



Australian Government

FSKNUM001 Use beginning whole number skills up to 100 for work

Release: 1

FSKNUM001 Use beginning whole number skills up to 100 for work

Modification History

Release	Comments
Release 1	This version first released with FSK Foundation Skills Training Package Version 2.0.

Application

This unit describes the skills and knowledge to locate, recognise and write whole numbers and monetary amounts, to undertake extremely familiar and simple numerical processes such as counting, sequencing and simple adding and communicating extremely simple mathematical information.

An individual performing these tasks operates alongside an expert or mentor where significant support, prompting advice and modelling can be provided.

This unit applies to individuals who use, or are preparing to use, numeracy skills to complete workplace activities. This includes existing workers and individuals preparing for employment through vocational education and training. This unit can be integrated and contextualised with vocational training to support achievement of vocational competency.

This unit is aligned to, but does not fully address, the Australian Core Skills Framework (ACSF) numeracy core skill indicators .09, .10 and .11 at pre-level 1 in the workplace and employment domain of communication.

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

Unit Sector

Numeracy

Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify simple and familiar whole numbers	1.1 Locate and recognise whole numbers and monetary amounts up to 100 (or \$100) in extremely familiar short and simple oral

Element	Performance Criteria
and money up to 100	workplace texts and tasks 1.2 Locate and recognise whole numbers and monetary amounts up to 100 (or \$100) in extremely familiar short and simple written workplace texts and tasks
2. Use extremely simple processes with whole numbers and money	2.1 Sequence numbers and money up to 100 (or \$100) 2.2 Count forward by 1s with whole numbers or money up to 100 (or \$100) 2.3 Use simple addition to add pairs of whole numbers up to a total of 100 with no carrying 2.4 Use simple addition to add pairs of whole dollar monetary amounts up to a total of \$100 with no carrying
3. Communicate extremely simple everyday number information	3.1 Use extremely familiar and simple written representation to document simple workplace numbers and money in highly familiar workplace texts and tasks 3.2 Use extremely simple, everyday informal oral language to discuss simple numbers and money in highly familiar workplace tasks and conversations

Foundation Skills

This section describes language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description
Oral Communication	Says simple numbers and money amounts

Mapping Information

Supersedes and is equivalent to FSKNUM01 Use beginning whole number skills and money up to one hundred for work.

Links

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>

Assessment Requirements for FSKNUM001 Use beginning whole number skills up to 100 for work

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Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- complete a workplace task using simple whole number skills up to 100, including:
 - identifying extremely simple whole number information
 - using simple counting, sequencing and adding processes
 - communicating extremely simple number information.
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Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- purpose and application of extremely simple counting, sequencing and processes in the workplace
- place value for ones and tens
- method of addition
- method of counting and ordering
- mathematical symbols for whole numbers and monetary amounts up to 100 (\$100), and for addition and equals
- everyday informal oral language for whole numbers up to 100, addition, equals, bigger and smaller
- written language for whole numbers and monetary amounts up to 100 (\$100).
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Assessment Conditions

Competency is to be assessed in the workplace, a workplace simulated environment or a vocational training context.

Assistive technologies can be utilised to assist with oral and written communication.

Skills must be demonstrated using extremely short and simple texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- an expert or mentor to initiate and provide highly structured support and modelling to learner
- Australian notes and coins.

Assessors must:

- satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards, and
- have sound knowledge of the ACSF and performance features of the ACSF level being assessed, and
- have demonstrable expertise, knowledge and skills in the vocational contextualisation and assessment of the core skill, numeracy, and
- have completed the following or equivalent:
 - TAESS00009 Address Foundation Skills in Vocational Practice Skill Set; or
 - a higher level education qualification, such as:
 - TAE80113 Graduate Diploma of Adult Language, Literacy and Numeracy Practice (and its equivalent TAE70111); or
 - Bachelor of Education, Graduate Certificate or Graduate Diploma of Education, or higher. This may include qualifications relating to TESOL, adult education or vocational education.

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