

DRAFT END-POINT ASSESSMENT PLAN FOR THE PARAPLANNER AND FINANCIAL PLANNER APPRENTICESHIP

| APPRENTICESHIP REFERENCE NUMBER | LEVEL OF THIS END-POINT ASSESSMENT (EPA) | INTEGRATION |
|------------------------------------|---|-------------------------|
| ST1301 | 4 | Mandatory qualification |

Contents

Hide menu

1. [Introduction and overview](#)
2. [EPA summary table](#)
3. [Duration of end-point assessment period](#)
4. [EPA gateway](#)
5. [Order of assessment methods](#)
6. [Professional discussion underpinned by a portfolio of evidence](#)
7. [Case study with questions and answers](#)
8. [Knowledge test - integrated](#)
9. [Grading](#)
10. [Overall EPA grading](#)
11. [Re-sits and re-takes](#)
12. [Roles and responsibilities](#)
13. [Reasonable adjustments](#)
14. [Internal quality assurance](#)
15. [Value for money](#)
16. [Professional recognition](#)
17. [Mapping of KSBs to assessment methods](#)
18. [Mapping of KSBs to grade themes](#)

Introduction and overview

This document explains the requirements for end-point assessment (EPA) for the paraplanner and financial planner apprenticeship. This apprenticeship has an integrated qualification which means both the qualification and apprenticeship need to be completed, passed and awarded during the same period.

The awarding body (AB) is accountable for the integrated assessment method. The end-point assessment organisation (EPAO) must take responsibility for all other assessment methods in the EPA. EPAOs and ABs must work collaboratively to manage the delivery of the EPA.

Paraplanner and Financial Planner apprentices, their employers, training providers and other interested parties should read this document.

This is a core and options apprenticeship. An apprentice must be trained and assessed against the core and one option. The options are:

- [Paraplanner](#)
- [Financial Planner](#)

A full-time paraplanner or financial planner apprentice typically spends 24 months on-programme. The apprentice must spend at least 12 months on-programme and complete the required amount of off-the-job training in line with the apprenticeship funding rules.

The EPA should be completed within an EPA period lasting typically 6 months. The apprentice must complete their training and meet the gateway requirements before starting their EPA. The EPA will assess occupational competence.

EPA summary table

| | |
|---|---|
| On-programme - typically 24 months | <p>The apprentice must:</p> <ul style="list-style-type: none">• complete training to develop the knowledge, skills and behaviours (KSBs) outlined in this apprenticeship's standard• complete training towards English and mathematics qualifications in line with the apprenticeship funding rules• compile a portfolio of evidence• complete training towards, and pass all required elements of, one of the qualifications listed in the paraplanner and financial planner apprenticeship standard, except the integrated component <p>The qualification required is one of the following:</p> <ul style="list-style-type: none">• CII Diploma in Regulated Financial Planning• CISI Diploma in Investment Advice• LIBF Diploma for Financial Advisers |
|---|---|

| | |
|--|--|
| End-point assessment gateway | <p>The apprentice's employer must be content that the apprentice is occupationally competent.</p> <p>The apprentice must:</p> <ul style="list-style-type: none"> • confirm they are ready to take the EPA • have achieved English and mathematics qualifications in line with the apprenticeship funding rules • have completed and passed all required elements of one of the qualifications listed in the box above, except the integrated component, which will be completed during the EPA period |
| End-point assessment - typically 6 months | <p>The grades available for each assessment method are below</p> <p>Professional discussion underpinned by a portfolio of evidence:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Case study with questions and answers:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Knowledge test - integrated:</p> <ul style="list-style-type: none"> • fail • pass <p>Overall EPA and apprenticeship can be graded:</p> <ul style="list-style-type: none"> • fail • pass • merit • distinction |
| Professional recognition | <p>This apprenticeship aligns with:</p> <ul style="list-style-type: none"> • Chartered Insurance Institute for Level 4 • Chartered Institute for Securities and Investment for Level 4 • The London Institute of Banking & Finance for Level 4 |
| Re-sits and re-takes | <p>The details for re-sits and re-takes are below:</p> <ul style="list-style-type: none"> • re-take and re-sit grade cap: pass • re-sit timeframe: typically 3 months • re-take timeframe: typically 4 months |

Duration of end-point assessment period

The EPA is taken in the EPA period. The EPA period starts when the EPAO confirms the gateway requirements have been met and is typically 6 months, subject to the availability of case study assessment opportunities. However, apprentices can complete their apprenticeship sooner than the typical 6 months, as long as they have attempted and passed all required elements of the EPA plan.

The EPAO should confirm the gateway requirements have been met and start the EPA as quickly as possible.

EPA gateway

The apprentice's employer must be content that the apprentice is occupationally competent. That is, they are deemed to be working at or above the level set out in the apprenticeship standard and ready to undertake the EPA. The employer may take advice from the apprentice's training provider, but the employer must make the decision. The apprentice will then enter the gateway.

The apprentice must meet the gateway requirements before starting their EPA.

They must:

- confirm they are ready to take the EPA
- have achieved English and mathematics qualifications in line with the apprenticeship funding rules
- have completed training towards, and pass all required elements of, one of the qualifications listed in the paraplanner and financial planner apprenticeship standard, except the integrated component
- submit a [portfolio of evidence](#) for the [professional discussion underpinned by a portfolio of evidence](#)

Portfolio of evidence requirements

The apprentice must compile a portfolio of evidence during the on-programme period of the apprenticeship. It should only contain evidence related to the KSBs that will be assessed by the professional discussion. It will typically contain 20 discrete pieces of evidence. Evidence must be mapped against the KSBs. Evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested.

Evidence sources may include workplace documentation and records, for example:

- workplace policies and procedures
- witness statements
- annotated photographs
- video clips with a maximum total duration 10 minutes; the apprentice must be in view and identifiable

This is not a definitive list and other evidence sources can be included.

The portfolio of evidence should not include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance, for example, witness statements, rather than opinions. The evidence provided should be valid and attributable to the apprentice; the portfolio of evidence should contain a statement from the employer and apprentice confirming this.

The EPAO should not assess the portfolio of evidence directly as it underpins the professional discussion. The independent assessor should review the portfolio of evidence to prepare questions for the professional discussion. They are not required to provide feedback after this review.

Gateway evidence must be submitted to the EPAO, along with any organisation specific policies and procedures requested by the EPAO.

Order of assessment methods

The integrated assessment method must be delivered after non-integrated assessment methods have been attempted. This means that the professional discussion and case study with questions and answers must have been attempted before the knowledge test can be delivered.

