

NSG/BID/01/2022/2023

REQUEST FOR PROPSAL:

Appointment of a Panel of Experts related to the Education, Training and Development (ETD) Environment on behalf of the National School of Government (NSG) in Selected Professional Areas.

BIDDING DOCUMENT

SBD 1	Invitation to Bid
SBD 4	Declaration of Interest
ToR	Terms of Reference
GCC	General Conditions of Contract
SCC	Special Conditions of Contract
ANNEXURE A	Bidder's Declaration
	Scorecards
	NSG eLearning Survey – Online Expert's profile form
	Guidelines for Travel Expenditure
	Hourly rates of Consultants

Advertising Date: 05 August 2022

Closing Date: 02 September 2022

Closing Time: 11:00

Bid Submission Address:

National School of government

20 Greef Street

SunnySide

Pretoria

PART A

INVITATION TO PROVIDE FORMAL QUOTATION

YOU ARE HEREBY INVITED TO BID FOR REQUIREMENTS OF THE (NAME OF DEPARTMENT/ PUBLIC ENTITY)							
BID NUMBER:	NSG/BID/01/2022/2023	CLOSING DATE:	02 SEPTEMBER 2022	CLOSING TIME:	11:00		
DESCRIPTION	Appointment of a Panel of Experts for practices related to the Education, Training and Development (ETD) Environment on behalf of the National School of Government (NSG) in selected professional areas for a period of three (3) years						
BID RESPONSE DOCUMENTS MAY BE DEPOSITED IN THE BID BOX SITUATED AT (STREET ADDRESS)							
National School of Government							
ZK Matthews Building							
20 Greef Street							
Sunnyside, PRETORIA							
BIDDING PROCEDURE ENQUIRIES MAY BE DIRECTED TO				TECHNICAL ENQUIRIES MAY BE DIRECTED TO:			
CONTACT PERSON	Anet de Beer			CONTACT PERSON	Albert Koloko		
TELEPHONE NUMBER	n/a			TELEPHONE NUMBER	n/a		
FACSIMILE NUMBER	n/a			FACSIMILE NUMBER	n/a		
E-MAIL ADDRESS	Annetha.debeer@thensg.gov.za			E-MAIL ADDRESS	Albert.koloko@thensg.gov.za		
SUPPLIER INFORMATION							
NAME OF BIDDER							
POSTAL ADDRESS							
STREET ADDRESS							
TELEPHONE NUMBER	CODE		NUMBER				
CELLPHONE NUMBER							
FACSIMILE NUMBER	CODE		NUMBER				
E-MAIL ADDRESS							
VAT REGISTRATION NUMBER							
SUPPLIER COMPLIANCE STATUS	TAX COMPLIANCE SYSTEM PIN:		OR	CENTRAL SUPPLIER DATABASE No:	MAAA		
B-BBEE STATUS LEVEL VERIFICATION CERTIFICATE	TICK APPLICABLE BOX]		B-BBEE STATUS LEVEL SWORN AFFIDAVIT		[TICK APPLICABLE BOX]		
	<input type="checkbox"/> Yes <input type="checkbox"/> No				<input type="checkbox"/> Yes <input type="checkbox"/> No		
[A B-BBEE STATUS LEVEL VERIFICATION CERTIFICATE/ SWORN AFFIDAVIT (FOR EMES & QSEs) MUST BE SUBMITTED IN ORDER TO QUALIFY FOR PREFERENCE POINTS FOR B-BBEE]							
ARE YOU THE ACCREDITED REPRESENTATIVE IN SOUTH AFRICA FOR THE GOODS /SERVICES /WORKS OFFERED?	<input type="checkbox"/> Yes <input type="checkbox"/> No [IF YES ENCLOSE PROOF]		ARE YOU A FOREIGN BASED SUPPLIER FOR THE GOODS /SERVICES /WORKS OFFERED?		<input type="checkbox"/> Yes <input type="checkbox"/> No [IF YES, ANSWER PART B:3]		
QUESTIONNAIRE TO BIDDING FOREIGN SUPPLIERS							
IS THE ENTITY A RESIDENT OF THE REPUBLIC OF SOUTH AFRICA (RSA)?						<input type="checkbox"/> YES <input type="checkbox"/> NO	
DOES THE ENTITY HAVE A BRANCH IN THE RSA?						<input type="checkbox"/> YES <input type="checkbox"/> NO	
DOES THE ENTITY HAVE A PERMANENT ESTABLISHMENT IN THE RSA?						<input type="checkbox"/> YES <input type="checkbox"/> NO	
DOES THE ENTITY HAVE ANY SOURCE OF INCOME IN THE RSA?						<input type="checkbox"/> YES <input type="checkbox"/> NO	
IS THE ENTITY LIABLE IN THE RSA FOR ANY FORM OF TAXATION?						<input type="checkbox"/> YES <input type="checkbox"/> NO	
IF THE ANSWER IS "NO" TO ALL OF THE ABOVE, THEN IT IS NOT A REQUIREMENT TO REGISTER FOR A TAX COMPLIANCE STATUS SYSTEM PIN CODE FROM THE SOUTH AFRICAN REVENUE SERVICE (SARS) AND IF NOT REGISTER AS PER 2.3 BELOW.							

PART B
TERMS AND CONDITIONS FOR BIDDING

1. BID SUBMISSION:
1.1. BIDS MUST BE DELIVERED BY THE STIPULATED TIME TO THE CORRECT ADDRESS. LATE BIDS WILL NOT BE ACCEPTED FOR CONSIDERATION.
1.2. ALL BIDS MUST BE SUBMITTED ON THE OFFICIAL FORMS PROVIDED–(NOT TO BE RE-TYPED) OR IN THE MANNER PRESCRIBED IN THE BID DOCUMENT.
1.3. THIS BID IS SUBJECT TO THE PREFERENTIAL PROCUREMENT POLICY FRAMEWORK ACT, 2000 AND THE PREFERENTIAL PROCUREMENT REGULATIONS, 2017, THE GENERAL CONDITIONS OF CONTRACT (GCC) AND, IF APPLICABLE, ANY OTHER SPECIAL CONDITIONS OF CONTRACT.
1.4. THE SUCCESSFUL BIDDER WILL BE REQUIRED TO FILL IN AND SIGN A WRITTEN CONTRACT FORM (SBD7).
2. TAX COMPLIANCE REQUIREMENTS
2.1 BIDDERS MUST ENSURE COMPLIANCE WITH THEIR TAX OBLIGATIONS.
2.2 BIDDERS ARE REQUIRED TO SUBMIT THEIR UNIQUE PERSONAL IDENTIFICATION NUMBER (PIN) ISSUED BY SARS TO ENABLE THE ORGAN OF STATE TO VERIFY THE TAXPAYER'S PROFILE AND TAX STATUS.
2.3 APPLICATION FOR TAX COMPLIANCE STATUS (TCS) PIN MAY BE MADE VIA E-FILING THROUGH THE SARS WEBSITE WWW.SARS.GOV.ZA.
2.4 BIDDERS MAY ALSO SUBMIT A PRINTED TCS CERTIFICATE TOGETHER WITH THE BID.
2.5 IN BIDS WHERE CONSORTIA / JOINT VENTURES / SUB-CONTRACTORS ARE INVOLVED, EACH PARTY MUST SUBMIT A SEPARATE TCS CERTIFICATE / PIN / CSD NUMBER.
2.6 WHERE NO TCS IS AVAILABLE BUT THE BIDDER IS REGISTERED ON THE CENTRAL SUPPLIER DATABASE (CSD), A CSD NUMBER MUST BE PROVIDED.
2.7 NO BIDS WILL BE CONSIDERED FROM PERSONS IN THE SERVICE OF THE STATE, COMPANIES WITH DIRECTORS WHO ARE PERSONS IN THE SERVICE OF THE STATE, OR CLOSE CORPORATIONS WITH MEMBERS PERSONS IN THE SERVICE OF THE STATE."

NB: FAILURE TO PROVIDE / OR COMPLY WITH ANY OF THE ABOVE PARTICULARS MAY RENDER THE BID INVALID.

SIGNATURE OF BIDDER:

CAPACITY UNDER WHICH THIS BID IS SIGNED:
(Proof of authority must be submitted e.g. company resolution)

DATE:

BIDDER'S DISCLOSURE

1. PURPOSE OF THE FORM

Any person (natural or juristic) may make an offer or offers in terms of this invitation to bid. In line with the principles of transparency, accountability, impartiality, and ethics as enshrined in the Constitution of the Republic of South Africa and further expressed in various pieces of legislation, it is required for the bidder to make this declaration in respect of the details required hereunder.

Where a person/s are listed in the Register for Tender Defaulters and / or the List of Restricted Suppliers, that person will automatically be disqualified from the bid process.

2. Bidder's declaration

2.1 Is the bidder, or any of its directors / trustees / shareholders / members / partners or any person having a controlling interest¹ in the enterprise, employed by the state? **YES/NO**

2.1.1 If so, furnish particulars of the names, individual identity numbers, and, if applicable, state employee numbers of sole proprietor/ directors / trustees / shareholders / members/ partners or any person having a controlling interest in the enterprise, in table below.

Full Name	Identity Number	Name of State institution

2.2 Do you, or any person connected with the bidder, have a relationship

¹ the power, by one person or a group of persons holding the majority of the equity of an enterprise, alternatively, the person/s having the deciding vote or power to influence or to direct the course and decisions of the enterprise.

with any person who is employed by the procuring institution? **YES/NO**

2.2.1 If so, furnish particulars:

.....
.....

2.3 Does the bidder or any of its directors / trustees / shareholders / members / partners or any person having a controlling interest in the enterprise have any interest in any other related enterprise whether or not they are bidding for this contract? **YES/NO**

2.3.1 If so, furnish particulars:

.....
.....

3 DECLARATION

I, _____ the _____ undersigned,
(name)..... in
submitting the accompanying bid, do hereby make the following
statements that I certify to be true and complete in every respect:

- 3.1 I have read and I understand the contents of this disclosure;
- 3.2 I understand that the accompanying bid will be disqualified if this disclosure is found not to be true and complete in every respect;
- 3.3 The bidder has arrived at the accompanying bid independently from, and without consultation, communication, agreement or arrangement with any competitor. However, communication between partners in a joint venture or consortium² will not be construed as collusive bidding.
- 3.4 In addition, there have been no consultations, communications, agreements or arrangements with any competitor regarding the quality, quantity, specifications, prices, including methods, factors or formulas used to calculate prices, market allocation, the intention or decision to submit or not to submit the bid, bidding with the intention not to win the bid and conditions or delivery particulars of the products or services to which this bid invitation relates.
- 3.4 The terms of the accompanying bid have not been, and will not be, disclosed by the bidder, directly or indirectly, to any competitor, prior to the date and time of the official bid opening or of the awarding of the contract.
- 3.5 There have been no consultations, communications, agreements or arrangements made by the bidder with any official of the procuring

² Joint venture or Consortium means an association of persons for the purpose of combining their expertise, property, capital, efforts, skill and knowledge in an activity for the execution of a contract.

SBD4 - NO.03 OF 2021/2022

institution in relation to this procurement process prior to and during the bidding process except to provide clarification on the bid submitted where so required by the institution; and the bidder was not involved in the drafting of the specifications or terms of reference for this bid.

- 3.6 I am aware that, in addition and without prejudice to any other remedy provided to combat any restrictive practices related to bids and contracts, bids that are suspicious will be reported to the Competition Commission for investigation and possible imposition of administrative penalties in terms of section 59 of the Competition Act No 89 of 1998 and or may be reported to the National Prosecuting Authority (NPA) for criminal investigation and or may be restricted from conducting business with the public sector for a period not exceeding ten (10) years in terms of the Prevention and Combating of Corrupt Activities Act No 12 of 2004 or any other applicable legislation.

I CERTIFY THAT THE INFORMATION FURNISHED IN PARAGRAPHS 1, 2 and 3 ABOVE IS CORRECT.

I ACCEPT THAT THE STATE MAY REJECT THE BID OR ACT AGAINST ME IN TERMS OF PARAGRAPH 6 OF PFMA SCM INSTRUCTION 03 OF 2021/22 ON PREVENTING AND COMBATING ABUSE IN THE SUPPLY CHAIN MANAGEMENT SYSTEM SHOULD THIS DECLARATION PROVE TO BE FALSE.

.....
Signature	Date
.....
Position	Name of bidder



school of government

Department:
National School of Government
REPUBLIC OF SOUTH AFRICA

**Terms of Reference for the Appointment of a
Panel of Experts for Practices Related to the Education, Training and
Development (ETD) Environment
on behalf of the National School of Government
in Selected Professional Areas**

Facilitator

Assessor

Moderator

Curriculum Designer and Developer

Consultant

Coach/ Coach Supervisor

Graphic Designer

Video Animator

Voice-over Artist

Videographer

Online Learning Content Developer

Monitoring and Evaluation Expert

Chief Invigilator

Invigilator

Skills Audit Expert

Research Expert

**To be contracted for a period of
36 (Thirty-six) months**

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1) Background

- a) The vision of the National School of Government (NSG) is to build an Ethical and Capable Public Sector in Service of the People. The National School of Government empowers public servants to be responsive to citizen needs and government priorities through education, training and development. The NSG aims to contribute towards a professional, responsive and uniform public sector that delivers services that can directly address the challenges of poverty and inequality.
- b) The NSG places itself at the forefront of learning and development to influence the state, and levels of public service performance and delivery at the three spheres of Government. The NSG is responsible for providing professional education, training and development (ETD) related services in support of the achievement of the goals of the National Development Plan. The NSG fulfils its mandate through the provision of quality training and development interventions that empower all public servants and public sector officials to learn, grow and serve the South African society in support of Government's transformation agenda. Therefore, the direct beneficiaries of the NSG's ETD services are officials at national, provincial and local government level and related public sectors and institutions. The ultimate beneficiaries should however be the poorest of the poor who derives benefits from services delivered by a transformed state as per its Constitutional mandate.
- c) The purpose of the bidding process is to appoint a group of professionals, also referred to as a Panel of Experts with qualifications, subject matter knowledge, skills and experience related to its ETD services.
- d) The target group for the NSG's ETD services is officials at national, provincial and local government level as well as participants from other public service organisations or entities, non-governmental organisations or any other institution that the NSG may choose to provide services to.
- e) The definition of an expert for the purpose of this bidding process is in line with The National Treasury's Practice Note SCM 3 of 2003. Experts will be contracted as individuals and not as part of a company. Serving public servants may not apply as part of this process.
- f) Experts for this bid will be appointed for a period of thirty-six (36) months commencing 1 October 2022 and ending 30 September 2025.

2) The National School of Government's delivery environment

- a) Education and Training interventions at the NSG are delivered to public representatives and public servants and are clustered in accordance with the following occupational bands:
 - i) Cadet and Foundation Development: Providing ETD interventions to graduates who wish to join the public service, public service interns and public servants up to occupation level 8 (support staff, administrators and supervisors). Emphasis is placed on understanding rules of government and service delivery excellence (especially as most front-line officials are in this band).

- ii) **Middle Management Development:** Providing ETD interventions for occupational levels 9-12 (junior and middle managers) with emphasis on occupational skills (know-how), supply chain management, budgeting, supervisory skills and pathways to (further) qualifications.
- iii) **Senior Management Development and Professionalisation:** Providing ETD interventions to senior managers between levels 13 and 14 (Directors and Chief Directors). Chapter 4 of the SMS Handbook determines a set of competencies that employees in these core categories should have. These including analytical skills, problem solving as well as managing money and people. This is in addition to the core competencies (expertise) required to perform as a professional – be it in finance, ICT, issuing of licenses/ permits, policy formulation and monitoring, planning and implementing built environment projects like housing, road construction and water provision.
- iv) **Executive Management and Leadership Support:** This band is complex in a sense that it caters for occupational levels 15-16 (Deputy Director General, Director-General) and Political Office Bearers. In addition to top-up training on the requirements of Chapter 4 of the SMS (for DDGs and DGs), this category of leadership in the public sector is expected to lead as experts and advisors both in the work of departments and government and as nurturers of talent, stewards of public funds and champions of transformation. Therefore, the NSG is exposing this layer of government to design theories, modelling and forecasting, leadership by outcomes, talent management as well as the management of political / administrative interface – amongst other. For Political Office Bearers, focus is placed on building capabilities in economic governance, political oversight and accountability together with the appropriate creation and use of legislative and regulatory frameworks.
- v) **The Chief Directorate: Curriculum Support and Trainer Professionalization** sets norms and standards for the development of quality curriculum which is the core product and service of the National School of Government. The unit is responsible for the development and maintenance of curriculum and trainer professional frameworks and to establish and maintain a trainer professionalization system.
- vi) **The National School of Government** utilises different models of delivery to reach targeted audiences for learning and development. This includes face-to-face training as well as Open Distance eLearning (ODeL) and Virtual training. In the NSG context ODeL refers to asynchronous learning where participants mostly learn at their own place and pace, and a time that suits them best. ODeL is facilitated on the NSG eLearning platform (Moodle). Virtual training is delivered on platforms such as Zoom and Microsoft Teams and requires participants to be logged into a training event in real time. Blended learning solutions are often implemented to exploit the advantages of both asynchronous and synchronous learning.
- vii) **The Chief Directorate (CD): Outcomes and Impact (O&I)** seeks to evaluate the quality of the training interventions delivered by the NSG through undertaking evaluation studies. The focus of the CD is, inclusive of the monitoring and evaluation of programmes, is as follows:

- (a) Monitoring: The monitoring of all NSG training programmes to maintain the quality of offerings.
 - (b) Evaluation of Acquired Learning: The evaluation of training interventions to ascertain whether participants have acquired learning during the training and the facilitator, programme and overall intervention meet the quality standards of the NSG.
 - (c) Application of Learning Studies: The evaluation of the outcomes of the programme by empirically investigating if application of learning has occurred in the workplace and if any changes in participant behavior can be attributed to the intervention.
 - (d) Impact evaluation: The evaluation of the impact of the changes in individual behavior on the organisation's performance which can be attributed to the intervention.
- viii) The Chief Directorate: Research & Market Intelligence leads, directs and conducts effective and efficient research informing the public sector Education, Training and Development (ETD) discourse, and direct developing and sustaining applicable knowledge and information management systems in support of the NSG strategic objectives.
- b) Within the context of the different occupational bands, the work of the NSG is further grouped into subject matter categories. Such subject categories may fall within more than one occupational band, e. g., Project Management is inherent in the work performed in all four occupational bands.

3) Scope of work

- a) Experts may bid for one or more of the professional areas mentioned on the cover page and further defined in the paragraphs to follow.
- b) The expert must fully comply with all the requirements as stated for the chosen professional area to be considered for contracting.
- c) The NSG reserves the right to:
 - (1) contract or not contract the expert in the professional area/s that they are bidding for.
 - (2) deploy or not deploy the expert in their preferred subject category/ies.
 - (3) deploy the expert in categories other than their preferred subject category/ies.
- d) The contracting and deployment of the expert is subject to the operational requirements of the NSG, demand for its services, as well as the profile and availability of the expert.

4) Documents to be submitted in support of the bid

- a) Uncertified copies of documents in support of the bid must be submitted as outlined in the paragraphs to follow. You will be required to submit certified copies of documents prior to signing the contract, should your bid be successful.

- b) The expert's profile must be submitted as follows:
- i) The online form must be completed and included as part of your bid.
 - ii) The form is available at
<https://limesurvey.thensg.gov.za/limesurvey/index.php/613359?lang=en>
 - iii) The information on this form represents the expert's profile and is a mandatory requirement of the documentation that must be submitted in phase 1 of the bidding process.
 - iv) You will be requested to provide information based on the professional area/s and subject category/ies that you selected.
 - v) The information required is in line with the requirements for each professional area as outlined in the paragraphs to follow.
 - vi) After completing the online form ensure that you print, initial and sign the document and include it as part of your bid. **Remember to include a hard copy as part of your bid proposal and a soft copy - in PDF format - on the USB.**
- c) Copies of the following documents must also be included in your bid (**remember to include a hard copy as part of your bid proposal and a soft copy - in PDF format - on the USB**):
- i) Identity document
 - ii) Proof of residence
 - iii) Proof of qualifications
- Should your bid be successful, certified copy/ies of foreign qualifications, accompanied by an evaluation certificate from the South African Qualification Authority (SAQA), also certified, must be submitted prior to signing the contract.
- d) Refer to content of the remaining paragraphs of this Terms of Reference for additional evidence or examples of your work that must be included for the some of the professional areas (**remember to include a hard copy as part of your bid proposal and a soft copy - in PDF format - on the USB**)

5) FACILITATOR

- a) General Information: Facilitator
- i) Experts will be appointed to provide Facilitation of face to face, virtually and online or blended learning courses, programmes, learning interventions, qualifications and part-qualifications for or on behalf of the NSG. The expert is also required to adapt learning materials and resources to specific needs of client department or groups as required by the NSG. There may be one or more co-facilitators in programmes that consist of multiple themes and/or require complementary specialist input. In such cases, the lead facilitator will coordinate the contributions and roles of co-facilitators and/or panellists involved.

- ii) Bidders for the professional area of Facilitator must select up to five(5) preferred subject matter categories listed in the table to follow; specific note should be taken of paragraph 3.3 under the *scope of work* above:

No	Subject category: Select five preferred themes	Sub-categories: Indicate the preferred sub-category/ies
1	ETD Professional Development	Not Applicable
2	Finance and Risk Management	Not Applicable
3	Good Governance relating to Gender, Ethics, Anti-corruption	Not Applicable
4	Human Resource Management and Development	Not Applicable
5	Policy Development and Implementation	Not Applicable
6	Induction	<ol style="list-style-type: none"> 1. Boards of Public Entities 2. Executive Induction Programme EIP Salary levels 15 to 16 3. Senior Management Salary levels 13 to 14 4. Salary levels 1 to 12
7	Leadership Development	<ol style="list-style-type: none"> 1. Accounting Officers (DGs, HODs and CEOs) 2. Senior Management Development 3. Middle Management Development 4. Development: other levels
8	Executive Governance and Oversight	<ol style="list-style-type: none"> 1. Members of the Executive (Ministers, Deputy Ministers, Premiers, MECs, Mayors, Members of the Mayoral Committees) 2. Legislative Sector
9	Monitoring and Evaluation	Not Applicable
10	Project Management	Not Applicable
11	Service Delivery Improvement	Not Applicable
12	Socio/al Development and Economic Development	Not Applicable
13	Supply Chain Management	Not Applicable

No	Subject category: Select five preferred themes	Sub-categories: Indicate the preferred sub-category/ies
14	Organisational Development	Not Applicable
15	Youth Development	Not Applicable
16	Public Administration	Not Applicable
17	Institutional support	Not Applicable
18	Programme Planning and Implementation	Not Applicable
19	ICT and Digital Government	Not Applicable

b) Qualifications: Facilitator

i) Minimum Requirement

- (1) A B-degree or equivalent formal qualification
- (2) Postgraduate qualification
- (3) Own means of transport

ii) Added advantage

- (1) A Postgraduate qualification at NQF Level 9 for facilitation of qualifications registered on the National qualifications Framework.
- (2) A B-degree or equivalent formal qualification related to the professional area and/or subject category OR a degree higher than a B-degree
- (3) Nyukela Certificate (Nyukela@thensg.gov.za)
- (4) A certificate of competence in the following unit standards of the South African Qualifications Authority (SAQA) – attach copy/s as relevant:
 - (a) 117871 or 9975 Facilitate Learning Using a Variety of Given Methodologies
 - (b) 115753 or 7978 Conduct Outcomes-based Assessment
 - (c) 123394 or 9954 Develop outcomes-based learning programmes
- (5) Home base is other than the Gauteng Province
- (6) Added Advantage for accredited courses.
- (7) Scholarly publications

c) **Experience: Facilitator**

i) **Minimum requirement**

- (1) At least three years' experience of being employed in the public sector or consulting for the public sector or higher education or skills development environment; and/or
- (2) At least five years' experience of working, consulting, teaching or doing research related to the selected subject category; and/or
- (3) At least five years' experience in the facilitation of adult learning/higher education/skills development environment/vocational education. NOTE: The years of minimum experience may run concurrently.

ii) **Added Advantage**

- (1) More than five years' experience of being employed in the public sector or consulting for the public sector or higher education or skills development environment, including State Owned Enterprises, Local Government and other Organs of the State.
- (2) More than five years' experience of working, consulting, teaching or doing research related to the selected subject category.
- (3) More than five years' experience in the facilitation of adult learning higher education/skills development environment/vocational education.

d) **Knowledge: Facilitator**

i) **Facilitation or advanced presentation skills which includes:**

- (1) Creating a conducive learning environment for adults.
- (2) Practicing adult learning principles.
- (3) Using a participatory approach to facilitation.
- (4) Accommodating different learning styles.
- (5) Providing constructive feedback as part of developmental/formative assessments.
- (6) Appropriate use of technology, e.g., white board / virtual learning.
- (7) Design lessons and create content.

ii) **The expert can use MS Office Suite or similar applications as a minimum requirement; the ability to use other technologies and applications will be an added advantage.**

iii) **The expert has an in-depth contextual knowledge of the public sector and the environment in which public servants work, in particular of the following:**

- (1) The Constitution of the Republic of South Africa, 1996.
- (2) The National Development Plan: Vision 2030.
- (3) The developmental state and the requirements thereof.
- (4) Government processes and its spheres and sectors of work.

e) Skills and Attributes: Facilitator

- i) The expert demonstrates all the competencies associated with emotional intelligence – they practice self-awareness, self-regulation, self-motivation and have empathy with others.
- ii) The expert has an internalised moral perspective, allowing them to judge between what is right and what is wrong in situations where the options are shades of grey, rather than clear.
- iii) The expert is well-articulated – they can express themselves well, they talk clearly and audibly, and they have good listening skills.
- iv) The expert has good time management skills – they arrive for appointments early, they are properly prepared, they allow sufficient time for room setup and other logistics, and they start and finish their sessions on the agreed times.
- v) The expert demonstrates respect for human dignity and treat all people they interact with accordingly.
- vi) The expert is diversity, disability and culturally competent – they are sensitive to people's specific needs and able to remove barriers to learning. They provide training and support to people from all levels of society.
- vii) The expert embraces diversity and disability – they do not merely tolerate it.
- viii) The expert facilitator is innovative and enthusiastic, and their positive demeanour rubs off on those around them.
- ix) The expert is inspirational – they can motivate and uplift tired and down-trodden public servants, who have been in the system for long and who have lost faith in their ability to change things. The expert facilitator encourages the participants in their classes to never give up, but rather to keep their dreams alive and to continue working for the future they want to see in this country.
- x) The expert is a person with integrity who hold themselves to high personal standards in terms of moral behaviour as well as quality of work, and they expect the same of others.
- xi) The expert adopts the values underlying the public service, i.e., being ethical, efficient and effective, fair, responsive, accountable, transparent and development orientated.
- xii) The expert practices the Batho Pele principles, i.e., increasing access to services, broad consultations with all stakeholders, openness and transparency, providing accurate and timely information, value for money, establishing and meeting service standards, treating everyone with courtesy, and redress in cases where things went wrong.
- xiii) The expert subscribes to the values of NSG and quality education, training and professional development.
- xiv) The expert embraces diversity and transformation in the public service and the achievement of social justice.
- xv) The expert promotes indigenous knowledge and Ubuntu.
- xvi) The expert displays a citizen-centred service ethos.

f) Roles and Responsibilities: Facilitator

- i) The expert is mentally well-prepared for the sessions they facilitate. They demonstrate presence of mind, and they are committed to changing public servants' attitudes, practices and mind-sets through the training they facilitate.
- ii) The expert ensures that the logistical arrangements required for a smooth ETD intervention are in place e.g., they ensure that the climate and environment are conducive for learning; and that the required logistics and room arrangements are made in a timely manner.
- iii) The expert ensures that they obtain the workshop materials in good time from NSG, and they have backup plans in case something goes wrong.
- iv) The expert customises and indigenises the content by using practical and local examples, African fables and stories, African proverbs as well as storytelling where appropriate.
- v) The expert adds their own flavour to the sessions they facilitate – they know that learning materials are not cast in stone, while also realising that certain key messages should be conveyed. They share their own experiences and present content in a way that fit their personalities and facilitation styles.
- vi) The expert demonstrates certain practices that contributes to the effectiveness of a training session, e.g.:
 - (1) Welcoming and introduction: The expert facilitator realises the importance of starting off well, and therefore they use the welcoming and introductions to establish a positive atmosphere and conducive learning environment.
 - (2) Overview of objectives / outcomes: Adult learners are autonomous, self-directed, and goal and relevance-oriented; therefore, the expert facilitator shares the envisaged objectives and outcomes of the ETD intervention with their participants.
 - (3) Setting ground rules: To ensure that all participants can engage freely without some people dominating discussions or being insensitive to others' views, the expert facilitator assists participants to formulate and agree to ground rules upfront.
 - (4) Time management: The expert manages their time well. They ensure that sessions start and finish on time, and that the content is covered in the required depth. They balance the need for active engagement with the need to cover a certain content in the available time.
 - (5) Encourage participation and manage group dynamics: In line with adult learning principles, the expert facilitator doesn't view themselves as the only expert in the room; they realise that the participants bring their own life experiences and knowledge, and they create an environment in which peer learning can be optimised. They are skilled in getting more quiet participants to share their views, while containing the enthusiasm of the more talkative people.
 - (6) Bring each item to a close: the expert has mastered the art of opening topics for discussion, having active engagements, and then concluding and closing

an item before moving on to the next one. They summarise and connect relevant points, thereby enabling their participants to make logical sense of the content conveyed to them. Participants experience the expert facilitator's sessions as well planned and structured, rather than haphazard and all-over-the-show.

- (7) Prepare participants for assessment: The expert realises that the ultimate purpose of the session is to change people's behaviour, practices and attitudes. They realise the importance of assessment in embedding new ways of doing things, and therefore they ensure that participants are well prepared to successfully complete the assessment process.
- (8) Administration: The expert understands the importance of good record keeping and administration. They ensure that all the required forms are completed, signatures are obtained, and documents are submitted back to the NSG within the agreed timeframes.

6) ASSESSOR

a) General Information: Assessor

- i) Experts will be appointed to provide Assessment services irrespective of the mode of delivery on courses, programmes or learning interventions for or on behalf of the NSG.

b) Qualifications: Assessor

i) Minimum Requirement

- (1) A Postgraduate qualification at NQF Level 8 for assessing registered qualifications on the HEQSF and OQSF sub-framework.
- (2) A B-degree or equivalent formal qualification.
- (3) A certificate of competence in the following unit standard of the South African Qualifications Authority (SAQA) – attach copy:
 - (a) U/S 115753 or 7978 Conduct Outcomes-based Assessment
- (4) Registration at the SETA(s) for the unit standards relevant to the subject category and the courses or programmes offered by the NSG.

ii) Added Advantage: Assessor

- (1) A Postgraduate qualification at NQF Level 9 for assessing registered qualifications on the HEQSF and OQSF sub-framework.
- (2) A B-degree or equivalent formal qualification related to the subject category.
- (3) A certificate of competence in the following unit standard of the South African Qualifications Authority (SAQA) – attach copy:
 - (a) U/S 117871 Facilitate Learning Using a Variety of Given Methodologies
- (4) Registration at SETAs for unit standards in areas additional to the current courses or programmes offered by the NSG.
- (5) Nyukela Certificate (Nyukela@thensg.gov.za)

c) Experience: Assessor

i) Minimum Requirement

- (1) At least two years' experience of assessing portfolios of evidence for unit standards relevant to the subject category and the courses or programmes offered by the NSG; and/or
- (2) At least two years' experience of assessing portfolios of evidence for unit standards related to their area of expertise; and/or
- (3) At least two years' experience of assessment and marking for HEQSF and Occupational qualifications. NOTE: The years of minimum experience may run concurrently.

ii) Added Advantage

- (1) Experience in assessing portfolios of evidence for unit standards in subject categories additional to the current courses or programmes offered by the NSG.
- (2) More than one year's experience in the facilitation of adult learning in the subject category.
- (3) More than two years' experience of assessment and marking for HEQSF and Occupational qualifications.

d) Knowledge: Assessor

i) The expert:

- (1) Must be suitably qualified to assess all learning outcomes as required by the nature of the assessment and the accreditation of the ETD intervention/ qualifications and part qualifications as per Quality Councils requirements.
- (2) Must be able to use MS Office or similar applications as a minimum requirement; the ability to use other technologies and applications will be an added advantage.
- (3) Has an in-depth contextual knowledge of the public sector and the environment in which public servants work, in particular of the following:
 - (a) The Constitution of the Republic of South Africa, 1996.
 - (b) The National Development Plan: Vision 2030.
 - (c) The developmental state and the requirements thereof.
 - (d) Government processes and its spheres and sectors of work.

e) Skills and Attributes: Assessor

The expert:

- i) Is fluent in English as the language in which the assessment will be done or submitted.
- ii) The NSG follows an integrated assessment approach which purposefully links assessment with learning outcomes and relevant methods and instruments to

collect and access evidence. The approach provides for formative learner support with regular meaningful and developmental feedback as well as summative assessment of learners' competence.

