

# **LIBF Level 2 Award in Financial Education (AiFE)**

Qualification specification



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## Purpose of the qualification

### Why study the Award in Financial Education?

As a Technical Award, the Level 2 Award in Financial Education (AiFE) provides an introduction to public finance and the economy, financial management skills and enterprise. Through developing this knowledge and a valuable range of applied and transferable skills, AiFE provides a foundation for further study in business and finance-related disciplines, as well as a wide range of other fields. The skills and knowledge developed in AiFE can be extended by taking one further unit to form the Certificate in Financial Education (QN 60112396). As part of the Certificate in Financial Education, AiFE therefore provides a valuable qualification in its own right, but also an early exit point for students wishing to gain a foundation for study in financial education without developing or extending this knowledge further to include areas such as work and enterprise.

### Objective

To provide students with the skills and knowledge to manage their money well and make sound financial decisions.

### Topic content

- Public finance and the economy, including how these relate to:
  - social, political and cultural factors;
  - political institutions and processes;
  - impacts on individuals, businesses and society.
- Financial management, including:
  - personal financial planning;
  - budgeting and financial management tools for managing money;
  - spending and borrowing.

### Learning outcomes

#### Unit 1

- Understand the role of the citizen in the UK and the relationship between society and the individual.
- Understand the difference between money and income.
- Understand tax.

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- Understand the contribution of individuals and organisations to the economy of a country.
- Understand the external factors that can impact on personal financial plans.
- Understand the concept of foreign exchange.
- Understand the concept of the personal life cycle.

## Unit 2

- Understand the concept of financial planning.
- Understand the key features of, and behaviours associated with, a balanced personal budget.
- Understand the link between personal financial budgets and spending choices.
- Understand the tools used in managing money.
- Understand documentation for pay and pay calculations.
- Understand the true cost of spending.
- Understand borrowing products.

## Key skills

The qualification will encourage students to:

- develop an understanding of the key content areas and how they relate to each other,
- identify, understand and use information from a range of sources,
- use appropriate tools to manage a personal budget and apply these concepts to enterprise,
- apply the concept of financial planning and make informed financial decisions,
- demonstrate numeracy skills, including the ability to manipulate financial and other numerical data (such as calculating the costs of borrowing and spending),
- communicate ideas and arguments clearly in writing.

The content and skills covered in the qualification ensure that it is a valuable part of a broad programme of study at Key Stage 4, particularly complementing GCSEs in Mathematics, Citizenship, and Business Studies. Beyond Key Stage 4, it can also complement A Level programmes or vocational programmes at level 2 or 3 as an additional course of study that broadens or deepens understanding of the financial context of other content areas.

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## Entry requirements

There are no entry requirements although students are expected to be able to study at a level appropriate to Level 2 in maths and English.

## Recognition of prior learning

There is no recognition of prior learning associated with this qualification however if students have previously studied level 1 courses with a focus on financial capability they will be prepared for this course.

## Progression and preparation for further study

The financially-related and citizenship based content and skills of this qualification provide an initial foundation for continued study within citizenship, accountancy, finance and business-related qualifications at Level 2 and Level 3. The transferable skills developed are also valuable for further study in unrelated disciplines.

## Apprenticeships

AiFE is primarily designed to provide a broad foundation in personal finance which underpins employment in any field of endeavour; this foundation is across a wider range of opportunities than would be found within a single apprenticeship standard.

Although AiFE does not form a mandatory element within a recognised apprenticeship standard, employers strongly recommend that apprentices should take one of a selection of qualifications as part of their Financial Services Customer Adviser Standard to ensure robust knowledge and contribute to raising standards of professionalism across the sector.

AiFE and its larger sister qualification, the Certificate in Financial Education (CeFE) are both recognised as appropriate qualifications.

## Preparation for employment

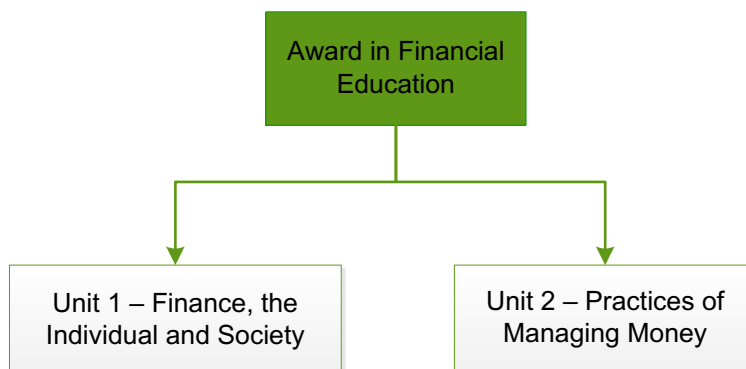
This qualification develops initial knowledge, skills and understanding of financial management and enterprise, which are valued in most organisations, particularly the financial services sector, and are especially valuable in terms of self-employment, but it does not qualify students for direct entry to a particular occupational role.

