

Financial Literacy

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Financial Literacy' suite of units has been designed to develop learners' financial responsibility by equipping them with practical skills for managing their money effectively, including essential practises such as budgeting, saving and investing.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding money and payment methods	Understand what money is and where it comes from	Recognise value of coins / notes and basic bank card rules	Identify different payment methods and perform simple money calculations	Describe features, benefits and risks of payment methods	Explain banking systems and digital payment security
Keeping money safe and secure	Identify basic safe places to store money and demonstrate keeping it safe	Apply simple rules for handling a bank card	Security is implicit through responsible use of payment methods	Outline risks of payment methods	Summarise security risks of digital payments
Budgeting and tracking money	Sort money into received or spent and track simple movement	Identify income / spending and complete a simple budget	Record income / expenditure and calculate totals	Prepare a full personal budget and calculate totals	Create a monthly budget and analyse actual vs planned spending
Spending choices and consumer awareness	Track basic money movement but do not yet compare spending options	Distinguish needs vs wants and identify priority spending	Compare prices and consider responsible credit use	Compare value of goods / services and make practical decisions	Compare financial features and calculate total cost including extras

Saving, borrowing and investment	State basic reasons for saving and safe ways to save small amounts	Saving is implicit through budgeting and needs / wants	Recognise saving options and reasons for saving	State appropriate ways to save and understand borrowing	Describe saving vs investment and define borrowing terms
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Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of financial literacy topics, including budgeting, banking, spending, saving and financial decision-making
- be able to support learners in developing practical money management skills using real-life and simulated scenarios
- be able to support learners to interpret financial information and make informed choices.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitably resources are available to deliver and assess this unit.

As a minimum, this must include:

Learning Environment

- a safe and inclusive environment that supports discussion, decision-making and problem-solving activities related to financial situations.

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials covering topics such as budgeting, banking, spending and saving
- scenario-based materials and case studies to explore real-life financial situations (e.g., managing income, comparing products, dealing with unexpected costs)
- templates to support financial planning, e.g., budgeting sheets, comparison tables or spending trackers.

Equipment

- presentation equipment, e.g., projector or interactive screen
- access to digital devices (e.g., computers or tablets) for research and completing financial tasks
- classroom resources including whiteboard, stationery and calculators

Practical Resources

- access to online tools or simulated banking environments where appropriate
- materials to support comparison activities, e.g., example product information, price lists or financial scenarios
- resources to support numeracy in context, e.g., worksheets involving income, expenditure and calculations
- example financial documents such as bills, statements or receipts (real or simulated)

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the level, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Financial Literacy at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Observation	Sorting and matching activities using coins, notes and everyday items
Questioning (written and oral)	Evidence of knowledge of where money comes from and how it is used
Practical Activities	Demonstrate safe handling and storage of money in everyday scenarios
Personal Statements	Simple supported statements about what they have learned about money
Project work	Produce a simple record showing money received and spent
Group discussion	Share simple ideas about spending and saving money
Role play	Participate in a real-life or simulated shopping activity demonstrating spending and receiving change

Entry Level 2

Assessment of Financial Literacy at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Observation	Sorting activities to identify income and expenditure
Questioning (written and oral)	Evidence of understanding of money use and basic financial rules
Practical Activities	Complete a simple personal budget using given information
Personal Statements	Describe how they manage money in simple situations
Project work	Produce a simple budget and track spending over a short period
Group discussion	Discuss needs and wants using everyday scenarios
Role play	Plan a simple activity (e.g. day out) within a set budget
Group work	Compare prices of items and identify the most suitable option

Entry Level 3

Assessment of Financial Literacy at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Questioning (written and oral)	Evidence of understanding of payment methods, budgeting and saving
Practical Activities	Complete calculations and record income and expenditure using a budget sheet
Personal Statements	Describe financial decisions and reasons for choices
Project work	Produce a comparison of prices for goods or services
Group discussion	Discuss responsible spending and use of credit
Scenario-based activity	Plan a savings goal, compare costs, calculate affordability and justify payment method choices

