

Relationship Manager (Banking)

Assessment Plan

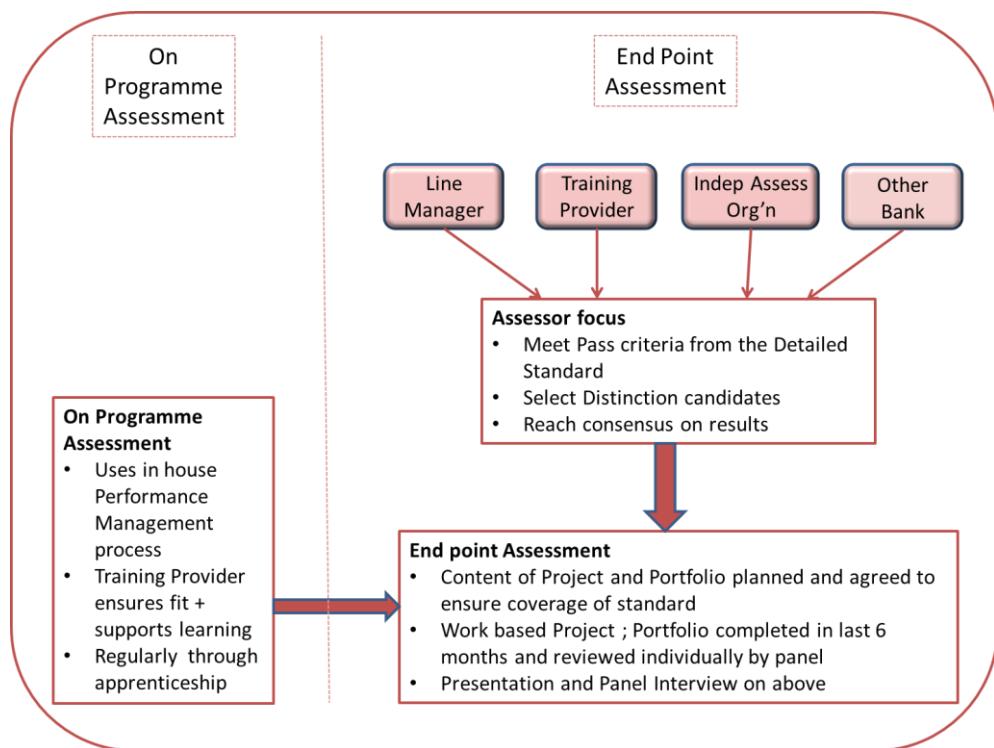
1. Introduction and Overview

The Relationship Manager (Banking) is an apprenticeship that takes 3-4 years to complete and is at a Level 6. It forms a key component of the career path options for young people entering Banking, an alternative entry route to a graduate programme yet with a similar end point. It is expected to have relatively small numbers of people completing it at any one time and the role is relatively complex in both business and regulatory terms. The assessment approach has been designed with these features in mind.

From the employer's perspective, the assessment approach should:

1. Have maximum relevance to the job wherever possible
2. Integrate with Business As Usual (BAU) processes wherever possible
3. Add value to the apprentice's journey, both during and at the end of the apprenticeship
4. Give assurance to the employer that the apprenticeship is being delivered in a consistent and appropriate manner

We have designed our Assessment approach based on the above purpose and employer requirements to ensure that the apprentice is able to perform the role to a high standard on completion of the apprenticeship. In addition, it is based on 100% End-point assessment. Our approach is shown in the diagram below and then described in detail in the rest of the Plan.



Note: The Independent Assessment Organisation will make the final decision on the grade to be awarded if the panel do not agree.

2. Assessment Methods

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This is a 3-4 year apprenticeship and therefore needs a robust process to ensure that the apprentice remains on track towards the End-point assessment as well as the latter itself being of high quality.

