

**CALL FOR PROPOSAL SPECIFICATIONS FOR
THE APPOINTMENT OF CONTINUING EDUCATION AND TRAINING
(CET) CENTRE(S)/PROGRAMME PARTNER(S) TO PROVIDE CET
PROGRAMMES FOR THE RETAIL SECTOR**

CFP FOR THE APPOINTMENT OF CET CENTRE(S)/PROGRAMME PARTNER(S) TO PROVIDE CET PROGRAMMES FOR THE RETAIL SECTOR

AIM

1. This Call for Proposal (CFP) invites training provider(s) (hereinafter referred to as the “Proposer”) to submit proposals to deliver Continuing Education and Training (CET) programmes as CET Centre(s) (CETCs) or Programme Partners (PPs) to support skills upgrading and enterprise transformation efforts in the Retail sector for a period of five (5) years, with an initial appointment period of three (3) years, and an option to extend for an additional two (2) years conditional on the performance of appointed training providers.

BACKGROUND

SkillsFuture Singapore

2. SkillsFuture Singapore (SSG) is a statutory board under the Ministry of Education (MOE). Our mission is to enable individuals to learn for life, pursue skills mastery and develop fulfilling careers, for a future-ready Singapore. SSG aims to promote a culture and holistic system of lifelong learning through the pursuit of skills mastery and strengthen the ecosystem of quality education and training in Singapore.

About the Retail Sector in Singapore

3. The Retail sector in Singapore spans a wide range of businesses of varying sizes and subsectors, such as fashion, supermarkets and consumer electronics, totalling over 21,000 retail establishments¹, with a total workforce of about 121,000 employees². Buying and selling of goods and services takes place through many channels such as stores kiosks, mail and the internet and caters to consumers locally and overseas. The sector also sees a large proportion of mature workers and workers with lower educational and technical qualifications.

4. New technology, changing consumer tastes and borderless competition from e-commerce are shaking up the Retail sector. Shopping is no longer confined to brick-and-mortar stores. E-commerce has broadened the choices that consumers have, for they can now order essentials and goods anyway and be delivered to their doorstep. This creates challenges and immense opportunities for retailers.

5. There is also a growing impetus for retail businesses to understand the importance of an omni-channel retail business format that incorporates e-commerce, to supplement their brick-and-mortar shopfront. In order to be successful, businesses will need to know how both formats can be integrated so that regardless which channel the customers choose to purchase from, their business will benefit in the end. Therefore, it is important that retailers are able to deliver a seamless and integrated experience, leveraging customer data to draw meaningful insights about customers' needs, and create compelling reasons for them to return.

¹ Referenced from: [Department of Statistics, 2019](#)

² Excluding SEPs. Reference from: Manpower Research & Statistics Department, MOM, 2019,

Jobs and Skills Trends in the Retail Sector

6. To ready the Retail sector for global competition, the first Retail Industry Transformation Map (ITM) was launched in 2016 to encourage retailers to adapt and innovate to remain relevant. The first Retail ITM provides avenues of support for businesses to focus on developing an omni-channel business model, leveraging digital platforms that marry traditional approaches. The second ITM for the retail sector is currently being developed, with focus on areas such as innovation, productivity, internationalisation, resilience and jobs and skills. The pandemic has shown that it is important for the sector to review its reliance on a big pool of low-wage and/or foreign workers for their operations. There are also plans to introduce a Progressive Wage Model for the sector, to ensure that local workers are paid a fair wage commensurate with their skills and experience³.

7. Hence, it is critical for Retail companies to be future-ready by equipping its workforce with key in-demand and emerging skills areas such as:

- a. In-demand and critical core skills – As brick-and-mortar stores remain a key channel for retailers, domain skills such as marketing, sales, and project management are essential skills that retail workers should continue to build on. Soft skills such as communication, self-management, and creative thinking complement these domain skills well and will help retailers to be more effective in their roles.
- b. Emerging skills – E-commerce and omni-channel retail models have paved the way towards a leaner workforce with enhanced work functions. For example, customer-facing roles such as cashiers and sales assistants have evolved to include the roles of brand ambassadors and personal shoppers. Employees need to be empowered with the latest in-store technologies, and hence need new skills in digital literacy. At the backend, there is an increase in demand for new specialist technology jobs in emerging areas such as e-commerce management, digital and social media marketing, data analytics and omni-channel retail experience design. In addition, with rising demands of brand authenticity and transparency from consumers, businesses need to better create connections with consumers through brand storytelling.

