



Australian Government

FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work

Release: 1

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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 interpret and calculate with whole numbers, routine fractions, decimals and percentages for workplace activities and tasks. It includes interpreting and selecting embedded mathematical information, undertaking routine arithmetical problem solving processes, and communicating results to complete workplace activities.

An individual performing these tasks works independently and uses their own familiar support resources.

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 should 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 level 3 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. Select and interpret routine mathematical	1.1 Identify whole numbers and routine fractions, decimals, percentages and common rates embedded in workplace tasks and

Element	Performance Criteria
information	texts 1.2 Interpret whole numbers and routine fractions, decimals, percentages and common rates embedded in workplace tasks and texts
2. Perform mathematical calculations to complete workplace task	2.1 Select arithmetical problem solving process for completing the workplace task 2.2 Estimate outcome of calculations with the four arithmetical operations related to whole numbers, routine fractions, decimals and percentages 2.3 Calculate outcome of calculations with the four arithmetical operations related to whole numbers, routine fractions, decimals and percentages 2.4 Check and reflect on mathematical problem solving processes and outcomes in relation to initial estimates and the workplace context
3. Communicate workplace mathematical information	3.1 Use informal and formal written mathematical representation to document and report on workplace calculation processes and results 3.2 Use informal and formal mathematical language to present and discuss workplace problem solving process and results

Foundation Skills

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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Supersedes and is equivalent to FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages 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 FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages 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:

- select and interpret one of each of the following embedded in routine workplace tasks and texts:
 - whole numbers
 - routine common fractions
 - routine decimals
 - routine common percentages
 - common rates
- perform routine mathematical problem solving processes to complete a workplace task, including:
 - using and applying the order of arithmetical operations to solve multi-step calculations with whole numbers
 - performing calculations with common fractions, decimals and percentages
 - using and applying rates in familiar or routine situations
 - making initial estimations and checking reasonableness of process and results.

In the course of the above the candidate must demonstrate use of relevant technology, such as calculators or spreadsheets.

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 of workplace calculations relevant to completing workplace task
- place value and use of zero
- relationship and equivalence between familiar and routine fractions, decimals and percentages

- relationship between the four operations (addition, subtraction, multiplication and division) and the use and application of the order of operations
- the meaning and purpose of familiar rates such as km/hr, \$/kg and \$/m
- purpose and use of relevant technology such as calculators, spreadsheets or other relevant software
- methods for using estimation and assessment skills to check and reflect on an outcome and its appropriateness to the workplace task
- informal and formal mathematical written and oral language and symbolism of numbers and calculations.
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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 routine texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a calculator
- familiar support resources.

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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