



— **PND** —  
Academy of Learning

## MONTHLY PROGRESS REPORT

BIOGRAPHICAL INFORMATION	
Name of Project	FETC: Generic Management NQF Level 4
Name of the Client	Mpumalanga Economic Growth Agency
Project Sites	Emalahleni and Middleburg
Towns, Municipality and Province	Emalahleni, Middleburg Nkangala District Municipality, Mpumalanga Province
Name and Surname of Facilitator	Pumla Ngesi -George Johana Mamatsimela Madiba
Skills Programme or Qualification Name	Learnership – Generic Management
NQF Level	Level 4
SETA where program is accredited	Services Sector Education and Training Authority (Services SETA)
Planned No. of Learners	63
Actual No. of Learners	62
Variance	1
Dates of Facilitation	10/02/2020 – 06/03/2020
Week No in Roll Out Plan	Week 4
Date Submitted	10 March 2020

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<b>Purpose of Report</b>
This report seeks to provide a detailed progress on the roll out and implementation of the Learnership programme thus far. The report further outlines successes, challenges achieved during the first cohort of training and provide recommendations for improvement that will ensure the programme finishes successfully.

<b>Attendance</b>
Attendance registers paint a clear picture in as far as the exact number of learners that attended each day of the week. However, in this report document it can be confidently cited that though attendance was not 100%, it has been between 95% and 100 % in some days of the week. Learners are made to sign the attendance register each day they are in class and also when they arrive at hosting workplaces.

<b>List of Learners</b>
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**Emalahleni Training Site – Group 1**

No	Surname	Names	ID Numbers	Gender
1.	Choma	Thuso	9612155854089	Male
2.	Kgwete	Tiny Hlapogadi	9205140472081	Female
3.	Mabena	Lillian Ntwana	9103310753085	Female
4.	Mahlangu	Nkosinathi Gift	9708315525088	Male
5.	Mahlangu	Thandi Theressa	9510100250082	Female
6.	Makhubo	Sharon Buhle	9511100209086	Female
7.	Malapane	Olinah Masebotsana	9206290977085	Female
8.	Mashika	Gladness Thabile	8810070728088	Female
9	Matshiye	Ntombifuthi Johanna	9510130863086	Female
10.	Mhlongo	Thokozani William	0005165946087	Male
11.	Mmotong	Mashiyanyana Sabina	9505120456081	Female
12.	Mnguni	Xolani Darlington Dali	9908065368081	Male
13.	Mokoena	Modiegi Gwen	8909170603082	Female
14.	Mongwane	Anastacia Vutomi	9708140973081	Female
15.	Mpungose	Zanele	9604220342083	Female
16.	Mshayisa	Nonhlanhla Gladys	8810120495084	Female
17.	Msiza	Mmamagase Sharllote	9009201669084	Female
18.	Msiza	Sarah Thandeka	9406260212089	Female
19.	Mtsweni	Nosipho Ria	9507030287085	Female
20.	Ndlovu	Nonhlanhla Princess	8405100537086	Female
21.	Nhlapho	Silindokuhle Witness	8405110595082	Female
22.	Nkabinde	Dimakatso Thabisile	9810210574086	Female
23.	Nkosi	Bongumusa Calvin	9703125152082	Male
24.	Nxumalo	Faith Tlangelani	9106020731085	Female
25.	Sambo	Thembisile	9806170959085	Female

26.	Silaule	Ntiyiso Lorraine	9503051091084	Female
27.	Simelane	Vusi Sandile	9304025222081	Male
28.	Sithole	Bongani Clement	9311205349089	Male
29.	Sokhweba	Nompumelelo Hazel	9612170509080	Female
30	Vilakazi	Masesi Lucia	9609200682085	Female

