

# **LNMR PTY LTD**

**FOOD AND BEVERAGES HANDLING PROCESSES**

**QUALIFICATION ID 58026**

**LEVEL 1**

**130 CREDITS**

## **TRAINING REPORT**

**Progress report for**

**Food and Beverages Handling Process level 1**

## 1. Introduction

Our progress report is focusing on the training that is currently taking place in Nkomazi Municipality where learners are attending Generic Management training course level 4 with the intention to empower them with the skill that will ultimately assist them to run their own successful businesses and cooperates.

## 2. Attendance

### 2.1. Enrolment

Programme	Number Expected	Number Attending	Shortage
Food and Bev	75	69	6

NB: The Department of Labour has sent us a list of 6 learners to add so that we may have 75 learners, unfortunately when we were about to call them, we were then disturbed by Lockdown program.

### 2.2. List of learners attending Learnership for Food and Beverages Handling Processes level 1

No	Surname	Full Names	Id Numbers
1	Bila	Donald Zanele	9008140737085
2	Hlambo	Precious Patience	9107220500080
3	Khoza	Cebile Promise	9306061405082
4	Kubheka	Gugu Refill	9102105363084
5	Lubisi	Daphney Hlobisile	8303280756081
6	Lubisi	Phindile Banele	9605260608085
7	Lubisi	Sindile Patience	9308070922081
8	Lubisi	Thulisile	9406180867087

9	Mabuza	Nkosingiphile	9308215973080
10	Madonsela	Florence Nelisiwe	8907031270083
11	Madonsela	Portia	9011270597089
12	Magagula	Queenton Innocentia	9303120804082
13	Magagula	Silindile Elizabeth	9209161463086
14	Malavela	Lucia Nombulelo	9103051430083
15	Mashaba	Makhosazane	9212300714088
16	Mashaba	Phumzile Ntombi	9201011919086
17	Mashele	Sani Preciose	9802210452082
18	Mathe	Siphiwe Yvone	9011020549083
19	Mathebula	Bongokuhle Sikhanyiso	9211155933082
20	Mathebula	Sebenzile Nokubonga	9202161063089
21	Mdaka	Orelia	9509051098086
22	Mhlongo	Bongekile	9104121175088
23	Mnisi	Khethiwe Khanyisile	8311240316086
24	Mnisi	Nokusha	9611070370080
25	Mpapane	Anele Nomathemba	9110050960085
26	Mtimba	Pertunia Zanele	9801071323085
27	Mtimba	Pretty Thulisile	9604011379088
28	Ndlovu	Cynthia Lindiwe	9010260454087
29	Ndlovu	Phindile Sibongile	9311101154088
30	Ngobeni	Goodness Petronella	9211270486081
31	Ngobeni	Phindile Danisile	9604160614087
32	Ngobeni	Tibuyile Philile	9408160663080
33	Ngomane	Julius Sibusiso	9310055292084
34	Ngomane	Sizakele	9512090806089
35	Ngwenya	Nothabo Pretty	9406240937086
36	Nhlabathi	Nonjabulo Precious	9801080638085
37	Nhlambo	Thulile Pretty	8903240622081
38	Nkomo	Gontse	9806250714087
39	Nkosi	Sithandwa Ntombekhaya	9302090495087
40	Nkuna	Thembinkosi	9110175730082
41	Ntimba	Nokubonga Portia	9208270477086
42	Nyambi	Lwazi Trueman	9608205724082
43	Nzima	Bhekumuzi Godfrey	7807145540085
44	Sambo	Busi Betty	8706180667085
45	Sambo	Collen	9012206260081
46	Sambo	Jennifer Shirley	8809120526088

