



Australian Government

FSKNUM017 Use familiar and routine maps and plans for work

Release: 1

FSKNUM017 Use familiar and routine maps and plans 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 interpret and use familiar and routine maps and plans using direction, simple scales, labels, symbols and keys. Routine maps and plans include street directory, Google maps, Global Positioning System (GPS), atlas, general maps or plans, simple house or landscape plan, or machinery diagram.

An individual performing these tasks works independently and uses familiar support resources as needed.

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 familiar and routine directional information	1.1 Select and interpret features, symbols and keys embedded in familiar and routine workplace maps and plans 1.2 Interpret locations and directions described orally and in writing, that are embedded in familiar and routine workplace

Element	Performance Criteria
	maps and plans
2. Read and use maps and plans to complete workplace tasks	2.1 Select mathematical problem solving process for completing the workplace tasks 2.2 Use simple scale to estimate length of objects, or distance to location or object in workplace texts or tasks 2.3 Give directions using a workplace map or plan 2.4 Follow directions based on a workplace map or plan 2.5 Check and reflect on directions and outcomes, and appropriateness of outcome to workplace tasks
3. Communicate workplace direction and location information	3.1 Use informal and formal written mathematical representation to document and report on workplace directions and problem solving process and results 3.2 Use informal and formal mathematical language to present and discuss workplace directions and 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 FSKNUM17 Use routine maps and plans 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 FSKNUM017 Use familiar and routine maps and plans 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 each of the following embedded in one familiar and routine workplace map and one familiar and routine workplace plan:
 - key features
 - key and symbols
 - scales
- perform routine mathematical processes to complete a workplace task, including:
 - orienting a routine map or plan to locate an item/place in real life
 - giving directions to locate an item or place on a routine map or plan
 - following directions to locate an item or place on a routine map or plan.
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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:

- common features on routine maps and plans
- meaning of symbols on routine maps and plans
- cardinal directions and coordinates
- techniques to use scales on maps or plans to estimate distance/size
- location of north, south, east and west
- methods for using estimation and assessment skills to check and reflect on outcome and its appropriateness to the workplace task
- informal and formal mathematical written and oral language and symbolism of directions, maps and plans.
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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
- measuring instruments utilised in the performance evidence
- own 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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