On-programme Assessment

Our recommended approach to ensuring that the apprentice is on track during the apprenticeship is based on the in-house Performance Management (PM) process with the following key elements:

- Line Manager uses the PM process (normally 6 monthly) and regular 1:1 process to discuss progress on the apprenticeship, provide feedback and guide development. This will also track the completion of the qualifications at the appropriate time in the apprenticeship.
- Training Provider can support this by ensuring that the requirements of the apprenticeship are reflected in the PM process and filling any gaps through their work with the apprentice
- Training Provider can also support the apprentice on understanding the learning journey, providing advice and guidance on learning strategies and tools that will support the apprentice's preferred learning style and improve their learning agility.
- Regular check points between the Line Manager and Training Provider (aligned with the PM process) to ensure that the apprentice is on track and agree how any issues will be addressed.

We are confident that this is an effective process as it is the way that any new hire into the Banking sector is managed to ensure that they are making good progress in moving towards full competence in their role.

End-point assessment

The End-point assessment forms 100% of the assessment of the apprenticeship. Prior to End-point assessment, the apprentice will have gone through the stages of On-programme Assessment and completed the Professional Qualification(s).

The focus of the End-point assessment is on the apprentice being able to meet the criteria set out in the Detailed Standard (see Appendix) and to be able to demonstrate this through the work that they have done. The End-point assessment will contain 4 components:

1. A work based **project** that contains real activity done in the role, such as an account plan to evidence planning and management of a key customer account over time or a report that provides management or a customer with summary of work done to deliver against account objectives (including financials). This will be reviewed and scored by the panel members ahead of the presentation and interview.
2. A **portfolio** of recent evidence that demonstrates competence in those remaining elements of the standard not covered by the project or the presentation. This will be reviewed and scored by the panel members ahead of the presentation and interview.
3. A **presentation** to the panel that is a typical work-related event, such as presenting a proposed solution to a customer or presenting a customer portfolio plan, or market / account update to management internally.
4. A **panel interview** that allows the panel members to explore particular knowledge or skills in the standard that have been highlighted through the project, portfolio and presentation – this may be areas of strength, inconsistency between the above three elements, or where the apprentice does not appear to meet the standard.

The panel will build up a cumulative picture of how well the apprentice has met the standard, using the criteria in the Detailed Standard, from the 4 components of the assessment. They will then agree which apprentices achieve Pass and Distinction in the Apprenticeship. For any that do not meet the standard, they will be given guidance on where they need to improve.

The process of setting up the End-point assessment will begin around 12 months before the completion of the apprenticeship as shown in the table below:

Timescale	Activity
12 months before completion	<ul style="list-style-type: none"> Review progress and ensure on track as part of regular PM process (recommended) Line Manager and Training Provider identify any gaps and create a plan for the final 12 months to complete the learning
9 – 12 months before completion	<ul style="list-style-type: none"> Line Manager, Apprentice and Training Provider meet to review requirements for End-point assessment and start to shape content – nature of project, portfolio and presentation Develop proposal for the three components of the End-point assessment. Line Manager reviews for relevance to role; Training Provider reviews for fit and coverage of the standard
6 months before completion	<ul style="list-style-type: none"> Line Manager and Training Provider sign off the agreed focus and outline content of the project, portfolio and presentation
0 – 6 months before completion	<ul style="list-style-type: none"> Apprentice completes the work on all three components, with support from Line Manager and Training Provider. Apprentice submits project and portfolio 1 month before the date on which they attend the panel interview to make their presentation

3. Ensuring Independence

The approach we are taking is one that demonstrates clear impartiality in the assessment process, i.e. no party who has been involved in delivery can make the sole decision on competence. There is also a desire amongst the employers to support each other in the assessment of competence in this apprenticeship. As shown in the diagram overleaf, there are 4 parties involved in the assessment process and each has distinct roles, bringing varying levels of independence. Bringing together their collective views and unanimous agreement of competence gives us a genuinely impartial result. Although the Training Provider is likely to administer the assessment process, they will still only have one voice on the panel and two of the four panel members will have had no contact with the apprentice during the apprenticeship.

Any organisation is eligible to deliver assessment services against this standard (the role of Independent Assessment Organisation in the diagram overleaf), by meeting the requirements of the SFA's Register of Apprenticeship Assessment Organisations. Individual employers must select an organisation from that Register to fulfil this role as part of the assessment panel, however the Trailblazer Employers strongly recommend that you select a Professional Body in this role as they have the required level of expertise in the sector.