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## Structure

AiFE is made up of **two mandatory units** which need to be successfully completed in order for the student to achieve the certificate:



The detailed unit profiles are available at Appendix 3 and 4 to this document and latest versions are always available through our course website.

## Total Qualification Time (TQT)

AiFE is primarily considered as a taught qualification with planned examination sessions.

Guided Learning Hours	90 hours
Other hours	30 hours
Total Qualification Time	120 hours

Total Qualification Time (TQT) is a prediction of the total time the typical student may need to complete the course. TQT consists of two elements, Guided Learning (GLH) and all other hours:

- GLH is time spent studying under the immediate guidance or supervision of a teacher.
- All other hours include hours spent unsupervised in research, learning, e-learning, e-assessment, completing coursework, completing homework, exam preparation, and formal assessment.

## Learning resources

Students are provided with the following learning resources:

- online access via MyLIBF – [www.myLIBF.com](http://www.myLIBF.com) to a complete set of learning materials, including course texts, activities to consolidate learning, and to KnowledgeBank (virtual library);
- unit syllabuses;

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- study tips;
- specimen papers.

### What to do before the assessment

Students must be registered to sit the exam session. This is typically performed by the centre on behalf of the student.

To prepare for the assessment, students should make use of all learning resources and study guides as part of their revision for the course exams. They should also review and consider the pre-released case studies in the context of the course learning materials and case study information.

### Assessment

Both units are mandatory and assessed. Each unit is assessed via the following method:

- Unit 1: 20 stand-alone multiple-choice questions and 5 sets of stimulus material each with 3 associated questions (total marks 35);
- Unit 2: 15 stand-alone multiple-choice questions and 5 sets of stimulus material each with 4 associated questions (total marks 35).

For the multiple choice assessment for Unit 1 and Unit 2, each item will require students to choose the correct answer (key) from a choice of four possible answers.

Appendix 2 provides detail of component weighting.

To achieve a pass for Unit 1 and Unit 2, students are required to achieve 50% of the raw marks available in each unit.

The structure of the assessment ensures that all aspects of the course content are subject to external examination. No teacher-set or teacher-marked tasks or assignments will contribute to the marks and all assessment will be under strict examination conditions.

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## Qualification grading

The pass mark for each unit is 17/35. Students must pass both units to achieve the award.

The qualification will be graded Pass / Merit.

The overall grade bands (out of a total of 70 marks, across both units) are as follows:

Grade	Grade bands (raw mark)
Fail	0 – 33
Pass	34 – 44
Merit	45 – 70

## Re-sit attempts

Students are allowed one resit attempt for each unit in accordance with the published qualification regulations. Students and teachers should be aware that the resit opportunity will contain different questions as appropriate. The result that gives students the highest mark is used.

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## Appendix 1 – Regulation detail

This document describes the regulation detail that is applicable to the qualification.

<b>Qualification title</b>	LIBF Level 2 Award in Financial Education (AiFE)
<b>Ofqual qualification number</b>	601/6360/4
<b>Qualification level</b>	2
<b>European Qualifications Framework (EQF) level</b>	3
<b>Guided learning hours</b>	90
<b>Total qualification time</b>	120
<b>Total credits</b>	12
<b>Sector subject area</b>	14.1 Foundations for Learning and Life 15.1 Accounting and Finance
<b>Overall grading type</b>	Pass / Merit
<b>Assessment methods</b>	Multiple choice examination
<b>Offered in</b>	England, Wales and Northern Ireland
<b>Qualification for ages</b>	14 – 16; 16+
<b>Operational start date</b>	1 September 2015
<b>Qualification description</b>	The Award in Financial Education consists of two mandatory units. A total credit value of 12 must be obtained for achievement of the qualification.

