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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><b>Australian Qualifications Framework</b></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: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### FSKNUM04 Locate, compare and use highly familiar measurements 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 locate, compare and use basic and highly familiar metric measurements and quantities.

The 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 FSKNUM04 Locate, compare and use highly familiar measurements 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:

- compare measurements using informal language
- read digital time
- mark important events on a calendar.

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:

- appropriate units of measurement for different measures (e.g. metres for measuring length etc.)
- names and symbols for highly familiar measurement units.

#### 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 adjustment 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.

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *FSKNUM04 Locate, compare and use highly familiar measurements 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	
<b>Suggested time allocation:</b> 12 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>• Recommended reading</li> <li>• Slide presentation software</li> </ul>	<b>Slide nos:</b> 5–33
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKNUM04 Locate, compare and use highly familiar measurements for work</i> , Release 1 Day 1	<ul style="list-style-type: none"> <li>• Ingredients</li> <li>• Recipe</li> <li>• Cool room</li> <li>• Kilogram</li> <li>• Gram</li> <li>• Litre</li> <li>• Millilitre</li> <li>• Hour</li> <li>• Minutes</li> <li>• Seconds</li> <li>• Metre</li> <li>• Centimetre</li> <li>• Volume</li> <li>• Time</li> <li>• Temperature</li> <li>• Adding</li> <li>• Subtracting</li> <li>• Calculator</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide <i>FSKNUM04 Locate, compare and use highly familiar measurements for work</i>.</li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

### 3.3 Learning mapping

*FSKNUM04 Locate, compare and use highly familiar measurements for work, Release 1*

Unit of competency	Content	Checkpoint (CP)
<b>Element 1: Identify and compare highly familiar basic metric measurements</b>	Day 1	CP Day 1
1.1 Locate measurements in highly familiar workplace documents and tasks	Day 1: The recipe Measurements	CP Day 1: Q 7
1.2 Identify different units of measurements and their use	Day 1: Measurements Units of measurement Time Temperature	CP Day 1: Q 1, 2
1.3 Identify the comparative relationship between the units of measurement	Day 1: Measurements Reading measurements	CP Day 1: Q 3
1.4 Demonstrate understanding of conservation of amounts	Day 1: Units of measurement How units of measurement work together	CP Day 1: Q 8
1.5 Use informal language to compare measurements	Day 1: Units of measurements	CP Day 1: Q 1, 2, 4
<b>Element 2: Use basic familiar metric measurements for workplace tasks</b>	Day 2	CP Day 2
2.1 Read digital time	Day 1: Time	CP Day 1: Q 4
2.2 Use a calendar to record information	Day 2: Using a calendar to record information	CP Day 2: Q 2, 3
2.3 Use am and pm in reference to time	Day 2: Recording measurements	CP Day 2: Q 1, 2, 3
2.4 Read and record basic measurement information	Day 1: Units of measurement Day 2: Recording measurements	CP Day 1: Q 2 CP Day 2: Q 1, 2

## 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

*FSKNUM04 Locate, compare and use highly familiar measurements for work, Release 1*

Unit of competency		Part A – Questioning	Part B – Project: Recording time	Part C – Observation
<b>Element 1: Identify and compare highly familiar basic metric measurements</b>				
1.1 Locate measurements in highly familiar workplace documents and tasks		Q 1		
1.2 Identify different units of measurements and their use		Q 4		
1.3 Identify the comparative relationship between the units of measurement		Q 2, 3		
1.4 Demonstrate understanding of conservation of amounts		Q 5		
1.5 Use informal language to compare measurements		Q 1, 2		
<b>Element 2: Use basic familiar metric measurements for workplace tasks</b>				
2.1 Read digital time		Q 8	P2	O2
2.2 Use a calendar to record information		Q 9		O1
2.3 Use am and pm in reference to time			P1	O2
2.4 Read and record basic measurement information				
2.5 Add and subtract simple quantities		Q 6, 7		
<b>Performance evidence</b>				
PE1	Compare measurements using informal language	Q 1		
PE2	Read digital time	Q 8	P2	O2
PE3	Mark important events on a calendar	Q 9		O1
<b>Knowledge evidence</b>				



## 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

<b>Training organisation name:</b>		
<b>Learner name:</b>		
<b>Unit code and title:</b>	FSKNUM04 Locate, compare and use highly familiar measurements for work, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Recording time	<input type="checkbox"/>
	• Part C – Observation	<input type="checkbox"/>
<b>Declaration:</b>	<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>	
	<input type="checkbox"/> Valid <input type="checkbox"/> Current	<input type="checkbox"/> Sufficient <input type="checkbox"/> Authentic