

**TERMS OF REFERENCE FOR THE APPOINTMENT OF A SERVICE PROVIDER TO UPDATE THE  
PSETA SECTOR SKILLS PLAN (SSP) FOR 2027- 2028**

**RFQ NUMBER: RFP/2021/001380**

**CLOSING DATE: 12 March 2026**

**CLOSING TIME: 16:00**

## **1. INTRODUCTION**

- 1.1 The Public Service Sector Education and Training Authority (PSETA) is a Sector Education and Training Authority (SETA) established in terms of section 9(1) of the Skills Development Act 97 of 1998, as amended, and is classified as a National Public Entity under Schedule 3A of the Public Finance Management Act, 1 of 1999.
- 1.2 The PSETA intends to appoint a competent service provider to update the PSETA Sector Skills Plan (SSP) for submission in the year 2026, based on credible, up-to-date, researched evidence collected and analysed by the service provider.
- 1.3 In line with continuous improvement commitments and prior SSP evaluation feedback, the 2027–2028 SSP will place enhanced emphasis on methodological rigour, strengthened evidence hierarchy, and explicit alignment between analytical findings and implementation priorities.

## **2. OBJECTIVES OF THE ASSIGNMENT**

- 2.1 The objective of this request is to appoint a competent service provider to update the PSETA Sector Skills Plan (SSP) 2027-2028 for submission in the year 2026, based on credible, up-to-date research evidence collected by the service provider.
- 2.2 To ensure explicit alignment of the SSP analytical framework to national priority reform areas including infrastructure capability, local government strengthening, criminal justice professionalisation, digital transformation of public services, green economy transition, and strengthened public sector governance and ethics.

## **3. SCOPE OF WORK**

In conjunction with the PSETA's Research team, the service provider will research and prepare the SSP in line with the Department of Higher Education and Training's (DHET) latest SSP Framework. The first draft and final draft Sector Skills Plans must: adhere to all DHET Sector Skills Plan guidelines, frameworks, and all related requirements; be drafted taking the research done within the sub-sectors into account; be triangulated with other reliable, verifiable, valid, and relevant data sets as a basis; and must be consistent in terms of content and statistics focusing on, but not limited to, the following:

### **3.1. Sector Profile**

- 3.1.1. The profile of the sector is accurately captured in all respects and updated and must include Standard Industrial Classification (SIC) Codes and coverage thereof.
- 3.1.2. The economic performance, employer, and employee profiles are analytically discussed.
- 3.1.3. Climate, social, economic and technological disruptors and its impact on the sector is analysed and discussed.
- 3.1.4. Trends and patterns in the sector are captured and discussed, including the geographical spread of employers and employees. (Employee demographics (race, gender, age, disability) are comprehensively analysed with attention to transformation imperatives)
- 3.1.5. The SSP must incorporate analysis of organisational restructuring, unbundling processes, digital reform initiatives, and professionalisation frameworks within the Public Service. The analysis must assess implications for occupational demand shifts, redeployment risks, and reskilling priorities.

### **3.2. Key Skills Change Drivers**

- 3.2.1. The choice of change drivers is directly related to skills-related demand and supply considerations, with a minimum of five (5) key drivers identified.
- 3.2.2. Identification and analysis of factors affecting skills demand and supply within the Public Service Sector.
- 3.2.3. Climate, social, economic and technological disruptors and their influence on the sector are discussed.
- 3.2.4. Key skills issues are established using participative research methods.
- 3.2.5. A detailed analysis of digitisation versus digital transformation within the Public Service and its implications for workforce capability, organisational design, and skills development priorities.
- 3.2.6 The identification of key skills issues must explicitly consider national reform priorities and their implications for occupational demand and sector capability requirements.

### **3.3. Sectoral Skills Demand and Supply Analysis**

- 3.3.1. Stakeholder profile and analysis of occupational shortages and skills gaps.
- 3.3.2. Development of a Sectoral Priority Occupations and Interventions (SPOI) List with a clear rationale for prioritisation, quantities needed, and proposed interventions.