- iii) Demonstrates all the competencies associated with emotional intelligence – they practice self-awareness, self-regulation, self-motivation and have empathy with others.
 - iv) Is well-articulated – they can express themselves well, they talk clearly and audibly, and they have good listening skills.
 - v) Has good time management skills.
 - vi) Demonstrates respect for human dignity and treat all people they interact with accordingly.
 - vii) Is diversity, disability and culturally competent – they are sensitive to people's specific needs and able to remove barriers to learning. They provide support to people from all levels of society.
 - viii) Embraces diversity and disability – they do not merely tolerate it.
 - ix) Is innovative and enthusiastic.
 - x) Is a person with integrity who hold themselves to high personal standards in terms of moral behaviour as well as quality of work, and they expect the same of others.
 - xi) Adopts the values underlying the public service, i.e., being ethical, efficient and effective, fair, responsive, accountable, transparent and development orientated.
 - xii) Practices the Batho Pele principles
 - xiii) Subscribes to the values of NSG and quality education, training and professional development.
 - xiv) Embraces diversity and transformation in the public service and the achievement of social justice.
 - xv) Promotes indigenous knowledge and Ubuntu.
 - xvi) Displays a citizen-centred service ethos.
- f) **Roles and Responsibilities: Assessor**
- i) Assessment will be based on the assessment plan as determined during the curriculum development phase. Additional assessments will only take place in special circumstances.
 - ii) The assessor will contact the learner where additional evidence is required to judge learner competence.
 - iii) Feedback to the learner will be timeously provided by the assessor.
 - iv) Records of communication with learners, learner support, assessment results and evidence will be returned by the assessor within fourteen days of receipt.
 - v) Learners rated as not yet competent will be supported by assessor and counselled through appropriate means of feedback and support as arranged.
 - vi) Assessment feedback and results will remain confidential.
 - vii) Feedback will be sufficient, developmental/constructive and relevant to evidence received.

7) MODERATOR

a) General Information: Moderator

- i) Experts will be appointed to provide Moderation services irrespective of the mode of delivery on qualifications, part-qualifications, courses, programmes or learning interventions for or on behalf of the NSG.

b) Qualifications: Moderator

i) Minimum Requirement

- (1) A relevant postgraduate qualification at NQF Level 8 for the moderation of registered qualifications on the HEQSF and OQSF sub-framework.
- (2) A B-degree or equivalent formal qualification.
- (3) A certificate of competence in the following unit standards of the South African Qualifications Authority (SAQA) – attach copies:
 - (a) U/S 115753 or 7978 Conduct outcomes-based assessment
 - (b) U/S 115759 or 7977 Conduct moderation of outcomes-based assessments
- (4) Registration with the SETA(s) for the unit standards relevant to the subject category and the courses or programmes offered by the NSG.

ii) Added Advantage

- (1) A relevant postgraduate qualification at NQF Level 9 for the moderation of registered qualifications on the HEQSF and OQSF sub-framework.
- (2) A B-degree or equivalent formal qualification related to the professional area and/or subject matter category.
- (3) A certificate of competence in the following unit standard of the South African Qualifications Authority (SAQA) – attach copy:
 - (i) U/S 117871 or 9975 Facilitate Learning Using a Variety of Given Methodologies
- (4) Registration with SETAs for unit standards in subject categories additional to the current courses or programmes offered by the NSG.
- (5) Nyukela Certificate (Nyukela@thensg.gov.za)

c) Experience: Moderator

i) Minimum Requirement

- (1) At least two years' experience of moderating portfolios of evidence for unit standards relevant to the subject category the courses or programmes offered by the NSG; and/or
- (2) At least two years' experience of moderating portfolios of evidence for unit standards related to their subject category; and/or

- (3) At least two years' experience of moderating assessments and examinations for qualifications and part qualifications registered on the NQF. NOTE: The years of minimum experience may run concurrently.

ii) Added Advantage

- (1) Experience in moderating portfolios of evidence for unit standards in subject categories additional to the current courses or programmes offered by the NSG.
- (2) More than one year's experience in the facilitation of adult learning in the subject matter category.

d) Knowledge: Moderator

- i) The expert must be suitably qualified to moderate all learning outcomes as required by the nature of the moderation and the accreditation of the ETD intervention/qualifications and part-qualifications.
- ii) The expert must be able to use MS Office or similar applications as a minimum requirement; the ability to use other technologies and applications will be an added advantage.
- iii) The expert has an in-depth contextual knowledge of the public sector and the environment in which public servants work, in particular of the following:
 - (1) The Constitution of the Republic of South Africa, 1996.
 - (2) The National Development Plan: Vision 2030.
 - (3) The developmental state and the requirements thereof.
 - (4) Government processes and its spheres and sectors of work.

e) Skills and Attributes: Moderator

The expert:

- i) Is fluent in English as the language in which the moderation will be done or submitted.
- ii) The NSG follows an integrated assessment/moderation approach which purposefully links assessments with learning outcomes and relevant methods and instruments to collect and access evidence. The approach provides for formative learner support with regular meaningful and developmental feedback as well as summative assessment of learners' competence.
- iii) Demonstrates all the competencies associated with emotional intelligence – they practice self-awareness, self-regulation, self-motivation and have empathy with others.
- iv) Is well-articulated – they can express themselves well, they talk clearly and audibly, and they have good listening skills.
- v) Has good time management skills.
- vi) Demonstrates respect for human dignity and treat all people they interact with accordingly.

- vii) Is diversity, disability and culturally competent – they are sensitive to people's specific needs and able to remove barriers to learning. They provide support to people from all levels of society.
- viii) Embraces diversity and disability – they do not merely tolerate it.
- ix) Is innovative and enthusiastic.
- x) Is a person with integrity who hold themselves to high personal standards in terms of moral behaviour as well as quality of work, and they expect the same of others.
- xi) Adopts the values underlying the public service, i.e., being ethical, efficient and effective, fair, responsive, accountable, transparent and development orientated.
- xii) Practices the Batho Pele principles
- xiii) Subscribes to the values of NSG and quality education, training and professional development.
- xiv) Embraces diversity and transformation in the public service and the achievement of social justice.
- xv) Promotes indigenous knowledge and Ubuntu.
- xvi) Displays a citizen-centred service ethos.

f) Roles and Responsibilities: Moderator

- i) Moderations will be based on the assessment/moderation plan as determined during the curriculum development phase. Additional assessments/ moderations will only take place in special circumstances.
- ii) The moderator will contact the assessor where additional evidence is required to judge learner competence.
- iii) Feedback to the assessor will be timeously provided by the moderator.
- iv) Records of communication with assessors, moderation results and evidence will be returned by the moderator within fourteen days of receipt.
- v) Moderation feedback and moderation results will remain confidential.
- vi) Feedback will be sufficient, developmental/constructive and relevant.

8) CURRICULUM DESIGNER AND DEVELOPER

a) General Information: Curriculum Designer and Developer

- i) Experts will be appointed to provide curriculum design and development services for all modes of delivery (e.g., of face to face, virtual, online or blended learning) qualifications, part-qualifications, courses, programmes or learning interventions for or on behalf of the NSG.

b) Qualifications: Curriculum Designer and Developer

i) Minimum Requirement

- (1) A B-degree or equivalent formal qualification at NQF Level 7 for the development and design of courses programmes and other learning interventions.

- (2) A Postgraduate qualification at NQF Level 8 for the design and development of curriculum for qualifications and part-qualifications to be registered on the NQF

ii) Added Advantage

- (1) A Postgraduate qualification at NQF level 8 and/or 9 or equivalent related qualification in the subject matter category for the design and development of curriculum for qualifications and part qualifications to be registered on the NQF.
- (2) Additional qualifications and certification in the field of ongoing learning and development related to innovations in ETD and curriculum development for example but not exclusively, the use of education technology, diversity, decolonising research methodologies, African facilitation and learning methodologies, climate change, engineering, information communication technology, built environment amongst others.
- (3) A certificate of competence in the following unit standards of the South African Qualifications Authority (SAQA):
 - (a) U/S 123401 or 9950 Design outcomes-based learning programmes
 - (b) U/S 123394 or 9954 Develop outcomes-based learning programmes
 - (c) U/S 117871 or 9957 Facilitate learning using a variety of given methodologies
 - (d) U/S 115753 or 7978 Conduct outcomes-based assessment
- (4) Nyukela Certificate (Nyukela@thensg.gov.za)

c) Experience: Curriculum Designer and Developer

i) Minimum Requirement

- (1) At least three years' experience in the development of ETD interventions (qualifications and part-qualifications / courses / programmes / learning interventions) and its implementation in the public sector and/or non-governmental organisations (NGOs) and civil society organisations.
- (2) At least three years' relevant experience in using educational information, communication technologies in the development of curriculum. NOTE: The years of minimum experience may run concurrently.

ii) Added Advantage

- (1) More than three years' experience in designing, developing and the use of educational information, communication technologies in the development of curriculum for ETD interventions (qualifications and part-qualifications / courses / programmes / learning interventions) and its implementation in the public sector and/or non-governmental organisations (NGOs) and civil society organisations, or Higher Education or Trades and Occupation environment or developmental programme evaluation and assessment in South Africa.
- (2) At least three years' experience in developmental programme evaluation and assessment in South Africa.

- (3) Experience with social justice, decolonising and development approaches
- (4) Experience in curriculum innovation and praxis approach to diversity and gender issues and the environment
- (5) More than one year's experience of having worked in community development related organisations/higher education environment/skills development environment.
- (6) Nyukela Certificate (Nyukela@thensg.gov.za)

d) **Knowledge: Curriculum Designer and Developer**

- i) The expert has advanced computer literacy skills and high-level writing and presentation skills, can use MS Office or similar applications as a minimum requirement; the ability to use other technologies and applications will be an added advantage.
- ii) The expert curriculum developer knows the Constitution of South Africa and embraces the values enshrined therein.
- iii) The expert curriculum developer has an in-depth knowledge of some of the broad subject matter categories as indicated in this Terms of Reference (table at paragraph 5) a) ii) above).
- iv) The expert curriculum developer understands indigenous knowledge, Ubuntu and the citizen-centred service ethos as it applies to the learning or subject matter category.
- v) The expert curriculum developer has an in-depth contextual understanding of the public sector and the environment in which public servants work.
- vi) The expert curriculum developer has research expertise and understands decolonising research methods.
- vii) In-depth knowledge and understanding of the education landscape in South Africa.
- viii) Demonstrate the knowledge and application of the NQF Act, and its related policies (CAT Policy, RPL, and NQF Level Descriptors).
- ix) Demonstrate the understanding and application of the OQSF and HEQSF sub-framework policies.

e) **Skills and Attributes: Curriculum Designer and Developer**

- i) **Technical Skills**
 - (1) Design and development of face-to-face experiential learning and development ETD services (courses / programmes/qualifications/part-qualifications) at various levels in the public sector/higher education/skills development environment, preferably in South Africa evidenced of at least two (2) projects.
 - (2) Curriculum evaluation and assessment experience with a developmental approach at various levels in the public sector, preferably in South Africa evidenced of at least two (2) projects.

- (3) Skills in writing case studies and developing peer learning exchanges for learners.
- (4) Experience in the development of impact indicators and assessment processes for the application of learning and teaching, evidence by at least two (2) projects, preferably in the public service.
- (5) Knowledge and experience with training management ICT platforms and system for use with mass training.
- (6) Experience with use of webinars, podcasts and other ICT platforms for the delivery.
- (7) Experience in high volume training implementation and delivery with at least two (2) examples provided, preferably in the public sector/ higher education/skills development environment.
- (8) Working experience in eLearning development or similar blended learning approaches in South Africa or an organisation equivalent to the NSG.
- (9) Knowledge of innovative developments in the training and learning environment with at least 1 example provided of experience.
- (10) Skilled in unpacking abstract policies and concepts and public service discourse in writing the curriculum in an accessible manner.
- (11) Experience in developing engaging learning activities and compelling ETD (course/ programme) content.
- (12) Develop supporting material/media (audio, video, simulations, role plays, games etc.), and understand its use in the classroom.
- (13) Maintain project documentation and ETD (course/programme/qualifications and part-qualifications) folders.
- (14) The expert curriculum developer is also a lifelong learner, willing to hear the experiences of facilitators and participants.

ii) NOTE TO ATTACH AS PART OF YOUR BID, IN HARD COPY IF PRINTABLE AND IN SOFT COPY ON THE USB:

A maximum of a ten (10) page extract of two (2) ETD services (courses / programmes / qualifications or part-qualifications or other learning interventions) that the bidder has developed for facilitation learning purposes must be included to serve as examples of experience as curriculum developer and designer.

AND/OR

A maximum of a ten (10) page extract of two (2) qualifications that the bidder has developed for the OQSF or and HEQSF and were registered on the National Qualifications Framework must be included to serve as examples of experience as curriculum developer/designers.

iii) Design Ethos and Values

- (1) Working experience with curriculum development innovations and approaches, especially dealing with developmental priorities, gender sensitive, diversity issues, different socio-economic, political, racial, religious and/or cultural backgrounds as well as disabilities, xenophobia and climate change amongst others.
- (2) Working experience and understanding of the South African public sector and environment
- (3) Experience in developing ETD services (courses / programmes / other learning interventions / short lessons) with a pro-poor developmental agenda.

iv) Other Skills and Attributes

- (1) Fluent in English as instructional language.
- (2) The expert has strong communication skills and is excellent at attending to detail.
- (3) Self-reflective and self-awareness, leadership attributes, intellectual independence and research development in the respective discipline.
- (4) Flexibility and responsiveness to constantly changing global and local contexts, e.g., ability to bring issue of human settlement in the curriculum as that becomes the current issue or State Capture.
- (5) Takes full responsibility for the governance and delivery of the learning materials that are instructionally designed to facilitate experiential and collaborative learning.
- (6) Active listener and ability to innovate according to expressed needs

f) Roles and Responsibilities: Curriculum Designer and Developer

- i) The design and development process include context and content research, writing materials, designing innovative training methodologies for differing contexts and audiences and activities, editing, proofreading as well as innovative layout according to the NSG's prescripts and branding.
- ii) The expert curriculum developer must have the ability to:
 - (1) Apply knowledge of the subject matter.
 - (2) Interrogate multiple sources and create knowledge.
 - (3) Understand interconnectedness within and across the curriculum and in the delivery of the programme.
 - (4) Validate existing discourse and create new knowledge.
 - (5) Be constantly aware of global and local developments and respond to these timeously so that the programmes are responsive to changing society.
 - (6) Simplify unfamiliar problems for learners and create learning opportunities to solve real workplace challenges.
 - (7) Critically review information, symbols and interpret these in the learning materials for relevance and appropriateness.

9) CONSULTANT

a) General Information: Consultant

- i) Experts will be appointed to provide consultation services and undertake projects related to the Education, Training and Development environment. Examples of project include doing training needs analyses, compiling skills development plans, analysis of skills audits undertaken by client departments, and research for, or on behalf of the NSG.

b) Qualifications: Consultant

i) Minimum Requirement

- (1) A B-degree or equivalent formal qualification.
- (2) Post graduate qualification.
- (3) Own means of transport.

ii) Added Advantage

- (1) A post graduate degree level 9 related to the subject matter category.
- (2) A post graduate degree related to business management or organisational design and development.
- (3) Home base is other than the Gauteng Province.
- (4) Nyukela Certificate (Nyukela@thensg.gov.za)

c) Experience: Consultant

i) Minimum Requirement

- (1) At least five years' experience of being employed in the public sector or consulting for the public sector.
- (2) At least five years' experience of working, consulting, facilitating or doing research related to the selected subject category. NOTE: The five years' minimum experience may run concurrently.

ii) Added Advantage

- (1) More than five years' experience of being employed in the public sector or consulting for the public sector.
- (2) More than five years' experience of working, consulting, teaching or doing research related to the selected subject category.
- (3) Proven experience in management of projects.

d) Knowledge: Consultant

The expert:

- i) Understands the relevant consultation model used by business and management consultants.
- ii) Can use MS Office or similar applications as a minimum requirement; the ability to use other technologies and applications will be an added advantage.

- iii) Can analyse data as well as undertake qualitative and quantitative research, and
- iv) Has an in-depth contextual knowledge of the public sector and the environment in which public servants work, in particular of the following:
 - (1) The Constitution of the Republic of South Africa, 1996.
 - (2) The National Development Plan: Vision 2030.
 - (3) The developmental state and the requirements thereof.
 - (4) Government processes and its spheres and sectors of work.

e) Skills and Attributes: Consultant

The expert:

- i) Demonstrates all the competencies associated with emotional intelligence – they practice self-awareness, self-regulation, self-motivation and have empathy with others.
- ii) Is well-articulated – they can express themselves well, they talk clearly and audibly, and they have good writing and listening skills.
- iii) Has good time management skills – they arrive for appointments early, they are properly prepared, they allow sufficient time for room setup and other logistics, and they start and finish their sessions on the agreed times.
- iv) Demonstrates the skills and competencies required for a relevant consultancy service.
- v) Demonstrates respect for human dignity and treat all people they interact with accordingly.
- vi) Is diversity, disability and culturally competent – they are sensitive to people's specific needs and able to remove barriers to learning. They provide training and support to people from all levels of society.
- vii) Embraces diversity and disability – they do not merely tolerate it.
- viii) Is innovative and enthusiastic, and their positive demeanour rubs off on those around them.
- ix) Is a person with integrity who hold themselves to high personal standards in terms of moral behaviour as well as quality of work, and they expect the same of others.
- x) Knows the Constitution of South Africa and the values enshrined therein.
- xi) Adopts the values underlying the public service, i.e., being ethical, efficient and effective, fair, responsive, accountable, transparent and development orientated.
- xii) Practices the Batho Pele principles, i.e., increasing access to services, broad consultations with all stakeholders, openness and transparency, providing accurate and timely information, value for money, establishing and meeting service standards, treating everyone with courtesy, and redress in cases where things went wrong.
- xiii) Subscribes to the values of NSG and professional development.

xiv) Embraces diversity and transformation in the public service and the achievement of social justice.

xv) Promotes indigenous knowledge and Ubuntu.

xvi) Displays a citizen-centred service ethos.

f) **Roles and Responsibilities: Consultant**

i) The expert is well-prepared for their engagements or assignments. They demonstrate presence of mind, and they are committed to changing public servants' attitudes, practices and mind-sets through their projects.

ii) The expert is required to apply the 5 phases of the consulting process, as follows:

(1) Entry: First contact with client; Preliminary problem diagnosis; Assignment planning and Assignment proposals to client.

(2) Diagnosis: Purpose analysis; Problem analysis; Fact finding; Fact analysis and synthesis; and Feedback to client

(3) Action Planning: Developing solutions; Evaluating alternatives; Proposals to clients; and Planning for implementation

(4) Implementation: Assisting with implementation; Adjusting proposals; and Training

(5) Termination: Evaluation; Final Report; Settling commitments; Plans for follow-up; and Withdrawal

10) **COACH / COACH SUPERVISOR**

a) **General Information: Coach / Coach Supervisor**

i) Experts will be appointed to provide coaching and coach supervision services and may be appointed to design coaching programmes according to the coaching questionnaire of the client department, facilitate face-to-face, online, or blended coaching programmes or coaching supervision learning interventions related to coaching for or on behalf of the NSG.

ii) Coaching is defined as a result-oriented, systematic process in which the coach facilitates the enhancement of life experience and goal-attainment in the personal and/or professional lives of normal, non-clinical clients. (Grant, 2003). In short, coaching is a thinking partnership and a supportive process, working with an individual, team or group to achieve goals that are of key importance, and takes individuals - leaders - and teams from good to great.

iii) Coaching is a professional partnership between a qualified coach and an individual or team that supports the achievement of extra-ordinary results, based on goals set by the individual or team (ICF, 2005).

iv) Coaching is about developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objectives. Coaching targets high performance and improvement at work, although it may also have an impact on an individual's private life. It usually lasts for a short period and focuses on specific skills and goals (CIPD 2009).

- v) Executive Coaching is a process that primarily (but not exclusively) takes place within a one-to-one helping and facilitative relationship between a coach and an executive (or manager) that enables the executive (or manager) to achieve personal-, job- or organisational-related goals with an intention to improve organizational performance (Hamlin et al 2009).
- vi) The NSG offers coaching services in Individual, Team and Group Coaching format to public servants. The coaching services are offered by qualified and certified coaches that work towards achieving specific personal and professional goals.

b) Individual Coaching

- i) Individual coaching, which includes executive coaching, is conducted through one-on-one coaching sessions designed to support the personal and professional development of an executive or other individual leader/manager.
- ii) The coaching is in a set number of four sessions, which is one block at a time. A coaching session duration may be one hour 30 minutes (1h30), or two hours long (2hrs). The total number of hours in a block is 6 hours. A coachee may request more than one coaching block.
- iii) The coach assists individuals to gain awareness of and clarify their personal goals and priorities, better understand their thoughts, feelings and options, and assists them to take appropriate actions to bring about change in their work and/or personal lives to accomplish their goals.
- iv) Executive coaching is generally conducted as one of the components of an overall plan for organisational development, therefore, the executive and coach must both be aware of the larger organisational objectives. Approaching executive coaching from a systems perspective requires the coach to recognize and appreciate the complex organisational dynamics in which he/she operates.

c) Group Coaching

- i) Group coaching is widely used as a methodology for learning integration as part of an ETD intervention, for group members to share learning and ideas gained from training and exploring how to apply learning in the workplace.
- ii) Group coaching is offered to group sizes of 5 – 15, for 3 hours per session. There are four sessions in one block of group coaching, with a total of 12 hours per block. Client departments may request more than one block.
- iii) The coach observes the group interaction and provides feedback on group dynamics and behaviours that are helping or hindering the group covering specific themes that are determined by the group coaching questionnaire completed by the client department.
- iv) Group coaching combines the benefits of individual coaching with the resources existing in members of the group. Individuals learn from each other from the coaching interactions that take place within the group setting. It encourages cross-functional sharing of ideas and improves networks across the organisation.

- v) Group coaching could be effectively used to address the needs of specific groups, e.g., assisting in the transition from junior to senior management levels, or assisting women to re-integrate into the workplace after maternity leave.

d) **Team Coaching**

- i) A coaching expert coaches an intact team to achieve a specific objective, often as part of a team development and/or systems transformation process.
- ii) Team coaching is offered to group sizes of 5 – 15, for 3 hours per session. There are four sessions in one block of team coaching, with a total of 12 hours per block. Client departments may request more than one block.
- iii) The coach observes the team interaction and provides feedback on group dynamics and behaviours that are helping or hindering the team, covering specific themes that are determined by the team coaching questionnaire completed by the client department.
- iv) Team coaching could be used for coaching project teams, functional groups, or the people leading strategic initiatives to improve performance and achieve objectives.
- v) Team coaching provides a structured 'safe space' for sharing, learning and the application of learning.
- vi) It is valuable for enhancing project teamwork and performance, creating stronger team alignment, and streamlining processes and service delivery.

e) **Qualifications: Coach**

i) **Minimum Requirement**

- (1) A B-degree or equivalent formal qualification
- (2) A coaching qualification from a recognised institution
- (3) Membership at a recognised coaching organisation (e.g., COMENSA, ICF)

ii) **Added Advantage**

- (1) A B-degree or equivalent formal qualification in behavioural sciences or related fields
- (2) Home base is other than the Gauteng Province
- (3) Nyukela Certificate (Nyukela@thensg.gov.za)

f) **Qualifications: Coach Supervisor**

i) **Minimum Requirement**

- (1) A post-graduate degree (Masters or PhD) in behavioural sciences or related fields; technical degrees will be considered if at least 3 years' experience in a behavioural science field has been obtained after obtaining such qualification.
- (2) A coaching qualification from a recognised institution.
- (3) Membership at a recognised coaching organisation (e.g., COMENSA, ICF) - attach copy/s.

- ii) Added Advantage
 - (1) Home base is other than the Gauteng Province
 - (2) Nyukela Certificate (Nyukela@thensg.gov.za)
- g) Experience: Coach
 - i) Minimum Requirement
 - (1) 200 hours of formal coaching logged.
 - ii) Added Advantage
 - (1) 200 additional hours consisting of a combination of either individual, executive, team and group coaching.
 - (2) Senior role(s) held in the public or private sector of at least 5 years.
- h) Experience: Coach Supervisor
 - i) Minimum Requirement
 - (1) At least 1,500 hours of formal individual coaching logged.
 - (2) At least 500 hours of a combination of team, group, and executive coaching.
- i) Experience: Coach as Facilitator
 - i) In-depth knowledge of and experience in the public sector.
 - ii) Knowledge of global trends and adult learning methodologies.
 - iii) Ability to strike a balance between theory and the world of work.
 - iv) Knowledge of the legislative framework governing the South African public service.
 - v) Understanding of the NQF and the quality management requirements for education, training and development (ETD) providers.
 - vi) Practical experience in facilitation using a range of learning-centred methodologies and organisational development strategies.
- j) Knowledge: Coach as Facilitator
 - i) Psychological Knowledge: knowledge of psychological theories and concepts relevant to the practice of executive coaching as well as social intelligence or emotional intelligence.
 - ii) Business Acumen: knowledge of how different types of businesses work, their functional areas, business models, industry knowledge along with specifics about a given company.
 - iii) Organizational Knowledge: understanding the context of organization(s), organizational structures, systems, processes, and how to assess all these elements of the organization.

iv) Contextual Knowledge: in-depth contextual knowledge of the public sector and the environment in which public servants work, particularly the following:

- (1) The Constitution of the Republic of South Africa, 1996.
- (2) The National Development Plan: Vision 2030.
- (3) The developmental state and the requirements thereof.
- (4) Government processes and its spheres and sectors of work.

v) Coaching Knowledge: knowledge of theory, research, and practice in the field of executive coaching.

k) **Skills and Attributes: Coach as Facilitator**

- i) Fluent in English as coaching language.
- ii) Customising relevant coaching materials for individual, team and group coaching according to the client requirements.
- iii) Facilitation or advanced presentation skills which includes:
 - (1) Creating a conducive learning environment for adults.
 - (2) Practicing adult learning principles.
 - (3) Using a participatory approach to facilitation.
 - (4) Accommodating different learning styles.
 - (5) Providing constructive feedback as part of developmental/formative assessments.
 - (6) Appropriate use of technology.
- iv) The expert can use MS Office and PowerPoint or similar applications as a minimum requirement; the ability to use other technologies and applications will be an added advantage.
- v) The experts display the following:
 - (1) Mature and self-confidence
 - (2) Positive Energy
 - (3) Assertiveness; Interpersonal Sensitivity
 - (4) Openness and Flexibility; Goal Orientation
 - (5) Partnering and Influence; Continuous Learning and Development
 - (6) Integrity
- vi) The expert demonstrates all the competencies associated with emotional intelligence – they practice self-awareness, self-regulation, self-motivation and have empathy with others.
- vii) The expert has an internalised moral perspective, allowing them to judge between what is right and what is wrong in situations where the options are shades of grey, rather than clear.

- viii) The expert is well-articulated – they can express themselves well, they talk clearly and audibly, and they have good listening skills.
- ix) The expert has good time management skills.
- x) The expert demonstrates respect for human dignity and treat all people they interact with accordingly.
- xi) The expert is diversity, disability and culturally competent – they are sensitive to people's specific needs and able to remove barriers to learning. They provide training and support to people from all levels of society.
- xii) The expert embraces diversity and disability – they do not merely tolerate it.
- xiii) The expert is innovative and enthusiastic, and their positive demeanour rubs off on those around them.
- xiv) The expert is inspirational – they can motivate and uplift tired and down-trodden public servants, who have been in the system for long and who have lost faith in their ability to change things.
- xv) The expert is a person with integrity who hold themselves to high personal standards in terms of moral behaviour as well as quality of work, and they expect the same of others.
- xvi) The expert adopts the values underlying the public service, i.e. being ethical, efficient and effective, fair, responsive, accountable, transparent and development orientated.
- xvii) The expert subscribes to the values of NSG and professional development.
- xviii) The expert embraces diversity and transformation in the public service and the achievement of social justice.

i) Roles and Responsibilities: Coach as Facilitator

The expert coach must have the ability to do the following:

- i) Build and maintain the coaching relationship.
- ii) Contract for confidentiality and maintain records in a secure manner.
- iii) Assess the process and adapt it to the needs of the coachee.
- iv) Support the developmental planning of the coachee.
- v) End the formal coaching relationship and transition the coachee to maintained, long-term self-development.
- vi) Maintain accurate record keeping and provide the NSG with the necessary administrative documents for the session as per the NSG policies, and as required for payment.

11) GRAPHIC DESIGNER

a) General Information: Graphic Designer

- i) Experts will be appointed to provide graphic and information design services to enhance learning materials.

b) Qualifications: Graphic Designer

i) Minimum Requirements

- (1) A recognised qualification in graphic design, information design, or a related discipline.

ii) Added Advantage

- (1) A B-degree in graphic design, information design, or a related discipline.

c) Experience: Graphic Designer

i) Minimum Requirements

- (1) Proven experience in graphic design and information design.

ii) Added Advantage

- (1) Proven experience in the development of graphics and infographics for educational purposes.
- (2) Proven experience in the development of graphics and infographics for training in a government context.

iii) NOTE TO ATTACH AS PART OF YOUR BID, IN HARD COPY IF PRINTABLE AND IN SOFT COPY ON THE USB:

One graphic and one infographic intended to inform or teach that the bidder created must be included to serve as examples of experience in graphic design.

d) Knowledge: Graphic Designer

- i) Must know how to take direction and work with others in a course development team, for example subject matter experts, video animators and online learning content developers, to develop high quality graphics and infographics to achieve intended learning outcome/s.
- ii) Must have an in-depth knowledge of graphic and information design processes and activities.

e) Skills and Attributes: Graphic Designer

- i) Attention to detail.
- ii) Communication and interpersonal skills to function as part of a team.
- iii) Communication skills to understand and convey information for creating requested graphics and infographics.
- iv) Time management skills to meet scheduled deadlines.
- v) Creativity to generate useful and relevant graphics and infographics to enhance learning materials.

vi) Outstanding work ethic, integrity, and professionalism.

vii) Client-focused attitude.

viii) Results orientated and able to work under pressure.

f) Roles and Responsibilities: Graphic Designer

i) Conceptualise ideas for graphics.

ii) Interpret a concept brief and create an appropriate design.

iii) Recommend the best technical approaches to achieve the intended learning outcome/s of requested graphics and infographics.

iv) Create expressive cartoon characters.

v) Create prototypes.

vi) Give and receive constructive feedback in a cross-functional design and development team.

vii) Create high-quality graphics and infographics that meet curriculum design and development requirements and specifications.

12) VIDEO ANIMATOR

a) General Information: Video Animator

i) Experts will be appointed to develop video animations to enhance learning materials.

b) Qualifications: Video Animator

i) Minimum Requirement

(1) A recognised qualification in animation, computer graphics, interactive media, or a related discipline.

ii) Added Advantage

(1) A B-degree in animation, computer graphics, interactive media, or a related discipline.

c) Experience: Video Animator

i) Minimum Requirement

(1) Proven experience in the development of video animations.

ii) Added Advantage

(1) Proven experience in the development of video animations for educational purposes.

(2) Proven experience in developing video animations for training in a government context.

iii) NOTE TO ATTACH AS PART OF YOUR BID, IN HARD COPY IF PRINTABLE AND IN SOFT COPY ON THE USB:

(1) An extract, not exceeding five minutes in duration, of a video animation intended to inform or teach that the bidder created must be included (accessible in electronic format) to serve as an example of experience in video animation.

d) Knowledge: Video Animator

- i) Must know how to take direction and work with others in a course development team, for example subject matter experts, graphic designers, voice over artists and online learning content developers, to develop high quality animated videos to achieve intended learning outcome/s.
- ii) Must have an in-depth knowledge of video animation processes and activities.

e) Skills and Attributes: Video Animator

- i) Attention to detail.
- ii) Communication and interpersonal skills to function as part of a team.
- iii) Communication skills to understand and convey information for creating requested video animations.
- iv) Time management skills to meet scheduled deadlines.
- v) Creativity to generate useful and relevant video animations to enhance learning materials.
- vi) Outstanding work ethic, integrity, and professionalism.
- vii) Client-focused attitude.
- viii) Results orientated and able to work under pressure.

f) Roles and Responsibilities: Video Animator

- i) Conceptualise ideas for video animations.
- ii) Interpret a concept brief and create an appropriate video animation.
- iii) Recommend the best technical approaches to achieve the intended learning outcome/s of requested video animations.
- iv) Create expressive character animations portraying a range of emotions and motions.
- v) Create prototypes.
- vi) Give and receive constructive feedback in a cross-functional design and development team.
- vii) Create high-quality animated video animations that meet curriculum design and development requirements and specifications.

13) VOICE OVER ARTIST

a) General Information: Voice Over Artist

- i) Experts will be appointed to do voice overs in animated videos and presentations.

b) Qualifications: Voice Over Artist

i) Minimum Requirement

- (1) A recognised qualification in voice acting and/or voice overs, or a related discipline.

ii) Added Advantage

- (1) A B-degree in artistic voice and speech training, voice acting, voice overs, or a related discipline.

c) Experience: Voice Over Artist

i) Minimum Requirement

- (1) Proven experience in voice over recording.

ii) Added Advantage

- (1) Proven experience in the development of voice tracks for educational purposes.
- (2) Proven experience in developing voice tracks for training in a government context.

iii) NOTE TO ATTACH AS PART OF YOUR BID, IN HARD COPY IF PRINTABLE AND IN SOFT COPY ON THE USB:

- (1) An extract, not exceeding five minutes in duration, of a voice over clip intended to inform or teach that the bidder created must be included (accessible in electronic format) to serve as an example of experience in rendering voice over services.

d) Knowledge: Voice Over Artist

- i) Must know how to take direction and work with others in a course development team, for example subject matter experts, video animators and online learning content developers to develop high quality voice tracks to achieve intended learning outcome/s.
- ii) Must have an in-depth knowledge of voice track recording processes and activities.

e) Skills and Attributes: Voice Over Artist

- i) Attention to detail.
- ii) Ability to speak clearly and precisely while retaining natural articulation.
- iii) Ability to assume a specific voice appropriate for a script.
- iv) Ability to employ an appropriate rhythm and tempo during voice-overs.
- v) Communication and interpersonal skills to function as part of a team.
- vi) Communication skills to understand and convey information for creating voice tracks.
- vii) Time management skills to meet scheduled deadlines.
- viii) Outstanding work ethic, integrity, and professionalism.
- ix) Client-focused attitude.
- x) Results orientated and able to work under pressure.

