

STRIVE
FOR
PROGRESS
NOT
PERFECTION

THE
FIRST
STEP
IS TO SAY
YOU CAN

Foundation Apprenticeship in Financial Services at SCQF level 6 Learning Provider Guide to Support Employers

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:

- What are 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 Scottish Vocational Qualification (SVQ) units within Foundation Apprenticeship qualifications
- Practical examples of work-based activities and evidence for the SVQ units within the Foundation Apprenticeship in Financial Services at SCQF Level 6
- Links to useful resources

“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



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 System Support
- Scientific Technologies
- Social Services and Healthcare

¹ The term 'learners' is used in this guide to refer to pupils.

- 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 of the units from the Vocational Qualification (SVQ) 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 need 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, ultimately to meet the requirements of the SVQ units of the

Foundation Apprenticeship qualification.

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 employer placement. 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 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 and are working on the right types of activities.

Scottish Vocational Qualification units

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

Within every Foundation Apprenticeship qualification there are a number of SVQ units which relate to a particular occupational function, and which provide the standards upon which competence is assessed in the workplace.

SVQ units are derived directly from National Occupational Standards (NOS) which describe what an individual needs to do (performance criteria), know and understand (Knowledge and understanding criteria) to demonstrate competence in the unit. Evidence (assessment) requirements specify the type and amount of evidence required for the unit and are developed by an Awarding

Body to complete the unit development when it is used to form part of a qualification structure.

Learners must provide evidence they are competent across all criteria to meet the requirements of all SVQ 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.

Acceptable performance in a unit will be the satisfactory achievement of the standards set out in the SVQ unit specification. Every SVQ unit has knowledge statements which underpin competence.

About the assessment of SVQ units

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Assessment of the SVQ units involves generating and collecting evidence of a learner's attainment of knowledge, understanding and skills and judging that evidence against defined standards.

The Guide to Assessment covers a wide range of assessment methods in unit assessments for school, college and workplace qualifications as well as external assessment for National Qualifications. There are three essential forms of assessment: observation, product evaluation and questioning. Assessment can also use a combination of some or all of the three forms. All assessment methods, such as a project or performance can be classified under one or more of these forms.

SVQ units are assessed internally by centres, this means that work-place assessors are responsible for deciding whether evidence meets the standards for SVQ units. The assessors are identified by the centre, they are occupationally competent in the role and professionally competent in conducting work-based assessment (or working towards this). The internal assessment decisions

are externally verified by the Awarding Organisation who offers the units.

Evidence must meet the following requirements:

Valid	The assessment method chosen will be appropriate to the standards being assessed. It will produce evidence relevant to the standards.
Authentic	The evidence will be the learner's own work.
Current	The evidence will exemplify the current level of the learner's performance.
Reliable	The assessment decision is comparable and consistent with other assessors within the centre.
Sufficient	The evidence will demonstrate competence over time (e.g. not just a single occasion).

Work Based Challenge Unit

The Work-based challenge unit (J4YL 04) has been included as a mandatory unit within the Financial Services 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.

Work Based Challenge Unit

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 take the form of a systems analysis project which could deliver an outline systems specification. This could be informed by the following content from the National Progression Award (NPA) in Financial Services (GR3Y 46):

- Financial Services: An Introduction (SCQF level 6) (H97V 46)

Outcome 1 Explain the economy in which the Financial Services sector operates.

Outcome 2 Explain the role of the Financial Institutions operating in the UK Financial Services sector.

- Financial Services: Personal Finance Awareness (SCQF level 5) (HF23 75)

Outcome 1 Prepare and maintain a personal budget.

Outcome 2 Explain the implications of borrowing and select potential borrowing options.

Outcome 3 Explain the reasons why individuals save and select potential saving options.

- Financial Services: The Regulatory Framework (SCQF level 6) (H97W 46)

Outcome 1 Explain the roles of the main bodies responsible for regulating UK Financial Services.

Outcome 2 Explain how risk management is applied in the Financial Services sector.

Outcome 3 Describe how the Data Protection Act applies within the Financial Services sector.

Outcome 4 Explain the purpose of Money Laundering Regulations in relation to the prevention of crime.

