

Skills  
Development  
Scotland

STRIVE  
FOR  
PROGRESS  
NOT  
PERFECTION

THE  
FIRST  
STEP  
IS TO SAY  
YOU CAN

# Foundation Apprenticeship in Accountancy at SCQF level 6

## Learning Provider Guide to Support Employers

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Milo

Foundation Apprentice

# Aims

The aim of this guide is to support Learning Providers to identify and discuss with employers appropriate activities for learners during a Foundation Apprenticeship work placement.

It provides the following information:

- An overview of Foundation Apprenticeships
- The definition of work-based learning in the context of Foundation Apprenticeships
- How a Foundation Apprenticeship is delivered
- How employers can support learners
- An understanding of the professional industry recognised units within Foundation Apprenticeship qualifications
- Practical examples of work-based activities and evidence for the requirements within the Foundation Apprenticeship in Accountancy at SCQF Level 6
- Links to useful resources

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**“The Foundation Apprenticeship was an eye-opening experience - it’s a very proactive way to learn and gave me a clear direction.”**

Milo, Foundation Apprentice



# What are Foundation Apprenticeships?

Foundation Apprenticeships are designed to provide school pupils with industry experience whilst gaining a work-based learning qualification at the same level as a Scottish Higher (SCQF Level 6).

A Foundation Apprenticeship is an industry-recognised qualification, designed to offer valuable insight and experience of the world of work. Delivered by learning providers in partnership with employers, knowledge gained is supported through a series of practical activities including industry projects or placements undertaken virtually and/or in person.

Foundation Apprenticeships at SCQF Level 6 are available in a wide range of subjects that are linked to the growth sectors of the Scottish economy:

-  **Accountancy**
-  **Business Skills**
-  **Civil Engineering**
-  **Creative and Digital Media**
-  **Engineering**
-  **Financial Services**
-  **Food and Drink Technologies**
-  **Hardware and Systems Support**
-  **Scientific Technologies**

-  **Social Services and Healthcare**
-  **Social Services Children and Young People**
-  **Software Development**

## What is work-based learning and how does it apply to Foundation Apprenticeships?

For the purposes of this guide, work-based learning means learning that is directly linked to skills and knowledge required to operate competently in a workplace. A major component of a Foundation Apprenticeship is the sector specific work-based learning. In this context, work-based learning relates directly to the activities undertaken by learners whilst they are on a work-placement.

This provides the first-hand experience for learners to acquire sector specific skills, apply knowledge and reflect on their learning. These activities count towards the overall learning and assessment within each Foundation Apprenticeship.

## How is a Foundation Apprenticeship delivered?

Foundation Apprenticeships are chosen as a subject choice in S5 or S6 and taken alongside other National and Higher qualifications. Pupils work towards the Foundation Apprenticeship qualification over either one or two years.

Learning providers work alongside employers to develop the knowledge and skills learners needed to meet all the outcomes of the Foundation Apprenticeship qualification. This includes the classroom-based teaching of knowledge and understanding elements of the Foundation Apprenticeship undertaken with the Learning Provider. This is combined with work-based learning opportunities with an

employer to provide learners with the experiential learning they need to apply their learning directly in the workplace.

Learners' attendance depends on whether they take part in a 1 year or a 2-year programme.

- 1 year = 1 day with employer and 1 day or 2 half days at college or training centre
- 2 years = 1st year – 1 day a week at college or training centre with some employer input = 2nd year = 1 day a week at work placement.

Attendance on the programme will be a mix of classroom-based activity and possibly employer led project activity. The placement element is typically one day per week but can be flexible to meet the needs of the sector and employer for example, block intake.

## Employer involvement

The involvement of employers is a critical aspect of Foundation Apprenticeships and includes:

- Providing learners with a work placement to enable them to gain valuable experience in the workplace
- Providing learners with appropriate work-based opportunities to enable them to develop their learning and skills
- Ensuring all work-based learning provided is based on current expertise, equipment, practices, and processes
- Setting employer led projects and/ or industry challenge projects

Employers may also be involved in other activities, for example, the recruitment and selection process, guest speaking, coaching and mentoring, and in the assessment of practice of learners.

The learning provider meets regularly with employers to provide on-going support and ensure learners are being supported, are working on the right types of activities.

## About the AAT Qualification units

The Foundation Apprenticeship in Accountancy at SCQF level 6 includes two units from the certificate in Accounting at SCQF level 6.

