Community Centres SA
Strengthening Local Communities

ACE Information Sessions 2016

Which Unit and Why?

From

The Foundation Skills Training Package (FSK)

The purpose of this document is to outline a process for selecting the right unit of competency containing the Foundation Skills to be embedded into the ACE course you plan to deliver.

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<table>
<tr><td>Course 1 Title :</td><td colspan="2">The Numbers of Gardening</td></tr>
<tr><td>Course Description:</td><td colspan="2">This 8 week course is to engage youth and Aboriginal people to develop and apply their basic mathematical and problem solving skills with confidence to the context of developing a landscaped garden within a defined budget. The course will draw upon Aboriginal cultural knowledge creatively showing participants that Aboriginal people were using symbols to deduce reason and solve problems for thousands of years as the leverage point to use a Western metric and mathematics system. Participants, with guidance and mentoring, will apply this information in a variety of ways such as using measurement, addition and subtraction to determine volume, length, height, width and numbers of plants and materials required. The course will also include a visit from the Tauondi Aboriginal College Horticulture Coordinator who will lend their knowledge and support to the gardening plan and to talk about pathway options to further relevant pathways training.</td></tr>
<tr><td>ACSF Foundation Skill Area:</td><td>Identify which core skill area this course develops?
☐ Reading ☐ Writing ☐ Oral Communication ☐ Numeracy ☐Learning</td><td>Tick if these are embedded in the course:
☐ Digital Literacy ☐ Employability Skills</td></tr>
<tr><td>Module to be delivered:</td><td colspan="2">Identify the module from the Foundation Skills Training Package that will be delivered for this course and it’s Australian Core Skills Framework level
<table>
<tr><th>Module Code</th><th>Unit Name</th><th>Elements to be used (if not delivering the whole unit)</th><th>ACSF Level</th></tr>
<tr><td>FSKNUM09</td><td>Identify, measure and estimate familiar quantities for work</td><td>Elements 1, 2 and 3</td><td>2</td></tr>
</table></td></tr>
</table>

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Target Group	Barriers experienced by the Target Group	Focus area of the core skill area identified above	What are the Learning Outcomes from this Course?	How will you evidence core skill development?	What are the pathways to VET or employment from this course?
Unemployed youth Unemployed Indigenous people	Negative experiences in previous education Limited skills in Language, Literacy and Numeracy Limited or no previous workplace experience to bring to a prospective employer Low levels of confidence and self-esteem	*Choose one Focus Area and one Performance Feature for each core skill identified in the unit:* **Numeracy Level 2** **Focus Area:** Mathematical methods and use of tools **Performance Feature:** Uses personal and informal 'in-the-head' methods and pen and paper methods to calculate or uses calculator/technological processes and tools to calculate. **Written mathematical language:** Uses a combination of mainly informal and some formal written mathematical and general language to represent the mathematical and problem solving process **Oral Communication Level 2** **Focus Area:** Audience and Purpose **Performance Feature:** Begins to provide key information relevant to an exchange	Participants to be able to: • perform reasonable estimations of mathematical measurement • check estimations for accuracy using numeracy tools and measuring instruments • perform simple mathematical calculations relevant to tasks • accurately record relevant mathematical data utilising correct measurement terminology • communicate effectively within a group/team working environment • follow instructions and directions questioning for clarity when required	Participants will be required to: • document a section of the garden plan and complete the relevant, necessary mathematical calculations • conduct estimated and accurate measurements in the garden using appropriate tools • verbally explain their documentation of garden measurements • complete simple mathematical calculations in both theoretical and practical learning environments	Participants will be connected with Tauondi Aboriginal College Horticulture Coordinator who will offer guidance regarding further learning specific to the horticultural field. Participants will experience practical and theoretical learning and will be able to further their learning attending future ACE delivery.

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Unit Selection Process

Course concept as detailed in the Course Description

- What is the course to be about?
- For which cohort of learners?
- What is the fundamental learning to be addressed within the course?
- What Foundation Skills are needed to attain the learning intended?