Level 1

Assessment of Financial Literacy at Level 1 should include:

Assessment Type	Examples of Tasks
Questioning (written and oral)	Evidence of understanding of payment methods, budgeting and borrowing
Practical Activities	Prepare a personal budget and calculate totals
Personal Statements	Explain financial decisions and saving approaches
Project work	Produce a comparison of goods or services considering value (price, quality, suitability)
Group discussion	Discuss financial choices and associated risks
Scenario-based activity	Plan a small enterprise or personal financial scenario, including income, expenditure and borrowing considerations

Level 2

Assessment of Financial Literacy at Level 2 should include:

Assessment Type	Examples of Tasks
Questioning (written and oral)	Evidence of understanding of banking systems, budgeting and financial terminology
Practical Activities	Create and analyse a personal budget, including actual vs planned spending
Personal Statements	Evaluate financial decisions and their impact
Project work	Compare financial products and calculate total cost including additional charges
Group discussion	Evaluate financial risks and consumer choices
Scenario-based activity	Analyse a real-life financial scenario (e.g. loan for a major purchase), including affordability, risks and long-term impact

Unit Content

Entry level 1

Unit Title: Financial Literacy

Unit Reference Number: CBM076

Level: Entry Level One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' financial responsibility by equipping them with practical skills for managing their money effectively, including essential practises such as budgeting, saving and investing.

Principles of Progression

Progression Step 1 – I am beginning to understand that my actions and those of others have consequences

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the basic concept of money	1.1 State where money comes from
	1.2 Identify different forms of money used for paying
2. Know how to keep money secure	2.1 Identify simple safe places to store money
	2.2 Gives ways to keep money safe
3. Be able to track simple money movement	3.1 Sort money into: a) received b) spent
	3.2 Demonstrate tracking of money in a simple activity
4. Understand that money can be saved	4.1 State a common reason for saving money

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	4.2 Identify safe ways to save small amounts

Indicative Content	
LO1	AC 1.1 Learners must identify sources of money, identify who is responsible for money in different settings using visuals. AC 1.2 Learners must complete a card sorting activity indicating whether coins or cards would be used to buy an item.
LO2	AC 2.1/2.2 Learners must demonstrate safe keeping of money/wallets during daily activities, including visits to shops.
LO3	AC 3.1/3.2 Learners must demonstrate (e.g., through role play) buying an item and receiving change. For example, in a sweet shop, a day out, a meal for 2, or a cinema visit.
LO4	AC 4.1/4.2 Learners must use visuals/card sorts to receive and indicate sorting of small amounts of money, providing a simple explanation.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Numeracy and Digital
Integral Skills	Numeracy and Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Economic sustainability: Make responsible financial choices that support long-term personal and economic wellbeing.

Relevant Cross-Cutting Themes

Theme	Rationale
Local / National / International	It connects personal finance to broader economic contexts. It promotes financial literacy, understanding financial documents, responsible decision-making, and economic awareness.

Entry level 2

Unit Title: Financial Literacy

Unit Reference Number: CBM077

Level: Entry Level Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' financial responsibility by equipping them with practical skills for managing their money effectively, including essential practises such as budgeting, saving and investing.

Principles of Progression

Progression Step 2 – I can recognise the importance of the different rules, roles and responsibilities within the various communities to which I belong.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how money is used in daily life	1.1 Identify the value of common coins and notes (up to £20)
	1.2 Describe simple rules for safe use of a bank card
2. Know how to create a simple budget	2.1 Identify sources of income and expenditure
	2.2 Demonstrate completion of a simple budget
3. Be able to track transactions	3.1 Check simple transactions
	3.2 Track money over a short period
4. Understand the difference between needing something and wanting it	4.1 Give one example of a need and a want
	4.2 Identify a priority item from a list