Additionally, the Work-based Challenge also has relevance to the following units within the Foundation Apprenticeship:

- H5F1 04 Develop Productive Working Relationships in a Financial Services Environment
- J1D8 04 Review and Develop Yourself to Improve and Maintain Workplace Competence in a Financial Services Environment
- J1D9 04 Comply with Regulations in the Financial Services Environment



Milo
Foundation Apprentice

Links to useful resources

Foundation Apprenticeship Guidance Note:

[Financial Services Framework](#)

This document provides all the information needed to deliver the Foundation Apprenticeship in Business Skills 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](#)

[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.

Practical Examples

Examples of activities and evidence for the SVQ units: A Foundation Apprenticeship in Financial Services at SCQF level 6 (GR6F 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 Financial Services at SCQF level 6 (GR6F 46).

The Foundation Apprenticeship in Financial Services at SCQF level 6 includes three mandatory units from the SVQ in providing Financial Services at SCQF level 6. The SVQ units are delivered and assessed while on placement on the workplace:

- H5F1 04 Develop Productive Working Relationships in a Financial Services Environment
- J1D8 04 Review and Develop Yourself to Improve and Maintain Workplace Competence in a Financial Services Environment
- J1D9 04 Comply with Regulations in the Financial Services Environment

The table below provides generic examples of typical work-based activities and examples of possible evidence which may support the development of the practical skills within each of the SVQ units. Please note, these are examples and therefore 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).

H5F1 04 Develop Productive Working Relationships in a Financial Services Environment

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation & questioning)
P1 Establish working relationships with all the colleagues with whom you work	<ul style="list-style-type: none"> ■ introducing self to team, organising team lunch to get to know each other 	<ul style="list-style-type: none"> ■ email introducing self and explaining role, invites to lunch and responses, understanding roles and responsibilities of colleagues
P2 Recognise and respect the roles and responsibilities of colleagues	<ul style="list-style-type: none"> ■ checking with an appropriate colleague when you have a query on a particular task, asking team leader for work, requesting and responding to feedback 	<ul style="list-style-type: none"> ■ emails to colleagues with query and responses, emails/diaries showing work requested, feedback from audit
P3 Take account of the priorities, expectations, and authority of colleagues in decisions and actions	<ul style="list-style-type: none"> ■ asking the team leader which task should be completed first from list ■ changing a work task in response to colleague request 	<ul style="list-style-type: none"> ■ emails or other notes showing change of order in which work to be completed

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation & questioning)
P4 Honour commitments made with colleagues and confirm with them when fulfilled	<ul style="list-style-type: none"> ■ taking on a task, e.g. booking a meeting room or sending out renewals, advising colleague when completed 	<ul style="list-style-type: none"> ■ meeting room booking, renewals list, email to colleague confirming completed
P5 Advise colleagues promptly of any difficulties or where it will be impossible to carry out what has been agreed	<ul style="list-style-type: none"> ■ advising team leader when unable to complete work list for the day, advising line manager when unable to book room for 1-2-1 meeting 	<ul style="list-style-type: none"> ■ email to team leader or line manager; incomplete work list
P6 Promote understanding by presenting information clearly, concisely and accurately	<ul style="list-style-type: none"> ■ making file notes (paper or electronically) which can be followed clearly by the next person to work on that file, passing on clear telephone messages to colleagues 	<ul style="list-style-type: none"> ■ file notes made to enable colleagues to pick up work, telephone messages passed on to colleagues by email or other internal means

J1D8 04 **Review and Develop yourself to improve and maintain workplace competence in a financial services environment**

Performance Criteria	Examples of work-based activities	Examples of evidence
P7 Manage relationships with colleagues to support the delivery of your work	<ul style="list-style-type: none"> ■ asking a colleague for help with a task 	<ul style="list-style-type: none"> ■ email showing request for assistance, email thanking for assistance
P8 Exchange information and resources with colleagues to make sure that all parties can work effectively	<ul style="list-style-type: none"> ■ sharing new or updated documents with others ■ sharing information gained from recent training sessions with others 	<ul style="list-style-type: none"> ■ email sharing documents or new information with others, minutes from team meeting showing learner has shared their resources and/or knowledge across full team
P9 Make time available to support others	<ul style="list-style-type: none"> ■ helping a colleague with a project ■ supporting a colleague who needs help with work the learner is confident with, for example, an IT programme ■ working to support the team with meeting a deadline 	<ul style="list-style-type: none"> ■ emails of the correspondence asking for assistance, emails of acknowledgement of assistance, documents showing the project or tasks worked on
P10 Comply with legal requirements, industry regulations, including ethical standards and health and safety, organisational policies and professional codes	<ul style="list-style-type: none"> ■ working compliantly taking phone calls, meeting with customers, carrying out transactions ■ supporting a colleague in health and safety assessment, building evacuation 	<ul style="list-style-type: none"> ■ copies of positive file audits ■ copy of H&S assessment, report on building evacuation

Notes

It is essential that learners do have access to real work in order for them to be able to provide the evidence of compliance required for this unit.

