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| torbaycouncil |
| **Volume Three (3) - Specification** |
| **Contract Reference** |
| **T01016CS** |
| **Contract Title** |
| **Safeguarding Children Foundation Training Course 2016-2018** |

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1. Specification

## **The Requirement**

This Further Competition process for the Safeguarding Children Foundation Training Course, is the fifth ‘Call-Off’ utilising the Standing List of Training Providers of Safeguarding Children Training (Reference: T23714CS). The first places onto the List were awarded in February 2015.

There will be further Contract awards for other training packages; which will be indentified via Further Competitions/Call-Offs utilising the Standing List.

This Contract is for the Safeguarding Children Foundation course. This course has three aspects to it.

1. I-learn module
2. Class-based course
   1. Theatre aspect
   2. Supporting Trainer

The i-learn module provides the pre-course learning; the knowledge part of the course. This is pre-written and covers the following learning areas:

United Nations Convention on the Rights of the Child (UNCRC) - importance of children’s rights in the safeguarding context and relevant legislation.

Information Sharing

* Confidentiality and consent.

Identification of abuse

* Child and family focused knowledge and expertise of what constitutes child maltreatment, to identify signs of child abuse and neglect.
* Contribute to and make considered judgements about how to act to safeguard/ protect a child or young person.
* Working with children, young people and their families where there are child protection concerns as part of a multi-disciplinary team.
* Able to assess as appropriate to role the impact of parental, carer and family issues on children and young people.
* Recognise the impact of cultural and religious backgrounds when assessing risk.
* Recognising ethical considerations in assessing and managing children and young people.
* Understand the possible lifelong impact of abuse on adult survivors.

Torbay Safeguarding Children Board (TSCB)

* Role and remit
* Relevance of multi-agency audits and own role in multi-agency inspection processes.
* Link to MACA work undertaken by TSCB.
* Aware of the implications of legislation, inter-agency policy and national guidance.

Assessment frameworks

* Understand inter-agency frameworks and child protection assessment processes including the use of relevant frameworks. i.e. The Child’s Journey, Early Help Referral process.
* Able to identify and outline the management of children and young people in need.

Recordings of concerns

* Documents and reports concerns and history taking in a manner that is appropriate for safeguarding/ child protection and legal processes.
* Able to contribute to risk assessments
* Able to write chronologies and reviews that summarise and interpret information about individual children and young people from a variety of sources.
* Able to contribute to inter-agency assessments and to undertake an assessment of risk when required.

Looked after children

* Understand the process and legislation for Looked after Children including health assessments and after care services.

Court processes

* Have core knowledge (as appropriate to one’s role) of court and criminal justice systems, the roles of different courts, the burden of proof and the role of the professional witness in the stages of the court process.
* Recognise when additional support is needed in managing presentations of suspect child maltreatment, including support with all legal and court activities.

Escalation of concerns

* Able to challenge other professionals when required and provide supporting evidence.

Working with Children and Families

* Able to contribute to and make considered decisions on whether concerns can be addressed by providing sign posting to sources of information or advice.
* Able to contribute to management of fabricated or induced illness (FII).

Emotional resilience

* Understands the potential personal impact of safeguarding/ child protection work on professionals.

The class based aspect of this course needs to refer to these issues covered within the e-learning but also cover the following learning outcomes:

* Able to contribute to and make considered judgements about how to act to safeguard / protect a child or young person.
* Works with other professionals and agencies with children, young people and their families when there are safeguarding concerns.
* Able to work with children, young people and families where there is child protection concerns as part of the multi-disciplinary team and with other disciplines such as adult mental health, when assessing a child or young person.
* Able to apply lessons from Serious Case Reviews (SCRs)/ Multi-Agency Case Audits (MACAs) and significant case reviews
* Able to give effective feedback to colleagues.

It is imperative that The Child’s Journey threshold tool is used across the day to enable learners to use this document within their practice and to make decisions as to the suitable referral path to be made i.e. Early Help or Safeguarding Hub Enquiry Form. Links to the gaining of consent and informing the young person or parent of the decision to refer should also be made.