It is important that employers understand the units within a Foundation Apprenticeship, as this will help them to provide learners with access to work-based activities that are relevant to the units they need to complete.

Within every Foundation Apprenticeship there are a number of units which relate to a particular occupational function, and which provide the standards upon which competence is assessed in the workplace. These units may also form part of the respective Modern Apprenticeship.

**2** A learner who completes the Foundation Apprenticeship will receive mandatory units from the relevant Modern Apprenticeship leaving them fewer units to complete if they start the relevant Modern Apprenticeship.

Learners must provide evidence they are competent across all criteria to meet the requirements of all units within the Foundation Apprenticeship. All evidence is assessed against the standards and leads to an overall judgment being made by an assessor on whether the learner is competent or not yet competent. Where a learner is found to be not yet competent in any part of the standards, they will be given the opportunity for further training and to provide further evidence for assessment at a later date.

## AAT guide to assessment

The practical approach to applying the technical skills learnt, in the real world, means that AAT qualification units are a perfect fit to this apprenticeship.

The Foundation Apprenticeship in Accounting includes two units from the AAT Certificate in Accounting. There are lots of resources to help tutors teach these units and support students to study them.

The Foundation Apprenticeship In Accountancy is unique as it is the only Foundation Apprenticeship framework which includes an exam based assessment of the AAT units. This is to meet the industry requirements for the professional subject area.

Successful achievement of these units requires students to engage in work-based activity that will develop their skills and competencies against the required performance objectives.

In order to effectively support the student, the host employer should meet with appropriate learning providers to discuss and agree suitable activities and tasks aligned to the performance objectives.

AAT provide support resources which vary from qualification specifications and assessment practice, to E-learning modules and Green Light tests that help students to gauge their knowledge level and readiness for their assessment.

All these resources and more are available on the AAT website – though please note that access may be restricted depending on your relationship with AAT.

To undertake assessment, students must be registered with AAT and log into their online MyAAT account.

***“We’ve found that some accountancy qualifications, excellent as they are, aren’t relevant to a practice like ours and this is why we’ve developed a relationship with AAT, because their qualifications are practical, relevant and people can apply them on a day-to-day basis. The AAT qualifications significantly help accountants get the hands-on experience they need.”***

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## Work Based Challenge Unit

The Work-based challenge unit (J4YL 04) has been included as a mandatory unit within the Accountancy SCQF Level 6 Foundation Apprenticeship framework.

The aim of this unit is to give learners the opportunity to work with a local employer to design, develop and deliver a project as part of the Foundation Apprenticeship.

This helps develop the learner’s meta skills such as: creativity, team-working and self-management, which can contribute to work readiness alongside the technical skills required for the project.

Learners’ participation in project- based learning activity, which builds on the knowledge and skills gained in other component parts of the Foundation Apprenticeship. Learners work through the three stages of a plan, do, review process to generate a portfolio of evidence from the tasks, activities, and self-reflections that have been completed. Project based learning has proven to be an attractive method for learners and employers to work together to solve authentic workplace issues in a collaborative manner.



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# Links to useful resources

## Foundation Apprenticeship Guidance Note:

### [Accountancy Framework](#)

This document provides all the information needed to deliver the Foundation Apprenticeship in Accountancy at SCQF Level 6.

### [Developing the Young Workforce](#)

Work Placements Standard: This document sets out the expectations for a young person, school, employer, local authority and parent/carer, before, during and after work placements. Refer to this document for information to help improve the quality of learning in the workplace.

### [SQA Guide to Assessment](#)

This guide is designed to provide support for everyone who assesses SQA qualifications. It covers the full range of SQA qualifications and is based around the principles of assessment, that all qualifications must be valid, reliable, practicable, equitable and fair. Refer to this document for information on unit content and standards, methods of assessment and acceptable evidence.

### [FA Placement Options](#)



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 [Meta skills support documentation](#)

 [Employer Welcome Pack](#)

This guidance has been developed to share best practice and support employers to get the best experience from their involvement in Foundation Apprenticeships.

 [Teacher Information Guide](#)

 [Learner, Parents and Carers Information Guides](#)

# Practical Examples

## Examples of activities and evidence for the AAT units: A Foundation Apprenticeship in Accountancy at SCQF level 6 (GR6D 46).

These examples support employers with identifying suitable work-based activities to develop the practical skills of S5 and S6 pupils during the work placement component of the Foundation Apprenticeship in Accountancy at SCQF level 6 (GR6D 46).

