# Southwark Council Corporate Learning and Development Programme

# Southwark Insights & Intelligence Programme (SIIP)

1. **About Southwark Council**
   1. Southwark Council is made up of the following directorates:

* Children’s and Adults’ Services
* Environment, Neighborhoods and Growth
* Finance
* Governance and Assurance
* Housing
* Strategy and Communities
  1. We have around 4,700 staff, 63 members, and 2,300 Southwark Associates including schools, partner agencies, voluntary organisations etc. The majority of staff are based in Tooley Street, London Bridge or the Queen’s Road office, Peckham. Others are in sites such as Bournemouth Road and Sumner House, which are also based in Peckham. There are also various other satellite sites across the borough such as Castlemead and Frencham Street.

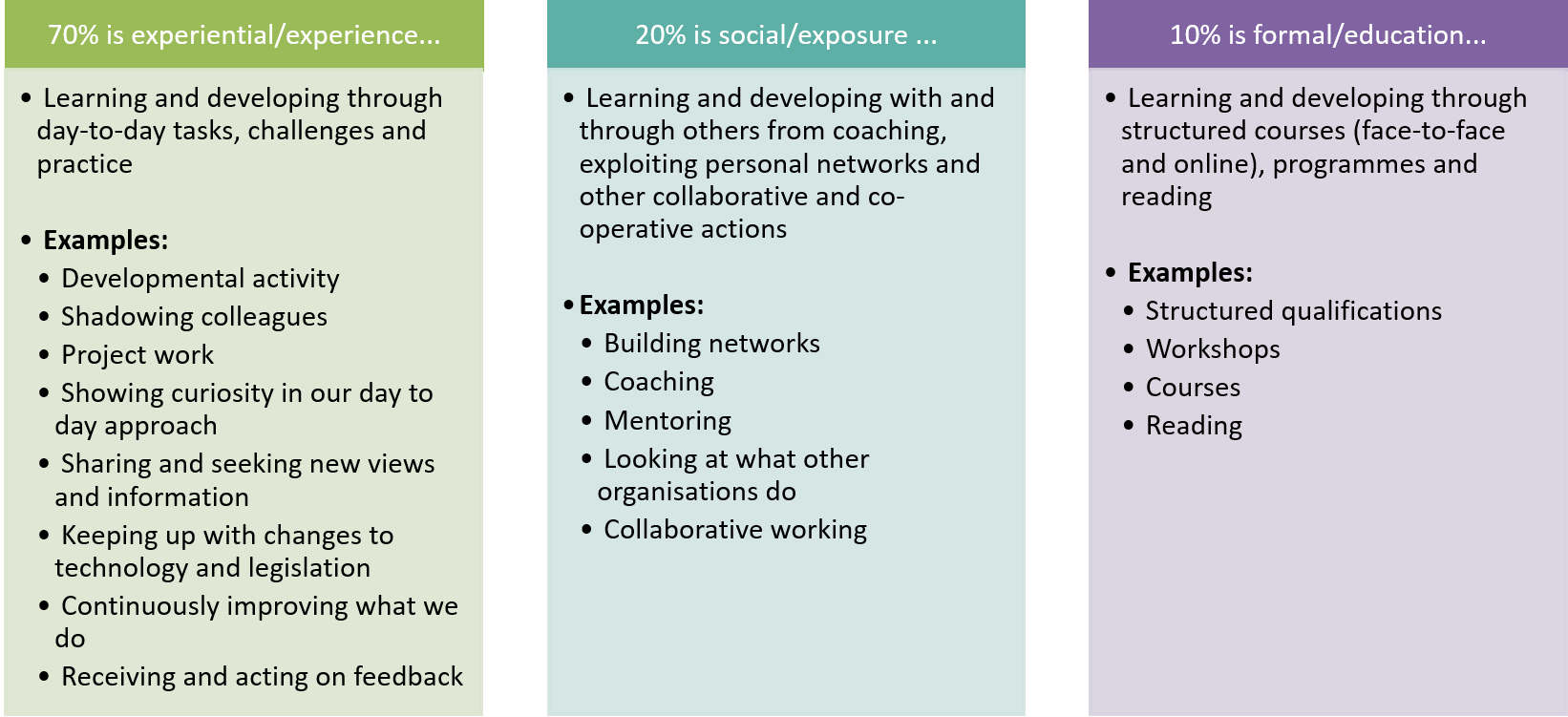
1. **Background and context**
   1. [Southwark Council’s Delivery Plan 2022-2026](https://www.southwark.gov.uk/council-and-democracy/fairer-future/fairer-greener-safer-southwark-s-council-delivery-plan)was published in September 2022, and sets out a clear direction for Southwark Council.
   2. It is an action plan, which will drive the work of the entire council and focus our resource and time to ensure we are pulling together so we can make our borough fairer, greener and safer for all our residents.