- 3.3.3. There is a critical analysis of the state of education and training in the sector.
- 3.3.4. Identification and analysis of occupations with Hard-to-Fill Vacancies (HTFVs), with supporting evidence for each occupation.
- 3.3.5. Identification of emerging occupations and skills in the sector, including roles related to digital transformation, AI, data analytics, and sustainability.
- 3.3.6. Analysis of major skills gaps across occupational levels (Managers & Senior Professionals, Junior Professionals & Clerical/Admin Workers, Trainees & Inexperienced Workers, Elementary Workers).
- 3.3.7. The role of climate, social, economic and technological disruptors in relation to skills mismatch and how such mismatches should be addressed through proactive skills planning.
- 3.3.8. The service provider must clearly distinguish between primary planning evidence derived from administrative datasets and contextual insights obtained through participatory research methods. Skills prioritisation must be based primarily on verifiable data sources.

#### **3.4. PSETA Partnerships**

- 3.4.1. A critical analysis of SETA partnerships demonstrating an understanding of issues.
- 3.4.2. Presentation and analysis of PSETA's partnership development model.
- 3.4.3. Analysis of existing partnerships across three categories:
  - Employer and Industry Partnerships (Government Departments, Public Entities, Legislatures, Trade Unions)
  - Education and Training Delivery Partnerships (TVET colleges, HEIs)
  - Strategic and Special Projects Partnerships (other SETAs, high-impact programmes)
- 3.4.4. Discuss the failures and weaknesses of respective partnerships and provide practical and relevant recommendations on how to address shortcomings.
- 3.4.5. Strengthen/develop an effective partnership model based on analyses and recommendations made.

#### **3.5. SETA Monitoring and Evaluation**

- 3.5.1. Insight into PSETA's Monitoring and Evaluation approach, including the M&E framework and cyclical approach to planning, implementation, monitoring, and evaluation.
- 3.5.2. Reflections on M&E from the past five-year cycle and areas for prioritisation.
- 3.5.3. Analysis of how M&E data is used in research and planning.

3.5.4. Assessment of the implementation of interventions and measures in support of national strategies and plans (MTDP, NSDP, ERRP).

3.5.5. Plan of action for strengthening the M&E function.

### **3.6. Strategic Skills Priority Actions**

3.6.1. Insight and analysis of findings from previous chapters are translated into skills priority actions

3.6.2. Major skills priorities are identified and discussed

3.6.3. In addition to all of the above, the impact of Climate, social, economic and technological disruptors, ERRP implementation, and related challenges must be factored into the SSP, how such considerations influence and shape the sector from a skills planning perspective, and how the PSETA is to address issues emanating from this major challenge in the form of strategic skills priority actions

3.6.4. Strategic skills priority actions must demonstrate responsiveness to national reform imperatives and articulate how PSETA interventions contribute to strengthening institutional capability within these priority domains.

### **3.7 Implementation and Funding Alignment**

The service provider must demonstrate how analytical findings translate into implementable interventions, including alignment to discretionary grant funding windows, partnership models, and measurable monitoring indicators. The SSP must clearly link identified skills priorities to resource implications and implementation sequencing.

## **4. METHODOLOGY**

The service provider will be expected to design and apply tools and methodologies that will produce valid and reliable data results for use towards effectively achieving the scope of work indicated. This will include, but may not be limited to, literature reviews, primary and secondary data collection, and analysis for quantitative and qualitative (i.e. mixed) methodology, etc.

The methodology must demonstrate a clearly articulated mixed-method design in which administrative datasets (WSP/ATR submissions, PERSAL data, DPSA vacancy statistics, Auditor-General findings, Public Service Commission reports, departmental HR datasets) constitute the primary analytical base. Qualitative engagements (interviews, workshops, focus groups) shall be utilised for validation and triangulation purposes and shall not serve as the sole basis for determining skills priorities. The service provider must explicitly describe the hierarchy of evidence applied in the analytical process.

Recommendations for research work to be undertaken are listed, but not limited to the following: the service provider must propose a methodological approach which will be subject to review by the PSETA.

