

Pearson Edexcel Level 3 Certificate in Providing Financial Services Specification

Competence-based qualification

For first registration May 2011

Issue 3

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Edexcel Level 3 Certificate in Providing Financial Services (QCF)

The QN remains the same.

References to third party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

All information in this specification is correct at time of publication.

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Summary of Pearson Edexcel Level 3 Certificate in Providing Financial Services Issue 3 changes

Summary of changes made between previous issue 2 and this current 3 issue	Page Number
The Edexcel Level 3 Award in Providing Financial Services qualification has been removed as it has expired, last certification was 31 st December 2015 (600/1785/5)	
All references to QCF have been removed throughout the specification with the exception of documents from other organisations eg Assessment Guidance in an Annexe	
Definition of TQT added	2
Definition of sizes of qualifications aligned to TQT	2
Credit value range removed and replaced with lowest credit value for the shortest route through the qualification	5
TQT value added	5
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	5
QCF references removed from unit titles and unit levels in all units	21-549

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Qualification titles covered by this specification

This specification gives you the information you need to offer the Pearson Edexcel Level 3 Certificate in Providing Financial Services:

Qualification title	Qualification Number (QN)	Accreditation start date
Pearson Edexcel Level 3 Certificate in Providing Financial Services	600/1490/8	01/04/2011

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

You should use the Qualification Number (QN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique reference number, which is listed in this specification.

The qualification title and unit reference numbers (URNs) will appear on the learner's final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

TQT is assigned after consultation with employers and training providers delivering the qualifications.

NVQ/Competence qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less
- Certificate – a qualification with a TQT value in the range of 121–369
- Diploma – a qualification with a TQT value of 370 or more

Key features of the Pearson Edexcel Level 3 Certificate in Providing Financial Services

The qualification:

- is nationally recognised
- is based on the National Occupational Standards (NOS) owned by Financial Skills Partnership (formerly the Financial Services Skills Council).

The Pearson Edexcel Level 3 Certificate in Providing Financial Services has been approved as a component of the Advanced Apprenticeship framework in Providing Financial Services.

What is the purpose of the qualification and what job roles is it suitable for?

Pearson Edexcel Level 3 Certificate in Providing Financial Services

Compared with Level 2, this qualification recognises occupational competence for people working in a more technical or professional capacity in financial services. In some areas of work, learners will be carrying out supervisory as well as technical functions. In some instances, learners will be advising other staff or will be the person to whom problems and the out of the ordinary or the less routine situations can be referred.

The qualification is relevant to people working within:

- retail banking within banks, building societies and call centres. It is suitable for job roles such as cashiers and customer advisers, and also for people working in: the opening and maintaining of customer accounts; the operation of customer accounts' operation of currency tills and counter services; and handling of payments
- administrative functions within investment operations, mortgage administration, and financing and credit operations. Specific job roles include trade processors, investment information administrators, account reconciliation administrators, settlements administrators, investments performance administrators and corporate actions administrators
- general insurance in routine administrative roles. Specific job roles include claims handling processors, underwriting administrators processing, and administrators within both insurers and insurance intermediary organisations
- life, pensions and investment in routine administrative roles
- debt collection roles
- pension scheme administration.

The qualification also provides the opportunity to achieve credit from other areas of the financial services sector.

What are the benefits of this qualification?

For learners, the benefits of this qualification are that it:

- allows them to develop skills that will be useful to them in their day-to-day job role
- attests to their occupational competence, thus enhancing their employability
- motivates by providing them with the opportunity to gain a nationally-recognised level 3 qualification that demonstrates ongoing professional development.

For employers, the benefits of this qualification are that it:

- can help identify training needs by benchmarking best practice
- motivates staff to perform at a high standard, resulting in better customer satisfaction and improved staff retention
- allows for increased confidence in the performance of staff who have achieved the qualification.

Who is this qualification for?

The qualification is for all people working in financial services aged 16 and above who are capable of reaching the required standards.

Pearson's policy is that its qualifications should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access them.

What progression opportunities are available to learners who achieve the qualification?

Learners who have completed the Pearson Edexcel Level 3 Certificate in Providing Financial Services can progress on to management qualifications, such as the Pearson BTEC Level 3 Award in Management.

What is the qualification structure for the Pearson Edexcel Level 3 Certificate in Providing Financial Services?

Individual units can be found in the *Units* section. The level and credit value are given on the first page of each unit.

Learners must achieve at least:

Credits: 31

TQT: 310

GLH: 154

This comprises of:

- the three mandatory units (marked as 'M' in the diagram on the following page) from one of the pathway groups (A-I in the diagram)
- the required number of optional units (marked as 'O') from one pathway group. For pathways A-G and I, they must achieve two optional units. For pathway H (Debt Collections), learners must achieve two linked pairs of optional units (totalling four units)
- two further optional units from group J (marked as 'FO') which have not already been taken as part of the pathway group
- no barred combinations of units. Units that cannot be taken together are marked with * or + in the diagram.

Learners' certificates will be endorsed to show the relevant occupational area in which the competence was achieved.

These endorsed pathways are the same as the titles of groups A-I:

- Banks and Building Societies
- Customer Payments for Financial Products and Services
- General Insurance
- Investment Operations
- Life, Pensions and Investments
- Financing and Credit
- Administration for Financial Planning and/or Mortgage Intermediaries
- Debt Collections
- Pensions Scheme Administration.

The structure for the Pearson Edexcel Level 3 Certificate in Providing Financial Services is as follows.

Unit	Ref	Unit title	A: Banks and building societies	B: Customer payments for financial products and services	C: General insurance	D: Investment operations	E: Life, pensions and investments	F: Financing and credit	G: Administration for financial planning and/or mortgage administration	H: Debt collections	I: Pensions scheme administration	J: Further options
1	M1	Improving and maintaining workplace competence in a financial services environment	M	M	M	M	M	M	M	M	M	-
2	M3	Complying with regulations within the financial services environment	M	M	M	M	M	M	M	M	M	-
3	M4	Developing productive working relationships with colleagues	M	M	M	M	M	M	M	M	M	-
4	Z2*+	Providing information to customers in a financial services environment	O	O	O	O	O	O	O	-	-	FO
5	Z3	Dealing with complaints relating to financial services products and/or services	O	-	O	O	O	O	O	-	-	FO
6	Z4	Managing the business relationship with clients in a financial services environment	O	-	-	O	O	O	O	-	-	FO
7	A6	Establishing, monitoring and maintaining bank or building society accounts for customers	O	-	-	-	-	-	-	-	-	FO
8	A7	Managing branch counter services	O	-	-	-	-	-	-	-	-	FO
9	A8	Supervising the administration of retail financial products and services	O	-	-	-	-	-	-	-	-	FO
10	A9	Processing the transfer of foreign currency	O	-	-	-	-	-	-	-	-	FO
11	B3	Operating credit control procedures	-	O	-	-	-	-	-	-	-	-
12	B5	Operating payment by instalments	-	O	-	-	-	-	-	-	-	-
13	B6	Assessing and using complex financial information to reconcile accounts	-	O	-	-	-	-	-	-	-	-
14	C7	Dealing with complex claims for uninsured losses	-	-	O	-	-	-	-	-	-	FO

Unit	Ref	Unit title	A: Banks and building societies	B: Customer payments for financial products and services	C: General insurance	D: Investment operations	E: Life, pensions and investments	F: Financing and credit	G: Administration for financial planning and/or mortgage administration	H: Debt collections	I: Pensions scheme administration	J: Further options
15	C8	Dealing with complex claims for insured losses	-	-	O	-	-	-	-	-	-	FO
16	C91	Carrying out initial assessment and investigating complex insurance claims	-	-	O	-	-	-	-	-	-	FO
17	C10	Settling complex insurance claims	-	-	O	-	-	-	-	-	-	FO
18	C26	Evaluating insurance products and services	-	-	O	-	-	-	-	-	-	FO
19	C27	Processing complex insurance business as an intermediary	-	-	O	-	-	-	-	-	-	FO
20	C28	Processing complex insurance renewals as an intermediary	-	-	O	-	-	-	-	-	-	FO
21	C29	Processing complex mid-term insurance amendments	-	-	O	-	-	-	-	-	-	FO
22	C30	Evaluating risk as an insurance intermediary and advise other intermediaries	-	-	O	-	-	-	-	-	-	FO
23	C16	Underwriting complex new risks	-	-	O	-	-	-	-	-	-	FO
24	C17	Processing complex policy documentation for new business	-	-	O	-	-	-	-	-	-	FO
25	C18	Underwriting complex policy alterations	-	-	O	-	-	-	-	-	-	FO
26	C19	Processing complex insurance renewals	-	-	O	-	-	-	-	-	-	FO
27	C20	Review underwriting decisions to accept risks	-	-	O	-	-	-	-	-	-	FO
28	D3*	Preparing and presenting investment market information to stakeholders	-	-	-	O	-	-	-	-	-	FO
29	D4	Establishing and maintaining investor details and records	-	-	-	O	-	-	-	-	-	FO

Unit	Ref	Unit title	A: Banks and building societies	B: Customer payments for financial products and services	C: General insurance	D: Investment operations	E: Life, pensions and investments	F: Financing and credit	G: Administration for financial planning and/or mortgage administration	H: Debt collections	I: Pensions scheme administration	J: Further options
30	D5	Reconciling investment market transactions	-	-	-	O	-	-	-	-	-	FO
31	D6	Maintaining the custody of assets on behalf of the investor	-	-	-	O	-	-	-	-	-	FO
32	D7	Arranging the settlement of investment transactions	-	-	-	O	-	-	-	-	-	FO
33	D8	Measuring the performance of investments	-	-	-	O	-	-	-	-	-	FO
34	D9	Establishing the price of assets and/or investments	-	-	-	O	-	-	-	-	-	FO
35	D10	Overseeing investment operation systems and processes	-	-	-	O	-	-	-	-	-	FO
36	D11	Processing trades	-	-	-	O	-	-	-	-	-	FO
37	D12	Processing corporate actions on behalf of investors	-	-	-	O	-	-	-	-	-	FO
38	E10	Authorising requests for payment against life, pensions and investment contracts	-	-	-	-	O	-	-	-	-	FO
39	E11	Authorising the underwriting of life, pensions and investment contracts	-	-	-	-	O	-	-	-	-	FO
40	E12	Processing complex requests for payment against life, pensions and investment contracts	-	-	-	-	O	-	-	-	-	FO
41	E13	Underwriting complex new life, pensions and investment business quotations	-	-	-	-	O	-	-	-	-	FO
42	E14	Underwriting complex alterations to life, pensions and investment contracts	-	-	-	-	O	-	-	-	-	FO
43	E15	Processing documentation for complex life, pensions and investment contracts	-	-	-	-	O	-	-	-	-	FO

Unit	Ref	Unit title	A: Banks and building societies	B: Customer payments for financial products and services	C: General insurance	D: Investment operations	E: Life, pensions and investments	F: Financing and credit	G: Administration for financial planning and/or mortgage administration	H: Debt collections	I: Pensions scheme administration	J: Further options
44	F3	Appraising and authorising applications for personal financing and credit facilities	-	-	-	-	-	O	-	-	-	FO
45	F4	Progressing personal property financing applications	-	-	-	-	-	O	-	-	-	FO
46	F5	Charging and controlling securities for financing	-	-	-	-	-	O	-	-	-	FO
47	F6	Appraising applications for business financing and credit facilities	-	-	-	-	-	O	-	-	-	FO
48	F7	Progressing and finalising applications for business financing and credit facilities	-	-	-	-	-	O	-	-	-	FO
49	F8	Monitoring and reviewing financing and credit facilities	-	-	-	-	-	O	-	-	-	FO
50	F9	Managing the quality of decisions to offer financing and credit facilities	-	-	-	-	-	O	-	-	-	FO
51	F10	Investigating arrears and recovering debts	-	-	-	-	-	O	-	-	-	FO
52	F11	Processing and maintaining bilateral and/or syndicated loans	-	-	-	-	-	O	-	-	-	FO
53	F12*	Preparing and presenting information to stakeholders	-	-	-	O	-	O	-	-	-	FO
54	G4	Facilitating an administrative service for mortgage and/or financial planning clients	-	-	-	-	-	-	O	-	-	FO
55	G5	Processing instructions for complex mortgage and/or financial planning business	-	-	-	-	-	-	O	-	-	FO
56	G6	Completing reports for mortgage and/or financial planning clients	-	-	-	-	-	-	O	-	-	FO

Unit	Ref	Unit title	A: Banks and building societies	B: Customer payments for financial products and services	C: General insurance	D: Investment operations	E: Life, pensions and investments	F: Financing and credit	G: Administration for financial planning and/or mortgage administration	H: Debt collections	I: Pensions scheme administration	J: Further options
57	G7	Supervising mortgage and/or financial planning administrative systems and processes	-	-	-	-	-	-	O	-	-	FO
58	H1K	Preparation for debt collection principles [in pathway H this must be taken with H1S]	-	-	-	-	-	-	-	O	-	FO
59	H1S	Preparation for debt collection practice [in pathway H this must be taken with H1K in pathway H]	-	-	-	-	-	-	-	O	-	FO
60	H2K	Debt collection negotiations principles [in pathway H this must be taken with H2S]	-	-	-	-	-	-	-	O	-	FO
61	H2S	Debt collection negotiations practice [in pathway H this must be taken with H2K]	-	-	-	-	-	-	-	O	-	FO
62	H3K	Debtor call handling principles [in pathway H this must be taken with H3S]	-	-	-	-	-	-	-	O	-	FO
63	H3S	Debtor call handling practice [in pathway H this must be taken with H3K]	-	-	-	-	-	-	-	O	-	FO
64	H4K	Debt collection case management principles (pre-legal) [in pathway H this must be taken with H4S]	-	-	-	-	-	-	-	O	-	FO
65	H4S	Debt collection case management practice (pre-legal) [in pathway H this must be taken with H4K]	-	-	-	-	-	-	-	O	-	FO
66	H5K	Payment processing principles [in pathway H this must be taken with H5S]	-	-	-	-	-	-	-	O	-	FO

Unit	Ref	Unit title	A: Banks and building societies	B: Customer payments for financial products and services	C: General insurance	D: Investment operations	E: Life, pensions and investments	F: Financing and credit	G: Administration for financial planning and/or mortgage administration	H: Debt collections	I: Pensions scheme administration	J: Further options
67	H9S+	Payment processing practice [in pathway H this must be taken with H5K]	-	-	-	-	-	-	-	O	-	FO
68	H6K	Debt repayment monitoring principles [in pathway H this must be taken with H6S]	-	-	-	-	-	-	-	O	-	FO
69	H6S	Debt repayment monitoring practice [in pathway H this must be taken with H6K]	-	-	-	-	-	-	-	O	-	FO
70	H7K	Debt collection operations management principles [in pathway H this must be taken with H7S]	-	-	-	-	-	-	-	O	-	FO
71	H7S	Debt collection operations management practice [in pathway H this must be taken with H7K]	-	-	-	-	-	-	-	O	-	FO
72	I1+	Creating and processing pension scheme new entrant records	-	-	-	-	-	-	-	-	-	FO
73	I2	Processing pension scheme transfers	-	-	-	-	-	-	-	-	O	FO
74	I3+	Processing applications for securing additional pension scheme benefit	-	-	-	-	-	-	-	-	-	FO
75	I4	Processing pension scheme leavers benefits	-	-	-	-	-	-	-	-	O	FO
76	I5	Calculating and quoting pension scheme early leavers notifications	-	-	-	-	-	-	-	-	O	FO
77	I6	Calculating and quoting pension scheme retirement benefits	-	-	-	-	-	-	-	-	O	FO
78	I7	Processing pension scheme retirement benefits	-	-	-	-	-	-	-	-	O	FO
79	I8	Processing pension scheme death benefits	-	-	-	-	-	-	-	-	O	FO

Unit	Ref	Unit title	A: Banks and building societies	B: Customer payments for financial products and services	C: General insurance	D: Investment operations	E: Life, pensions and investments	F: Financing and credit	G: Administration for financial planning and/or mortgage administration	H: Debt collections	I: Pensions scheme administration	J: Further options
80	I9	Calculating and quoting pension scheme death benefits	-	-	-	-	-	-	-	-	O	FO
81	I10	Calculating and issuing cash equivalent transfer value (CETV)	-	-	-	-	-	-	-	-	O	FO
82	I11	Dealing with pension scheme complaints and disputes	-	-	-	-	-	-	-	-	O	FO
83	I12+	Providing information on pension schemes on enquiry	-	-	-	-	-	-	-	-	-	FO
84	I13	Updating and generating pension scheme members annual benefit statement	-	-	-	-	-	-	-	-	O	FO
85	I14	Providing periodic pension scheme information	-	-	-	-	-	-	-	-	O	FO
86	J4	Organise the delivery of reliable customer service	-	-	-	-	-	-	-	-	-	FO
87	J5	Plan, organise and control customer service operations	-	-	-	-	-	-	-	-	-	FO
88	J6	Improve the customer relationship	-	-	-	-	-	-	-	-	-	FO
89	J7	Providing callers with specialised assistance in a financial services environment	-	-	-	-	-	-	-	-	-	FO
90	J13	Monitor and solve customer service problems	-	-	-	-	-	-	-	-	-	FO
91	J14	Process customer service complaints	-	-	-	-	-	-	-	-	-	FO
92	J15	Lead a team to improve customer service	-	-	-	-	-	-	-	-	-	FO
93	J16	Use customer service as a competitive tool	-	-	-	-	-	-	-	-	-	FO
94	L1	Support learning and development within own area of responsibility	-	-	-	-	-	-	-	-	-	FO

Unit	Ref	Unit title	A: Banks and building societies	B: Customer payments for financial products and services	C: General insurance	D: Investment operations	E: Life, pensions and investments	F: Financing and credit	G: Administration for financial planning and/or mortgage administration	H: Debt collections	I: Pensions scheme administration	J: Further options
95	L3	Plan, allocate and monitor work in own area of responsibility	-	-	-	-	-	-	-	-	-	FO
96	L4	Recruit staff in own area of responsibility	-	-	-	-	-	-	-	-	-	FO
97	L5	Provide leadership and direction for own area of responsibility	-	-	-	-	-	-	-	-	-	FO
98	L6	Ensure compliance with legal. Regulatory, ethical and social requirements	-	-	-	-	-	-	-	-	-	FO
99	K6	Developing and implementing sales call plans	-	-	-	-	-	-	-	-	-	FO
100	K7	Developing and maintaining business relations with financial services' introducers	-	-	-	-	-	-	-	-	-	FO
101	K8	Processing financial services sales support administration for agencies	-	-	-	-	-	-	-	-	-	FO
102	K9	Contributing to the development and launch of new products and/or services	-	-	-	-	-	-	-	-	-	FO

Key

- M Mandatory units.
- O Optional units. For pathways A-G, learners must achieve two optional units. For pathway H (Debt Collections), they must achieve two linked pairs of units.
- FO Further optional units. Learners must achieve two further optional units which have not already been achieved within their pathway.
- + Units 4, 67, 72, 74 and 83 are barred combinations. This means that each learner can only take one of these units.
- * Units 4, 28 and 53 are also barred combinations.

How are the qualifications graded and assessed?

The overall grade for the qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **All of the assessment criteria** by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

The qualifications are designed to be assessed:

- in the workplace, or
- in conditions resembling the workplace in line with the assessment strategy, where the unit specifically allows this.

Assessment strategy

The assessment strategy for this qualification has been included in *Annexe C*. It has been developed by Pearson Edexcel in partnership with other awarding organisations and the Financial Skills Partnership and includes details on:

- evidence requirements
- acceptable types of evidence and simulation
- external quality control
- the standard and employer direct models of assessment/verification
- requirements for assessors and internal verifiers
- requirements for external verifiers.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a current job role as a result of a learning/training programme
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in *Annexe C*)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible.

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website: qualifications.pearson.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met.

Centres already holding Pearson approval are able to gain qualification approval for a different level or different sector via Edexcel online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations.

Pearson will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Pearson's quality assurance processes is given in *Annexe A*.

What resources are required?

Each qualification is designed to support learners working in the financial services sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Staff assessing the learner must meet the requirements within the assessment strategy in *Annexe C*.

Unit format

Each unit in this specification contains the following sections.

Unit title:					This is the formal title of the unit which will appear on the learner's certificate.
Unit code:					This is the unit owner's reference number for the specified unit.
Unit reference number:					This code is a unique reference number for the unit.
Level:					All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors by Ofqual, the qualifications regulator.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.
Unit summary:					This provides a summary of the purpose of the unit.
Evidence requirements:					The evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Recording of evidence:					This provides a summary of the how evidence can be recorded
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Improving and maintaining workplace competence in a financial services environment

Unit code:	M1
Unit reference number:	K/602/5472
Level:	2
Credit value:	4
Guided learning hours:	33

Unit summary

This unit is designed for those working in a financial services environment. This unit shows that the candidate has a clear understanding of their responsibilities in the workplace and how to improve their competency.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 2, 3, 4 and 5 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used. Performance evidence would normally be derived from the learner participating in the appraisal or review process.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 1 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities within a financial services organisation	1.1 Identify the agreed requirements of the job role including limitations of authority 1.2 Identify responsibility limits 1.3 Identify organisational reporting lines			
2	Be able to discuss and agree personal work objectives	2.1 Discuss work objectives with an appropriate person 2.2 Agree personal work objectives and tasks with an appropriate person			
3	Be able to identify areas for personal development	3.1 Identify personal work objectives and tasks 3.2 Reflect on current competence in the job role 3.3 Identify any gaps in current competence in the job role 3.4 Seek regular and useful feedback on performance 3.5 Find practical ways to overcome barriers to personal development 3.6 Identify available development opportunities and resources within an organisation and possible sources for these			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to discuss and agree to a personal development plan (PDP) and work objectives	4.1 Identify ways of improving current competence in the job role			
		4.2 Identify how to set objectives which are specific, measurable, achievable, realistic and time-bound			
		4.3 Discuss personal development plan (PDP) with an appropriate person			
		4.4 Agree to a personal development plan (PDP) with an appropriate person			
5	Be able to implement a personal development plan (PDP) and work objectives	5.1 Undertake the activities identified in the personal development plan (PDP) in line with organisational policies and procedures			
		5.2 Make sure that performance consistently meets or goes beyond agreed requirements			
		5.3 Measure progress against work objectives			
		5.4 Demonstrate how plans can be changed to reflect changes in circumstances			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 2: Complying with regulations within the financial services environment

Unit code:	M3
Unit reference number:	J/602/5477
Level:	2
Credit value:	6
Guided learning hours:	52

Unit summary

This unit is for learners working within a financial services environment. Learners achieving this unit will have demonstrated that they can comply with financial services regulation, find out what regulation affects their job role, and what to do when financial services regulations have not been complied to.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Assessment criteria 2.2, 2.3, 2.4, 2.5, 3.3 and 3.4 relate to performance. Except where simulation is permitted (see below), evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criteria 3.3 and 3.4. In these assessment criteria, learners may not actually have the opportunity at their workplace to recognise non-compliance and to respond to actual or potential failures to comply with regulatory requirements. The learner's ability to perform competently in these criteria may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 1 as well as 2.1, 3.1 and 3.2 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to find out and identify the regulatory requirements relevant to the job role	1.1 Find out about the regulatory requirements relevant to the job role 1.2 Identify correctly the regulations that apply to the job role 1.3 Identify the correct person to ask regarding regulatory requirements 1.4 Identify the organisation's policies and procedures for ensuring compliance with regulatory requirements			
2	Be able to comply with financial regulations	2.1 Identify the agreed requirements of the job role and agreed personal authority limits 2.2 Make sure work is done in compliance with regulatory requirements and organisational policies and procedures 2.3 Respond to changes in organisational policies and procedures resulting from regulatory requirements 2.4 Maintain competence within the job role in accordance with regulatory requirements 2.5 Use information ethically, effectively and efficiently			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to identify and respond to failures to comply with financial regulations	3.1	Identify the consequences of non-compliance for the job holder, organisation and customer		
		3.2	Identify the procedures to follow in cases of non-compliance with regulatory requirements		
		3.3	Recognise non-compliance		
		3.4	Respond to actual or potential failures to comply with regulatory requirements		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 3: Developing productive working relationships with colleagues

Unit code: M4

Unit reference number: F/602/5476

Level: 3

Credit value: 6

Guided learning hours: 48

Unit summary

To support the development and management of productive relationships with work colleagues and communicate effectively with them.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Assessment criteria 2.2, 2.3, 3.2, 3.3 and 3.4 relate to performance.

Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

This unit requires the learner to provide evidence of developing productive working relationships with colleagues. In order to do so, the evidence of competent performance must be gathered by the learner over a reasonable period of time: sufficient for the assessor to be able to make a reliable judgement that productive working relationships with colleagues have been developed. This may vary with the circumstances of the learner and the nature of the relationships in the workplace. Centres should discuss the time period required with their standards verifier at an early stage in the learner's programme.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 1 relate to knowledge and understanding, as do 2.1 and 3.1. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion, and in association with assessment of performance.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to develop productive working relationships with colleagues	<p>1.1 Explain the benefits of developing productive working relationships with colleagues</p> <p>1.2 Explain the importance of taking into consideration the priorities, expectations and authority of colleagues when making decisions and taking actions</p> <p>1.3 Explain the processes within the organisation for making decisions</p> <p>1.4 Explain the information and resources that different colleagues might need</p>			
2	Be able to manage good working relationships with colleagues	<p>2.1 Explain the roles and responsibilities of colleagues and their relevance to the work being carried out</p> <p>2.2 Ensure that commitments made with colleagues are honoured and seek confirmation when they have been fulfilled</p> <p>2.3 Advise colleagues promptly of any difficulties or where it will be impossible to carry out what has been agreed</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to communicate effectively with colleagues	3.1	Outline the principles of effective communication and how to apply them to communicating effectively with colleagues		
		3.2	Produce information that is clear, concise and accurate		
		3.3	Exchange information and resources with colleagues to support the delivery of own work		
		3.4	Make time available to support others		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 4: Providing information to customers in a financial services environment

Unit code:	Z2
Unit reference number:	L/601/8319
Level:	2
Credit value:	4
Guided learning hours:	9

Unit summary

This unit is suitable for learners who work in a financial services environment providing information to customers, for example face to face or by telephone or through correspondence. They will deal with a variety of requests relating to financial services for example a new product, altering an existing product or making a claim.

Barred combinations

This unit cannot be taken with any of the following units:

- *Unit 28: Preparing and presenting investment market information to stakeholders*
- *Unit 53: Preparing and presenting information to stakeholders*
- *Unit 72: Creating and processing pension scheme new entrant records*
- *Unit 74: Processing applications for securing additional pension scheme benefit*
- *Unit 83: Providing information on pension schemes on enquiry.*

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.2, 1.5, 2.8 and 2.10 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. Except in the case of assessment criteria 2.5 and 2.7 (see below), 'what-if' questioning should not be used.

In assessment criterion 2.5, questioning or professional discussion should be used *in addition to* performance evidence to assess the learner's understanding of the difference between advice and information and why it is important to recognise the point at which a customer requires advice and not information.

In assessment criterion 2.7, questioning or professional discussion should be used *in addition to* performance evidence to assess the learner's understanding why it is important to disclose confidential information only to the people authorised to receive it.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.2, 1.5, 2.8 and 2.10 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment and should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to acknowledge customer requests for information in a financial services environment	<p>1.1 Acknowledge customers within organisational timescales and treat them in a courteous manner</p> <p>1.2 Identify the different methods of receiving financial information</p> <p>1.3 Find out accurately the information the customer requires about financial services products and/or services to meet their needs</p> <p>1.4 Recognise any requests for information about financial services products and/or services which they are not authorised to deal with</p> <p>1.5 Explain the sources of information and advice within the organisation</p> <p>1.6 Pass any requests for information about financial services products and/or services to the person authorised to deal with them accurately and within organisational timescales</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to provide information on financial products and/or services to customers	2.1 Maintain an up-to-date knowledge of the organisation's financial services products and/or services, including features, benefits and terms and conditions			
		2.2 Provide information about the financial services products and/or services to customers which is clear, accurate and relevant to their needs			
		2.3 Encourage customers to ask questions and seek clarification			
		2.4 Confirm the financial products and/or services referred to provides the information requested by the customer			
		2.5 Recognise the point at which a customer requires advice and not information and arrange for them to be referred to those authorised to give advice			
		2.6 Keep a record of the information about financial services products and/or services provided, following organisational procedures			
		2.7 Disclose confidential information only to the people authorised to receive it			
		2.8 Explain the organisation's customer service and complaints procedure			
		2.9 Comply with legal requirements, industry regulations, organisational policies and professional codes at all times			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.10 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 5: Dealing with complaints relating to financial services products and/or services

Unit code:	Z3
Unit reference number:	T/601/8718
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is relevant for learners working in an investment operations function. It is about investigating and resolving complaints about financial services products and/or services.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcome 1, 2, 3 and 4 relate to performance, as do 5.4, 5.5 and 6.3. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 5 and 6 (except 5.4, 5.5 and 6.3) relate to knowledge and understanding. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion. The evidence the learners produce for all of these criteria must relate to their own work environment.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to acknowledge and investigate complaints relating to financial services products and/or services	<p>1.1 Identify complaints about financial services products and/or services which require investigation</p> <p>1.2 Acknowledge receipt of the complaint to the complainant within required timescales and in the required format</p> <p>1.3 Accurately record receipt of the complaint</p> <p>1.4 Gather information from relevant sources to enable the nature and severity of the complaint to be assessed</p> <p>1.5 Report any complaints that are outside authority to deal with to the appropriate person</p>			
2	Be able to keep the complainant informed of the progress and outcome of complaints about financial services products and/or services	<p>2.1 Seek further information where necessary to fully investigate the complaint</p> <p>2.2 Issue a holding letter if the complaint cannot be resolved within required timescales</p> <p>2.3 Provide the complainant with clear, accurate and complete details of any decision reached within required timescales and in the required format</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.4 Explain to the complainant any further options available to them where a decision has been reached 2.5 Provide information to the complainant in a manner which promotes understanding and takes account of their needs and motivations			
3	Be able to keep accurate and complete records of complaints about financial services products and/or services	3.1 Keep accurate and complete records of all the complaints dealt with 3.2 Make sure that the records of complaints are kept secure and confidential			
4	Be able to recommend changes to the organisation's procedures for handling complaints about financial services products and/or services	4.1 Identify changes to the organisation's systems and procedures which are necessary to avoid future complaints 4.2 Prepare information specifying the changes needed to the organisation's systems and procedures which are necessary to avoid future complaints 4.3 Present information about proposed changes to the organisation's systems and procedures, stating clearly why they are needed to all relevant people 4.4 Obtain feedback on recommendations for changes to the organisation's systems and procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to work within internal procedures	5.1 Describe the main features of the key product types relevant to the work being carried out			
		5.2 Describe the organisational policies, procedures and service standards which apply to dealing with complaints			
		5.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			
		5.4 Carry out work in accordance with organisational policies, procedures and service standards			
		5.5 Make sure work complies with relevant legal requirements and industry regulations			
		5.6 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out			
		5.7 Explain how other individuals and teams impact on the work being carried out			
		5.8 Describe sources of information and advice within the organisation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to comply with external requirements and regulations	6.1 Describe the key market information and terminology relevant to the work being carried out 6.2 Describe the legal requirements and industry regulations relevant to the work being carried out 6.3 Make sure work complies with relevant legal requirements and industry regulations 6.4 Explain the consequences of not complying with the legal and industry regulations relevant to the work being carried out			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 6: Managing the business relationship with clients in a financial services environment

Unit code:	Z4
Unit reference number:	R/601/8290
Level:	3
Credit value:	4
Guided learning hours:	18

Unit summary

This unit is relevant for learners working in a customer facing role within financial services. It is about using their industry and technical knowledge to manage the business relationship with the client.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