Our plan is set out in seven separate themes:

* Transforming our borough
* A thriving and inclusive economy
* A healthy environment
* Quality, affordable homes
* Keeping you safe
* Investing in communities
* Supporting families
  1. The Council Plan is more than just a set of promises; it explains the type of borough we want to be and the values that will guide us to get there. It is the action plan for the council and will shape what every team and member of staff does and how we can work together as one council to achieve our shared ambition of a fairer future for all.
  2. Southwark is a diverse London borough in which inequalities in health and their wider determinants persist and, in some cases, have been widening post-pandemic. The Council is seeking to address this by transforming its way of working and delivering services. It is implementing the three-year, **Southwark Insight and Intelligence Programme (SIIP)** to foster an organisational culture of evidence-based working, learning and continuous improvement.
  3. The SIIP has been designed to strengthen capability across the Council to draw on data, evidence and community voices in order to deliver better services and, ultimately, improve health-related outcomes and reduce health inequalities among the borough’s population.

1. **Our values** 
   1. Everything that we do as a Council is to work towards a fairer, safer and greener Southwark. Our values inform how we will do this, and will guide our decisions and determine how we deliver on the commitments that we have made.
   2. Since 2010, when we first stated our vision, many of the challenges have changed and some of the solutions have too, but our values remain as strong as ever. We remain committed to supporting, standing up for and empowering residents. Our residents are still at the heart of everything we do and they have helped us form the values that underpin the work of the council.
   3. This is why in 2020, when the pandemic took hold and revealed even further the stark inequalities we face, we strengthened our values statement to include a commitment to equality and our opposition to discrimination and racism. As times change, we will continue to review and update our values. These values will continue to inform all the work we do across the council and what you can expect from us:

* + Treating residents as if they were a valued member of our own family;
  + Being open, honest and accountable;
  + Spending money as if it were from our own pocket;
  + Working for everyone to realise their own potential;
  + Making Southwark a place to be proud of;
  + Always work to make Southwark more equal and just;
  + Stand against all forms of discrimination and racism.

1. **Our approach to learning and development** 
   1. Southwark’s approach is the 70:20:10 model as the foundation for workforce learning. We are articulating this to the workforce as an approach which finds that people learn best when:
   2. It is a shift for us culturally when thinking about our development, to bear in mind that a more blended learning and development offer is essential. Therefore, we seek to commission a core learning and development programme that incorporates and supports flexible learning and continuous professional development (CPD) i.e. e-learning, guides/manuals, videos, articles, etc, which takes into account the varied learning styles and roles within the council
2. **The structure of our learning programme** 
   1. Southwark Council operates a commissioning based model for the core learning and development programme. We have set out what we feel are the appropriate learning interventions are based on the council’s core requirements.
   2. These courses are targeted at the following levels: staff member, manager or senior manager. There may be some courses that we offer or tailor for members and some that are available to our associates.
3. **Programme specifications**
   1. This specification covers the SIIP Learning & Development Programme, detailed in Appendix 1. This suite of courses will be part of the broader corporate learning and development offer, which aims to enhance confidence, capability, knowledge, and skills. Providers can bid for all the courses within the SIIP programme or choose to bid for one or more sets of courses within this programme. Please be explicit about the courses you are bidding for and provide a detailed breakdown of costs for each individual course to ensure your bid can be properly evaluated.
   2. The courses required in the programme fall under the following headings (for details see 8.7 and appendix 1):

