T Level Foundation Programmes



T Level Foundation Year in Legal, Finance, and Accounting

Version V1

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Summary of changes

The following table provides a summary of the changes that have been made to the course specification since the publication of the previous version.

Version number	Summary of changes

Welcome to VQA

Our commitment to you

At VQA (VQA), we believe learning should be meaningful, flexible, and of an exceptional quality, whether it's a regulated qualification or part of our non-regulated course provision.

VQA is a recognised Awarding Organisation regulated by Ofqual in England and CCEA Regulation in Northern Ireland. We apply the same high-quality standards to our non-regulated courses, ensuring they are well-designed, purposeful, and aligned with the skills, behaviours, and knowledge to support students on their learning journey.

This endorsed, unregulated **T Level Foundation Course in Legal, Finance, and Accounting** is part of that commitment. It provides a supportive, structured route for students who would benefit from a preparatory year before progressing to a full T Level qualification.

What you need before you can deliver a T Level Foundation Course

To deliver a T Level Foundation course, your organisation must be recognised by VQA.

Our **endorsed course requirements** check that your policies, systems, and staffing are in place to deliver high-quality learning. Centres must show they have:

- appropriate resources
- qualified and occupationally competent staff
- clear systems in place to deliver and assess the course.

Approval must be confirmed by VQA before any teaching takes place.

Full guidance on centre recognition and approval is available in the VQA Endorsed Course Customer Requirements accessible from the VQA website.

About this specification

This course specification sets out everything centres need to plan, deliver, and assess the T Level Foundation Course in Legal, Finance, and Accounting. Inside you will find:

- a clear statement of the course purpose
- the three outcomes with the underpinning knowledge and skills
- practical guidance for delivery.

Reproduction of this document:

Centres may reproduce this specification for internal use only. The content must not be altered, edited, or adapted in any way.

Using the VQA name and logo

We're proud of the VQA brand, and we know our centres are too. That's why we allow recognised centres to use the VQA logo and name to promote approved courses, with a few simple rules:

- logos must not be altered in colour, shape, size, or design
- use only on approved materials: e.g., course brochures, web pages, or promotional flyers relating to VQA courses
- centres must monitor how the logo is used — both by themselves and any third parties they work with.

If your centre is no longer recognised, or if your marketing relationships change, you must inform VQA and remove any use of the logo or name.

More details about logo use and brand guidelines can be found in our full brand policy on the VQA website.

Advertising rules

As an Awarding Organisation, VQA and its registered centres are subject to the Conditions of Recognition defined by the regulator, Ofqual. Two of these conditions (B5.1 and B5.2) stipulate that VQA and its centres must take steps to ensure that non-regulated products are not advertised or promoted to students as regulated qualifications.

To guarantee these conditions are met, we have provided the following requirements that all centres must follow when marketing this course:

- marketing materials should not mislead a student into believing they will gain a regulated qualification
- all marketing materials must not describe this course as "regulated" or "nationally recognised"
- all marketing materials must not describe this course as equivalent to a regulated qualification
- all marketing must not state that this course meets industry standards for employment.

Accessibility

As an Awarding Organisation, VQA is committed to ensuring that all our products are accessible, inclusive, and non-discriminatory. We ensure that no aspect of this course disadvantages any group of students who share a protected characteristic or introduces unjustifiable barriers to entry, other than those essential to the course's intended purpose. Where such features are necessary, they will be clearly stated and justified.

VQA monitors and reviews the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or

belief, sex, and sexual orientation) throughout qualification development to maintain accessibility and inclusivity. This approach promotes positive attitudes and fosters good relations among all students.

More information can be found in our Equality and Diversity Policy.

T Level Foundation Year

Overview

A T Level Foundation Year is a preparatory study programme designed to support students who have the potential to progress to a T Level.

The programme comprises 5 key components:

- industry-relevant technical knowledge and skills
- skills for successful study
- English, maths, and digital skills
- knowledge and skills for the workplace
- positive attitudes and behaviours.

The primary purpose of this T Level Foundation Course in Legal, Finance, and Accounting is to provide the foundational technical knowledge and skills relevant to the student's preferred T Level route.

The course is designed for students who would benefit from additional preparation and study time before starting a T Level. It supports progression to their chosen subject route by developing the knowledge, skills, and behaviours needed for level 3 study.

A Foundation Year should support students in making informed decisions about their next steps. This may include progressing to a T Level or pursuing an alternative pathway, with guidance provided to ensure each student chooses the route that is right for them.

It is designed to meet the requirements outlined by the Department for Education (DfE) in its T Level Foundation Year: framework for delivery guidance.

The VQA T Level Foundation Course in Legal, Finance and Accounting is a non-regulated, accredited course.

How will a T Level Foundation Course benefit your students?

This T Level Foundation Course provides a tailored year of learning to help students prepare for the demands of level 3 study. It focuses on developing the core knowledge, skills, and behaviours needed to succeed on a T Level, providing a clear and supportive transition into level 3 study. It helps students build confidence and independence while gaining a clear understanding of what is expected within their chosen T Level route.

Students will have opportunities to engage with employers and make meaningful links between their learning and the world of work. The course also supports personal development by encouraging students to take ownership of their progress, with time built in to meet individual learning needs and provide appropriate pastoral support.

By the end of the course, students should have a clear understanding of what is required to succeed on their chosen T Level, or feel confident in making an informed decision about an alternative progression route or career path.

By the end of the course, students should have a clear understanding of what is required to succeed on their chosen T Level or feel confident in making an informed decision about an alternative progression route or career path.

The course is intended for students identified through diagnostic assessment as not yet ready to meet the demands of a T Level. It provides targeted preparation and structured study to support progression to level 3 study.

Diagnostic assessment

Centres must ensure that all students complete an initial diagnostic assessment before the start of a foundation year. This may take different forms depending on centre practice but should be used to identify each student's learning, development, and pastoral support needs.

The findings should inform how a foundation year is tailored, including any support for students with SEND. It will also assist in determining whether a T Level Foundation Course or direct entry to a T Level is the most appropriate route for each student. Diagnostic activities may include taster sessions, one-to-one discussions, self-assessments, assignments or reflective tasks, and may be supported by knowledge, skills and behaviour matrices.

This stage should help students make informed decisions about their next steps. Students who have identified a preferred T Level route should be supported to confirm that it is the most suitable option for them, while those who are undecided should be given opportunities to explore alternative options.

The Foundation Year

A T Level Foundation Year is designed to support students in building a strong basis for further study. It is structured around 5 areas that provide students with the essential academic, practical, and personal skills needed to successfully progress to a T Level qualification. The 5 areas that make up a foundation year are listed below:

Technical knowledge	Skills for successful study	English, maths, and digital skills development	Knowledge and skills for the workplace	Positive attitude and behaviours
Students are introduced to key concepts and practical skills relevant to their intended T Level. This builds early technical understanding and prepares them for level 3 learning.	This area focuses on essential study skills development to include time management and independent learning. Students will also develop techniques in formal writing, research, referencing, and critical thinking.	Students who have not yet attained a GCSE grade 4 in English and/or maths (or equivalent qualification) are required to continue working towards this achievement through GCSE resits, or by completing a Functional Skills qualification.	This component introduces students to professional workplace behaviours and the expectations of a T Level industry placement. It covers key areas such as professionalism, communication, teamwork, understanding organisational policies, and effective travel planning.	This component helps students build confidence, manage stress, and cultivate a positive mindset. It focuses on goal-setting, self-reflection, and using feedback to support their personal growth and enhance their wellbeing.