47	Sambo	Ncobile Padia	9005220879084
48	Sambo	Nhlanhla Innocent	9409196030088
49	Sangwane	Nombulelo Cristobel	9010280483082
50	Shabangu	Nobanhle	8610290415080
51	Sibisi	Bheki Mishack	9006066416080
52	Sibuyi	Sindisiwe Precious	9606201298085
53	Sono	Sipho Aubrey	9306035339086
54	Thobela	Senzo Innocent	9312256312083
55	Zwane	Thembelihle Gift	9410080650080
56	Mthethua	Lindokuhle Monica	8906261329080
57	Magagula	Zwakele Clement	9009225581083
58	Mzamo	S'thembiso Thom	9112065890083
59	Shongwe	Thab'sile Carol	9102201302085
60	Khoza	Clinton Mfundo	9611285677089
61	Lubisi	Nomsa	9209110635081
62	Mashabane	Precious Goodness	9603100749086
63	Mokoena	Nontobeko	9810160925080
64	Mondlane	Zodwa	9311161118080
65	Ngomane	Thulile Priscilla	9106100869086
66	Chavango	Bongumenzi Nhlanhla	9702106278080
67	Khoza	Philile Precious	8710020920084
68	Mhlongo	Christinah Pretty	8508260558089
69	Sambo	Zandile C	8701190720081

### 2.3. List of Dropouts

1	Sayiya	Nozipho
2		
3		
4		
5		
6		

### 2.4. List of New learners

1		
2		
3		
4		
5		
6		

### 3. PROGRAMME OVERVIEW

#### 3.1. PROGRAM DESCRIPTION.

This qualification will contribute to increasing levels of personal and product safety and will develop a common integrated and co-ordinated approach to the handling of food and related products. A person acquiring this qualification will be able to have an understanding of personal and product safety, life skills that will allow them to be responsible citizens, which in turn, will provide benefits to the society and economy of South Africa and knowledge and skills in the handling of food and related products. The learner is sensitised to the specific culture, opportunities and demands relating to food handling. The skills, knowledge, values and understanding demonstrated within this qualification are essential for a positive impact on social and economic transformation and upliftment within the democratic South African society. Learners will be able to:

- ☐ Carry out familiar food and beverage handling processes.
- ☐ Receive and pass information.
- ☐ Offer a clear choice of routine responses.
- ☐ Perform clearly defined tasks.
- ☐ Apply basic skills.
- ☐ Work as a member of a team.
- ☐ Work under direct supervision with some responsibility and accountability.

#### 4. Program alignment

Learners intending to achieve the General Education and Training Certificate in

Food Handling Process (128 credits), need to do the 44 credits as part of the Fundamental learning component and the 38 Core credits. The rest of the credits (46 credits) are to be obtained from the Elective area totalling to at least 128 credits, or any other Elective relating to the purpose of the qualification.

#### **4.1. Qualification Components**

- Fundamental : 44 credits.
- Core : 38 credits.
- Elective : 46 credits.
- **Total : 128 credits.**

#### **4.2. Purpose:**

This qualification will contribute to increasing levels of personal and product safety and will develop a common integrated and co-ordinated approach to the handling of food and related products. A person acquiring this qualification will be able to have an understanding of personal and product safety, life skills that will allow them to be responsible citizens, which in turn, will provide benefits to the society and economy of South Africa and knowledge and skills in the handling of food and related products. The learner is sensitised to the specific culture, opportunities and demands relating to food handling. The skills, knowledge, values and understanding demonstrated within this qualification are essential for a positive impact on social and economic transformation and upliftment within the democratic South African society.

### **4.3. Area of Specialization**

- Carry out familiar food and beverage handling processes.
- Receive and pass information.
- Offer a clear choice of routine responses.
- Perform clearly defined tasks.
- Apply basic skills.
- Work as a member of a team.
- Work under direct supervision with some responsibility and accountability.

### **4.4. Entry Requirement**

This qualification is for learners who:

- Were unable to complete their schooling.
- Have worked in the Food and Beverage Manufacturing Environment for many years, but have no formal or recognised qualifications in their area of work.
- Wish to extend their knowledge and understanding of the Food and Beverage Manufacturing environment.
- Can be empowered to sustain themselves economically within the food industry in basic handling of food and related products to improve the quality of their lives.