- 4.1. Defining and describing the sector: This will involve mainly desktop research to produce a clear definition of the PSETA sector, including all sub-sectors. Furthermore, it is important to define cross-sectoral relationships with other sectors.
- 4.2. Review the sector in terms of key national policies and strategies, growth, equity, and other measures that locate the PSETA sector in the current South African context.
- 4.3. Conduct an analysis of remuneration levels and other trends in the sector using desktop research and analysis of data such as Stats SA, HEMIS, SETMIS, Reserve Bank, etc.
- 4.4. Produce a sector analysis, examining the linkages with other sectors, alignment to national strategies and priorities, alignment with provincial growth and development strategies and making use of scenario thinking to project potential future scenarios for the PSETA sector.
- 4.5. Analyse Workplace Skills Plans (WSPs) and Annual Training Reports (ATRs) to be submitted by employers by 30 April each year, or as and when so advised by designated authorities.
- 4.6. Assess the skill needs of the different sub-sectors of PSETA in addition to data cleaned from WSPs, analyse available recruitment statistics, and conduct interviews with approximately 25-30 employers in the sector.
- 4.7. Arrange and facilitate a small number of focus groups and workshops to test findings of desk, data, and field research and explore strategies for expanding the sector, improving labour absorption levels, and supporting job creation.
- 4.8. Conduct skills supply analysis based on current programmes available to meet the demands of the sector.
- 4.9. Facilitate consultative processes within the PSETA to validate the SSP with stakeholders, including presentation, preparation, and facilitation of discussions where required.

- 4.10.** Review and prepare the final SSP for submission based on internal and external stakeholder inputs.

The methodology must demonstrate a clear triangulation framework that integrates:

- WSP/ATR administrative data analysis
- Organisational performance reports from national and provincial departments
- DPSA vacancy data and establishment statistics
- Public Service Commission oversight reports
- Auditor-General findings relevant to skills and capacity gaps
- Targeted key informant interviews (minimum 25–30)
- Structured stakeholder validation workshops

## **5. DELIVERABLES**

The appointed service provider is expected to deliver the following in line with the Service Level Agreement (SLA) to be entered into with the PSETA. All the assignment reports must be of high quality. The key deliverables are as follows:

- 5.1.** A project plan with the reflection on the understanding of the scope of work within seven (7) working days from the receipt of a valid appointment letter as a successful bidder.
- 5.2.** Sector Skills Plan: A first draft and final SSP will be drafted, taking the research done within the sub-sectors into account and triangulation with other data sets as a basis, which must be consistent, valid, and verifiable in terms of content and statistics. Updated SSP: Update the current SSP utilising available research and data and submit to the PSETA first and final draft SSP documents in line with PSETA Board and DHET timeframes.
- 5.3.** An Executive Policy Brief (10–15 pages maximum) summarising key findings, emerging skills priorities, and funding implications for executive and stakeholder dissemination.
- 5.4.** The service provider shall deliver the first and final SSP documents, which must be no longer than 65 pages, and in line with the latest DHET SSP Framework requirements.
- 5.5.** A Portfolio of Evidence (PoE) must be provided for each chapter. Such evidence will include full quantitative and qualitative data sets (including all interview transcripts, quantitative data sets, etc.); together with synthesis reports and any other requirements deemed necessary by the PSETA, including:

