



Australian Government

FSKNUM019 Interpret routine tables, graphs and charts and use information and data 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 required to select and interpret information in routine tables, graphs and charts. This includes using routine calculations to interpret and compare information and methods of display.

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 relevant familiar and routine workplace data	1.1 Identify and use key features of routine workplace graphs, charts and tables 1.2 Interpret and select relevant workplace data and information

Element	Performance Criteria
	represented in routine tables, graphs and charts in order to identify a question or issue to review
2. Interpret information in routine tables, graphs and charts for workplace task	2.1 Select mathematical problem solving process for completing workplace task 2.2 Interpret data embedded in routine graphs, charts and tables relevant to workplace task 2.3 Relate information from tables, graphs and charts to relevant workplace task and the question or issue being reviewed 2.4 Check and reflect on data interpretation 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 data and information interpretation and problem solving process and results 3.2 Use informal and formal mathematical language to present and discuss data and information interpretation 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.

Skill	Description
Learning	- Evaluates the reliability of sources of routine information - Understands usefulness of visual presentation of data

Mapping Information

Supersedes and is equivalent to FSKNUM19 Interpret routine tables, graphs and charts 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 FSKNUM019 Interpret routine tables, graphs and charts and use information and data 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:

- extract and interpret statistical information from each of the following embedded in a workplace text or task:
 - routine and familiar workplace table
 - routine and familiar workplace graph/chart
- interpret information in table and graph or chart above, including:
 - comparing data
 - determining and describing data features and trends
 - identifying data anomalies or misleading data pieces
 - making conclusions or summaries of data.

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:

- types of statistical information
- different types, purposes and uses of routine graphs and charts
- common features of routine tables, graphs and charts
- methods to perform calculations with data and information
- methods to use data and information to inform or persuade
- methods to identify misleading data
- 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 graphic 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
- tables, graphs and charts 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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