About the Skills Framework for Retail and Role of CETCs/PPs

8. In 2018, the Retail Workforce Skills Qualifications (WSQ) Framework transited to the Skills Framework (SFw) for Retail⁴. The SFw is an integral component of the Retail ITM and provides information on sector information, career pathways, occupations and job roles, and existing and emerging skills. It covers five skills tracks, namely (i) Retail Operations, (ii) Brand Management, (iii) Marketing, (iv) Merchandising and (v) E-commerce (Omni-Channel).

9. Appointed CETCs/PPs will need to make reference to the SFw for Retail or other relevant sectoral SFws to offer training pathways that are aligned to career progression pathways, and courses could range from WSQ Certificate-level to Diploma-level. Beyond courses ranging from WSQ certifications, other non-WSQ

³ '[Workers, employers welcome progressive wages in Singapore's retail sector](#)', *The Straits Times*, 24 Feb 2021

⁴ More information about the SFw is available on <https://www.skillsfuture.gov.sg/skills-framework/retail>

courses in the form of shorter professional development courses, masterclasses on niche skills and bundled skills packs may also be introduced to cater to employer-sponsored training to support enterprise transformation efforts. Other than training, CETCs / PPs are expected to undertake a suite of integrated services and functions from industry outreach, career advisory and placement services for their trainees. The key functions that appointed CETCs/PPs are expected to perform are:

- a. Equip Retail workforce with in-demand and emerging skills – Besides equipping the workforce with industry skills sets, Proposers are expected to bundle Critical Core Skills (CCS) with Technical Skills and Competencies (TSC) in courses proposed to enable the acquisition of CCS which complements technical skills, and as part of holistic skills development for learners to be job-ready in the Retail sector. Proposers are strongly encouraged to identify one or more relevant CCS at appropriate Proficiency Level(s) to bundle with TSC(s) to form an integrated training programme which has clear and specific learning outcomes defined.
- b. Provision of career advisory and employment facilitation services – Appointed CETCs / PPs are expected to provide career advisory and employment facilitation services for all their trainees. They are also expected to deliver Train-and-Place (TnP) programmes that aim to help trainees to be placed into jobs in the Retail sector.
- c. Support implementation of the Progressive Wage Model (when it is launched) – Appointed CETCs / PPs are expected to develop and implement training programmes to support the implementation of the Progressive Wage Model to enable workers to acquire skills required for the job role/level and skills that would allow them to take on bigger or higher job roles, so as to promote the upskilling and retention of workers in the Retail sector.
- d. Support enterprise transformation efforts through consultancy, project-based and implementation-led training – Appointed CETCs / PPs are expected to help Retail enterprises in their enterprise transformation efforts and develop their manpower capability. This could include providing project-based and implementation-led training to companies (1) to adopt new technology to redesign processes and jobs within each company's unique context; (2) to develop their manpower capability; and (3) to enhance quality and standards of their services. Appointed CETCs / PPs will need to package relevant skills training from across SFws with training consultancy and implementation-led training services to support companies to develop their manpower capability, leading to enterprise productivity outcomes.

The full list of details is attached under Submission of Proposal and all interested Proposers **will** be required to provide these details/evidences. Proposals which do not include details will not be shortlisted for further evaluation.

CFP OBJECTIVES

10. SSG seeks to appoint qualified training provider(s) who are registered or incorporated in Singapore, as CET Centres / Programme Partners (PPs) to deliver CET programmes to support the training, skills upgrading and placement of workers

and enterprise transformation efforts in the Retail sector for a period of up to five (5) years.

11. Proposers will have to demonstrate how training leads to skills acquisition and must have experience or capability to deliver a comprehensive suite of WSQ and non-WSQ courses that could range from Certificate to Diploma levels in areas such as Retail Operations, Brand Management, Marketing, Merchandising and E-commerce.

