



Australian Government

Financial Literacy Foundation

**FINANCIAL LITERACY FOUNDATION
ESSENTIAL ELEMENTS FINANCIAL
LITERACY ASSESSMENT**

**Educational Materials Eligibility and Assessment
Guidelines for Materials Developers**

1) PURPOSE

- i) These guidelines describe the process by which educational materials are determined to be appropriate to be listed on the education pages of the Financial Literacy Foundation's website www.understandingmoney.gov.au.

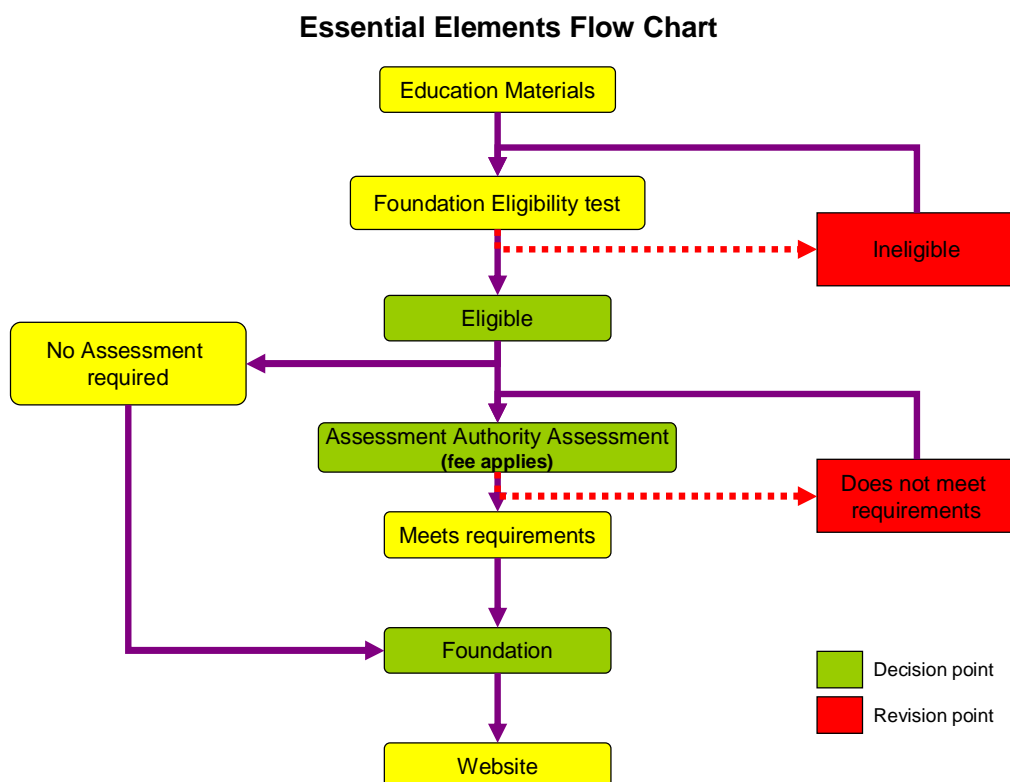
2) THE FOUNDATION'S WEBSITE

- i) The Financial Literacy Foundation's website www.understandingmoney.gov.au provides educators, trainers and human resources managers with access to quality educational materials to aid them in delivering financial literacy programmes.
- ii) The Foundation supports and encourages the development of quality educational materials through its website and the Essential Elements Financial Literacy Assessment kit.
- iii) Through our website the Foundation will provide a description of listed educational materials available which will include the target audience, information on the materials developer, and how to access the resource. The fact that the materials are listed on the Foundation's website will be an assurance that they meet specified quality standards.

