

Section 3

TERMS OF REFERENCE

HOSTILE ENVIRONMENT AWARENESS TRAINING FOR THE STABILISATION UNIT (SU)

Introduction

1. The Stabilisation Unit (SU) is the Government's centre of expertise and best practice in stabilisation. Set up to respond to the complex challenges of fragile and conflict afflicted states, it is a uniquely integrated civil-military operational unit, designed to be agile and responsive and well-equipped to operate in high threat environments. It combines in-house staff expertise with the ability to draw on a larger pool of civilian expertise for specialised, longer term or larger scale tasking's to work with countries to enhance their capacity for self-governance. The Unit reports to the Ministry of Defence, Foreign and Commonwealth Office and Department for International Development and has a core staff from seven government departments, police and three military services, many of whom join the unit on secondment on a two to three year basis. www.stabilisationunit.gov.uk/
2. There is a requirement for all Stabilisation Unit personnel selected for deployment on behalf of Her Majesty's Government (HMG) to undertake specific pre-deployment training. The appropriate selection, training and accreditation of suitable personnel is integral to the SU's ability to mitigate the foreseeable risks that its deployees may face in fragile and conflict affected environments around the world. It necessarily follows that a high degree of trust and confidence will be placed in personnel selected to perform this role.
3. These Terms of Reference outline the work that the SU requires from a Service Provider (SP) for the design and delivery of a programme of Hostile Environment Awareness Training in order to prepare staff to operate effectively and safely in an overseas environment.

The Objective

4. Recognising that training is critical to the achievement of successful operational outcomes, the overall aim of this programme is to train and accredit personnel for deployment to fragile and conflict affected environments and produce confident, professional and well prepared

staff that add real value to overseas missions and positively contribute towards achieving the highest possible levels of service delivery on behalf of Her Majesty's Government (HMG).

Recipient

5. The primary recipients of the service will be Stabilisation Unit staff. The SU may elect to offer course spaces to other relevant individuals including those from the wider HMG community and International partners.

Scope of Work

6. The Service provider will be required to implement an innovative training construct which will allow participants undertaking the training for the first time, as well as those who have completed previous hostile environment training with other providers, the opportunity to develop new skills and/or build upon existing knowledge and understanding.
7. The programme is intentionally designed to be generic and not tailored to a specific conflict region. It should however reflect those areas of the world where HMG has a strong foreign policy, development and defence interests and where intra or inter-state conflict has or is likely to occur.

Methodology

8. The SU Hostile Environment Awareness Training programme is divided into three modules.
 - a. **Module 1** is a three (3) day, residential course designed to meet the requisite FCO/DFID standard of pre-deployment training for fragile and conflict affected states where a medium to high threat of terrorism and/or criminality exists. It is the core standard for all SU staff required to operate within an Embassy platform, military environment and/or work with Armed/Close Protection Teams.
 - b. **Module 2** is a two and a half (2.5) day residential course, predominately scenario-based and designed to replicate a short term deployment. Module 2 is the requisite predeployment training standard for Stabilisation Unit core staff, Group A & B

members of the Civilian Stabilisation Group (CSG) and high-readiness personnel from the wider HMG community preparing for deployment to environments where a high threat of terrorism and/or criminality exists, the operating platform may be less established or defined than the FCO/DFID standard and a security risk assessment has determined the setting unsuitable for personnel that have only been trained to the Module 1 standard.

- c. Successful completion of Module 1 training (or equivalent) is a pre-requisite for attendance on Module 2 courses.
 - d. **Module 3** is a two (2) day residential driving course designed to provide Stabilisation Unit core staff, members of the Civilian Stabilisation Group (CSG) and selected personnel from the wider HMG community with the skills needed to operate and drive vehicles safely when deployed to fragile and conflict-affected states on behalf of Her Majesty's Government (HMG) overseas.
 - e. Successful completion of Module 1 training (or equivalent) is a pre-requisite for attendance on Module 3 courses.
9. Throughout all modules, blended teaching styles such as pre-reads, e-learning, group work and individual "hands on" experiential learning will be utilised in order to supplement existing skills. Students should be encouraged and expected to apply their own experiences to aid both the learning and teaching processes.