Indicative Content	
LO1	AC 1.1 Learners must complete a sorting activity with minimal support. AC 1.2 Learners must label a bank card with information, highlighting personal information.
LO2	AC 2.1/2.2 Learners must complete a sorting/listing activity with income and expenditure.
LO3	AC 3.1 Learners must complete a receipt checking exercise, possibly matching to visuals of costs/items bought. AC 3.2 Learners must use receipts to track expenditure and subtract from a total budget (with support).
LO4	AC 4.1/4.2 Learners must participate in role play (or real) recipes, identifying items “needed” for the recipe from a shopping list, e.g., chicken, rice, and identifying “wanted” items from the shopping list e.g., chocolate or magazine.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Numeracy and Digital
Integral Skills	Numeracy and Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Economic sustainability: Make responsible financial choices that support long-term personal and economic wellbeing.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local / National / International	It connects personal finance to broader economic contexts. It promotes financial literacy, understanding financial documents, responsible decision-making, and economic awareness.

Entry level 3

Unit Title: Financial Literacy

Unit Reference Number: CBM078

Level: Entry Level Three (3)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' financial responsibility by equipping them with practical skills for managing their money effectively, including essential practises such as budgeting, saving and investing.

Principles of Progression

Progression Step 3 –

I can understand that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.

I can understand the consequences of my actions and the actions of others, and how these affect my locality and Wales, as well as the wider world.

I can participate in decision making and I can share opinions and evidence with decision makers and elected representatives in my community.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how to use money in transactions	1.1 Identify different payment methods
	1.2 Carry out simple money calculations
2. Know how to create and monitor a budget	2.1 Identify fixed and variable expenditure
	2.2 Record income and expenditure using a budget sheet
	2.3 Calculate total income and expenditure
3. Be able to make informed spending choices	3.1 Compare prices of similar goods or services

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	3.2 Describe responsible use of credit
4. Understand concepts of saving and investing	4.1 Describe reasons for saving money
	4.2 Identify different saving options

Indicative Content	
LO1	AC 1.1 Learners must complete a card sort activity, identify items that would be appropriate to pay with card/notes/coins etc. AC 1.2 Learners must estimate when change is needed, with support, work out how much change is needed.
LO2	AC 2.1/2.2/2.3 Learners must participate in a real or simulated kitchen activity recording income from sales or baked items and expenditure over time.
LO3	AC 3.1 Learners must use online supermarkets to create a cost comparison of good needed for recipes. Identify the cheapest/most expensive overall. AC 3.2 Learners must use card sort/scenario-based discussion to identify when borrowing money might be necessary and when it can be avoided.
LO4	AC 4.1/4.2 Learners must complete a group/research activity developing to individual creation of a short presentation about when and how to save money.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Numeracy and Digital
Integral Skills	Numeracy and Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Economic sustainability: Make responsible financial choices that support long-term personal and economic wellbeing.

Relevant Cross-Cutting Themes

Theme	Rationale
Local / National / International	It connects personal finance to broader economic contexts. It promotes financial literacy, understanding financial documents, responsible decision-making, and economic awareness.

Level 1

Unit Title: Financial Literacy

Unit Reference Number: CBM079

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' financial responsibility by equipping them with practical skills for managing their money effectively, including essential practises such as budgeting, saving and investing.

Principles of Progression

Progression Step 4 – I can analyse and explain that there are a range of factors that influence my and other people's behaviours, actions and decisions, and that these include ethical and moral judgements and viewpoints.

