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UNIHEAL+ - Contextualizing UNiversal HEALTH resilience through health professionals' re-skilling for digital health services provision

Project Number: 2021-1-ES01-KA220-VET-000033271

R1: UNIHEAL+ Framework Courses – a completed approach.

Collated Piloting report



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Report elaborated by: INNOVATION TRAINING CENTER

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INTRODUCTION

This document is part of Result 1 (UNIHEAL+ Framework Courses – a completed approach) in the frame of the Erasmus + KA2 UNIHEAL+ Project, “Contextualizing UNiversal HEALth resilience through health professionals’ re-skilling for digital health services provision” project number 2021-1-ES01-KA220-VET-000033271.

To this end, the present document presents the results of the piloting in Croatia, Greece, Italy, and Spain and has been structured to address the full understanding of the report:

- Section 2 UNIHEAL+ PROJECT and piloting SUMMARY briefly presents the overall structure of the project: its objectives, target group and key results followed by the process of the pilot session.
- Section 3 GENERAL INFORMATION ABOUT THE PILOT SESSIONS IN CYPRUS, GREECE (2), LITHUANIA, ROMANIA, AND SPAIN (2) introduce the overall description of the pilot sessions including duration, pilot testing character (classroom or online, etc.) and participants’ profile and number.
- Section 4 presents a RESULTS OF THE EVALUATION: THE UNIHEAL+ TRAINING divided on results from the questionnaires filled in by all the trainers and learners that have participated in the piloting.

Finally, the last part of this report presents the CONCLUSIONS, introducing a summary of the pilot implemented in all countries.

2. UNIHEAL+ PROJECT SUMMARY, R1 AND PILOT SESSIONS PROCESS

The Uniheal+ project, Contextualizing UNiversal HEALTH resilience through health professionals’ re-skilling for digital health services” main objectives are:

1. addressing the needs of the health professionals for further skilling, re- and upskilling, with a specific VET curriculum updated on further needs-centered skills building and adapted to labour market needs.
2. recognizing the significance of digital health services deriving also from the recent health situation/emergency and the dominance of the ICT context in personal and professional life.
3. equipping health professionals to better deliver their jobs, by digital health services training, thus improving their use of computational technologies, smart devices, communication media, etc, and, aids healthcare professionals and their patients manage illnesses, health risks, as well as promote health and wellbeing.
4. maximizing potential in their employment through the recognition of skills and qualifications due to the EQF, ECVET & ECTS units.
5. constructing well-stepped units of training, educational materials, work-based scenarios, guides for the VET educators as well Health services providers, such as health professionals and nursing and midwifery professionals have been in the centre of our project for vocational empowerment and further coordinated and integrated training for re-skilling on digital health services provision.

The **UNIHEAL+ project consortium** is formed by consortium of consortium of SEVEN (7) partners from five (5) European countries: Spain, Lithuania, Romania, Cyprus, and Greece:

Table 1. UNIHEAL+ CONSORTIUM. Own elaboration

Partner No.	Country	Name	Acronym
P1	ES	Fundación Ayesa	FA
P2	LT	UAB Theoria	Xwhy
P3	GR	Xenios polis	Xenios
P4	RO	Gripen Europe	Gripen
P5	GR	Prolepsis	Prolepsis
P6	ES	Innovation Training Center, SL	ITC
P7	CY	CSI	CSI

In this frame and for this report, the country acronyms we will use are:

1. The piloting implemented by CSI will hold the acronym CY.
2. The piloting implemented by Xenios Polis will hold the acronym GR1.
3. The piloting implemented by Prolepsis will hold the acronym GR2.
4. The piloting implemented by XWHY will hold the acronym LT.
5. The piloting implemented by Gripen Europe will hold the acronym RO.
6. The piloting implemented by ITC will hold the acronym ES1.
7. The piloting implemented by Fundación Ayesa will hold the acronym ES2.

The project is organized in 4 Results:

- R.1. UNIHEAL+ Framework Training Courses
- R.2 UNIHEAL+ Adaptation and Training Guide for Educators
- R.3 eLearning resources and digital tools
- R.4 UNIHEAL+ Assessment, Validation and Recognition of Competencies Content and Tools.

The target group is both **health care professionals** (e.g., nurses, doctors, pharmacists, dentists, doctors, etc.) and **Trainers**.