Course Delivery Methodology: Module 1

10. Skills and knowledge should be imparted through structured presentations from qualified and current, subject matter experts with strong emphasis on experiential learning where participants are provided the opportunity to put theory in to practice in a formative learning environment. Traditional presentation and practical sessions should be further supplemented by realistic immersive scenarios that include vehicles, a range of emergency medical situations, and participants wearing PPE.
11. Participants are required to be trained in approaches that encourage them to consider how security situations may be avoided or pre-

empted, as well as in skills and responses that enable them to more effectively deal with security threats or medical emergency situations should they occur.

12. Overall, Module 1 should provide a range of opportunities for students to learn security awareness and first-aid medical skills, utilising a simple to complex methodology in an open and friendly environment in which debate and experimentation is actively encouraged as a means of learning.

Core content & Learning Objectives for Module 1

| Core content | Learning Objectives |
|------------------------------|--|
| 1. Planning | Research tools |
| | Pre-deployment planning |
| | Documentation |
| | Cultural & Religious considerations |
| | Arriving in country |
| | Pre-task preparation & briefings |
| 2. Security Management Roles | HoM / DHoM / OSA/ OSM |
| | Close / Force Protection Team Leader |
| | Multilateral & Military structures |
| 3. Threat & Risk | Threat identification |
| | Risk assessment |
| | Control measures |
| 4. Security Awareness | Situational Awareness |
| | Surveillance awareness |
| | Personal safety & Crime avoidance |
| | Personal security plans |
| | Conduct & carriage |
| | Building safety |
| | Crowded spaces / Crowd dynamics / demonstrations |
| | Visits - public places (inc restaurants) |

| Core content | Learning Objectives |
|--|---|
| 5. Conflict Management | De-escalation, Negotiation & defusing strategies |
| | Non-verbal communication |
| | Dealing with officials |
| | Bribery, Corruption, Gifts |
| | Negotiating checkpoints. |
| 6. Journey planning | Vehicle safety, searching & security |
| | Places of safety |
| | Vehicle crime / car-jacking |
| | Self-driving considerations |
| | Using local drivers |
| | Public transport & Taxis |
| | Armoured Vehicle (AV) familiarisation |
| | Road traffic Collisions |
| 7. Navigation | Map reading |
| | GPS / SatNav familiarisation |
| 8. Communications | Language |
| | Primary, Ancillary, Contingency, Emergency (PACE) |
| | Using Radios |
| | Web-based, landline, mobile and Satellite comms |
| | Internet & Social media |
| 9. Personal Protective Eqpt (PPE) | Body armour & ballistic helmets |
| | Appropriate clothing |
| | Eye & Hearing protection |
| | Grab bags & essential contents |
| 10. Incident Management | Command & Control |
| | Dynamic Risk assessing |
| 11. Loss of Liberty | Arrest |
| | Hijack, Kidnap & Negotiation |
| | Hostage survival strategies |
| | Escape & Rescue (inc 'proof of life' principles) |
| 12. Battlefield awareness | Weapons - overview |
| | Ammunition - range and penetration overview |
| | Protective measures |
| | Reaction to grenade attack and IDF |
| | Conventional munitions & unexploded ordnance |
| | Mine awareness |
| | Improvised Explosive Devices (IEDs) |
| 13. Working with close protection (CP) teams | Composition of CP Teams & operating models |
| | Travel with CP Team (foot & vehicle drills) |
| | Ambush drills (inc vehicle cross decking) |