For assessment criteria 1.1 and 1.2, evidence that the learner has updated knowledge should be provided, for example with a CPD log.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare to offer excellent customer service to clients	1.1 Make sure knowledge of the organisation's financial services products and/or services relevant to your work is up to date			
		1.2 Make sure your personal knowledge of the financial services market relevant to the job role is up to date			
		1.3 Organise self to make sure attention to the client is consistently prompt			
2	Be able to manage client needs and expectations	2.1 Use knowledge of the financial services market and the financial services products and/or services offered by the organisation to identify client needs and expectations			
		2.2 Provide information to the client in a manner which promotes understanding and takes account of their needs and motivations			
		2.3 Meet clients' expectations consistently			
		2.4 Manage the relationship with clients to enhance the flow of financial services business			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to maintain excellent customer service for clients	3.1	Prioritise objectives and plan work to make best use of time and resources		
		3.2	Reorganise work to respond to unexpected additional workloads		
		3.3	Reorganise work when systems, people or resources have been unreliable		
		3.4	Keep accurate and up-to-date records of all actions taken		
4	Be able to deal with feedback from customers about financial services products and/or services	4.1	Respond appropriately to clients' comments about the products or services the organisation is offering have been made		
		4.2	Make all relevant people aware of repeated comments made by clients		
5	Be able to comply with internal and external procedures and regulations	5.1	Carry out work in accordance with organisational policies and procedures		
		5.2	Ensure compliance with the legal requirements and industry regulations relevant to the job role		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 7: Establishing, monitoring and maintaining bank or building society accounts for customers

Unit code:	A6
Unit reference number:	M/601/8264
Level:	3
Credit value:	5
Guided learning hours:	4

Unit summary

This unit is suitable for learners who set up, monitor and maintain accounts for customers for example savings, current and investment accounts. They will collect and collate information before account facilities can be offered to the customer, monitor performance and advise customers of facilities that accompany their account, but they will not offer financial advice.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 2.2, 2.5, 3.2, 3.3, 3.7 and 4.4 relate to performance. Except where simulation is permitted (see below), evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criterion 4.2. This is because learners may not actually have the opportunity at their workplace to identify suspicious or irregular transactions and to take appropriate action where necessary. The learner's ability to perform competently in this criterion may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

Assessment criteria 2.2, 2.5, 3.2, 3.4, 3.8 and 4.4 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to set up accurate customer account records and store them securely	1.1 Identify the features of the products and services offered by the organisation 1.2 Discuss and confirm with the customer that the features of the account meet their requirements 1.3 Resolve any queries and complaints 1.4 Adapt communication style to meet the different needs of the customer 1.5 Implement security procedures that protect both the customer's and the organisation's interests when issuing facilities 1.6 Arrange for the relevant departments to issue account documentation and facilities to customers in accordance with agreements made with them			
2	Be able to deal with requests for the transfer of funds	2.1 Discuss and confirm with the customer the transfer requirements 2.2 Identify the procedures for dealing with instances of balances and transfers that are out of the ordinary 2.3 Confirm the authenticity of account details and transfer instructions before transferring funds 2.4 Inform customers sensitively if they have insufficient funds for transfers to be made			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 Explain how customers who may have difficulties keeping to arrangements can be assisted 2.6 Arrange for the transfer of funds into and out of accounts according to the customers' instructions and, where required, confirm the transfer in writing			
3	Be able to maintain and monitor customers' accounts	3.1 Monitor and update customer account records and store them securely 3.2 Explain the importance of maintaining security and confidentiality 3.3 Comply with the organisation's procedures for maintaining security and confidentiality 3.4 Explain the purpose of monitoring accounts 3.5 Monitor account activity and performance and advise customers of new or alternative facilities that may better meet their requirements 3.6 Agree renewals or reappraisals of facilities with the customer and, where required, arrange for them to be confirmed in writing 3.7 Authorise, reject or pass to the appropriate authority requests to extend account facilities 3.8 Explain the value to customers of maintaining contact with the organisation 3.9 Encourage customers to maintain contact with the organisation when they may have difficulties keeping to arrangements or when they may require assistance			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to monitor and comply with all codes, laws and regulatory requirements	4.1 Make sure all security requirements are in place and complied with			
		4.2 Identify suspicious or irregular transactions, being vigilant for money laundering, taking appropriate action where necessary			
		4.3 Follow the organisation's requirements for maintaining data protection			
		4.4 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements as they impact on the job role			
		4.4 Ensure all organisation's requirements relating to relevant codes, legal and regulatory requirements are in place and complied with			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 8: Managing branch counter services

Unit code: A7

Unit reference number: Y/601/8257

Level: 3

Credit value: 5

Guided learning hours: 6

Unit summary

This unit is suitable for learners who will have responsibility for managing the effective delivery of branch counter services (eg as a counter supervisor or team leader), dealing with the staff involved in providing those counter services. The learner will need to make sure they manage counter services on an ongoing basis, showing the use of problem solving and organisational skills.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 2.5, 4.3 and 4.5 relate to performance. Except where simulation is permitted (see below) evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criterion 2.6. This is because learners may not actually have the opportunity at their workplace to handle suspicious or irregular transactions detailed in the criterion. The learner's ability to perform competently in this criterion may, therefore, be evidenced through case study or similar scenario-based assessment

Assessment criteria: knowledge and understanding

Assessment criteria 2.5, 4.3 and 4.5 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to make sure all counters are prepared for service	1.1 Check that counters have been prepared and set up for service according to the organisation's procedures			
		1.2 Make sure cash levels in the tills meet organisational guidelines			
2	Be able to monitor counter service ensuring effective delivery	2.1 Monitor counter activity to make sure that customer needs are met in the time required			
		2.2 Resolve identified errors in the time required			
		2.3 Check counter activities and documentation conform to the organisation's requirements			
		2.4 Make sure cash levels in tills are maintained in line with the organisation's requirements			
		2.5 Explain how to handle suspicious or irregular transactions including unauthorised withdrawals, suspected forgery of documents, suspected forged money, money laundering in accordance with the organisation's guidelines			
		2.6 Handle suspicious or irregular transactions in accordance with the organisation's guidelines			
3	Be able to make sure all counters are closed according to organisation procedures	3.1 Deal with discrepancies in accordance with the organisation's procedures			
		3.2 Confirm that counters are closed in accordance with the organisation's procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to monitor and comply with all codes, laws and regulatory requirements	4.1	Complete documentation clearly and accurately		
		4.2	Make sure all security requirements are in place and complied with		
		4.3	Explain the organisation's requirements relating to relevant codes, legal and regulatory requirements		
		4.4	Make sure all organisation's requirements relating to relevant codes, legal and regulatory requirements are in place and complied with by staff		
		4.5	Explain the skills required for effective supervision of counter staff and for encouraging teamwork		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 9: Supervising the administration of retail financial products and services

Unit code:	A8
Unit reference number:	F/601/8284
Level:	3
Credit value:	5
Guided learning hours:	16

Unit summary

This unit is suitable for the learner who supervises the work of a middle or back office. They will deal with documentation and enquiries relating to the sale of retail financial products and services.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.2, 2.4, 3.3, 3.4, 4.4, 4.5 and 4.7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 2.4, 3.3, 3.4 and 4.7 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Assessment criteria 1.2, 4.4 and 4.5 also relate to knowledge and understanding. However, evidence of satisfactory performance in the remainder of the assessment criteria will demonstrate that the learner knows and understands the information covered in criteria 1.2, 4.4 and 4.5 and, therefore, there is no need for these criteria to be assessed separately from performance.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to monitor information and take corrective action where necessary	<p>1.1 Monitor colleagues for whom responsible to check that enquiries are dealt with politely and correctly, within organisational guidelines</p> <p>1.2 Identify the methods that are available for monitoring the information provided by staff for whom responsible</p> <p>1.3 Monitor the information provided by staff for whom responsible to check that it is accurate and up to date</p> <p>1.4 Take appropriate corrective action where enquiries have been dealt with incorrectly, or incorrect information has been provided</p>			
2	Be able to monitor documentation and take appropriate corrective action where necessary	<p>2.1 Make sure that application documentation for products and services which is accepted for processing is accurate</p> <p>2.2 Monitor processed account documentation to confirm that it is accurate, complete and despatched within organisational timescales</p> <p>2.3 Take corrective action within organisational timescales when account documentation has been processed inaccurately or incorrectly</p> <p>2.4 Explain the organisation's procedure for monitoring and amending customer records</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.5 Deal with any inaccurate or incomplete documentation			
		2.6 Monitor records to make sure that they are up to date and processed correctly			
3	Be able to monitor and support staff	3.1 Monitor the efficiency of staff 3.2 Supervise and support staff for whom they are responsible 3.3 Describe the principal skills required for effective supervisory performance 3.4 Describe the types of interpersonal skills required for effective teamwork 3.5 Monitor compliance of staff activities with legal requirements, industry regulations, organisational policies and procedures			
4	Be able to comply with all codes, laws and regulatory requirements	4.1 Follow the organisation's systems, procedures and timescales 4.2 Act within the limits of own authority recognising when to refer to others 4.3 Keep accurate and up-to-date records 4.4 Identify the organisation's relevant administration procedures, including the documentation and records to be completed within area of responsibility 4.5 Identify the types of information required to ensure documentation and records are complete			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.6 Comply with legal requirements, industry regulations, organisational policies and professional codes</p> <p>4.7 Explain the organisation's requirements relating to application of codes, laws and regulatory requirements as they impact on the job role</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 10: Processing the transfer of foreign currency

Unit code:	A9
Unit reference number:	J/601/8318
Level:	3
Credit value:	5
Guided learning hours:	14

Unit summary

This unit is suitable for learners who operate currency accounts and arrange foreign exchange deals for customers. This unit is about the learner being able to process, in accordance with their organisation's requirements, the transfer of all types of foreign currency using a variety of different methods for the transmission of funds.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 1.4, 1.10, 3.1, 3.3 and 3.7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 1.4, 1.10, 3.3 and 3.7 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment.

Assessment criterion 3.1 also relates to knowledge and understanding and must be assessed in addition to assessment of performance. This criterion can be assessed inside or outside the workplace, but the evidence the learners produce must relate to money laundering and how it can be detected generally and not solely in the context of the learner's workplace. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify and complete foreign currency transfer requirements within foreign exchange accounts	<p>1.1 Identify current exchange rates, limitations and charges</p> <p>1.2 Identify the currencies available and any limitations that may apply⁸⁵</p> <p>1.3 Obtain the relevant information from the customer on their foreign currency transfer requirements, confirming requirements</p> <p>1.4 Identify the types of transfers available and their features and benefits</p> <p>1.5 Advise the customer of the most appropriate method of transferring funds overseas</p> <p>1.6 Inform the customer of the available exchange rates, limitations and charges</p> <p>1.7 Confirm the availability of funds for foreign exchange contracts with the designated person</p> <p>1.8 Obtain and confirm the customer's instructions for overseas transfer and accurately complete the application</p> <p>1.9 Transmit the application to the servicing unit within the organisational timescale, using the correct security procedures</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.10 Explain the organisational procedures for the completion and verification of applications for the transfer of funds overseas 1.11 Process applications within the organisational timescales			
2	Be able to operate foreign exchange accounts	2.1 Advise customers within organisational timescales of the receipt of funds from overseas and the charges that apply following notification from the service unit 2.2 Complete customers' disposal instructions and inform the relevant people 2.3 Operate currency accounts for customers suitable for their needs and supply the appropriate information and tariffs to them 2.4 Identify customers' foreign exchange requirements accurately 2.5 Inform customers of the basis of the current rates and any limitations clearly and without delay			
3	Be able to monitor and comply with all codes, laws and regulatory requirements	3.1 Explain the purpose of money laundering, how it can be detected and the procedures for dealing with it 3.2 Pass instructions which are beyond the limits of own authority to the designated person			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.3 Describe the organisation's procedures and legal limitations for foreign deals 3.4 Follow organisation's procedures and legal limitations for foreign deals 3.5 Provide information about foreign exchange contracts within organisational timescales to the relevant people 3.6 Maintain accurate and up-to-date records 3.7 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and impact on job role 3.8 Comply with legal requirements, industry regulations, organisational policies and professional codes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 11: Operating credit control procedures

Unit code:	B3
Unit reference number:	Y/601/8324
Level:	3
Credit value:	4
Guided learning hours:	10

Unit summary

This unit may be suitable for learners who identify instances of non-payment and take appropriate action to recover monies due. They will operate credit control procedures, identifying and understanding the reason(s) for non-payment, identifying opportunities for the collection of money and recognising when outstanding debts should be referred to others in the organisation.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 2.1, 2.3, 2.8, 2.9 and 3.5 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 2.1, 2.3, 2.8, 2.9 and 3.5 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify non-payment	1.1 Identify the different methods of receiving financial information			
		1.2 Identify instances of non-payment			
		1.3 Identify bad and potentially bad debts accurately			
		1.4 Establish the reasons for non-payment			
2	Be able to take appropriate action with non-payment	2.1 Explain the organisation's policy and procedure for communicating with customers			
		2.2 Take action to recover monies due by clarifying discrepancies and requesting any outstanding amounts			
		2.3 Explain why and how respect should be shown to customers			
		2.4 Obtain the customer's agreement to pay the amount owed			
		2.5 Agree appropriate methods of payment with the customer and monitor their compliance with these			
		2.6 Identify continued non-payment and take appropriate action			
		2.7 Take the nature and circumstances of the account holder into account when deciding what action to take			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.8 Explain the organisation's customer service and complaints procedure			
		2.9 Explain the sources of information and advice within the organisation			
3	Be able to comply with all codes, laws and regulatory requirements	3.1 Follow the organisation's systems, procedures and time limits for dealing with late payments 3.2 Act within the personal authority limits recognising when to refer to others 3.3 Keep accurate and up-to-date records of all actions taken 3.4 Comply with legal requirements, industry regulations, organisational policies and professional codes 3.5 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 12: Operating payment by instalments

Unit code:	B5
Unit reference number:	K/601/8330
Level:	3
Credit value:	4
Guided learning hours:	10

Unit summary

This unit is suitable for learners whose work involves setting up payment on instalments and dealing with queries and failed transactions. When operating payment by instalments, the learner will identify which transactions are to be paid by instalments, the relevant data required, ensure instalment arrangements are operated correctly and investigate and resolve any situations involving incorrect or failed payments.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 2.4, 3.5 and 4.6 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 2.4, 3.5 and 4.6 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to arrange payment by instalments	1.1 Identify transactions which are to be paid by instalments			
		1.2 Check the instalment instruction contains relevant and correct information			
		1.3 Obtain missing information from the appropriate source			
		1.4 Set up payment records correctly			
2	Be able to monitor payments made by instalment	2.1 Monitor the customer's compliance with the agreed arrangements			
		2.2 Issue appropriate notifications when default timescales are exceeded			
		2.3 Correctly apply organisational escalation procedures when dealing with late payments			
		2.4 Explain the escalation procedures within the organisation when authority is exceeded			
3	Be able to deal with failed payments	3.1 Operate chase up procedures for failed payments			
		3.2 Identify the reasons for failed payments			
		3.3 Agree with the customer appropriate arrangements to amend instructions			
		3.4 Use the relevant sources of information and advice within the organisation when necessary			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.5 Explain the sources of information and advice within the organisation			
		3.6 Act within personal authority limits recognising when to refer to others			
4	Be able to comply with all codes, laws and regulatory requirements	4.1 Follow appropriate banking transfer systems 4.2 Use standard coding systems including rejection codes 4.3 Access and maintain up-to-date information 4.4 Follow organisation's timescale standards where applicable 4.5 Comply with legal requirements, industry regulations, organisational policies and professional codes 4.6 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 13: Assessing and using complex financial information to reconcile accounts

Unit code:	B6
Unit reference number:	R/601/8323
Level:	3
Credit value:	4
Guided learning hours:	9

Unit summary

This unit is suitable for learners who work in any type of financial services organisation. Their work must involve receiving and assessing financial information, resolving queries, reconciling accounts, identifying and resolving discrepancies and referring unresolved queries to the appropriate person within the organisation.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.3, 2.5, 2.7, 2.8, 2.9, 3.1 and 3.5 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.3, 2.5, 2.7, 2.8, 2.9. 3.1 and 3.5 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assess straightforward financial information	<p>1.1 Deal with straightforward financial information according to the priority required by the organisation's procedures</p> <p>1.2 Receive straightforward financial information and match entries to customers' accounts</p> <p>1.3 Identify the different methods of receiving financial information</p> <p>1.4 Identify any non-matched entries and the source of payment of these</p> <p>1.5 Clarify the reasons for non-matched entries with the appropriate person or records</p> <p>1.6 Take appropriate action for non-matched entries referring to others when necessary</p>			
2	Be able to deal with and resolve straightforward queries	<p>2.1 Respond to correspondence within organisational timescales</p> <p>2.2 Keep appropriate people informed of the progress of queries on accounts obtaining advice and guidance as required</p> <p>2.3 Collect information about queries and take appropriate action</p> <p>2.4 Identify unresolved queries</p> <p>2.5 Identify, where necessary, when to pass unresolved queries to the appropriate person</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.6 Follow escalation procedures when dealing with unresolved queries 2.7 Explain the escalation procedures within the organisation when authority is exceeded 2.8 Explain the sources of information and advice within the organisation 2.9 Explain the organisation's customer service and complaints procedure 2.10 Process queries when they are resolved and update account information 2.11 Confirm customers' accounts are reconciled, updating and storing them in the required format 2.12 Follow organisation's systems, procedures and organisational timescales for reconciling customer payments			
3	Be able to comply with all codes, laws and regulatory requirements	3.1 Explain what is meant by personal authority limits 3.2 Act within personal authority limits recognising when to refer to others 3.3 Follow organisation's requirements relating to the application of codes, laws and regulatory requirements 3.4 Comply with legal requirements, industry regulations, organisational policies and professional codes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.5 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements and their impact on the job role			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 14: Dealing with complex claims for uninsured losses

Unit code:	C7
Unit reference number:	T/601/8461
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit will be suitable for learners working for a legal expenses insurer or any organisation involved in pursuing and recovering uninsured losses. Learners will need to obtain information on the circumstances and nature of the claims, giving the customer guidance on the best solutions whilst considering legal principles and prospects of recovering the customer's loss. It will also involve negotiation to settle the claim to give the best result to the customer and organisation, and giving guidance on how best to proceed further should this be necessary.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5, 6, 7 and 9 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 8 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance industry related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies.	2.1 Explain relevant policy cover, terms and conditions related to the work carried out: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand the roles and functions of other parties involved in claims	3.1 Explain the roles and functions of other parties involved in claims			
4	Be able to obtain and evaluate information required to progress a complex claim for uninsured losses	4.1 Refer any situations outside personal authority limits to the appropriate person/department 4.2 Obtain any information and/or documentation required to progress the claim 4.3 Deal with any discrepancies in information and/or documentation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to communicate with interested parties to organisational standards and timescales	5.1 Give guidance which will provide the best situation for the customer, given legal principles, loss mitigation and prospects of recovery 5.2 Make sure the claim is formulated and submitted to the third party correctly 5.3 Make recommendations for further action which will help the customer arrive at the settlement			
6	Be able to negotiate complex claims	6.1 Correctly negotiate the claim in the best interests of the customer and the organisation 6.2 Notify all interested parties of the outcome of the claim			
7	Be able to keep accurate and complete records	7.1 Complete accurate records 7.2 Maintain accurate records			
8	Understand the requirements of all codes, laws and regulatory requirements	8.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 8.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out 8.3 Describe the action required when an activity falls outside of personal authority			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
9	Be able to comply with all codes, laws and regulatory requirements	9.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 15: Dealing with complex claims for insured losses

Unit code:	C8
Unit reference number:	Y/601/8470
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit will be suitable for learners who work in any type of insurance organisation that **does not** have claims settlement authority. The learner will need to give guidance to customers, making sure loss is kept at a minimum and the effect upon their future insurance position. Details of the claim will be gained by the learner and submitted to insurers or delegated others, including documentation and supporting information. The learner will be responsible for resolving issues raised and checking the progress of the claim. The learner will negotiate settlement and notify those concerned of the outcome.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5, 6, 7 and 9 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 8 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance industry related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand how to deal with complex claims for insured losses	3.1 Describe required actions which may have to be taken by the insured following a loss 3.2 Explain the roles and functions of other parties involved in claims 3.3 Explain organisational procedures for handling late notification of claims 3.4 Identify sources of advice and information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to obtain information required to progress a complex claim	4.1			
		4.2			
		4.3			
		4.4			
		4.5			
5	Be able to help customers and insurers to deal with the claim	5.1			
		5.2			
		5.3			
6	Be able to negotiate complex claims	6.1			
		6.2			
		6.3			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to keep accurate and complete records	7.1	Complete accurate records			
		7.2	Maintain accurate records			
8	Understand the requirements of all codes, laws and regulatory requirements	8.1	Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 			
		8.2	Summarise the relevant insurance and legal principles and regulations relevant to the work carried out			
		8.3	Describe the action required when an activity falls outside of personal authority			
9	Be able to comply with all codes, laws and regulatory requirements	9.1	Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 16: Carrying out initial assessment and investigating complex insurance claims

Unit code:	C91
Unit reference number:	H/601/8472
Level:	3
Credit value:	6
Guided learning hours:	30

Unit summary

This unit will be suitable for learners whose work includes having the authority to handle complex claims. The learner will assess if the complex claim is valid and repudiate claims which should not be met. They will be identifying relevant policy terms, conditions and warranties and potential liability and notifying any interested parties.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5, 6, 7 and 9 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 8 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance industry related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand the information required to process a claim, including organisational procedures	3.1 Explain organisational procedures for handling late notification of claims 3.2 Describe organisational procedures for handling emergency claims situations 3.3 Summarise organisational principles used when: <ul style="list-style-type: none"> • estimating claims • setting reserves 3.4 Describe the probable signs of fraud in a claim and the action required for dealing with each 3.5 Describe required actions which may have to be taken by an insured following a loss 3.6 Explain the roles and functions of other parties involved in claims			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.7 Identify sources of advice and information 3.8 Summarise the resources of the organisation to conduct claims assessment and investigation activities			
4	Be able to assess whether the claim is valid	4.1 Make an initial assessment of the validity of the claim up to the limit of personal authority 4.2 Refer any situations outside personal authority limits to the appropriate person/department 4.3 Obtain the information required to assess the potential liability and/or quantum, using specialists where appropriate 4.4 Identify potential adverse claims features and refer them promptly to the appropriate person			
5	Be able to obtain and investigate additional information required to accept or decline a claim	5.1 Identify and request missing information and/or documentation 5.2 Identify all terms and conditions which may apply to the claim 5.3 Resolve difficulties or discrepancies associated with the claim in the best interests of the customer 5.4 Repudiate invalid claims, promptly informing the customer and/or their representative of the decision			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to communicate with customers and others regarding the progress of the claim	6.1 Dispatch the appropriate correspondence and/or documentation within the timescales required 6.2 Notify any interested parties of the progress of the claim 6.3 Arrange to place on notice any parties from whom a potential recovery may be made at the earliest possible stage			
7	Be able to keep accurate and complete records	7.1 Prepare, review and/or update reserves for claims 7.2 Complete accurate records 7.3 Maintain accurate records			
8	Understand the requirements of all codes, laws and regulatory requirements	8.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 8.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out 8.3 Describe the action required when an activity falls outside of personal authority			
9	Be able to comply with all codes, laws and regulatory requirements	9.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 17: Settling complex insurance claims

Unit code:	C10
Unit reference number:	K/601/8473
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit will be suitable for learners whose work includes the authority to settle complex claims. The learner will pursue any potential recoveries and will update other interested parties as they require. The learner will negotiate the claim according to the facts and circumstances involved. A learner will agree a final settlement figure, obtaining formal discharge of the claim from the claimant where this is required and will arrange payment of the final settlement.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5, 6, 7 (except 7.1) and 9 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criterion 7.1 and all of the assessment criteria in learning outcomes 1, 2, 3 and 8 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance industry related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand how to settle complex insurance claims	3.1 State the authorised sources of information, supply or repair used by organisations to settle claims 3.2 Summarise organisational principles used when: <ul style="list-style-type: none"> • estimating claims • setting reserves 3.3 Explain organisational procedures for handling late notifications of claims 3.4 Explain the roles and functions of other parties involved in claims 3.5 Summarise the resources of the organisation to conduct claims assessment and investigation 3.6 Describe organisational procedures for handling emergency claims situations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.7 Summarise effect of claims leakage on insurers 3.8 Explain organisational customer service standards and procedures including timescales when: <ul style="list-style-type: none"> • dealing with complaints • communicating with customers 			
4	Be able to obtain and provide information required to support the settlement of the claim	4.1 Refer any situations outside personal authority limits to the appropriate person/department 4.2 Request missing information or documentation promptly 4.3 Provide accurate information and instructions to appropriate specialists 4.4 Provide interested parties with updated information as required			
5	Be able to consider the settlement of the claim taking appropriate further action where required	5.1 Assess liability and quantum of damages based on the information obtained 5.2 Demonstrate vigilance for fraud or potential fraud 5.3 Make the decision as to validity of claim up to the limit of personal agreed authority 5.4 Evaluate issues effectively and make appropriate decisions 5.5 Issue correspondence and/or documentation promptly			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to negotiate complex claims	6.1 Arrange for potential recoveries to be pursued 6.2 Negotiate correctly the liability and/or quantum of damages 6.3 Agree final settlement and inform interested parties 6.4 Arrange for the settlement to be completed promptly and in the agreed manner			
7	Be able to keep accurate and complete records	7.1 State the importance of accurate cause codes and event dates in claims records 7.2 Complete accurate records 7.3 Maintain accurate records			
8	Understand the requirements of all codes, laws and regulatory requirements	8.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 8.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out 8.3 Describe the action required when an activity falls outside of personal authority			
9	Be able to comply with all codes, laws and regulatory requirements	9.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 18: Evaluating insurance products and services

Unit code:	C26
Unit reference number:	A/601/8557
Level:	3
Credit value:	5
Guided learning hours:	27

Unit summary

This unit is suitable for learners working as a general insurance intermediary in an insurer or an organisation working on their behalf, and whose work involves evaluating a product or service offered by the firm and comparing it with others available in the market. It includes evaluating products and/or services offered by the firm and preparing and presenting recommendations for improving the service and/or products.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5 and 7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 6 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand company structures and responsibilities	1.1 Outline own work role and the responsibilities involved 1.2 Outline possible sources of technical advice and information available at work			
2	Understand the structure of the market for general insurance business and the roles and responsibilities of the various parties within it related to job role	2.1 Define the various parties in the structure of the insurance market related to the work carried out 2.2 Describe the roles and responsibilities of the parties identified			
3	Understand the details of general insurance policies	3.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
4	Be able to evaluate products or services offered by the employing firm and compare them with others available in the market and with the needs of customers	4.1 Obtain and assess appropriate information to evaluate a product or service 4.2 Identify and evaluate the differences in the features, benefits and prices of the products or services offered by the company with others available in the market 4.3 Identify any cover and premiums the company offers that may not be relevant to the needs of customers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.4 Identify any changes in the market, customers' needs and other circumstances which necessitate changes in products or services			
		4.5 Identify and evaluate gaps in the products and services offered by the company			
		4.6 Analyse information about products and services, drawing valid conclusions about the products and services offered			
5	Be able to prepare recommendations for improving products or service offered by the company, and present these to the appropriate person	5.1 Prepare recommendations for improving products and services, supporting these with sufficient and valid evidence 5.2 Present recommendations to the appropriate people, explaining the features, benefits and any disadvantages or risks			
6	Understand the requirements of all codes, laws and regulatory requirements	6.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 6.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out 6.3 Describe the action required when an activity falls outside of personal authority			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Be able to comply with all codes, laws and regulatory requirements	7.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 19: Processing complex insurance business as an intermediary

Unit code:	C27
Unit reference number:	M/601/8555
Level:	3
Credit value:	5
Guided learning hours:	27

Unit summary

This unit is suitable for learners working as general insurance intermediaries and whose work includes dealing with complex new business. New business is complex where it is not routine and cannot be dealt with mechanistically. Examples of complex new business may include fleets, commercial combined requiring separate underwriting, high net worth personal lines or any risks requiring additional investigation or underwriting. It includes processing the new business, placing the new business with insurers and finalising the insurance cover.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5, 6 and 8 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 7 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the structure of the market for general insurance business and the roles and responsibilities of the various parties within it related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies.	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 2.2 Explain the significance of cover being subject to conditional acceptance 2.3 Outline the features of new business that may require investigation by insurers			
3	Understand how to calculate and handle payments	3.1 Outline how to calculate premiums using manual and/or automated systems			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to process requests for complex insurance cover	4.1 Deal with risks within agreed level of responsibility, the authority given by the customer and employer's guidelines			
		4.2 Resolve difficulties associated with new business according to business agreements, legal requirements and the limit of authority			
		4.3 Communicate with the customer in a style appropriate to the customer and the circumstances of the risk			
		4.4 Refer any situations not authorised to deal with to the appropriate person/department			
		4.5 Request any documentation and/or information required			
		4.6 Make sure information and documentation regarding customers and risks are stored safely and made available only to those who need them and have a right to them			
5	Be able to place complex new business with insurers	5.1 Submit details to insurers in an appropriate style, manner and timescale appropriate to the risk, with information supplied clearly and concisely			
		5.2 Identify and resolve any discrepancies in the information supplied			
		5.3 Negotiate terms and conditions with insurers to the best advantage possible to customers			
		5.4 Agree final terms and premium			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to finalise complex insurance cover	6.1 Process the new business for payment 6.2 Issue confirmation of cover 6.3 Make sure cover documentation is accurate, legible and meets legal and regulatory requirements 6.4 Monitor the progress of new business with insurers and resolve any delays in a professional manner 6.5 Arrange for the issue of documentation to the client in accordance with employer's policy and legal and regulatory requirements 6.6 Maintain accurate and complete records within the customer's and business files			
7	Understand the requirements of all codes, laws and regulatory requirements	7.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 7.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out 7.3 Describe the action required when an activity falls outside of personal authority			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Be able to comply with all codes, laws and regulatory requirements	8.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 20: Processing complex insurance renewals as an intermediary

Unit code:	C28
Unit reference number:	Y/601/8517
Level:	3
Credit value:	5
Guided learning hours:	27

Unit summary

This unit is suitable for learners working as general insurance intermediaries and whose work includes processing and completing complex renewals. It includes processing the renewal, arranging the renewal and finalising the renewal. A renewal is complex if it is not routine and cannot be dealt with mechanistically.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 5, 6, 7 and 9 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3, 4 and 8 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the structure of the market for general insurance business and the roles and responsibilities of the various parties within it related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies.	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand how to process complex insurance renewals as an intermediary	3.1 Outline how to calculate premiums for relevant policies 3.2 Outline the organisation's procedures for contacting underwriters 3.3 Outline methods available for payment of premiums including credit and instalment facilities 3.4 Explain the information that should be supplied by clients to enable general insurance renewals to be processed			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand the importance of customer service in the financial services industry	4.1 Outline organisational customer service standards and procedures			
		4.2 Explain organisational policy and procedures regarding communicating with customers			
		4.3 Outline organisational policies for dealing with complaints			
5	Be able to process complex renewals of insurance cover	5.1 Identify accurately forthcoming renewals within the timescale required by the employer and regulator			
		5.2 Request documentary evidence and/or any information required and store this securely			
		5.3 Resolve difficulties associated with the renewal according to business agreements, legal requirements and the limit of the authority			
		5.4 Refer any situations not authorised to deal with to the appropriate person/department			
6	Be able to arrange complex renewals	6.1 Identify and resolve any discrepancies or omissions in the information supplied regarding the renewal, in a professional and understanding manner			
		6.2 Identify any features that indicate fresh underwriting should take place and/or whether to re-broke the risks when appropriate			
		6.3 Negotiate renewal terms and conditions with insurers to the best advantage possible to customers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		6.4 Resolve any inaccuracies and/or ambiguities in renewal documentation and/or information 6.5 Dispatch the renewal documentation to the customer in the time required 6.6 Request renewal instructions from the customer			
7	Be able to finalise complex renewals	7.1 Monitor the progress of the renewal and deal with any delays in a professional manner 7.2 Explain clearly any delays in completing the renewal and take appropriate action 7.3 Check renewal documentation are accurate and make arrangements for inaccuracies to be rectified 7.4 Arrange for renewal documentation to be released to customers when arrangements for payment have been agreed and in accordance with employer's policy and legal and regulatory requirements 7.5 Maintain accurate and complete records within the customer's and business files			
8	Understand the requirements of all codes, laws and regulatory requirements	8.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		8.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out			
		8.3 Describe the action required when an activity falls outside of personal authority			
9	Be able to comply with all codes, laws and regulatory requirements	9.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 21: Processing complex mid-term insurance amendments

Unit code:	C29
Unit reference number:	J/601/8528
Level:	3
Credit value:	5
Guided learning hours:	27