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## Appendix 2 – Qualification weighting detail

This document describes the different weighting for units in terms of the specific unit level descriptors

Students are allowed one resit attempt for each unit in accordance with the published qualification regulations. The highest mark gained from both sittings will count.

### KS for Assessment

Unit assessment criteria testing key skills:

	Unit 1	Unit 2
<b>Knowledge descriptor (the holder ....)</b>	1.1 / 1.2 / 1.3 / 1.4 2.1 / 2.2 / 2.3 / 2.4 3.1 / 3.2 / 3.3 / 3.4 4.1 / 4.2 5.1 / 5.2 / 5.3 / 5.4 / 5.7 6.1 7.1	1.1 / 1.2 / 1.3 / 1.4 / 1.5 4.1 / 4.2 5.1 / 5.2 / 5.3 6.1 / 6.2 / 6.4 / 6.5 7.1 / 7.3 / 7.4 / 7.5
<b>Skills descriptor (the holder can ....)</b>	4.3 / 4.4 5.5 / 5.6 6.2 7.2	2.2 / 2.3 / 2.4 3.1 / 3.2 / 3.3 5.4 6.3 7.2

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## Appendix 3 – Unit 1 – Finance, the Individual and Society (FIS)

A description of Unit 1 (FIS) that provides detail on syllabus content, learning outcomes and assessment criteria, and specific unit level descriptors.

### Finance, the Individual and Society (Unit 1)

#### Unit narrative

In this unit, students will understand the role of the citizen in the UK, the values held by citizens, and the impact they have on personal finance. The unit will also provide students with an understanding of the contribution of an individual to the economy of a country and the impact of external factors on personal financial plans.

#### Unit profile

<b>Unit title</b>	Unit 1: Finance, the Individual and Society (FIS)
<b>Ofqual unit reference number</b>	R/505/4681
<b>Unit level</b>	2
<b>Unit credit value</b>	6
<b>Typical study hours</b>	60

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## Unit 1 assessment methodology

This unit is assessed by 20 stand-alone multiple-choice questions and 5 sets of stimulus material each with 3 associated questions (total marks 35). This component of the examination is to be completed in forty five minutes.

## Unit 1 learning outcomes / assessment criteria

Learning outcome	Assessment criteria
A learner when awarded credit for this unit will:	Assessment of this learning outcome will require a learner to demonstrate that they can :
1. Understand the role of the citizen in the UK and the relationship between society and the individual.	<ul style="list-style-type: none"><li>1.1 Define the term citizen.</li><li>1.2 Outline the role and duties of a citizen in society in the UK.</li><li>1.3 Describe how government policies influence personal finance.</li><li>1.4 Describe the impact of different types of values held by UK citizens on personal finance choices.</li></ul>
2. Understand the difference between money and income.	<ul style="list-style-type: none"><li>2.1 Define money.</li><li>2.2 Outline the sources and features of money.</li><li>2.3 Define income.</li><li>2.4 Outline the sources and features of income.</li></ul>
3. Understand tax.	<ul style="list-style-type: none"><li>3.1 Define tax.</li><li>3.2 Describe the features and purposes of tax.</li><li>3.3 Describe the different types of tax.</li><li>3.4 Describe the impact of changes in tax.</li></ul>

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<p>4. Understand the contribution of individuals and organisations to the economy of a country.</p>	<p>4.1 Explain the nature and role of money in society.</p> <p>4.2 Describe the different ways a business and other organisations including charities can contribute to the economy of a country.</p> <p>4.3 Describe how good personal finance choices have an impact on society.</p> <p>4.4 Describe how poor personal finance impacts on society.</p>
<p>5. Understand the external factors that can impact on personal financial plans.</p>	<p>5.1 Define inflation.</p> <p>5.2 Describe the features of inflation.</p> <p>5.3 Define interest.</p> <p>5.4 Describe the features of interest.</p> <p>5.5 Explain the impact of inflation and interest on investment and loans.</p> <p>5.6 Outline the short and long-term effects of economic cycles.</p> <p>5.7 Understand the impact of demographic changes on personal finance.</p>
<p>6. Understand the concept of foreign exchange.</p>	<p>6.1 Define foreign exchange.</p> <p>6.2 Describe the impact of exchange rates on countries, society and individuals.</p>
<p>7. Understand the concept of the personal life cycle.</p>	<p>7.1 Outline the nature and stages of the personal life cycle and linked key events.</p> <p>7.2 Identify changes in attitude towards risk and responsibility throughout the personal life cycle.</p>