This ordering of assessment methods ensures that the mandated qualification and apprenticeship are awarded together.

Professional discussion underpinned by a portfolio of evidence

Overview

In the professional discussion, an independent assessor and apprentice have a formal two-way conversation. It gives the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method.

Rationale

This assessment method is being used because:

- it assesses KSBs holistically and objectively
- it allows for the assessment of KSBs that do not occur on a predictable or regular basis
- it allows for assessment of responses where there may be a range of potential answers
- it can be conducted remotely, potentially reducing cost

Delivery

The professional discussion must be structured to give the apprentice the opportunity to demonstrate the KSBs mapped to this assessment method to the highest available grade.

An independent assessor must conduct and assess the professional discussion.

The purpose of the independent assessor's questions will be to assess the apprentice's competence against the following themes:

- The financial services market
- Systems and processes
- Service delivery
- Communication and collaboration skills
- Continuous Professional Development (CPD)
- Product analysis and service support (paraplanner option only)
- Products and financial planning tools (financial planner option **only**)

The EPAO must give an apprentice at least 10 working days' notice of the professional discussion. The independent assessor must have at least 10 working days to review the supporting documentation.

The independent assessor must have at least 10 working days' to review the supporting documentation.

The apprentice must have access to their portfolio of evidence during the professional discussion.

The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

The professional discussion must last for 60 minutes. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 6 questions. The independent assessor must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow-up questions are allowed where clarification is required.

The apprentice may choose to end the assessment method early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

The independent assessor must make the grading decision.

The independent assessor must keep accurate records of the assessment. They must record:

- the apprentice's answers to questions
- the KSBs demonstrated in answers to questions
- the grade achieved

Assessment location

The professional discussion must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises.

The professional discussion can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The professional discussion should take place in a quiet room, free from distractions and influence.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank.

It is recommended this is done in consultation with employers of this occupation. The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the professional discussion underpinned by a portfolio of evidence:

- independent assessor assessment materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures including standardisation and moderation.

Case study with questions and answers

Overview

The case study assessment method involves the apprentice completing a set of questions based on a pre-seen scenario outlining the financial needs and objectives of a fictitious client. This process may include for example, research, analysis and the completion of tasks or activities to achieve the outcome and required output.

The scenario created for the case study must be relevant to the apprentice's occupation and apprenticeship, and provide opportunity for the apprentice to demonstrate the knowledge and skills mapped to this assessment method.

This assessment method has 2 components:

- a financial report based on the information in the case study
- a question and answer session

Together, these components give the apprentice the opportunity to demonstrate the knowledge and skills mapped to this assessment method. They are assessed by an independent assessor.

Rationale

This assessment method is being used because:

- it assesses understanding of a subject
- it allows for a broad set of knowledge and skills to be evidenced during the post-gateway period and assessed holistically
- setting the case study scenario post-gateway ensures the reliability and validity of the EPA, and allows the independent assessor to prepare appropriate questions pertinent to the scenario
- the case study can be used to demonstrate the application of knowledge and skills as they would occur in occupational practice. Producing case study responses in the form of financial advice reflects normal practice in the workplace for a paraplanner or financial planner, therefore this assessment method is appropriate for both roles
- it provides the opportunity to use authentic workplace contexts, which increases assessment validity in relation to both occupational roles
- it allows the apprentice to directly demonstrate knowledge and skills relating to communication and presentation of information
- it allows for the presentation of evidence and testing of responses where there may be a range of potential answers
- it can be conducted remotely, potentially reducing cost.

Delivery

The apprentice must complete a financial report based on a case study scenario outlining the advice needs of a fictitious client.

The EPAO must provide a case study assessment method specification. It must detail how a case study can enable an apprentice to meet the knowledge and skills mapped

to this assessment method to the highest available grade. The EPAO must also provide an example case study and financial report.

The case study output must be in the form of a written financial report and question and answer session.

The apprentice must start the case study after the gateway when the scenario is released by the EPAO. The employer should ensure the apprentice has the time and resources, within the case study period, to plan and complete their financial report and prepare for the question and answer session.

The apprentice may consult with internal colleagues or technical experts when analysing the information in the case study scenario and researching appropriate solutions. The apprentice must however, complete their financial report unaided and it must be reflective of their own role and contribution. The apprentice and their employer must confirm this when the case study financial report is submitted.

Component 1: Financial report

The financial report must include evidence for knowledge and skills mapped to this assessment method that cannot be demonstrated in the question-and-answer session. The apprentice should aim to evidence the majority of the knowledge and skills mapped to this assessment method in their financial report.

The financial report must have a word count of 2500 words. A tolerance of 10% above or below the word count is allowed at the apprentice's discretion. Appendices, references and diagrams are not included in this total. The apprentice must produce and include a mapping in an appendix, showing how the report evidences the knowledge and skills mapped to this assessment method.

The apprentice must complete and submit the financial report to the EPAO within 2 weeks of the case study scenario being released.

Component 2: Question and answer session

The question and answer session must be structured to give the apprentice the opportunity to demonstrate the knowledge and skills mapped to this assessment method to the highest available grade.

The apprentice must be questioned about their case study financial report and any remaining knowledge and skills that were not evidenced in the report.

The question and answer session must last for 45 minutes. The independent assessor must use the full time available for questioning. The independent assessor can increase the total time by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask at least 5 questions. They must use the questions from the EPAO's question bank or create their own questions in line with the EPAO's training. Follow up questions are allowed where clarification is required.

The purpose of the independent assessor's questions is:

- to verify that the activity was completed by the apprentice
- to seek clarification where required
- to assess any knowledge or skills that the apprentice did not have the opportunity to demonstrate with the financial report, although these should be kept to a minimum
- to assess level of competence against the grading descriptors

The independent assessor must have at least 10 working days to review the financial report before the question and answer session, to allow them to prepare questions.

The apprentice must be given at least 10 working days' notice of the question and answer session.

The apprentice may choose to end the question and answer session early. The apprentice must be confident they have demonstrated competence against the assessment requirements for the assessment method. The independent assessor or EPAO must ensure the apprentice is fully aware of all assessment requirements. The independent assessor or EPAO cannot suggest or choose to end the assessment methods early, unless in an emergency. The EPAO is responsible for ensuring the apprentice understands the implications of ending an assessment early if they choose to do so. The independent assessor may suggest the assessment continues. The independent assessor must document the apprentice's request to end the assessment early.

