

Assessment Plan - Financial Services

Senior Investment/Commercial Banking Professional – Level 7 Apprenticeship

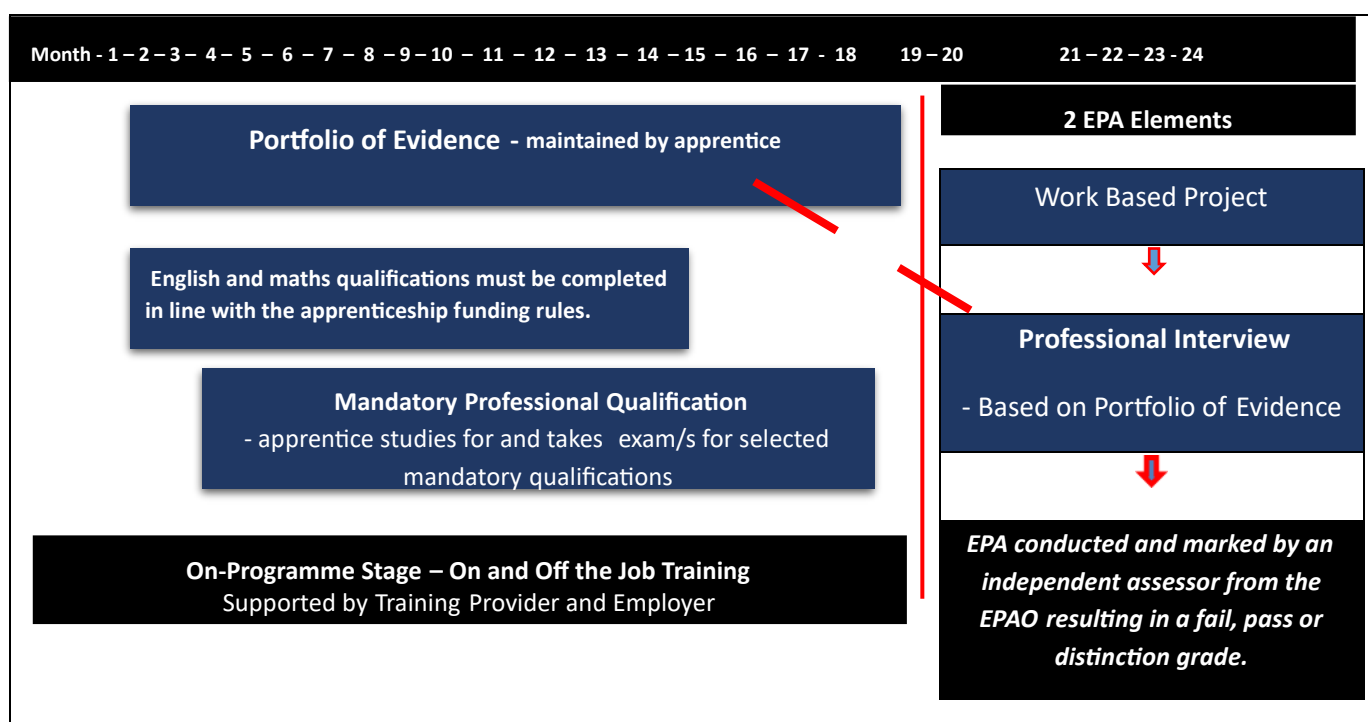
SUMMARY

This Assessment Plan covers the Senior Investment/Commercial Banking Level 7 apprenticeship that has been developed by the employers with input from the relevant participating Professional Bodies and a number of Training Providers and HEIs. This is a core and options standard, so the apprentice will be undertaking one option, as is most appropriate to their job role. Our approach is designed to deliver a robust, cost effective and manageable assessment of competence in the role, based on the expected numbers of apprentices.

There are various possible entry points for this apprenticeship, for example covering individuals who are new to the sector and starting their career journey, or those with varying levels of existing experience in the field who are progressing their career within an organisation. The approach to assessment is based on the following principles:

- Assessment should show how well the individual is performing in the role and whether they have met the requirements of the Standard.
- It should have maximum relevance to the real job that the apprentice is doing to truly test full competence in the role.
- It should integrate with 'Business As Usual' processes wherever possible e.g. performance management, personal development.
- It should add value to the apprentice's journey, both during and at the end of the apprenticeship so that this is seen as helping them build not only competence in the role, but also a career in the organisation wherever possible. This should include giving them feedback on their development needs as part of the end point assessment where relevant.
- It should give assurance to the employer that the assessment is being delivered in a consistent, independent and appropriate manner.

Diagram 1 – Example On-Programme and EPA Timescales



On-Programme Stage – the recommended approach to ensuring that the apprentice is on track during the apprenticeship is based on the employer's Performance Management (PM) process with the key elements noted below, however employers should work with their training provider to develop a programme that best suits their requirements and that of the apprentice:

- Line Manager uses the formal Performance Management (PM) process and regular 1:1s to discuss progress in the apprenticeship, provide feedback and guide development.
- Training Provider (and HEI where relevant) can support this (if required), by ensuring that the requirements of the apprenticeship are reflected in the PM process and filling any gaps through their work with the apprentice.
- Training Provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies, and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Training Provider will also be required to support and prepare the apprentices for their end point assessment.
- Regular checkpoints between the Line Manager and Training Provider (aligned with the PM process) to ensure that the apprentice is on track and agree how any issues will be addressed.
- Apprentices should be supported to collect real-work evidence to submit as part of their end point portfolio. The use of e-portfolio/online records is recommended to support formal submission later.
- Apprentices will create a learning journal which contains examples of their learning and areas for development/action points as they go through the apprenticeship - this can be used in reviews with the Line Manager and Training Provider as well as forming part of the Portfolio submitted as part of the end point assessment.

The on-programme stage will include the relevant mandated professional qualification(s) for the specialist Option the individual is undertaking. These are defined in the apprenticeship standard and below.

The on-programme stage will also require the apprentice to complete a portfolio of evidence that meets the requirements of the learning outcomes (Appendix 1) and the apprenticeship standard. The portfolio is mandatory but will not be graded as part of the end point assessment, however it will be the basis of the Panel Interview and inform questioning as part of that. More detail on the make-up of that portfolio is described later.

Gateway

The decision as to when the apprentice is ready to move on to the end point assessment (the 'Gateway') will be made by the Line Manager (supported by the Training Provider as required) based on their monitoring of the apprentice's progress against the requirements of the standard. Within Financial Services, line managers have a regulatory responsibility to the Financial Conduct Authority to ensure that all their people are trained and competent to perform their role. They therefore have a strong vested interest in making the assessment process robust in support of the End-Point Assessment Organisation. The employer must be confident that the apprentice has met and can demonstrate the requirements set out in the standard during the gateway to enable the apprentice to progress to the EPA in addition to meeting the following gateway requirements:

- English and maths qualifications must be completed in line with the apprenticeship funding rules
- Completed portfolio demonstrating standards have been met
- Successful completion of the selected mandatory professional qualification/s listed below:
(As chosen by the employer to be most relevant to the selected specialist option and job role)
 - CFA Institute – CFA Levels I, II & III
 - CII Advanced Diploma In Financial Planning (350 Credits)
 - The London Institute of Banking & Finance –The Professional Postgraduate Route
 - Chartered Banker Institute, Chartered Banker Diploma
 - CISI Diploma in Investment Operations

End Point Assessment Overview – this contains 2 mandatory components, which are described in more detail in the next section:

- **A Work-Based Project** that demonstrates the capability of the apprentice to deliver the key aspects of the role
- A Structured **Panel Interview** based on the **Portfolio of Evidence**. The Panel Interview will focus primarily on the skills and behaviours of the Standard, testing the competence of the apprentice, the content of the Portfolio, and how well they are performing in their role. The portfolio that is tested by the Interview and will include a range of types of evidence including reflective learning. It will be created throughout the apprenticeship.