As previously stated this is delivered alongside a theatre group. This theatre group have worked with the TSCB for the past three (3) years on delivering this course and previously with Devon Partnership Trust. They have a collection of scenarios that they use on a routine basis that pull in commentary and opportunities for interaction with the group. The role of the trainer is to work with the Theatre group and the learners to ensure their learning links back to the assessment process, the importance of working together and local processes to ensure that learners link back to the learning from the i-learn module and the outcomes linked above. The afternoon session is to be use a scenario which the trainer then uses to pull out the learning in a more traditional style. This should be utilised to ensure learners are leaving the training clear on their responsibilities within safeguarding, what tools that can use to support their decisions and importance of working with families in a transparent way.

Should Applicants wish to raise any questions to the theatre group, they are able to do so during the period for Clarification Questions and Responses. Please refer to section 2.2 of Volume Two (2) Information. All Clarification questions must be submitted via the ‘Discussions’ facility on ProContract.

Previous courses have shown that values and attitudes in terms of learner’s role and responsibilities and inter-agency working need to be managed to ensure all learners leave the course understanding the importance of professional inter-agency working to benefit the children, young people and the families they work with.

Following the course learners can download a follow-up guidance document. This can be reviewed with the trainer. The theatre group currently provide handouts and these can be reviewed with the company.

There are 10 (ten) course dates for 2016/17 currently set. However the Torbay Safeguarding Children Board is currently completing the Training Needs Analysis and therefore this number of courses is subject to change. Please refer to section 1.2.5 (below).

14th June 2016

15th June 2016

28th September 2016

29th September 2016

15th November 2016

16th November 2016

31st January 2017

1st February 2017

8th March 2017

9th March 2017

## **General Requirements**

### Applicants are required to submit a detailed method statement within Volume Four (4) Evaluation, outlining your ability to deliver alongside a theatre group and using presenting discussions and activities across the day to support and assess learning. Method Statement responses should cover:

### Linking learners back to the e-learning module.

* The training enables learners to become drawn into the scenarios acted out in front of them and this can mean that personal values and attitudes are brought into an inter-agency arena this must be dealt with effectively to challenge the learner but also they remain engaged in the learning and work with colleagues in the room

The learners are not expected to partake in the scenarios but all are expected to participate in the small group work.

1.2.2 Applicants will be required to submit a detailed method statement within Volume Four (4) Evaluation, outlining how you will use the learning opportunity to bring into focus the links to Serious Case Reviews

* + Linking back to local serious case reviews and multi-agency case audits.
  + Bringing learners attention to how they respond to presenting scenarios replicates what has been seen in SCRs and MACAs i.e. Focus on adults
  + Impact of a family’s cultural and religious back ground in supporting learners to assess risk to a child or a young person.
  + Difficulties professionals can face in terms of information sharing, confidentiality and consent relating to children and young people.
  + Learner’s emotional resilience within the training

Please note; there will be up to thirty five (35) delegates on each course, and it is important that they work within multi-agency groups.

### Applicants are required to submit their response to the Technical Questions within Volume Four (4) Evaluation. These will cover how you intend to deliver alongside a theatre group, seeking agreement to the running of the day, use of the final part of the session to conclude the training day effectively.

1.2.4 If a course(s) were to be cancelled (for example, due to lower than expected numbers requested for this course) then six (6) week notices would be given to all parties with the Authority incurring no financial penalties.

If less than six (6) weeks’ notice is given by the Authority, then the Trainer’s daily cost would be paid, plus any legitimate costs incurred that the successful Applicant’s organisation can evidence as non-refundable.

1.2.5 In the event of adding further course(s) dates (for example, due to high demand), then the dates will be agreed with the successful Applicant’s organisation (and with all parties) on availability, giving as much prior notice as possible.

1.2.6 There will be minimum number of twelve (12) attendees at each training course date.

1.2.7 Within the Invitation to Tender for Standing List of Training Providers of Safeguarding Children Training, one of the Selection requirements was to meet the Authority’s minimum levels of insurance cover as follows:

* Employer’s Liability - £10M (minimum cover);
* Public Liability - £5M (minimum cover);
* Professional Indemnity - £2M (minimum cover)

The successful Applicant for this Further Competition/Call-Off, will need to provide written evidence to the Authority that they currently hold the insurance cover detailed above, before they are awarded the Contract.