Unit summary

This unit is suitable for learners working as a general insurance intermediary and whose work includes dealing with complex mid-term amendments. Complex alterations are those which are not routine and cannot be dealt with mechanistically. This will include any alteration involving significant changes to terms and conditions. It includes processing the amendment, arranging the amendment with insurers and finalising the amendment.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5, 6 and 8 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 7 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the structure of the market for general insurance business and the roles and responsibilities of the various parties within it related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand how to process complex mid-term insurance amendments	3.1 Explain the organisation's procedures for dealing with complex mid-term adjustment 3.2 Outline how to calculate adjustments to premiums associated with mid-term adjustments to relevant policies			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to process complex mid-term amendments of insurance cover	<p>4.1 Obtain sufficient information to assess the customer's needs</p> <p>4.2 Clarify information which is unclear and obtain additional information where required</p> <p>4.3 Refer any situations not authorised to deal with to the appropriate person/department</p> <p>4.4 Make sure information and documentation regarding customers and their insurance business are stored safely and made available only to those who need them and have a right to them</p>			
5	Be able to arrange complex mid-term amendments with insurers	<p>5.1 Communicate accurate and complete information regarding the adjustment to the insurer or underwriter in the appropriate way</p> <p>5.2 Resolve difficulties associated with the amendment according to business agreements, legal requirements and the limit of authority</p> <p>5.3 Identify any features that indicate fresh underwriting should take place and decide whether to re-broke the risk</p> <p>5.4 Negotiate terms and conditions regarding mid-term amendments with insurers to the best advantage possible to customers</p> <p>5.5 Provide the customer with accurate and complete information which meets their requirements within organisational customer service standards and procedures</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to finalise complex mid-term amendments to insurance policies	<p>6.1 Monitor the progress of the amendment and deal with any delays in a professional manner</p> <p>6.2 Make sure amendment documentation is accurate, legible and meets legal and regulatory requirements</p> <p>6.3 Arrange for the issue of amendment documentation to the customer within the time required</p> <p>6.4 Make arrangements for any adjustment in premium and by the means appropriate to the customer's circumstances and requirements</p> <p>6.5 Maintain accurate and complete records within the customer's and business files</p>			
7	Understand the requirements of all codes, laws and regulatory requirements	<p>7.1 Explain the policies and procedures which apply to own job role to include:</p> <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations <p>7.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out</p> <p>7.3 Describe the action required when an activity falls outside of personal authority</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Be able to comply with all codes, laws and regulatory requirements	8.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 22: Evaluating risk as an insurance intermediary and advise other intermediaries

Unit code:	C30
Unit reference number:	M/601/8488
Level:	3
Credit value:	5
Guided learning hours:	26

Unit summary

This unit is suitable for learners working as general insurance intermediaries and whose work includes placing business on behalf of other intermediaries, for example acting as a wholesale intermediary or placing business on behalf of an appointed representative. It includes evaluating the risk to be placed on behalf of the other intermediary and advising the other intermediary regarding the risk.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5 and 7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 6 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance industry related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand processes for working with other intermediaries	3.1 Outline possible sources of advice and information available at work 3.2 Outline organisational customer service standards and procedures 3.3 Outline organisational policies for dealing with complaints 3.4 Outline the information and material facts that should be supplied by other intermediaries when advising them on or placing business on their behalf 3.5 Describe organisational procedures for recording recommendations made to other intermediaries 3.6 Outline the organisation's procedures for contact with insurers			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to evaluate a risk to be placed on behalf of a retail intermediary	4.1			
		4.2			
		4.3			
		4.4			
		4.5			
5	Be able to advise retail intermediaries regarding risks to be placed on their behalf	5.1			
		5.2			
		5.3			
		5.4			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.5 Confirm the advice given in accordance with the organisation's procedures 5.6 Make sure information and documentation regarding business with retail intermediaries and risks are stored safely and made available only to those who need them and have a right to them 5.7 Maintain accurate and complete records within the other intermediary's and business files			
6	Understand the requirements of all codes, laws and regulatory requirements	6.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 6.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out 6.3 Describe the action required when an activity falls outside of personal authority			
7	Be able to comply with all codes, laws and regulatory requirements	7.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 23: Underwriting complex new risks

Unit code:	C16
Unit reference number:	T/601/8346
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit will be suitable for learners whose work involves assessing complex new risks within personal authority limits and deciding if they can be accepted. The learner will gain the required information from the customer, matching the customer requirements to policy cover available. The learner will also arrange for further investigations into the risk if they are required, using all available information to make an assessment of the risk, and to fix an equitable price. The learner will need to decide whether to accept or decline the risk, suggesting risk improvement measures (if appropriate) and applying current underwriting criteria before informing the customer of the premium and terms.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4 (except 4.3), 5 (except 5.7), 6, 7 and 9 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 8 relate to knowledge and understanding, as do 4.3 and 5.7. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance industry related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies.	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand organisational procedures and the circumstances for granting cover	3.1 Explain organisational procedures and the circumstances for granting cover subject to: <ul style="list-style-type: none"> • standard acceptance • conditional acceptance 			
4	Be able to obtain the required information from the customer	4.1 Gather sufficient information to enable the risk to be assessed accurately 4.2 Accept or decline only new risks which fall under personal levels of authority and pass others to the appropriate person 4.3 Describe the probable signs of fraud and the action required for dealing with each			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		4.4 Identify any differences between policy cover and the customer's requirements 4.5 Resolve customer requirements that fall within personal authority limits			
5	Be able to underwrite the risk following industry and organisational processes.	5.1 Apply current underwriting criteria to reflect the features of the risk using automated or manual procedures 5.2 Decide whether to accept or decline the risk with the organisational profile of an acceptable risk: <ul style="list-style-type: none"> taking into account the risk itself the effects on the insured's business 5.3 Apply appropriate limitations and extensions of cover to reflect the features of the risk 5.4 Refer any situations outside personal authority limits to the appropriate person/department 5.5 Inform the customer of any risk improvements required 5.6 Take action to avoid unnecessary delays in underwriting the risk 5.7 Demonstrate an awareness of current market trends and developments			
6	Be able to provide the customer with details of the underwriting decision	6.1 Inform the customer of the decision 6.2 Agree final terms and conditions including premium			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
7	Be able to keep accurate and complete records	7.1	Complete accurate records			
		7.2	Maintain accurate records			
8	Understand the requirements of all codes, laws and regulatory requirements	8.1	Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 			
		8.2	Summarise the relevant insurance and legal principles and regulations relevant to the work carried out			
		8.3	Describe the action required when an activity falls outside of personal authority			
9	Be able to comply with all codes, laws and regulatory requirements	9.1	Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 24: Processing complex policy documentation for new business

Unit code:	C17
Unit reference number:	K/601/8358
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit will be for learners whose work includes preparing policies from source documentation, and/or use a central signing facility. The learners work will involve deciding which policy form, wordings and attachments should be used. Taking the information from the source document and the selection of those wordings which have the same meaning and implications as those negotiated. The learner will also be producing the documentation according to market practices and regulations and by the appropriate method.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 3, 4, 5 and 7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2 and 6 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance industry related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Be able to draft complex insurance policy documentation	3.1 Draft policies and endorsements within personal levels of competence and authority incorporating all information from the source documentation 3.2 Communicate with others to make sure any ambiguities are resolved 3.3 Refer any situations outside personal authority limits to the appropriate person/department 3.4 Incorporate any alterations made to wordings 3.5 Use wordings which are unambiguous and which have the same meaning and implications as those negotiated			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to check and issue new business documentation	4.1 Make sure policies meet any legal requirements 4.2 Confirm documentation is accurate 4.3 Provide policy documentation to those who need it			
5	Be able to keep accurate and complete records	5.1 Complete accurate records 5.2 Maintain accurate records			
6	Understand the requirements of all codes, laws and regulatory requirements	6.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 6.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out 6.3 Describe the action required when an activity falls outside of personal authority			
7	Be able to comply with all codes, laws and regulatory requirements	7.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 25: Underwriting complex policy alterations

Unit code:	C18
Unit reference number:	M/601/8362
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit will be suitable for learners whose work involves delegated authority to make alterations to policies. The policy may be straightforward: it is the alteration that is complex. The learner will establish the customer's requirements, request further information as necessary and decide if the alteration can be accepted and process the alteration. The learner will deal with requests for mid-term alterations to existing business by establishing what changes to the policy are required and determine a revised premium where this is necessary.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5, 6, 7 and 9 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 8 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance industry related to the work carried out	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand organisational procedures and the circumstances for granting cover	3.1 Explain organisational procedures and the circumstances for granting cover subject to: <ul style="list-style-type: none"> • standard acceptance • conditional acceptance 3.2 Summarise organisational systems and procedures for recording and amending information			
4	Be able to obtain and clarify the required information to progress a complex policy alteration	4.1 Deal with new requests for alterations promptly 4.2 Identify the details needed to proceed with the request and confirm they have been gained 4.3 Deal with alterations which fall under personal levels of authorisation and pass others to the appropriate person 4.4 Clarify information which is unclear 4.5 Gain additional information where required			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to process the alteration	5.1 Identify and take into account any existing business 5.2 Identify any features in the request which indicate it should be declined or referred and proceed accordingly 5.3 Make sure all requirements are clearly understood and, when necessary, obtain confirmation that these have been acted on 5.4 Refer any situations outside personal authority limits to the appropriate person/department 5.5 Apply underwriting criteria using automated or manual procedures			
6	Be able to provide details of decision	6.1 Provide a quotation with appropriate terms to the customer 6.2 Provide information on alternative products or services if the customer declines the quotation 6.3 Explain to the customer when cover has been granted and any special conditions 6.4 Arrange for accurate documentation to be provided to those who need it			
7	Be able to keep accurate and complete records	7.1 Complete accurate records 7.2 Maintain accurate records			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Understand the requirements of all codes, laws and regulatory requirements	8.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 			
		8.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out			
		8.3 Describe the action required when an activity falls outside of personal authority			
9	Be able to comply with all codes, laws and regulatory requirements	9.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 26: Processing complex insurance renewals

Unit code:	C19
Unit reference number:	A/601/8364
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit will be suitable for learners whose work involves dealing with renewals. The learner will determine renewal terms by taking into account fresh underwriting information such as claims history, making for all features of the risk. This may involve proposing risk improvement measures. The learner will be required to consult with other interested parties if appropriate to the circumstances and to the job role. A learner will suggest alternative products and services when these are appropriate. A learner may negotiate on terms with the customer, invite the renewal and arrange for the customer to be issued with the required documentation.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 3 (except 3.2), 4, 5, 6 and 8 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2 and 7 relate to knowledge and understanding as does 3.2. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance industry related to job role	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 2.2 Explain organisational procedures and the circumstances for granting cover subject to: <ul style="list-style-type: none"> • standard acceptance • conditional acceptance 			
3	Be able to review complex renewals	3.1 Review policies and identify risks requiring re-underwriting and pass others which are outside personal levels of authority to the appropriate person 3.2 Describe the probable signs of fraud and the action required for dealing with each 3.3 Refer any situations outside personal authority limits to the appropriate person/department			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to deal with complex renewals requiring alteration to existing terms and conditions	4.1			
		Obtain relevant information required including any claims history and estimates for outstanding claims to decide whether to accept or decline renewals			
		4.2			
		Make sure information is gained from customers using suitable questions			
		4.3			
		Notify and consult with other interested parties when appropriate to the circumstances			
5	Be able to confirm or decline renewal for complex risks	4.4			
		Clarify any information that is ambiguous or unclear			
		4.5			
		Make allowance for all features and history of the risk and propose appropriate risk improvement measures			
		4.6			
		Apply underwriting criteria using automated or manual procedures			
5	Be able to confirm or decline renewal for complex risks	5.1			
		Decide whether to accept or decline the risk, allowing for all features and history of the risk and the effect the decision will have on other business			
		5.2			
		Invite renewal of risks promptly and confirm any changes in terms and conditions including premium			
6	Be able to keep accurate and complete records	5.3			
		Confirm when cover has been granted and explain clearly any special conditions			
		5.4			
		Arrange for accurate and complete documentation and correspondence to be prepared and issued within organisational timescales			
6	Be able to keep accurate and complete records	6.1			
		Complete accurate records			
		6.2			
		Maintain accurate records			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
7	Understand the requirements of all codes, laws and regulatory requirements	7.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 			
		7.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out			
		7.3 Describe the action required when an activity falls outside of personal authority			
8	Be able to comply with all codes, laws and regulatory requirements	8.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 27: Review underwriting decisions to accept risks

Unit code:	C20
Unit reference number:	H/601/8374
Level:	3
Credit value:	5
Guided learning hours:	30

Unit summary

This unit will be suitable for learners who will have authority to review underwriting decisions to accept risks. The work will involve checking quotations given to customers, making sure the underwriter's guidelines have been correctly applied, underwriting authority has not been exceeded and the quotation is valid.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4 (except 4.3), 5 and 7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 6 relate to knowledge and understanding, as does 4.3. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within the insurance	1.1 Define the various parties in the structure of the insurance market related to the work carried out 1.2 Describe the roles and responsibilities of the parties identified			
2	Understand the details of general insurance policies	2.1 Explain relevant policy cover, terms and conditions related to the work carried out including: <ul style="list-style-type: none"> • standard extensions and/or limitations • non-standard extensions and/or limitations 			
3	Understand how to underwrite review, alter and renew risks	3.1 Explain how a proposal fits an organisation's planned profile of an acceptable risk 3.2 Explain organisational procedures and the circumstances for granting cover subject to: <ul style="list-style-type: none"> • standard acceptance • conditional acceptance 3.3 Explain how to apply underwriting criteria using automated or manual procedures 3.4 Explain how to check the correct premium has been charged			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to obtain the required information to review quotations	4.1 Review quotations which fall within personal levels of authority and pass others to the appropriate person			
		4.2 Confirm that all documentation and information is gained before proceeding			
		4.3 Describe the probable signs of fraud and the action required for dealing with each			
5	Be able to review underwriting decisions	5.1 Identify any difference in the details required from the customer and the material facts on which the quotations were based			
		5.2 Identify quotations which fall outside the organisation's guidelines and take the appropriate action			
		5.3 Refer any situations outside personal authority limits to the appropriate person/department			
		5.4 Investigate quotations which do not meet standard cover and underwriting guidelines			
		5.5 Validate quotations which meet requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Understand the requirements of all codes, laws and regulatory requirements	6.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 			
		6.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out			
		6.3 Describe the action required when an activity falls outside of personal authority			
7	Be able to comply with all codes, laws and regulatory requirements	7.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 28: Preparing and presenting investment market information to stakeholders

Unit code:	D3
Unit reference number:	H/601/8701
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is relevant for learners in an investment operations function. It is about providing stakeholders, such as investors and unit trust and fund managers, with information in response to either general or specific queries.

Barred combinations

This unit cannot be taken with either of the following units:

- *Unit 4: Providing information to customers in a financial services environment*
- *Unit 53: Preparing and presenting information to stakeholders.*

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2, 3 and 4 relate to performance, as do 5.4 and 6.3. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Throughout this unit, information prepared, presented and provided must be investment market information.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 5 and 6 (except 5.4 and 6.3) relate to knowledge and understanding. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these criteria except for 6.2 must relate to their own work environment.

For 6.2 learners must provide evidence of being able to explain the legal requirements and industry regulations which apply to preparing and presenting investment market information to stakeholders, applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify stakeholders' information needs and obtain appropriate information	1.1 Identify the stakeholders' information needs accurately 1.2 Obtain appropriate information from relevant sources to meet the stakeholders' information needs 1.3 Analyse and structure information to be shared with the stakeholder			
2	Be able to prepare and present information to stakeholders	2.1 Prepare information for stakeholders which is clear, accurate and relevant to their needs 2.2 Present information in a way that promotes understanding 2.3 Present written information in the required format 2.4 Provide information to stakeholders using the most appropriate method of communication 2.5 Provide information to stakeholders within timescales which meet their needs 2.6 Disclose confidential information only to those authorised to receive it			
3	Be able to deal with queries from stakeholders about the information provided	3.1 Identify the nature of the stakeholders' query about the information provided 3.2 Resolve the stakeholders' query to their satisfaction within required timescales			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to keep accurate and complete records	4.1 Keep accurate and complete records of the information supplied to stakeholders			
		4.2 Make sure that the records of the information supplied to stakeholders are kept secure and confidential			
5	Be able to work within internal procedures	5.1 Describe the main features of the key product types relevant to the work being carried out			
		5.2 Describe the organisational policies, procedures and service standards which apply to preparing and presenting investment market information to stakeholders			
		5.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			
		5.4 Carry out work in accordance with organisational policies, procedures and service standards			
		5.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out			
		5.6 Explain how other individuals and teams impact on the work being carried out			
		5.7 Describe sources of information and advice within the organisation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to comply with external requirements and regulations	6.1 Describe the key market information and terminology relevant to the work being carried out			
		6.2 Explain the legal requirements and industry regulations which apply to preparing and presenting investment market information to stakeholders			
		6.3 Make sure work complies with relevant legal requirements and industry regulations			
		6.4 Explain the consequences of not complying with legal and industry regulations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 29: Establishing and maintaining investor details and records

Unit code:	D4
Unit reference number:	K/601/8702
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is relevant for learners working in an investment operations function. It is about establishing and/or maintaining investor records which are accurate and up to date.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2, 3 and 4 relate to performance, as do 5.2, 5.3, 6.4, 7.3, 7.4 and 7.5. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criteria 7.4 and 7.5. The reason for this is that learners may not actually have the opportunity at their workplace to identify any instances of actual or potential non-compliance with industry regulations and to take any actions needed to deal with such. The learner's ability to perform competently in these criteria may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 6 (except 6.4) relate to knowledge and understanding, as do 5.1, 7.1, 7.2 and 7.6. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these criteria except for 7.2 must relate to their own work environment.

For 7.2 learners must provide evidence of being able to explain the legal requirements and industry regulations which apply to establishing and maintaining investor details and records, applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to obtain and clarify the information needed to establish and/or maintain investor records	1.1 Identify the information needed to create and/or maintain investor records 1.2 Obtain all the required information and/or documentation 1.3 Clarify any information which is unclear 1.4 Gather additional information where necessary			
2	Be able to process the information received	2.1 Use the information received to create and/or update investor records so that they are accurate and complete 2.2 Identify, investigate and resolve any potential problems in investor records			
3	Be able to provide the investor with information about their records	3.1 Provide the investor with accurate information about the records which have been created and/or updated			
4	Be able to keep accurate and complete records	4.1 Keep accurate and complete records of all actions taken 4.2 Make sure that investor records are kept secure and confidential			
5	Be able to act within personal authority levels	5.1 Identify limits of responsibility 5.2 Identify and refer any situations which require authorisation 5.3 Identify and refer any situations which fall outside area of responsibility			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to work within internal procedures	6.1 Describe the main features of the key product types relevant to the work being carried out			
		6.2 Describe the organisational policies, procedures and service standards which apply to establishing and maintaining investor details and records			
		6.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			
		6.4 Carry out work in accordance with organisational policies, procedures and service standards			
		6.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out			
		6.6 Explain how other individuals and teams impact on the work being carried out			
		6.7 Describe sources of information and advice within the organisation			
7	Be able to comply with external requirements and regulations	7.1 Describe the key market information and terminology relevant to the work being carried out			
		7.2 Explain the legal requirements and industry regulations which apply to establishing and maintaining investor details and records			
		7.3 Make sure work complies with relevant legal requirements and industry regulations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>7.4 Identify any instances of actual or potential non-compliance with industry regulations</p> <p>7.5 Take any actions needed to deal with instances of actual or potential non-compliance with industry regulations, reporting these to the relevant authority when required</p> <p>7.6 Explain the consequences of not complying with the legal and industry regulations relevant to the work being carried out</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 30: Reconciling investment market transactions

Unit code:	D5
Unit reference number:	M/601/8703
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is relevant for learners working in an investment operations function. It is about the reconciliation of investment market transactions with investor, stakeholder or bank account balances.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1 (except 1.5), 2, 3 and 4 relate to performance, as do 5.4, 6.3, 6.4 and 6.5. Except where simulation is permitted (see below) evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criteria 6.4 and 6.5. The reason for this is that learners may not actually have the opportunity at their workplace to identify any instances of actual or potential non-compliance with industry regulations and to take any actions needed to deal with such. The learner's ability to perform competently in these criteria may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

Assessment criteria 1.5, 5.1, 5.2, 5.3, 5.5, 5.6, 6.1, 6.2 and 6.6 relate to knowledge and understanding. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these criteria except for 6.2 must relate to their own work environment.

For 6.2 learners must provide evidence of being able to describe the legal requirements and industry regulations which apply to reconciling investment market transactions, applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to reconcile transactions and account balances	<p>1.1 Identify stock and/or monetary transactions which require reconciliation with investor, stakeholder or bank account balances</p> <p>1.2 Identify and obtain the information needed to carry out the reconciliation</p> <p>1.3 Reconcile stock and/or monetary transactions with investor, stakeholder or bank account balances accurately</p> <p>1.4 Deal with reconciliation according to the priority required by employer's procedures</p> <p>1.5 Explain the potential consequences of errors in reconciliation for the organisation and other stakeholders</p>			
2	Be able to resolve issues and problems identified during reconciliation	<p>2.1 Identify and investigate discrepancies or problems identified during reconciliation</p> <p>2.2 Resolve discrepancies or problems identified during reconciliation</p> <p>2.3 Refer discrepancies or problems that cannot be resolved to the appropriate authority.</p>			
3	Be able to provide information about reconciliations	<p>3.1 Prepare information about account balances which is accurate and complete</p> <p>3.2 Present information in the required format</p> <p>3.3 Provide information within timescales required by employer</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to act within personal authority levels	4.1 Identify limits of responsibility 4.2 Identify and refer any situations which require authorisation 4.3 Identify and refer any situations which fall outside area of responsibility			
5	Be able to work within internal procedures	5.1 Describe the main features of the key product types relevant to the work being carried out 5.2 Describe the organisational policies, procedures and service standards which apply to reconciling investment market transactions 5.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards 5.4 Carry out work in accordance with organisational policies, procedures and service standards 5.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out 5.6 Explain how other individuals and teams impact on the work being carried out 5.7 Describe sources of information and advice within the organisation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to comply external requirements and regulations	6.1	Describe the key market information and terminology relevant to the work being carried out		
		6.2	Describe the legal requirements and industry regulations which apply to reconciling investment market transactions		
		6.3	Make sure work complies with relevant legal requirements and industry regulations		
		6.4	Identify any instances of actual or potential non-compliance with industry regulations		
		6.5	Take any actions needed to deal with instances of actual or potential non-compliance with industry regulations, reporting these to the relevant authority when required		
		6.6	Explain the consequences of not complying with legal and industry regulations relevant to the work being carried out		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 31: Maintaining the custody of assets on behalf of the investor

Unit code:	D6
Unit reference number:	T/601/8704
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is suitable for learners working in an investment operations function. It is about agreeing and following arrangements for the transfer of assets, including stock and/or monies so that they are held securely in authorised accounts.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2, 3, 4 and 5 relate to performance, as do 6.4, 7.3, 7.4 and 7.5. Except where simulation is permitted (see below) evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criteria 7.4 and 7.5. The reason for this is that learners may not actually have the opportunity at their workplace to identify any instances of actual or potential non-compliance with industry regulations and to take any actions needed to deal with such. The learner's ability to perform competently in these criteria may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 6 (except 6.4) relate to knowledge and understanding, as do 7.1, 7.2 and 7.6. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these criteria except for 7.2 must relate to their own work environment.

For 7.2 learners must provide evidence of being able to explain the legal requirements and industry regulations which apply to arranging the settlement of investment transactions, applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to arrange for the transfer of assets	1.1 Agree and record arrangements for the transfer of assets with the investor 1.2 Check that agreements with the investor for the transfer of assets have been made by authorised persons 1.3 Check assets held on behalf of the investor and arrange for them to be deposited in authorised accounts 1.4 Arrange for the transfer of assets within required timescales			
2 Be able to maintain records of assets held on behalf of the investor	2.1 Monitor market activity relating to the transfer of assets 2.2 Reconcile market transactions with assets held in custody on behalf of the investor 2.3 Keep complete, accurate and up-to-date records of investors' assets 2.4 Make sure that investor records are kept secure and confidential			
3 Be able to resolve errors discrepancies in records and transactions	3.1 Identify and investigate errors and discrepancies in asset records and transactions 3.2 Resolve errors and discrepancies in asset records and transactions			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to provide information to investors about their asset records	4.1 Arrange for the investor to be provided with information about their asset records in the required format and in a way that promotes understanding			
		4.2 Arrange for the investor to be provided with information about their asset records in the required timescales			
		4.3 Arrange for investors to be informed of actual and/or potential problems relating to their accounts			
		4.4 Make sure that information about asset records is made available only to those who need it and have a right to it			
5	Be able to act within personal authority levels	5.1 Identify and refer any situations which require authorisation			
		5.2 Identify and refer any situations which fall outside area of responsibility			
6	Be able to work within internal procedures	6.1 Describe the main features of the key product types relevant to the work being carried out			
		6.2 Describe the organisational policies, procedures and service standards which apply to arranging the settlement of investment transactions			
		6.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		6.4 Carry out work in accordance with organisational policies, procedures and service standards 6.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out 6.6 Explain how other individuals and teams impact on the work being carried out 6.7 Describe sources of information and advice within the organisation			
7	Be able to comply with external requirements and regulations	7.1 Describe the key market information and terminology relevant to the work being carried out 7.2 Explain the legal requirements and industry regulations which apply to arranging the settlement of investment transactions 7.3 Make sure work complies with relevant legal requirements and industry regulations 7.4 Identify any instances of actual or potential non-compliance with industry regulations 7.5 Take any actions needed to deal with instances of actual or potential non-compliance with industry regulations, reporting these to the relevant authority when required 7.6 Explain the consequences of not complying with legal and industry regulations relevant to the work being carried out			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 32: Arranging the settlement of investment transactions

Unit code:	D7
Unit reference number:	A/601/8705
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is suitable for learners working in an investment operations function. It is about the learner's role in arranging the settlement of investment market transactions once they are reconciled.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2, 3 and 4 relate to performance, as do 5.4, 6.3, 6.4 and 6.5. Except where simulation is permitted (see below) evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criteria 6.4 and 6.5. The reason for this is that learners may not actually have the opportunity at their workplace to identify any instances of actual or potential non-compliance with industry regulations and to take any actions needed to deal with such. The learner's ability to perform competently in these criteria may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 5 (except 5.4) relate to knowledge and understanding, as do 6.1, 6.2 and 6.6. The evidence the learners produce for all of these criteria except for 6.2 must relate to their own work environment.

For 6.2 learners must provide evidence of being able to explain the legal requirements and industry regulations which apply to arranging the settlement of investment transactions, applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to reconcile investment instructions	1.1 Reconcile investment instructions accurately to market transactions 1.2 Maintain accurate records of assets together with monies owed to or to be claimed from investors			
2	Be able to process settlements	2.1 Arrange for the settlement of the purchase and/or sale of assets within required timescales using the relevant market system 2.2 Make sure instructions to process payments are accurate and within permitted timescales 2.3 Make sure settlement records are complete and accurate 2.4 Make sure settlement records are agreed with the appropriate authority			
3	Be able to process registrations on behalf of the investor	3.1 Make sure records of transactions accurately detail the number and title of securities to be registered in the investors name 3.2 Make sure investor details for the registration of securities are complete and accurate 3.3 Identify, investigate and resolve errors or discrepancies within required timescales 3.4 Arrange for the registration of securities within required timescales 3.5 Arrange for entitlement documents to be stored in the correct location			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to provide information about settlements and registrations	4.1 Provide accurate information about the acquisition of assets within the required timescales to relevant people			
		4.2 Provide accurate information about balances owed to or by the organisation within the required timescales to relevant people			
		4.3 Make sure that information about settlements and registrations is made available only to those who need it and have a right to it			
5	Be able to work within internal procedures	5.1 Describe the main features of the key product types relevant to the work being carried out			
		5.2 Describe the organisational policies, procedures and service standards which apply to arranging the settlement of investment transactions			
		5.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			
		5.4 Carry out work in accordance with organisational policies, procedures and service standards			
		5.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out			
		5.6 Explain how other individuals and teams impact on the work being carried out			
		5.7 Describe sources of information and advice within the organisation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to comply with external requirements and regulations	6.1			
		Describe the key market information and terminology relevant to the work being carried out			
		6.2			
		Explain the legal requirements and industry regulations which apply to arranging the settlement of investment transactions			
		6.3			
		Make sure work complies with relevant legal requirements and industry regulations			
		6.4			
		Identify any instances of actual or potential non-compliance with industry regulations			
		6.5			
		Take any actions needed to deal with instances of actual or potential non-compliance with industry regulations, reporting these to the relevant authority when required			
		6.6			
		Explain the consequences of not complying with legal and industry regulations relevant to the work being carried out			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 33: Measuring the performance of investments

Unit code:	D8
Unit reference number:	F/601/8706
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is suitable for learners working in an investment operations function. It involves gathering information about the performance of investments which can then be analysed against the objectives of the fund or account.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2 and 3 relate to performance, as do 4.4, 5.3 and 5.4. Except where simulation is permitted (see below) evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criterion 5.4. The reason for this is that learners may not actually have the opportunity at their workplace to identify any instances of actual or potential non-compliance with industry regulations. The learner's ability to perform competently in this criterion may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 4 (except 4.4) relate to knowledge and understanding, as do 5.1, 5.2 and 5.5. The evidence the learners produce for all of these criteria except for 5.2 must relate to their own work environment.

For 5.2 learners must provide evidence of being able to explain the legal requirements and industry regulations which apply when measuring the performance of investments, applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to obtain information relating to fund or account performance	1.1 Identify the information needed to measure the performance of investments 1.2 Obtain the information needed to measure the performance of investments			
2	Be able to analyse information relating to fund or account performance	2.1 Evaluate the information relating to fund or account performance 2.2 Measure the performance of funds or accounts against objectives and other valid criteria using accepted tests 2.3 Compare and contrast the actual and potential performances of the fund or account			
3	Be able to present information about the performance of investments	3.1 Prepare information about the performance of investments which is clear, accurate and complete 3.2 Present information about the performance of investments in the required format 3.3 Provide information about the performance of investments to relevant people within required timescales 3.4 Present an analysis of the performance of investments accurately and clearly 3.5 Make sure the presentation of information about the performance of investments provides an indication of future performance			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.6 Make sure the presentation of information about the performance of investments takes into account market trends			
		3.7 Make recommendations for future action			
4	Be able to work within internal procedures	4.1 Describe the main features of the key product types relevant to the work being carried out 4.2 Describe the organisational policies, procedures and service standards which apply when measuring the performance of investments 4.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards 4.4 Carry out work in accordance with organisational policies, procedures and service standards 4.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out 4.6 Explain how other individuals and teams impact on the work being carried out 4.7 Describe sources of information and advice within the organisation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to comply with external requirements and regulations	5.1			
		Describe the key market information and terminology relevant to the work being carried out			
		5.2			
		Explain the legal requirements and industry regulations which apply when measuring the performance of investments			
		5.3			
		Make sure work complies with relevant legal requirements and industry regulations			
		5.4			
		Identify any instances of actual or potential non-compliance with industry regulations			
		5.5			
		Explain the consequences of not complying with the legal and industry regulations relevant to the work being carried out			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 34: Establishing the price of assets and/or investments

Unit code:	D9
Unit reference number:	J/601/8707
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is suitable for learners working in an investment operations function. It is about the pricing of assets and/or investments based on the evaluation of information collected about value of assets and/or investments.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2 and 3, as well as 4.4 and 5.3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 4 (except 4.4) relate to knowledge and understanding, as do 5.1, 5.2 and 5.4. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these criteria except for 5.2 must relate to their own work environment.