3) QUALITY

- i) All education materials on the Foundation's website have been through a quality process in that they:
 - in the opinion of the Foundation, have been developed in consultation with, have the support of and/or were published with, a State or Territory Government Educational Authority, a Catholic Education Commission, or an Association of Independent Schools; or
 - have been noted by the National Quality Council or the National Training Quality Council.
- ii) If this is not the case, materials must be assessed by an Assessment Authority as meeting the Essential Elements Financial Literacy Assessment requirements. The Foundation is not an educational accreditation authority, and requires Essential Elements assessments only where there has been no other quality process applied (as per 3(i)). The assessments are valid only for the purposes of the Essential Elements Financial Literacy Assessment.
- iii) Educational Materials are first put through an eligibility test, (criteria set out at Attachment 1) which will determine whether:
 - the materials are eligible to be listed on www.understandingmoney.gov.au; and
 - an assessment under the Essential Elements Financial Literacy Assessment guidelines is required.
- iv) The Essential Elements Financial Literacy Assessment requirements were established by the Foundation in consultation with educators, government departments, trainers, and materials developers. The Foundation is trialling this approach for 12 months.

Stakeholders and interested parties are invited to comment on the process, as input to a review of quality arrangements.



4) THE ESSENTIAL ELEMENTS PROCESS

a) Step 1 – Will I Apply?

- i) Materials Developers seeking to have their materials listed on the Foundation’s website should ask themselves:
 - Does my material fit the Foundation’s definition of educational materials (see Attachment 1 section (b))?
 - Does my material meet the requirements set out in the eligibility test, and the assessment criteria (Attachments 2 and 3)?
 - Are the fees, and the conditions of listing on the website acceptable to me (see 4c(iii))?
- ii) If the answer to these three questions is yes, the Materials Developer should approach the Foundation to discuss the submission of materials.

b) Step 2 – Eligibility, and determining whether assessment is required.

- i) Materials Developers that have determined to apply to have their materials listed on the Foundation’s website should fill out the Essential Elements Financial Literacy Assessment form and provide it along with all information requested in the form, including a complete

set of the materials to the Foundation. The Foundation will draw the attention of Materials Developers to the conditions of listing on the Foundation's website as set out at 4(d) of these guidelines.

- ii) The Foundation will determine whether the materials:
- are eligible for listing on the website against the criteria (at Attachment 1)
 - require assessment under the Essential Elements Financial Literacy Assessment guidelines. Eligible materials require assessment only where:
 - they have not been noted by the National Quality Council or the National Training Quality Council, or
 - they have not, in the opinion of the Foundation, been developed in consultation with, do not have the support of and/or have not been published with, a State or Territory Government Educational Authority, a Catholic Education Commission, or an Association of Independent Schools.

Materials Developers that feel their educational materials do not require assessment should submit written evidence to support this claim. The Essential Elements Financial Literacy Assessment form requests this information.

- iii) If the materials are eligible, and do require assessment, the Foundation will provide the Materials Developer with a Referral Notice, requesting the Materials Developer to submit the materials (together with the Referral Notice) for assessment on or before the Referral Notice due date. The notice will nominate the appropriate Assessment Authority.
- iv) Materials submitted after the Referral Notice due date will not be assessed by the Assessment Authority.
- v) Generally, materials for schools will be assessed by the **Curriculum Corporation**, and materials directed at adult learners will be assessed by **Innovation and Business Skills Australia**.

Curriculum Corporation
PO Box 177
Carlton South
Victoria 3053 Australia
Telephone: +61 3 9207 9600
Facsimile: 1300 780 545 (within Australia)
+61 3 9639 1616 (outside Australia)
Website: www.curriculum.edu.au

Innovation and Business Skills Australia
Level 2, 192B Burwood Road
Hawthorn Victoria 3122
Telephone (+61) 03 9815 7000
Facimile: (+61) 03 9815 7001
Website: www.ibsa.org.au

- vi) If the materials are eligible, and do not require assessment, the Foundation will advise the Materials Developer in writing of the conditions of listing (see 4(d)).