### **4.5. Rationale**

This qualification specifies the knowledge, skills and values required to access food and beverages processing and other food related qualifications in the Further Education and Training Band. It serves as an entry-level qualification for the food and beverage manufacturing qualifications in the Further Education and Training Band. This qualification allow learners to obtain the necessary knowledge and skills for career

advancement and advancement to higher qualifications in food and beverage manufacturing supervision, food and beverage quality control and assurance, food and beverage manufacturing management, food and beverage manufacturing supervision and food and beverage process artisan.

*The intention of this qualification is to:*

- Promote the development of functional knowledge and competencies that are required in the Food and Beverage Manufacturing environment.
- Develop the potential of employees in the Food and Beverage Manufacturing environment.
- Provide opportunities for career pathways and life-long learning for learners who work in the Food and Beverage Manufacturing environment.

*This qualification specifies:*

- Fundamental skills in communication and mathematical literacy.
- Core skills in personal and product safety related to the learner's specific work context.
- Life skills that will allow them to be a responsible citizen which will provide benefits to the society and economy of South Africa.
- Basic knowledge and skills in the handling of food and related products.



## 5. EXIT LEVEL OUTCOMES

### ***Qualifying learners can:***

- ✓ Communicate and demonstrate problem solving within a food and beverage-handling environment.
- ✓ Maintain personal and product safety in a food and beverage manufacturing environment.
- ✓ Demonstrate an understanding of life skills within a food and beverage handling context.
- ✓ Handle food.

### ***Critical Cross-Field Outcomes***

All unit standards include the assessment of relevant Critical Cross-Field Outcomes via the assessment criteria. These Critical Cross-Field Outcomes should be at the core of all education and training and provide a means of performing tasks in a learning, work or everyday situation. Critical Cross-Field Outcomes are developed through the engaging of knowledge and activities in a specific context and they cannot be directly assessed. Rather assessment is carried out indirectly via the performance of tasks.

***The following Critical Cross-Field Outcomes have been addressed in the qualification and specified as per the unit standards.***

- Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.

- Working effectively with others as a member of a team, group, organisation, or community.
- Organising and managing oneself and one's activities responsibly and effectively.
- Collecting, analysing, organising and critically evaluating information.
- Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

## 6. Training Report

### Report on Implementation Plan of Core Unit Standards

Seq. No	US ID	UNIT STANDARD TITLE	NQF LEVEL	CREDITS	Completed (Yes/No)
1.	<a href="#">120410</a>	Clean and sanitise food manufacturing equipment and surfaces manually	01	4	Yes
2.	<a href="#">14659</a>	Demonstrate an understanding of factors that contribute towards healthy living	01	4	Yes
3.	<a href="#">14656</a>	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	01	5	Yes
4.	<a href="#">14664</a>	Demonstrate knowledge of diversity within different relationships in the South African society	01	3	Yes
5.	<a href="#">243345</a>	Handle food materials in a food production process	01	4	Yes
6.	<a href="#">120404</a>	Maintain personal hygiene, health and presentation in a food handling environment	01	4	Yes
7.	<a href="#">120398</a>	Measure the temperature of food products and evaluate the readings	01	2	Yes
8.	<a href="#">12513</a>	Plan and manage time in the workplace	01	4	Yes
9.	<a href="#">15091</a>	Plan to manage one`s time	01	3	Yes
10.	<a href="#">120402</a>	Demonstrate an understanding of introductory principles of chemistry and physics	02	5	Yes

### Implementation Plan of Fundamental Unit Standards

Seq. No	US ID	UNIT STANDARD TITLE	NQF LEVEL	CREDITS	Completed
11.	<a href="#">14084</a>	Demonstrate an understanding of and use the numbering system	01	1	Yes
12.	<a href="#">119373</a>	Describe and represent objects in terms of shape, space and measurement	01	5	Yes
13.	<a href="#">119368</a>	Describe, interpret and represent mathematical patterns, functions and algebra in different contexts	01	6	Yes
14.	<a href="#">119635</a>	Engage in a range of speaking/signing and listening interactions for a variety of purposes	01	6	Yes
15.	<a href="#">119364</a>	Evaluate and solve data handling and probability problems within given contexts	01	5	Yes
16.	<a href="#">119641</a>	Identify and respond to selected literary texts	01	5	Yes
17.	<a href="#">119640</a>	Read/view and respond to a range of text types	01	6	
18.	<a href="#">119362</a>	Work with numbers; operations with numbers and relationships between numbers	01	4	
19.	<a href="#">119636</a>	Write/Sign for a variety of different purposes	01	6	