A specific **Guidelines for piloting** document was issues in the frame of R1 to guide partners in the process of piloting in 6 steps:

- 1. Partners identify participants:** at least 20 per partner.
- 2. Each partner will make sure that at least the module they have designed is tested plus another one:**

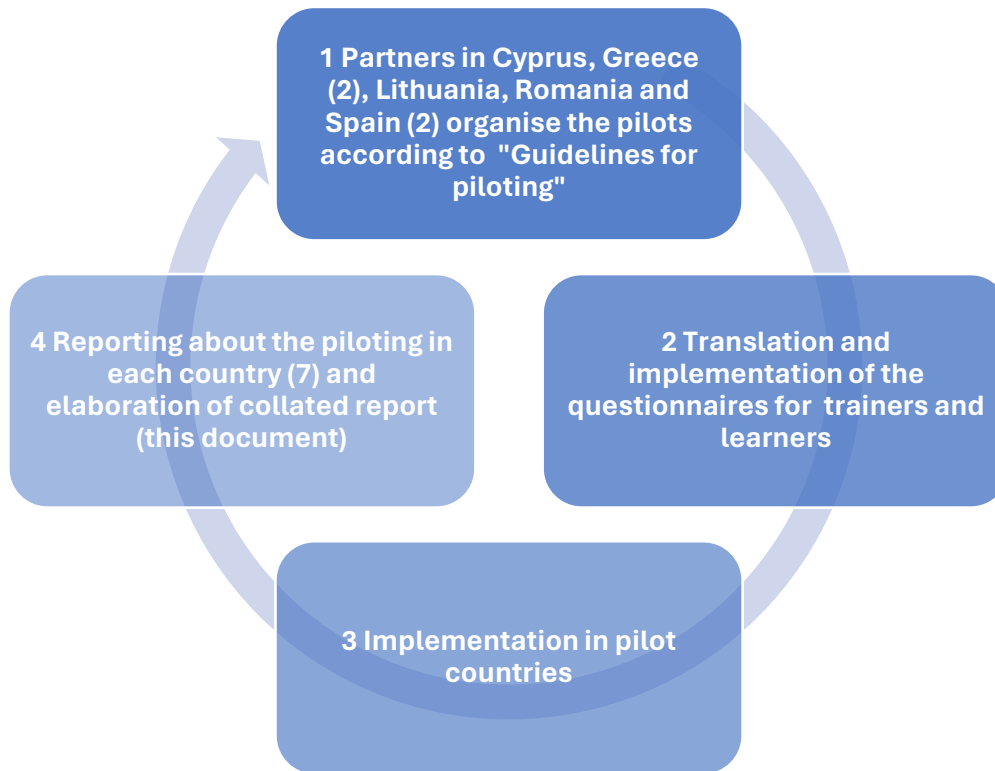
Table 2. UNIHEAL+ Modules. Own elaboration

6 MODULES
M1: Framework skills and aptitudes for digital communication
M2: Computer literacy, data analysis, data protection programs
M3: eHealth & mHealth context and content
M4: Medical devices compatibility
M5: Mobile applications, cloud storage, internet usability-functionality
M6: Universal digital health coverage

- 3. Webinar or physical meeting/s with the participants** covering introduction to the Project, the Platform, and the purpose of the training and testing (see presentation and video under R3), overview of the UNIHEAL+ 6 modules training (structure, navigation) and presentation of the piloting procedure including questionnaires (mandatory).
- 4. Pilot testing:** The sessions can be made either in groups with a facilitator or as distance online testing, depending on the preferred way of each piloting Partner.
- 5. Collection of feedback via Evaluation questionnaire.**
- 6. Issue of National reports: based on the data from the evaluation questionnaires Partners will provide national reports.**

The following figures illustrates the summary of the process followed:

Figure 1. Piloting process followed. Own elaboration



3. MODULES, DATES AND GENERAL DATA BY COUNTRY

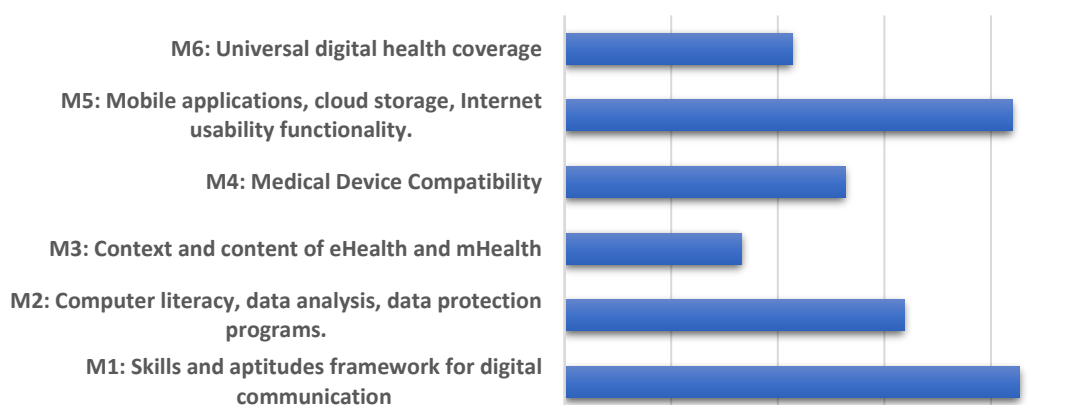
In the following table we have included a summary of the learners' participation in the different modules by country: Cyprus, Greece (2), Lithuania, Romania, and Spain (2):

Table 3: Percentage of Modules tested by the participants. Own elaboration

MODULES	CY	GR1	GR2	LT	RO	ES1	ES2
	Percentage of learners testing each module						
M1: Skills and aptitudes framework for digital communication	-	28,6%	20%	66,7%	-	7,7%	90,4%
M2: Computer literacy, data analysis, data protection programs.	-	14,3%	15%	50%	38,15%	3,8%	38%
M3: Context and content of eHealth and mHealth	100%	14,3%	10%	16,7%	23,1%	-	19%
M4: Medical Device Compatibility	62,5%	28,6%	40%	33,3%	15,4%	-	14,2%
M5: Mobile applications, cloud storage, Internet usability functionality.	25%	14,3%	10%	33,3%	7,7%	92,3%	52,3%
M6: Universal digital health coverage	31,3%	4,8%	5%	50%	15,4%	7,7%	23,8%

This table confirms that all modules were tested by the participants. In the figure below we can see Module 1 and Module 5 were the modules most tested by the participants followed by M2 and 6:

Figure 2. Modules tested by the participants. Own elaboration



The piloting was implemented from October to December 2023:

Table 4: Timings of the piloting activities – all countries. Own elaboration

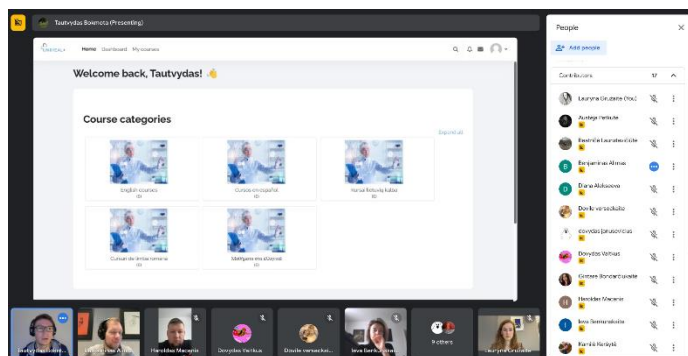
COUNTRY	TIMINGS
Cyprus	From 11 th October to 27 th November 2023
Greece – Xenios polis	21 st December 2023
Greece - Prolepsis	Throughout December, 2023
Lithuania	From 16 to 30 th November 2023
Romania	18 th of December 2023
Spain - ITC	31 st October 2023
Spain - FAYESA	27 th October 2023

In **Cyprus** the piloting activities of the UNIHEAL+ project took place in different **face to face** settings and dates:

1. Erasmus Days at the University of Nicosia on 11th of October 2023 (5 learners participated in the piloting from the departments of Nursing and Sports Science)
2. Visit at the Laboratory of Embryology and Stem Cells at the University of Cyprus on the 3rd of November 2023 (5 learners participated in the piloting from the biology department)
3. Visit at the Susini College in Nicosia on the 27th of November 2023 (4 learners participated from the Aesthetics and Beauty course of the college)
4. Other registrations to the platform were from users that were informed for the piloting activities through an email invitation.

