

Final Evaluation Report on

***The NCV Graduate Internship
Programme***

Co-implemented by
MERSETA, the National Business Initiative,
the Joint Education Trust and the Swiss-South
African Business Initiative

Evaluated by Singizi cc
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SECTION A: INTRODUCTION AND METHODOLOGY

1 INTRODUCTION AND BACKGROUND

The NBI, SSACI and JET, in association with MERSETA, initiated an internship programme in January 2011, with a view to facilitating NCV graduate access to the world of work through relevant, structured and appropriate workplace experience and learning.

In terms of the above, the MERSETA was responsible for the administration and disbursement of funds in relation to the programme, whilst the NBI played an overall coordination role. SSACI and JET, in turn, were responsible for the implementation of the programme.

The monitoring and evaluation framework developed for the programme states that the overarching objective of the programme has been to “demonstrate an alternative¹ pathway for NCV Engineering graduates into the workplace, through the successful implementation of a six-month internship programme” (the full framework is attached as Appendix A).

The key anticipated outcomes of the programme were expressed as follows:

- Graduates complete the internship process;
- Graduates are better prepared to enter the workplace/access the world of work as a result of the internship;
- Host companies are willing to continue with similar internships; and
- The internship model is documented and disseminated for further rollout.

In addition, the key longer-term anticipated impacts include:

- Graduates successfully enter the world of work;
- Employers feel that they have been prepared for the workplace through the internship; and
- Host companies institutionalise internship processes.

In the course of 2011 (largely in March and April, but some in September and October), the interns were selected through an intensive selection process by the internship programme that assessed, *inter alia*, graduates’ commitment to the process, graduates’ problem-solving skills, communication skills and etcetera. In addition, some of the companies involved applied additional selection criteria and tests. On finalisation of the selection process, the interns were placed in seven companies across the country, including ABB, Arcelor Mittal, Bell, Dutton, Exxaro, Mondi and Schindler.

¹ In discussions in the project steering committee that took place when reviewing this report a suggestion was made that the word alternate (which was intended to indicate an alternate to an artisan route) should possibly be removed such that an artisan route would be seen as a legitimate outcomes of this project. This still needs to be finalised.

However, as discussed in more detail in the mid-term evaluation report (October 2011), Arcelor Mittal elected to pursue an alternative route to the six-month internship on completion of the selection process and, instead, placed the selected NCV graduates on an eighteen month Accelerated Artisan Training Programme (AATP). In the midterm review, Singizi indicated that this change was not consistent with the way in which the programme's outcomes and objectives were outlined, and it was indicated that the management team would need to decide whether the outcomes of the programme should be adapted, or if the Arcelor Mittal NCV graduates should be excluded from the evaluation process going forward. It was agreed that the original objectives and outcomes needed to remain intact, and that the final evaluation should focus on the internship implementation route followed by the remaining companies under SSACI.

This report, then, focuses on the internship process, although it does also briefly consider and reflect on the AATP route adopted by Arcelor Mittal in the concluding section of this report.

This final evaluation of the internship programme is structured as follows:

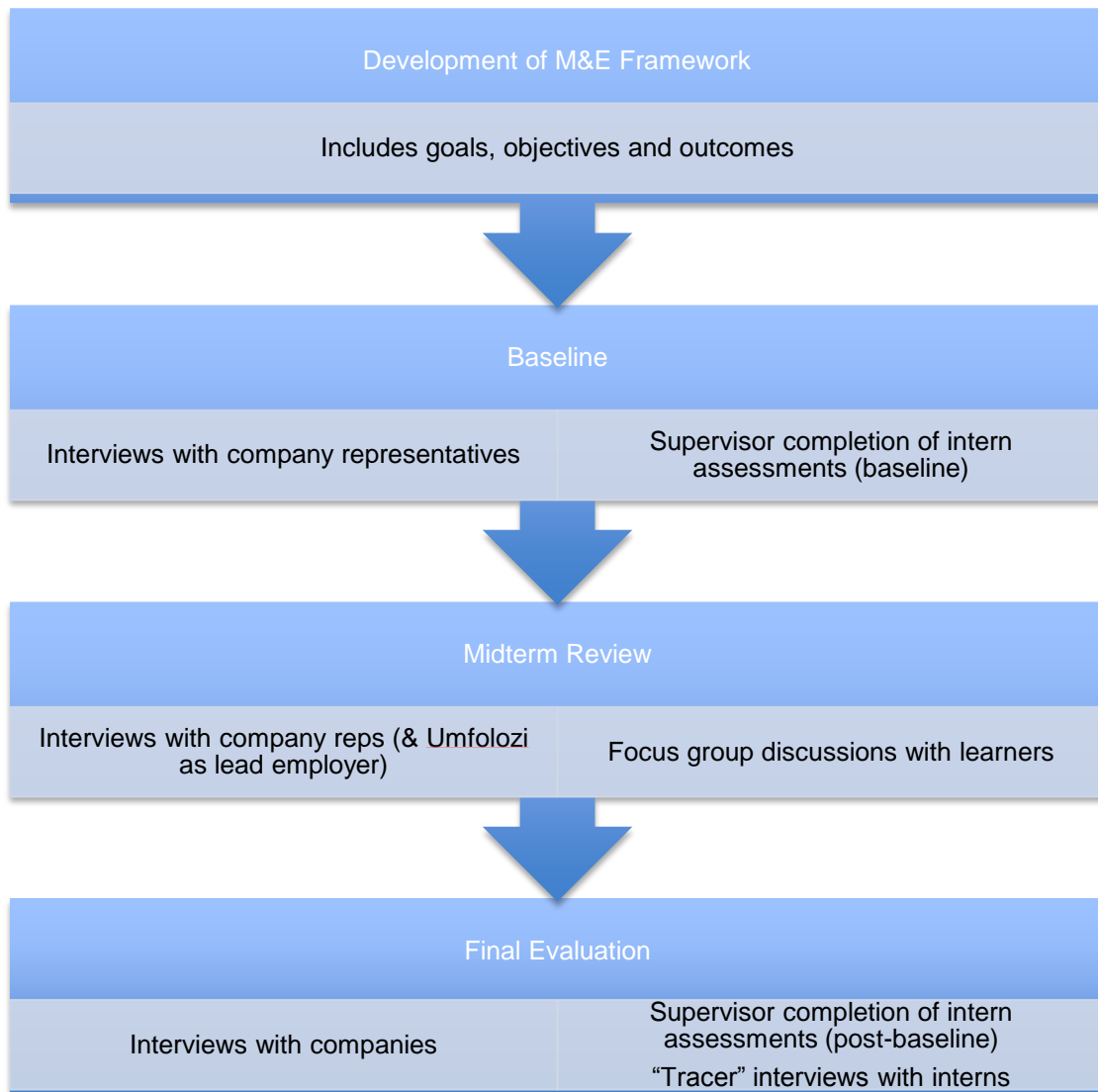
Section A (this section)	provides the introduction and background to the report, and presents the methodology employed for the evaluation
Section B	provides a review of company and intern perceptions of the internship programme
Section C	reflects on perceptions of intern development and progress in the course of the internship
Section D	presents the findings with regards to the post internship period, and reviews the current status of interns in terms of employment and/or further studies, and also reflects on company perceptions on continuing with the internship in the future
Section E	provides an overall discussion and recommendations emerging from this evaluation.

2 METHODOLOGY

2.1 OVERALL METHODOLOGY

Singizi was brought on board in January 2011 to evaluate the implementation of the internship programme, and the extent to which it has realised the agreed upon programme outcomes. The evaluation also aimed to ensure that lessons learnt in the course of the internship pilot were captured and shared.

The overall methodology adopted for this evaluation has included the following activities:



In terms of the above, Singizi has, to date, developed the following:

- M&E Framework (February 2011)
- Baseline Report (September 2011)
- Midterm Evaluation Report (October 2011)

The activities completed for the final evaluation (this report) are outlined in more detail below.

2.2 FINAL EVALUATION

The following activities were conducted for the final evaluation process:

2.2.1 Interviews with Company Representatives

Singizi conducted interviews with all of the company representatives/champions (including Arcelor Mittal) with a view to eliciting information on the following:

- Perceptions of relationships with FET colleges through the internship process;
- Perceptions of the NCV in relation to the internship programme;

- Expectations and the extent to which these were met;
- Perceptions of support received in the course of the internship programme;
- Perceptions on the use of the logbooks;
- Perceptions regarding the development of the interns in the course of the programme; and
- Perceptions of the future of the internship programme.

The data emerging from these interviews are discussed in the contents of this report.

2.2.2 Re-Application of the Supervisor Assessments

Towards the start of the programme (within the first month of implementation) Singizi requested that all supervisors complete a baseline assessment tool on their perceptions of interns that explored the following:

- Communication, numeracy and literacy skills
- Workplace relationships
- Time management and planning
- Problem solving, adaptability and ability to learn
- Attitude
- Technical knowledge
- Occupational health and safety.

The data from these assessments were analysed in the Baseline Report.

At the close of the internship placements, Singizi requested that supervisors complete this assessment again (post-baseline) with a view to assessing intern progress against these categories by the end of the programme.

The table below outlines the number of interns placed in each company, the number of baselines received and the number of post-baselines received in accordance with the above:

Company	Interns Placed	Baselines Received	Post Baseline Received
ABB	3	3	2
Arcelor Mittal	30	27 (not used as shift to AATP)	Not relevant
Bell	6	5	5
Dutton	2	0	2 (not used as no baseline)
Exxaro	5	4	4
Mondi	3	3	3
Schindler	2	2	2
TOTAL	51 (of which 21 remained as interns)	44	16

As per the table above, at the start of the programme, Arcelor Mittal accounted for 27 of the total of 44 baselines received (i.e. 61%). Since Arcelor opted for the AATP implementation route, this baseline data could not be used in this review. Consequently, the overall number of usable assessments dropped significantly. In addition, there were also a few instances in which participating SSACI companies did not supply baselines and/or post baselines for a small number of learners, and where this was the case, these interns could also not be included in the analysis. As a

result, a total of only 16 baselines and post baselines (out of 21) could be analysed for this report.

In the context of the above, the team had to re-analyse the original baseline to exclude Arcelor Mittal data. Consequently, the baseline-post baseline data in this report is based on a much smaller sample than originally anticipated.