- 1 x electronic copy of the SSP in Word format, submitted on a USB memory stick (ensure the electronic copy submission is readable by any computer).
  - 1 x electronic copy of the PSETA Sectoral Priority Occupations Interventions List (SPOI List).
- 5.6.** The final versions of the first draft SSP and final SSP must be professionally edited and proof must be submitted to PSETA of the editing.
- 5.7.** First and final draft SSPs in line with all PSETA requirements as stipulated above, and in accordance with the service level agreement (to be drafted during the appointment of an approved service provider).
- 5.8.** Two workshop sessions with national and provincial departments as par part of the SSP consultation process.
- 5.9.** A PowerPoint presentation of the first and final drafts of the SSP, which is to be presented to the PSETA by the appointed service provider.
- 5.10.** A project close-out report
- 5.11.** Any other required supporting documentation as deemed necessary by the PSETA.
- 5.12.** The service provider shall deliver the first and final draft of the SSP update in line with all PSETA requirements as stipulated above, and in accordance with the service level agreement entered into during the appointment of the service provider.
- 5.13.** The final draft SSP update for 2027-2028 shall be based on amendments/inputs/additions made to the first draft SSP by the service provider in accordance with and as required by PSETA recommendations/inputs/etc.
- 5.14.** The service provider must submit the first and final drafts (along with PoE, annexures, etc.) of the SSP update for 2027-2028 in accordance with the strict timelines indicated by PSETA in order for PSETA to meet the requirements of the DHET prescripts, guidelines, and frameworks.
- 5.15.** Failure to adhere to the submission of all deliverables in accordance with PSETA deadlines and timelines as stipulated by the PSETA will result in non-delivery on the part of the service provider.
- 5.16.** Furthermore, any changes communicated to the PSETA by the DHET on revisions or updates to the existing DHET SSP Framework during the course of this project should be incorporated into the final SSP update 2027-2028, at no additional cost to the PSETA.



## 6. PROJECT PLAN

The structure and contents of a proposal required from the service provider is shown in Box 1 below

### **Box 1. Structure of a proposal**

The prospective service provider must provide the following details.

- A. Understanding of the Sector Skill Plan development and skills development in the South African Public Service
- B. Understanding of the SETA environment and the Public Service sector.
- C. Approach, design and methodology for the project (e.g. literature and documentation review, data collection, tools, sample, suggestions for elaboration or changes to scope and methodology as outlined in the TORs, examples of questions suggested, process elements)
- D. Activity-based project plan (including effort for different researchers per activity and time frame linked to activities – it is particularly important that effort levels for key resources are clear)
- E. Detailed activity-based budget (in South African Rand, including VAT). The proposed project costs must be all inclusive (i.e. including incidental costs, travel costs, disbursements, etc.)
- F. Competence (include list of related projects undertaken of main contractor and sub-contractors, making clear who did what, and contact people for references)
- G. Team (team members, roles and level of effort for each member of the team)
- H. Quality assurance plan (to ensure that the process and products are of good quality)

## 7. TIME FRAME

The assignment will take approximately six (5) months from April 2026 to 30 September 2026 from the date of appointment. Detailed timelines will be shared with the successful service provider.

The project shall be structured into the following phases:

- Phase 1: Inception and Data Acquisition
- Phase 2: Data Cleaning and Analysis
- Phase 3: Drafting and Internal Technical Review
- Phase 4: Stakeholder Validation
- Phase 5: Finalisation and Executive Brief Development

Payment milestones shall be aligned to satisfactory completion of each phase.

## **8. PRICING**

- 8.1. 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 and service providers are required to provide the same. Incidental costs shall be in line with the National Treasury Instruction Note 1 of 2024/25. The award will be subject to negotiation.
- 8.2. The budget should indicate clearly all the cost elements which will be involved. All prices should be quoted in South African Rands (ZAR).

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

- At least 10 years of work experience with regard to Sector Skills Plans development, skills development, human resource planning and development in SA Public Service.
- Sound knowledge of the development of the Public Service sector.
- Experience in project management in the realm of SSP development, human resource management and development.
- Knowledge of analytics procedures and processes, data modelling and statistical analysis.
- Knowledge of analysing skills audit reports related to specific jobs and competencies.
- Advanced knowledge and experience of organisational development, organisational design. work study, job grading skills audit and skills planning in the Public Service.
- Sound knowledge and experience of skills development legislation.
- Strong reporting, communication, documentation and presentation skills; and
- Demonstration of strong analytical and research skills.

## **10. ADMINISTRATION**

The service provider must be a registered entity or consortium of companies, with traceable credentials and should be able to assume duties immediately on appointment.

## **11. REPORTING REQUIREMENTS**

- 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, a budget, study outputs and deliverables, and an outline structure of the final SSP update in line with the DHET SSP Framework.
- The draft final report should be submitted to the Project Steering Committee, which will be reviewed and commented on by a limited number of selected 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.

Payment will only take place after the requirements for specific deliverables have been met.

