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Education, Training and Development Practices Sector Education and Training Authority

BID NO: SCMU NO: 10 - 2024/25

REQUEST FOR BIDS

TERMS OF REFERENCE FOR THE IMPLEMENTATION OF SKILLS DEVELOPMENT PROGRAMMES FOR GAUTENG PROVINCE ON BEHALF OF DEPARTMENT OF EDUCATION: ARTS

1. INTRODUCTION

The Education Training and Development Practices Sector Education and Training Authority (ETDP SETA) is a public entity established in terms of Section 9(1) of the Skills Development Act, No 97 of 1998 to advance skills levels in accordance with the National Skills Development Strategy III. The Mandate of the ETDP SETA is to promote and facilitate the development and improvement of the skills profile of the sector's workforce in order to benefit employers, workers and employees in the ETD sector.

The ETDP SETA will host **Non-Compulsory virtual briefing** session for **BID NO: SCMU: 10 - 2024/25 – Appointment of a service provider for the implementation of skills development programmes: Arts on 26 November 2024 at 11h00 – 13h00**. Access details will be available on www.etdpseta.org.za as from **25 November 2024**. Kindly note that interested service providers may submit their questions until **27 November 2024 at 16h30**. **No further questions will be accepted after this date**. We thank you for your cooperation.

2. PURPOSE & OBJECTIVES

2.1 PURPOSE OF THE PROJECT

The ETDP SETA is looking for training providers to facilitate the implementation of Skills Development Programmes in the ETD sector for Gauteng provinces on behalf of the Gauteng Department of Education. **The bidder is required to clearly indicate the programme(s) applied for.**

PROVINCE: GAUTENG PROVINCE: SUBJECT CONTENT TRAINING – NON - ACCREDITED PROGRAMMES

Skills Programme	Number of Learners	Proposed minimum number of Training Days	District of implementation
Music GRADE 10-12	45	12 days - Saturday Classes and School holidays	<i>Gauteng: Central Venue</i>
SCOPE OF WORK			
- Harmony and Harmonic			

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analysis (Western Art Music, JAZZ, Indigenous African Music) - Form Analysis (Western Art Music, JAZZ, Indigenous African Music) - Use of music software for teaching METHODOLOGY <i>How to apply the following knowledge to teach learners in Grades 10-12:</i> 1. Harmony and Harmonic analysis How to apply the following knowledge to teach learners in Grades 10-12: - Fundamental harmonic progression (I,V,I) - How to harmonize phrases with: - I and V; Cadences - IV and I Cadence - V and VI Cadence - How voice leading rules work in: - Common Tone-Stepwise and Contrary Motion - The Dominant Seventh Chord, V7 - Doubling (Root position, first inversion and second inversion.) - Chord IV $\frac{6}{4}$ 2. Form Analysis - How to analyse a simple			
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piece in Binary form (AB), Ternary form (ABA) Rondo form and call and response in terms of: - The key - The key changes - The use of cadences - The general schematic layout 3. Use of music software for teaching - Learn the basic functions of inputting music to create a song or rhythm. - Learn how to add lyrics to a score. - Learn how to transpose a score. - Learn how to export their score in several different formats. - Use the knowledge to teach learners music literacy online or using smart boards and tablets. 4. GENERAL SKILLS: - CAPS Policy - Application of Content - Lesson planning - Inclusion of different kinds of learning - Assessment for learning and assessment of learning - Marking and Positive feedback to learners - Inclusion for different kinds of learning			
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- ICT Integration - 21st Century Skills			
DANCE STUDIES GRADE 10-12 SCOPE OF WORK - Improvisation - Music for dance METHODOLOGY <i>How to apply the following knowledge to teach learners in Grades 10-12:</i> 1. Improvisation How to apply the following knowledge to teach learners in Grades 10-12: - Exploration of dance elements: contrasting movements, rhythms, polyrhythms, syncopation, and combining elements of design - Development of movement vocabulary and ability to conceptualise choreography through working in non-conventional spaces, with own stories and socio-political issues - Exploration of: - natural gestures and stylised movements - ideas and perceptions specific to South Africa through sound and movement - the use of multidisciplinary art forms and technologies - Trust-building exercises to	11	8 days (2 Months) – Saturdays Classes	Gauteng: Central Venue <i>A dance classroom equipped with a wooden floor, handrails, mirrors and a sound system will be ideal for the training to be more effective</i>