Keeping this information in mind, I am in a position to read units from the Foundation Skills Training Package and select the relevant unit based upon the Foundation Skills primarily and then the unit content secondly. It is advantageous when undertaking this reading to also consult the Implementation Guide to gain further clarification as to the intent of learning contained within the unit.

YOU MUST HAVE A CLEAR CONCEPT OF THE ACE COURSE YOU INTEND TO DELIVER BEFORE YOU COMMENCE SEEKING THE UNIT OF COMPETENCY CHOICE.

From the list of units available from the Foundation Skills Training Package I selected the following units as a short list of possibilities that could be used for the delivery of this course.

Foundation Skills Training Package Units	
Units of Competency	**Unit Code**
Identify strategies to respond to basic workplace problems	FSKLRG02
Use basic strategies for work-related learning	FSKLRG04
Use strategies to plan simple workplace tasks	FSKLRG05
Locate, compare and use highly familiar measurements for work	FSKNUM04
Identify, measure and estimate familiar quantities for work	FSKNUM09

By simply reading the unit titles any of the above units could be possible units to which the course could be aligned, but it is important to read the units and the matching details from the Implementation Guide to actually decide upon the appropriateness of the unit.

Identify strategies to respond to basic workplace problems (FSKLRG02)

ACSF Level 1

Foundation Skills: Problem Solving (Employability Skill) and Oral Communication (ACSF Core Skill)

The course description states:

Participants, with guidance and mentoring, will apply this information in a variety of ways such as using measurement, addition and subtraction to determine volume, length, height, width and numbers of plants and materials required.

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The performance criteria of this unit relate to identifying workplace problems and devising strategies to solve those identified problems. This does not address the content of the proposed course and so the unit is not suitable.

Use basic strategies for work-related learning (FSKLRG04)

ACSF Level 1

Foundation Skills: Planning and Organising (Employability Skill) Reading & Oral Communication (ACSF Core skills)

The course description states:

Participants, with guidance and mentoring, will apply this information in a variety of ways such as using measurement, addition and subtraction to determine volume, length, height, width and numbers of plants and materials required.

and

Tauondi Aboriginal College Horticulture Coordinator who will lend their knowledge and support to the gardening plan

This unit is not suitable for when you read it, it is apparent that its intent is to teach strategies for learning. For example the Performance Evidence requires a learning plan to be created and Knowledge evidence asks that the learner detail knowledge of learning strategies. So the emphasis of this unit is not compatible with the actual mathematical computation which is very much a requirement for the proposed course.

Use strategies to plan simple workplace tasks (FSKLRG05)

ACSF Level 2

Foundation Skills: Planning and Organising (Employability Skill) Oral Communication (ACSF Core skill)

The course description states:

This 8 week course is to engage youth and Aboriginal people to develop and apply their basic mathematical and problem solving skills with confidence to the context of developing a landscaped garden within a defined budget.

As well as the other information that has already been identified.

This unit is not suitable for when you read the unit and the assessment requirements, the performance evidence requires participants to seek strategies to problem solve and get feedback on the strategies selected. So the emphasis of this unit is not compatible with the actual mathematical computation which is very much a requirement for this course.

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Locate, compare and use highly familiar measurements for work (FSKNUM04)

ACSF Level 1

Foundation Skills: Learning & Oral Communication (ACSF Core skills)

The course description states:

Participants, with guidance and mentoring, will apply this information in a variety of ways such as using measurement, addition and subtraction to determine volume, length, height, width and numbers of plants and materials required.

This unit is not suitable for when you read it the Foundation Skill focus areas relate to developing the language of measurement (Learning) and recording results of calculations (Writing). This unit addresses neither learning nor practising measurement calculations nor the learning of different measurement systems, all of which is pivotal to the ACE course being planned.

WHEN SELECTING A UNIT YOU NEED TO REVIEW: ELEMENTS & PERFORMANCE CRITERIA, FOUNDATION SKILLS EMBEDDED IN THE UNIT, ASSESSMENT EVIDENCE TO ALIGN WITH THE PURPOSE AND CONTENT OF YOUR ACE COURSE.