The Independent Assessment Organisation should have a sound understanding of the sector and the assessment requirements for the standard, together with the expertise to deliver assessments.

The role of the Independent Assessment Organisation is to:

- Ensure there are robust processes in place to deliver assessments to the required standard and that they are appropriate for the sector
- Maintain a set of assessment tools that are used by all to carry out assessments
- Provide participants for the assessment panel who understand the sector and the role, the qualifications taken and are experienced assessors
- Chair the assessment panel
- Apply robust quality assurance and verification processes to the assessments
- Run the appeal process for any appeals that arise from assessment decisions

Assessor	Role
Line Manager	<ul style="list-style-type: none"> • Brings a view of the apprentice from PM and working with them in the workplace through the apprenticeship • Scores all components of the End-point assessment independently of the other assessors • Assesses against Pass and Distinction criteria • Participates in consensus decision
Training Provider	<ul style="list-style-type: none"> • Brings a view of the apprentice from supporting them through the apprenticeship • Scores all components of the End-point assessment independently of the other assessors • Assesses against Pass and Distinction criteria • Participates in consensus decision
Independent Assessment Organisation	<ul style="list-style-type: none"> • High level of independence as they have had no engagement with the apprentice • Scores all components of the End-point assessment independently of the other assessors • Assesses against Pass and Distinction criteria • Chairs the consensus decision discussions and makes the final decision
Manager from another Employer (Bank)	<ul style="list-style-type: none"> • Is completely independent having had no exposure to the apprentice • Scores all components of the End-point assessment independently of the other assessors • Assesses against Pass and Distinction criteria • Participates in consensus decision

The manager from another bank is likely to be an individual who manages this level of role in one of the other banks engaged in the apprenticeship, i.e. who understands the role well in the workplace. The employer or Training Provider will source this individual and they are most likely to come from one of the other banks participating in the apprenticeship.

4. Delivering Consistent (Reliable) Judgments

The workplace focus of the project, portfolio and presentation in this apprenticeship means that the content will vary depending on the role that each apprentice has within their employer. At the core of ensuring that judgments on occupational competence are consistent will be the Detailed Standard which defines what is required for each of the Knowledge and Skill areas of the standard (see Appendix). This Detailed Standard is at the core of ensuring standardisation and comparability between employers.

A set of Assessment Tools are being developed by the assessment organisations to ensure a robust and consistent approach to assessment – these will be available to all those involved in assessment. They will be used by all assessors to evaluate each of the four assessment components cumulatively against the ‘What Good Looks Like’ level of the Detailed Standard. The tools will contain detailed guidance on what is required to Pass the apprenticeship for each area of Knowledge and Skills, using the Pass Assessment Criteria in the Detailed Standard and including examples of acceptable evidence for that employer. Each area will be scored to identify how well the apprentice has met the standard, using the cumulative evidence from all 4 parts of the End-point assessment. A possible scale is shown below and the apprentice will have to score 3 or above in each of the competencies to achieve a Pass and score an average of 4 or more to achieve a Distinction (see details of Grading in section 7).

1	2	3	4	5
Significant gaps in their ability to demonstrate the standard	Minor gaps in their ability to demonstrate the standard	Fully meets the Assessment Criteria	Some examples of exceeding the standard in some areas; meets in all other areas	Consistently exceeds the standard across most of the areas

All assessors will need to have a sound understanding of the sector and the area covered by the apprenticeship –this will particularly apply to the Training Provider as other members of the panel will be very familiar with the sector (see previous section for details of the manager from another bank). Consistency of approach by assessors, an important element of comparability, will be achieved through training of all assessors involved by the Training Provider on the tools and assessment approach being used, working with the line manager / employer. This will cover an understanding of the overall apprenticeship; knowledge of the detailed standard; the assessment tools; examples of evidence relevant to that particular employer and sample scoring exercises. In addition, the Independent Assessment Organisation will act as the assessment ‘expert’, using their QA processes (e.g. standardisation, marking schemes, review, audit) to ensure robustness, including ensuring that the training of assessors is consistent.