power relations, double work, partnering, contact improvisation, physical theatre or other acceptable to the dance form (working in pairs and groups) 2. Music for dance <i>The importance of the following in teaching improvisation:</i> - Music terms, genres, motifs and phrases - Instrument classification and sound production; relationship of dance to aural settings; polyrhythms and syncopation - Selection of music for choreography GENERAL SKILLS: - CAPS Policy - Application of Content - Lesson planning - Inclusion of different kinds of learning - Assessment for learning and assessment of learning - Marking and Positive feedback to learners - Inclusion for different kinds of learning			
DRAMATIC ARTS GRADE 10-12 SCOPE OF WORK - Physical and Vocal Characterizations (Monologues, duologues) - Play text Analysis (Western and African theatre) - Stanislavski acting technique (Western theatre)	50	12 days (3 months) – Saturdays classes	Gauteng Central Venue <i>Participants must be halved into 2 groups. Also given that it is a physical training, too many participants in one room will make it impossible to work. A room with wooden floors, sound system will be ideal for the training. – One training site</i>

METHODOLOGY <i>How to apply the following knowledge to teach learners in Grades 10-12:</i> 1. Physical and Vocal Characterisation (Monologues, duologues) - How to use physical and vocal skills to communicate a character in a monologue or duologue <i>Application of the following physical work in a short physical theatre piece:</i> - The use of aspects of physical work: posture, release of tension, physical expressiveness, gesture, movement, body language, tableaux - Mime - Physical theatre techniques - Verbal attributes of communication: pace, pause, rhythm, emphasis, pitch, intonation, volume and tone - Non-verbal attributes of communication: gesture, posture, movement, facial expression, and body language - Interpretive and analytical skills to create mood, character and meaning in performance 2. Play text Analysis (Western and African theatre) - How to teach a learner to analyse a play text for better understanding and effective essay writing in both Western and African theatre.			
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3. Stanislavski acting technique (Western theatre) - How to use the Stanislavski acting technique to create believable characters and help learners to put themselves in the place of a character. GENERAL SKILLS: - CAPS Policy - Application of Content - Lesson planning - Inclusion of different kinds of learning - Assessment for learning and assessment of learning - Marking and Positive feedback to learners - Cooperation and collaboration skills - Develop the human instrument (body/voice/mind/emotions) as a medium of expression, communication and creativity - Engaging with contemporary issues through the dramatic arts - Inclusion for different kinds of learning 12 days (3 months) – Saturdays classes 5 ON SITE MONITORING VISITS			
APPLIED ARTS – DESIGN AND VISUAL ARTS DESIGN: Grades 10 – 12 SCOPE OF WORK 1. Process 2. Design Production 3. Design theory 4. Assessment 5. General Skills METHODOLOGY 1. Process CREATIVE EXCHANGE WORKSHOPS THINK TANKS	45	12 days (3 months) – Saturdays classes	- Ekurhuleni North - Gauteng Central - Tshwane Central