12. Each successful Proposer will have to offer at least three of the deliverables listed below, with all four being highly preferred:

- a. **Deliverable One** – Develop and deliver skills-based training programmes for **in-service upgrading** (existing in-employment employees) in the Retail sector for in-demand and emerging skills. SSG has provisioned for an annual capacity of 5,000 training places.
- b. **Deliverable Two** – Develop and deliver **training programmes with placement outcomes** for individuals for in-demand and emerging job roles in the Retail sector. SSG has provisioned for an annual capacity of 100 training places for TnP programmes.
- c. **Deliverable Three** – Develop and deliver training programmes to support the implementation of the **progressive wage model** (when it is launched).
- d. **Deliverable Four** – Provide mentorship and training solutions to Retail organisations in the areas of innovation (including job and process redesign), technology adoption and HR capability development through training consultancy and project-based, implementation-led training supporting **enterprise transformation efforts**. SSG has provisioned for an annual capacity of 10 projects.

PRE-REQUISITE

13. SSG invites Proposers who meet ALL the following pre-requisites to submit proposals:

- a. Be a registered company in Singapore;
- b. Must have submitted an application for SSG's Organisation Registration⁵ (OR) and operating as a training organisation with at least three (3) years of proven track records in training and development (preferably in the Retail sector);
- c. Be able to meet the regulatory requirements under the Private Education Act, where required;
- d. No significant adverse track record with regulatory bodies due to non-compliance or fraudulent practices; and
- e. At least three (3) years track record of sound financial status with positive cash flow balance and positive net profit margin.

⁵ Detailed information / required documentation for Organisation Registration (OR):
<https://www.tpgateway.gov.sg/plan-courses/organisation-registration-for-first-time-training-provider>

SCOPE OF APPOINTMENT AND DELIVERABLES⁶

14. Proposers are required to take reference from the Technical Skills and Competencies (TSCs) and Critical Core Skills (CCSs) in the SFw for Retail and/or from other relevant SFws. Online information on the SFws, TSCs and CCSs are available on <https://www.skillsfuture.gov.sg/skills-framework/retail> and <https://www.skillsfuture.gov.sg/skills-framework/criticalcoreskills>. Proposers will need to map each proposed course to the relevant TSCs and/or CCSs.

15. Proposers shall design and develop the proposed skills-based courses using a balanced mix of training methodologies (e.g. blended learning, in-person training). Proposers should also adapt their curriculum delivery and educational pedagogy to suit the demographic profile and needs of the Retail workforce, which has a significant proportion of mature workers and less educated workers. Where possible, Proposers shall propose new training innovations and methodologies that can uplift the training landscape in the Retail sector.

Key Deliverables	Focus Areas	Scope of Proposal
Deliverable One	Develop and deliver skills-based training programmes for in-service upgrading in emerging and in-demand skills	<ul style="list-style-type: none"> Proposers are required to take reference from the SFws Proposers shall propose relevant WSQ and non-WSQ courses and complete <u>Annex A</u> (details of proposed courses). Proposers are required to submit Annex A in Microsoft Excel format. Proposers should take note of the expected training outcomes in <u>Annex B</u>. Proposers can propose courses for in-employment trainees to move up/across the Career Pathways. Proposers may refer to Career Pathways in the SFws.
Deliverable Two	Develop and deliver training programmes with placement outcomes for individuals for in-demand and emerging job roles in the Retail sector.	<ul style="list-style-type: none"> Proposers shall propose training programmes to cater to the existing and emerging job roles captured in the SFw for Retail, and other in-demand / emerging job roles required in the sector. Proposers shall propose training programmes that comprise modularised courses and full qualification programmes in related fields.

⁶ Proposals shall exclude SGUnited Skills/SGUnited Mid-Career Pathway-Company Training Programmes and Enhanced Training Support Package (ETSP) programmes in this CFP.

Key Deliverables	Focus Areas	Scope of Proposal
Deliverable Three	Develop and deliver training programmes to support the implementation of the progressive wage model (when it is launched)	<ul style="list-style-type: none"> The industry is working on progressive wage model to uplift the wages and skills level of low wage workers in the Retail sector. Proposers will be expected to develop and deliver training identified by the industry for the various low-wage job roles to support skills upgrading and progression of these workers when the progressive wage model is launched.
Deliverable Four	Provide mentorship and training solutions to Retail organisations in the areas of innovation (including job and process redesign), technology adoption and HR capability development (including workplace learning innovation), through training consultancy and project-based, implementation-led training supporting enterprise transformation	<ul style="list-style-type: none"> Proposers shall provide mentorship and training solutions to organisations to (a) define their problem statement(s), (b) identify and prioritise areas of improvement, and (c) co-develop learning and skills-related solutions to address the organisation's needs via projects within a six-month period⁷. Proposers shall include the broad project details and proposed outcomes of the projects in Annex C. Proposers can refer to Annex B for the key outcomes that SSG expects appointed training provider(s) to deliver. Proposers shall identify a list of potential organisations, that are seeking solutions for their impending business problems in the Retail sector, for them to work with for such enterprise and workforce transformation projects.