Assessment decision

The independent assessor must make the grading decision. They must assess the case study components holistically when deciding the grade.

The independent assessor must keep accurate records of the assessment. They must record:

- the knowledge and skills demonstrated in the financial report and question and answer session
- the apprentice's answers to questions
- the grade achieved

Assessment location

The question and answer session must take place in a suitable venue selected by the EPAO for example, the EPAO's or employer's premises. It should take place in a quiet room that is free from distractions and influence.

The question and answer session can be conducted by video conferencing. The EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Question and resource development

The EPAO must develop a purpose-built assessment specification and question bank. It is recommended this is created in consultation with employers of the occupation.

The EPAO must maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the knowledge and skills mapped to this assessment method. The EPAO must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The EPAO must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes.

The EPAO must produce the following materials to support the project:

- independent assessor EPA materials which include:
 - training materials
 - administration materials
 - moderation and standardisation materials
 - guidance materials
 - grading guidance
 - case study assessment specification
 - sample case study assessments and mark schemes
 - live case study assessments and mark schemes
 - question bank
- EPA guidance for the apprentice and the employer

The EPAO must ensure that the EPA materials are subject to quality assurance procedures, including standardisation and moderation.

Knowledge test - integrated

This is an integrated assessment method and forms part of the apprenticeship's EPA, as well as the awarding of the qualification.

The knowledge statements aligned to this method will be assessed and graded by an awarding body (AB), and will contribute to the overall outcome of the apprenticeship and the qualification.

This assessment method can only be delivered **after** the professional discussion and case study with questions and answers have been attempted.

Overview

In the knowledge test, the apprentice answers questions in a controlled and invigilated environment. It gives the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method.

Rationale

This assessment method is being used because:

- it assesses knowledge relevant to the mandated qualification the apprentice must complete
- it can be conducted remotely and administered to multiple apprentices at the same time, potentially reducing cost
- it reduces the assessment burden on the apprentice

Delivery

The knowledge test must be structured to give the apprentice the opportunity to demonstrate the knowledge mapped to this assessment method. The delivery of the test must align with the conditions set out by the AB for the integrated qualification.

The test can be computer or paper based. The apprentice must be given notice of the date and time of the test.

Test administration

The test must be taken in the presence of an invigilator who is the responsibility of the AB.

The AB must have an invigilation policy setting out how the test must be conducted. It must state the ratio of apprentices to invigilators for the setting and allow the test to take place in a secure way.

The AB is responsible for the security of the test including the arrangements for on-line testing. The AB must ensure that their security arrangements maintain the validity and reliability of the test.

Marking

The responsibility for the marking of the test is with the AB. They must produce a marking scheme to be followed. Marking by computer is allowed where question types support this.

The AB is responsible for overseeing the marking, standardisation and moderation of the test.

Assessment location

The apprentice must take the test in a suitably controlled and invigilated environment that is a quiet room, free from distractions and influence. The AB must check the venue is suitable.

Question and resource development

The AB must develop a purpose-built assessment specification and question bank. It is recommended this is done in consultation with employers or subject matter experts for this occupation. The AB should maintain the security and confidentiality of EPA materials when consulting with employers. The assessment specification and question bank must be reviewed to ensure they remain fit-for-purpose.

The assessment specification must be relevant to the occupation and demonstrate how to assess the KSBs mapped to this assessment method. The AB must ensure that questions are refined and developed to a high standard. The questions must be unpredictable. A question bank of sufficient size will support this.

The AB must ensure that apprentice has a different set of questions in the case of re-sits or re-takes.

The AB must produce the following materials to support this assessment method:

- administration materials
- moderation and standardisation materials
- guidance materials
- grading guidance
- test specification
- sample test and mark schemes
- live tests and mark schemes
- question bank

The AB must ensure that the materials are subject to quality assurance procedures, including standardisation and moderation.

Grading

Professional discussion underpinned by a portfolio of evidence

Fail - does not meet pass criteria

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|---|---|---|
| (Core) The financial services market K1 K2 | Outlines the role of the financial planner, paraplanner and other supporting roles, and the structure of the financial services market. (K1, K2) | Explains the role of the financial planner, paraplanner and other supporting roles within the structure of the financial services market. (K1, K2) |
| (Core) Systems and processes K6 K12 K13 S1 | <p>Explains the systems and controls to protect the client and the firm, and the purpose, scope and limitations of any in-house or third-party tools used within the financial planning process. (K6, K13)</p> <p>Explains how they use data securely, safely, and in line with cyber and data security requirements when delivering financial advice or paraplanning services using software packages and digital tools. (K12, S1)</p> | Evaluates the impact of data analysis, data security, and cyber security principles applied when using software packages and digital tools on their ability to deliver financial advice or paraplanning services, recognising the implications of non-compliance with legal and data security requirements. (K12, S1) |
| (Core) Service delivery K4 K10 K11 S2 S4 S7 S8 B1 B3 B4 | Explains how to establish and prioritise a client's financial needs and objectives, including the methods and approaches to assess a client's knowledge and understanding of investments, attitude to investment risk, capacity for loss, and understanding of their vulnerabilities in relation to their needs and objectives. (K10, K11) | Evaluates the effectiveness of their approach to delivering advisory tasks by building and maintaining collaborative, professional stakeholder relationships in achieving successful customer outcomes that include responsible and sustainable investment solutions. (K4, S7) |

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|--|--|--|
| | <p>Explains how they provide services to clients in line with the business proposition and adhering to Consumer Duty and Treating Customers Fairly (TCF) principles. (S2)</p> <p>Outlines how they build and maintain collaborative, professional relationships with internal and external stakeholders to deliver advisory tasks ethically and with integrity to achieve successful customer outcomes, incorporating consideration of responsible and sustainable investment solutions. (K4, S7, B1)</p> <p>Explains how they plan and prioritise work to support positive outcomes for both the customer and the firm that comply with service and quality assurance standards for the business, including how they work flexibly to adapt to changing circumstances, and take personal responsibility for sustainable outcomes in how they carry out the duties of their role. (S8, B3, B4)</p> | |
| <p>(Core) Communication and collaboration skills K14 K16 S5 B5</p> | <p>Outlines the techniques, methods and strategies they use to facilitate understanding for financial and non-financial stakeholders when communicating with clients and colleagues. (K14, S5)</p> | <p>Evaluates the effectiveness of the techniques, methods and strategies they have used to facilitate understanding for financial and non-financial stakeholders when communicating with clients and colleagues. (K14, S5)</p> |

