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# **Financial Services National 5 Skills for Work Course Specification (C220 75)**

**Valid from August 2013**

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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# Course outline

**Course title:** Financial Services: Skills for Work (National 5)

**SCQF credit points:** 24 SCQF credit points

**Course code:** C220 75

## Mandatory Units

The Course comprises the following mandatory Units:

<b>DM7P 75*</b>	<b>Financial Services: Introduction</b>	<b>6 SCQF credit points</b>
<b>OR</b>		
<b>H6MW 75</b>	<b>Financial Services: Introduction — Scotland</b>	<b>6 SCQF credit points</b>
<b>HF23 75*</b>	<b>Financial Services: Personal Finance Awareness*</b>	<b>6 SCQF credit points</b>
<b>DM7V 75*</b>	<b>Financial Services: Building Positive Relationships with Customers and Colleagues</b>	<b>6 SCQF credit points</b>
<b>DM80 75*</b>	<b>Financial Services: Employability Skills</b>	<b>6 SCQF credit points</b>

\*Refer to history of changes for revision details

## Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

While entry is at the discretion of the centre, learners would normally be expected to have attained the following, or equivalent:

- ◆ National 4

## Progression

This Course or its Units may provide progression to

- ◆ National Progression Award
- ◆ A National Certificate programme in Further Education
- ◆ Employment with training in the Financial Services sector

## Core Skills

There is no automatic certification of Core Skills or Core Skills components in this Course.

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

## Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The National Occupational Standards for the financial services sector reflect common requirements in the demonstration of competences across that sector.

These proposed competences, which are identified in the current standards, are reflected to varying degrees in this Course. These core competences are:

- ◆ develop self to improve and maintain workplace competence
- ◆ communicate effectively with others
- ◆ contribute to effective team working
- ◆ develop working productive relationships

Additionally other elements of the National Standards are reflected throughout the Course including:

- ◆ customer care
- ◆ using IT to exchange information
- ◆ understanding the purpose and structure of UK financial services industry
- ◆ understanding basic legal concepts

Further details are provided in the Rationale section.

## Equality and inclusion

This Course Arrangements Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should 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](http://www.sqa.org.uk/assessmentarrangements).

## Common rationale for Skills for Work Courses

Skills for Work Courses are designed to help learners to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Skills for Learning, Skills for Life and Skills for Work
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

### Learning through practical experience

Teaching/learning programmes should include some or all of the following:

- ◆ learning in real or simulated workplace settings
- ◆ learning through role play activities in vocational contexts
- ◆ carrying out case study work
- ◆ planning and carrying out practical tasks and assignments

### Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

- ◆ preparing and planning for the experience
- ◆ taking stock throughout the experience, reviewing and adapting as necessary
- ◆ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

## Core Skills

### The five Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

## Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ generic skills/attitudes valued by employers
- ◆ understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care etc
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience
- ◆ specific vocational skills/knowledge
- ◆ Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these Courses contribute to meeting these aspirations.

# **Course Rationale for Financial Services: Skills for Work Course Specification (National 5)**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work Course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

This Course is intended to equip learners with the necessary knowledge and skills which will enhance their prospects for employment in the wide range of opportunities within the financial services industry. The Course will allow learners to develop a range of employability skills which are of particular relevance to the financial services industry. Core Skills of numeracy, information technology and problem solving will also be developed throughout the Course where opportunities arise. The Course will offer a variety of approaches to learning and teaching and will include a strong element of experiential learning. It is intended that some of the Course will be delivered and assessed in a different learning environment to that of the school through a partnership arrangement with a college, training provider or employer.

# **Course Rationale for Financial Services: Skills for Work Course Specification (National 5)**

## **Purposes and aims of the Course**

The general aims of the Course are to:

- ◆ widen participation in vocationally-related learning for 14-16 year olds
- ◆ allow learners to experience vocationally-related learning
- ◆ provide learners with a broad introduction to the financial services sector
- ◆ enhance the learners' financial literacy
- ◆ encourage learners to foster a good work ethic, including timekeeping, a positive attitude and other relevant employability skills
- ◆ provide opportunities to develop a range of Core Skills in a realistic context
- ◆ encourage learners to take charge of their own learning and development
- ◆ provide a range of teaching, learning and assessment styles to motivate learners to achieve their full potential
- ◆ facilitate progression to further education and/or training

In particular, the aims of this Financial Services Course are to:

- ◆ encourage learners to consider a career in the financial services industry
- ◆ develop an awareness of what opportunities there may be within the sector in terms of the types and range of career options
- ◆ provide learners with knowledge and skills which are directly relevant to employment within the financial services sector
- ◆ provide opportunities for the personal development of skills and attitudes which will improve the
- ◆ learners' employment potential within the financial services sector
- ◆ develop the learners' awareness of their individual strengths and weaknesses in relation to the
- ◆ requirements of the sector, and to reflect on how this affects their employability potential
- ◆ raise awareness of the impact of the financial services industry on modern society
- ◆ raise awareness of the responsibilities of the financial services industry in modern society

## **Information about typical learners who might do the Course**

The primary target group for this Course is school learners who are studying at National 4 or National 5. However, the Course is also suitable for learners studying at National 6 and adult learners who are seeking to enhance their employability and vocational skills in the financial services sector, as well as inductees/new entrants within the financial services industry.



# Course structure and conditions of award

## Summary of Course content

Learners will explore the variety and range of employers and the career opportunities which exist within the financial services sector. Learners will become familiar with key words and terms used in the sector, and will develop an awareness of the impact of the sector on modern society. Personal development of employability skills will be the main focus across the Course with each Unit aiming to enhance such skills. The development of financial acumen and personal financial responsibility are also given high profile. While learners will be required to develop an awareness of the impact of legislation on the financial services sector, detailed technical knowledge will not be covered in this Course.

## Summary of Unit Content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work Units are designed to provide an experiential learning process.

### **Financial Services: Introduction/Financial Services: Introduction - Scotland (National 5)**

This Unit introduces learners to the organisational types, structures and products/services of the main financial services providers. Types and ranges of career opportunities within the sector will be researched by learners. Knowledge gained will extend to include an appreciation of the extent of regulatory requirements within the sector and on the impact of the various statutory requirements of, for example, consumer protection, data protection and money laundering regulations. Additionally, health and safety in the workplace is considered in the context of the financial services industry.

### **Financial Services: Personal Finance Awareness (National 5)**

This Unit requires learners to maintain a personal budget relative to their age and stage in life. The Unit will focus on the reasons for maintaining personal financial awareness throughout life and will cover the issues surrounding borrowing and debt. The promotion of saving for the attainment of both short and long-term objectives is visited. Learners will become familiar with the concepts of paying and receiving interest, and on the relationship between risk and reward.

### **Financial Services: Building Positive Relationships with Customers and Colleagues (National 5)**

This Unit will enhance the learner's ability to assess the needs of others and to respond to those needs, with respect and awareness of other people's feelings. While the focus of the Unit is on developing good customer relations and effective working relationships, many of the skills learned are transferable into everyday life irrespective of age and stage. Learners will be introduced to, and encouraged to develop and review, positive behaviour techniques. The effect of good customer relations on organisations will be researched. Learners will be expected to demonstrate in a practical way, how they work with others.

**Financial Services: Employability Skills (National 5)**

This Unit will use available opportunities to develop employability skills and attitudes, which are in demand from employers in the sector. Such opportunities may arise naturally in the other Units which comprise the Course. Learners will be required to demonstrate self-presentation skills and there will be opportunities for recording progress and planning for improvement. The Unit is intended to be integrated with the other Units in the Course.

Further details of the content of the Course can be found in the Unit Specifications.

**Conditions of award**

To achieve the award of Financial Services: Skills for Work National 5, learners must achieve all the required Units as outlined in the Course Outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

# Assessment

## Assessment objectives

The intention is that the necessary skills and qualities being developed in this Course are assessed through involvement in a range of practical activities, although there are also elements of knowledge and understanding which are important. Learners will be required to maintain a folio for each Unit. The folio will provide evidence of the preparation, planning and participation of the learner in a range of activities. An important element in the assessment process will be the ability of the learner to review progress and development throughout the Course. Where possible, assessment should reflect current workplace practice, whether demonstrated through work placement, or in simulated environments. The essential knowledge and understanding will be assessed through a series of short answer tests.

Each Unit will be supported by a Assessment Support Pack (ASP) which will provide exemplar assessment instruments and exemplify national standards.

## Unit assessment

The assessment of the Units in this Course will be as follows:

### **Financial Services: Introduction/Financial Services: Introduction - Scotland (National 5)**

The assessment for this Unit will comprise a portfolio, prepared by the learner to cover Outcome 1. Outcomes 2 and 3 will be assessed together by an end of Unit test, lasting no more than 45 minutes.

### **Financial Services: Personal Finance Awareness (National 5)**

The assessment for this Unit will comprise a portfolio plus an end of Unit test to assess knowledge and understanding. The test should be carried out under closed-book conditions and will last no longer than 45 minutes.

