



AFRICAN GLOBAL SKILLS ACADEMY
EDUCATION • TRAINING • PROJECT MANAGEMENT • CONSULTING

QUARTERLY PROGRESS REPORT

Project:
MEGA LAP LEARNERSHIP IMPLEMENTATION
To be verified

For (Client):
MPUMALANGA ECONOMIC GROWTH AGENCY

Report Period:
DECEMBER 2019-15 MARCH 2020

Written By
ZWANGA TSHABUSE
Project Manager

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SECTION 1: PROJECT PROGRESS

Project Name

MEGA LAP LEARNERSHIP IMPLEMENTATION

1. Executive Summary

This report will detail the activities that have been undertaken by AGSA in the quarter of December 2019 to 15 March 2020 towards achieving the key deliverables of implementing the learnerships namely Generic Management NQF 4 and Food and Beverage Handling Processes NQF 1.

2. Overview of the Quarterly Progress

2.1 Achievements of the past Quarter

2.1.1 Recruitment

One of the key deliverables was that the service provider will receive databases from Department of Labour to conduct their recruitment with reference to their allocated District and towns. AGSA was allocated the Gert Sibande district and the following towns were chosen by AGSA to implement the project for the two learnerships

1 Ermelo

2 Secunda

3 Standerton

The Learner Recruitment Process for the Food and Beverage handling Processes NQF 1 was conducted from December 2019 and January 2020. The sourcing of learners was done through the Department of labour as this was required by the funder. The recruitment has been done in one of the towns AGSA identified which is Ermelo, the other two towns Secunda and Standerton has not been done.

The first stage of recruitment was done with the diagnostic test, all learners who passed the test were chosen to be part of the programme. The assessment tools aim at assessing

learners to mainly get their deal to learn and become competent, to check their attitude and behaviour, their ability to take and follow instructions, amongst other issues.

The recruitment for the Generic Management was done for AGSA by the appointed service provider on behalf of AGSA.

This recruitment process has empowered the potential learners, and those that were selected into the learnership programme. They understand that even though they have been called into the assessment process, it is up to them to showcase their skills, their general behaviour, their understanding of basic areas that enable them to be in the learnership.

The entire recruitment and selection process is a key tool that minimises dropouts and increases the percentage of learners who become competent in the programme. As AGSA recruitment team, we commend all those team members for their effort into making this process be a success.

After the recruitment process the learners were then inducted into the programme and also, they signed their code of conduct together with their contracts.

AGSA believe that through this learnership, the learners will participate whole heartedly into the betterment of their own lives.

2.1.2 Theory Training

2.1.2.1 Food and Beverage Handling Processes

Purpose of the report

This report covers a detailed outline on what was taught during the course of training which will highlight the success, challenges and recommendation where needs be as from the 3rd February 2020 to 28th February 2020.

Furthermore unit standards, attendance, challenges pertaining the training are covered below.

ATTENDANCE

Please refer to the Site Administration file for a copy of the originally signed class attendance register. The training has achieved a 100% attendance and that is as a commendable attribute as it signals commitment and a positive attitude towards learning by the learners. It also demonstrates the caliber of self-managed group

LIST OF LEARNERS

Below is the table of the learners who attended the training:

No	Names	Surname	ID Numbers
1	Lesea	Masina	8501171108086
2	Nomalanga	Mkhawansi	8712080950084
3	Mandisa	Sandla	8906270810088
4	Siyathokoza	Mandonsela	9304265407087
5	Maria	Malesa	8701071160084
6	Thandeka	Makhandawire	8905280328081
7	Lindy	Phakathi	9004030693082
8	Octavia	Dlamini	8507140740081
9	Limpho	Mnisi	9308280372085
10	Mamikie	Sebiloane	9608150461086
11	Ntombi	Maseko	8405030889086
12	Siyabonga	Nhlapho	8805315355085
13	Terence	Mabizela	8804295303082
14	Sindisiwe	Manana	9207271153084
15	Nomkhosi	Mabuza	8708290331081
16	Madilakhe	Da	8611205404086
17	Khosoluhle	Mbokane	8808155239088
18	Bonginkosi	Skhosana	8907116186089
19	Telemachus	Mavimbela	8507155405083
20	Lindokuhle	Nxumalo	9604020964082
21	Siphamandla	Nsibande	9311306288087
22	Thandiwe	Mhlanga	8206160593088
23	Mzwandile	Ntuli	9005036225084

