# SPECIFICATIONS - PROJECT TITLE: ANALYSIS OF THE RESPONSIVENESS AND RELEVANCE OF TVET TO OCCUPATIONAL QUALIFICATIONS TO INDUSTRY NEEDS

# BACKGROUND AND CONTEXT

The National Skills Development Plan 2030 is a comprehensive framework aimed at guiding skills development initiatives in South Africa. One of its Outcomes is about *“[promoting] a stronger and more cooperative relationship between education and training institutions and the workplace*” This encourages SETAs to seek cooperative partnerships with public universities and TVET colleges and facilitate their partnerships with industry (DHET, 2017). The Services SETA responds to the NSDP 2030 outcomes through this research study.

As part of its mandate, the Services SETA must deliver Skills Development through learning interventions to the services sector or industries that are allocated to it as part of its scope. Part of delivering on this part of the mandate includes ensuring the availability of training providers (skills development providers) in public and private spaces.

In the last few years, SETA’s have worked more with private providers, mainly because the private sector saw the opportunity for business in skills development and needed less or no support in establishing themselves as providers. There is increasing call for SETAs to help build capacity within public TVET colleges to cater for the broader society including learners from poor backgrounds on account of their accessibility in terms of location and low tuition costs compared to private training providers.

In line with this mandate, the Strategy & Insights Department is reaching out to public TVET Colleges to build their capacity as a delivery vehicle in implementing occupational qualifications in general and SETA developed and registered occupational qualifications. TVET colleges are considered the most relevant institutions in implementing the SETA programmes, because of their focus on vocational or occupational qualifications.

There are 52 registered public TVET Colleges in the country, which are mostly equipped with the necessities for implementing learning programmes as they operate and produce graduates yearly. However, TVET colleges have thus far not participated in the implementation of SETA occupational qualifications. Thus, detailed work must be undertaken to understand the TVET colleges’ capacity of supply fully. Such studies should look what resources they require? How best to capacitate and prepare them for fully implementing the Services SETA programmes? Furthermore, the collaboration between TVET colleges and SETAs is critical for enhancing the employability of graduates. Therefore, services SETA aims to incorporate TVET colleges as critical participants and beneficiaries in implementing SETA learning programmes.

# THE RATIONALE FOR THE STUDY

The transition from legacy to occupational qualifications is a process of aligning the skills and competencies of the workforce with the current and future needs of the economy and society. This transition requires a shift from the traditional academic and theoretical approach to education and training, to a more practical and applied one that is responsive to the demands of the labour market and the changing world of work. One of the key stakeholders in this transition include the TVET colleges, which provide a range of programmes and qualifications that prepare learners for various occupations and careers.

However, the transition also poses significant challenges and opportunities for the TVET colleges, as they need to adapt their curricula, assessment methods, facilities, staff, and partnerships to the new occupational qualifications’ framework. Therefore, it is essential to assess the readiness of the TVET colleges to implement the transition, and to identify their strengths, weaknesses, gaps, and needs for support and development.

This research project that the Services SETA will undertake in partnership with TVET colleges will assess the responsiveness and relevance of colleges to implement SETA’s occupational qualifications.

# THE PURPOSE OF THE RESEARCH STUDY

Through this study, the Services SETA will assess the readiness and identify areas that need strengthening/improvement for TVET colleges to implement SETA occupational qualifications. The study will inform SETAs of the capacity needed by colleges. The study will also familiarise colleges with SETA processes and requirements, create sufficient supply capacity in the TVET space, and strengthen collaboration between SETAs and colleges as envisaged in the White Paper for Post School Education and Training (WPPSET) and NSDP 2030.

# OBJECTIVES

The objective of this study is to understand the capacity of TVET colleges to implement services sector occupational qualifications and explore underlying reasons for the mismatch between skills supply and demand.

# SPECIFIC RESEARCH QUESTIONS

The research seeks to answer the following specific questions. The research study seeks to answer the following specific questions:

1. Are TVET colleges ready to implement SETA occupational qualifications?
2. What capacity is required?
3. What contributes to the low employment rates among TVET college graduates?

# SCOPE OF WORK AND DELIVERABLES

This is an empirical research project aiming to assess the readiness of TVET Colleges on occupational qualifications by employing both qualitative and quantitative methodology. Activities include:

1. Project Plan with timelines
2. Designing research instruments that covers but not limited to the questions outlined above
3. Literature review
4. Conduct survey, in-depth Interviews and / or focus groups discussions
5. Data analysis
6. Report writing
7. Presentation

# COMPETENCY AND EXPERTISE REQUIREMENTS

The successful bidder must have the following competencies:

1. Have proven capacity to undertake a large-scale research project of this nature and to complete the project by the due date.
2. Must demonstrate knowledge and understanding of occupational qualifications.
3. Must demonstrate knowledge in TVET space.
4. An overview of the key personnel to be used on the contract. Provision of curriculum vitae of the team who will be responsible for this project.
5. Please note that the representativity (in terms of race and levels of employment) of the team is an important factor.
6. Description of the current infrastructure arrangements (Organisational structure, systems, and networks).
7. The ability to implement the project in a cost-effective way.
8. Demonstrate these capabilities through a detailed proposal and project plan as guided by this TOR.

# DURATION OF THE STUDY

**December 2024 – December 2025**

# TARGETED TVET COLLEGS

TVET Colleges (14) who responded to the Services SETA expression of interest to partner and implement sector registered occupation qualifications.