5. Delivering Accurate (Valid) Judgments

The entire End-point assessment is focused on the competence of the apprentice as evidenced by their ability to demonstrate the Knowledge and Skills as set out in the Detailed Standard. Each of the four components of the End-point assessment builds a cumulative picture of competence against the Detailed Standard. Two of these will be completed before the final day on which the Presentation and Panel Interview take place. In addition, the use of the in-house PM process during the apprenticeship will drive a focus on building competence throughout the 3-4 years of the apprenticeship. It is worth noting that the line manager has a regulatory responsibility (Financial Conduct Authority) to ensure that all their direct reports are competent through the employer’s Training and Competence scheme.

6. External Quality Assurance

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

7. Synoptic Assessment

The four components of the End-point assessment and the assessment matrix being used in this apprenticeship all require the apprentice to demonstrate their Knowledge and Skills in an integrated manner to deliver the outputs required and meet the standard.

The assessors will build a cumulative and holistic picture, from all 4 components of the End-point assessment, of how well the apprentice meets or exceeds the standard. For example, the project may demonstrate how well the apprentice can develop and deliver an account plan that meets customer and business needs, complying with risk and governance requirements, building on sound data and analysis; the portfolio may add to this by showing evidence that they have built ethically sound relationships with customers and have worked collaboratively with others in the organisation; the presentation may add further by demonstrating their communication and relationship management skills; the panel interview may give the opportunity to demonstrate that they understand the risks of not following due process and adhering to the organisation's standards. Whilst the final element of the interview may have a common overall structure as set out in the Assessment Tools, the questions asked within it will focus primarily on those areas of the standard where the panel have yet to see clear evidence of competence.

As the end point assessment will be synoptic it will cover the knowledge elements of the Standard, however it will focus primarily on the skills in the Standard. Some knowledge will be evidenced implicitly through the skills demonstrated by the apprentice e.g. demonstrating the skills required to manage governance and risk clearly requires them to have the knowledge. Alternatively it can be covered explicitly in the panel interview e.g. understanding details of product pricing and margins.

8. Graded Assessments

We will have 2 levels of achievement within this apprenticeship: Pass and Distinction.

The criterion for Pass is that the apprentice has achieved a score of 3 or more in all competencies in the standard from the four components of the End-point assessment – project, portfolio, presentation, panel interview, as agreed by the panel members. The criterion for Distinction is that the apprentice has achieved a score of 4 or more across the whole assessment and has achieved a score of at least 3 in all competencies of the standard.

Typically, those individuals who achieve a Distinction are those who might be observed:

1. Consistently exceeding the standards set for the role (both what is delivered and how it is delivered), going beyond what is typically expected at this level
2. Performing at a higher level than their peer group, performing well in difficult situations or when under pressure

3. Having a strong commitment to personal development, seeking out and delivering on additional responsibilities
4. Being seen as a role model by others
5. Showing they understand the wider context of the work they are doing

The results of the End-point assessment will be communicated to the apprentice by their Line Manager.

In the event of an appeal, which we expect to be very small in number, the apprentice will raise this through their line manager. If it is related to the results of the End-point assessment, this will be handled by the Independent Assessment Organisation; for the Qualification it will be handled by the Professional Body.

9. Affordability

In developing this assessment approach we are balancing the cost against the need to pull together 3-4 years of work into a single event that enables the apprentice to show they have met a Level 6 standard. We are also mindful of the fact that this is an apprenticeship that will have relatively low numbers of apprentices (in the 10s rather than 100s per organisation) so a more intensive process will not place undue load on the organisation or the assessors. If we assume that a group of 5 apprentices are assessed at one time, then we estimate that this will take 2-3 days of each panel member's time, including training, over a period of 1-2 months. It is anticipated that the employers will support each other pro bono in the assessment process, so the only costs will be those of the Training Provider and Professional Body.

As this Standard is new, we have no direct evidence of the costs of delivering this assessment approach. However, we believe that around 15-20% of the costs will be spent on assessment.