### Implementation Plan of Elective Unit Standards

Seq. No	US ID	UNIT STANDARD TITLE	NQF LEVEL	CREDITS	Completed
20.	<a href="#">14111</a>	Demonstrate an understanding of how scientific skills and knowledge could contribute to sustainable use of resources	01	2	
21.	<a href="#">13171</a>	Describe and show how the NQF can help me to plan a learning and career pathway	01	5	
22.	<a href="#">13174</a>	Identify and discuss inappropriate behaviours in the workplace	01	2	
23.	<a href="#">10692</a>	Manage and handle pan operations manually in a plant bakery	01	4	
24.	<a href="#">114888</a>	Perform cleaning functions within a Wholesale and Retail outlet	01	3	
25.	<a href="#">15092</a>	Plan and manage personal finances	01	5	
26.	<a href="#">13157</a>	Read, interpret and understand information on a payslip	01	2	
27.	<a href="#">120401</a>	Take a representative food sample	01	4	
28.	<a href="#">120403</a>	Apply good manufacturing practices as part of a food safety system	02	4	

29.	<a href="#">14359</a>	Behave in a professional manner in a business environment	02	5	
30.	<a href="#">114891</a>	Count stock for a stock-take	02	5	
31.	<a href="#">14342</a>	Manage time and work processes within a business environment	02	4	
32.	<a href="#">242781</a>	Pack manually	02	2	

## 7. DESIGN STRATEGY

### 7.1 Learning aims and objectives

<b>A clarity of focus on outcomes and design down:</b>	<ul style="list-style-type: none"> <li>• Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified.</li> <li>• Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators or benchmarks of student achievement at each stage of the learning programmes.</li> <li>• Learning programmes include not only specific outcomes (observable outcomes), but also critical crossfield (adaptive ability such as problem solving).</li> <li>• Learning programmes are designed back from the outcomes.</li> </ul>
--	--

### 7.2 Theoretical content

<b>Content relevance:</b>	<ul style="list-style-type: none"> <li>• Content was designed to include knowledge and skills that are relevant and connected to real-life situations.</li> <li>• Content and activities present authentic tasks.</li> <li>• Learning programmes were designed to include theoretical and practical learning components and, wherever possible and</li> </ul>
---------------------------	---

	<p>appropriate, experiential learning.</p> <ul style="list-style-type: none"> <li>• Delivery methodology allows for flexibility, a variety of methods, environments and resources.</li> </ul>
--	---

### 7.3 Teaching and learning

<b>Learner centered &amp; expanded opportunities:</b>	<ul style="list-style-type: none"> <li>• Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome.</li> <li>• The emphasis is on whether the learner reaches the required standard or outcome and not on procedure.</li> <li>• Learning is value adding in that it builds contextually on the learner's existing frames of reference.</li> <li>• Learners are given multiple opportunities to demonstrate whether the outcome has been reached.</li> </ul>
<b>High participation &amp; co-operative learning:</b>	<ul style="list-style-type: none"> <li>• Learning activities are inductive and allow learners to construct knowledge for themselves.</li> <li>• Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves.</li> <li>• Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes.</li> <li>• Learners are motivated by constant feedback and affirmation of their worth by means of assessment.</li> </ul>
<b>Integration:</b>	<ul style="list-style-type: none"> <li>• Learning is designed to integrate a wider social and economic understanding and awareness.</li> <li>• Learning methodology allows for clear integration between</li> </ul>

