

# Competences for financial capability trainers

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## 1. Financial capability topics: for all group trainers and one to one coaches

These are the minimum standards for knowledge and understanding of financial capability topics for financial capability trainers.

These competences have been set at the 'Developing level' of the Adult Financial Capability Framework: [Guidance on the framework](#) can be found on CABlink.

### a) Different types of money / payments

Skills, knowledge and understanding

1. Understand that money means different things to different people.
2. Understand that cash isn't the only way to pay for goods and services and recognise the alternatives.
3. Understand different forms of payment including cheques, cheque guarantee cards and debit cards.
4. Understand and compare different forms of payment including standing orders and direct debit arrangements.
5. Understand the key words credit and debt and relate these terms to savings and borrowing currently undertaken

### b) Income generation

*Skills, knowledge and understanding*

1. Understand how earnings and salaries are calculated.
2. Understand there are different forms of benefit, where the money comes from to pay them and how to access them.
3. Begin to understand the need for retirement provision

### c) Income disposal

*Skills, knowledge and understanding*

1. Understand personal expenditure and how to manage it.
2. Understand why money, such as pension deductions, National Insurance and tax is deducted from earnings.
3. Begin to understand local and national taxation and spending

**d) Gathering financial information and record keeping**

*Skills, knowledge and understanding*

1. Understand keeping money in an account, e.g. bank, post office, building society, credit union.
2. Know about some official financial records, e.g. bank statements, ATM services, credit card vouchers, etc.
3. Know about personal financial statements and other ways of recording income and expenditure.
4. Able to check for accuracy bank statements, utility and other bills

**e) Financial planning – saving, spending, budgeting**

*Skills, knowledge and understanding*

1. Begin to understand that saving can offer options for future spending.
2. Begin to understand the different ways of saving.
3. Be able to consider different possibilities for spending money.
4. Identify items that may not be bought from regular income.
5. Use simple budgets to plan and control spending– begin to plan ahead including considering long term saving/pensions

**f) Risk and return**

*Skills, knowledge and understanding*

1. Begin to understand the principles of probability and insurance.
2. Begin to understand that both savings and borrowing are offered on differing terms and conditions.
3. Understand money is made from money by saving and interest paid on borrowing.
4. Begin to understand that interest rates vary over time

**g) Personal choices and the financial implications**

*Skills, knowledge and understanding*

1. Begin to make decisions on the basis of short or medium term needs.
2. Ability to identify short, medium and long term needs.
3. Ability to prioritise different needs working within the constraints of limited resources.
4. Begin to be able to assess ‘best buy’ in a variety of circumstances.
5. Begin to understand how to plan and manage debt including beginning to look at dealing with debt in a crisis.
6. Begin to put a financial value on differing needs and wants

**h) Consumer rights, responsibilities and sources of advice**

*Skills, knowledge and understanding*

1. Understand that different people and organisations may give different advice on finances.
2. Be aware of the purpose of advice, advertising and marketing information and how it might influence consumer choice
3. Understand we have responsibilities as well as rights.
4. Recognise different sources of advice to help in understanding rights and responsibilities in relation to financial services

**i) Implications of finance**

1. Know about the roles of financial organisations.
2. Begin to understand that local/national finance can impact on your own life.
3. Begin to understand how local/national decisions may affect personal finances

## 2. Group Training skills

### Competences for delivering group training sessions

These are the minimum training competences for financial capability trainers. They are drawn, in part, from generic learning competences used for Citizens Advice training roles which can be referred to for further information and/or when reviewing and developing your practice.

#### **Support & Supervision Competences Learning, development and training.**

#### **3c Facilitate training sessions using a range of inclusive teaching and learning methods to meet the needs of different learning styles and ensure learner participation**

##### **To do this you need to be able to:**

1. use prepared session plans and tutor notes
2. make appropriate use of visual aids, learning responses and inclusive teaching methods
3. explain the learning objectives and the relevance of the learning activities
4. regularly check understanding and learning and adjust the session accordingly
5. monitor group activity and progress and intervene when necessary to ensure the effectiveness of the learning
6. manage group dynamics
7. promote a welcoming, safe and inclusive learning environment that is compliant with Citizens Advice aims and principles.

##### **Before doing this you need to:**

- a) be familiar with the programme you are presenting and the work context of the learners
- b) understand the course objectives and content sufficiently to be confident in dealing with questions from participants
- c) know what is expected of you as a tutor eg in terms of confidentiality and health and safety, session evaluation etc.
- d) Understand what motivates adult learners and barriers to learning
- e) Know how to establish ground rules within the group
- f) know about different learning styles and why it is important to vary teaching methods within the session
- g) Be confident using a range of visual aids, learning resources and

<p>8. In addition</p> <p>a) Ensure that the content of any training is accurate and up-to-date</p> <p>b) Review your performance after each session in order to identify improvements</p>	<p>teaching methods</p> <p>h) Know a range of ways of organising group work and be confident using them</p> <p>i) Understand group dynamics and how they can impact on learning</p> <p>j) know how to check learning against learning objectives</p> <p>k) Be able to adapt material, techniques and timings and your communication style when necessary to meet the needs of learners.</p> <p>l) Give individual learners the attention they need to learn effectively</p> <p>m) Give positive and developmental feedback</p> <p>n) Know the process for identifying access needs and the facilities available to meet them</p> <p>o) Know how to facilitate equal participation by all group members</p> <p>p) Know how to facilitate discussion and move the group on</p> <p>q) Know how to deal with challenging participants</p> <p>r) Know the domestic and health and safety arrangements for the venue.</p> <p>s) Know where and how to access support and advice</p>
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