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## Unit 1 syllabus

<b>UNIT 1 SYLLABUS</b>	
<b>LOs / ACs</b>	
<b>LO1:</b>	<b>Understand the role of the citizen in the UK and the relationship between society and the individual</b>
AC1.1	Define the term citizen. <ul style="list-style-type: none"> <li>• What does citizen mean</li> <li>• Who decides who becomes a citizen</li> <li>• Society norms</li> <li>• Multi-cultural citizens and society</li> </ul>
AC1.2	Outline the role and duties of a citizen in society in the UK. <ul style="list-style-type: none"> <li>• Political rights and responsibilities</li> <li>• Legal rights and responsibilities</li> <li>• Economic rights and responsibilities</li> <li>• Employment</li> <li>• Spending</li> <li>• Saving</li> </ul>
AC1.3	Describe how government policies influence personal finance. <ul style="list-style-type: none"> <li>• Public spending</li> <li>• Bank of England economic policy</li> <li>• National debt</li> <li>• Recession / austerity</li> <li>• Growth / boom</li> <li>• How UK is governed</li> <li>• UK political system</li> <li>• How a UK citizen participates actively in the UK democratic system of government</li> </ul>
AC1.4	Describe the impact of different types of values held by UK citizens on personal finance choices. <ul style="list-style-type: none"> <li>• Budgeting and financial planning</li> <li>• Saving, spending, borrowing</li> <li>• Employment and contribution to society</li> <li>• Debt</li> </ul>

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<b>LO2:</b>	<b>Understand the difference between money and income</b>
AC2.1	<p>Define money.</p> <ul style="list-style-type: none"> <li>• What is money: gold; coins; notes</li> <li>• Origins of the term money</li> <li>• Bartering</li> <li>• Purposes of money: transfer value from one person to another</li> <li>• History of banking</li> <li>• Current accounts</li> <li>• The bank account in modern life</li> </ul>
AC2.2	<p>Outline the sources and features of money.</p> <ul style="list-style-type: none"> <li>• Who makes money: Royal Mint; Bank of England; De la Rue; production of bank notes in Scotland and Northern Ireland</li> <li>• Sources of money: employment; state benefits; investments; gifts; inheritance</li> <li>• Features of money: easily recognised by everyone; easy to carry around; available in different amounts; always worth the same amount; hard-wearing (lasting)</li> <li>• Counterfeiting</li> <li>• Electronic and online services</li> <li>• Cashless society</li> <li>• Local currencies</li> <li>• Bitcoin</li> </ul>
AC2.3	<p>Define income.</p> <ul style="list-style-type: none"> <li>• What is income: flow of cash earned from employment and benefits</li> </ul>
AC2.4	<p>Outline the sources and features of income.</p> <ul style="list-style-type: none"> <li>• Earnings: wages; pocket money; gifts</li> <li>• Benefits</li> <li>• Features: payslips; gross / net pay; working hours; minimum wage</li> </ul>
AC2.5	Describe the difference between money and income
<b>LO3:</b>	<b>Understand tax</b>
AC3.1	<p>Define tax.</p> <ul style="list-style-type: none"> <li>• Compulsory contribution paid to the state</li> </ul>
AC3.2	Describe the features and purposes of tax.

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	<ul style="list-style-type: none"> <li>• Funds state expenditure and national systems</li> <li>• Compulsory</li> <li>• Fluctuates</li> <li>• Levied on all areas of life: eg employment; housing; food; fuel</li> </ul>
AC3.3	<p>Describe the different types of tax.</p> <ul style="list-style-type: none"> <li>• VAT</li> <li>• Individual taxes: income taxes, council tax</li> <li>• Taxes on businesses</li> </ul>
AC3.4	<p>Describe the impact of changes in tax.</p> <ul style="list-style-type: none"> <li>• Government expenditure on services</li> <li>• Citizens receive more/less services and this may change their lifestyle or finances</li> <li>• Work versus reward</li> <li>• Increase in income tax: less incentive to work / work overtime</li> <li>• Increase in taxes: less money</li> <li>• Decrease in tax / tax relief: increase in money</li> <li>• Increase in borrowing / decrease in spending</li> <li>• Negative economic activity</li> </ul>
<b>LO4:</b>	<b>Understand the contribution of individuals and organisations to the economy of a country</b>
AC4.1	<p>Explain the nature and role of money in society.</p> <ul style="list-style-type: none"> <li>• Money as an 'enabler'</li> <li>• Cycle of money: increases/decreases in spending linked to increases/decreases in employment, which are linked to increases/decreases in earnings</li> </ul>
AC4.2	<p>Describe the different ways a business and other organisations including charities can contribute to the economy of a country.</p> <ul style="list-style-type: none"> <li>• Corporate tax</li> <li>• Income tax paid by employees</li> <li>• Business investment</li> <li>• Employee training</li> <li>• Increase in national wealth through increased employment / proportionate drop in welfare claimants</li> <li>• Improvement in the government's deficit</li> </ul>