## **12. SUBMISSION OF THE PROPOSAL**

The service provider should prepare an offer/proposal on how the assignment will be undertaken, a clear work plan, a 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 6.

## **13. COPYRIGHT**

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

### **13.1 Research Publication and Institutional Affiliation**

13.1.1 All intellectual property, datasets, analytical models, and outputs generated from this assignment remain the exclusive property of the PSETA.

13.1.2 The appointed service provider shall not publish, submit for publication, or disseminate any research outputs, derivative publications, journal articles, conference papers, or public commentary arising from this assignment without prior written approval from the PSETA.

13.1.3 Where publication is approved, such publication shall appropriately acknowledge the PSETA as the commissioning authority and may include designated PSETA representatives as co-authors or contributors where substantial intellectual input has been provided.

13.1.4 The service provider shall provide PSETA with the opportunity to co-develop derivative knowledge products, including peer-reviewed journal articles, policy briefs, and conference presentations, arising from the SSP research.

13.1.5 No portion of the research findings may be reused for other clients without written approval from the PSETA.

### **13.2 Data Governance and POPIA Compliance**

The appointed service provider shall comply fully with the Protection of Personal Information Act (POPIA) and all applicable data governance protocols.

All personal or organisational data accessed during the project must be securely stored, anonymised where appropriate, and utilised strictly for the purposes of the SSP.

No datasets may be retained by the service provider beyond project completion without written approval from PSETA.

## **14. STRUCTURE OF PROPOSAL**

14.1. The service provider must provide the following.

- 14.1.1. Understanding of the research study and the terms of reference (background to the study, rationale, purpose, objectives);
- 14.1.2. Approach, design, and methodology for the research 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);
- 14.1.3. 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);
- 14.1.4. Competence (include a list of related projects undertaken and contactable references);
- 14.1.5. Team organogram (team members, roles, and level of effort of each person involved in the project);
- 14.1.6. Quality management plan (demonstrate the ability to quality assure the research process in the methodology to ensure a high-quality product and service);

- 14.1.7. Research policy nexus (indicate how the research findings can be engaged with to promote utilisation by PSETA and the sector;
- 14.1.8. Schedule of reporting frequency/intervals according to identified outputs.
- 14.1.9. Risks/mitigation measures.
- 14.1.10. 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.

## **15. QUALITY ASSURANCE PLAN**

- 15.1. 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.
- 15.2. The provider must attach a clear Quality Assurance Plan for research projects. The PSETA is responsible for monitoring progress, researching quality and maintaining regular communications with the external researchers.
- 15.3. Monitoring progress and regular communication with the Project Manager will ensure the quality of implementation.
- 15.4. The optimal frequency of communication will vary depending on the study or the phase of the study, but at a minimum, a monthly check-in is required throughout the project period.
- 15.5. 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 impact the research design or relevance.
- 15.6. 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.
- 15.7. The above reporting requirement should be factored into the QA planning of the assignment.

**16. 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).

**17. PROPOSAL EVALUATION AND APPOINTMENT OF SERVICE PROVIDER**

The evaluation will be based on:

**PHASE 1 – FUNCTIONALITY EVALUATION**

Bids must meet the minimum eligibility criteria with respect to 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.

## 18. 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 Specific goals 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 a project plan displaying an understanding and knowledge on Sector Skills Plan development 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 Box 1 Project plan (A to H)</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>	40	1
				2
				3
				4
				5
	The Project manager must have an appropriate academic qualification and at least 5-10 years of work	<ul style="list-style-type: none"> <li>1= No submission of CV and/ or certified copies of qualifications</li> </ul>	15	1

Domain	Evaluation Method	Criteria	Weight	Score
<b>2. Knowledge and experience of Project Manager</b>	experience in Sector Skills Plan development, public sector reform, skills development in the Public Service sector, education and training policy, and skills development policy. <ul style="list-style-type: none"> <li>• Attach 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>• 2= CV, Certified copies of qualifications and less than 5 years' 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>		2
				3
				4
				5
<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> </ul>	<ul style="list-style-type: none"> <li>• 1 = No Methodology or Methodology not covering all areas of <b>Section 6 in Box 1.</b></li> <li>• 2 = Methodology covering few areas of <b>Section 6 in Box 1.</b></li> </ul>	20	1
				2