The Foundation Apprenticeship in Accountancy at SCQF level 6 includes two units from the AAT Certificate in Accounting – SCQF Level 6. These are:

- J6FW04 Introduction to Bookkeeping
- J6FX04 Principles of Bookkeeping Controls

The table below provides generic examples of typical work-based activities which may support the development of the practical skills for each of the AAT units. Please note, these are examples and are not intended to be prescriptive. Some examples of activities and evidence are holistic in nature therefore may cover several performance criteria (and knowledge and understanding) within a unit and/or across units, as opposed to aligning with a single performance criteria. This supports good practice in the holistic approach to assessment, which in turn reduces the volume of evidence required by learners and reduces bureaucracy in assessment.

It is important to note not all work-based activities may be suitable for a pupil to undertake (e.g. not an employee). For example, there may be a legislative reason a pupil/non-employee cannot conduct a particular activity within a workplace.

## AAT Certificate in Accounting – SCQF Level 6

### J6FW04: Introduction to Bookkeeping

#### Performance criteria

What the learner needs to be able to do to demonstrate competence within that unit

- Understand how to set up bookkeeping systems
- Process customer transactions
- Process supplier transactions
- Process receipts and payments
- Process transactions into the ledger accounts

#### Examples of work-based activities

Which may support learner to develop the required practical skills in the unit

- Creation and utilisation of business documents: petty cash voucher - invoice - credit note (including for PPD) - remittance advice - statement of account - bank statements
- Recording of bookkeeping transactions in the relevant books of prime entry: sales daybook - sales returns daybook - purchases daybook - purchases returns daybook - discounts allowed daybook - discounts received daybook

▶ [Continues on next page](#)

## Performance criteria

What the learner needs to be able to do to demonstrate competence within that unit

[◀ See previous page](#)

## Examples of work-based activities

Which may support learner to develop the required practical skills in the unit

- Utilisation of the cash book and petty cash book: including entering receipts and payments, and totalling and balancing the books at the end of a period
- Production of the trial balance
- Create and use coding systems
- Set bookkeeping systems
- Enter customer invoices and credit notes into books of prime entry
- Process receipts from customers
- Check the accuracy of supplier invoices and credit notes
- Enter purchase supplier invoices and credit notes into books of prime entry
- Process payments to suppliers
- Process recurring receipts and payments
- Transfer data from the books of prime entry to the ledgers
- Total and balance ledger accounts



### Performance criteria

What the learner needs to be able to do to demonstrate competence within the unit

- Use control accounts
- Reconcile a bank statement with the cash book
- Use the journal
- Produce trial balances

### Examples of work-based activities

Which may support learner to develop the required practical skills in the unit

#### Relevant learning activity:

- Produce and reconcile control accounts
- Reconcile a bank statement with the cash book
- Account for different payment methods: - cash - cheque - debit card - credit card - bank draft - standing order - direct debit - BACS (Bankers' Automated Clearing Services) - direct credit - CHAPS (Clearing House Automated Payment System) - Faster Payments
- Complete bank reconciliation statements
- Produce journal entries to record bookkeeping transactions, correct errors not disclosed by the trial balance & correct errors disclosed by the trial balance
- Extract an initial trial balance
- Redraft the trial balance following adjustments

## Typical Job Roles:

### Skills developed through this qualification can lead to employment as:

- an accounts assistant
- an accounts payable and expenses supervisor
- an accounts payable clerk
- an assistant accountant
- an audit trainee
- a corporate recovery analyst
- a credit controller
- a finance assistant
- a finance officer
- an indirect tax manager
- an insolvency executive
- a payroll supervisor
- a professional bookkeeper
- a senior bookkeeper
- a tax assistant.

### Relevant work activity:

- balancing accounts
- processing receipts, sales invoices and payments
- maintaining financial records that accurately record the incoming and outgoing finances of the business
- working with spreadsheets, sales and purchase ledgers and journals
- ensuring that accounts are accurately monitored and recorded
- dealing with a company's payroll by processing wages and employee expense claims
- client engagement, such as sending out starter packs to clients and/or answering enquiries
- other administrative duties, which include general office administration such as processing office post, answering the telephone, minuting meetings, photocopying and filing.

