



Australian Government

CHCEDU005 Work with clients to identify financial literacy education needs

Release: 1

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Modification History

Release	Comments
Release 1	This version was released in <i>CHC Community Services Training Package release 2.0</i> 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.

Financial literacy education provides targeted information and resources to meet particular client needs.

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, clients 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 role of financial literacy education

1.1 Identify and communicate the role and limits of a financial literacy educator with client

1.2 Refer appropriately to specialist services according to clients priorities

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes

Performance criteria describe the performance needed to demonstrate achievement of the element.

2. Identify own values regarding money management

2.1 Identify own values and attitudes in relation to money management

2.2 Develop awareness of the influence of own attitudes to money management

2.3 Discuss with supervisor methods of developing professional boundaries of own values and attitudes

3. Identify the values and attitudes of diverse client groups impacting on financial management

3.1 Assist clients to identify influence of own values and attitudes towards money management

3.2 Assist clients to identify their own money management styles

3.3 Assist clients to identify any barriers to effective personal money management

3.4 Identify the role of money for different client groups

3.5 Work with client in a method that respects their values

3.6 Ensure own values do not effect the working relationship

4. Target financial literacy education to client needs

4.1. Identify specific needs of clients 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

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 clients to identify financial literacy education needs

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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 clients or target groups, including:
 - identified financial literacy educational solutions to address client 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 client needs

- resources and support available within the community relating to personal money management
- local demographics and their potential impact on client financial issues
- special needs of clients 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 Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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