

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 4

LECTURER CAPACITY DEVELOPMENT

This workstream intends to:

- Ensure that the right calibre and number of artisan lecturers is available to support the implementation of the National Occupational Curriculum Content for Artisans of the 21st century (NOCC-A21).
- Build the capacity of lecturers to facilitate the project-based approach which closely integrates theoretical and practical learning.



KEY FACTORS FOR SUCCESS & LESSONS LEARNT

Minimum Qualifications Required

- In order to cope with the requirements of the NOCC-A21, lecturers selected for the programme need to:
 - ◆ be trade qualified artisan lecturers (i.e. a person with qualifications as an artisan and as a lecturer) with relevant industry experience and added training in teaching methodology (didactics and pedagogics is a must).
 - ◆ have a high level of technical, methodological and social competences to facilitate the new project-based interactive learning approach.
 - ◆ be intrinsically motivated and committed, open to innovative learning approaches and open to change.

Apart from minimum requirements, selection has to be based on merits and performance.

Employment Contracts

- Contractual arrangements with artisan lecturers are needed to cover at least the entire period of training (e.g. 3 years).
- A competitive remuneration for artisan lecturers is paramount.
- DHET should establish the same working conditions and equal benefits (leave, contact hours, etc.) for all lecturers involved in occupational programmes.
- A sufficiently large pool of artisan lecturers per trade is required to ensure a specialised and high-quality training implementation. This includes non-trade specific and specialised artisan lecturers.
- Two core artisan lecturers per trade are far from sufficient; a minimum of three full-time equivalents is required for a group of 25 apprentices.

Capacity Building

- The project-based learning approach requires new learning methodologies with attention given to technical training, as well as to didactics and pedagogics.
- Sufficient time and budget must be allocated for artisan lecturer preparation and considerable capacity building prior to and during implementation of the new project-based approach. Based on experiences gained during phase 1 of the NOCC A-21 Electrician, capacity building is a long-term process. It takes a minimum of two years of intensive training for in-service lecturers to become fairly proficient (artisan lecturers).



- Training of artisan lecturers should focus on building practice- and workplace-related, up-to-date competences. It should thus be attached to an industry association or professional body and not necessarily to an academic institution.
- A mix of training methods will be required, whereby:
 - ◆ lecturers receive on-site training at their TVET colleges.
 - ◆ face-to-face training takes place in SA and internationally.
 - ◆ coaching at the workplace takes place in SA.
 - ◆ work shadowing takes place internationally for transfer of learnings to SA.
 - ◆ lecturer networking and peer to peer learning will strengthen cooperation between them.
 - ◆ a digital collaborative platform will promote exchange and development of material.
- Regular work exposure, work-integrated learning (WIL), is imperative to ensure that lecturers are:
 - ◆ on par with latest industry standards and high-quality training.
 - ◆ exposed to good practice sites/companies.
 - ◆ able to build a relationship and communicate with companies and have an opportunity to obtain first-hand feedback from company mentors on apprentice participation and ability of the apprentices.
- Trainers involved in capacity building programmes for artisan lecturers should have a strong background in dual training programmes (didactics and pedagogics, as well as cooperation and experience with companies).
- Lecturers utilised for NC(V) programmes and the Centre of Specialisation (CoS) programme should be included in SD4GE capacity building initiatives, establishing a larger pool of lecturers and ensuring that specific lecturer capacities will be available for the training using the specific approach for both DSPP and for CoS.

Involvement of Stakeholders

- TVET college management has to demonstrate leadership and commitment to provide employment-relevant training delivery.
- TVET colleges and/or DHET have to fund capacity-building processes required to equip artisan lecturers with relevant knowledge, skills and workplace exposure to deliver high-quality training based on the QCTO occupational qualification and the NOCC-A21.



MOST RELEVANT STRATEGIC & POLICY ASPECTS TO CONSIDER

- Compulsory minimum criteria based on the QCTO occupational qualifications must be defined for artisan lecturers implementing the NOCC-A21.
- Working conditions for artisan lecturers must be reviewed and a more competitive framework (incl. competitive salaries, work hours and holidays) introduced.
- Work-integrated learning (WIL) and work exposure for artisan lecturers must become standard in the Continued Professional Development (CPD) process.
- Industry-/professional bodies must be involved in the development of an advanced training approach for artisan lecturers including theory, practice, work-integrated learning, pedagogy and didactics.



CRITICAL OTHER WORKSTREAMS TO BE LINKED FOR SUCCESS

- NOCC-A21 Development – [Factsheet 1](#)
- Learning Support Material Development – [Factsheet 2](#)
- Training Infrastructure Development – [Factsheet 3](#)
- Quality Assurance and Assessment – [Factsheet 8](#)



HOW MUCH TIME IS REQUIRED FOR THIS PROCESS?

- Based on current experiences with lecturers contracted by TVET colleges, it takes 3 – 4 years of intensive training before artisan lecturers will be really proficient.
- Approx. 12 months should be allocated prior to programme commencement to ensure that the artisan lecturers are more or less sufficiently capacitated and prepared for the task, followed by intensive training and coaching during implementation.