Another methodological point to consider with regards to the baseline-post baseline analysis is that in as many as 10 of the 16 cases used for the baseline-post baseline analysis, different supervisors completed baseline and post baseline assessments. Thus, while it had been assumed that the same supervisor would complete the post baseline, this did not take into account the reality that interns would be allocated to new supervisors. Given that the assessments relied on the perceptions of supervisors, and that different supervisors were assessing the interns at different points, it is suggested that there are likely to be inconsistencies in the data. To try and mediate this Singizi has placed particular emphasis on the triangulation of this data with the qualitative interviews with the companies.

This data is analysed in Section C of this report.

2.2.3 Intern Tracers

In addition to the above, Singizi also conducted a tracer study with the interns who had completed the intern process. The tracer aimed to elicit information on (i) interns' perceptions of the internship programme and (ii) interns' status in terms of employment and further study three months after the internship. In all but one case, interns had completed the internship at least three months before the tracer study. In the case of Dutton, however, the interns completed the internship only in April 2012. In the interests of completing the evaluation report, however, these tracers were conducted earlier than was initially planned. This factor is noted in the post-internship section of this report.

Company	Interns Placed	Intern Tracers Completed
ABB	3	3
Bell	6	5
Dutton	2	2
Exxaro	5	5
Mondi	3	3
Schindler	2	2
TOTAL	21	20

As per the table above, all but one of the interns participated in the tracer survey. The remaining intern could not be contacted in the course of the evaluation period.

The data on perceptions of the internship is discussed in Section B, while the data on current intern status is outlined in Section C.

SECTION B: PERCEPTIONS OF THE INTERNSHIP PROGRAMME

This section reviews company and intern perceptions of the internship programme, and includes a consideration of the following:

- Development of relationships with FET Colleges through the internship programme;
- Perceptions of the NCV based on the internship programme;
- Management of the internship programme, including external management and support from MERSETA, SSACI and JET, and internal management of the programme; and
- The use of logbooks on the programme.

Section C will focus explicitly on perceptions of interns' progress and development in the course of the internship.

3 RELATIONSHIPS WITH FET COLLEGES

Since the start of the internship programme, companies have been requested to indicate what their previous relationships with FET colleges have been, and the extent to which these have changed or grown since the internship process.

Previous evaluation reports have indicated that most of the companies involved in the internship programme indicated that they had some sort of relationship with FET colleges in the past, although the breadth and depth of these relationships have differed per company. Two of the companies had indicated that they did not have previous relationships with FET colleges.

In the final evaluation, companies were specifically probed regarding their perceptions of whether or not these relationships (where they exist) had deepened or changed. In addition, where these had not existed, respondents were asked to indicate whether the companies would now work with the FET colleges.

All of the companies located in Richards Bay, and working with Umfolozi College, indicated that the internship programme had enriched their relationship with the college. One respondent indicated: *"the programme has deepened this relationship, as it has given us the opportunity to explore and discuss matters pertaining to, and outside the scope of, the internship"*. Another respondent indicated that their company *"looked at the college with different eyes"* as a result of the internship, and that their perception of the college was a lot more positive than that held previously. Two of the Richards Bay respondents did, however, suggest that Umfolozi did have a particularly good reputation, and that they were not certain that their positive assessments could be applied in the same way to other colleges.

A respondent from a company that did not previously have a relationship with FET colleges indicated that they hoped to *"strike up"* a relationship with FET colleges in the future, as they were now seen as a *"source of candidates for the apprenticeship programme"*.

However, one of the companies indicated that they felt increasingly confused about FET colleges and what they offer, and did not think that they would be building any

relationship with FET colleges going forward. This perception was largely based on views of the NCV, which is reviewed in more detail in the next section.

4 PERCEPTIONS OF THE NCV

The Baseline and Midterm reports have previously indicated that there have generally been mixed perceptions of the NCV, and much of the debate and discussion has revolved around the extent to which the NCV aligns with apprenticeships.

This section reflects on these perceptions at the close of the internship pilot.

Some of the companies indicated that their perceptions of the NCV had improved as a result of the internship. As one of the Richards Bay companies commented, *“we came into the programme with some knowledge of the NCV and the internship has grown our understanding of the NCV 4 student and what they are capable of. The NCV is a worthy programme, and we certainly are advocates”*. Another Richards Bay company indicated: *“my perception has changed. The old N-course was ten weeks long, and what can you learn in ten weeks? I am in favour of the NCV, as they spend a year on different segments and the internship has proved that the quality is better”*. The last Richards Bay respondent indicated: *“if the quality of all the students is the same as the students we received then my views on the NCV have changed and I believe more in the NCV”*.

Having made these positive observations, Richards Bay respondents also commented on the reality that the interns selected in this programme were the *“cream of the crop”*.

In this regard, one respondent indicated that they were hoping to ensure the continuation of the high quality of interns in the future by influencing who gets accepted into the NCV in the first place. The respondent indicated that *“we have given the college some of our assessment equipment to help them do thorough assessments from the onset, so that the most suited students are chosen for the various engineering programmes”*.

A company that did not have a relationship with FET colleges in the past indicated that *“this project has given me a view of what the NCV student is capable of...in terms of the practical skills, I think the students are better off going to the FET colleges as opposed to the mainstream technikons”*.

A respondent from the company that indicated that they would likely not be seeking any relationship with colleges in the future indicated that this was the case because the NCV did not make sense to them. The respondent report that they were made to understand that the NCV students have completed *“secondary education”* and are placed in industry in order to decide whether or not they want to stay in a particular field. The respondent found this confusing, and indicated that *“in the past, students went into industry with technical knowledge and now students seem to be coming into industry without anything at all to decide if they want to be there. It is very confusing”*.

Interestingly, then, the findings in this final evaluation are that in all but one instance, respondents reported that they felt that their understanding of the NCV had grown, and that they now held very positive perceptions of the NCV (noting the disclaimer regarding the high quality of the selected interns and the recognition of these as the

“cream of the crop”). Only in one company did the respondent’s perceptions of the NCV remain unclear and confused.

5 EXTERNAL MANAGEMENT AND SUPPORT

5.1 SUPPORT FROM SSACI

When asked whether or not they received the appropriate levels of support from SSACI in the course of the internship process, the Richards Bay companies indicated that they received all the support from SSACI that they required, and that they were in touch with SSACI *“on a regular basis”*, either in monthly meetings or via email. It was suggested, however, that if the programme were to be rolled out, the need for a local SSACI representative would emerge.

One of the other companies indicated that they felt that they needed more support from SSACI, as they do not have a specific training department, and needed support to coach the interns. It was suggested in this instance that SSACI would need to play this role due to a lack of internal company capacity (although it is noted by the evaluation team that this would not be practical or desirable in a programme of this nature). Another company also suggested that there was a need for more support for the interns, and stated that SSACI only visited in the fourth month of the internship. It was suggested that SSACI could potentially play a more hands-on role in terms of acting as a *“buffer between us [the company] and students”* when issues emerged.

5.2 MANAGEMENT OF DISBURSEMENTS

The Richards Bay companies also indicated a high level of satisfaction in terms of the arrangement that they had with Umfolozi College, which acted as a *“lead employer”* for the internship process and, thereby, dealt with all disbursement issues. Respondents indicated that this not only released them of these administrative responsibilities, but also permitted non-MERSETA levy-payers to participate in the process. While Singizi raised this as a potential issue of concern in the Midterm evaluation report, a meeting held with MERSETA in December 2012 suggested that the SETA was not opposed to this arrangement.

Interestingly, one respondent indicated that another advantage of this arrangement was that the disbursements remained in a central pool, and that any money remaining after the payment of stipends for the interns was *“ring-fenced”* for possible future work in this area, rather than disbursed to the companies involved. It was suggested by one company that they had made this decision, as it would seem *“selfish for a company to want to keep the grant funding for themselves, as this is not an expensive cost to the company”*.

It was stated that because MERSETA had not allocated additional funds for internships at the point of this evaluation, the Richards Bay companies were considering using these ring-fenced funds for stipends for a group of new interns.

Companies outside of the Richards Bay lead employer arrangement generally indicated that they did not have concerns regarding the financial administration of the internships. However, one company suggested that they felt that the stipend was *“too little”* and that it only covered interns’ transport and lunch. The company therefore

matched the stipends from the MERSETA so that interns had “*some money for themselves*” in addition to the transport money.

6 INTERNAL IMPLEMENTATION OF THE PROGRAMME

Companies and interns were both asked to share their perceptions of the management of the implementation of the internship project.

6.1 COMPANY PERCEPTIONS

Overall, most company respondents commented that they had the internal capacity in order to manage the internship process to a satisfactory level.

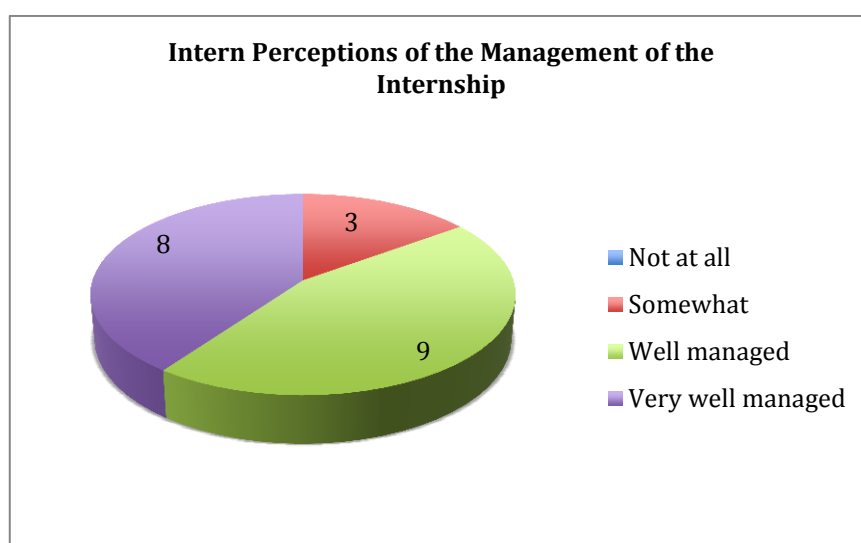
One company indicated that they selected an internal champion who ensured that the interns were regularly rotated so as to gain experience in the different aspects of the work. In addition, the company also made mentors available to the interns, who reportedly assisted the interns to develop and grow as the internship progressed.