For 5.2 learners must provide evidence of being able to explain the legal requirements and industry regulations which apply to establishing the price of assets and/or investments, applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to collate information relating to the value of assets and/or investments	1.1 Identify the information needed to establish the price of assets and investments 1.2 Gather the information needed to establish the price of assets and investments at required intervals			
2	Be able to evaluate information relating to the value of assets and/or investments	2.1 Analyse information gathered about the value of assets and/or investments 2.2 Utilise pricing systems in line with organisational requirements 2.3 Identify and investigate anomalies and discrepancies 2.4 Resolve anomalies and discrepancies promptly 2.5 Establish prices using all relevant information relating to the value of assets and/or investments 2.6 Make sure the information explains how the benefits for the organisation are optimised and can be justified in market terms			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to present information about the price of assets and/or investments	<p>3.1 Prepare information about the price of assets and/or investments which is clear, accurate and complete</p> <p>3.2 State the purchase and sale prices for investments clearly and accurately</p> <p>3.3 Make sure all price calculations are correct</p> <p>3.4 Provide information about the price of assets and/or investments to relevant people within required timescales</p>			
4	Be able to work within internal procedures	<p>4.1 Describe the main features of the key product types relevant to the work being carried out</p> <p>4.2 Describe the organisational policies, procedures and service standards which apply to establishing the price of assets and/or investments</p> <p>4.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards</p> <p>4.4 Carry out work in accordance with organisational policies, procedures and service standards</p> <p>4.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out</p> <p>4.6 Explain how other individuals and teams impact on the work being carried out</p> <p>4.7 Describe sources of information and advice within the organisation</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to comply with external requirements and regulations	5.1			
		Describe the key market information and terminology relevant to the work being carried out			
		5.2			
		Explain the legal requirements and industry regulations which apply to establishing the price of assets and/or investments			
		5.3			
		Make sure work complies with relevant legal requirements and industry regulations			
		5.4			
		Explain the consequences of not complying with the legal and industry regulations relevant to the work being carried out			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 35: **Overseeing investment operation
systems and processes**

Unit code:	D10
Unit reference number:	L/601/8708
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is suitable for learners working in an investment operations function. It is about supervising the systems and processes that enable investment operations to run efficiently, effectively and profitably.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 5.1, 5.2, 5.4 and 5.6 relate to performance. Except where simulation is permitted (see below) evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criterion 5.4 and 5.5. The reason for this is that learners may not actually have the opportunity at their workplace to identify any instances of actual or potential non-compliance with industry regulations and to take any actions needed to deal with such. The learner's ability to perform competently in these criteria may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 4 (except 4.4) relate to knowledge and understanding, as do 5.1, 5.2 and 5.6. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these criteria except for 5.2 must relate to their own work environment.

For 5.2 learners must provide evidence of being able to explain the legal requirements and industry regulations which apply to overseeing investment operation systems and processes, applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to monitor investment operations systems and processes	<p>1.1 Gather information about the efficiency of investment operations systems and processes</p> <p>1.2 Monitor investment operations systems and processes for their continuing ability to facilitate work outputs to the required standards and to maintain investor satisfaction</p> <p>1.3 Assess the understanding and competence of the users of operations systems and processes</p> <p>1.4 Take action to remedy any identified weaknesses in the understanding and competence of the users of operations systems and processes</p>			
2	Be able to resolve problem areas relating to investment operations systems and processes	<p>2.1 Identify and investigate problem areas relating to investment operations systems and processes</p> <p>2.2 Forewarn individuals and teams about problem areas when using specific investment operations systems and processes</p> <p>2.3 Resolve problem areas relating to investment operations systems and processes as soon as possible, where it is within authority and competence to do so</p> <p>2.4 Make sure details of problems are accurate and passed to the appropriate people within required timescales, where it is not within authority and/or competence to resolve</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to recommend changes and improvements to investment operations systems and processes	<p>3.1 Identify potential changes which could be made to improve the investment operations systems and processes currently used in the organisation</p> <p>3.2 Evaluate the efficiency of potential alternative investment operations systems and processes compared to the systems and processes currently used in the organisation</p> <p>3.3 Evaluate the cost effectiveness of potential alternative investment operations systems and processes compared to the systems and processes currently used in the organisation</p> <p>3.4 Prepare information specifying the changes needed to update the investment operations systems and processes currently used in the organisation to meet changing requirements</p> <p>3.5 Present information about potential improvements to investment operations systems and processes, stating clearly the objectives, operational considerations and implementation costs</p> <p>3.6 Obtain feedback on recommendations for changes to investment operations systems and processes from relevant people</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to work within internal procedures	4.1 Describe the main features of the key product types relevant to the work being carried out			
		4.2 Describe the organisational policies, procedures and service standards which apply to overseeing investment operation systems and processes			
		4.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			
		4.4 Carry out work in accordance with organisational policies, procedures and service standards			
		4.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out			
		4.6 Explain how other individuals and teams impact on the work being carried out			
		4.7 Describe sources of information and advice within the organisation			
5	Be able to comply with external requirements and regulations	5.1 Describe the key market information and terminology relevant to the work being carried out			
		5.2 Explain the legal requirements and industry regulations which apply to overseeing investment operation systems and processes			
		5.3 Make sure work complies with relevant legal requirements and industry regulations			
		5.4 Identify any instances of actual or potential non-compliance with industry regulations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.5 Take any actions needed to deal with instances of actual or potential non-compliance with industry regulations, reporting these to the relevant authority when required 5.6 Explain the consequences of not complying with the legal and industry regulations relevant to the work being carried out			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 36: Processing trades

Unit code:	D11
Unit reference number:	R/601/8709
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is suitable for learners who work in an investment operations function. It is about the work of trade capture, which involves monitoring incoming trade instructions and repairing these when necessary.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 3.6, 4.1, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 6.1, 6.2 and 6.6 relate to performance. Except where simulation is permitted (see below) evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criteria 6.4 and 6.5. The reason for this is that learners may not actually have the opportunity at their workplace to identify any instances of actual or potential non-compliance with industry regulations and to take any actions needed to deal with such. The learner's ability to perform competently in these criteria may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 5 (except 5.4) relate to knowledge and understanding, as do 3.6, 4.1, 6.1, 6.2 and 6.6. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these criteria (except for 6.2) must relate to their own work environment.

For 6.2 learners must provide evidence of being able to describe the legal requirements and industry regulations which apply to processing trades applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to process electronic instructions	1.1 Identify electronic instructions which are due to be processed			
		1.2 Check that electronic instructions scheduled for processing are accurate and complete			
		1.3 Repair instructions which are not accurate and complete to enable them to be processed within the required deadlines			
2	Be able to process manual instructions	2.1 Identify manual instructions which require processing			
		2.2 Check that manual instructions which require processing are accurate and complete			
		2.3 Identify and resolve any errors and discrepancies in manual instructions which require processing			
		2.4 Request asset set ups when required to enable instructions to be processed within the required deadlines			
		2.5 Process manual instructions within the required deadlines			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to monitor the processing of instructions	3.1 Track the performance of each assigned task to make sure it is operating to maintain the required work outputs			
		3.2 Identify any problems or delays in processing instructions			
		3.3 Report problems or delays in processing instructions to the relevant authority			
		3.4 Maintain accurate and complete daily records of all non-processed and held over work			
		3.5 Provide accurate and complete information about non-processed and held over work within the required timescales to relevant people			
		3.6 Explain the importance of accurate trade processing to the organisation and its clients			
4	Be able to act within personal authority levels	4.1 Identify limits of responsibility			
		4.2 Identify and refer any situations which require authorisation			
		4.3 Identify and refer any situations which fall outside area of responsibility			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to work within internal procedures	5.1 Describe the main features of the key product types relevant to the work being carried out			
		5.2 Describe the organisational policies, procedures and service standards which apply to processing trades			
		5.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			
		5.4 Carry out work in accordance with organisational policies, procedures and service standards			
		5.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out			
		5.6 Explain how other individuals and teams impact on the work being carried out			
		5.7 Describe sources of information and advice within the organisation			
6	Be able to comply with external requirements and regulations	6.1 Describe the key market information and terminology relevant to the work being carried out			
		6.2 Describe the legal requirements and industry regulations which apply to processing trades			
		6.3 Make sure work complies with relevant legal requirements and industry regulations			
		6.4 Identify any instances of actual or potential non-compliance with industry regulations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>6.5 Take any actions needed to deal with instances of actual or potential non-compliance with industry regulations, reporting these to the relevant authority when required</p> <p>6.6 Explain the consequences of not complying with legal and industry regulations relevant to the work being carried out</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 37: Processing corporate actions on behalf of investors

Unit code:	D12
Unit reference number:	K/601/8716
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is relevant for learners working in an investment operations function. It is about monitoring corporate actions for their potential impact on investors and implementing investors' instructions in relation to these.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2, 3 and 4 relate to performance as do assessment criteria 5.4, 6.3, 6.4 and 6.5. Except where simulation is permitted (see below) evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is permitted for assessment criteria 6.4 and 6.5. The reason for this is that learners may not actually have the opportunity at their workplace to identify any instances of actual or potential non-compliance with industry regulations and to take any actions needed to deal with such. The learner's ability to perform competently in these criteria may, therefore, be evidenced through case study or similar scenario-based assessment.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 5 (except 5.4) relate to knowledge and understanding as do 6.1, 6.2 and 6.6. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these criteria except for 6.2 must relate to their own work environment.

For 6.2 learners must provide evidence of being able to explain the legal requirements and industry regulations which apply to processing corporate actions applicable to organisations generally that provide these services, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to provide information to investors about corporate actions	<p>1.1 Identify corporate actions which have a potential impact on investors</p> <p>1.2 Obtain appropriate information from relevant sources about corporate actions</p> <p>1.3 Assess the impact of corporate actions on the holdings of investors</p> <p>1.4 Arrange for investors to be provided with clear, accurate and complete information about corporate actions within the set timescales</p> <p>1.5 Present information in a way that promotes understanding</p>			
2	Be able to monitor the processing of corporate actions	<p>2.1 Monitor the progress of specific corporate actions using relevant sources</p> <p>2.2 Identify further information about specific corporate actions which may have an impact on investors as it becomes available</p> <p>2.3 Assess the impact of further information about specific corporate actions on the holdings of investors</p> <p>2.4 Arrange for investors to be provided with further information about specific corporate actions, where appropriate, within set timescales</p> <p>2.5 Seek instructions from investors in relation to the information provided, where appropriate</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to process instructions from investors about corporate actions	3.1 Make sure that instructions are received from investors in relation to the information provided about specific corporate actions within the set timescales			
		3.2 Check that instructions received from investors about corporate actions are from authorised persons			
		3.3 Arrange for instructions about corporate actions to be carried out in line with investor's requirements			
4	Be able to act within personal authority levels	4.1 Identify limits of responsibility			
		4.2 Identify and refer any situations which require authorisation			
		4.3 Identify and refer any situations which fall outside area of responsibility			
5	Be able to work within internal procedures	5.1 Describe the main features of the key product types relevant to the work being carried out			
		5.2 Describe the organisational policies, procedures and service standards which apply to processing corporate actions			
		5.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			
		5.4 Carry out work in accordance with organisational policies, procedures and service standards			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out			
		5.6 Explain how other individuals and teams impact on the work being carried out			
		5.7 Describe sources of information and advice within the organisation			
6	Be able to comply with external requirements and regulations	6.1 Describe the key market information and terminology relevant to the work being carried out 6.2 Explain the legal requirements and industry regulations which apply to processing corporate actions 6.3 Make sure work complies with relevant legal requirements and industry regulations 6.4 Identify any instances of actual or potential non-compliance with industry regulations 6.5 Take any actions needed to deal with instances of actual or potential non-compliance with industry regulations, reporting these to the relevant authority when required 6.6 Explain the consequences of not complying with legal and industry regulations relevant to the work being carried out			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 38: Authorising requests for payment against life, pensions and investment contracts

Unit code:	E10
Unit reference number:	A/601/8736
Level:	3
Credit value:	5
Guided learning hours:	26

Unit summary

This unit is suitable for learners whose work includes making sure that documentation that relates to requests for payment under a contract is correctly issued and that subsequent payments are correct. It includes checking if requests for payment have been correctly processed and taking any appropriate action following the checks.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5 and 7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 6 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within life, pensions and investment business related to the work carried out	1.1 Outline the structure of the market for financial services 1.2 Explain the roles and responsibilities of providers of financial services products 1.3 Explain the roles and responsibilities of intermediaries in the provision of financial services products			
2	Understand how to authorise requests for payment against life, pensions and investment contracts	2.1 Explain the features and benefits provided by the main products available, including those that are not current 2.2 Explain the roles and responsibilities of others that may have an interest or involvement in requests for payment 2.3 Describe organisational procedures for dealing with requests for payment, including those that are complex 2.4 Explain the significance of documentation lost or that cannot be produced by the claimant 2.5 Outline the procedures to be taken when documentation cannot be produced by the claimant 2.6 Explain how to identify and deal with fraud or potential fraud in requests for payment 2.7 Identify sources of advice and information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand the importance of customer services in the financial services industry	3.1 Outline organisational customer service standards and procedures 3.2 Explain organisational policy and procedures regarding communicating with customers 3.3 Outline organisational policies for dealing with complaints			
4	Be able to check if requests for payment under a life, pension or investment contract have been correctly processed	4.1 Verify that requests for payment have been accurately identified and recorded 4.2 Identify any inaccuracies or omissions in information, documentation and/or calculations and correct these where necessary 4.3 Make sure that any requests for payment comply with limits or restrictions set down by law, regulation, and the organisation's policies and procedures			
5	Be able to take appropriate action following checks made on the processing of a request for payment under a life, pension or investment contract	5.1 Authorise settlement of requests for payments within the organisation's procedures and timescales where the initial processing has been correctly carried out 5.2 Take the action required by the organisation's policies and regulations where initial processing has been incorrectly carried out or where suspicious circumstances may apply			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.3 Advise people within the organisation, who have a need and a right to it, of decisions, providing them with sufficient and relevant information to enable them to take any further action required 5.4 Maintain accurate and complete records within the claimant's and business files			
6	Understand the requirements of all codes, laws and regulatory requirements	6.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 6.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out 6.3 Describe the action required when an activity falls outside of personal authority			
7	Be able to comply with all codes, laws and regulatory requirements	7.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 39: Authorising the underwriting of life, pensions and investment contracts

Unit code:	E11
Unit reference number:	F/601/8740
Level:	3
Credit value:	5
Guided learning hours:	26

Unit summary

This unit is suitable for learners whose work includes making sure that the underwriting of new business and/or proposed alterations are acceptable. It includes checking if the initial underwriting decision has been correctly made and taking any appropriate action following the checks.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 5 and 7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3, 4 and 6 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within life, pensions and investment business related to the work carried out	1.1 Outline the structure of the market for financial services 1.2 Explain the roles and responsibilities of providers of financial services products 1.3 Explain the roles and responsibilities of intermediaries in the provision of financial services products			
2	Understand the features and benefits provided by life, pensions and investment products	2.1 Explain the features and benefits provided by the main products available			
3	Understand how to authorise the underwriting of life, pensions and investment contracts	3.1 Explain the information and/or documentation required to underwrite new business or mid-term alterations to existing contracts 3.2 Identify sources of advice and information 3.3 Describe organisational procedures for authorising underwriting of new business and alterations 3.4 Describe organisational procedures where a new business application or alteration does not meet acceptance criteria			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand internal company procedures and policies for working with customers and customer information	<p>4.1 Describe organisational systems and procedures for accessing, recording, amending and maintaining information, including customer records</p> <p>4.2 Explain organisational policy and procedures regarding communicating with customers</p>			
5	Be able to check if the initial underwriting decision for a new business application, or a proposed alteration to a life, pension or investment contract has been correctly made	<p>5.1 Identify any customer's request for new business and/or alterations that has been inaccurately determined</p> <p>5.2 Identify any inaccuracies in documentation that are material to requests for new business and/or alterations</p> <p>5.3 Identify any inaccuracies in the application of underwriting criteria in initial underwriting decisions</p> <p>5.4 Make sure that any proposed new business and/or alterations comply with limits or restrictions set down by law, regulation, and the organisation's policies and procedures</p>			
6	Understand the requirements of all codes, laws and regulatory requirements	<p>6.1 Explain the policies and procedures which apply to own job role to include:</p> <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.2 Summarise the insurance and legal principles and regulations relevant to the work carried out 6.3 Describe the action required when an activity falls outside of personal authority			
7 Be able to comply with all codes, laws and regulatory requirements	7.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 40: Processing complex requests for payment against life, pensions and investment contracts

Unit code:	E12
Unit reference number:	R/601/8791
Level:	3
Credit value:	5
Guided learning hours:	28

Unit summary

This unit is suitable for learners whose work includes dealing with a complex request for payment against a life, pensions and investment contract. A complex request for payment is one that cannot be dealt with routinely and includes aspects where technical/legal interpretations may be required over whether the payment can be made or to whom the payment can be made. It includes deciding that the payment can be made, calculating the payment and authorising the payment.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5 and 7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 6 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within life, pensions and investment business related to the work carried out	1.1 Outline the structure of the market for financial services 1.2 Explain the roles and responsibilities of providers of financial services products 1.3 Explain the roles and responsibilities of intermediaries in the provision of financial services products			
2	Understand the features and benefits provided by life, pensions and investment products	2.1 Explain the features and benefits provided by the main products available, including those that are not current			
3	Understand the process for dealing with requests for payment on life assurance, pension and investment products	3.1 Explain the roles and responsibilities of others that may have an interest or involvement in requests for payment 3.2 Describe organisational procedures for dealing with requests for payment, including those that are complex 3.3 Outline the procedures to be taken when documentation cannot be produced by the claimant 3.4 Describe the information and/or documentation required to process a request for payment on a contract for life, pensions and investment business 3.5 Identify sources of advice and information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to decide if a requested payment against a life, pension or investment contract may be made, when the claim is not routine	<p>4.1 Identify all policies which may affect or apply to requests for payment</p> <p>4.2 Obtain all of the required information and documentation for each policy</p> <p>4.3 Clarify with the claimant any discrepancies and queries, including any incomplete or inconsistent information, in the time required</p> <p>4.4 Refer any request for payment outside of personal authority limits to the person who can deal with it</p> <p>4.5 Establish correctly who holds title and who is entitled to receive payment</p> <p>4.6 Check the request for payment is valid, that documentation is correct and that all other criteria are met</p> <p>4.7 Make sure that systems used to monitor the progress of complex requests for payment are kept up to date</p>			
5	Be able to authorise and calculate payment against a life, pension or investment contract, when the claim is not routine	<p>5.1 Calculate the settlement in accordance with the terms of the contract</p> <p>5.2 Provide information to the claimants or their representative which is clear, accurate, relevant to their needs and within the time required</p> <p>5.3 Handle problems or complaints associated with complex requests for payment in accordance with organisational procedure and legal requirements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		5.4 Arrange authorised payments according to organisational procedures 5.5 Maintain accurate and complete records within the customer's and business files 5.6 Make sure information regarding the request and the outcome is made available only to those who need it and have a right to it			
6	Understand the requirements of all codes, laws and regulatory requirements	6.1 Explain the policies and procedures which apply to own job role to include: <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 6.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out 6.3 Describe the action required when an activity falls outside of personal authority			
7	Be able to comply with all codes, laws and regulatory requirements	7.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 41:	Underwriting complex new life, pensions and investment business quotations
Unit code:	E13
Unit reference number:	H/601/8746
Level:	3
Credit value:	5
Guided learning hours:	28

Unit summary

This unit is suitable for learners whose work includes dealing with complex new business applications. A complex application is one that includes non-standard extensions and limitations and that cannot be dealt with routinely. It includes making sure that information supplied by customers is sufficient, deciding if the proposal can be accepted and informing customers of the outcome.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5, 6 and 8 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 7 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within life, pensions and investment business related to the work carried out	1.1 Outline the structure of the market for financial services 1.2 Explain the roles and responsibilities of providers of financial services products 1.3 Explain the roles and responsibilities of intermediaries in the provision of financial services products			
2	Understand the features and benefits provided by life, pensions and investment products	2.1 Explain the features and benefits provided by the main products available			
3	Understand how to carry out underwriting of complex new life, pensions and investment business	3.1 Identify clauses, extensions and limitations that may be applied, including those that are standard and non-standard 3.2 Explain standard and non-standard application or enquiry questions, identifying acceptable answers 3.3 Explain criteria by which underwriting decisions are determined for complex new life, pensions and investment business, using standard and non-standard terms and conditions 3.4 Identify sources of advice and information			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.5 Describe organisational procedures for dealing with underwriting of new life, pensions and investment business, including those where an alteration does not meet acceptance criteria			
4	Be able to make sure that information supplied in support of complex new business is sufficient and accurate enough for underwriting to take place	4.1 Deal with proposals for complex new business in the time required 4.2 Check there are sufficient details provided to underwrite the proposal for complex new business 4.3 Clarify incomplete or inconsistent information with the customer, in the time required 4.4 Make information available only to those who need it and have a right to it			
5	Be able to decide if the proposed complex new life, pensions and investment business is acceptable	5.1 Apply relevant underwriting criteria, including non-standard extensions and limitations to decide whether to accept or decline the proposal 5.2 Determine any terms and conditions to be applied 5.3 Consult and implement the advice of experts on any proposal that is outside of the learner's expertise and experience			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to inform the customer of the outcome regarding proposed complex new life, pensions and investment business	<p>6.1 Advise the customer of the outcome of the application and any terms and conditions to be applied</p> <p>6.2 Make sure information regarding the application and the outcome is made available only to those who need it and have a right to it</p> <p>6.3 Maintain accurate and complete records within the customer's and business files</p> <p>6.4 Make sure the quotation is followed up by the relevant person, taking necessary action where it is not</p> <p>6.5. Make sure quotation documentation is processed and sent to the customer in the time required</p>			
7	Understand the requirements of all codes, laws and regulatory requirements	<p>7.1 Explain the policies and procedures which apply to own job role to include:</p> <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations <p>7.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out</p> <p>7.3 Describe the action required when an activity falls outside of personal authority</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
8	Be able to comply with all codes, laws and regulatory requirements	8.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 42: Underwriting complex alterations to life, pensions and investment contracts

Unit code:	E14
Unit reference number:	L/601/8790
Level:	3
Credit value:	5
Guided learning hours:	28

Unit summary

This unit is suitable for learners whose work includes dealing with complex alterations to life, pensions and investment contracts. A complex application is one that includes non-standard extensions and limitations and that cannot be dealt with routinely. It includes making sure that information supplied by customers is sufficient, deciding if the alteration can be accepted and informing customers of the outcome.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5, 6 and 8 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 7 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within life, pensions and investment business related to the work carried out	1.1 Outline the structure of the market for financial services 1.2 Explain the roles and responsibilities of providers of financial services products 1.3 Explain the roles and responsibilities of intermediaries in the provision of financial services products			
2	Understand the features and benefits provided by life, pensions and investment products	2.1 Explain the features and benefits provided by the main products available including those that are not current			
3	Understand procedures for dealing with mid-term adjustments and cancellations to life assurance, pension and investment business	3.1 Identify clauses, extensions and limitations that may be applied, including those that are standard and non-standard 3.2 Describe organisational procedures for determining decisions regarding complex alterations and cancellations, including those that do not meet acceptance criteria 3.3 Describe organisational procedures for determining decisions regarding complex alterations and cancellations, where the process would be outside of authority			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.4 Describe the information and/or documentation required to make alterations to existing contracts for life, pensions and investment business			
		3.5 Identify sources of advice and information			
4	Be able to make sure that information supplied by customers in support of a proposed complex alteration is sufficient and accurate enough for underwriting to take place	4.1 Deal with requests for complex alterations in the time required 4.2 Check there are sufficient details provided regarding an application to make a complex alteration, to allow the application to proceed 4.3 Clarify incomplete or inconsistent information with the customer in the time required 4.4 Notify any interested parties of requests for amendment to contracts, making information available only to those who need it and have a right to it			
5	Be able to decide if the proposed complex alteration to a life, pension or investment contract is acceptable	5.1 Apply relevant underwriting criteria, including non-standard extensions and limitations to decide whether to accept or decline applications to make an alteration 5.2 Determine any terms and conditions to be applied 5.3 Refer any application to alter a contract outside personal authority limits to the person who can deal with it			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to inform the customer of the outcome regarding a proposed complex alteration to a life, pension or investment contract	<p>6.1 Advise the customer and interested parties of the outcome of the application and any terms and conditions to be applied</p> <p>6.2 Make sure information regarding the application and the outcome is made available only to those who need it and have a right to it</p> <p>6.3 Maintain accurate and complete records within the customer's and business files</p>			
7	Understand the requirements of all codes, laws and regulatory requirements	<p>7.1 Explain the policies and procedures which apply to own job role to include:</p> <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations <p>7.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out</p> <p>7.3 Describe the action required when an activity falls outside of personal authority</p>			
8	Be able to comply with all codes, laws and regulatory requirements	8.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 43: Processing documentation for complex life, pensions and investment contracts

Unit code:	E15
Unit reference number:	Y/601/8744
Level:	3
Credit value:	5
Guided learning hours:	26

Unit summary

This unit is suitable for learners whose work includes providing customers with documentation as evidence of a complex contract. A contract is complex if it includes non-standard wordings, extensions and limitations. It includes preparing and then issuing documentation to customers.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 4, 5 and 7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1, 2, 3 and 6 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the roles and responsibilities of the various parties within life, pensions and investment business related to the work carried out	1.1 Outline the structure of the market for financial services 1.2 Explain the roles and responsibilities of providers of financial services products 1.3 Explain the roles and responsibilities of intermediaries in the provision of financial services products			
2	Understand how to prepare policies and other documentation	2.1 Identify sources of advice and information 2.2 Identify clauses, extensions and limitations that may be applied, including those that are standard and non-standard 2.3 Explain how to prepare policies and other documentation for life, pensions and investment contracts 2.4 Describe organisational procedures for dealing with mid-term adjustments and cancellations			
3	Understand the importance of customer service in the financial services industry	3.1 Explain organisational policy and procedures regarding communicating with customers 3.2 Outline organisational policies for dealing with complaints			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to prepare documentation using standard and non-standard clauses, extensions and limitations for new and/or altered life, pensions and investment contracts	<p>4.1 Enter correct information in the appropriate location when preparing documentation for new and/or altered complex contracts</p> <p>4.2 Correctly incorporate standard and non-standard clauses, extensions and limitations in documentation for new and/or altered contracts</p> <p>4.3 Produce documentation in accordance with the organisation's policies and procedures</p> <p>4.4 Resolve any ambiguities or discrepancies regarding documentation</p>			
5	Be able to issue to customers documentation with non-standard wordings, extensions and limitations for new and/or altered life, pensions and investment contracts	<p>5.1 Check that documentation produced is accurate before issuing it to customers and make sure any errors are corrected</p> <p>5.2 Issue documentation in the time required</p> <p>5.3 Make sure documentation and information is only passed to those who need it and have a right to it</p> <p>5.4 Maintain accurate and complete records within the customer's and business files</p>			
6	Understand the requirements of all codes, laws and regulatory requirements	<p>6.1 Explain the policies and procedures which apply to own job role to include:</p> <ul style="list-style-type: none"> • legal requirements • professional codes • industry regulations 			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		6.2 Summarise the relevant insurance and legal principles and regulations relevant to the work carried out			
		6.3 Describe the action required when an activity falls outside of personal authority			
7	Be able to comply with all codes, laws and regulatory requirements	7.1 Comply with all codes, laws and regulatory requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 44: Appraising and authorising applications for personal financing and credit facilities

Unit code:	F3
Unit reference number:	Y/602/5418
Level:	3
Credit value:	4
Guided learning hours:	11

Unit summary

This unit is suitable for those working in financing and/or credit functions. It is about assessing applications, making decisions to allow or decline facilities based on that assessment, communicating the final decision to customers.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.3, 2.1, 2.2, 2.4, 2.5, 2.9, 3.1, 4.1 and 4.3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.3, 2.1, 2.2, 2.4, 2.9, 3.1, 4.1 and 4.3 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Assessment criterion 2.5 also relates to knowledge and understanding. However, evidence of satisfactory performance in the remainder of the assessment criteria will demonstrate that the learner knows and understands the information covered in 2.5 and, therefore, there is no need for these criteria to be assessed separately from performance.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to assess applications for personal financing and/or credit facilities	<p>1.1 Describe the guidelines and procedures for handling applications for financing and/or credit facilities</p> <p>1.2 Identify, confirm and record the customer's financing and/or credit requirements</p> <p>1.3 Explain the features, terms and conditions of the financing and credit requirements authorised to promote</p> <p>1.4 Explain the features and benefits to the customer of the types of financing and/or credit facilities offered by the organisation including the conditions that apply</p> <p>1.5 Obtain the information necessary to carry out an assessment of the application</p> <p>1.6 Complete required credit checks and record the results</p> <p>1.7 Seek clarification from customers when assessments reveal discrepancies or inconsistencies</p> <p>1.8 Refer applications outside the job role to the appropriate person</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
2	Be able to apply the decision-making process and communicate decisions to customers	2.1	Explain the information required from the customer to allow or decline financing and/or credit facilities		
		2.2	Explain the organisation's assessment factors		
		2.3	Make decisions to allow or decline financing and/or credit facilities using information from customers and knowledge of the organisation's assessment factors		
		2.4	Explain the need for integrity, fairness and consistency in the decision-making process		
		2.5	Describe the organisation's methods for communicating decisions to customers		
		2.6	Inform customers of the decision and the terms and conditions that apply		
		2.7	Provide the customer with the essential information, and/or supporting material relating to the facility		
		2.8	Check the customer's understanding and provide opportunities to ask questions and seek clarification		
		2.9	Describe the organisation's guidelines for handling customer complaints		
		2.10	Deal with queries or complaints about financing decisions within the organisation's timescales		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to activate the facility	3.1 Describe the organisation's procedures for activating financing and/or credit facilities			
		3.2 Arrange to obtain the customer's agreement to the facility in writing, if required			
		3.3 Take action to activate the facility and advise the customer			
		3.4 Keep accurate and up-to-date records of actions taken			
4	Be able to comply with all codes, laws and regulatory requirements	4.1 Explain the need for vigilance of financial crime in all activities			
		4.2 Show vigilance for potential risks of criminal activities			
		4.3 Describe the legal requirements, industry regulations, organisational policies and professional codes			
		4.4 Comply with legal requirements, industry regulations, organisational policies and professional codes in all activities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 45: Progressing personal property financing applications

Unit code:	F4
Unit reference number:	D/602/5419
Level:	3
Credit value:	3
Guided learning hours:	8

Unit summary

This unit is suitable for those who work in a front or back office role carrying out checks on personal property financing applications. It covers making decisions based on the information held, and either progressing applications to the appropriate authority, or declining them on behalf of the organisation.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 1.3, 2.1, 3.3, 4.1 and 4.2 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 1.3, 2.1, 3.3, 4.1 and 4.2 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to gather information required to progress applications for personal property financing	<p>1.1 Identify the types of property financing offered by the organisation</p> <p>1.2 Explain the organisation's financing policy in relation to the area of responsibility within the job role</p> <p>1.3 Describe the information required to complete personal property financing applications</p> <p>1.4 Check the identity and status of applicants based on information obtained from the customer</p> <p>1.5 Make sure that property valuations are undertaken by approved valuers, as agreed with the customer</p>			
2	Be able to evaluate and submit information required to progress applications for personal property financing	<p>2.1 Describe the organisation's procedures for progressing applications for personal property financing including further advances</p> <p>2.2 Evaluate relevant information for completeness and accuracy</p> <p>2.3 Identify and investigate information that may be inaccurate or misleading</p> <p>2.4 Identify and record risks that might impact on proposed financing requirements</p> <p>2.5 Submit relevant information for approval to the appropriate authority within organisational guidelines</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.6 Refer to the appropriate person when any application is outside authority to process			
3	Be able to process applications for personal property financing and communicate with customers on progress	3.1 Process approved property financing applications 3.2 Make sure that the offer is issued according to the organisational procedures 3.3 Describe risks that need to be identified according to the type of application 3.4 Identify and record risks that might impact on applications made for personal property financing 3.5 Inform the customer of any special conditions made on the property financing offer 3.6 Inform the customer when financing is declined, explaining clearly the reasons why 3.7 Keep complete and accurate records following organisational guidelines 3.8 Identify opportunities for cross-selling and notify the appropriate person promptly of the customer's interest			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to understand and comply with legislation and regulation relating to progressing applications for personal property financing	4.1 Explain the organisation's financing policy in relation to the area of responsibility 4.2 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements, as they impact on activities 4.3 Comply with legal requirements, industry regulations, organisational policies and professional codes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 46: Charging and controlling securities for financing

Unit code:	F5
Unit reference number:	R/602/5420
Level:	3
Credit value:	3
Guided learning hours:	9