10. Manageability / Feasibility

As outlined in the section above, we expect the number of apprentices to be relatively low at one time so the scale of delivery for the assessment to be relatively small. Our approach will be:

- End-point assessment will take place face to face in a regional centre closest to the bulk of the apprentices. Other apprentices will be required to travel to that centre for the day.
- Assessors will be identified and agreed when the content of the End-point assessment has been agreed ie 6 months from completion of the apprenticeship.
- All assessors will attend a training event shortly before they commence any engagement with the End-point assessment process (as described in the section on Delivering Consistent Judgments. This will be face to face or virtual, depending on the locations of individuals).
- Assessors are likely to travel to the location of the End-point assessment on the day.
- Final agreement between the assessors will take place at the end of the day or on a subsequent conference call.

We need to put in place the End-point assessment arrangements, but have time to do this as the first cohort won't undertake the End-point assessment until 2017 at the earliest. We anticipate that

it will be the Training Provider, working with the employer, who is responsible for organising the End-point assessment. We will have alternate assessors to reduce the impact of assessors being unavailable on the day. We expect other employers to be comfortable with this approach as it aligns well with existing business processes.

11. Professional Body Recognition

Both the Chartered Banker Institute & the IFS University College have been involved & contributed to the design of this apprenticeship throughout the development process. Each has confirmed their support of this standard and assessment plan through letters of endorsement which have been submitted to BIS. Completion of this apprenticeship will lead to recognition by the appropriate Professional Body as set out in the standard.

Appendix – Detailed Standard

The Detailed Standard is shown below. This takes the original standard (first 2 columns) and provides greater detail on the focus of the learning and assessment of each.

Relationship Manager (Banking) Standard - SKILLS			
Competence	What is Required	What Good Looks Like / Learning Outcomes (The learner will.....)	PASS Assessment Criteria (The learner can.....)
Develop Customer Relationships	Build ethically sound and 'trusted adviser' relationships with customers to form the basis of a long term partnership	Create and develop a relationship with the customer that is built on the ethical standards of the organisation	<p>Clearly demonstrate how the ethical standards of the organisation are evident in their dealings with customers</p> <p>Show how they have identified ethical issues from either or both parties perspectives and how these have been dealt with</p> <p>Show how they are building rapport and trust between them and the customer</p>
		Develop a relationship approach that is based on the customer's business situation and work with them to help them achieve their goals	<p>Demonstrate how their relationship approach reflects the reality of the customer's business situation</p> <p>Show how the approach recognises the customer's business goals, how the organisation is supporting them and keeping up to date with changes</p> <p>Discuss situations where the organisation has (or might have to) take a course of action that meets the customer's goals in preference to those of the organisation where there is a conflict</p>
Identify and meet customer needs	Work with customers to identify their ongoing business challenges. Provide flexible and innovative solutions, integrating products and excellent service, that help them to meet their goals	Add value with the customer by broadening discussions where appropriate to reveal new insights	<p>Proactively plan customer contact to ensure they remain up to date with the customer's changing situation</p> <p>Proactively use data and MI to anticipate requirements and spot opportunities for the customer</p> <p>Keep the customer up to date with new banking products and services that are likely to be of value to them</p>
		Carry out a high quality and compliant fact find that clearly identifies the customer's goals and needs	<p>Show through their approach to fact finding that it is driven by the clients goals and needs</p> <p>Identify ways forward that are demonstrably beneficial for the client, even where this may not be the best option for the organisation</p> <p>Demonstrate compliance with all relevant standards in their fact finding approach</p>
		Propose solutions incorporating products and service (not necessarily just existing products) that clearly meet the customer's	<p>Recommend integrated solutions, or a single product solution, whichever is demonstrably better for the customer</p> <p>Propose options and make recommendations to the customer such that they can make an informed choice</p> <p>Compare solutions to competitor offerings to help the</p>

