

## **TERMS OF REFERENCE (TOR)**

### **APPOINTMENT OF A SUITABLE SERVICE PROVIDER TO CONDUCT AN IMPACT ASSESSMENT STUDY OF THE PSETA REGISTERED SKILLS PROGRAMMES FOR EMPLOYED LEARNERS IN THE PUBLIC SERVICE SECTOR FOR THE PERIOD 2019/2020 TO 2021/2022**

**Board members:** Mr Thulani Tshefuta (Chairperson) | Ms Christelene Brink | Mr Lewis Nzimande | Ms Gaolape Anastacia Seokolo  
Mr Nkojane Nelson Maesela | Mr Patrick Babsy Makhafane | Ms Nolukhanyo Amanda Kelengeshe | Ms Violet Matshidza  
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Ms Nomabandla Silinyana | Mr Marcus Ramakgale

**CEO:** Ms Bontle Lerumo

## **1. INTRODUCTION**

1.1. The PSETA is a statutory body established through the Skills Development Act of 1998. It is a schedule 3(a) listed public entity in terms of the Public Finance Management Act (PFMA) (Act 1 of 1999 as amended) and is accountable to the National Department of Higher Education and Training (DHET). PSETA conducts its activities within the following four sub-sectors:

- i) National Departments
- ii) Provincial Departments
- iii) Legislative Sub-sector
- iv) Public Entities

1.2. Within these sub-sectors, PSETA's responsibility is to:

- a) Develop a Sector Skills Plan (SSP) within the framework of the National Skills Development (NSDP);
- b) Implement the SSP;
- c) Support and administer Learning programmes;
- d) Conduct quality assurance on learning in line with Quality Council for Trades and Occupations (QCTO) requirements;
- e) Disburse levies collected from levy paying employers in our sub-sectors in terms of the Skills Development Levies Act;
- f) Support the implementation of the National Qualifications Framework (NQF);
- g) Quality assure learning interventions;
- h) Report to the Minister of Higher Education and Training (HET) and the South African Qualifications Authority (SAQA).

1.3. The PSETA Sector Skills Plan (SSP) is a framework within which PSETA identifies key priorities and critical skills development trends, objectives, and priority areas, which provide for a sector profile and analysis of the demand for, and supply of skills in the Public Service sector.

1.4. In response to the skills gaps identified in the SSP, PSETA implements skills programmes (amongst other learning programmes) as a responsive intervention of priority skills development in the sector.

## **2. BACKGROUND TO THE PSETA SKILLS PROGRAMMES**

2.1. A skills programme is a learning programme aimed at building skills that have economic value, and which incorporates at least one unit standard. It is a learning programme registered by the PSETA that is occupationally based, delivered by an accredited training provider and when completed constitutes a credit(s) towards a registered qualification in terms of the NQF Act.

2.2. The purpose of this Impact Assessment study is to evaluate the effectiveness of five (5) PSETA registered skills programmes and to measure its impact on the beneficiaries for the periods 2019/2020 to 2021/2022. The five (5) PSETA registered skills programmes that will be reviewed are as follows:

2.2.1. **Service Delivery (General Clerk Public Service) NQF level 4:** This skills programme comprises of four (4) unit standards with a total of 20 credits, each of the unit standards are described below:

1. Unit Standard ID: 242901 – apply the principles of good customer service to achieve public service objectives,
2. Unit Standard ID: 242858 – demonstrate knowledge of and apply the public sector code of conduct in own work roles and context,
3. Unit Standard ID: 242903 – define overall public sector culture and value and apply to own context, and
4. Unit Standard ID 242860 – apply the Batho Pele principles to own work role and context.

2.2.2. **Service Delivery (Senior Government Official) NQF level 6:** This skills programme comprises of four (4) unit standards with a total of 34 credits, each of the unit standards are described below:

1. Unit Standard ID: 120310 – apply client service techniques to improve service delivery,
2. Unit Standard ID 120306 – manage service delivery improvement,
3. Unit Standard ID 10080 – formulate, design, and implement customer service delivery systems and processes, and
4. Unit Standard ID 10079 – measure and analyse customer service levels.

