



EXPANDED PUBLIC WORKS PROGRAMME
Creating opportunities towards human fulfilment

EPWP - LEARNERSHIP PROGRAMME

MENTOR TERMS OF REFERENCE

Revision 6 – January 2005

INDEX

	Page
1. INTRODUCTION.....	3
2. THE EPWP CONTRACTOR LEARNERSHIP PROGRAMME.....	3
2.1 THE LEARNERSHIP STRUCTURE	4
2.2 AFFIRMATIVE ACTION CRITERIA.....	4
2.3 THE OBJECT OF THE LEARNERSHIP	5
2.4 LOCATION AND NATURE OF THE LEARNERSHIPS	6
2.5 LEARNER CAPABILITIES	7
3. MENTOR CHARACTERISTICS	7
3.1 CHARACTERISTICS.....	7
3.2 RESPONSIBILITIES	8
3.3 RISK PROFILE	9
4. COMPONENTS OF THE LEARNERSHIP	10
4.1 ROLE PLAYERS.....	10
4.2 SERVICE DELINEATION.....	11
5. THE LEARNERSHIP CONTRACT ARRANGEMENTS	12
6. THE LEARNERSHIP TRAINING PROGRAMME.....	13
6.1 PROJECT EXECUTION MODELS	13
6.2 THE TRAINING PLAN	14
7. SCOPE OF WORK	15
7.1 MENTOR SERVICE	15
7.2 TYPICAL SERVICE COMPETENCIES PER PHASE.....	16
8. REPORTING REQUIREMENTS.....	18
8.1 REPORTING CYCLE.....	18
8.2 DUTY TO REPORT	18
8.3 REPORTING REQUIREMENTS AND FREQUENCY	19
8.4 EVALUATION METHODS AND DELIVERABLES	20
9. MENTOR COMPETENCIES AND EXPERTISE REQUIRED.....	20
9.1 COMPETENCIES.....	20
9.2 ASSESSMENT	21
10. EVALUATION CRITERIA.....	21
11. DURATION	22
12. PRICING SCHEDULE	22
13. ADDENDUMS.....	24
 A1 MENTOR SERVICES	

1. INTRODUCTION

The Expanded Public Works Programme (EPWP) is a multi sectoral government initiative to create jobs. In the case of the Infrastructure Sector existing government expenditure is re-aligned using labour intensive technologies to create job opportunities. This involves the use of plant and labour, where labour is preferred and plant is used appropriately.

Within the Infrastructure Sector a specific learnership initiative has been launched. These learnerships are an EPWP specific, emerging contractor development programme that is in addition to other initiatives within the construction industry. The learnerships are for civil construction activities, because this aspect of the industry is capable of significant job creation using labour.

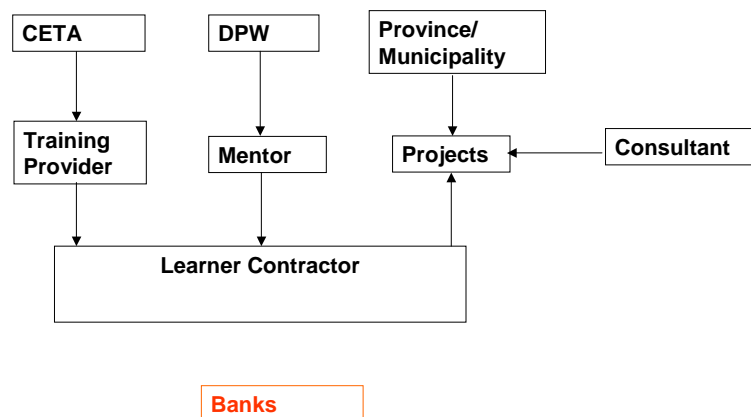
2. THE EPWP CONTRACTOR LEARNERSHIP PROGRAMME

These are CETA registered learnerships that have an emphasis on Labour Intensive construction so that graduates are able to meet the requirements of the EPWP

The learnership is a partnership between the Construction Seta (CETA), the Department of Public Works (DPW) and the Public Body (Department, Metro or Municipality) where:

- The Ceta provides the trainer
- The DPW provides the mentor and
- The Public Body provides the projects (work place opportunities) for the learner to get experience.
- In addition the bank plays a supporting roll, along with
- The consultant who designs and supervises the project.

LEARNERSHIP STRUCTURE



2.1 THE LEARNERSHIP STRUCTURE

The applying Learner Contracting Company needs to apply as a team of three persons:

- one learner contractor who will enter at NQF level 2 contractor learnership, and
- two learner site supervisors who will enter at NQF level 4 site supervisor.

Note: The lower level 2 applies to the contractor who is approaching the learnership as a 'business entrepreneur' whereas the supervisors are a higher NQF 4 as they target the technical execution of the works.