| Core content | Learning Objectives |
|------------------------|--|
| 14. Health & Wellbeing | Diet, alcohol & exercise |
| | Stress – causes, effects, prevention & coping strategies |
| | Trauma Risk Management (TRiM) |
| | Scene safety & Initial Assessment / primary survey |
| 15. First Aid | Communicating with patients (AVPU assessments) |
| | Control of major haemorrhage / tourniquet use |
| | Airway management |
| | Breathing & pulse assessment |
| | Basic life support, CPR & Recovery position |
| | Chest / abdominal / pelvic injuries – overview |
| | Other haemorrhage control (inc Haemostatic agents) |
| | Shock (including faints) |
| | Simple fractures & splinting (inc CSpine immobilisation) |
| | Recognition and initial care of burns & scalds |
| | Environmental (Heat & Cold) Injuries |
| | Personal First Aid kits & essential contents |

Course Delivery Methodology: Module 2

13. Module 2 consolidates and builds upon skills taught throughout the pre-requisite Module 1 course but with fewer structured presentations and far greater emphasis on immersive, realistic and interactive deployment-based scenarios, designed to elicit natural responses to dynamically changing circumstances and medical emergencies within the context of a challenging / hostile environment.
14. Sessions will necessarily connect with one another and by doing so should collectively augment the training experience. Each period of learning will be assessed individually but the content within them may overlap or be repeated in different contexts to enhance both the learning and its application by the students.
15. Module 2 is intended as a means of Continuing Professional Development (CPD) through a framework of integrated topics that recognise the prior experience, skills and knowledge that individuals may already have. Overall, it should provide a range of opportunities for each student to further develop their security awareness, apply first aid medical skills and demonstrate aptitude and suitability to operate effectively within a challenging or hostile situation. Participation in skills-based practical scenarios should promote team work, resilience and problem solving skills in a stimulating, safe and learner-friendly environment.

16. Module 2 should adopt a construct that enables students to demonstrate knowledge, understanding and skills across the range of following minimum core content.

Core content & Learning Objectives for Module 2:

| Core Content | Learning Objectives |
|--|---|
| 1. Pre – Deployment briefing pack (<i>pre-reads</i>) to include; | SU Duty of Care and H&S Policy |
| | Country overview / Mission remit & SoPs |
| | Documentation / Equipment |
| | Health Briefing |
| 2. Day 1: Arrival scenario (Group) - midday start, to include: | Arrival / travel with local drivers |
| | Check-points |
| | Equipment / luggage |
| | Custom Officials / clearance issues |
| | OSM briefing |
| | Communications / navigation - revision |
| 3. Medical emergencies (<i>Day 1: Evening presentation</i>) | Accommodation / building security |
| | BLS – revision |
| | Heart attack/angina |
| | Diabetes / Epilepsy / Stroke |
| | Choking / Asthma / anaphylaxis |
| 4. Day 2 Deployment scenario (Syndicate / group tasks) to include; | Unconscious patient - revision |
| | Briefings / Command / Control |
| | Travel with CP / local drivers – journey management |
| | Navigation, Check-points & Vehicle security |
| | (Task) visiting local market |
| | Counter-surveillance / Situational awareness |
| | Kidnap/Abduction attempts |
| | (Task) Visiting scenes of crime |
| | (Task) Meeting local officials / public places |
| | Bribery/corruption/Gifts |
| | Personal security |
| | (Task) First Aid / Trauma / Medical emergencies |
| | Gunfire / IDF- responses |
| 5. Road Traffic Collisions & First Aid response (<i>Day 2: Evening Presentation</i>) | Mechanisms of Injury / Airbags |
| | Head-on RTC – injury predictions |
| | Side / Rear impact RTC – injury predictions |
| | Improvised extrication |
| | Motorcyclists / crash helmet removal |
| | Pedestrians |