a. Implementation and mediation of PAT assessment task - Administering the PRACTICAL ASSESSMENT TASK (PAT) - Creative approach to introduce practices b. Skills Development - Visual Communication/Information Design and/or Digital Design - Surface Design and Two-dimensional Craft Design - Product Design and Three-dimensional Craft Design - Environmental Design c. Purpose of Design - Design thinking - Type of learner needed. - How to identify a design problem related skills and outcome/s - How to develop a design brief? d. Drawing skill and Design - Ideation - Client (brand company) - Clientele as in customers e. Purpose of design elements - Role of typography in design - Typography as logo - Brand/branding/logo f. Purpose of marketing - marketing platforms electronic/print media (purpose of each) - Packaging in design - Good/bad packaging g. Role of color in a brand - Function of color - Color and content packaged. - Purposes of uniqueness of design product h. The design industry - Copywriters, art directors, - Careers in the design company - Presentation in design i. Knowledge and application of the design process and			
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demonstration of a sound understanding of the interrelated nature of the planning, action and reflection cycle that informs the design process - Working from a brief. - Investigating the context. - Generating ideas and investigating different approaches and methods. - Investigating the use of appropriate materials and production techniques. - Producing samples, prototypes or maquettes. - Evaluating the ideas generated and select the best solution. - Knowledge and an appreciation of design as a powerful instrument of change to add value to life. j. Influencing factors - Knowledge and an awareness of aesthetics and functionality, trends and markets. - An awareness of responsible design practice. - Development of drawing skills. - Knowledge of the difference between designing for a need and designing for what the market wants. - Knowledge of responsible design practice. - Further development of drawing skills. - Knowledge and an appreciation of aesthetics and functionality, trends and markets. - Knowledge of the difference between designing for a need and designing for what the market wants. - Knowledge and an appreciation of responsible design practice. - Continued development of drawing skills. k. Design in a business context: Research - An awareness of some of the ways in which design products and services are			
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marketed (visual merchandising). - The basics of costing and pricing in the marketing of a design product or service. - An ability to design products and services in terms of target markets. - The business and social responsibility of designers. - Field trip to investigate career and tertiary opportunities in design. - Curriculum Vitae (CV) and application letter to a tertiary institution offering the subject Design (if applicable). - One award-winning South African designer, design agency or company. - An understanding of marketing design products in terms of target market, packaging, and advertising. - An understanding of responsible design by considering human rights and environmental issues throughout the process. - Field trip to investigate career and tertiary opportunities in design. - Career opportunities within the design discipline: range, scope, training needed, and training availability. 2. Design Production a. Making the product and presenting it - Introduction to design processes products and materials. - Applying and providing evidence of the design process. (The final product/solution should show clear evidence of the design process and relevance to the brief/problem.) - Demonstrating the competence/proficiency in materials and techniques			
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chosen to create design solutions. - Presenting and effectively communicating a design solution. - Employing and discussing the design elements and principles in the final product, service or environment. - Interpreting, using and explaining the choice of design elements, principles and materials in the final product, service or environment. b. Time management - Self-discipline. - Planning, organizing, and managing of own work. - Keeping to the time schedules. c. Safe practice - Safe working practices always in the use of materials and equipment. - An understanding of the health and environmental implications related to the use of materials. 3. Design Theory a. Design Literacy - Knowledge of theory and the terminology that underpins and describes design in both theory and practice. - Applying the theory and the terminology that underpins and describes design in both theory and practice with confidence. b. History of design - Sound knowledge that underpins the historical development, characteristics, and influences of styles in design (including the classical design).			
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c. Design in a socio-cultural/environmental and sustainable context - Demonstrating an awareness of how design shapes the physical and the social environment. - Understanding and explaining ways in which design can be used to benefit society. - Critically reflect on how design shapes the physical and the social environment. - Demonstrating ways in which design can be used to benefit society. - Exploring, understanding, and interpreting signs and symbols in our world, stereotyping, bias and prejudice in design. - Demonstrating an understanding of the ways in which design can be used to reinforce or challenge social, cultural, environmental, and ethical issues. - Demonstrating an understanding of the designer's responsibilities in relation to environmental issues and sustainable design. - Learning one South African designer concerned with social issues. - Learning one international designer concerned with social issues. - Learning one South African designer concerned with environmental issues. - Learning one international designer concerned with environmental issues.			
4. Assessment Tasks a. Question/ Question paper setting according to: - Policy - CAPS Compliant Cognitive levels - Difficulty levels - Age-appropriate language			