In **Greece, on the one hand, XENIOS POLIS** organised a **face-to-face piloting session** in Athens/Greece on the 21st of December 2023. 21 participants met the project’ idea and its objectives, exchanged ideas and shared suggestions on the digital health. The piloting addressed to learners between 17-19 years old who join courses and trainings both to digital skills and master courses on digital health specialisation. **On the other hand, Prolepsis**, during the whole month of December reached out its vast network of health professionals to recruit participants of various relevant health professional backgrounds: finally, 20 participants participated in the piloting, signed up for the platform, navigated through at least one module and filled in the online form.

In **Lithuania**, the pilot training session was organized in an **online form** from the 16th till the 30th of November. After the project presentation, the platform and the modules were introduced. Afterwards, the participants were given the time to check the contents of Uniheal+ by themselves individually and to fill out the questionnaire aimed at feedback collection. After two weeks, they met again with the participants with the aim to continue discussion on different Uniheal+ contents and to see how much they progressed with the platform, to answer any questions they might have encountered.





partners filled out the evaluation questionnaire as demanded from the trainers (13 participants filled out the evaluation questionnaire).

In Romania, Gripen led the **hybrid piloting session** that took place on the **18th of December 2023**, in *Bucharest*, Romania, with a total duration of **1 hour**. The team of GRIPEN EUROPE and especially the project manager Sissy P. and the volunteer Duri K. with the valuable support of XENIOS POLIS gave emphasis on briefly presenting the project (context and objectives), the project results (PRs) and the digital platform- modules. The **22 participants** came from a variety of scientific background thus learners, health professionals and project managers, however not all

In Spain, on the on the hand, ITC implemented a pilot session that took place on October 31st, 2023, with a total duration of 3h (coordination, execution, and evaluation), through the **ADEMA University School**. It was implemented face-to-face, with a total of 26 university learners of the bachelor’s degree in Dentistry, who were in their 3rd year (the learners were aged from 21 to 40) guided by 2 trainers. **On the other hand, FAYESA**, implemented the face-to-face piloting on October 27th (2023) in FAYESA’s Offices (Sevilla), with an estimated duration of 2 hours (12:30 - 14:30) guided by 1 trainer. It was implemented face-to-face and received a total of (62) participants from which, (26) are health professionals from social organizations, and (36) are learners enrolled in a health-related vocational training programme in Higher Education School “IES Sotero Hernández”.



It is to note that **most partners (CSI in Cyprus, Xenios Polis in Greece. FAYESA and ITC in Spain) opted for the face-to-face piloting session but Xwhy in Lithuania and Propelpsis in Greece, where they led the online piloting session with webinars piloting with email and phone support when needed. Gripen (RO) also led a hybrid session including some of the presenters connecting via online.**

And finally in the following table we have included number of learners and trainers that have participated in the piloting by country:

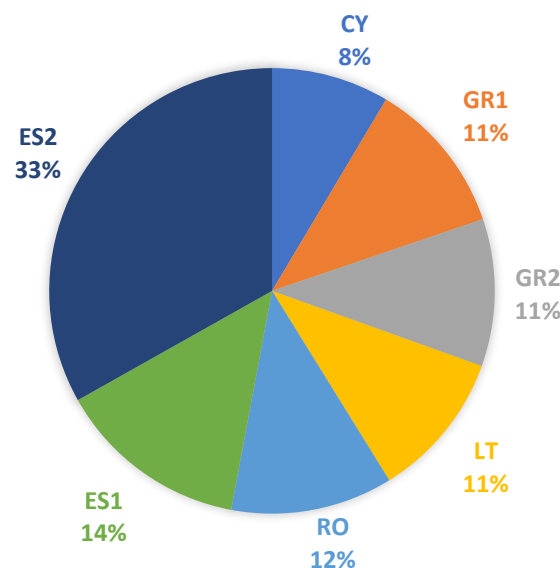
Table 5: Number of learners by country. Own elaboration

	CY	GR1	GR2	LT	RO	ES1	ES2	Total
Number of learners	16	21	20*	20*	22*	26	62*	187
Number of trainers	2	2	1	4	2	2	1	14
Total participants								201

Note: *In Lithuania only 4 participants filled in the evaluation form, In Spain2, at the Fayesa piloting, only 24 filled in the evaluation, in Greece 2 only 12 and in Romania only 16 filled in the evaluation form.