AS WELL CONSULT THE FSK IMPLEMENTATOIN GUIDE

Identify, measure and estimate familiar quantities for work (FSKNUM09)

ACSF Level 2

Foundation Skills: Foundation skills essential to performance are explicit in the performance criteria of this unit of competency (See page 10 of this document).

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and interpret simple mathematical information	1.1 Identify and interpret measurement information in workplace tasks and texts 1.2 Identify familiar units of measurement needed for tasks
2. Apply simple measurement strategies	2.1 Estimate familiar and simple amounts 2.2 Select appropriate measuring equipment 2.3 Use simple measuring equipment graduated in familiar units to measure relevant quantities 2.4 Calculate using familiar units of measurement
3. Check and communicate results	3.1 Check measurements and results against estimates 3.2 Record or report results 3.3 Communicate results relevant to the workplace task using informal and some formal mathematical and general language

Identify the Foundation Skills.

Identify the verbs in the criteria. They are always written in the direct, present tense, meaning that each performance criterion states an action which can be both performed and measured.

- **To which ACSF core skills do these actions relate?**
- **Which Foundation Skills are needed to perform these actions?**

This unit does align with the course description. I can identify this by reading the actions to be performed and measured (assessed). To identify the Foundation Skills, I need to think of the actions, then think of the ACSF Core Skills and Employability Skills I must use to perform them.

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Clearly this unit requires learners to undertake mathematical estimations, calculations and in relation in particular to measurement. The unit also requires measurements to be recorded. As a result the ACSF Core Skill of Numeracy is essential here. Since the unit also requires measurements to be recorded, two possibilities are immediately apparent.

1. Incorporate the ACSF Core Skill of Writing

Or

2. Simply refer to the documentation component of the ACSF Core Skill of Numeracy, as documented in the numeracy focus area of "Written Mathematical Language."

I decided to go with the second option so that learners did not become distracted with a component of writing within their course, as this is not the core focus of this ACE course as outlined in the course description of the Grant Application document, whereas documentation of the measurement calculations is.

The next step to ensure that my decision is correct is to review the Foundation Skills Training Package Implementation Guide for the unit FSKNUM09 to ensure complete congruency between the unit's content and the ACE course delivery.

When this document is examined it is clear that this unit fits the intent of this ACE course exceedingly well.

The unit's content includes:

- Estimation
- Checking accuracy of estimation/s
- Calculation
- Measurement – including different scales of measurement, length, volume, area etc.
- Using measurement equipment
- Understanding mathematical language and abbreviations – e.g. cm, mm, kg, etc.
- Commencement of use of correct mathematical symbols and documentation

NOTE THE SYNTHESIS BETWEEN THE COURSE DESCRIPTION IN THE GRANT APPLICATION AND THE LANUGAGE AND CONTENT OF THE UNIT. THIS CONNECTION IS PIVOTALLY IMPORTANT.

