



Australian Government

FSKNUM025 Use detailed maps to plan travel routes for work

Release: 1

FSKNUM025 Use detailed maps to plan travel routes 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 use, calculate and interpret information based on detailed maps for planning travel routes. Maps include Global Positioning System (GPS), road maps, topographical, cadastral, navigational charts, online maps, physical, and thematic maps.

An individual performing these tasks works independently and uses support from a range of established 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 4 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. Extract and interpret information in detailed maps	1.1 Extract key features, including scales, embedded in a range of complex workplace maps 1.2 Interpret key features and scales embedded in a range of complex

Element	Performance Criteria
	workplace maps
2. Undertake workplace tasks using maps	2.1 Select mathematical and problem solving strategies to undertake workplace task 2.2 Gather information and identify and check relevant factors related to planning and specifying a route necessary for a workplace task 2.3 Plan and describe route, specifying directions and distances, speeds and times required to achieve the route within specifications 2.4 Check and reflect on mathematics used, outcomes, and workplace implications using estimation and evaluation techniques
3. Communicate direction and route information	3.1 Use formal, informal and some specialised written mathematical representation to document, interpret and communicate determined route and workplace processes, results and implications 3.2 Use formal, informal and some specialised mathematical language to discuss and explain route and workplace processes, results and implications

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 FSKNUM25 Use detailed maps to plan travel routes 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 FSKNUM025 Use detailed maps to plan travel routes 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:

- perform mathematical processes to complete a complex workplace based location and direction task, including:
 - identifying and interpreting features of different types of maps, including GPS based maps and applications
 - applying scales to calculate distances
 - determining positions or locations using directional information
- use a detailed map to plan a travel route for work on at least one occasion. Route planning must involve:
 - use of necessary equipment and tools to interpret maps
 - performing calculations of distance, speed and time
 - gathering of other relevant information that may impact the route.
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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 points of a compass and bearings
- purpose of map scales and application to calculate distance
- methods to calculate speed with relevant formulas
- coordinates, including degrees, minutes and seconds
- common map symbols and abbreviations
- purpose and application of equipment relevant to the map(s)
- estimation and evaluation processes
- implications of routes, calculations and results for workplace tasks

- specialised, formal and informal mathematical written and oral language and symbolism of directions.
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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 complex texts and tasks that reflect those typically found in a workplace.

The following resources are to be made available:

- a calculator
- equipment utilised in the performance evidence
- maps 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.

Links

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