Advanced Safeguarding Leadership Training for Safeguarding Leads in the International Aid Sector

Terms of Reference (ToR) for “Lead course writer/author”

1. Background and Project Objective(s)

1.1. Background

Safeguarding is key for all organisations working with and for children, young people and vulnerable adults and has been identified as an area that needs strengthening and an improvement of practices across several sectors, including international aid (hereafter referred to as aid sector). Over recent decades victims of abuse in the aid sector have started to have their voices heard and responded to. Over the same period, many aid stakeholders have started to put in place systems and structures to reduce safeguarding risks. These strengthening measures, including capacity development, have been further enhanced since 2018, when allegations of major safeguarding incidents involving various large aid INGOs were brought forcibly to the public’s attention.

Yet, more needs to be done to systematically build the capacities of Safeguarding practice throughout the aid sector and specifically to provide ongoing training and support to those tasked with leading the safeguarding response within NGOs and suppliers (hereafter referred to as aid organisations). Training is particularly needed among smaller organisations in the Global South, where less human and training resources are dedicated to safeguarding. It is widely acknowledged that there is no certified/assessed, advanced level, comprehensive safeguarding training for Safeguarding Leads delivered globally and at scale that would encourage development of common standards and enhance career pathways for such safeguarding specialists. A recent scoping study of safeguarding training options for the UK aid sector has highlighted that only ‘bespoke individually designed [training] packages have been designed, typically for better resourced agencies’. […] ‘The training is weighed towards introductory … with the in-depth input required for dedicated roles and responsibilities largely absent’. […] ‘Engagement with trainers and other students from different backgrounds was seen as a vital part of the safeguarding learning experience by some and was only available in a very limited number of providers’. […] ‘Online provision… is also limited’ (HEART, 2018¹).

1.2. Project Objective(s)

Subject to final donor approval, with funding from the UK government’s Department for International Development (DFID), the Open University (OU) will develop and deliver over two years (starting in June 2020) an advanced Safeguarding Leadership Training Package for Safeguarding Leads in the aid sector. The Training Package will go beyond existing provision, be available to study at scale in any location and be

¹ Scoping Study of Safeguarding Training Options for the UK international aid sector, HEART Consortium, December 2018.
accessible both in terms of learning design and cost. It will be largely delivered online, thus allowing vast reach in a global context. The study of core safeguarding principles coupled with sector-specific content will help build an improved and more harmonised safeguarding knowledge and practice base among Safeguarding Leads within smaller and larger organisations, including in the Global South.

The Safeguarding Leadership Training Package will comprise three Massive Open Online Courses (MOOCs) on:

- ‘Introduction to Safeguarding’ (MOOC 1)
- ‘Implementing Safeguarding in the Aid Sector’ (MOOC 2)
- ‘Safeguarding Leadership in Action’ (MOOC 3)

The three MOOCs will be embedded in work practice to stimulate behavioural change and will be developed with lead aid organisations like BOND and the CHS Alliance. They will be delivered on the FutureLearn platform (www.futurelearn.com), with a high degree of social learning (interaction with peer learners, facilitators, and experienced practitioners and academics), including through discussion areas. Each MOOC will have a customised assessment, linked to the learning outcomes of the MOOC.

Under these TOR, we are now seeking a ‘Lead course writer/author’ for the first MOOC ‘Introduction to Safeguarding’.

2. Scope and Outputs

2.1. Scope

The scope of the role will depend on the amount of existing safeguarding material that partners already have, on what format these resources are currently in and on the capabilities of the partners.

You are required to:

Develop a 24-hour Massive Open Online Course (MOOC) on ‘Introduction to Safeguarding’ in conjunction with DFID, other OU colleagues including partner authors, BOND, the CHS Alliance, and a sample of aid agencies and regional safeguarding networks.

You will complete the following tasks:

1. Familiarise yourself with the project materials provided by the Curriculum Manager.

2. Support the shaping of course content and learning design, in conjunction with the OU, its partners and funder (DFID):

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2 A MOOC is a free online course with definite start and finish dates. During the MOOC, participants actively engage with one another and with facilitators through discussion forums.
a) Take a learner-centred, evidence-based approach to learning design and development, including understanding the learners’ needs, and developing learning that addresses these needs across systems and contexts.
b) Work to ensure that all content development and delivery conform to the most relevant accessibility standards and are relevant to the learners’ needs and contexts.
c) Work with partner authors to ensure that materials are written in the appropriate style and structured accordingly to the relevant pedagogy.
d) Participate in the initial co-design workshop in the UK to explore content and identify learning outcomes.
e) Participate in selected meetings with partners during the co-design phase to further narrow the course content, course curriculum and MOOC design.