At least one month in advance of the ahead of the Panel Interview the independent assessor (IA) receives:

- A copy of the individual's Portfolio of Evidence for review. This is sent to EPAO after the gateway, this not marked but is used by the IA to prepare for the Panel Interview.
- The Worked Based Project for marking using a set of specific marking criteria. The Panel Interview is also marked against a specific marking criteria and the IA then awards the final grade, subject to EPAO validation

END POINT ASSESSMENT 1. What is being assessed

All of the learning outcomes for each area of knowledge, skill and behaviour within the Standard as described in Appendix 1.

The end point assessment will be synoptic and cover the knowledge, skills and behaviours included in the Standard. EPAOs may assess knowledge implicitly through the skills demonstrated by the apprentice, e.g. appropriate use of the systems and processes required to do the role demonstrates the knowledge where it supports synoptic and valid assessment.

2. How will assessment be carried out

The EPA takes place in the last 6 months of the apprenticeship, once the apprentice has met the Gateway criteria, and consists of the assessment methods described below. The EPAO will produce and hold a set of Assessment Tools, which will include for each method:

- Detailed content
- Structure
- Assessment criteria

This will support consistency across all apprentices.

The EPA takes a holistic approach, which expects the totality of the standard to be tested across the methods. The methods of assessment will build up a picture of how well the apprentice has met the requirements of the Standard, using the assessment criteria that will be developed from the Learning Outcomes. The End-Point Assessment Organisation will ensure the outcome is consistent and robust.

2.1. Work-Based Project

This will be a significant work-based project that contains real activity undertaken as part of their role and demonstrates many of the aspects of the standard. It should describe what the apprentice did, how they did it and the benefits that resulted from the project.

It will be completed in the last few months of the apprenticeship, following the gateway, and will be 13,500 words long (+/- 10%). The Apprentice will be given 4 months after the gateway to complete the project for submission to the End-Point Assessment Organisation.

The Project will be a substantive evidence base from a business related project to demonstrate the application of skills, knowledge and behaviours. It will be related to the specific option that the apprentice has chosen from the Standard.

For example it might cover how the apprentice dealt with a significant issue facing the business or client, describing how they:

- Critically analysed the problem
- Undertook substantive research and reflection to support their proposed options/decisions – including a review of the challenges and limitations. This may include the wider business/Industry implications.
- Developed options
- Worked with colleagues and the business to develop an agreed solution
- Influenced both up and down the organisation to achieve resolution
- Implemented that solution also describing onward system/business improvements that resulted.

The project should include evidence of how the project was delivered and the outcomes achieved e.g. relevant emails or client feedback.

The apprentice will use guidance from the End-Point Assessment Organisation to develop project plans, these should be created to suit and test competence in the apprentice's specialist option. Due to the necessary variation of projects across the specialist options it will be key that the employer and

training provider work closely to ensure the project fits the option selected and job role. The apprentice will submit an outline project plan to the End-Point Assessment Organisation before the apprentice commences the project to ensure it fully meets the criteria at that stage. The project plan should be submitted to the EPAO within 2 weeks of entering EPA (following the Gateway), with the EPAO providing feedback within 10 days of receipt to avoid unnecessary delays.

2.2. Panel Interview based on the Portfolio of Evidence

The Panel Interview is a structured interview between the apprentice and a panel consisting of:

- An assessor from the End-Point Assessment Organisation
- A representative from the employer (likely to be the individual's line manager) □ A representative from the Training provider or HEI

The selection criteria for assessors are set out in the next section. The employer and line manager's role on the panel is to provide context and clarity for the assessor regarding the employer's organisations and sector. They will be not involved in delivering the EPA or contributing to the grading decision.

The Panel Interview will cover the knowledge, skills and behaviours in the standard, although focusing more on the skills and behaviours, testing the Portfolio, what was produced and delivered in the Project, and how well they are performing in their role. It is expected to last two hours. This enables an assessment of the Standard, to assess coverage of the broad range of knowledge, skills and behaviours contained in the Learning Outcomes.

The purpose of the Panel Interview is to:

- Explore evidence for areas of the Standard yet to be tested in the project or portfolio, or areas that require further interrogation
- Test the content of the Portfolio of Evidence
- Clarify any questions that the IA has about the evidence submitted in the Portfolio □ Provide the basis for the IA to make a decision about the grade to be awarded.

A structured brief will be provided in the assessment tools to be used in the Panel Interview. This will ensure that consistent approaches are taken, and that all key areas are appropriately explored. It is likely to be carried out face to face, but some circumstances may require it to be done remotely using e.g. videoconference or Skype, depending on numbers and locations of apprentices.

The Portfolio contains work based evidence that has been built up progressively through the apprenticeship and will illustrate the application of the knowledge, skills and behaviours within the Standard synoptically. The requirements of individual portfolios must be tailored to cover the specialist option selected. It will draw on the learning journal created by the apprentice, showing how they have applied what they have learned.

The Portfolio should provide examples across the Knowledge, Skills and Behaviours using a range of evidence types that best demonstrate competence for their job role and to ensure breadth to that evidence base.

The elements of the portfolio are:

1. **Learner journal:** the apprentices should record experiences gained through the learning journey and reflect on their development over the apprenticeship period; reviewing the impact of their

activities and behaviours on (a) the business and (b) the team. This journal should be kept online wherever possible

2. **Examples of Work Based Evidence:** This should include a range of evidence types from the following: written work, evidence occurring from small projects, performance review information, workplace observations, case studies, data, learning record entries, development plan content, emails, customer comments etc.

Wherever possible, this will be an e-portfolio or other electronic platform. Further detail on the structure of the Portfolio will be included in the Assessment Tools developed by the End-Point Assessment Organisation.

The Portfolio will initially be reviewed at the gateway by the apprentice, supported by the employer and Training Provider against the standard. When the employer is satisfied that the apprentice has met or is clearly on track to meet the pass criteria for the Standard, the Portfolio will be sent to the End-Point Assessment Organisation for independent review to inform the Panel Interview.

It is expected that the training provider/employer will give advance notice to the End-Point Assessment Organisation of individuals approaching and entering gateway. This will include agreeing exact timings for submission. However the portfolio and work-based project should be sent to the End-Point Assessment Organisation one month in advance of the Panel Discussion to allow marking and preparation for the panel to take place.

The combination of these assessment methods and the grades awarded for each method, builds a picture of performance against the Standard. Appendix 1 indicates which method of assessment is most likely to provide the primary or secondary evidence for each of the learning outcomes. However this should be applied flexibly to ensure that overall competence is demonstrated across the 2 methods of assessment – this is vital to allow for flexibility across the broad range of employers and job roles the apprenticeship will cover i.e. when looking at the all elements of the assessment all competences/learning outcomes should be evidenced/tested.

3. Who carries out the assessment and makes the final judgment

There are three parties involved in the final stages of the apprenticeship and the end point assessment – the employer, the training provider/HEI and the Independent Assessor. Their respective roles are as follows:

Assessor	Role
Employer	- Brings a view of the apprentice from working with them in the workplace through the apprenticeship to the Gateway process - Has greatest clarity about whether the apprentice is fully competent in the workplace for the Gateway - Does not score the Project or Portfolio as part of the end point assessment - Takes part in the Panel Interview to provide context and clarity regarding the employer's organisation and sector.

