

# **TERMS OF REFERENCE**



**APPOINTMENT OF A SERVICE PROVIDER(S) TO PROVIDE SERVICES TO THREE  
TVET COLLEGES IN SOUTH AFRICA**

**TRAINING OF LECTURERS IN BLENDED LEARNING TECHNIQUES**



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**1. PURPOSE**

- 1.1 To appoint a service provider(s) to:
  - 1.1.1 Train selected lecturers on blended teaching/learning techniques.

**2. BACKGROUND**

- 2.1 The public TVET Colleges are governed by the Continuing Education and Training Act, Act 16 of 2006 and fall within the jurisdiction of the Department of Higher Education and Training (DHET). According to the Act, the task of a public TVET College is to -
  - (a) Register students for all learning and training programmes leading to qualifications at levels 2 to 4 of the National Qualifications Framework or such further education and training levels determined by SAQA and 50 contemplated in the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995), which levels are above general education but below higher education; and;
  - (b) take responsibility for the registration of students, the provision and delivery of the curriculum and the assessment of students.
- 2.2 The UNDP, in association with DHET identified three public TVET Colleges to be supported to improve their offerings to students in engineering studies with a focus on the automotive manufacturing sector.
- 2.3 The three beneficiary colleges are –
  - 2.3.1 Northlink College, Belville and Wingfield Campuses, Cape Town, Western Cape
  - 2.3.2 Coastal KZN College, Swinton Road Campus, Mobeni, eThekweni
  - 2.3.3 Tshwane South TVET College, Centurion, City of Tshwane.

**3. PROBLEM STATEMENT**

Research and feedback from employers indicate that graduates are not sufficiently prepared for the world of work. The reasons are plentiful but at the core are their inability to work with modern, 4IR equipment and a lack of soft skills. Combined these are the two main reasons for graduates not being able to find employment.

- 3.1 Colleges do not have modern digital equipment that are aligned to factory needs in a new 4IR environment.
- 3.2 Colleges do not sufficiently train students in soft skills such as innovative/creative thinking, teamwork, work ethics, leadership and problem solving). At the same time college lecturers are not trained in the delivery of soft skills.

- 3.3 COVID-19 has elevated the need for blended on-line and remote learning. The pandemic has also illustrated that lecturers are not well prepared to work in a digital learning environment.

#### 4 SCOPE OF SERVICES

The successful bidder(s) is expected to provide the following:

- 4.1 Prepare and present an inception report, including a methodology and a workplan
  - 4.2 Develop programmes and materials for training to TVET college lecturers in blended teaching/learning techniques
  - 4.3 Provide the training to relevant college lecturers
  - 4.4 Prepare and present a final report
- General information on the scope of services
- 4.5 All costs for the assignment should be included in the price offering.
  - 4.6 The bidder can suggest where such training should take place. It can be on-site or if appropriate, virtual.

#### 5. DELIVERABLES

- 1. Inception report including a workplan that specifies an approach strategy and methodology for the fulfilment of the consulting objectives.
- 2. Implementation of all the training for lecturers at the 3 TVET Colleges and submission of the final report.

**TRAIN SELECTED LECTURERS IN BLENDED LEARNING TECHNIQUES:** This batch is a single product what will assist lecturers to improve their capacity to deliver blended learning technologies. The proposed solution should target TVET College lecturers.

In preparing Colleges to implement the solution, bidders should make proposals on how training will take place – on-site or on-line and will it be done per college or can all lecturers be trained together. The proposed solution should be described and reflected in the price.

The list below describes in more detail what is required from bidders.

*It is the intention to train at least 24 lecturers. The necessary training will be provided to lecturers at the Swinton Road Campus (6) of Coastal KZN College, Belville (6) and Wingfield (6) Campuses of Northlink College and Centurion Campus (6) of Tshwane South College.*

## 6. TIME FRAME

The specified requirements are expected to be delivered immediately post award and contract signature and service providers must align their timeframes service requirements as stipulated in section 4 above in line with UNDP procurement processes.

## 7. BID PRICES

Bidders must express prices for their services in South African currency (Rand). All prices must be inclusive of Value Added Tax and costs to be incurred that are necessary for the execution and completion of the contract in accordance with the bid document. Prices will remain firm for the duration of the contract.

## 8. BID EVALUATION CRITERIA

The evaluation system will be as per UNDP supply chain management processes.