16. Proposers shall include evidence of training demand sensing (potential employers and number of vacancies) for proposed job roles within the next five (5) years. Proposers shall also provide details on initiatives to place trainees at the end of the course in the Proposal. The initiatives should include:

- a. Career services (e.g. provide career advice to trainees on resume writing, interview techniques; organise recruitment fairs);
- b. Employment facilitation (e.g. conduct briefing to trainees on employment opportunities, sharing to employers on trainees' profiles, networking session

⁷ Projects requiring longer than six (6) months will be evaluated on a case by case basis, as part of this CFP.

between hiring employers and trainees, matching of potential trainees with employers during attachments);

- c. Placement tracking (e.g. put in place process with hiring employers and trainees for a feedback loop to track placements); and
- d. Any other relevant placement initiatives (e.g. working with employers to redesign or adjust their jobs and employment practices to improve placement outcomes).

FUNDING

17. SSG will fund the following on a reimbursement basis at prevailing funding rates⁸:

- a. Course Fee Grant for programmes proposed under Deliverables One and Two subject to a dollar cap at prevailing rates. It will also be capped at the number of training places that the appointed CETCs/PPs are expected to deliver. Any request to increase the number of training places and associated course fee support and grants during the programme duration is subject to SSG's approval; and
- b. Mentorship Support Grant for programmes proposed under Deliverable Four.

18. Eligible trainees for proposed programmes are defined as follows:

- a. Singapore Citizens (SCs) and Singapore Permanent Residents (PRs) are eligible for SSG funding; and
- b. Eligible trainees will have to complete their Pre-Employment Training (PET) education/full-time studies and National Service (if applicable). The appointed training partner is to put in place screening measures to ensure that the programme is catered primarily to adult workers.

19. The successful Proposer(s) shall submit claims for SSG's grants which will be administered via Training Partners Gateway (TPGateway) and Funding Management System (FMS) on a quarterly basis, based on outcomes completed in the preceding quarter, along with its quarterly progress report. The above funding rates and caps are subject to SSG's prevailing corporate policies on SSG-funded programmes. SSG reserves the right to revise the funding rates, caps and claim procedures at any point from the calling of this CFP till the date of appointment.

OBLIGATIONS OF THE APPOINTED CET CENTRES / PROGRAMME PARTNERS

20. The appointed training partner(s) must undertake the following commitments:

- a. To have attained the SSG Organisation Registration, Course Application requirements, Course Accreditation, Holistic Performance Scorecard (HPS) and Adult Educator (AE) Qualifications Requirements, wherever applicable.

⁸ For prevailing funding rates, please refer to SSG's website on Funding Assistance Schemes (Broad-based Funding): <https://www.ssg-wsg.gov.sg/employers/funding-assistance-schemes.html>

The prevailing requirements may be revised from time to time. Please refer to the following links for the info on:

- i. Organisation Registration:
<https://www.tpgateway.gov.sg/plan-courses/organisation-registration-for-first-time-training-provider>
 - ii. Course Application:
<https://www.tpgateway.gov.sg/get-started/journey-overview-of-a-training-provider>
 - iii. Accreditation Process and Criteria:
<https://www.tpgateway.gov.sg/plan-courses/course-accreditation>
 - iv. WSQ Adult Educator (AE) Qualifications Requirements:
<https://www.ssg.gov.sg/wsq/Industry-and-Occupational-Skills/Training-and-Adult-Education-WSQ.html>
- b. If applicable, to be registered as a Private Education Institution in adherence to the statutory requirements of the Enhanced Registration Framework (ERF);
 - c. To have dedicated full-time team, including full-time Adult Educators (AEs) possessing the Advanced Certificate in Training and Assessment (ACTA), Advanced Certificate in Learning and Performance (ACLP) or the equivalent. Even with Diploma in Design and Development of Learning for Performance (DDDLP) / Diploma in Adult Continuing Education (DACE) qualification, ACTA / ACLP is still required for conduct of the training for all SSG funded courses.
 - d. For Curriculum Developers, 100% of curriculum developers must be with DACE / DDDL P qualification, or equivalent.
 - e. To drive, promote, manage and administer the proposed training programmes and courses;
 - f. To review and revise curricula and assessment plans regularly to ensure its currency and relevance; and to align with future new requirements (if any);
 - g. To ensure courses are marketed and managed according to guidelines on Training Partners (TP) Gateway, including Course Application, Updating of Course, Enrolment of Trainees, Submission of Attendance and Assessment, Training Quality and Outcomes Measurements (TRAQOM) Post-course Evaluation Surveys;
 - h. To have regular and published classes for enrolment on MySkillsFuture portal;
 - i. To have a computerised administrative system to maintain and backup proper records of all training details for the courses, including trainee particulars, training attendance records, assessment/performance records, employment details including names of employers, salaries, payment receipts and invoices;

