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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

FSKNUM14 Calculate with whole numbers and familiar 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 interpret and calculate whole numbers, routine fractions, decimals and percentages.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 3 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 FSKNUM14 Calculate with whole numbers and familiar 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:

- interpret and use common fractions, decimals and percentages in real situations
- choose the appropriate operations to solve real life mathematical problems
- perform calculations involving 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:

- place value and use of zero
- relationship between operations
- order of operations
- relationship between fractions, decimals and percentages.

Assessment Conditions

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

Individuals can access own familiar support resources.

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.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *FSKNUM14 Calculate with whole numbers and familiar 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: 12 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 5–30
Recommended reading	Terminology checklist
Aspire learner guide <i>FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work</i> , Release 1 Day 1	<ul style="list-style-type: none"> Job instructions, job specifications Recipes Catalogues Tables and charts Job sheets Quotes, bills, pay slips Workplace context Materials Digits $+$, $-$, \times, \div \leq, \geq $\%$, $\\$, $:$, $/$, $@$ Calculator Remainder Order of operations Cash register Spreadsheet Best buy Budget Whole numbers, decimal numbers Fractions, percentages Rates, zeros, mixed numbers Hands-on Personal experience, prior knowledge

3.3 Learning mapping

FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work, Release 1

Unit of competency	Content	Checkpoint (CP)
Element 1: Identify and interpret routine mathematical information		
1.1 Select and interpret mathematical information that may be partly embedded in routine workplace tasks and texts	Day 1 Using calculations in workplace texts Using calculations in workplace tasks	CP Day 1: Q 1, 2
1.2 Interpret and comprehend whole numbers and routine or familiar fractions, decimals and percentages including familiar rates	Day 1 Using mathematical language Mixed numbers Remainders Interpreting mathematical information Interpreting decimals, fractions and percentages	CP Day 1: Q 5, 6, 7
Element 2: Undertake routine mathematical processes		
2.1 Perform calculations which may involve a number of steps	Day 1 Order of operations Mixed numbers Comparing costs to consider the best buy	CP Day 1: Q 3, 8
2.2 Calculate with whole numbers and routine or familiar fractions, decimals and percentages	Day 1 Multiplying Dividing Mixed numbers Comparing costs to consider the best buy	CP Day 1: Q 7, 9
2.3 Convert between equivalent forms of fractions, decimals and percentages	Day 1 Interpreting decimals, fractions and percentages	CP Day 1: Q 6
2.4 Apply order of operations to solve multi-step calculations	Day 1 Order of operations Mixed numbers	CP Day 1: Q 3, 8

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

FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Estimating and checking estimations	Part C – Observation
Element 1: Identify and interpret routine mathematical information			
1.1 Select and interpret mathematical information that may be partly embedded in routine workplace tasks and texts		P1	O1
1.2 Interpret and comprehend whole numbers and routine or familiar fractions, decimals and percentages including familiar rates	Q 4, 7	P2	O2
Element 2: Undertake routine mathematical processes			
2.1 Perform calculations which may involve a number of steps	Q 7,8	P3	O3
2.2 Calculate with whole numbers and routine or familiar fractions, decimals and percentages	Q 2 5, 6, 9, 10, 13	P4	O4
2.3 Convert between equivalent forms of fractions, decimals and percentages	Q 1, 4,11, 13		
2.4 Apply order of operations to solve multi-step calculations	Q 8	P5	O5
2.5 Apply problem solving strategies		P6	O6
Element 3: Check and communicate results			
3.1 Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task	Q 12	P7	O7
3.2 Use formal and informal mathematical language and symbolism to communicate the result of the task	Q 1, 4, 5, 6	P8	O8

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:	FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	• Part A – Questioning	<input type="checkbox"/>
	• Part B – Project: Estimating and checking estimations	<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>	