24	Iwandile	Khathide	8806190679086
25	Sizwe	Mkhwanazi	0108106086086

Work Covered

Module Name	Module Number
Food and Beverage Handling Process – Level 1	Module 1
Food and Beverage Handling Process – Level 1	Module 2
Food and Beverage Handling Process – Level 1	Module 3

Unit Standards Covered

Unit Standards Names	Unit Standard Title
Demonstrate an understanding of and use the numbering system	14084
Describe and represent objects in terms of shape, space and measurement	119373
Describe and interpret and represent mathematical patterns, functions and algebra	119368
Evaluate and solve data handling and probability problems within given contexts	119364
Engage in a range of speaking/signing and listening interaction for a variety purposes	119635
Identify and respond to selected literary texts	119641
Read/Review and respond to a range of text Types	119640
Write for a variety of different purposes	119636
Demonstrate an understanding of how scientific skills and knowledge could contribute to sustainable use of resources	14111
Demonstrate an understanding of introductory principles of chemistry and physics	120402

Logistics and Operational Environment [Training Venue, Equipment & Supplies, Learning Material]

The Learning Material: Learner Guides/Workbooks, Formative Assessments, Summative Knowledge Tests, Workplace Assignments and Logbooks were delivered on the first day of training before facilitation commenced.

We were also supplied with flipchart paper, Markers, Staplers, Staples removers, scissors, and pens. Each learner received a stationery pack and an A4 Lever Arch File - these were signed for and a copy is attached in the Site Facilitator Administration File.

The venue is conducive for training, quite, furnished and well ventilated. There was sufficient ablution for the learners and they were maintained at a good hygienic standard.

Training Methodology

The training was conducted using the different methods. The intention was to promote independent thinking at the same time creating a group that can function together and share ideas.

The learners have already undergone previous skills programmes that were carrying some of the same unit standard. Those topics were unpacked in *group discussions* and the learners completed the work in groups and some activities done *individually*.

Class activities were all completed, evaluated and the POE was built according to the Formative Review.

Weekly Learner Activities – Week 1

The learners were inducted into the programme; ground rules, behaviour and professionalism were addressed. Expectations regarding learner performance and absenteeism were well emphasised.

Programme overview, requirements regarding assessments was also discussed. Unit standards and modules to be covered for the specified duration were also explained.

Unit standards 14084, 119373, 119368, 119362 under module 1 were all covered and explained in detail. Throughout the week learners were split into groups for discussions, presentation of what they understood based on what was taught and activities as well as interaction. Learners interacted well with each other and the use of the flip chart board came in handy for group discussions and the working out of sums.

Summary and recap of all activities for all the unit standards completed during the course of the week, formative assessments, discussions and completion of classroom activities were covered on the last two days of the week.

Summative assessment activities for module 1 discussed; compilation and completion of POE's was explained. Learners were requested to complete given summative assignments for module 1 over the weekend.

Weekly Learner Activities – Week 2

We started off with some ice breaking and conducting a re-cap for Module 1 outcomes. Module 1 outcomes were completed on week 1.

All learners participated well in group discussions during the re-cap. There was a lot of interaction and group diversity was managed accordingly.

Module 2, unit standard 119635 relating to a range of speaking and interaction listening for a variety of purposes was introduced and explained in detail, along with unit standards 119641, 119640 and 119636.

Classroom activities and summative activities were completed by the group. The group demonstrated a lot of patience with each other; team work and cordiality was very visible.