Entry requirements

There are no specific entry requirements for this VQA T Level Foundation Course.

The course is primarily aimed at students aged 16-19 years, but may be suitable for students up to the age of 24 who have an Education, Health, and Care (EHC) plan.

NOTE: The T Level Foundation Year is designed to support students who may not yet have achieved a GCSE grade 4 or equivalent qualification in English and maths by providing targeted teaching and additional time to build their confidence and ability. Students who have not achieved the minimum requirement in English and maths will be expected to work towards achieving a GCSE grade 4 or a level 2 Functional Skills qualification during the course to meet the entry requirements for their chosen T Level route.

Key areas of learning

This T Level Foundation Course offers a balanced programme that helps students develop the essential technical knowledge, skills, and behaviours needed to progress onto a T Level within the Legal, Finance, and Accounting routes.

This includes an introduction to the core principles and industry-relevant practices drawn from the National Technical Outcome (NTO) for the T Level route.

Students will explore areas such as:

- criminal law
- sources of information required to investigate legal issues
- primary financial statements
- budgets and cashflow
- technological developments and their contribution to sustainability and business contexts
- administration or financial services
- client service
- legislation
- equity, diversity, and inclusion
- ethics.

These topics are designed to give students a strong foundation for the more advanced technical learning they will encounter on the T Level and will support their understanding of how technical knowledge is applied in real workplace settings.

English, maths, and digital skills, relevant to legal, finance, and accounting, and transferable skills such as communication, problem-solving, and teamwork will also be developed during the course.

There are opportunities for employer engagement, personal development, and work experience linked to the legal, finance and accounting industries, helping students build confidence, gain industry insight, and prepare for the expectations of the workplace.

Course structure

Students must complete the 3 Outcomes to achieve this T Level Foundation Course.

We have devised a simple, clear structure to showcase the knowledge and skills that students must be able to evidence to ensure they can successfully demonstrate each of the 3 outcomes. The layout comprises:

- technical knowledge and skills
- blended delivery (through a combination of theoretical and engaging, practical learning)
- supplementary delivery information for student stretch and challenge
- positive behaviours that may be demonstrated (such as professionalism, resilience).

The course provides the knowledge students must develop and the skills they are expected to demonstrate to fulfil the expectations of each outcome.

Each topic includes the essential knowledge, and the skills section details what students must be able to do in practice, ensuring that learning is applied and demonstrable within relevant contexts.

To support effective teaching and learning, each topic includes some suggestions on how the content can be taught.

Supplementary information is also provided to extend learning and encourage stretch and challenge for those who are ready to progress beyond the core requirements.

Outcome title	Guided learning hours (GLH)
O1: Apply research skills to assist with legal cases	50
O2: Measure the financial performance of a business	50
O3: Provide financial information to meet client needs	50
Total (GLH) **contact time, guidance, and supervision of a student for this course**	**150***

*** The Guided Learning Hours (GLH)** for this course are set at 150 hours to ensure appropriate provision for students with varying needs and to accommodate opportunities for stretch and challenge in each of the 3 outcomes.

English, maths, and digital skills in the T Level Foundation Course

English (communication), maths (numeracy), and digital skills are essential components of the T Level Foundation Course. Details of where these skills are embedded and developed are set out in the National Technical Outcome (NTO), linked in the website section of this specification, which outline the specific opportunities for teaching and application. Some skills will be explicitly taught, while others will be embedded through the delivery of the wider course content.

- **English (Communication)**: Communication skills will be developed through tasks that require students to articulate their ideas and present information clearly. These skills will be embedded within the context of the course, ensuring they are relevant to industry and student learning.
- **Maths (Numeracy)**: Numeracy skills are integrated into the qualification, particularly when students need to apply mathematical principles in real-world contexts. This includes tasks involving measurement, calculations, and data interpretation.
- **Digital Skills**: Digital skills will be embedded through the use of relevant software and tools that students will need in legal, finance and accounting. These skills will be developed and applied in context, ensuring students understand their practical applications.

Assessment

Assessment approach

All students must be assessed in English.

Centres are expected to create their own assessments that reflect the aims of this T Level Foundation Course, ensuring alignment with the National Technical Outcome (NTO) for the subject area. When designing them, tutors must consider the depth and breadth of knowledge allowed by each task.

The assessments may be on an individual outcome basis or designed holistically for the whole course across all 3 outcomes. Whichever approach is used, assessments should also reflect and align with the embedded English, maths, and digital skills.

Assessment might include a mix of:

- examinations
- assignments
- case studies
- projects
- observations.

Assessment activities should enable students to demonstrate the knowledge, skills, and behaviours outlined across all outcomes, showing how these can be applied in realistic, work-related contexts to support progression to T Level study or employment.

The specification does not prescribe a fixed approach, as this allows centres the flexibility to adapt delivery to their own context and to respond to the individual needs of students. Tutors should use their professional judgement to select methods that provide students with meaningful opportunities to apply and develop the required skills, whether in classroom, simulated, or workplace settings.

All assessments should be supported by appropriate internal quality assurance activities to make sure they are consistent, purposeful and support each student's progression, particularly when holistic assessment is used.

All assessments must be designed to ensure that students are appropriately prepared for the demands of the T Level route and reflect real-world applications.

Establishing consistency in assessment writing

Centres must implement appropriate and consistent assessment approaches to ensure student work is marked fairly and in line with VQA expectations.

All delivery staff must be familiar with the mandatory teaching content and assessment expectations and apply the same interpretation of knowledge and skill topics when designing and marking assessments.

Assessment should follow a standardised format to ensure consistency in language, structure, and level of demand.

Tutors must use clear marking criteria and participate in regular standardisation activities to agree on the pass standard. Processes must be in place to confirm the authenticity of student work, and centres should ensure a transparent, accessible procedure is available for students to appeal a fail decision.

Achievement and progression

This is an unregulated course, and assessment will take place throughout the year. The assessment model is based on a pass/fail outcome, with no grading.

To pass the course, tutors must be satisfied that the students have met the 3 outcomes.

It is essential that tutors actively monitor student progress and provide timely and constructive feedback, highlighting areas for improvement and reinforcing their achievements. This ongoing feedback will ensure that students are given every opportunity to address any challenges and stay on track to successfully demonstrate the outcomes by the end of the course.

Centres should ensure that the Student Certification Form, available in the T Level Foundation Course resources section on the website, is completed when claiming learner certificates. Certificates will not be issued without the submission of the completed form. Centres are required to submit the form via email to operations@vqa.org.

Health and safety considerations

Centres must ensure that all activities and tasks undertaken as part of this T Level Foundation Course are carried out with due regard to health and safety.