		needs and help them achieve their goals	customer make an informed choice
		Deliver the solution agreed with the customer, meeting agreed standards and resolving any issues that arise	<p>Deliver the agreed solution to the customer, coordinating internal resources, to ensure that customer commitments / timescales and appropriate standards are met or exceeded</p> <p>Show that the customer is satisfied with the solution and that it has at least met the need / delivered the benefits expected</p> <p>Resolve issues that arise, working them through positively with the customer and escalating where necessary, using the organisation's agreed processes</p> <p>React positively to client feedback, including complaints, using this as an opportunity to build the relationship</p> <p>Act as an advocate for the customer within the organisation, challenging service failures when they occur</p>
Manage governance and risk	Apply the organisation's risk and governance frameworks to ensure that all activities are compliant and breaches are minimised	Demonstrate how the organisation's legal and regulatory requirements are embedded in the way they work	<p>Comply with all legal and regulatory requirements of the role, demonstrating the impact of not doing so on both the customer and the organisation</p> <p>Use reporting and escalation processes where necessary to minimise breaches, managing them when they occur</p>
		Monitor organisational and reputational risk in their dealings with customers, taking action to mitigate where necessary and engaging with the organisation's risk management processes	<p>Think through the organisational and reputational risk associated with the work they are doing and what the customer is asking for</p> <p>Use the organisation's governance frameworks to manage risk effectively</p>
		Apply credit risk management principles and processes in their job, in line with the organisation's risk appetite	<p>Show how credit risk is managed in their role, in line with the organisation's requirements</p> <p>Demonstrate how breaches are managed through to successful resolution</p> <p>Demonstrate ability to deliver decline decisions from the risk review in a confident and positive manner</p>
Deliver commercial results	Support, develop and deliver an account plan that meets internal goals and is based on customer needs across	Develop and deliver an account plan that is based on the customer's business situation and supports them in achieving their goals	<p>Show clearly how the customer's business situation and needs have driven the account plan</p> <p>Take responsibility for the development and delivery of the plan, involving others where necessary</p> <p>Work with the customer to ensure that actions are appropriate and are delivering what has been agreed</p> <p>Focus on solutions, adapting and improving plans where necessary to achieve highly effective outcomes</p> <p>Approach challenges with energy, enthusiasm and a</p>

	<p>the portfolio. Apply financial analysis techniques relevant to the area of the bank e.g. provide guidance on credit appetite; develop practical and appropriate credit solutions / lending structures; maximise portfolio return</p>		desire to succeed
	<p>Deliver the internal goals for the role, across the portfolio of customers, recognising that this is driven by customer needs</p>		<p>Identify the organisation's goals and commercial / cost targets for the role. Show how their account plan(s) and other activities support the goals and meet the targets, incorporating short term pressures eg cost Continually push for high standards, both internally and with the customer</p> <p>Maintain a clear focus on the desired outcomes and ensuring these are met</p> <p>Manage internal processes to meet their requirements, whilst ensuring customer needs take priority</p> <p>Show the ability to analyse own performance and take on board feedback to improve over time</p> <p>Work in a way that meets ethical / regulatory standards</p>
	<p>Use the relevant data, MI and financial analysis techniques that are required in the role</p>		<p>Source internal, external /customer data/ MI and apply this in the effective delivery of results</p> <p>Use this to monitor progress / performance and initiate corrective action when necessary</p> <p>Use the appropriate financial analysis tools to ensure solutions deliver both customer and internal requirements</p>
Communication and relationship building	<p>Use a range of advanced communication and influencing techniques to build sound relationships both externally and internally</p>	<p>Communicate clearly and effectively with colleagues and customers</p>	<p>Deliver communication clearly, concisely and in a timely way, following up to ensure that recipients have understood</p> <p>Deliver a high standard of written communication eg grammar, spelling and tone</p> <p>Adopt an engaging and inspiring style, varying this to have a positive impact on others, building rapport with them</p> <p>Think through what is required from the customer or recipients perspective and focus on benefits when communicating</p> <p>Identify likely concerns early and address them quickly</p> <p>Communicate complex and difficult messages in a way that is clear and understood</p>
	<p>Adapt their communication approach to meet the needs and styles of others to improve the effectiveness of their communication</p>		<p>Adapt their communication style to meet the likely style, needs and start point of the audience</p> <p>Understand their own style, impact on others and take on board feedback, using this to improve their communication style</p> <p>Ask probing questions to dig beneath the surface issues and get at the facts</p> <p>Anticipate the reactions and concerns of stakeholders,</p>