Other companies suggested that there were very few challenges in this regard, although a few noted that if the numbers of interns increased, their internal management arrangements for the programme would need to be reviewed.

As already alluded to previously, one of the companies indicated that they needed more support from SSACI in terms of coaching the interns. The respondent added that the department in which the interns were placed was short-staffed and, further, that the company had no dedicated training capacity. It was suggested, therefore, that managing the internship was a challenge for the company.

6.2 INTERN PERCEPTIONS

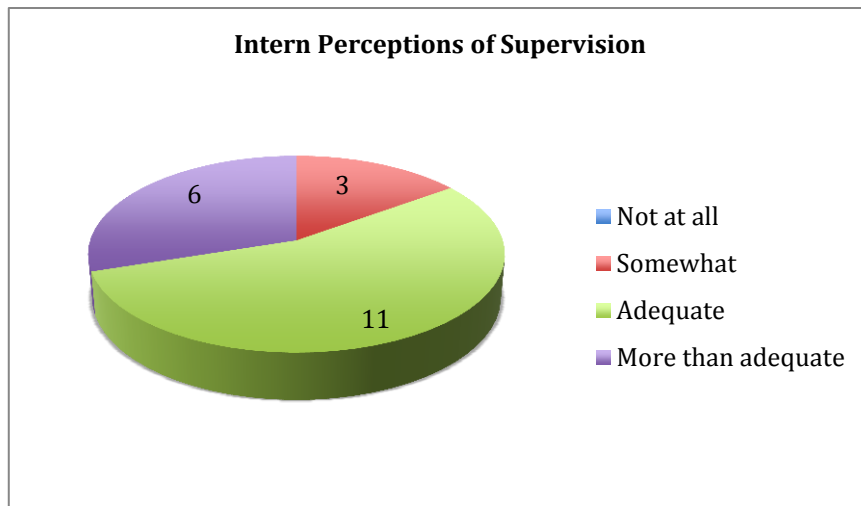
As part of the tracer survey, interns were also asked to provide their perceptions of the management of the implementation of the programme.



As evidenced in the figure above, the vast majority of interns stated that they felt the programmes was well managed or very well managed. Comments from these interns on their positive perceptions of management of the internship included the following:

- We got the experience and they fitted us easily into the company. We were rotated to different areas and because of this we learnt a lot – Female intern, Exxaro
- Helped us through the internship and gave us a lot of support – Male intern, Bell
- We were scheduled into different sections each month and given activities in each of these sections – Female intern, Bell

Of the interns who indicated “somewhat”, one indicated that he was disappointed that he was learning “what every other worker had to learn” rather than something unique to interns. Another offered the view that that other workers did not understand why interns were there, and that this should have been clarified at the outset. Finally, one intern indicated that they were not paid on time on occasion, and that they struggled to get their money.

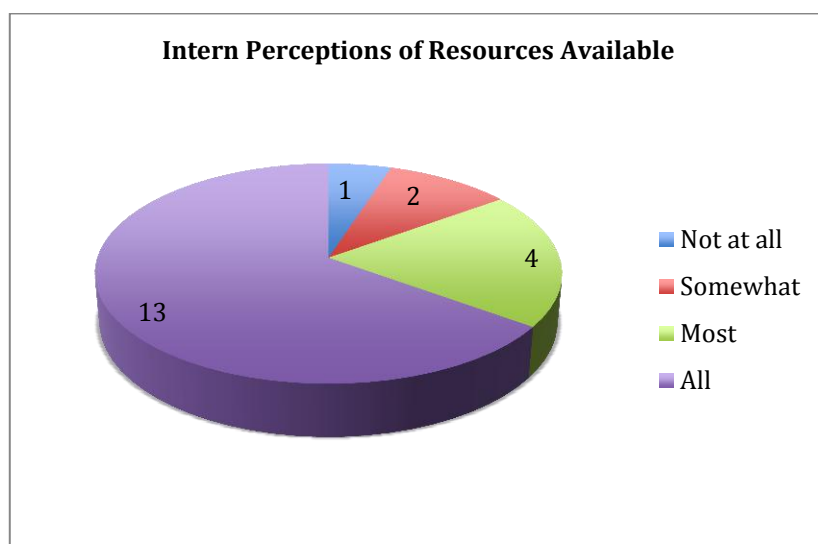


As per the figure above, interns were also asked to indicate whether or not they had adequate supervision in the course of the internship. As evidenced, the vast majority felt that they had adequate or more than adequate supervision. Positive comments on supervision suggested that interns felt supported by supervisors, and some even commented that supervisors protected them from being taken advantage of in the workplace. Comments included:

- The supervisor was very cooperative and made sure we gained a lot of experience. Everything we learnt was thanks to the supervisor – Female intern, Exxaro
- They treated me like an apprentice and gave me a lot of exposure to activities - Male intern, Mondi
- The supervisor was always there for us. He was standing up for us when people wanted to take advantage of us because we were students – Male intern, ABB
- They were friendly and helped us with the work and taught us how to work on the machines. They taught us how the work they do relates to our trade – Male intern, Dutton

Of the 3 interns who answered “somewhat” to this question, one indicated that while his supervisor was good, “other individuals with more power requested us to do what they wanted us to do, rather than what the supervisor wanted”. Another indicated that the supervisors did not appear to be properly briefed, and the remaining intern did not provide a reason for this response.

Interns were then asked to indicate whether or not they had all the resources that they required in the course of the internship.



As is evidenced above, the vast majority of interns felt that they had all or most of the resources required.

Several interns indicated that they needed to use artisan’s tools, and most were comfortable with this situation. A few interns, however, felt that the fact that they did not have their own tools hindered or delayed their completion of tasks. A few interns indicated that after they had made requests for their own tools, these were then supplied by SSACI. Overall, however, there were no other significant resource and equipment issues.

This section indicates that there appear to have been very few management and supervision issues pertaining to the internship, and that interns appear to have largely had the levels of supervision and access to resources that they required. However, there is a flagging of the point that if the programme expanded, then this may have implications for levels of supervision in some of the companies.

7 USE OF THE LOGBOOKS

At the point of the Midterm review, it emerged that some interns had not been using the logbooks, and this was explained by some interns as being a result of the view that these as “too onerous”. Also in the Midterm review, some of the companies indicated that the logbooks were not being used, while others indicated that the logbooks required some adaptations. This section reflects on the use of the logbooks at the close of the pilot programme.

7.1 COMPANY PERCEPTIONS

Company respondents generally suggested that the logbooks are a necessary and useful tool, but many suggested adaptations and issues for consideration as follows:

- Some respondents indicated that the logbooks tend to be *administratively cumbersome*. It was suggested that if the internship process is extended beyond the pilot, not all companies – especially small companies – will have the capacity to deal with this aspect of the logbooks.
- It was also suggested that while the logbooks are a critically important tool for creating a “road map” of learning, they need to be flexible enough to allow for the *inclusion of additional evidence*;
- Three respondents indicated that the logbooks needed to also be more flexible in terms of taking the *needs of different companies into account*. One respondent suggested that there needs to be a process in place that guides different companies on how to determine what activities should be covered in the logbook at the start of the internship. Another suggested that clusters of companies could come together and reflect on how best the logbooks could be adapted to suit their needs.

Only one company indicated that the interns had not used the logbooks at all during the internship. The interviewee suggested that he was partly responsible for this, as he had not been checking that the logbooks were being completed. It was suggested, however, that these were being completed retrospectively.

7.2 INTERN PERCEPTIONS

All but three of the interns interviewed as part of the tracer study indicated that they had completed the logbooks, and had been using these to create a record of their activities on the internship. The three interns who reported that they had not used the logbook, stated that they had kept their records in another form, such as a “diary” or a “notebook”.

When asked whether or not interns had used the logbooks since the completion of the internship, only two interns confirmed that this was the case. Both indicated that they had used these in the course of interviews with different companies after the internship had ended. It should be noted, however, that this finding does not suggest that other interns will not use the logbooks in a similar way in the future, as these two interns are the only two interns who have, to date, gone for interviews with companies (see Section D).

When interns were asked to make recommendations on the logbooks, a few key issues emerged:

- Firstly, many interns indicated that they felt that the logbook was too cumbersome, and required too much input, especially after a “*hard and tiring day at work*”.
- Linked to the above, it was suggested that there were “*too many questions*” and that many of these were repetitive and unnecessary;
- Some interns suggested that the logbooks focused too much on “*personal feelings*” and less on “*actual work*”, and this was viewed as negative, and something that should be changed;
- Several interns indicated that the logbooks were either not tailored for their

particular skills (e.g. electrical work was mentioned) or for the specific requirements of the company. It was suggested that there was a need to ensure that there was flexibility in this regard.

These findings suggest that the majority of companies and interns used the logbooks, which is a positive finding, as, at the point of the Midterm Report, it appeared that these were not being consistently used. However, respondents suggest a need to review the structure and contents of the logbooks, most notably in terms of the perceived cumbersome nature of the tool, as well as the relevance of the content to different companies, and in terms of different skills areas.

8 SUMMARY OF FINDINGS EMERGING IN THIS SECTION

The following key findings emerged in this section:

In terms of relationships with FET colleges, the findings indicate that companies with a previous relationship with colleges feel that these have been deepened as a result of the internship process. A company that did not hold a previous relationship with an FET college indicated that this would now be pursued. Only one company felt that relationships with FET colleges had not improved, and that there was “confusion” regarding FET college offerings.

The findings in this final evaluation also indicate that in all but one instance, respondents reported that they felt that their understanding of the NCV had grown, and that they now held very positive perceptions of the NCV (noting the disclaimer regarding the high quality of the selected interns and the recognition of these as the “*cream of the crop*”). Only in one company did the respondent’s perceptions of the NCV remain unclear and confused.

In terms of external management and support, respondents indicated general satisfaction with support from SSACI, although one company indicated that they required further direct support in terms of coaching interns. Another company suggested the need for further support in terms of SSACI acting as a “buffer” between the company and the interns.

There was general satisfaction in terms of the disbursements from MERSETA, and the arrangement of Umfolozi College acting as a lead employer for the Richards Bat companies was particularly lauded. One company indicated that the intern stipends were insufficient.

In terms of the internal implementation of the programme, the findings indicate that there appear to have been very few management and supervision issues pertaining to the internship, and that interns appear to have largely had the levels of supervision and access to resources that they required. However, there is a flagging of the point that if the programme expanded, then this may have implications for levels of supervision in some of the companies.