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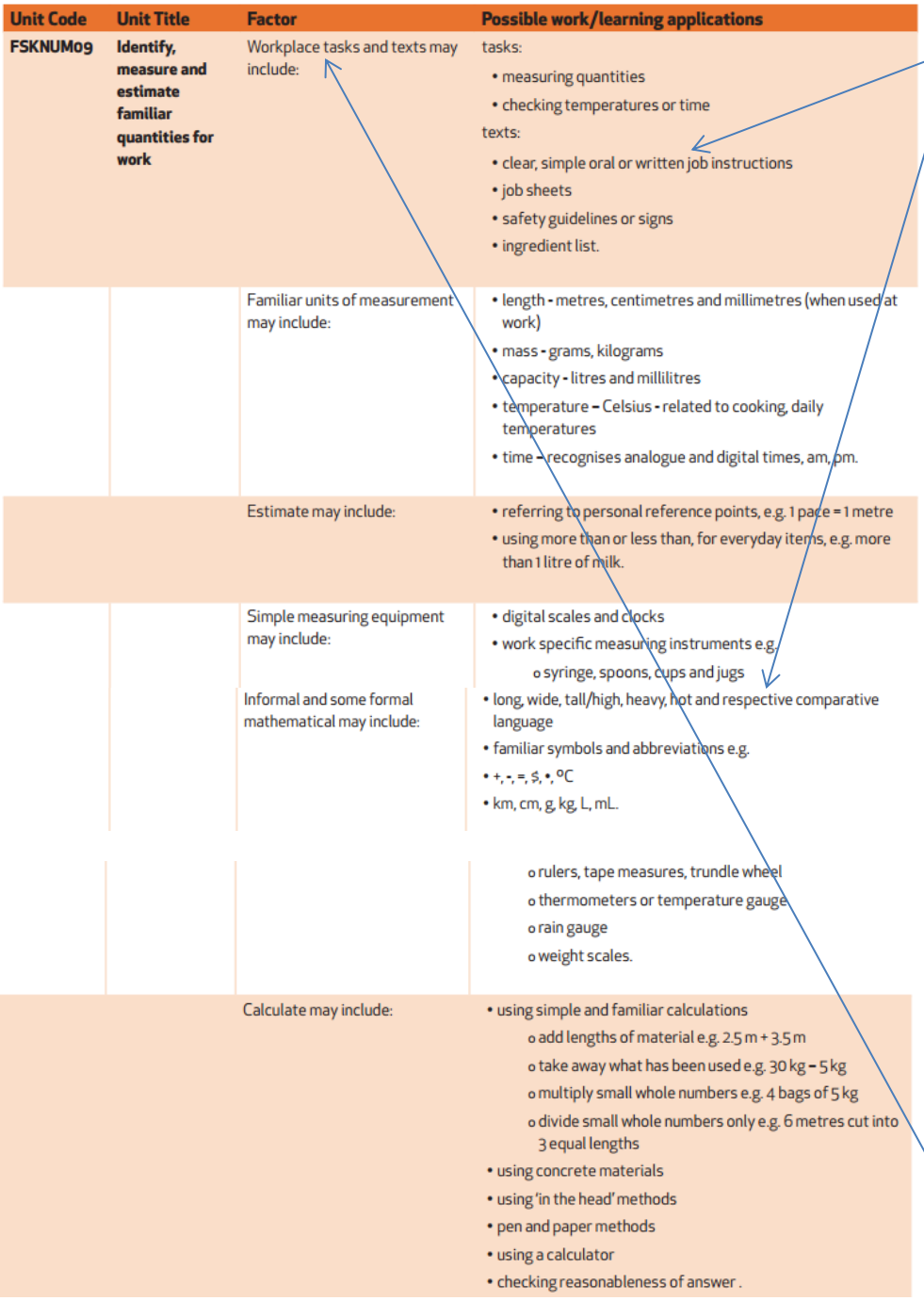

Unit Code	Unit Title	Factor	Possible work/learning applications
FSKNUM09	**Identify, measure and estimate familiar quantities for work**	Workplace tasks and texts may include:	tasks: • measuring quantities • checking temperatures or time texts: • clear, simple oral or written job instructions • job sheets • safety guidelines or signs • ingredient list.
		Familiar units of measurement may include:	• length - metres, centimetres and millimetres (when used at work) • mass - grams, kilograms • capacity - litres and millilitres • temperature – Celsius - related to cooking, daily temperatures • time – recognises analogue and digital times, am, pm.
		Estimate may include:	• referring to personal reference points, e.g. 1 pace = 1 metre • using more than or less than, for everyday items, e.g. more than 1 litre of milk.
		Simple measuring equipment may include:	• digital scales and clocks • work specific measuring instruments e.g. o syringe, spoons, cups and jugs
		Informal and some formal mathematical may include:	• long, wide, tall/high, heavy, hot and respective comparative language • familiar symbols and abbreviations e.g. • +, -, =, $, •, °C • km, cm, g, kg, L, mL. o rulers, tape measures, trundle wheel o thermometers or temperature gauge o rain gauge o weight scales.
		Calculate may include:	• using simple and familiar calculations o add lengths of material e.g. 2.5 m + 3.5 m o take away what has been used e.g. 30 kg – 5 kg o multiply small whole numbers e.g. 4 bags of 5 kg o divide small whole numbers only e.g. 6 metres cut into 3 equal lengths • using concrete materials • using 'in the head' methods • pen and paper methods • using a calculator • checking reasonableness of answer .