### **Financial Services: Building Positive Relationships with Customers and Colleagues (National 5)**

For Outcomes 1 and 2 written/oral evidence will be required to demonstrate that the customer's needs have been identified and information on appropriate products has been summarised. This will be supported by an assessor observation checklist. For Outcome 3 some research should be undertaken by learners and written or oral evidence presented. In Outcome 4 the emphasis is on the undertaking of a practical task with at least one other person. An assessor checklist will be used together with product evidence.

### **Financial Services: Employability Skills (National 5)**

The assessment for this Unit is based on the production of written/oral evidence that the learner has: undertaken initial self-assessment, recorded opportunities for development and results of those opportunities, prepared for and participated in, a simulated interview event, evaluated own performance, reviewed their initial self-assessment and recorded what has been gained from the experience. Opportunities for assessment evidence should be, where possible, gained from the other Units comprising the Financial Services Course.

Exemplification of possible assessment approaches for these Units will be provided in the *Assessment Support Pack*.

## **Quality Assurance**

All instruments of assessment used within this Course 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](http://www.sqa.org.uk/GuideToAssessment)).

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

## **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

## **2 Numeracy**

- 2.3 Information handling

## **3 Health and Wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Physical for, and making, choices and changes
- 3.5 Relationships

## **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others
- 4.5 Leadership

## **5 Thinking Skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course.

# Employability skills profile

Employability skills covered in this Course are detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

## Financial Services: Introduction/Financial Services:

**Introduction - Scotland** = A

**Financial Services: Personal Finance Awareness** = B

**Financial Services: Building Positive Relationships with Customers and Colleagues** = C

**Financial Services: Employability Skills** = D

Employability skill/attitude	Evidence
♦ customer care skills	C
♦ ability to work in a team	C
♦ communication skills — writing and talking	C, D
♦ awareness of roles and responsibilities of self and others	A, D
♦ ability to follow instructions	C, D
♦ positive attitudes and willingness to learn	D
♦ confidence to seek feedback	D
♦ timekeeping	D
♦ appropriate appearance	C, D
♦ awareness of external regulations/legislation	A, B, C
♦ awareness of health and safety issues	A
♦ ability to self-evaluate skills and performance	D

## Assessment evidence in all Units:

A = Written test of knowledge and understanding of regulations and legislation (including health and safety) within the sector; portfolio of evidence on career pathways including roles and responsibilities of self and others.

B = Portfolio of evidence including legislation on customer protection for financial transactions.

C = Assessor observation checklists of practical activities including team working, verbal and written communications to others, appreciation of role and responsibilities of self and others and demonstration of positive attitudes.

D = Assessor observation checklists for practical activities in demonstrating skills valued by employers in the financial services sector.

## Course Support Notes

Course Support Notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

### Guidance on approaches to delivery and assessment for this Course

When the Course is being delivered by centres it would be advisable that the introductory Unit is offered first. This Unit 'sets the scene' for the other Units to be delivered in the context of the financial services sector. Those delivering individual Units should have an appreciation of the nature and content of all of the Units which make up the Course. This is particularly important in the delivery of the *Employability Skills* Unit. It is intended that the Evidence Requirements for this Unit be drawn from the practical activities undertaken in the other three Units and opportunities should be recorded as they arise, not necessarily within the constraints of class time. Irrespective of delivery schedule, the Course should reflect current workplace practice.

Throughout the Course, reference is to be made to whatever regulations and legislation is effective at the time of delivery. In the *Personal Finance Awareness* Unit, all references should use interest rates, amounts of student loans, Course fees, realistic costs of living, which are applicable at the time of delivery.

Learners should be encouraged to learn through practical activity with role play and case studies forming the main means of delivery. The development of Core Skills and employability skills should be uppermost in the minds of those considering how to plan lessons. Learners should be encouraged to accept responsibility and ownership of the assessment evidence produced. The *Employability Skills* Unit, in particular, should actively encourage learners to prepare, plan and implement tasks and review their performance through self-evaluation. Tasks involving research should be incorporated throughout the Course, as this will encourage development of the use of information technology as a tool for information gathering.

# Course Support Notes (cont)

## Sequencing/integration of Units

A holistic approach to the Course delivery and assessment should be adopted. The organisational types, structures and product/services of financial services providers demonstrated in the *Financial Services: Introduction/Financial Services: Introduction - Scotland* should be used as the basis for product/service information to be gathered in the *Building positive Relationships with Customers and Colleagues* Unit. Similarly much of the product content in the *Personal Finance Awareness* Unit, regarding means of borrowing and saving, can be used in the *Building Positive Relationships with Customers and Colleagues* Unit, as the basis for role play activities in communicating with customers. Learners should be made aware of what employability skills are, and should monitor their own development of these throughout the Course, rather than Unit by Unit.