The figure below illustrated the percentages of learners by country where FAYESA (ES2) had the highest percentage engaging 33% of the total:

Figure 3. Percentages of learners testing the platform by country. Own elaboration



As a summary, **14 trainers participated and filled in the evaluation form. 187 learners participated in the piloting and, from those, 121 feedback forms were collected from the learners.** It is noticeable that those partners opting for the online or hybrid piloting had some trouble collecting feedback forms. In Spain, the participants were requested to fill in the evaluation forms after the piloting.

4. RESULTS OF THE EVALUATION: THE UNIHEAL+ TRAINING

The evaluation focused on the 2 Parts: teachers' and learners' evaluation. It presents the results of the evaluation analysing the results from the 2 questionnaires implemented:

- Trainers' questionnaire: **14 trainers** filling in the evaluation form.
- Learners' questionnaire: **187** learners participating in the piloting (121 feedback forms were filled in).

The LEARNERS' EVALUATION is divided into:

- General rating
- Pilot Design
- Training delivery
- Skills and interest
- Timings and suggestions for improvement

The TRAINERS EVALUATION is divided into:

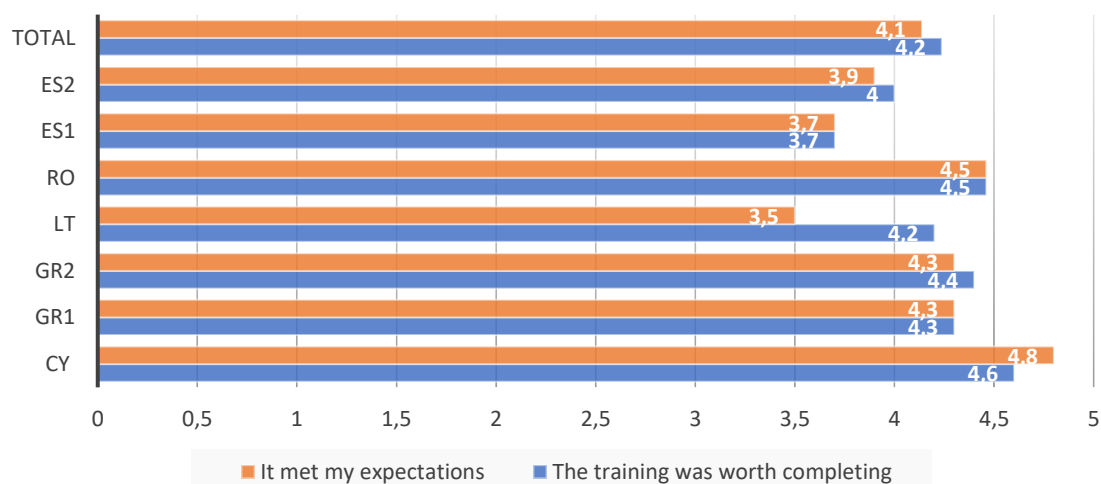
- General ratings
- Pilot and modules' feedback
- Timings and suggestions for improvement

2.1 Learners' evaluation

General rating

Learners were requested to provide their evaluation of the UNIHEAL+ training provision (1 is poor, 5 is excellent): the collated rating responded to 4,1 and 4,2. As illustrated by Figure 4 we can see that the rating between countries were quite homogeneous: the higher reach of expectations was in Cyprus and the lowest was Lithuania.

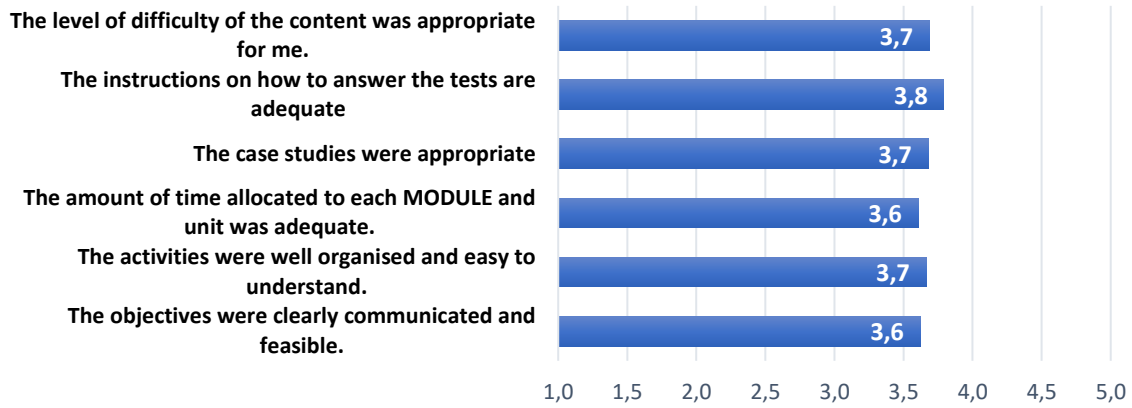
Figure 4: General rating of the pilot by country. Own elaboration