Students should only engage in activities within a supervised environment, or where appropriate, in a suitably controlled simulated setting. Centres are responsible for ensuring that all delivery and assessment activities comply with relevant health and safety requirements and safeguarding considerations.

Course Delivery

Monitoring student progress

Centres are expected to monitor students' progress throughout the course through regular tutor and student review points. Ongoing reviews should be used to identify each student's strengths and development needs, track progress in English, maths and digital skills, and monitor competency in employability skills and behaviours.

A range of methods should be used to review their progress, including regular feedback, formative assessments, and observations, with all activities documented to inform decisions about any additional support or interventions.

Students should be supported to take ownership of their learning and development by having a clear understanding of their goals and working with their tutors to agree on an individual development plan that sets out key objectives and milestones.

VQA has devised a number of templates to support the administration and delivery of this course. These can be accessed via the VQA website.

Adapted learning

Centres should take reasonable steps to ensure that all students are given fair access to learning and assessment opportunities. This includes anticipating potential barriers, adapting delivery methods where appropriate, and offering flexible arrangements that enable participation. Centres are encouraged to adopt a student-centred approach that reflects best practice in supporting diverse needs.

For more information, please refer to VQA's Reasonable Adjustments and Special Considerations Policy on our website.

Resources

All teaching materials and additional resources used to support the delivery of this foundation course must be age-appropriate. Centres should carefully consider student safeguarding and wellbeing when developing or sourcing materials in line with the centre's policies and procedures.

VQA has produced a Centre Resources Pack that includes a range of useful templates to support the assessment, ongoing monitoring, and pastoral support of your students.

This is a free, optional resource to support the administration of the T Level Foundation Course and may be accessed via the VQA website.

Personal development opportunities

Centres should include meaningful personal development and enrichment opportunities that help students to build the study skills, behaviours, and transferable skills needed for success on a T Level and in the workplace.

Additional enrichment opportunities, ideally aligned with students' intended T Level route or career goals, might include trips or volunteering activities, or participation in programmes such as The King's Trust.

Student pastoral support

Pastoral support is a vital part of any T Level Foundation Year and plays a key role in preparing students for progression to the demands of a T Level. Many students who register on a foundation year need encouragement, structure, and clear guidance to help them move forward.

A T Level Foundation Year should offer students tailored support to help them build confidence, resilience, and independence as they make the transition from GCSEs to level 3 study. This includes helping students to develop personal skills and support their wellbeing.

Centres should provide regular mentoring sessions as part of the pastoral support offer. These meetings will allow students to reflect on their progress, set goals, and address any issues at an early stage. Pastoral support should also monitor engagement, attendance, and personal development.

Safeguarding and mental health support are essential. Centres must have clear procedures in place to identify and respond to any wellbeing concerns, and students should have access to mental health services or signposting where needed. This is particularly important for students who are unsure of their next steps.

Support for students with special educational needs or disabilities (SEND) must be personalised, with appropriate adjustments made both in the classroom and during work experience activities. Centres should work closely with employers to ensure that any specific needs are understood and met. Overall, pastoral support should help ensure that every student feels supported, understood, and ready to progress confidently to their T Level.

Work preparation

Work experience is a key element of a T Level Foundation Year, supporting students to prepare for their T Level industry placement. Wherever possible, placements should align with the student's intended T Level route; however, alternative opportunities may be offered where employer availability is limited. All students should participate in meaningful, work-related activities and tailored workplace preparation, informed by an assessment of their individual work readiness.

Where a formal work placement is not possible, centres are encouraged to provide alternative forms of industry engagement to ensure students gain relevant and practical exposure to the workplace.

Preparation activities should cover core workplace knowledge and skills and may include:

- employer-led talks
- presenting projects to employers
- industry visits
- pre-placement site visits
- site visits
- mock interviews
- industry mentoring
- travel planning.

Centres must work closely with employers to ensure support and accessibility, safeguarding and health and safety considerations, including reasonable adjustments under the Equality Act 2010.

Student registration

Once approved to offer this T Level Foundation Course, centres must follow VQA's procedures for registering students. Student registration is at the centre's discretion, in line with equality legislation and health and safety requirements.

Centres must register students before any assessment can take place.

Progression after this course

This T Level Foundation Course aims to prepare students to progress onto a T Level. Successful students can progress to:

- T Level Technical Qualification in Legal Services
- T Level Technical Qualification in Finance
- T Level Technical Qualification in Accounting.

Students will need to apply for entry to the T Level via a centre's standard enrolment processes.

Where progression to a T Level is not appropriate for a student, centres will need to provide students with advice and guidance to support them in determining their next steps, which may include:

- a level 2 or level 3 study programme
- an apprenticeship
- employment.

Centres must provide appropriate careers guidance to help students plan their next steps and ensure the completion of any qualifications, including English and maths.

Staffing and Quality Assurance

All members of staff involved with the delivery of this T Level Foundation Course (tutors or internally quality assurance staff will need to be occupationally competent in the subject area. This could be evidenced by a combination of:

This could be evidenced by a combination of:

- a higher-level qualification in the same subject area.
- experience in the delivery/assessment/IQA of the course.
- work experience in the subject area.

Staff members will also be expected to have a working knowledge of the requirements of the foundation course and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the courses they assess or quality assure.

Tutor Requirements

Tutors who deliver this foundation course must possess a teaching qualification appropriate for the level. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessors

Staff who assess this foundation course must possess an assessing qualification appropriate for the level or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 or D32/D33.

Quality Assurance

Quality assurance for this VQA T Level Foundation course should be carried out by experienced professionals within the centre to ensure it meets learning standards.

Centres should implement regular checks on student progress, provide constructive feedback, and maintain a supportive environment. Centres should also ensure that staff delivering the course are suitably qualified and experienced. Additionally, centres will receive an annual request to provide samples of student work and confirmation of the qualifications of those involved in delivery.

Useful Websites

- Department for Education
- T Levels
- T Level Foundation Year Framework for Delivery
- The Skills Builder
- Barclays Life Skills
- Skills England

You may also find the following websites useful:

- National Technical Outcome Legal, Finance and Accounting

Teaching Content

Course structure

The structure of the T Level Foundation Course is informed by the National Technical Outcome (NTO) to ensure a comprehensive and cohesive learning experience for the students.

Each outcome is underpinned by a clear rationale, providing context for its relevance to support progression to a T Level.

The content is divided into **knowledge** and **skills** to support a focused and progressive approach to learning.

We provide **supplementary information** to deepen understanding and offer opportunities for stretch and challenge, ensuring students are encouraged to reach their full potential and support progression to level 3 study.

Additionally, English, maths, and digital skills are embedded throughout the course, with guidance on how these competencies may be integrated into learning activities.

The course also includes a strong emphasis on **transferable skills** and **behaviours**, preparing students for successful progression in both their further studies to a T Level and to future employment.

Outcome 1 (O1): Apply research skills to assist with legal cases

This outcome focuses on developing students' research skills, including researching case law related to criminal offences and sentencing. Students will use legal texts and online resources to find and reference relevant information, preparing them for T Level concepts in the Legal, Finance, and Accounting route.