- j. To provide SSG with progress updates over physical/virtual meetings and progress reports based on the deliverables outlined in the appointment when required;
- k. To comply with audit requirements as required by SSG including Grant Certification Note (GCN), Financial Audit Report (FAR) and/or equivalent reports at any point of time during or after the programme period upon request;
- l. To support SSG in its promotion and publicity of SkillsFuture-related programmes and initiatives, including Skills Framework, SkillsFuture Queen Bee, National Centre of Excellence for Workplace Learning (NACE), media feature of success stories of company's/trainee's improvements as a result of the Programme intervention;
- m. To provide SSG with data requests relating to the proposed training programmes and courses;
- n. The Proposer shall provide details on initiatives to place trainees at the end of the programme(s) and course(s) (with reference to Deliverable Three) in the Proposal. These can include employment facilitation, such as the sharing of trainees' profile with employers or career advisory to prepare trainees for interviews;
- o. To track enrolment, training places and training outcomes which include number and proportion of trainees placed into a job, obtained a pay increment, given wider job scope and/or new responsibilities and retained in the Retail sector after completion of training;
- p. To track placement outcomes, which include documentary proof for placement facilitation, type of placement facilitation effort;
- q. To provide SSG with new training programmes arising from demand sensing on emerging job roles and skills during the course of appointment;
- r. To seek SSG's prior approval with regard to any change in training programme structure, contents, duration, fees, training places, overall and specific training and placement targets, funding support required; and
- s. To support SSG in surveys and research studies (if any).

TERMS OF APPOINTMENT

21. SSG reserves the right to select and appoint none, one, or more than one Proposer from this CFP exercise, as well as to decide on the respective scope and funding rates for each selected Proposer.

22. The term for appointed CETCs/PPs will be for a period of five (5) years, with an initial appointment period of three (3) years, and an option to extend for an additional two (2) years conditional on the performance of training providers. SSG reserves the right to vary the terms and conditions of the appointment period.

23. SSG will review the performance of the appointed CETCs/PPs at least six (6) months before the end date of the initial appointment period.

24. The appointed CETCs/PPs shall undertake all the costs related to the implementation of the training programmes, which includes monthly rental of space (including GST payable), utilities, staff costs and salaries, curriculum enhancement costs, trainers' capability building costs, training materials, marketing costs, and any other related costs to be used for the delivery of its training programmes.

25. The appointed CETCs/PPs must determine their own course fees of the training programmes, which will be subjected to SSG's approval if appointed. For any changes in proposed course fee after appointment, appointed training providers are required to seek SSG's approval in writing.

26. The Successful Proposer(s) shall, upon receipt of the Letter of Appointment from SSG, promptly commence work on the deliverables as stated in this Requirement Specifications.

SUBMISSION OF INFORMATION

27. Proposers are invited to submit a Business Proposal detailing ALL the following:

- a. One (1) page Executive Summary (**Annex D**) and the overview of training infrastructure and proposed outcomes (**Annex E**) in accordance to the Scope of Appointment and Deliverables, with reference to the **Annexes and Table A**. Please ensure all the annexes are properly labelled and follow the outline of the business proposal (**Table A**) strictly;