Unit summary

This unit is suitable for those who work in a financing and credit function, taking, maintaining and releasing valid security in compliance with organisational requirements. It covers ensuring that security is both valid and insured where necessary and is in the condition expected by the organisation, ensuring through monitoring that the organisation's interest in the security is maintained until termination of the financial agreement.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 1.3, 2.1 and 4.2 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning may only be used in assessment criterion 3.3 to supplement evidence of when it would be appropriate for learners to refer to the organisation's legal representatives regarding legal releases and how they would do this.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 1.3, 2.1 and 4.2 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Be able to assign and/or deposit securities	1.1 Describe the types of security, quasi-security and assets that can be charged 1.2 Describe the formalities needed to complete the assignment and/or deposit of securities 1.3 Identify all parties concerned with the organisation's interest in securities 1.4 Arrange for the assignment and/or deposit of securities 1.5 Complete the charge over the required security in accordance with the organisation's requirements			
2 Be able to monitor securities for financing	2.1 Describe the organisation's guidelines and procedures for maintaining the validity of security 2.2 Establish and update the current market value of the security 2.3 Confirm that all the insurances required for the security are current 2.4 Confirm that all the insurances required for the security are sufficient in value 2.5 Confirm that all the insurances required for the security are valid for the required time span, where necessary			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to release securities assigned and/or deposited for financing	<p>3.1 Release securities within own level of authority, in accordance with the organisation's policies</p> <p>3.2 Send notices to all interested parties indicating the cancellation of the organisation's interest</p> <p>3.3 Confirm that legal releases are made with reference to the organisation's legal representative if appropriate</p> <p>3.4 Present discharged securities to the customer against formal receipt, where appropriate</p> <p>3.5 Complete all appropriate documentation in accordance with the required procedures</p>			
4	Be able to understand and comply with legislation and regulation relating to charging and controlling securities for financing	<p>4.1 Maintain accurate and up-to-date records relating to charging and controlling securities for financing</p> <p>4.2 Describe the organisation's requirements relating to the application of codes, laws and regulatory requirements, as they impact on own activities</p> <p>4.3 Comply with legal requirements, industry regulations, organisational policies and professional codes</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 47: Appraising applications for business financing and credit facilities

Unit code:	F6
Unit reference number:	Y/602/5421
Level:	3
Credit value:	4
Guided learning hours:	9

Unit summary

This unit is suitable for those who work in a financing and credit function with responsibility for appraising applications for financing and/or credit facilities made by business customers. They will gather valid information from business customers about both their business and the proposition for which they require financing and/or credit facilities, assessing that information prior to making recommendations to allow or decline financing and/or credit facilities operating within organisational guidelines.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.2, 3.2, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2 and 4.3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.2, 3.2, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2 and 4.3 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare to assess applications for business financing and/or credit facilities	<p>1.1 Identify, confirm and record the customer's financing and/or credit requirements</p> <p>1.2 Describe the different categories of customers and their needs</p> <p>1.3 Obtain the information necessary to carry out an assessment of the application for financing and/or credit facilities</p>			
2	Be able to assess applications for business financing and/or credit applications	<p>2.1 Assess the customer's objectives, business targets, strengths and weaknesses accurately</p> <p>2.2 Complete all relevant credit checks, where appropriate</p> <p>2.3 Justify the customer's business viability using both financial and non-financial information</p> <p>2.4 Assess the need for, and availability of, security in accordance with the organisation's guidelines</p> <p>2.5 Obtain all necessary valuations and reports about the customer's assets offered as security and compare them to the customer's valuation, where appropriate</p> <p>2.6 Seek clarification from customers when assessments reveal discrepancies or inconsistencies</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to apply the decision-making process and communicate decisions to customers	3.1	Evaluate all facts and factors when making decisions to allow, or decline, financing and/or credit facilities		
		3.2	Explain the need for integrity, fairness and consistency in decision making		
		3.3	Make clear recommendations to the appropriate authority when the application has to be referred		
		3.4	Inform the customer of the decision to allow or decline financing and/or credit facilities		
		3.5	Explain the potential borrowing options and their features and benefits, together with essential information relating to these options		
		3.6	Describe how to recognise opportunities for negotiation and cross-selling with customers		
		3.7	Describe the types of financing and/or credit facility authorised to promote and sell		
		3.8	Explain the conditions that apply to the financing and credit facilities authorised to promote		
		3.9	Describe the benefits and features of each facility that the job role is authorised to promote and sell		

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to understand and comply with regulatory requirements for appraising and authorising business applications for financing and/or credit facilities	4.1			
		4.2			
		4.3			
		4.4			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 48: Progressing and finalising applications for business financing and credit facilities

Unit code:	F7
Unit reference number:	H/602/5423
Level:	3
Credit value:	4
Guided learning hours:	13

Unit summary

This unit is suitable for those who work in a financing and credit function with responsibility for any type of business financing, including overdrafts and credit cards. They will evaluate different types of reports in relation to customers and their business, including the customer's financial position and the strength of their business, liaising with a range of people, including internal and external specialists, other colleagues and customers.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 1.3, 2.1, 3.1, 3.3, 4.1, 5.1 and 5.2 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 1.3, 2.1, 3.1, 3.3, 4.1, 5.1 and 5.2 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to evaluate information required to progress applications for business financing and/or credit facilities	<p>1.1 Describe the organisation's guidelines for offering financing and/or credit facilities to business customers</p> <p>1.2 Describe the relevant reports and recommendations relating to the customer's application for financing and/or credit facilities, including evaluations of financial and non-financial information</p> <p>1.3 Explain the principles and methods of assessing and interpreting relevant reports and recommendations</p> <p>1.4 Evaluate all relevant information and/or recommendations before making judgements about financing and/or credit facilities</p> <p>1.5 Make a judgement about financing and/or credit facilities conducive to the information and recommendations available</p>			
2	Be able to approve applications for business financing and/or credit facilities	<p>2.1 Explain the limits of own authority to approve applications for business financing and/or credit facilities</p> <p>2.2 Approve only facilities within own limits of responsibility and the organisation's guidelines for financing and/or credit facilities</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.3 Inform the customer clearly and accurately of the decision and obtain written acceptance of the financing and/or credit facility where appropriate			
		2.4 Confirm the customer's understanding of all relevant aspects of the financing			
3	Be able to obtain written agreement and security for financing and/or credit facilities to business customers	3.1 Explain the purpose of obtaining written acceptance of agreements 3.2 Arrange for the preparation of all contracts in accordance with the organisation's requirements 3.3 Explain the purpose of obtaining security and the forms that security can take 3.4 Obtain confirmation that security is in place, when required 3.5 Obtain written acceptance of the agreement from the business customer			
4	Be able to activate the facility for business customers	4.1 Explain the organisation's procedures for activating facilities 4.2 Arrange to activate the financing and/or credit facility and advise the business customer 4.3 Keep accurate and up-to-date records of action taken relating to the application			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to understand and comply with legislation and regulation relating to progressing and finalising applications for financing and credit facilities	5.1 Describe relevant legislation and regulations affecting financing and credit applications			
		5.2 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements, as they impact on own activities			
		5.3 Comply with legal requirements, industry regulations, organisational policies and professional codes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 49: Monitoring and reviewing financing and credit facilities

Unit code:	F8
Unit reference number:	M/602/5425
Level:	3
Credit value:	4
Guided learning hours:	13

Unit summary

This unit is suitable for those who work in a financing and credit function with responsibility for reviewing and re-appraising authorised financing and/or credit facilities, including situations where customers have taken advantage of unauthorised facilities. It relates to regular and/or agreed review schedules and mechanisms rather than a reactive response to a situation where arrears have occurred.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.2, 4.4 and 5.1 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.2, 4.4 and 5.1 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to gather information required for reviewing customer accounts for financing and credit facilities	<p>1.1 Explain the financing and/or credit facilities offered by the organisation and the terms and conditions that apply to them</p> <p>1.2 Describe the organisation's policies and procedures for monitoring and reviewing accounts</p> <p>1.3 Explain the limits of own authority when monitoring and reviewing financing and/or credit facilities</p> <p>1.4 Explain to whom any accounts which are outside own authority should be referred</p> <p>1.5 Identify financing and/or credit facilities for which a review is appropriate</p> <p>1.6 Gather all the information necessary to carry out the review</p>			
2	Be able to analyse account activities and recognise potential problems	<p>2.1 Explain the process of analysing information on accounts, including the warning signs of potential debt</p> <p>2.2 Explain the types, causes and significance of variances and trends in accounts</p> <p>2.3 Analyse the activity on the account identifying any trends and patterns</p> <p>2.4 Describe the warning signs of potential debt and failure to maintain agreed payments</p> <p>2.5 Recognise the warning signs of potential debt and failure to maintain agreed payments</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to investigate factors affecting customers' ability to maintain payments	3.1 Investigate external factors that may impact on customers' ability to maintain agreed terms and conditions			
		3.2 Describe the process of investigating adverse variances or trends and how to recognise when further action is required			
		3.3 Investigate any indicators of adverse variances or trends in the account			
4	Be able to initiate action required following monitoring and review of customer accounts	4.1 Identify variances in the account for which action is required in accordance with the organisation's procedures			
		4.2 Identify the causes of variances in the account			
		4.3 Re-evaluate securities held against financing and/or credit facilities and identify variances for which action is required			
		4.4 Describe possible strategies for dealing with problems within accounts			
		4.5 Seek prompt action from the customer to solve any problems with their account			
		4.6 Explain the implications of closing accounts			
		4.7 Refer matters outside own authority to an appropriate authority			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to understand and comply with regulatory requirements for monitoring and reviewing accounts	5.1 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements, as they impact on own activities 5.2 Comply with legal requirements, industry regulations, organisational policies and professional codes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 50: Managing the quality of decisions to offer financing and credit facilities

Unit code:	F9
Unit reference number:	A/602/5427
Level:	3
Credit value:	4
Guided learning hours:	10

Unit summary

This unit is suitable for those who work in a financing and credit function, reviewing and/or authorising decisions to offer financing and/or credit facilities while acting within their mandated authority level to approve and authorise the applications. This may be in relation to individual cases requiring referral, or as part of an ongoing supervisory process and will require them to cover assessing applications that have been prepared by others, establishing that the level of risk is acceptable and that appropriate security is available.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 2.1, 3.1, 4.1, 4.2, 4.4 and 4.7 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning may only be used in assessment criterion 3.4 to supplement evidence of what they would do if fraud or money-laundering was suspected.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 2.1, 3.1, 4.1, 4.2 and 4.7 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Assessment criterion 4.4 also relates to knowledge and understanding. However, evidence of satisfactory performance in the remainder of the assessment criteria will demonstrate that the learner knows and understands the information covered in criterion 4.4 and, therefore, there is no need for these criteria to be assessed separately from performance.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to gather the information necessary to carry out the review and/or authorise decisions to offer financing and credit facilities	<p>1.1 Describe the financing and/or credit facilities offered by the organisation and the terms and conditions that apply to them</p> <p>1.2 Gather the information necessary to carry out the review</p> <p>1.3 Make sure that application forms are accurate and complete</p>			
2	Be able to analyse and establish the level of risk presented by applications for financing and/or credit facilities	<p>2.1 Explain the organisation's criteria and guidelines for establishing the risk inherent in applications for financing and/or credit facilities</p> <p>2.2 Analyse and establish the level of risk presented by applications for financing and/or credit facilities against the organisation's criteria and guidelines</p> <p>2.3 Justify the decision to progress applications for financing and/or credit facilities in accordance with mandated authority of the job role and the organisation's guidelines</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to check that security is in place for financing and/or credit facilities, according to organisational guidelines	<p>3.1 Explain the organisation's guidelines regarding security for financing and/or credit facilities</p> <p>3.2 Comply with the organisation's guidelines regarding security for financing and/or credit facilities</p> <p>3.3 Check that security for financing and/or credit facilities is in place, where necessary, according to organisational guidelines</p> <p>3.4 Comply with the organisation's guidelines for dealing with fraud and money-laundering issues</p>			
4	Be able to authorise and/or approve applications within mandated authority	<p>4.1 Explain the organisation's guidelines regarding security for financing and/or credit facilities</p> <p>4.2 Describe the documentation and information required to support applications for financing and/or credit facilities</p> <p>4.3 Review offer decisions consistently and fairly, complying with the organisation's criteria for authorising/approving financing and/or credit facilities</p> <p>4.4 Identify those to whom applications outside own authority to approve should be referred</p> <p>4.5 Refer applications outside own authority for approval by the appropriate authority</p> <p>4.6 Complete procedures to authorise and/or approve applications for financing and/or credit facilities</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.7 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements, as they impact on own activities</p> <p>4.8 Comply with legal requirements, industry regulations, organisational policies and professional codes</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 51: Investigating arrears and recovering debts

Unit code:	F10
Unit reference number:	A/602/5430
Level:	3
Credit value:	4
Guided learning hours:	13

Unit summary

This unit is suitable for those who work in a financing and credit function, identifying arrears in accounts, communicating with customers about them, and implementing measures to put payments back on track. This includes investigating the causes of problems and developing a clear picture about what further action is required.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.4, 4.1 and 4.3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 1.3, 1.4, 2.1, 2.4, 3.1, 3.4, 4.1 and 4.3 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to investigate identified problems with customer payments which may impact on their accounts	<p>1.1 Explain the terms and conditions of the accounts offered by the organisation</p> <p>1.2 Explain the organisation's requirements for dealing with arrears and the recovery of debt</p> <p>1.3 Describe the limits of own authority for dealing with arrears</p> <p>1.4 Describe the procedures for referring arrears which are beyond the limits of own authority</p> <p>1.5 Identify and investigate problems in customer repayments for their potential impact on the account</p>			
2	Be able to communicate with customers when investigating the source of problems with their accounts	<p>2.1 Describe how to investigate the sources of problems with customers sensitively</p> <p>2.2 Investigate the source of the problems in accounts with the customer</p> <p>2.3 Clarify with customers the problems they have in meeting the terms and conditions of their account</p> <p>2.4 Describe the implications of not inviting customers to discuss their problems with accounts</p> <p>2.5 Produce written communications to customers which are clear and accurate, and which do not prejudice the organisation's legal position</p> <p>2.6 Inform customers clearly of the organisation's policy in respect of debt recovery</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to effect solutions that are acceptable to both customers and the organisation	3.1 Explain the purpose of seeking solutions for the payment of arrears which are acceptable to customers and the organisation 3.2 Identify possible solutions for the payment of arrears that are acceptable to both the customer and the organisation 3.3 Agree and confirm revised repayment schedules with the customer 3.4 List those who need to be informed about revised payment schedules 3.5 Inform all relevant people of revised payment agreements 3.6 Refer any instances of failure to make agreements which are outside own authority to the appropriate person			
4	Be able to understand and comply with legislation and regulation relating to investigating arrears and recovering debts	4.1 Identify the records that need to be maintained 4.2 Keep accurate and complete records 4.3 Explain the organisation's requirements relating to the application of codes, laws and regulatory requirements, as they impact on activities 4.4 Comply with legal requirements, industry regulations, organisational policies and professional codes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 52: Processing and maintaining bilateral and/or syndicated loans

Unit code:	F11
Unit reference number:	R/503/1126
Level:	3
Credit value:	8
Guided learning hours:	68

Unit summary

This unit is relevant for learners working in a loan management. It is about processing loan records for bilateral and/or syndicated loans in an accurate and timely manner.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1 (except 1.1), 2, 3 and 4 (except 4.1) relate to performance, as do 5.4 and 6.3. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 4.1 and all assessment criteria in learning outcomes 5 and 6 (except 5.4 and 6.3) relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to obtain the information needed to process and/or maintain bilateral and/or syndicated loans	1.1 Identify the information needed to create and/or maintain loan records 1.2 Obtain all the required information and/or documentation 1.3 Check the accuracy of the information and/or documentation obtained 1.4 Resolve any inaccuracies identified			
2	Be able to process the information received	2.1 Use the information received to create and/or maintain loan facilities so that they are accurate and complete 2.2 Monitor and gather market information needed to create and/or maintain loan facilities 2.3 Manage the workflow to make sure that loan records are processed within required deadlines			
3	Be able to process fees relating to bilateral and/or syndicated loans	3.1 Identify fees which are overdue 3.2 Investigate and resolve overdue fees 3.3 Maintain accurate and up-to-date records of overdue fees			
4	Be able to act within personal authority levels	4.1 Identify limits of responsibility 4.2 Identify and refer any situations which require authorisation 4.3 Identify and refer any situations which fall outside area of responsibility			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to work within internal procedures	5.1 Describe the main features of the key product types relevant to the work being carried out			
		5.2 Describe the organisational policies, procedures and service standards which apply to processing and maintaining bilateral and syndicated loans			
		5.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			
		5.4 Carry out work in accordance with organisational policies, procedures and service standards			
		5.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out			
		5.6 Explain how other individuals and teams impact on the work being carried out			
		5.7 Describe sources of information and advice within the organisation			
6	Be able to comply with external requirements and regulations	6.1 Describe the key market information and terminology relevant to the work being carried out			
		6.2 Explain the legal requirements and industry regulations which apply to processing and maintaining bilateral and syndicated loans			
		6.3 Make sure work complies with relevant legal requirements and industry regulations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	6.4 Explain the consequences of not complying with the legal and industry regulations relevant to the work being carried out			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 53: Preparing and presenting information to stakeholders

Unit code:	F12
Unit reference number:	J/503/1124
Level:	3
Credit value:	8
Guided learning hours:	65

Unit summary

This unit is relevant for learners in an investment operations or financing and credit function. It is about providing stakeholders, such as clients, front office staff, dealers and unit trust and fund managers, with information in response to either general or specific queries.

Barred combinations

This unit cannot be taken with either of the following units:

- *Unit 28: Preparing and presenting investment market information to stakeholders*
- *Unit 4: Providing information to customers in a financial services environment.*

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2, 3 and 4 relate to performance, as do 5.4, 6.3 and 6.4. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 5 (except 5.4) and learning outcome 6 (except 6.3 and 6.4) relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify stakeholders' information needs and obtain appropriate information	1.1 Identify the stakeholders' information needs accurately 1.2 Obtain appropriate information from relevant sources to meet the stakeholders' information needs 1.3 Analyse and structure information to be shared with the stakeholder			
2	Be able to prepare and present information to stakeholders	2.1 Prepare information for stakeholders which is clear, accurate and relevant to their needs 2.2 Present information in a way that promotes understanding 2.3 Present written information in the required format 2.4 Provide information to stakeholders using the most appropriate method of communication 2.5 Provide information to stakeholders within timescales which meet their needs 2.6 Disclose confidential information only to those authorised to receive it			
3	Be able to deal with queries from stakeholders about the information provided	3.1 Identify the nature of the stakeholders' query about the information provided 3.2 Resolve the stakeholders' query to their satisfaction within required timescales			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to keep accurate and complete records	4.1 Keep accurate and complete records of the information supplied to stakeholders			
		4.2 Make sure that the records of the information supplied to stakeholders are kept secure and confidential			
5	Be able to work within internal procedures	5.1 Describe the main features of the key product types relevant to the work being carried out			
		5.2 Describe the organisational policies, procedures and service standards which apply to preparing and presenting information to stakeholders			
		5.3 Explain the potential consequences of not complying with relevant organisational policies and procedures and service standards			
		5.4 Carry out work in accordance with organisational policies, procedures and service standards			
		5.5 Identify the other individuals and teams within the organisation who affect or are affected by the work being carried out			
		5.6 Explain how other individuals and teams impact on the work being carried out			
		5.7 Describe sources of information and advice within the organisation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
6	Be able to comply with external requirements and regulations	6.1 Describe the key market information and terminology relevant to the work being carried out			
		6.2 Explain the legal requirements and industry regulations which apply to preparing and presenting information to stakeholders			
		6.3 Make sure work complies with relevant legal requirements and industry regulations			
		6.4 Explain the consequences of not complying with legal and industry regulations			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 54: Facilitating an administrative service for mortgage and/or financial planning clients

Unit code:	G4
Unit reference number:	K/602/5410
Level:	3
Credit value:	5
Guided learning hours:	12

Unit summary

This unit is suitable for those who work in a mortgage and/or financial planning administrative function dealing with both clients and internal colleagues, whether responding to complex requests or seeking new information. Client information should be collated so that appropriate mortgage and/or financial planning solutions can be considered and documents prepared for use by the mortgage adviser and/or financial planner.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 2.1, 2.3, 2.4, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3, and 6.4 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

In assessment criterion 1.3, learners must provide evidence of responding to complex requests for information from both clients and internal colleagues. The information requested must be regarding the financial products and services within their job role.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 2.1, 2.3, 2.4, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3, and 6.4 relate to knowledge and understanding. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these except for 6.4 must relate to their own work environment.

For 6.4 learners must provide evidence of being able to describe the legal requirements, industry regulations, organisational policies and professional codes applicable to organisations generally that provide mortgage or planning products, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to deal with complex requests for information from clients and colleagues	<p>1.1 Explain the organisation's procedures for dealing with new business</p> <p>1.2 Identify the products and services authorised to be discussed within the job role</p> <p>1.3 Respond to complex requests for information from clients and internal colleagues within the limits of the job role</p> <p>1.4 Identify requests for information about financial products and services outside limits of authority and pass these to the appropriate person</p>			
2	Be able to collate information required to prepare quotations and illustrations for complex mortgage and/or other complex financial planning products	<p>2.1 Identify the information required for the preparation of complex quotations and illustrations</p> <p>2.2 Collate information required to prepare complex quotations and illustrations</p> <p>2.3 Describe the actions that need to be taken where further information is needed</p> <p>2.4 Describe how complex quotations and illustrations can be obtained</p> <p>2.5 Obtain quotations and illustrations, within limits of authority, to meet the client's needs and that comply with organisational requirements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to assist mortgage advisers or financial planners prepare for client meetings	<p>3.1 Prepare all necessary information for use by the financial planner or mortgage advisor as part of a client meeting</p> <p>3.2 Prepare information for the attention of the client which is clear, accurate and relevant to their needs</p> <p>3.3 Describe the types of documents required by the financial planner or mortgage as part of a client meeting</p>			
4	Be able to monitor the flow of business and appointments and identify priorities for further action	<p>4.1 Identify the organisation's procedures for monitoring the flow of business</p> <p>4.2 Monitor the flow of business and identify priorities for further action</p> <p>4.3 Describe how to monitor the suitability of appointments in the financial planner's or mortgage advisor's diary, and the actions requiring to be taken</p> <p>4.4 Monitor the quantity and quality of appointments in the financial planner or mortgage advisor's diary</p> <p>4.5 Identify priorities for further action</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to undertake general administrative duties relating to dealing with mortgage and/or financial planning clients	5.1 Explain how accurate office administration systems can be implemented and maintained 5.2 Maintain accurate and up-to-date records in line with the organisation's requirements 5.3 Explain current business priorities 5.4 Maintain regular contact with the financial planner or mortgage advisor and appropriate colleagues			
6	Be able to comply with codes, laws and regulatory requirements	6.1 Explain the organisation's procedures for storing and retrieving confidential records 6.2 Make sure confidential records are stored and retrieved in line with organisational requirements" 6.3 Describe the regulatory framework within which the organisation operates 6.4 Describe the legal requirements, industry regulations, organisational policies and professional codes 6.5 Comply with legal requirements, industry regulations, organisational policies and professional codes in all activities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 55: Processing instructions for complex mortgage and/or financial planning business

Unit code:	G5
Unit reference number:	A/602/5413
Level:	3
Credit value:	4
Guided learning hours:	12

Unit summary

This unit is suitable for those who work in a mortgage and/or financial planning administrative function processing complex mortgage and/or other financial products once these have been agreed by the mortgage adviser and/or financial planner in consultation with clients. It covers dealing with client adjustments and monitoring the progress of the various requirements through to completion and payment.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 1.3, 1.10, 2.1, 3.1 and 3.3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 1.3, 1.10, 2.1, 3.1 and 3.3 relate to knowledge and understanding. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these except for 1.2 and 3.3 must relate to their own work environment.

For 1.2 learners must provide evidence of being able to describe the types of adjustments that can be made to mortgage or planning products within the wider market, and not restricted to products they may themselves deal with at work.

For 3.3 learners must provide evidence of being able to describe the legal requirements, industry regulations, organisational policies and professional codes applicable to organisations generally that provide mortgage or planning products, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>1 Be able to process the client's requests for complex mortgage and/or financial planning products once agreed</p>	<p>1.1 Describe the range of complex mortgage or financial planning products offered by the organisation</p> <p>1.2 Describe the types of adjustments that can be made to complex mortgage or financial planning products</p> <p>1.3 Explain the importance of carrying out a full technical review of the different aspects of the client's request</p> <p>1.4 Carry out a technical review of the instructions, relating to the client's requests, to identify the providers involved</p> <p>1.5 Identify any issues that need resolving</p> <p>1.6 Prepare and submit instructions to the product providers, in line with the organisation's procedures and timescales</p> <p>1.7 Seek clarification or supporting information from the client in order to support their request, where required</p> <p>1.8 Refer those aspects of the requests outside limits of authority to the appropriate person/department</p> <p>1.9 Monitor the progress of requests relating to mortgage or financial planning products with relevant parties and keep the clients informed of any delays</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		1.10 Describe the actions that require to be taken in respect of any delays and/or discrepancies identified			
2	Be able to check that payments and documentation relating to complex mortgage and/or other financial products are processed	2.1 Specify the organisation's procedures for processing payments 2.2 Prepare invoices detailing the chargeable products and services sold to clients and despatch them within organisational timescales 2.3 Make arrangements for the receipt of payment in relation to the requested mortgage or financial planning products 2.4 Check documents received from the product provider and identify those which do not meet the client's request 2.5 Issue documents received from the product providers to the client in line with the organisation's procedures			
3	Be able to comply with relevant codes, laws and regulatory requirements	3.1 Describe the organisation's procedures for recording and storing confidential information 3.2 Make sure confidential records are stored and retrieved in line with organisational requirements 3.3 Explain the legal requirements, industry regulations, organisational policies and professional codes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.4 Comply with legal requirements, industry regulations, organisational policies and professional codes in all activities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 56: Completing reports for mortgage and/or financial planning clients

Unit code:	G6
Unit reference number:	F/602/5414
Level:	3
Credit value:	4
Guided learning hours:	11

Unit summary

This unit is suitable for those who work in a mortgage and/or financial planning administrative function. It is about accurately completing reports of a complex nature while taking a proactive approach to the preparation of valuations and suitability letters in line with the mortgage adviser's and/or financial planner's requirements.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 2.2, 3.1, 3.2, 3.4 and 3.5 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 2.2, 3.1, 3.2, 3.4 and 3.5 relate to knowledge and understanding. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these apart from 3.5 must relate to their own work environment.

For 3.5, learners must provide evidence of being able to describe the legal requirements, industry regulations, organisational policies and professional codes applicable to organisations generally that provide mortgage or planning products, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to prepare and produce reports with mortgage advisers or financial planners	<p>1.1 Identify the types of mortgage and/or financial planning reports produced by the organisation</p> <p>1.2 Describe the organisation's systems and protocols for report writing</p> <p>1.3 Confirm with the financial planner or mortgage advisor, the contribution to be made in the preparation of the report</p> <p>1.4 Plan and identify the complex information needed for the report using appropriate and up-to-date sources</p> <p>1.5 Identify the relevant content required to complete the report from the information obtained</p>			
2	Be able to create reports and produce client valuations	<p>2.1 Complete the report in line with the plan following organisational requirements</p> <p>2.2 Identify the types of supporting documents and literature that are required to accompany reports</p> <p>2.3 Supplement reports for clients with appropriate supporting documents and literature</p> <p>2.4 Produce client valuations in line with the financial planner's or mortgage advisor's requirements</p> <p>2.5 Make sure the completed report or valuation is checked and authorised by the financial planner or mortgage advisor</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to comply with relevant codes, laws and regulatory requirements	3.1			
		Describe the organisation's procedures for storing and retrieving confidential records			
		3.2			
		Explain the importance of ensuring the confidentiality of records at all times			
		3.3			
		Make sure confidential records are stored and retrieved in line with organisational requirements			
		3.4			
		Identify the regulatory framework within which the organisation operates			
		3.5			
		Explain the legal requirements, industry regulations, organisational policies and professional codes			
		3.6			
		Comply with legal requirements, industry regulations, organisational policies and professional codes in all activities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 57: Supervising mortgage and/or financial planning administrative systems and processes

Unit code:	G7
Unit reference number:	J/602/5415
Level:	3
Credit value:	6
Guided learning hours:	12

Unit summary

This unit is suitable for those who work in a mortgage and/or financial planning administrative function, supervising systems and processes that enable mortgage and/or financial planning administration to run efficiently, effectively and profitably. Compliance is an important aspect of performance and the supervisor is expected to ensure that systems facilitate compliant administration with them also being expected to investigate and resolve problems relating to administrative systems and processes, as well as recommending changes and improvements as part of ongoing review processes.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 4.1, 5.1, 5.2, 5.3 and 5.4 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 4.1, 5.1, 5.2, 5.3 and 5.4 relate to knowledge and understanding. They can be assessed inside or outside the workplace, but should preferably be assessed using question and answers or by professional discussion.

The evidence the learners produce for all of these except 5.3 must relate to their own work environment.

For 5.3 learners must provide evidence of being able to describe the legal requirements, industry regulations, organisational policies and professional codes applicable to organisations generally that provide mortgage or planning products, and not restricted to those that apply to the organisation for which they work.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to monitor administrative systems to make sure work output is effective	<p>1.1 Explain the role of supervision in maintaining quality work</p> <p>1.2 Describe how the organisation's administrative systems and processes are monitored</p> <p>1.3 Gather information from relevant people about the applicability and efficiency of the administrative systems</p> <p>1.4 Monitor administrative systems to make sure they continue to be effective in terms of work outputs and maintaining client satisfaction</p>			
2	Be able to recognise and assess any shortfall in the understanding and competence of system users	<p>2.1 Assess the understanding and competence of system users</p> <p>2.2 Action development where necessary to rectify any shortfall</p> <p>2.3 Identify and resolve problem areas relating to administrative systems and processes</p> <p>2.4 Forewarn others promptly about problem areas when using specific systems</p> <p>2.5 Make sure that records of problems relating to systems and processes are accurate and passed promptly to the appropriate person/department</p> <p>2.6 Identify resourcing and staffing issues that impact on the administrative systems and take appropriate further action</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to specify and evaluate possible change to administrative systems and processes	<p>3.1 Evaluate potential alternative administrative systems and processes against those currently used in the organisation</p> <p>3.2 Compare efficiency and cost effectiveness of any potential alternative administrative system and process</p> <p>3.3 Specify changes that update the systems and processes to meet changing requirements</p> <p>3.4 Seek feedback on recommendations for changes to administrative systems and processes from relevant people</p>			
4	Be able to prepare reports and statistical data on administrative systems and processes	<p>4.1 Explain the organisation's procedures for producing reports and statistical data</p> <p>4.2 Identify the reporting lines in relation to systems and processes</p> <p>4.3 Prepare reports and statistical data on administrative systems and processes</p>			
5	Be able to check that administrative systems and processes are, and remain, compliant	<p>5.1 Identify the sources of technical assistance and support within the organisation</p> <p>5.2 Identify the regulatory framework within which the organisation operates</p> <p>5.3 Explain the legal requirements, industry regulations, organisational policies and professional codes</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	5.4 Describe the compliance regulations relating to the administrative systems and processes 5.5 Comply with legal requirements, industry regulations, organisational policies and professional codes			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 58: Preparation for debt collection principles

Unit code:	H1K
Unit reference number:	K/601/2706
Level:	3
Credit value:	2
Guided learning hours:	10

Unit summary

The unit aims to develop a good understanding of the preparation required for debt collection to progress and the debt collection options available.

Assessment methodology

This unit develops learners' knowledge and understanding of how to process repayment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 59: Preparation for debt collection practice.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Not applicable.

Simulation

Not applicable.