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation & questioning)
<p>P1 Agree personal work objective and tasks, and how you will measure progress, with those you report to in accordance with your organisation's procedures</p> <p>P2 Identify any gaps between the requirements of your job and your current knowledge, understanding and skills</p> <p>P3 Agree, with those you report to, a personal development plan to improve and develop your ability to meet the demands of your job</p> <p>P4 Undertake activities identified in your develop plan</p> <p>P5 Review, with those you report to, how they have contributed to your performance in accordance with organisation's procedures</p> <p>P6 Seek regular feedback on your performance from those who are in a position to judge</p> <p>P7 Check how you are using your time at work and identify possible improvements</p> <p>P8 Check that your performance meets or goes beyond agreed requirements in accordance with your organisation's procedures</p> <p>P9 Comply with legal requirements, industry regulations, including ethical standards, organisational policies, and professional codes of practice</p>	<ul style="list-style-type: none"> ■ 1-2-1 meeting with line manager to agree on tasks which will be carried out and how work will be measured ■ Shadowing of existing members of staff to understand tasks to be carried out ■ Completing staff induction processes and associated outcomes ■ Using organisational competency frameworks ■ Completing objectives on Personal Development Plan ■ Completing staff training courses ■ Attending and contributing to team meetings ■ Seeking, reviewing, and acting on feedback from others ■ Completing work tasks that indicate your progress and development ■ working compliantly taking phone calls, meeting with customers, carrying out transactions ■ supporting colleague in health and safety assessment, building evacuation 	<ul style="list-style-type: none"> ■ Personal development plans, objectives which relate to maintaining your workplace competence ■ Emails with line manager regarding your development progress and/or performance ■ Records of phone calls with customers ■ Video records of your presentations to team meetings ■ Minutes/audio records of your contributions to meetings ■ Own notes from meetings/personal development plan discussions, etc ■ Updated personal development plans ■ Notes/research reports on, e.g., H&S procedures, fire evacuation, etc ■ Completed work activities which demonstrate your progress and development ■ Cross referencing to relevant records of work tasks completed from the other customised units

J1D9 04 Comply with Regulations in the Financial Services Environment

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation & questioning)
<p>P1 Identify relevant regulatory information and evaluate the effect this has on your role.</p> <p>P2 Check that you work within the regulatory framework appropriate to your job role and that you comply with regulatory requirements.</p> <p>P3 Demonstrate how to respond to any failures to comply with regulatory requirements in accordance with your organisation's procedures</p> <p>P4 Respond to changes in your organisation's policies and procedures resulting from regulatory requirements</p> <p>P5 Keep yourself up to date with changes that affect your job role in accordance with regulatory requirements</p> <p>P6 Comply with legal requirements, industry regulations, including ethical standards, organisational policies, and professional codes of practice</p>	<ul style="list-style-type: none"> ■ Attending internal training sessions ■ Completing online modules relating to areas of regulations such as data protection and money laundering prevention ■ Working compliantly taking phone calls ■ Meeting customers ■ Carrying out transactions ■ Responding to feedback on audit where compliance failure has been identified. ■ Making changes to daily practice, for example changes to customer ID procedures, call scripts. ■ Supporting a colleague in health and safety assessment, building evacuation d safety assessment, building evacuation 	<ul style="list-style-type: none"> ■ Personal development plans, objectives ■ Emails with line manager or colleagues ■ Records of phone calls or emails with to customers ■ Video records of learner's presentations to team meetings ■ Minutes/audio records of learner's contribution to meetings ■ Own notes from meetings/personal development plan discussions, etc ■ Video or written records presenting results of learner's research into regulatory landscape. ■ Employer testimony ■ Online chat records ■ Cross referencing to relevant records of work tasks or products completed from the other customised units. ■ Evidence of products or services delivered that indicate your progress with regulatory compliance.