

SKILLS DEVELOPMENT FOR 
GREEN ECONOMY

GO DUAL

Working together towards a common goal



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

FACTSHEET 3

TRAINING INFRASTRUCTURE DEVELOPMENT

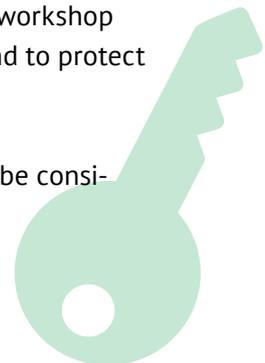
This workstream intends to:

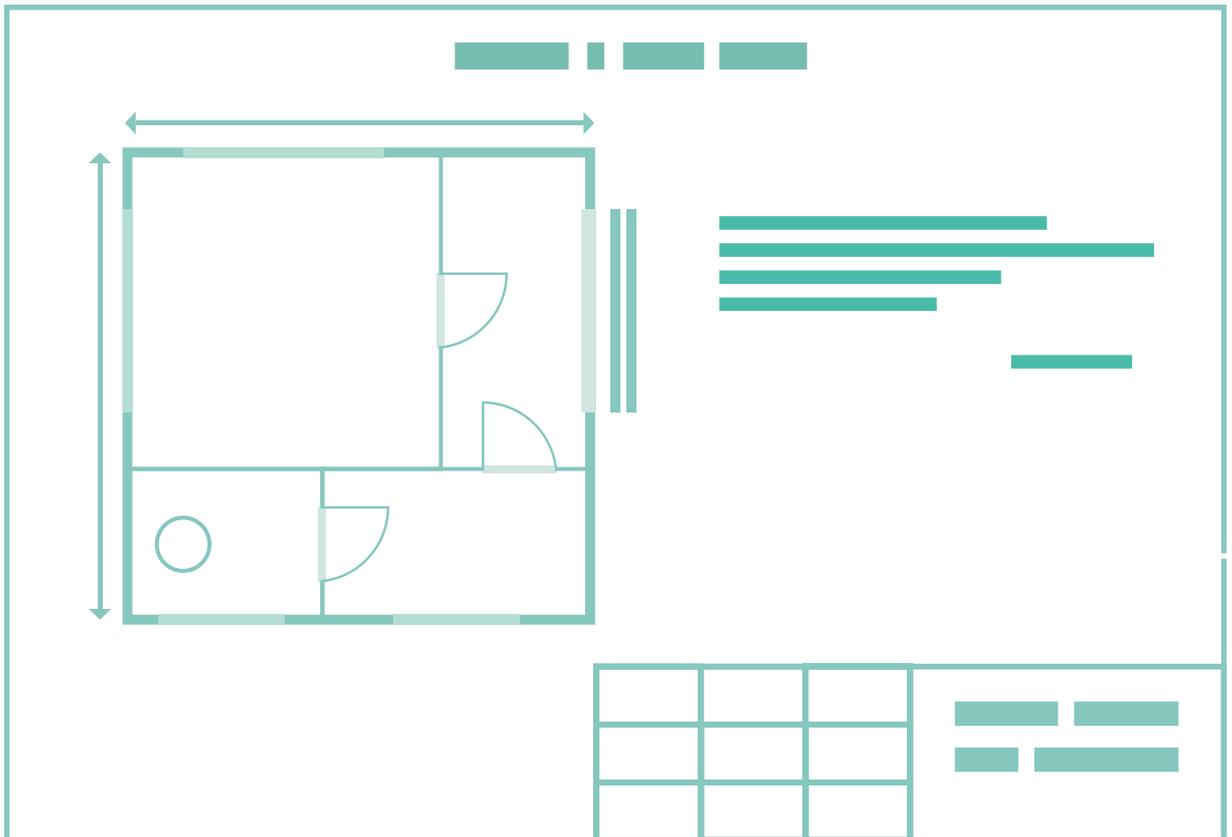
- Ensure that the training infrastructure at TVET colleges supports the implementation of the National Occupational Curriculum Content for Artisans of the 21st century (NOCC-A21) in terms of its content and methodology.
- Facilitate a training infrastructure setup which allows for interactive learning, while promoting practice-oriented training and learning that is based on the latest industry standards.



KEY FACTORS FOR SUCCESS & LESSONS LEARNT

- Training infrastructure design needs to be relevant for NOCC-A21 learning projects and the QCTO occupational qualification. It should map the close integration of theory and practise.
- A project management team, including relevant departments in the TVET college (e.g. finance, procurement, HR, subject matter experts, etc.), must be established when re-designing workshops and purchasing new workshop equipment/materials.
- There must be sufficient time prior to implementation to develop a workshop design and layout that is aligned to requirements of the NOCC-A21. Tendering, delivery, installation, commissioning and training of lecturers on the new equipment will require additional time.
- Specification documents must refer to SABS standards. If the SA standard is unavailable and references are made to international standards, these must be further defined with phrases such as “or equivalent SA standard”.
- Sufficiently large storerooms for workshop materials/ consumables need to be provided, as the NOCC-A21 consists of more practical tasks and work assignments than any other curricula and materials for these tasks need to be readily available.
- A proper inventory system must be available and maintained.
- Light, humidity, dust and working temperature must be considered in the workshop design and setup to ensure a conducive and safe learning environment, and to protect the equipment.
- Lifespan, relevance and costs for the maintenance of equipment needs to be considered, and insurance for the equipment must be budgeted for.



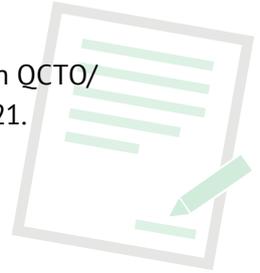


- Centralised procurement procedures for sites that implement the same programmes should be considered. This would ensure better prices and standardised material/equipment and tools across all sites.
- The QCTO prescribed lecturer-apprentice ratio (both on the theoretical-/classroom- and practical-/workshop-related tasks) needs to be borne in mind when designing the training workshops and the layout of equipment.
- IT infrastructure with internet access for all apprentices to perform their own research is critical for the apprentice-engaging learning approach.



MOST RELEVANT STRATEGIC & POLICY ASPECTS TO CONSIDER

- Minimum required equipment and training infrastructure setup must be defined for each trade as per the NOCC-A21.
- Funding for infrastructure should include equipment purchases, workshop upgrades and renovations in line with the setup requirements of new equipment.
- There needs to be a clear training infrastructure accreditation process through QCTO/SETAs against the minimum equipment and standards defined in the NOCC-A21.



CRITICAL OTHER WORKSTREAMS TO BE LINKED FOR SUCCESS

- Learning Support Material Development – [Factsheet 2](#)
- Quality Assurance and Assessment – [Factsheet 8](#)



HOW MUCH TIME IS REQUIRED FOR THIS PROCESS?

- **Up to 1 year prior to implementation** of the selected occupational programme due to funding approval, tendering, installation and commissioning/training processes of lecturers.
- Add additional time for the annual performance planning and budgeting process prior to the procurement process.
- Major structural changes and the approval of building plans potentially require additional time and funding.