- f) Roles and Responsibilities: Voice Over Artist
 - i) Master scripts and deliver the lines clearly and interestingly.
 - ii) Interpret a concept brief and create appropriate voice tracks for use in animated videos and presentations.

14) VIDEOGRAPHER

- a) General Information: Videographer
 - i) Experts will be appointed to produce video lectures to enhance learning materials.
- b) Qualifications: Videographer
 - i) Minimum Requirement
 - (1) A recognised qualification in film, media, production, or a related discipline.
 - ii) Added Advantage
 - (1) A B-degree in film, media, production, or a related discipline.
- c) Experience: Videographer
 - i) Minimum Requirement
 - (1) Proven experience in video production.
 - ii) Added Advantage
 - (1) Proven experience in video production for educational purposes.
 - (2) Proven experience in video production in a government context.
 - iii) **NOTE TO ATTACH AS PART OF YOUR BID, IN HARD COPY IF PRINTABLE AND IN SOFT COPY ON THE USB:**
 - (1) An extract, not exceeding five minutes in duration, of a video recording intended to inform or teach that the bidder created must be included (accessible in electronic format) to serve as an example of experience in video production.
- d) Knowledge: Videographer
 - i) Must know how to take direction and work with others in a course development team, for example subject matter experts, facilitators and online learning content developers, to develop high quality video lectures to achieve intended learning outcome/s.
 - ii) Must have an in-depth knowledge of video production processes and activities.
- e) Skills and Attributes: Videographer
 - i) Attention to detail.
 - ii) Communication and interpersonal skills to function as part of a team.
 - iii) Communication skills to understand and convey information for creating requested video materials.

- iv) Time management skills to meet scheduled deadlines.
- v) Creativity to generate useful and relevant video lectures to enhance learning materials.
- vi) Outstanding work ethic, integrity, and professionalism.
- vii) Client-focused attitude.
- viii) Results orientated and able to work under pressure.
- f) **Roles and Responsibilities: Videographer**
 - i) Conceptualise ideas for video lectures.
 - ii) Interpret a concept brief and create appropriate video materials.
 - iii) Recommend the best technical approaches to achieve the intended learning outcome/s of requested video materials.
 - iv) Create prototypes.
 - v) Give and receive constructive feedback in a cross-functional design and development team.
 - vi) Create high-quality video lectures that meet curriculum design and development requirements and specifications.

15) **ONLINE LEARNING CONTENT DEVELOPER**

- a) **General Information: Online Learning Content Developer**
 - i) Experts will be appointed to develop learning materials and activities for delivery on the NSG eLearning platform (Moodle) to enable Open Distance eLearning.
- b) **Qualifications: Online Learning Content Developer**
 - i) **Minimum Requirements**
 - (1) A B-degree or equivalent qualification in the disciplines related to educational technologies and instructional design for online learning.
 - ii) **Added Advantage**
 - (1) A Masters' degree in the disciplines related to educational technologies and instructional design for online learning.
- c) **Experience: Online Learning Content Developer**
 - i) **Minimum Requirements**
 - (1) Proven experience in developing learning materials and activities for delivery on a Moodle platform.
 - ii) **Added Advantage**
 - (1) Proven experience in the development of online learning materials and activities for training in a government context.

iii) NOTE TO ATTACH AS PART OF YOUR BID, IN HARD COPY IF PRINTABLE AND IN SOFT COPY ON THE USB:

- (1) A link to an online intervention (preferably on a Moodle platform) containing online learning materials and activities created by the bidder must be included to serve as examples of experience in online learning material design.

d) Knowledge: Online Learning Content Developer

- i) Must know how to take direction and work with others in a course development team for example subject matter experts and facilitators, to achieve the intended learning outcome/s.
- ii) Must have an in-depth knowledge of educational technologies and instructional design for online learning.
- iii) Must know how to optimally use Moodle functionalities and tools to support Open Distance eLearning.

e) Skills and Attributes: Online Learning Content Developer

- i) Attention to detail.
- ii) Communication and interpersonal skills to function as part of a team.
- iii) Communication skills to understand and convey information for creating pedagogically sound online learning materials and activities that support Open Distance eLearning.
- iv) Mastery of Moodle functionalities and tools to deliver learning materials and activities.
- v) Time management skills to meet scheduled deadlines.
- vi) Outstanding work ethic, integrity, and professionalism.
- vii) Client-focused attitude.
- viii) Results orientated and able to work under pressure.

f) Roles and Responsibilities: Online Learning Content Developer

- i) Analyse learning materials and activities for online delivery on the NSG eLearning platform (Moodle).
- ii) Implement best practices to develop online learning materials and activities in meaningful and easily digested ways using Moodle functionalities and tools.
- iii) Develop and test high-quality online learning materials and activities in partnership with the NSG eLearning team, subject matter experts and facilitators.
- iv) Give and receive constructive feedback in a cross-functional design and development team.
- v) Maintain an up-to-date knowledge of developments in Moodle and Open Distance eLearning.

16) MONITORING AND EVALUATION EXPERT

a) General Information: Monitoring and Evaluation Expert

- i) Proven technical background, advanced statistical and research skills. Experts will be appointed to conduct monitoring and evaluation of NSG training interventions which includes design, programme, outcome and impact evaluations.

b) Qualifications: Monitoring and Evaluation Expert

i) Minimum Requirement

- (1) Minimum relevant undergraduate qualification (NQF level 7) as recognized by SAQA.

ii) Added Advantage

- (1) A post graduate qualification in Monitoring & Evaluation and statistics will serve as an added advantage.
- (2) Nyukela Certificate (Nyukela@thensg.gov.za)

c) Experience: Monitoring and Evaluation Expert

i) Minimum Requirement

- (1) Proven technical background and experience in Monitoring and Evaluation of programmes and projects, especially with regard to impact evaluations.

ii) Added Advantage

- (1) Proven technical background, advanced statistical and research skills.

d) Knowledge: Monitoring and Evaluation Expert

- i) Theoretical and practical knowledge of the Monitoring & Evaluation of programmes, projects, training interventions, etc. (this includes evaluations up to an impact level). New developments around the monitoring and evaluation space and applying innovation, including the application of IT for the function (e.g., utilization of Zoom and Teams platforms).

e) Competencies: Monitoring and Evaluation Expert

- i) Proven advanced writing skills, proofreading, editing and overwriting skills, including report writing. Conduct evaluations (from Design evaluations to Impact evaluations), the compilation of the reports on the findings; and communicate excellently, both verbally and in writing all findings. Apply flexible problem solving & decision making by applying quantitative and qualitative information. Presentation skills.

f) Skills and Attributes: Monitoring and Evaluation Expert

- i) Deliver quality, rapid and responsive service. Work under pressure to meet deadlines. Apply honesty and integrity in work environment. Travel and work extended hours.

17) CHIEF INVIGILATOR

a) General Information: Chief Invigilator

- i) We need to appoint a diplomatic Chief Invigilator to coordinate activities pertaining to summative assessment sittings. The chief invigilator should guide the work of invigilators, answer questions about exam-related policies, and record attendance. Individuals with an education background and knowledge and experience in the administration and management of examinations will be responsible for the organisation and supervision of invigilation of all external assessments for National Qualifications, in accordance with the NSG and Quality Councils' policies and procedures.

b) Qualifications: Chief Invigilator

i) Minimum Requirement

- (1) A bachelor's degree or NQF Level 7 qualification

ii) Added Advantage

- (1) A Postgraduate qualification at NQF Level 8.

c) Experience: Chief Invigilator

i) Minimum Requirement

- (1) Five years proven experience as a chief invigilator.
- (2) Proven experience in the management and administration of external summative assessments or examinations in education and training environment.
- (3) Capacity to remain highly visible yet non-disruptive.
- (4) Available to invigilate after-hours examinations.

ii) Added Advantage

- (1) Proven experience in the training of invigilators regarding the policies/regulations pertaining to the administration and management of summative assessments.

d) Knowledge: Chief Invigilator

- i) In-depth knowledge of the education and training landscape in South Africa.
- ii) Understanding of education policies on the conduct of external assessment.
- iii) Understanding of the NQF Act, Act 67 of 2008.
- iv) Understanding of the Quality Council's policies on assessment.
- v) Understanding of the Public Administrative Management Act, 11 Act 2014.
- vi) Understanding of the Public Service Act, Act 103 of 1994.

e) Skills and Attributes: Chief Invigilator

- i) Good communication skills.
- ii) Good computer literacy and administrative skills.
- iii) Good organisational skills.
- iv) Able to work as a member of a team.
- v) An ability to adhere to rules and regulations.
- vi) To think clearly and make correct decisions in the event of an emergency in the exam room.
- vii) Attention to detail.
- viii) Time management skills to meet scheduled deadlines and to ensure that examinations run according to schedules.
- ix) Outstanding work ethic, integrity, and professionalism.

f) Roles and Responsibilities: Chief Invigilator

- i) Be familiar with Quality Councils 'Instructions for Conducting Examinations', and any specific instructions relating to the subjects being examined
- ii) Brainstorming the distribution of invigilation activities.
- iii) Meeting with Invigilators ahead of each assessment to delegate tasks and outline expectations.
- iv) Setting the tone of each examination by furnishing students with pertinent rules and procedures.
- v) Noting attendance and checking students' identification.
- vi) Acting on all test-related misdemeanours.
- vii) Checking the number of examination scripts against the number of examination-takers.
- viii) Resolving all salient discrepancies before you leave each examination venue.
- ix) Transporting examination and extra resources to stipulated zones.
- x) Coordinating the collection of examination scripts by the invigilators, if needed.
- xi) Prepare and report on examinations in accordance with the NSG Policies and requirements.
- xii) Perform any examination related administrative duties as required.
- xiii) Attend meetings and capacity development sessions organised by the NSG.

18) INVIGILATOR

a) General Information: Invigilator

- i) Individuals are appointed to provide the invigilation services to enhance the credibility of the NSG examination system and procedures.

b) Qualifications: Invigilator

i) Minimum Requirement

- (1) A recognised qualification at NQF Level 6

ii) Added Advantage

- (1) An NQF Level 7 qualification will be an added advantage.

c) Experience: Invigilator

i) Minimum Requirement

- (1) One-year experience in an education and training environment.

ii) Added Advantage

- (1) 3 years' experience in assessment in a teaching and learning environment.

d) Knowledge: Invigilator

i) Knowledge of the education and training landscape in South Africa.

ii) Understanding of education policies on the conduct of external assessment.

iii) Understanding of the Public Administrative Management Act, 11 Act 2014.

iv) Understanding of the Public Service Act, Act 103 of 1994.

e) Skills and Attributes: Invigilator

i) Good communication skills.

ii) Good computer literacy and administrative skills.

iii) Good organisational skills.

iv) Able to work as a member of a team.

v) An ability to adhere to rules and regulations.

vi) To think clearly and make correct decisions in the event of an emergency in the exam room.

vii) Attention to detail.

viii) Time management skills to meet scheduled deadlines and to ensure that examinations run according to schedules.

ix) Outstanding work ethic, integrity, and professionalism.

f) Roles and Responsibilities: Invigilator

- i) Be familiar with Quality Councils 'Instructions for Conducting Examinations', and any specific instructions relating to the subjects being examined.
- ii) Give all their attention to conducting the examination properly.
- iii) Be able to observe each candidate in the examination room at all times.
- iv) Inform the Chief Invigilator of the centre if there are suspicious of the security of the examination papers.
- v) Ensuring all candidates have an equal opportunity to demonstrate their abilities.
- vi) Ensuring the security of the examination before, during and after the examination.
- vii) Preventing possible candidate malpractice.
- viii) Preventing possible administrative failures.
- ix) Liaising with the Chief Invigilator/s.
- x) Perform any examination related administrative duties as required.
- xi) Attend meetings and capacity development sessions organised by the NSG.

19) SKILLS AUDIT EXPERT

a) General Information: Skills Audit Expert

- i) Experts will be appointed to provide consultation services related to measuring, assessing and recording the skills of employees in a public sector organisation with the purpose of identifying the current skills base and determining gaps with the skills and knowledge that the organisation requires to fulfil its strategic mandate and business objectives.

b) Qualifications: Skills Audit Expert

- i) Minimum Requirement
 - (1) A relevant post-graduate degree in industrial psychology/economics/statistics, skills audits and capacity assessments or related fields.
- ii) Added Advantage
 - (1) A relevant Masters' degree or higher in human resources, skills audits and capacity assessments or related fields.

c) Experience: Skills Audit Expert

- i) Minimum Requirement
 - (1) At least five years' experience as a consultant/skills audit expert.
 - (2) Demonstrable experience in the design and use of skills assessment tools and techniques in the public sector.
- ii) Added Advantage
 - (1) More than five years' experience of the design and implementation of skills audits.

d) Knowledge: Skills Audit Expert

The expert has demonstrable knowledge of:

- i) Project management.
- ii) Development of objective skills assessment tools and techniques.
- iii) Statistical analysis.
- iv) Data collection, analysis and report writing.
- v) The public sector and the environment in which public servants work, in particular of the following:
 - (1) The Constitution of the Republic of South Africa, 1996.
 - (2) The National Development Plan: Vision 2030.
 - (3) National imperatives for skills development.
 - (4) Human Resource Development policies.
 - (5) Government processes and its spheres and sectors of work.

e) Skills and Attributes: Skills Audit Expert

The expert:

- i) Demonstrates all the competencies associated with emotional intelligence – they practice self-awareness, self-regulation, self-motivation and have empathy with others.
- ii) Is well-articulated – they can express themselves well, they talk clearly and audibly, and they have good writing and listening skills.
- iii) Has good time management skills – they arrive for appointments early, they are properly prepared, they allow sufficient time for room setup and other logistics, and they start and finish their sessions on the agreed times.
- iv) Demonstrates the skills and competencies required for a skills audit service.
- v) Demonstrates respect for human dignity and treat all people they interact with accordingly.
- vi) Is diversity, disability and culturally competent – they are sensitive to people's specific needs and able to remove barriers to participation.
- vii) Is a person with integrity who hold themselves to high personal standards in terms of moral behaviour as well as quality of work, and they expect the same of others.
- viii) Adopts the values underlying the public service, i.e., being ethical, efficient and effective, fair, responsive, accountable, transparent and development orientated.
- ix) Practices the Batho Pele principles, i.e., increasing access to services, broad consultations with all stakeholders, openness and transparency, providing accurate and timely information, value for money, establishing and meeting service standards, treating everyone with courtesy, and redress in cases where things went wrong.
- x) Subscribes to the values of NSG and professional development.

f) Roles and Responsibilities: Skills Audit Expert

- i) The expert is well-prepared for their engagements or assignments. They demonstrate presence of mind, and they are committed to changing public servants' attitudes, practices and mind-sets through their projects.
- ii) The expert is required to apply steps in the skills auditing process, including:
 - (1) Entry: First contact with client; Preliminary problem diagnosis; Skills audit scoping and planning; and Proposal/s to client.
 - (2) Diagnosis: Purpose analysis; Problem analysis; Fact finding (identification of roles in the organisation; skills needed for each role); Development of appropriate skills assessment tools; Data collection (administration of skills assessment tools, with multiple raters where relevant); Data analysis and synthesis to identify the current skills base and determine where gaps exist; and Feedback to client.
 - (3) Action Planning: Detailed report on skills gaps of individuals; Development of solutions; Evaluating alternatives; Proposals to client.
 - (4) Implementation: Assisting with implementation; and Adjusting proposals.
 - (5) Termination: Evaluation; Final Report; Settling commitments; Plans for follow-up; and Withdrawal.

20) RESEARCH EXPERT

a) General Information: Research Expert

- i) Experts will be appointed to provide research services related to the Education, Training and Development environment. Examples of projects including doing training needs analyses, compiling skills development plans, analysis of skills audits undertaken by client departments, and managing and conducting research for, or on behalf of the NSG.

b) Qualifications: Research Expert

i) Minimum Requirement

- (1) Minimum relevant undergraduate qualification (NQF LEVEL 7) as recognised by SAQA.
- (2) Post graduate qualification.
- (3) Own means of transport.

ii) Added Advantage

- (1) Post graduate degree (NQF LEVEL 9) as recognised by SAQA.
- (2) A post graduate degree related to management, skills development, public affairs or research design and development.
- (3) Home base is other than the Gauteng Province.
- (4) Nyukela Certificate (Nyukela@thensg.gov.za)

c) Experience: Research Expert

i) Minimum Requirement

- (1) At least five years' experience of being employed in the public sector or doing research for the public sector.
- (2) At least five years' experience in skills development and assessments.

NOTE: The five years' minimum experience may run concurrently.

ii) Added Advantage

- (1) More than five years' experience of being employed in the public sector as researcher, or in skills assessments and identifying training needs for the public sector.
- (2) More than five years' experience in doing skills assessment and identifying training needs, conducting research and managing research projects.
- (3) Experience in trans-disciplinary and multidisciplinary research.
- (4) Proven experience in management of projects.

d) Knowledge: Research Expert

The expert:

- i) Can develop research proposals, conduct literature reviews, identify target populations, undertake sampling, pilot, conduct stakeholder consultations and refine research instruments.
- ii) Can analyse data as well as undertake qualitative and quantitative research.
- iii) Can do skills assessments and identify training needs.
- iv) Has advanced computer literacy, including excellent working knowledge of MS Office suite and relevant software for data analysis.
- v) Can manage research projects from inception to completion.
- vi) Has an in-depth contextual knowledge of the public sector and the environment in which public servants work, in particular of the following:
 - (1) The Constitution of the Republic of South Africa, 1996.
 - (2) The National Development Plan: Vision 2030.
 - (3) The developmental state and the requirements thereof.
 - (4) Government processes and its spheres and sectors of work.

e) Skills and Attributes: Researcher

The expert:

- i) Demonstrates all the competencies associated with emotional intelligence – they practice self-awareness, self-regulation, self-motivation and have empathy with others.
- ii) Is well-articulated – they can express themselves well, they talk clearly and audibly, and they have good writing and listening skills.

- iii) Has good time management skills – they arrive for appointments early, they are properly prepared, they allow sufficient time for room setup and other logistics, and they start and finish their sessions on the agreed times.
 - iv) Demonstrates the skills and competencies required by a research expert.
 - v) Demonstrates respect for human dignity and treat all people they interact with accordingly.
 - vi) Is diversity, disability and culturally competent – they are sensitive to people's specific needs and able to remove barriers to learning. They provide training and support to people from all levels of society.
 - vii) Embraces diversity and disability – they do not merely tolerate it.
 - viii) Is innovative and enthusiastic, and their positive demeanour rubs off on those around them.
 - ix) Is a person with integrity who hold themselves to high personal standards in terms of moral behaviour as well as quality of work, and they expect the same of others.
 - x) Knows the Constitution of South Africa and the values enshrined therein.
 - xi) Adopts the values underlying the public service, i.e., being ethical, efficient and effective, fair, responsive, accountable, transparent and development orientated.
 - xii) Practices the Batho Pele principles, i.e., increasing access to services, broad consultations with all stakeholders, openness and transparency, providing accurate and timely information, value for money, establishing and meeting service standards, treating everyone with courtesy, and redress in cases where things went wrong.
 - xiii) Subscribes to the values of NSG and professional development.
- f) Roles and Responsibilities: Research Expert
- i) The expert is well-prepared for their engagements or assignments. They demonstrate presence of mind, and they are committed to changing public servants' attitudes, practices and mind-sets through their projects.
 - ii) The expert is required to apply the five phases of the research process, as follows:
 - Conceptual phase: Establish the nature and boundaries, define the problem(s), develop a purpose..
 - Design and planning: Create a research design and plan as a framework for conducting the research project.
 - Collecting data: Obtain the information required to address the problem, utilise data collection techniques applicable to the project.
 - Analytical phase: Analyse and interpret the research data, organise findings, formulate relevant conclusions and recommend actions.
 - Report and dissemination of findings: report the research results in a comprehensive and logic format to stakeholders and disseminate in appropriate format(s).

21) Additional Information

a) Responsibilities of the NSG

The NSG will:

- i) Manage the project and accept responsibility for administrative and coordination processes.
- ii) Confirm the scheduled training sessions or other contracted assignments.
- iii) Certify the invoices received as correct and payable and process such invoices for payment.
- iv) Provide templates for the training delivery documentation such as facilitator reports, registration forms, attendance registers and reaction evaluation questionnaires.
- v) Provide templates for the assessment of portfolios.
- vi) Arrange venues and catering for the contact sessions. Where the venue is organised by the client department, the NSG will guide the client departments as far as possible to organise a venue which meets NSG standards for venues and training logistics.
- vii) Issue certificates.
- viii) Monitor and evaluate the quality of services rendered, through, but not limited to:
 - (1) On site monitoring and evaluation of ETD services to assess the quality of training.
 - (2) Perusing the facilitator feedback report compiled by facilitator after each training session.
 - (3) Evaluating the reaction evaluation questionnaires (REQs) completed by participants.
 - (4) Conducting interviews with selected participants and facilitators.
 - (5) Obtaining feedback from client department managers.

b) Assumptions Underlying the Project

The intended success of the project is based on the following assumptions:

- i) The NSG's ETD services remain relevant and meet the capacity development needs of participants.
- ii) The expert collaborates and cooperates with the NSG's project managers and relevant units.
- iii) Departments/institutions provides opportunities, funding and other resources and allow for time out of the office so that participants can make use of the NSG's ETD services.
- iv) Participants are supported by their supervisors and departments/ institutions when making use of the NSG's ETD services are afforded the opportunity to implement the knowledge, skills obtained, implement the best practices demonstrated and embrace the values and ethos observed.

c) Specific Risks

The following risks have been identified and should be managed during the project:

- i) The availability of expert resources may impact on overall performance.
- ii) The non-delivery of services or the non-performance of the expert.
- iii) Potential delays in the planning, delivery and reporting cycle.
- iv) Insufficient project management capacity support systems within the NSG and client departments which prevent effective learning and transfer.
- v) Inadequate communication.
- vi) Shortage of available funds from the client departments.
- vii) Potential non-submission of Portfolios of Evidence by participants.

d) Expected Outcomes and Outputs

- i) The expected outcome of the project is to have public servants who are better equipped to perform their functions, ultimately leading to improved institutional performance and better service delivery to citizens.
- ii) The expected outputs include:
 - (1) Successful rollout of the NSG's ETD services.
 - (2) Increased competence of participants.
 - (3) Improved performance of participants in the workplace.
 - (4) Sustainable learning interventions.

e) Qualifications and Experience Required

- i) Experts applying to be appointed must have the minimum requirements in terms of qualifications and experience outlined in these terms of reference. Where indicated, requirements that can serve as an added advantage will be taken into consideration during the selection process. Experts will further be screened according to the knowledge, skills and attributes as well as to the required roles and responsibilities described in this document.

f) Screening Process

- i) Experts applying to be appointed must submit all required documentation and additional information. Experts may be invited to do a presentation to an evaluation panel as part of the screening process.

g) Professional Conduct

- i) Experts must always be guided by and adhere to the highest possible standards of personal integrity, professional competence, sound judgement and discretion. The image of the NSG must be upheld by ensuring that:
 - (1) Preparation for rendering ETD services is done in a thorough and timely manner.
 - (2) Training of trainer and information sessions are attended to remain up to date with content, processes and practices.
 - (3) Personal biases are managed and contained.
 - (4) Respect for demographic and learner diversity is maintained.
 - (5) Conflict of interest is avoided.
 - (6) Gifts and favours are evaluated in relation to the code of conduct.
 - (7) Participants are supported and feedback is provided in a respectful and constructive manner.
 - (8) Engagements with the NSG are professional and value adding in nature.

h) Reporting

- i) Experts will report to the relevant unit/s within the NSG.

i) Contract Value and Duration

- i) The contract will be demand driven and deployment will be done on a rotational basis, subject to operational requirements. The contract period will run for the duration of thirty-six months (36).

j) Invoicing

- i) Invoices must be forwarded to the NSG within seven days of completion of the project or session. All relevant documents must be included to avoid a delay in the processing of payments. Repeated failure by the expert to submit the required documents may constitute reason for terminating the contract between the NSG and the expert.

k) Imbursement for Contracted Services

- i) Imbursement for services rendered will be based on a fixed rate for the scope of work in the professional area for which the expert is contracted for. The rates for this contract period are as follows:

Description of Service	Price
Facilitator This rate is payable for face-to-face facilitation and facilitation of synchronous online or blended learning	R 5104.00 per 8-hour day
eFacilitator This rate is payable when a facilitator provides asynchronous support to participants enrolled for self-paced courses and programmes on the eLearning platform	R 780.00 per hour of facilitation activity

Description of Service	Price
Assessor	R 595.00 per assignment
Moderator	R 773.00 per assignment
Marking	R 60.00 marking of one test
Consultant	R 5104.00 per 8-hour day
Monitoring and Evaluation Expert	R 5104.00 per 8-hour day
Skills Audit Expert	R 5104.00 per 8-hour day
Coach: As Facilitator	R 5104.00 per 8-hour day
Coach: Group & Team Sessions	R 5104.00 per 8-hour day
Coach: Executive & Individual	R 1500.00 per coaching hour
Coach: Supervisor	R 2200.00 per supervisor hour
Graphic Designer	R 550 per hour
Video Animator	R 500 per hour
Voice-over Artist	R 550 per hour
Videographer	R 600 per hour
Online Learning Content Developer	R 500 per hour
Chief Invigilator	R 259 per examination session
Invigilator	R 172 per examination session
Researcher	R 5104.00 per 8-hour day
Virtual Training Data Usage This rate is payable for facilitation of synchronous online or blended learning, pro-rated for eFacilitation (asynchronous support) and where the Facilitator is required to provide learners with access to the NSG's eLearning platform during face-to-face sessions	R 100 per day

- ii) Rates may be reviewed subject to changes from National Treasury and / or Department of Public Service and Administration (DPSA)

l) Re-Imbursement for Other Costs

- i) The expert will be reimbursed for other costs related to services rendered (e.g., road or air travel, accommodation, meals and incidentals) in line with the prescripts of The National Treasury and as determined by the NSG and the Department of Transport from time to time – refer to Annexure A for the current provisions in this regard (*Guidelines for travel expenditure for panel of experts*).

m) Signing of the Contract

- i) The parties shall sign a contract within five (5) business days of the expert accepting the appointment failing which the appointment shall lapse.

n) Termination of the Contract

- i) In the event of non-compliance with any conditions in these terms of reference or the contract resulting from the bidding process or poor performance by the appointed expert, the NSG reserves the right to take whatever reasonable remedial action it may deem necessary, including termination of the contract. In addition, if the services rendered are deemed unsatisfactory by the NSG and are not remedied within fourteen (14) days following notification by NSG, the contract can be summarily terminated by the NSG.

o) Location of the Assignment

- i) The services must be delivered to public sector officials employed in the National, Provincial Departments and Local Government, at venues across the Provinces of the Republic of South Africa, as specified by the NSG.
- ii) The services of the following experts will be rendered at their place of business using their own equipment, including all hardware, software and data: graphic designer, video animator, voice over artist, videographer and online learning content developer.

p) Time Frame of the Assignment

- i) The services envisaged in these Terms of Reference will be for a period of thirty-six (36) months. All outstanding commitments made with an expert during the stipulated contracted period must be fully honoured by them.

q) Intellectual Property

- i) The intellectual property rights of all the training materials are vested in the NSG. Where new materials are developed or where existing materials are revised, the NSG will own copyright thereof.

r) Representation

- i) The expert will deliver the scope of work described in these terms of reference related their professional area, expertise and subject category for or on behalf of the NSG. The expert will act as a representative of the NSG and will actively promote the NSG's interests and image. Experts must adhere to the NSG's code of conduct. The NSG will arrange Training of Trainers (ToT) and information sessions prior to the start of the contract period and from time to time during the contract period. Experts will be required to attend such sessions; failure to attend without valid reasons will result in the contract with the expert being suspended or terminated. The expert may also be required to attend the NSG's Facilitator Development Programme prior to being deployed to training sessions, or at any point during the contract period.

s) Tools of Trade

- i) The expert shall provide their own training equipment, including suitable audio-visual equipment, data projector, flip chart paper and pens. The NSG will provide the standard format of PowerPoint presentations to be utilized by the Expert.

t) Dispute Resolution

- i) If any dispute or difference of any kind whatsoever arises between the NSG and the expert in connection with or arising out of the service level agreement entered as a result of this bidding process, the parties shall make every effort to resolve amicably such dispute or difference by mutual consideration.
- ii) If, after 14 (fourteen) days, the NSG and the expert have failed to resolve their dispute or difference by such mutual consultation, then either the NSG or the expert may give notice to the other party of their intention to commence with arbitration.

- iii) Arbitration shall be conducted in accordance with the rules of the Arbitration Foundation of South Africa by an arbitrator appointed by the Foundation.
- iv) Should it not be possible to settle the dispute by means of arbitration, the dispute must be settled in a South African court of law.

TERMS OF REFERENCE FOR THE APPOINTMENT OF A PANEL OF EXPERTS FOR PRACTICES RELATED TO THE EDUCATION, TRAINING AND DEVELOPMENT (ETD) ENVIRONMENT ON BEHALF OF THE NATIONAL SCHOOL OF GOVERNMENT IN SELECTED PROFESSIONAL AREAS

APPROVED / NOT APPROVED / AMENDED


Prof Busani Ngcaweni

Principal

Date: 01/08/2022

THE NATIONAL TREASURY

Republic of South Africa



GOVERNMENT PROCUREMENT: GENERAL CONDITIONS OF CONTRACT

July 2010

GOVERNMENT PROCUREMENT
GENERAL CONDITIONS OF CONTRACT
July 2010

NOTES

The purpose of this document is to:

- (i) Draw special attention to certain general conditions applicable to government bids, contracts and orders; and
- (ii) To ensure that clients be familiar with regard to the rights and obligations of all parties involved in doing business with government.

In this document words in the singular also mean in the plural and vice versa and words in the masculine also mean in the feminine and neuter.

- The General Conditions of Contract will form part of all bid documents and may not be amended.
- Special Conditions of Contract (SCC) relevant to a specific bid, should be compiled separately for every bid (if applicable) and will supplement the General Conditions of Contract. Whenever there is a conflict, the provisions in the SCC shall prevail.

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General Conditions of Contract

1. Definitions

1. The following terms shall be interpreted as indicated:
 - 1.1 “Closing time” means the date and hour specified in the bidding documents for the receipt of bids.
 - 1.2 “Contract” means the written agreement entered into between the purchaser and the supplier, as recorded in the contract form signed by the parties, including all attachments and appendices thereto and all documents incorporated by reference therein.
 - 1.3 “Contract price” means the price payable to the supplier under the contract for the full and proper performance of his contractual obligations.
 - 1.4 “Corrupt practice” means the offering, giving, receiving, or soliciting of any thing of value to influence the action of a public official in the procurement process or in contract execution.
 - 1.5 "Countervailing duties" are imposed in cases where an enterprise abroad is subsidized by its government and encouraged to market its products internationally.
 - 1.6 “Country of origin” means the place where the goods were mined, grown or produced or from which the services are supplied. Goods are produced when, through manufacturing, processing or substantial and major assembly of components, a commercially recognized new product results that is substantially different in basic characteristics or in purpose or utility from its components.
 - 1.7 “Day” means calendar day.
 - 1.8 “Delivery” means delivery in compliance of the conditions of the contract or order.
 - 1.9 “Delivery ex stock” means immediate delivery directly from stock actually on hand.
 - 1.10 “Delivery into consignees store or to his site” means delivered and unloaded in the specified store or depot or on the specified site in compliance with the conditions of the contract or order, the supplier bearing all risks and charges involved until the supplies are so delivered and a valid receipt is obtained.
 - 1.11 "Dumping" occurs when a private enterprise abroad market its goods on own initiative in the RSA at lower prices than that of the country of origin and which have the potential to harm the local industries in the

RSA.

- 1.12 "Force majeure" means an event beyond the control of the supplier and not involving the supplier's fault or negligence and not foreseeable. Such events may include, but is not restricted to, acts of the purchaser in its sovereign capacity, wars or revolutions, fires, floods, epidemics, quarantine restrictions and freight embargoes.
- 1.13 "Fraudulent practice" means a misrepresentation of facts in order to influence a procurement process or the execution of a contract to the detriment of any bidder, and includes collusive practice among bidders (prior to or after bid submission) designed to establish bid prices at artificial non-competitive levels and to deprive the bidder of the benefits of free and open competition.
- 1.14 "GCC" means the General Conditions of Contract.
- 1.15 "Goods" means all of the equipment, machinery, and/or other materials that the supplier is required to supply to the purchaser under the contract.
- 1.16 "Imported content" means that portion of the bidding price represented by the cost of components, parts or materials which have been or are still to be imported (whether by the supplier or his subcontractors) and which costs are inclusive of the costs abroad, plus freight and other direct importation costs such as landing costs, dock dues, import duty, sales duty or other similar tax or duty at the South African place of entry as well as transportation and handling charges to the factory in the Republic where the supplies covered by the bid will be manufactured.
- 1.17 "Local content" means that portion of the bidding price which is not included in the imported content provided that local manufacture does take place.
- 1.18 "Manufacture" means the production of products in a factory using labour, materials, components and machinery and includes other related value-adding activities.
- 1.19 "Order" means an official written order issued for the supply of goods or works or the rendering of a service.
- 1.20 "Project site," where applicable, means the place indicated in bidding documents.
- 1.21 "Purchaser" means the organization purchasing the goods.
- 1.22 "Republic" means the Republic of South Africa.
- 1.23 "SCC" means the Special Conditions of Contract.
- 1.24 "Services" means those functional services ancillary to the supply of the goods, such as transportation and any other incidental services, such as installation, commissioning, provision of technical assistance, training, catering, gardening, security, maintenance and other such

obligations of the supplier covered under the contract.

