

SKILLS DEVELOPMENT FOR 
GREEN ECONOMY

GO DUAL

Working together towards a common goal

SKILLS DEVELOPMENT FOR GREEN ECONOMY

Dual System Pilot Project (DSP)

GO DUAL

GO DUAL

GO DUAL

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Logbook (Training Record)
 NOCC-A21 Electrician Training – Phase 1

APPRENTICE NAME: _____

APPRENTICE NO: _____

TVET COLLEGE: _____

HOST COMPANY: _____

Logbook Plumber Training

Install and test distribution/

LP 1: Set out, design and install underground drainage system
 LP 2: Set out, design and install through wall regulators, fire hose
 LP 3: Install cold and hot water systems, galvanneal
 LP 4: Install thermal insulation
 LP 5: Install water heating systems and hot water storage tanks

Logbook (Training Record)
 NOCC-A21 Electrician Training – Phase 1

APPRENTICE NAME: _____

APPRENTICE NO: _____

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FIRST LESSONS LEARNT IN THE DUAL SYSTEM PILOT PROJECT
AUGUST 2016 - OCTOBER 2017

FACTSHEET 2
LEARNING SUPPORT MATERIAL DEVELOPMENT



This workstream intends to:

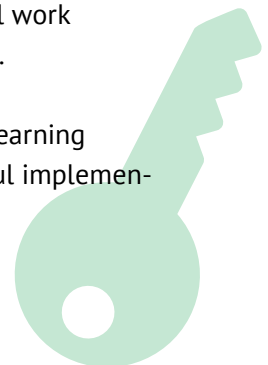
- Develop practical work assignments in line with the National Occupational Curriculum Content for Artisans of the 21st century (NOCC-A21).
- Ensure learning support material (work assignments) is centred around real-life work situations for electricians and plumbers.



KEY FACTORS FOR SUCCESS & LESSONS LEARNT

Considerations for the Development of Learning Support Material:

- **It is important to note that no textbook and/or learning material which is in line with international standards currently exists for the QCTO/ NOCC-A21.**
- The project-based learning approach requires a completely new format and approach to the development of learning support material.
- Learning support material needs to be structured around work tasks that are relevant and foster the acquisition of both requisite knowledge and problem-solving competence.
- The design of the material should promote problem-solving competence and integrated thinking through thought-provoking real-life practical work tasks/scenarios/projects, which are to be tackled by the apprentice either individually or in groups.
- Examples based on the local context should be incorporated into the practical work assignments in order for apprentices to gain a clearer understanding of practical tasks in a real-life context.
- Relevant industry experience (to design the tasks) and skills in training methodology (to describe them at the right level) are both critical for the development of the new material. Most learning material developers/lecturers can only cover the theoretical aspects, as there is inadequate experience in the development of practical work assignments which actively engage the apprentice in the learning process.
- Identifying potential experts/multipliers able to develop comprehensive learning material and practical work assignments is a prerequisite for the successful implementation of training based on the NOCC-A21.



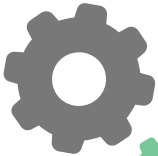
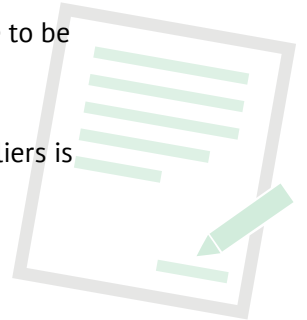


- Sufficient time is essential for learning support material development and for lecturers to become proficient in applying the new material before commencing with the training.
- Continuous improvement of material based on initial implementation experiences is critical.
- Artisan lecturer training on the use of newly developed learning support material is crucial in ensuring that the material is used as intended. Feedback sessions with the lecturers after the initial phase are also important in order to reflect on their experience of using the material and to discuss what can be improved.



MOST RELEVANT STRATEGIC & POLICY ASPECTS TO CONSIDER

- To successfully implement the DSPP requires a dedicated and comprehensive textbook/learning material that provides apprentices and lecturers with all the basics, as well as application-/practice-relevant knowledge. The development of this textbook/learning material for the NOCC-A21 must be done with competent experts (e.g. the involvement of industry, public as well as private training providers and material developers). The DSPP learning support material (practical work assignments) must be incorporated into the textbook/learning material.
- Criteria and templates for NOCC-A21 learning support material development are to be defined and used as a compulsory guide for learning material publishers.
- A broader contingent of NOCC-A21 learning support material developers/multipliers is to be capacitated to develop material for project-based learning.
- Material development needs to involve industry participation.
- Building institutional capacities for learning support material development must be supported either through market development or through commissioning of awards.



CRITICAL OTHER WORKSTREAMS TO BE LINKED FOR SUCCESS

- NOCC-A21 Development – [Factsheet 1](#)
- Lecturer Capacity Development – [Factsheet 4](#)
- Quality Assurance and Assessment – [Factsheet 8](#)



HOW MUCH TIME IS REQUIRED FOR THIS PROCESS?

- **1 - 2 years prior to implementation of the selected occupational programme**