Domain	Evaluation Method	Criteria	Weight	Score
	<ul style="list-style-type: none"> <li>Use of knowledge base of research methodology, public sector, education and training, 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>3 = Methodology covering most areas of <b>Section 6 in Box 1</b>.</li> <li>4 = Methodology covering all areas of <b>Section 6 in Box 1</b> but not in depth.</li> <li>5= Excellent detailed methodology with all areas thoroughly addressing <b>Section 6 in Box 1</b>.</li> </ul>		<div>3</div> <div>4</div> <div>5</div>
<b>4. Writing and Communication</b>	<p>Provide at least 3 sample research reports of previous work produced in similar or/and related projects. <i>Project 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>1= No research reports provided of similar work undertaken previously.</li> <li>2 = Research reports provided not in areas of similar work.</li> <li>3 = 1 sample research report of previous work in a similar project provided.</li> <li>4 = 2 sample research reports of previous work in similar project(s) provided.</li> </ul>	<b>10</b>	<div>1</div> <div>2</div> <div>3</div> <div>4</div>

Domain	Evaluation Method	Criteria	Weight	Score
		<ul style="list-style-type: none"> <li>5 = 3 sample research reports of previous work in similar project(s) provided.</li> </ul>		5
<b>5. References</b>  Traceable references of clients where projects of a similar nature were conducted.	Reference letters from SETAs as evidence of previous Sector Skills Plans updated or developed.  <i>(NB: The Reference Letter(s) must be on the letterhead of the previously serviced SETA and should reflect at least the name of the SETA, title of the SSP, year conducted, year completed, contactable reference name and contact details)</i>  <b>Reference letters must be on company letterhead, signed and dated</b>	<ul style="list-style-type: none"> <li>1= No reference letter provided of work previously done.</li> <li>= 1 to 2 reference letters of research work previously done</li> <li>= 3 reference letters of work previously done</li> <li>= 4 reference letters of work previously done.</li> <li>5 = 5 or more reference letters work previously done.</li> </ul>	15	1
				2
				3
				4
				5
<b>Total</b>			<b>100</b>	

Phase 2: Preferential Point System		Points
Price		80
Special goals		20
Black owned company Bidder who has 51% to 100% black people ownership	8	
Women Bidder who has 51% to 100% women ownership	4	
Youth Bidder who has 51% to 100% youth ownership	5	
Disability Bidder who has 51% to 100% disability ownership	3	
<b>Total</b>		<b>100</b>

## 19. FORMAT OF THE BID SUBMISSION

19. Company profile indicating all the requirements as per the evaluation criteria.

19.2. Methodology and Approach (detailed project plan).

19.3. Team member names and roles.

19.4. CV and certified copies of qualifications.

19.5. Track record and experience.

19.6. Submission of all applicable documents as indicated below:

- Certified copies of the Director's ID 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.

## **20. IMPORTANT MANDATORY INFORMATION FOR BIDDERS**

- 20.1. Proposals must be submitted electronically, and 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) must be completed and signed.
  - SBD 1
  - SBD 3.3
  - SBD 4
  - SBD 6.1
  - Proof of registration on the Central Supplier Database.
  - General Conditions of Contract (each page must be initialled)

**NB: Please note that failure to submit the documents requested in section 20.3. will render the proposal disqualified.**

**Proposals must be submitted to:**

**Ms. Ursula Mathonsi**

Manager: Supply Chain Management

Public Service Sector Education and Training Authority (PSETA)

Woodpecker Building, 177 Dyer Road

Hillcrest Office Park, Hillcrest, Pretoria, 0083

Closing date: .....12 March 2026.....

Closing time: 16:00

**No electronic bid applications will be accepted.**

The Validity period of the bids is 90 days from the closing date. Please direct all queries to Ms. Ursula Mathonsi via email on [ursulam@pseta.org.za](mailto:ursulam@pseta.org.za) or telephonically on 012-4235700.