- 1.25 “Written” or “in writing” means handwritten in ink or any form of electronic or mechanical writing.

2. Application

- 2.1 These general conditions are applicable to all bids, contracts and orders including bids for functional and professional services, sales, hiring, letting and the granting or acquiring of rights, but excluding immovable property, unless otherwise indicated in the bidding documents.
- 2.2 Where applicable, special conditions of contract are also laid down to cover specific supplies, services or works.
- 2.3 Where such special conditions of contract are in conflict with these general conditions, the special conditions shall apply.

3. General

- 3.1 Unless otherwise indicated in the bidding documents, the purchaser shall not be liable for any expense incurred in the preparation and submission of a bid. Where applicable a non-refundable fee for documents may be charged.
- 3.2 With certain exceptions, invitations to bid are only published in the Government Tender Bulletin. The Government Tender Bulletin may be obtained directly from the Government Printer, Private Bag X85, Pretoria 0001, or accessed electronically from www.treasury.gov.za

4. Standards

- 4.1 The goods supplied shall conform to the standards mentioned in the bidding documents and specifications.

5. Use of contract documents and information; inspection.

- 5.1 The supplier shall not, without the purchaser’s prior written consent, disclose the contract, or any provision thereof, or any specification, plan, drawing, pattern, sample, or information furnished by or on behalf of the purchaser in connection therewith, to any person other than a person employed by the supplier in the performance of the contract. Disclosure to any such employed person shall be made in confidence and shall extend only so far as may be necessary for purposes of such performance.
- 5.2 The supplier shall not, without the purchaser’s prior written consent, make use of any document or information mentioned in GCC clause 5.1 except for purposes of performing the contract.
- 5.3 Any document, other than the contract itself mentioned in GCC clause 5.1 shall remain the property of the purchaser and shall be returned (all copies) to the purchaser on completion of the supplier’s performance under the contract if so required by the purchaser.
- 5.4 The supplier shall permit the purchaser to inspect the supplier’s records relating to the performance of the supplier and to have them audited by auditors appointed by the purchaser, if so required by the purchaser.

6. Patent rights

- 6.1 The supplier shall indemnify the purchaser against all third-party claims of infringement of patent, trademark, or industrial design rights arising from use of the goods or any part thereof by the purchaser.

7. Performance security

- 7.1 Within thirty (30) days of receipt of the notification of contract award, the successful bidder shall furnish to the purchaser the performance security of the amount specified in SCC.
- 7.2 The proceeds of the performance security shall be payable to the purchaser as compensation for any loss resulting from the supplier's failure to complete his obligations under the contract.
- 7.3 The performance security shall be denominated in the currency of the contract, or in a freely convertible currency acceptable to the purchaser and shall be in one of the following forms:
- (a) a bank guarantee or an irrevocable letter of credit issued by a reputable bank located in the purchaser's country or abroad, acceptable to the purchaser, in the form provided in the bidding documents or another form acceptable to the purchaser; or
 - (b) a cashier's or certified cheque
- 7.4 The performance security will be discharged by the purchaser and returned to the supplier not later than thirty (30) days following the date of completion of the supplier's performance obligations under the contract, including any warranty obligations, unless otherwise specified in SCC.

8. Inspections, tests and analyses

- 8.1 All pre-bidding testing will be for the account of the bidder.
- 8.2 If it is a bid condition that supplies to be produced or services to be rendered should at any stage during production or execution or on completion be subject to inspection, the premises of the bidder or contractor shall be open, at all reasonable hours, for inspection by a representative of the Department or an organization acting on behalf of the Department.
- 8.3 If there are no inspection requirements indicated in the bidding documents and no mention is made in the contract, but during the contract period it is decided that inspections shall be carried out, the purchaser shall itself make the necessary arrangements, including payment arrangements with the testing authority concerned.
- 8.4 If the inspections, tests and analyses referred to in clauses 8.2 and 8.3 show the supplies to be in accordance with the contract requirements, the cost of the inspections, tests and analyses shall be defrayed by the purchaser.
- 8.5 Where the supplies or services referred to in clauses 8.2 and 8.3 do not comply with the contract requirements, irrespective of whether such supplies or services are accepted or not, the cost in connection with these inspections, tests or analyses shall be defrayed by the supplier.
- 8.6 Supplies and services which are referred to in clauses 8.2 and 8.3 and which do not comply with the contract requirements may be rejected.
- 8.7 Any contract supplies may on or after delivery be inspected, tested or

analyzed and may be rejected if found not to comply with the requirements of the contract. Such rejected supplies shall be held at the cost and risk of the supplier who shall, when called upon, remove them immediately at his own cost and forthwith substitute them with supplies which do comply with the requirements of the contract. Failing such removal the rejected supplies shall be returned at the suppliers cost and risk. Should the supplier fail to provide the substitute supplies forthwith, the purchaser may, without giving the supplier further opportunity to substitute the rejected supplies, purchase such supplies as may be necessary at the expense of the supplier.

- 8.8 The provisions of clauses 8.4 to 8.7 shall not prejudice the right of the purchaser to cancel the contract on account of a breach of the conditions thereof, or to act in terms of Clause 23 of GCC.

9. Packing

- 9.1 The supplier shall provide such packing of the goods as is required to prevent their damage or deterioration during transit to their final destination, as indicated in the contract. The packing shall be sufficient to withstand, without limitation, rough handling during transit and exposure to extreme temperatures, salt and precipitation during transit, and open storage. Packing, case size and weights shall take into consideration, where appropriate, the remoteness of the goods' final destination and the absence of heavy handling facilities at all points in transit.
- 9.2 The packing, marking, and documentation within and outside the packages shall comply strictly with such special requirements as shall be expressly provided for in the contract, including additional requirements, if any, specified in SCC, and in any subsequent instructions ordered by the purchaser.

10. Delivery and documents

- 10.1 Delivery of the goods shall be made by the supplier in accordance with the terms specified in the contract. The details of shipping and/or other documents to be furnished by the supplier are specified in SCC.
- 10.2 Documents to be submitted by the supplier are specified in SCC.

11. Insurance

- 11.1 The goods supplied under the contract shall be fully insured in a freely convertible currency against loss or damage incidental to manufacture or acquisition, transportation, storage and delivery in the manner specified in the SCC.

12. Transportation

- 12.1 Should a price other than an all-inclusive delivered price be required, this shall be specified in the SCC.

13. Incidental services

- 13.1 The supplier may be required to provide any or all of the following services, including additional services, if any, specified in SCC:
- (a) performance or supervision of on-site assembly and/or commissioning of the supplied goods;
 - (b) furnishing of tools required for assembly and/or maintenance of the supplied goods;
 - (c) furnishing of a detailed operations and maintenance manual for each appropriate unit of the supplied goods;

- (d) performance or supervision or maintenance and/or repair of the supplied goods, for a period of time agreed by the parties, provided that this service shall not relieve the supplier of any warranty obligations under this contract; and
- (e) training of the purchaser's personnel, at the supplier's plant and/or on-site, in assembly, start-up, operation, maintenance, and/or repair of the supplied goods.

13.2 Prices charged by the supplier for incidental services, if not included in the contract price for the goods, shall be agreed upon in advance by the parties and shall not exceed the prevailing rates charged to other parties by the supplier for similar services.

14. Spare parts

14.1 As specified in SCC, the supplier may be required to provide any or all of the following materials, notifications, and information pertaining to spare parts manufactured or distributed by the supplier:

- (a) such spare parts as the purchaser may elect to purchase from the supplier, provided that this election shall not relieve the supplier of any warranty obligations under the contract; and
- (b) in the event of termination of production of the spare parts:
 - (i) Advance notification to the purchaser of the pending termination, in sufficient time to permit the purchaser to procure needed requirements; and
 - (ii) following such termination, furnishing at no cost to the purchaser, the blueprints, drawings, and specifications of the spare parts, if requested.

15. Warranty

15.1 The supplier warrants that the goods supplied under the contract are new, unused, of the most recent or current models, and that they incorporate all recent improvements in design and materials unless provided otherwise in the contract. The supplier further warrants that all goods supplied under this contract shall have no defect, arising from design, materials, or workmanship (except when the design and/or material is required by the purchaser's specifications) or from any act or omission of the supplier, that may develop under normal use of the supplied goods in the conditions prevailing in the country of final destination.

15.2 This warranty shall remain valid for twelve (12) months after the goods, or any portion thereof as the case may be, have been delivered to and accepted at the final destination indicated in the contract, or for eighteen (18) months after the date of shipment from the port or place of loading in the source country, whichever period concludes earlier, unless specified otherwise in SCC.

15.3 The purchaser shall promptly notify the supplier in writing of any claims arising under this warranty.

15.4 Upon receipt of such notice, the supplier shall, within the period specified in SCC and with all reasonable speed, repair or replace the defective goods or parts thereof, without costs to the purchaser.

15.5 If the supplier, having been notified, fails to remedy the defect(s) within the period specified in SCC, the purchaser may proceed to take

such remedial action as may be necessary, at the supplier's risk and expense and without prejudice to any other rights which the purchaser may have against the supplier under the contract.

16. Payment

- 16.1 The method and conditions of payment to be made to the supplier under this contract shall be specified in SCC.
- 16.2 The supplier shall furnish the purchaser with an invoice accompanied by a copy of the delivery note and upon fulfillment of other obligations stipulated in the contract.
- 16.3 Payments shall be made promptly by the purchaser, but in no case later than thirty (30) days after submission of an invoice or claim by the supplier.
- 16.4 Payment will be made in Rand unless otherwise stipulated in SCC.

17. Prices

- 17.1 Prices charged by the supplier for goods delivered and services performed under the contract shall not vary from the prices quoted by the supplier in his bid, with the exception of any price adjustments authorized in SCC or in the purchaser's request for bid validity extension, as the case may be.

18. Contract amendments

- 18.1 No variation in or modification of the terms of the contract shall be made except by written amendment signed by the parties concerned.

19. Assignment

- 19.1 The supplier shall not assign, in whole or in part, its obligations to perform under the contract, except with the purchaser's prior written consent.

20. Subcontracts

- 20.1 The supplier shall notify the purchaser in writing of all subcontracts awarded under this contracts if not already specified in the bid. Such notification, in the original bid or later, shall not relieve the supplier from any liability or obligation under the contract.

21. Delays in the supplier's performance

- 21.1 Delivery of the goods and performance of services shall be made by the supplier in accordance with the time schedule prescribed by the purchaser in the contract.
- 21.2 If at any time during performance of the contract, the supplier or its subcontractor(s) should encounter conditions impeding timely delivery of the goods and performance of services, the supplier shall promptly notify the purchaser in writing of the fact of the delay, its likely duration and its cause(s). As soon as practicable after receipt of the supplier's notice, the purchaser shall evaluate the situation and may at his discretion extend the supplier's time for performance, with or without the imposition of penalties, in which case the extension shall be ratified by the parties by amendment of contract.
- 21.3 No provision in a contract shall be deemed to prohibit the obtaining of supplies or services from a national department, provincial department, or a local authority.
- 21.4 The right is reserved to procure outside of the contract small quantities or to have minor essential services executed if an emergency arises, the

supplier's point of supply is not situated at or near the place where the supplies are required, or the supplier's services are not readily available.

21.5 Except as provided under GCC Clause 25, a delay by the supplier in the performance of its delivery obligations shall render the supplier liable to the imposition of penalties, pursuant to GCC Clause 22, unless an extension of time is agreed upon pursuant to GCC Clause 21.2 without the application of penalties.

21.6 Upon any delay beyond the delivery period in the case of a supplies contract, the purchaser shall, without canceling the contract, be entitled to purchase supplies of a similar quality and up to the same quantity in substitution of the goods not supplied in conformity with the contract and to return any goods delivered later at the supplier's expense and risk, or to cancel the contract and buy such goods as may be required to complete the contract and without prejudice to his other rights, be entitled to claim damages from the supplier.

22. Penalties

22.1 Subject to GCC Clause 25, if the supplier fails to deliver any or all of the goods or to perform the services within the period(s) specified in the contract, the purchaser shall, without prejudice to its other remedies under the contract, deduct from the contract price, as a penalty, a sum calculated on the delivered price of the delayed goods or unperformed services using the current prime interest rate calculated for each day of the delay until actual delivery or performance. The purchaser may also consider termination of the contract pursuant to GCC Clause 23.

23. Termination for default

23.1 The purchaser, without prejudice to any other remedy for breach of contract, by written notice of default sent to the supplier, may terminate this contract in whole or in part:

- (a) if the supplier fails to deliver any or all of the goods within the period(s) specified in the contract, or within any extension thereof granted by the purchaser pursuant to GCC Clause 21.2;
- (b) if the Supplier fails to perform any other obligation(s) under the contract; or
- (c) if the supplier, in the judgment of the purchaser, has engaged in corrupt or fraudulent practices in competing for or in executing the contract.

23.2 In the event the purchaser terminates the contract in whole or in part, the purchaser may procure, upon such terms and in such manner as it deems appropriate, goods, works or services similar to those undelivered, and the supplier shall be liable to the purchaser for any excess costs for such similar goods, works or services. However, the supplier shall continue performance of the contract to the extent not terminated.

23.3 Where the purchaser terminates the contract in whole or in part, the purchaser may decide to impose a restriction penalty on the supplier by prohibiting such supplier from doing business with the public sector for a period not exceeding 10 years.

23.4 If a purchaser intends imposing a restriction on a supplier or any

person associated with the supplier, the supplier will be allowed a time period of not more than fourteen (14) days to provide reasons why the envisaged restriction should not be imposed. Should the supplier fail to respond within the stipulated fourteen (14) days the purchaser may regard the intended penalty as not objected against and may impose it on the supplier.

23.5 Any restriction imposed on any person by the Accounting Officer / Authority will, at the discretion of the Accounting Officer / Authority, also be applicable to any other enterprise or any partner, manager, director or other person who wholly or partly exercises or exercised or may exercise control over the enterprise of the first-mentioned person, and with which enterprise or person the first-mentioned person, is or was in the opinion of the Accounting Officer / Authority actively associated.

23.6 If a restriction is imposed, the purchaser must, within five (5) working days of such imposition, furnish the National Treasury, with the following information:

- (i) the name and address of the supplier and / or person restricted by the purchaser;
- (ii) the date of commencement of the restriction
- (iii) the period of restriction; and
- (iv) the reasons for the restriction.

These details will be loaded in the National Treasury's central database of suppliers or persons prohibited from doing business with the public sector.

23.7 If a court of law convicts a person of an offence as contemplated in sections 12 or 13 of the Prevention and Combating of Corrupt Activities Act, No. 12 of 2004, the court may also rule that such person's name be endorsed on the Register for Tender Defaulters. When a person's name has been endorsed on the Register, the person will be prohibited from doing business with the public sector for a period not less than five years and not more than 10 years. The National Treasury is empowered to determine the period of restriction and each case will be dealt with on its own merits. According to section 32 of the Act the Register must be open to the public. The Register can be perused on the National Treasury website.

24. Anti-dumping and countervailing duties and rights

24.1 When, after the date of bid, provisional payments are required, or anti-dumping or countervailing duties are imposed, or the amount of a provisional payment or anti-dumping or countervailing right is increased in respect of any dumped or subsidized import, the State is not liable for any amount so required or imposed, or for the amount of any such increase. When, after the said date, such a provisional payment is no longer required or any such anti-dumping or countervailing right is abolished, or where the amount of such provisional payment or any such right is reduced, any such favourable difference shall on demand be paid forthwith by the contractor to the State or the State may deduct such amounts from moneys (if any) which may otherwise be due to the contractor in regard to supplies or services which he delivered or rendered, or is to deliver or render in terms of the contract or any other contract or any other amount which

may be due to him

25. Force Majeure

- 25.1 Notwithstanding the provisions of GCC Clauses 22 and 23, the supplier shall not be liable for forfeiture of its performance security, damages, or termination for default if and to the extent that his delay in performance or other failure to perform his obligations under the contract is the result of an event of force majeure.
- 25.2 If a force majeure situation arises, the supplier shall promptly notify the purchaser in writing of such condition and the cause thereof. Unless otherwise directed by the purchaser in writing, the supplier shall continue to perform its obligations under the contract as far as is reasonably practical, and shall seek all reasonable alternative means for performance not prevented by the force majeure event.

26. Termination for insolvency

- 26.1 The purchaser may at any time terminate the contract by giving written notice to the supplier if the supplier becomes bankrupt or otherwise insolvent. In this event, termination will be without compensation to the supplier, provided that such termination will not prejudice or affect any right of action or remedy which has accrued or will accrue thereafter to the purchaser.

27. Settlement of Disputes

- 27.1 If any dispute or difference of any kind whatsoever arises between the purchaser and the supplier in connection with or arising out of the contract, the parties shall make every effort to resolve amicably such dispute or difference by mutual consultation.
- 27.2 If, after thirty (30) days, the parties have failed to resolve their dispute or difference by such mutual consultation, then either the purchaser or the supplier may give notice to the other party of his intention to commence with mediation. No mediation in respect of this matter may be commenced unless such notice is given to the other party.
- 27.3 Should it not be possible to settle a dispute by means of mediation, it may be settled in a South African court of law.
- 27.4 Mediation proceedings shall be conducted in accordance with the rules of procedure specified in the SCC.
- 27.5 Notwithstanding any reference to mediation and/or court proceedings herein,
- (a) the parties shall continue to perform their respective obligations under the contract unless they otherwise agree; and
 - (b) the purchaser shall pay the supplier any monies due the supplier.

28. Limitation of liability

- 28.1 Except in cases of criminal negligence or willful misconduct, and in the case of infringement pursuant to Clause 6;
- (a) the supplier shall not be liable to the purchaser, whether in contract, tort, or otherwise, for any indirect or consequential loss or damage, loss of use, loss of production, or loss of profits or interest costs, provided that this exclusion shall not apply to any obligation of the supplier to pay penalties and/or damages to the purchaser; and

	(b) the aggregate liability of the supplier to the purchaser, whether under the contract, in tort or otherwise, shall not exceed the total contract price, provided that this limitation shall not apply to the cost of repairing or replacing defective equipment.
29. Governing language	29.1 The contract shall be written in English. All correspondence and other documents pertaining to the contract that is exchanged by the parties shall also be written in English.
30. Applicable law	30.1 The contract shall be interpreted in accordance with South African laws, unless otherwise specified in SCC.
31. Notices	<p>31.1 Every written acceptance of a bid shall be posted to the supplier concerned by registered or certified mail and any other notice to him shall be posted by ordinary mail to the address furnished in his bid or to the address notified later by him in writing and such posting shall be deemed to be proper service of such notice</p> <p>31.2 The time mentioned in the contract documents for performing any act after such aforesaid notice has been given, shall be reckoned from the date of posting of such notice.</p>
32. Taxes and duties	<p>32.1 A foreign supplier shall be entirely responsible for all taxes, stamp duties, license fees, and other such levies imposed outside the purchaser's country.</p> <p>32.2 A local supplier shall be entirely responsible for all taxes, duties, license fees, etc., incurred until delivery of the contracted goods to the purchaser.</p> <p>32.3 No contract shall be concluded with any bidder whose tax matters are not in order. Prior to the award of a bid the Department must be in possession of a tax clearance certificate, submitted by the bidder. This certificate must be an original issued by the South African Revenue Services.</p>
33. National Industrial Participation Programme (NIP)	33.1 The NIP Programme administered by the Department of Trade and Industry shall be applicable to all contracts that are subject to the NIP obligation.
34 Prohibition of Restrictive practices	<p>34.1 In terms of section 4 (1) (b) (iii) of the Competition Act No. 89 of 1998, as amended, an agreement between, or concerted practice by, firms, or a decision by an association of firms, is prohibited if it is between parties in a horizontal relationship and if a bidder (s) is / are or a contractor(s) was / were involved in collusive bidding (or bid rigging).</p> <p>34.2 If a bidder(s) or contractor(s), based on reasonable grounds or evidence obtained by the purchaser, has / have engaged in the restrictive practice referred to above, the purchaser may refer the matter to the Competition Commission for investigation and possible imposition of administrative penalties as contemplated in the Competition Act No. 89 of 1998.</p>

- 34.3 If a bidder(s) or contractor(s), has / have been found guilty by the Competition Commission of the restrictive practice referred to above, the purchaser may, in addition and without prejudice to any other remedy provided for, invalidate the bid(s) for such item(s) offered, and / or terminate the contract in whole or part, and / or restrict the bidder(s) or contractor(s) from conducting business with the public sector for a period not exceeding ten (10) years and / or claim damages from the bidder(s) or contractor(s) concerned.

Js General Conditions of Contract (revised July 2010)



SPECIAL CONDITIONS OF CONTRACT

BID NUMBER NSG/BID/01/2022/2023

APPOINTMENT OF A PANEL OF EXPERTS FOR PRACTICES RELATED TO THE EDUCATION, TRAINING AND DEVELOPMENT (ETD) ENVIRONMENT ON BEHALF OF THE NATIONAL SCHOOL OF GOVERNMENT (NSG) IN SELECTED PROFESSIONAL AREAS FOR A PERIOD OF THIRTY-SIX (36) MONTHS.

CLOSING DATE AND TIME OF BID: 02 September 2022 at 11:00

BID VALIDITY PERIOD: 120 DAYS

NATIONAL SCHOOL OF GOVERNMENT



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**LIST OF ABBREVIATIONS**

BAC	Bid Adjudication Committee
B-BBEE	Broad-Based Black Economic Empowerment
BEC	Bid Evaluation Committee
BEE	Black Economic Empowerment
CSD	Central Supplier Database
EME	Exempt Micro Enterprises
NSG	National School of Government
PPPFA	Preferential Procurement Policy Framework Act
PPR	Preferential Procurement Regulations
QSE	Qualifying Small Enterprise
SA	South Africa
SARS	South African Revenue Service
SBD	Standard Bidding Document
SCC	Special Conditions of Contract
VAT	Value Added Tax



RETURNABLE DOCUMENTS

Table 1: Returnable Bid Document Checklist

#	Document Name	Included in the published bid document?	To be returned by bidder
LEGISLATIVE REQUIREMENTS DOCUMENTS			
1	SBD 1 Invitation to Bid	Yes	Yes
2	SBD 4 Declaration of Interest	Yes	Yes
PHASE I: MANDATORY REQUIREMENTS			
3	Legislative Requirements Documents	Yes	Yes
PHASE II: TECHNICAL REQUIREMENTS EVALUATION – DESKTOP			
4	Documentation and evidence as per of Terms of Reference and Profile	Yes	Yes
PHASE III: TECHNICAL REQUIREMENTS EVALUATION – INTERVIEWS			
5	Documentation and evidence as per of Terms of Reference and Profile	Yes	Yes

#NB 1: All the prospective bidders are required to return these documents as per above sequence.

#NB 2: The above table for returnable documents is a guide only on how and which documents must be submitted.

#NB 3: It is the responsibility of the bidder to ensure that they read each paragraph in the Special Conditions of Contract and Bid to determine all documents required and templates must be completed and submitted accordingly.

1. LEGISLATIVE AND REGULATORY FRAMEWORK

- 1.1 This bid and all contracts emanating there from will be subject to the General Conditions of Contract issued in accordance with Treasury Regulation 16A published in terms of the Public Finance Management Act, 1999 (Act 1 of 1999) as well as the Preferential Procurement Policy Framework Act 2000 (PPPFA) with its latest 2017 Regulations. The Special Conditions of Contract (SCC) are supplementary to that of General Conditions of Contract. However, where the Special Conditions of Contract conflict with the General Conditions of Contract, the Special Conditions of Contract prevail.



1.2 Standard Bidding Documents

The following standard bidding documents must be submitted with the bid at the closing date and time of bid.

- SBD 1 – Invitation to bid
- SBD 4 – Declaration of interest

1.3 Tax Compliance Requirement

- 1.3.1 It is a condition of this bid that the tax matters of the successful bidder(s) are in order, or that satisfactory arrangements have been made with South African Revenue Service (SARS) to meet the bidder's tax obligations.
- 1.3.2 The Tax Compliance status requirements are also applicable to potential foreign bidders / individuals who wish to submit bids.
- 1.3.3 It is a requirement that bidders grant a written confirmation when submitting this bid response that SARS may on an on-going basis during the tenure of the transversal contract disclose the bidder's tax compliance status and by submitting this bid such confirmation is deemed to have been granted.
- 1.3.4 Bidders are required to be registered on the Central Supplier Database (CSD) and NSG shall verify the bidder's tax compliance status through the CSD or through SARS.
- 1.3.5 Where Consortia / Joint Ventures / Sub-Contractors are involved, each party must be registered on the CSD, and their tax compliance status will be verified through the CSD or through SARS.

2. SPECIFICATIONS AND SCOPE OF WORK

- 2.1.1 The Terms of Reference (ToR) are intended to provide a scope of work and deliverables to appoint experts in terms of Treasury Regulations for a period of thirty -six (36) months.
- 2.2.2 Bidders need to adhere to the specifications listed in the terms of reference and different profiles



SECTION A

CONDITIONS OF BID

3. PART 1: EVALUATION CRITERIA

3.1 TIMELINE OF THE BID PROCESS

The period of validity of tender and the withdrawal of offers, after the closing date and time is **120 days**. The project timeframes of this bid are set out below:

Activity	Due Date
Advertisement of bid on Government e-tender portal, and NSG Website and selected newspapers.	05 August 2022
Bid Closing date	02 September 2022 at 11:00

3.2 BID EVALUATION PHASES

3.2.1 The bid shall be evaluated in three (3) phases as per the table below:

Table 2: Evaluation Criteria

PHASE I	PHASE II	PHASE III
Compliance with mandatory and other standard bidding documents	Technical Evaluation Desktop Evaluation	Technical Evaluation Interviews
Compliance with mandatory and other bid requirements	Documentation and evidence as per Terms of Reference and Evaluation Criteria (relevant Scorecards)	Documentation and evidence as per Terms of Reference and Evaluation Criteria (relevant scorecards)

3.3 PHASE I: MANDATORY BID REQUIREMENTS

3.3.1 Bidders' must submit all required documents indicated in table 4 hereunder with the bid documents at the closing date and time of the bid. During this evaluation phase, bidder's responses will be evaluated based on the documents submitted under mandatory requirements. Bidders who fail to comply with any of the mandatory criteria will be disqualified.



Table 3: Mandatory Requirements

Mandatory requirements - Documents that must be submitted in Phase I	
SBD 1 - Invitation to Bid	Complete and sign the attached pro forma document
SBD 4 - Declaration of Interest	Complete and sign the attached document
Registration on Central Supplier Database (CSD)	<p>The bidder must be registered as a service provider on the CSD. If the bidder is not registered proceed to complete the registration of your company prior to submitting your proposal. Visit https://secure.csd.gov.za/ to obtain your vendor number.</p> <p>Tax Status must be compliant, In the event where a bidder submits a hard copy of the Tax Clearance Certificate / Tax Pin code, the CSD verification outcome will take precedence</p> <p>Submit proof of registration.</p>
Bidder's declaration (Annexure A) validity of document - 120 days	Complete and sign

3.4 PHASE II EVALUATION: TECHNICAL EVALUATION - DESKTOP

Bidders' must submit all required documents indicated hereunder with the bid documents at the closing date and time of the bid. During this evaluation phase, bidder's responses will be evaluated based on the documents submitted under mandatory requirements. Bidders who fail to comply with any of the mandatory criteria will be disqualified.

- 3.4.1 The Bid Evaluation Committee will evaluate in terms of technical requirements and a bidder who scores a minimum of 70% will be evaluated further

3.5 PHASE III EVALUATION: TECHNICAL EVALUATION - INTERVIEWS

- 3.5.1 The Bid Evaluation Committee will evaluate in terms of technical requirements and a bidder who scores a minimum of 70% will be recommended for appointment.

4. RECOMMENDATION AND APPOINTMENT OF BIDDERS

- 4.1 The Bid Evaluation Committee will recommend a preferred responsive bidder based on the evaluation criteria stipulated above.
- 4.2 The award of the Contract is subject to meeting all the requirements of the bid.

1. PART 2: ADDITIONAL BID REQUIREMENT

1.1 Introduction

All bidders must comply with the requirements below as well as submit all required documents referred below. Unless the requirements specifically provide for mandatory compliance, the National School of Government reserves the right to disqualify a bid that does not comply with any of the requirements.



2. SUPPLIER DUE DILIGENCE

The State reserves the right to conduct supplier due diligence during bid evaluation, prior to final award or at any time during the contract period and this may include pre-announced/ non-announced site visits. During the due diligence process the information submitted by the bidder will be verified and any misrepresentation thereof may disqualify the bid in whole or parts thereof and the contract may be terminated.

3. COUNTER CONDITIONS

Bidders' attention is drawn to the fact that amendments to any of the bid conditions or setting of counter conditions by bidders may result in the invalidation of such bids.

4. FRONTING

- 4.1 The NSG supports the spirit of broad based black economic empowerment and recognizes that real empowerment can only be achieved through individuals and businesses conducting themselves in accordance with the Constitution and in an honest, fair, equitable, transparent, and legally compliant manner. Against this background the NSG does not support any form of fronting.
- 4.2 The NSG, in ensuring that bidders conduct themselves in an honest manner will, as part of the bid evaluation processes, conduct, or initiate the necessary enquiries/investigations to determine the accuracy of the representation made in this bid document. Should any of the fronting indicators as contained in the Guidelines on Complex Structures and Transactions and Fronting, issued by the DTI, be established during such enquiry / investigation, the onus will be on the bidder to prove that fronting does not exist. Failure to do so by the bidder within a period of fourteen (14) days from date of notification by NSG may invalidate the bid / contract and may also result in the restriction of the bidder to conduct business with the public sector for a period not exceeding ten (10) years, in addition to any other remedies the NT may have against the bidder concerned.

5. RIGHT OF AWARD

The State reserves its following rights:

- To award the bid in part or in full.
- Not to make any award in this bid.
- Award the bid to more than one (1) bidder for the same item.
- Request further technical information from any bidder after the closing date.
- Verify information and documentation of the service provider.
- Not to accept any of the bids submitted.
- To withdraw or amend any of the bid conditions by notice in writing to all bidders prior to closing of the bid and post award; and
- If an incorrect award has been made to remedy the matter in any lawful manner it may deem fit.



6. NEGOTIATION

The State reserves the right to negotiate with the preferred bidders in line with the legislative requirements.

7. SUBMISSION OF BIDS

7.1 Bidders must respond to the bid as follows:

Bidders must submit **one (1) original document paper format and one (1) USB with a PDF copy of the original document including the Profile document and any required samples and documentation as per the Terms of Reference and Profile**

7.1.2 Bidders further need to complete the compulsory online Profile form <https://limesurvey.thensg.gov.za/limesurvey/index.php/613359?lang=en>

7.1.3 Bids needs to be submitted at the National School of Government, **20 Greef Street**, Trevenna, Sunnyside, Deposit the bid in the tender box that will be placed at the **security entrance in Greeff Street**.

7.1.4 Bid Closing date and time: 02 September 2022 @ 11:00

7.1.5 Bidders must ensure that the bid is be submitted in a sealed envelope or sealed suitable cover on which the name and address of the bidder, the bid number and the closing date must be clearly visible.

7.1.6 **#NB:** Bid document are required to be submitted in the order as indicated on Table 1 – Returnable Documents Check list.

8. LATE BIDS

Bids received after the closing date and time, will NOT be accepted for consideration and where practicable, be returned unopened to the bidder.

9. COMMUNICATION AND CONFIDENTIALITY

9.1 The Supply Chain Management Unit within the Office of the Chief Financial Officer (CFO) may communicate with bidders where clarity is sought after the closing date and time of the bid and prior to the award of the contract, or to extend the validity period of the bid, if necessary.

9.2 If a bidder finds or reasonably believes it has found any discrepancy, ambiguity, error or inconsistency in this bid or any other information provided by the NSG (other than minor clerical matters), the bidder must promptly notify the NSG in writing of such discrepancy, ambiguity, error, or inconsistency in order to afford the NSG an opportunity to consider what corrective action is necessary (if any).

9.3 Any actual discrepancy, ambiguity, error or inconsistency in this bid or any other information provided by the NSG will, if possible, be corrected and provided to all bidders without attribution to the bidder who provided the written notice.



9.4 All communication between the bidder and the National School of Government must be done in writing.

10. CONTACT DETAILS

10.1 General

National School of Government, Supply Chain Management Unit, Office of the Chief Financial Officer,
Private Bag x759, Pretoria, 0001

Physical address: 20 Greeff Street, Trevenna, Sunnyside

10.2 Bid Enquiries

All technical enquiries should be in writing to Albert.koloko@thensg.gov.za

Any other bid related enquires should be in writing to Nkhensani.nkuna@thensg.gov.za

or Annetha.debeer@thensg.gov.za or Mesele.thulare@thensg.gov.za .mailto: The closing date for receipt of all enquiries is 26 August 2022. All enquiries beyond the closing date will not be considered.

**SECTION B:****CONDITIONS OF CONTRACT****11. CONCLUSION OF CONTRACT**

- 11.1 The Contract between National School of Government and the preferred bidder/s (Service Provider) collectively referred to as the Parties shall come into effect after the service provider has been issued with an unconditional letter of acceptance to their bid.
- 11.2 The Service Provider (s) shall be appointed in terms of this bid.
- 11.3 In the event that there is any contradiction between the abovementioned documents, the special conditions of contract shall take precedent. For purpose of Section B, the term "service provider "shall refer to the preferred bidder appointed in terms of the contract.

12. CONTRACT MANAGEMENT: ROLES AND RESPONSIBILITIES**12.1 Supplier Performance Management**

- 12.1.1 Supplier performance management will be the responsibility of the Project Leader and where supplier performance disputes cannot be resolved between the contractor and the relevant purchasing institution, NSG Legal services and/or NSG SCM must be contacted for corrective actions.