2.2.3. **Change Management (General Manager Public Service) NQF level 6**. This skills programme comprises of three (3) unit standards with a total of 30 credits, each of the unit standards are described below:

1. Unit Standard ID: 243110 – design, implement and evaluate change management strategy for a public sector environment,
2. Unit Standard ID: 243114 – manage the implementation of organisational strategies, policies and plans in a public sector environment, and
3. Unit Standard ID: 116925 – implement an effective change management programme to achieve specified objectives.

2.2.4. **Ethics NQF level 6**: This skills programme comprises of two (2) unit standards with a total of 16 credits, each of the unit standards are described below:

1. Unit Standard ID: 119342 – apply knowledge of ethical principles, standards and professional conduct in public sector management and administration, and
2. Unit Standard ID: 10080 – formulate, design, and implement customer service delivery systems and processes.

2.2.5. **Ethics and Conflict Management in the Public Service NQF level 5**: This skills programme comprises of two (2) unit standards with a total of 16 credits, each of the unit standards are described below:

1. Unit Standard ID: 114226 – interpret and manage conflicts within the workplace, and

2. Unit Standard ID:119342 – apply knowledge of ethical principles, standards and professional conduct in public sector management and administration.

2.3. During the period under assessment i.e. 2019/2020 to 2021/2022, PSETA has reached approximately 2100 beneficiaries across the five aforementioned skills programmes.

### 3. **OBJECTIVES OF THE ASSIGNMENT**

3.1. The purpose of this project is to conduct an Impact Assessment (IA) study to evaluate the effectiveness of the PSETA skills programmes and to measure its impact on the beneficiaries for the period 2019/2020 to 2021/2022.

The main objectives of the study are to:

- a. Determine the relevance of PSETA skills programmes in addressing the identified skills gaps.
- b. Ascertain whether PSETA skills programmes are reaching the intended beneficiaries.
- c. Provide an analysis of the throughput rate of beneficiaries that participated in the PSETA skills programmes during the period 2019/2020 to 2021/2022.
- d. Describe the factors that contribute to the successful completion of PSETA skills programmes.
- e. Determine the effectiveness of the PSETA skills programmes as a mechanism to improve the performance and productivity of beneficiaries in the workplace, including employer-employee perspectives.
- f. Investigate the relevance of the methods of delivery of PSETA skills programmes.
- g. Provide recommendations on how the delivery of PSETA skills programmes can be improved.

#### **4. SCOPE OF WORK**

The appointed service provider will be required to:

- 4.1. conduct an assessment of the effectiveness of the PSETA skills programmes in order to make informed recommendations to strengthen its design, delivery, monitoring and evaluation.
- 4.2. conduct an assessment of the impact of the knowledge and skills development resulting from the PSETA skills programmes in terms of the employers being able to fulfil their mandate.
- 4.3. conduct an assessment of whether PSETA skills programmes are effective in addressing the identified skills gaps.
- 4.4. conduct an assessment of whether PSETA skills programmes are reaching the relevant intended beneficiaries.
- 4.5. provide a description of the throughput rate of beneficiaries nominated to attend the PSETA skills programmes during the period 2019/2020 to 2021/2022, with explanations of why some beneficiaries complete the skills programmes and other do not.
- 4.6. Provide recommendations on improvements to the implementation of the PSETA Skills Programmes.
- 4.7. **Research design and methodology**
  - 4.7.1. It is expected that the impact assessment study will include both qualitative and quantitative research approaches. Therefore, for the appointed service provider to carry out the effectiveness and impact assessment of the PSETA skills programmes, it is expected that the appointed service provider will:
    - i. Before field work, go through all the training materials, manuals, implementation plans, and reports related to the PSETA skills programmes.
    - ii. Develop the research tools and instruments (e.g. questionnaires and/or interview schedules).

- iii. Conduct interviews and/or focus group sessions with the beneficiaries and relevant the employers in the sub-sectors.
- iv. Conduct a document analysis of the skills development landscape in the South African public service sector resulting in a literature review.
- v. Consult primary and secondary sources of data that may provide insight into skills programmes as contributing to the performance and productivity of beneficiaries in the workplace in the public service sector.

4.7.2. The identification of the employers and beneficiaries for this impact assessment study will be done in consultation with the PSETA and the appointed service provider.