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	<ul style="list-style-type: none"> <li>• Industry sectors; private, public, charity</li> <li>• Corporate social responsibility</li> </ul>
AC4.3	<p>Describe how good personal finance choices have an impact on society.</p> <ul style="list-style-type: none"> <li>• Less bad debt</li> <li>• Less borrowing and increasing spending</li> <li>• Increased savings thus more money available by government to lend</li> <li>• Individual decisions</li> <li>• The cumulative effect</li> </ul>
AC4.4	<p>Describe how poor personal finance choices have an impact on society.</p> <ul style="list-style-type: none"> <li>• Increased bad debt</li> <li>• More high risk borrowing</li> <li>• Economy built on debt: unstable economy / recession</li> </ul>
<b>LO5:</b>	<b>Understand the external factors that can impact on personal financial plans</b>
AC5.1	<p>Define inflation.</p> <ul style="list-style-type: none"> <li>• Rate of increase in prices for goods and services</li> <li>• Rise in prices relative to money available</li> </ul>
AC5.2	<p>Describe the features of inflation.</p> <ul style="list-style-type: none"> <li>• Fluctuates</li> <li>• Influences interest rates</li> <li>• Affects the level of state pensions and benefits</li> <li>• Higher inflation reduces the value of money</li> <li>• Rates of inflation used by businesses to set annual pay rises.</li> <li>• Avoid risk of fluctuation by accepting certain but not so great outcome</li> </ul>
AC5.3	<p>Define interest.</p> <ul style="list-style-type: none"> <li>• Cost of using someone else's money</li> </ul>
AC5.4	<p>Describe the features of interest.</p> <ul style="list-style-type: none"> <li>• Fluctuates</li> <li>• Reward savings</li> <li>• Affects borrowing and repayments</li> </ul>
AC5.5	<p>Explain the impact of inflation and interest on investment and loans.</p> <ul style="list-style-type: none"> <li>• Higher interest means greater returns on savings</li> <li>• Higher / lower cost of borrowing and repayments</li> </ul>

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AC5.6	<p>Outline the short and long-term effects of economic cycles.</p> <ul style="list-style-type: none"> <li>• Easier short-term planning</li> <li>• Can impact negatively on long-term planning: eg when taking out a mortgage, long-term economic cycles (eg increases in interest rates) not always planned for and can result in financial difficulty in later stages of life cycle</li> </ul>
AC5.7	<p>Understand the impact of demographic changes on personal finance.</p> <ul style="list-style-type: none"> <li>• Commuter belt: increased population and thus higher living costs</li> <li>• Migration to areas further away from work but will result in increased travel costs</li> <li>• Ageing population</li> </ul>
<b>LO6:</b>	<b>Understand the concept of foreign exchange</b>
AC6.1	<p>Define foreign exchange.</p> <ul style="list-style-type: none"> <li>• Currency of other countries</li> <li>• Conversion of one country's currency to another</li> </ul>
AC6.2	<p>Describe the impact of exchange rates on countries, society and individuals.</p> <ul style="list-style-type: none"> <li>• Countries: foreign trade (more expensive or cheaper)</li> <li>• Society: fluctuation of costs of imported goods, economic hardship in countries unable to sell their goods</li> <li>• Individuals: impact on holiday costs; costs of goods; impact on trade and thus businesses and employment and income</li> </ul>
<b>LO7:</b>	<b>Understand the concept of the personal life cycle</b>
AC7.1	<p>Outline the nature and stages of the personal life cycle and linked key events.</p> <ul style="list-style-type: none"> <li>• Comprises the stages through which we pass</li> <li>• Birth and infancy; childhood; teenager; young adult; mature adult; middle to late age; old age / retirement; death</li> <li>• Events in each stage differ for every person</li> <li>• Likely types of income and expenditure for each stage</li> </ul>
AC7.2	<p>Identify changes in attitude towards risk and responsibility throughout the personal life cycle.</p> <ul style="list-style-type: none"> <li>• Physical risks; emotional risks; financial risks</li> <li>• Certain events more likely to happen at certain life stages</li> <li>• Consequences of risks vary in each life stage</li> </ul>