13. SECURITY AND CONFIDENTIALITY INFORMATION

- 13.1 The Supplier will regard all information which he/she obtains or is entrusted with concerning the NSG whilst executing the contract, as confidential, secret, or top secret.
- 13.2 The Supplier may not make any such information obtained or entrusted with to any other person or to the media.

14. MERGERS, TAKE OVERS AND CHANGES IN SUPPLIER DETAILS

- 14.1 Where a contracted supplier plans to merge with or is going to be acquired by another entity, the contracted supplier must inform the NSG in writing 90 days prior to such event of relevant details.
- 14.2 NSG reserves the right to agree to the transfer of contractual obligations to the new supplier under the prevailing conditions of contract or to cancel the contract
- 14.3 A contracted supplier must inform the NSG within 7 days of any changes of address, name, contact or banking details.

**15. REGISTRATION ON DATABASES OF PARTICIPATING AUTHORITIES**

- 15.1 Awarded bidder must ensure continuous compliance with all statutory requirements which may affect their complying status on Central Supplier Database managed by National Treasury.

16. TERMINATION

- 16.1 The State shall be entitled to terminate this agreement if one or more of the following occur: –
- The service provider decides to transfer the contract or cede the contract.
 - The service provider does not honour contractual obligations including submission of information.
 - The service provider is provisionally or finally liquidated, making it impossible for the service provider to perform its functions in terms of this Contract.
 - The service provider enters into settlement arrangements with their creditors.
 - The service provider commits an act of insolvency.
 - In the event that the service provider is a member of an unincorporated joint venture or consortium and the membership of such joint venture or Consortium changes.
 - There is a change in ownership of the service provider that has the effect that over 50% ownership of the service provider belongs to the new owner without prior written approval of the State.
 - Overall poor performance rating during the contract period

THE END

BIDDER DECLARATION

The bidder hereby declare the following:

We confirm that _____ (Bidder's Name) will:

- a) Act honestly, fairly, and with due skill, care and diligence, in the interests of the NSG;
- b) Have and employ effectively the resources, procedures and appropriate technological systems for the proper performance of the services;
- c) Act with circumspection and treat the NSG fairly in a situation of conflicting interests;
- d) Comply with all applicable statutory or common law requirements applicable to the conduct of business;
- e) Agree to accept the conditions stipulated in the GCC and SCC;
- f) Make adequate disclosures of relevant material information including disclosures of actual or potential own interests, in relation to dealings with the NSG;
- g) Avoidance of fraudulent and misleading advertising, canvassing and marketing;
- h) To conduct their business activities with transparency and consistently uphold the interests and needs of the NSG as a client before any other consideration; and
- i) To ensure that any information acquired by the bidder(s) from the NSG will not be used or disclosed unless the written consent of the client has been obtained to do so.

Signature_____

Date_____

Print Name of Signatory: _____

Designation: _____

FOR AND ON BEHALF OF: _____ (Expert's Name)

FACILITATOR – SCORE CARD

Category	1) Language Proficiency			Weight 10
Scoring Guideline	English (Speak, Understand)	English only (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus one additional language AND experience in facilitating learners with special needs
Score	1	2	3	4
Notes:				

Category	2) Ability to use Technology			Weight 10
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word	Excellent in general computer skills and use of MS Word and MS Excel	Excellent in general computer skills and use of MS Office (MS Word, Ms Excel and MS PowerPoint)
Score	1	2	3	4
Notes:				

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	No evidence	NQF 7 B-degree	NQF 7 B-degree relevant to subject matter area(s)	NQF 8 Honours/Postgraduate diploma	NQF 9 Masters' degree/ M-Professional or higher
Score	1	2	3	4	5
Notes:					

Category	4) Employment history in the Public Sector and State Owned Enterprises / Consultancy contracts on behalf of the Public Sector and State Owned Enterprises				Weight 20
Scoring Guideline	Up to 3 Years	Up to 5 Years	Up to 7 Years	Up to 10 Years	More than 10 Years
Score	1	2	3	4	5
Notes:					

Category	5) Experience in adapting learning materials and resources to specific needs of clients or groups				Weight 10
Scoring Guideline	Not evident	To a limited extend (one or two examples given)	Minimum requirement achieved (up to four examples)	Reasonable evidence (up to six examples)	Exceptional experience (more than six examples)
Score	1	2	3	4	5
Notes:					

Category	6) Experience as a Facilitate for Adult Learners				Weight 30
Scoring Guideline	No Evidence	Up to 1 year	Up to 2 years	Up to 5 years with examples	More than 5 years with examples
Score	1	2	3	4	5
Notes:					

ASSESSOR – SCORE CARD

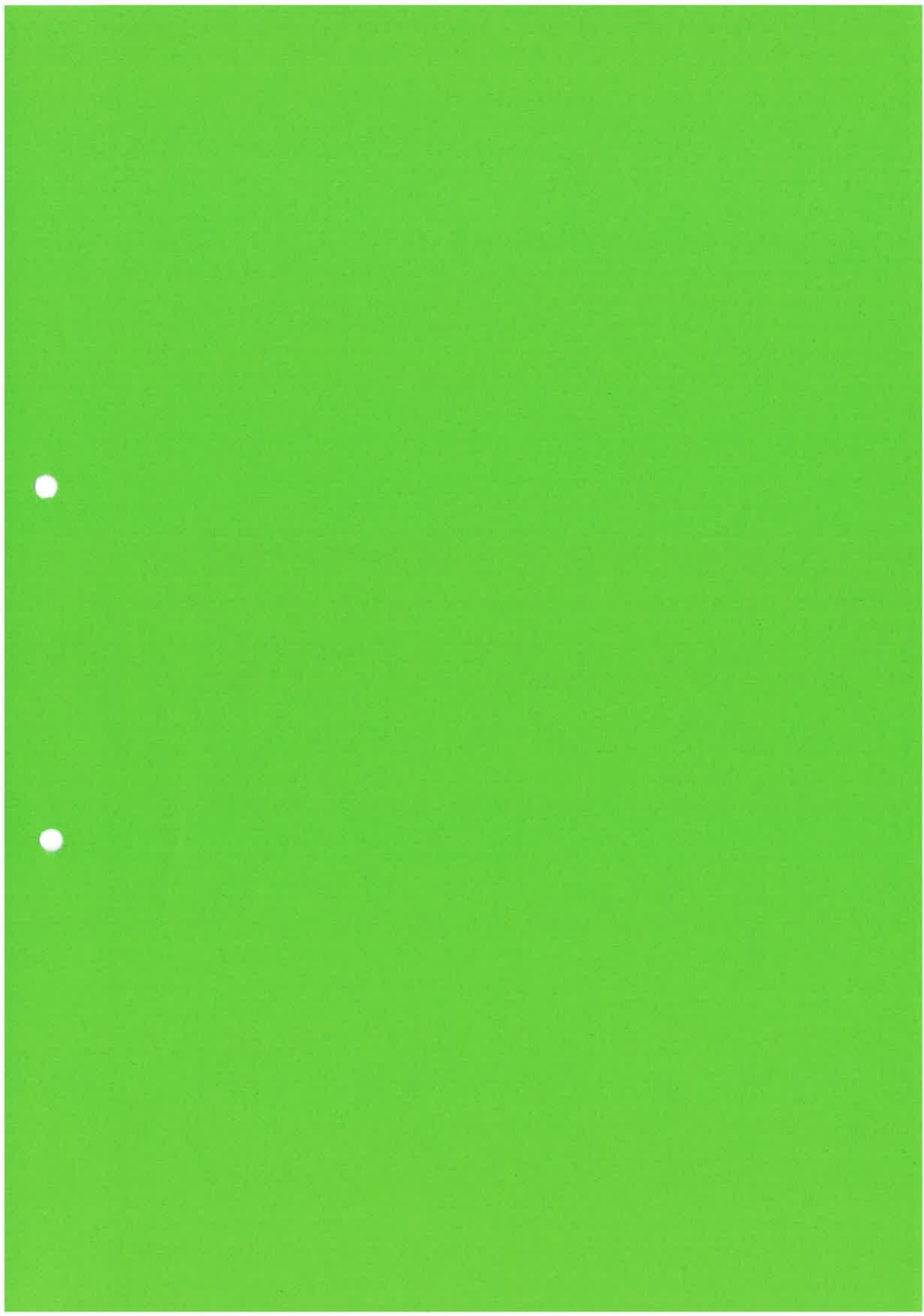
Category	1) Language Proficiency			Weight 10	
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus one additional language AND experience in assessing portfolios for learners with special needs	
	Full proficiency in English plus two or more additional languages AND experience in assessing portfolios for learners with special needs				
Score	1	2	3	4	5
Notes:					

Category	2) Ability to use Technology				Weight 10
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word	Excellent in general computer skills and use of MS Word	Excellent in general computer skills and use of MS Office (MS Word, Ms Excel and MS PowerPoint)	Excellent in all given categories and other software
Score	1	2	3	4	5
Notes:					

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	No evidence	NQF 7 B-degree	NQF 7 B-degree relevant to subject matter area(s)	NQF 8 Honours/Postgraduate diploma	NQF 9 Masters' degree/ M-Professional or higher
Score	1	2	3	4	5
Notes:					

Category	4) Assessor: Certification and registration against subject matter areas				Weight 30
Scoring Guideline	U/S 115753 or 7978 completed	U/S 115753 or 7978 completed and registered with a SETA	U/S 115753 or 7978 completed and registered at the SETA relevant to 1 subject matter area	U/S 115753 or 7978 completed and registered at the SETA(s) relevant to 2 subject matter areas	U/S 115753 or 7978 completed and registered at the SETA(s) relevant to more than 2 subject matter areas
Score	1	2	3	4	5
Notes:					

Category	5) Experience as Assessor				Weight 30
Scoring Guideline	No Evidence	Up to 1 year	Up to 2 years with examples	Up to 5 years with examples	More than 5 years with examples
Score	1	2	3	4	5
Notes:					



MODERATOR – SCORE CARD

Category	1) Language Proficiency			Weight 10
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus two or more additional languages AND experience in moderating portfolios for learners with special needs
Score	1	2	3	4
Notes:				

Category	2) Ability to use Technology			Weight 10
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word	Excellent in general computer skills and use of MS Word	Excellent in all given categories and other software
Score	1	2	3	4
Notes:				

Category	3) Formal / Academic Qualification(s)					Weight 20
Scoring Guideline	No evidence	NQF 7 B-degree	NQF 7 B-degree relevant to subject matter area(s)	NQF 8 Honours/Postgraduate diploma	NQF 9 Masters' degree/ M-Professional or higher	
Score	1	2	3	4	5	
Notes:						

Category	4) Moderator: Certification and registration against subject matter areas					Weight 30
Scoring Guideline	U/S 115759 or 7977 completed	U/S 115759 or 7977 completed and registered with a SETA	U/S 115759 or 7977 completed and registered at the SETA relevant to 1 subject matter area	U/S 115759 or 7977 completed and registered at the SETA(s) relevant to 2 subject matter areas	U/S 115759 or 7977 completed and registered at the SETA(s) relevant to more than 2 subject matter areas	
Score	1	2	3	4	5	
Notes:						

100

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The first of these is the fact that the system is not in a steady state. The second is that the system is not in a steady state. The third is that the system is not in a steady state.

CURRICULUM DESIGNER AND DEVELOPER – SCORE CARD

Category	1) Language Proficiency				Weight 10
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus one additional language AND experience in developing materials for learners with special needs	Full proficiency in English plus two or more additional languages AND experience in developing materials for learners with special needs
Score	1	2	3	4	5
Notes:					

Category	2) Ability to use Technology				Weight 10
Scoring Guideline	Reasonable in general computer skills and use of MS Word	Excellent in general computer skills and use of MS Word	Excellent in general computer skills and use of MS Word, and MS PowerPoint	Excellent in all given categories	Excellent in all given categories AND layout and design software
Score	1	2	3	4	5
Notes:					

Category	3) Formal/Academic Qualification(s)				Weight 10
Scoring Guideline	B-degree (NQF 7) not relevant to subject matter area	B-degree (NQF 7) relevant to subject matter area or NQF 8	Masters' degree (NQF 9)	Masters' degree (NQF 9) or higher One of the following accredited courses attended: U/S 123401/ 9950 or U/S 123394/ 9954	Masters' degree (NQF 9) or higher AND U/S 123401/ 9950, U/S 123394/ 9954 U/S 117871/ 9957, U/S 115753/ 7978
Score	1	2	3	4	5
Notes:					

Category	4) Experiences				Weight 20
Scoring Guideline	3 years' experience in ETD interventions	3 years' experience in ETD interventions and part qualification development	3 years' experience in ETD interventions and part qualification development and the use ICT to support learning	3 years' experience in ETD interventions and part qualification development and the use ICT to support learning and its implementation in the public sector, civil society and higher education	3 years' experience in ETD interventions and part qualification development and the use ICT to support learning and its implementation in the public sector, civil society and higher education and evidence of the application of social justice and decolonising developmental approaches
	Score	1	2	3	4
Notes:					

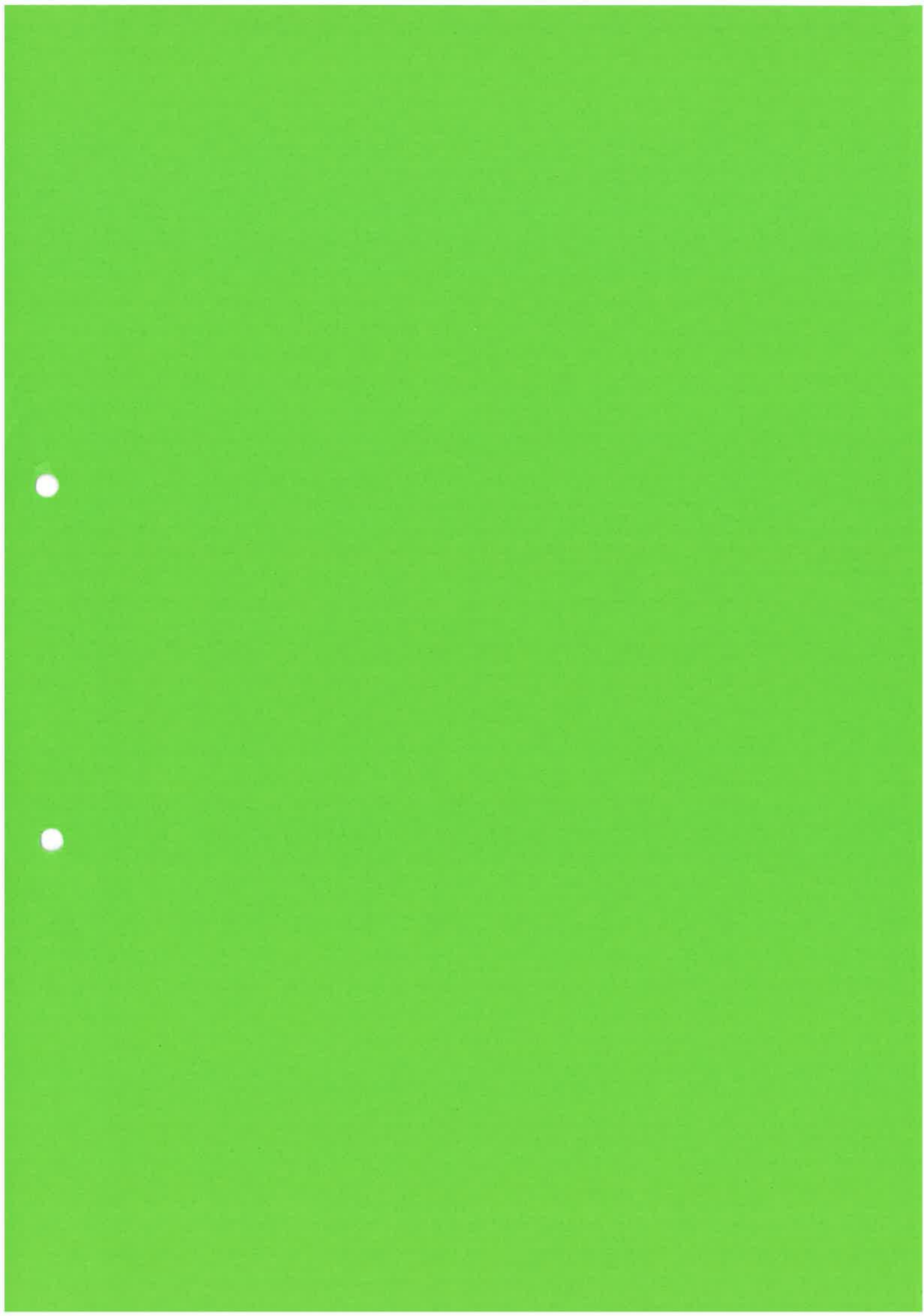
Category	5) Programme strategy (see attached programme strategy checklist)				Weight 20
Scoring Guideline	Programme overview elements are presented	Programme overview and design and assessment elements are presented	Programme overview, design, assessment and delivery elements are presented	Programme overview, design, assessment, delivery and learner support elements with visible innovation principles are presented	Programme overview, design, assessment, delivery, learner support and evaluation elements with visible innovation (i.e. theory of change) are presented
Score	1	2	3	4	5
Notes:					

Category	6) Learning Unit				Weight 30
Scoring Guideline	Materials are logically set out and learning outcomes are measurable.	Requirement at 1 plus content is correct and up to date and is aligned to learning outcomes	Requirement at 1 and 2 plus content is instructionally design to mediate the learning of knowledge, values and application	Requirement at 1, 2 and 3 plus instructional design includes practical and simple application of learning in the workplace which can be measured.	Requirement at 1, 2, 3 and 4 plus instructional design includes practical and simple application of learning in the workplace which can be measured.
Score	1	2	3	4	5
Notes:					

PROGRAMME/COURSE CONCEPT AND STRATEGY CHECKLIST



SECTION 1: PROGRAMME OVERVIEW		TICK BOXES
1.1	Background	<input type="checkbox"/>
1.2	Course Purpose	<input type="checkbox"/>
1.3	Target Group	<input type="checkbox"/>
1.4	Learning Assumed to be in Place	<input type="checkbox"/>
1.5	Unit Standard Alignment	<input type="checkbox"/>
1.6	Delivery Mode	<input type="checkbox"/>
1.7	Learning Pathway and Articulation	<input type="checkbox"/>
1.8	Learning Policy	<input type="checkbox"/>
1.9	Inclusivity	<input type="checkbox"/>
SECTION 2: DESIGN AND ASSESSMENT		TICK BOXES
2.1	Outcomes	<input type="checkbox"/>
2.2	Content and Context	<input type="checkbox"/>
2.3	Training and Learning	<input type="checkbox"/>
2.4	Assessments	<input type="checkbox"/>
2.5	Evaluation	<input type="checkbox"/>
SECTION 3: DELIVERY		TICK BOXES
3.1	Materials	<input type="checkbox"/>
3.2	Notional Hours of Learning	<input type="checkbox"/>
3.3	Training Technology, Aids and Equipment	<input type="checkbox"/>
SECTION 4: LEARNER SUPPORT		TICK BOXES
4.1	Learner Roles and Responsibilities	<input type="checkbox"/>
4.2	Facilitator Roles and Responsibilities	<input type="checkbox"/>
4.3	Workplace Coach Roles and Responsibilities	<input type="checkbox"/>
4.4	Assessor Roles and Responsibilities	<input type="checkbox"/>
4.5	Gender and Inclusivity Considerations	<input type="checkbox"/>
SECTION 5: EVALUATION		TICK BOXES
5.1	Evaluation Purpose	<input type="checkbox"/>
5.2	Evaluation Instruments	<input type="checkbox"/>
SECTION 6: ANNEXURES		TICK BOXES
6.1	Annexure A: Design Matrix	<input type="checkbox"/>
6.2	Annexure B: UNIT STANDARD no. (if accredited)	<input type="checkbox"/>





Consultant – SCORE CARD

Category	1) Language Proficiency				Weight 30
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus two additional languages	Full proficiency in English plus three or more additional languages
Score	1	2	3	4	5
Notes:					

Category	2) Ability to use Technology				Weight 10
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word	Excellent in general computer skills and use of MS Word	Excellent in general computer skills and use of MS Office (MS Word and Ms Excel)	Excellent in all given categories and any Project Management software
Score	1	2	3	4	5
Notes:					

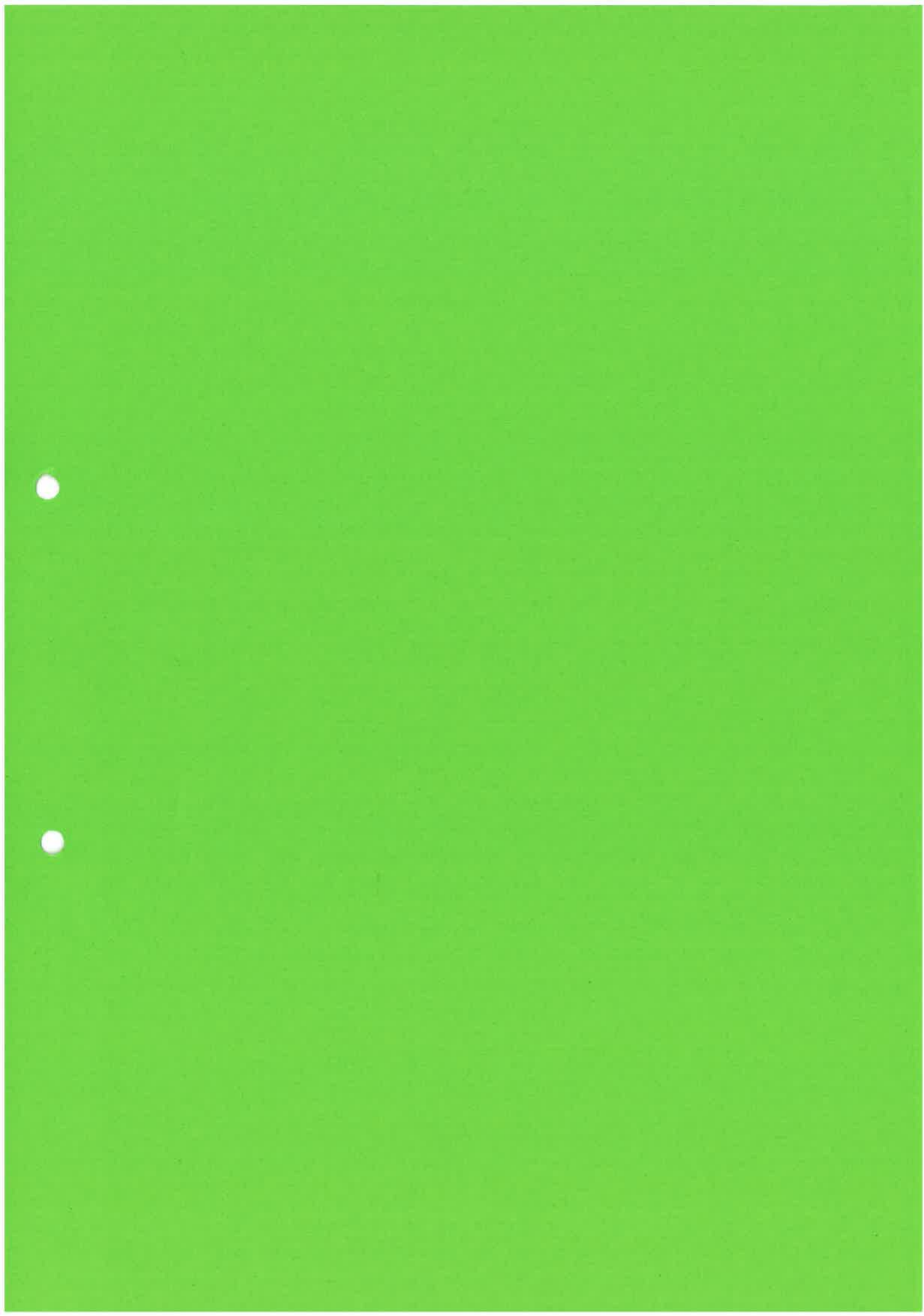


school of government

Department:
National School of Government
REPUBLIC OF SOUTH AFRICA

Category	3) Formal / Academic Qualification(s)				Weight 30
Scoring Guideline	No evidence	NQF 7 B-degree	NQF 7 or NQF 8 8-degree or Honours relevant to subject matter area(s)	NQF9 Masters' degree/ M-Professional	NQF 9 or higher Masters' degree and degree related to business management or organizational design and development
Score	1	2	3	4	5
Notes:					

Category	4) Experience as a Consultant				Weight 30
Scoring Guideline	Up to 3 years	Up to 5 years	Up to 7 years	Up to 10 years	More than 10 years
Score	1	2	3	4	5
Notes:					



COACH/COACH SUPERVISOR – SCORE CARD

Category	1) Language Proficiency			Weight 20
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus two additional languages
Score	1	2	3	4
Notes:				

Category	2) Ability to use Technology			Weight 10
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word	Excellent in general computer skills and use of MS Word	Excellent in all given categories and other software
Score	1	2	3	4
Notes:				

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	B-degree (NQF 7) not relevant to subject matter area	B-degree (NQF 7) relevant to subject matter area or NQF 8	Masters' degree (NQF 9) in behavioural sciences, or similar	Masters' degree (NQF 9) or higher in behavioural sciences or similar	Masters' degree (NQF 9) or higher in coaching, coaching supervision or similar
Score	1	2	3	4	5
Notes:					

Category	4) Professional Registration and Accreditation				Weight 10
Scoring Guideline	No professional registration	Member of any coaching related professional body	Registered as a Coach at COMENSA	Registered as a Coach at COMENSA and the ICF	Registered as a Coach at COMENSA and the ICF, AND registered at the International Society for Neuro Semantics
Score	1	2	3	4	5
Notes:					

Panel of Experts – Coach – Score Card
Page 3 of 3

Category	5) Experience as a Facilitate for Adult Learners				Weight 10
Scoring Guideline	No Evidence	Up to 1 year	Up to 2 years	Up to 5 years with examples	More than 5 years with examples
Score	1	2	3	4	5
Notes:					

Category	6) Experience as Executive, Individual, Team and/or Group Coach				Weight 30
Scoring Guideline	Up to 200 hours of coaching	Up to 300 hours of coaching logged	Up to 500 hours of coaching logged	Up to 500 hours of coaching logged and evidence of team and group coaching	More than 500 hours of coaching logged and evidence of team and group coaching AND Coach Supervision
Score	1	2	3	4	5
Notes:					





GRAPHIC DESIGNER – SCORE CARD

Category	1) Language Proficiency			Weight 15
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus three or more additional languages
Score	1	2	3	4
Notes:				

Category	2) Technology literacy			Weight 15
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word and MS PowerPoint; evidence of basic use of other relevant software	Excellent in general computer skills and use of MS Word and MS PowerPoint; evidence of advanced use of other relevant software
Score	1	2	3	4
Notes:				



Panel of Experts – Graphic designer – Score Card

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	No evidence of relevant qualifications	Qualification/s, though relevant, does not enable national recognition of required knowledge and skills	NQF 1-6 General up to Advanced Certificate in graphic design, information design, or a related discipline	NQF 7 B-degree in graphic design, information design, or a related discipline	NQF 8 or higher Relevant Honours/Postgraduate diploma or higher
Score	1	2	3	4	5
Notes:					

Panel of Experts – Graphic designer – Score Card

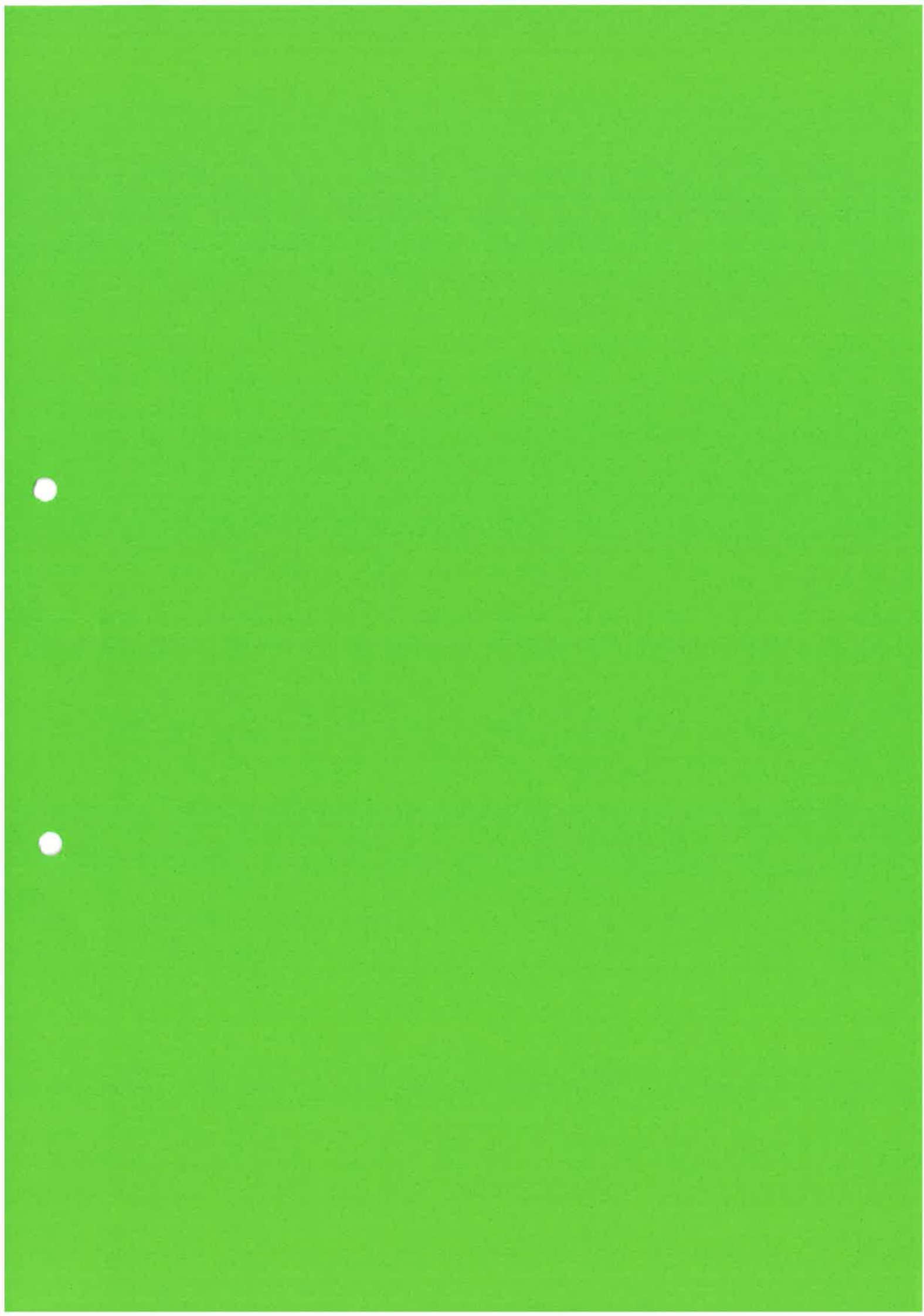
Category	4) Experience in graphic and information design				Weight 25
Scoring Guideline	No relevant experience	Limited experience in terms of the number and variety of projects completed	Reasonable range of projects completed in terms of purpose and target audience	Wide range of projects completed; targeted audiences include adult learners	Wide range of projects completed; targeted audiences include adult learners in the public sector
Score	1	2	3	4	5
Notes:					



Panel of Experts – Graphic designer – Score Card

5) Evidence of knowledge and understanding of graphic and information design				Weight 25
Category	No evidence provided	Meets <70% of minimum requirements listed below	Meets up to 70% of minimum requirements listed below	Meets up to 90% of minimum requirements listed below
Scoring Guideline				
Score	1	2	3	4
Notes:				

Requirement	✓	Requirement	✓
Appropriate for the targeted audience		Relates the graphic to the concept it attempts to illustrate in the simplest way while managing to convey the necessary information	
Representative of the targeted audience and inclusive		Helpful in that it aids knowledge and/or understanding of the concept it attempts to illustrate	
Appropriate for the particular subject area		Shapes and colours are used in accordance with generally accepted conventions to avoid confusion, e.g., a red triangle means danger	
Crisp and clear, including any text or numbers used		Considers some forms of visual impairment, e.g., colour blindness	
Purposeful in that it enhances important content (it is not purely decorative)		Does not infringe copyright in any way	





VIDEO ANIMATOR – SCORE CARD

Category	1) Language Proficiency			Weight 15
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus two additional languages
Score	1	2	3	4
Notes:				

Category	2) Technology literacy			Weight 15
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word and MS PowerPoint; evidence of basic use of other relevant software	Excellent in general computer skills and use of MS Word and MS PowerPoint; evidence of advanced use of other relevant software
Score	1	2	3	4
Notes:				



Panel of Experts – Video animator – Score Card

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	No evidence of relevant qualifications	Qualification/s, though relevant, does not enable national recognition of required knowledge and skills	NQF 1-6 General up to Advanced Certificate in animation, computer graphics, interactive media, or a related discipline	NQF 7 B-degree in animation, computer graphics, interactive media, or a related discipline	NQF 8 or higher Relevant Honours/Postgraduate diploma or higher
Score	1	2	3	4	5
Notes:					