The outcome develops transferable skills such as planning, analysis, and self-management, which are essential for workplace investigations. Students will develop their communication skills by working with legal texts and producing clear documentation. Numeracy skills will be applied to create tables and graphs that support data analysis, while digital skills will be used to enhance research and assist with drafting documents.

Students will also practise primary and secondary research methods, including court observations and role-playing client interviews.

Knowledge Topic 1: Law	
	The student must understand:
K1	Law: definition, need, and classifications

K2	Legal precedent: advantages and disadvantages
K3	Criminal law: types of crime (against property and the person), prosecution process, and types of sentences
K4	Police: structure of a police force, lawful arrest and detention, and lawful search of people and premises
K5	Civil action: tribunals and dispute resolution
K6	Consumers: sale of goods, consumer rights, and remedies

Tutor guidance:

K1 Law: definition, need, and classifications:
Tutors should explain the **definition** of Law, outlining the **need** for law in maintaining safety, resolving disputes, and promoting fairness. Students should explore the **classifications (criminal law**, **civil law**, **contract law**, and **law of torts)** and how each applies in different contexts.

K2 Legal precedent:
Tutors should introduce the concept of **legal precedent** (e.g. statute and case law). Students should explore the **advantages** and **disadvantages**.

K3 Criminal law:
Tutors should outline **criminal law** as dealing with offences against society. Students should explore **types of crime (against property and person)** and the **prosecution process (steps involved in the preparation for trial, trials and sentencing, roles of personnel during the prosecution process** and **types of sentences)**.

K4 Police:
Tutors should explain the **structure of the police force** and how departments work together to maintain order. Students should explore the procedures for **lawful arrest, detention, lawful search** of **people** and **premises**.

K5 Civil action:
Tutors should introduce **civil action** in the context of **tribunals** and **dispute resolution** including the role of **contracts**, the **parties** that may be involved, and the basic **rules** of this type of action.

K6 Consumer remedies:
Tutors should introduce **consumer rights** in relation to the **sales of goods**. Students should explore **consumer remedies (buyer reasons for goods at fault, seller rights and duties).**

Supplementary information to support stretch and challenge:

The tutor could introduce:
1. appropriateness of sentencing after trial.

Knowledge Topic 2: Information and Data	
	The student must understand:
K7	Sources of information required to investigate legal issues: purpose, typical content, typical format, and terminology
K8	Types of information (including social media) and data created and recorded when investigating legal issues

K9	Factors to consider when using information and data: confidentiality, privacy, intellectual property, and security
K10	Types of documents used to record primary data
K11	Key elements of data: qualitative, quantitative, primary, secondary, discrete, continuous, structured, unstructured, advantages and disadvantages, and suitability for purpose
K12	Research briefs: purpose, characteristics, terminology, and place in the development process of legal precedence

Tutor guidance:

K7 Sources of information:
Tutors should introduce the **sources of information (social listening tools, client reviews)** used to **investigate legal issues.** Students should explore their **purpose, typical content, formats** and key **terminology** found in common sources of information when investigating legal issues.

K8 Types of information:
Tutors should explain the **types of information and data created and recorded** when **investigating legal issues**. This should include **social media** (e.g. posts, messages, location tags).

K9 Factors to consider when using information and data:
Tutors should explain key **factors to consider when using information and data**, including **confidentiality, privacy, intellectual property, and security**. Students should understand how to apply these when handling information during investigations.

K10 Types of documents:
Tutors should introduce **documents used to record primary data** (e.g. witness statements, recording an interview) and highlight their importance in investigations.

K11 Key elements of data:
Tutors should guide students to identify different **types and characteristics of data** and compare their **advantages, disadvantages, and suitability for purpose: qualitative** (e.g. witness statements), **quantitative** (e.g. number of crimes reported), **primary** (e.g. CCTV footage), **secondary** (e.g. published crime statistics), **discrete** (e.g. number of arrests), **continuous** (e.g. sentence length in months), **structured** (e.g. police interview form), and **unstructured** (e.g. free-note witness interviews).

K12 Research briefs:
Tutors should introduce **research briefs** and their role in investigating **legal precedent**. Students should explore their **purpose**, **characteristics,** and basic key **terminology** within them.

Supplementary information to support stretch and challenge:

The tutor could introduce:
2. complex research analysis methods: descriptive statistics, data mining, prescriptive analysis, narrative inquiry.

Knowledge Topic 3: Investigation

The student must understand:

K13	Data collection: methods, purpose, suitability, types of data, data gathering research tools
K14	Validity of information and data: accuracy, reliability, currency, and bias
K15	Referencing of sources: techniques used to reference sources directly, paraphrasing, and different types of sources
	Tutor guidance:
K13 Data collection: Tutors should introduce **data collection methods** (e.g. client reviews, questionnaires), including **purpose, suitability, the types of data that can be collected, data gathering research tools, questionnaires, and interviews**. **K14 Validity of information and data:** Tutors should explain the **validity of information and data** that may be collected during an investigation, including its **accuracy**, **reliability**, **currency**, and potential **bias**. **K15 Referencing of sources:** Tutors should explain the importance of **referencing sources** and guide students to use **direct referencing** and **paraphrasing**. Students should identify **different source types** (e.g. books, websites, social listening tools) and how to references these correctly.	
	Supplementary information to support stretch and challenge:
The tutor could introduce: 1. how to reference using the Harvard and Vancouver referencing styles.	

Knowledge Topic 4: Communication	
	The student must understand:
K16	Principles of effective communication: conventions of different types of written communication, and suitability for different types of audiences
K17	Reading: principles, reading for comprehension, identifying salient points, summarising key points, and synthesising information from different sources
K18	Spelling, punctuation, and grammar (SPAG): punctuation markers, grammatical conventions, and spelling of key technical and non-technical terminology
	Tutor guidance:

K16 Principles of effective communication:
Tutors should introduce the **principles of effective communication,** focusing on the **conventions of different types of written communication** and their **suitability for different types of audiences**. Tutors should teach this using the following examples: **client care letters (key case information, client support, and costs), witness statements (reference number incident, or case name, statement of fact(s) numbered, and signature),** and **minutes of meetings (record of attendance, decisions, actions, and owners)**.

K17 Reading:
Tutors should introduce the **principles of reading** and guide students to focus on **reading for comprehension**, **identifying salient points,** and **summarising key information.** Tutors should explain how to **synthesise information from different sources** (e.g., case summary, witness statement).

K18 Spelling, punctuation, and grammar (SPAG):
Tutors should introduce **spelling, punctuation, and grammar (SPAG)**, focusing on **punctuation markers**, **grammatical conventions**, and the **spelling of key technical and non-technical terminology**.

Knowledge Topic 5: Numeracy	
	The student must understand:
K19	Data analysis: techniques used to identify patterns and variances, trends, and correlation
K20	Visual representation of data: techniques, formats, benefits, and limitations
	Tutor guidance:

K19 Data analysis:
Tutors should introduce **data analysis techniques** to help students identify **patterns, variances, trends, and correlations** in data (e.g., identifying a trend in a line graph).