The Authority reserves the right to check that adequate insurance coverage is in place, throughout the life of this Contract.

## **Mandatory Requirements**

### The following are a range of Mandatory requirements which will be evaluated within section 1.1 (Award Mandatory Pass/Fail Requirements) of Volume Four (4) – Evaluation, as either Pass or Fail. Applicants are required to answer ‘Yes’ or ‘No’ to all of the Mandatory Pass/Fail questions.

Further evidence may be asked for within section 1.3 Selection Technical Questions to support Applicants’ responses within these areas.

### Any ‘No’ response submitted by Applicants, will automatically be a Fail for this process and the Applicant’s tender submission will not be evaluated any further

### The successful Applicant must be able to provide approved Trainers for all listed Safeguarding Children Foundation Training Course dates throughout 2016/17, as detailed at section 1.1 above.

### The theatre group travel across the country to deliver the training, therefore, if at short notice due to emergencies, i.e. serious weather warnings for example and the theatre company are unable to attend, the successful Applicant will be required to deliver a back-up course which covers the stated learning outcomes.

### Learners need to have completed the e-learning prior to attendance on the course as post course completion rates are lower than prior. Therefore part of the successful Applicant’s role for this course will be to act as a ‘gate keeper’ in terms of access – you will be expected to refuse learners entry if they have not completed the prior e-learning, or not booked a place. Any complaints would be referred directly to the Workforce Development Team.

1.3.4 Because of the nature of the course, the Learner may express inappropriate views or state practice which is dangerous for the children, young people and families that they are working with. If concerns are raised within the session which relate to the Leaner’s conduct, the successful Applicant will be required to ensure these are recorded in a timely and professional manner and referred to the Workforce Development Officer.

1.3.5 Evaluation forms are sent out electronically once the register has been marked, it is crucial that these are returned efficiently in order for Learners to complete them as soon as possible. Applicants are required to complete and return the register and trainer evaluation form within forty eight (48) hours*.*

1.3.6 The successful Applicant will be expected to provide all equipment required for delivery of the training, i.e. laptop, projector, etc.

1.3.7 Any training course handouts provided by the successful Applicant, must have prior approval of the Training, Learning and Development Sub group. The cost for all hard copies of training course handouts provided must be included within the Applicant’s costs (within Volume Four (4) A Pricing).

1.3.8 Prior to the course date, the successful Applicant will be sent a letter (via e-mail) from the Workforce Development Team to confirm details of the training. This will include a copy of the register. The successful Applicant will be responsible for printing the e-mailed register, for use on the day.

### As already discussed training can bring out different values and attitudes and these will need to be challenged if there is evidence of prejudice and discrimination, occurring. This includes the stereo-typing of families and areas of Torbay.

### Training must reflect the processes within Torbay, including names roles and responsibilities of agencies and the services within these. There must be a clear link to the priorities of the Torbay Safeguarding Children Board and emerging areas of development.

### There must also be an understanding of how national policies and guidance reflects on safeguarding children in Torbay and the learning available from serious case reviews, research and best practice.

### Applicants will be expected to deliver training on the dates set out in section 1.1 above and any further dates mutually agreed.

If for whatever reason, the Applicant is unable to fulfil any training dates and the course has to be cancelled, the Applicant will be required to provide a minimum of six (6) week’s notice. If less than six (6) weeks’ notice is given by the successful Applicant’s organisation, then they will be liable for any costs incurred in multi-agency attendees’ time and expenses, or any other costs incurred, as can be reasonably evidenced.

1.3.13 The Signs of Safety approach and The Child’s Journey must be integral to the training delivered.

## **Additional Requirements**

### As and when new legislation, guidance or procedures change, locally, regionally or nationally, the successful Applicant will need to ensure that these are reflected within their delivery, especially if previous versions have been referred to within the e-learning.

## **Further Services Offered**

The Applicant will be expected to suggest as part of its response to the Evaluation Questions any additional products or services that they may be able to offer as part of this Contract or any other added value that their offer might be able to bring to the Authority. Applicants are expected to build any such offers into their submissions regardless of whether specific questions are asked along these lines or not.