- Invalid questions - Appropriate marking guidelines - Ambiguous stimuli and questions - Choosing the correct and appropriate images for question papers - Setting a cognitive level distribution grid for tasks b. Examination readiness: - Visual Analysis and Essay writing (TOPIC 3)/ marking of TOPIC 3 essays – Grade 12 - What is expected of Grade 12 learner Analysis of unseen artworks - What is expected of Grade 12 learner in the discussion of studied content - Choosing applicable and appropriate Visual sources for Grade 12 – as teaching material - Interpretation and recording of findings - Content Chapter 5, 6, 7 and 8 5. General Skills - CAPS Policy - Application of Content - Lesson planning - Inclusion of different kinds of learning - Assessment for learning and assessment of learning - Marking and Positive feedback to learners - Inclusion for different kinds of learning - ICT Integration - 21st Century Skills			
VISUAL ARTS: Grades 10 – 12 OBJECTIVES 1. Conceptualizing 2. Making 3. Visual Culture Studies 4. Assessment 5. General Skills	75	12 days (3 months) – Saturdays classes	Ekurhuleni Johannesburg Central Sedibeng Tshwane Regions will be clustered together for training -4 TRAINING Sites

METHODOLOGY 1. Conceptualizing through the development and realization of creative ideas CREATIVE EXCHANGE WORKSHOPS THINK TANKS Implementation and mediation of PAT assessment task - Administering the PRACTICAL ASSESSMENT TASK (PAT) - Creative approach to introduce practices Skills development - Drawing skills - Painting - Sculpture - Printmaking workshop a. Developmental process - Exploring and applying different approaches to generating ideas in response to a motivational task and project brief. - Independently applying different approaches to generating ideas in formulating a project brief. - Critically engaging with own experience of the world through the exploration and interpretation of signs and symbols drawn from the broader visual culture. b. Realization of a concept - Exploring and resolving given and specific visual and conceptual challenges (e.g. compositional problems, choice of subject matter). - Demonstration of the importance of process in relation to the development and realization of concepts. - Applying the creative process to solve visual and conceptual problems through classroom assignments. - Solving a series of visual and conceptual problems independently, working towards the development of a			
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personal visual language. - Documenting and critically evaluating the process of conceptual development. 2. Making creative artworks, management of process and presentation, following safe practice a. Making of artworks - Exploring and experimenting with a range of materials, techniques, processes, and equipment. - Choose the materials, tools, techniques, themes and processes best suited to the chosen art or craft form. - Demonstrating an advanced degree of technical skill in and knowledge of a range of materials, techniques, processes, and equipment related to the chosen art or craft form - Demonstrating the importance of process in relation to product. - Ensuring artworks are relevant to the brief. - Creating and transforming visual images using both new and traditional technologies and demonstrate ever-expanding use of technology in producing artworks. - Exploring and effectively applying a selection of materials, tools, processes and technologies. - Documenting and evaluating own creative process and artworks, selecting works best suited for inclusion in the portfolio. b. Management - Maintaining sketchbooks, journals, planners and a portfolio that documents own work developing grasp of visual language and concepts done during the year. - Creating a coherent body of			
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work that provides concrete evidence of the process of conceptualizing and making. - Planning, managing and completing given tasks within specified time, space and resource constraints. c. Presentation - Preparing and displaying/exhibiting own work in a presentable manner which enhances and complements the expressive and conceptual impact of the work that demonstrates awareness of professional conventions. d. Safe practice - Using equipment, materials and technology safely and correctly. - Demonstrating and promoting the safe use of equipment, materials and technology in a group work context. 3. Visual Culture Studies emphasizing on visual literacy - Demonstrating critical analytical writing and research skills in the study of art within historical and cultural contexts from multiple sources. - Analysing works of art in relation to their cultural, social, political and historical contexts. - Explaining and demonstrating an understanding of the historical context and stylistic evolution of a selection of fine art, applied art and craft forms and the chronology of distinctive art styles. - Independently identifying and researching the professional practice and opportunities of local artists that describe the			
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relationship between knowledge and skills acquired through Visual Arts and post-FET education. - Applying and evaluating of own work, and that of others demonstrating an understanding of the skills and processes of critical visual analysis and critical thinking in engaging with own work and the works of others providing reasons for aesthetic judgements. - Researching and presenting in written form post-FET educational and career opportunities in Visual Arts. - Evaluating the effectiveness of own and other's research, creative processes and art products. - Undertaking a field trip to explore career and tertiary opportunities in Visual Arts. - Using appropriate visual arts terminology related to all areas of art theory to describe and discuss artworks, crafts and applied art forms both verbally and in writing to describe art concepts, principles, styles, content, materials and techniques. 4. Assessment Tasks a. Question/ Question paper setting according to: - Policy - CAPS Compliant Cognitive levels - Difficulty levels - Age-appropriate language - Invalid questions - Appropriate marking guidelines - Ambiguous stimuli and questions - Choosing the correct and appropriate images for question papers - Setting a cognitive level distribution grid for tasks			
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b. Examination readiness: - Visual Analysis and Essay writing (TOPIC 3)/ marking of TOPIC 3 essays – Grade 12 - What is expected of Grade 12 learner Analysis of unseen artworks - What is expected of Grade 12 learner in the discussion of studied content - Choosing applicable and appropriate Visual sources for Grade 12 – as teaching material - Interpretation and recording of findings - Content Chapter 5, 6, 7 and 8 c. General Skills - CAPS Policy - Application of Content - Lesson planning - Inclusion of different kinds of learning - Assessment for learning and assessment of learning - Marking and Positive feedback to learners - Inclusion for different kinds of learning - ICT Integration - 21st Century Skills			
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3. PROJECT SCOPE AND REQUIREMENTS