Assessment criteria: knowledge and understanding

All the learning outcomes in this unit relate to knowledge and understanding. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria, including 3.1, should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to obtain sufficient information to commence debt collection	<p>1.1 Explain types of financial and non-financial information required before commencing debt collection</p> <p>1.2 Explain how to confirm the details of the debtor or their nominated representative in accordance with legal and organisational requirements</p> <p>1.3 Explain how to locate missing information in accordance with legal and organisational requirements</p> <p>1.4 Explain how to locate debtors who cannot be contacted in accordance with legal requirements</p> <p>1.5 Explain how to validate the authenticity and accuracy of financial information received from third parties</p>			
2	Understand how rules and regulations relate to debtors and the collection of debt	<p>2.1 Explain debt collection options available for main debtor types, including deceased debtors</p> <p>2.2 Identify the insolvency options available for different debt types</p> <p>2.3 Explain how to manage the collection of debt from vulnerable debtors</p>			
3	Understand if debt collection procedures need to commence	<p>3.1 Analyse information and assess securities held, in order to advise if debt collection should commence</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 59: Preparation for debt collection practice

Unit code:	H1S
Unit reference number:	F/601/2727
Level:	3
Credit value:	3
Guided learning hours:	15

Unit summary

The unit aims to demonstrate the preparation required for debt collection to progress and the debt collection options available.

Assessment methodology

This unit develops learners' skills in processing payment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply these skills effectively, this unit must be delivered and assessed alongside the following knowledge-based unit:

- Unit 58: Preparation for debt collection principles.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to obtain sufficient information to commence debt collection	1.1 Obtain financial and non-financial information required to commence debt collection			
		1.2 Confirm details of the debtor or their nominated representative in accordance with legal and organisational requirements			
		1.3 Locate missing information in accordance with legal and organisational requirements			
		1.4 Locate debtors in accordance with legal requirements			
		1.5 Validate the authenticity and accuracy of financial information received from third parties			
2	Be able to confirm if debt collection procedures should commence	2.1 Analyse information including securities, in order to advise if debt collection should commence			
		2.2 Advise on the method of debt collection for a range of debtor types			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 60: Debt collection negotiations principles

Unit code:	H2K
Unit reference number:	T/601/2711
Level:	3
Credit value:	3
Guided learning hours:	15

Unit summary

The unit aims to develop a good understanding of the principles of debt collection negotiations.

Assessment methodology

This unit develops learners' knowledge and understanding of how to process repayment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 61: Debt collection negotiations practice.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Not applicable.

Simulation

Not applicable.

Assessment criteria: knowledge and understanding

All the learning outcomes in this unit relate to knowledge and understanding. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

In assessment criterion 2.3, learners are required 'with reference to the debtor's profile' to describe how to identify fraudulent activity/money laundering in accordance with organisational requirements. It is not intended that this should be a particular specific debtor's profile, and learners should be required to describe how debtors' profiles generally can be used to identify fraudulent activity/money laundering. Note that evidence is required of being able to describe how debtors' profiles can be used to identify **both** fraudulent activity **and** money laundering.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to make contact with the debtor in an effective and appropriate way	<p>1.1 Explain how to make appropriate contact with the debtor in accordance with legal and organisational requirements</p> <p>1.2 Explain evidence provided to the debtor which authenticates the collector's relationship to the creditor in accordance with legal and organisational requirements</p> <p>1.3 Explain information provided to the debtor to explain their debt obligation, legal position and consequences of non-compliance in accordance with legal and organisational requirements</p>			
2	Understand the impact of a debtor's profile on the collection process	<p>2.1 Explain how to establish a debtor's profile</p> <p>2.2 Explain the impact of a debtor's profile on the collection process</p> <p>2.3 With reference to the debtor's profile, explain how to identify and report suspicions of fraudulent activity/money laundering in accordance with organisational requirements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to record and, where appropriate, investigate any disputes	<p>3.1 Explain how to source, gather and evaluate evidence as part of dispute investigation</p> <p>3.2 Explain actions available following a dispute investigation</p> <p>3.3 Explain the different departments/external agencies to which the debtor can be referred for advice and help</p> <p>3.4 Explain how to maintain customer records in accordance with organisational and legal requirements</p>			
4	Know how to negotiate repayment solutions	<p>4.1 Explain strategies to achieve full payment in accordance with organisational and legal requirements</p> <p>4.2 Explain how to prepare and implement a repayment plan</p> <p>4.3 Explain appropriate action where there is failure to reach agreement for payment</p> <p>4.4 Explain effective and appropriate methods of communications, which are non-prejudicial to the creditor's legal position</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 61: Debt collection negotiations practice

Unit code:	H2S
Unit reference number:	J/601/2731
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

The unit aims to develop effective skills in debt collection negotiation.

Assessment methodology

This unit develops learners' skills in processing payment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply these skills effectively, this unit must be delivered and assessed alongside the following knowledge-based unit:

- Unit 60: Debt collection negotiations principles.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to make contact with the debtor in an effective and appropriate way	<p>1.1 Make appropriate contact with the debtor and in accordance with legal and organisational requirements</p> <p>1.2 Provide evidence to the debtor which authenticates the collector's relationship to the creditor in accordance with legal and organisational requirements</p> <p>1.3 Provide the debtor with information which explains their debt obligation and legal position in accordance with legal and organisational requirements</p>			
2	Be able to establish if a debtor is able to make full and immediate payment	<p>2.1 Establish the debtor's ability and willingness to pay in accordance with the debtor's profile in complex cases</p> <p>2.2 Record the debtor's agreement for a repayment of the full amount in accordance with legal and organisational requirements</p> <p>2.3 Advise on how to identify, record and investigate suspicions of fraudulent activity/money laundering to the appropriate parties in accordance with legal and organisational requirements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to record and where appropriate, investigate disputes	3.1 Investigate a range of disputes for all or part of the debt which includes complex cases			
		3.2 Take action appropriate to the investigation			
		3.2 Refer the debtor to other departments/external agencies and brief where appropriate			
		3.3 Review customer records in accordance with organisational and legal requirements			
4	Be able to negotiate repayment solutions	4.1 Achieve full payment, following complex negotiations, in accordance with organisational and legal requirements			
		4.2 Establish a realistic repayment plan with a debtor, following complex negotiations, and in accordance with organisational requirements			
		4.3 Communicate details of the repayment agreement and consequences of default, to relevant parties in accordance with legal requirements			
		4.4 Take appropriate action where there is failure to reach agreement for repayment			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 62: Debtor call handling principles

Unit code:	H3K
Unit reference number:	F/601/2713
Level:	3
Credit value:	2
Guided learning hours:	10

Unit summary

The unit aims to develop a good understanding of the principles of debtor call handling.

Assessment methodology

This unit develops learners' knowledge and understanding of how to process repayment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 63: Debtor call handling practice.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Not applicable.

Simulation

Not applicable.

Assessment criteria: knowledge and understanding

All the learning outcomes in this unit relate to knowledge and understanding. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

In learning outcome 2, 'the debtor' does not refer to a specific debtor, but to debtors in general.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know how to plan outbound telephone calls with debtors	<p>1.1 Explain how to plan for effective outbound telephone calls with a range of debtors</p> <p>1.2 Explain how to conduct telephone conversations in line with any call handling targets</p>			
2	Know how to conduct inbound and outbound telephone calls with debtors	<p>2.1 Explain how to operate telephone equipment</p> <p>2.2 Explain how to verify the identity of a caller or respondent in accordance with legal and organisational requirements</p> <p>2.3 Explain the types of information confidential to their organisation and the debtor</p> <p>2.4 Explain the procedure to be followed when unable to contact the debtor, in accordance with legal and organisational requirements</p> <p>2.5 Explain the importance of keeping the debtor informed about quality checks and recordings made during a call</p> <p>2.6 Explain organisational procedures for recording calls</p> <p>2.7 Explain appropriate questions in order to build up an accurate picture of the debtor's situation</p> <p>2.8 Describe vocal techniques for conveying clear and coherent information to the debtor</p> <p>2.9 Explain how to deal professionally with a range of callers, including abusive ones</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Know how to record inbound and outbound telephone calls with debtors	3.1 Explain how to record and store information and all agreed actions in accordance with legal and organisational requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 63: Debtor call handling practice

Unit code:	H3S
Unit reference number:	Y/601/2734
Level:	3
Credit value:	3
Guided learning hours:	15

Unit summary

The unit aims to establish effective debtor call handling skills.

Assessment methodology

This unit develops learners' skills in processing payment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply these skills effectively, this unit must be delivered and assessed alongside the following knowledge-based unit:

- Unit 62: Debtor call handling principles.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to plan outbound telephone calls with debtors	1.1 Plan for complex telephone calls to debtors 1.2 Assemble relevant information to refer to during a complex call with debtor			
2	Be able to conduct inbound and outbound telephone calls with debtors	2.1 Operate telephone equipment correctly 2.2 Demonstrate appropriate action if there is a disruption 2.2 Verify the identity of a caller or respondent ensuring that information is made available only to those entitled to it with reference to appropriate legislation 2.3 Keep confidential all information when unable to make contact with the debtor and if necessary explain legal requirements 2.4 Explain to the debtor any quality checks and recordings which may be made during a call 2.5 Ask appropriate questions in order to build up an accurate picture of the debtor's situation in wide range of circumstances 2.6 Use effective vocal techniques to ensure that the information conveyed is clear and coherent to the debtor 2.7 Deal professionally with a range of callers, including abusive ones			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to record inbound and outbound telephone calls with debtors	3.1	Establish precise reason for inbound calls from debtors		
		3.2	Maintain and review records of calls which include summaries of outcomes and agreed actions in accordance with organisational requirements		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 64: Debt collection case management principles (pre-legal)

Unit code:	H4K
Unit reference number:	L/601/2715
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

The unit aims to establish a good understanding of how to manage debt collection cases and compile evidence to support the commencement of legal proceedings.

Assessment methodology

This unit develops learners' knowledge and understanding of how to process repayment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 65: Debt collection case management practice (pre-legal).

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Not applicable.

Simulation

Not applicable.

Assessment criteria: knowledge and understanding

All the learning outcomes in this unit relate to knowledge and understanding. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to monitor progress of debt collection procedures	<p>1.1 Explain the importance of ensuring the accuracy and timeliness of documents issued and received</p> <p>1.2 Explain how to monitor the progress of debt collections to ensure compliance with legal and organisational requirements</p> <p>1.3 Explain how to ensure that all documentation and payment records are up to date and appropriate in accordance with legal and organisational requirements</p>			
2	Understand how to liaise with relevant parties in relation to debt collection	<p>2.1 Explain the importance of ensuring that relevant parties are kept informed about payments received and other relevant circumstances</p> <p>2.2 Explain how to identify and liaise with relevant parties to obtain advice and assistance during the debt collection process in accordance with legal and organisational requirements</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to prepare documentation and evidence to support the commencement of legal proceedings	3.1 Explain the importance of confirming that debt collection procedures and timescales have been followed to support the case for legal proceedings			
		3.2 Explain potential corrective action where necessary procedures have not been followed			
		3.3 Explain how to identify when a debt collection case reaches the stage of escalation to legal proceedings in accordance with legal and organisational requirements			
		3.4 Explain how to compile evidence in preparation for legal proceedings in accordance with legal and organisational requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 65: Debt collection case management practice (pre-legal)

Unit code:	H4S
Unit reference number:	H/601/2736
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

The unit aims to develop skills in debt collection case management.

Assessment methodology

This unit develops learners' skills in processing payment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply these skills effectively, this unit must be delivered and assessed alongside the following knowledge-based unit:

- Unit 64: Debt collection case management principles (pre-legal)

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to monitor progress of debt collection procedures	<p>1.1 Monitor the progress of complex debt collection cases to ensure compliance with legal and organisational requirements</p> <p>1.2 Ensure that all documentation and payment records are up to date and appropriate in accordance with legal and organisational requirements</p>			
2	Be able to liaise with relevant parties in relation to debt collection	<p>2.1 Keep relevant parties informed about payments received, and other relevant circumstances</p> <p>2.2 Liaise with relevant parties to obtain advice during the debt collection process in accordance with legal and organisational requirements</p>			
3	Be able to prepare documentation and evidence to support the commencement of legal proceedings	<p>3.1 Confirm that debt collection procedures and timescales have been followed to support complex cases for legal proceedings</p> <p>3.2 Carry out corrective action where necessary procedures have not been followed</p> <p>3.3 Identify when a debt collection case reaches the stage of escalation to legal proceedings in accordance with legal and organisational requirements</p> <p>3.4 Compile evidence in relation to a complex case in preparation for legal proceedings in accordance with legal and organisational requirements</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 66: Payment processing principles

Unit code: H5K

Unit reference number: Y/601/2717

Level: 3

Credit value: 1

Guided learning hours: 5

Unit summary

The unit aims to establish a good understanding of how to process payment transactions.

Assessment methodology

This unit develops learners' knowledge and understanding of how to process repayment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 67: Payment processing practice.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Not applicable.

Simulation

Not applicable.

Assessment criteria: knowledge and understanding

All the learning outcomes in this unit relate to knowledge and understanding. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. Learners should be able to explain how to process the range of payment transactions they will meet in their working role within their organisation. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to process payment transactions	<p>1.1 Explain the information required to process a range of payment transactions</p> <p>1.2 Explain how to collect transaction details from a range of customers, including those with particular requirements</p> <p>1.3 Explain how to check and validate information provided in accordance with organisational and legal requirements</p> <p>1.3 Explain how to confirm transactions when authorisation criteria have been met in accordance with organisational requirements</p>			
2	Understand to identify and resolve problems in relation to payment transactions	<p>2.1 Explain how to seek further information where discrepancies are identified or transactions can not be approved in accordance with organisational requirements</p> <p>2.2 Explain any legal requirements, industry regulations, professional codes and organisational policies in relation to payment transactions</p>			
3	Understand how to record accurately payment transactions	<p>3.1 Explain how to record accurately and store payment transactions in accordance with organisational and legal requirements</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 67: Payment processing practice

Unit code:	H9S
Unit reference number:	K/601/2737
Level:	2
Credit value:	1
Guided learning hours:	5

Unit summary

The unit aims to develop effective skills in payment processing.

Assessment methodology

This unit develops learners' skills in processing payment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply these skills effectively, this unit must be delivered and assessed alongside the following knowledge-based unit:

- Unit 66: Payment processing principles.

This requirement does not apply when the unit is taken as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to process payment transactions	1.1 Obtain necessary information required to process a payment transaction			
		1.2 Validate transaction information in accordance with organisational and legal requirements			
		1.3 Confirm transactions when authorisation criteria have been met in accordance with organisational requirements			
2	Be able to resolve problems in relation to payment transactions	2.1 Seek further information where discrepancies are identified or transactions cannot be approved in accordance with organisational requirements			
		2.2 Follow organisational procedures when a transaction cannot be approved			
3	Be able to accurately record payment transactions	3.1 Accurately record payment transactions in accordance with organisational requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 68: Debt repayment monitoring principles

Unit code:	H6K
Unit reference number:	H/601/2719
Level:	3
Credit value:	3
Guided learning hours:	15

Unit summary

The unit aims to establish a good understanding of how to monitor debt repayment.

Assessment methodology

This unit develops learners' knowledge and understanding of how to process repayment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 69: Debt repayment monitoring practice.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Not applicable.

Simulation

Not applicable.

Assessment criteria: knowledge and understanding

All the learning outcomes in this unit relate to knowledge and understanding. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to review debtor's accounts	1.1 Explain how to review debtor accounts in an ethical manner and in accordance with organisational and legal requirements			
		1.2 Explain the use of computerised systems in the debt collections process, including override identification			
		1.3 Explain how to analyse payments, settlements and instances of non-repayment in debtor accounts			
		1.4 Assess the impact of operational targets on collection activities			
		1.5 Explain the criteria used to prioritise cases where further action is required			
		1.6 Explain the legal rights of different types of creditors and debtors			
2	Understand how to instigate action in response to non-payment	2.1 Explain how to instigate action appropriate debtor circumstance, in response to continued non-repayment			
		2.2 Explain the types of legal notices served in relation to debt collection			
		2.3 Explain how to negotiate and agree suitable revised repayment arrangements with the debtor			
		2.4 Explain how to check the accuracy and validity of repayment calculations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how to monitor debtor's accounts to safeguard repayment arrangements	3.1	Explain potential problems with the debtor that might impact on future repayments		
		3.2	Explain circumstances when revised repayment negotiations would be appropriate and inappropriate		
		3.3	Explain how to maintain records of debtor accounts		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 69: Debt repayment monitoring practice

Unit code:	H6S
Unit reference number:	M/601/2738
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

The unit aims to develop skills in debt repayment monitoring.

Assessment methodology

This unit develops learners' skills in processing payment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply these skills effectively, this unit must be delivered and assessed alongside the following knowledge-based unit:

- Unit 68: Debt repayment monitoring principles.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to review debtor's accounts	1.1 Ensure procedures are in place to review cases in accordance with organisational requirements 1.2 Review debtor's accounts in accordance with targets and organisational and legal requirements 1.3 Identify payments, settlements and instances of non-repayment in debtor's accounts 1.4 Prioritise cases where further action is required			
2	Be able to instigate action in response to non-payment	2.1 Instigate action appropriate to the circumstances of the debtor in response to continued non-repayment 2.2 Ensure that legal notices are serviced promptly in accordance with organisational and legal requirements 2.3 Negotiate and agree with the debtor suitable revised repayment arrangements 2.4 Check the accuracy and validity of repayment calculations in accordance with organisational requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to how to monitor debtor's accounts to safeguard repayment arrangements	3.1 Monitor levels of repayments and any shortfalls, maintaining appropriate levels of contact with the debtor			
		3.2 Maintain contact with clients to ensure repayment levels are in accordance with their instructions			
		3.3 Take appropriate action where repayment levels no longer accord with client's instructions			
		3.4 Maintain records of the debtor's accounts in accordance with organisational and legal requirements			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 70: Debt collection operations management principles

Unit code:	H7K
Unit reference number:	Y/601/2720
Level:	3
Credit value:	4
Guided learning hours:	20

Unit summary

The unit aims to build an understanding of how to oversee and maintain effective debt collection processes.

Assessment methodology

This unit develops learners' knowledge and understanding of how to process repayment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply this knowledge and understanding effectively, this unit must be delivered and assessed alongside the following skills-based unit:

- Unit 71: Debt collection operations management practice.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Not applicable.

Simulation

Not applicable.

Assessment criteria: knowledge and understanding

All the learning outcomes in this unit relate to knowledge and understanding. They can be assessed inside or outside the workplace but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how to maintain effective debt collection processes	1.1 Explain debt collection processes which ensure compliance with legal requirements, industry licences and regulations, organisational policies and professional codes 1.2 Explain how to maintain service level agreements 1.3 Explain methods for checking the quality and integrity of work			
2	Understand how to train and support employees	2.1 Explain how to establish training needs 2.2 Explain options for the resolution of complex cases 2.3 Explain how to supervise and support employees			
3	Understand how to review debt collection processes and implement improvements	3.1 Explain how to implement and monitor targets 3.2 Explain the use of management information 3.3 Explain the introduction debt collection improvement systems			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 71: Debt collection operations management practice

Unit code:	H7S
Unit reference number:	K/601/2740
Level:	3
Credit value:	6
Guided learning hours:	30

Unit summary

The unit aims to build a detailed understanding of how to oversee and maintain effective debt collection processes.

Assessment methodology

This unit develops learners' skills in processing payment transactions. Where learners are taking this unit as part of the Debt Collections pathway in the Level 3 Certificate, in order for them to be able to apply these skills effectively, this unit must be delivered and assessed alongside the following knowledge-based unit:

- Unit 70: Debt collection operations management principles.

This requirement does not apply when the unit is taken as part of the Level 3 Award or as a 'further optional unit' from the Level 3 Certificate.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to maintain effective debt collection processes	<p>1.1 Supervise debt collection processes to ensure compliance with all legal requirements, industry licences and regulations, organisational policies and professional codes</p> <p>1.2 Monitor service level agreements</p> <p>1.3 Ensure decisions are taken at appropriate junctures in respect of debtor accounts in accordance with correct authorities, organisational and legal requirements</p> <p>1.4 Carry out quality checks</p>			
2	Be able to train and support employees	<p>2.1 Identify training needs</p> <p>2.2 Provide support to employees who are involved in complex cases that require escalation</p>			
3	Be able implement improvements following a review of processes	<p>3.1 Monitor the performance of debt collection processes</p> <p>3.2 Compile appropriate management information</p> <p>3.3 Assist with the introduction of new debt collection improvement processes</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 72: Creating and processing pension scheme new entrant records

Unit code:	I1
Unit reference number:	D/503/0495
Level:	2
Credit value:	5
Guided learning hours:	10

Unit summary

This unit is suitable for pension scheme administrators. The unit covers creating and processing pension scheme new entrant records.

Barred combinations

This unit cannot be taken with any of the following units:

- *Unit 4: Providing information to customers in a financial services environment*
- *Unit 74: Processing applications for securing additional pension scheme benefit*
- *Unit 83: Providing information on pension schemes on enquiry.*

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 2 (except 2.1) and 3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1 and 4 as well as assessment criterion 2.1 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know the details of the specific pension scheme that are worked with	1.1 Outline the relevant policy cover, terms and conditions			
2	Be able to create and process new pension scheme records within required timescales	2.1 Describe how joining a pension scheme works 2.2 Receive authorisation for new members before the record is created 2.3 Collect and process new member details in accordance with scheme and legislative requirements 2.4 Investigate and resolve any discrepancies in, or unusual features of, new requests 2.5 Update member details and records in line with the service level commitment 2.6 Classify correctly all new members in accordance with the terms of the scheme applicable to them 2.7 Input accurately all details required by the organisation for new and updated member records			
3	Be able to inform new members of their pensionable status	3.1 Provide accurate and understandable information to members of their pensionable status within legal timescales and in line with organisational policies and procedures 3.2 Signpost the member to other sources of information/advice outside of own remit/ability when necessary			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Understand the relevant legal, industry and organisational requirements relevant to processing applications for pension scheme benefit	4.1	Explain the relevant legislation as it pertains to pensions		
		4.2	Demonstrate an awareness of timescales and schedules for updating, presentation and dispatch of data		
		4.3	Explain the consequences of non-compliance with legal requirements		
		4.4	Identify the correct policies, practices and procedures for signatories and authorisations		
		4.5	Explain the difference between giving financial advice and providing facts to the member		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 73: Processing pension scheme transfers

Unit code:	I2
Unit reference number:	Y/503/0513
Level:	4
Credit value:	5
Guided learning hours:	15

Unit summary

This unit is for individuals working in pensions scheme administration. The unit covers processing pension scheme transfers.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2, 3 and 4 (except 1.3, 4.1 and 4.2) relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 5 and 6 relate to knowledge and understanding, as do 1.3, 4.1 and 4.2. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to interpret and apply pension scheme rules in the event of a transfer notification	<p>1.1 Establish correctly authorisation for every transfer in request before further action is taken in line with organisational, legislative and scheme rules</p> <p>1.2 Establish validity of pension scheme transfer requests ensuring all proposed transfers are from or to another UK registered scheme or Qualifying Recognised Overseas Pension Scheme (QROPS)</p> <p>1.3 Explain the relevant policy cover, terms and conditions</p> <p>1.4 Investigate and resolve any discrepancies in, or unusual features of, all transfer requests</p> <p>1.5 Check for divorce court orders and account for court orders credit/debit protection where appropriate</p>			
2	Be able to calculate entitlements in accordance with scheme rules	<p>2.1 Calculate accurately entitlements in accordance with scheme rules and advice of the scheme actuary</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to inform members of their available options	3.1 Inform fully the beneficiary, sponsor or trustee of their: <ul style="list-style-type: none"> • available options • transferred benefits • calculation rights while complying with statutory and scheme requirements			
		3.2 Check that the beneficiary, sponsor or trustee has fully understood the information provided			
4	Be able to process pension scheme rules in the event of a transfer	4.1 Describe the internal process which must be followed to issue transfer quotation			
		4.2 Describe the internal process which must be followed to issue transfer quotation			
		4.3 Request payment of transfer values in a timely fashion where appropriate and in line with organisational and legal requirements			
		4.4 Gain the appropriate authority to make the payment			
		4.5 Accurately process all updates to member information within organisational timescales			
		4.6 Update or create member records to show details of the transfer			
		4.7 Identify and notify the relevant departments of the transfer			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Understand the effect of changes in a member's circumstances	5.1 Explain the effect of changes in a member's circumstances to a transfer			
6	Understand the relevant legal, industry and organisational requirements relevant to processing applications for pension scheme benefit	6.1 Explain the relevant legislation as it pertains to pensions 6.2 Demonstrate an awareness of timescales and schedules for updating, presentation and dispatch of data 6.3 Outline the consequences of non-compliance with legal requirements 6.4 Identify the correct policies, practices and procedures for signatories and authorisations 6.5 Outline the difference between giving financial advice and providing facts to the member			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 74: Processing applications for securing additional pension scheme benefit

Unit code:	I3
Unit reference number:	M/503/0503
Level:	2
Credit value:	5
Guided learning hours:	15

Unit summary

This unit is for individuals working in a pension scheme administration environment. The unit covers processing applications for securing additional pension scheme benefit.

Barred combinations

This unit cannot be taken with any of the following units:

- *Unit 4: Providing information to customers in a financial services environment*
- *Unit 72: Creating and processing pension scheme new entrant records*
- *Unit 83: Providing information on pension schemes on enquiry.*

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 3 and 4 relate to performance, as do 2.3, 2.4 and 2.5. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 5 relate to knowledge and understanding, as do 2.1 and 2.2. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to validate applications for pension scheme additional voluntary contributions	1.1 Make sure the required information has been received 1.2 Check and validate member applications for proper authorisation 1.3 Check and validate member application for discrepancies or unusual features 1.4 Resolve discrepancies in member application where applicable 1.5 Identify sources of information for resolution of discrepancies			
2	Be able to process applications for pension scheme additional voluntary contributions	2.1 Describe how to interpret and apply statutory and scheme regulations following an application to purchase additional benefits 2.2 Outline how to apply calculation methods and standard practices 2.3 Process accurately members applications and documents in accordance with statutory and scheme requirements 2.4 Inform relevant parties where applicant elects to proceed 2.5 Inform the applicant of the decision made with a clear explanation if an application is ruled invalid in line with the service level commitment			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to update member details	3.1 Update accurately member's records to reflect chosen option			
4	Be able to make updates following application	4.1 Make system updates accurately where applicable			
5	Understand the relevant legal, industry and organisational requirements relevant to processing applications for pension scheme benefit	5.1 Outline the relevant legislation as it pertains to pensions 5.2 Demonstrate an awareness of timescales and schedules for updating, presentation and dispatch of data 5.3 Outline the consequences of non-compliance with legal requirements 5.4 Identify the correct policies, practices and procedures for signatories and authorisations 5.5 Explain the difference between giving financial advice and providing facts to the member			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 75: Processing pension scheme leavers benefits

Unit code:	I4
Unit reference number:	T/503/0504
Level:	3
Credit value:	5
Guided learning hours:	15

Unit summary

This unit is for learners working in pensions administration. This unit shows that the learner is able to process pension scheme early leavers notifications.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 2, 3 (except 3.3), 4 and 5 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1 and 6 relate to knowledge and understanding, as does 3.3. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know the details of the specific pension scheme that are worked with	1.1 Explain the relevant policy cover, terms and conditions			
2	Be able to validate applications for pension scheme leavers benefits	2.1 Confirm the identity and status of the person making the request for information in line with organisational and legislative requirements 2.2 Make sure the required information has been received 2.3 Check and validate member applications for proper authorisation 2.4 Check and validate member application for discrepancies or unusual features 2.5 Resolve discrepancies in member application where applicable			
3	Be able to determine requested options allowable based on member records, scheme rules and legislation	3.1 Show the full range of requested options taking into account the member's records, scheme rules and relevant legislation 3.2 Identify and take into account any necessary supplementary and discretionary benefits in the calculating of leaver benefits 3.3 Describe two circumstances when a member's benefits may be withheld			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to process pension scheme leavers benefits	4.1 Process member notifications and documents in accordance with statutory and scheme requirements			
		4.2 Check that contributions due are paid up to date and unitised where appropriate			
		4.3 Notify the tax authorities if the scheme is contracted out			
5	Be able to update records	5.1 Update accurately member's records to reflect chosen option			
6	Understand the relevant legal, industry and organisational requirements relevant to processing applications for pension scheme benefit	6.1 Explain the relevant legislation as it pertains to pensions			
		6.2 Demonstrate an awareness of timescales and schedules for updating, presentation and dispatch of data			
		6.3 Outline the consequences of non-compliance with legal requirements			
		6.4 Identify the correct policies, practices and procedures for signatories and authorisations			
		6.5 Outline the difference between giving financial advice and providing facts to the member			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 76: Calculating and quoting pension scheme early leavers notifications

Unit code:	I5
Unit reference number:	F/503/0506
Level:	3
Credit value:	5
Guided learning hours:	20

Unit summary

This unit is for learners working in pensions administration. This unit shows that the learner is able to calculate and quote process pension scheme early leavers notifications.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

In learning outcome 1, learners must demonstrate they are able to identify and apply scheme rules and definitions for all schemes they may work upon within their job role.

Pension schemes used for the calculation of benefits must be defined benefit and defined contribution schemes which should include not contracted out of SERPS/S2P and contracted out of SERPS/S2P.

All of the following supplementary and discretionary benefits should be assessed:

- (a) split accruals, breaks in service and/or part time service
- (b) transfers in
- (c) additional voluntary contributions
- (d) augmentations.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to interpret and apply pension scheme rules in the event of a leaver notification	1.1 Identify and apply scheme rules and definitions for all given schemes in the event of a member leaving the scheme			
2	Be able to determine benefits payable based on member records, scheme rules and legislation	2.1 Extract, collate and check all necessary information and documentation before benefits can be quoted and settled 2.2 Perform calculations to accurately determine benefits, taking into account the member's records, scheme rules and relevant legislation and in line with organisational and statutory requirements and the service level commitment 2.3 Identify and take into account any necessary supplementary and discretionary benefits in the calculating of benefits			
3	Be able to accurately calculate the pension scheme early leaver notification	3.1 Calculate and provide information relating to HM Revenue and Customs regulations where required 3.2 Calculate statutory increases on deferred pensions for the period between date of exit and normal retirement date			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to quote benefits which match leaver benefit calculations in line with scheme, organisational and statutory requirements	4.1 Notify the beneficiary, sponsor or trustee in writing of their entitlements within the required timescales and give instructions on the required response 4.2 Provide complete and accurate information to accompany the quotation ensuring that benefits quoted match calculations 4.3 Perform activities in a way that meets disclosure requirements and relevant legislation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 77: Calculating and quoting pension scheme retirement benefits

Unit code:	I6
Unit reference number:	L/503/0508
Level:	3
Credit value:	5
Guided learning hours:	20

Unit summary

This unit is for individuals working in pension scheme administration. The unit is about calculating the retirement benefit and quoting the benefit back to the member.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Evidence should be collected during normal working activity for any three of the following types of retirement benefits:

- (a) ill-health retirement
- (b) early retirement
- (c) normal retirement
- (d) late retirement
- (e) retirement from preserved.