ACSF core Skill
Oral Communication

As well within the delivery of this ACE course there is a need for the participants to communicate verbally with clarity and demonstrate teamwork skills as they problem solve and work collectively and collaboratively to measure and construct the garden and identify the number of plants required, etc.

ACSF Core Skill
Numeracy

This unit requires an understanding and usage of measurement, units of measurement, use of equipment to measure, calculations both estimations and mathematically accurate computations.

Even though this can be highly informal it remains a requirement that workplace standards are met.

A copy of the unit, "Identify, measure and estimate familiar quantities for work," (FSKNUM09) follows.

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FSKNUM09 Identify, measure and estimate familiar quantities for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0*.

Application

This unit describes the skills and knowledge required to measure familiar and predictable quantities using simple and routine measuring instruments and units.

This unit applies to individuals who need numeracy skills at Australian Core Skills Framework (ACSF) level 2 to undertake a vocational training pathway or workplace tasks.

This unit is designed for integration and contextualisation with vocational units to support achievement of vocational competency.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Numeracy

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Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and interpret simple mathematical information	1.1 Identify and interpret measurement information in workplace tasks and texts 1.2 Identify familiar units of measurement needed for tasks
2. Apply simple measurement strategies	2.1 Estimate familiar and simple amounts 2.2 Select appropriate measuring equipment 2.3 Use simple measuring equipment graduated in familiar units to measure relevant quantities 2.4 Calculate using familiar units of measurement
3. Check and communicate results	3.1 Check measurements and results against estimates 3.2 Record or report results 3.3 Communicate results relevant to the workplace task using informal and some formal mathematical and general language

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
		• Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Mapping Information

Not applicable

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Assessment Requirements for FSKNUM09 Identify, measure and estimate familiar quantities for work

Modification History

Release	Comments
Release 1	This streamlined version first released with *FSK Foundation Skills Training Package version 1.0.*

Performance Evidence

Evidence of the ability to:

- estimate and measure familiar simple amounts
- interpret measurement on simple measuring equipment
- add, subtract and multiply simple measurements
- record results using appropriate unit.

Note: Where a specific volume and/or frequency is not specified, evidence must be provided at least once.

Knowledge Evidence

Evidence of the following knowledge must be demonstrated:

- abbreviations of familiar units of measurement
- which units of measurement to use for length, mass and capacity.

Assessment Conditions

Assessment texts and tasks reflect those typically found in the workplace.

Advice and support is available if requested.

A basic calculator can be used.

Culturally appropriate processes and techniques suited to the language, literacy and numeracy capacity of individuals and the work being performed must be used.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities.

Assessors must satisfy NVR/AQTF assessor requirements, have a sound knowledge of the ACSF and have demonstrable expertise in the vocational contextualisation and assessment of the core skill - numeracy.

Links

Companion volumes from the IBSA website - http://www.ibsa.org.au

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Important points to consider when selecting a unit of competency for an ACE course.

Have a very clear concept of the ACE course.

You MUST know:

- The target group of learners for whom this course is to be delivered
- The Foundation Skills you wish your target group to learn and practise (ACSF Core Skills, Focus Area/s and Performance Feature/s) and the Employability Skills to be practised within the course

YOU CANNOT SELECT A UNIT OF COMPETENCY WITHOUT KNOWING THE ABOVE INFORMATION

- The learning outcomes for the course
- How you intend to evidence the core skill development of the participants
- What are the pathways to VET or employment from this course?

WITH THIS INFORMATION YOU CAN PLAN THE CONTENT OF YOUR ACE COURSE

- What barriers to learning do the target group present?

Consider:

- Length of concentration span of target group
- Quantity of new information to be presented at one time
- Number of practice opportunities provided prior to mastery of learning being attained
- Language, Literacy and Numeracy support required
- Presentation of resources: quantity of information, layout and space on page, size of text, clarity of instructions, etc.

