



Commercial in confidence

## CALL FOR PROPOSALS

### Title: Developing online micro-credentials to support rural service delivery of adult social care in the Moray Region

#### Introduction

This is an call for proposals from colleges or universities to design, develop and deliver four online micro-credentials supporting the adult social care workforce in the Moray region. **Specifically, the focus of these short courses is to increase the digital health and care knowledge and competencies of people providing direct care – including those who work in people’s homes (both paid and unpaid), Personal Assistants (PAs) and volunteers.**

The Digital Health & Care Innovation Centre (DHI) is awarding £40K for a college or university to develop these learning materials which will be made available under a CC BY-NC-SA Creative Commons license<sup>1</sup>. These materials will be modelled after the specific needs of the workforce in Moray and piloted in the region. To ensure the sustainability of these micro-credentials, consideration must be given to evaluation and future-proofing. After the pilot stage, these online materials will be made available to all adult social care learners in Scotland and Open Badges will be awarded.

We expect interested colleges or universities to provide us with a brief response document (maximum 5 pages) clearly setting out their approach to this piece of work, and detail of associated costs.

#### Background

DHI is one of Scotland’s seven Innovation Centres, funded by the Scottish Government and the Scottish Funding Council. We are a collaboration between the Glasgow School of Art and the University of Strathclyde (our host institution). The digital health and care (DHC) sector is one of the fastest growing economic sectors in the world, and our focus is innovation in the DHC sector, helping the people of Scotland live longer, healthier lives, while providing sustainable and inclusive growth for our economy.

#### The Rural Centre of Excellence for digital health and care in the Moray region

The Moray Growth Deal is a regional investment in eight strategic projects to boost economic growth across Moray. It is a long-term plan to address concerns around encouraging young people to live and work in the area and gender inequalities in employment.

A key project is the Rural Centre of Excellence for digital health and care innovation (RCE), which will house a state-of-the-art, demonstration and simulation environment and an enabling cloud infrastructure. With a £5 million UK Government investment, the RCE will support the remobilisation of health and care services and the economic recovery of the Moray region, through investment in

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<sup>1</sup> [Creative Commons — Attribution-NonCommercial-ShareAlike 4.0 International — CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-nc-sa/4.0/)

research and innovation activities, aligned to the digital health and care agenda. Health and Social Care Moray are working in partnership with the DHI to achieve this.

All the activities associated with the RCE will be person-centred and deliver real-world evidence to enable innovative digital solutions to be embedded in local services, and potentially scaled to other parts of Scotland, the rest of the UK and globally.

### **A place-based approach to training**

DHI is working collaboratively with the people who live and work in Moray in order to build a picture of the system from a local perspective. This asset-based approach seeks to highlight the strengths, capacity and knowledge of all those involved.

The innovation activities offered by the RCE will help support Moray to create a dynamic and creative digital health and care cluster. However, it is widely recognised that there are digital skills gap in the frontline adult social care workforce,<sup>2</sup> and that adults with little recent experience of learning – or that are working in occupations offering just mandatory training – are at a high risk of being left behind in skills development.<sup>3</sup>

There is a need for innovative curricula solutions in the Moray region, and micro-credentials are widely recognised as instrumental in supporting upskilling and reskilling in response to transformations in a variety of labour markets - particularly where new technologies such as digital technology are changing skills demands. They certify the learning outcomes of short-term learning experiences, are owned and can be shared by the learner, and are portable.

It is intended that these online micro-credentials will be piloted in the Moray region and form part of the wider skills development offer, but will be nationally available at a later stage.

## **Strategic context**

It's expected that the creation of these micro-credentials will align with the key policies that are supportive of the digital transformation of the Scottish health and care sector, including:

- **Data Strategy for Health and Social Care** – this newly launched strategy was developed from initial research around the use and sharing of health and social care data for the citizens of Scotland. A key objective of the strategy is to empower people by giving them easier access to their own health and social care information. It will also ensure an inclusive approach to any solution or ambition for those who do not or cannot access services digitally.
- **Digital Health and Care Strategy** – one of the key aims of this refreshed strategy is that health and care services are built on people-centred, safe, secure and ethical digital foundations which allow staff to record, access and share relevant information across the health and care system, and feel confident in their use of digital technology, in order to improve the delivery of care. Digital skills are seen as core skills for the workforce across the health and care sector. The Digital Health and Care Strategy outlines a commitment to ensure all health and care staff possess the essential digital skills they need to do their job. In addition to digital skills this includes recognising cultural barriers, supporting citizens to use digital technology, applying safeguarding measures and online support.