The person applying as a **learner contractor** should meet the following requirements:

- be literate and numerate
- have academic qualifications of grade 10 (standard 8) or higher. (Applicants with qualifications below grade 10 should obtain Recognition of Prior Learning and submit this)
- be willing to enter into a full time two-year learnership contract for Construction Contractor NQF Level 2.
- must have at least 51% ownership of the company and be the manager or managing director.

The two persons applying as **learner site supervisors** should meet the following requirements:

- be literate and numerate
- have academic qualifications of matric or higher (Applicants with qualifications below matric should obtain Recognition of Prior Learning and submit this)
- be willing to enter into a full time, up to two-year learnership contract for Construction Site Supervisor at NQF Level 4.
- be employed by the contractor for at least the learnership agreement.

2.2 AFFIRMATIVE ACTION CRITERIA

The programme Affirmative Action targets is as below. These are targets and will not apply strictly to the contract team's composition:

- At least 85% of the selected learners must be historically disadvantaged individuals
- At least 50% of the selected learners must be women and /or disabled.
- At least 50% of the learners must be younger than 35 years

In the selection process the following characteristics will count in favour of the applicant learners:

- experience in the construction or contracting sector
- experience in owning / running or managing a business
- higher qualifications than the minimum specified
- access or ownership of capital or assets that would be useful for a contracting company

2.3 THE OBJECT OF THE LEARNERSHIP

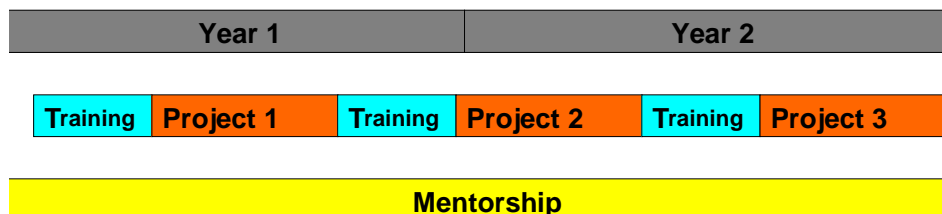
The object of the learnership is to:

- provide a contracting entity that is able to sustain itself in the open market after the two year learnership.
- to provide a contractor who has experience in labour intensive construction technology
- to provide a contractor who is able to operate locally and wider.

The learnership allows for stringent selection of the learners in an attempt to ensure that candidates who participate have a higher likelihood of success.

The learnership is undertaken over a period of two years and includes blocks of formal training followed by projects, which are undertaken by the learner as practical experiential training as below.

Programme for Learnerships



2.4 LOCATION AND NATURE OF THE LEARNERSHIPS

The learnerships have been offered nationally on a first come first served basis. As a result of this the learnerships are located throughout the country. [The Addendum A3](#), provides a guide as regards the extent of the services required.

The learnership projects vary in geographical range; in the urban centres they may tend to be closer together, whereas those in district and local municipalities or Provincial Departments could be dispersed.

The type of projects will also vary according to the Public Body involved, for example:

Provincial Roads Departments will typically have:

- low traffic road construction
- road re-graveling
- storm water, and verge rehabilitation.

Metros and Districts may have both roads, water and sanitation projects. In this case:

- The road works may involve:
 - re-graveling
 - stormwater and verge rehabilitation
 - sidewalks, and
 - seal coats on minor streets.
- The water projects will include
 - reticulation expansion
 - house connections, and
 - network refurbishments.
- Sanitation projects could include
 - new or upgrading to water borne in informal or unserved formal areas, and
 - VIP construction.

Other support or resulting activities, which could also attract learnerships such as:

- manufacturing e.g. block making, and
- service type contracts such as stadium and facilities maintenance.

2.5 LEARNER CAPABILITIES

The learner selection process aims to identify the best applicants who will have the greatest chance of success. It must however be appreciated that the learners will have different formal qualifications, experience and aptitude for the construction industry. Therefore, within any group of learners there will be a spread of capabilities to undergo the learnership, as a consequence there will be different levels of competence amongst learners. This will need to be assessed initially and will change over the duration of the learnership as those with better aptitude progress faster than others.

The status of the learners will be assessed regularly throughout the programme by both the trainers and mentors as measure of performance

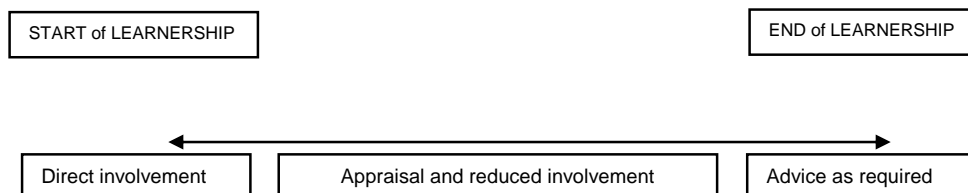
The consequence of this is that the trainers and mentors will need to pitch their services to suit the needs of the individual learners to satisfy the overall objectives of the learnership programme.