I can make decisions, identify opportunities and plan appropriate action to make my voice heard I can discuss and challenge viewpoints of decision makers and elected representatives in my community and at a national level.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand payment methods	1.1 Describe features of payment methods
	1.2 Explain benefits and risks of payment methods
2. Know how to create a budget	2.1 List sources of income and expenditure
	2.2 Prepare a personal budget
	2.3 Calculate income and expenditure totals
3. Be able to make financial decisions	3.1 Compare the value of goods or services (price, quality, suitability)

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	3.2 Describe appropriate ways to save money
4. Understand the concept of borrowing money and debt	4.1 Give two reasons why people borrow money
	4.2 Explain the importance of repaying money on time

Indicative Content	
LO1	AC 1.1 Learners must describe a minimum of three different methods of payment and when each might be selected. AC 1.2 Learners must identify at least two benefits and risks associated with chosen methods of payment.
LO2	AC 2.2/2.3 Learners must participate in a scenario, e.g., create a two-weekly budget from an agreed template (AC 2.2), input income (set by teacher) and planned expenditure (set by teacher) and work out income versus expenditure (AC 2.3).
LO3	AC 3.1 Learners must create a document comparing prices for at least three different services. AC 3.2 Learners must describe at least three ways to save money for a) unplanned spending, b) planned spending.
LO4	AC 4.1/4.2 Learners must participate in a group/research activity developing to individual creation of a short presentation about borrowing money safely.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Numeracy and Digital
Integral Skills	Numeracy and Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Economic sustainability: Make responsible financial choices that support long-term personal and economic wellbeing.

Relevant Cross-Cutting Themes

Theme	Rationale
Local / National / International	It connects personal finance to broader economic contexts. It promotes financial literacy, understanding financial documents, responsible decision-making, and economic awareness.

Level 2

Unit Title: Financial Literacy

Unit Reference Number: CBM080

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' financial responsibility by equipping them with practical skills for managing their money effectively, including essential practises such as budgeting, saving and investing.

Principles of Progression

Progression Step 5 – I can evaluate how people's different beliefs, perspectives and experiences impact upon moral and ethical action in response to past, present and anticipated challenges and opportunities.

I can critically examine my attitudes, assumptions and behaviours, along with the actions of others. I can also critically examine how these affect my locality and Wales, as well as the wider world.

I can explain the importance of the role played by groups, governments, businesses and non-governmental organisations in the creation of a sustainable future, and how they impact on people and their rights and on the environment.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand banking and payments systems in the UK	1.1 Explain how different banking methods facilitate bank transactions (DD, SO)
	1.2 Summarise the security risks associated with digital payment methods
2. Know how to plan and monitor a budget	2.1 Explain the difference between essential and non-essential spending
	2.2 Explain how banking methods (e.g. DD, SO) facilitate transactions

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	2.3 Summarise risks of digital payment methods
3. Be able to make informed consumer choices	3.1 Explain essential vs non-essential spending
	3.2 Create a personal budget
4. Understand saving, borrowing, and investment	4.1 Analyse actual vs planned spending
	4.2 Compare financial features of products

Indicative Content	
LO1	AC 1.1 Learners must explain at least three ways in which different banking methods facilitate bank transactions. AC 1.2 Learners must summarise at least three security risks.
LO2	AC 2.2/2.3 Learners must participate in a scenario, e.g., create a monthly budget (AC 2.2), input income (possibly set by teacher) and planned expenditure (possible set by teacher to include unplanned expenditure) and analyse income versus expenditure, evaluating spending choices (AC 2.3).
LO3	AC 3.1 Learners must use the internet to find and compare features of two higher value products (e.g., car, mobile phone) and evaluate which product is best fit and better value. AC 3.2 Learners must compare costs of the items across sites, identifying any add-on costs/discounts/interest/interest-free payments and show understanding of terms and conditions.
LO4	AC 4.1 Learners must describe at least three differences. AC 4.2 Learners must complete a definitions and key word matching exercise.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Numeracy and Digital
Integral Skills	Numeracy and Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Economic sustainability: Make responsible financial choices that support long-term personal and economic wellbeing.

Relevant Cross-Cutting Themes	
Theme	Rationale
Local / National / International	It connects personal finance to broader economic contexts. It promotes financial literacy, understanding financial documents, responsible decision-making, and economic awareness.