K20 Visual representation of data:
Tutors should introduce a **visual representation of data** (e.g., graphs, tables), covering **techniques, formats, benefits, and limitations**.

Knowledge Topic 6: Digital	
	The student must understand:
K21	Software: features, functions, and applications for legal research platforms
K22	Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility, and formats
K23	Online/Internet searches: techniques used to carry out and refine searches, Search Engine Optimisation (SEO), and its implications for search results
K24	Social media: platforms, features, uses, audiences, benefits and limitations, and implications for use
	Tutor guidance:

K21 Software:
Tutors should introduce **software features and functions** for **legal research platforms**, including **new and emerging technologies** (e.g., **case management systems, legal research engines**, and **artificial intelligence (AI),** such as AI-enabled research platforms**)**. Students should identify how these tools help with searching, organising, and analysing legal information.

K22 Management of digital information and data:
Tutors should introduce the **management of digital information and data**, focusing on **classification, organisation**, and **naming conventions**. Exploring **storage systems**, **protection methods** (e.g., passwords), **accessibility, and** common **formats** for digital data (e.g., cloud platform, organising files by code instead of name).

K23 Online/Internet searches:
Tutors should introduce **online/internet search techniques**, guiding students on how to carry out and **refine searches** (e.g., by using technical terminology**)** effectively. Students should explore **Search Engine Optimisation (SEO)** and its impact on **search results** (e.g., ranking of websites).

K24 Social media:
Tutors should introduce **social media platforms**, identifying their **features, uses**, and **target audiences**. Students should explore the **benefits** and **limitations** of using social media for legal research or communication. Tutors should highlight the **implications for use** (e.g., to reach out to witnesses of a crime to come forward).

Outcome 1 (O1): Apply research skills to assist with legal cases

Students will develop transferable skills essential for legal research and investigations, including planning, analysis, and self-management, which are key in workplace settings. Communication skills, particularly written communication, will be strengthened through engaging with legal texts and producing clear documentation. Numeracy skills will support data analysis through creating tables, charts, and graphs, while digital skills will aid in researching and drafting documents.

Students will also develop critical thinking by selecting and applying appropriate research methods, including primary and secondary sources, and presenting their findings effectively.

Skill Topic 1: Planning	
	Students must be able to:
S1	Identify discrete steps required to achieve an outcome
S2	Estimate time and resources required to achieve an outcome
S3	Prioritise activities required to achieve an outcome

S4	Sequence activities required to achieve an outcome
S5	Coordinate activities required to achieve an outcome

Skill Topic 2: Analysing	
	Students must be able to:
S6	Identify common features in information
S7	Organise common features into types
S8	Discern patterns in information
S9	Deconstruct information
S10	Classify information
S11	Order information

Skill Topic 3: Investigating	
	Students must be able to:
S12	Develop search criteria, hypotheses, and queries to support research into legal issues, market, and supplier investigation
S13	Identify sources of information and data required for an investigation
S14	Reference sources of information with attention to detail
S15	Interrogate information and data for validity
S16	Design tests related to a hypothesis

Skill Topic 4: Critical thinking	
	Students must be able to:
S17	Effective questioning to elicit information
S18	Evaluating pros and cons of information provided
S19	Apply logic and reasoned argument to information presented
S20	Draw evidence-based conclusions

Skill Topic 5: Self-managing

	Students must be able to:
S21	Manage own time in achieving objectives
S22	Set personal goals

Skill Topic 6: Self-reflecting	
	Students must be able to:
S23	Identify success criteria
S24	Consider process and evidence
S25	Making judgements

Skill Topic 7: Communicating	
	Students must be able to:
S26	Synthesise information and data from different sources
S27	Summarise information and data
S28	Apply technical language in relevant contexts
S29	Create documents appropriate to purpose and audience
S30	Produce clear and coherent texts
S31	Interpret information and data presented in different formats
S32	Apply appropriate vocabulary, grammar, form, structural, and organisational features to reflect audience, purpose, and context

Skill Topic 8: Numeracy skills	
	Students must be able to:
S33	Construct tables, charts, graphs to present information and data

Skill Topic 9: Interpreting data	
	Students must be able to:
S34	Identify common features in data sets presented numerically and graphically

Skill Topic 10: Digital skills
Students must be able to:

S35	Organise digital information
S36	Store digital information securely
S37	Retrieve digital information
S38	Apply software functions to input and combine text and other source materials
S39	Apply software functions to summarise and display data
S40	Apply software functions to format documents

Behaviours		
B1 Focused	**B2** Independent	**B3** Perceptive

Outcome 2 (O2): Measure the financial performance of a business

This outcome focuses on measuring the financial performance of a business through developing key accounting knowledge and skills.

Students will learn about accounting processes, budgeting, budget control, and how finance and accounting interrelate to support business success. They will apply analytical, communication, numeracy, and digital skills to tasks such as interpreting trial balances, preparing financial statements, and forecasting cash flow.

The outcome also introduces key business concepts, including ownership, governance, finance, and sustainability, as well as the legal frameworks and technological developments that influence business performance. Students will use data and effective communication to present financial information accurately and securely, preparing them for further study at level 3.

Knowledge Topic 1: Accounting	
	The student must understand:
K1	Trial balance: format, layout, nominal ledger accounts, and accounting periods
K2	Primary financial statements: understandability, relevance, reliability, completeness, comparability, and timeliness
K3	Budget: budgeting and budgetary control
K4	Cashflow: cash inflows, cash outflows, and cash flow forecasting
	Tutor guidance:

K1 Trial balance:
Tutors should introduce the **purpose of a trial balance** as a summary of **nominal ledger accounts**. Students should learn the **format**, including **assets, purchases, expenses, liabilities, equity, and revenue**, and **trial balance layout**, showing **closing account balances** for all **nominal ledger accounts** on the **final day of the accounting period**.

K2 Primary financial statements:
Tutors should introduce **primary financial statements** and their role in showing a business's financial position and performance. Tutors should highlight the principles of **understandability, relevance, reliability** (faithful representation), **completeness, comparability,** and **timeliness**. Tutors should outline the **layout** for **sole traders, partnerships, and limited companies.**

K3 Budget:
Tutors should describe what a budget is and summarise how **budgeting** supports planning and resource allocation, and how **budgetary control** compares actual and planned results to identify issues and improve future budgets.