Table A: Outline of Business Proposal

S/N	Section	Explanatory Notes
(a)	Executive Summary [Template provided in <u>Annex D</u>]	Proposers are to include the objective of the submission of Business Proposal specifying job roles, training programmes and services and interventions that are aligned with the stated deliverables of this CFP.
(b)	Detailed jobs and skills trends and demand in the Retail sector	Proposers are to specify the demand sensing and trends to justify the proposals for Deliverables One, Two and Four.
(c)	Programme Costs	Proposers must provide a quotation of course fees for the delivery of the proposed programmes, indicate benchmarking of the proposed course fees, as well as the target training places per year over the i) three-year appointment period and ii) five-year appointment period.
(d)	Delivery Effectiveness	Proposers are to indicate target segments of the workforce and/or type of enterprises they wish to reach out to, rationale for identifying these target segments, as well as the strategy and execution plans per Deliverables One, Two, Three, Four:

S/N	Section	Explanatory Notes
		<p>a. <u>Curriculum and Instructional Design Strategy</u></p> <ul style="list-style-type: none"> Proposers are to explain the instructional design and pedagogical approach to be adopted for <u>ALL</u> proposed training programmes specified in <u>Annex A</u>. Proposers must deliver three or more qualification tracks out of the identified five (5) tracks in the SFw for Retail: <ol style="list-style-type: none"> Retail Operations Brand Management Marketing Merchandising E-commerce (Omni-Channel) Proposers must also specify the e-blended learning approaches that will be incorporated in the curriculum design and references that will be made to specific sector(s) to improve learning and employment outcomes. <p>b. <u>Marketing and Outreach Strategy</u> Proposers are to indicate target segments of Singapore's local workforce that they wish to reach out to, why, as well as outreach strategies to reach out to them</p>
(e)	Critical Core Skills (CCS)	<p>a. Proposer may identify relevant CCS(s) at appropriate Proficiency Level(s) to bundle with TSC(s) to form an integrated training programme which has clear and specific learning outcomes defined</p> <p>b. Proposer is recommended to clearly describe the training programme's learning outcomes, desired learner's profile, appropriate curriculum design methodology (including assessment), and learning resources to be deployed (including relevant education technology application, adult educator's profile, physical facilities or infrastructure for learning).</p> <p>c. Proposer shall explain how the identified CCS(s) for the training programme would be relevant and complement the technical skills covered as part of the curriculum.</p> <p>d. Proposer should seek to align the curriculum with the reference document(s) of the CCS Proficiency Level(s) bundled as part of the training programme. Evidence may be in the form of mapping the trainer's guide, learner's guide and assessment plan to the</p>

S/N	Section	Explanatory Notes
		CCS' Proficiency Level description, Knowledge and Abilities
(f)	Programme Outcomes	<p>a. Proposers are to specify Programme Outcome targets in terms of learning outcomes <u>and</u> employment/placement outcomes which it will work towards for the tenure of the appointment.</p> <p>b. The proposer is also required to explain the methodology of how it intends to systematically measure and track these outcomes.</p>
(g)	Quality of Internal Systems	<p><u>Organisational and Corporate Governance, Financial Practices and Business Viability</u></p> <p>a. Proposers are to include the following information:</p> <ul style="list-style-type: none"> ▪ Registration with ACRA ▪ Board of Directors, their roles and written profile of each member ▪ Mission & Vision ▪ Organisational Chart, Constitution, Organisation Size and Turnover ▪ Detailed management team structure indicating the roles and responsibilities of all the personnel involved in the management and delivery of the proposed programmes for the proposal ▪ Write-up on management's roles and responsibilities in translating the corporate goals into operating plans that guide and facilitate day-to-day activities and tasks ▪ List of subsidiaries associated / affiliated to organisation ▪ Compliance with local regulatory bodies (e.g. Committee for Private Education, ACRA, MOM) ▪ Significant achievements and Awards in Areas such as EduTrust Certification Scheme, Business Excellence Schemes, International Organisation for Standardisation ▪ International Awards and Recognition received by the Organisation and/or by Alumni from 2018-2020 ▪ List of joint collaborations with Overseas Best-In-Class institutions ▪ List of joint collaborations with Singapore Agencies (e.g. Enterprise Singapore) ▪ List of joint collaborations with Singapore's Trade Associations and Chambers ▪ System and processes to ensure training quality including a culture of continuous improvement ▪ Breakdown of annual intakes of Singapore trainees vis-à-vis foreign trainees for the same