- 3.1 The training of GDE Teachers on various arts skills programmes as per the list on the table above.
- 3.2 The shortlisted providers may be required to make a presentation of the project to the evaluation committee and site visits will be conducted with the shortlisted providers.
- 3.3 The ETDP SETA will evaluate the bid per skills programme.
- 3.4 Bid documentation that do not comply, will be eliminated from the evaluation process.
- 3.5 The ETDP SETA reserves the right to adjust the allocation of numbers per programme.
- 3.6 All training material for the practical component to be provided by the training provider.

4. PROFILE OF THE SERVICE PROVIDER

- 4.1. The service provider must be a registered organisation with the Council for Higher Education (CHE) and/or the Department of Higher Education and Training (DHET).
- 4.2. The Institution must be accredited to offer the relevant bachelor's degree, diploma or certificate.

5. PROJECT REQUIREMENTS

The ETDP SETA is looking for training providers to facilitate the implementation of Skills Development Programmes for teachers in the ETD sector for the 2024/25 financial year

A) ACCREDITATION

1. The required training is non-accredited training and is part of a registered degree offered by the University.
2. Develop rollout plans with time frames for the structured learning

B) FUNCTIONAL RESOURCES

1. The Training Provider must be adequately equipped with necessary physical resources in province:
 - 1.1. Workshop facilitation rooms
 - 1.2. Resource packs to be given to learners
 - 1.3. Resource Centers at the offices of the training provider
2. The training provider must have the required Human Resource Capacity in the following areas:
 - 2.1. Qualified Facilitators in terms of the programmes that the bidder intends to train.
 - 2.2. Project Management Skills. No changes will be accepted without the prior written consent of the ETDP SETA.
 - 2.3. Curriculum Vitaes of staff that will be involved on the projects
3. Functional Quality Management System

C) PROOF OF SIMILAR PROJECTS

1. Must provide the SETA with proof of similar Skills programmes projects undertaken in the past years indicating the success rates per project.
2. Contactable references

D) ADMINISTRATION OF THE SKILLS PROGRAMME

The provider must:

1. Establish and maintain the learner database.
2. Comply with training provider duties as per the signed SLA.
3. Monitor learner progress, resolve problems related to provisioning.
4. Submit reports as per the SLA.
5. Assist the ETDP SETA in conducting induction programmes for learners.