	<p>theory, practical / workplace components.</p> <ul style="list-style-type: none"> <li>• Learning programmes are designed to focus on learning that integrates critical thinking, reasoning, reflection and action.</li> </ul>
<b>7.4 Assessment</b>	
<b>Refer to the assessment guide for specific details regarding the assessment of this programme.</b>	
<b>Principles of assessment:</b>	<p>Assessments meet the following criteria for SAQA's principles of assessment:</p> <ul style="list-style-type: none"> <li>• Assessment methods are; appropriate, fair, manageable, integrated into work or learning</li> <li>• Assessment evidence is; valid, current, authentic, sufficient</li> <li>• Assessment process is systematic, open and consistent.</li> </ul>
<b>Clarity of focus on outcomes</b>	<ul style="list-style-type: none"> <li>• Assessments are focused on what the learner has achieved in relation to learning outcomes.</li> <li>• Learner achievements are measured solely on whether a learner has reached the required outcomes or not.</li> <li>• Assessment criteria are clearly defined and are derived from the unit standard.</li> </ul>
<b>High expectations</b>	<ul style="list-style-type: none"> <li>• Assessment tasks are challenging, not simply routine.</li> <li>• Evidence collected is governed by quality criteria (criterion-referenced).</li> <li>• Assessments discriminate between low and high levels of achievement.</li> <li>• Advancement is based on demonstrated achievement.</li> </ul>
<b>Expanded opportunity</b>	<ul style="list-style-type: none"> <li>• Assessments lead toward achievement of qualifications or part qualifications.</li> <li>• Learners advance through the system when they are able</li> </ul>

	<p>to demonstrate attainment of the desired outcomes.</p> <ul style="list-style-type: none"> <li>• Learners' prior knowledge is taken into consideration when organising learning experiences</li> <li>• Learners are supported to attain these desired outcomes.</li> </ul>
<b>Continuous &amp; integrated assessment:</b>	<ul style="list-style-type: none"> <li>• Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used.</li> <li>• Learners are assessed on an on-going basis – Assessment is towards life-long learning.</li> <li>• A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment.</li> <li>• Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values.</li> <li>• Assessment is integrative and focuses on the application of competence.</li> </ul>

## 7.5 Evaluation

<b>Facilitator</b>	<p>Learners WERE required to evaluate the performance of the Facilitator on completion of the learning programme. Facilitators WERE evaluated against the following criteria:</p> <ul style="list-style-type: none"> <li>• The learning outcomes were clearly stated.</li> <li>• Key learning points were illustrated and clarified.</li> <li>• The learning outcomes were met.</li> <li>• Key learning points were summarised.</li> </ul>
--------------------	--

	<ul style="list-style-type: none"> <li>• The principles of adult learning were applied.</li> </ul>
<b>PROGRAMME</b>	<p>Learners will be required to evaluate the value of the learning experience against the following criteria:</p> <ul style="list-style-type: none"> <li>• The extent to which the learning programme achieved the learning outcomes.</li> <li>• The overall reaction of the learner to the programme.</li> <li>• The relevance of the learning material content.</li> <li>• The sequence, pace and timing of the lessons.</li> </ul>
<b>Logistics</b>	<p>Learners will also be required to evaluate the value of:</p> <ul style="list-style-type: none"> <li>• The physical classroom environment.</li> <li>• The seating arrangements.</li> <li>• Meals and refreshments.</li> <li>• Room Layout.</li> <li>• Accommodation (if applicable).</li> </ul>

## 8. DELIVERY STRATEGY

<b>8.1 Materials</b>	
Participant Guides	<ul style="list-style-type: none"> <li>• This is a comprehensively structured guide for the learner and includes all theory and activities.</li> </ul>
Workplace / Practical Guide	<ul style="list-style-type: none"> <li>• This is a comprehensively structured workplace guide for the learner to use during practical/workplace/assessment.</li> </ul>
Facilitator Guide	<ul style="list-style-type: none"> <li>• This is the guide for the facilitator on how to manage the learning</li> </ul>
Presentation Slides	<ul style="list-style-type: none"> <li>• These are the visuals used by the facilitator to present the learning</li> </ul>



Activities and Hand outs	<ul style="list-style-type: none"> <li>These are the activities that the facilitator will implement to help the learners achieve the lesson outcomes.</li> </ul>
Assessment Strategy	<ul style="list-style-type: none"> <li>This is the approach and rules which govern company assessments and can also be found in the Assessment Policy documents</li> </ul>
Assessment Plan	<ul style="list-style-type: none"> <li>This is the plan on what outcomes are being assessed, using relevant criteria and the evidence that the candidate must produce to prove competence</li> </ul>
Assessment Instruments	<ul style="list-style-type: none"> <li>These are the assessment instruments used to collect evidence from the candidate to display competence in an outcome.</li> </ul>