The pension schemes used for this unit should be the ones used by the learner during their normal working activity and should be either defined benefit or defined contribution but there is no requirement for both to be covered in this unit.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to interpret and apply pension scheme rules in the event of a leaver notification	1.1 Identify and apply scheme rules and definitions for all given schemes in the event of a member leaving the scheme			
2	Be able to check that member's details received are acceptable and complete under legislative and scheme rule	2.1 Collect and process the retiring member's details accurately and correctly in accordance with scheme and legislative requirements 2.2 Identify and resolve any discrepancies, unusual features or court orders relating to member details			
3	Be able to calculate member's benefits and the circumstances under which benefits may need to be recalculated	3.1 Perform calculations to accurately determine retiring member's benefits 3.2 Implement the pension scheme requirements for medical evidence where appropriate 3.3 Settle the retiring member's benefits within the service level commitment			
4	Be able to quote benefits which match retirement benefit calculations in line with scheme, organisational and statutory requirements	4.1 Provide complete and accurate information to accompany the quotation ensuring that benefits quoted match calculations 4.2 Perform activities in a way that meets disclosure requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to provide an accurate quote on retirement benefits which match retirement benefit calculations in line with scheme, organisational and statutory requirement	5.1 Provide an accurate and understandable quote to the appropriate person, based on calculations in line with scheme, organisational and statutory requirements 5.2 Provide the appropriate person with all relevant documentation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 78: Processing pension scheme retirement benefits

Unit code:	I7
Unit reference number:	J/503/0510
Level:	3
Credit value:	5
Guided learning hours:	15

Unit summary

This unit is for individuals working within pensions scheme administration. The unit covers the processing pension scheme retirement benefits including informing the retiring member of their options, arranging payment of retirement benefit and updating the member's details.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 2, 3, 4 and 5 relate to performance, as does 6.3. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

The assessment criterion in learning outcome 1, as well as all criteria in learning outcome 6 (except 6.3), relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know the details of the specific pension scheme that are worked with	1.1 Explain the relevant policy cover, terms and conditions			
2	Be able to validate applications for pension scheme retirement benefits	2.1 Confirm the identity and status of the person making the request for information in line with organisational and legislative requirements 2.2 Make sure the required information has been received 2.3 Check and validate member applications for proper authorisation 2.4 Check and validate member application for discrepancies or unusual features 2.5 Resolve discrepancies in member application where applicable			
3	Be able to arrange payment of retirement benefit	3.1 Advise member of payment in line with organisational, regulatory and service level requirements 3.2 Locate and validate data to ensure payment can be authorised 3.3 Arrange agreed payment in line with organisational, regulatory and service level requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		3.4 Accurately implement when relevant the pension earmarking order within the following: <ul style="list-style-type: none"> • scheme rules • member circumstances • internal procedures 			
4	Be able to update member details	4.1 Update member records to reflect their change in membership status within organisational and scheme timescales			
5	Understand the effect a member's other pension benefits may have on their scheme benefits	5.1 Explain the effect a member's other pension benefits may have on their scheme benefits			
6	Understand the relevant legal, industry and organisational requirements relevant to processing applications for pension scheme benefit	6.1 Outline what information needs to be provided and to whom in order to progress member's claims 6.2 Outline the relevant legislation as it pertains to pensions 6.3 Keep to timescales and schedules for updating, presentation and dispatch of data 6.4 Outline the consequences of non-compliance with legal requirements 6.5 Identify the correct policies, practices and procedures for signatories and authorisations 6.6 Outline the difference between giving financial advice and providing facts to the member			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 79: Processing pension scheme death benefits

Unit code:	I8
Unit reference number:	R/503/0512
Level:	3
Credit value:	5
Guided learning hours:	20

Unit summary

This unit is for individuals working in pensions scheme administration. The unit covers the processing pension scheme death benefits.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 2, 3 (except 3.4) and 4 relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 1 and 5, relate to knowledge and understanding, as does 3.4. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Know the details of the specific pension scheme that are worked with	1.1 Outline the relevant policy cover, terms and conditions			
2	Be able to validate applications for pension scheme death benefits	2.1 Confirm the identity and status of the person making the request for information in line with organisational and legislative requirements 2.2 Make sure the required information has been received 2.3 Check and validate member applications for proper authorisation 2.4 Check and validate member application for discrepancies or unusual features 2.5 Resolve discrepancies in member application where applicable			
3	Be able to process applications for pension scheme death benefits	3.1 Process accurately pension scheme death benefit applications and documents in accordance with statutory and scheme requirements 3.2 Inform the applicant of the benefit payable with a clear explanation if an application is ruled invalid in line with the service level commitment 3.3 Arrange the payment of the death benefits and any ongoing dependant's pension promptly 3.4 Describe when it is necessary to apply actuarial factors or annuity rates			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to update member details	4.1 Update deceased member's records to reflect their change of member status			
		4.2 Update member's dependants' records and set up pensions payments taking account of scheme rules			
5	Understand the relevant legal, industry and organisational requirements relevant to processing applications for pension scheme benefit	5.1 Explain the relevant legislation as it pertains to pensions			
		5.2 Demonstrate an awareness of timescales and schedules for updating, presentation and dispatch of data			
		5.3 Outline the consequences of non-compliance with legal requirements			
		5.4 Identify the correct policies, practices and procedures for signatories and authorisations			
		5.5 Outline the difference between giving financial advice and providing facts to the member			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 80: Calculating and quoting pension scheme death benefits

Unit code:	I9
Unit reference number:	H/503/0515
Level:	3
Credit value:	5
Guided learning hours:	20

Unit summary

This unit is designed for individuals working in a pension scheme administration environment. The unit is about calculating accurately death benefits and quoting benefits accurately back to the appropriate person.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except 1.2 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criterion 1.2 relates to knowledge and understanding and must be assessed in addition to assessment of performance. The criterion can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. This criterion should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to interpret and apply pension scheme rules in the event of a death notification	<p>1.1 Identify and apply scheme rules and definitions for all given schemes in the event of a death of a member</p> <p>1.2 Identify when lump sum benefits are payable at trustees' discretion or to the deceased member's estate</p>			
2	Be able to determine benefits payable based on member records, scheme rules and legislation	<p>2.1 Extract, collate and check all necessary information and documentation before benefits can be quoted and settled</p> <p>2.2 Perform calculations to accurately determine benefits, taking into account the member's records, scheme rules and relevant legislation and in line with organisational and statutory requirements and the service level commitment</p> <p>2.3 Identify and take into account any necessary supplementary and discretionary benefits in the calculating of death benefits</p> <p>2.4 Calculate any required lump sum benefits</p>			
3	Be able to interpret and apply statutory requirements and legislation following a death notification	<p>3.1 Calculate and provide information relating to HM Revenue and Customs regulations where required</p> <p>3.2 Calculate statutory increases on pensions in payments and on deferred pensions for the period between the date of exit and death where applicable</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to quote benefits which match death benefit calculations in line with scheme, organisational and statutory requirements	4.1	Provide an accurate and understandable quote to the beneficiary, sponsor or trustee in writing of the entitlements within the required timescales in line with scheme, organisational and statutory requirements and the service level commitment		
		4.2	Provide complete and accurate information to accompany the quotation ensuring that benefits quoted match calculations		
		4.3	Perform activities in a way that meets disclosure requirements and legal requirements		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 81: Calculating and issuing cash equivalent transfer value (CETV)

Unit code:	I10
Unit reference number:	M/503/0517
Level:	3
Credit value:	5
Guided learning hours:	15

Unit summary

This unit is for people working within pensions scheme administration. The unit demonstrates that the learner has the ability to calculate and issue a Cash Equivalent Transfer Value (CETV).

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

Assessment criteria 1.1, 6.3 and all assessment criteria in learning outcomes 2, 4 and 5 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

In learning outcome 1, learners must demonstrate they are able to identify and apply scheme rules and definitions for all schemes they may work upon within their job role.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criterion 1.2 and all of the assessment criteria in learning outcomes 3 and 6 (except 6.3) relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to interpret and apply pension scheme rules in the event of a Cash Equivalent Transfer Value (CETV)	1.1 Identify and apply scheme rules and definitions for all given schemes in the event of a Cash Equivalent Transfer Value (CETV) request 1.2 Explain the relevant policy cover, terms and conditions			
2	Be able to obtain and verify appropriate valid documentation	2.1 Obtain and verify appropriate valid documentation within required timescales			
3	Know how to process pension sharing and 'earmarking' on divorce	3.1 Explain how to accurately apply calculation methods in line with organisational and scheme requirements 3.2 Outline where to identify sources of information for the resolution of discrepancies 3.3 Outline the internal processes that need to be followed in order to process pension sharing and 'earmarking' orders 3.4 Describe how to identify and apply the different forms of divorce court orders and to what schemes these apply 3.5 Describe what a pre-order notification is			
4	Be able to calculate Cash Equivalent Transfer Value (CETV)	4.1 Investigate and resolve any discrepancies 4.2 Calculate accurately the CETV within required timescales and in accordance with organisational and scheme procedures			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
5	Be able to provide the correct calculated Cash Equivalent Transfer Value (CETV) to the appropriate person	5.1 Provide the member or solicitor with accurate information, taking into account their status within the scheme, within required timescales and adhering to correct procedures 5.2 Update member details			
6	Understand the relevant legal, industry and organisational requirements relevant to calculating and issuing Cash Equivalent Transfer Value (CETV)	6.1 Outline what information needs to be provided and to whom in order to progress member's claims 6.2 Outline the relevant legislation as it pertains to pensions 6.3 Keep to timescales and schedules for updating, presentation and dispatch of data 6.4 Outline the consequences of non-compliance with legal requirements 6.5 Identify the correct policies, practices and procedures for signatories and authorisations 6.6 Outline the difference between giving financial advice and providing facts to the member			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 82: Dealing with pension scheme complaints and disputes

Unit code:	I11
Unit reference number:	A/503/0519
Level:	3
Credit value:	5
Guided learning hours:	15

Unit summary

This unit is designed for individuals working in a pensions scheme administration environment. The unit covers dealing with pension scheme complaints and disputes.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All the assessment in learning outcomes 1, 2 (except 2.4), 3 and 4 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 5 as well as criterion 2.4 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to process complaint/dispute	<p>1.1 Acknowledge and record complaint/dispute in line with organisational requirements, scheme rules and established methodology</p> <p>1.2 Inform relevant parties of the scheme's procedures when dealing with complaints/disputes</p>			
2	Be able to determine nature and level of complaint/dispute	<p>2.1 Determine the nature and class of the complaint/dispute using language the member can understand</p> <p>2.2 Determine the level and seriousness of the complaint/dispute using established processes</p> <p>2.3 Refer any complaint/dispute which is outside your remit to the appropriate person</p> <p>2.4 Explain the potential role of outside bodies (such as the FSA, IDRP or Financial Ombudsman) in pension scheme complaints and disputes</p>			
3	Be able to investigate the complaint/dispute	<p>3.1 Inform all relevant parties of the proposed course of action taking account of legal and scheme requirements</p> <p>3.2 Follow legal and scheme requirements to investigate the complaint/dispute</p> <p>3.3 Update relevant parties on progress within required timescales</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
4	Be able to complete the complaint process	4.1 Inform the complainant of decision reached within required timescales			
		4.2 Inform the complainant of any further options available to them within required timescales			
		4.3 Update records in line with organisational requirements			
		4.4 Evaluate and review process and procedures to determine where improvements could be made			
5	Know how to resolve pension scheme complaints and disputes	5.1 Describe the internal procedures for handling complaints/disputes, including: <ul style="list-style-type: none"> organisational and legal time limits the relevant parties who need to be kept informed 			
		5.2 How to investigate complaints and the overriding regulations for complaints/disputes			
		5.3 Identify the role of the following outside bodies in resolving pension scheme complaints/disputes: <ul style="list-style-type: none"> Financial Services Authority (FSA) Internal Dispute Resolution Process (IDRP) Financial Ombudsman 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 83: Providing information on pension schemes on enquiry

Unit code:	I12
Unit reference number:	T/503/0521
Level:	2
Credit value:	5
Guided learning hours:	10

Unit summary

This unit is for individuals working within pensions scheme administration. This unit covers providing information on pensions schemes on enquiry.

Barred combinations

This unit cannot be taken with any of the following units:

- *Unit 4: Providing information to customers in a financial services environment*
- *Unit 72: Creating and processing pension scheme new entrant records*
- *Unit 74: Processing applications for securing additional pension scheme benefit.*

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except 3.1, 3.2 and 3.4 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

In assessment criterion 3.1, relevant legislation would include anti-money laundering, data protection, age discrimination, access to medical records, disclosure, cancellation notices, tax regulations, the Pensions Act and the Trust Act.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 3.1, 3.2 and 3.4 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to ascertain the enquirer's status and the information required by them	1.1 Ascertain the identity and status of the enquirer 1.2 Ascertain the enquirer's right to information and refer to the appropriate person if necessary within the required timescale 1.3 Determine what information is required by the enquirer			
2	Be able to provide information required by the enquirer in line with organisational procedures	2.1 Provide relevant information to the enquirer within scheme, organisational and statutory timescales 2.2 Provide relevant information to the enquirer in the prescribed manner and format 2.3 Record all information provided in line with regulatory and organisational procedures 2.4 Complete relevant internal procedures to requirements			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to comply with scheme and industry rules	3.1	Identify the current legislation relating to pensions and confidentiality		
		3.2	Identify the effects of legislation on the information which can be provided		
		3.3	Comply with current legislation relating to pensions and confidentiality		
		3.4	Describe accurately the scheme rules		

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 84: Updating and generating pension scheme members annual benefit statement

Unit code:	I13
Unit reference number:	A/503/0522
Level:	3
Credit value:	5
Guided learning hours:	15

Unit summary

This unit is designed for individuals working in a pensions scheme administration environment. The unit covers updating and generating pension scheme members annual benefit statement.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to update pension schemes	<p>1.1 Agree and monitor timescales to ensure compliance with scheme updating processes</p> <p>1.2 Request periodic member's data in a timely fashion to ensure compliance with scheme updating processes</p> <p>1.3 Load and validate scheme data, resolving any discrepancies or omissions</p> <p>1.4 Apply and verify accuracy of scheme data using the most appropriate pensions administration system</p>			
2	Be able to produce pension scheme members annual benefit statement	<p>2.1 Initiate the production of members' annual benefit statements ensuring they include details of their accrued pension rights in line with regulatory, organisational and scheme requirements</p> <p>2.2 Make sure an accurate statement is produced within required timescales and in line with regulatory, organisational and scheme requirements</p>			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 85: Providing periodic pension scheme information

Unit code:	I14
Unit reference number:	F/503/0523
Level:	3
Credit value:	5
Guided learning hours:	15

Unit summary

This unit is for individuals working in a pensions scheme administration environment. The unit covers providing periodic pension scheme administration.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for these must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to create and update data accurately and timely	1.1 Gather and manage information in line with organisational, legal and scheme requirements 1.2 Validate generated data through identification and resolution of any discrepancies or omissions			
2	Be able to provide updated data to appropriate relevant parties	2.1 Make appropriate data available to those who need it and are entitled to it 2.2 Present information clearly and in a manner that meets the customer needs, to include: <ul style="list-style-type: none"> • verbally • written. 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 86: Organise the delivery of reliable customer service

Unit code: J4 (Customer Service B10)

Unit reference number: Y/601/1230

Level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is about how the learner delivers and maintains excellent and reliable customer service. The role of the learner may or may not involve supervisory or management responsibilities but they are expected to take some responsibility for the resources and systems they use which support the service that they give. In the learner's job they must be alert to customer reactions and know how they can be used to improve the service that they give. In addition, customer service information must be recorded to support reliable service.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2 and 3 relate to performance, as do 4.4, 4.5 and 4.7. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

In assessment criterion 1.1, learners must plan, prepare and organise everything they need to deliver services or products to all the different types of customers they will meet in their job role.

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation.

- 2 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
- 3 The learner needs to include evidence that they have dealt with a variety of customers including:
 - a customers who are easy to deal with
 - b customers who are difficult to deal with
 - c existing customers
 - d new customers.
- 4 The learner's evidence must show that they have:
 - a taken responsibility for their own actions in the delivery of customer service
 - b used spontaneous customer feedback to improve customer service
 - c used customer feedback that they have requested to improve customer service.
- 5 The system the learner uses for recording data can be manual or electronic.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 4.1, 4.2, 4.3, 4.6 and 4.8 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Plan and organise the delivery of reliable customer service	1.1 Plan, prepare and organise everything they need to deliver services or products to different types of customers			
		1.2 Organise what they do to ensure that they are consistently able to give prompt attention to their customers			
		1.3 Reorganise their work to respond to unexpected additional workloads			
2	Review and maintain customer service delivery	2.1 Maintain service delivery during very busy periods and unusually quiet periods			
		2.2 Maintain service delivery when systems, people or resources have let them down			
		2.3 Consistently meet their customers' expectations			
		2.4 Balance the time they take with their customers with the demands of other customers seeking their attention			
		2.5 Respond appropriately to their customers when customers make comments about the products or services they are offering			
		2.6 Alert others to repeated comments made by their customers			
		2.7 Take action to improve the reliability of their service based on customer comments			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.8 Monitor the action they have taken to identify improvements in the service they give to their customers			
3	Use recording systems to maintain reliable customer service	3.1 Record and store customer service information accurately following organisational guidelines 3.2 Select and retrieve customer service information that is relevant, sufficient and in an appropriate format 3.3 Quickly locate information that will help solve a customer's query 3.4 Supply accurate customer service information to others using the most appropriate method of communication			
4	Understand how to organise the delivery of reliable customer service	4.1 Describe organisational procedures for unexpected situations and their role within them 4.2 Describe resource implications in times of staff sickness and holiday periods and their responsibility at these times 4.3 Explain the importance of having reliable and fast information for their customers and their organisation 4.4 Evaluate the organisational procedures and systems for delivering customer service 4.5 Identify useful customer feedback and explain how to decide which feedback should be acted on			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.6 Describe how to communicate feedback from customers to others 4.7 Evaluate the organisational procedures and systems for recording, storing, retrieving and supplying customer service information 4.8 Explain the legal and regulatory requirements regarding the storage of data			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 87: Plan, organise and control customer service operations

Unit code: J5 (Customer Service B13)

Unit reference number: A/601/1236

Level: 4

Credit value: 10

Guided learning hours: 67

Unit summary

Delivering effective customer service is key to winning and maintaining customer loyalty. This requires careful planning and organisation, followed by close monitoring and control of customer service operations. When problems occur, the learner must be able to deal with these problems in a way that leaves their customer with a positive impression of the organisation. This unit is about managing the delivery of services to the customer.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2 and 3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation.
- 2 The learner must provide evidence that shows they have done this over a sufficient period of time for their assessor to be confident that they are competent.

- 3 The learner's plans must provide evidence that they have taken into account:
 - a the aims, objectives and targets for their area of responsibility
 - b their organisation's customer service strategy
 - c their customers' needs and expectations.
- 4 The learner's evidence must show that their plans include consideration of:
 - a time
 - b physical resources
 - c human resources
 - d financial resources.
- 5 The learner must show that they have negotiated with:
 - a front-line staff
 - b supervisors or team leaders
 - c senior managers.
- 6 The learner must provide evidence that they have collected and analysed:
 - a qualitative information
 - b quantitative information.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 4 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Plan customer service operations	1.1 Analyse customer expectations and define the service offer designed to meet those expectations			
		1.2 Develop specific plans that will ensure sustainable and consistent delivery of customer service			
		1.3 Identify any contingencies that may occur, assess their risks and develop effective plans to deal with them			
		1.4 Plan how they will monitor and evaluate customer service operations			
2	Supervise customer service operations	2.1 Negotiate the availability of people and other resources that they need to implement their customer service delivery plans			
		2.2 Develop specific, measurable and realistic targets for the staff who deliver customer service			
		2.3 Ensure that planned resources are available when required			
		2.4 Brief staff on their objectives and targets			
		2.5 Encourage feedback from staff and customers and use their feedback to modify objectives and targets			
		2.6 Collect and analyse feedback from customers and staff on customer service operations			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.7 Evaluate how effectively agreed outcomes and processes are being achieved			
		2.8 Modify their plans for customer service operations in the light of their evaluation			
3	Deal with problems relating to customer service operations	3.1 Collect information on the nature of the problem and assess the likely impact on the customer 3.2 Identify the causes of the problem and possible solutions 3.3 Evaluate possible solutions against customer expectations and organisational needs 3.4 Select and implement an acceptable solution with the minimum possible disruption to customers 3.5 Monitor the implementation of the solution and, where necessary, make adjustments			
4	Understand how to plan, organise and control customer service operations	4.1 Explain how to develop plans for customer service operations and what these plans should contain 4.2 Explain how to identify and work within allocated budgets and time targets for customer service operations 4.3 Describe the types of contingencies that may occur during customer service operations, how to assess their risks and plan how to deal with them 4.4 Describe the types of monitoring methods that can be used and the criteria they should select to evaluate the effectiveness of customer service operations			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.5 Explain how to develop objectives and targets for staff 4.6 Explain the importance of briefing staff and how to do so effectively 4.7 Explain the importance of monitoring the quality of their customer service operations 4.8 Investigate the types of problems that are likely to occur in their customer service operations and how to plan for dealing with these 4.9 Explain the importance of liaising with customers and colleagues about problems and possible solutions 4.10 Explain how to identify and evaluate possible solutions			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 88: Improve the customer relationship

Unit code: J6 (Customer Service B11)

Unit reference number: H/601/1232

Level: 3

Credit value: 7

Guided learning hours: 47

Unit summary

To improve relationships with their customers, learners need to deliver consistent and reliable customer service. In addition, customers need to feel that the learner genuinely wants to give them high levels of service and that the learner makes every possible effort to meet or exceed their expectations. This encourages loyalty from external customers or longer-term service partnerships with internal customers. The learner needs to be proactive in their dealings with their customers and to respond professionally in all situations. The learner needs to negotiate between their customers and their organisation or department in order to find some way of meeting their customers' expectations. In addition the learner needs to make extra efforts to delight their customers by exceeding customer service expectations.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2 and 3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation.

- 2 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
- 3 The learner's evidence must include examples of using:
 - a organisational procedures
 - b exceptions to standard practice that are legal and benefit their organisation.
- 4 The learner needs to provide evidence that they have dealt with customers who:
 - a have different needs and expectations
 - b appear angry or confused
 - c behave unusually.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria in learning outcome 4 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Improve communication with their customers	1.1 Select and use the best method of communication to meet their customers' expectations			
		1.2 Take the initiative to contact their customers to update them when things are not going to plan or when they require further information			
		1.3 Adapt their communication to respond to individual customers' feelings			
2	Balance the needs of their customer and their organisation	2.1 Meet their customers' expectations within their organisation's service offer			
		2.2 Explain the reasons to their customers sensitively and positively when customer expectations cannot be met			
		2.3 Identify alternative solutions for their customers either within or outside the organisation			
		2.4 Identify the costs and benefits of these solutions to their organisation and to their customers			
		2.5 Negotiate and agree solutions with their customers which satisfy them and are acceptable to their organisation			
		2.6 Take action to satisfy their customers with the agreed solution when balancing customer needs with those of their organisation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Exceed customer expectations to develop the relationship	3.1 Make extra efforts to improve their relationship with their customers			
		3.2 Recognise opportunities to exceed their customers' expectations			
		3.3 Take action to exceed their customers' expectations within the limits of their own authority			
		3.4 Gain the help and support of others to exceed their customers' expectations			
4	Understand how to improve the customer relationship	4.1 Describe how to make best use of the method of communication chosen for dealing with their customers			
		4.2 Explain how to negotiate effectively with their customers			
		4.3 Explain how to assess the costs and benefits to their customers and their organisation of any unusual agreement they make			
		4.4 Explain the importance of customer loyalty and/or improved internal customer relationships to their organisation			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 89: Providing callers with specialised assistance in a financial services environment

Unit code:	J7
Unit reference number:	R/602/5482
Level:	3
Credit value:	4
Guided learning hours:	15

Unit summary

This unit is designed for those working in a financial services environment. This unit shows that the candidate is able to provide callers with specialised assistance in a financial services environment. This may include technical IT assistance (eg in dealing with internet banking) or specialist financial services assistance. It covers both providing assistance and arranging for other specialists to assist the caller should this prove necessary.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1 and 2 relate to performance, as do 3.1, 4.1 and 4.2. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcomes 3 (except 3.1) and 4 (except 4.1 and 4.2) relate to knowledge and understanding. These must be assessed separately to performance. These criteria can be assessed inside or outside the workplace but assessment must be in the context of the learner's workplace. These assessment criteria should preferably be assessed using question and answers or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify and agree with the customer the required specialist assistance	<p>1.1 Confirm the caller's perceptions of the specialist assistance they are seeking in line with organisational procedures</p> <p>1.2 Assess the information provided by the caller in sufficient detail to decide the most appropriate action to take</p> <p>1.3 Inform the caller of possible actions and their implications where there are a range of these</p> <p>1.4 Agree with the caller the nature and extent of specialist assistance required to meet their needs</p>			
2	Be able to provide caller with specialised assistance	<p>2.1 Provide specialist assistance which is appropriate to the caller's needs and within personal levels of authority and knowledge</p> <p>2.3 Contact the relevant person to establish the next step when specialist assistance required is outside personal levels of knowledge and/or authority</p> <p>2.2 Direct callers to the relevant person for further assistance when specialist assistance required does not meet their needs</p> <p>2.4 Take further action through implementing approved procedures where problems are encountered in providing the assistance required</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Understand how and be able to communicate effectively to a caller within organisational procedures	3.1 Operate the organisation's telephone and supporting equipment in line with organisational guidelines and procedures			
		3.2 Explain the importance of speaking clearly when dealing with customers by telephone			
		3.3 Explain the effects of facial expressions that can be detected by other parties on the telephone			
		3.4 Explain the importance of adapting speech to meet the needs of customers who may find some words, phrases or accents hard to understand			
		3.5 Explain the importance of keeping customers informed if they are on hold during a call			
		3.6 Explain the importance of not talking over an open telephone			
		3.7 Explain how to adapt and use effective methods of communication to help a caller's understanding			
		3.8 Explain the importance of time management, and how to use it effectively when balancing the needs of callers with those of your organisation			
4	Be able to work within organisational procedures and legal and regulatory requirements	4.1 Record the information gathered and the assistance offered accurately and in line with organisational procedures			
		4.2 Comply with legal requirements, industry regulations, organisational policies and professional codes			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.3 Describe personal levels of responsibility, and to whom to refer when such levels are exceeded 4.4 Describe organisational call handling standards relating to the quality of calls and the service provided 4.5 Describe organisational guidelines for handling abusive calls 4.6 Describe organisational requirements relating to the application of codes, laws and regulatory requirements, as they impact on the job role			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 90: Monitor and solve customer service problems

Unit code: J13 (Customer Service C5)

Unit reference number: J/601/1515

Level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

The learner's job involves delivering and organising excellent customer service. However good the service provided, some of their customers will experience problems and the learner will spot and solve other problems before their customers even know about them. This unit is about the part of their job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems. Remember that some customers judge the quality of their customer service by the way that the learner solves customer service problems. The learner can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except those in learning outcome 4 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation.

- 2 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
- 3 The learner's evidence must include examples of problems which are:
 - a brought to their attention by customers
 - b identified first by them and/or by a colleague.
- 4 The problems included in the learner's evidence must include examples of a:
 - a difference between customer expectations and what is offered by the learner's organisation
 - b problem resulting from a system or procedure failure
 - c problem resulting from a shortage of resources or human error.
- 5 The learner must show that they have considered the options for solving problems from the point of view of:
 - a their customer
 - b the potential benefits to their organisation
 - c the potential risks to their organisation.
- 6 The learner must provide evidence that they have made use of options that:
 - a follow organisational procedures or guidelines
 - b make agreed and authorised exceptions to usual practice.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 4 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Solve immediate customer service problems	1.1 Respond positively to customer service problems following organisational guidelines			
		1.2 Solve customer service problems when they have sufficient authority			
		1.3 Work with others to solve customer service problems			
		1.4 Keep customers informed of the actions being taken			
		1.5 Check with customers that they are comfortable with the actions being taken			
		1.6 Solve problems with service systems and procedures that might affect customers before customers become aware of them			
		1.7 Inform managers and colleagues of the steps taken to solve specific problems			
2	Identify repeated customer service problems and options for solving them	2.1 Identify repeated customer service problems			
		2.2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option			
		2.3 Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of the organisation			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Take action to avoid the repetition of customer service problems	3.1 Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated 3.2 Action their agreed solution 3.3 Keep their customers informed in a positive and clear manner of steps being taken to solve any service problems 3.4 Monitor the changes they have made and adjust them if appropriate			
4	Understand how to monitor and solve customer service problems	4.1 Describe organisational procedures and systems for dealing with customer service problems 4.2 Describe the organisational procedures and systems for identifying repeated customer service problems 4.3 Explain how the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers 4.4 Explain how to negotiate with and reassure customers while their problems are being solved			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 91: Process customer service complaints

Unit code: J14 (Customer Service C7)

Unit reference number: D/601/1522

Level: 3

Credit value: 6

Guided learning hours: 40

Unit summary

This unit is about the process of handling complaints. In any customer service situation a customer who is not satisfied may resort to making a complaint. Complaints may be justified or unjustified but in either case the learner's customer expects them to respond and to offer some resolution or compensation. Complaints require investigation and the different options for their resolution to be considered. The learner's organisation may have detailed and formal procedures for dealing with complaints.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1 and 2 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation.
- 2 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

- 3 The learner must provide evidence that they have processed complaints that are seen by their organisation as:
 - a justified
 - b unjustified.
- 4 The learner must provide evidence of processing customer service complaints:
 - a during routine delivery of customer service
 - b during a busy time in their job
 - c during a quiet time in their job
 - d when people, systems or resources have let them down.
- 5 The learner needs to provide evidence that they have dealt with customers who:
 - a have different needs and expectations
 - b appear angry or confused
 - c behave unusually.
- 6 The learner must provide evidence that they have processed complaints and taken full account of:
 - a organisational procedures
 - b sector or industry codes of practice
 - c legislation.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 3 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Recognise the signs that a query or problem is about to produce a complaint	<p>1.1 Identify signs that a customer is becoming dissatisfied with the customer service of their organisation</p> <p>1.2 Take action to change the situation so that the query or problem does not result in a complaint</p> <p>1.3 Take actions to change their customer service approach in order to avoid future complaints when a justified complaint has been made</p>			
2	Deal with a complaint effectively	<p>2.1 Ensure that they have a clear understanding of the nature and details of the complaint</p> <p>2.2 Investigate the facts of the complaint in order to establish whether it should be dealt with as a justified complaint or an unjustified complaint</p> <p>2.3 Identify all the possible options for a solution and consider the benefits and drawbacks of each option for their customer and for their organisation</p> <p>2.4 Assess the risks to their organisation of choosing each option</p> <p>2.5 Report the findings of their investigation to their customer and offer their chosen solution</p> <p>2.6 Escalate the complaint by involving more senior members of their organisation or an independent third party if there is sufficient reason to do so</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.7 Give feedback to other colleagues involved which will help them avoid future complaints			
		2.8 Keep clear records of the way the complaint has been handled to avoid later misunderstandings			
3	Understand how to process customer service complaints	<p>3.1 Explain how to monitor the level of complaints and identify those that should provoke a special review of the service offer and service delivery</p> <p>3.2 Explain why dealing with complaints is an inevitable part of delivering customer service</p> <p>3.3 Describe organisational procedures for dealing with complaints</p> <p>3.4 Explain how to negotiate a solution with their customer that is acceptable to that customer and to the organisation</p> <p>3.5 Explain the regulatory definition of a complaint in their sector and the regulatory requirements of how complaints should be handled and reported</p> <p>3.6 Explain when to escalate a complaint by involving more senior members of the organisation or an independent third party</p> <p>3.7 Explain the cost and regulatory implications of admitting liability for an error made by their organisation</p> <p>3.8 Identify how to spot and interpret signals that their customer may be considering making a complaint</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.9 Describe techniques for handling conflict 3.10 Explain the importance of dealing with a complaint promptly 3.11 Explain why the offer of compensation or replacement service or products may not always be the best options for resolving a complaint 3.12 Explain how the successful handling of a complaint presents an opportunity to impress a customer who has been dissatisfied			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 92: **Lead a team to improve customer service**

Unit code: J15 (Customer Service D11)

Unit reference number: H/601/1568

Level: 3

Credit value: 7

Guided learning hours: 47

Unit summary

If the learner is responsible for leading a team delivering customer service, they need to plan and organise the team's work and support team members as they develop their performance. This unit is about looking at both the learner's organisation and their staffing resources and bringing these together in a constructive way to improve overall customer service. The learner will need to give support and guidance to their team to encourage them to improve their customer service delivery. It is about having a passion for customer service and sharing this enthusiasm with their colleagues and staff team. It is about leading by example.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 2 and 3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation.
- 2 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.
- 3 The learner must provide evidence they have line management or supervisory responsibility for the team members used in their evidence.