## Guidance on approaches to delivery

It would be beneficial if the involvement of representatives from industry was made an integral, and regular, part of the Course delivery. Partnerships between schools/colleges/employers are to be actively encouraged. It is intended that the Course be delivered, at least in part, in a setting outwith the 'normal' school setting and which reflects workplace activities in the financial services sector. Workplace visits would be useful in the introductory part of the Course, with work shadowing/work placements the ideal.

For those delivering the Course to learners other than school pupils, it is important to remember that the Course should draw on the practical experiences of learners. Organisations within the sector may wish to consider a partnership arrangement with other centres offering expertise in delivery of such Courses. Any evidence gathered may relate solely to the policies and practices of that organisation.

## Guidance on approaches to assessment

To achieve the Course award the learner must successfully achieve all the Units which make up the Course.

## Opportunities for e-assessment

E-assessment may be appropriate for some assessments in the *Financial Services: Personal Finance Awareness* Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).



## Opportunities for developing Core Skills

The practical activities undertaken in the Unit *Financial Services: Introduction/Financial Services: Introduction – Scotland* will enable learners to develop the Core Skills of Information and Communication Technology (ICT), Communication - oral and written communication, and Working with Others. Learners should be encouraged to work in teams where possible, and to present information to their peer group. Presentations should be facilitated by suitable IT software where such resources are accessible.

The practical nature of activities undertaken *Financial Services: Building Positive Relationships with Customers and Colleagues* will enable learners to develop the Core Skills of Communication - oral and written communication, Working with Others and Problem Solving. Learners will be required to work in a team on a practical activity taking responsibility for both personal actions and team decisions. Learners are required to offer advice on products and services to potential customers thus developing communication and problem solving skills in the setting of the financial services industry.

In the Unit *Financial Services: Employability Skills* learners will develop the Core Skills in Communication and Working with Others. The Core Skills will be developed along with employability skills deemed desirable by the financial services sector. Self-evaluation, interpersonal skills and presentation (of self and information) are consistent themes throughout the Unit delivery. The ability to communicate effectively is reflected in the simulated interview which each learner is required to undertake.

## General information for learners

The National 5 Skills for Work: Financial Services Course is an introductory qualification. It develops the skills, knowledge and attitudes needed for work in the industry. It is suitable for a wide range of learners, including

- ◆ pupils from mainstream schools or other education establishments
- ◆ school leavers
- ◆ adult returners to education
- ◆ learners in employment who wish to enhance their career prospects
- ◆ learners participating in 16+ programmes
- ◆ college students wishing to develop their skills and knowledge in relation to financial services
- ◆ trainees participating in preparation for entering employment
- ◆ individuals involved in voluntary activities

During this course, you will explore the variety and range of employers and career opportunities in the financial services sector. You will become familiar with key words and terms used in the sector, and will develop an awareness of the impact of the sector on modern society. Personal development of employability skills will be the main focus across the Course, and the development of personal financial responsibility is also given high profile. You will also develop a broad awareness of the impact of key legislation on the sector.

The necessary skills and qualities which are developed during this Course are assessed through involvement in a range of practical activities. You will maintain a folio for each Unit. The folio will provide evidence of the preparation, planning and participation in a range of activities. This will help develop your ability to review progress and development throughout the Course. Where possible, assessment should reflect current workplace practice, whether demonstrated through work placement, or in simulated environments. The essential knowledge and understanding will be assessed through a series of short answer tests.

You will develop the Core Skills of Communication, Working with Others, Problem Solving and Information Communication Technology (ICT) throughout the Course, through a variety of activities including selection interviews, working in teams to present information to peers and internet research.

# Administrative information

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## History of changes to National Course Specification

Course details	Version	Description of change	Date
	03	Units re-coded to align with corresponding Course 2 code. No change to Unit content.  DM7P 11 Financial Services: Introduction DM7V 11 Financial Services: Building Positive Relationships with Customers and Colleagues DM80 11 Financial Services: Employability Skills  Old Units finish 31/07/2017  <b>Revision of Unit:</b> DM7X 11 Financial Services: Personal Finance Awareness has been revised by HF23 75 and will finish on 31/07/2017.	September 2016
	02	Course re-coded as part of CfE development programme but no change to Course and Unit content.	August 2013

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.

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