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## Appendix 4 – Unit 2 – Practices of Managing Money (PMM)

A description of Unit 2 (PMM) that provides detail on syllabus content, learning outcomes and assessment criteria, and specific unit level descriptors.

### Practices of Managing Money (Unit 2)

#### Narrative

In this unit, students will understand the concept of financial planning and personal financial budgets. The unit will also provide students with an understanding of the impact on both the individual and society of spending and borrowing.

#### Unit profile

<b>Unit title</b>	Unit 2: Practices of Managing Money (PMM)
<b>Ofqual unit reference number</b>	F/505/4689
<b>Unit level</b>	2
<b>Unit credit value</b>	6
<b>Typical study hours</b>	60

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## Unit 2 assessment methodology

This unit will be assessed through 15 stand-alone multiple-choice questions and 5 sets of stimulus material each with 4 associated questions (total marks 35). This component of the examination is to be completed in forty five minutes.

## Unit 2 learning outcomes / assessment criteria

Learning outcome	Assessment criteria
A learner when awarded credit for this unit will:	Assessment of this learning outcome will require a learner to demonstrate that they can :
1. Understand the concept of financial planning.	<ul style="list-style-type: none"><li>1.1 Outline the need for financial planning.</li><li>1.2 Explain the personal factors which influence financial planning.</li><li>1.3 Identify sources of financial planning information and advice.</li><li>1.4 Distinguish between short and long-term planning.</li><li>1.5 Describe the need to review and adjust financial plans linked to the various stages of the personal life cycle.</li></ul>
2. Understand the key features of, and behaviours associated with, a balanced personal budget.	<ul style="list-style-type: none"><li>2.1 Identify the key features of a personal budget.</li><li>2.2 Outline how an individual can manage budget surpluses and shortfalls.</li><li>2.3 Calculate the impact of different interest rates on a budget.</li><li>2.4 Calculate the impact of foreign exchange on a budget.</li></ul>
3. Understand the link between personal financial budgets and spending choices.	<ul style="list-style-type: none"><li>3.1 Use basic calculations when making spending choices.</li><li>3.2 Demonstrate how spending choices affect a personal financial budget.</li><li>3.3 Outline the impact of personal spending on society.</li></ul>

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<p>4. Understand the tools used in managing money.</p>	<p>4.1 Compare the different channels for managing money.</p> <p>4.2 Describe the tools used to transfer money and how they are useful in keeping a track of money and spending.</p>
<p>5. Understand documentation for pay and pay calculations.</p>	<p>5.1 Describe the various components of a payslip.</p> <p>5.2 Explain how tax is calculated for the self-employed.</p> <p>5.3 Explain the two tax documents (P45 and P60).</p> <p>5.4 Calculate various payments using a payslip.</p>
<p>6. Understand the true cost of spending.</p>	<p>6.1 Define the term 'value for money'.</p> <p>6.2 Identify and explain hidden charges.</p> <p>6.3 Calculate the true cost of spending.</p> <p>6.4 Describe the consequences of over spending on a personal financial budget.</p> <p>6.5 Describe the consequences of over spending on the economy.</p>
<p>7. Understand borrowing products.</p>	<p>7.1 Explain the features of borrowing products.</p> <p>7.2 Calculate the cost of borrowing.</p> <p>7.3 Describe the consequences of borrowing on a personal financial budget.</p> <p>7.4 Describe the consequences of borrowing on the economy.</p> <p>7.5 Describe the consequences of payment default both on personal finance and society.</p>