- vii) Eligible, non assessable materials can then be listed on the Foundation's website.
- viii) If the materials are ineligible, the Foundation will advise the Materials Developer of where the materials did not meet the requirements.

c) Step 3 - Assessment

- i) If notified that the materials require assessment the Materials Developer should then lodge all the following documentation with the Assessment Authority:
 - Essential Elements Financial Literacy Assessment form;
 - the Foundation's Referral Notice; and
 - a full copy of the Materials to be assessed.
- ii) The Assessment Authority will advise the Materials Developer of the conditions of listing on the website (set out at 4(d)).
- iii) The Assessment Authority will charge a fee of:
 - no more than \$450 for Educational Materials equivalent to up to 100 pages of a book of approximately A4 size; or
 - no more than \$700 for Educational Materials equivalent in size to over 100 pages of a book of approximately A4 size.
- iv) The Assessment Authority will determine whether the materials meet the Essential Elements assessment criteria as set out at Attachment 2.
- v) The Authority will conduct the assessment within 15 working days of receipt of the required documentation from the Materials Developer. Within 17 working days, the Assessment Authority will provide the Materials Developer with a short report on the assessment. The report will be no longer than three pages in length.
- vi) The report will detail whether each of the Essential Elements Assessment Criteria are met or not met (as set out at Attachment 2), and provide comment on the basis on which the assessment is made. In the case of materials for school years, the report will also detail:
 - how the Educational Material supports the National Framework for Consumer and Financial Literacy; and,
 - how the Educational Material supports any State or Territory curriculum.In the case of materials supporting adult learning, the report will also detail:
 - how the Educational Material supports the Financial Literacy Competency Standards (as set out in Addendum B); and/ or,
 - how the Educational Material supports any other relevant standards or identified needs for Adult learners.
- vii) Where the Assessment Authority's report does not support listing on the Foundation's website, Materials Developers will be able revise their materials against the Assessment Authority's advice, and resubmit their materials for assessment at a reduced cost.

d) Listing on the Website

i) Materials can be listed on the website when they have been assessed as eligible, and not requiring assessment, and the Materials Developer provides the Foundation with:

- a completed Essential Elements Financial Literacy Assessment form; and
- a complete copy of the educational material.

and also, through an exchange of letters with the Foundation:

- a signed Intellectual Property Undertaking form (the Foundation will provide this form);
- formal acceptance by the Materials Developer of the condition that the Approved Educational Material may be removed by the Treasury from the Website at any time prior to the three-year period from the date of Listing;
- an undertaking that in the case of web based materials, the materials developer will advise the Foundation of any changes to the materials, or the URL within three weeks.

ii) Eligible materials that require assessment can be listed on the website when the Assessment Authority has determined that the Education Materials meet the Essential Elements criteria and the Materials Developer provides the Foundation with:

- a full copy of the Assessment Authority report;
- a completed Essential Elements Financial Literacy Assessment form; and
- a complete copy of the educational material.

and also, through an exchange of letters with the Foundation:

- a signed Intellectual Property Undertaking form (the Foundation will provide this form);
- formal acceptance by the Materials Developer of the condition that the Approved Educational Material may be removed by the Treasury from the Website at any time prior to the three-year period from the date of Listing;
- an undertaking that in the case of web based materials, the materials developer will advise the Foundation of any changes to the materials, or the URL within three weeks.

iii) When posting information on educational materials on its website, the Foundation will include the information:

- a description of the materials;
- a note as to whether materials:
 - have been noted by the National Quality Council; or

- have in the opinion of the Foundation, been developed in consultation with, have the support of and/or were published with, a State or Territory Government Educational Authority, a Catholic Education Commission, or an Association of Independent Schools; or
- have been assessed by an Assessment Authority as meeting the Essential Elements Assessment Criteria.
- a link to the materials if web based, or details on how to obtain the resource.

Outcomes of the assessment and information from the Essential Elements Financial Literacy Assessment form may be included in this information.

- iv) Listing on the website will normally be for a period of up to three years. Presence on the website is subject to review throughout that time. The Treasury may remove Approved Educational Material Treasury from the Website at any time prior to the three-year period from the date of Listing.
 - v) The Foundation reserves its right not to list materials that conflict with its purpose and standing.
- e) Disputes**
- i) Should a Materials Developer have concerns about any aspect of the eligibility determination, they should raise it with the Foundation.
 - ii) The Foundation is the ultimate authority in determining the outcome of disputes, but should any dispute arise in relation to assessment, Materials Developers should seek resolution with the Assessment Authority at the first stage.