Finally, the findings suggest that there has been increased use of the logbooks, although respondents suggest a need to review the structure and contents of the logbooks, most notably in terms of the perceived cumbersome nature of the tool, as well as the relevance of the content to different companies, and in terms of different skills areas.

SECTION C: PERCEPTIONS OF INTERN PROGRESS AND DEVELOPMENT IN THE INTERNSHIP

This section of the report reflects on perceptions of intern progress and development on the internship. This includes company perceptions (both based on interviews with company representatives, and a review of the baseline and post baseline assessments completed by company supervisors) and intern perceptions.

9 COMPANY PERCEPTIONS

9.1 INTERVIEWS WITH COMPANY REPRESENTATIVES

Companies were overall extremely positive with regards to their perceptions of intern progress and development in the course of the internship.

One of the Richard's Bay respondents indicated that they had compared the interns with apprentices who had been in the company for between three to five years, and found that *"the NCV students were far ahead in terms of knowledge and skills than these apprentices. The interns are very competent, and this is evidence of the success of combining theory, practical and on-the-job exposure"*.

Another Richard's Bay respondent indicated that they felt that the interns could now work *"hand-in-hand with a qualified boiler-maker"*. The respondent indicated that the foreman wanted to retain the interns, but that the company did not have the capacity to retain the interns at this juncture.

Another indicated that he felt that the intern's knowledge had *"changed dramatically"*, and that this was testimony to the success of the internship process.

Another company indicated that they felt that the interns progressed well: *"they started raw and now they have company-specific knowledge in their field of study"*.

An electrical company indicated: *"the interns worked hard. They can now do full testing and interpretation of drawing, wiring and assembly. This is a big step from only having household electrification and knowledge"*. This respondent felt that the interns were ready for the workplace and that they could do *"any of the electrical contractor type of work"*.

Only one of the companies indicated that they felt that the interns had not really developed and *"did not have enthusiasm or knowledge"*. This is the same company that did not clearly understand the purpose of the NCV or the internship process, and that felt that the interns had no technical skills on entering the workplace.

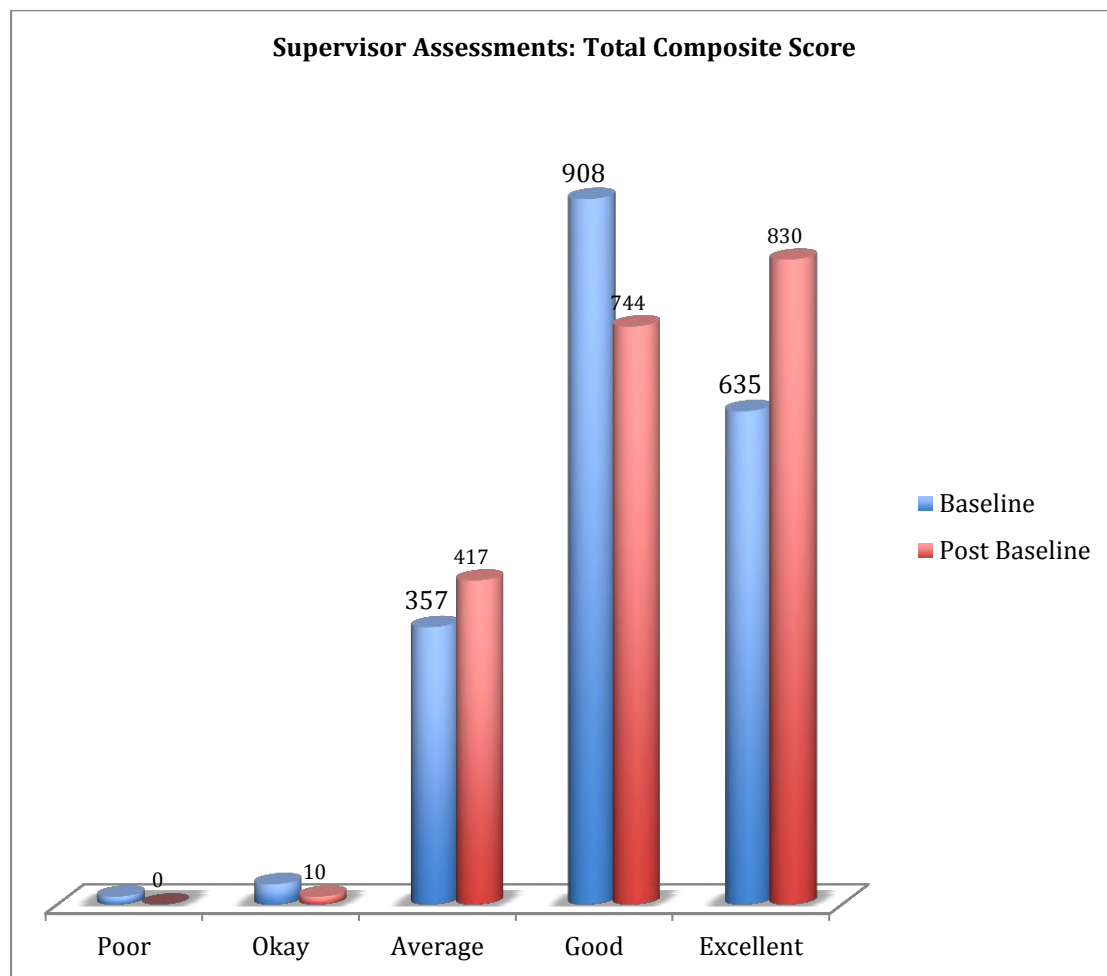
9.2 BASELINE AND POST BASELINE ASSESSMENTS OF SUPERVISORS

This section provides a review of the baseline and post baseline data completed by supervisors on their perceptions of intern process in the course of the internship. As indicated in the methodology, one of the issues regarding this data pertains to its validity in the light of different supervisors completing the assessment sheets at the beginning and end of the programme. Despite these concerns, this data is presented here in combination with the perceptions of companies and interns discussed above, and provides – at the very least – an indicative sense in terms of which areas there are perceptions of improvement.

As outlined in the methodology, the survey aimed to assess intern knowledge and skills in several sub-categories within the following overall categories:

- Communication, numeracy and literacy skills
- Workplace relationships
- Time management and planning
- Problem solving, adaptability and ability to learn
- Attitude
- Technical knowledge
- Occupational health and safety.

9.2.1 Total Scores



The figure above provides an indication of the composite scores provided by supervisors against all sub categories in the survey. Overall, scores across the baseline and the post baseline remained high, although a higher number of interns were scored as “excellent” in the post baseline period. The scores for “good” dropped, which appears to be on account of the increased “excellent scores”, but also an increase in “average” scores in the post baseline period.

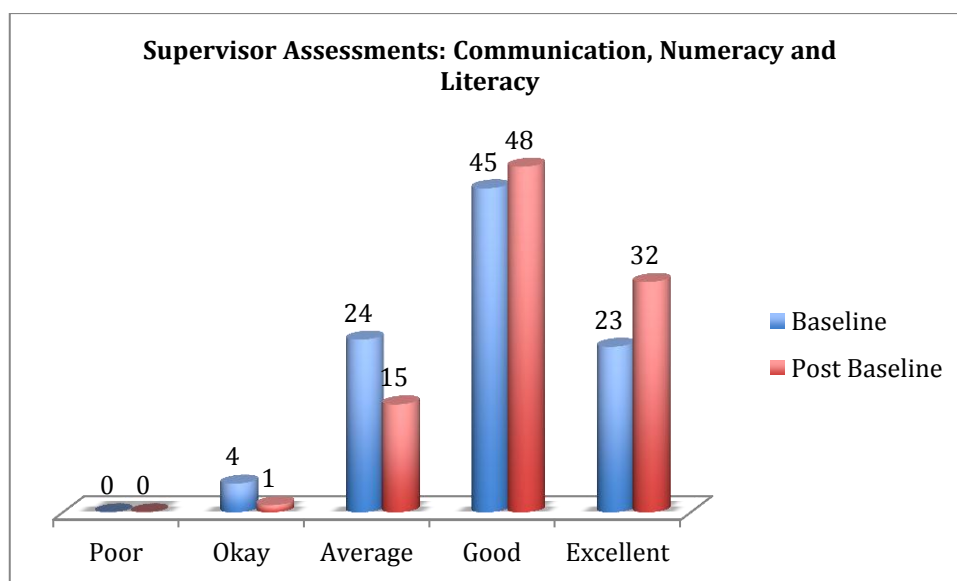
The following sections reflect on these findings per category.

9.2.2 Communication, Numeracy and Literacy

In terms of communication, numeracy and literacy skills, supervisors were requested to rank the following:

- Listens attentively
- Understands instructions
- Speaks clearly and directly
- Shows ability to use numeric skills where required by tasks in the workplace
- Shows ability to write where required by tasks in the workplace
- Shows ability to read where required by tasks in the workplace

The figure below provides composite scores against these items for the baseline and post baseline period.



As evidenced above, there is an increase of “good” and “excellent” scores in the post baseline assessments, and a drop in “average” and “okay” scores. This suggests an overall perception in improvement in communication, numeracy and literacy in the course of the internship, and the individual scores against each item generally follow this trend.

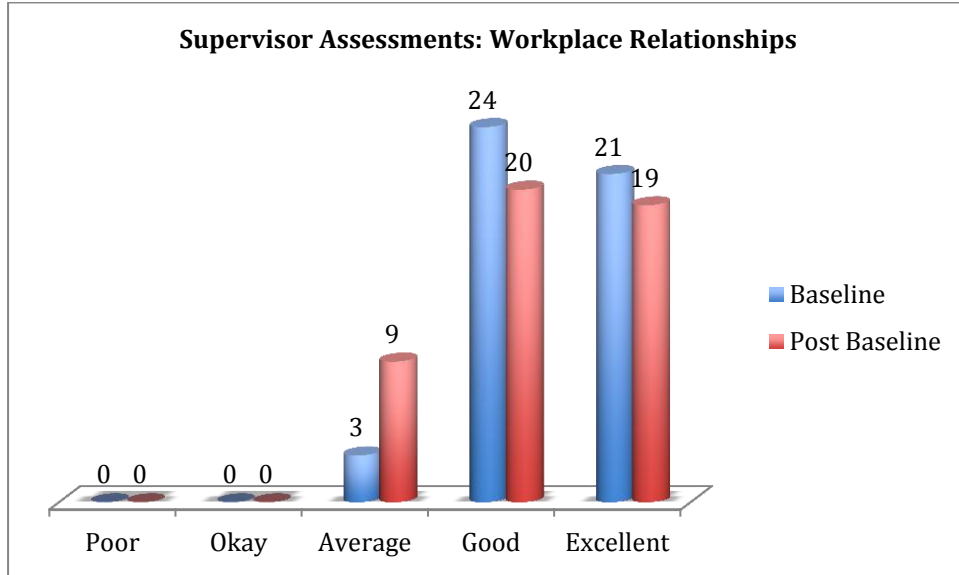
9.2.3 Workplace Relationships

In terms of workplace relationships, supervisors were requested to rate the following:

- Shows ability to work in a team

- Can work with different types of people
- Is responsive to being supervised

The figure below provides composite scores for these items for the baseline and post baseline period.