## **5. DELIVERABLES**

5.1. The appointed service provider should produce the following:

- i. An Inception report comprising of:
  - a. Detailed approach and methodology to conduct the assessment
  - b. Detailed time and activity schedule
  - c. Proposed assessment questionnaires and tools.
- ii. Literature review comprising of:
  - a. key definitions of terms and concepts.
  - b. introduction and background on the design, delivery, monitoring and evaluation of skills programmes in the public service sector.
  - c. description of the legislative framework that regulates the skills development and training landscape in the public service sector

- iii. A Final report detailing the following:
  - a. the relevance of PSETA skills programmes in addressing the identified skills gaps.
  - b. an analysis of whether PSETA skills programmes are reaching the intended beneficiaries.
  - c. an analysis of the throughput rate of beneficiaries that participated in the PSETA skills programmes during the period 2019/2020 to 2021/2022.
  - d. a description of the factors that contribute to the successful completion of PSETA skills programmes.
  - e. the effectiveness of the PSETA skills programmes as a mechanism to improve the performance and productivity of beneficiaries in the workplace, including employer-employee perspectives.
  - f. an investigation of the relevance of the methods of delivery of PSETA skills programmes.
  - g. recommendations on how the delivery of PSETA skills programmes can be improved.
- 5.2. Present and defend the findings and recommendations emanating from the impact study at a PSETA strategy session, governance structure session, meeting and/or any other relevant forum as identified by the PSETA.
- 5.3. All process reports including background reports on the quantitative analysis, qualitative analysis and document analysis;
- 5.4. PowerPoint presentations of the reports at the indicated intervals;
- 5.5. A final report of the IA study in hard copy and electronic formats.
- 5.6. A close-out report of the IA study in hard copy and electronic formats, in the prescribed PSETA template
- 6. Competencies and Skills set required**
  - 6.1. Strong understanding and knowledge of the Post-School Education and Training sector and SETA learning programmes.



- 6.2. Solid understanding of the PSETA operating environment and the PSETA sub-sectors.
- 6.3. Ability to lead and manage a project of this nature.
- 6.4. Expert knowledge and understanding of research methodologies and solid experience in the application thereof, this would be required in relation to:
  - Applied Research;
  - Quantitative and Qualitative Research;
  - Longitudinal and/ or Panel Studies;
  - Conducting of research synthesis e.g. systematic reviews;
  - Policy analysis,
  - Monitoring and Evaluation,
  - Impact assessments,
  - Tracer studies.
- 6.5. Ability to systematically gather, analyse, synthesise relevant evidence and data from a range of sources, identify relevant materials and assess its quality and identify gaps.
- 6.6. Ability to identify ethical issues relating to research, including potential or actual conflict of interest, protecting confidentiality/ anonymity, and obtaining informed consent from research participants.
- 6.7. Cultural competence - the ability to deal effectively with the different stakeholders involved in the research study especially appropriate language proficiency skills.
- 6.8. Ability to write concise and focused reports that are credible, useful and actionable, address key research questions and show the evidence, analysis, synthesis and recommendations.
- 6.9. Demonstrate strong project management skills, including field coordination and implementation where necessary.
- 6.10. Strong management of resources to deliver high quality research and results on time and to appropriate standards.
- 6.11. Strong, capable, and efficient project team as evidenced by the submission of a detailed organogram indicating the roles and responsibilities of the proposed project team.

## **7. STRUCTURE OF PROPOSAL**

7.1. The service provider must provide the following.

- 7.1.1. Understanding of the impact assessment study and the terms of reference (background to the study, rationale, purpose, objectives);
- 7.1.2. Approach, design and methodology for the impact assessment study (e.g. literature and documentation review, a proposed sample of data collection tools, sample, suggestions for elaboration or changes to scope and methodology as outlined in the TOR, examples of research questions suggested, process elements);
- 7.1.3. Activity-based plan (including number of person days per activity and time frame linked to activities); Activity-based budget (in South African Rand, including VAT);
- 7.1.4. Competence (include list of related projects undertaken and contactable references);
- 7.1.5. Team organogram (team members, roles and level of effort of each person involved in the project);
- 7.1.6. Quality management plan (demonstrate ability to quality assure research process in the methodology to ensure a high quality product and service);
- 7.1.7. Research policy nexus (indicate how the research findings can be engaged with to promote utilisation by PSETA and the sector);
- 7.1.8. Schedule of reporting frequency/intervals according to identified outputs.
- 7.1.9. Risks/mitigation measures.
- 7.1.10. The following attachments:
  - i. References for related research undertaken by the service providers; and
  - ii. CVs of key members of the proposed project team
  - iii. Certified copies of qualifications of key members of the proposed project team.