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## Unit 2 syllabus content

<b>UNIT 2 SYLLABUS</b>	
<b>LOs / ACs</b>	
<b>LO1:</b>	<b>Understand the concept of financial planning</b>
AC1.1	Outline the need for financial planning. <ul style="list-style-type: none"> <li>• Make better financial decisions</li> <li>• Avoid unnecessary debt</li> <li>• Help make decisions on savings, spending and progress in reaching goals</li> <li>• Helps show what you have to do to get to where you want to be</li> </ul>
AC1.2	Explain the personal factors which influence financial planning. <ul style="list-style-type: none"> <li>• Factors influenced by stage in life cycle</li> <li>• Attitude to risk</li> </ul>
AC1.3	Identify sources of financial planning information and advice <ul style="list-style-type: none"> <li>• Advisory services (CAB, Money Advice Service, charities, financial advisers)</li> <li>• Financial service providers (banks, building societies, credit unions)</li> </ul>
AC1.4	Distinguish between short and long-term planning. <ul style="list-style-type: none"> <li>• Short-term: monthly</li> <li>• Long-term: planning for retirement; purchase of 'life long' goods ie house/mortgage</li> <li>• Needs and wants</li> </ul>
AC1.5	Describe the need to review and adjust financial plans linked to the various stages of the personal life cycle. <ul style="list-style-type: none"> <li>• Priorities change when moving from one stage of life cycle to another</li> <li>• Anticipating foreseen and unforeseen events</li> <li>• Emergency fund</li> <li>• Plan should be fluid</li> </ul>
<b>LO2:</b>	<b>Understand the key features of, and behaviours associated with, a balanced personal budget</b>
AC2.1	Identify the key features of a personal budget. <ul style="list-style-type: none"> <li>• What is a budget</li> <li>• Purpose of a budget: part of a financial plan to achieve particular short-term, medium-term and / or long-term goals</li> </ul>

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	<ul style="list-style-type: none"> <li>• Objectives and goals (personal and financial), milestones</li> <li>• Consequences of not budgeting: overspending; living beyond means; impact on society</li> <li>• Adaptable according to circumstances</li> </ul>
AC2.2	<p>Outline how an individual can manage budget surpluses and shortfalls.</p> <ul style="list-style-type: none"> <li>• Tools used to manage a personal financial budget: bank statements; balances; online and telephone banking; keeping track of expenditure; cash flow forecasts</li> <li>• Keeping track of savings</li> <li>• Savings options (deposit accounts, instant access, notice accounts, bonds, Sharia compliant, credit union, ISAs)</li> <li>• Cash flow forecasting</li> <li>• Surplus / deficit</li> <li>• Adjusting for next time</li> <li>• Surpluses may lead to being able to save</li> <li>• Shortfalls may result in borrowing</li> </ul>
AC2.3	<p>Calculate the impact of different interest rates on a budget.</p> <ul style="list-style-type: none"> <li>• Fluctuation in costs</li> <li>• Could result in surpluses and shortfalls</li> <li>• Adjust budget accordingly</li> </ul>
AC2.4	<p>Calculate the impact of foreign exchange on a budget.</p> <ul style="list-style-type: none"> <li>• Fluctuation in costs</li> <li>• Could result in surpluses and shortfalls</li> <li>• Adjust budget accordingly</li> </ul>
<b>LO2:</b>	<b>Understand the link between personal financial budgets and spending choices</b>
AC3.1	<p>Use basic calculations when making spending choices.</p> <ul style="list-style-type: none"> <li>• Simple calculation based on scenario</li> <li>• Spending choices</li> <li>• Borrowing decisions (credit card, loan, store credit)</li> </ul>
AC3.2	<p>Demonstrate how spending choices affect a personal financial budget.</p> <ul style="list-style-type: none"> <li>• Build in flexibility to cope with the unexpected</li> <li>• 'Spur of the moment' purchases – review budgets regularly</li> </ul>
AC3.3	<p>Outline the impact of personal spending on society.</p>