S/N	Section	Explanatory Notes
		<p>WSQ qualification</p> <ul style="list-style-type: none"> ▪ Number of locally trainees from 2018 to 2020 who were successfully placed into jobs in the Retail sector, including information about the job roles <u>or</u> demonstrated skills acquisition to move up the career ladder in the Retail sector <p>b. Proposers should provide evidence of company's <u>past three years</u> of certified/audited financial statements in accordance to the Singapore Financial Reporting Standards (FRS) and should include:</p> <ul style="list-style-type: none"> ▪ Income & Expenditure Statement (<u>Annex F</u>) ▪ Cash flow statement ▪ Balance Sheet ▪ Credit rating <p><u>Training and Assessment Facility and Resources, Relevant Experience & Track Records</u></p> <p>c. Proposers should have an existing training capacity and evidence of capacity to deliver the committed maximum capacity every year, over three years. Proposers must indicate their maximum capacity for the proposed programmes.</p> <p>d. Proposers must have evidence of capability to operate and manage a training institution and assessment site for the administration of assessments that accepts general public registrations, other than corporate clientele.</p> <p>e. Proposers must also possess adequate and accessible training and assessment facilities (please provide details such as location, training capacity, number of classrooms, proposed assessment sites and set-up including photographs), including the training facility (current capacity and proposed ramp up capacity within the next six (6) months of appointment) and curriculum (including plans for andragogical innovation to improve the efficiency and effectiveness of training and assessment).</p> <p>f. Proposers should possess evidence of having a pool of Adult Educators who meet the Curriculum Developer and Trainer Requirements based on <u>Annex G</u>. Please provide a current list and track record of training achievements over the last three years.</p>

S/N	Section	Explanatory Notes
		<p>g. Proposers should provide a list of all trainers detailing out whether they are full-time or part-time employees and indicating those whom are credited with (1) Advanced Certificate in Training and Assessment (ACTA), (2) Advanced Certificate in Learning and Performance (ACLP), (3) WSQ Diploma in Adult and Continuing Education (DACE), (4) WSQ Diploma in Design and Development of Learning for Performance (DDDLP) or the equivalent based on <u>Annex H</u>. Proposers are also required to submit the curriculum vitae (CV) of your Adult Educators (trainers and curriculum developers) who will be developing and delivering the proposed training programmes.</p> <p>h. Proposers should provide a record of their corporate clientele and market penetration, specifying details on the respective organisation profiles and sectors</p> <p>i. Proposers should provide any other credentials or proven track record that supports the delivery of training programmes for the Retail sector.</p> <p><u>Systems and Processes to manage Training Quality and Learner Records Management</u></p> <p>j. Proposers are to include the proposed systems to manage Quality Assurance for Curriculum Development and Curriculum Review, Training Delivery, and management of Learners Records.</p>

28. Where applicable, Proposers shall detail if the proposed programmes are funded by other agencies

29. Where applicable, Proposers intended arrangements with other vendors for undertaking any scope of work for this project. Proposers shall provide the vendors' company profile, as well as evidence of experience and track record for the relevant scope of work.

30. Where applicable, existing appointed training providers by SSG shall detail budget utilisation

31. Other plans and proposals planned to be undertaken to meet the requirements stipulated (if any)

32. Proposers are required to include as part of their submission, other proposals to enhance the training delivery aspects. These could include plans for innovation and marketing in the forms of infrastructure design, courseware design, training methods

or assessment methodologies. For example, plans for blended learning, e-learning, mobile-learning, workplace learning

SHORTLISTING (CRITICAL) CRITERIA

33. Non-compliance to the following criteria will disqualify the Proposer's Proposal from further evaluation:

- a. Free from debarment status to participate in the CFP
- b. Compliance with pre-requisites as stipulated in Paragraphs above
- c. Completeness of submission of the following documents:
 - i. Declaration of Proposal; and
 - ii. Business Proposal;
- d. Attendance at the mandatory CFP briefing;
- e. Completion of Course Proposals in accordance to Annexes (where relevant) based on the combination of training programmes which the Proposer is intending to offer as stipulated in Paragraphs above.

34. Proposers are required to submit one (1) hard copy and one (1) soft copy (in Word and/or Excel format, total file size not more than 10MB) of the Proposal and supporting documents.