E) PLANNING AND SUPPORT

1. Develop rollout plans with time frames for the structured learning.

6. COSTING MODEL (PRICING SCHEDULE)

COST COMPARISON FOR THE SKILLS PROGRAMMES

THIS COSTING MODEL MUST NOT BE MODIFIED AT ALL AND IF RETYPED ALL LINE ITEMS IN ORDER AS STATED BELOW TO BE INCLUDED

COSTING FOR NUMBER OF LEARNERS AS PER PROVINCIAL REQUIREMENTS				
NAME OF BIDDING ORGANISATION:				
NAME OF SKILLS PROGRAMME:				
NUMBER OF TRAINING DAYS:				
ITEM DESCRIPTION	NO: OF LEARNERS	UNIT COST	AMOUNT	COMMENTS
Training Costs (assessment, moderation, certification, training material and any other)				
SUB-TOTAL				
Admin Expenses (includes travel, venue hire and catering)				Not exceeding 7.5%
TOTAL COSTS				
				Cost Per Learner
ALL COSTS MUST BE INCLUSIVE OF VAT				

NAME OF BIDDER: _____

POSITION/ ROLE: _____

SIGNATURE: _____

PROPOSED STANDARD MENU FOR LEARNERS:

Breakfast: 2 slices of bread / sandwiches with tea/coffee/juice

Lunch: 1 meat dish, 1 starch, 1 salad, 1 vegetable dish, 1 soft drink

7. DURATION OF THE PROJECT

It is expected that the ETDP SETA will enter into a service level agreement (SLA) with the successful bidders.

The duration of the project will be for **six (6) months** and will commence once the SLA is signed.

8. EVALUATION CRITERIA

THE ETDP SETA applies the provisions of the Preferential Procurement Policy Framework Act, ACT NO 5 OF 2000 and Preferential Procurement Regulations, 2022. The evaluation will be guided by ETDP SETA procurement policy.

Note: Folder A (USB) must have documents for Stage 1 and Stage 2

8.1. STAGE 1 [Folder A (USB)]

Bidders will be evaluated on the submission of the requested mandatory documents. Fully completed and signed forms with witnesses' signature must be submitted and all applicable boxes be ticked.

8.1.1. MANDATORY DOCUMENTS TO BE SUBMITTED IN ORDER TO BE ELIGIBLE FOR EVALUATION

1. Proof of Organisation registration with the Council for Higher Education (CHE) and/or The Department of Higher Education and Training (DHET).
2. The Institution must be registered to offer the relevant bachelor's degree, diploma or certificate.

NB: Failure to submit any of the above-requested mandatory documents will lead to disqualification.

8.2. STAGE 2 [Folder A (USB)]

The evaluation of this bid shall include functionality whereby the bids will be evaluated in terms of the evaluation criteria embodied in the bid documents.

1. The minimum qualifying score for functionality will be **70 points** and bids that fail to achieve the minimum qualifying score will be disqualified.
2. Only bids that achieved the minimum qualifying score for functionality will be evaluated further in accordance with the 80/20 preference point systems prescribed in Preferential Procurement Regulations **5 and 6**.

The evaluation criteria for functionality will be as below:

NO	QUALIFYING CRITERIA FOR SHORT LISTING	POINTS
1.	Experience & References: of similar services and references to be provided on the Client's Letterhead. Contactable references must be on the letterhead of the referee and it must be signed by the referee. 1.1. Experience and contactable references: (25) • 3 projects and above = 25 • 2 projects = 15 • 1 project = 10 *[Each reference must clearly indicate. • the name of the bidder and the project • objectives of the project (nature of the project) • recommendation and contact details of the referee as well as proof of completed project(s) and must be signed.	25
2.	Project plan for the delivery of Skills programme: • Structure of the Skills programme in terms of the outcomes to be achieved = 15 – <i>Refer to the Scope of work under each programme</i> • Method and delivery of Skills program = 10 • Learning support plan= 10	35
3.	Profile of key staff (Please attached CVs and proof of qualified Facilitator) 3.1 Project Management structure = 5 3.2 Relevant experience of Project Manager in managing similar projects 15 • 5 years plus = 15 • 3-4 years = 10 • 1-2 years= 5 3.3 Facilitators (relevant experience in facilitating the selected Skills programme) = 15 • 5 years plus = 15 • 3-4 years = 10 • 1 -2 years = 5	35
4.	Proof of physical training resources available and the infrastructural resources of the organisation (attach a lease agreement and/or a partnership letter) = 5	5
TOTAL		100

Bidders must provide documents to justify awarding the above points, and such include details of contactable references to validate the information submitted.