K4 Cash flow:
Tutors should describe what is meant by **cash flow** and identify **cash inflows** (e.g., **sales, rent received,** and **loans)** and **cash outflows** (e.g., **suppliers, employees,** and **overheads**). Tutors should introduce **cash flow forecasting** (e.g., planning income and expenses for a small business or event)

Supplementary information to support stretch and challenge:

The tutor could introduce:

2. double-entry bookkeeping and how it can transform business transactions into accounting records

Knowledge Topic 2: Business	
	The student must understand:
K5	Business organisations: types of ownership, governance, common structures, aims and values, products and services provided, types of risks and rewards, interrelationships and their contribution to business success, the purpose of the finance function in the business, and their influence on business activities and decisions
K6	Finance: key financial terms; sources, concepts of profit, revenue, expenditure, and budgeting, how they are tracked, controlled, and measured, and how they contribute to business success
K7	Legal frameworks: simplicity, transparency, fairness and accountability, and terms of engagement
	Tutor guidance:

K5 Business organisations:
Tutors should introduce **types of business ownership** (e.g., sole traders, partnerships, limited companies), including identifying the **common structures** and **governance** of them. Students should identify how **aims, values, products,** and **services** contribute to **risks** (e.g., stocking a new product)**, rewards** (e.g., increased sales), and **business success**. Tutors should outline the **finance function's purpose** within a business **and their influence on business activities and decisions** (e.g., payroll and budgeting).

K6 Finance:
Tutors should explain **key financial terms,** including **sources, concepts of profit, revenue, expenditure,** and **budgeting.** Students should identify **how they are tracked, controlled, and measured,** and contribute to **business success**.

K7 Legal frameworks:
Tutors should give a basic overview of how **legal frameworks (**e.g., health and safety, employment, and consumer law) promote **simplicity, transparency, fairness,** and **accountability** in business. Students should identify examples of **terms of engagement**, e.g., employment or supplier contracts.

Supplementary information to support stretch and challenge:

The tutor could introduce:

3. Key Performance Indicators (KPIs) for business performance and how they are measured
4. identification of areas for business improvement
5. ethical standards: purpose and value, behaviours, attitudes, and interrelationship.

Knowledge Topic 3: Sustainability	
	The student must understand:
K8	Technological developments and their contribution to sustainability and business contexts
K9	Sustainable development: national and international development goals, purpose of targets, associated benefits of sustainability actions to organisations, societies, and environments, factors affecting organisations, societies and environments, restrictions, and permissions

Tutor guidance:

K8 Technological developments:
Tutors should briefly outline how **technological developments** support **sustainability** in business (e.g., energy-efficient machinery improving efficiency and reducing the use of electricity).

K9 Sustainable development:
Tutors should outline **sustainable development** by identifying **national and international development goals**. Students should identify the **purpose and benefits** of **sustainability targets and actions for organisations, societies, and the environment.** Students should identify **factors affecting organisations** (green finance)**, societies, and the environment,** including **restrictions** (e.g., laws regulating pollution) and **permissions** (e.g., licenses to use natural resources).

Knowledge Topic 4: Information and data	
	The student must understand:
K10	Types of information and data created and recorded when measuring business performance
K11	Types of documents used to record primary data
	Tutor guidance:
K10 Types of information and data: Tutors should identify **types of information and data** (e.g., profit, expenses, customer feedback) that businesses **create and record** to help **measure business performance**. **K11 Types of documents:** Tutors should identify the **types of documents used to record primary data**. Students should (e.g., surveys, stock-take checklists).	

Knowledge Topic 5: Communication	
	The student must understand:
K12	Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal), styles (formal, informal), conventions of different types of written communication, and suitability for different purposes and audiences
K13	Reading: principles, reading for comprehension, identifying salient points, summarising key points, and synthesising information from different sources
K14	Spelling, punctuation and grammar (SPAG): punctuation markers, grammatical conventions, and spelling of key technical and non-technical terminology
K15	Vocabulary: technical and non-technical, use to achieve particular effects and for different purposes
	Tutor guidance:

K12 Principles of effective communication:
Tutors should explain that **effective communication** is a **two-way process** of **sending and receiving messages**. Students should explore **verbal, non-verbal methods** of communication, **formal** and **informal styles** communication, and the **conventions of different types of written** communication e.g., reports and emails). Tutors should emphasise matching communication to its **purpose and audience.**

K13 Reading:
Tutors should support students to apply **reading principles** for **comprehension**, helping them **identify salient points**, **summarise key points,** and **synthesise information** from multiple sources.

K14 Spelling, punctuation, and grammar (SPAG):
Tutors should reinforce accurate **spelling, punctuation, and grammar**, focusing on **punctuation markers**, correct **grammatical conventions**, and the spelling of **technical and non-technical terminology.**

K15 Vocabulary:
Tutors should support students to use **technical and non-technical vocabulary** appropriately for **different purposes and effects.**

Knowledge Topic 6: Numeracy	
	The student must understand:
K16	Numbers and the number system: techniques for application of the four operations (addition, multiplication, division, subtraction), working with whole numbers, fractions, decimals, and percentages
	Tutor guidance:
K16 Numbers and the number system: Tutors should develop students' confidence in using techniques to apply the **four operations —addition, subtraction, multiplication,** and **division** and working with **whole numbers, fractions, decimals,** and **percentages**.	

Knowledge Topic 7: Digital	
	The student must understand:
K17	Software: feature, functions, and applications for management accounting
K18	Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility, and formats
K19	Protection of business data: legal framework, risks, software, and procedures
	Tutor guidance:

K17 Software:
Tutors should introduce **software features, functions,** and **applications** used in **management accounting** (e.g., tracking expenses using accounting tools or creating a budget using a spreadsheet).

K18 Management of digital information and data:
Tutors should explain how to **classify and organise digital information** using **naming conventions** and appropriate **storage systems**. Students should explore **protection methods** (e.g., passwords, codes instead of names) to secure data, ensure **accessibility**, and use suitable **formats**.

K19 Protection of business data:
Tutors should give a basic overview of the **legal frameworks** surrounding **business data protection**, including relevant **risks** and the importance of using correct **software** and **procedures** to safeguard information.

Outcome 2 (O2): Measure the financial performance of a business

This outcome will develop transferable skills in analysis, communication, numeracy, and digital literacy essential for interpreting and presenting financial information. Students will analyse data, produce formal reports using appropriate technical language, and perform key calculations such as revenue, profit, and ratios.

They will also use digital tools to organise, process, and present financial data securely and professionally, preparing them for progression to level 3 study and future workplace applications.

Skill Topic 1: Analysing	
	Students must be able to:
S1	Identify common features in information
S2	Organise common features into types
S3	Discern patterns in information
S4	Deconstruct information
S5	Classify information
S6	Order information

Skill Topic 2: Communicating	
	Students must be able to:
S7	Engage an audience

S8	Summarise information and data
S9	Apply technical language in relevant contexts
S10	Apply written communication techniques to produce formal reports following standard conventions
S11	Create documents appropriate to purpose and audience
S12	Produce clear, coherent texts
S13	Interpret information and data presented in different formats
S14	Apply appropriate vocabulary, grammar, form, structural, and organisational features to reflect audience, purpose and context

Skill Topic 3: Numeracy skills	
	Students must be able to:
S15	Apply the four operations to calculate breakeven, percentages and percentage changes, revenue costs and profits, and profit margins
S16	Apply formulae to calculate current and liquidity ratios

Skill Topic 4: Digital skills	
	Students must be able to:
S17	Organise digital information
S18	Apply software functions to format cells, rows, and columns
S19	Apply software function to use formulae and tools to summarise and display data
S20	Apply software functions to generate charts and graphs
S21	Apply software functions to protect privacy and data
S22	Apply advanced techniques to produce digital presentation materials

Behaviours			
B4 Integrity	**B5** Responsible	**B6** Professional	**B7** Take responsibility for sustainable outcomes

Outcome 3 (O3): Provide financial information to meet client needs

This outcome develops knowledge of how financial products and services meet different client needs within legal and financial service environments.