Training Provider	• Brings a view of the apprentice from supporting them through the apprenticeship to the Gateway process • Brings greater understanding of the assessment process than the employer and hence broader view on competence • Provides advice and guidance on the assessment process and supports the apprentice through the end point. • Does not score the Project or Portfolio as part of the end point assessment • Takes part in the Panel Interview to provide context and clarity regarding the employer's organisation and sector.
Independent Assessor	• Brings a completely independent view to the end point assessment as they have had no engagement with the apprentice until now • Reviews the Portfolio and marks the Project independently and scores against the assessment criteria remotely • Conducts and Chairs the Panel Interview and makes the final decision on the grade to be awarded to the apprentice

To ensure that any independent assessor is competent they will be trained in the assessment process and will also have to meet certain criteria, which will include:

- Minimum 5 years relevant industry experience, plus current CPD activity that shows they are up to date with current developments in the apprentice's chosen specialist Option
- Familiarity with the role covered by the apprenticeship.
- No current relationship with the apprentice / employer involved in the apprenticeship.

The End-Point Assessment Organisation (EPAO) will be responsible for forming the Panel to carry out the end point assessment, working with the employers and training providers/HEI to source the members.

The Independent Assessor (IA) will act as the Chair of the Panel.

Any organisation is eligible to deliver assessment services against this standard, by meeting the requirements of the ESFA's Register of End-Point Assessment Organisations. Individual employers must select an organisation from that Register to deliver assessment services for this standard.

The End-Point Assessment Organisation should have:

- Sound understanding of the sector and the assessment requirements for this Standard, together with the expertise to administer the Assessment Tools required.
- Capability to deliver assessments at the scale and with the levels of service required, giving confidence that this is a strategic part of their business.
- Geographical coverage required.
- Individual assessors with the background specified above
- Robust verification and quality assurance processes that can ensure the end point assessment is of the required standard.
- Robust internal controls and processes, and an appropriate data protection policy to ensure adequate controls when handling the transfer and storage of information from the apprentices employer (i.e. to ensure confidentiality of company sensitive information and related compliance regulations)
- Plagiarism guidelines/policy to ensure originality of the apprentice's work.

4. Final Assessment and Grading

The final assessment and grading will be undertaken by the Independent Assessor (IA) following the Panel Interview. This standard will have Fail, Pass and Distinction grades.

The IA will make the decision on the grade to be awarded to the apprentice based on the IA's review of the portfolio, the IA's independent prior marking of the Project, and the IA's score of the interview. In the event of an appeal against the grade awarded, the End-Point Assessment Organisation will carry out a further review of the evidence to confirm or modify the grade in line with their standard procedures.

The marking and grading of the Project will be undertaken by the IA ahead of the Panel Interview, so these marks can be considered alongside the grade awarded for the Panel Interview allowing a synoptic view of the apprentice's competence and an overall grade awarded. The individual will not be presented to the panel for the interview if they have not reached the required pass mark for their project. The EPAO will inform the Employer, apprentice and training provider/HEI if this is the case.

The portfolio is an important piece of work that should demonstrate full competence against the standard; although not formally marked we would expect that if the IA determines, following a quality review, that the portfolio does not meet a suitable level of quality the apprentice should not progress to the panel interview. It's key that the portfolio is tested robustly during the panel interview, the EPAO will ensure there is further guidance for the panel to support consistent quality delivery of the Interview

An apprenticeship pass represents full competence against the standard i.e. fully competent in the role as described in the Learning Outcomes (Appendix 1).

A grade of distinction means an apprentice is consistently demonstrating competence above the standard. Both assessment methods will be graded pass, distinction or fail. The grading and scoring criteria is based on the following principles:

□ Both aspects of the end point assessment must achieve a minimum of a pass to achieve an overall pass

- All pass criteria, defined in Table 1, need to be achieved; in achieving this, the apprentice will be demonstrating all knowledge, skills and behaviours in the standard
- Distinction builds on the pass criterion in Table 1
- **Both assessment methods must achieve a distinction to achieve an overall distinction.**

The grade for each assessment method will be awarded according to the grading descriptor criteria **detailed in the table 1 below**. Further detailed guidance for the IAs and panel members will be developed by End-Point Assessment Organisations based on this criteria.

The Distinction is designed to recognise the small proportion of apprentices who are seen as outstanding employees, regularly going beyond what is required to be competent in the role and seen as having greatest potential for the future. The distinction criteria should consider what constitutes an outstanding employee: someone who is not just good, but also has the potential to improve quickly and someone who is not just confident and fully capable of doing the job, but who regularly goes beyond expectations as an outstanding employee.

Table 1 – Grading Descriptors

End Point Assessment method	Distinction Criteria	Pass Criteria	Fail Criteria
	Building on Pass criteria the apprentice also consistently demonstrates at least three of these areas of distinction:	The apprentice will be deemed as a ‘pass’ for the work-based project element if they meet each of the criteria below:	The apprentice will be deemed as a ‘fail’ for the work-based project element if the criteria for ‘Pass’ grade are not met, specifically the apprentice will fail should they meet one or more of the criteria below:

Work-Based Project	Critically analyses, evaluates and presents recommendations in a robust business plan/business case that identifies and evaluates the range of options considered, identifying risks, threats and opportunities for commercial advantage and their potential onward impact e.g. on the business/service/customer /wider sector. Demonstrates they have considered the requirements and objectives of the wider business. Project recommendations or resulting implementations result in genuine positive impact on the business or the wider industry/society. Demonstrates during the project that they have developed solutions that meet the future requirements of clients and/or provide advice/solutions based on new/emerging trends/opportunities. Clear and extensive evidence of independent, and some original, thought. Shows creativity and innovation in the ideas and outcomes of the project.	The Work-based-Project holistically provides evidence to meet all the knowledge, skill and behavioural requirements as required to be primarily demonstrated by the Work-Based Project in Appendix 1 (including those mapped to the Work-Based Project for their chosen Option). Project is well structured and presented- using a range of techniques to present their findings and ideas. The project clearly presents and communicates complex information and concepts in appropriate formats. The project lays out a clear business plan/business case, which is focussed on business strategy/requirements and demonstrates the options considered, and their reasons for inclusion or rejection. Demonstrates that they used evidence based decisions and have assessed issues/problems from all angles to ensure all relevant issues are considered, demonstrating an awareness of impacting external factors and future trends/developing market initiatives The project provides evidence of in-depth understanding of	The Work-based-Project Report fails to holistically provide evidence to meet all the knowledge, skill and behavioural requirements as required to be primarily demonstrated by the Work-Based Project in Appendix 1. Fails to present the project report in a clear, well structured and presented format. The project fails to show a clear business plan/case for the project concept. That project concept is not focussed on a business strategy/requirements. The apprentice has not demonstrated the options they have considered and given reasons why they have included or excluded those options. They have not provided evidence for the decisions made and failed to consider key relevant factors. The project shows no awareness of future trends/market initiatives. The project outcomes fail to show an appropriate level of understanding of the relevant client's/customer's requirements and/or the project does not identify
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		customers'/client's financial service requirements – the apprentice shows that they	
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	Leads or inspires delivery/changes that go beyond their remit internally or externally, for example demonstrates that they act as an instigator for change/growth based on their expertise.	have identified and delivered ways to add value for that client as part of the project, showing consideration of emerging trends/future client/business requirements. The project shows the apprentice's ability to lead a development of specific changes through to implementation – this may include activities wider than their role, and should show how they communicated their vision for that change. Demonstrates that they used relationships and networks to support achievement of project outcomes. Demonstrates that the apprentice's used networks and relationships to support delivery of the project - proactively collaborating with the right people to deliver objectives/client requirements as part of the project. The apprentice, in their project has identified and implemented opportunities to drive higher performance and/or improve service/processes delivered.	any ways to add value for that client. Fails to in the project to identify and implement any opportunities for future improvements to service/processes.
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Panel Interview testing the Portfolio of Evidence	Building on Pass criteria the apprentice consistently demonstrates at least five of these areas of distinction: Demonstrates an understanding during the interview that goes beyond their role, proactively discusses and demonstrates a wider understanding of the challenges and issues facing the sector and how those impact on their work, for example by providing additional examples to those evidenced in the portfolio which demonstrate a level of competence above what is set in the standard or illustrating answers by referring to concepts/issues/ challenges in the wider sector or other organisations (showing proactive CPD) Can describe examples of where they have done beyond expectations – and delivered more than expected – adding value to clients and /or the organisation. Evidence of their market value – can show they are an exemplary employee demonstrated in a way that would be transferrable across the sector. For example awards or	The apprentice will be deemed as a ‘pass’ for the Panel Interview element if they meet each of the criteria below: The apprentice holistically provides evidence during the Panel Interview the knowledge, skill and behavioural requirements as required to be primarily demonstrated by the Panel Interview in Appendix 1 (including those mapped to the Work-Based Project for their chosen Option). Answers all questions competently and demonstrates clear understanding of the mapped areas of knowledge at the appropriate level. Can confidently describe the range of their work and confidently justify the decision-making evidenced in the Portfolio of Evidence when tested. Can provide sound work based examples of where they have demonstrated the behaviours mapped to this assessment method. Demonstrates application of understanding of the relevant Financial Services legal/ regulatory framework and ethics	The apprentice will be deemed as a ‘fail’ for the Panel Interview element if the criteria for ‘Pass’ grade are not met, specifically the apprentice will fail should they meet one or more of the criteria below: The apprentice fails to holistically provide evidence during the Panel Interview the knowledge, skill and behavioural requirements as required to be primarily demonstrated by the Panel Interview in Appendix 1. Fails to answer some or all of the questions competently, and does not show through the given answers an understanding of the subject as defined in the standard. Fails to adequately describe their range of work and reasons behind actions taken. Cannot provide sound work based examples of where they have demonstrated the behaviours mapped to this assessment method Fails to demonstrate a consistent understanding of the Financial Services legal/regulatory
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		Demonstrating excellent understanding of the risk and governance frameworks of	
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	recognition of achievements. Can clearly describe examples and evidence in their portfolio that they have established their leadership skills and/or reputation in their specialist area across their organisation. Demonstrates that they champion the sector and organisation's 'values', professional standards and integrity – can illustrate with examples of where they have been a visible role model for this. Can demonstrate innovation when seeking solutions to business needs, whilst understanding relevant boundaries. Can demonstrate that they have proactively developed new relationships/ networks which have supported business growth or business objectives. Can show how their continuous professional development has led to the development and sharing of their own best practice examples.	their organisation – can clearly describe an example where they have proactively identified, managed and taken action to avoid corporate and operational risk. If a scenario that enables them to demonstrate the practical avoidance of risk has not arisen during their work, they should at least be able to clearly describe how they would do this. Demonstrates the sector and organisation's values' and professional standards and integrity. They show an understanding of these and can articulate examples of where they have actively demonstrated these from their portfolio of evidence. Can provide examples when questioned of working and communicating strategically with clients to identify requirements and provide flexible solutions applying their knowledge of the appropriate products/services. Can explain how they grew and built the internal/external client relationships evidenced in their portfolio. Can clearly describe when questioned how they undertook the planning, delivery and reporting of the business objectives/plans linked to strategic objective evidenced in their portfolio.	framework and ethics and of the risk and governance frameworks of their organisation, and how they would proactively avoid such risks. Fails to adequately describe their range of work and reasons behind actions taken. When tested the apprentice does not demonstrate the sector and/or organisation's value and professional standards and integrity. Failed to provide examples when questioned of working and communicating strategically with clients to identify requirements and/or providing flexible solutions. Cannot explain how they grew and built the internal/external client relationships evidenced in their portfolio. Cannot give examples of where they have planned and delivered on business objectives or plans. Cannot give examples of where they have owned and delivered business changes, and/or cannot demonstrate that they clearly communicated
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		Can articulate when questioned their ownership of business changes from development through to implementation – shows that they communicated the changes/vision and clearly took team/colleagues with them Can clearly describe and demonstrate at least one example of them acting as a role model evidenced in their portfolio, showing how they have worked with juniors to build their expertise and understanding, proactively sharing best practice. Can demonstrate that they take ownership of their own continuous development, using reflection to support their action plans.	these changes to colleagues/team. Can show no examples of where they have acted as a role model during their work or supported others in their development and /or shared best practice. No evidence that reflective activity has taken place to support their development.
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Deciding the Overall Grade

Each assessment method will be individually graded fail, pass or distinction based on the criteria above.

Apprentices must achieve at least a pass in both elements of the EPA to achieve a pass overall in their apprenticeship, and a distinction in both elements to achieve a distinction overall.

For the avoidance of doubt this equates to the following when determining the overall Apprenticeship grade:

Work-Based Project Grade	Panel Interview Grade	Overall Apprenticeship Grade
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

4.1. Re-sits/Re-takes of EPA

Apprentices that fail the EPA will have the opportunity to re-sit/re-take. Re-sits/re-takes are not to be offered to apprentices wishing to move from pass to distinction or merit to distinction. A re-sit does not require further learning, whereas a re-take does. Re-sits/Re-takes of both elements of the EPA are permissible based on the following criteria:

Work-Based Project: If the apprentice fails the project element (and therefore is not presented for Panel Interview) they are permitted one opportunity to improve their Work-Based Project and formally re-submit this to the EPAO. The resubmission of the Work-Based project to the EPAO must happen within two months of receiving notification of the initial fail grade.

Panel Interview testing the Portfolio of Evidence: If following their review of the portfolio the IA does not deem it to be of sufficient quality to be tested in the Panel Interview the apprentice is permitted one opportunity to improve their portfolio and formally re-submit this to the EPAO. The resubmission of the portfolio to the PAO must happen within two months of receiving notification. If the apprentice fails the Panel Interview they are also permitted one opportunity to re-sit/re-take the Interview. This must be rearranged by the EPAO and held within one month of the original Interview

Apprentices who do not meet any of the timescales for either improving their work-based project or Portfolio of evidence must retake the entire EPA. The re-sit/re-take will be graded fail/pass/distinction (so no grade capping will be enforced for re-sits/re-takes) and combined with the grades for the other assessment methods to determine the EPA grade. If an apprentice fails the re-sit/re-take they will be required to re-take the EPA in full after a period of further learning. Re-sits/re-takes are permitted to take EPA timescales up to 3 months beyond the usual maximum of 6 months.

In all cases the apprentice's employer will need to agree that a re-sit or re-take is an appropriate course of action.

5. Independence

Within our assessment approach, independence is achieved through the end point assessment being delivered by the End-Point Assessment Organisation. The Independent Assessor (IA) will independently review the portfolio and mark and grade the Work-Based Project, these results will be compiled with the marks and grade for the Panel Interview to enable the final grade to be awarded. The IA will lead the panel interview and chair the Panel. The IA will be the final decision maker and arbiter.

