

## NON-PIVOTAL DISCRETIONARY GRANT FUNDING APPLICATION 2022/23

The Wholesale and Retail Sector Education and Training Authority (W&RSETA) invites experienced Research Institutions with suitably qualified personnel to apply for the following Non-PIVOTAL Discretionary Grant:

ACTIVITY 1.	TOPICS AND RESEARCH REQUIREMENTS/RESERCH CRITERIA
<b>RESEARCH STUDIES</b>	<p><b>EXPECTED OUTCOMES AND DELIVERABLES</b></p> <p><b>Topic 1: Improving curriculum review and development, to meet the ever-changing industry needs.</b></p> <ul style="list-style-type: none"> <li>• Analysis of the Sector curriculum relevance (Framework of qualifications).</li> <li>• Assessment of the role of the training providers (TVET, CET &amp; Private/ Public training providers) with industry.</li> <li>• Identification of limitations provided by current curriculum review and development processes.</li> <li>• Assessment and recommendations on the alignment to future skills and industry trends.</li> <li>• Proposals, recommendations, and guidelines on the inclusion of 4th IR technologies and green skills-related aspects in the curriculum.</li> <li>• Analysis of the industry's role in curriculum development and review.</li> <li>• Research on the frequency and constraints associated with curriculum review.</li> <li>• Extensive research and recommendations on the uptake, articulation, and absorption of SETA-funded qualifications.</li> <li>• International best practices on curriculum review and development (Germany).</li> </ul> <p><b>Topic 2: Unemployed bursary programme</b></p> <ul style="list-style-type: none"> <li>• Extensive diagnostic analysis of the root causes of high-dropout rate among first-year students.</li> <li>• Assessment and recommendations on the role of career guidance and mentorship in addressing the high dropout.</li> <li>• Analysis and evaluation of existing student support initiatives within universities.</li> <li>• Determine the impact of dropout on the return on investment and sustainability.</li> <li>• Recommendations on the type of support required for first-year students.</li> <li>• Recommendations on the role of mentorship and coaching in addressing the high dropout. (First-year and missing middle).</li> <li>• Diagnostic analysis of the root causes of lower uptake of PWD within the PSET system.</li> <li>• Recommendations on the future qualifications for skills upgrade programmes.</li> </ul>
ACTIVITY 2.	TOPIC AND RESEARCH REQUIREMENTS/RESERCH CRITERIA
<b>IMPACT STUDIES</b>	<p><b>Topic 1: Youth focus project 2018/20</b></p> <ul style="list-style-type: none"> <li>• Evaluation of the impact of the Youth focus project 2018/20 on the W&amp;R sector in the two contexts: transformation (female youth &amp; PWD) and strategic mandate.</li> <li>• Extensive analysis of the extent to which the set objectives of the implemented youth projects were achieved.</li> <li>• Measurement of the outputs of the Youth focus project 2018/20.</li> <li>• Determine the key strengths and challenges of the projects.</li> <li>• Assess the overall outcome or impact the project has had on its beneficiaries (i.e. owners, employers, and learners).</li> <li>• Determine the impact that the regulations, Learnerships, and Skills programs policy had on the entire process of implementation.</li> <li>• Economic profiling of the project as per the areas which were funded.</li> <li>• Determine if there is a need for the W&amp;RSETA policy shift.</li> <li>• Determine if the project be replicated in other provinces.</li> </ul>

ACTIVITY 2.	TOPIC AND RESEARCH REQUIREMENTS/RESERCH CRITERIA
<b>IMPACT STUDIES</b>	<p><b>Topic 2: Rural area learnership 2018/19</b></p> <p>Determine the extent to which the set objectives of the above projects were achieved.</p> <ul style="list-style-type: none"> <li>• Measurement of the output of the Rural area learnership 2018/19</li> <li>• Determine the key strengths and challenges of the project.</li> <li>• Assessment of the overall outcome or impact the project has had on its beneficiaries (i.e. owners, employers, and learners).</li> <li>• Determine the impact that the regulations, Learnerships, and Skills programs policy had on the entire process of implementation.</li> <li>• Determine if there is a need for the W&amp;RSETA policy shift.</li> <li>• Economic profiling of the project as per the areas which are funded.</li> <li>• Determine if the project be replicated in other provinces.</li> </ul>

