

QCTO/IEB FLC Workshop July 2012

**Presentation
on the FLC Curriculum Framework for
Communication**

FLC Part Qualification: FC Component

NQF Level 2: 20 credits for FC component

The Part Qualification component 'Foundational Communication' describes the language skills, processes, knowledge and practices needed in **the language of instruction for occupational training**, and in the language of formal usage in the workplace.

Purpose of FC component

- The purpose of this component is to enable individuals to deal confidently and successfully with the language of learning and teaching (LOLT) of formal occupational training, in relation to oral skills, print-based learning and the language of external assessments such as trade tests.

Purpose of FC component

- People who achieve this component will be able to speak listen, read and write meaningfully and effectively in the language of instruction, so that they can progress further in their chosen occupational pathways and workplace contexts.

The FC Curriculum Framework

- ‘This Part Qualification must be read together with the Curriculum Framework for each learning area. These are registered with the QCTO, and provide detailed specifications of knowledge, content, applied skills, range statements and assessment requirements.
- Programme development must be done in relation to these frameworks; compliance with the Curriculum Frameworks is a indicator in the provider accreditation process for this part qualification’.

Purpose of the Framework

- ... to describe the nature and level of English language ability (skills, processes, knowledge and practices) which is required as a foundation for successful occupational training in English. This foundation is seen as a platform for progress in both occupational training and in applied work performance.
- ... to lead to implementable and comparable programmes with an adult and workplace focus

Purpose of the Framework

... to provide an illustrative framework giving guidelines on: scope and coverage of a LP; examples of nature, level, and evidence of competence; assessment guidelines.

...to represent the foundational desired outcomes for the language component of the Curriculum Framework for Occupational Qualifications in the FET Band, to be included or expanded as required by specific qualifications designed by the QCTO.

Key Features

- **Adulthood:** trade offs are required because of the constraints on adult learning in comparison to general education for schooling. This results in a different kind of content coverage: the curriculum has a workplace focus to prepare adults for the kinds of reading, writing and communication they will meet.

Key features

- **Using English for learning**

The framework emphasizes acquiring and using study skills for the training context. Key to this is the capable use of English for learning purposes, especially in terms of reading and processing information with understanding, and in terms of seeking clarification about concepts and procedures when necessary.

Key Features

- **Fit-for-purpose:** is designed in support of occupational training, not as an equivalent or for an articulation route
- **Generic:** language-for-learning skills for any occupational training, not job-specific ‘vocabulary’ approach, although various examples of language in a job context may be incorporated into programmes.

Key features

- **Appropriate level**

While different occupational sectors and contexts have different needs, the aim of the FC Framework is to suggest a generic level and scope of English proficiency as the basis for using English successfully in formal, print-based learning. English language competence is seen as 'foundational to' occupational qualifications at NQF Levels 2 to 4. The level addresses competence required for learning in the FET band, with the emphasis on revising and entrenching skills at NQF Levels 1-2. These skills will however need to be applied in training contexts at higher levels. FC is a component of the *Foundational Learning Part Qualification* which is pegged at NQF Level 2: ie it is POST-ABET.

Key features

- English acquisition stressed for purposes of further skills development and meaningful learning. This does not exclude other languages, which may be used in the context of a particular geographical region or in the context of specific occupations and sectors. This framework would need to be ‘versioned’ for other languages.

Key features

Links to QCTO Qualifications

Any additional English (or other languages) requirements for particular occupational needs can be determined by DQPs and their CEPs for Occupational Qualifications NQF Levels 2-4. These may be determined by needs for higher levels of complexity, for specific applications, or for future access requirements.

FRAMEWORK FOR FOUNDATIONAL COMMUNICATION IN ENGLISH

Purpose and Rationale

Elements

- ▶ Element 1: Reading
- ▶ Element 2: Writing
- ▶ Element 3: Speaking and Listening
- ▶ Element 4: Visual Literacy
- ▶ Element 5: Language Structure and Use
- ▶ Element 6: Study skills
- ▶ Element 7: Workplace terminology

Specifications

- ▶ Characteristics and range of texts to be read, seen, heard and produced.
- ▶ Specifications for range and use

Guidelines

Methodologies, activities and assessments.

Exemplars: of texts, of activities, of assessment tools and rubrics

Guidelines for programme-based and external assessment

The term 'element' is used as an organising tool to describe the different components of the Foundational Communication curriculum. The elements refer to the areas of knowledge, skills and processes that should be covered in a Foundational Communication course or programme. They are set out separately as focus areas for a language programme, but are mostly taught, practiced, applied and assessed in an integrated way.

