

Unit Title: Understanding Credit Unions
Unit Level: Two
Unit Credit Value: 3
GLH: 24
Unit Code: HE1/2/NE/001
Unit Review Date: 31/05/2020

This Unit is not regulated by Ofqual and is not included in the Qualifications and Credit Framework (QCF)

Purpose and Aim of the Unit:	The purpose of the unit is to develop learners' understanding of credit unions. Specifically, the unit aims to promote knowledge of the ethos and underpinning values of credit unions, their regulation and the services they provide. Additionally, the unit promotes understanding of the benefits of participating in a credit union.
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This unit has 6 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the historical development of credit unions.	1.1. Describe the historical development of credit unions in the UK.
2. Understand the regulation of credit unions.	2.1. Describe how credit unions are currently regulated.
3. Know the ethos of and values that underpin credit unions.	3.1. Describe the ethos of credit unions. 3.2. Identify the values that underpin credit unions.
4. Understand the key features and services of credit unions.	4.1. Explain the key features of credit unions.
5. Know the services provided by credit unions.	5.1. Describe the services provided by credit unions.
6. Understand the benefits of participating in a credit union.	6.1. Explain the benefits of participating in a credit union.



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ASSESSMENT INFORMATION

One Awards promotes the use of a range of methods to assess the skills and knowledge of learners. Please refer to the Assessment Definitions document (available on the One Awards website) which provides guidance on the use of assessment activities at different levels, the evidence which could be generated from these activities and ways in which the assessment activities could be managed.

When planning assessment tasks for this unit, Centres should ensure that the selected assessment methods are relevant to the subject, the assessment criteria and the needs of learners.

All assessment practice for this unit should take an active account of equality and diversity issues. Centres should refer to the guidance in the One Awards Access to Fair Assessment Policy (available on the One Awards website).

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