3. Co-write/author the 24-hour MOOC on ‘Introduction to Safeguarding’ as part of a writing team, working closely with subject matter experts (safeguarding) within and outside the OU:
   • Author any/all activities, linking text, identifying third party assets and writing any downloadable resources.
   • Use any existing content where it closely aligns with project objectives and adapt it accordingly.
   • Make the needed adaptations to course content to take into account feedback from a critical review outside of the writing team (including partners’ and donor’s review).
   • Support the choice of relevant audio-video materials and their integration with other authored content.
   • Develop relevant assessment aligned with the MOOC learning outcomes.

4. Credibly represent the OU in any interaction with partners (e.g. BOND and the CHS Alliance) and subject matter experts and maximise ways to increase the OU profile.

5. Display high ethics and a consistently collaborative and learning attitude:
   a) Be open, collaborative, confident and bold in the course design/development approach
   b) Be honest and constructively challenging (of each other, and of ideas)
   c) Be consistent, working within the approved project’s governance structure
   d) Be outward and forward looking, learning from others
   e) Adapt and iterate process and behaviours as priorities and circumstances change
   f) Lead by example through consistently demonstrating the OU’s core values of inclusivity, responsiveness and innovation.

6. Keep the project’s Curriculum Manager regularly updated on progress as agreed. Highlight any concerns/issues that may impact the delivery of the learning from both a time, budget and quality perspective.

### 2.2. Outputs

As a consultant author on this project the expected outputs/deliverables will be:

- Handover drafts completed to the appropriate standard of Further Education learning material.
- Handover drafts at agreed word count.
- Handover drafts at agreed timeframes.
- Handing over reworded/amended drafts as directed by partners/academics/course team.
- Handing over all media and associated information to the OU’s Learning and Discovery Services (LDS) by requested dates for course production.
3. Duration of Work

We foresee that the completion of the scope of work (see section 2.1) will require some 30 days of work over five months, with more intense involvement in months 3-5 (authoring phase).

4. Place of Employment

The consultant will primarily undertake his/her authoring duties from home/place of work and be expected to join meetings in person or via online communication when required based on the agreed work-plan.

The consultant is expected to use his/her own equipment for the task.

5. Required Expertise and Qualifications

Mandatory:

- A post-graduate or equivalent qualification/degree in a relevant discipline.
- Demonstrable experience of working/authoring for Online Distance Learning courses.
- Demonstrable experience in developing learning for different cultural contexts.
- Demonstrable up to date knowledge of critical issues in safeguarding.
- Experience of implementing safeguarding policies and practice within an organisation and/or across a network.
- Demonstratatable knowledge and experience in undertaking research, especially in the area of safeguarding.
- Demonstratable experience and skills in authoring for Further Education.
- Demonstratable experience of working successfully working in a team, with subject matter experts and to tight deadlines.

Desirable:

- Working experience in the international aid sector will be an added advantage.

If successful, you could be asked to have a DBS check completed upon appointment.

6. Renumeration and Schedule of Payment

- The OU will pay you a maximum fee of £10,500 on satisfactory completion of the services (such fee to be inclusive of value added tax if applicable). The contract is on deliverables.
- Travel expenses (e.g. to participate in the Initial Co-design Workshop) will be reimbursed, if agreed in writing with the Curriculum Manager.
• The payments will be made in installments based upon outputs/deliverables specified in the TOR (under payment schedule) and upon completion of satisfactory work as per work plan and endorsed by lead academic/course chair.

Payment Schedule
• 1st payment up to the value of 30% of contract on completion of initial draft (D1) signed off by the OU’s course chair.
• 2nd payment up to the value of 70% of contract (including moneys already paid) on completion of second draft (D2) that addresses feedback from a critical review outside of the writing team (including partners’ and donor’s review).
• Final payment up to the value of 100% of contract (including moneys already paid) on completion of the final draft (D3) signed off by the OU and the donor (DFID).

The course chair holds the authority for signing off work as satisfactory.

7. Selection Process

The successful candidate will be selected through a process comprising a review of the documentation submitted by applicants, combined with a face to face or remote interview. Reference checks will be conducted prior to appointment of the consultant.

8. How to Apply

Applicants should submit these documents by 15 May 2020 to Resourcing-Hub@open.ac.uk (quoting the reference number, WELS2020SG):

• an updated CV, inclusive of 3 references
• A letter (maximum 3 pages) demonstrating how they meet the requirements listed in section 5 of these TOR, as well as their motivation to deliver this consultancy.
• One sample of course personally authored for Online Distance Learning.

Interviews will be held with shortlisted candidates. The project will start in June 2020 (estimated date).