### **Middleburg Training Site – Group 2**

<b>No</b>	<b>Surname</b>	<b>Names</b>	<b>ID Numbers</b>	<b>Gender</b>
1.	Ditshego	Kate Mantlhanyana	9605080505081	Female
2.	Jiyane	Ntombikayise Prudence	9505080969081	Female
3.	Khumalo	Sizwe Goodwill	9707095736089	Male
4.	Mabuza	Winile Thoko	9604031115082	Female
5.	Madalane	Nomfundo Lorraine	9705290096085	Female
6.	Mahlangu	Hopewell Joel	0005215411082	Male
7.	Mahlangu	Maggie Lerato	9605060940084	Female
8.	Mahlangu	Nozipho Uranda	8903090520088	Female
9	Mahlangu	Ntombizanele Julia	9106241327085	Female
10.	Mahlobo	Minenhle Thembelihle	9802230397085	Female
11.	Mathibela	Thandeka Maria	8903010473087	Female
12.	Mathibela	Zinhle Sarah	8904300839086	Female
13.	Mkhwebane	Zandi Ntombifuthi	9801220850087	Female
14.	Mogola	Dorris Smangele	9803050929080	Female
15.	Mogola	Phumzile Sesi	9805230766084	Female
16.	Mokwena	Busi Rose	9106250358088	Female
17.	Monareng	Sophie Basetsana	9605160391086	Female
18.	Monareng	Sarah	9106030491084	Female
19.	Motau	Dimakatso Portia	8511251647085	Female
20.	Msezane	Thabani	9601105814087	Male
21.	Ndwandwe	Nontobeko Felicity	9006091268084	Female

22.	Ntuli	Busisiwe Nokubonga Maria	0105040730084	Female
23.	Ntuli	Njabulo Vincent	9812285835087	Male
24.	Radebe	Andrew Manyabiana Moyene	9512185316085	Male
25.	Selobane	Karabo	9702070664083	Female
26.	Shoba	Obert Collen	9508275604083	Male
27.	Sithole	Lucky	9410025568082	Male
28.	Skosana	Lydia Minnet	8706011569088	Female
29.	Skosana	Sbusiso Samuel	9907265571080	Male
30.	Skosana	Sifiso Joseph	9710035537088	Male
31.	Skosana	Linah Thokozile	9708050744084	Female
32	Skosana	Given Xolani	9810225656080	Male

<b>Work Completed</b>	Skills Programme 1 and Skills Programme 2
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<b>Unit Standards Covered</b>		
<b>Skills Programme 1</b>	<b>Unit Standard Name</b>	<b>SAQA ID</b>
	Prioritize time & working for self and team	242811
	Identify responsibilities of a team leader in ensuring that organizational standards are met.	242821
	Employ a systematic approach to achieving objectives	242822
	Use writing process to compose texts required in business environment.	12153
	Read/view, analyse and respond to a variety of texts.	119469
<b>Skills Programme 2</b>	<b>Unit Standard Name</b>	<b>SAQA ID</b>
	Apply leadership concepts in work context.	242824
	Apply the organizational code of conduct in in work environment.	242815
	Conduct a structured meeting.	242816
	Motivate and build team.	242819



### **Logistics and Operational Environment**

**Learner Induction:** Induction was conducted with representative of Khathula Consulting, the Lead Employer in the project and led by PND Academy Consultant. Learners were exposed to expectations of a Learnership, role players and legislation governing the National Qualifications Framework including Learnership implementation. Expectations regarding learner performance and absenteeism were emphasized. Programme overview, structure of the programme and skills programmes/modules, duration and workplace experiential learning and the requirements regarding assessments.

**Learning Material:** Each learner was provided with the following support material Learner Guides, Learner Workbook, Summative Assessment PoE, Logbook for workplace experiential learning, exam pads, writing exercise book and pens. The material was issued out on the first day of contact with learners, prior commencing with facilitation.

**Training Venue:** Training venues in both training sites are conducive to learning, well ventilated and located in quiet areas. There is sufficient ablution for learners that are in good condition and relatively clean.

### **Training Methodology**

Training was delivered through contact facilitated sessions using different training methodologies. At the centre of the Facilitators 'approach was to promote independent thinking yet at the same time creating a team work for the group to work together and share their limited experiences.

The Facilitators led classes and allowed learners to start formative assessment activities in class as individuals and also engaging in group activities. The contact session was a platform also used by learners to ask questions of clarity from areas they find difficult to understand. To a certain extent, learners commenced with constructing PoE's during class time so as to receive support from the Facilitator on how to gather and collect evidence.