| Core Content | Learning Objectives |
|---|--|
| 6. Day 3 Deployment scenario (Syndicate / Group tasks) to include; | Briefings / Command / Control |
| | Travel with CP – journey management & Navigation |
| | Check-points & Vehicle security |
| | (Task) Visiting Govt Officials / Govt buildings |
| | CP Foot drills |
| | Kidnap /Abduction attempts |
| | Personal security & PPE |
| | Building security / Situational awareness |
| | (Task) Trauma emergencies |
| | Demonstrations / Hostile crowds |
| | Gunfire / IDF |
| | Vehicle breakdown |
| | CP Vehicle Drills |
| | Complex attack |
| | Communications / Hostile reporting |
| | Safe room / lock down |
| 7. Day 3 Post – Deployment (Group) to include; | Rescue / extraction |
| | Individual tutorials |
| | Group Debrief |
| | Course closure & Dispersal |

Course Delivery Methodology: Module 3

17. Module 3 should be imparted through structured presentations from subject matter experts, with a strong emphasis on practical driving skills in a safe and secure training environment.
18. Course delivery methods should recognise the participant's prior knowledge and skill level, be tailored to meet individual needs and reflect anticipated areas of deployment by providing appropriate training and familiarity in driving a range of right / left hand configured, non-armoured and armoured vehicles (AV) across multiple terrains, on and off-road.
19. Module 3 should adopt a delivery methodology that enables students to demonstrate knowledge, understanding and skills across the range of following minimum core content.

Core content & Learning Objectives for Module 3:

| Core Content | Learning Objectives |
|--|---|
| 1. Vehicle Maintenance Checks and Road Worthiness (<i>non-armour and armoured vehicles</i>) | Daily vehicle maintenance checks (WELDER) |
| | Tyre types (standard & run-flat) |
| | (Flat tyre) Wheel changing |
| | Vehicle emergency equipment |
| 2. Vehicle familiarisation | Non-armoured vehicles & protection levels |
| | Left / Right-hand drive configurations |
| | Armoured vehicles, capabilities & limitations |
| | Standard / non-standard safety features |
| 3. Vehicle Security and Searching | Vehicle safety, searching & security - revision |
| | Negotiating check-points - revision |
| | Places of safety - revision |
| | Vehicle crime / car-jacking - revision |
| | Communications / navigation - revision |
| 4. Safe driving and recovery techniques in a range of conditions (<i>Left & right-hand vehicles</i>) | On-Road driving skills |
| | 2 wheel / 4 wheel functionality |
| | Low / High gear ratio functionality |
| | Off-road driving skills |
| | Loose surfaces / ascending, descending |
| | Skid avoidance techniques |
| | Reversing & manoeuvring |
| | Vehicle recovery |
| 5. Road traffic Collisions | Mechanisms of Injury / Airbags - revision |
| | Head-on/side/rear impact – injury predictions |
| | Emergency breaching techniques (AV) |
| | Emergency extrication techniques |

Student Assessment and Feedback

20. Assessment within all modules should provide adequate and appropriate opportunities for students to demonstrate achievement of the desired learning outcomes. Students should be provided with formative development periods during which time they will receive constructive feedback on their performance and be expected to reflect and build upon their learning experiences.

21. The following modes of assessment are considered an appropriate means of assessing learning outcomes and may be employed in varying combinations throughout any of the SU HEAT modules
- Individual Oral / Written knowledge check
 - Practical demonstration (Individual / Group)
 - Discussion/debate
 - Student presentation / reports to group
22. Upon completion of each module, the Service Provider will be required to give individual verbal feedback to each participant on their overall performance.
23. The Service Provider will be required to provide written feed-back reports to the SU in relation to each student within 48 hours of course completion. This feedback will form part of the SU's overall assessment as to an individual's suitability to deploy, prior to any such deployment being authorised.
24. In particular, the Service Provider will be required to submit clear written evidence of any incident that identifies any student considered to;
- Be a danger to themselves or others (in a deployment context)
 - Not meet acceptable standards of professionalism (Civil Service (CS) Code of Conduct) or behavioural competency (CS Competency Framework)
 - Be considered not sufficiently resilient, physically or emotionally, to deploy to a challenging / hostile environment.
25. All bidders will be required to commit to this process and explicitly explain/demonstrate in their proposal how they will implement and present written feedback reports to the SU.