* **Research, monitoring & evaluation**
* **Using evidence & tools to support commissioning and policy making**
* **Data & intelligence**
* **Involving communities**

1. **Scope of offer**
   1. The chosen provider will be expected to use a variety of training methods and techniques to engage with the audience of the programme taking into consideration learning styles and assessing a baseline of ability.
   2. We would like the training provider to specify for each course their recommended length of course and the delivery medium.
   3. We require a written proposal detailing delivery of these interventions in the most effective way including:
   * Detailed outline of the programme and various blended learning methods including but not limited to:

* Workshops
* e-learning
* Video
* Audio learning
* Guides
* Articles
* Supporting resources
  1. The training must be up to date and in particular, trainers delivering the training must have prior knowledge and experience of delivering essential skills.

1. **Programme requirements** 
   1. The successful provider will work in partnership with us to develop and deliver a comprehensive, cohesive SIIP Learning & Development Programme, to underpin the delivery of our Southwark ‘People Powered’ approach, ensuring that we have the right people with the right skills at the right time. We would expect:

* + You to liaise with subject matter experts within the council as part of the course design process.
  + You to use training methods that are proven to convey both theory and practice
  + You to allow for applied and reflective learning during the training period.
  + You to deliver training on site or within the London Borough of Southwark as well as virtually.
  + You to specify who owns the intellectual property and any costs around this.
  + To appoint the successful provider for a two-year contract with a view to scheduling and starting to roll out the programme of learning from September 2024.
  + To provide 2 weeks’ notice of any course cancellation without incurring a charge for delivery.
  + To specify the scale of costs for cancellation at less notice.
  1. We reserve the right to carry out demonstration and clarification interviews with the top three ranking organisations, as part of this process.
  2. **Venue:** We expect to be able to provide training venues within the London Borough of Southwark. There are five training rooms at Tooley Street and two training rooms at our Queens Road offices. The capacity of the training rooms is 20, 20, 16 and 14.

# Days/times: Please provide details of your proposed training calendar as part of your bid.

# Target group: The SIIP Learning & Development Programme is aimed at all staff. However, its key target groups are staff involved in commissioning decisions, service design, and writing policies and strategies. They are envisaged as introductory classes, for staff with no to little knowledge of the subject matter.

* 1. **Number of sessions required:** A total of **33** sessions will be required over the contract period of 2 years. There will be a potential 1-year extension. How this is apportioned is as follows:

|  |  |  |
| --- | --- | --- |
| **Set** | **Course** | **No. of sessions per year** |
| Set:1 Research, monitoring & evaluation | Research and evaluation to inform services and policies  Level: Introductory | 3 |
| What are the different types of research methods?  Level: Introductory | 2 |
| Doing research using quantitative methods – when & how  Level: Introductory | 2 |
| Doing research using qualitative methods – when & how  Level: Introductory | 2 |
| Monitoring project progress  Level: Introductory | 2 |
| **Set** | **Course** | **No. of sessions per year** |
| Set:2 Using evidence & tools to support commissioning and policy making | Assessing health and equality impacts for commissioning and policy making | 3 |
| Level: Introductory |
| Using evidence for commissioning services and developing policies | 2 |
| Level: Intermediate (participants are expected to have completed ‘Assessing health and equality impacts for commissioning and policy making’) |
| How can Logic Models help with commissioning services and developing policies? | 2 |
| Level: Introductory |
|  |  |  |
| **Set** | **Course** | **No. of sessions per year** |
| Set:3 Data & Intelligence | Data sources and data handling | 3 |
| Level: Beginners |
| Data Interpretation for effective communication | 3 |
| Level: Intermediate (participants are expected to have completed ‘Data sources and data handling’) |
|  |  |  |
| **Set** | **Course** | **No. of sessions per year** |
| Set:4 Involving Communities | Working with residents for whom English is not a first language | 3 |
| Level: Introductory |
| Addressing the impact of social exclusion | 3 |
| Level: Introductory |
| Systemic bias and how to address it | 3 |
| Level: Introductory |

* 1. Learning outcomes/objectives**:** Please refer to appendix 1 for full details.