### **Weekly Class Activities – Week 1**

The structure of the training plan is such that 2-unit standards were planned to be delivered during week 1. The unit standards covered in week 1 were SAQA ID: 242811 and 242821 (the name of each unit standard is provided in the preceding sections of this report). Each morning, the day started with recap from the work done the previous day and checking if homework was done.

Throughout the week, learners were split into groups to discuss concepts, class presentations and what they understood during facilitation. Learners interacted quite well with each other and the use of flipchart was found to be very useful by both Facilitator and learners when they were engaging on group discussions.

Each week had a number of Formative and Summative assessments planned to be completed.

#### **Weekly Class Activities – Week 2**

The second week was started of with ice-breaking as learners were coming from a weekend rest. This was coupled with recapping work covered in week 1 and also to link the outcomes and rationale of the flow. Week 2 had a better and improved interaction and communicating as compared to Week 1. Our thinking behind this change was that, learners were now better settled, understood and got to know each other better and also had a sense of what the Learnership contained and meant for their lives and future plans.

Week 2 dealt with unit standards 242822;12153 and 119469.

Learners continued with both Formative and Summative Assessments as contained in module 2.

#### **Weekly Class Activities – Week 3**

The third week also started with ice breaker and recapping of the work from the previous week. Learners were introduced to the work of the new week, connection and continuity was presented to start the week. Unit Standards covered in the 3<sup>rd</sup> week were ID: 242824 and 242815. Evidence for PoE's together with Formative activities continued. As in the previous weeks, learners were grouped and asked to do presentations of their understanding of the content especially linking what they are learning in class with their past experiences.

**Weekly Class Activities – Week 4**

The first day of this week was dedicated to the summary and re-caps of module 3-unit standards. Assignments, learner expectation and assessment requirements were discussed and explained. All module 3 summative assignments were to be completed. Carrying on with the week, course outline and course expectations were discussed and explained for unit standard 242816 and 242819. Learners gathered for group discussions which included general ideas and examples. There was interaction, questions and team spirit from all parties that was well demonstrated. Summary and re-cap of outcomes was completed together with formative activities.

This last week of facilitation with the learners and the activities that took place was structured 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.

This week was also used to discuss host employer placement as learners were scheduled to move to employers for experiential learning.

**Learner Feedback and Participation**

Throughout the contact sessions, learners demonstrated interest, enthusiasm and full participation towards the programme and its intention. The group submitted assignments and work requested from them also, they worked very well in the groups helping each other out where necessary.

**Time-keeping and Punctuality**

Learners did their very best to arrive on time in classes. The mode of transport that they use is taxis and they made it their responsibility to arrive in class on time even during breaks. Punctuality and importance of time was discussed during induction and has not been a problem in the first month that we had contact with learners.

**Quality of Work**

With all the work asked of learners, their efforts were evident. Work submitted has been satisfactory, authentic, neat and met the minimum requirements.



**Assessment Activities for the Period**

Formative and summative assessments of skills programme 1 and 2 were carried out during the 4 weeks contact session. All formative activities were completed though summative activities were also completed but they needed an eye ran over by assessors and practical understanding of workplace activities by learners to incorporate in their responses. The final word on how each learner has done can only be confirmed when they resume classes from host sites.

**Concerns, Potential Problems and Risks identified**

While every best from all the role players was evidently put forward in implementing this programme, there is room for improvement especially in as far as commitment from government employer as host sites.

What is evident is that all role players welcome this opportunity as such are doing their very best to make it a success. Risks that could be cited is that, if learners could gain employment during their tenure of learnership, we are likely to lose that particular learner as all learners are job seekers.

**Recommendations**

Overall, learners adjusted easily to the new environment. It is however requested that training venues are provided with toilet paper and there is cost to cover cleaners as learners should not be asked to clean their classes.

**Report Compiled by: Andisiwe Mbiyo**

**Training Coordinator**

**Approved by: Nomkhita Mapheelle**

**Manager**

**Date: 20 March 2020**