- 4 The learner must show that they have taken into account the organisational constraints of:
 - a time
 - b human resources
 - c physical resources
 - d financial resources.
- 5 The learner must also show that they have taken into account the team or individual constraints of:
 - a existing workloads
 - b individual capabilities and sensitivities
 - c initiatives and objectives currently being undertaken by the organisation
 - d influences operating on the team from outside.
- 6 The learner's evidence must provide evidence that they have taken time with each team member to:
 - a plan and organise their work
 - b provide support and guidance
 - c give and seek feedback on performance.
- 7 The feedback the learner provides to team members may be:
 - a formal or informal
 - b verbal or in writing.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 4 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Plan and organise the work of a team	1.1 Treat team members with respect at all times 1.2 Agree with team members their role in delivering effective customer service 1.3 Involve team members in planning and organising their customer service work 1.4 Allocate work which takes full account of team members' customer service skills and the objectives of the organisation 1.5 Motivate team members to work together to raise their customer service performance			
2	Provide support for team members	2.1 Check that team members understand what they have to do to improve their work with customers and why that is important 2.2 Check with team members what support they feel they may need throughout this process 2.3 Provide team members with support and direction when they need help 2.4 Encourage team members to work together to improve customer service			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Review performance of team members	3.1 Provide sensitive feedback to team members about their customer service performance			
		3.2 Encourage team members to discuss their customer service performance			
		3.3 Discuss sensitively with team members action they need to take to continue to improve their customer service performance			
4	Understand how to lead a team to improve customer service	4.1 Describe the roles and responsibilities of their team members and where the team members fit in the overall structure of the organisation			
		4.2 Explain how team and individual performance can affect the achievement of organisational objectives			
		4.3 Explain the implications of failure to improve customer service for their team members and their organisation			
		4.4 Describe how to plan work activities			
		4.5 Explain how to present plans to others to gain understanding and commitment			
		4.6 Explain how to facilitate meetings to encourage frank and open discussion			
		4.7 Explain how to involve and motivate staff to encourage teamwork			
		4.8 Describe how to recognise and deal sensitively with issues of underperformance			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 93: Use customer service as a competitive tool

Unit code: J16 (Customer Service A14)

Unit reference number: D/601/1228

Level: 3

Credit value: 8

Guided learning hours: 53

Unit summary

Customer service contributes to an organisation's competitive position. Customers of many organisations have choice about the services or products they use and who supplies them. Often the technical features and cost of the service or product are almost identical. If this is the case, the quality of the customer service offered makes all the difference about which supplier the customer chooses. This unit is about how the learner can play their part in ensuring that their organisation makes the best possible use of the competitive advantage that can be gained from offering superior customer service. It covers how the learner can use customer service as a tool to compete effectively with other providers of similar services and products. The unit is not for a learner whose organisation does not compete actively with others.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1 (except 1.2) and 2 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

- 1 The learner's evidence should be collected when carrying out a real job, whether paid or voluntary, and when dealing with real customers, whether internal or external to the organisation.
- 2 The learner must provide evidence that shows they have done this over a sufficient period of time with different customers on different occasions for their assessor to be confident that they are competent.

- 3 The learner must provide examples of when the benefits of using customer service as a competitive tool enjoyed by customers are:
 - a tangible in that they can be measured
 - b intangible in that they are represented solely by feelings and perceptions of the customer experience.
- 4 The learner's evidence must include examples of competitive analysis involving:
 - a direct competitors
 - b competitors offering substitute services or products.
- 5 The learner's evidence must include examples of when they have used customer service actions as a competitive tool to attract or maintain:
 - a loyal customers
 - b customers returning from competitors
 - c new customers.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 3 and also 1.2 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

In assessment criteria 3.2 and 3.3 learners must describe the services and products offered by their organisation and by competitors that fall within their job role (ie not the entire services and products offered by the organisation and by competitors).

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Organise customer service to gain a competitive advantage	1.1 Develop their own and colleagues' understanding of the services and products offered by their organisation			
		1.2 Define their organisation's service offer and the ways in which it compares with those of their competitors			
		1.3 Set an example for colleagues and present an image to their customers that reinforces their organisation's service offer			
		1.4 Encourage customer service actions that create and develop customer loyalty			
2	Deliver a competitive service	2.1 Take positive actions and encourage colleagues to take actions that provide individual customers with added value within their organisation's service offer			
		2.2 Remind customers about their service offer and the extra benefit it provides over those of their competitors			
		2.3 Offer additional technical advice to customers within their organisation's service offer			
		2.4 Show awareness of the financial implications of any added value actions that they or their colleagues might offer			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.5 Meet customer service targets to ensure that customers see the benefit of dealing with them rather than with a competitor</p> <p>2.6 Re-direct customers to other service providers without offence when their expectations cannot be met by the organisation's service offer</p> <p>2.7 Ensure that customers who have shown a previous interest in repeat and additional services are reminded of this</p> <p>2.8 Encourage colleagues to offer complementary services and products when customer satisfaction indicates that customers would be interested in them</p>			
<p>3. Understand how to use customer service as a competitive tool</p>	<p>3.1 Identify the factors that lead to customers' belief that they are enjoying value for money</p> <p>3.2 Describe the services and products offered by their organisation</p> <p>3.3 Describe the services and products offered by competitors</p> <p>3.4 Identify the features and benefits of services and products that are seen by customers as added value</p> <p>3.5 Explain the purpose of adding non-chargeable items to the service offer in order to impress customers and develop customer loyalty</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.6 Explain how to portray a positive image that reinforces their organisation's competitive position 3.7 Explain their organisation's customer service targets and cost implications of added value actions to improve the organisation's competitive position 3.8 Describe complementary services and products that may be of interest to their customers			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 94: Support learning and development within own area of responsibility

Unit code: L1 (MSC D7)

Unit reference number: M/600/9676

Level: 4

Credit value: 6

Guided learning hours: 25

Unit summary

This unit helps learners to understand the importance of learning and to develop a learning environment within own area of responsibility.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1, 3 and 4 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace, in other words observable performance or physical products of work (such as reports, plans, correspondence), witness testimony, discussion and questioning etc).

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 2 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

Assessment criterion 2.1 relates to the benefits of continual learning and development and assessment must be of the learner's general knowledge and understanding. Assessment criterion 2.2 covers knowledge relating to the learner's own area of responsibility and assessment of this must relate to the learner's own work environment.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to identify the learning needs of colleagues in own area of responsibility	1.1 Identify gaps between requirements of colleagues' current or future work roles and their existing knowledge, understanding and skills 1.2 Prioritise learning needs of colleagues 1.3 Produce personal development plans for colleagues in own area of responsibility			
2	Understand how to develop a learning environment in own area of responsibility	2.1 Explain the benefits of continual learning and development 2.2 Explain how learning opportunities can be provided for own area of responsibility			
3	Be able to support colleagues in learning and its application	3.1 Identify information, advice and guidance to support learning 3.2 Communicate to colleagues to take responsibility for their own learning 3.3 Explain to colleagues how to gain access to learning resources 3.4 Support colleagues to practise and reflect on what they have learned			
4	Be able to evaluate learning outcomes and future learning and development of colleagues	4.1 Examine with each colleague, whether the learning activities undertaken have achieved the desired outcomes 4.2 Support colleagues when updating their personal development plan			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 95: Plan, allocate and monitor work in own area of responsibility

Unit code: L3 (MSC D6)

Unit reference number: H/600/9674

Level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except 1.1 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace, in other words observable performance or physical products of work (such as reports, plans, correspondence), witness testimony, discussion and questioning etc).

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criterion 1.1 relates to knowledge and understanding and must be assessed in addition to assessment of performance. It can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. This criterion should preferably be assessed using question and answers, case studies or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to produce a work plan for own area of responsibility	1.1 Explain the context in which work is to be undertaken 1.2 Identify the skills base and the resources available 1.3 Examine priorities and success criteria needed for the team 1.4 Produce a work plan for own area of responsibility			
2	Be able to allocate and agree responsibilities with team members	2.1 Identify team members' responsibilities for identified work activities 2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members			
3	Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1 Identify ways to monitor progress and quality of work 3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members			
4	Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1 Review and amend work plan where changes are needed 4.2 Communicate changes to team members			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 96: Recruit staff in own area of responsibility

Unit code: L4 (MSC D3a)

Unit reference number: T/600/9663

Level: 5

Credit value: 4

Guided learning hours: 25

Unit summary

This unit helps learners to contribute to the recruitment, selection and induction of staff and evaluate the processes used.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcomes 1 and 3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace, in other words observable performance or physical products of work (such as reports, plans, correspondence), witness testimony, discussion and questioning etc).

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 2 relate to knowledge and understanding. These must be assessed in addition to assessment of performance. They can be assessed inside or outside the workplace. These assessment criteria should preferably be assessed using question and answers, case studies or by professional discussion.

These criteria are related to the learner's understanding of the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements and assessment must be of the learner's more general knowledge and understanding and not limited to that pertinent to the learner's own specific work environment.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to review human resource requirements to meet business objectives in own area of responsibility	1.1 Examine the human resources required to meet objectives in own area of responsibility 1.2 Identify gaps between current and required human resources to meet objectives 1.3 Assess the options for human resource requirements to meet objectives			
2	Understand the importance of ensuring that recruitment and selection processes meet legal, regulatory, ethical and social requirements	2.1 Explain how to ensure recruitment and selection processes are fair 2.2 Explain how to ensure that legal requirements, industry regulations, organisational policies and professional codes are met 2.3 Explain when to seek specialist expertise throughout the recruitment process			
3	Be able to participate in the recruitment and selection process	3.1 Consult with relevant others to produce or update job descriptions 3.2. Agree with colleagues the stages in the recruitment and selection process for identified vacancies 3.3 Identify the methods and criteria that will be used in the recruitment and selection process			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 97: Provide leadership and direction for own area of responsibility

Unit code: L5 (MSC B6)

Unit reference number: T/600/9601

Level: 4

Credit value: 5

Guided learning hours: 30

Unit summary

This unit helps learners to provide leadership and direction for their area of responsibility.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

To pass the unit, learners must meet all of the assessment criteria.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace, in other words observable performance or physical products of work (such as reports, plans, correspondence), witness testimony, discussion and questioning etc).

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: Knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to lead in own area of responsibility	1.1 Identify own strengths and ability to lead in a leadership role			
		1.2 Evaluate strengths within own area of responsibility			
2	Be able to provide direction and set objectives in own area of responsibility	2.1 Outline direction for own area of responsibility			
		2.2 Implement objectives with colleagues that align with those of the organisation			
3	Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1 Communicate the agreed direction to individuals within own area of responsibility			
		3.2 Collect feedback to inform improvement			
4	Be able to assess own leadership performance	4.1 Assess feedback on own leadership performance			
		4.2 Evaluate own leadership performance			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 98: Ensure compliance with legal, Regulatory, ethical and social requirements

Unit code: L6 (MSC B8b)

Unit reference number: H/600/9609

Level: 4

Credit value: 5

Guided learning hours: 25

Unit summary

This unit helps learners to identify and correct failures in compliance with legal, regulatory, ethical and social requirements relating to their own areas of responsibility.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace, in other words observable performance or physical products of work (such as reports, plans, correspondence), witness testimony, discussion and questioning etc).

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: Knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements	1.1 Monitor the operational compliance of procedures in meeting legal, regulatory, ethical and social requirements			
2	Be able to identify and make recommendations on areas of non-compliance with procedures for legal, regulatory, ethical and social requirements relating to own area of responsibility	2.1 Identify areas of non-compliance with legal, regulatory, ethical and social procedures 2.2 Examine reasons for non-compliance with procedures 2.3 Make recommendations for corrections to ensure compliance with procedures			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 99: Developing and implementing sales call plans

Unit code:	K6
Unit reference number:	D/502/8634
Level:	3
Credit value:	3
Guided learning hours:	22

Unit summary

This unit aims to provide the knowledge and skills needed to develop and implement a sales call plan.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in this unit relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace, in other words observable performance or physical products of work (such as reports, plans, correspondence), witness testimony, discussion and questioning etc).

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: Knowledge and understanding

Not applicable.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Be able to develop a sales call plan	<p>1.1 Identify customers and prospects to be contacted that meet the agreed criteria</p> <p>1.2 Determine the time available to deal with prospective and/or existing customers</p> <p>1.3 Prepare and assemble sales materials and sales perspectives that can be used during contact with customers or prospects</p> <p>1.4 Identify sales targets based on access to customers and prospects</p>			
2	Be able to undertake a sales call	<p>2.1 Identify the customer's or prospect's current situation, needs and wants in relation to products and/or services</p> <p>2.2 Identify customer needs and wants</p> <p>2.3 Establish the strength of the prospect and their level of interest</p> <p>2.4 Identify competitors with whom the prospect or customer has connections</p> <p>2.5 Promote the organisation's strengths</p> <p>2.6 Use testimonials to highlight benefits and features of products and/or services</p> <p>2.7 Explain to the customer how the products and/or services can solve customer problems and add value to the customer experience</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Identify actions that need to be taken to progress, and close the sale			
	2.9 Identify ways of improving sales techniques through a review of the sales call			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 100: **Developing and maintaining
business relations with financial
services' introducers**

Unit code: K7

Unit reference number: D/602/5498

Level: 3

Credit value: 4

Guided learning hours: 15

Unit summary

This unit is designed for those working in a financial services environment. A proportion of financial business is introduced by third parties, such as retailers, accountants and estate agents, who are in a position to introduce clients requiring financial services and products. This unit is about developing and monitoring productive business relationships with such third party introducers. This unit shows that the candidate is able to develop and maintain business relations with financial services' introducers

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.1, 1.2, 1.3, 3.2 and 3.3 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

This unit requires the learner to provide evidence of both developing and maintaining business relations with financial services' introducers. In order to do so, the evidence of competent performance must be gathered by the learner over a reasonable period of time: sufficient for the assessor to be able to make a reliable judgement that business relationships have been maintained. This may vary with the circumstances of the learner and the nature of the work being carried out. Centres should discuss the time period required with their standards verifier at an early stage in the learner's programme.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.1, 1.2, 1.3, 3.3 and 3.4 relate to knowledge and understanding, and must be assessed separately to performance. These criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how and be able to identify new introducers	1.1 Describe how each of the principal types of introducer could be able to benefit business development.			
		1.2 Describe organisational procedures for approving and monitoring introducers			
		1.3 Describe the features of products and services offered			
		1.4 Develop plans to identify new introducers and build professional relationships with them			
		1.5 Approach potential introducers about appropriate organisational products and services			
		1.6 Select introducers who offer opportunities to further organisational business and who operate in a manner compatible with organisational aims and ethics			
		1.7 Gather accurate and relevant information about the potential introducers			
2	Be able to agree and monitor business with introducers	2.1 Inform introducers who are assessed as being inappropriate for progress of the decision in a sensitive way			
		2.2 Agree terms of business with new introducers that maximise the organisation's position			
		2.3 Monitor business referrals from introducers and assess their level and quality			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
		2.4 Respond to business with introducers to maximise the business opportunities for the organisation 2.5 Investigate the reasons when business levels are not as expected and take corrective action 2.6 Evaluate progress in developing business relationships with introducers and use this to inform future activities			
3	Be able to comply with industry and organisational requirements	3.1 Keep accurate and up-to-date records of agreements with introducers and the business opportunities they present 3.2 Comply with legal requirements, industry regulations, organisational policies and professional codes 3.3 Explain organisational requirements relating to relevant codes, legal and regulatory requirements 3.4 Explain organisational requirements relating to the application of codes, laws and regulatory requirements as they impact on activities			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Unit 101: Processing financial services sales support administration for agencies

Unit code:	K8
Unit reference number:	H/602/5499
Level:	3
Credit value:	4
Guided learning hours:	15

Unit summary

This unit is designed for those working in a financial services environment. This unit shows that the candidate is able to process financial services sales support administration for agencies

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria except for 1.2, 1.5, 2.1, 3.1, 3.3, 3.4 and 3.5 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

This unit requires the learner to provide evidence of both developing and maintaining business relations with financial services' introducers. In order to do so, the evidence of competent performance must be gathered by the learner over a reasonable period of time: sufficient for the assessor to be able to make a reliable judgement that business relationships have been maintained. This may vary with the circumstances of the learner and the nature of the work being carried out. Centres should discuss the time period required with their standards verifier at an early stage in the learner's programme.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

Assessment criteria 1.2, 1.5, 2.1, 3.1, 3.3, 3.4 and 3.5 relate to knowledge and understanding, and must be assessed separately to performance. These criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand how and be able to make sure the information received regarding new agency applications is sufficient and accurate	<p>1.1 Identify and extract the information needed from the information supplied by agencies</p> <p>1.2 Explain organisational procedures for verifying documentation and information</p> <p>1.3 Verify the accuracy of all documentation and information received regarding new agency applications and clarify any information which is incomplete or unclear</p> <p>1.4 Identify any actions required based on the information supplied and the organisation's requirements and procedures</p> <p>1.5 Explain the importance of transactions being processed accurately for clients</p>			
2	Understand how and be able to decide whether or not to accept the agency in line with organisational procedures	<p>2.1 Explain the importance of sales processing for the client and for the organisation</p> <p>2.2 Inform promptly the appropriate person of the actions required and recommendations</p> <p>2.3 Refer any actions needed which are outside personal levels of authority to the authorised person</p> <p>2.4 Inform the appropriate person promptly of the decision to either appoint the new agency or to decline the application</p>			

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
3	Be able to work within organisational procedures and legal and regulatory requirements	3.1			
		3.2			
		3.3			
		3.4			
		3.5			
		3.6			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

Unit 102: Contributing to the development and launch of new products and/or services

Unit code:	K9
Unit reference number:	A/502/8639
Level:	3
Credit value:	4
Guided learning hours:	26

Unit summary

This unit aims to provide the knowledge and skills needed to contribute to the development of new products and/or services.

Evidence requirements

Assessment must be carried out in a way that is consistent with the requirements outlined in *Annexe C: Assessment strategy*.

To pass the unit, learners must meet all of the assessment criteria.

Wherever possible, assessment should be carried out holistically. Items of evidence may contribute to the assessment of more than one criterion, both within this unit and across other units, and, wherever possible, centres are recommended to use evidence in this way.

Assessment criteria: performance

All of the assessment criteria in learning outcome 2 relate to performance. Evidence for all performance-related assessment criteria must come from learners' performance in the workplace. 'What-if' questioning should not be used.

Simulation

Simulation is not permitted for any of the assessment criteria in this unit.

Assessment criteria: knowledge and understanding

All of the assessment criteria in learning outcome 1 relate to knowledge and understanding, and must be assessed separately to performance. These criteria can be assessed inside or outside the workplace, but the evidence the learners produce must relate to their own work environment. These assessment criteria should preferably be assessed using question and answers or by professional discussion.

Recording of evidence

The type of evidence, portfolio reference and date should be entered against each assessment criterion in the table. Alternatively, centre documentation could be used to record this information. Evidence such as documents and materials from the learner's workplace must be left in situ in the workplace and not included in a portfolio. The nature and location of the evidence must be recorded in the assessment documents. Centres must ensure that access to the evidence will be permitted for examination by internal and external verifiers.

Learning outcomes and assessment criteria

Learning outcomes		Assessment criteria	Evidence type	Portfolio reference	Date
1	Understand the product development process	<p>1.1 Describe the sales forecasting technique used by the organisation</p> <p>1.2 Explain the market features and trends relating to products or services in the market</p> <p>1.3 Explain the customer base for the proposed product in terms of their wants and needs</p>			
2	Be able to contribute to the product and/or service development and launch process	<p>2.1 Consult with colleagues and selected customers about a new product or service strategy</p> <p>2.2 Generate ideas and/or enhancements to others' ideas for new products or services that meet the development criteria</p> <p>2.3 Screen new ideas in accordance with the organisation's guidelines, marketing objectives</p> <p>2.4 Test the market for the proposed product and/or service in accordance with the development plan</p> <p>2.5 Provide information about existing customers, their needs, wants and behaviours in accordance with the market analysis specification</p> <p>2.6 Support the preparation of a business case for the launch of a new product and/or service in accordance with the development plan</p> <p>2.7 Forecast sales to support business case preparation in accordance with the development plan</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	2.8 Prepare information for customers about the new product and/or service in accordance with the development plan 2.9 Use feedback from stakeholders to refine the new product and/or service			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____
(if sampled)

Date: _____

Further information

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website:
qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

How to obtain National Occupational Standards

To obtain the National Occupational Standards go to
www.ukstandards.org.uk.

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

Email: wblcustomerservices@pearson.com

Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Quality assurance

Key principles of quality assurance

- A centre delivering Pearson qualifications must be a Pearson recognised centre and must have approval for qualifications that it is offering.
- The centre agrees, as part of gaining recognition, to abide by specific terms and conditions relating to the effective delivery and quality assurance of assessment. The centre must abide by these conditions throughout the period of delivery.
- Pearson makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Pearson qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes and dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. The specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality-assurance processes it uses do not inflict undue bureaucratic processes on centres, and works to support them in providing robust quality-assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Pearson operates a quality-assurance process, designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance, all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Pearson.

The Pearson quality-assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Pearson qualifications
- annual visits to centres by Pearson for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by a Pearson quality development reviewer
- annual visits by occupationally competent and qualified Pearson Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities

Annexe B: Centre certification and registration

Pearson Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Pearson will maintain the integrity of Pearson NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Pearson will exercise the right to:

- direct centres to take action
- limit or suspend certification
- suspend registration.

The approach of Pearson in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Pearson will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualifications in this specification?

Centres are required to recruit learners to Pearson qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement should be made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Pearson's policy on access arrangements and special considerations for Pearson qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications* for further details on our website, qualifications.pearson.com.

Annexe C: Assessment strategy

This assessment strategy has been agreed between the Financial Services Partnership (FSP) and awarding organisations. The purpose of this assessment strategy is to ensure that the Pearson Edexcel Level 2 Award/Certificate in Providing Financial Services (QCF) and the Pearson Edexcel Level 3 Award/Certificate in Providing Financial Services (QCF) are subject to consistently rigorous and fair assessment. It is also designed to ensure that individuals who make judgments about competence are both qualified and competent to do so.

The assessment strategy addresses the following areas:

- evidence requirements
- acceptable types of evidence
- the use of simulation
- external quality control
- the standard and employer direct models of assessment/verification
- requirements for assessors and internal verifiers.
- requirements for external verifiers.

1 Evidence Requirements

- 1.1 To achieve units within the qualifications learners must demonstrate that they meet all learning outcomes and assessment criteria.
- 1.2 Evidence must be authentic, current, sufficient and valid, and should come from real work produced in the workplace. Real work is defined as the provision of a product or service which, if not carried out by the learner, would require someone else to do it.
- 1.3 Where there is assessment of a learner's knowledge and understanding, it should be related to the learner's workplace or working situation.
- 1.4 Workplace evidence should be used wherever possible. However, rare instances where simulation may be required have been identified. These and further guidance are given in section 3 below.
- 1.5 It will be the assessor's responsibility to agree the best method of assessing a learner in relation to their individual circumstances. The agreed methods must be:
 - valid
 - reliable
 - safe and manageable
 - suitable to the needs of the learner.

2 Acceptable Types of Evidence

- 2.1 A range of different types of evidence is desirable to demonstrate achievement of these qualifications. These could include:
- *Direct observation of the learner's performance*: this should form a substantial part of the evidence.
 - *Products of the learner's work*: as would be contained within a portfolio or signposted to its location within in the workplace.
 - *Professional discussion*: an in-depth discussion recorded electronically or in writing. Assessors must be able to authenticate what learners have discussed. This may be through confirmation from a third party or sight of the documentation discussed.
 - *Witness testimony*: in writing or verbally to the assessor. This could include existing in-house records such as internal audit records, call monitoring, observation and file review checklists. The name of the witness and their relationship to the learner should be clearly documented.
 - *Outcomes from oral or written questioning*: using open questions to elicit detailed and articulate replies. Assessor records should include sufficient detail to justify assessment decisions.
 - *Recognition of Prior Learning*: this should be acknowledged where appropriate. In all instances where recognition of prior learning is used as a form of evidence, assessors must ensure the learner's knowledge or competence remains current and that all assessment criteria have been met through valid assessment tools. Assessor records should include sufficient detail to justify assessment decisions.
- 2.2 Assessors should discuss assessments to be made with learners at an early stage as to the suitability of particular forms of evidence (eg learner statements; photographic evidence; video recordings).

3 Simulation

- 3.1 Where simulation is permitted, this is identified within the relevant unit. Relevant units and assessment criteria are also listed in the tables below.

Units in Level 2 Award/Certificate in Providing Financial Services where simulation may be used.				
Unit	Ref	URN	Unit title	Ass. criteria
3	M3	J/602/5477	Complying with regulations within the financial services environment	3.3, 3.4
7	A2	J/601/8254	Authorising financial transactions using telecommunications	3.3
8	A3	H/601/8259	Operating a sterling counter till	4.4
9	A4	D/601/8261	Operating a multi-currency till	4.3
12	B2	J/601/8321	Assessing and using straightforward financial information to reconcile accounts	2.6
22	C23	Y/601/8503	Processing straightforward insurance renewals as an intermediary	7.2
24	C25	L/601/8546	Processing straightforward mid-term amendments	5.3
31	D2	M/601/8717	Processing payments relating to stakeholder investment transactions or accounts	5.4
39	G2	D/602/5405	Processing instructions for straightforward mortgage and/or financial planning business	2.5
50	H12S	L/601/2729	Debt collection negotiations practice	2.3
53	J1*	J/601/1210	Deliver reliable customer service	All
54	J2*	M/601/1511	Resolve customer service problems	All
56	J8*	L/601/0933	Give customers a positive impression of yourself and your organisation	All
57	J9*	L/601/1225	Deal with customers using bespoke software	All
58	J11*	H/601/1540	Support customers using on-line customer services	All

* For these units, please refer to section 3.3 below.

Units in Level 3 Award/Certificate in Providing Financial Services where simulation may be used.				
Unit	Ref	URN code	Unit title	Ass. criteria
2	M3	J/602/5477	Complying with regulations within the financial services environment	3.3, 3.4
7	A6	M/601/8264	Establishing, monitoring and maintaining bank or building society accounts for customers	4.2
8	A7	Y/601/8257	Managing branch counter services	2.6
29	D4	K/601/8702	Establishing and maintaining investor details and records	7.4, 7.5
30	D5	M/601/8703	Reconciling investment market transactions	6.4, 6.5
31	D6	T/601/8704	Maintaining the custody of assets on behalf of the investor	7.4, 7.5
32	D7	A/601/8705	Arranging the settlement of investment transactions	6.4, 6.5
33	D8	F/601/8706	Measuring the performance of investments	5.4
35	D10	L/601/8708	Overseeing investment operation systems and processes	5.4, 5.5
36	D11	R/601/8709	Processing trades	6.4, 6.5
37	D12	K/601/8716	Processing corporate actions on behalf of investors	6.4, 6.5

3.2 The following requirement applies to the units listed in 3.1 **apart from** J1, J2, J8, J9 and J11.

Where simulation is used, it must be designed to ensure that:

- a) the learner is required to use materials and equipment found and used within the workplace environment
- b) the learner is provided with information, advice and guidance in line with that which would be provided in the workplace environment in that context
- c) the learner is required to carry out actions and responsibilities which would normally be delegated to someone competent in the occupational area within the workplace environment
- d) the physical environment and situation replicates the workplace environment
- e) other people with whom the learner interacts in performing the activity behave 'in character' for the given situation.

- 3.3 Units J1, J2, J8, J9 and J11 have been imported from the NVQs in Customer Service. Simulation in these units can take be used for any assessment criteria, but must follow the conditions required by the customer service assessment strategy:
- a) Assessments must be carried out under realistic business pressures, using real customers and within a defined service offer.
 - b) All services that are carried out should be completed in a way, and to a timescale, that is acceptable in business organisations.
 - c) Learners must be expected to achieve a volume of work comparable to normal business practices.
 - d) The range of services, products, tools, materials and equipment that the learners use must be up to date and available. They must enable learners to meet the requirements of the unit.
 - e) Account must be taken of any legislation or regulations in relation to the type of work that is being carried out.
 - f) Learners must be given workplace responsibilities to enable them to meet the requirements of the customer service national occupational standards at Level 2.
 - g) Learners must show that their productivity reflects that found in the work situation being represented.
- 3.4 In all cases, the centre should agree its plans for simulation with the external verifier to ensure that it is satisfactory.

4 External quality control

- 4.1 External verifiers will be expected to sample assessment decisions using a strategy based upon:
- assessment decisions across all units contained within these qualifications
 - assessment decisions that include a sufficient range of learners to provide assurance that the assessor is consistent over the range
 - a full range of assessment methods used, for example, observation and use of product evidence.

5 The standard and employer direct models of assessment and verification

- 5.1 The FSP acknowledges the very important role and responsibility that assessors and verifiers have in maintaining the quality and integrity of workplace assessed qualifications. Awarding organisations and other stakeholders therefore have to have confidence in the actions and decisions of assessors and verifiers.

There may be occasions when there are limited opportunities for workplace assessment due to logistical difficulties and availability of an assessor from outside the organisation to carry out assessment in the day-to-day working environment. This is sometimes compounded by issues to do with both confidentiality and the security arrangements which are essential in many commercial situations.

For this reason, an 'employer-direct' model has been developed which provides greater flexibility.

- 5.2 Under the **standard model**, assessors and internal verifiers may be:
- directly employed in the same organisation as the learner (for example with assessment carried out by the learner's supervisor and internal verification carried out by someone within the organisation's training/compliance function); or
 - employed by an external organisation such as a training provider. In such cases, the assessor may make use of expert witness testimony from the learner's supervisor, but the final decision regarding the validity and reliability of this evidence rests with the assessor.
- 5.3 The **employer-direct** model of assessment/verification recognises that managers and supervisors in employer organisations may have developed equivalent skills and understanding to enable them to take on assessor and internal verifier roles **without** holding specific qualifications in assessment and internal verification listed below in 6.3.
- 5.4 Under the employer-direct model, all assessment and internal verification will be carried out by the employer's own staff and will be done to the same level as under the standard model.
- 5.5 The employer-direct model may only be used by employer organisations and with specific approval from Pearson in advance. Before approval is granted, the employer will be required to demonstrate that its internal systems, training and procedures map fully to the national occupational standards for Assessment and Quality Assurance.
- 5.6 Employers that are interested in using the employer-direct model should contact wbl@pearson.com for further information.

6 Requirements for assessors and internal verifiers

- 6.1 The primary responsibility of the assessor is to assess learners to the required quality and consistency, against the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical competence related to the qualifications for which they are assessing learners.
- 6.2 A primary responsibility of the internal verifier is to assure the quality and consistency of assessments by the assessors for whom they are responsible. Internal verifiers therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying.

6.3 Requirements for assessors under each model are as follows:

Standard model	Employer-direct model
<p>Assessors must:</p> <ul style="list-style-type: none"> hold or be working towards an appropriate qualification (D32; D33; A1; Level 3 Award in Assessing Competence in the Work Environment (QCF)) <p>Internal verifiers must:</p> <ul style="list-style-type: none"> hold or be working towards an appropriate qualification (D34; V1; Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)) have a sound and in-depth knowledge of the relevant national occupational standards <p>Where assessors/internal verifiers are working towards the appropriate qualification, their work must be supervised by and decisions approved by an assessor/internal verifier who meets the full requirements as set out here.</p>	<p>Assessors and internal verifiers must:</p> <ul style="list-style-type: none"> have completed the company's in-house training scheme which has been confirmed by Pearson as providing the equivalent level of rigour and robustness to the assessor qualifications
<p>Under both models, assessors and internal verifiers must also</p> <ul style="list-style-type: none"> have credible up to date technical competence, developed through at least one of the following: <ul style="list-style-type: none"> expertise gained in experience of working in the occupational area achievement of a qualification which attest to their competence in the role covered by the qualification experience in supervising people who perform the role covered by the qualification experience gained in providing training in a workplace context for those who perform the role covered by the qualification continue their personal and professional development to support their technical and occupational expertise 	

- 6.4 It is the centre's responsibility to appoint assessors and internal verifiers. As part of the process, it is suggested that centres should consider:
- what previous posts they have held and determine whether these are relevant in providing expertise in the area of financial services assessment/internal verification
 - the relevance and currency of qualifications held
 - the level at which these posts have been held
 - how familiar they are with the NOS for Providing Financial Services at the level of the qualification they are seeking to assess/internally verify.

7 Requirements for external verifiers

7.1 A primary responsibility of the external verifier is to assure quality of internal verification and assessments across the centres for which they are responsible. External verifiers therefore need to have a thorough understanding of quality assurance and assessment practices as well as technical awareness related to the qualifications that they are externally verifying. It will be the responsibility of the awarding organisation to select and appoint external verifiers.

7.2 Pearson will ensure that external verifiers:

- have experience of working within the financial services industry gained through current or prior employment
- have up-to-date technical awareness relevant to the qualifications they are seeking to externally verify. 'Technical awareness' is defined as a general overview of the subject area sufficient to ensure that assessment and portfolio evidence are reliable and that relevant health and safety requirements have been complied with
- a sound and in-depth knowledge of the national occupational standards for providing financial services
- demonstrate a commitment to maintaining their industry knowledge by ongoing professional development
- hold or are working towards an appropriate external verifier qualification.

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