3. MENTOR CHARACTERISTICS

3.1 CHARACTERISTICS

Mentors will be required to demonstrate that they have the necessary construction and business administrative knowledge, experience and are conversant with labour-intensive construction methods. The success of the learnership depends on the implementation of related knowledge in the workplace. **The Mentor plays a vital role in this regard.** Support to the learners should reduce over time as the learner gets more experience. Training Providers and Mentors will be required to provide full reporting on support, mentorship provided and progress made by learners.

Mentorship involves the transfer of knowledge and experience, but excludes the performance of essential daily contracting functions on behalf of the mentored contractor. For the purposes of learnership contracting company and learner development it could be expected that the role of the mentor will initially err on the side of direct involvement and gradually progress as the learner gains more experience to the true mentor role of being a trusted and respected advisor.



PROGRESSION OF THE EPWP MENTORSHIP

As the learnership is orientated towards practical contracting with a training provider providing the classroom aspects, the mentor emphasis will be for a practical contracting and commercial expertise.

Mentorship will entail the full range of situational leadership roles as appropriate to the circumstances. The mentor could be expected to advise, coach, counsel, guide, teach, instruct and tutor in the execution of his duties.

The mentor will be required to undertake or to have acquired competency at NQF Level 5: Manage Labour Intensive Construction Projects.

The mentors would report to the assigned EPWP Representatives with regard to these duties.

3.2 RESPONSIBILITIES

The mentor has a responsibility to use his skill and knowledge to:

- ensure the learner has an operating business system which is auditable and profitable
- to develop the learners skills in the following areas:
 - technical
 - managerial
 - administrative
 - Contractual
 - commercial/business
- to oversee that the works comply to specification and are undertaken effectively in accordance with good practice
- to co-sign cheques made out by the learner in terms of the learners agreement with the bank.

The mentor is required to exercise skill, care and diligence in the discharge of his duties to the learner.

The mentor is required to assist the learner in his dealings with the employer and professional team.

The mentor is responsible to complete and submit reports to the learnership committee timeously as per the reporting frequency. This includes confidential evaluations of the project participants.

The mentor does not:

- Relieve the learners of their contractual responsibilities
- Take liability for negligence, default or omission by consultants or other parties engaged on the project.
- Take liability for the learners failure to perform or perform the work in accordance with the contract.

3.3 RISK PROFILE

The mentor, in the execution of his obligations in terms of the contract, will not incur personal liability save in the case of conduct, whether by commission or omission, which constitutes negligent or reckless conduct on the part of the mentor, in which event the mentor shall be liable in his personal capacity for all pecuniary losses sustained by any of the other role players to the learnership, as identified in section 2.1 of the Mentorship Terms of Reference. The mentor shall further be reported for misconduct to any professional body or association of which he is a member.

Professional Indemnity Insurance will be advantageous and will be considered in the evaluation for this service.

Fraudulent conduct and collusive practices by the mentor will not be tolerated i.e, to unlawfully enrich oneself at the expense of another. Indications in this regard may be cause for dismissal, recovery from the mentor in their personal capacity and criminal prosecution.

Reckless conduct would be conduct where one would act without due regard to losses that may be sustained by others. Such conduct would be due cause for dismissal.

Negligent conduct would be conduct where the mentor does not fulfil the service requirements of the job adequately. Such conduct would be due cause for dismissal.

The mentor is required, in writing, to identify, expand upon, and comment on the construction risks that could normally be expected in regard to each item in the Schedule of Quantities. In which case he shall be deemed to have irrevocably discharged his duties as pertains to the risk associated with the pricing of the Schedule of Quantities, and no claims for negligent or reckless conduct shall be entertained in relation to pecuniary losses sustained by any of the role players in relation to such risk.