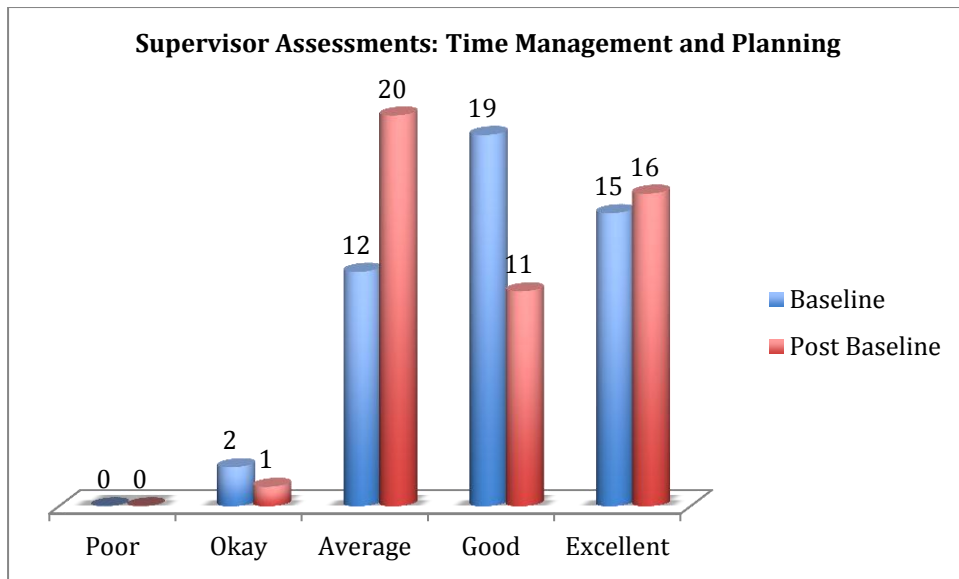
As evidenced in the figure above, there has been a drop in both “good” and “excellent” scores in the post baseline period, and an increase in “average” scores.

9.2.4 Time Management and Planning

In terms of time management and planning, supervisors were requested to rank the following:

- Arrives on time
- Is able to manage time to ensure completing different activities
- Shows evidence of ability to plan

The figure below provides composite scores for these items for the baseline and post baseline period.



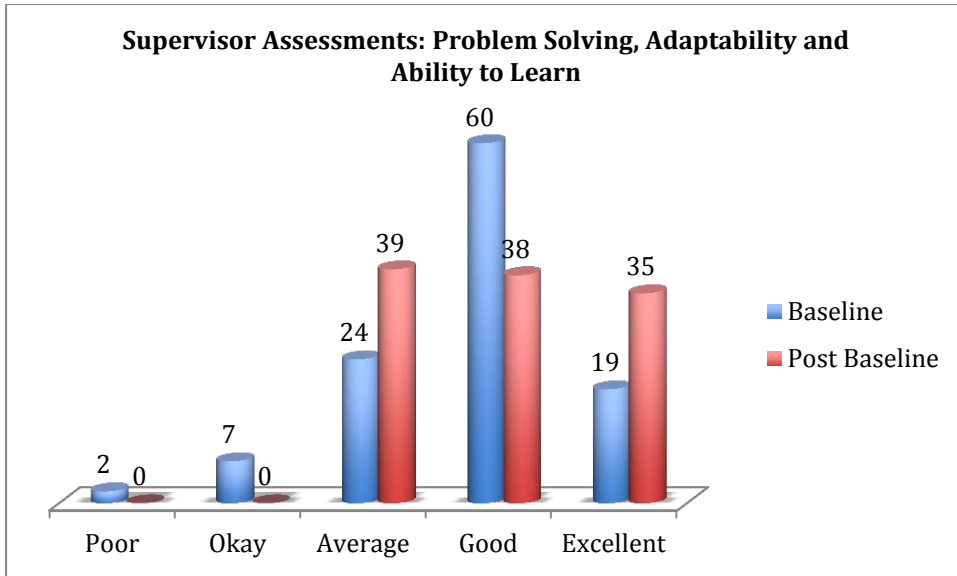
As evidenced in the figure above, as with the previous area, “excellent” scores have remained almost the same, and “good” scores have dropped, while “average” scores have, in turn, increased. If one reflects on the individual items, it emerges that scores for arriving on time and managing time drop, while scores for showing evidence of ability to plan increase slightly.

9.2.5 Problem Solving, Adaptability and Ability to Learn

In terms of problem solving, adaptability and learning, supervisors were asked to rate the following:

- Shows ability to problem solve in a responsible manner
- Is able to adapt to shifts and changes – shows adaptability
- Shows willingness to learn
- Applies new learning
- Has the capacity to take responsibility
- Shows ability to take appropriate initiative to address or highlight a problem
- Shows an ability to reason

The figure below provides composite scores for these items for the baseline and post baseline period.



As evidenced in the figure above, these scores are generally very positive for the post baseline assessment. All “poor” and “okay” scores in the baseline have dropped to zero in the post baseline, and most scores fall within the “good” or “excellent” categories, with “excellent” scores almost doubling.

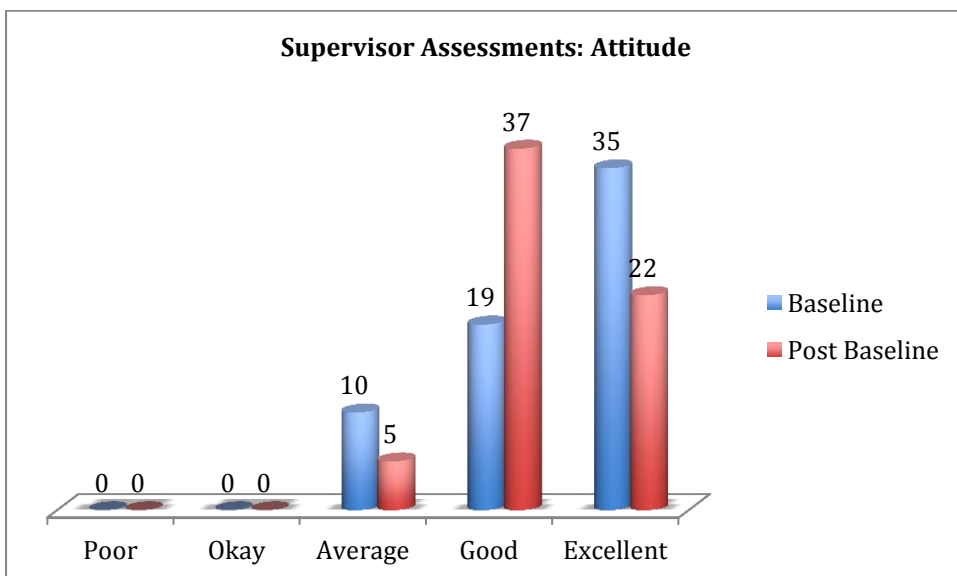
In terms of the individual items, the most significant increases were seen in ability to problem solve, adaptability, capacity to take responsibility and ability to reason.

9.2.6 Attitude

In terms of attitude, supervisors were requested to rate the following:

- Is enthusiastic
- Shows commitment
- Is motivated
- Is respectful

The figure below provides composite scores for these items for the baseline and the post baseline period.



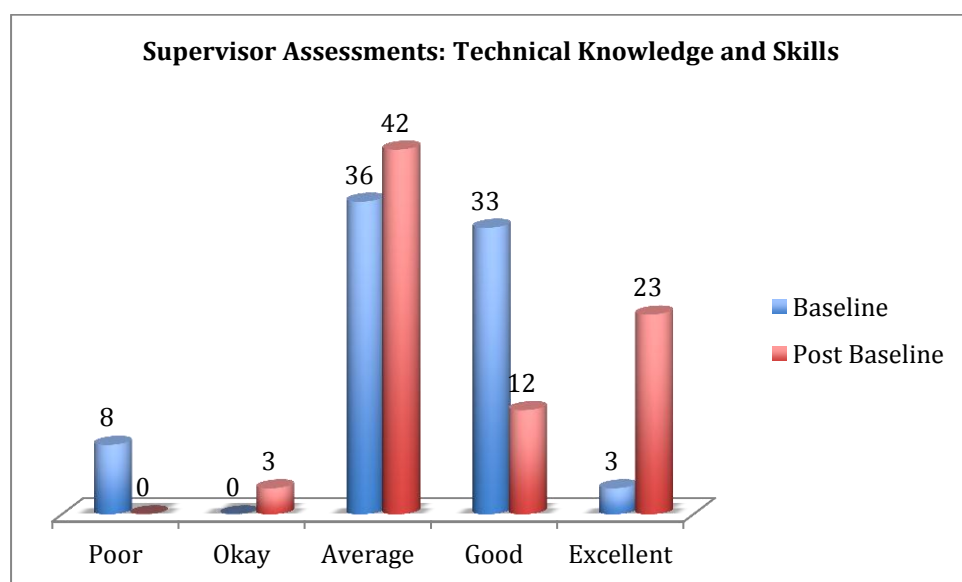
Here, interestingly, “excellent” scores drop and “average” scores drop, whilst “good” scores show an overall increase.

9.2.7 Technical Knowledge and Skills

In terms of technical knowledge and skills, supervisors were requested to rate the following:

- Has the technical knowledge needed to perform allocated tasks
- Is able to apply technical knowledge in doing these tasks
- Has the practical skills required to perform allocated tasks
- Understands the way in which their tasks relate to the broader activities undertaken by the company
- Can use equipment related to tasks allocated in the workplace

The figure below provides composite scores for these items for the baseline and post baseline period.