ELIGIBILITY**a) Eligible Educational materials**

- i) Eligible educational materials:
- will fit the definition of an Educational Material (see (b));
 - have been developed in consultation with the educational sector they are designed to support, and they have been trialled or published with that sector;
 - do not promote branded products. This includes limiting information and promotion of sponsors to an appropriate level. For example, the sponsor's logo should be appropriate for the materials, and only placed on the front or back cover, with display on other pages limited to where it is necessary for identification purposes;
 - Will be submitted with all required information, being:
 - a complete copy of the educational material put forward for listing; and
 - a completed Essential Elements Financial Literacy Assessment form (Attachment 1); and
 - fit the purpose of the Foundation's website.

b) Educational Materials Defined

- i) Educational materials are documents that aim to help teachers and/or trainers deliver education and/or training programmes. Educational materials should support delivery to:
- existing curriculum and if targeting the compulsory years of schooling, be aligned to the National Consumer and Financial Literacy Framework for the compulsory years of schooling; or
 - competency standards, frameworks or other standards.
- ii) They are delivery or pedagogical strategies (lesson plans/ modules/ units of work and advice to teachers in materials implementation), assessment tools or professional development advice and support to assist in delivery of the package. They come in various formats - including printed materials, CD-ROM, video and web-based materials/libraries.
- iii) They are designed for use in schools, vocational education and training, the workplace, or in adult and community education.

ESSENTIAL ELEMENTS ASSESSMENT CRITERIA

1) ESSENTIAL ELEMENTS ASSESSMENT CRITERIA FOR SCHOOLS

	Criteria
1.	<p>The Educational Material is in accord with the National Framework for Consumer and Financial Literacy.</p> <p>A listing of the elements of the Framework addressed is required.</p>
2.	<p>The Educational Material addresses the standards and outcomes in State and Territory curriculum documents.</p> <p>A listing of the standards and outcomes addressed is required. See the Curriculum Maps document as developed by the Curriculum Corporation for information on where financial literacy fits into current school curriculum.</p>
3.	<p>The Educational Material can be used to effectively deliver the identified outcomes.</p>
4.	<p>The Educational Material is appropriate for the nominated delivery agents and target students.</p>
5.	<p>The Educational Material uses up to date teaching approaches.</p>
6.	<p>The Educational Material provides relevant and up to date financial information.</p>
7.	<p>The Educational Material gives a balanced view of all aspects of the topic.</p>
8.	<p>The Educational Material is presented clearly, accessibly, and accurately.</p>
9.	<p>The Educational Material meets the needs of an identified target group of students and/or students from a broad range of educational, socio-economic and cultural backgrounds.</p>

2) ESSENTIAL ELEMENTS ASSESSMENT CRITERIA FOR ADULT LEARNING EDUCATIONAL MATERIALS

1.	The Educational Material has purposes and outcomes appropriate to the objectives of financial literacy education or training, that is, they: i) support the formation of skills towards competence in Financial Literacy Competency Standards endorsed as part of the Financial Services Training Package FNS04 by the National Training Quality Council; or ii) address other relevant standards or identified needs. A listing of the standards/ identified needs addressed is required.
2.	The Educational Material can be used to effectively deliver the outcomes it nominates.
3.	The Educational Material is appropriate for the nominated delivery agents and target students.
4.	The Educational Material uses up to date teaching approaches and learning strategies.
5.	The Educational Material provides relevant and up to date financial information.
6.	The Educational Material gives a balanced view of all aspects of the topic.
7.	The Educational Material is presented clearly, accessibly, and accurately.
8.	The Educational Material meets the needs of an identified target group of students and/or students from a broad range of educational, socio-economic and cultural backgrounds.