4. COMPONENTS OF THE LEARNERSHIP

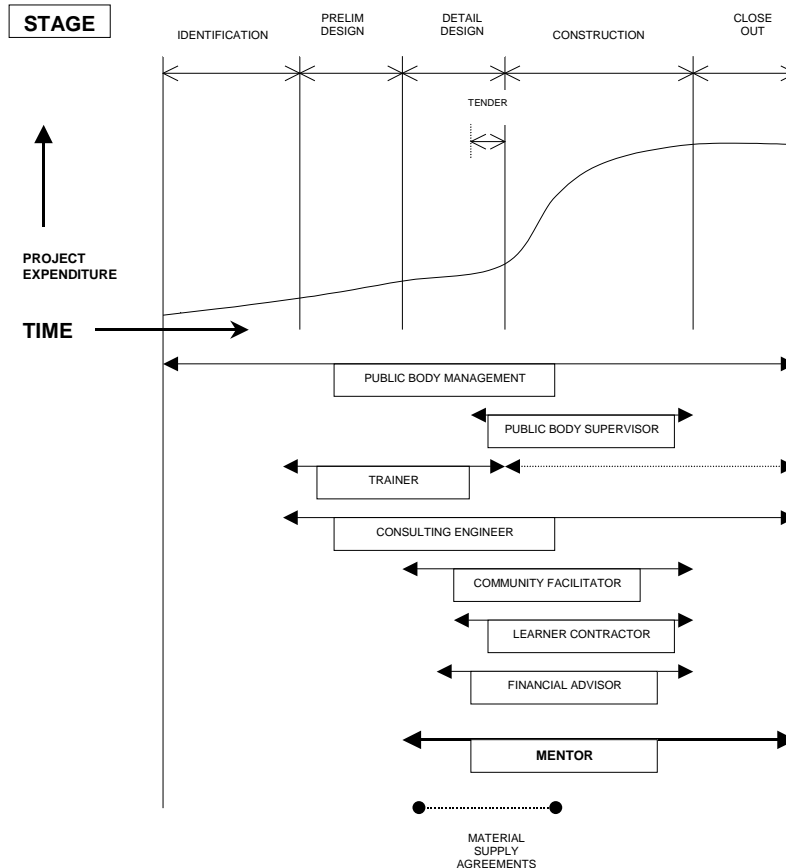
4.1 ROLE PLAYERS

The following are identified as role players in the learnership:

- Public Body
- Training Provider
- Consulting Engineer
- Community Facilitator
- Learner
- Financial Service Provider
- Mentor
- DPW
- CETA

In addition to this CETA, DPW and the Public Body will form a management team to administer the learnership.

Their roles in a typical project may be demonstrated diagrammatically below:



4.2 SERVICE DELINEATION

The various role players provide the following services:

4.2.1 Public Body

- identifies and clarifies the project scope and battery limits
- determines the project execution strategy and procurement processes and procedures
- budgets and pays for the project
- designates the project as a labour intensive project for execution under the learnership programme
- appoints the consultants (Engineering, facilitation, project management, environmental, geotechnical etc) including a brief to undertake the works in a manner suited to a learner contractor and in accordance with the EPWP Guidelines Published by DPW
- administers and undertakes the legal and administrative obligations of the lead employer/authority
- leads and directs the project
- interface between the site activities and management within the public body
- facilitates the clearance of project obstacles for the parties involved
- ensures the site product complies with the Public Bodies standards and norms

4.2.2 Training Provider

- classroom training
- site checks on performance
- assesses the learner contractor and provides training to suit the type of project and gaps in the learners performance

4.2.3 Consulting Engineer

- prepares design and supervises construction
- supervision includes:
 - clarification of the works, specifications and drawings
 - administer and report on construction progress by the contractor
 - monitor the contractors program
 - verifies the contractors measurement
 - administers the contract terms and conditions
 - reports to the public body and administers site meetings
 - verifies the mentors on site input to the learner contractor on a monthly basis

4.2.4 Public Body Community Workers/Facilitator (acts as Agent for Public Body) and Services May Vary Significantly From Project to Project

- notifies the community of the project aspects
- establishes a legitimate community forum for consultation and negotiation
- negotiates rates of pay in accordance with the policy of the Public Body for their approval
- introduce and effect on-going contact between the community and the contractor
- establishes a system of worker selection with the contractor
- facilitates, mediates in task establishment for the contractor

4.2.5 Learner Contractor, acting as the Learner Contracting Company

- prices the works
- plans and executes the works
- employs the workers
- arranges the workers training
- arranges and manages the finances for the project
- procures and operates/administers equipment and materials

4.2.6 Financial Service Provider

- assesses the risk
- provides finance (ABSA Bank)
- monitors the contractors cash flow and account
- provides financial training
- has frequent and regular interface with the learner contractor
- will provide the services as described in this document to achieve the objectives of the Learnership Programme.

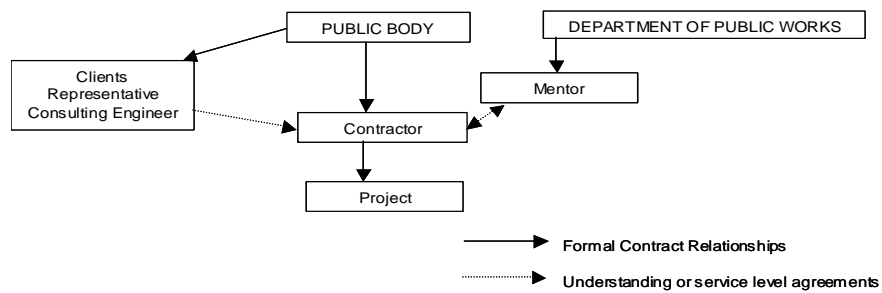
5. THE LEARNERSHIP CONTRACT ARRANGEMENTS

The learnership arrangement as per the Management Plan makes the provision of the mentor a Department of Public Works responsibility.

