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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

FSKNUM09 Identify, measure and estimate familiar quantities 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 required to measure familiar and predictable quantities using simple and routine measuring instruments and units.

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 FSKNUM09 Identify, measure and estimate familiar quantities 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:

- estimate and measure familiar simple amounts
- interpret measurement on simple measuring equipment
- add, subtract and multiply simple measurements
- record results using appropriate unit.

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:

- abbreviations of familiar units of measurement
- which units of measurement to use for length, mass and capacity.

Assessment Conditions

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

Advice and support is available if requested.

A basic calculator can be used.

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 *FSKNUM09 Identify, measure and estimate familiar quantities 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: 5–16
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKNUM09 Identify, measure and estimate familiar quantities for work</i> , Release 1 Day 1	<ul style="list-style-type: none"> Workplace texts Job instructions Job sheets Safety guidelines and signs Ingredients list Unit of measurement Length Mass or weight Capacity Temperature Time Ruler Tape measure Trundle wheel Digital scales Analogue scales Jug Cooking thermometer Bulb thermometer Digital thermometer Digital clock Analogue clock Millimetres Centimetres Metres Grams

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.

Ensuring readiness for assessment complete

Before learners begin to undertake final assessment tasks for the unit, it is important to ensure that they are comfortable and ready to begin the assessment process.

The final assessment provided contains a self-assessment checklist that learners should complete to confirm that they feel they hold the skills and knowledge required for the unit, and that they feel ready to undertake a successful assessment process.

Once the learner has completed and is comfortable with their self-assessment, they are then ready to proceed to the final assessment tasks.

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete Part A	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Complete Part B	Part B – Project: Using measurements You will demonstrate your skills and knowledge by completing a story-based project.
Complete Part C	Part C – Observation Your performance will be documented while being observed by an assessor.

Negotiating assessment tasks

It is critical that learners understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the learner.

For example, a learner completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, learners completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Learners may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

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>FSKNUM09 Identify, measure and estimate familiar quantities for work, Release 1</i>
Assessment parts:	Part A – Questioning Part B – Project: Using measurements Part C – Observation

4.3 Assessment mapping

FSKNUM09 Identify, measure and estimate familiar quantities for work, Release 1

Unit of competency		Part A – Questioning	Part B – Project: Using measurements	Part C – Observation
Element 1: Identify and interpret simple mathematical information				
1.1	Identify and interpret measurement information in workplace tasks and texts	Q1		
1.2	Identify familiar units of measurement needed for tasks	Q2		
Element 2: Apply simple measurement strategies				
2.1	Estimate familiar and simple amounts	Q3	P1	O1
2.2	Select appropriate measuring equipment	Q4, Q5		
2.3	Use simple measuring equipment graduated in familiar units to measure relevant quantities		P2	O2
2.4	Calculate using familiar units of measurement		P3	O3
Element 3: Check and communicate results				
3.1	Check measurements and results against estimates		P4	O4
3.2	Record or report results		P5	O5
3.3	Communicate results relevant to the workplace task using informal and some formal mathematical and general language		P6	O6
Performance evidence				
PE1	Estimate and measure familiar simple amounts		P1	O1
PE2	Interpret measurement on simple measuring equipment		P2	O2
PE3	Add, subtract and multiply simple measurements		P4	O4

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:	FSKNUM09 Identify, measure and estimate familiar quantities for work, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Using measurements	<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>	