Unit standard 119640 and 119636 were facilitated concurrently because their outcomes corresponded to each other and completed in accordance to the outcomes requirements. Formative activities were utilised.

On the last day of the week, all learners were assigned the day to complete all summative work/assignments for module 1. Unit standard 14084 and 119373 of Module 1 for all learners and remedial work was discussed and completed accordingly.

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Weekly Learner Activities – Week 3

The first day of this week was dedicated to the summary and re-caps of module 2 unit standards. Assignments, learner expectation and assessment requirements were discussed and explained. All module 2 summative assignments were to be completed.

Carrying on with the week, course outline and course expectations were discussed and explained for unit standard 14111 and 120402. The learners were afforded group discussions which included general ideas and examples from them. Panel discussion was introduced to the learners and they partook to the discussion. There was interaction, questions and team spirit from all parties was well demonstrated. Summary and re-cap of outcomes was completed through formative activities.

For the last 2 days of the week, summary and revision of unit standards 120402 and 14111 outcomes was conducted. Summative assignment activities for 120402 from learner work book were discussed. Completed module 2 assignments for unit standard – 119635 were also marked at this point.

POE building was discussed. Remedial work, learner competency levels and learner requirements and expectation during assessment process was discussed and clarified.

Planning and preparation of assessment checklists was completed in learner work books by all candidates, this was only for module 1. Module 1 summative assignments were completed by candidates, marked and signed off. Remedial action for the assignments was also completed through group discussions. The week's classes stopped here.

Weekly Learner Activities – Week 4

This was the last week of facilitation with the learners and the activities that took place are as follows.

Day 1- Summative assessments and remedial were completed and summarised for Module 1-unit standards and outcomes. All learners achieved module 1 outcomes successfully.

Day 2 and 3 - Summative assessments and remedial work were completed and summarised for Module 2-unit standards and outcomes. All learners achieved module 2 outcomes.

Learners are still busy with Module 3 summative assignments which will be completed at a later stage. Formative activities for Module 3 were conducted in class to test learner understanding and knowledge of outcomes completed.

Day 4 and 5 – Summary of Module 5 summative assignments, learner expectations and reference resources for completion of assignments were discussed. 4 weeks of theory came to a close. Learners await advice on workplace.

Learner's POEs

All learners have submitted their POEs so that we can check for gaps to be addressed when learners return to do theory.

2.1.2.2 Generic Management NQF 4

PURPOSE OF REPORT

This report provides a detailed account on what was facilitated during the implementation of training for the project. It will highlight the successes, challenges and recommendation required where needs be. Furthermore, it will also provide the unit standards covered attendance record of learners and any challenges pertaining to the training are covered below

ATTENDANCE

Please refer to the attached attendance register for a copy of the originally signed class attendance register. The training has achieved a 95% attendance and that is as a commendable attribute as it signals commitment and a positive attitude to the learning. It also demonstrates the caliber of self-managed group.

LIST OF LEARNERS

Below is the table of the learners who attended the training

	Names	Surname	Learner I.D Number
1.	MFANAFUTHI LUCKY	MCWANGO	8804175706081
2.	MDUDUZI WELCOME	DLAMINI	9706225550089
3.	PHUMLILE	MASUKU	9512050987085
4.	BUSISIWE FOCIA	ROOINEK	9305140744081
5.	BONGANE THABANG	MCHUNU	9708016260084
6.	BEN FANINTSHI	MALAZA	9009295342085
7.	NOLWAZI DUDUZILE	NZIMANDE	9505061182084
8.	NOMTOKOZO NOBUHLE PORTIA	KUBHEKA	9605050245080