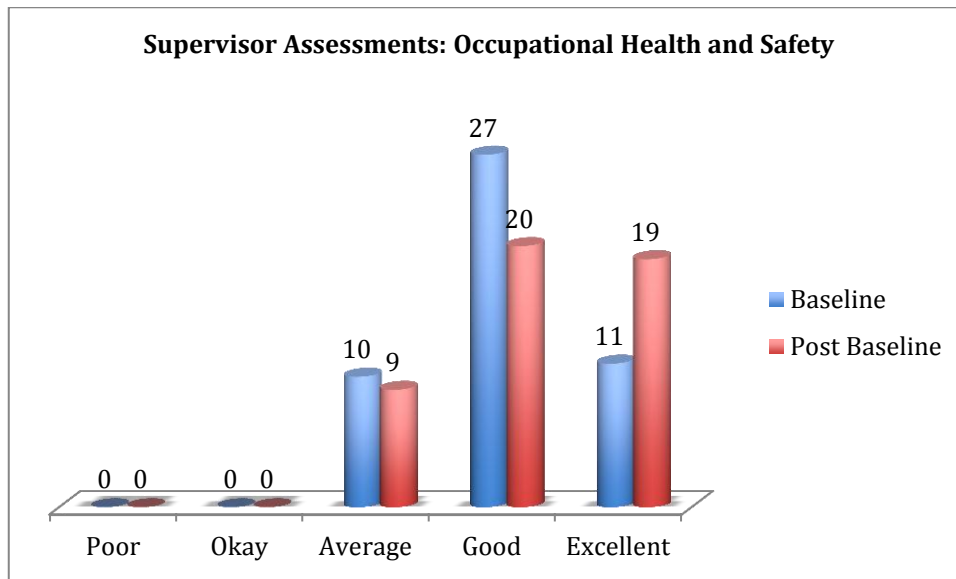
The findings with regard to technical knowledge and skills are very positive. In the baseline report, it was found that supervisors’ rated interns technical knowledge and skills lower than the other categories presented here, and this was viewed as the area in which interns experienced the most challenges. The post baseline findings very positively indicate that “excellent” scores increased substantially, and that all the initial “poor” scores shifted up to “okay” or “average”. These findings suggest perceptions of real shifts in terms of interns’ capacity in this regard, and this is supported in the qualitative findings outlined earlier in this section.

9.2.8 Occupational Health and Safety

In terms of occupational health and safety, supervisors were requested to rate the following:

- Understands the safety requirements in the workplace
- Applies safety requirements in the workplace
- Understands health issues related to the workplace

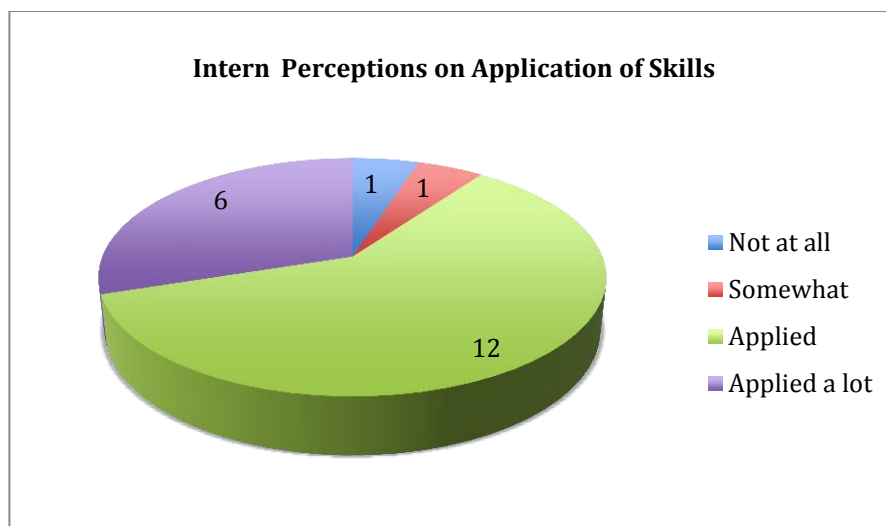
The figure below provides composite scores for these items for the baseline and post baseline period.



As evidenced above, the results in this regard are also very positive, and indicate an increase in “excellent scores” from the baseline period, suggesting that interns showed progress and improvement in their understanding and application of occupational health and safety requirements.

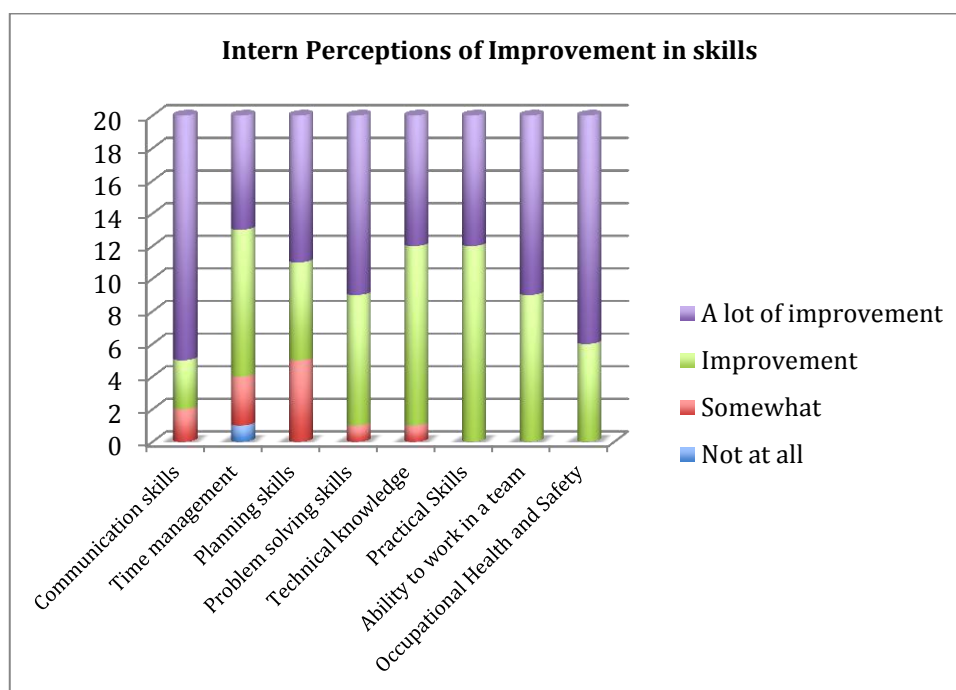
10 INTERN PERCEPTIONS

Firstly, interns were asked to indicate whether or not they had sufficient opportunity to apply their skills in the course of the internship.



As evidenced in the figure above, the vast majority of interns felt that they had ample opportunity to apply their skills. Of the two interns who felt that they had not had sufficient opportunity, one indicated that work had slowed down at the company in the course of the internship, and that this meant fewer opportunities to apply skills. The other intern indicated that he needed more time on the internship in order to apply his skills.

Interns (including those who were placed in the company that felt interns did not progress) generally felt that their knowledge and skills had significantly improved in the course of the internship. The figure below outlines how interns rated themselves in this regard:



As evidenced in the figure above, interns indicated that they felt that they had improved or improved a lot across all areas specified. Interestingly, interns were particularly positive about their improvements in communication, as well as occupational health and safety, and this is consistent with the baseline-post baseline perceptions of supervisors. Planning and time management stand out as the two areas in which a few interns felt that they had progressed the least, though there is evidence that many interns did feel that they had made progress in these areas. Again, it is interesting to note that supervisors had also raised concerns about time management. The one area of inconsistency is that the data from the supervisors shows a drop in perceptions of work relationships, while interns appear to be very positive about their ability to work as a team.

When asked to indicate their perceptions of the most important thing they learnt in the workplace, responses were very varied, and spanned communication skills to occupational health and safety. Comments included:

- Communicating with people as this was one of my weaknesses when I arrived. Meeting new people and communicating have become strengths – Male intern, Exxaro
- Communication. You have to work as a team – Male intern, Exxaro
- I had to learn to associate with all people even those who are not friendly with you. But for the sake of work you have to make it work. This has improved in my daily life – Male intern, ABB
- The most important thing is the importance of getting the job done, to do what is required of me – Male intern, ABB
- Planning – I learnt to prioritise the work I had to do – Female intern, Schindler
- Problem solving – as they expected us to sort out problems when they

happened – Male intern, Schindler

Interns were then asked to share their biggest successes and challenges in terms of learning on the internship pilot. When indicating their biggest successes, it is interesting to note that many interns referred specifically to improvement in their technical and practical knowledge and skills. Examples of comments included:

- I learnt how to use a centre lathe - Male intern, Dutton
- What I feel proud of is designing the circuit for the demo panel which was approved by the supervisor. I'm a technical person and I wanted to see the panel up and running, not just designing – Male intern, ABB
- I successfully accomplished a big task – wire up a forward and reverse circuit for which I had to order spares and parts. It was the first time I did a task of this size – Male intern, Bell
- Fault finding in a 33 drive. Because the 33 drive is difficult to fix and when I did it on my own I was very pleased – Male intern, Schindler

Other interns made more general comments in this regard, including that they had proved themselves willing to work, and had impressed the companies where they were placed.

Very interestingly, when asked about the biggest challenges of the internship, interns largely reported about areas in which they felt less confident regarding their knowledge and skills at the start of the internship, but how these had evolved and developed by the end of the process. Comments included:

- Trying to improve myself to the company standards, and I succeeded at this – Male intern, Bell
- I had to work on my own and I didn't think I could make it. But I succeeded as I got support – Female intern, Bell
- Working in a team – dealing with racism and sexism. I handled these well in the end – Female intern, Mondi
- Adapt in the company and getting to know the employees and ask them for help when I needed. After a few weeks I adjusted and was fine – Male intern, Dutton
- When I arrived I had many challenges as knowledge was little but now I do not have these any longer – Male intern, Schindler

A number of interns also suggested that one of the challenges was that the internship was too short, and many indicated that an extension to a year or eighteen months would be recommended.