			working with them to overcome /resolve Use the range of communication media (including social media) appropriately, educating customers in how best to deal with the organisation
		Build influencing strategies, both internally and externally to deliver what is required for the customer	Use a range of direct, indirect or informal approaches to positively influence others Involve colleagues and third parties in influencing others, building collaborative groups where necessary Plant 'seeds of ideas' over time to allow others to come on board Identify and target key decision makers to build their support
Teamwork	Bring the right people and functions together, both internally and externally, to collaborate and deliver for the customer	Cooperate with others, acting as a willing member of the team	Show flexibility on working with a wide range of colleagues, customers and third parties when necessary Give advice, support and share expertise with others Engage others in the goals to be achieved Build collective goals into own priorities, working and delivering together Role model a collaborative and team driven approach in their work
		Creates collaborative groups, involving colleagues and third parties, to deliver for the customer	Seek opportunities for wider involvement for the benefit of the customer Learn from others and solicit ideas to improve solutions developed Use the strengths and contribution of others, giving positive recognition
		Take an organisation wide perspective when required to ensure the best solutions are delivered	Work to overcome conflict between areas, especially where this is impacting the customer Build joint plans with other areas of the business Actively own and support team decisions, even if their personal views are different

Relationship Manager (Banking) Standard - KNOWLEDGE			
Competence	What is Required	What Good Looks Like / Learning Outcomes (The learner will.....)	PASS Assessment Criteria (The learner can.....)
Ethical Standards	Understand the ethical standards that the organisation and industry	Demonstrate a broad understanding of the ethical standards required in the sector, their impact on society and the environment	Explain the broad ethical standards in the sector (including Professional Standards Board if appropriate) Explain why these standards are important to the sector and society, together with the implications of breaching the standards Explain any environmental impacts of the standards eg

	requires of its employees and the implications of these for the role		sustainability Understand internal processes that support ethical behaviour eg whistleblowing
		Understand the Vision / Values of the organisation, how these apply to their role and what constitutes acceptable / unacceptable behaviour	List the Vision and Values of the organisation Describe what these mean in terms of behaviours Describe acceptable and unacceptable behaviours in their role as they relate to the Vision / Values Describe typical ethical dilemmas and conflicts of interest that they might encounter in their role and how they would address them Pass any in house tests that are required to demonstrate understanding
		Understand the ethical standards for lending and how these impact on customers	Explain the specific ethical standards that apply to lending and the role Describe the rationale for these and the impact on customers Describe how these are embedded in the processes and systems they use in their role Explain the impact on the organisation and customer of unethical lending practices
Products	Understand the range of financial services products and services available to the customer portfolio, including pricing and margins	Have a broad understanding of financial services market, products and delivery channels available in the market	Understand the financial services market, the role of banks within this and how they make money List the categories of FS products available in the market List the broad delivery channels that are used for these products and the typical links between products and channels Explain the typical customers for each category of products
		Understand the range of financial services products offered by the their part of the business and the typical customer needs for which they are designed	Explain the different products offered by their part of the business and the customer needs that they are designed to meet Identify the typical situations that these products are not suitable for, from the customer's perspective Describe relevant competitor offerings and the major differences with own products
		Know in detail the products and services offered to customers through their role, the situations in which they are applicable, such that the customer can make an informed choice	Describe, in detail, the products and services that they deal with in their role, including the pricing structures and margins Explain the customer needs that these are designed to meet and how they would confirm these needs Explain typical situations, either financial or relating to the customer's business, that would mean these products were not suitable