Points will be awarded on a sliding scale

Please take note of the value and scoring point system of the bid.

8.3 STAGE 3 [Folder B (USB)]

PRICING SCHEDULE DOCUMENTS

- a. Costing Model (*Price must be final, include VAT and signed*)
- b. Submit a "Unique security personal identification number (PIN) issued by SARS" **which the SETA will use to verify the bidder's tax matters prior to the award**
- c. Invitation to Bid - **SBD1**
- d. Declaration of Interest – **SBD 4 (New)**
- e. Preferential Points Claim Form in terms of the Preferential Procurement Regulations, 2022 -**SBD 6.1**
(*If claiming preferential points*) - **this will be used to verify points to be allocated for specific goals**
- f. B-BBEE certificate or sworn affidavit (*If claiming preferential points*) – **this will be used to verify points to be allocated for specific goals.**

80/20 preference point system shall be applicable as follows:

✓ Price	80
✓ Allocation of specific goals	20

In order to facilitate a transparent selection process that allows equal opportunity to all service providers, the ETDP SETA will adhere to its policy on the appointment of service providers

9. BID CONDITIONS

The ETDP SETA Supply Chain Management Policy will apply:

1. ETDP SETA does not bind itself to appoint a bidder with the highest points.
2. ETDP SETA reserves the right to negotiate the bidder's price.
3. ETDP SETA reserves the right to cancel the bid and not award the bid to any of the bidders.
4. Bids which are late, incomplete, unsigned or submitted by facsimile will **NOT** be accepted.
5. Bidders with a **turnover above R 10 million** must submit a valid certified B-BBEE Verification Certificate from **SANAS Accredited Verification Agency** in order to be used to verify eligibility for allocation of points for specific goals.
6. An Exempted Micro Enterprise (EME) is only required to submit a sworn affidavit, or a Certificate issued by Companies and Intellectual Property Commission (CIPC) confirming their annual turnover of R 10 million or less to be used to verify eligibility for allocation of points for specific goals.
7. A Qualifying Small Enterprise (QSE) is required to submit a sworn affidavit confirming their **annual total revenue of between R 10 million and R 50 million** and **level of black ownership** or a B-BBEE level verification certificate to be used to verify eligibility for allocation of points for specific goals.
8. Companies who bid as a joint venture must submit a **consolidated B-BBEE Verification certificate prepared for this bid only**, from **SANAS Accredited Verification Agency** in order to be used to verify eligibility for allocation of points for specific goals. Companies who form part of this joint venture **MUST** have an accreditation certificate with relevant authority as stated in Mandatory documents.
9. Failure on the part of a bidder to submit proof of B-BBEE Status level of contributor, sworn affidavit or a B-BBEE Certificate, together with the bid, will be interpreted to mean that no points will be allocated for specific goals.
10. Bids submitted are to hold good for a period of 90 days.
11. Deregistered and blacklisted companies including directors/owners/individuals linked to the company will not be considered. Due diligence will be conducted with successful bidders to validate submitted information.
12. All suppliers must be registered on the **Central Supplier Database**. No bid will be awarded to any supplier by ETDP SETA that is not registered on the Central Supplier.
13. Companies that are in the process of **de-registration in the CIPC** will not be considered.
14. Service Provider must provide proof of Public Liability Insurance.
15. The ETDP SETA remains the sole owner and custodian of all content, material or any other form of development. No information of or on behalf of the ETDP SETA may be shared, during the duration or after the closing period of the project. It remains the responsibility of the appointed service provider to hand over all material to the ETDP SETA. Should a service provider wish to have the ETDP SETA as a referral, permission for this must be sought.