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<sup>2</sup> [https://futurecarecapital.org.uk/latest/digital-technology-has-yet-to-reach-its-potential-in-adult-social-care-reviews-find/?gclid=Cj0KCQIAorKFBhCOARIsAHDzslv053kC5fkrSfSkCLE2N32oue0TUUliU3H1Zm-ytt7BYWUcTTJ6VY8aAocCEALw\\_wcB](https://futurecarecapital.org.uk/latest/digital-technology-has-yet-to-reach-its-potential-in-adult-social-care-reviews-find/?gclid=Cj0KCQIAorKFBhCOARIsAHDzslv053kC5fkrSfSkCLE2N32oue0TUUliU3H1Zm-ytt7BYWUcTTJ6VY8aAocCEALw_wcB)

<sup>3</sup> <https://www.local.gov.uk/publications/place-based-adult-skills-and-training>

- **Topol Review** – although this report looks at the impact of technological innovation on the NHS workforce, its findings are relevant to the wider health and care sector, and states that “90% of all jobs will require some element of digital skills within 20 years”. This 2019 review acknowledges that there is a need to raise awareness of digital literacy among the health and social care workforce and explores how, through education and training, this workforce can deliver the digital future. A key recommendation is that investment in current staff should enable them to develop specialist digital skills, including the commissioning of digital technologies through continuous professional development (CPD), sabbaticals and secondments.
- **Skills Development Scotland Sectoral Skills Assessment (2021) Healthcare and Social Care** – pre-COVID, the Scottish Government forecast a 1.3% growth in the NHS workforce and 1.7% growth required in the social care workforce to meet demand for services. However, the COVID-19 pandemic served to accelerate existing trends, compressing years of change into a few months (for example, the adoption of video consultations). The unexpected benefits that have materialised suggest that much of this change will persist beyond the pandemic, and harnessing the power of digital technology to change or augment roles, processes and services remains a priority in the medium to long term. A similar trend is expected to apply to the social care sector, which suggests there is a requirement to continue building knowledge and skills to support and deliver this digital transformation.
- **A Changing Nation: How Scotland will thrive in the digital world** – this strategy sets out the measure which will ensure that Scotland will fulfil its potential in a constantly evolving digital world with priority themes including; No One Left Behind; Digital Education and Skills; A Strong Digital Economy, and Supporting our Digital Technology Sector.
- **Service Transformation through Digital** – NHS Grampian’s five-year digital strategy seeks to shift health and care services towards a greater degree of planned care, self-management and prevention. A key goal of the strategy is to make increased use of electronic records and other digital tools, and for this information to be accessible to all who need it, including citizens and care providers.

## Specification

From our research and consultations in the region we have identified that the key group of learners that would benefit most from short online courses are carers who work in people’s homes (both paid and unpaid), PAs and volunteers.

The micro-credentials are expected to support the upskilling of these learners and address the following:

1. **Provide context:** support learners to understand how technology is changing, and the impact and benefits of digital health and care.
2. **Increase knowledge of digital tools and equipment:** support learners to be aware of commonly used digital technology (such as falls detectors, vital signs and diabetes monitoring devices, personal data stores etc) and their benefits, as well as the concepts of informed consent, privacy, data confidentiality, etc.
3. **Emphasise the practical aspects of care delivery:** support learners to understand how digital technologies can be used as part of daily care delivery.
4. **Increase learner’s confidence in providing support:** support learners in providing day-to-day digital support and in problem solving, and in being aware of the importance of staying safe online.

We are aware that some organisations have already created learning resources in this area (for instance, Health and Social Care Alliance Scotland have two SSSC Open Badges covering the basic principles of digital health and care and digital human rights principles<sup>4</sup>).

To avoid duplication of existing online digital training courses, the college or university should be prepared to consult with these providers and be mindful of the digital technologies and tools being introduced in the Moray region through the co-design work taking place between the RCE and partner organisations.

Whilst not an essential inclusion for the proposal response, it is expected that college or university will consider:

- The purpose, content, intended learning outcomes and assessment of each micro-credential.
- How learners will be made aware of the micro-credentials, and how they will be attracted to participate in these online courses.
- The processes required to ensure that the course content is relevant and up-to-date: to ensure the sustainability of these micro-credentials, consideration must be given to evaluation and future-proofing.
- How and where these micro-credentials will be hosted.
- Methods which could be implemented to measure the impact of these micro-credentials (such as specific targets for the number of course enrolments, course completions, course satisfaction measurements etc).
- Mechanisms for recognition and recording of credit in order to promote learner pathways.
- The SCQF-level at which the credentials are being accredited if this is appropriate.