Technical Proposal (70% of the overall proposal - 100 points)  
(minimum qualifying score – 70 points)

| <b>Evaluation criteria</b>   | <b>Max score(100)</b> |
|--|-----------------------|
| Proposed Methodology and Approach: A clear methodology for the training must be described, and the methodology must outline how the training will be carried, including a proposed training programme.   | <b>25</b>             |
| Proposed Work Plan: A detailed work plan with intermediate and final outputs and identified timeframes / milestones and resources and designated responsibilities of the team of consultants must be indicated in the proposal for achieving of the deliverables.  | <b>25</b>             |
| Institutional Technical Capability: expertise and record of accomplishment of previous work done that relates to the deliverables of this assignment and knowledge in lecturer development, pedagogy, TVET, ICT in education or other related fields.. Previous experience in engaging with TVET Colleges or other educational institutions. The bidder should submit full details of at least three reliable contactable signed references for training of a similar scope which was successfully completed previously. | <b>15</b>             |
| Academic Background of the Team Leader: Master's degree ideally in pedagogy, TVET, ICT, or related fields  | <b>15</b>             |
| Academic Background of Other Team Member(s): Minimum of 3- or 4-year university qualification in similar studies   | <b>5</b>              |
| Experience of the Team Leader: A minimum of 15 years of experience in the areas of lecturer development, pedagogy, TVET, and ICT in education. Demonstrated experience in leading teams in similar assignments.  | <b>10</b>             |
| Experience of Other Team Member(s): A minimum of 5 years of experience in the same fields.   | <b>5</b>              |

### **Financial Proposal (30%)**

To be computed as a ratio of the Proposal's offer to the lowest price among the proposals received by UNDP.

## 9. AWARDING OF BID

The awarding of bid will be as per UNDP supply chain management processes.

## 10. INSTITUTIONAL ARRANGEMENT

The service provider will be appointed through UNDP procurement processes.

Following the contracting process, the service provider is expected to participate in an inception meeting and engage closely with the UNDP Project Team and the assigned contact person within each college throughout the implementation of the work.

Whilst the contract is held with UNDP, the training will be implemented in close coordination with the TVET Colleges. UNDP and the TVET Colleges will have the overall responsibility for supervising the technical quality of the deliverables, scheduling and convening all meetings with the service provider, and administration of the overall day-to-day interaction directly with the service provider. UNDP is responsible for processing the payments of the invoices against this contract and all the administration associated with the contract management. It is expected that there will be regular meetings with the consultant, UNDP, and the assigned contact persons to present progress reporting - the frequency of which will be arranged as needed during the implementation period. Any proposed deviations from the original workplan shall be communicated to UNDP in writing. The consultant is expected to present regular progress reports detailing:

- Progress against the workplan
- Risks/current challenges identified
- Items flagged for attention and decision making.

The report(s) must be submitted in electronic format (word and PDF) in English.

## 11. PAYMENT TERMS

1. Inception report including a workplan that specifies an approach strategy and methodology for the fulfilment of the consulting objectives. **(40)**
2. Implementation of all the training for lecturers at the 3 TVET Colleges and submission of the final report. **(60)**

## TRAIN LECTURERS IN BLENDED LEARNING TECHNOLOGIES

**Sites:** Coastal KZN College, Swinton Road Campus, Mobeni, eThekweni  
 Northlink College, Belville Campus, Cape Town  
 Northlink College, Wingfield Campus, Cape Town  
 Tshwane South College, Centurion Campus, Tshwane

| Item                                      | Description  | Description of Make and Model offered | Qty | Nett unit price excl Vat | Nett Total Price excl Vat |
|---|--|---------------------------------------|-----|--------------------------|---------------------------|
| <b>BLENDED LEARNING TECHNOLOGY COURSE</b> |  |                                       |     |                          |                           |
| 1   | <p>An experienced and <b>accredited</b> training provider to train selected lecturers at three Colleges in blended learning techniques, delivering training in a digital environment and working with various communication programmes. The training should cover items such as:</p> <ul style="list-style-type: none"> <li>• The impact of emerging technologies on pedagogy with specific reference to blended learning</li> <li>• Common platforms used to support online and distance learning.</li> <li>• Repurposing curricula and learning content to be suitable for blended learning.</li> <li>• Train lecturers in the use of free digital tools to support blended learning, i.e. manage diverse ICT tools, apps, and/or platforms that can be useful in their subjects</li> <li>• How to involve students in blended opportunities for reflection, discussion, investigation, practice, assessment</li> <li>• Use new tools for student-centered teaching approaches and competency-based education</li> <li>• Design blended learning activities.</li> <li>• Include explanatory brochures/descriptions.</li> </ul> |                                       | 4   |                          |                           |
|   | <b>Total excluding VAT</b>   |                                       |     |                          |                           |
|   | <b>VAT (15%)</b>   |                                       |     |                          |                           |
|   | <b>Total including VAT</b>   |                                       |     |                          |                           |

|   |            |           |
|---|------------|-----------|
| <b>Confirmation that training will be inclusive of comprehensive learning material for the trainees to keep (mark with X)</b> | <b>YES</b> | <b>NO</b> |
|---|------------|-----------|