Pilot design

Learners were requested to provide their evaluation of the UNIHEAL+ pilot design (1 is poor, 5 is excellent): the **collated rating was 3,7**, very good, as illustrated by Figure 5.

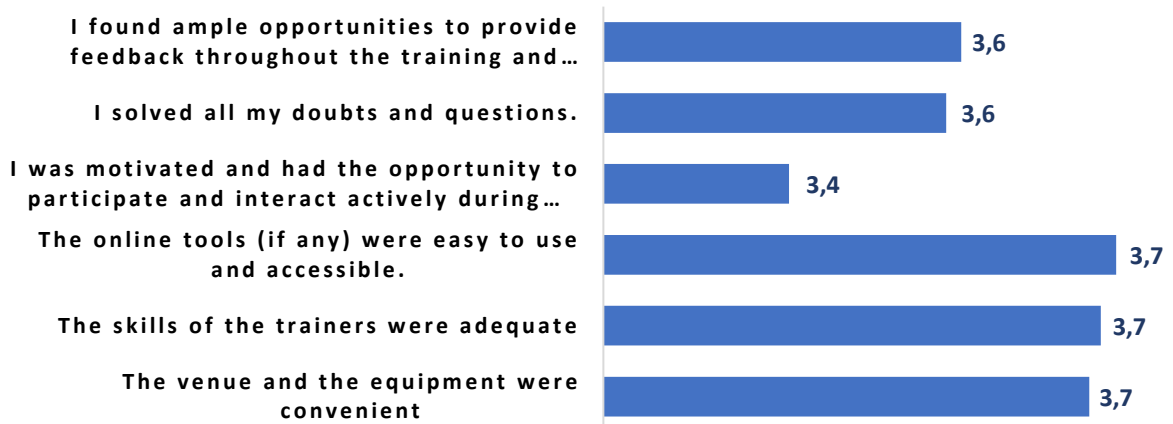
Figure 5. Pilot design feedback. Own elaboration



Pilot training delivery

Learners were requested to provide their evaluation of the UNIHEAL+ pilot training (1 is poor, 5 is excellent): the **collated rating was 3,7**, as illustrated by Figure 6.