6. Quality Assurance - Internal

The responsibility for the robustness of the assessment process is held by the Independent Assessment (EPAO) Organisation. The overall responsibilities of the End-Point Assessment Organisation are summarised below:

- Ensures there are robust processes in place to deliver assessments to the required standard and that they are appropriate for the sector
- Develops and maintains a set of Assessment Tools that are used by all to carry out assessments
- Provides assessors that meet the requirements set out by the Employers
- Trains and certifies all individual assessors to be able to assess consistently against the Standard
- Applies robust quality assurance processes to the assessments e.g. use of standard formats, moderation and standardisation of scoring, oversight of assessment.

- The moderation processes should be risk based, with significant moderation of EPAs carried out for the first 12 months of an Independent Assessor's delivery (50% moderation), to ensure consistency and quality in this initial period. With a reduction of required moderation as delivery establishes to a set normal rate (10%). This should also apply to new assessors, 50% of their work should be moderated for the first 6 months of their work, before being moderated at usual levels (10%) following that (as long as no issues have arisen in the first 6 months).
- Develops an appeals process and runs that process for any appeals that arise from grading decisions
- Reports to the Employers on any issues that arise
- Organises annual standardisation events between its assessors and other End-Point Assessment Organisations to ensure a consistent and comparable approach to the end point assessment.

The End-Point Assessment Organisation will create and then maintain the Assessment Tools to ensure continuing robustness (independent, consistent, accurate), working with the Employers as appropriate.

The assessment methods are designed to produce assessment outcomes that are consistent and reliable, allowing fair and proper comparison between apprentices employed in different types and sizes of organisations. At the core of this will be the set of Assessment Tools that are used by all assessors and will be a part of the training that assessors receive. The End-Point Assessment Organisation will create and hold the tools, materials and techniques to be used in assessment based on this Plan. These tools should include; the full assessment criteria based on the defined learning outcomes; further guidance on the grading mechanism based on the grading criteria set out in this plan; clear guidance for conducting the panel interview and criteria and guidance for work-based projects.

All assessors will be required to have the professional experience outlined in the previous section. They will be trained and approved by the End-Point Assessment Organisation to ensure that they are capable of using the tools developed for assessment in a fair and consistent manner to make reliable judgments.

The End-Point Assessment Organisation will provide robust validation and quality assurance processes (e.g. external examiner to give oversight to the assessment process) to ensure that all assessments are robust, that they assess fully against the Standard, are undertaken consistently and to the same standard and that the individuals carrying out the assessment have the requisite skills and industry experience. These will be developed as part of the Assessment Tools to ensure that they are consistent across all apprentices. Immediate and appropriate action will be taken where any quality concerns are identified.

7. Quality Assurance – external

External quality assurance of the end point assessment for this apprenticeship standard will be undertaken by the Institute for Apprenticeships.

8. Implementation

Whilst the major focus of this Plan is to ensure that it delivers robust and high quality assessments that accurately assess competence against the Standard, the practicalities of implementation have been carefully considered in the light of the proposed number of apprenticeships and geographic coverage. At this early stage we expect approximately 50-100 apprentices in the first year. We expect this to grow to around 350-450 in future years due to three main factors – the impact of the Apprenticeship Levy; apprenticeships becoming more established in the sector with stronger links to career paths; apprenticeships becoming a more acceptable alternative to full time Higher Education.

The main factors that will make our approach implementable and cost effective at the numbers of apprentices anticipated are:

- The use of well-proven assessment methods that will allow robust determination of competence without requiring a large number of components, supported (prior to the Gateway) by industry recognised qualifications.
- The use of existing assessment expertise, assessment tools, robust QA processes to give impartial assessment without the need to engage an additional party and incur additional costs in the assessment.
- The ability for assessors to conduct the assessment remotely where this is most appropriate, □

The use of on-line methods of recording, creation and submission wherever possible.

We are confident that this approach can be used in organisations of any size within the sector, in part through flexing the role of the Training Provider to ensure the totality of the learning, on-programme assessment and guidance on the end point assessment can be delivered.

9. Professional Body Recognition

On completion, the apprentice will be able to apply for the appropriate level of professional membership aligned with this apprenticeship. Professional body memberships that are relevant to the options for this apprenticeship are:

Commercial/Business Banking:	The London Institute of Banking & Finance; Chartered Banker Institute (CBI)
Investment Banking:	CFA Institute/CFA UK; The London Institute of Banking & Finance
Investment Management:	CFA Institute/CFA UK; Chartered Institute of Securities & Investment (CISI); Chartered Insurance Institute (CII) /Personal Finance Society; The London Institute of Banking & Finance
Investment Operations:	Chartered Institute of Securities & Investment (CISI); The London Institute of Banking & Finance; Chartered Banker Institute (CBI);

Knowledge	What is required	Learning Outcomes	Primary Assessment Method	Secondary Assessment Method
Strategic Insight	Demonstrates excellent knowledge of key business objectives and measurements of success. Builds understanding of different organisations and the environments they operate in, and the broader market perspective. Understands the impact of business decisions on relevant and affected communities. Understands the implications of relevant risks and risks management in the context of making business decisions.	Excellent Knowledge of key business objectives and measurements of success	Panel Interview testing the portfolio of evidence	Project
		Understands the different organisations and the environments they operate in, and the broader market perspective	Panel Interview testing the portfolio of evidence	Project
		Understands the impact of business decisions on relevant and affected communities.	Project	Panel Interview testing the portfolio of evidence
		Understands the implications of relevant risks and risks management in the context of making business decisions.	Panel Interview testing the portfolio of evidence	Project
Industry and organisation understanding	Excellent understanding of the Financial Services industry and in particular the role their part of the sector and organisation plays; the purpose of the function in which they work; how their function relates to the wider	Excellent understanding of the Financial Services industry and in particular the role their part of the sector and organisation plays	Panel Interview testing the portfolio of evidence	Project

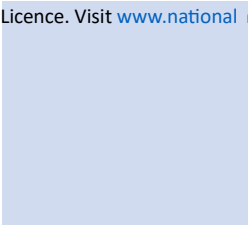
	business. Deep understanding of the impact the external environment has on Financial Services and their role, together with relevant best practice. Excellent understanding of the	Excellent understanding of the purpose of the function in which they work; how their function relates to the wider business. Clearly understands the purpose of the different areas of	Panel Interview testing the portfolio of evidence	Project
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Appendix 1 - Financial Services Professional – Learning Outcomes mapped to the Assessment methods

Core Knowledge – required by all apprentices

	organisation's 'Values' and professional standards, and how these are evidenced through their role. Clearly understands the purpose of the different areas of the organisation they need to work with in their role and how they support them. Excellent understanding of issues for the industry and impact on organisational strategy, including awareness of new and arising industry developments.	the organisation they need to work with in their role, and how they support them.		
		Deep understanding of the impact the external environment has on Financial Services as appropriate to their role, together with relevant best practice.	Panel Interview testing the portfolio of evidence	Project
		Excellent understanding of the organisation's 'values' and professional standards and how these are evidenced through their role.	Panel Interview testing the portfolio of evidence	Project
		Excellent understanding of issues for the industry and impact on organisational strategy, including awareness of new and arising industry developments.	Panel interview testing the portfolio of evidence	Project
Financial Services legal/regulatory/compliance framework	Advanced understanding of the Financial Services legal and regulatory framework and ethics, and the purpose behind them. In-depth knowledge of the risk and governance frameworks of the organisation / industry and how these manifest themselves in the role, plus minimising strategies. Deep understanding of relevant rules and principles for their own role / team. Can clearly articulate the implications of non-compliance for their	Advanced understanding of the relevant Financial Services legal and regulatory framework and ethics, and the purpose behind them.	Panel Interview testing the portfolio of evidence	Project
		In-depth understanding of the risk and governance frameworks of their organisation / industry, and how these manifest themselves in the role, plus minimising strategies.	Panel Interview testing the portfolio of evidence	Project