The Department recognises that the multi faceted talents expected of mentors restricts the role of mentorship to one on one interaction with the learners and it has sought to satisfy this obligation via a competitive process which also considers the required talents. It also recognises that individuals will typically be constrained to a specific locality and will therefore select individuals who are located compatibly with where the service is needed.

The Department will be the employer and the mentor firm would contract with the Department for the services.

The mentor firm may be required to enter into an agreement with the learner contractor, which would clarify the roles and service level requirements.



6. THE LEARNERSHIP TRAINING PROGRAMME

As described under the section explaining the learnership, the learnership is a combination of classroom and practical site project execution as a contractor.

The mentor will be appointed for the entire learnership period, so that the learner contractor can receive advice in managing and running the business even if no contracts are being executed. By implication the mentor's inputs will therefore vary from being low in the training periods to being high in the construction phase. It must also be appreciated that the project sequencing will also vary, so some learners may be in training whilst others are on site.

6.1 PROJECT EXECUTION MODELS

There may be a variety of approaches to project execution by the learners, however the intention is to adhere to the execution process as described in the Learnership Management Plan of the Department.

The process is designed around an arrangement where the learner is a contracting entity (the Learner Contracting Company), which tenders and undertakes the project as that contracting entity in accordance with the contract conditions. "The Process" expects the contractor to complete the project within time and to the required quality and to make a profit in the process, and the mentor is expected to assist to ensure this occurs.

It must be borne in mind that the intention is to develop a stand-alone contractor and therefore it is desirable to limit the support systems as much as possible; at the same time minimize risk and consequences in the event of failure or incidents.

The programme does not intend the use of learner contractors as sub contractors to a main contractor.

6.2 THE TRAINING PLAN

The Training provider is required to provide a Training Plan for the Learnership Programme, typically the training plan would be as below. Training providers will vary in their methods of training and sequence to suit the project needs. The unit standards quoted may vary and will differ between the contractor and supervisor staff. Reference is also made to the CETA brochures with regard to the learnerships.

6.2.1 Classroom Training Session 1

Typically for the training to be viable it is ideal to have a normal class size of 25 learners. This apparent large size also makes provision for drop out.

The trainer must pre-program and obtain confirmation of all attendance and co-ordination with the project execution requirements.

The trainers must provide the prerequisite unit standards to enable the learners to effectively complete the first project according to the learner's competences and project type. This learnership is for labour intensive construction and the course content will include modules covering these requirements.

6.2.2 Training/Pilot Projects 1

The selected learners will be treated as formal contractors (in the guise of the Learner Contracting Company) with a project handover, consultant's supervision and will be trained and guided on projects by the mentors to successfully complete the project. It may be necessary to arrange a workshop provided by the mentor prior to the starting date of the practical training projects. This will ensure that the necessary support and on-site training during construction will be provided to the learners.

The different municipalities will allocate learner projects to the learners. The client will determine the period of the contractual development based upon the project extent and deliverable constraints. The relevant Municipality may provide officials to further guide the learners during the pilot projects.

The learners should be ready for the assessment of the unit standards as a result of the experiences gained.

6.2.3 Classroom Training Session 2

Further classroom training will follow after the first projects. The scheduling of this training will need to be co-ordinated by the training service provider with the Municipality and technical managers of the projects. During this period the re-aligned learning material will be given in support of the selected unit standards. Learners will be guided and trained against further unit standards and the outcomes of the first project.

The learners should be ready for the assessment of these unit standards after further practical on-site experience. The assessments will need to be scheduled in the learnership training plan.

6.2.4 Project 2

The practical training will continue after completion of the second phase of training. During this period the learners must again be guided by the mentors, to meet the requirements of the unit standards as presented to them during classroom training. The learners should be ready for the assessment of the unit standards after this.

6.2.5 Classroom Training Session 3

More classroom training will take place and the learners will be guided to meet the requirements of the unit standards to satisfy the learnership.

The learners should be ready to be assessed on these unit standards as well as on the outstanding unit standards to determine their competency to qualify for the National qualification towards the end of the two-year learnership period.

6.2.6 Project 3

The practical training on-site will continue after completion of abovementioned training. During this period the learners must be guided further by the responsible mentors to meet the requirements of the unit standards, as presented to them during classroom training. The learners should be ready for the assessment of the unit standards at the end of this.