11 SUMMARY OF FINDINGS EMERGING IN THIS SECTION

In the interviews with companies and interns respondents were largely very positive about the extent to which they believe that the interns have progressed and developed in the course of the internship. In one case, however, there appears to have been a high level of confusion on the part of the company about the NCV, as well as the purpose of the internship. In this case, negative perceptions of intern progress on the part of the company reflect this confusion.

Specifically, the company interviews, supervisors and interns all comment positively about technical skills and knowledge increase. This is very positive, as had been the one area that had been seen as really weak. It is noted in this regard that interns suggested that this would be consolidated with longer time, and this issue is returned to in the recommendations.

It is noted further that communication and occupational health and safety also improved from the perception of both companies and the interns.

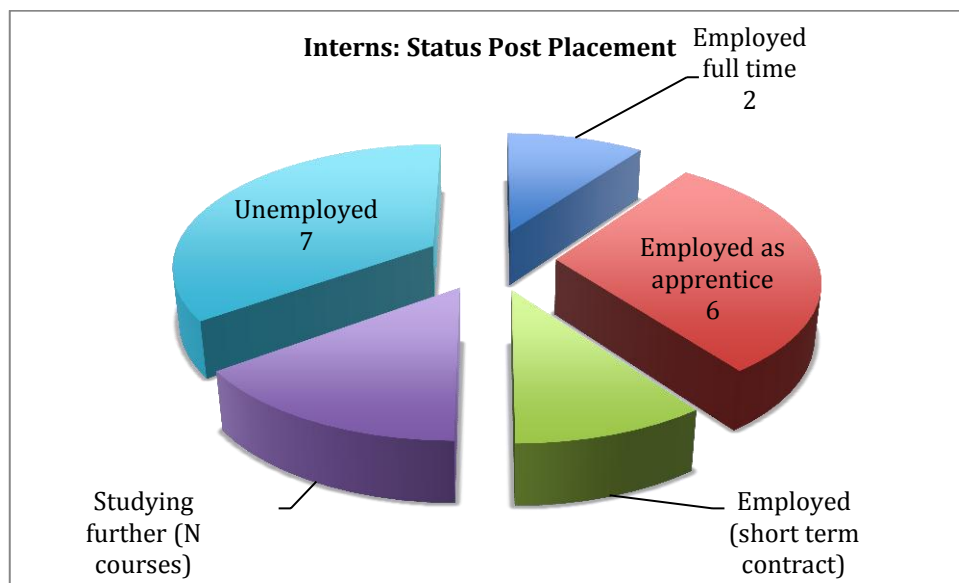
However, of concern is that there are concerns about time management from both interns and supervisors, and workplace relationships from supervisors. This suggests that one key aspect of an internship – that of preparing interns for the demands of a workplace – may not be having the level of success required. This issue is also returned to in the recommendations.

SECTION D: POST INTERNSHIP

This section focuses on two key issues, i.e. what the current status on the interns is now that the internship programme pilot is complete, and the extent to which companies indicate that they will be willing to take on additional interns in the future.

12 CURRENT STATUS OF THE INTERNS

The figure below provides an indication of the current status of the interns, based on data received during the evaluation process and including updated data received from SSACI.



In terms of the above:

- One intern has been employed full time by Exxaro as a semi-skilled fitter;
- One intern has been employed full time as a workshop assistant at Umfolozi College;
- Six interns have been employed as apprentices at Bell;
- Two interns have been employed by Schindler on short-term six-month contracts;
- Three interns have enrolled for N courses; and
- Seven interns are unemployed and seeking work.

In terms of the interns placed on the AATP at Bell, it is interesting to note that the company respondent indicated that the interns "*had already been deemed competent on two modules linked to the programme*". The respondent indicated "*it is clear after this experience that the NCV students do not need to go on a full apprenticeship programme after the NCV*". The respondent indicated, however, that there was a need to find mechanisms – such as a "mini trade test" - to ensure that there was a standardised way in which learners completing the NCV could be rated in terms of their levels of competency, and then placed on training and/or work experience to "*get the student to the trade test*".

Most companies that have not been able to retain the interns largely indicated that they regretted not being able to do so, but indicated that they would support interns with reference letters, if required. Comments in this regard included:

- We are not in a position to retain the interns, but would draft reference letters any time;
- We have a set head count, and I have all the people that I need. But we would give them a reference letter and I think we really need to come up with a joint company-MERSETA certificate

Interestingly, one company indicated that if they had apprenticeship programmes, they would have taken the interns on in this capacity:

- We could not keep all five, as there were not enough positions here. If we ran an apprenticeship programme, we would have taken them all on. I gave a very strong reference to a local company that does apprenticeship training

Finally, one company indicated that the interns would need to apply to become part of the company's apprenticeship programme. As the respondent commented: "*what we will do is include them in the selection process and if they are selected, we will put them on an apprenticeship*".

13 FUTURE INTERNSHIPS

Finally, companies were asked to indicate whether or not they would be willing to support an internship process in the future.

As indicated previously, the Richard's Bay companies are already considering how to use remaining monies from this pilot process to fund a new set of interns. All of these companies indicated that they were interesting on taking on future interns. Comments included:

- We took on six interns. Next time we would take on eleven
- We would definitely take more. We took five and could now take up to twenty
- If we get the same quality of interns, we will take more, but never more than we can manage in terms of supervision

All but one of the remaining companies indicated that they would be willing to take on interns in the future. The remaining company indicated that they would not be interested to take on more interns. The respondent indicated "*I would be very weary to take on more interns. We are not geared for what I think is expected of us*".

14 SUMMARY OF FINDINGS EMERGING IN THIS SECTION

This section indicates that half of the interns have been employed to date, either on a full time basis, a short-term basis, or as apprentices. Of the remaining half, three are studying further, and seven are still seeking work.

Most companies indicated that they would have taken on the interns in some capacity if the circumstances of the company permitted this. It is also important to

note that one company has placed the interns on their AATP, while another has indicated that interns should apply for their AATP. Another has recommended the interns for placement on an AATP at another company.

Finally, all but one of the companies indicated that they would be willing to take on further interns in the future.

SECTION E: DISCUSSION AND RECOMMENDATIONS

15 DISCUSSION

This final report has again highlighted the perceptions that companies have of the interns and that both the companies and the interns have of the programme. It has then explored the manner in which the pilot was implemented, and then has placed particular emphasis on the extent to which the anticipated outcomes and impact for the programme has been realised. An analysis of these findings is presented against the agreed upon M&E framework, and the report concludes with some key recommendations.

15.1 PROCESS OUTCOMES

Process Outcomes	Indicators	Findings
	Processes Pre-Placement	
Successful pre-placement workshops are undertaken with host companies, and companies are prepared for the internship process	<ul style="list-style-type: none"> - Host companies report that they feel prepared for, and have all the information and support they require in order to successfully implement the internship process - Students indicate that the workplaces were prepared for the internship process 	<p>It was found in the previous evaluation that companies felt that they had been prepared effectively for the internships.</p> <p>Interns were also mostly pleased with the way in which they were welcomed into the company but there were some cases where interns suggested that the companies had not been prepared for them.</p> <p>However, there were some comments in the course of the pilot that suggested that companies did not know what to expect of NCV learners, and the evaluations previously made recommendations as to ways to strengthen this aspect of the programme. It is noted that in this final evaluation, one of the companies appears to have been confused about both the NCV programme, and the purpose of the internship.</p>
Successful and intensive pre-placement	<ul style="list-style-type: none"> - Graduates report that they feel ready to 	It was generally felt that the work-readiness programme

Process Outcomes	Indicators	Findings
work readiness is undertaken with selected graduates, and graduates are prepared for the internship process	<ul style="list-style-type: none"> - enter the workplace as interns - Companies report that graduates show work readiness at the start of the internship 	<p>had prepared graduates well for the internship (this was reported by both interns and companies)</p> <p>However, interns still seemed uncertain as to what would happen post internship and the evaluation has previously made recommendations in this regard</p>
Processes During Placement		
Placements are monitored on an X basis, and emerging issues and concerns are addressed	<ul style="list-style-type: none"> - Host companies feel that they can communicate with the project team, as required - Role players are kept updated on internship processes and issues, as required 	<p>Throughout the programme companies have been generally positive about their ability to communicate with the project team, although there were two companies that stated they would prefer increased involvement. One of these companies appears to have not had adequate internal capacity to coach the interns</p> <p>In the formative stages of the evaluation, it was found that role players (i.e. SSACI, JET, MERSETA and the NBI) had not all been kept up to date with changes in the internship process and the implementation routes. At the point of this evaluation it has been found that this has since been addressed.</p>
Tools and guidelines are used as per agreements	<ul style="list-style-type: none"> - Host companies and graduates indicate that the guidelines and logbooks are successfully used and that these enhance the workplace learning process 	<p>In the formative evaluation it seemed that there was real uncertainty about the usage of the logbooks. By the end of the programme, it was reported that they were being used, although both companies and interns made recommendations as to how it could be strengthened.</p>
Post placement		
Post placement activities are conducted in order to debrief participants	<ul style="list-style-type: none"> - Interviews and discussions are held with programme participants and role players - Important process data and lessons learnt are documented 	<p>This process is still taking place.</p>

15.2 PROGRAMME OUTCOMES

Programme Outcomes	Indicators	Findings
X NCV graduates successfully complete the internship process	<ul style="list-style-type: none"> - X graduates complete the internship process - X graduates consider the internship process to have been successfully implemented - X host companies consider the internship process to have been successfully implemented 	<p>It was found that all interns completed the process, which confirms that the selection and briefing process was carried out well.</p> <p>Graduates and companies (with one exception) appear to be very comfortable with the way in which the programme was implemented, and the level of supervision provided to the interns. In addition, respondents appear to have been satisfied with the level of support received from the project team</p>
X NCV graduates are better prepared to enter the workplace/access the world of work as a result of the internship process	<ul style="list-style-type: none"> - Host companies are able to assert that graduates have shown an improvement in knowledge, skills, attitudes and workplace practices as a result of the internship process - Host companies believe that the internship process has prepared graduates for the world of work - Graduates have shown an improvement in knowledge, skills and attitudes as a result of the internship process - Graduates believe that the internship process has prepared them for the world of work 	<p>Companies generally indicate that interns have shown progress, especially with regards to technical knowledge and skills.</p> <p>However, supervisors raise concerns about time management and workplace relations (this may be a result of the methodological concerns, but either way needs to be considered as an area that requires attention)</p> <p>Most companies state that while interns have made real progress, they would need to enter an apprenticeship to fully equip them for the world of work (suggesting that companies are generally not considering other forms of employment as viable options)</p> <p>Graduates generally feel that they have learnt to work on their own, and take responsibility (and this is confirmed by company comments), and state that they have made real progress in this regard. Some acknowledge that they were not sure if they would cope, but feel that they have risen to the challenge.</p>