NATIONAL CONSUMER AND FINANCIAL LITERACY FRAMEWORK

- i) The **National Consumer and Financial Literacy Framework** was endorsed by the Australian Education Systems Officials Committee on 4 November 2005.
- ii) Through this framework, all Australian school children will receive education in financial literacy in their compulsory years at school. The framework is a descriptive document that sets out appropriate educational goals in financial literacy for the school years 3, 5, 7 and 9. It builds to levels of knowledge and understanding, competence, enterprise and responsibility that provide a sound basis for financial decisions the students will face in adult life.
- iii) The Framework has been developed to:
 - inform National Statements of Learning agreed to by MCEETYA in English, mathematics, science, civics and citizenship and information and communication technology;
 - provide guidance to states and territories in the development of their Kindergarten to Year 10 curricula relevant to consumer and financial literacy;
 - provide guidance to developers of resource materials; and,
 - support professional learning and development of all teachers of consumer and financial literacy.
- iv) The Framework has four dimensions of consumer and financial literacy: knowledge and understanding; competence; enterprise; and responsibility. These dimensions are interrelated and embrace the knowledge, skills, understandings and values related to key concepts including: income, competition, exchange, liability, power and value as they relate to consumer and financial literacy. It is a multi-disciplinary framework that relates to employability skills.
- v) The Framework was developed as the result of a directive from Ministerial Council of Education, Employment and Youth Affairs (MCEETYA) in May 2005. A working party established by MCEETYA developed the framework, and submitted it to AESOC for approval in November. The working party included representatives from all Federal, State and Territory consumer affairs agencies, and education departments, and also, the Financial Literacy Foundation.
- vi) The Framework is available at www.mceetya.edu.au/public/public.htm. Click on the Financial Literacy Framework choice. Hard copies of the document are available from the Foundation.

FINANCIAL LITERACY COMPETENCY STANDARDS

- i) Under the National Training System, competency standards are industry-determined specifications of performance. They set out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.
- ii) Registered Training Organisations, such as TAFEs deliver training with the goal of enabling their students to attain the competencies set out in the standards.
- iii) The FNS04 Financial Services Training Package, endorsed in 2004 by the National Training Quality Council, provides the basis for nationally recognised and accredited training for the financial services sector.
- iv) The qualifications within any Training Package are made up of different combinations of competency standards¹. In endorsing the Training Package, the Council endorses all competency standards included within a training package, the qualification structure, and the combinations of competency standards that make up the qualifications. The Financial Services Training Package includes 10 competency standards on Financial Literacy. Some of these describe the skills required to be competent in managing personal finances, and some are more specific to skills required for a career in the Finance industry. These standards are listed overleaf.
- v) Training Packages are developed and maintained by industry representatives, reflecting the skill needs of industry. This is done through the 10 Industry Skills Councils (ISCs), as declared by the Australian Government. The Directors of ISCs are industry representatives, and provide a strong industry voice in the development of qualification structures for each industry sector. The ISC with responsibility for the Financial Services Training Package, and financial literacy as an issue is Innovation and Business Services Australia (IBSA).
- vi) For more information on the financial literacy competency standards, what they include, and how to address them, search the National Training Information Service website at www.ntis.edu.au, or contact Innovation and Business Skills Australia www.ibsa.org.au.
- vii) For more information on competency standards or training packages generally, or the National Training System go to www.dest.gov.au/sectors/training_skills/policy_issues_reviews/key_issues/nts/default.htm.

¹ Competency standards are industry-determined specifications of performance which set out the skills, knowledge and attitudes required to operate effectively in employment.

National Code	Unit of Competency Name
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Focus on Personal Finances

FNSFLIT201A	Develop and use a personal budget
FNSFLIT202A	Develop and use a savings plan
FNSFLIT203A	Develop understanding of debt and consumer credit
FNSFLIT204A	Develop understanding of superannuation

Vocationally Oriented.

FNSFLIT205A	Develop understanding of the Australian financial system and markets
FNSFLIT501A	Assist customers to budget and manage own finances
FNSFLIT502A	Facilitate customer awareness of the Australian financial system and markets
FNSFLIT503A	Promote basic financial literacy skills
FNSFLIT504A	Facilitate customer understanding of personal financial statements
FNSFLIT505A	Facilitate customer or employee understanding of superannuation as an investment tool