Participation, Development and Accreditation

26. Every student should be provided the opportunity to engage with and fully participate in all aspects of the training. Practical sessions and group sizes should provide sufficient opportunity for theoretical knowledge to be assimilated and practiced, individually and as well as part of a team. Bidders will be required to demonstrate in their proposal how they will ensure their training methodology provides an engaging and inclusive experience for all learners.

27. In the event of a participant being unsuccessful in demonstrating the required level of skill in any core area, a period of remedial training and opportunity to develop the requisite competency should be provided. Bidders will be required to explain/demonstrate in their proposal how they will incorporate additional periods of development activity within the programme in order to ensure every student is afforded sufficient opportunity to attain the required standard.
28. The Service Provider will be required to provide all successful participants with a Certificate which reflects the Core content / Learning Objectives they have achieved throughout their respective course. Certificates will be awarded for each course successfully completed (Module 1, 2, 3)
29. Only those participants that complete all elements of a course will be awarded a certificate.

Timing

30. The successful bidder will be awarded a contract for a period of 18 months, with an option to extend by up to 1 year further. The contract will start on 01 May 2015.

Security

31. Personnel engaged in the delivery of SU training will be required to undergo and successfully complete security vetting to the UK security clearance level, prior to engaging in delivery of any aspect of the SU HEAT programme. Security vetting will be facilitated by the SU. Bidders must be confident that their identified staff within their proposal will be able to successfully obtain UK security clearance.

Implementation Requirements

Module 1

32. The Service Provider will be required to guarantee training opportunity for up to twenty (20) participants per month. In order to maximise the time available for learners to develop new skills and interact fully within each scenario, it is preferable that smaller course sizes of up to ten students per course are

delivered on a bi-monthly basis (ideally in a set routine) eg; every 1st and 3rd week, Mon – Wed (inc) However, course constructs that demonstrate an ability to deliver the requisite learning opportunity in alternative class configurations may also be considered.

33. Bidders will be required to demonstrate in their proposal how they are able to provide for additional call-down training to meet SU surge demand if requested.

34. The Service Provider will be required to deliver the first Module 1 course in May 2015.

Module 2

35. The Service Provider will be required to guarantee training opportunity for up to ten (10) participants per month (ideally in a set routine) eg; every 4th week, Mon – Wed (inc)

36. Bidders will be required to demonstrate in their proposal how they are able to provide for additional call-down training to meet SU surge demand if requested.

37. The Service Provider will be required to deliver the first Module 2 course in May 2015

Module 3

38. The Service Provider will be required to guarantee training opportunity for up to six (6) participants, six (6) times per annum.

39. The requirement for Module 3 delivery will be determined by operational demand with course dates agreed between the Service Provider and the SU as required.

40. Bidders will also be required to demonstrate in their proposal how they are able to provide for additional call-down training to meet any surge demand as requested by the SU.

Venue, Accommodation & Feeding

41. The SU HEAT programme, Modules 1 - 3 will be delivered in the United Kingdom, unless the Stabilisation Unit requests otherwise.
42. The training venue(s) must be easily accessible via public transport.
43. Modules 1 – 3 inclusive are intended as residential courses. In order to minimise travel and maximise training time, participants are required to be accommodated near to or at the training venue(s)
44. The Service Provider will be required to supply suitable student transport between the accommodation and training venue(s) throughout the course.
45. Bidders will be required to demonstrate in their proposal the residential facilities that will be provided for course participants and public transport provision within the local area.
46. Participants should be provided with a selection of hot/cold food and beverages throughout the duration of each course.