The team should be able to commit to support the development of four online micro-credentials by the end of November 2023, with a budget of £40K (inclusive of VAT).

## Eligibility to apply

The following eligibility criteria apply to this grant award:

- Funds cannot be redistributed by the awarded party, except with express permission by the DHI.
- Bids must be costed in line with the Higher or Further Education institution's bidding policies.
- DHI expects the college or university's research office to be involved in communication.
- DHI expects bids to be costed at 80% Full Economic Costing.

## Approach

The approach to this piece of work has not been defined in advance. The college or university is ultimately responsible for the overall methodological approach and design of the online micro-credentials.

## Skills required

We would expect the college or university to offer, either directly, or through engagement with third parties, a combination of experience and expertise in the areas listed below:

- Track record in online micro-credential course design.

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<sup>4</sup> [SSSC Open Badges | View all badges - SSSC Open Badges](#)

- A good understanding of the:
  - impact – The potential of the course to contribute to a positive social and economic impact in the Moray region
  - learning objectives – The quality and clarity of the learning objectives and how they will drive the desired impact of the course
  - learning design– The effectiveness of the learning design to achieve the stated learning objectives.
- A good understanding of:
  - the digital transformation of the health and social care sectors
  - remote and rural health and social care provision, and the barriers around accessing training and learning resources in remote and rural areas.

## Key Deliverables

The main outputs of this project are:

- Draft outline for each micro-credential
- Draft content development for all four online micro-credentials
- A proposal for an evaluation process for all four online micro-credentials
- Upload of material to online platform and formal launch of the four online micro-credentials

## Key Timescales

The commission milestones will follow the timescales set out in Table 1:

<b>Tender Process:</b>	<b>Date</b>
Issue call for proposals	February 24 <sup>th</sup> 2023
Deadline for submissions	March 10 <sup>th</sup> 2023
Contract awarded	Before March 17 <sup>th</sup> 2023
Inception meeting	from 1 April 2023
<b>Project milestones with deliverables:</b>	<b>Date</b>
Draft outline of proposed courses	30 <sup>th</sup> June 2023
Formal approval of online micro-credentials content	28 <sup>th</sup> July 2023
Proposal for evaluation of online micro-credentials	27 <sup>th</sup> October 2023
Launch of online micro-credentials	30 <sup>th</sup> November 2023

*Table 1: Project Timetable*

## Governance

A Steering Group with representation from the RCE and project partners will oversee delivery of this project. It will sign-off project deliverables and provide advice and support in addressing key issues.

## Management arrangements

The grant award process will be managed by the DHI as the lead commissioning body, working in collaboration with the Moray Growth Deal Board as the funding body of their contribution.

## DHI Lead Contact:

Jennifer Thomas, Skills and Project Manager: [jennifer.thomas@dhi-scotland.com](mailto:jennifer.thomas@dhi-scotland.com).

## Copyright

The DHI will retain copyright of any outputs, partial or final, created as a result of the deliverables, including reports, evidence collection instruments created for this purpose, presentations, etc.

## Intellectual Property

All Background Intellectual Property (IP) shall remain the sole and exclusive property of the Party to whom it belongs. No Party shall be deemed to have any right or licence to use or access any other Party's Background IP, except as expressly set out in this Agreement.

All Project Results and Foreground IP generated during the Project shall be owned by the DHI. Each Party hereby grants to each of the other Parties a non-exclusive royalty-free right and licence to use and access its Background IP and, in the case of the DHI any Foreground IP or Project Results, for the Period and for the sole purpose of conducting the Project.

DHI grants hereby grants to the Academic Partner a perpetual, non-exclusive, royalty-free licence to the Foreground IP and Project Results for the purposes of teaching and research.

## Conflicts of interest

There will be a requirement to state no conflict of interest exists or declare any actual or potential conflicts of interest.

## Budget

A maximum budget of 40K (incl. VAT) has been assigned to this work.