## **8. QUALITY ASSURANCE PLAN**

- 8.1. The purpose of this Quality Assurance Plan for research is to set forth the principles for good research practices, which will in turn be used to institutionalise quality assurance processes through the routine management of research reports.
- 8.2. The provider must attach a clear Quality Assurance Plan for research projects. The PSETA is responsible for monitoring progress, research quality and maintaining regular communications with the external researchers
- 8.3. Monitoring progress and regular communication with Project Manager will ensure the quality of implementation.
- 8.4. The optimal frequency of communication will vary depending on the study or the phase of the study, but at minimum a monthly check-in is required throughout the project period.
- 8.5. A progress report will be required and scheduled according to the total duration of the project. The progress report will be evaluated with a focus on whether the research is progressing according to plan, noting any actual or anticipated changes to the plan, and whether there have been any new developments in the field that impacts the research design or relevance.
- 8.6. The draft final report should be submitted to the Project Steering Committee, which will be reviewed and commented on. After approval by the Project Steering Committee, the service provider will incorporate the approved comments and changes into the report before the final report can be adopted and submitted.
- 8.7. The above reporting requirement should be factored into the QA planning of the assignment.

## **9. TIME FRAME**

- 9.1. The assignment will take approximately six months from the date of appointment with the expected deadline for closure of project in September 2023. Detailed timelines will be shared with the successful service provider.

## **10. COMPETENCIES OF PROSPECTIVE SERVICE PROVIDER**

- 10.1. At least 5-10 years of work experience with regard to Applied Research; Quantitative and Qualitative Research; Longitudinal and/ or Panel Studies; Conducting of research synthesis e.g. systematic reviews; Policy analysis, Monitoring and Evaluation, Impact assessments, and Tracer studies.
- 10.2. Sound knowledge of the South African Public Service sector and the skills development landscape thereof;
- 10.3. Sound knowledge of the development and application of a theory of change for public service sector training and development programmes, South African public service sector education and training policies and strategies, the PSET landscape.
- 10.3. Experience in project management in the realm of the public service sector, skills development and training;
- 10.4. Knowledge of analytics procedures and processes, data modelling and statistical analysis;
- 10.5. Knowledge of analysing skills audit reports related to specific jobs and competencies;
- 10.6. Sound knowledge and experience of skills development legislation;
- 10.7. Strong reporting, communication, documentation and presentation skills; and
- 10.8. Demonstration of strong analytical and research skills.

## **11. REPORTING REQUIREMENTS**

- 11.1. The project manager of the appointed service provider will report to the Skills Planning and Research Manager of PSETA.
- 11.2. The project will be regularly monitored at determined intervals according to identified outputs.

- 11.3. The selected service provider shall be required to submit an inception report on the assignment to the Project Steering Committee two weeks after the commencement of the assignment. The Inception Report must include detailed work methodologies, a work plan and assigned responsibilities, budget, study outputs and deliverables, and outline structure of the Impact Assessment Study.
- 11.4. The draft final report should be submitted to the Project Steering Committee, which will be reviewed and commented on by the limited selected number of stakeholders. After approval by the Project Steering Committee:
- The service provider will incorporate the approved comments and changes into the report before the final report can be adopted and submitted.
  - The above reporting requirement should be factored into the planning of the assignment.
- 11.5. Payment will only take place after the requirements for specific deliverables have been met.

## **12. COPYRIGHT**

All the information derived from this assignment will remain the property of PSETA. This includes data gathering tools, raw data, and all reports. Publication of any information emanating from this research study is prohibited unless permission to cite the findings is approved by the PSETA.

## **13. SUBMISSION OF THE PROPOSAL**

The service provider should prepare an offer/proposal on how the assignment will be undertaken, a clear work plan, budget, and curriculum vitae of the expert(s). The proposal must be concise and straight to the point adhering to the timeframe defined under Section 9.

#### 14. Available data/information to the potential supplier relevant to this bid

The PSETA Sector Skills Plan, Annual Performance Plan, and Annual Report are available on the PSETA website. [www.pseta.org.za](http://www.pseta.org.za).