6.2.7 Final Evaluation and Graduation

Those who are found competent will then receive the National Certificate from the CETA.

7. SCOPE OF WORK

7.1 MENTOR SERVICE

7.1.1 Construction Mentor

The main role of the mentor is to support the learner contractor and to impart knowledge that will enable the contractor to compete independently as soon as possible. The mentor will have to provide a wide range of support (see Addendum A1 Mentor Services) and advice functions including but not limited to:

- Finance and dealing with banks
- Business management
- Commercial management
- Contract management
- Procurement of materials and other required services
- Technical and engineering
- Tendering
- Construction Planning and Management
- Fulfilling of statutory and tax obligations
- Labour and human resource advice

The mentor needs to act as the learner's trustworthy partner and needs to be trusted by the learner to act in his/ her interest at all times.

7.1.2 Department of Public Works/ Overseer/Quality Mentor

This role is to ensure that the standard of the mentoring service satisfies the learning programme objectives. The Department/overseer mentor will also provide a second line of opinion for the learners as well as resolve learnership conflicts in consultation with the learnership management committee. The learners are provided with a grievance process, which is available on request.

The overseer mentor will:

- Collect and vet mentoring reports and make recommendations to the Learnership Facilitation Team
- Check and control the activities of the Construction Mentors
- Monitor the learners as an outside party to effect corrective actions and recommendations to ensure satisfactory production of successful learner contractors.

7.2 TYPICAL SERVICE COMPETENCIES PER PHASE

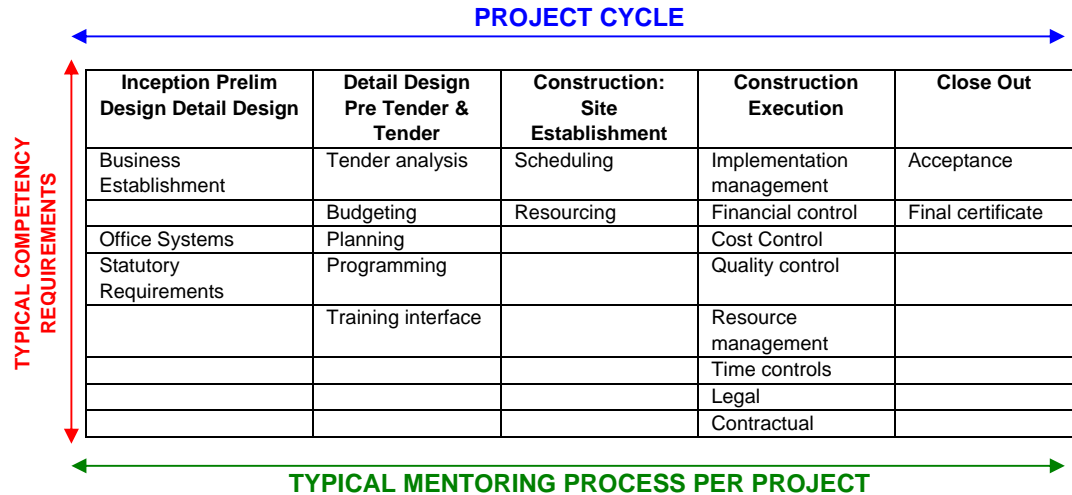
The approach to the mentor service is as follows:

- firstly the service is divided over the project life cycle as follows:
 - Inception
 - Preliminary design and report
 - Detailed design and tender
 - Construction
 - Close out
- the service then needs to cover the following areas of competency during the life cycle:
 - Business / Company management
 - Contract Administration
 - Commercial contract
 - Technical
 - Project Management

Company management (blue text, bracketed next to Business / Company management, Contract Administration, and Commercial contract)

Site Administration & Management (green text, bracketed next to Commercial contract, Technical, and Project Management)

The details of this are as per the schedule attached. This also forms the basis for the evaluation of the mentor's service, because it will enable specific check items to be identified as a measure of the mentor's activities, which will be complemented with the reporting systems.



Note: The above is an indication of what could be expected.

The Construction Mentor is also required to present the following workshops:

- a pricing workshop to the learnership class in consultation with the training provider
- a site set up, project management and materials ordering and management workshop to the learnership class in consultation with the training provider

The Construction Mentor is expected to plan his itinerary to minimize travel and also whenever possible and practicable conduct common sessions for all the contractors in an area to:

- visit the learner's (Learner Contracting Companies) site as frequently as is deemed necessary to control the works – typically daily or every few days initially and thereafter weekly and less frequently as the contractors experience improves
- visit the learner's offices on a monthly basis to assess systems and controls
- meet the consulting engineers' site representative on a fortnightly basis to assess technical compliance, programming
- attend regular fortnightly site meetings

The detailed service requirements per competency area are as per the attached Addendum A1. This service requirement may be amended by the Department to suit the project and learner needs.