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	organisation and their own responsibility within this. Keep up to date with changes.	Deep understanding of relevant rules and principles for their own role / team.	Panel Interview testing the portfolio of evidence	Project
		Can clearly articulate the implications of noncompliance for their organisation and their own responsibility within this. Demonstrates that they keep up to date with changes.	Panel Interview testing the portfolio of evidence	
Products and Services	In-depth understanding of the purpose, technical content and features and benefits of the financial service products and services that they support and deliver to clients/customers. Particularly as it relates to their responsibilities e.g. inherent risks that need to be managed. Demonstrates understanding of competitor/wider market products and services	In-depth understanding of the purpose, technical content and features and benefits of the financial service products and services that they support and deliver to clients/customers. Demonstrates knowledge as to how they relate to their responsibilities e.g. inherent risks that need to be managed.	Panel Interview testing the portfolio of evidence	Project
		Demonstrates understanding of competitor/wider market products and services	Project	Panel Interview testing the portfolio of evidence
Client /Customer Segments	In-depth understanding of the client/customer segments that the organisation delivers to, the channels that they use and the approach to delivering fair client /customer outcomes across the business in a financial services setting including best practice. Excellent understanding of client's/customer's relevant financial service requirements	In-depth understanding of the client/customer segments that the organisation delivers to and the channels that they use.	Panel Interview testing the portfolio of evidence	Project
		Understands the approach to delivering fair client/customer outcomes across the business in a	Panel Interview testing the portfolio of evidence	Project

	relevant to their role (internal and external as appropriate).	financial services setting, including best practice.		
		Excellent understanding of their client's/customer's relevant financial service requirements relevant to their role (internal and external as appropriate)	Project	Panel Interview testing the portfolio of evidence
Systems and Processes	Excellent understanding of the organisation's technical policies and procedures. Full understanding of the systems, tools and processes used in the role, together with the standards to be met. Proficient in relevant IT skills, this may include the generic (e.g. Excel), and organisation and Financial Service specific software/systems required to deliver the role outcomes. Deep understanding of how these support and fit within the corresponding markets and counterparty organisations.	Excellent understanding of the organisation's technical policies and procedures.	Panel Interview testing the portfolio of evidence	Project
		Full understanding of the systems, tools and processes used in the role, together with the standards to be met.	Panel Interview testing the portfolio of evidence	Project
		Proficient in the relevant IT skills, this may include the generic (e.g. Excel), and organisation and Financial Service specific software/systems, as required to deliver the role outcomes.	Panel Interview testing the portfolio of evidence	Project
		Demonstrates deep understanding of how these support and fit within the corresponding markets and counterparty organisations.	Panel Interview testing the portfolio of evidence	Project

Skills	What is required	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
Strategy and Planning	Leads the development of strategic and operational plans for their area, effectively planning service delivery for their team/s	Leads the development of strategic and operational plans for their area, effectively	Panel Interview testing the	Project

Core Skills – required by all apprentices

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	as appropriate. Manages and reports on progress of specific elements of this in their area of responsibility. Analyses future financial and other relevant market changes, and the individual's, organisation's and client's/customer's future financial service needs and requirements, articulating the opportunities this may present. Identifies opportunities that can add value for the individual / organisation/ client. Proactively plans and organises their work and time, clearly identifying priorities, to meet commitments / KPIs / deadlines, including regulator deadlines. Contributes to the development and delivery of business KPIs, and team performance measures in line with company policy, values, standards and regulatory requirements.	planning service delivery for their team/s as appropriate. Contributes to the development and delivery of business KPIs, and team performance measures in line with company policy, values, standards and regulatory requirements.	portfolio of evidence	
		Manages and reports on progress of specific elements of this in their area of responsibility.	Panel Interview testing the portfolio of evidence	Project
		Analyses future financial and other relevant market changes, and the individual's, organisation's and client's/customer's future financial service needs and requirements, articulating the opportunities this may present.	Project	Panel Interview testing the portfolio of evidence
		Identifies opportunities that can add value for the individual / organisation/ client.	Project	Panel Interview testing the portfolio of evidence
		Proactively plans and organises their work and time, clearly identifying priorities, to meet commitments / KPIs / deadlines, including regulator deadlines.	Panel Interview testing the portfolio of evidence	Project
	Develop and grow ethically sound and trusted relationships with clients/customers to form the	Develop and grow ethically sound and trusted relationships with	Panel Interview testing the	Project

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Client/ Customer Relationships	basis of a long-term partnership. Works at strategic level with clients/customers to identify their on-going business and relevant financial service requirements. Provide flexible and innovative solutions, integrating products and excellent service, which help them meet their needs and best interests, now and in the future. Makes introductions to colleagues/other departments to provide these solutions and add value, when relevant.	clients/customers to form the basis of a long-term partnership.	portfolio of evidence	
		Works at strategic level with clients/customers to identify their on-going business and relevant financial service requirements.	Panel Interview testing the portfolio of evidence	Project
		Provides flexible and innovative solutions, integrating products and excellent service, which help them meet their needs and best interests, now and in the future.	Project	Panel Interview testing the portfolio of evidence
		Makes introductions to colleagues/other departments to provide these solutions and add value, when relevant.	Panel Interview testing the portfolio of evidence	Project
Change management and continuous improvement	Takes ownership of strategic business changes from development through to implementation. Able to communicate the vision for change and then make it happen – this may include projects wider than their role, and where appropriate creating that vision. Identifies and implements opportunities to drive higher performance and improve service delivered.	Takes ownership of strategic business changes from development through to implementation.	Panel Interview testing the portfolio of evidence	Project
		Able to communicate the vision for change and then make it happen – this may include projects wider than their role, and where appropriate creating that vision	Project	Panel Interview testing the portfolio of evidence
		Identifies and implements opportunities to drive higher performance and improve service delivered.	Project	Panel Interview testing the portfolio of evidence
	Evaluates complex information quickly and draws accurate	Gathers the appropriate facts and evidence in	Project	Panel Interview

Problem solving and decision making	conclusions. Assesses a problem from multiple angles to ensure all relevant issues are considered, and are focussed on business strategy. Gathers the appropriate facts and evidence in order to make decisions effectively using a structured approach. Plans for and responds appropriately to unexpected events. Proactively manages and takes action to avoid corporate and operational risk, within relevant economic/market conditions, and sector relevant legal/regulatory requirements.	order to make decisions effectively using structured approach Evaluates complex information quickly and draws accurate conclusions.		testing the portfolio of evidence
		Assesses a problem from multiple angles to ensure all relevant issues are considered, and are focussed on business strategy.	Project	Panel Interview testing the portfolio of evidence
		Plans for and responds appropriately to unexpected events.	Panel Interview testing the portfolio of evidence	Project
		Proactively manages and takes action to avoid corporate and operational risk, within relevant economic/market conditions, and sector relevant legal/regulatory requirements.	Panel Interview testing the portfolio of evidence	Project
Communicating, influencing and networking	High level of interpersonal skills, including communication and negotiation, through a range of media, using appropriate language, working with clients/customers up to CEO level, and where appropriate, up to CEO / Board level in own organisation. Communicates complex ideas and concepts clearly. Engages proactively with clients/colleagues, including	High level of interpersonal skills, including communication and negotiation, through a range of media, using appropriate language, working with clients/customers up to CEO level, and where appropriate, up to CEO/ Board level in own organisation.	Panel Interview testing the portfolio of evidence	Project