WITH THE ABOVE INFORMATION YOU CAN PLAN THE TEACHING/DELIVERY STRATEGIES YOU WILL UTILISE IN YOUR COURSE

Remember:

THE PERFORMANCE CRITERIA, IN ANY UNIT OF COMPETENCY, STATE ACTIONS IN THE DIRECT PRESENT TENSE. THESE ACTIONS ARE TO BE MASTERED BY THE LEARNERS, BUT IN AN ACE COURSE, TUTORS MUST IDENTIFY THE FOUNDATION SKILLS LEARNERS NEED TO DEMONSTRATE MASTERY OF THE ACTIONS AND TEACH THE SKILLS, PRACTISE THEM, PROVIDE SUPPORTIVE FEEDBACK AND RECORD LEARNERS' PROGRESS. THIS IS WHAT ACE IS.

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Planning the ACE course and writing your ACE Grant Application	
Things to do	**Things NOT to do**
ALWAYS: • Plan the course thoroughly before you commence writing the Grant Application document • Consult, if possible, with the ACE course tutor in regard to writing learning outcomes and how these will be evidenced as well as the intended delivery of the course • Select a unit of competency which contains the Foundation Skills you wish to embed in the ACE course • Ensure your language is consistent throughout the whole Grant Application document and that there an overt synthesis between the language of the unit, the Implementation Guide and your Course Description • Consult all three documents: (1) the unit, (2) the assessment requirements of the unit and (3) the FSK Implementation Guide for the selected unit • Know what Foundation Skills competency achievement looks like – be able to identify and describe evidence which proves competency	**DO NOT:** • Simply select a unit of competency by reading the title of the unit • Overload your ACE course with too much content for the participants to learn and master • Forget to consult the Foundation Skills Training Package Implementation Guide when planning your course and its delivery – your course must deliver the intent of the unit • Plan and deliver your course without linking assessment and recording of learner progress to the performance and knowledge evidence requirements of the unit, whether an accredited or non-accredited ACE course, as well as the Foundation Skills embedded within the course

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ACTIVITY

Select **ONE** of the following ACE courses and select an appropriate unit of competency from the Foundation Skills Training Package. Name the Foundation Skills that will be embedded into the course and document the course description aligning your language with that of the unit's contents. If time, continue to complete the other sections of the template on the next page.

ACE COURSE 1

This course is a conversational English class which is delivered to assist people newly arrived to Australia to develop confidence in English usage and provide some understanding of Australian societal conventions.

ACE COURSE 2

This course is a cooking course which is delivered to assist those on low budgets to provide nutritious meals to themselves and families.

ACE COURSE 3

This course is a financial management course which is delivered to assist people to discipline their spending to cover necessities and prevent overwhelming debt.

ACE COURSE 4

This course is a digital technology course which is delivered to assist those seeking employment to gain confidence and knowledge in the use of technology.

ACE COURSE 5

This course is a communications course which is delivered to assist participants to improve written and verbal communication skills to more effectively engage in community and address relevant business requirements.

ACE COURSE 6

This course is a 'learn to learn' course which is delivered to assist participants set goals and practise strategies for planning and building confidence and knowledge to seek work or engage in further study.

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Course 1 Title :		
Course Description:		
ACSF Foundation Skill Area:	*Identify which core skill area this course develops?* ☐ **Reading** ☐ **Writing** ☐ **Oral Communication** ☐ **Numeracy** ☐**Learning**	*Tick if these are embedded in the course:* ☐ **Digital Literacy** ☐ **Employability Skills**
Module to be delivered:	*Identify the module from the Foundation Skills Training Package that will be delivered for this course and it's Australian Core Skills Framework level*	

Module Code	**Unit Name**	**Elements to be used** (if not delivering the whole unit)	**ACSF Level**

Give reasons why you selected the unit of competency named in the document above?

_____

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Target Group	Barriers experienced by the Target Group	Focus area of the core skill area identified above	What are the Learning Outcomes from this Course?	How will you evidence core skill development?	What are the pathways to VET or employment from this course?
		Choose one Focus Area and one Performance Feature for each core skill identified in the unit:	*Participants to be able to:*	*Participants will be required to:*	

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