Panel of Experts – Video animator – Score Card

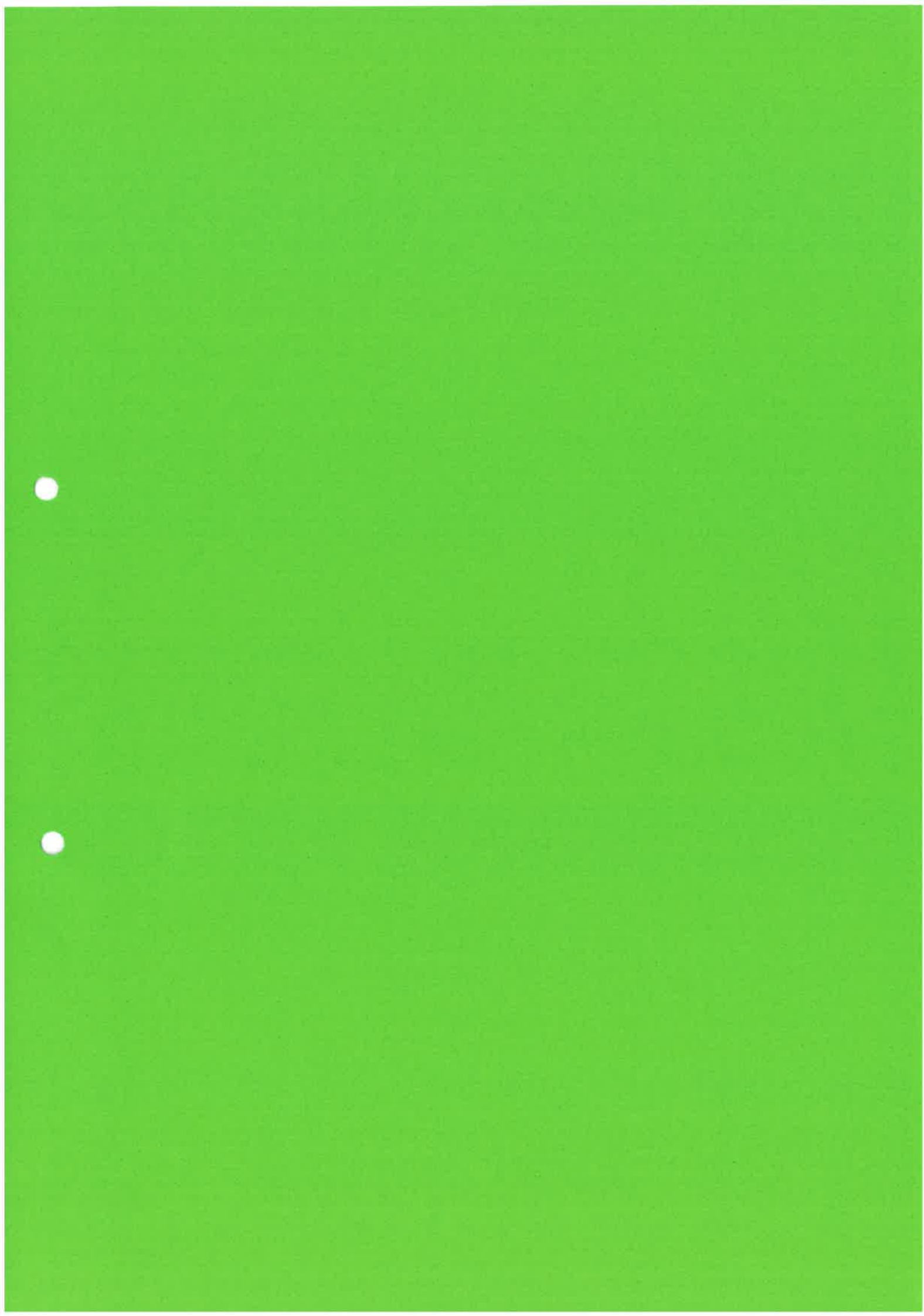
Category	4) Experience in graphic and information design				Weight 25
Scoring Guideline	No relevant experience	Limited experience in terms of the number and variety of projects completed	Reasonable range of projects completed in terms of purpose and target audience	Wide range of projects completed; targeted audiences include adult learners	Wide range of projects completed; targeted audiences include adult learners in the public sector
Score	1	2	3	4	5
Notes:					



Panel of Experts – Video animator – Score Card

Category	5) Evidence of knowledge and understanding of graphic and information design				Weight 25
Scoring Guideline	No evidence provided	Meets <70% of minimum requirements listed below	Meets up to 70% of minimum requirements listed below	Meets up to 90% of minimum requirements listed below	Meets >90% of minimum requirements listed below
Score	1	2	3	4	5
Notes:					

Requirement	✓	Requirement	✓
Appropriate for the targeted audience		Text, audio and visual elements convey complementary information	
Representative of the targeted audience and inclusive		Signalling is used appropriately to highlight important ideas and/or concepts, e.g., through audio, pointing or the use of colour	
Appropriate for the particular subject area		Animated characters are life-like in the way they move, interact and express themselves	
Content is presented in manageable segments and the learner can control the pace and/or pause, search and re-watch segments		Shapes and colours are used in accordance with generally accepted conventions to avoid confusion, e.g., a red triangle means danger	
Helpful in that it aids knowledge and/or understanding of the concept it attempts to explain		Considers some forms of visual impairment, e.g., colour blindness	





VOICE OVER ARTIST – SCORE CARD

1) Language Proficiency				Weight 15
Category	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus two additional languages
Scoring Guideline				
Score	1	2	3	4
Notes:				

2) Technology literacy				Weight 15
Category	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word and MS PowerPoint; evidence of basic use of other relevant software	Excellent in general computer skills and use of MS Word and MS PowerPoint; evidence of competent use of other relevant software
Scoring Guideline				
Score	1	2	3	4
Notes:				



Panel of Experts – VOICE OVER ARTIST – Score Card

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	No evidence of relevant qualifications	Qualification/s, though relevant, does not enable national recognition of required knowledge and skills	NQF 1-6 General up to Advanced Certificate in voice acting and/or voice overs, or a related discipline	NQF 7 B-degree in voice acting and/or voice overs, or a related discipline	NQF 8 or higher Relevant Honours/Postgraduate diploma or higher
Score	1	2	3	4	5
Notes:					



Panel of Experts – VOICE OVER ARTIST – Score Card

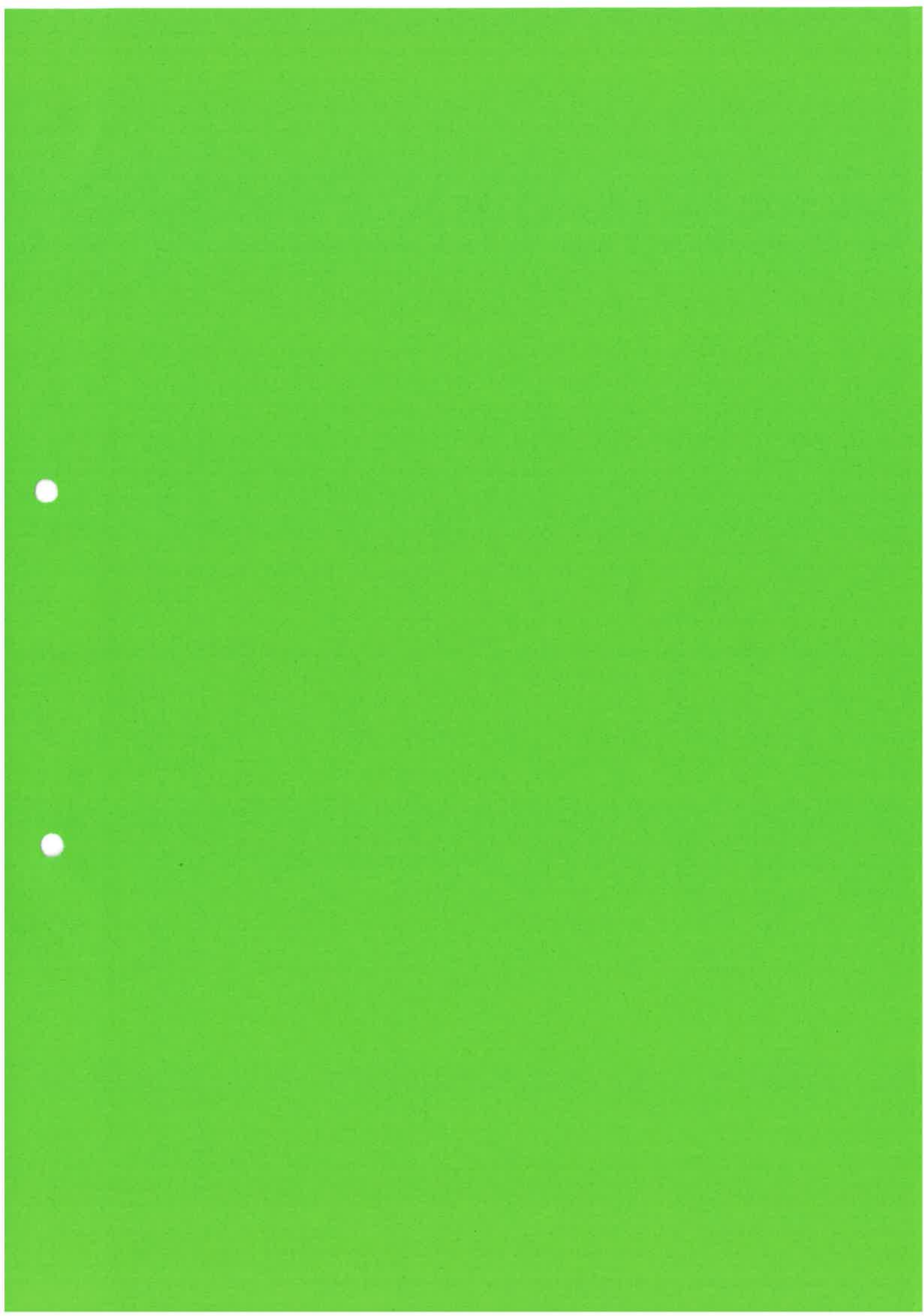
Category	4) Experience in graphic and information design				Weight 25
Scoring Guideline	No relevant experience	Limited experience in terms of the number and variety of projects completed	Reasonable range of projects completed in terms of purpose and target audience	Wide range of projects completed; targeted audiences include adult learners	Wide range of projects completed; targeted audiences include adult learners in the public sector
Score	1	2	3	4	5
Notes:					



Panel of Experts – VOICE OVER ARTIST – Score Card

Category	5) Evidence of knowledge and understanding of graphic and information design				Weight 25
Scoring Guideline	No evidence provided	Meets <70% of minimum requirements listed below	Meets up to 70% of minimum requirements listed below	Meets up to 90% of minimum requirements listed below	Meets >90% of minimum requirements listed below
Score	1	2	3	4	5
Notes:					

Requirement	✓
Polished, professional sounding and pleasant to listen to	
Speaks clearly with natural articulation	
Speaks with an appropriate rhythm and tempo	
Voice is appropriate to the script	
Helpful in that it aids knowledge and/or understanding of the concept it attempts to explain	





VIDEOGRAPHER – SCORE CARD

Category	1) Language Proficiency			Weight 15
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus three or more additional languages
Score	1	2	3	4
Notes:				

Category	2) Technology literacy			Weight 15
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word and MS PowerPoint; evidence of basic use of other relevant software	Excellent in general computer skills and use of MS Word and MS PowerPoint; evidence of advanced use of other relevant software
Score	1	2	3	4
Notes:				



Panel of Experts – Videographer – Score Card

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	No evidence of relevant qualifications	Qualification/s, though relevant, does not enable national recognition of required knowledge and skills	NQF 1-6 General up to Advanced Certificate film, media, production, or a related discipline	NQF 7 B-degree in film, media, production, or a related discipline	NQF 8 or higher Relevant Honours/Postgraduate diploma or higher
Score	1	2	3	4	5
Notes:					

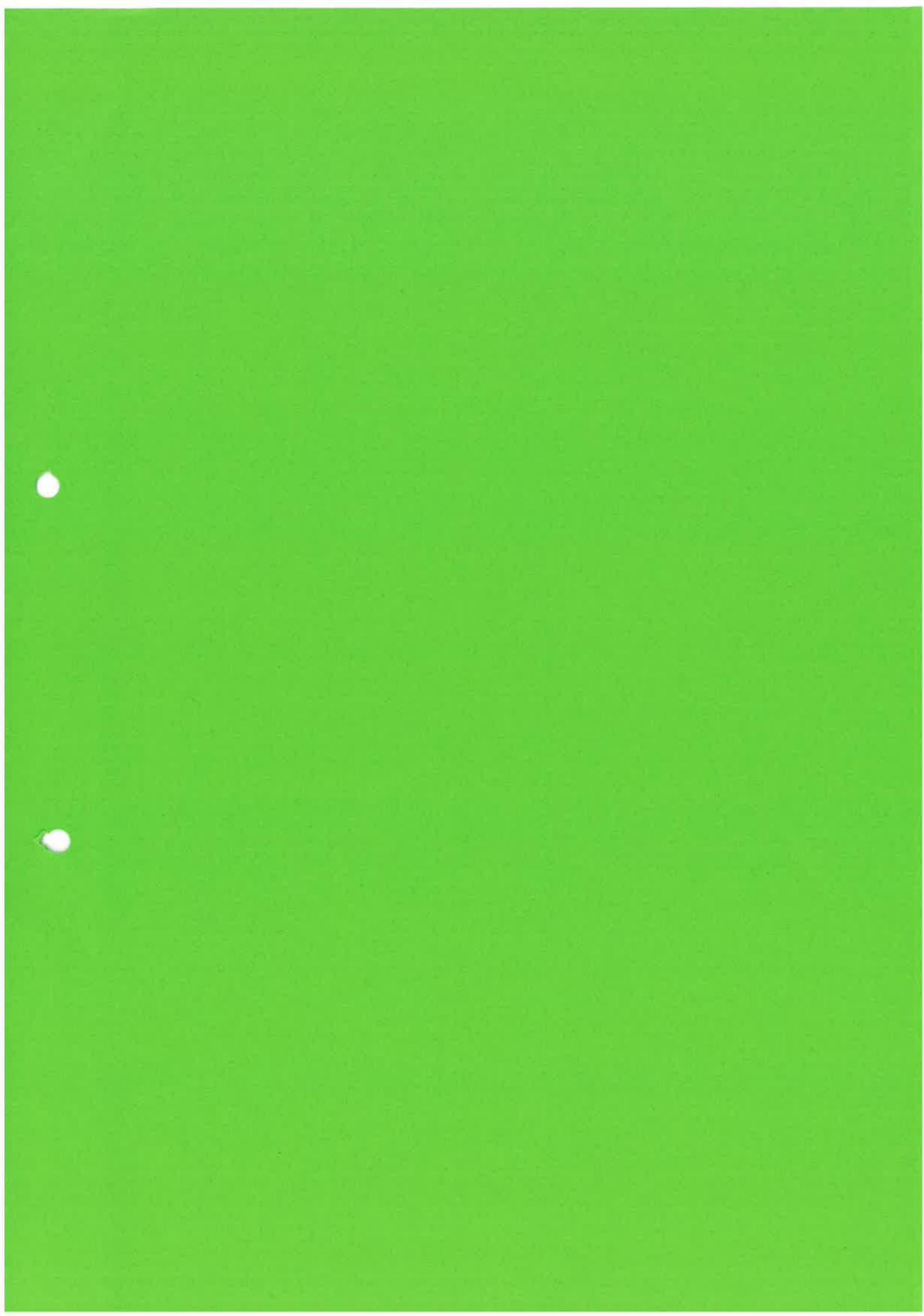
Category	4) Experience in graphic and information design				Weight 25
Scoring Guideline	No relevant experience	Limited experience in terms of the number and variety of projects completed	Reasonable range of projects completed in terms of purpose and target audience	Wide range of projects completed; targeted audiences include adult learners	Wide range of projects completed; targeted audiences include adult learners in the public sector
Score	1	2	3	4	5
Notes:					



Panel of Experts – Videographer – Score Card

Category	5) Evidence of knowledge and understanding of graphic and information design				Weight 25
Scoring Guideline	No evidence provided	Meets <70% of minimum requirements listed below	Meets up to 70% of minimum requirements listed below	Meets up to 90% of minimum requirements listed below	Meets >90% of minimum requirements listed below
Score	1	2	3	4	5
Notes:					

Requirement	✓	Requirement	✓
Appropriate for the targeted audience		There is a sense of continuity from one scene to the next	
Polished, professional looking and pleasant to watch		Auditory and visual channels convey complementary information	
Proper / natural lighting, clear acoustics and clean background		Presentation and demonstration are seamlessly integrated	
Proper framing of the presenter and composition of the scene		Helpful in that it aids knowledge and/or understanding of the concept it attempts to explain	
Content is presented in manageable segments and the learner can control the pace and/or pause, search and re-watch segments		Considers accessibility for visually / hearing impaired users, e.g., through the use of closed captions, appropriate fonts and colours	





ONLINE LEARNING CONTENT DEVELOPER – SCORE CARD

Category	1) Language Proficiency			Weight 15
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus three or more additional languages
Score	1	2	3	5
Notes:				

Category	2) Technology literacy			Weight 15
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word and MS PowerPoint	Excellent in all given categories and other relevant software, e.g., Articulate Storyline
Score	1	2	3	5
Notes:				



Panel of Experts –Online learning content developer – Score Card

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	No evidence of relevant qualifications	NQF 7 B-degree in disciplines related to educational technologies and instructional design for online learning	NQF 7 Relevant B-degree and additional qualification/s and/or experience relevant to specific subject matter area/s	NQF 8 Relevant Honours Degree / Postgraduate diploma and additional qualification/s relevant to specific subject matter area/s	NQF 9 Relevant Masters' degree or higher and additional qualification/s relevant to specific subject matter area/s
Score	1	2	3	4	5
Notes:					



Panel of Experts –Online learning content developer – Score Card

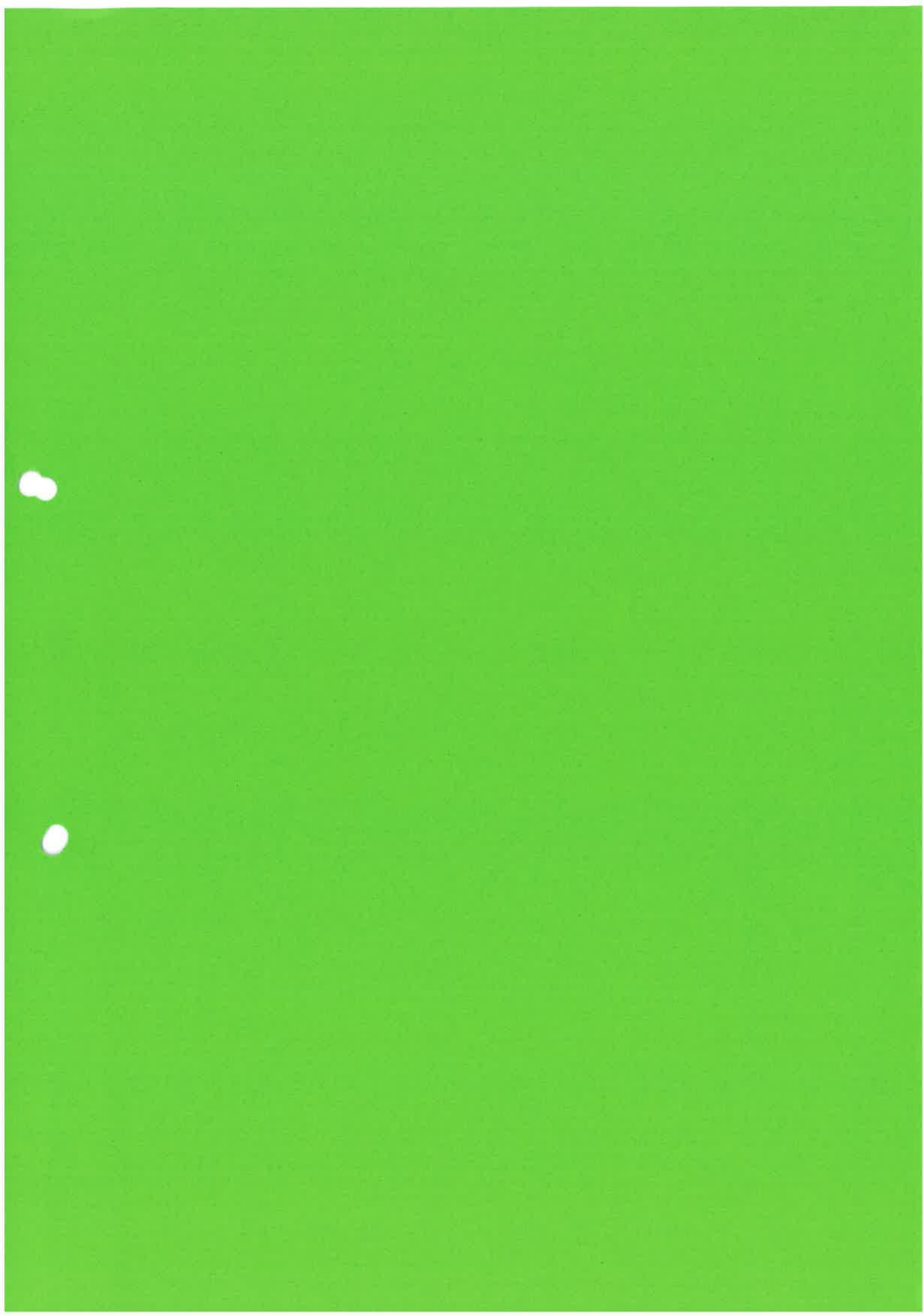
Category	4) Experience in developing learning materials and activities for Open Distance eLearning				Weight 25
Scoring Guideline	Limited experience in terms of the number and variety of ETD projects completed for online delivery	Reasonable range of projects completed in terms of purpose, overall learning outcome/s and targeted audience for delivery on a learning management system	Reasonable range of projects completed in terms of purpose, overall learning outcome/s and targeted audience; some experience in the use of Moodle as delivery platform	Wide range of projects completed in terms of purpose and overall learning outcome/s; targeted audiences include adult learners; reasonable experience in the use of Moodle as delivery platform	Wide range of projects completed in terms of purpose and intended learning outcome/s; targeted audiences include adult learners in the public sector; extensive experience in the use of Moodle as delivery platform
Score	1	2	3	4	5
Notes:					



Panel of Experts –Online learning content developer – Score Card

Category	5) Evidence of knowledge and understanding of LMS tools and functionalities				Weight 25
Scoring Guideline	No evidence provided	Use of basic LMS functionalities and tools to deliver content and present activities; meets <70% of minimum requirements listed below	Use LMS functionalities and tools appropriately to deliver content and present activities; meets up to 70% of minimum requirements listed below	Use LMS functionalities and tools appropriately to deliver content and present activities; meets up to 90% of minimum requirements listed below	Uses LMS functionalities and tools appropriately and creatively to deliver content and present activities; meets >90% of minimum requirements listed below
Score	1	2	3	4	5
Notes:					

Requirement	✓	Requirement	✓
Content is presented in easily identifiable and manageable chunks		Sources of information are referenced correctly	
There is no evidence of unnecessary repetition and content that belongs together is grouped appropriately		Layout of information is attractive and adheres to requirements for the online use of colours and fonts	
Content is organised in a logical manner		Activities are contextualised	
Plain English is used so that information is easy to understand and act on		Clear activity guidelines are provided that enable learners to complete an activity successfully	
Media elements (graphics, audio and video) are appropriately integrated in text		Learner expectations are managed with regard to feedback and will know where to get help if needed	





MONITORING & EVALUATION – SCORE CARD

Category	1) Language Proficiency			Weight 20
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus three or more additional languages
Score	1	2	3	4
Notes:				

Category	2) Technology literacy			Weight 10
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word, MS PowerPoint and MS Excel	Excellent in all given categories and other relevant software (including Statistical software packages)
Score	1	2	3	4
Notes:				



Panel of Experts – Monitoring & Evaluation – Score Card

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	No evidence of relevant qualifications	NQF 7 B-degree in disciplines related to educational technologies and instructional design for online learning	NQF 7 Relevant B-degree and Honours degree relevant to specific subject matter area/s	NQF 9 Relevant Masters' degree or higher	Relevant Masters' degree or higher and additional qualification/s relevant to specific subject matter area/s
Score	1	2	3	4	5
Notes:					



Panel of Experts – Monitoring & Evaluation – Score Card

Category	4) Experience in monitoring and evaluation				Weight 30
Scoring Guideline	Limited experience in terms of monitoring and evaluation of project and programmes	Reasonable range of monitoring and evaluation of projects and/or programmes	Wide range of monitoring and evaluation (different types of evaluations) of projects and programmes completed	Wide range of monitoring and evaluation of projects and programmes completed; evidence of evaluation reports compiled	Wide range of monitoring and evaluation of projects and programmes completed (including impact evaluations) evidence of results, i.e. evaluation reports; evidence of experience in general project management
Score	1	2	3	4	5
Notes:					



Panel of Experts – Monitoring & Evaluation – Score Card

Category	5) Demonstrated knowledge and understanding of the designing of monitoring and evaluation instruments, the evaluation plans and the implementation of these instruments during the monitoring and evaluation of projects and programmes (including impact evaluations) in the public sector				Weight 20
Scoring Guideline	No evidence	Meets <70% of minimum requirements listed below	Meets up to 70% of minimum requirements listed below	Meets up to 90% of minimum requirements listed below	Meets >90% of minimum requirements listed below
Score	1	2	3	4	5
Notes:					

Requirement	✓	Requirement	✓
Informed about the public sector environment		Informed about the design and development of relevant monitoring and evaluation instruments/tools (including electronic tools) and evaluation plans	
Informed about National Policies and Guidelines for Monitoring and Evaluation		Informed about monitoring and evaluation, the collection of data, the analysis thereof and reporting on the findings	
Articulate, self-aware and socially adept (should be able to work well in public sector institutions)		Informed about the alignment of curriculum development interventions necessitated by the monitoring and evaluation findings.	
Informed about scoping and planning monitoring and evaluation interventions (including impact evaluations)		Informed about project management, in particular, the close out of a skills audit	
Informed about the procedures to follow with regard to client departments when an outcome or impact evaluation is planned and conducted			

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CHIEF INVIGILATOR – SCORE CARD

Category	1) Language Proficiency			Weight 20
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus two additional languages
Score	1	2	3	4
Notes:				

Category	2) Ability to use Technology			Weight 20
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word and MS PowerPoint	Excellent in all given categories and other relevant software
Score	1	2	3	4
Notes:				



Panel of Experts – Chief Invigilator – Score Card

Category	3) Formal / Academic Qualification(s)					Weight 20
Scoring Guideline	No evidence of relevant qualifications	NQF 6 National Diploma	NQF 7 B-degree in Education	NQF 8 Honours/Postgraduate diploma	NQF 9 Masters' degree/M-Professional or higher	
Score	1	2	3	4	5	
Notes:						

Category	4) Experience as Chief Invigilator				Weight 40
Scoring Guideline	Less than 3 years	Up to 3 years	Up to 4 years	Up to 5 years	More than 5 years
Score	1	2	3	4	5
Notes:					

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INVIGILATOR – SCORE CARD

Category	1) Language Proficiency			Weight 20
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus two additional languages
Score	1	2	3	4
Notes:				

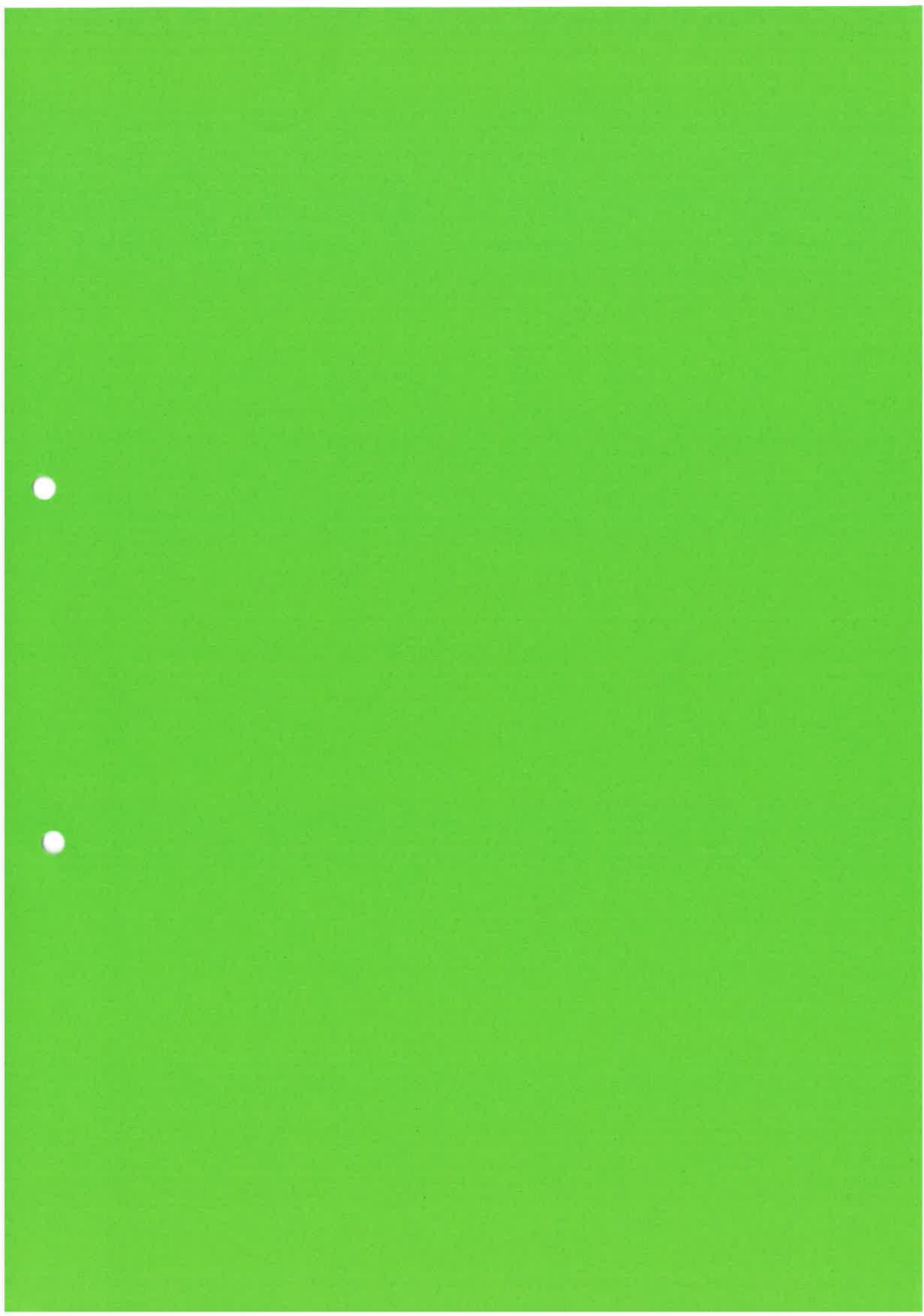
Category	2) Ability to use Technology			Weight 10
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word and MS PowerPoint	Excellent in all given categories and other relevant software
Score	1	2	3	4
Notes:				



Panel of Experts – Invigilator – Score Card

Category	3) Formal / Academic Qualification(s)				Weight 30
Scoring Guideline	No evidence of relevant qualifications	NQF 6 National Diploma	NQF 7 B-degree in Education	NQF 8 Honours/Postgraduate diploma	NQF 9 Masters' degree/M-Professional or higher
Score	1	2	3	4	5
Notes:					

Category	4) Experience as Invigilator			Weight 40
Scoring Guideline	None	Up to 1 year	Up to 2 years	Up to 3 years
Score	1	2	3	4
Notes:				





SKILLS AUDIT EXPERT – SCORE CARD

Category	1) Language Proficiency			Weight 20
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus two additional languages
Score	1	2	3	4
Notes:				

Category	2) Technology literacy			Weight 10
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word and MS PowerPoint	Excellent in all given categories and other relevant software
Score	1	2	3	4
Notes:				



Panel of Experts – Skills Audit – Score Card

Category	3) Formal / Academic Qualification(s)				Weight 20
Scoring Guideline	No evidence of relevant qualifications	NQF 7 B-degree in disciplines related to educational technologies and instructional design for online learning	NQF 7 Relevant B-degree and Honours degree relevant to specific subject matter area/s	NQF 9 Relevant Masters' degree or higher	Relevant Masters' degree or higher and additional qualification/s relevant to specific subject matter area/s
Score	1	2	3	4	5
Notes:					