	senior management. Challenge and influence at senior level to ensure the desired course of action to deliver business requirements. Networking at senior levels in own organisation, clients/customers and the wider market to deliver business outcomes. Understands the formal and informal networks within, and external to an organisation, and knows how to effectively utilise those.	Communicates complex ideas and concepts clearly.	Project	Panel Interview testing the portfolio of evidence
		Engages proactively with clients/colleagues, including senior management.	Project	Panel Interview testing the portfolio of evidence
		Networking at senior levels in own organisation, clients/customers and the wider market to deliver business outcomes. Challenge and influence at senior level to ensure the desired course of action to deliver business requirements.	Panel Interview testing the portfolio of evidence	Project
		Understands the formal and informal networks within, and external to an organisation, and knows how to effectively utilise those.	Panel Interview testing the portfolio of evidence	Project
Teamwork and collaboration	Demonstrates effective leadership, acting as a role model and providing leadership, guidance and challenge where necessary to their business area. Brings the right people and functions together, both internally and externally, to collaborate and deliver for the client/customer.	Demonstrates effective leadership, acting as a role model and providing leadership, guidance and challenge where necessary to their business area.	Panel Interview testing the portfolio of evidence	Project

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	Builds/maintains strong positive working relationships with clients/colleagues /suppliers /regulators as appropriate. Consistently supports colleagues and collaborates to achieve results. Provides clarity and direction to the team on their role, how their team fits within the business, and how the team's decisions impact on others.	Builds/maintains strong positive working relationships with clients/ colleagues/ suppliers as appropriate.	Panel Interview testing the portfolio of evidence	Project
		Consistently supports colleagues and collaborates to achieve results.	Panel Interview testing the portfolio of evidence	Project
		Brings the right people and functions together, both internally and externally, to collaborate and deliver for the client/customer.	Project	Panel Interview testing the portfolio of evidence
		Provides clarity and direction to the team on their role, how their team fits within the business, and how the team's decisions impact on others.	Panel Interview testing the portfolio of evidence	Project
Developing self and others	Keeps up to date with sector relevant legal/regulatory changes and alerts others to the implications. Builds their capability by being responsible for their own professional development, seeking out opportunities that enhance their knowledge, skills and experience. Takes responsibility for development of others as appropriate, working with juniors to build their expertise and understanding of their responsibilities e.g. through coaching, training, other opportunities. Seeks feedback	Keeps up to date with sector relevant legal/regulatory changes and alerts others to the implications	Panel Interview testing the portfolio of evidence	Project
		Builds their capability by being responsible for their own professional development, seeking out opportunities that enhance their knowledge, skills and experience. Seeks feedback and acts on it to improve their performance.	Project	Panel Interview testing the portfolio of evidence

	and acts on it to improve their performance. Actively shares best practice and acts as role model.	Takes responsibility for development of others as appropriate, working with juniors to build their expertise and understanding of their responsibilities e.g. through coaching, training, other opportunities.	Panel Interview testing the portfolio of evidence	Project
		Actively shares best practice and acts as role model.	Panel Interview testing the portfolio of evidence	Project

Core Behaviours – required by all apprentices

Behaviours	What is required	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
Honesty and Integrity	Truthful, sincere and trustworthy in their actions. Uses empathetic approach and acts in the best interests of the customer/client. Shows integrity by doing the right thing. Maintains appropriate confidentiality at all times. Visible role model, leading by example and coaching others where appropriate. Identifies ethical dilemmas, understands the implications and acts appropriately	Truthful, sincere and trustworthy in their actions.	Panel Interview testing the portfolio of evidence	Project
		Uses empathetic approach and acts in the best interests of the customer /client.	Project	Panel Interview testing the portfolio of evidence
		Shows integrity by doing the right thing, demonstrating the organisation's values.	Panel Interview testing the portfolio of evidence	Project

		Maintains appropriate confidentiality at all times.	Panel Interview testing the portfolio of evidence	Project
		Visible role model, leading by example and coaching others where appropriate	Panel Interview testing the portfolio of evidence	Project
		Identifies ethical dilemmas, understands the implications and acts appropriately.	Panel Interview testing the portfolio of evidence	Project
Adaptability and Resilience	Adapts positively to changing work priorities and patterns and is flexible to the needs of the organisation. Demonstrates willingness to adapt approach to assist organisation and individuals to manage priorities as circumstances change, when new tasks need to be done, or business requirements change. Responds positively to change.	Responds positively to change and positively adapts to changing work priorities and patterns. Is flexible to the needs of the organisation.	Panel Interview testing the portfolio of evidence	Project
		Demonstrates willingness to adapt approach to assist organisation and individuals to manage priorities as circumstances change, when new tasks need to be done, or business requirements change.	Panel Interview testing the portfolio of evidence	
Professionalism	Displays energy, enthusiasm and a results based approach in the way they go about their role. Dealing positively and with determination when setbacks occur or when managing difficult situations. Stays positive under pressure, taking others with them.	Displays energy, enthusiasm and a results based approach in the way they go about their role. Dealing positively and with determination when setbacks occur or when managing difficult situations.	Panel Interview testing the portfolio of evidence	Project

		Stays positive under pressure, taking others with them	Panel Interview testing the portfolio of evidence	Project
Innovation and Creativity	Demonstrates an attitude that includes a curious and questioning mind. Is creative, innovative and enterprising when seeking solutions to business needs, whilst understanding relevant boundaries e.g. regulatory. Actively seeks out new ways of working.	Demonstrates an attitude that includes a curious and questioning mind. Actively seeks out new ways of working.	Panel Interview testing the portfolio of evidence	Project
		Is creative, innovative and enterprising when seeking solutions to business needs, whilst understanding relevant boundaries e.g. regulatory.	Project	Panel Interview testing the portfolio of evidence
Attention to Detail	Handles tasks with thoroughness and accuracy. Takes ownership for the quality of their own work and that of the wider team, recognises and resolves errors.	Handles tasks with thoroughness and accuracy.	Project	Panel Interview testing the portfolio of evidence
		Takes ownership for the quality of their own work and that of the wider team, recognises and resolves errors.	Panel Interview testing the portfolio of evidence	Project

Options

The apprentice will undertake one of the specialist options detailed below, dependent on their job role

Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
1.Commercial/ Business Banking	- Substantial understanding of business dynamics (how businesses work and develop) - Understand the range of sophisticated financial service products and	Substantial understanding of business dynamics (how businesses work and develop)	Panel Interview testing the portfolio of evidence	Project

	services available to the customer portfolio,	Understands the range of sophisticated financial service products and	Panel Interview testing the	Project
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Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
	- including pricing and margins - In-depth understanding of the local and regional market in which the role operates including financial, economic and market awareness as well as demographics and nature of the competition - Excellent understanding of the sector/s in which their business clients/customers operate, together with the tools of excellent customer service and relationship management. - Can effectively influence pricing, and provide challenge based on risk, and competitor market knowledge. - Actively identifies and develops new business sectors and opportunities within their region/remit, looking for long term strategic opportunities. Plans and delivers client account planning and growth activities - Actively develops and influences the regional credit strategy/appetite - Expertly applies financial analysis techniques relevant to the area of the bank e.g. provide guidance on credit appetite, develop practical and appropriate credit solutions/lending structures; maximise portfolio return, complex data/financial analysis	services available to the customer portfolio, including pricing and margins	portfolio of evidence	
		In-depth understanding of the local and regional market in which the role operates including financial, economic and market awareness as well as demographics and nature of the competition	Project	Panel Interview testing the portfolio of evidence
		Excellent understanding the sector/s in which their business clients/ customers operate.	Panel Interview testing the portfolio of evidence	Project
		Understands the tools of excellent customer service and relationship management.	Panel Interview testing the portfolio of evidence	Project
		Can effectively influence pricing, and provide challenge based on risk, and competitor market knowledge.	Panel Interview testing the portfolio of evidence	Project
		Actively identifies and develops new business sectors and opportunities within their region/remit, looking for long term strategic opportunities. Plans and delivers client	Project	Panel Interview testing the portfolio of evidence