#### 15. PROPOSAL EVALUATION AND APPOINTMENT OF SERVICE PROVIDER

The evaluation will be based on

<b>Phase 1: Functionality Evaluation</b>	
<b>Phase 2: Preferential Point System</b>	<b>Points</b>
Price	80
<b>Special goals</b>	<b>20</b>
Black owned company	8
Women	4
Youth	5
Disability	3
<b>Total</b>	<b>100</b>

#### PHASE 1 – FUNCTIONALITY EVALUATION

Bids must meet the minimum eligibility criteria in respect of functionality of 75 points out of 100 points that will be awarded for functionality before they are considered further. Any bid that does not meet the minimum eligibility threshold will be automatically disqualified. The functionality criteria together with the maximum points to be awarded are set out below.

#### 16. EVALUATION PROCESS AND CRITERIA.

The bids will be evaluated on the 80/20 principle with 80 points being allocated for price and 20 points allocated for, once the minimum functionality criteria are met. The evaluation will be based on:

Domain	Evaluation Method	Criteria	Weight	Score
1. Proposal and Project Plan:	<ul style="list-style-type: none"> <li>Proposal with Project plan displaying an understanding and knowledge on Impact Assessment and skills development.</li> <li>Detailed In-depth project plan detailing timeframes for the project, activity-based plan, detailed activity-based budget and quality assurance plan.</li> </ul>	<b>NB: All proposals must cover sections outlined in section 7.1</b> <ul style="list-style-type: none"> <li>1 = Proposal and project plan not acceptable (<b>all areas not covered</b>).</li> <li>2 = Poorly written proposal and a project plan (<b>few areas covered</b>)</li> <li>3 = Average proposal (<b>most areas covered</b>)</li> <li>4 = Good proposal (<b>all areas covered but not in depth</b>)</li> <li>5 = Excellent detailed proposal (<b>all areas thoroughly addressed in depth</b>)</li> </ul>	25	1
				2
				3
				4
				5

Domain	Evaluation Method	Criteria	Weight	Score
<b>2. Knowledge and experience of Project Manager</b>	<p>The Project manager must:</p> <ul style="list-style-type: none"> <li>Have an appropriate academic qualifications and at least 5-10 years of work experience with regard to Applied Research; Quantitative and Qualitative Research; Longitudinal and/ or Panel Studies; Conducting of research synthesis e.g. systematic reviews; Policy analysis, Monitoring and Evaluation, Impact assessments, and Tracer studies, development and application of a theory of change for public service sector training and development programmes, South African public service sector education and training policies and strategies, the PSET landscape.</li> <li>Attach a CV and certified copies of qualifications. Proof of SAQA evaluation must be provided in the case of foreign qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>1= No submission of CV and/ or certified copies of qualifications</li> <li>2= CV, Certified copies of qualifications and less than 5years experience</li> <li>3 = CV, Certified copies of qualifications and a minimum of 5 years' experience.</li> <li>4 = CV, Certified copies of qualifications and a minimum of 6 to 9 years' experience.</li> <li>5 = CV, Certified copies of qualifications and 10 years and above experience.</li> </ul>	<b>25</b>	<b>1</b>
				<b>2</b>
				<b>3</b>
				<b>4</b>
				<b>5</b>



Domain	Evaluation Method	Criteria	Weight	Score
<b>3. Project design and Approach/Methodology</b>	Extent to which the design concept reflects the objectives noted in this bid. <ul style="list-style-type: none"> <li>Data collection methods, sources of information/documentation, research sources and literature clearly indicated and relevant to the scope of work.</li> <li>Use of knowledge base of monitoring and evaluation, impact assessment methodology and principles, the public service sector, the PSET environment, capacity development, critical thinking, analytical and synthesis skills relevant to the research, and use evidence appropriately to inform findings and recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>1 = No Methodology or Methodology not covering all areas of <b>Section 7.1.</b></li> <li>2 = Methodology covering few areas of <b>Section 7.1.</b></li> <li>3 = Methodology covering most areas of <b>Section 7.1.</b></li> <li>4 = Methodology covering all areas of <b>section 7.1.</b> but not in depth.</li> <li>5= Excellent detailed methodology with all areas thoroughly addressing <b>Section 7.1.</b></li> </ul>	<b>25</b>	<b>1</b>
				<b>2</b>
				<b>3</b>
				<b>4</b>
				<b>5</b>
<b>4. Writing and Communication</b>	Provide at least 3 sample research, impact assessment study reports of previous work produced in similar or/and related projects. <i>Project</i>	<ul style="list-style-type: none"> <li>1= No research, impact assessment study reports provided of similar work undertaken previously.</li> </ul>	<b>10</b>	<b>1</b>

