on the content that underpins each Outcome as well as particular contexts in which teaching and learning should be structured. Furthermore, guidance is provided for particular approaches that may be followed when delivering Units.

Teaching methods and resources could include exposition, discussion, question and answer, exemplars, videos, articles from quality newspapers and other publications, extracts from legislation and appropriate websites. There may be opportunities for guest speakers and for visits to other industry partners. Case studies could be used to enhance the learning experience and to provide opportunities for assessment. These methods are indicative and are neither mandatory nor exhaustive.

It is likely that the Units Financial Services: Communication and Financial Services: Promoting Positive Customer Relationships will be assessed using practical assignments and role-plays. Centres may wish to ensure that sufficient formative opportunities are made available to learners prior to the undertaking of summative assessment.

When the NPA is delivered as part of the Foundation Apprenticeship in Financial Services centres should meet with the employers/work placement providers to discuss work place evidence which may be used within the NPA and the knowledge and performance requirements of the SVQ Units.

Approaches to assessment of Units

Advice on methods of assessment for each Unit is given in detail in the individual Unit Specifications. An Assessment Grid which summarises this information is provided at Section 5.4.

The Unit HF23 75 *Financial Services: Personal Finance Awareness* is knowledge based and may be assessed via a portfolio of evidence which could include a personal budget and an end of Unit test.

The Units H97V 46 *Financial Services: An Introduction* and H97W 46 *Financial Services: The Regulatory Framework* are predominately knowledge based and will be assessed via the use of extended response questions. Case study stimuli can be used to provide a context for learner responses. Outcome 3 of the introductory Unit requires learners to research career opportunities within the sector and may be assessed via the collection of print outs from company/employment websites or a visual/oral presentation.

Where appropriate, the Unit specifications for H97X 46 *Financial Services: Communication* and H97Y 46 *Financial Services: Promoting Positive Customer Relationships* place an emphasis on a holistic approach to assessment. As such, there are opportunities to carry out assessment across whole Outcomes or a combination of Outcomes rather than on individual Performance Criteria. This has therefore reduced the assessment loading for both learners and centres. For example, learners may provide evidence within the customer relationships Unit that meets the Evidence Requirement of Outcome two of the communication Unit.

The Unit HF88 46 *Work Placement* will be assessed by a portfolio of evidence as it requires learners to carry out different activities relating to their work placement.

Performance evidence may be gathered via the observation of practical activities which cover specified tasks (either singularly or a range).

Assessor record/checklists of the performance should be used to record learner's achievement and should be retained by centres.

6.1 Sequencing/integration of Units

Centres can choose the order to teach and assess the Units, according to their local market needs and resources. However, recommendations are made in relation to specific Units, as follows:

HF23 75 *Financial Services: Personal Finance Awareness* should be delivered and assessed at the beginning of the planned schedule of delivery and assessment. This Unit raises the learners' understanding of the importance of financial budgeting, borrowing and saving in their daily lives.

H97V 46 *Financial Services: An Introduction* should be delivered and assessed early on in the planned schedule of delivery and assessment. The Unit provides learners with an overview of the economy in which the sector operates, as well as the role that each type of institution plays within the sector. As such, this Unit provides a context for delivery of the other component Units of the Group Award.

H97W 46 *Financial Services: The Regulatory Framework* should follow on from the introductory Unit, providing learners with knowledge of the regulations that underpin the operation of institutions within the sector. Learners will be required to acknowledge and comply with such regulation during assessment of the final two Units of the Group Award.

There are opportunities to integrate assessment within the H97X 46 *Financial Services: Communication* and H97Y 46 *Financial Services: Promoting Positive Customer Relationships* Units. For example, learners may provide evidence within the customer relationships Unit that meets the Evidence Requirement of Outcome 2 of the *Communication* Unit.

HF88 46 *Work Placement* may be delivered and assessed throughout the Group Award. Learners have to plan a suitable work placement; negotiate tasks, etc during their placement; and evaluate their progress on completion of their placement.

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Progression from this Group Award is on to further/higher education courses such as HNC/HND Financial Services or to SVQ3 in Providing Financial Services, Modern Apprenticeship in Financial Services or employment.

6.2.2 Professional recognition

There is at present no professional recognition or credit transfer relating to this award.

6.3 Opportunities for e-assessment

Social software may be used to assess some of the practical communication/customer service tasks.

6.4 Support materials

A list of existing ASPs is available to view on SQA's website.

6.5 Resource requirements

There are no specialist equipment requirements for this course. However, as learners have to carry out research into different financial institutions it would be beneficial to have access to an IT suite. The use of databases with fictional client and/or product details would also assist in the delivery and assessment of the Units H97X 46 *Financial Services: Communication* and H97Y 46 *Financial Services: Promoting Positive Customer Relationships*.

Centres will need to have established relationships with Financial Services organisations in their area that can support them in the delivery of this NPA by providing access to the latest illustrative materials relating to the products and services of the organisation.

Staff delivering the NPA must ensure they have a full appreciation of the current products and approaches to service delivery in Financial Services organisations. This is something that can be achieved by maximising the opportunities that can be derived from relationships with Financial Services organisations to support Centre staff's Continuing Professional Development (CPD) as required.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded Unit: Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
02	<p>Addition of unit: J581 46 – Virtual Work Placement Level 6 added as alternative to HF88 46 – Work Placement.</p> <p>Virtual Work Placement Unit (s) added to framework as an optional work experience unit to allow learners to continue with a work experience when attendance in a physical workplace is not possible or preferred.</p>	16/09/2021

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This NPA is designed to introduce you to the world of work in the Financial Services sector and to develop your communication and customer service skills to enable you to gain a role within the sector.

The qualification provides you with knowledge and skills that will increase your awareness of the industry. To gain the award you will need to complete six Units:

Financial Services: Personal Finance Awareness

Financial Services: An Introduction

Financial Services: The Regulatory Framework

Financial Services: Communication

Financial Services: Promoting Positive Customer Relationships

Work Placement

You will be introduced to the importance of financial budgeting, borrowing and saving in your daily life in the Unit *Financial Services: Personal Finance Awareness*.

You will learn how the Financial Services sector contributes to the economy as a whole, the different institutions operating in the sector and the job roles and career paths available.

You will gain an appreciation of the importance of regulatory control within the Financial Services sector and the main bodies responsible for this. You will be introduced to the various categories of risk management and how companies manage risk. You will learn about the application of the Data Protection Act and Money Laundering Regulations within the sector.

The sector recognises the need for good communication and customer service skills and two of the Units focus on these skills when dealing with Financial Services products and/or services.

The Work Placement Unit will enable you to gain experience of working within a Financial Services environment.

You may be assessed in a number of ways, including extended response questions, research projects and practical tasks.