Panel of Experts – Skills Audit – Score Card

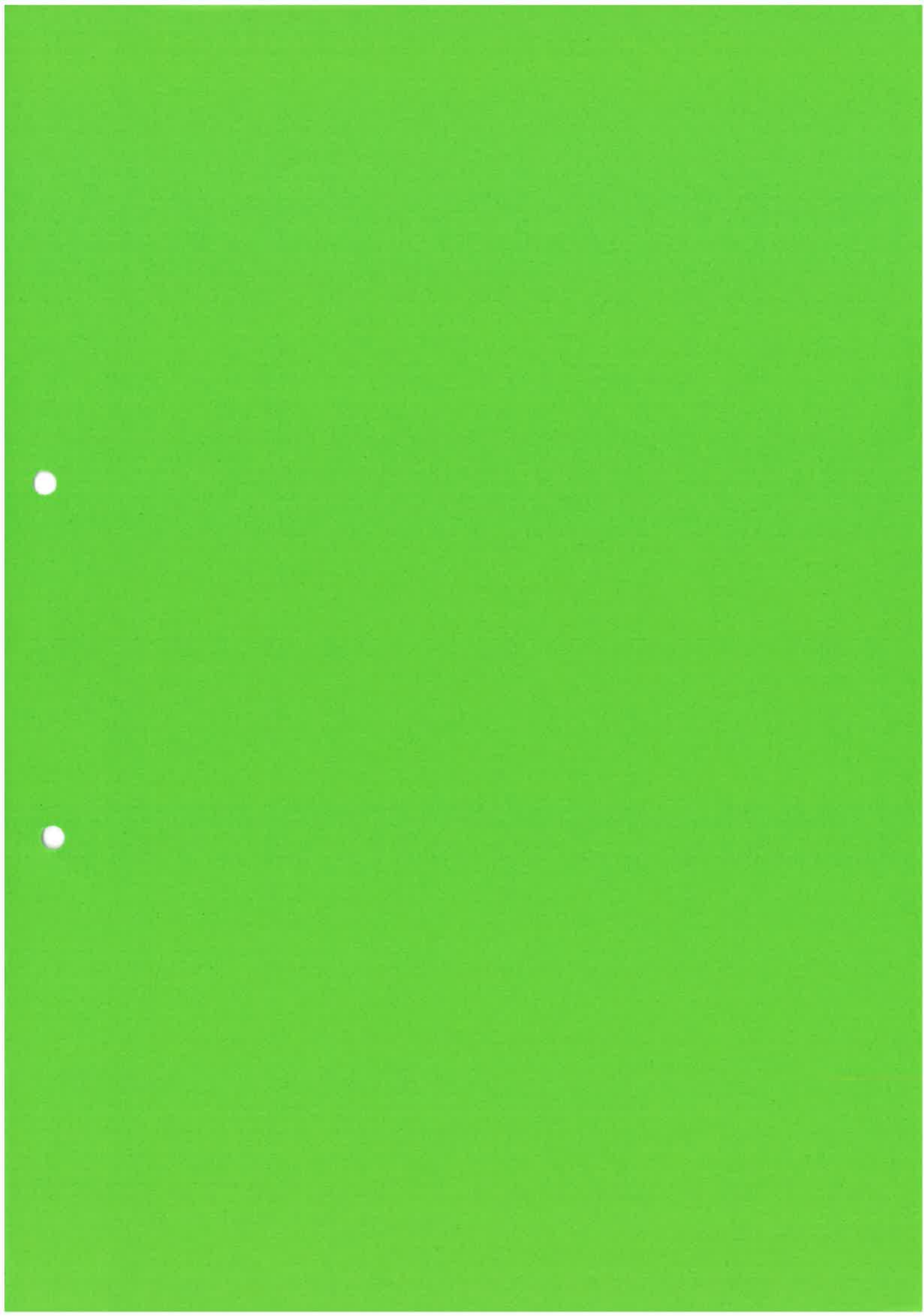
Category	4) Experience in skills auditing				Weight 30
Scoring Guideline	Limited experience in terms of the number and variety of skills audit projects completed	Reasonable range of skills audit projects completed in terms of purpose, overall outcome/s and targeted audience	Wide range of skills audit projects completed in terms of purpose, overall outcome/s and targeted audience	Wide range of skills audit projects completed in terms of purpose, overall outcome/s and targeted audience; evidence of results	Wide range of skills audit projects completed in terms of purpose, overall outcome/s and targeted audience; evidence of results; evidence of experience in general project management
Score	1	2	3	4	5
Notes:					



Panel of Experts – Skills Audit – Score Card

Category	5) Demonstrated knowledge and understanding of designing and conducting skills audits in the public sector				Weight 20
Scoring Guideline	No evidence	Meets <70% of minimum requirements listed below	Meets up to 70% of minimum requirements listed below	Meets up to 90% of minimum requirements listed below	Meets >90% of minimum requirements listed below
Score	1	2	3	4	5
Notes:					

Requirement	✓	Requirement	✓
Informed about the public sector environment		Informed about the design and development of relevant skills assessment tools (including electronic tools)	
Informed about National imperatives for skills development		Informed about 360-degree assessments (e.g., self, line manager, peers, upward and downward feedback)	
Articulate, self-aware and socially adept (should be able to work well in public sector institutions)		Informed about skills audit data collection, analysis and reporting	
Informed about scoping and planning a skills audit		Informed about the alignment of human resource development interventions with identified skills gaps and the development of solutions	
Informed about the alignment of a skills audit with the strategy, structure, processes and people of an institution		Informed about project management, in particular, the close out of a skills audit	





RESEARCH EXPERT – SCORE CARD

Category	1) Language Proficiency			Weight 20
Scoring Guideline	English (Speak, Understand)	English (Speak, Understand, Read and Write)	Full proficiency in English plus one additional language	Full proficiency in English plus three or more additional languages
Score	1	2	3	5
Notes:				

Category	2) Technology literacy			Weight 10
Scoring Guideline	Reasonable in general computer skills only	Reasonable in general computer skills and use of MS Word and MS PowerPoint	Excellent in general computer skills and use of MS Word and MS PowerPoint	Excellent in all given categories and other relevant software
Score	1	2	3	5
Notes:				

Category	3) Formal / Academic Qualification(s)	Weight 20



Panel of Experts – Research Expert – Score Card

Scoring Guideline	No evidence of relevant qualifications	NQF 6 or lower	NQF 7 Relevant B-degree	NQF 8 Post-graduate degree	NQF 9 Relevant Masters' degree or higher
Score	1	2	3	4	5
Notes:					

Category	4) Experience as a research expert				Weight 30
Scoring Guideline	Limited experience in terms of the number and variety of projects completed	Reasonable range of projects completed in terms of purpose, overall outcome/s and targeted audience	Wide range of projects completed in terms of purpose, overall outcome/s and topic	Wide range of projects completed in terms of purpose, overall outcome/s and topic; evidence of results	Wide range of projects completed in terms of purpose, overall outcome/s and topic; evidence of results; evidence of publications
Score	1	2	3	4	5
Notes:					



Panel of Experts – Research Expert – Score Card

Category	5) Demonstrated knowledge and understanding of designing and conducting research in the public sector				Weight 20
Scoring Guideline	No evidence	Meets <70% of minimum requirements listed below	Meets up to 70% of minimum requirements listed below	Meets up to 90% of minimum requirements listed below	Meets >90% of minimum requirements listed below
Score	1	2	3	4	5
Notes:					

Requirement	✓	Requirement	✓
Informed about the public sector environment		Evidence of applying the 5 phases of a research project	
Informed about National imperatives for skills development		Conceptual phase	
Articulate, self-aware and socially adept (should be able to work well in public sector institutions)		Design and planning	
Informed about scoping and planning a research project		Collecting data	
		Analytical phase	
		Report and dissemination of findings	

Expert's Profile: NSG/BID/1/2022/2023

Terms of Reference for the Appointment of a Panel of Experts for Practices Related to the ETD Environment.

Bid nr NSG/BID/1/2022/2023

Refer to the bid documentation.

This online form must be completed and included as part of your bid. The information on this form represents the expert's profile and is a mandatory requirement of phase 1 of the bidding process.

In terms of the Protection of Personal Information Act No. 4 of 2013 (POPIA), I hereby give consent to the NSG to process my personal information.

I consent further to my personal and contact information being used for evaluating my bid proposal.

After completing this profile ensure that you print, initial, and sign the document and include it as part of your bid and in PDF format on the USB.

Uncertified copies of documents in support of the bid may be submitted.

You will be required to provide certified copies of documents prior to signing the contract, should your bid be successful.

There are 388 questions in this survey.

Personal information

This is for your personal information.

Central Supplier Database unique number: *

i Only numbers may be entered in this field.

Please write your answer here:

MAAA

You can register on the National Treasury's Central Supplier Database by using this link: <https://secure.csd.gov.za/Account/Register> (<https://secure.csd.gov.za/Account/Register>)

Surname *

Please write your answer here:

Name *

Please write your answer here:

Identity Number *

Please write your answer here:

Remember to submit documentary proof as part of your bid

Initial/s *

Please write your answer here:

Title *

❗ Choose one of the following answers
Please choose **only one** of the following:

- ☐ Mr
- ☐ Ms
- ☐ Mrs
- ☐ Dr
- ☐ Prof
- ☐ Adv
- ☐ Other

Gender *

❗ Choose one of the following answers
Please choose **only one** of the following:

- ☐ Female
- ☐ Male
- ☐ Non-binary

Race *

❗ Choose one of the following answers
Please choose **only one** of the following:

- ☐ African
- ☐ Coloured
- ☐ Indian
- ☐ White
- ☐ Other

E-mail *

Please write your answer here:

Cellular Telephone Number (no spaces) *

Please write your answer here:

Telephone Number

Please write your answer here:

Do you have disability? *

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

Category of your disability

Please select the category that best describes your disability

Only answer this question if the following conditions are met:
Answer was 'Yes' at question '12 [A1]' (Do you have disability?)

❗ Choose one of the following answers
Please choose **only one** of the following:

- ☐ Disabled (unspecified)
- ☐ Hearing (even with a hearing aid)
- ☐ Physical e.g. moving, standing, grasping
- ☐ Emotional e.g. behavioural or psychological
- ☐ Sight (even with classes)
- ☐ Communication e.g. talking or listening
- ☐ Intellectual e.g. difficulties with learning
- ☐ Multiple

Physical Address

Remember to submit documentary proof as part of your bid

Building Name

Please write your answer here:

Street Number *

Please write your answer here:

Street Name *

Please write your answer here:

Suburb *

Please write your answer here:

City / Town *

Please write your answer here:

Province *

❗ Choose one of the following answers
Please choose **only one** of the following:

- ☐ Eastern Cape
- ☐ Free State
- ☐ Gauteng
- ☐ KwaZulu-Natal
- ☐ Limpopo
- ☐ Mpumalanga
- ☐ North West
- ☐ Northern Cape
- ☐ Western Cape

Postal Code *

Please write your answer here:

Language Proficiency

Please state your language proficiency against the language and the category/ies

Please select your language proficiency level: English *

Please choose **all** that apply:

- ☐ Speak
- ☐ Understand
- ☐ Read
- ☐ Write
- ☐ None

Please select other languages that you have 'reasonable' proficiency in *

Please choose **all** that apply:

- ☐ isiZulu
- ☐ isiXhosa
- ☐ isiNdebele
- ☐ Afrikaans
- ☐ siSwati
- ☐ Sepedi
- ☐ Sesotho
- ☐ Setswana
- ☐ Tshivenda
- ☐ Xitsonga
- ☐ SA Sign Language
- ☐ None of the above
- ☐ Other:

Ability to use Technology

Please select 'Excellent' or 'Reasonable' against the skill

General Computer Skills: Select level of proficiency *

Please choose **only one** of the following:

- ☐ Excellent
- ☐ Reasonable
- ☐ None

Microsoft Word: Select level of proficiency

*

Please choose **only one** of the following:

- ☐ Excellent
☐ Reasonable
☐ None

Microsoft PowerPoint: Select level of proficiency *

Please choose **only one** of the following:

- ☐ Excellent
☐ Reasonable
☐ None

Microsoft Excel: Select level of proficiency *

Please choose **only one** of the following:

- ☐ Excellent
☐ Reasonable
☐ None
☐

Please provide details of proficiency in other software/applications.

Please write your answer here:

Formal / Academic Qualification(s): List Highest NQF to Lowest NQF Level

Remember to submit documentary proof as part of your bid

Foreign qualifications must be accompanied by an evaluation certificate from the South African Qualification Authority (SAQA)

Highest qualification

Remember to submit documentary proof as part of your bid

NQF level according to SAQA *

Please choose **only one** of the following:

- ☐ Level 1-6: General up to Advanced Certificate
☐ Level 7: Bachelor's Degree or Advanced Certificate
☐ Level 8: Bachelor Honours Degree or Postgraduate Diploma
☐ Level 9: Master's Degree or Masters Degree (Professional)
☐ Level 10: Doctoral Degree or Doctoral Degree (Professional)

Year *

Please write your answer here:

Description e.g. B.Sc *

Please write your answer here:

Institute *

Please write your answer here:

Qualification 2 (Complete if applicable)

Remember to submit documentary proof as part of your bid

NQF level according to SAQA

Please choose **only one** of the following:

- ☐ Level 1-6: General up to Advanced Certificate
- ☐ Level 7: Bachelor's Degree or Advanced Certificate
- ☐ Level 8: Bachelor Honours Degree or Postgraduate Diploma
- ☐ Level 9: Master's Degree or Masters Degree (Professional)
- ☐ Level 10: Doctoral Degree or Doctoral Degree (Professional)

Year

Please write your answer here:

Description e.g. B.Sc

Please write your answer here:

Institute

Please write your answer here:

Qualification 3 (Complete if applicable)

Remember to submit documentary proof as part of your bid

NQF level according to SAQA

Please choose **only one** of the following:

- ☐ Level 1-6: General up to Advanced Certificate
- ☐ Level 7: Bachelor's Degree or Advanced Certificate
- ☐ Level 8: Bachelor Honours Degree or Postgraduate Diploma
- ☐ Level 9: Master's Degree or Masters Degree (Professional)
- ☐ Level 10: Doctoral Degree or Doctoral Degree (Professional)

Year

Please write your answer here:

Description e.g. B.Sc

Please write your answer here:

Institute

Please write your answer here:

Qualification 4 (Complete if applicable)

Remember to submit documentary proof as part of your bid

NQF level according to SAQA

Please choose **only one** of the following:

- ☐ Level 1-6: General up to Advanced Certificate
- ☐ Level 7: Bachelor's Degree or Advanced Certificate
- ☐ Level 8: Bachelor Honours Degree or Postgraduate Diploma
- ☐ Level 9: Master's Degree or Masters Degree (Professional)
- ☐ Level 10: Doctoral Degree or Doctoral Degree (Professional)

Year

Please write your answer here:

Description e.g. B.Sc

Please write your answer here:

Institute

Please write your answer here:

Qualification 5 (Complete if applicable)

Remember to submit documentary proof as part of your bid

NQF level according to SAQA

Please choose **only one** of the following:

- ☐ Level 1-6: General up to Advanced Certificate
- ☐ Level 7: Bachelor's Degree or Advanced Certificate
- ☐ Level 8: Bachelor Honours Degree or Postgraduate Diploma
- ☐ Level 9: Master's Degree or Masters Degree (Professional)
- ☐ Level 10: Doctoral Degree or Doctoral Degree (Professional)

Year

Please write your answer here:

Description e.g. B.Sc

Please write your answer here:

Institute

Please write your answer here:

Relevant Short Courses

Please list other short courses attended, starting with most recent

Short Course 1

NQF level according to SAQA

Please choose **only one** of the following:

- ☐ Not applicable
- ☐ Level 1-6: General up to Advanced Certificate
- ☐ Level 7: Bachelor's Degree or Advanced Certificate
- ☐ Level 8: Bachelor Honours Degree or Postgraduate Diploma
- ☐ Level 9: Master's Degree or Masters Degree (Professional)
- ☐ Level 10: Doctoral Degree or Doctoral Degree (Professional)

Year

Please write your answer here:

Description e.g. Basic Project Management

Please write your answer here:

Short Course 2

NQF level according to SAQA

Please choose **only one** of the following:

- ☐ Not applicable
- ☐ Level 1-6: General up to Advanced Certificate
- ☐ Level 7: Bachelor's Degree or Advanced Certificate
- ☐ Level 8: Bachelor Honours Degree or Postgraduate Diploma
- ☐ Level 9: Master's Degree or Masters Degree (Professional)
- ☐ Level 10: Doctoral Degree or Doctoral Degree (Professional)

Year

Please write your answer here:

Description e.g. Basic Project Management

Please write your answer here:

Short Course 3

NQF level according to SAQA

Please choose **only one** of the following:

- ☐ Not applicable
- ☐ Level 1-6: General up to Advanced Certificate
- ☐ Level 7: Bachelor's Degree or Advanced Certificate
- ☐ Level 8: Bachelor Honours Degree or Postgraduate Diploma
- ☐ Level 9: Master's Degree or Masters Degree (Professional)
- ☐ Level 10: Doctoral Degree or Doctoral Degree (Professional)

Year

Please write your answer here:

Description e.g. Basic Project Management

Please write your answer here:

Experience: Public Sector

Have you been employed in the Public Sector? *

Please choose **only one** of the following:

- ☐ Yes
☐ No

Total number of years employed in the Public Sector If intermittent, indicate the cumulative period *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '66 [G1]' (Have you been employed in the Public Sector?)

Please choose **only one** of the following:

- ☐ More than 10 years
☐ Up to 10 years
☐ Up to 7 years
☐ Up to 5 years
☐ Up to 3 years

Please summarise your employment history in the Public Sector (Name of Employer, Duration of Appointment, Position)

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '66 [G1]' (Have you been employed in the Public Sector?)

Please write your answer here:

Have you worked as a consultant in the Public Sector for a cumulative period of one or more years? *

Please choose **only one** of the following:

- ☐ Yes
☐ No

Number of years working as a consultant in the Public Sector

If intermittent, indicate the cumulative period *

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '69 [G4]' (Have you worked as a consultant in the Public Sector for a cumulative period of one or more years?)

Please choose **only one** of the following:

- ☐ More than 10 years
☐ Up to 10 years
☐ Up to 7 years
☐ Up to 5 years
☐ Up to 3 years

Please summarise your consultancy contracts in the Public Sector (Name of Organisation, Duration of Contract, Short Description)

Only answer this question if the following conditions are met:

Answer was 'Yes' at question '69 [G4]' (Have you worked as a consultant in the Public Sector for a cumulative period of one or more years?)

Please write your answer here:

Panel of Experts: Professional Areas

The Professional Areas is related to the specific role(s) that the expert opts to submit the bid for as per an area. The expert must comply with all the requirements of a role to be considered for contracting for that role.

Please select the professional area/s for which you are bidding: *

Please choose **all** that apply:

- ☐ Facilitator
- ☐ Assessor
- ☐ Moderator
- ☐ Curriculum Designer and Developer
- ☐ Consultant
- ☐ Coach/Coach Supervisor
- ☐ Graphic Designer
- ☐ Video Animator
- ☐ Voice Over Artist
- ☐ Videographer
- ☐ Online Learning Content Developer
- ☐ Monitoring and Evaluation Expert
- ☐ Chief Invigilator
- ☐ Invigilator
- ☐ Skills Audit Expert
- ☐ Research Expert

The NSG reserves the right to contract or not contract the expert in the professional area/s that they are bidding for.

Facilitator

Subject Category

Select five categories:

*

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding.)

Please choose the appropriate response for each item:

	First option	Second option	Third option	Fourth option	Fifth option
1 - ETD Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 - Finance and Risk Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 - Good Governance relating to Gender, Ethics, and Anti-corruption	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 - Human Resource Management and Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 - Policy Development and Implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 - Induction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 - Leadership Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 - Executive Governance and Oversight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 - Monitoring and Evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10 - Project Management

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11 - Service Delivery Improvement

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12 - Socio/al Development and Economic Development

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13 - Supply Chain Management

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14 - Organisational Development

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15 - Youth Development

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16 - Public Administration

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17 - Institutional support

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18 - Programme Planning and Implementation

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19 - ICT and Digital Government

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The NSG reserves the right to deploy or not deploy the expert in the selected or other subject category/ies

Please select your preferred sub-category for Induction; *

Only answer this question if the following conditions are met:

- Scenario 1 -----
 Answer was '6 - Induction' at question '73 [I101]' (Subject Category Select five categories: (First option))
 ----- or Scenario 2 -----
 Answer was '6 - Induction' at question '73 [I101]' (Subject Category Select five categories: (Second option))
 ----- or Scenario 3 -----
 Answer was '6 - Induction' at question '73 [I101]' (Subject Category Select five categories: (Third option))
 ----- or Scenario 4 -----
 Answer was '6 - Induction' at question '73 [I101]' (Subject Category Select five categories: (Fourth option))
 ----- or Scenario 5 -----
 Answer was '6 - Induction' at question '73 [I101]' (Subject Category Select five categories: (Fifth option))

Please choose **all** that apply:

- ☐ 1 - Boards of Public Entities
☐ 2 - Executive Induction Programme EIP (Salary Levels 15 to 16)
☐ 3 - Senior Management (Salary levels 13 to 14)
☐ 4 - Other levels i.e., (Salary levels 1 to 12)

Please select your preferred sub-category for Leadership Development; *

Only answer this question if the following conditions are met:

- Scenario 1 -----
 Answer was '7 - Leadership Development' at question '73 [L101]' (Subject Category Select five categories: (First option))
 ----- or Scenario 2 -----
 Answer was '7 - Leadership Development' at question '73 [L101]' (Subject Category Select five categories: (Second option))
 ----- or Scenario 3 -----
 Answer was '7 - Leadership Development' at question '73 [L101]' (Subject Category Select five categories: (Third option))
 ----- or Scenario 4 -----
 Answer was '7 - Leadership Development' at question '73 [L101]' (Subject Category Select five categories: (Fourth option))
 ----- or Scenario 5 -----
 Answer was '7 - Leadership Development' at question '73 [L101]' (Subject Category Select five categories: (Fifth option))

Please choose **all** that apply:

- ☐ 1 - Accounting Officers (DGs, HODs and CEOs)
☐ 2 - Senior Management Development
☐ 3 - Middle Management Development
☐ 4- Development: other levels

Please select your preferred sub-category for
Executive Governance and Oversight: *

Only answer this question if the following conditions are met:

- Scenario 1 -----
Answer was '8 - Executive Governance and Oversight' at question '73 [1101]' (Subject Category Select five categories: (First option))
----- or Scenario 2 -----
Answer was '8 - Executive Governance and Oversight' at question '73 [1101]' (Subject Category Select five categories: (Second option))
----- or Scenario 3 -----
Answer was '8 - Executive Governance and Oversight' at question '73 [1101]' (Subject Category Select five categories: (Third option))
----- or Scenario 4 -----
Answer was '8 - Executive Governance and Oversight' at question '73 [1101]' (Subject Category Select five categories: (Fourth option))
----- or Scenario 5 -----
Answer was '8 - Executive Governance and Oversight' at question '73 [1101]' (Subject Category Select five categories: (Fifth option))

Please choose **all** that apply:

- ☐ a) Members of the Executive (Ministers, Deputy Ministers, Premiers, MECs, Mayors, Members of the Mayoral Committees)
- ☐ b) Legislative sector

Did you complete the following training?

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **all** that apply:

- ☐ U/S 117871 or 9975 Facilitate learning using variety of given methodologies
- ☐ U/S 115753 or 7978 Conduct outcomes based assessment
- ☐ U/S 123394 or 9954 Develop outcomes-based learning programmes

Facilitator adapting learning materials and
resources

Did you adapt/cutomise learning material for a specific
sector or client?

*

Only answer this question if the following conditions are met:
(H1_SQ001.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==
"Y")

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

Please provide examples for material adapted/customised in the past five years

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '78 [I107]' (Did you adapt/customise learning material for a specific sector or client?)

Please write your answer here:

How many years of experience do you have facilitating adult learners? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;)

Please choose **only one** of the following:

- ☐ More than 5 years
- ☐ Up to 5 years
- ☐ Up to 2 years
- ☐ Up to 1 year
- ☐ None

Summarise your experience as a Facilitator for Adult Learners.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '80 [I33]' (How many years of experience do you have facilitating adult learners?)

Include information on the subject area/s and number of sessions facilitated in the Public Sector.

Facilitator experience

1 January 2021 to date

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '80 [I33]' (How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If none, indicate *not applicable*

1 January to December 2020

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '80 [I33]' (How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If none, indicate *not applicable*

1 January to December 2019

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '80 [I33]' (How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If none, indicate *not applicable*

1 January to December 2018

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '80 [I33]' (How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If none, indicate *not applicable*

1 January to December 2017

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '80 [I33]' (How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If none, indicate *not applicable*

Up to December 2016

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '80 [I33]' (How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If none, indicate *not applicable*

Summarise your experience facilitating learners with special needs.

Only answer this question if the following conditions are met:

((H1_SQ001.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==
"Y") and ((I33.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2641/qid/67813) ==
"A1" or I33.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2641/qid/67813) ==
"A2" or I33.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2641/qid/67813) ==
"A3" or I33.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2641/qid/67813) ==
"A4"))

Please write your answer here:

Assessor

Did you complete the following training: U/S 115753 or 7978 Conduct outcomes-based assessment *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

☐ Yes

☐ No

Remember to submit documentary proof as part of your bid, if applicable

Are you registered as an Assessor at any SETA/s? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'Yes' at question '89 [J02]' (Did you complete the following training: U/S 115753 or 7978 Conduct outcomes-based assessment)

Please choose **only one** of the following:

☐ Yes

☐ No

Check the relevant unit standard/s below;

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'Yes' at question '89 [J02]' (Did you complete the following training: U/S 115753 or 7978 Conduct outcomes-based assessment) and Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Remember to submit documentary proof as part of your bid, if applicable.

PSETA: Leadership

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 252020 - Create and manage an environment that promotes innovation
- ☐ 13912 - Apply knowledge of self and team in order to develop a plan to enhance team performance
- ☐ 14667 - Describe and apply the management functions of an organisation
- ☐ 11473 - Manage individual and team performance
- ☐ 242858 - Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context
- ☐ 242868 - Demonstrate and apply knowledge of role and responsibilities of local government in South Africa

PSETA: Finance and Risk Management

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 377934 - Classify receipt and payments in accordance with the Economic Reporting Format (ERF)
- ☐ 377993 - Allocate transactions using all segments of the Standard Chart of Accounts (SCOA)
- ☐ 377973 - Classify, analyse, and report on the economic classification using all segments of the Standard Chart of Accounts (SCOA)
- ☐ 377893 - Use Standard Chart of Accounts (SCOA) to interpret financial transactions for economic classification
- ☐ 377953 - Determine whether the price is of a current or capital nature
- ☐ 377900 - Prepare a budget to use in Public Sector entity/department/section
- ☐ 377933 - Analyse, monitor and review budgets
- ☐ 377894 - Apply the principles of inventory management in the public sector

PSETA: Supply Chain Management and Bid Committees

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 337061 - Demonstrate knowledge and insight into a bid committee system applicable to an Organ of State in South Africa
- ☐ 377896 - Administer contracts for goods, works and services in the public sector
- ☐ 119345 - Apply principles, regulations and legislation underlying supply chain management in the public sector
- ☐ 377898 - Perform Acquisition Management activities for public sector supply chain management
- ☐ 260137 - Execute a strategic sourcing strategy
- ☐ 260097 - Develop a sourcing strategy
- ☐ 260077 - Conduct initial assessment for strategic sourcing
- ☐ 377901 - Perform demand management activities for public sector supply chain management
- ☐ 336712 - Outline the philosophy of supply chain management
- ☐ 116353 - Participate in the design and implementation of municipal supply chain management

PSETA: Human Resource and Development

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 12139 - Facilitate the resolution of employee grievances
- ☐ 11286 - Institute disciplinary action
- ☐ 114278 - Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)
- ☐ 344574 - Apply knowledge of HIV/AIDS to a specific business sector and a work place
- ☐ 252033 - Demonstrate ways of dealing with the effects of dreaded diseases and in particular HIV/AIDS

PSETA: Monitoring & Evaluation

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 337063 - Demonstrate knowledge and insight into the principles of monitoring and evaluation in assessing organisation and or programme performance in a specific context
- ☐ 337059 - Apply the monitoring and evaluation approaches and tools to assess an organisation's or programme's performance in a specific context

PSETA: Service Delivery Improvement

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) *and* Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 242901 - Apply the principles of good customer service to achieve public sector objectives
- ☐ 242860 - Apply the Batho Pele principles to own work role and context

PSETA: Good Governance

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) *and* Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 243263 - Demonstrate knowledge and understanding of anti-corruption issues in the Public Sector
- ☐ 244254 - Manage the mainstreaming of gender in programmes and projects
- ☐ 243264 - Customise an anti-corruption strategy at operational level for a Public Sector department

PSETA: Public Sector Professional Skills

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) *and* Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 243824 - Develop an integrated Project Management plan for a simple to moderately complex project
- ☐ 114215 - Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path
- ☐ 242914 - Apply the principles and theories of public sector project management
- ☐ 114715 - Manage and apply protocols and etiquette in diplomatic context

LGSETA

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) *and* Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 50081 - Further Education and Training Certificate: Leadership Development
- ☐ 116353 - Participate in the design and implementation of municipal supply chain management

ETDP SETA

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 114215 - Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path
- ☐ 115753 - Conduct outcomes based assessment
- ☐ 115759 - Conduct moderation of outcomes based assessments
- ☐ 10294 - Identify and respond to learners with special needs and barriers to learning
- ☐ 117871 - Facilitate learning using a variety of given methodologies
- ☐ 263976 - Demonstrate understanding of the outcomes based education and training approach within the context of a national qualifications framework
- ☐ 123401 - Design outcomes based learning programmes
- ☐ 123394 - Develop outcomes based learning programmes
- ☐ 114215 - Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path

SABPP

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 259146 - Monitor the on-going performance of a selected public service department in the context of human resource planning
- ☐ 15217 - Develop an organisational training and development plan
- ☐ 259143 - Demonstrate knowledge and insight into the relationship between strategic human resource planning and an organisation's strategic planning
- ☐ 244600 - Facilitate equitable representation of people with a disability in the workplace
- ☐ 12140 - Recruit and select candidates to fill defined positions
- ☐ 12138 - Conduct an organisational needs analysis
- ☐ 252404 - Design an organisational structure which supports the achievement of the organisational mandate

SERVICES SETA

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

- ☐ 15214 - Recognise areas in need of change, make recommendations and implement changes in the team, department or division
- ☐ 252026 - Apply a systems approach to decision making

SASSETA

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) *and* Answer was 'Yes' at question '90 [J01]' (Are you registered as an Assessor at any SETA/s?)

Please choose **all** that apply:

☐ 386073 - Investigate corrupt activities and related offences

Assessor Experience

How many years of experience do you have as an assessor? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;)

Please choose **only one** of the following:

- ☐ More than 5 years
☐ Up to 5 years
☐ Up to 2 years
☐ Up to 1 year
☐ None

Summarise your experience as an assessor.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) *and* Answer was 'Up to 1 year' or 'Up to 2 years' or 'Up to 5 years' or 'More than 5 years' at question '105 [J16]' (How many years of experience do you have as an assessor?)

1 January 2021 to date

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) *and* Answer was 'Yes' at question '89 [J02]' (Did you complete the following training: U/S 115753 or 7978 Conduct outcomes-based assessment) *and* Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '105 [J16]' (How many years of experience do you have as an assessor?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2020

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '105 [J16]' (How many years of experience do you have as an assessor?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2019

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'Up to 5 years' or 'Up to 1 year' or 'Up to 2 years' or 'More than 5 years' at question '105 [J16]' (How many years of experience do you have as an assessor?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2018

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Up to 5 years' or 'Up to 1 year' or 'Up to 2 years' or 'More than 5 years' at question '105 [J16]' (How many years of experience do you have as an assessor?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2017

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Up to 5 years' or 'Up to 1 year' or 'Up to 2 years' or 'More than 5 years' at question '105 [J16]' (How many years of experience do you have as an assessor?)

Please write your answer here:

If none, indicate *not applicable*

Up to December 2016

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'Up to 5 years' or 'Up to 1 year' or 'Up to 2 years' or 'More than 5 years' at question '105 [J16]' (How many years of experience do you have as an assessor?)

Please write your answer here:

If none, indicate *not applicable*

Summarise your experience assessing portfolios for learners with special needs. *

Only answer this question if the following conditions are met:

Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '105 [J16]' (How many years of experience do you have as an assessor?)

Please write your answer here:

If none, indicate *not applicable*

Moderator

Did you complete the following training:

U/S 115753 or 7978 Conduct outcomes-based assessments

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

☐ Yes

☐ No

Remember to submit documentary proof as part of your bid, if applicable.

Did you complete the following training:

U/S 115759 or 7977 Conduct moderation of outcomes based assessments

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

☐ Yes

☐ No

Remember to submit documentary proof as part of your bid, if applicable.

Are you registered as a Moderator at any SETA/s? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments)

Please choose **only one** of the following:

☐ Yes

☐ No

Remember to submit documentary proof as part of your bid, if applicable.

Check the relevant unit standards below;

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Remember to submit documentary proof as part of your bid, if applicable.