Students will learn how to identify, clarify, and accurately record client requirements, emphasising the importance of clear communication, particularly when working with vulnerable clients..

The outcome introduces key financial products aligned with the Finance T Level and explores how customer service principles apply in both face-to-face and telephone-based client interactions. Students learn about professional expectations, including ethical conduct, confidentiality and responsible handling of client information, reflecting the increasing scrutiny on financial sector roles. Digital knowledge will be developed through understanding how booking systems and client record tools are used to manage interactions and present financial information.

Knowledge Topic 1: Finance	
	The student must understand:
K1	Administration for financial services: format and content of personal loan applications, credit assessment reports, client payment options, and terms
K2	Financial services products: purpose and key features of current and savings accounts, mortgages, investments, pensions, loans, and insurance
	Tutor guidance:
K1 Administration for financial services: Tutors should introduce administration for **financial services** by identifying the **format** and **content of personal loan applications (personal details, interest charged, repayment schedule, term of loans, and security)** and a basic **credit assessment report (date**, **credit limit**, **account balance,** and **payment history).** Tutors should guide students to recognise how **client payment options** and **terms** are presented. **K2 Financial services products:** Tutors should introduce **financial services products** by outlining the **purpose and key features of savings accounts**, **mortgages**, **investments**, **pensions**, **loans** and **insurance**, using straightforward examples of **types, payment** options, and **limits** (e.g., a basic savings account limit, personal loan repayment schedule).	

Knowledge Topic 2: Clients	
	The student must understand:
K3	Client service: principles, client needs, client satisfaction, client care, and lifestyle factors affecting needs
K4	Equity, diversity, and inclusivity: individual characteristics and needs, impact of client cultural, racial, and socio-economic background on financial choices
K5	Client types: individual, small, and large organisations
K6	Promotion of confidence between the client and the business
K7	Promotion of high standards, understanding goals, and giving clear messages
	Tutor guidance:

K3 Client service:
Tutors should highlight client **service principles** and link these with **client needs, care and satisfaction**. Tutors should use **lifestyle factors** (e.g., age, employment status, or family commitments) to show how financial needs change.

K4 Equity, diversity, and inclusivity:
Tutors should explain how **equity, diversity,** and **inclusivity** relate to individual **characteristics and needs** and how **cultural, racial,** and **socio-economic backgrounds** affect financial choices (e.g., loan explanations for clients with language barriers or offering fee-free products to low-income customers).

K5 Client types:
Tutors should identify different **client types: individuals**, small **businesses,** and **large organisations** and use basic examples to understand how their financial needs differ.

K6 Promotion of confidence:
Tutors should explain how **promoting confidence** between the **client and the business** is beneficial and use simple examples to highlight how this can be achieved (e.g., by using clear communication to avoid misunderstanding, being honest and transparent).

K7 Promotion of high standards:
Tutors should explain how promoting **high standards** and giving **clear messages** helps to build client trust and maintain professionalism. Students should explore how **understanding client goals** supports accurate advice and positive outcomes.

Supplementary information to support stretch and challenge:

The tutor could introduce:
1. skills of critical thinking and decision making

Knowledge Topic 3: Business	
	The student must understand:
K8	Legislation: legal framework, key legislation, and key requirements of legislation

Tutor guidance:

K8 Legislation:
Tutors should introduce the **legal frameworks** that underpin **financial service regulation** by identifying the basic **key legislation** and **key requirements** (e.g., Consumer Credit Act, The Companies Act, and The Financial Services and Markets Act). Tutors should also identify the **impact** of legislation on **job roles** (e.g., responsibilities) and the consequences of **non-compliance** (e.g., fines, disciplinary action, or reputational damage).

Knowledge Topic 4: People	
	The student must understand:
K9	Equity, diversity, and inclusion: definitions, principles, typical content of organisational policies, value of an equal, diverse, and inclusive workforce for an organisation, potential issues associated with different roles and activities, reasonable adjustments, and the effect of unconscious bias on performance
K10	Ethics: definition and characteristics of ethical behaviour

K11	Professional behaviours: definitions and how behaviours are demonstrated
	Tutor guidance:
K9 Equity, diversity and inclusion: Tutors should revisit this topic and identify **definitions and principles** of **equity, diversity,** and **inclusion**, and how they are reflected in **organisational policies**. Students should explore the **value of an equal, diverse, and inclusive workforce.** Tutors should also discuss **potential issues linked to different roles and activities,** such as limited accessibility in customer-facing roles or unequal opportunities in promotion and the importance of **reasonable adjustments** (e.g., allowing regular breaks for an employee with a disability), and the impact of **unconscious bias on performance** (e.g., treating one client more favourably than another). **K10 Ethics:** Tutors should introduce the **definition** and **characteristics** of **ethical behaviour** (e.g. integrity, respect, fairness, and accountability). Students could explore how ethical behaviour involves acting in ways that are consistent with accepted moral principles. **K11 Professional behaviours:** Tutors should introduce **professional behaviours** by **defining** expected conduct in financial services roles and **demonstrating behaviours** (e.g., accuracy when recording loan application data, data protection and honest advice).	
	Supplementary information to support stretch and challenge:
The tutor could introduce: 2. working with a range of individuals, taking different roles within a team	

Knowledge Topic 5: Information and data	
	The student must understand:
K12	Factors to consider when using information and data: confidentiality, privacy, intellectual property, and security
	Tutor guidance:
K12 Factors to consider when using information and data: Tutors should identify the key **factors to consider when using information and data**, including **confidentiality, privacy, intellectual property,** and **security** (e.g., respecting copyright when using online materials, using passwords to protect documents).	

Knowledge Topic 6: Communication	
	The student must understand:
K13	Principles of effective communication: two-way process (send and receive messages), methods (verbal, non-verbal), styles (formal, informal), conventions of different types of written communication, and suitability for different purposes and audiences
K14	Reading: principles, reading for comprehension and identifying salient points
K15	Vocabulary: technical and non-technical, used to achieve particular effects and for different purposes
K16	Listening techniques: active and deep
K17	Non-verbal communication: meaning of different types of body language and how they may be presented, types and value of images and support materials as visual aids, and impact of non-verbal communication to support comprehension of key messages
K18	Oral communication: pitch, tone, and intonation and their impact on how a message is received
K19	Positive communication: techniques and their application to providing information about financial products and services to meet individual client needs
K20	Engaging with an audience: techniques for establishing rapport, in conversation, in discussion, and obtaining and clarifying information
	Tutor guidance:

K13 Principles of effective communication:
Tutors should explain the principles of effective communication. Students should explore **the importance of making accurate product** and **service claims**. Students should understand that communication is **a two-way process**, involving **sending** and **receiving** messages**, using methods** of **verbal** and **non-verbal** communication, and applying different **styles** of **formal** and **informal communication**. Students should explore the **conventions** of different types of **written** communication and the **suitability** for **different purposes** and **audiences** when developing marketing propositions for the sustainability agenda.