Elements 1-5 are unpacked into learning outcomes. These are the intended results of learning and teaching, which describe what the learners should be able to do in relation to the curriculum element.

Elements 6-7 are unpacked into applications that are integrated into general learning activities throughout the various curriculum elements. They are not presented as assessable outcomes.

TITLE	Element 1: Reading	
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Purpose: Learners will be able to read texts at the required level with understanding, to extract and use information, and to make critical judgments. They will recognise a specified range of text types, understand that these may have different purposes and audiences, and be familiar with the main features and conventions of these texts

OUTCOMES	SCOPE & CONTEXTS	LEARNING ACTIVITY GUIDELINES
1.1 Learners will be able to use reading strategies	<i>Detail on length and text type given for each outcome</i>	Reading strategies such as the following are taught and practised: <ul style="list-style-type: none"> -finding topic sentences -skimming and scanning headings, numbering and any other sequencing information -inferring the meaning of unfamiliar vocabulary through word-attack skills and context clues - looking at how parts of words, phrases and sentences relate to each other to build up meaning

Approach

- The framework is not the learning programme template, or the sequence of progression
- Elements are taught, learned and assessed in an integrated way
- In some elements there is a specific emphasis on workplace applications of the outcomes

Approach

- Active and practical learning is supported
- Using language for learning is central, therefore management of learning, learning strategies and study skills are emphasized, with reference to real occupational training materials.

Exemplars

Exemplars are typical illustrations of the kinds of tasks required by FC, and the kinds of evidence that is required. They give life to the outcomes, and show concrete examples of the levels and skills expected. Exemplars help educators come to a common understanding of the standard of competence at a level.

Exemplars are not developed for particular elements, or outcomes within elements, but as integrated tasks/activities across a number of outcomes. They may use occupational training material as their content.

Exemplars

Each exemplar is presented as follows:

- Description of which outcomes and elements it addresses, and whether/ how it can be used for formative and/or summative purposes
- Detailed tasks, questions and activities
- Specimen answers and assessment grid
- Suggestions for building on the exemplar with extension work

Curriculum Framework: Programme Based Internal Assessment

Requirements set out with the Curriculum Framework:

- Task categories: reading, writing, speaking and listening
- Guidelines for tasks
- Assessment grids
- Portfolio of Evidence guidelines

The Foundational Learning External Assessment Model

PURPOSE: To determine whether a learner has sufficient competence and skills in the target language to engage successfully with formal occupational training through the medium of English at NQF Levels 2-4.

THE EXTERNAL SUMMATIVE ASSESSMENT

Against the background of an identified need for Foundational Learning, some form of assessment is required in order to:

- identify those at risk, so that they can be placed in the relevant Foundational Learning programme;
- certificate those who do not need a Foundational Learning programme; and
- certificate those who achieve FC or FML after undertaking a learning programme.

External Summative Assessment

The **Foundational National Assessment** (FC or FML) is:

- A national assessment
- Machine-scored, item based multiple choice format assessment
- Available at regular intervals with quick delivery of results
- Administered by an external Assessment Quality Partner appointed by the QCTO

Foundational Learning External Assessment (FC or FML)	Foundational Learning Programme (FC or FML)	Foundational Learning External Assessment (FC or FML)
<p>Regularly available, undertaken whenever a learner is thinking of doing occupational training. Successful learners get statements of results which they carry through into their occupational qualification. [Learners who are not competent at ABET 3 will not cope with the FL assessments.]</p>	<p>Learners who are not successful in one or both of the FL assessments undertake the relevant FL learning programme/s either before or during occupational training.</p>	<p>After completing the relevant FL programme/s, learners do the relevant external assessment again.</p>

External Summative assessment contd.

- Compulsory for the final award of any occupational qualifications at NQF Levels 3-4
- If candidates are successful, they do not undertake a FL programme in the learning area. If not successful, they must do FL in the relevant learning area, then retake the assessment.

FC External Assessment: Main Focus Areas
Derived from the FC curriculum framework,
focusing on:

- The application of reading and interpretive skills, in terms of accessing, processing and using information presented in different ways
- Recognition of writing and grammatical strategies and conventions

Structure

1. The spread of outcomes:

Section	Content	Number of Items
A	Extended reading text, maximum 600 words	25
B	Short texts, paragraphs or single sentences	20
C	Visual literacy tasks (e.g. flow charts, graphs, diagrams, ads, tables, lists)	15
		Total 60
	50% Pass Mark for Competence	

Foundational Communication External Assessment

2. Cognitive levels of difficulty

Level	Percentage
Elementary	20%
Intermediate	60%
Advanced	20%