

# Overview

## Foundational Learning Competence

2012



The Promotion of Quality Assessment Practices



# PURPOSE OF FOUNDATIONAL LEARNING

- Purpose
  - Is to ensure that learners have sufficient foundational learning (the appropriate level of communication and mathematical literacy) to cope with occupational learning demands and to benefit more from the learning process.
- Why needed:
  - Standardised 'learning assumed to be in place' when starting an occupational learning programme or developing Occupational Qualifications
    - Foundation to cope with demands of occupational learning materials
      - for all occupational qualification awards (Levels 3 - 4)
    - Foundation for any other additional communication and Maths learning required for the relevant occupation

**Note: Any additional or specific communication, Maths and other requirements for an occupation becomes part of the core of the qualification**

# What is Foundational Learning Competence (FLC)?

Foundational Learning Competence is a part qualification consisting of two learning areas: Communications and Mathematical Literacy.

It describes the minimum competence needed in these two key areas that is required by people to function optimally in the world of work.

The FLC describes the minimum competence required of learners to deal successfully with occupational learning at NQF Levels 3-4.

# Phase 1 & Phase 2

Phase 1 of the project dealt with the conceptual development of the two learning area Curriculum Frameworks

Phase 2 of in which these frameworks were tested with facilitators and learners in the context of delivery of Foundational Learning programmes

The pilot project also engaged with the first steps in testing the Assessment Model linked to Foundational Learning

# Pilot partners

Pilot partners were two sector SETA ETQAs, the MQA and Chieta

Five sites (two in the mining sector and three in the chemical sector) were involved in delivery of the programmes

A total of 72 learners participated in the programmes and the final assessment in FML, and a total of 76 learners took part in the FC programmes and final assessment

# Timeline

- FLC Curriculum will be adjusted as per the outcome of the pilot research project – by 31 May 2009
- FLC Assessment developments continue – funding has been secured for the development of an item bank management system, continued development of items for the bank (supported by SETAs), trialing of the bank developments – May 2009 – February 2010 (2012)
- Training of potential trainers/facilitators in FLC – Introduction to FLC (programme tested with a SETA during April 2009)
- Development of a Occupational Qualification FLC Facilitator– September 2009 – Piloted in MQA since 2010 – 2012 (+- 120 FLC qualifying)

# Participants

The following people and organisations are acknowledged for their contribution and enthusiasm in the Foundational Learning Research Pilot:

Government Department: Department of Labour Staff

Support Funders: The Department of Labour, GTZ, Mining Qualifications Authority (MQA) and the Chemical Sector Education and Training Authority (CHIETA)

Researchers: Melissa King, Erik Hallendorf and Anne Oberholzer

SETA ETQA Managers: (MQA) Jay Moodley and (CHIETA) Ayesha Itzkin

Research Sites: Amplats (Anthea Saffy and Facilitators); Goldfields (Sherin Ramparsad and Facilitators); Sasol (Charlie Laing); Sedibeng (Hentie Miller) and Phakamani College (Tshidi Magonare) and the Learners who participated with great enthusiasm in the research pilot project.

# Independent Research

- 2010 DHET/QCTO commissioned an Independent company and consultant to conduct a review and develop a report on the FLC



# What is the rationale for requiring learners to complete Foundational Learning Competence?

The skills developed in the two learning areas, Communications and Mathematical Literacy, have been identified as foundational for learners wanting to progress in their occupation and skills development.

# What is Foundational Learning Competence in Communications?

The Foundational Learning Competence in Communications describes the knowledge of language and the thinking processes required to communicate effectively in the workplace.

# Will the Foundational Learning Competence be sufficient for all occupational qualifications?

No. Some occupations or trades will definitely have specific requirements beyond the minimum competence, as covered by the Foundational Learning Competence curricula.

# Can the part qualification be achieved through Recognition of Prior Learning (RPL)?

Yes, learners may write the Foundational Learning Competence assessment without going through a FLC learning programme. If they pass the assessment, they will receive the credits for the FLC.

Thank you  
Debbie Machard  
Project Co-ordinator  
2007 - 2010