1. **Criteria for selection**
   1. The following criteria will be used for selection:
   * Delivery capability and capacity to deliver points outlined in section 8.1. above
   * Relevant experience and credentials – your track record of delivering relevant programmes, previous customers (the outcomes of your learning and their satisfaction with your approach) and your ability to interact with a wide variety of people
   * Quality Assurance
   * Experience of developing and delivery of People Management programmes in the public sector in line with best practice
   * Effective evaluation methodology
   * Recommended approach to deliver the required outcomes
   * Information on any preferred models and approaches
   * Costs including design, delivery, trainers, materials, and supporting activity costs such as printed materials, videos, e-learning, evaluation
   * Any discounts associated with delivery of larger volumes of courses.
2. **Training documentation**
   1. All training documentation produced and presented as part of the learning and development activity must adhere to the Council’s branding style, a copy of which will be provided to the Training Provider on or before the start date of the contract.
   2. The Training Provider’s company branding or logo is not to be used on any documentation provided in connection with this Agreement without the prior written consent of the Authorised Officer, which consent may be subject to such conditions and limitations as the Authorised Officer requires.
   3. Courses must include a reference to the following:

* Council Delivery Plan
* People Powered Plan
* Southwark 2030
* Southwark Values
* Southwark Stands Together Programme
* Southwark Framework for Equality

1. **Role of the Training Provider**

# Before the Development and Learning Activity

# The Training Provider must:

# attend course planning meetings with the Authorised Officer as required;

# sign-up for a Training Provider account on the Southwark learning management system, and ensure trainer profiles are kept up to date, including contact details and room layout preferences;

# provide the council or the Authorised Officer with all necessary details to create the course pages on the Southwark learning management system, and verify the details once these pages are available;

# confirm the names and contact details of the trainer delivering the Learning and Development event at least fourteen days (14) before the commencement of the event

# provide an electronic version of the training materials to be used (We would like each module to be accompanied by an electronic course handbook that includes any slides shown, plus additional relevant learning material) at least seven days (7) before the commencement of the event; these must be in the prescribed council style and using the templates provided;

# confirm with Southwark Council of any specific requirements, such as equipment and room layout, at least seven days (7) before the commencement of the event24 hours before the Development and Learning Activity, check the course page on the Southwark Council learning management system for participant’s details and special requirements;

# be responsible for the provision of all training materials for participants;

# come prepared with their own laptop, mobile devices as needed, corresponding adaptors and cables and be able to set up and use equipment independently;

# arrive in good time, no later than 45 minutes before the time scheduled for the Learning and Development event, to ensure that all required training materials, equipment and room(s) are set up in readiness for such event and that participants are welcomed upon their arrival;

# print a sign-up sheet for the event;

# all information, resources and requests to be sent to: learning@southwark.gov.uk.

# During the Development and Learning Activity

# The Training Provider must:

# ensure that the Learning and Development event commences and finishes at the agreed time, unless very unusual circumstances prevail;

# ensure that there is a dated physical register of attendance for the event, signed by all delegates.

# After the Development and Learning Activity

# The Training Provider must:

# encourage participants to complete the online evaluation form provided by the Council;

# within 48 hours of the Learning and Development event, complete the attendance record on the course page of the Southwark learning management system – taking attendance, adding any additional participants and non-attendance (no-shows) to the list;

# evaluate the event and provide a written evaluation report, within two (2) weeks of the end of the Learning and Development Event, unless otherwise agreed with the Authorised Officer;

# all invoices and payment requests must be sent electronically to: [learning@southwark.gov.uk](mailto:learning@southwark.gov.uk), with the Authorised Officer’s name in the subject line; all invoices must be sent within the financial quarter in which the training took place, unless otherwise agreed with the Authorised Officer.

# Health and Safety

# The Training Provider should:

# familiarise themselves with the health and safety procedures for the Venue, and comply with the health and safety regulations.