PSETA: Leadership

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

☐ 252020 - Create and manage an environment that promotes innovation

☐ 13912 - Apply knowledge of self and team in order to develop a plan to enhance team performance

☐ 14667 - Describe and apply the management functions of an organisation

☐ 11473 - Manage individual and team performance

☐ 242858 - Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context

☐ 242868 - Demonstrate and apply knowledge of role and responsibilities of local government in South Africa

PSETA: Finance and Risk Management

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 377934 - Classify receipt and payments in accordance with the Economic Reporting Format (ERF)
- ☐ 377993 - Allocate transactions using all segments of the Standard Chart of Accounts (SCOA)
- ☐ 377973 - Classify, analyse, and report on the economic classification using all segments of the Standard Chart of Accounts (SCOA)
- ☐ 377893 - Use Standard Chart of Accounts (SCOA) to interpret financial transactions for economic classification
- ☐ 377953 - Determine whether the price is of a current or capital nature
- ☐ 377900 - Prepare a budget to use in Public Sector entity/department/section
- ☐ 377933 - Analyse, monitor and review budgets
- ☐ 377894 - Apply the principles of inventory management in the public sector

PSETA: Supply Chain Management and Bid Committees

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 337061 - Demonstrate knowledge and insight into a bid committee system applicable to an Organ of State in South Africa
- ☐ 377896 - Administer contracts for goods, works and services in the public sector
- ☐ 119345 - Apply principles, regulations and legislation underlying supply chain management in the public sector
- ☐ 377898 - Perform Acquisition Management activities for public sector supply chain management
- ☐ 260137 - Execute a strategic sourcing strategy
- ☐ 260097 - Develop a sourcing strategy
- ☐ 260077 - Conduct initial assessment for strategic sourcing
- ☐ 377901 - Perform demand management activities for public sector supply chain management
- ☐ 336712 - Outline the philosophy of supply chain management
- ☐ 116353 - Participate in the design and implementation of municipal supply chain management

PSETA: Human Resource and Development

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 12139 - Facilitate the resolution of employee grievances
- ☐ 11286 - Institute disciplinary action
- ☐ 114278 - Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)
- ☐ 344574 - Apply knowledge of HIV/AIDS to a specific business sector and a work place
- ☐ 252033 - Demonstrate ways of dealing with the effects of dreaded diseases and in particular HIV/AIDS

PSETA: Monitoring & Evaluation

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 337063 - Demonstrate knowledge and insight into the principles of monitoring and evaluation in assessing organisation and or programme performance in a specific context
- ☐ 337059 - Apply the monitoring and evaluation approaches and tools to assess an organisation's or programme's performance in a specific context

PSETA: Service Delivery Improvement

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 242901 - Apply the principles of good customer service to achieve public sector objectives
- ☐ 242860 - Apply the Batho Pele principles to own work role and context

PSETA: Good Governance

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 243263 - Demonstrate knowledge and understanding of anti-corruption issues in the Public Sector
- ☐ 244254 - Manage the mainstreaming of gender in programmes and projects
- ☐ 243264 - Customise an anti-corruption strategy at operational level for a Public Sector department

PSETA: Public Sector Professional Skills

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) *and* Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) *and* Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 243824 - Develop an integrated Project Management plan for a simple to moderately complex project
- ☐ 114215 - Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path
- ☐ 242914 - Apply the principles and theories of public sector project management
- ☐ 114715 - Manage and apply protocols and etiquette in diplomatic context

LGSETA

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) *and* Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) *and* Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 50081 - Further Education and Training Certificate: Leadership Development
- ☐ 116353 - Participate in the design and implementation of municipal supply chain management

ETDP SETA

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) *and* Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) *and* Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 114215 - Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path
- ☐ 115753 - Conduct outcomes based assessment
- ☐ 115759 - Conduct moderation of outcomes based assessments
- ☐ 10294 - Identify and respond to learners with special needs and barriers to learning
- ☐ 117871 - Facilitate learning using a variety of given methodologies
- ☐ 263976 - Demonstrate understanding of the outcomes based education and training approach within the context of a national qualifications framework
- ☐ 123401 - Design outcomes based learning programmes
- ☐ 123394 - Develop outcomes based learning programmes
- ☐ 114215 - Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path

SABPP

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 259146 - Monitor the on-going performance of a selected public service department in the context of human resource planning
- ☐ 15217 - Develop an organisational training and development plan
- ☐ 259143 - Demonstrate knowledge and insight into the relationship between strategic human resource planning and an organisation's strategic planning
- ☐ 244600 - Facilitate equitable representation of people with a disability in the workplace
- ☐ 12140 - Recruit and select candidates to fill defined positions
- ☐ 12138 - Conduct an organisational needs analysis
- ☐ 252404 - Design an organisational structure which supports the achievement of the organisational mandate

SERVICES SETA

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 15214 - Recognise areas in need of change, make recommendations and implement changes in the team, department or division
- ☐ 252026 - Apply a systems approach to decision making

SASSETA

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '115 [K2]' (Did you complete the following training: U/S 115759 or 7977 Conduct moderation of outcomes based assessments) and Answer was 'Yes' at question '116 [K101]' (Are you registered as a Moderator at any SETA/s?)

Please choose **all** that apply:

- ☐ 386073 - Investigate corrupt activities and related offences

Moderator Experience

How many years of experience do you have as a moderator? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;)

Please choose **only one** of the following:

- ☐ More than 5 years
- ☐ Up to 5 years
- ☐ Up to 2 years
- ☐ Up to 1 year
- ☐ None

Summarise your experience as a moderator.

Only answer this question if the following conditions are met:

Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '131 [K16]' (How many years of experience do you have as a moderator?)

1 January 2021 to date

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '131 [K16]' (How many years of experience do you have as a moderator?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2019

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '131 [K16]' (How many years of experience do you have as a moderator?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2020

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '131 [K16]' (How many years of experience do you have as a moderator?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2018

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '131 [K16]' (How many years of experience do you have as a moderator?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2017

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '131 [K16]' (How many years of experience do you have as a moderator?)

Please write your answer here:

If none, indicate *not applicable*

Summarise your experience moderating portfolios for learners with special needs. *

Only answer this question if the following conditions are met:

Answer was 'Up to 1 year' or 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' at question '131 [K16]' (How many years of experience do you have as a moderator?)

Please write your answer here:

If none, indicate *not applicable*

Curriculum Designer and Developer

Did you complete the following training? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **all** that apply:

- ☐ U/S 123401 or 9950 Design outcomes based learning programmes
- ☐ U/S 123394 or 9954 Develop outcomes-based learning programmes
- ☐ U/S 117871 or 9957 Facilitate learning using variety of given methodologies
- ☐ U/S 115753 or 7978 Conduct outcomes based assessments
- ☐ None

Up to December 2016

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '131 [K16]' (How many years of experience do you have as a moderator?)

Please write your answer here:

If none, indicate *not applicable*

Are you registered or accredited at any Professional body or council? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

- ☐ Yes
☐ No

Remember to submit documentary proof as part of your bid, if applicable.

List registration/s or accreditation/s at any Professional body or council:

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'Yes' at question '141 [L06]' (Are you registered or accredited at any Professional body or council?)

Please write your answer here:

Curriculum Designer and Developer Experience

How many years of experience do you have as a curriculum designer and developer? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

- ☐ More than 5 years
☐ Up to 5 years
☐ Up to 3 years
☐ Up to 2 year
☐ None

How many years of experience do you have in the use of ICT in curriculum design and development? *

Only answer this question if the following conditions are met:

((H1_SQ004.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==
"Y"))

Please choose **only one** of the following:

- ☐ More than 5 years
☐ Up to 5 years
☐ Up to 3 years
☐ Up to 2 year
☐ None

How many years of experience do you have in qualification design? *

Only answer this question if the following conditions are met:

((H1_SQ004.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==
"Y"))

Please choose **only one** of the following:

- ☐ More than 5 years
- ☐ Up to 5 years
- ☐ Up to 3 years
- ☐ Up to 2 year
- ☐ None

Do you have experience with the registration of a Qualification with QQSF or and HEQSF? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

- ☐ Yes
- ☐ No

Summarise your experience in the development of ETD interventions (courses/programmes/learning interventions) and their implementation in the Public Sector and/or non-governmental organisations and civil society organisations in South Africa.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Indicate in which subject areas you have curriculum design and development experience.

Example 1

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Describe (+/- 5 sentences) the course/programme/learning intervention/webinar.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Curriculum delivery mode

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Example 2

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Describe (+/- 5 sentences) the course/programme/learning intervention/webinar.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Curriculum delivery mode

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Example 3

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Describe (+/- 5 sentences) the course/programme/learning intervention/webinar.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Curriculum delivery mode

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Example 4

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Describe (+/- 5 sentences) the course/programme/learning intervention/webinar.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Curriculum delivery mode

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Example 5

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Describe (+/- 5 sentences) the course/programme/learning intervention/webinar.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Curriculum delivery mode

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Please insert an active link to examples of your work in the space below.

Applications cannot be considered if examples are not provided.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

One example must be a programme/course strategy or concept document. The second example must be of a learning unit/ module of your chosen course/ programme/ learning intervention.

Consultant

Are you registered or accredited at any Professional body or council? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

☐ Yes

☐ No

List registration/s or accreditation/s at any Professional body or council:

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'Yes' at question '179 [M04]' (Are you registered or accredited at any Professional body or council?)

Please write your answer here:

Consultant Experience

How many years of experience do you have as a consultant? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

- ☐ More than 10 years
☐ Up to 10 years
☐ Up to 7 years
☐ Up to 5 years
☐ Up to 3 years

Summarise your experience as a consultant.

Only answer this question if the following conditions are met:

Answer was 'Up to 3 years' or 'Up to 5 years' or 'Up to 7 years' or 'Up to 10 years' or 'More than 10 years' at question '181 [M6]' (How many years of experience do you have as a consultant?)

1 January 2021 to date

Please provide information on the topic and scope of the project.

*

Only answer this question if the following conditions are met:

Answer was 'More than 10 years' or 'Up to 3 years' or 'Up to 5 years' or 'Up to 7 years' or 'Up to 10 years' at question '181 [M6]' (How many years of experience do you have as a consultant?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2020

Please provide information on the topic and scope of the project.

*

Only answer this question if the following conditions are met:

Answer was 'More than 10 years' or 'Up to 3 years' or 'Up to 5 years' or 'Up to 7 years' or 'Up to 10 years' at question '181 [M6]' (How many years of experience do you have as a consultant?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2019

Please provide information on the topic and scope of the project.

*

Only answer this question if the following conditions are met:

Answer was 'More than 10 years' or 'Up to 3 years' or 'Up to 5 years' or 'Up to 7 years' or 'Up to 10 years' at question '181 [M6]' (How many years of experience do you have as a consultant?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2018

Please provide information on the topic and scope of the project.

*

Only answer this question if the following conditions are met:

Answer was 'More than 10 years' or 'Up to 3 years' or 'Up to 5 years' or 'Up to 7 years' or 'Up to 10 years' at question '181 [M6]' (How many years of experience do you have as a consultant?)

Please write your answer here:

If none, indicate *not applicable*

1 January to 31 December 2017

Please provide information on the topic and scope of the project.

*

Only answer this question if the following conditions are met:

Answer was 'More than 10 years' or 'Up to 3 years' or 'Up to 5 years' or 'Up to 7 years' or 'Up to 10 years' at question '181 [M6]' (How many years of experience do you have as a consultant?)

Please write your answer here:

If none, indicate *not applicable*

Up to December 2016

Please provide information on the topic and scope of the project.

*

Only answer this question if the following conditions are met:

Answer was 'Up to 3 years' or 'Up to 5 years' or 'More than 10 years' or 'Up to 7 years' or 'Up to 10 years' at question '181 [M6]' (How many years of experience do you have as a consultant?)

Please write your answer here:

If none, indicate *not applicable*

Coach/Coach Supervisor

Are you registered or accredited at any Professional body or council? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

☐ Yes

☐ No

Remember to submit documentary proof as part of your bid.

List registration/s or accreditation/s at any Professional body or council:

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:) and Answer was 'Yes' at question '189 [N1]' (Are you registered or accredited at any Professional body or council?)

Please write your answer here:

Coach as facilitator: How many years of experience do you have facilitating adult learners? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

☐ More than 5 years

☐ Up to 5 years

☐ Up to 2 years

☐ Up to 1 year

☐ None

Summarise your experience as a Facilitator for Adult Learners.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '191 [N4]' (Coach as facilitator: How many years of experience do you have facilitating adult learners?)

Include information on the subject area/s and number of sessions facilitated.

1 January 2021 to date

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '191 [N4]' (Coach as facilitator: How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If not, indicate *not applicable*

1 January to December 2020

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '191 [N4]' (Coach as facilitator: How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If not, indicate *not applicable*

1 January to December 2019

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '191 [N4]' (Coach as facilitator: How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If not, indicate *not applicable*

1 January to December 2018

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '191 [N4]' (Coach as facilitator: How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If not, indicate *not applicable*

1 January to December 2017

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '191 [N4]' (Coach as facilitator: How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If not, indicate *not applicable*

Up to December 2016

Please provide information on the subject area/s and the scope of the project

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;) and Answer was 'More than 5 years' or 'Up to 5 years' or 'Up to 2 years' or 'Up to 1 year' at question '191 [N4]' (Coach as facilitator: How many years of experience do you have facilitating adult learners?)

Please write your answer here:

If not, indicate *not applicable*

Coach/coach supervisor Experience

How many hours of experience do you have as a coach/coach supervisor? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding;)

Please choose **only one** of the following:

- ☐ More than 500 hours
- ☐ Up to 500 hours
- ☐ Up to 400 hours
- ☐ Up to 300 hours
- ☐ Up to 200 hours
- ☐ None

For the period 1 January 2022 to date

State the total number of hours coached.

List the name/s of the organisation/s and indicate the type of coaching conducted eg. executive, individual, team and group.

*

Only answer this question if the following conditions are met:

Answer was 'Up to 200 hours' or 'Up to 300 hours' or 'Up to 400 hours' or 'Up to 500 hours' or 'More than 500 hours' at question '199 [N101]' (How many hours of experience do you have as a coach/coach supervisor?)

Please write your answer here:

If not, indicate *not applicable*

1 January to 31 December 2021

State the total number of hours coached.

List the name/s of the organisation/s and indicate the type of coaching conducted eg. executive, individual, team and group.

*

Only answer this question if the following conditions are met:

Answer was 'More than 500 hours' or 'Up to 200 hours' or 'Up to 300 hours' or 'Up to 400 hours' or 'Up to 500 hours' at question '199 [N101]' (How many hours of experience do you have as a coach/coach supervisor?)

Please write your answer here:

If not, indicate *not applicable*

1 January to 31 December 2020

State the total number of hours coached.

List the name/s of the organisation/s and indicate the type of coaching conducted eg. executive, individual, team and group.

*

Only answer this question if the following conditions are met:

Answer was 'Up to 200 hours' or 'Up to 300 hours' or 'Up to 400 hours' or 'Up to 500 hours' or 'More than 500 hours' at question '199 [N101]' (How many hours of experience do you have as a coach/coach supervisor?)

Please write your answer here:

If not, indicate *not applicable*

1 January to 31 December 2019

State the total number of hours coached.

List the name/s of the organisation/s and indicate the type of coaching conducted eg. executive, individual, team and group.

*

Only answer this question if the following conditions are met:

Answer was 'Up to 200 hours' or 'Up to 300 hours' or 'Up to 400 hours' or 'Up to 500 hours' or 'More than 500 hours' at question '199 [N101]' (How many hours of experience do you have as a coach/coach supervisor?)

Please write your answer here:

If not, indicate *not applicable*

Up to 31 December 2018

State the total number of hours coached.

List the name/s of the organisation/s and indicate the type of coaching conducted eg. executive, individual, team and group.

*

Only answer this question if the following conditions are met:

Answer was 'Up to 200 hours' or 'Up to 300 hours' or 'Up to 400 hours' or 'Up to 500 hours' or 'More than 500 hours' at question '199 [N101]' (How many hours of experience do you have as a coach/coach supervisor?)

Please write your answer here:

If not, indicate *not applicable*

Graphic Designer

Summarise your experience in graphic and information design over the last five years

Focus on graphic design projects intending to inform or teach. Highlight experience in working with public sector institutions where relevant.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

1 January 2022 to date

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and graphics designed *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2021

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and graphics designed

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2020

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and graphics designed

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2019

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and graphics designed

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Up to 31 December 2018

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and graphics designed

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Please provide an active link to examples of your work in the space below.

Applications cannot be considered if examples are not provided.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Include at least two graphics and two infographics to serve as evidence of your experience.

Video Animator

Summarise your experience in video animation over the last five years

Focus on video animation projects intending to inform or teach. Highlight experience in working with public sector institutions where relevant.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

1 January 2022 to date

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Short description of the purpose of the project and video animations developed *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2021

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and video animations developed

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2020

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and video animations developed

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2019

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and video animations developed

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Up to 31 December 2018

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and video animations developed

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Please insert an active link to examples of your work in the space below.

Applications cannot be considered if examples are not provided.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Include at least two video animations (each not exceeding 5 minutes in duration), to serve as evidence of your experience.

Voice-over Artist

Summarise your experience in voice-over production over the last five years.

Focus on voice-over production projects intending to inform or teach. Highlight experience in working with public sector institutions where relevant.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

1 January 2022 to date

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and voice tracks produced *

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used *

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience *

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2021

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and voice tracks produced

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and voice tracks produced

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2020

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2019

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and voice tracks produced

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Up to 31 December 2018

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and voice tracks produced

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Please insert an active link to examples of your work in the space below.

Applications cannot be considered if examples are not provided.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Include at least two voice recordings (each not exceeding 5 minutes in duration), to serve as evidence of your experience.

Videographer

Summarise your experience in video production over the last five years

Focus on video production projects intending to inform or teach. Highlight experience in working with public sector institutions where relevant.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

1 January 2022 to date

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and video produced *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2021

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and video produced

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2020

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and video produced

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2019

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and video produced

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Up to 31 December 2018

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Short description of the purpose of the project and video produced

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Software used

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Please insert an active link to examples of your work in the space below.

Applications cannot be considered if examples are not provided.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Include at least two video recordings (each not exceeding 5 minutes in duration), to serve as evidence of your experience.

Online Learning Content Developer

Summarise your experience in the development of ETD interventions for online delivery over the last five years.

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Highlight experience in working with public sector institutions where relevant

1 January 2022 to date

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Title and short description of the intervention (including the purpose and overall learning outcome/s) *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Delivery platform/s *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2021

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Title and short description of the intervention (including the purpose and overall learning outcome/s)

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Delivery platform/s

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2020

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Title and short description of the intervention (including the purpose and overall learning outcome/s)

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Delivery platform/s

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2019

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Title and short description of the intervention (including the purpose and overall learning outcome/s)

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Delivery platform/s

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Up to 31 December 2018

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Name of commissioning/contracting institution

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Title and short description of the intervention (including the purpose and overall learning outcome/s)

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Delivery platform/s

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Target audience

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Please insert an active link to examples of your work in the space below.

Applications cannot be considered if examples are not provided.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Include examples of online learning intervention/s with content and activities that you created to serve as evidence of you experience.

Monitoring & Evaluation Expert

Summarise your experience in conducting Monitoring and Evaluation projects in the Public Sector, starting with the most recent

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Project 1

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of Institution *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Summarise the project and explain your involvement/responsibility/s in the project *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Project 2

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of Institution *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Summarise the project and explain your involvement/responsibility/s in the project *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Project 3

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of Institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Summarise the project and explain your involvement/responsibility/s in the project

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Project 4

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of Institution

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Summarise the project and explain your involvement/responsibility/s in the project

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Project 5

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Year

Only answer this question if the following conditions are met:
Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Name of Institution

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Summarise the project and explain your involvement/responsibility/s in the project

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Please insert an active link to examples of your work in the space below.

Applications cannot be considered if examples are not provided.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

Include examples of monitoring and evaluation instruments and plans for projects and programmes (including impact evaluations) in the Public Sector to serve as evidence of your experience as a monitoring and evaluation expert.

Chief Invigilator

How many years of experience do you have as a Chief Invigilator? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

- ☐ More than 5 years
- ☐ Up to 5 years
- ☐ Up to 4 years
- ☐ Up to 3 years
- ☐ Less than 3 years

Summarise your experience in support of your answer above. Indicate the

- year/s and name/s of commissioning or contracting institution/s,
- activities invigilated,
- curriculum delivery mode and
- target audience.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

How many years of experience do you have in an education and training environment? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

- ☐ More than 3 years
- ☐ Up to 3 years
- ☐ Up to 2 years
- ☐ Up to 1 year
- ☐ None

Summarise your experience in support of your answer above. Indicate the period of employment or contract and name/s of institution/s.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

How many years of experience do you have as a consultant and or a skills audit expert? *

Only answer this question if the following conditions are met:

{{H1_SQ013.NAOK

(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) == "Y")

Please choose **only one** of the following:

- ☐ More than 5 years
- ☐ Up to 5 years
- ☐ Up to 4 years
- ☐ Up to 3 years
- ☐ Less than 3 years

Skills Audit Expert

1 January 2021 to date

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

1 January to 31 December 2020

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

*

Only answer this question if the following conditions are met:

{{H1_SQ015.NAOK

(/limesurvey/index.php/admin/questions/sa/view/survey/id/613359/gid/2639/qid/67760) ==
"Y")

Please write your answer here:

1 January to 31 December 2019

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

Only answer this question if the following conditions are met:

((H1_SQ015.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==
"Y"))

Please write your answer here:

1 January to 31 December 2018

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

Only answer this question if the following conditions are met:

((H1_SQ015.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==
"Y"))

Please write your answer here:

1 January to 31 December 2017

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

Only answer this question if the following conditions are met:

((H1_SQ015.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==
"Y"))

Please write your answer here:

Up to 31 December 2016

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

Only answer this question if the following conditions are met:

((H1_SQ015.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==
"Y"))

Please write your answer here:

Please insert an active link to examples of your work in the space below.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

If none, indicate *not applicable*

Research Expert

How many years of experience do you have as a researcher? *

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please choose **only one** of the following:

- ☐ More than 5 years
☐ Up to 5 years
☐ Up to 2 years
☐ Up to 1 year
☐ None

1 January 2021 to date

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

*

Only answer this question if the following conditions are met:

((H1_SQ015.NAOK

(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/gid/67760) == "Y")

Please write your answer here:

1 January to 31 December 2020

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

*

Only answer this question if the following conditions are met:

```
((H1_SQ015.NAOK  
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==  
"Y"))
```

Please write your answer here:

1 January to 31 December 2019

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

*

Only answer this question if the following conditions are met:

```
((H1_SQ015.NAOK  
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760) ==  
"Y"))
```

Please write your answer here:

1 January to 31 December 2018

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

*

Only answer this question if the following conditions are met:

((H1_SQ015.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760)) ==
"Y")

Please write your answer here:

Up to 31 December 2016

Summarise the project/s and explain your involvement/responsibility/s in the project/s. Indicate the name of the contracting institution and the duration of the project.

Only answer this question if the following conditions are met:

((H1_SQ015.NAOK
(/limesurvey/index.php/admin/questions/sa/view/surveyid/613359/gid/2639/qid/67760)) ==
"Y")

Please write your answer here:

Please insert an active link to examples of your work in the space below.

*

Only answer this question if the following conditions are met:

Answer was at question '72 [H1]' (Please select the professional area/s for which you are bidding:)

Please write your answer here:

If none, indicate *not applicable*

Contacts

Please provide detailed information on 3 contactable reference related to your employment or experience

Reference 1 *

Reference 2 *

Reference 3 *

Confirmation

The NSG will make the final determination on how best to utilise your expertise in relation to the needs of the organisation irrespective the mode of delivery.

I hereby confirm that the information contained in this document is correct

Date

Please enter a date:

Please use this space to sign the printed copy of your profile

After completing this profile ensure that you print, initial, and sign the document and include it as part of your bid.

Submit your survey.
Thank you for completing this survey.



school of government

Department:
National School of Government
REPUBLIC OF SOUTH AFRICA

TRAVEL EXPENDITURE GUIDELINES FOR ASSOCIATES OF THE NATIONAL SCHOOL OF GOVERNMENT CONTRACTED AS PANEL OF EXPERTS

TRAVEL EXPENDITURE GUIDELINES FOR
ASSOCIATES OF
THE NATIONAL SCHOOL OF GOVERNMENT
CONTRACTED AS PANEL OF EXPERTS

1 PURPOSE

The purpose of these Guidelines is to provide a framework for the management of travel, accommodation, and related expenditure of the Panel of Experts of the National School of Government (NSG).

The Panel of Experts include individuals and consultancies contracted to render education, training, and development (ETD), research and related services specified in line with the mandate and mission of the National School of Government. For purposes of these Guidelines, the Panel of Experts will be collectively referred to as Experts.

2 OBJECTIVES

The key objective of this document is

- 2.1 To provide a policy framework for consistent decision making with the view to travel, at the expense of NSG, by Panels of Experts.
- 2.2 To set parameters within which Experts may claim reimbursement for costs incurred prior to, during and after the trip has been undertaken.

3 SCOPE OF APPLICATION

- 3.1 This policy applies to all Experts who have been granted authority by a duly authorised official to travel on behalf of and at the expense of the NSG without any special provisions.
- 3.2 The policy covers local travel and accommodation. Any exclusions or special considerations will be specified in accord with the provisions of these Guidelines and related policies of the NSG.

4 SOURCES OF AUTHORITY

The following sources of authority apply to these Guidelines:

- Current Individual Independent Consultant Contract
- NSG approved Travel policy
- National Treasury Guidelines / Practice Notes

5 GENERAL PRINCIPLES

- 5.1. Each traveller should exercise good and ethical judgement when incurring travel expenses and obtain prior approval from a duly authorised official for any travel, whether specifically covered under these Guidelines or not.

TRAVEL EXPENDITURE GUIDELINES FOR
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- 5.2. Compliance to this policy is the responsibility of the traveller; NSG will reimburse all necessary business-related expenditure incurred by an official traveller in accordance with this policy.
- 5.3. Where discrepancy exists between the amount authorized in the trip authority and the invoice, travellers are expected to confirm the accuracy and completeness of such invoices and other supporting documents before the payment is made.
- 5.4. Travellers are encouraged to plan travel well in advance to negotiate the best possible prices in terms of travel and accommodation arrangements.
- 5.5. With the view to ensure cost effective travel, it is the responsibility of every traveller to consult as wide as possible before travelling to a region unknown to him/her. Information that may be useful is:
 - What is the most appropriate way in which to arrange ground transport (i.e., bus, taxi, shuttle, train)?
 - What is the most appropriate method of payment for accommodation and services (i.e., credit card, cash to be taken with or from ATM)?

6 APPROVAL FRAMEWORK

6.1 Travel authorization and changes in trip

- 6.1.1. Authorisation: The Expert will be expected to arrange his or her own transport and accommodation and claim for the expenses incurred from the NSG. An Expert may start with travel arrangements as soon as confirmation of the relevant intervention (training session or specific engagement) has been received from the NSG. Such confirmation will typically be by email.
- 6.1.2. Changes effected before the commencement of the trip: If any changes must be affected to a trip, and there is additional cost involved, the Expert needs to obtain prior approval for the additional cost. Such approval will typically be communicated by email.

6.2 pre-approved classes of travel

- 6.2.1. Travellers, whose travel arrangements fall within these classes, need not provide additional motivation.
- 6.2.2. The most cost-effective option of travel should be sourced at all times.

TRAVEL EXPENDITURE GUIDELINES FOR
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CONTRACTED AS PANEL OF EXPERTS

Table 1: Classes of travel

Item	Expert
Air travel	Economy class
Car rental	Group B ⁽ⁱ⁾
Accommodation (single)	R1,530 ⁽ⁱⁱ⁾
Private accommodation	R435

⁽ⁱ⁾ *Except for special instances such as rural travel*

⁽ⁱⁱ⁾ *Except during peak holiday period or when SA is hosting an event in the country that results in an abnormal increase in accommodation. National Treasury may periodically review the amount.*

6.2.3. In Exceptional circumstances where there are limited accommodation options, and costs exceed the allowance of R1,530.00 a request for deviation must be submitted to the NSG coordinator for prior approval before such expenditure is incurred

6.2.4. The R1 530.00 is all inclusive of Dinner, Bed & Breakfast, Tourism Levy, VAT and 2 soft drinks at dinner.

6.2.5. Supplied tariffs for accommodation is determined by National Treasury/DPSA and will be updated as and when updates are received.

6.3 Travel by road

6.3.1. Privately owned vehicles should be used for all travel by road. Experts will be reimbursed for kilometres travelled according to the Department of Transport's tariffs for the use of motor transport.

The tariffs for the travel claims can be obtained from the following link:

<https://www.transport.gov.za/>

6.3.2. Proof of reputable maps (e.g., Google maps) kilometre calculation must be attached to the expenditure claim to verify reasonability of kilometres travelled.

6.3.3. Pass through costs e.g., toll fees, Public Transport, shuttle services and parking can be claimed. The Expert is always required to have a reliable transport to ensure timeous arrival at the venue.

6.3.4. When claiming tariffs according to the Department of Transport fuel rates it should be noted that the amount will be included on the IRP5 being issued as own transport and SARS will require log sheets to be submitted for kilometres travelled.

TRAVEL EXPENDITURE GUIDELINES FOR
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CONTRACTED AS PANEL OF EXPERTS

6.4 Travel by air

6.4.1. When travel by air the Expert needs to submit the invoice from the airline to proof expenditure. Travel from the Expert residential address to the airport may be claimed according to the Department of Transport fuel rates.

6.4.2. For cases where the Expert has used air transport (economy class) and subsequently hired a vehicle (Group B) to the venue, the NSG will pay for all pass-through costs (actual cost incurred) based on proof of payment submitted after the trip has been undertaken.

6.4.3. Only actual cost will be reimbursed when travelling by air.

7 SUBSISTENCE ALLOWANCES

7.1 General

Experts may claim subsistence allowances. No additional expenditure may be claimed that is not specified in this guideline (only breakfast, lunch and dinner as indicated in 7.2 and 7.3 will be applicable).

7.2 Trips more than 24 hours

7.2.1 Fixed daily subsistence allowances

- Payable in circumstances where actual expenses are claimed.
- Allowances for trips are to be calculated when Experts are away from their residence for 24 hours or longer.

7.2.2 Allowances for meals

Breakfast	R120	Breakfast can only be claimed if not included in hotel arrangements.
Lunch	R170	No lunch can be claimed for training sessions where lunch was provided.
Dinner	R190	

- Receipts for meals should be kept and attached to the report submitted to the NSG with the invoice (Credit card slips does not qualify as receipt).

TRAVEL EXPENDITURE GUIDELINES FOR
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- Experts shall not be reimbursed for any consumable items taken from “mini bars” in a hotel.
- No alcoholic beverages will be reimbursed by the NSG.
- Breakfast, lunch, and dinner can only be claimed for training days.

7.3 Trips less than 24 hours

7.3.1. When an Experts trip is less than 24 hours the traveller will qualify for one of the following meal allowances in cases where meals are not provided.

- R480 Leaving residential address before 6am and only returning to residential address after 8pm
- R360 Total duration of the trip 8 hours or more
- R170 Total duration of the trip 4 hours or more

7.3.2. Proof of expenditure must be submitted.

8 COSTING FRAMEWORK

8.1 Costing principles

- Expenses cannot be paid for twice, i.e., expenses included in any allowance cannot be claimed for as actual expenses and meals included in accommodation rates will be excluded from allowances.
- When an Expert realises that his or her expenditure will be more than the allowance granted. Prior written approval should be given to the Expert for the expenditure. If not the NSG will not reimburse the Expert for the excess amount.

8.2 Expenses framework

The table below provides specific guidance related to expenses usually associated with travel.

Table 3: Expenses framework

TYPE OF EXPENSE	Condition
Pass through costs	Paid on presentation of supporting documentation.
Usage of business centres and communication	NSG will not reimburse Experts for use of Business centres or communication cost. (This should be revisited with regards to claims for data)
Entertainment expenses	No Entertainment expenses will be reimbursed by the NSG.

TRAVEL EXPENDITURE GUIDELINES FOR
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TYPE OF EXPENSE	Condition
Other gratuities/tips	NSG will not reimburse Experts for gratuities or tips.
Excess baggage	NSG will pay for excess baggage when motivated and properly pre-approved.
Airport parking/ Shuttle service	The most cost effective and safe method should be used depending on the airport. (At OR Tambo the off-site parking at the airport should be considered.) Only when actual expenditure is claimed.

9. APPROVAL OF TRAVEL GUIDELINE



Prof Busani Ngcaweni

PRINCIPAL

Date: 01/08/2022



the dpsa

Department:
Public Service and Administration
REPUBLIC OF SOUTH AFRICA

Hourly Fee Rates For Consultants - With effect from 1 July 2020

In view of fiscal constraints, and after consultation with the Office of the Chief Procurement Officer, the Director-General: Public Service and Administration approved that the 2019 rates will apply in 2020

Salary Band	Average Total Package	Model A Short Term				Model B Long Term			
		Option A 1 All Overheads		Option A 2 Partial Overheads		Option B 1 All Overheads		Option B 2 Partial Overheads	
		A 1.1 Mark-up	A 1.2 No Mark-up	A 2.1 Mark-up	A 2.2 No Mark-up	B 1.1 Mark-up	B 1.2 No Mark-up	B 2.1 Mark-up	B 2.2 No Mark-up
16	1 997 628	3 995	3 076	3 436	2 637	None	None	None	None
15 / 16	1 766 953	3 534	2 721	3 039	2 332	2 915	2 244	2 509	1 926
15	1 536 278	3 073	2 366	2 642	2 028	2 535	1 951	2 182	1 675
14 / 15	1 398 142	2 796	2 153	2 405	1 846	2 307	1 776	1 985	1 524
14	1 302 509	2 605	2 006	2 240	1 719	2 149	1 654	1 850	1 420
13 / 14	1 201 602	2 403	1 850	2 067	1 586	1 983	1 526	1 706	1 310
13	1 092 286	2 185	1 682	1 879	1 442	1 802	1 387	1 551	1 191
12 / 13	995 007	1 642	1 264	1 413	1 085	1 473	1 134	1 264	965
12	897 728	1 481	1 140	1 275	979	1 329	1 023	1 140	871
11 / 12	827 611	1 366	1 051	1 175	902	1 225	943	1 051	803
11	757 494	1 250	962	1 076	826	1 121	864	962	735
10 / 11	707 501	1 167	899	1 005	771	1 047	807	899	686
10	657 508	973	750	835	638	921	710	789	611
9 / 10	598 985	886	683	761	581	839	647	719	557
6 to 8	395 779	586	451	503	384	554	427	475	368

How to determine the appropriate fee rate

1. Determine the consultancy option/model by applying the following criteria:

"Short Term" means less than 60 consulting days

"Long Term" means more than 60 consulting days

"All Overheads" means consultant provides all overheads e.g., office, parking, telephone

"Partial Overheads" means department provides some overheads e.g. office, parking, telephone

"Mark-up" provides for company profit margin - service normally provided by consulting company

"No Mark-up" service normally provided by individuals or NGOs

2. Determine the appropriate salary band based on the level of work that is required e.g., use job evaluation to determine the level of work - Salary band 13 represents the level of a Director in the public service, 14 a Chief Director, 15 a DDG and 16 a DG.

3. The hourly fee rate should be read where the consultancy option/model intersects with the salary band.

4. Fee rates exclude operational/project expenditure e.g., travelling, hotel accommodation, parking, travel and subsistence allowance.

5. Value Added Tax is excluded from calculating hourly fee rates.

Note - The Guide on Hourly Fee Rates for Consultants and the latest Fee Rates are available at the following link
http://www.dpsa.gov.za/dpsa2g/consultant_fees.asp