



Australian Government

FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams 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 read, interpret and use detailed plans, drawings and diagrams for work. It includes extracting and interpreting information in plans and diagrams, undertaking workplace activities using plans and diagrams, and communicating information.

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 plans,	1.1 Extract key features, including scales, embedded in a range of complex plans, drawings and diagrams

Element	Performance Criteria
drawings and diagrams	1.2 Interpret key features, including scales, embedded in a range of complex workplace plans, drawings and diagrams
2. Undertake workplace activities using plans, drawings and diagrams	2.1 Select mathematical problem solving strategies to undertake workplace task 2.2 Interpret specifications and views from a workplace plan, drawing or diagram, including interpreting scales and different perspectives 2.3 Develop work plan, method statement or other workplace project based on plan, drawing or diagram and verify information and requirements with appropriate personnel as required 2.4 Check and reflect on mathematics used, outcomes, and workplace implications using estimation and evaluation techniques
3. Communicate mathematical information	3.1 Use formal, informal and some specialised written mathematical representation about geometry and shape to document, interpret and communicate project or task processes, results and implications 3.2 Use formal, informal and some specialised mathematical language about geometry and shape to discuss and explain project or task 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 FSKNUM26 Read, interpret and use detailed plans, drawings and diagrams 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 FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams 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:

- identifying three different types of workplace plans, drawings and diagrams and their purposes
- extract and interpret the following key features embedded in complex workplace plans, drawings and diagrams:
 - scales
 - dimensions
 - tolerances
 - symbols
 - abbreviations
- perform mathematical processes to complete a complex workplace task, including:
 - determining the orientation of plans, maps and diagrams with site or object
 - using plans, drawings and/or diagrams to complete a work plan, method statement or other workplace project, including:
 - interpreting relevant information on plans, drawings and/or diagrams
 - calculating dimensions and measuring accurately using scales
 - interpreting different views.

In the course of the above the candidate must demonstrate use of relevant technology, applications or computer aided drawing software.

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:

- features of plans, drawings and diagrams
- symbols and abbreviations used on plans, drawings and diagrams
- purpose and application of scales on plans, drawings and diagrams

- techniques to identify missing dimensions on plans, drawings and diagrams
- purpose and application of relevant geometric principles
- techniques to interpret different views of maps, plans and diagrams
- purpose and use of relevant technology such as drawing or graphing software
- estimation and assessment processes
- implications of calculations and results for workplace tasks
- specialised, formal and informal mathematical written and oral language and symbolism.
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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
- plans, drawings and diagrams 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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