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Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
		account planning and growth activities		
		Actively develops and influences the regional credit strategy/appetite	Panel Interview testing the portfolio of evidence	Project
		Expertly applies financial analysis techniques relevant to the area of the bank e.g. provide guidance on credit appetite, develop practical and appropriate credit solutions/lending structures; maximise portfolio return, complex data/financial analysis	Project	Panel Interview testing the portfolio of evidence
2.Investment Banking	☐ In-depth knowledge and understanding of the markets they operate in and their area of responsibility e.g. equity, alternative and fixed income markets, including derivatives. ☐ Excellent knowledge of quantitative methods, accountancy, financial maths, statistics and economics.	In-depth knowledge and understanding of the markets they operate in and their area of responsibility e.g. equity, alternative and fixed income markets, including derivatives.	Panel Interview testing the portfolio of evidence	Project
		Excellent knowledge of quantitative methods, accountancy, financial maths, statistics and economics.	Panel Interview testing the portfolio	Project

	• Excellent knowledge of Investment/Operational risk and minimising strategies • In depth knowledge of public company structures,	Excellent knowledge of Investment/Operational risk and minimising strategies	Panel Interview testing the portfolio	Project
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Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
	business management and corporate financing methods. • In-depth knowledge of exchange and clearing market structures. • In-depth knowledge of manual and automated trading & execution strategies • Complex problem solving and analytic skills, including complex financial/asset modelling and valuation/pricing techniques using appropriate tools. • Combining knowledge of the intricacies/issues for a client's/customer's business and application of the analysis and insights to develop and recommend appropriate market solutions • Application of in-depth technical and sector knowledge to add value to clients/customers. • Effectively deliver execution services on cash & derivatives markets • Ability to trade and execute within parameters but without permanent supervision.	In depth knowledge of public company structures, business management and corporate financing methods.	Panel Interview testing the portfolio	Project
		In-depth knowledge of exchange and clearing market structures.	Panel Interview testing the portfolio	Project
		In-depth knowledge of manual and automated trading & execution strategies	Panel Interview testing the portfolio	Project
		Complex problem solving and analytic skills, including complex financial/asset modelling and valuation/pricing techniques using appropriate tools.	Project	Panel Interview testing the portfolio of evidence
		Combining knowledge of the intricacies/issues for a client's/customer's business and application of the analysis and insights to develop and recommend appropriate market solutions	Project	Panel Interview testing the portfolio of evidence
		Application of in-depth technical and sector knowledge to add value to clients/customers.	Project	Panel Interview testing the portfolio of evidence

		Effectively deliver execution services on cash & derivatives markets	Panel Interview testing the portfolio of evidence	Project
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Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
		Ability to trade and execute within parameters but without permanent supervision.	Panel Interview testing the portfolio of evidence	Project
3. Investment Management	- In-depth knowledge and understanding of the markets they operate in and their area of responsibility e.g. equity, alternative and fixed income markets, including derivatives. - Excellent knowledge of quantitative methods, accountancy, financial maths, statistics and economics. - Excellent knowledge of Investment/Operational risk and minimising strategies - Complex problem solving and analytic skills, including complex financial/asset modelling and valuation/pricing techniques using appropriate tools. - Can effectively deliver investment portfolio development and	In-depth knowledge and understanding of the markets they operate in and their area of responsibility e.g. equity, alternative and fixed income markets, including derivatives.	Panel Interview testing the portfolio of evidence	Project
		Excellent knowledge of quantitative methods, accountancy, financial maths, statistics and economics.	Panel Interview testing the portfolio of evidence	Project
		Excellent knowledge of Investment/Operational risk and minimising strategies.	Panel Interview testing the portfolio of evidence	Project
		Good knowledge of market trends and longterm structural trends that may impact valuations.	Panel Interview testing the portfolio of evidence	Project

	management for clients/customers and/or provide effective advice around this Effectively combines knowledge of the intricacies/issues for a client/customer, and application of the analysis and insights, to develop and recommend appropriate solutions.	Complex problem solving and analytic skills, including complex financial/asset modelling and valuation/pricing techniques using appropriate tools.	Project	Panel Interview testing the portfolio of evidence
		Can effectively deliver investment portfolio development and management for clients/customers and/or	Panel Interview testing the portfolio of evidence	Project

Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
	☐ Applies in-depth technical and sector knowledge to add value to clients/customers.	provide effective advice around this		
		Effectively combines knowledge of the intricacies/issues for a client/customer, and application of the analysis and insights, to develop and recommend appropriate solutions.	Project	Panel Interview testing the portfolio of evidence
		Applies in-depth technical and sector knowledge to add value to clients/customers.	Project	Panel Interview testing the portfolio of evidence
4. Investment Operations	- In-depth knowledge of business being supported to include market practices and their impact on the area under ownership. - Excellent understanding of internal processes and project management principles. - Excellent knowledge of regulatory environment and internal control frameworks - Excellent knowledge of	In-depth knowledge of business being supported to include market practices and their impact on the area under ownership.	Panel Interview testing the portfolio of evidence	Project
		Excellent understanding of internal processes and project management principles.	Panel Interview testing the portfolio of evidence	Project

	Investment/Operational Risk and how to control it. • Knowledge of the linkages between processes and the flow of information end-to-end within their areas, and those which impact their areas. • Demonstrates advanced people management skills to include influencing outside sphere of control, delivering strategic leadership to teams/junior managers in order to	Excellent knowledge of regulatory environment and internal control frameworks	Panel Interview testing the portfolio of evidence	Project
		Excellent knowledge of Investment/Operational Risk and how to control it.	Panel Interview testing the portfolio of evidence	Project
		Knowledge of the linkages between processes and the flow of information	Panel Interview testing the	Project

Option	Additional Knowledge and Skills	Learning Outcomes	Primary Assessment Criteria	Secondary Assessment Criteria
	deliver excellent customer service in a regulated environment. This will include team coaching, performance management, resourcing and budgetary management. • Demonstrates excellent project leadership skills and execution of control framework. • Demonstrates an understanding of the “bigger picture” as it relates to products / services – e.g. what is the impact of a change to a process / service as triggered by a regulatory / strategy change on an end-to-end basis. • Demonstrates strong analytical skills, and uses them to refine or develop processes and controls.	end-to-end within their areas, and those, which impact their areas.	portfolio of evidence	
		Demonstrates advanced people management skills to include influencing outside sphere of control, delivering strategic leadership to teams/junior managers in order to deliver excellent customer service in a regulated environment. This will include team coaching, performance management, resourcing and budgetary management.	Panel Interview testing the portfolio of evidence	Project
		Demonstrates excellent project leadership skills and execution of control framework.	Project	Panel Interview testing the portfolio of evidence
		Demonstrates an understanding of the “bigger picture” as it relates to products / services – e.g. what is the impact of a change to a process / service as triggered by a regulatory / strategy change on an end-to end basis.	Project	Panel Interview testing the portfolio of evidence
		Demonstrates strong analytical skills, and uses them to refine or develop processes and controls.	Project	Panel Interview testing the portfolio of evidence

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