Figure 6. Pilot training delivery. Own elaboration

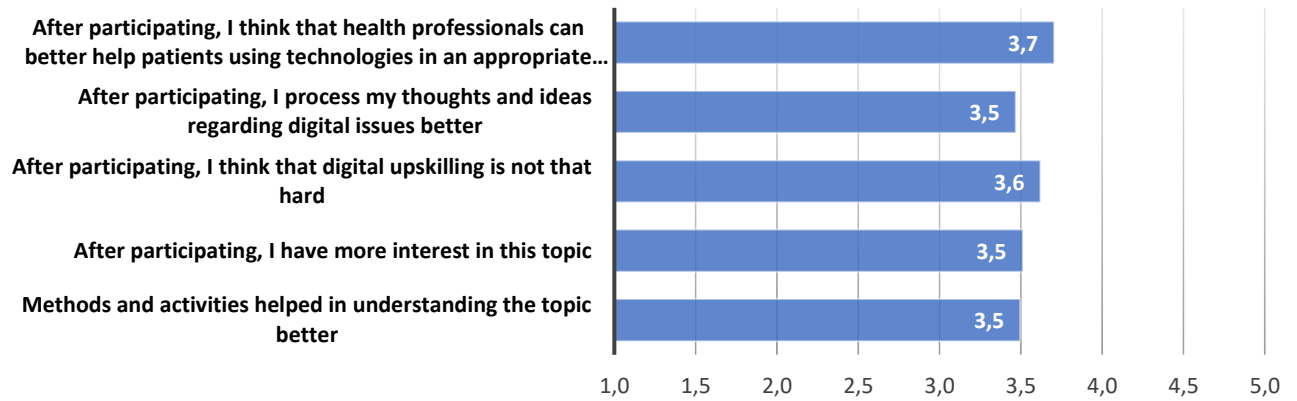


The lowest rating (3,4) corresponded to *I was motivated and had the opportunity to participate and interact actively during the training* which can be due to the rating of those participants that tested the platform online or in hybrid form where the interactivity was limited.

Interests and skills

Learners were requested to provide their evaluation concerning their interests and skills related to UNIHEAL+ (1 is poor, 5 is excellent): **the collated rating was 3,6**, as illustrated by Figure 7.

Figure 7. Interests and skills. Own elaboration

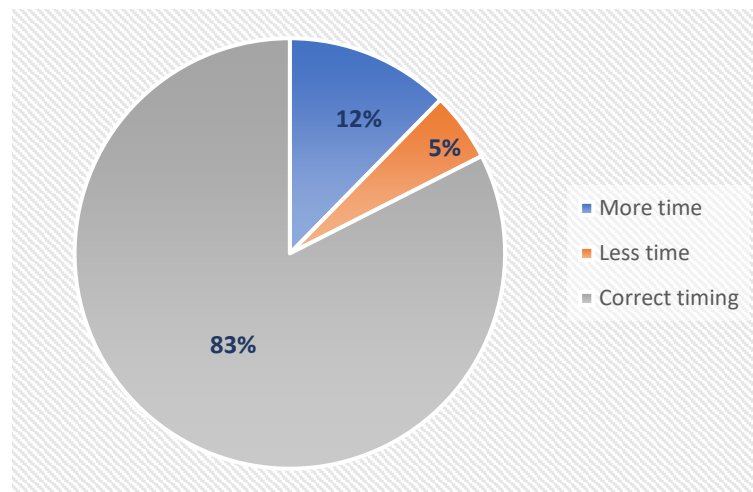


As we can see, the higher rating (3,7) corresponded to “I think that the health professionals can better help patients using technologies in an appropriate way”.

Timings and suggestions for improvements

Learners were requested to provide their evaluation concerning the timing and suggestions for improvements related to UNIHEAL+ (more time, less time, correct timing): the collated rating to the timing responded to correct timing, as illustrated by Figure 8.

Figure 8. Timing feedback. Own elaboration.



The suggestions collected during the feedback were the following ones:

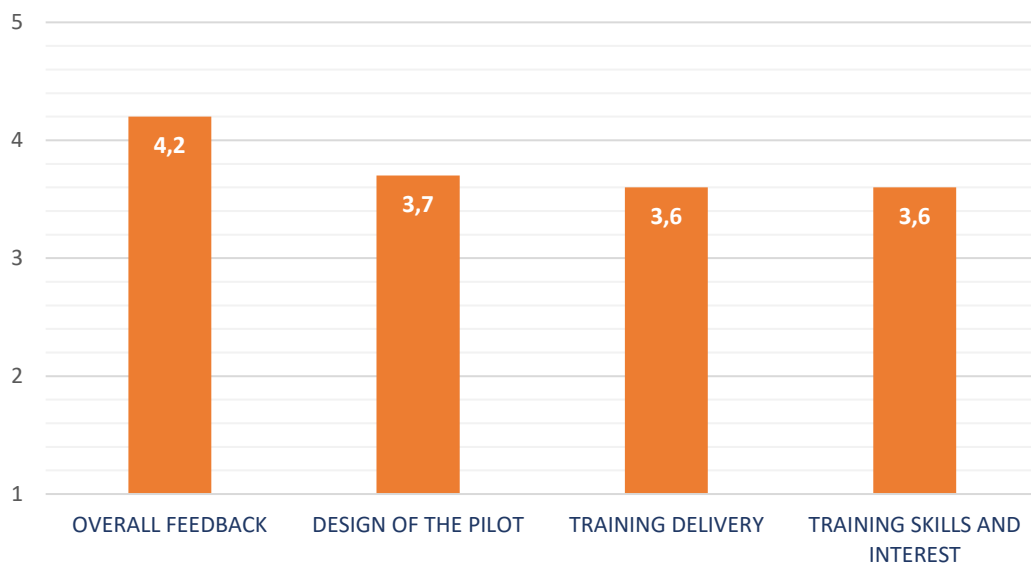
Table 6. Student's suggestions. Own elaboration.