10. DISCLAIMER

Protection of Personal Information Act (POPIA) and Promotion of Access to Information Act (PAIA) Disclaimer

1. By submitting your proposal, you grant the necessary consent as you acknowledge that:
 - ETDP SETA treats data it gathers and personal information it collects, holds and/or processes as private.
2. Therefore:
 - Your right to privacy and security is very important to us. The ETDP SETA as a responsible party treats personal information of data subjects as private and confidential. To that end, we collect personal information for the purposes set out in this document or otherwise the specific purpose(s) communicated to you.
3. We may also use your information for a number of different purposes, for example to fulfil our legal and regulatory obligations.

For more detailed information on how and why we may use your information, including the rights in relation to your personal data, and our legal grounds for collection, processing and using it, please view the ETDP SETA Protection of Personal Information Policy and Promotion of Access to Information Manual on our website: www.etdpseta.org.za ETDP SETA PAIA Manual and POPIA Manual.

11. BID DOCUMENTS / PROPOSAL PACKS

Bid documents for participation **must** be downloaded from the ETDP SETA website: www.etdpseta.org.za, Main Menu > Supply Chain Management > Open Tenders as from **12h00** on **15 November 2024**.

Bidders must submit technical and financial proposals in **one (1) USB** clearly marked **“Folder A-Technical Proposal” and “Folder B- Financial Proposal”**.

Folder B - (Financial Proposal) Costing Model (***Price must be final, include VAT and signed***), Submit a ***“Unique security personal identification number (PIN) issued by SARS” which the SETA will use to verify the bidder’s tax matters prior to the award***, Invitation to Bid - **SBD1**, Declaration of Interest – **SBD 4 (New)**, Preferential Points Claim Form in terms of the Preferential Procurement Regulations, 2022 -**SBD 6.1 (If claiming preferential points)** - ***this will be used to verify points to be allocated for specific goals*** and B-BBEE certificate or sworn affidavit (***If claiming preferential points***) – ***this will be used to verify points to be allocated for specific goals***.

The financial proposal will only be opened when the tender is responsive in Stage 2 or at the discretion of the ETDP SETA.

All Bids/Proposals (completed in [one (1) USB]) must be courier or hand delivered to:

The ETDP SETA – Head Office
Hoskens House
45 Mooi Street
Johannesburg
2091

Submissions can be delivered into the tender box between **08h00 and 16h30 Monday to Friday BEFORE** the closing date and time of **11h00** on **10 December 2024**.

No late submission will be accepted!

12. CLOSING DATE

All Proposals should reach the ETDP SETA Offices on or before **11h00 on 10 December 2024.**

13. CONTACT PERSON

NO telephonic or any other form of communication relating to this bid will be permitted with any other ETDPSETA member of staff either by Bidders (as collective bidding team or individual of the bidding team), representative of Bidders, associates of Bidders, shareholders of Bidders, other than with the named individual stated below. ANY MEANS OF ATTEMPTING TO INFLUENCE THE ADJUDICATION PROCESS OR OUTCOMES OF THE ADJUDICATION PROCESS WILL RESULT IN IMMEDIATE DISQUALIFICATION OF THE ENTIRE BID. All enquiries regarding this bid must be in writing only and be directed to:

Supply Chain Manager: Email: Tenderers@etdpseta.org.za

Note: Blacklisted companies appearing on the National Treasury database and prohibited from conducting business with public entities, will be disqualified.

ANNEXURE A

Bidders are required to provide references for Project Manager and Facilitator. Failure to provide references will lead to disqualification:

1. PROJECT MANAGER EXPERIENCE

Name of Project Manager: _____

Project/Company name	Position/Role	Responsibilities	Start date	End date	Reference (Name & Surname)	Reference (Position)	Reference (Contact details)

2. FACILITATOR EXPERIENCE

Name of Facilitator: _____

Project/Company name	Position/Role	Responsibilities	Start date	End date	Reference (Name & Surname)	Reference (Position)	Reference (Contact details)