35. Only Proposers who comply with the pre-requisites and shortlisting criteria will be subjected to further evaluation

EVALUATION CRITERIA

36. Proposers who have met the Shortlisting (Critical) Criteria above will be shortlisted for further evaluation based on the following criteria:

S/N	Evaluation Criteria	Weightage
1	Compliance with Requirement Specifications	10%
2	Corporate Governance and Financial Viability <ol style="list-style-type: none">a. Credentials, Experience and Track Records of the team managing the CET Centre / Programme Partnerb. Financial Practices & Business Viability	15%
3	Training Track Records <ol style="list-style-type: none">a. Credentials, Experience & Track Records of Adult Educatorsb. Quality and outcomes of past programmes	15%
4	Quality Considerations <ol style="list-style-type: none">a. Industry Demand Sensingb. Portfolio Mix of Programmesc. Learning Innovationsd. Career and Placement Servicese. Training Outcomesf. Quality of Adult Educatorsg. Marketing Outreach and Networkh. Consultancy and Mentorship to Support Enterprise Transformation	40%

S/N	Evaluation Criteria	Weightage
	i. Training Facility and Resources	
5	Price and Costing	20%

37. All CFP submissions will be reviewed by SSG for suitability and SSG's decision is final. In order to uphold the integrity of the CFP, SSG will not be able to discuss on the details of the CFP evaluation in any circumstances.

CONFIDENTIALITY OF INFORMATION

38. The Proposer shall maintain strict confidentiality of any information/material provided by SSG or any other organisation for this CFP and shall not under any circumstances release any information to any third parties, without SSG's prior written approval.

COMPLIANCE TO PERSONAL DATA PROTECTION ACT (PDPA)

39. The Successful Proposer shall be expected to comply with the provisions under the Personal Data Protection Act (PDPA) during the course of its appointment.

CFP BRIEFING

40. A briefing will be conducted to provide an overview of the programme and opportunity to seek clarifications. Virtual attendance for the briefing is mandatory. Each organisation is allowed to send up to two representatives to the briefing session.

41. Details of the virtual briefing session are as follows:

Date: 27 August 2021, Friday
Time: 4.00pm – 6.00pm
Venue: Zoom (URL to be provided)

42. Interested training providers should register the attendance for the virtual briefing with Mr G Dinesh Kumar at Dinesh_KUMAR@ssg.gov.sg, Ms Eileen Pang at Eileen_PANG@ssg.gov.sg and Ms Eileen Quek Eileen_QUEK@ssg.gov.sg by **26 August 2021, 1200 hrs**, with the following details:

- a. Company Name and Company Unique Entity Number (UEN);
- b. Attendees' Name(s) and Designation(s)
- c. Contact Number(s) (Mobile and/or office Direct number(s)); and
- d. Email Address(es)

PROPOSAL PRESENTATION

43. Shortlisted training providers will be invited to make proposal presentation to representatives of SSG between **27 September 2021 to 15 October 2021**. The presentation to SSG is mandatory and only Proposers who have been shortlisted will be informed on the date, time and venue to present their business proposals.

44. Shortlisted training providers are required to provide softcopy of presentation materials via email to Mr G Dinesh Kumar at Dinesh_KUMAR@ssg.gov.sg, Ms Eileen Pang at Eileen_PANG@ssg.gov.sg and Ms Eileen Quek Eileen_QUEK@ssg.gov.sg at least 3 days before the proposal presentation.

CLOSING DATE OF SUBMISSION

45. The closing date/time of the submission is **13 September 2021, 1600hrs sharp for both hard copy and soft copy submissions. Submissions after this deadline will not be accepted.**

46. One (1) hard copy and one (1) soft copy of the Proposal and supporting documents are to be submitted to SSG.

47. One (1) hard copy Proposal is to be submitted into **CFP Submission Box No. C** with details below and one (1) soft copy of the Proposal is to be submitted in a zipped folder to the SSG officers and respective email addresses in Table B:

CFP Submission Box No. C
SkillsFuture Singapore Agency (SSG)
1 Paya Lebar Link, #08-08
Paya Lebar Quarter 2
Singapore 408533

Closing Date (for both hard copy and soft copy): 13 September 2021
Time: 1600 hrs sharp

ENQUIRIES

48. All enquiries concerning this CFP should be directed in writing to:

Table B: SSG Officers

Name	Designation	Email Address
Mr G Dinesh Kumar	Senior Manager	Dinesh_KUMAR@ssg.gov.sg
Ms Eileen Pang	Senior Manager	Eileen_PANG@ssg.gov.sg
Ms Eileen Quek	Principal Manager	Eileen_QUEK@ssg.gov.sg