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|--|---|--|
| | Explains how they apply principles and policies of equity, diversity and inclusion to support an inclusive workplace culture, including treating colleagues and external stakeholders fairly and with respect. (K16, B5) | |
| (Core) Continuous Professional Development (CPD) S10 B2 | Explains how they have used feedback to reflect on their own practice and identify opportunities for continuous professional development in line with industry requirements. (S10, B2) | Evaluates the impact of continuous professional development undertaken on their own practice. (S10) |
| (Paraplanner) Product analysis and service support K17 S12 S15 | <p>Explains the methods and approaches used to create personalised, client-facing documents in line with regulatory and firm standards, and how to tailor them appropriately to the audience. (K17)</p> <p>Provides financial planning support to colleagues using appropriate market knowledge and available software and research tools. (S12)</p> <p>Creates securely maintained client files with evidence of any research and analysis undertaken. (S15)</p> | Evaluates the effectiveness of their use of appropriate market knowledge and available software and research tools on their ability to provide financial planning support to colleagues. (S12) |
| (Financial Planner) Products and financial planning tools K19 K20 K21 | Describes the requirements and practical implications of the Statements of Principle for Approved Persons (APER) and the Fit and Proper Test for Approved Persons (FIT), and the | Evaluates the impact of the new opportunities they have created through collaboration with customers on business growth. (S20) |

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
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| K22 S16 S20 S21 | <p>methods for training, competence, and continued professional development activities for becoming and remaining a regulated adviser. (K19, K22)</p> <p>Describes their approach to structuring client meetings, handling objections, and providing the required regulatory disclosures. (K20)</p> <p>Conducts KYC activities to fact-find relevant information and establish clients' financial needs and objectives, including identifying when and where clients may be experiencing vulnerabilities. (S16)</p> <p>Describes how they collaborate with customers to create new opportunities for business growth. (S20)</p> <p>Explains the strategies they apply to establish clients' views on responsible and sustainable investing, and the impact this may have on available solutions and outcomes. (K21, S21)</p> | |

Case study with questions and answers

Fail - does not meet pass criteria

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|---|---|---|
| (Core) Preparing and providing advice K8 S3 S9 | Prepares financial recommendations and provides individual advice relevant to clients in line with risk, regulatory, and governance requirements, using research and analysis of financial products and solutions in the UK market. (K8, S3, S9) | None |
| (Core) Analysis and communication skills K15 S6 | Interprets and communicates financial and business information in a way that facilitated understanding for the intended audience, utilising performance data and metrics effectively analysed by qualitative and quantitative methods. (K15, S6) | Evaluates the impact of how they have interpreted and communicated financial and business information on facilitating understanding for the intended audience, including the effectiveness of their analysis of performance data and metrics. (K15, S6) |
| (Paraplanner) Product analysis and service support K18 S11 S13 S14 | <p>Produces appropriate solutions to meet clients' current needs, objectives, and attitudes to risk using results from research and technical product and fund analysis. (S11, S13)</p> <p>Creates personalised client-facing financial planning reports in line with regulatory and firm standards that are tailored appropriately to the audience using reviewed and validated methodology and conclusions drawn from research and analysis. (K18, S14)</p> | Justifies their approach to analysing clients' current circumstances and researching appropriate solutions on the effectiveness of meeting their needs, objectives, and attitudes to risk. (S11) |

| THEME KSBS | PASS APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS | DISTINCTION APPRENTICES MUST DEMONSTRATE ALL OF THE PASS DESCRIPTORS AND ALL OF THE DISTINCTION DESCRIPTORS |
|--|--|--|
| (Financial Planner) Providing financial advice S17 S18 S19 | <p>Establishes overall risk profiles for clients through an understanding of the clients' financial knowledge and experience, attitude to investment risk, capacity for loss, and understanding of their vulnerabilities. (S17)</p> <p>Delivers advice solutions that support clients in achieving their financial objectives, identifying, prioritising and addressing their needs in line with regulatory requirements. (S18, S19)</p> | Justifies their choice of advice solutions, explaining how these will support clients to achieve their financial objectives. (S19) |

Knowledge test - integrated

Fail - does not meet pass criteria

| INTEGRATED QUALIFICATIONS KSBS | A PASS FOR THIS ASSESSMENT METHOD WILL BE ACHIEVED AS DETAILED BELOW. |
|---|--|
| (Core) Ethics K3 | <p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentices must achieve the requirements of the pass criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA.</p> |
| (Core) Regulations and compliance K5 K7 K9 | <p>The apprentice will be assessed in line with the marking scheme produced by the AB. In order to pass, the apprentices must achieve the requirements of the pass criteria of the integrated qualification.</p> <p>Awarding bodies must make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA.</p> |

Overall EPA grading

Performance in the EPA determines the overall grade of:

- fail
- pass
- merit
- distinction

An independent assessor must individually grade the

- Knowledge test - integrated

The EPAO must combine the individual assessment method grades to determine the overall EPA grade.

If the apprentice fails one assessment method or more, they will be awarded an overall fail.

To achieve an overall pass, the apprentice must achieve at least a pass in all the assessment methods.

Awarding bodies should make clear in their marking criteria which grade boundary for the integrated assessment method represents a pass grade for the EPA. This pass grade must reflect demonstration of occupational competence in the KSBs.

Grades from individual assessment methods must be combined in the following way to determine the grade of the EPA overall.

Re-sits and re-takes

If the apprentice fails one assessment method or more, they can take a re-sit or a re-take at their employer's discretion. The apprentice's employer needs to agree that a re-sit or re-take is appropriate. A re-sit does not need further learning, whereas a re-take does. The apprentice should have a supportive action plan to prepare for a re-sit or a re-take.

The employer and the EPAO should agree the timescale for a re-sit or re-take. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 4 months of the EPA outcome notification.

If the apprentice fails the project assessment method, they must amend the project output in line with the independent assessor's feedback. The apprentice will be given 2 weeks to rework and submit the amended case study financial report.

Non-integrated assessment methods must be attempted before the integrated assessment method is attempted. The re-sit or re-take opportunities for the integrated assessment method must fall within the typical EPA period timeframes. This is to ensure that apprentices are not disadvantaged by the assessment of qualifications being available within an assessment window occurring once a year.

Failed assessment methods must be re-sat or re-taken within a 6-month period from the EPA outcome notification, otherwise the entire EPA will need to be re-sat or re-taken in full.

Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

The apprentice will get a maximum EPA grade of pass if they need to re-sit or re-take one or more assessment methods, unless the EPAO determines there are exceptional circumstances.

Roles and responsibilities

| ROLES | RESPONSIBILITIES |
|------------|---|
| Apprentice | <p>As a minimum, the apprentice should:</p> <ul style="list-style-type: none"> • complete on-programme training to meet the KSBs as outlined in the apprenticeship standard for a minimum of 12 months • complete the required amount of off-the-job training specified by the apprenticeship funding rules and as arranged by the employer and training provider • understand the purpose and importance of EPA • apply for any reasonable adjustments and special considerations • prepare for and undertake the EPA including meeting all gateway requirements • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan |
| Employer | <p>As a minimum, the apprentice's employer must:</p> <ul style="list-style-type: none"> • select the training provider • work with the training provider to select the EPAO • ensure that the apprentice is enrolled on mandated qualifications in line with the occupational standard • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and is ready for EPA • ensure the apprentice is prepared for the EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner |

| ROLES | RESPONSIBILITIES |
|-------|--|
| | <ul style="list-style-type: none"> • ensure that the EPA is scheduled with the EPAO for a date and time in line with EPA requirements • ensure that the integrated assessment method is scheduled with the AB for a date and time in line with EPA requirements • provide access to any employer-specific documentation as required for example, company policies • ensure the apprentice is given sufficient time away from regular duties to prepare for, and complete the EPA • ensure that any required supervision during the EPA period, as stated within this EPA plan, is in place • ensure the apprentice has access to the resources used to fulfil their role and carry out the EPA for workplace based assessments • remain independent from the delivery of the EPA • pass the certificate to the apprentice upon receipt from the EPAO |
| EPAO | <p>As a minimum, the EPAO must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the APAR • conform to the requirements of the external quality assurance provider (EQAP) • understand the apprenticeship including the occupational standard, EPA plan and funding • make all necessary contractual arrangements including agreeing the price of the EPA • have third party arrangements in place with the AB to: <ul style="list-style-type: none"> ○ work collaboratively to manage the delivery of the EPA ○ ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan ○ to share the outcomes of the integrated assessment methods in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the qualification. Employer and training provider details should not be shared between these organisations. • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the non-integrated assessment methods • maintain and apply a policy for the declaration and management of conflict of interests and independence. This must ensure, as a minimum, there is no personal benefit or detriment for those delivering the EPA or from the result of an assessment. It must cover: <ul style="list-style-type: none"> ○ apprentices ○ employers ○ independent assessors |

| ROLES | RESPONSIBILITIES |
|-------|--|
| | <ul style="list-style-type: none"> ○ any other roles involved in delivery or grading of the EPA • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity for external quality assurance (EQA) purposes • appoint independent, competent, and suitably qualified assessors in line with the requirements of this EPA plan • appoint administrators, invigilators and any other roles where required to facilitate the EPA • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the delivery or grading of the non-integrated assessment methods of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • conduct standardisation with all their independent assessors before allowing them to deliver an EPA, when the EPA is updated, and at least once a year • develop and provide assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • maintain and apply a policy for reasonable adjustment and special considerations for apprentices • use language in the development and delivery of the EPA that is appropriate to the level of the apprenticeship • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • confirm the gateway requirements have been met before they start the EPA for an apprentice • host and facilitate the EPA or make suitable alternative arrangements • maintain the security of the EPA including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • arrange for the non-integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer • deliver the non-integrated assessment methods in line with this EPA plan • where the EPA plan permits assessment away from the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • confirm the overall grade awarded including the outcomes of the integrated and non-integrated assessment methods in line with this EPA plan • conduct moderation of all their independent assessors' decisions once EPAs have started • monitor the performance of all their independent assessors and provide re-training where necessary • maintain and apply a policy for conducting appeals • arrange the certification of the apprenticeship |

| ROLES | RESPONSIBILITIES |
|---------------|---|
| | |
| Awarding body | <p>As a minimum, the awarding body must:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of any regulators for the mandated qualification • understand the apprenticeship including the occupational standard, EPA plan and funding • confirm that they agree to the conditions of integration for the integrated assessment method, as outlined in the EPA plan • make all necessary contractual arrangements • have third party arrangements in place with the EPAO to: <ul style="list-style-type: none"> ○ work collaboratively to manage the delivery of the EPA ○ ensure the EPA is arranged to meet the scheduling requirements set out in this EPA plan ○ to share the outcomes of the integrated assessment method in a timely manner. The sharing of information is strictly related to the apprentice's details and the outcome of their performance of the qualification. Employer and training provider details should not be shared between these organisations. • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the integrated assessment method • maintain and apply a policy for the declaration and management of conflict of interests and independence relating to the EPA of an apprentice (including by way of moderation). • have quality assurance systems and procedures that ensure fair, reliable and consistent assessment and maintain records of internal quality assurance (IQA) activity • source a suitably qualified and independent person who must administer all aspects of the integrated assessment method. This means that they must not: <ul style="list-style-type: none"> ○ be connected to the apprentice ○ have been involved in the management or training of the apprentice ○ have a vested interest in the outcome. • Where this is not possible, by exception, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator. • source a suitably qualified and independent person who must grade all aspects of the integrated assessment method. The person making the grading judgement must not be employed by: <ul style="list-style-type: none"> ○ the same organisation as the apprentice ○ the apprentice's training provider. |

| ROLES | RESPONSIBILITIES |
|----------------------|--|
| | <ul style="list-style-type: none"> • This means that the integrated assessment method/aspects must be marked by either: <ul style="list-style-type: none"> ○ the awarding body, ○ an independent person appointed by the awarding body, or an independent assessor sourced by, or from, the EPAO, ○ or a combination of the above. • In rare circumstances, training provider staff may mark the integrated assessment method. This will only be to mark tests where there is a right or wrong answer, for example, multiple-choice tests. Strict arrangements must be in place for monitoring, moderation and quality assurance. • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) for the integrated assessment methods • deliver induction, initial and on-going training for all their independent assessors and any other roles involved in the administration or grading of the integrated assessment method of the EPA as specified within this EPA plan. This should include how to record the rationale and evidence for grading decisions where required • provide information, advice, and guidance documentation to enable apprentices, employers and training providers to prepare for the integrated assessment method • arrange for the integrated assessment methods of the EPA to take place in a timely manner, in consultation with the employer • maintain the security of the integrated assessment method including, but not limited to, verifying the identity of the apprentice, invigilation and security of materials • must externally set and externally mark the integrated assessment method • maintain and apply a policy for reasonable adjustment and special considerations for apprentices • deliver the integrated assessment method in line with this EPA plan • conduct moderation of all their independent assessors' decisions for integrated assessment methods • monitor the performance of all their independent assessors and provide re-training where necessary • an auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • maintain and apply a policy for conducting appeals • continue to follow the rules and regulations applicable to the qualification, for example, those of Ofqual and industry regulators. • must give IfATE at least 6 months' notice of any changes to mandated qualifications |
| Independent assessor | As a minimum, an independent assessor must: |