## Work-Based Challenge

This Work-based Challenge project builds on the National Progression Award (NPA) and other units in the relevant Foundation Apprenticeship. It requires learners to undertake a work-based challenge project to develop, apply and reflect on the development of their meta-skills. The Work-based Challenge could draw on several concepts, theories, or applications from National Progression Award in Accountancy (GN7J 46) including:

Unit / Outcome	Details
<p><b>Analysing Accounting Information (J21N 76)</b></p> <p><b>Outcome 2: Evaluation business performance, based on accounting analysis, to make business recommendations.</b></p>	<p>Learners may wish to review the information that they are working with in the workplace, and to review the reasons why such information would be used in the business. They should be able to identify that some information is for internal use only and some can be made available to those outside of the business. It is important for the learner to be able to identify what must remain within the business, and why; and what might be available to all users both internal and external and why.</p> <p>The purpose that the information might be used should be addressed, along with comments about decision making and the kind of decisions which may be taken based on this information. It would be anticipated that learners would be able to identify the possible users of the information provided, their purpose for this and the importance of keeping certain information within the business. It would be anticipated that the candidate will select more than one user of financial information, at least one internal user and one external user, and compare the information that they might use and the reasons for their interest in the business. They would be expected to identify the level of detail available for those internal users and that for external users. The consequences of providing inaccurate information should be included. Learners may touch briefly upon ethical principles here.</p>
<p><b>Professional Ethics for Accountants (SCQF level 6) (HX6F 46)</b></p> <p><b>Outcome 1: Understand and explain the need to act ethically in the accountancy profession</b></p>	<p>Here learners could consider the reasons for the fundamental ethical principles such as integrity, confidentiality and professional behaviour. This will enable learners to investigate issues such as being able to ask for assistance or further training to undertake roles, and to behave with integrity whilst dealing with the business stakeholders. They will provide examples of tasks that they have been asked to undertake, and which ethical behaviours are relevant in a given situation and explain why it has been important to behave in a certain way. It is anticipated that the learners will explore the ways in which businesses behave in the wider business sector and examine if the business has behaved ethically.</p> <p>It is likely that the learner will identify the basic ethical principles relatively easily but what would be required would be for learners to delve deeper and identify, using examples, of how they have been required to work in an ethical manner, noting that this is not always obvious. A good deal of self-reflection might be included here.</p>

The above activities will also provide opportunities to integrate and contextualise learning for the AAT /ACCA professional accountancy units.

## Example

### Descriptor

The Work Based Unit Challenge has been designed to:

- Provide learners with the opportunity to meet key outcomes from the AAT units in the FA accountancy framework
- Provide learners with the opportunity to meet the requirements of the FA Work-Based Challenge Unit
- Help contextualise the National Progression Award (NPA) in the FA framework, by identifying where the project aligns with units/outcomes in the NPA
- Meet the needs of employers by aligning the FA outcomes to workplace needs

The Chartered Accountancy firm Johnston Carmichael has designed this challenge to allow students to meet their key learning outcomes through applying the practical skills developed in the FA framework in the virtual workplace. During this challenge, the students will also be supported by Johnston Carmichael through drop in calls.

### Challenge

You have recently decided to start up your own business with £2,000 capital, in one of the following sectors: Hospitality; Agriculture; Food and Drink; or Technology

- Your first task of this challenge is to research the above industries and determine which of these sectors you will launch your own business in, what the principal activity of your business will be and the name of your business.
- You will then have to decide the most suitable legal structure for your business i.e. Sole Trader, Partnership or Limited Company.
- Consideration also must be given as to whether you should become VAT registered.
- Johnston Carmichael are here to help you on points 2 and 3 through online sessions. Before these calls, please think of questions you would like us to answer in relation to these points.
- You are required to prepare your first set of financial statements for the period ended 31 December 2021. You set up your business on 1 February 2021 and started trading on 1 March 2021. All information required to prepare the set of financial statements are included within this document, attachments or appendix.
- As part of this, you must consider whether the financial statements should be audited. Johnston Carmichael are here to help you with this point through a further online session.
- After 18 months of trading, you can expand your business through the acquisition of a competitor. You must consider if this is a viable option for you and how you will fund the acquisition if it is appropriate. The profit and loss account and balance sheet for the competitor have been provided. If a loan for acquisition is required, this would be repaid over 5 years at an interest rate of 2.5%.

## Descriptor

### Presentation content should include:

- Reason behind chosen industry and the name of your business
- Consideration given to legal structure and VAT requirement
- Considerations given to requirement to have financial statements audited
- Whether it is viable to acquire competitor and if so, how this will be funded