8. REPORTING REQUIREMENTS

8.1 REPORTING CYCLE

The planned reporting cycle is as follows:

- initial – assessment
- monthly – monitoring and performance
- quarterly – assessment & progress
- end of contract – assessment & recommendations

The following are examples of the reporting requirements and there may be additional requirements to satisfy the mentor service. The purpose of the reporting is to:

- Assess the learners competence
- Assess the mentors impact on the learner
- To monitor the learners usage of the mentor and areas of competence where assistance is required
- To monitor the learners / mentor interaction and to ensure it happens

8.2 DUTY TO REPORT

In instances where the mentor is aware of circumstances which may materially and financially effect the parties to the learnership, the mentor has a duty to report in writing to the management committee within 48 hours of becoming aware of the matter. Examples of this would be:

- the learner failing to undertake critical payments to creditors
- the learner making significant purchases which are not project related or in excess of the learners financial capacity
- demonstrable incompetence where the learner will not satisfy or have the ability to fulfil the learning requirements.
- Over commitment to other projects and interests outside of the learnership.

8.3 REPORTING REQUIREMENTS AND FREQUENCY

The following are the proposed report requirements and frequency of reporting

Report	Frequency	By Whom	Verification and Submission To
Learner assessment – appraisal of learners competence (capacity) in different areas – mentor service plan based upon the assessment (hours input) – change in learners competence (capacity) after a moderate period	First engagement with the learners	By the overseer mentor / Training Provider	Control record submitted to the learnership committee & trainer. Baseline
	At start of the tender process (for each contract)	By the <u>construction mentor</u> – separately	Correlation <ul style="list-style-type: none"> • between the training provider and mentor and • mentors work load assessment Submit to overseer mentor/Department and then the learnership committee
	At end of each contract, implementation phase or 3 month intervals	By the construction mentor	Verify with the Consulting Engineer and submit to the Learnership Committee
Learner Technical Assessment – appraisal of learners technical competence per Bill Section	At start of tender process (for each contract)	By the Clients Representative (Engineer)	Verify with the Construction Mentor and submit to the Learnership Committee. Baseline
	At end of each contract implementation phase or 3 month intervals	By the Clients Representative (Engineer)	Verify with the Construction Mentor and submit to the Learnership Committee.
Log of Project Mentorship Requests – Areas of advice which needed to be addressed – Type of advice given – Verification of effectiveness of the advice	As required as the project progresses.	To be completed by the mentor construction	The contractor is required to comment on the service provided.
	One request per page.		The Consulting Engineer is also required to comment. These will be submitted monthly as a pack with the Summary Log to the learnership committee.
Log Summary of Project Mentorship requests	Monthly with the Payment Certificate	By the Construction mentor	Verified by the Consulting Engineer and Overseer Mentor and then submitted to the Learnership Committee
Mentors time sheet	To be completed weekly	By the construction mentor	Construction mentor submits to the overseer mentor/Department and are submitted to the learner committee
Learners Confidential Report to Overseer Mentor	Every 3 months during the contract and then at the end of the contract	By the learner	To the Overseer mentor and then to the Learnership Committee
Construction Mentors Confidential Report to Overseer Mentor	Every 3 months during the contract and then at the end of the contract	By the Construction mentor	To the Overseer mentor and then to the Learnership Committee
Consulting Engineers Confidential Report to Overseer Mentor	Every 3 months during the contract and then at the end of the contract	By the Consulting Engineer	To the Overseer mentor and then to the Learnership Committee
Interim Report	Monthly	Construction Mentor	Short progress report <ul style="list-style-type: none"> • progress • areas of concern • recommendations
Final Report	At completion of the construction project	Construction Mentor	Project report <ul style="list-style-type: none"> • Learning areas • Performance in the learning areas • recommendations

8.4 EVALUATION METHODS AND DELIVERABLES

The Construction Mentor deliverables will be:

- A functional contracting entity at the end of the two year learnership period
- Identification of the learners who do not satisfy the requirements and should be removed from the programme.
- Project completion through the learners activities.

Evaluation will target the learner to ensure they are satisfactory to complete the programme. There will also be checks on the mentor's performance. The evaluation system will be aimed at being a 360° assessment with the following evaluation processes being used

Evaluation	Person Being Evaluated	By Whom
Learner assessment	Learner	Construction mentor
Construction mentors confidential report	Learner	Construction Mentor
Log of mentorship requests	Trainer / Learner	Construction Mentor
Summary Log of mentorship requests	Learner / Construction mentor	Construction mentor
Learners confidential report	Construction mentor	Department/Learnership Committee
Consultants confidential report	Learner / Construction mentor	Department/Learnership Committee
Interim and final reports	Learner	Construction mentor

9. MENTOR COMPETENCIES AND EXPERTISE REQUIRED

9.1 COMPETENCIES

The mentor is expected to have a good background of labour intensive construction where the mentor is a combination of trainer, consultant and contractor. The mentor becomes a trusted confidant who guides and directs the learner through the project execution process.