| ROLES | RESPONSIBILITIES |
|-------------------|---|
| | <ul style="list-style-type: none"> • be independent, with no conflict of interest with the apprentice, their employer or training provider, specifically, they must not receive a personal benefit or detriment from the result of the assessment • have, maintain and be able to evidence up-to-date knowledge and expertise of the occupation • have the competence to assess the EPA and meet the requirements of the IQA section of this EPA plan • understand the apprenticeship’s occupational standard and EPA plan • attend induction and standardisation events before they conduct an EPA for the first time, when the EPA is updated, and at least once a year • use language in the delivery of the EPA that is appropriate to the level of the apprenticeship • work with other personnel, including additional assessors where used, in the preparation and delivery of assessment methods • conduct the EPA to assess the apprentice against the KSBs and in line with the EPA plan • make final grading decisions in line with this EPA plan • record and report assessment outcome decisions • comply with the IQA requirements of the EPAO • comply with external quality assurance (EQA) requirements |
| Training provider | <p>As a minimum, the training provider must:</p> <ul style="list-style-type: none"> • conform to the requirements of the apprenticeship provider and assessment register (APAR) • ensure procedures are in place to mitigate against any conflict of interest • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the KSBs as outlined in the occupational standard • deliver training to the apprentice as outlined in their apprenticeship agreement • monitor the apprentice’s progress during any training provider led on-programme learning • ensure the apprentice is prepared for the EPA • work with the employer to select the EPAO • advise the employer, upon request, on the apprentice’s readiness for EPA • ensure that all supporting evidence required at the gateway is submitted in line with this EPA plan • not make any adaptations to aspects of the integrated assessment method • remain independent from the delivery of the non-integrated assessment methods in EPA • remain independent from the integrated assessment method, except with the marking of tests where there is a right or wrong answer for example multiple-choice tests |

| ROLES | RESPONSIBILITIES |
|-------|---|
| | <ul style="list-style-type: none"> remain independent from the administration of the integrated assessment method. This person must also be independent of the apprentice. Where this is not possible, by exception and agreed by the awarding body, a person who has delivered the assessed content may administer the assessment. This is providing they are not the sole administrator. |

Reasonable adjustments

Reasonable adjustments

The EPAO and AB must have reasonable adjustments arrangements for the EPA.

This should include:

- how an apprentice qualifies for a reasonable adjustment
- what reasonable adjustments may be made

Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Special considerations

The EPAO and AB must have special consideration arrangements for the EPA.

This should include:

- how an apprentice qualifies for a special consideration
- what special considerations will be given

Special considerations must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

Internal quality assurance

Output form text has an error around row 9 column 342, reason for error: Unexpected } while no matching {

Value for money

Affordability of the EPA will be aided by using at least some of the following:

- completing applicable assessment methods online, for example computer-based assessment
- utilising digital remote platforms to conduct applicable assessment methods
- using the employer's premises
- conducting assessment methods on the same day

Professional recognition

This apprenticeship aligns with:

- Chartered Insurance Institute for Level 4
- Chartered Institute for Securities and Investment for Level 4
- The London Institute of Banking & Finance for Level 4

Mapping of KSBs to assessment methods

| KNOWLEDGE | ASSESSMENT METHODS |
|---|--|
| <p>K1: Core. The role of the financial planner, paraplanner and other supporting roles, for example, administrator, compliance officer.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K2: Core. The structure of the financial services market, including product providers, technology providers and support services.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K3: Core. The ethics and key principles of the advice process, and different client propositions and advice models, including independent, restricted and non-advised.</p> | Knowledge test - integrated |
| <p>K4: Core. Responsible and sustainable investment solutions.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K5: Core. The financial services regulatory framework and its application in the advice process.</p> | Knowledge test - integrated |
| <p>K6: Core. Systems and controls to protect the client and the firm, including internal licencing, and service and quality assurance standards.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K7: Core. Regulated advice standards, methods for building and maintaining client relationships, and the paraplanner or financial planner's responsibilities in terms of these.</p> | Knowledge test - integrated |
| <p>K8: Core. Methods of researching and analysing financial products and solutions in the UK market, including the intended target market, features and benefits, risks and disadvantages, and suitability for individual clients.</p> | Case study with questions and answers |
| <p>K9: Core. The significance and importance of Knowing Your Client (KYC), including establishing personal and financial</p> | Knowledge test - integrated |

| KNOWLEDGE | ASSESSMENT METHODS |
|---|--|
| circumstances, level of financial knowledge and experience, and potential vulnerabilities. | |
| <p>K10: Core. How to establish and prioritise a client’s financial needs and objectives.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K11: Core. Methods and approaches to assess a client’s knowledge and understanding of investments, attitude to investment risk, capacity for loss, and understanding of their vulnerabilities in relation to their needs and objectives.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K12: Core. Principles of data analysis, data security, and cyber security to support collation, analysis, and compliant handling of data, the implications of non-compliance, and the importance of working safely online in a financial planning or paraplaning context.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K13: Core. Purpose, scope and limitations of any in-house or third-party tools used within the financial planning process, for example, attitude to risk questionnaires, cash flow modelling tools, cost comparison tools, digital tools and digital visualisation tools.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K14: Core. Communication techniques, methods and strategies and the importance of adapting communication style to facilitate understanding for financial and non-financial stakeholders</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K15: Core. How to analyse performance data and metrics effectively using qualitative and quantitative methods.</p> | Case study with questions and answers |
| <p>K16: Core. Principles and policies of equity, diversity and inclusion in the workplace and their impact on the organisation and their customers.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>K17: Paraplanner. Paraplanner – Methods and approaches used to create personalised client-facing documents tailored appropriately to the audience and in line with regulatory and firm standards.</p> | Professional discussion underpinned by a portfolio of evidence |