Risk & Governance	<p>Understand the risk and governance frameworks of the organisation / industry and how these manifest themselves in the role. Keep up to date with changes.</p>	<p>Understand the overall legal and regulatory frameworks within Financial Services, how these apply to their role and any significant developments underway</p>	<p>Describe the overall legal and regulatory frameworks that operate in Financial Services Explain those that apply to their role and the implications of them for the way they do their job Describe any significant developments that are underway, particularly those that will impact their job Highlight the learning from recent regulatory failures in the industry and their impact on the customer</p>
		<p>Know how the business integrates the legal and regulatory requirements into its culture in line with conduct risk</p>	<p>Explain how each of the major legal and regulatory principles are evidenced in the business Explain what is viewed as acceptable / unacceptable behaviour in the organisation to comply with these requirements Pass any in house tests that are required to demonstrate understanding eg Data Protection, Financial Crime, Health & Safety</p>
		<p>Know what is required in their role to be able to comply with legal / regulatory requirements and risk management processes</p>	<p>Describe in detail how these legal / regulatory frameworks impact their role and where the boundaries of acceptable behaviour lie Explain how to deal with breaches, both themselves and through escalation where appropriate Explain the operational and reputational risk management processes of the organisation, together with how they apply to their role Explain how risk and governance procedures can affect their own customers</p>
		<p>Understand the principles and organisational practice of credit risk management and how these apply to their role</p>	<p>Describe the organisation's principles of credit risk management and the reasons for each of these from both the organisation and the customer's perspective Explain the processes that they have to follow in their role, together with the critical decision points and their authorities within the process Demonstrate that they could explain credit risk to a customer in terms that they would understand, including how a customer could mitigate their credit risk Explain how they would deal with typical issues that arise, including escalation procedures</p>
Market Awareness	<p>Understand the local market in which the role operates e.g. demographics, economics, competition</p>	<p>Understand the context and features of the local market, together with the major differences from the Region / National situation</p>	<p>Describe the local market - demographics, macro and micro economics, competition - identifying the key local strengths and weaknesses Highlight where the local market differs from the broader Regional and National profile, together with the advantages and disadvantages this brings Explain the impact of this on your portfolio of customers Identify the implications of the local market conditions for the organisation and its competitors, especially where this results in competitive advantage / disadvantage</p>

		Recognise key factors that can have an impact on the local market and be able to evaluate how these may affect the customer and the organisation.	<p>Describe how changes in the local market can influence the decisions customers make and the implications of this for the organisation.</p> <p>Show how you keep up to date with local market conditions and build this into your planning, analysis and recommendations you make to customers</p> <p>Identify the local market changes that could significantly impact the organisation and your customers, both positively and negatively</p>
Customer Understanding	Understand the sector in which their customers operate, their business; together with the principles /tools of excellent customer service and relationship management	Know the typical customer journey that is experienced when dealing with their part of the business, the processes and systems that support this	<p>Explain a typical customer journey when dealing with their part of the business</p> <p>Describe the processes and systems used to facilitate this journey, where ownership lies (eg internal or 3rd party) and the impact of getting this right / wrong for the customer</p>
		Understand the sector(s) in which their customer(s) operate, together with their business, relationship with the organisation and likely future needs	<p>Explain the key features of the sector(s) in which their customer(s) operate, the major challenges and opportunities within the sector(s) and the organisation's role in helping meet these</p> <p>Describe the business of each customer they deal with, the health of the business, the opportunities and challenges they face, the strengths and weaknesses of their relationship with the organisation and the business opportunities with that customer</p> <p>Describe the likely impact of unconscious bias on their relationship with the customer</p>
		Know the principles / tools of excellent customer service and relationship management	<p>Describe the organisation's approach to customer service and relationship management, together with what good and excellent service looks like</p> <p>Explain the processes and tools that are used in the role to deliver customer service and relationship management</p> <p>List the strengths and weaknesses of their part of the business in relation to excellent service and relationship management</p> <p>Describe how to handle complaints, the required standards and escalation procedures</p>
Financial Analysis	Understand data / financial analysis, planning and modelling tools that are required for the role	Know how to use the range of analysis, planning and modelling tools required by the role	<p>Explain how each of the analysis, planning and modelling tools work, the situations they are designed to be used in and their limitations eg company accounts, balance sheets, working capital ratios, financial modelling</p> <p>Know where to find expert support on these tools</p>
		Demonstrate the ability to use all the available data and information to make the right decisions for your customers and the organisation	<p>Describe where to find the data and information required to use each of the tools effectively, eg from the customer, the organisation or the market</p> <p>Know what is critical data and information for each of the tools to be effective</p> <p>Demonstrate a practical working knowledge of the</p>

			relevant financial data and information
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