Typically the mentor is going to need to be:

- Mature
- Have general construction experience, with an emphasis on hands on contracting
- Have empathy to relate to the learner

Tenderers who do not satisfy a minimum level of competency will not be considered.

9.2 ASSESSMENT

The mentors will be required to demonstrate the following qualities for consideration as a mentor.

- Experience in construction:
 - Extent
 - Appropriateness of the experience
 - Ability as indicated by the experience
- Qualifications in construction:
 - Level of qualification
 - Professional or trade association
- Knowledge areas:
 - Levels of competence in the typical areas of mentorship services
 - Language and cultural diversity
- References:
 - Intimate knowledge of the mentor candidate
 - Appropriate to the industry
 - Sufficient standing in the industry

Further more successful applicants will be required to take the relevant NQF Level 5 (required) & 7 (optional) courses as offered through CETA training procedures for labour intensive construction, or be recognised as having acquired the competency in labour intensive construction technologies.

- NQF 5 – Manage Labour Intensive Construction Projects
- NQF 7 – Develop and Promote Labour Intensive Construction Strategies

A further consideration will be “accreditation” with a recognised mentor body where applicable, such details should be provided in the CV.

10. EVALUATION CRITERIA

The tenders will be evaluated in terms of:

- Technical competence of the individual proposed
- Price for the services
- Historically Disadvantaged Individuals – Targeted Procurement

The evaluation will be based upon the format that the tenderers are required to complete with the tender submission and a short CV limited to 4 pages.

It is essential that the Department consider the full costs of the engagement including associated travel and accommodation expenses. The Department therefore will consider those tenders where the applicant is local to the area in the first instance when considering an assignment to suit the learnership needs. The ability to dedicate principle (full) time to the programme is a requirement.

The evaluation criteria will be as follows:

Evaluation Aspect	Weighting
Technical Competence	60
Experience <ul style="list-style-type: none"> - curriculum vitae - background checks 	25
Language and cultural diversity <ul style="list-style-type: none"> - local Nguni language knowledge - previous emerging contractor development or developmental project experience 	10
Technical expertise <ul style="list-style-type: none"> - proposed structure for the supply of the service. - previous Hands-on involvement - Support system or organization 	25
Price	30
Target group	10

Technical competence will be as verified by referees, associations and previous employers. The applicants, in submitting, give full permission for background checks related to work experience, accomplishment and work ethic.

11. DURATION

The assignments will commence upon written notice from the Department. Due to the spread nature of the program, such notice will be given as and when the learnership training process has progressed sufficiently to warrant the engagement of a mentor.

The mentors initial engagement will be for a period of one year form the date of written notice. The Department may to extend it in increments of a year should the parties be in agreement. In the event that the parties do not wish to continue with the engagement prior notice of two months is required, to enable alternative arrangements to be made.

12. PRICING SCHEDULE

The tender pricing is based upon a structure where the emphasis is on an individual who develops a rapport with the learners.

It is unlikely that all the skills will reside within and individual therefore, the structure needs to ensure that the following skills are augmented or are within the structure:

- business establishment and systems
- estimating pricing and procurement
- contractual legal matters
- site operations
- industrial relations and community liaison

The tenderers need to satisfy themselves that they are able to fulfil the service requirements in accordance with the Contract with the Department.

The contract formats and role out will vary, consequently the time inputs will vary in:

- extent (depending upon what activities are being done by the learners)
- sequence (as to when these activities occur from site to site)

The prices quoted will remain valid for 12 months from the date of the written engagement.

The pricing schedule will therefore provide for a monthly charge, which is inclusive of all benefits, innerves, vehicle provision, office accommodation and equipment, consumables, telephones (including cell phones) and other services to fully undertake the engagement.

Further the pricing schedule will require a definite binding tender cost for expenses as below for the period of this engagement:

Expense Item	Unit	Rate
<i>Travel and subsistence</i>		
Travel all motor vehicle types	Km	
Air travel (prior approval economy only)		Proven cost
Hire vehicles (prior approval C category only)		Proven cost
Toll fees parking		Proven cost
Accommodation	Night	
<i>Printing</i>		
Typing	Page	
Duplicating A4	Page	
Duplicating A3	Page	
Printing Plans A0	No	
Printing Plans A1	No	
Printing Plans A2	No	
Expense Item	Unit	Rate
<i>Workshops Seminars</i>		
Workshops Seminars (prior approval)		Proven cost

13. ADDENDUMS

Add A Mentor terms of reference - Services