<b>8.2 Notional hours of learning</b>	
70% practical (75% workplace implementation, 25% assessment) and 30 % theory (workshop).	
Theory / contact time	<ul style="list-style-type: none"> <li>390 hours required for formal learning.</li> </ul>
Workplace	<ul style="list-style-type: none"> <li>975 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>325 hours required for assessment preparation, evidence collection and submission.</li> </ul>
TOTAL NOTIONAL HOURS	<ul style="list-style-type: none"> <li>1300 HOURS = 130 UNIT STANDARD CREDITS</li> </ul>

### 8.3 Training media, aids and equipment

Classroom set-up and space requirements	<ul style="list-style-type: none"><li>• Groups of 5 layout is preferable in order to facilitate learner interaction. Breakaway areas would be helpful for group work.</li></ul>
Training media and equipment	<ul style="list-style-type: none"><li>• Flipchart, flipchart markers, pens, laptop with windows media player</li><li>• Proxima or overhead projector and screen.</li></ul>
Training aids	<ul style="list-style-type: none"><li>• Flash cards, learner guides, handouts.</li></ul>

## 9. LEARNER SUPPORT STRATEGY

### 9.1 Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements.

### 9.2 Provider roles and responsibilities

#### **Facilitator/Ecf/Assessor/Coach/Mentor:**

(The facilitator's role is that of; facilitation of learning, facilitation of evidence collection for assessment, preparation of candidates for assessment and assessment of learners. All of these roles require degrees of coaching and mentoring).

The relevant coaches/mentors will provide guidance and support before, during and after the learning intervention.

#### **Before:**

- The facilitator prepare the learner for the learning by ensuring that the purpose and pre-requisites of the course have been understood and met.

#### **During:**

- The facilitator will provide all materials and resources necessary for learning to take place.

- The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.
- The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes
- The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.
- The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

**After:**

- The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.
- The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.
- The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.
- The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.
- The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.
- The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.
- The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

## 10.EVALUATION STRATEGY

### 10.1 Evaluation purpose

- To judge the value and effectiveness of the learning programme in terms of learner reactions, learning and change in behaviour.

### 10.2 Evaluation instruments

<b>Post Course Learner Evaluations</b>	<ul style="list-style-type: none"> <li>• <i>Evaluation checklists completed by the learner at the end of the workshop to measure the level of learner satisfaction.</i></li> </ul>
<b>Post Course Facilitator Evaluations</b>	<ul style="list-style-type: none"> <li>• <i>Evaluation checklists completed by the facilitator at the end of the workshop to indicate the extent to which the programme achieved the learning outcomes and criteria of the programme strategy.</i></li> </ul>
<b>Assessment Instruments</b>	<ul style="list-style-type: none"> <li>• <i>Summative assessment conducted to judge the extent to which learners were able to competently perform the activities on – the – job.</i></li> </ul>
<b>Moderation strategy</b>	<ul style="list-style-type: none"> <li>• <i>It is clearly indicated in the Moderation Policy and the Moderation Guide.</i></li> </ul>

## 11. INVOLVEMENT OF OTHER STAKEHOLDERS

### 11.1 External Stakeholders involvement

- Since this Programme is aimed at empowering our youth with the skills of working in the Tourism industry as well as food processing sectors, we saw a need that we involve external stakeholders who have skills and knowledge of assisting the learners with the information that will be able to assist them. We have engaged the following department and parastatals to share their expertise with our learners, Department of Tourism. Food Stores. This stakeholders are to assist the learners in practical activities, Since we were disturbed by the lockdown we had to shift our date to after lockdown

## 12. CONCLUSION

- It is in our aim as a training company to continue assisting the learners after this training with the following
  - Incubation Programme
  - Mentoring Programme
  - Aftercare Programme
  - Assist them to get an employment