9.	DINGAAN JOTHAM	MODONSELA	9012165685088
10.	SYLVESTER BONGANI	KOKWANA	9212275055087
11.	GLADYS	NDLOVU	9502031000082
12.	SIPHOKAZI NICHOLATE	NKOSI	9612171181087
13.	THULILE HAPPINESS	MAGAGULA	9901020573085
14.	MUZIWAKHE JOHAN	THABETHE	9002095448087
15.	MODIEHI LISBETH	MAKGALEMELA	9308120425085
16.	NOMFUNDO PALLATIAL	NKOSI	9712040441082
17.	TRYPHINE NONHLANLHA	VILAKAZI	9310170542082
18.	BONISILE ANGEL	SHONGWE	9209121189086
19.	NTHABISENG INNOCENTIA	SEKHOTHO	8806090427081
20.	THOLIWE BUHLE ATLANTA	NKOSI	9608190686080
21.	SONDAY SAMUEL	KUBHEKA	9101215407088
22.	ZINHLE	THWALA	9610201031082
23.	JABULILE LETTIE	HLONGWANE	9111261242081
24.	SAKHILE ZACHARIA	SIBEKO	8907066005081
25.	ERNEST MFANIMPELA	NHLAPO	8607015710084
26.	NKOSINATHI BEN	SOMZI	9310255569083
27.	THEMBI	MBATHA	9409011370081
28.	NKOSINATHI BRAIN	SKHOSANA	9105296240086
29.	ZANDILE IRINE	MASHININI	9301160283084
30.	SAMKELISIWE VERONICAH	NXUMALO	9806200892082
31.	NJABULO SANDILE GODFREY	MASEKO	9004095321082
32.	MTHOBISI JOHANNES	MANANA	8907146239080
33.	NJABULO THEMBINKOSI	NDASHI	9305095288084
34.	AYANDA INNOCENT	MLOTSHWA	9009126313081
35.	TUMELO PERCY	MOFOKENG	8509015395082
36.	THANDEKILE IGNECIA NOMTHANDAZO	ZULU	9612190827082
37.	NOKUTHULA PORTIA	NXUMALO	9104100823088

WORK COVERED

Module Name	Module Number
The role of the manager	Module 1
Business communication	Module 2
Occupational learning and second language communication	Module 3
Problem-solving	Module 4
Leading and motivating a team	Module 5
The code of conduct and customer service standards	Module 6
Time management	Module 7
Performance management	Module 8
Budgeting	Module 9

Unit Standards Covered

Unit Standards Names	Unit Standard SAQA ID
Describe the relationship of junior management to other management roles	242818
Identify responsibilities of a team leader in ensuring that organisational standards are met	242821
Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit	13952
Engage in sustained oral/signed communication and evaluate spoken/signed texts	119462
Read/view, analyse and respond to a variety of texts	119469
Write/present/sign for a wide range of contexts	119459
Use language and communication in occupational learning programmes (2nd language)	119467
Accommodate audience and context needs in oral/signed communication (2nd language)	119472
Interpret and use information from texts (2nd language)	119457
Solve problems, make decisions and implement solutions	242817

Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	9015
Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	9016
Apply leadership concepts in a work context	242824
Motivate and Build a Team	242819
Conduct a structured meeting	242816
Apply the organisation's code of conduct in a work environment	242815
Monitor the level of service to a range of customers	242829
Prioritise time and work for self and team	242811
Employ a systematic approach to achieving objectives	242822
Explain the contribution made by own area of responsibility to the overall organisational strategy	242813
Manage individual and team performance	11473
Manage Expenditure against a budget	242810
Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	7468

Brief discussion and topics summarized

An overview and discussion about the problem-solving module were done and the learners seemed to understand techniques used in the formulation of the problem and how to verify that there is a problem.

Learners had a discussion on how to generate and critique problem solutions. On this session learners did not know much about probabilities and it took us more time to get to a point where they understood. Furthermore, they learned about different techniques to generate possible solutions to a problem.

Furthermore, we had discussions on the importance of motivating a team and how to apply theories of motivation and group dynamics. They understood how to implement a plan of action to strengthen the team and the evaluation of leadership techniques applied.

The learners did a presentation of what they understand about vision, mission and setting objectives of how the team will function. Then they wrote summative assessment which was also submitted for marking and feedback was given.

