**DRAFT**

CHCEDU005 Work with clients to identify financial literacy education needs

**DRAFT**

# Modification History

|  |  |
| --- | --- |
| Release | Comments |
| Release 2 | Minor changes to application, elements, and performance criteria. |
| Release 1 | This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.  Minimal changes to the elements and performance criteria  New evidence requirements for assessment including volume and frequency requirements |

# Application

This unit describes the skills and knowledge required to work in the community and health sector with target groups and individuals to identify their financial literacy education requirements.

This unit applies to workers who are part of a professional team and under the guidance of a supervisor.

Acquisition of financial literacy education competencies alone does not provide sufficient foundation to undertake complex financial literacy education or financial counselling. Where financial issues have the potential to become complex, people should be referred to a qualified financial counsellor.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice*.*

# Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
| --- | --- |
| Elements define the essential outcomes | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Identify roles and boundaries relevant to financial literacy education | 1.1 Identify and communicate the role and limits of a financial literacy educator with persons seeking assistance  1.2 Refer to specialist services according to the persons priorities  **DRAFT** |
| 2. Identify and manage own values regarding money management | 2.1 Evaluate how own values and attitudes influence money management  2.3 Discuss with supervisor methods of developing professional boundaries with regards to own values and attitudes |
| 3. Identify the values and attitudes of diverse client groups impacting on financial management | 3.1 Assist persons to identify the influence of their values and attitudes towards money management  3.2 Assist persons to identify their own money management styles  3.3 Assist persons to identify any barriers to effective personal money management  3.4 Identify the role of money for different client groups  3.5 Develop and implement work practices that maintain professional neutrality and demonstrate respect for the persons values |
| 4. Target financial literacy education to client needs | 4.1 Identify specific needs of individuals or target group in relation to financial literacy education  4.2 Identify specific money management issues relating to different target groups |

# Foundation Skills

|  |
| --- |
| The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance. |
| Foundation skills essential to performance are explicit in the performance criteria of this unit of competency |

**DRAFT**

# Unit Mapping Information

No equivalent unit

# Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCEDU005 Work with the persons to identify financial literacy education needs

**DRAFT**

# Modification History

|  |  |
| --- | --- |
| Release | Comments |
| Release 1 | This version was released in CHC Community Services Training Package release 2.0 and meets the requirements of the 2012 Standards for Training Packages.  Minimal changes to the elements and performance criteria  New evidence requirements for assessment including volume and frequency requirements |

# Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

* Identified the financial literacy education requirements of 3 different persons or target groups, including:
* identified financial literacy educational solutions to address persons specific needs
* matched education activities with needs and priorities of target group and/or individual
* demonstrated empathy to client groups experiencing financial difficulty and hardship
* demonstrated collaboration and consultation with key people and organisations

# Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

* money planning issues from a personal perspective
* role of a financial counsellor and literacy educator
* referrals to financial counselling and other specialist services
* intergenerational poverty
* the role of money in society and client groups
* broad range of values and attitudes in relation to money
* inequality and the power structure
* cultural differences in relation to understanding of money
* technological issues associated with managing money
* assessment and analysis of a person’s needs
* resources and support available within the community relating to personal money management

**DRAFT**

* local demographics and their potential impact on a personsfinancial issues
* special needs of people in relation to financial management

# Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the current Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors.

# Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>