Domain	Evaluation Method	Criteria	Weight	Score
	<p><i>Manager/Team Leader should have been involved in the drafting of the report</i></p> <ul style="list-style-type: none"> <li>Must write clear, concise and focused reports that are credible, useful and actionable, address the key questions, and show the evidence, analysis, synthesis, recommendations and evaluative interpretation and how these build from each other.</li> </ul>	<ul style="list-style-type: none"> <li>2 = Research reports provided not in areas of similar work.</li> <li>3 = 1 sample research report of previous work in similar project provided.</li> <li>4 = 2 sample research reports of previous work in similar project(s) provided.</li> <li>5 = 3 sample research reports of previous work in similar project(s) provided.</li> </ul>		<div>2</div> <div>3</div> <div>4</div> <div>5</div>
<b>5. References</b> Traceable references of clients where projects of	Reference letters as evidence of previous Impact Assessment and Tracer Studies conducted. (NB: <i>The Reference Letter(s) must be in the letterhead of the previously serviced organisation</i> )	<ul style="list-style-type: none"> <li>1 = No reference letter provided of work previously done.</li> <li>2 = 1 to 2 reference letters of research work previously done</li> </ul>	15	<div>1</div> <div>2</div>

Domain	Evaluation Method	Criteria	Weight	Score
similar nature were conducted.	<i>and should reflect at least name of the organisation, title of the study, year conducted, year completed, contactable reference name and contact details)</i> <b>Reference letters must be on a letterhead, signed by the CEO/head and dated.</b>	<ul style="list-style-type: none"> <li>• 3 = 3 reference letters of work previously done</li> <li>• 4 = 4 reference letters of work previously done.</li> <li>• 5 = 5 or more reference letters work previously done.</li> </ul>		3
				4
				5
<b>Total</b>			<b>100</b>	

## **18. FORMAT OF THE BID SUBMISSION**

- 18.1. Company profile indicating all the requirements as per the evaluation criteria
- 18.2. Methodology and Approach (detailed project plan)
- 18.3. Team member names and roles
- 18.4. CV and certified copies of qualifications
- 18.5. Track record and experience
- 18.6. Submission of all applicable documents as indicated below:
  - Certified copy of doctor's certification with medical practice number.
  - Certified copies of the director's ID's document.
  - Valid Tax compliance status (TCS) PIN or proof of exemption from SARS;
  - Copy of the registration document of the organisation (CIPC);
  - Copy of the Central Supplier Database registration.

## **19. COSTING**

- 19.1. A cost analysis must be given to cover the full project amount. The proposed project pricing must be all-inclusive (i.e. including professional fees, venue hire, travel expenses, disbursements and VAT). The PSETA may require a breakdown of rates on any of the items priced and service providers are required to provide same. Incidental costs shall be in line with the National Treasury Instruction Note 1 of 2013/14. Expenditure incurred without the prior approval of the organisation will not be reimbursed. PSETA reserves the right to negotiate the selection/prioritisation of deliverables in line with the contract price.
- 19.2. The budget should indicate clearly all the cost elements which will be involved. All prices should be quoted in South African Rands (ZAR).

## 20. IMPORTANT MANDATORY INFORMATION FOR BIDDERS

20.1 Proposals must be submitted electronic, the requestion (RFQ) number must be indicated on the line subject.

20.2. A valid Tax compliance status (TCS) PIN or proof of exemption from SARS.

20.3. All Standard Bidding documents (SBD) documents must be completed and signed.

- SBD 4
- SBD 6.1
- Proof of registration on Central Supplier Database

**Bid applications must be submitted to:**

**Ms Lungile Mokoena**

email on [lungilem@pseta.org.za](mailto:lungilem@pseta.org.za) or [SCM@pseta.org.za](mailto:SCM@pseta.org.za)

Please direct all queries to **Ms Lungile Mokoena** via email on [lungilem@pseta.org.za](mailto:lungilem@pseta.org.za)