Learners were educated about time management in an organization. They also learnt how to formulate a plan to meet objectives and how to write a statement of general intent specifying the aim, according to identified needs. Learners were mostly split into groups so as to be able to discuss and present on their findings.

They were also educated on implementing the plan and monitoring the implementation of the plan, respectively. The learners had discussions in groups. Throughout the week, learners showed understanding and keenness to learn and apply themselves.

They were educated on the overall strategy of the organisation and on how to utilise feedback mechanisms. Performance goals and quantity performance measures were also explained in detail to the learners; along with the importance of formulating development plan.

Learners showed interest and excitement when taught about simple and compound interest. It took them a lot of time to understand but with the assistance provided they caught on.

Drafting of their own budget and corporate budget was taught. Most learners needed help on how to monitor and control actual expenses against the budget. They asked questions where they didn't understand and this showed a lot of interest from their side which helped with their learning.

Quality assurance people visited the site to go through every learner's file and made sure that the files are in order.

The learners were evaluated about the entire Generic management program and also about the facilitators that were assisting them throughout.

Activity 1- 6 was done in groups. Each group give feedback on the topics. Homework: * Find an article in Afrikaans that they find interesting. (Act. 8) to prepare as a Speech. * Prepare for an audio-advert. (Act. 9.2) Audio-advert for presentation in the class Activity 7.1 Notas oor reaksie in 'n gesprek. Verwys na oogkontak en reaksie Work in groups. Activity 7.2 Voer 'n onderhoud oor hoe jy kan verseker dat interaksie plaasvind in 'n groepsituasie. Learners worked in pairs / groups. The learners wrote down questions and answers for the interview considering benefits, effective communication and teamwork. Activity 9:2 Played a Radio- advert to the learners as an example. Homework: Design an audio-advert in pairs/ groups. Prepare for the speech (act. 8) Reduce the time from 5 minutes to 1 minute. Prepare for Act. 10.4 Write a paragraph about a matter of concern. Start completing the Summative on your own.

Activity 10: Houdings, oortuigings en bedoelings: The activity took a bit of time as the content had to be translated and explained to the learners. Unfortunately, there were no dictionaries in class, the learners who had data, used their cell phones. Learners presented the audio-advert. They enjoy the activity and the learners were recorded on video. Homework: Do research about * Neighbourhood watch to be used in (Activity 11.2) * One of SA public Holidays (Activity 14.2) * Bring a Newspaper to be used for Act. 14.1

Activities 10: Houdings, oortuigings en bedoelings It took a bit long because the content must be translate and explained to the learners. Activity 11.1 & 11.2 Skryf 'n paragraaf oor waarom buurtwag tot almal se voordeel is. Activity 12: Instruksies aan jou huiswerker. (Worked in groups) Activity 13: Notas oor "Gratis skoolopleiding:" (Worked in groups and gave feedback.) Homework: Learners had to complete the knowledge questions in their Summative Assessment

We completed Class Activity 14:1 Skryf vir 'n spesifieke gehoor en doel. Not all of the learners could get hold off a newspaper the previous day as there was no shop near the training venue.

Class Activity 15: 2 Beskryf hoe een van die prosesse of metodes in die werksplek werk. vir gebruik tydens Entrepreneursdag. Gijima Training Centre was used as the workplace, unless the learner had previous experience in another field like a crèche.

Class Activity 16: Skryf 'n opstel oor die werksplek. Doen navorsing. The Training centre was used as the workplace unless the learner had previous experience of another workplace.

Class Activity 15:2 Skryf die inleidende en slot paragrawe van die opstel wat jy beplan oor jou werksplek. The learners were advised to use the introduction and conclusion of activity 16. Class Activity 8: Effektiewe spreker was completed. A video was taken of each learner. All of the learners tried very hard but they really struggled with pronunciation, which was a stressful experience for all. It caused the learners to be less interactive and limited use body language. This was notably different from when they interacted in their own language/ English.