		It needs to be noted here that the positive findings regarding interns' improvement in knowledge and skills are based on the perceptions of companies, supervisors and interns, and not on a formal independent assessment of these.
Host companies willing to continue with similar internship processes	- Host companies express a willingness to continue with similar internship processes in the future	All except for one of the companies state that they would be willing to continue with the programme and some indicate that they would increase the number of interns that they take. This is based on the proviso that the quality of interns remains as is – which means that the selection process is considered critical
The internship model is documented and dissemination in order to support further rollout	- Internship model/document outlining the model employed and the lessons learnt - Stakeholders indicate that they view the model as feasible and effective	This process is still taking place

15.3 IMPACT OUTCOMES

At the start of the evaluation process, it was not anticipated that a tracer study would be conducted to assess initial impact. However, at the point of the Midterm Review, it was agreed that the evaluation period would be extended to allow for this. Because the evaluation team did not anticipate this at the point of the development of the M&E framework, specific indicators in this regard were not devised as part of the evaluation plan, although three broad impact outcomes were developed as per below:

Programme Outcomes	Means of Verification
Graduates successfully enter the world of work (in the related field)	<p>Half of the interns have found employment to date (2 full-time, 2 on a six-month contract and 6 as apprentices), and companies that did not take on interns in the post placement period generally suggest that interns could not be accommodated because they are not employing people.</p> <p>It is also important to note that most companies hold the view that interns need to complete apprenticeship training to successfully enter the world of work. Of import is that there is an offer to the other interns to apply for an apprenticeship with one of the companies that participated in the process and it will be important to follow up to see if</p>

	this comes though.
Employers of these graduates indicate that they have been well prepared for the workplace	This would require subsequent follow up
Host companies institutionalise internship processes	This would require subsequent follow up (although initial indications are very positive)

16 RECOMMENDATIONS

16.1 DESIGN AND MANAGEMENT OF THE PROGRAMME

Overall it appears that programme was well managed, though initially the project team did not appear to be communicating as effectively as required about changes that were taking place with regards to the implementation routes.

Areas where there may be a need for further attention include:

- In terms of briefing of interns, there is a need to ensure that they understand the duration of the internship and that it is not employment. It is understood that the project team placed significant emphasis on this in the initial workplace preparedness workshops, and even had interns sign a document indicating that they understood this. Despite these efforts, at various points in the evaluation of the programme, some interns claimed that they did not understand this to be the case. There is a need to ensure that this is reinforced both by the project team, as well as the companies. It is also suggested that interns are engaged at the start of the process about what possible activities they will need to undertake in order to try and secure work post the internship;
- There is a need to ensure that companies understand what NCV learners have done in their programme, so they know what to expect and can plan their work accordingly. While this final evaluation has noted that most companies felt that their understanding of the NCV had increased, it has emerged that one company did not have clarity in this regard, and that this impacted on the success of the internship here;
- Linked to the above, there is a need to ensure that companies understand the internship programme *vis a vis* the NCV, and that they have the capacity to support the process. While this was the case with most companies, the one instance where there was confusion in this regard, and a lack of concomitant capacity, appears to have impacted on the success of the internship, and the possibility of hosting further interns in the future;
- There is a need to review the logbook in the light of the feedback received so that its utilisation can be improved upon (and that interns can increasingly see its value when seeking employment)
- While it is noted that the logbook is designed to be a record of accomplishments, and that companies are required to sign off on these, the matter of acknowledgement in the form of a certificate or similar has been raised in the evaluation process. There is a need to clarify what interns will receive upon completing the internship, as this still does not appear to be clearly understood;
- Finally, the findings of this evaluation, whilst acknowledging advancements in technical knowledge and skills, communication and, *inter alia*, occupational health and safety, there is a need to reflect on the concerns raised with regards to time management and workplace relations. There may need to be greater emphasis placed on these in the work-preparedness component, as well as in the actual internship, and it is suggested that this is taken into account in the rollout.

16.2 IMPLICATIONS OF THE RESULTS FOR THE ROLL-OUT OF THE PROGRAMME

With respect to the roll out it is suggested that there is a need to review the extent to which the goal of this pilot programme, to establish an alternate (to an apprenticeship) route for NCV graduates into the workplace, should still be pursued as is or whether it needs to be reviewed and adapted. Emerging from this evaluation process is the strong view that graduates will need to enter an apprenticeship programme upon completing the internship suggesting that there are limited options for NCV graduates that wish to directly enter into employment. While the findings indicate that two interns have accessed full time-employment through the programme (and two have accessed a six-month contract), the findings also suggest (albeit with the small sample used here) that most companies would want to stream these learners into trades and, therefore, would want them to acquire an occupational qualification (through an apprenticeship or even perhaps another pathway). This issue needs careful consideration as, if in engineering it is emerging that NCV graduates need to enter an apprenticeship post NCV, it would be critical to understand a few questions better, these include:

Can NCV graduates enter an accelerated apprenticeship programme?

Arcelor Mittal, Bell and other companies who participated in this pilot suggest that this is the case and that graduates would be able to complete an apprenticeship in a shorter time than would usually be the case.

Do they perform better than other learners on this accelerated apprenticeship programme than other learners that enter from alternate routes?

Arcelor Mittal suggests that NCV graduates placed on their AATP are performing to the same standard as other students that are on the accelerated programme. It is noted though that other learners in this programme have higher requirements than would typically be the case for an apprenticeship. Other than the NCV engineering graduates, applicants could have: Four engineering related subjects at N3 level including maths and science passes exceeding 50%; Technical or academic matric with maths and science passes of 50% or more on standard grade; or be, University students, who for various reasons, cannot complete their engineering studies

It is Arcelor Mittal's view, however, that it *should* be the case that NCV graduates – based on the curriculum - should perform better than the matriculants, but they suggest that poor provision at the FET colleges prevents this. It is suggested that this may need to be monitored over time to ascertain whether this does improve over time.

If NCV graduates have also undertaken an internship, do they get further exemptions from the apprenticeship?

Arcelor Mittal is of the view that the addition of an internship would not result in further exemption. However, Bell has indicated that the combination of the NCV and the internship has permitted the interns to be exempted from two modules of the AATP and are considered to be deemed competent in these modules and therefore do not have to repeat these..

Do NCV graduates with work experience perform better than others when they enter employment?

It is suggested that this is an area that should be tracked as it will enable the project team to ascertain the extent to which one of the anticipated impacts will be realized.

In conclusion, this evaluation has found that the internship programme has been a well-managed and well-implemented programme, and that the programme has achieved most of the process and programme outcomes that it set out to achieve (as contained in the M&E framework). However, in terms of the overall intention of the programme to demonstrate an alternative route into the workplace, the evaluation has found that the pilot process has highlighted some successes, but also challenges in this regard. It is therefore suggested that before proceeding to a larger rollout, there is a need for intense engagement about the possible routes that are emerging for NCV graduates now that it is better known. It is further suggested that based on this analysis, and the understanding gained from the pilot about the leaning towards a trade and therefore for the graduates to complete an apprenticeship, there is a need to further refine what the internship can and cannot achieve, and how it relates to other programmes.

APPENDIX A: M&E FRAMEWORK

Overarching Goal: to facilitate NCV Engineering graduate access to the world of work through relevant, structured, and appropriate workplace learning

Overarching Objective: To demonstrate an alternative pathway for NCV Engineering graduates into the workplace, through the successful implementation of a six-month internship programme

PROCESS OUTCOMES

Process Outcomes	Indicators	Means of Verification
Processes Pre-Placement		
Successful pre-placement workshops are undertaken with host companies, and companies are prepared for the internship process	<ul style="list-style-type: none"> - Host companies report that they feel prepared for, and have all the information and support they require in order to successfully implement the internship process - Students indicate that the workplaces were prepared for the internship process 	
Successful and intensive pre-placement work readiness is undertaken with selected graduates, and graduates are prepared for the internship process	<ul style="list-style-type: none"> - Graduates report that they feel ready to enter the workplace as interns - Companies report that graduates show work readiness at the start of the internship 	
Processes During Placement		
Placements are monitored on an X basis, and emerging issues and concerns are addressed	<ul style="list-style-type: none"> - Host companies feel that they can communicate with the project team, as required - Role players are kept updated on internship processes and issues, as required 	
Tools and guidelines are used as per agreements	<ul style="list-style-type: none"> - Host companies and graduates indicate that the guidelines and logbooks are successfully used and that these enhance the workplace learning process 	
Post placement		
Post placement activities are conducted in order to debrief participants	<ul style="list-style-type: none"> - Interviews and discussions are held with programme participants and roleplayers - Important process data 	

Process Outcomes	Indicators	Means of Verification
	and lessons learnt are documented	

PROGRAMME OUTCOMES

Programme Outcomes	Indicators	Means of Verification
X NCV graduates successfully complete the internship process	<ul style="list-style-type: none"> - X graduates complete the internship process - X graduates consider the internship process to have been successfully implemented - X host companies consider the internship process to have been successfully implemented 	
X NCV graduates are better prepared to enter the workplace/access the world of work as a result of the internship process	<ul style="list-style-type: none"> - Host companies are able to assert that graduates have shown an improvement in knowledge, skills, attitudes and workplace practices as a result of the internship process - Host companies believe that the internship process has prepared graduates for the world of work - Graduates have shown an improvement in knowledge, skills and attitudes as a result of the internship process - Graduates believe that the internship process has prepared them for the world of work 	
Host companies willing to continue with similar internship processes	<ul style="list-style-type: none"> - Host companies express a willingness to continue with similar internship processes in the future 	
The internship model is documented and dissemination in order to support further rollout	<ul style="list-style-type: none"> - Internship model/document outlining the model employed and the lessons learnt - Stakeholders indicate that they view the model as feasible and effective 	

ANTICIPATED IMPACTS

Programme Outcomes	Indicators	Means of Verification
Graduates successfully enter the world of work (in the related field)		
Employers of these graduates indicate that they have been well prepared for the workplace		
Host companies institutionalise internship processes		
FET Colleges?		