Milestone	Completion	Payment
Formal proposal acceptance	By March 17 <sup>th</sup> 2023	50%
Draft outline of proposed courses	30 <sup>th</sup> June 2023	
Formal approval of online micro-credentials content	28 <sup>th</sup> July 2023	25%
Proposal for evaluation of online micro-credentials	27 <sup>th</sup> October 2023	
Launch of online micro-credentials	30 <sup>th</sup> November 2023	25%

*Table 2: Project Milestones*

## Response

We expect interested colleges or universities to provide us with a brief response document (maximum of **5 pages**) setting out their approach to this piece of work and details of associated costs.

The response document should outline:

1. An understanding of the context of this project
2. The proposed methodology (indicating how the team will minimise environmental impacts)
3. the expertise/experience of the team undertaking the work and a brief summary of recent similar work undertaken (demonstrating a clear understanding around the challenges faced in remote and rural digital health and adult social care provision)
4. An outline of any risks (and how these will be mitigated)
5. An outline timetable of activities
6. A breakdown of costs, including any expenses

Response proposals are to be submitted to [rce@dhi-scotland.com](mailto:rce@dhi-scotland.com) by 5pm on Friday 10<sup>th</sup> March 2023. To assist with the completion of your response, you may contact [jennifer.thomas@dhi-scotland.com](mailto:jennifer.thomas@dhi-scotland.com) for further information.

**Additional information (such as CVs) can be given in appendices, but only the application will be assessed, unless otherwise mentioned.**

## Evaluation

Proposals will be evaluated against each other in an objective manner by a team consisting of representatives from DHI and partner representatives. The Evaluation Panel will score each Bidder's response using the criteria shown in the following table.

The Bidder(s) selected will be chosen based on the best value for money. This means suitable quality, delivery, level of risk and response to customer needs at best price.

Criteria	Description	Weighting
Understanding the purpose of the work, context and background and proposes a methodology that meets all the requirements of the tender specification	The proposal demonstrates understanding of the context of this project. Proposal demonstrates that all the requirements of the specification have been addressed and understood and that the proposed methodology is appropriate and capable of successfully delivering all the required outcomes.	30%
Relevant skills and expertise of team to be appointed to deliver the project	Proposal demonstrates the required combination of expertise and experience among team members to be appointed to the project.	20%
Experience and reputation in undertaking similar work	Proposal demonstrates evidence of previous work relevant to this project.	20%
Support of DHI Net-Zero Carbon Emission Targets	All work supported and funded by DHI should be fully committed to supporting the Scottish Government's ambitions to Net-Zero Carbon Emission Targets by 2045. The proposal should indicate how the team will minimise environmental impacts.	5%
Good knowledge and understanding of remote and rural social care delivery in Scotland	Proposal demonstrates evidence of understanding around remote and rural health and social care provision, and the barriers around accessing training and learning resources in remote and rural areas in Scotland.	5%
Risk Management and Quality Assurance	The proposal provides evidence that the main risks involved with the project have been identified and adequately addressed.	5%
Timetable	The proposal provides a timetable of events to ensure that deadlines can be met.	5%
Price	The proposal is competitively priced and represents good value in the context of the goods/services to be delivered over the life of the contract.	10%

	Best value bids will demonstrate an appropriate combination of cost and quality.	
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In the event of a number of proposals being received, short listed HEI's may be invited to provide a presentation to the Evaluation Panel or interview to demonstrate their understanding of the project. The following scoring convention will be used to assess each of the responses to the above quality questions.

Score	Descriptor
4	Excellent response - is excellent overall and will include a balance of completely relevant elements of the Contract as specified (but not limited to the specifications) The response is comprehensive, unambiguous and demonstrates a thorough understanding of the requirement and provides details of how the requirement will be met in full
3	Good response - is relevant and will include a balance of elements of the Contract as specified (but not limited to the specifications) The response is sufficiently detailed to demonstrate a good understanding and provides details on how the requirements will be fulfilled
2	Acceptable response - will include some elements of the Contract as specified (but not limited to the specifications) The response addresses a broad understanding of the requirement but lacks details on how the requirement will be fulfilled
1	Poor response - is partially relevant and will include few elements of the Contract as specified (but not limited to the specifications) The response addresses some elements of the requirement but contains insufficient/limited detail or explanation to demonstrate how the requirement will be fulfilled
0	Unacceptable - Nil or inadequate response Fails to demonstrate an ability to meet the requirement

The Evaluation Panel reserves the right to recommend that if the score for any one criterion is "0", that the Contractor not be recommended. That is, they reserve the right to veto a Contractor if it does not meet at all any one of the criteria.