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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

FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages 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 use whole numbers into the thousands, simple fractions, decimals and percentages.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 2 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 FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages 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:

- read and name whole numbers into thousands
- perform simple and familiar calculations with whole numbers and money
- recognise and explain simple fractions, decimals and percentages.

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 operations
- place value and use of zero.

Assessment Conditions

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

Advice and support is available if requested.

Access to a simple calculator 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 *FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages 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: 15 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos 4–19
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work</i> , Release 1 Day 1	<ul style="list-style-type: none"> Catalogues Delivery dockets Recipes Job sheets Time sheets Calendars Whole numbers Fractions Decimals Percentages Zero as a placeholder Place value Money: dollars, cents One-digit, two-digit, three-digit and four-digit numbers
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>FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages 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. 	

3.3 Learning mapping

FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work, Release 1.

Unit of competency		Content	Checkpoint
Element 1: Identify and interpret simple mathematical information			
1.1	Read and name whole numbers into the thousands in workplace documents and tasks	Day 1 Reading numbers in documents Reading numbers when doing a task Numbers Place value	CP Day 1: Q 1, 3, 4
1.2	Identify and interpret simple fractions, decimals and percentages	Day 1 Numbers	CP Day 1: Q 2
Element 2: Undertake simple mathematical processes and apply to workplace tasks			
2.1	Demonstrate understanding of place value by organising numbers from smallest to largest	Day 1 Putting numbers in order	CP Day 1: Q 6
2.2	Locate required numerical information and decide on appropriate method to solve a problem	Day 2 Solving a numerical problem	CP Day 2: Q 7, 8
2.3	Perform a limited range of calculations using the 4 operations	Day 2 Calculations	CP Day 2: Q 1, 2, 3, 4
2.4	Describe links between operations	Day 2 Calculations	CP Day 2: Q 5
Element 3: Check and communicate results			
3.1	Make estimations to check reasonableness of results of problem solving process	Day 2 Check the answer	CP Day 2: Q 19
3.2	Record numerical information and communicate the result of the task using informal and some formal language and symbolism	Day 2 Record results	CP Day 2: Q 10
Performance evidence			
PE1	Read and name whole numbers into thousands	Day 1 Reading numbers in documents Reading numbers when doing a task	CP Day 1: Q 1, 4, 6

How to use the assessment plan

Once assessment tasks and options have been discussed with the learner, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
Training organisation name:	
Learner name:	
Contact number:	
Date:	
Email:	
Assessor name:	
Unit of competency:	<i>FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work, Release 1</i>
Assessment parts:	Part A – Questioning Part B – Project: Making calculations Part C – Observation

4.3 Assessment mapping

FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Making calculations	Part C – Observation
Element 1: Identify and interpret simple mathematical information				
1.1	Read and name whole numbers into the thousands in workplace documents and tasks	Q 6, 7, 8	P1	O1
1.2	Identify and interpret simple fractions, decimals and percentages	Q 1, 2, 3	P2	O2
Element 2: Undertake simple mathematical processes and apply to workplace tasks				
2.1	Demonstrate understanding of place value by organising numbers from smallest to largest	Q 8, 10		
2.2	Locate required numerical information and decide on appropriate method to solve a problem	Q 4, 5	P3	O3
2.3	Perform a limited range of calculations using the 4 operations	Q 6, 7, 9, 12	P4	O4
2.4	Describe links between operations	Q 13, 14		
Element 3: Check and communicate results				
3.1	Make estimations to check reasonableness of results of problem solving process	Q 15		
3.2	Record numerical information and communicate the result of the task using informal and some formal language and symbolism		P5	O5
Performance evidence				
PE1	Read and name whole numbers into thousands	Q 6	P6	O6

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:	<i>FSKNUM08 Identify and use whole numbers and simple fractions, decimals and percentages for work, Release 1</i>	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Making calculations	<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>	