



Australian Government

FSKNUM018 Collect data and construct routine tables and graphs for work

Release: 1

FSKNUM018 Collect data and construct routine tables and graphs 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 required to collect, collate and organise familiar and routine data and construct tables, column and bar graphs for work. It includes interpreting data from workplace tables and graphs and communicating mathematical information.

An individual performing these tasks works independently and uses 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. Identify relevant and familiar workplace data	1.1 Identify basis and specifications of data collection requirements for workplace task including being aware of audience of data and purpose of collection

Element	Performance Criteria
	1.2 Identify source(s) of familiar and routine data in the workplace and possible methods of collection
2. Collect data and develop routine tables and graphs for workplace task	2.1 Select mathematical problem solving process for completing workplace task 2.2 Describe an expected result of the data collection and results 2.3 Select method to collect routine workplace data and collect relevant data sample 2.4 Collect, order and collate data into a table or spreadsheet 2.5 Determine scale and axes and construct routine graph or chart using appropriate tools 2.6 Check and reflect on expected result, data collection and outcomes and appropriateness of outcome to workplace task
3. Communicate results	3.1 Use informal and formal written mathematical representation to document and report on workplace data and problem solving process and results 3.2 Use informal and formal mathematical language to present and discuss workplace information 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 FSKNUM18 Collect data and construct routine tables and graphs 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 FSKNUM018 Collect data and construct routine tables and graphs 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:

- identify and collect a set of workplace data on at least one occasion for a workplace purpose and order and collate into an appropriate format, such as a graph or chart
- perform a workplace task using routine tables and graphs, including:
 - identifying features and uses of tables and graphs
 - constructing a table and appropriate graph for a workplace purpose
 - interpreting data represented and identifying key features.

In the course of the above the candidate must demonstrate use of relevant technology, such as graphing 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:

- routine data collection and collation methods relevant to workplace
- common features of routine graphs and tables
- methods to perform calculations with data and information, including frequencies and percentage frequencies
- use of routine tools to draw and construct tables and graphs
- appropriate use of different kinds of graphs
- routine scales and axes
- methods to perform reasonableness check of processes and outcomes in relation to the workplace context
- informal and some formal mathematical written and oral language and symbolism
- relevant technology such as graphing calculators or spreadsheets.
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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
- tools to draw routine tables and graphs in the performance evidence, this may include handheld tools and electronic spreadsheet software
- 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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