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	<ul style="list-style-type: none"> <li>• Can stimulate economy</li> <li>• Savings provide investment in economy</li> <li>• Impacts of increased or reduced consumer spending</li> </ul>
<b>LO4:</b>	<b>Understand the tools used in managing money</b>
AC4.1	<p>Compare the different channels for managing money.</p> <ul style="list-style-type: none"> <li>• Paper statements</li> <li>• Internet and telephone banking including statements to mobiles</li> <li>• Branch / face-to-face banking</li> <li>• Electronic statements</li> </ul>
AC4.2	<p>Describe the tools used to transfer money and how they are useful in keeping a track of money and spending.</p> <ul style="list-style-type: none"> <li>• Tools: ATM's; faster payments; cheques; direct debit; standing order; CHAPS; bacs; PayPal; mobile apps</li> <li>• Benefits of use: quick; easily accessible; easily monitored</li> </ul>
<b>LO5:</b>	<b>Understand documentation for pay and pay calculations</b>
AC5.1	<p>Describe the various components of a payslip.</p> <ul style="list-style-type: none"> <li>• Employee details including national insurance number and tax code</li> <li>• Gross / net pay</li> <li>• Year to date</li> <li>• Deductions: income tax; national insurance; any additional deductions eg; total deductions</li> <li>• Personal allowance and income tax rates</li> </ul>
AC5.2	<p>Explain how tax is calculated for the self-employed.</p> <ul style="list-style-type: none"> <li>• Self-assessment calculations via completion of a tax return</li> </ul>
AC5.3	<p>Explain the two tax documents (P45 and P60).</p> <ul style="list-style-type: none"> <li>• Common tax documents that must, by law, be given to you</li> <li>• P45: used when employment with a business ceases; record of the taxable income earned during a tax year; should be kept safe as will be required by next employer</li> <li>• P60: summary of pay and the tax deducted in a tax year; provides tax code information and enables check of tax paid</li> </ul>
AC5.4	<p>Calculate various payments using a payslip.</p> <ul style="list-style-type: none"> <li>• Simple wage calculation</li> </ul>

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<b>LO6:</b>	<b>Understand the true cost of spending</b>
AC6.1	<p>Define the term 'value for money'.</p> <ul style="list-style-type: none"> <li>• Paying a fair price for a product</li> <li>• Price comparison websites / shopping around</li> </ul>
AC6.2	<p>Identify and explain hidden charges.</p> <ul style="list-style-type: none"> <li>• Online shopping / teleshopping additional charges: postage and packing; booking fees; service charges</li> <li>• Total price may not appear to be the bargain it seems to be</li> </ul>
AC6.3	<p>Calculate the true cost of spending.</p> <ul style="list-style-type: none"> <li>• Government tax levied on goods and services: buyer pays seller's price plus tax</li> <li>• VAT: standard rate; reduced rate; zero rate</li> <li>• Basic calculation of cost of spending</li> </ul>
AC6.4	<p>Describe the consequences of over spending on a personal financial budget.</p> <ul style="list-style-type: none"> <li>• Overdraft interest / bank charges etc</li> <li>• Debt / increased borrowing</li> <li>• Solutions to overspending</li> </ul>
AC6.5	<p>Describe the consequences of over spending on the economy.</p> <ul style="list-style-type: none"> <li>• Less money available to lend eg mortgage rates increase</li> </ul>
<b>LO7:</b>	<b>Understand borrowing products</b>
AC7.1	<p>Explain the features of borrowing products.</p> <ul style="list-style-type: none"> <li>• Mortgage, personal loan, credit card, store card, payday loan, credit union</li> <li>• Good debt/bad debt</li> <li>• Wants and needs</li> </ul>
AC7.2	<p>Calculate the cost of borrowing.</p> <ul style="list-style-type: none"> <li>• Simple calculation based on scenario</li> <li>• Using calculation tools</li> </ul>
AC7.3	<p>Describe the consequences of borrowing on a personal financial budget.</p> <ul style="list-style-type: none"> <li>• Informed decision</li> <li>• Poor decisions result in paying too much</li> <li>• Irresponsible borrowing</li> <li>• Overdrafts</li> <li>• Consolidating loans</li> </ul>

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	<ul style="list-style-type: none"> <li>• Checking affordability</li> <li>• Budget flexibility due to changes in external factors eg interest rates</li> </ul>
AC7.4	<p>Describe the consequences of borrowing on the economy.</p> <ul style="list-style-type: none"> <li>• Could give false impression of growth</li> <li>• Could cause economic meltdown eg through defaulting on loans</li> <li>• Borrowing to spend on capital goods can stimulate growth / employment</li> <li>• Economic cycle</li> <li>• Future economy</li> <li>• Consumer debt</li> </ul>
AC7.5	<p>Describe the consequences of payment default both on personal finance and society.</p> <ul style="list-style-type: none"> <li>• Increased bank / other charges</li> <li>• Legal consequences (CCJ, IVA, bankruptcy, debt relief order)</li> <li>• Impact on credit worthiness</li> <li>• Society could end up supporting individuals (welfare state) eg lose home and need government housing</li> </ul>

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