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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p>Australian Qualifications Framework</p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources and checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au.</p>

Section 2: Unit of competency information

2.1 Unit of competency

FSKNUM03 Use whole numbers and money up to one thousand for work

Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Application

This unit describes the skills and knowledge to identify and undertake simple processes with whole numbers and money up to one thousand.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 1 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

2.2 Unit of competency assessment requirements

Assessment Requirements for FSKNUM03 Use whole numbers and money up to one thousand for work

Modification History

Release	Comments
Release 1	This streamlined version first released with <i>FSK Foundation Skills Training Package version 1.0</i> .

Performance Evidence

Evidence of the ability to:

- recognise and name whole number and money amounts up to one thousand
- recognise half
- add and subtract two digit whole numbers.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- links between addition and subtraction
- place value and role of zero.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion volumes from the IBSA website - <http://www.ibsa.org.au>

3.2 Delivery plans

The following sample delivery plans can be used to deliver FSKNUM03 Use whole numbers and money up to one thousand for work. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Day 1	
Suggested time allocation: 8 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 6–15
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKNUM03 Use whole numbers and money up to one thousand for work</i> , Release 1 Day 1	<ul style="list-style-type: none"> Taking orders Menu Items Half Whole \$ Odd numbers Even numbers Cost Price Dearer Cheaper
Suggested training strategies	
<ul style="list-style-type: none"> Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide <i>FSKNUM03 Use whole numbers and money up to one thousand for work</i>. 	
<ul style="list-style-type: none"> Learners should develop a personal glossary to record any terms that are new to them, using the table provided at the beginning of the learner guide. They should record a definition and use the term in the correct context. 	
<ul style="list-style-type: none"> Describe assessment processes in the preliminary section of the unit. Ensure learners understand that they will be required to demonstrate their ability to perform the required skills related to this unit of competency. They will usually need to arrange to be observed performing appropriate tasks. Learners should plan with you the opportunities that will be available to them to demonstrate their competence. Refer to the final assessment task in the Aspire learner guide for guidance. 	
<ul style="list-style-type: none"> Prepare learners for the unit of competency by explaining their story: <ul style="list-style-type: none"> It's your first day at the Grey House Café, which sells coffee, tea, milkshakes and fruit juice. 	

3.3 Learning mapping

FSKNUM03 Use whole numbers and money up to one thousand for work, Release 1.

Unit of competency		Content	Checkpoint (CP)
Element 1: Identify whole numbers and money up to one thousand		Day 1	Checkpoint: Day 1
1.1	Read and name whole numbers and money amounts up to 1000 in highly familiar workplace documents and tasks	Day 3	CP 1: Q 1, 2
1.2	Demonstrate understanding of place value and the role of zero	Day 2	CP 2: Q 1
1.3	Recognise and understand halves	Day 1	CP 1: Q 3
Element 2: Undertake simple mathematical processes		Day 2	Checkpoint: Day 2
2.1	Organise numbers in size order and compare whole number and money amounts up to 1000	Day 2	CP 1: Q 7 CP 2: Q 2, 3
2.2	Count in number groups	Day 3	CP 3: Q 1
2.3	Add and subtract whole numbers and money up to 1000	Day 2 Day 3	CP 2: Q 4 CP 3: Q 3
2.4	Describe links between operations of addition and subtraction	Day 3	CP 2: Q 4 CP 3: Q 3
Element 3: Check and communicate results		Day 3	Checkpoint: Day 3
3.1	Check reasonableness of outcome with prompting and support	Day 3	CP 3: Q 4
3.2	Record numerical information and communicate the result of the task using informal language and symbolism	Day 3	CP 1: Q 6 CP 3: Q 1
Performance evidence			
PE1	Recognise and name whole number and money amounts up to one thousand	Day 2: Comparing money Day 3: Counting money Daily Cash Sheet	CP 2: Q 3 CP 3: Q 1
PE2	Recognise half	Day 1: Making drinks	CP 1: Q 3

Section 4: Assessment

4.1 Assessment approach

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms that the learner can perform to the expected workplace standard, as outlined in the units of competency.

This section contains marking guidance for the final assessment tasks in the corresponding Aspire learner guide.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. This ensures all additional assessment activities deemed appropriate, outside those in the Aspire learner guide, are included in these records.

All assessment activities should be undertaken in conjunction with your training organisation's relevant course training and assessment strategy, policies and procedures.

4.3 Assessment mapping

FSKNUM03 Use whole numbers and money up to one thousand for work, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Counting money	Part C – Observation
Element 1: Identify whole numbers and money up to one thousand				
1.1	Read and name whole numbers and money amounts up to 1000 in highly familiar workplace documents and tasks	Q 1	P1	O1
1.2	Demonstrate understanding of place value and the role of zero	Q 7		
1.3	Recognise and understand halves	Q 4		O2
Element 2: Undertake simple mathematical processes				
2.1	Organise numbers in size order and compare whole number and money amounts up to 1000	Q 1, 7	P1	O1
2.2	Count in number groups	Q 3		
2.3	Add and subtract whole numbers and money up to 1000	Q 2, 7	P2	O3
2.4	Describe links between operations of addition and subtraction	Q 5, 6		
Element 3: Check and communicate results				
3.1	Check reasonableness of outcome with prompting and support	Q 9		
3.2	Record numerical information and communicate the result of the task using informal language and symbolism	Q 8		
Performance evidence				
PE1	Recognise and name whole number and money amounts up to one thousand		P1	O1
PE2	Recognise half	Q 4		O2

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the learner, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Learner name:		
Unit code and title:	FSKNUM03 Use whole numbers and money up to one thousand for work, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Counting money	<input type="checkbox"/>
	• Part C – Observation	<input type="checkbox"/>
Declaration:	<p>In completing this assessment, I confirm that the learner has demonstrated all unit outcomes through consistent and repeated application of skills and knowledge with competent performance demonstrated in multiple instances over a period of time.</p> <p>Evidence collected has been confirmed as:</p>	