



## CALL FOR PROPOSALS

### **Title: Mapping and gap analysis: design innovation skills and capabilities for the health and care workforce**

#### **Introduction**

This is a call for proposals from colleges or universities to carry out a research study to explore and analyse existing provision in Continuous Professional Development (CPD) courses that develop design innovation skills and skills and capabilities for change in a health and care context.

The Digital Health & Care Innovation Centre (DHI) is awarding up to £15K for a college or university to undertake a review of all relevant training resources that can be used to support the health and care workforce experiencing changes by providing them with design innovation understanding and approaches and helping them to work through their own challenges.

The main objective of this work is to provide clear recommendations for future CPD course development (potentially short online courses, or blended learning) to support the Moray health and care workforce as they manage changes associated with digital transformation at scale.

We expect interested colleges or universities to provide us with a brief response document (maximum 10 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 digital transformation of the health and care sector has impacted the nature of day-to-day work, and consequently, work practices and on what skills and capabilities are required of both health and care staff and citizens. This in turn will have an impact on what and how these skills and capabilities are taught at colleges and universities as well as at the NHS and by care providers. Design approaches can be applied to all aspects of digital transformation journey including collaborating with patients and other stakeholders to develop changes such as improved or future services, environments, and health and social care solutions.

#### **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 hosts a state-of-the-art, demonstration and simulation environment (DSE) 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 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 are 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.

Five key themes identified as priority areas within the health and social care sector in Moray are currently being explored using Living Lab methodology<sup>1</sup>. The RCE team have been working with health and care practitioners and Moray citizens to address a number of key questions including:

- What do health and social care services currently offer?
- How do they operate? What frustrations do staff and end users of services have?
- How can we improve the services for both the people that deliver them and those that use them?

We know that the changing health and care sector is creating a demand for staff who can design, develop, build and service digital solutions. Additionally, there is a distinct need for learning about innovation, service-redesign, co-design, change management and embedding innovations into the practice of the health and care setting. Design innovation skills are effective and relevant in terms of understanding and articulating need, establishing consensus and supporting collaboration in digital health and care projects.

**The intention is that this study will provide the basis for developing a comprehensive and unique set of training assets around the DSE and Living Labs in Moray to support both current and future health and care and medical staff to develop their design innovation skills and skills and capabilities.**

## Strategic context

It's expected that this research, and the subsequent training assets will align with the key policies that are supportive of the digital transformation of the Scottish health and care sector, which include but are not restricted to the following:

- Digital Strategy for Scotland (2021) - this report identifies that even before the COVID-19 pandemic, the demand for skilled employees for digital roles exceeded the offering, restricting the growth of both the digital sector and the wider economy, an assessment which applies both to the specialist digital health and care workforce, as well as those frontline health and care workers experiencing digital transformation. There are many actions laid out in the strategy beyond those that are education, training and skills specific, all of which drive towards creating a digital nation with a fully digitally competent workforce and general population.
- Digital Health and Care Strategy – this report outlines a commitment to ensure all health and care staff possess the essential digital skills they need to do their job. In order to embed digital transformation, the strategy identifies that *'leaders across health and care must be*

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<sup>1</sup> Defined by the European Network of Living Labs ([ENOLL](#))

*equipped with the necessary digital skills. That extends to the skills required to identify where digital could be used, rather than just how to use digital. This requires us to continue building knowledge and skills within the health and care system to support and deliver digital transformation. This starts from the top of an organisation, from Board-level down’.*

- Topol Review – this report looks at the impact of technological innovation on the NHS workforce and states that ‘90% of all jobs will require some element of digital skills within 20 years’. A key finding was that the cultural changes and service transformation required by the health and care sector over the next 10-20 years will be immense, and that ‘the NHS should foster a culture of inter-professional lifelong learning, based on collaboration and multi-disciplinary problem-solving’.
- [NHS Scotland Recovery Plan \(2021-26\)](#) - this report identifies that ‘research, innovation and the redesign of services will be integral to the recovery of NHS services.’

## Approach

The approach to this piece of work has not been defined in advance, although it is expected to incorporate mixed methods. It is expected that college or university will undertake the following activities:

- A desk review of existing relevant education and training CPD courses (this can include international examples).
- Mapping of relevant CPD provision.
- Assess the gaps and opportunities for the development of appropriate CPD courses in Moray.
- Undertake a workshop with health and care professionals to assess their requirements and needs.
- Produce a short report based on the above findings with clear recommendations for future CPD provision in Moray.

The team should be able to commit to complete this study by the 1<sup>st</sup> March 2024, with a budget of £15K (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.

## 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:

- Experience of undertaking desk research and mapping studies, particularly in relation to the skills landscape.
- Experience of undertaking interactive workshops to explore workforce training needs.
- A good understanding of:
  - the health and social care landscape in Scotland/UK
  - the impact of digital transformation on the work practices of health and care staff
  - how design innovation skills/skills and capabilities for change can be applied in a health and care context.

## Key Deliverables

The main outputs of this project are:

- Outline of research methodology
- Draft report (including gap analysis and recommendation for future course provision)
- Final report (revisions based on the comments to the draft report)

## 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	October 24 <sup>th</sup> 2023
Deadline for submissions	December 8 <sup>th</sup> 2023
Contract awarded	By December 15 <sup>th</sup> 2023
Inception meeting	W/c January 8 <sup>th</sup> 2024
<b>Project milestones with deliverables:</b>	<b>Date</b>
Draft outline of methodology	19 <sup>th</sup> January 2023
Draft report	23 <sup>rd</sup> February 2024
Final report	1 <sup>st</sup> March 2024

*Table 1: Project Timetable*

## Governance

A short-life 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 £15K (incl. VAT) has been assigned to this work.

Milestone	Completion	Payment
Formal proposal acceptance	By December 15 <sup>th</sup> 2023	
Draft outline of methodology	19 <sup>th</sup> January 2024	50%
Draft report	23 <sup>rd</sup> February 2024	
Final report	1 <sup>st</sup> March 2024	50%

Table 2: Project Milestones

## Response

We expect interested colleges or universities to provide us with a brief response document (maximum of **10 pages**) setting out their approach to this piece of work and details of associated costs.

The response document should include:

1. An understanding of the context of this project
2. A suggested methodology
3. The expertise/experience of the team undertaking the work and a short summary of recent similar work undertaken
4. An outline of any risks (and how these will be mitigated)
5. A brief 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 8<sup>th</sup> December 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 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	25%

the requirements of the tender specification	methodology is appropriate and capable of successfully delivering all the required outcomes.	
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 <u>relevant to this project</u> .	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 digital transformation of health and care delivery in Scotland and the impact on the workforce	Proposal demonstrates evidence of understanding around the impact of digital transformation on the work practices of health and care staff, and how design innovation skills/skills and capabilities for change can be applied in a health and care context.	10%
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. Best value bids will demonstrate an appropriate combination of cost and quality.	10%

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.