| KNOWLEDGE | ASSESSMENT METHODS |
|--|---|
| <p>K18: Paraplanner. Paraplanner – How to review and validate the methodology and conclusions drawn from research and analysis.</p> | <p>Case study with questions and answers</p> |
| <p>K19: Financial Planner. Financial Planner – The requirements and practical implications of the Statements of Principle for Approved Persons (APER) and the Fit and Proper Test for Approved Persons (FIT).</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>K20: Financial Planner. Financial Planner – Approaches to structuring client meetings, handling objections, and providing the required regulatory disclosures.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>K21: Financial Planner. Financial Planner – Strategies to establish a client’s views on responsible and sustainable investing, and the impact this may have on available solutions and outcomes.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>K22: Financial Planner. Financial Planner – Methods for training, competence, and continued professional development activities for becoming and remaining a regulated adviser.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| SKILL | ASSESSMENT METHODS |
| <p>S1: Core. Use software packages and digital tools to deliver financial advice or paraplanning services in line with cyber and data security requirements, using data securely and safely.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>S2: Core. Provide services to clients in line with the business proposition, adhering to Consumer Duty and Treating Customers Fairly (TCF) principles.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>S3: Core. Prepare financial recommendations in accordance with risk, regulatory, and governance requirements.</p> | <p>Case study with questions and answers</p> |
| <p>S4: Core. Comply with service and quality assurance standards for the business, for example, complaints procedures and productivity.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |

| KNOWLEDGE | ASSESSMENT METHODS |
|---|---|
| <p>S5: Core. Communicate with clients and colleagues using methods appropriate for the intended audience, including verbal, written, digital, and virtual.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>S6: Core. Interpret and communicate financial and business information in a way that facilitates understanding for the intended audience, for example finance and non-finance stakeholders.</p> | <p>Case study with questions and answers</p> |
| <p>S7: Core. Build and maintain collaborative, professional relationships with internal and external stakeholders to deliver advisory tasks and achieve successful customer outcomes.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>S8: Core. Plan and prioritise work to support positive outcomes for both the customer and the firm.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>S9: Core. Provide individual advice relevant to clients in line with regulatory requirements.</p> | <p>Case study with questions and answers</p> |
| <p>S10: Core. Use feedback to reflect on own practice and identify opportunities for continuous professional development.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>S11: Paraplanner. Paraplanner – Analyse clients’ current circumstances and research appropriate solutions to meet their needs, objectives, and attitudes to risk.</p> | <p>Case study with questions and answers</p> |
| <p>S12: Paraplanner. Paraplanner – Provide financial planning support to colleagues using appropriate market knowledge and available software and research tools.</p> | <p>Professional discussion underpinned by a portfolio of evidence</p> |
| <p>S13: Paraplanner. Paraplanner – Conduct technical product and fund analysis.</p> | <p>Case study with questions and answers</p> |
| <p>S14: Paraplanner.</p> | <p>Case study with questions and answers</p> |

| KNOWLEDGE | ASSESSMENT METHODS |
|--|--|
| Paraplanner – Create personalised client-facing financial planning reports that are tailored appropriately to the audience and in line with regulatory and firm standards. | |
| <p>S15: Paraplanner. Paraplanner – Securely maintain client files with evidence of any research and analysis undertaken.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>S16: Financial Planner. Financial Planner – Conduct KYC activities to fact-find relevant information and establish clients’ financial needs and objectives, including identifying when and where clients may be experiencing vulnerabilities.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>S17: Financial Planner. Financial Planner – Establish overall risk profiles for clients through an understanding of the clients’ financial knowledge and experience, attitude to investment risk, capacity for loss, and understanding of their vulnerabilities.</p> | Case study with questions and answers |
| <p>S18: Financial Planner. Financial Planner – Identify, prioritise, and address clients’ needs in line with regulatory requirements.</p> | Case study with questions and answers |
| <p>S19: Financial Planner. Financial Planner – Deliver advice solutions that support clients in achieving their financial objectives.</p> | Case study with questions and answers |
| <p>S20: Financial Planner. Financial Planner – Collaborate with customers to create new opportunities for business growth, for example, through referrals and networking.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>S21: Financial Planner. Financial Planner – Establish clients’ views on responsible and sustainable investing and the impact this may have on available solutions and outcomes.</p> | Professional discussion underpinned by a portfolio of evidence |
| BEHAVIOUR | ASSESSMENT METHODS |
| <p>B1: Core. Acts professionally, ethically, and with integrity.</p> | Professional discussion underpinned by a portfolio of evidence |

| BEHAVIOUR | ASSESSMENT METHODS |
|---|--|
| <p>B2: Core. Seeks learning opportunities and continuous professional development in line with industry requirements.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>B3: Core. Works flexibly and adapts to changing circumstances, including overcoming challenges and responding to setbacks.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>B4: Core. Takes personal responsibility for sustainable outcomes in how they carry out the duties of their role, with reference to environmental good practice.</p> | Professional discussion underpinned by a portfolio of evidence |
| <p>B5: Core. Supports an inclusive culture and treats colleagues and external stakeholders fairly and with respect.</p> | Professional discussion underpinned by a portfolio of evidence |