# in the event of the fire alarm being raised, the Training Provider should ensure that all delegates are assembled in the designated area and take the register with them so all delegates can be accounted for.

# Quality Assurance

# The Training Provider must:

# be prepared to undergo any observation and other reasonable Quality Assurance processes as deemed necessary by Southwark Council.

# 

# Appendix 1: SIIP Learning & Development Programme

|  |  |  |
| --- | --- | --- |
| **Name of Course** | **Target Audience** | **Intended objectives:** |
|  |  |  |
| **Research, monitoring & evaluation**  **(Set 1)** | | |
| Research and evaluation to inform services and policies | All staff (no to little prior knowledge is assumed) | * What are research and evaluation * Why do research and evaluation * Options for doing research and evaluation: self/commissioned provider; funding sources * Community involvement in research & evaluation * Examples of how research and evaluation have led to better services, policies & strategies |
| What are the different types of research methods? | All staff (no to little prior knowledge is assumed) | * Quantitative * Qualitative * Other (visual/creative; etc.) * When is it appropriate to use the different methods |
| Doing research using quantitative methods – when & how | All staff (no to little prior knowledge is assumed) | * What are quantitative methods and when is it appropriate to use them * Sampling * Collecting data * Analysing & using data |
| Doing research using qualitative methods – when & how | All staff (no to little prior knowledge is assumed) | * What are qualitative methods and when is it appropriate to use them * Sampling * Collecting data * Analysing & using data |
| Monitoring project progress | All staff (no to little prior knowledge is assumed) | * Different approaches to monitoring * How to select an appropriate approach * Setting milestones * Responding to findings |
| **Using evidence & tools to support commissioning and policy making**  **(Set 2)** | | |
| Assessing health and equality impacts for commissioning and policy making | All staff (no to little prior knowledge is assumed) | * Key principles of health and equality impact assessments * Working with data and evidence to inform commissioning and policy decision * Stakeholder engagement |
| Using evidence for commissioning services and developing policies | All staff (participants are expected to have completed ‘Assessing health and equality impacts for commissioning and policy making’) | * How/where to find evidence about an area of interest * What counts as ‘evidence’ * Quality appraisal/what is ‘good’ evidence * How much evidence is enough * Importance of referencing |
| How can Logic Models help with commissioning services and developing policies? | All staff (no to little prior knowledge is assumed) | * What are Logic Models * Logic Models in service commissioning and policy making * How to design a Logic Model |
| **Data & intelligence**  **(Set 3)** | | |
| Data sources and data handling (\*prerequisite for Data Interpretation module) | All staff (no to little prior knowledge is assumed) | * Different kinds of data * Data sources & access * Data Cleansing for analysis * Data gaps and how to handle them * Understanding data quality and data limitations |
| Data Interpretation for effective communication | All Staff (participants are expected to have completed the ‘Data sources & data handling’ module) | * Why work with data * Presenting data to convey messages effectively * Translating figures into informative text |
| **Involving communities**  **(Set 4)** | | |
| Working with residents for whom English is not a first language | All staff (no to little prior knowledge is assumed) | * Understanding language barriers faced by residents when trying to access Council services * Awareness of translation and interpreting services available to Council teams * Discussing challenges and highlighting good practice |
| Addressing the impact of social exclusion | All staff (no to little prior knowledge is assumed) | * Understanding barriers to accessing services faced by groups who experience social exclusion, for example: * People seeking asylum, refugees, and migrant groups * Disabled residents * People affected by domestic abuse, and violence against women and girls * Unpacking why people mistrust and avoid services, and responding to recommendations from consultations and engagement to address this * Mapping available services to groups facing social exclusion, and how to improve access to these services   Discussing challenges and highlighting good practice |
| Systemic bias and how to address it | All staff (no to little prior knowledge is assumed) | * Understanding of systemic barriers related to race/ethnicity, gender, sexuality, disability and other protected characteristics * Introduction to the Equality Act and Equality/Diversity/Inclusion policy and practice at Southwark * Discussing challenges and highlighting good practice |