ACTIVITY 3.	TOPICS AND RESEARCH REQUIREMENTS/RESERCH CRITERIA
<b>COMPREHENSIVE ECONOMIC REVIEW AND EVALUATION STUDY: STRATEGIC PLAN &amp; ANNUAL PERFORMANCE PLAN PROGRAMMES</b>	<p><b>EXPECTED OUTCOMES AND DELIVERABLES</b></p> <ul style="list-style-type: none"> <li>• Intelligence report and analysis on growth opportunities within the W&amp;R Sector.</li> <li>• Guidelines to support W&amp;R Sector innovation, transformation, and improved implementation of the Fourth Industrial Revolution related skills development activity.</li> <li>• Trend analysis on skills development activity which increase access into the labour market and entrepreneurship opportunities for previously disadvantaged or disabled groups.</li> <li>• Extensive international labour market analysis identifying best practices and trends for adoption in the South African labour market to optimise competitiveness and growth.</li> <li>• Conduct research in relation to the responsiveness of rural-urban skills development activity and career guidance trends for sector transformation.</li> <li>• Provide guidelines for the effective implementation of the Economic Reconstruction and Recovery Plan within the W&amp;R Sector.</li> <li>• Conduct comprehensive value chain analysis for identification of key role players to achieve impactful skills development and the implementation of key outcomes.</li> <li>• Extensive impact analysis of projects funded by the W&amp;RSETA in the last five (5) years.</li> <li>• Comprehensive guidelines to implement findings and recommendations of the comprehensive economic review and evaluation study.</li> </ul>

ACTIVITY 4	TOPIC AND RESEARCH REQUIREMENTS/RESERCH CRITERIA
<b>FORMATIVE EVALUATION STUDY ON THE W&amp;RSETA WORKPLACE BASED LEARNING PROGRAMMES</b>	<p><b>Overview of the WBL Programmes and Stakeholders of the WBL Programmes</b></p> <p>The Workplace Based Learning Programmes (WBLP) first came into effect on the 1st of April 2019 and replaced the Learnership Regulations (2007). Workplace Based Learning is the collective term that refers to, and is applicable to the following programmes:</p> <ul style="list-style-type: none"> <li>A) Apprenticeship</li> <li>B) Learnership</li> <li>C) Internship for the " N" Diploma</li> <li>D) Candidacy</li> <li>E) Student internship: Category A</li> <li>F) Student internship: Category B</li> <li>G) Student internship: Category C</li> <li>H) Student internship</li> <li>I) Graduate internship</li> </ul>

ACTIVITY 4	TOPIC AND RESEARCH REQUIREMENTS/RESEARCH CRITERIA
<b>FORMATIVE EVALUATION STUDY ON THE W&amp;RSETA WORKPLACE BASED LEARNING PROGRAMMES</b>	<p>The objective of the SETA workplace-based learning programme is described in the WBLPA Regulations as to enable WBLP learning participants to gain insight and acquire knowledge, skills, and competencies through workplace exposure to increase their employability opportunities.</p> <p>The stakeholders of the programme include learners, employers (who place learners into workplaces for workplace learning); Coaches and Training Providers (that deliver training).</p> <p>The preparation, submission, and registration processes for the WBLP Agreement are instrumental in the successful implementation of the WBLP as they may impact on the efficient management and implementation of WBL programmes. These include but not limited to the following:</p> <ul style="list-style-type: none"> <li>A) Parties to the Agreement</li> <li>B) Requirements for Registration.</li> <li>C) Registration of WBLP Agreements.</li> <li>D) Conditional placement of unemployed learners; and</li> <li>E) Amendments/Suspension/Termination of Agreements</li> </ul> <p>When conducting the formative evaluation of W&amp;RSETA WBL Programmes, an expectation will be to perform functions that include but are not limited to the following:</p> <ul style="list-style-type: none"> <li>A) Compile a workplan and inception report for the project.</li> <li>B) Conduct necessary preparations for the study and provide relevant reports inclusive of literature review, evaluation matrix and other relevant evaluation tools</li> <li>C) Implement the formative evaluation through various activities including data collection, desk review of documents that will be provided by the W&amp;RSETA and/or identified stakeholders and data analysis.</li> <li>D) Draft and finalise the formative evaluation report.</li> <li>E) Present the formative evaluation report as well as the closure report to the W&amp;RSETA Project Team and relevant stakeholders.</li> </ul>

**Compulsory Funding Application submission requirements:**

- All funding application submissions, must be made in duplicate form and printed copies submitted to the W&RSETA Head Office in Centurion.
- All funding applications must be submitted on the Discretionary Grant Funding application form which is available from [www.wrseta.org.za](http://www.wrseta.org.za)
- All funding applications must be accompanied by a comprehensive project proposal aligned to each research activity as per to the stipulated research requirements and criteria.
- All funding applications must be submitted to the W&RSETA Head Office by **21 July 2022 at 16h00**.
- No late submissions will be considered.

**Address for submission of applications:**

W&RSETA  
Riverside Office Park,  
Hennops House, 1303 Heuwel Avenue,  
Centurion, 0157

All queries related to this advert should be directed to Mxolisi Maphakela at [mmaphakela@wrseta.org.za](mailto:mmaphakela@wrseta.org.za)

**\*The W&RSETA reserves the right to not award a grant associated with an application.**