Course Administration, liaison and Quality Assurance

47. The Service Provider will be required to work closely with members of the SU Operations staff and in particular the SU Operations Training Manager who will be the primary Point of Contact (PoC) for all course matters.
48. Course Joining Instructions should be written by the Service Provider and quality assured by the SU Operations Training Manager.
49. The SU will select participants and will distribute course Joining Instructions.
50. Core content will be continually reviewed throughout the duration of the contract in order to ensure that learning objectives remain aligned to operational practice and reflective of SU needs. To facilitate this process, the Service Provider will be required to provide a primary POC and commit to Quarterly Review (QR) meetings with SU Operations core staff including the Training Manager.

51. The Service Provider will be responsible for ensuring any suggested changes to core content are communicated to and approved by the SU Operations Training Manager prior to any change being implemented.
52. All courses within the SU HEAT programme will be appraised using SU designed and administered evaluation methods. All participants will be required to engage in the SU evaluation process upon conclusion of each module (SU evaluation will take primacy over any internal evaluation process the Service Provide may wish to implement themselves)
53. Data from the SU course evaluation will be shared with The Service Provider and form part of the Quality Assurance and Quarterly Review process.
54. All material relating to the SU HEAT programme and student performance will be held by the Stabilisation Unit. Copies of the same may also be retained securely by the Service Provider.
55. All other course administration should be carried out by the Service Provider.

Course Branding

56. The Service Provider will be required to ensure that at all times the course is referred to as a Stabilisation Unit course.

Trainer Accreditation

57. All personnel engaged in the delivery of SU training must be appropriately qualified, competent, and current in relation to the subject matter being taught.
58. All bidders will be required to identify in their proposal the personnel that will be employed to deliver SU training with supporting evidence of each person's qualifications and experience.
59. The Service Provider is required to ensure all personnel employed to deliver SU training hold a recognised teaching qualification to a minimum of the Edexcel Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS) or equivalent (as determined by the National Qualifications Framework / Qualifications & Credit Framework)

60. The Service Provider is required to ensure any personnel identified to lead in the delivery of First Aid training also hold a recognised First Aid qualification to a minimum of the Edexcel First Person On Scene (FPOS) 'Intermediate' standard, or equivalent (as endorsed by the Faculty of Pre-Hospital Care – RCS Edinburgh)
61. All bidders will be required to describe in their proposal the professional development, evaluation and assessment processes they employ in order to ensure their training personnel remain current, competent and accredited to continue teaching in their respective subject areas.
62. The Service Provider is required to ensure that no changes or substitutions are made to the list of identified teaching personnel without the SU's prior written consent.
63. The Service Provider shall be required to remove and replace any identified personnel that the SU considers unsuitable to deliver any aspect of its HEAT programme.
64. At times throughout the contract period, by prior appointment, the Service Provider will be required to permit the SU Operations Training Manager (or other designated SU representative) to visit and observe delivery of any component of the SU HEAT programme in order to Quality Assure the training provision and present advice, feedback and suggestions for course improvement or modification as required.
65. All activity relating to the selection, provision, training and application of any item of SU first aid medical equipment is subject to a structure of Clinical Governance developed and maintained on behalf of the SU, by official representation from the Faculty of Pre-Hospital Care at the Royal College of Surgeons of Edinburgh.
66. At times throughout the contract period, by prior appointment, the Service Provider will be required to permit the SU Clinical Governor, accompanied by the SU Operations Training Manager, to visit and observe delivery of any first aid component of the SU HEAT programme in order to Quality Assure the

provision and present advice, feedback and suggestions for improvement or modification, as required.

Procurement and contractual requirements

Equipment

67. The following equipment will be provided by the SU:

- SU standard PPE (body armour)
- SU standard ballistic helmets
- SU standard First Aid packs (for demonstration purposes only)

68. The Service Provider will be required to provide all other equipment and logistical support.

Format and content of responses

69. Full guidance is set out in the Invitation to Tender documentation

70. Any questions relating to this Terms of Reference and procurement competition must be made through the process for tender clarification questions which is set out in the Invitation to Tender documentation.

CB118 (April 2002)