Learners were eager to learn and showed their dedication, full support was given and an extra time was offered to them where needed be. They are ready for overall assessment.

Logistics and Operational Environment [Training Venue, Equipment & Supplies, Learning Material]

The Learning Material: Learner Guides/Workbooks, Formative Assessments, Summative Knowledge Tests, Workplace Assignments and Logbooks were delivered on the first day of training before facilitation commenced.

Learners were also supplied with flipchart paper, Markers, Staplers, Staples removers, scissors, and pens. Each learner received a stationery pack and an A4 Lever Arch File - these were signed for and a copy is attached in the Site Facilitator Administration File.

The venue is conducive for training, quite, furnished and well ventilated. There was sufficient ablution for the learners and they were maintained at a good hygienic standard.

Training Methodology

The training was conducted using the different methods. The intention was to promote independent thinking at the same time creating a group that can function together and share ideas.

Class activities were all completed, evaluated and the POE was built according to the Formative Review.

Assessment Activities for the period

Written Summative knowledge tests were written and evaluated at the end of each Module and the learners performed above 80%. This demonstrated knowledge and understanding of the assessed topics and gave an overall competence of the learners.

The Unit Standards were more skill and attitude than knowledge and understanding. The topics and outcomes required learners to demonstrate competence – skill – in Communication, which was evaluated throughout the skills programme.

All formative and summative knowledge assessments were conducted as per the monthly plan. Learners were all declared competent all the activities.

Learner's POEs

All learners have submitted their POEs which are currently being assessed by the assessors

2. 2 Challenges experienced

Anticipated Challenges

- Dropout of learners due to that they are no longer interested on the program and not happy with the stipend been offered
- Learners on the databases not interested to take part on the learnership and the cell numbers provided are not working
- Employers no longer interested in hosting the learners as the learnerships are taking longer to be started, they have given the opportunities to other services providers who are running different learnerships

Unexpected Challenges

- That the number of learners to show up on the day of the training will be less as all learners had actually confirmed that they will show up
- Delayed databases form DOL which has delayed the start of the other sites for both learnerships

2.3 Successes

- The training of all 25 learners by the end of the first week and retaining the 25 learners until the end of the theory classes for Food and beverage Handling Processes NQF 1
- Training of 37 learners for the theory classes for Generic Management NQF 4
- Getting Learners placed in the workplaces as per employer requests

3. Progress against planned Outputs for past quarter

Outputs planned between December 2019-March 2020 are as follows:

Target- Key Activities	Progress to date	Outstanding Activities	Proposed completion date
Identify eligible learners and host companies	Have to date recruited, trained and placed 25 learners for Food and Beverage Handling Processes and 37 learners for generic Management NQF 4	As of 15 March 2020, we have not reached the target for the learners to be recruited, we need to recruit 50 for Food and Beverage Handling processes NQF 1 and 29 SMME Learners Generic Management NQF 4 and 59 COOP Learners Generic Management NQF 4	The completion date will have to be reviewed as there has been delays in the start of other towns

Next scheduled contact training sessions are as follows:

Facilitator Name	Training	Training Venue	Date
Mr Bongani Mathebula	Module 3-5	To be confirmed	25/05/2020-19/06/2020
Mr Bongani Mathebula	Module 5-6	To be confirmed	14/09/2020-09/10/2020

SECTION 2: HOST EMPLOYERS THAT ARE HOSTING THE LEARNERS CURRENTLY ARE:

District	Name of Company	Physical Address	Contact Person	No of Learners Required	No of Learners Confirmed
Gert Sibande	Ermelo Superspar	Cnr Ennis & Oosthuizen Street Ermelo	Lorraine Ndebele 0178197519	17	16
Gert Sibande	Allan Butchery	20 Naude Street, Ermelo	Mr Allan 017 819 2984	8	7
Gert Sibande	Bidvest Protea Coin	222 Witch-Hazel Ave, Techno Park	Stephan Terreblanche 0823249989	37	37
Total				62	60