Mapping of KSBs to grade themes

Professional discussion underpinned by a portfolio of evidence

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|---|--|---|-----------|
| <p>(Core) The financial services market K1 K2</p> | <p>The role of the financial planner, paraplanner and other supporting roles, for example, administrator, compliance officer. (K1)</p> <p>The structure of the financial services market, including product providers, technology providers and support services. (K2)</p> | None | None |
| <p>(Core) Systems and processes K6 K12 K13</p> | Systems and controls to protect the client and the firm, including | Use software packages and digital tools to deliver financial advice | None |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|--|---|---|--|
| S1 | <p>internal licencing, and service and quality assurance standards. (K6)</p> <p>Principles of data analysis, data security, and cyber security to support collation, analysis, and compliant handling of data, the implications of non-compliance, and the importance of working safely online in a financial planning or paraplanning context. (K12)</p> <p>Purpose, scope and limitations of any in-house or third-party tools used within the financial planning process, for example, attitude to risk questionnaires, cash flow modelling tools, cost comparison tools, digital tools and digital visualisation tools. (K13)</p> | <p>or paraplanning services in line with cyber and data security requirements, using data securely and safely. (S1)</p> | |
| <p>(Core) Service delivery K4 K10 K11 S2 S4 S7 S8 B1 B3 B4</p> | <p>Responsible and sustainable investment solutions. (K4)</p> <p>How to establish and prioritise a client's financial needs and objectives. (K10)</p> <p>Methods and approaches to assess a client's knowledge and understanding of investments, attitude</p> | <p>Provide services to clients in line with the business proposition, adhering to Consumer Duty and Treating Customers Fairly (TCF) principles. (S2)</p> <p>Comply with service and quality assurance standards for the business, for example, complaints procedures and productivity. (S4)</p> | <p>Acts professionally, ethically, and with integrity. (B1)</p> <p>Works flexibly and adapts to changing circumstances, including overcoming challenges and responding to setbacks. (B3)</p> <p>Takes personal responsibility for sustainable outcomes</p> |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|--|--|--|---|
| | to investment risk, capacity for loss, and understanding of their vulnerabilities in relation to their needs and objectives. (K11) | <p>Build and maintain collaborative, professional relationships with internal and external stakeholders to deliver advisory tasks and achieve successful customer outcomes. (S7)</p> <p>Plan and prioritise work to support positive outcomes for both the customer and the firm. (S8)</p> | in how they carry out the duties of their role, with reference to environmental good practice. (B4) |
| <p>(Core) Communication and collaboration skills K14 K16 S5 B5</p> | <p>Communication techniques, methods and strategies and the importance of adapting communication style to facilitate understanding for financial and non-financial stakeholders (K14)</p> <p>Principles and policies of equity, diversity and inclusion in the workplace and their impact on the organisation and their customers. (K16)</p> | Communicate with clients and colleagues using methods appropriate for the intended audience, including verbal, written, digital, and virtual. (S5) | Supports an inclusive culture and treats colleagues and external stakeholders fairly and with respect. (B5) |
| <p>(Core) Continuous Professional Development (CPD) S10 B2</p> | None | Use feedback to reflect on own practice and identify opportunities for continuous professional development. (S10) | Seeks learning opportunities and continuous professional development in line with industry requirements. (B2) |
| <p>(Paraplanner) Product analysis</p> | Paraplanner – Methods and | Paraplanner – Provide financial planning | None |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|--|---|---|-------------|
| <p>and service support K17 S12 S15</p> | <p>approaches used to create personalised client-facing documents tailored appropriately to the audience and in line with regulatory and firm standards. (K17)</p> | <p>support to colleagues using appropriate market knowledge and available software and research tools. (S12)</p> <p>Paraplanner – Securely maintain client files with evidence of any research and analysis undertaken. (S15)</p> | |
| <p>(Financial Planner) Products and financial planning tools K19 K20 K21 K22 S16 S20 S21</p> | <p>Financial Planner – The requirements and practical implications of the Statements of Principle for Approved Persons (APER) and the Fit and Proper Test for Approved Persons (FIT). (K19)</p> <p>Financial Planner – Approaches to structuring client meetings, handling objections, and providing the required regulatory disclosures. (K20)</p> <p>Financial Planner – Strategies to establish a client’s views on responsible and sustainable investing, and the impact this may have on available solutions and outcomes. (K21)</p> <p>Financial Planner – Methods for training, competence, and continued professional development activities for becoming and</p> | <p>Financial Planner – Conduct KYC activities to fact-find relevant information and establish clients’ financial needs and objectives, including identifying when and where clients may be experiencing vulnerabilities. (S16)</p> <p>Financial Planner – Collaborate with customers to create new opportunities for business growth, for example, through referrals and networking. (S20)</p> <p>Financial Planner – Establish clients’ views on responsible and sustainable investing and the impact this may have on available solutions and outcomes. (S21)</p> | <p>None</p> |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|-----------------------|--------------------------------------|--------|-----------|
| | remaining a regulated adviser. (K22) | | |

Case study with questions and answers

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|--|--|--|-----------|
| (Core) Preparing and providing advice K8 S3 S9 | Methods of researching and analysing financial products and solutions in the UK market, including the intended target market, features and benefits, risks and disadvantages, and suitability for individual clients. (K8) | Prepare financial recommendations in accordance with risk, regulatory, and governance requirements. (S3) Provide individual advice relevant to clients in line with regulatory requirements. (S9) | None |
| (Core) Analysis and communication skills K15 S6 | How to analyse performance data and metrics effectively using qualitative and quantitative methods. (K15) | Interpret and communicate financial and business information in a way that facilitates understanding for the intended audience, for example finance and non-finance stakeholders. (S6) | None |
| (Paraplanner) Product analysis and service support K18 S11 S13 S14 | Paraplanner – How to review and validate the methodology and conclusions drawn from research and analysis. (K18) | Paraplanner – Analyse clients’ current circumstances and research appropriate solutions to meet their needs, objectives, and attitudes to risk. (S11) Paraplanner – Conduct technical product and fund analysis. (S13) Paraplanner – Create personalised client- | None |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|--|-----------|--|-----------|
| | | facing financial planning reports that are tailored appropriately to the audience and in line with regulatory and firm standards. (S14) | |
| (Financial Planner) Providing financial advice S17 S18 S19 | None | Financial Planner – Establish overall risk profiles for clients through an understanding of the clients’ financial knowledge and experience, attitude to investment risk, capacity for loss, and understanding of their vulnerabilities. (S17) Financial Planner – Identify, prioritise, and address clients’ needs in line with regulatory requirements. (S18) Financial Planner – Deliver advice solutions that support clients in achieving their financial objectives. (S19) | None |

Knowledge test – integrated

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|-----------------------------------|---|--------|-----------|
| (Core) Ethics K3 | The ethics and key principles of the advice process, and different client propositions and advice models, including independent, restricted and non-advised. (K3) | None | None |
| (Core) Regulations and compliance | The financial services regulatory framework and its application in the advice process. (K5) | None | None |

| KSBS GROUPED BY THEME | KNOWLEDGE | SKILLS | BEHAVIOUR |
|-----------------------------|--|--------|-----------|
| K5 K7 K9 | <p>Regulated advice standards, methods for building and maintaining client relationships, and the paraplanner or financial planner’s responsibilities in terms of these. (K7)</p> <p>The significance and importance of Knowing Your Client (KYC), including establishing personal and financial circumstances, level of financial knowledge and experience, and potential vulnerabilities. (K9)</p> | | |

Supporting information

External quality assurance

Involved employers

The Advice Partnership Prudential, Chartered Insurance Institute, Quilter, Sesame Bankhall Group, Burton and Fisher, St James’s Place Wealth Management, Providus Financial, Wren Sterling, Pentins SFP, Elis Bates, Finman, Tilney, Ru Group, Openwork, Thee Sixty Services, Chartered Institute for Securities and Investment

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