K14 Reading:
Tutors should support students to apply **reading principles** to understand and interpret information (e.g., financial statements, loan terms). Students should practise **reading for comprehension** and **identifying salient points.**

K15 Vocabulary:
Tutors should explain how to use both **technical and non-technical** vocabulary, exploring how this is used to **achieve** particular effects and for different **purposes** (e.g., technical terms in a financial report and simpler, non-technical language when explaining information to a client).

K16 Listening techniques:
Tutors should outline listening techniques, including **active** and **deep** listening (e.g., clarifying client needs based on financial examples such as payment concerns or term flexibility).

K17 Non-verbal communication:
Tutors should identify different types of **body language** and **how they may be presented**. Students should explore the **types and value** of **images and support materials as visual aids** and understand the impact of **non-verbal communication** in **supporting comprehension of key messages** e.g., using gestures to emphasise points to clients or visual charts to clarify data in a presentation).

K18 Oral communication:
Tutors should introduce the concepts of **pitch**, **tone**, and **intonation** in oral communication. Students should explore how these elements can **impact** how a message is received and understood (e.g., using a calm tone when speaking with a distressed client or adjusting pitch to maintain interest during a presentation).

K19 Positive communication:
Tutors should explain **positive communication techniques** and **their application to providing** accurate and helpful information about **financial products and services**. Students should explore how to adapt communication to meet **individual client needs** (e.g., using clear, reassuring language when explaining loan options, or checking understanding through active listening).

K20 Engaging with an audience:
Tutors should explain **techniques for establishing rapport** in **conversation and discussion.** Students should practise obtaining and **clarifying information** (e.g., using active listening and questioning to confirm a client's understanding, using positive body language to build trust during discussions).

Knowledge Topic 7: Numeracy	
	The student must understand:
K21	Visual representation of data: techniques, formats, benefits, and limitations
	Tutor guidance:
K21 Visual representation of data: Tutors should introduce the **visual representation of data** and identify common **techniques and formats**. Students should explore the **benefits and limitations** of basic examples.	

Knowledge Topic 8: Digital	
	The student must understand:
K22	Software: features, functions, applications for recording client services and applications
K23	Management of digital information and data: classification and organisation, naming conventions, storage systems, protection methods, accessibility, and formats
K24	Protection of client data: legal framework, risks, software, and procedures
	Tutor guidance:
K22 Software: Tutors should introduce **software features, functions,** and **applications** used for **recording client services and applications** (e.g., using a CRM system to log client interactions or update service records). **K23 Management of digital information and data:** Tutors should explain how to manage **digital information and data** through effective **classification and organisation**. Students should learn to use clear **naming conventions** (e.g., organising client files in shared folders, using passwords for security, and saving documents as PDFs for consistency). **K24 Protection of client data:** Tutors should explain the **legal framework** for **protecting organisational and client data** and the importance of following secure **software** and **procedures** to reduce **risks** (e.g. secure passwords and complying with data protection laws like GDPR).	
	Supplementary information to support stretch and challenge:
The tutor could introduce: 3. Use of advanced digital tools to work with complex communications	

Outcome 3 (O3): Provide financial information to meet client needs

This outcome focuses on developing a range of skills essential for providing financial information and client support. Students will build the transferable skill of self-reflection by seeking feedback, evaluating their performance, and making informed judgements about their work. Communication skills will be developed through articulating messages for

specific audiences and demonstrating professionalism when engaging with vulnerable or at-risk clients.

Students will also strengthen their oral communication skills through role play and client interactions, practising effective speaking and listening. In addition, students will apply digital skills to use booking systems, maintain client records, and present financial information digitally, while developing the ability to record client instructions and requirements accurately.

Skill Topic 1: Evaluating	
	Students must be able to:
S1	Identify indicators
S2	Make judgements against indicators

Skill Topic 2: Observing	
	Students must be able to:
S3	Identify relevant details of the audience
S4	Listen to comments, questions, and answers

Skill Topic 3: Self-reflecting	
	Students must be able to:
S5	Identify success criteria
S6	Consider process and evidence
S7	Making judgements

Skill Topic 4: Communicating	
Students must be able to:	
S8	Engage an audience
S9	Summarise information and data
S10	Apply technical language in relevant contexts
S11	Apply active listening techniques to clients to understand their needs
S12	Apply oral communication techniques to obtain and clarify information and data
S13	Apply oral communication skills to clearly articulate a message

S14	Apply non-verbal communication techniques to support communication
S15	Engage in conversation, listening and responding to questions and feedback
S16	Shows respect for others' views and opinions
S17	Apply an inclusive approach to engaging with others

Skill Topic 5: Recording	
	Students must be able to:
S18	Capture client requirements accurately

Skill Topic 6: Interpreting data	
	Students must be able to:
S19	Identify common features in data sets presented numerically and graphically

Skill Topic 7: Digital skills	
Students must be able to:	
S20	Apply software functions to manage flow of communications
S21	Apply software functions to record client requests and their applications

Behaviours		
B8 Resilient	**B9** Assertive	**B10** Respectful

Appendix 1

Level 2 Command Verbs

These command verbs require students to demonstrate their understanding of facts, ideas, or concepts.

Command word	Definition
Apply	Use knowledge or understanding in a familiar situation to complete a task
Assess	Make a judgement about the value or importance of something using simple reasoning
Calculate	Work out the value of something, showing relevant working out
Choose	Select the most appropriate option from a limited range
Classify	Group items based on shared features or characteristics
Compare	Examine in detail and identify similarities and differences between them
Define	Give a definition or specify the meaning of an idea or concept

Command word	Definition
Demonstrate	Show understanding of a process or concept through simple examples, actions, or explanations
Describe	Give a detailed account of a subject or set out its characteristics or features
Discuss	Present key points about different ideas or strengths and weaknesses of an idea
Estimate	Make an approximate judgement or calculation based on known information
Explain (why)	Set out purposes or reasons, or make something clear in relation to a particular situation
Explain how	Provide a detailed account of a process or way of doing something
Give examples	Provide specific cases or instances that support or illustrate a point
Identify	Select from a list of options, point something out or give a list of main features
Illustrate	Explain or clarify something using examples, diagrams, or comparisons
Interpret	Explain the meaning of information or data
List	Provide a series of items or points without explaining or describing in detail
Outline	Set out the main characteristics or features
Plan	Outline basic steps or actions needed to achieve a goal, showing understanding of the order or purpose of each step
Record	Accurately document information, actions, observations, or results
Select	Choose the most appropriate option from a limited range, showing understanding of why it fits the given purpose or situation
Show	Present or demonstrate understanding through action, response, or simple explanation in a familiar setting
State	Express in clear, brief terms
Suggest	Apply knowledge to a new situation to provide a reasoned explanation
Summarise	Give a brief account of the main points or ideas
Use	Apply a tool, technique or method correctly and safely in a familiar context, following set procedures or instructions

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