
Regional Tertiary Pathfinders Programme

Project Overview: NE Health and Social Care Education

The tables below provide insights into projects delivered through the Regional Tertiary Pathfinders Programme, which aimed to strengthen collaboration between colleges, universities, employers, and local authorities.

Each project includes two tables:

1. **Collaboration & Impact** – covering the history of partnerships, project focus, geographic reach, and target beneficiaries.
2. **Delivery & Leadership** – outlining governance structures, project characteristics, stakeholder involvement, and key aims.

These tables highlight the context in which projects tested new ways of working, enhanced learner pathways, and improved regional skills planning. For further details, please refer to the System-Level Report.

Definitions of Project Characteristics

History of Working Together

- **None** – individuals and teams had not worked together previously.
- **Emergent** – individuals and or teams and organisations had previously done some work together. Relationships existed which could be built on and developed.
- **Previous positive experience** – individuals, teams and organisations had a history of successfully working together, in some cases over many years. These existing relationships were an accepted part of ‘how work was done’ and could be built on and further developed and strengthened.

Project Focus

- **Tight** – the project was tightly focussed on delivering specific products/pathways/outcomes.
- **Broad** – the project explored a broad range of topics or areas for improvement and developed associated products/pathways/approaches to deliver outcomes.
- **Multi-theme** – the project explores multiple themes which may be distinct or may intersect and overlap with each other, delivering products/pathways/outcomes related to the themes.

Target Beneficiaries

- **Providers** – colleges, universities and schools, benefit from the work done through the project e.g. increase student numbers, develop complementary provision which reduces competition etc.
- **Learners** – new products, pathways and provision are developed which improve the opportunities, experience and outcomes of learners.
- **Employers** – employers establish positive working relationships with the colleges and universities and become involved in the design of products/provision to meet their needs. Learners acquire the qualifications and skills needed by employers.

Geographic Reach

- **Regional** – for the Pathfinder programme this means aligning to the boundaries of the Regional Economic Partnership (REP).
- **Sectoral** – aligned to the needs of a particular sector e.g. Health, Energy.
- **Local Authority/Community Planning Partnership/Local Employability Partnership** – working within a particular LA Boundary rather than across the REP.

Starting Emphasis

- **Efficiencies** – cost saving as a result producing the desired outcome with little waste of time or resources.
- **Pre-considered improvement** – changes and improvements which had already been identified as needing to be made but which this programme gave the opportunity to catalyse and deliver with renewed focus and pace.
- **Innovation** – the development and delivery of a new method, idea or product to achieve desired outcomes.

Leadership and Sponsorship

- **Diffused** – responsibilities are spread between organisations and groups.
- **Central individual** – a leader/coordinator acts as the main driver for change and delivery.
- **Small group** – a small number of people champion and lead the work acting as a guiding coalition.

Who Was Involved at the Outset

- **Project beneficiaries** – learners, employers and organisations which would benefit from the outputs/outcomes from the project were involved from the outset.

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- **Frontline staff** – staff who would be developing/delivering products/courses were involved at the outset.
 - **Senior decision makers** – senior staff able to provide authorisation and create the conditions for project success were involved at the outset.

Character of Project

- **Pragmatic** – projects were identified and developed based on practical considerations and a realistic view of what could be achieved.
- **Adaptive** – projects evolved to take account of changing contexts or as a result of gaining more understanding/information about what was needed/possible.
- **Radical** – project affecting fundamental/far-reaching change.

Table 1

Project: NE Enhancing and Coordinating the Region’s Simulation Infrastructure for Health and Social Care Education			
History of working together	None	Emergent	Previous positive experience
	Brought together and connected over 20 partners including health and social care partners relevant to simulation education – some who had not had a history of coming together.	Some partners of the project have collaborated previously. For example, RGU and UoA hold interprofessional learning events for health and social care as part of the academic year. The project reached out to include Aberdeenshire and Moray regions via Grampian health board.	
Project focus	Tight	Broad	Multi-theme
	Focussed areas around: agreeing the definition/interpretation of	The project broadly sought to improve simulation education opportunities through	

Project: NE Enhancing and Coordinating the Region's Simulation Infrastructure for Health and Social Care Education

	simulation across the range of partners to progress work and agree on the approach to gathering and bringing together of data and information on simulation education from across the regions, mapping of provision across H&SC partners.	information sharing and in-person events. Specific outputs like the Foundation Apprenticeship Simulation Days supported awareness-raising as well as better provision.	
Geographic reach	Regional	Sectoral	Local Authority/CPP
	Partners from across NE Scotland took part in the project. The regional reach of the project is seen in its development of a database of regional simulation education resources. This pilot was cross-regional as it included Moray region as well given the boundaries not coinciding (education and H&SC)	Health and Social Care Sector.	
Target beneficiaries	Employers	Learners	Providers

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	NHS Grampian and Social Care providers across Aberdeenshire and Moray.	Current and potential learners benefit from greater access to simulation education with more facilities and resources.	Providers benefit from shared data on locating resources for simulation education provision. Furthermore, they benefit through collaboration between institutions.
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Table 2

Project: NE Enhancing and Coordinating the Region’s Simulation Infrastructure for Health and Social Care Education			
Leadership sponsorship	Diffused	Central individual	Small group
	A project working group, constituted by initial partner members, led during the initial phase of the project.	Senior leaders from RGU.	
Who was involved at the outset	Senior decision-makers	Frontline staff	Project beneficiaries
	Project Lead had overall responsibility for direction.	Experienced Project Coordinator appointed to deliver the aims of the project and led in bringing together and managing the group of stakeholders. A large number of partners (20+) were brought together at the outset to form a project working group. This included educational institutions: RGU, NESCol, UoA, and health and social care bodies: Aberdeen and	School pupils, students, staff, NHS and health and social care providers (the employers).

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		Aberdeenshire Health & Social Care Partners, NHS Grampian and others.	
Character of project	Radical	Adaptive	Pragmatic
	The Grampian Interprofessional Simulation group is a significant deliverable of the project that brings collaboration and coordination to a new level. This group will support future developments such as the further resource sharing for physical, or the teaching of, simulation.	Through new and developed collaboration between partners, the project achieved a level of data sharing that effectively mapped regional simulation resources beyond previous attempts. Coordination of resources built on existing partnerships to increase efficiency.	
Starting emphasis	Innovation	Pre-considered improvement	Efficiencies
	Bringing together a wide range of relevant partners and group which did not exist prior to the project. The project team started from a limited base of information with	Simulation education occurs in local networks and in institutions and organisations in the region. Some collaboration has existed, such as interprofessional learning events between RGU and UoA. The	Simulation education resources are expensive and often require specialist spaces. While a number of partners maintained these resources, there was an interest in information sharing and collaboration as a means for

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	no available baseline data on simulation education for the region. Innovative approach for agreeing and gathering this amongst the relevant partners.	project aims to expand collaboration and introduce new partnerships to ensure access to and use of coherent simulation education provision at a regional scale, effectively building on existing provision.	more coherent and sustainable provision of simulation education. This started with an information gathering exercise to map current infrastructure and provision.
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