



**Australian Government**

# **Assessment Requirements for FSKNUM026**

## **Read, interpret and use detailed plans, drawings and diagrams for work**

**Release: 1**

# Assessment Requirements for FSKNUM026 Read, interpret and use detailed plans, drawings and diagrams for work

## Modification History

Release	Comments
Release 1	This version first released with FSK Foundation Skills Training Package Version 2.0.

## 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

Companion Volume Implementation Guide is found on VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=f572fe10-a855-4986-9295-3852c771f178>