Summary of Learners suggestions
<i>Platform to be rendered more user-friendly, especially when you want to go back.</i>
<i>Consider using tests after each unit to be able to move on to the next, if the knowledge from the previous units is necessary for the following ones.</i>
<i>Module 5 is very well explained, with many images and it can also be very helpful to older people who are not so familiar.</i>
<i>Module 4 was organized quite well.</i>
<i>The case studies are particularly interesting.</i>
<i>I would also like to know accreditations the UniHeal+ certificate provides.</i>
<i>More information about cybersecurity</i>
<i>More moments to discuss and network with other participants</i>
<i>It is very important to make emphasis on the interaction with the trainer or trainers who are guiding the learners.</i>

Summary of learners' feedback

The following figure illustrates the collated average by section: it is noticeable that the overall feedback regarding expectations and whether the training was worth completing is higher (4,2) than the rest.

Figure 9. Learners' feedback: All participants. Own elaboration.

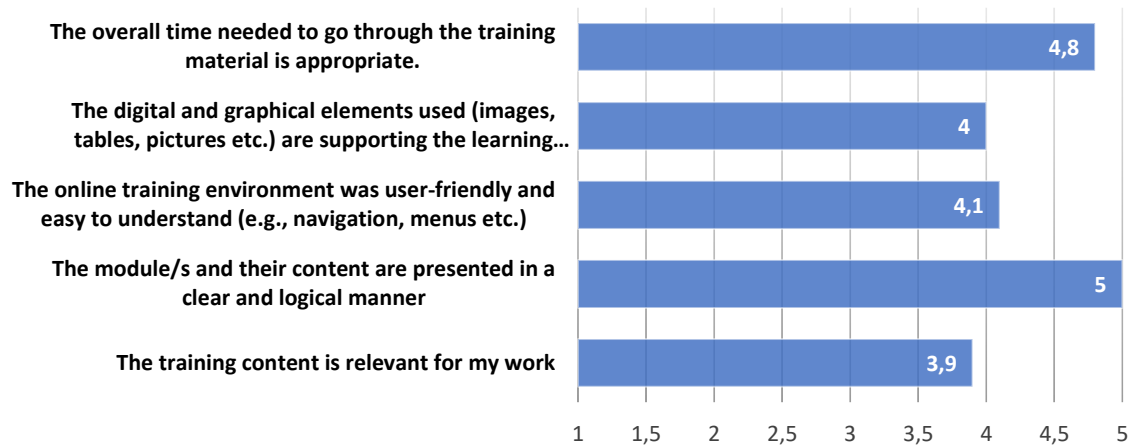


2.2 Trainers' evaluation

General ratings

The trainers were requested to provide their feedback concerning the general ratings of the pilot (1 is poor, 5 is excellent): the collated rating responded to 4,3, as illustrated in the figure below.

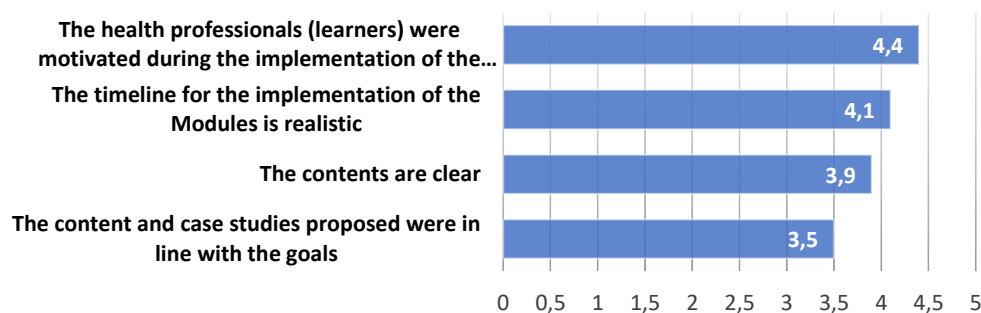
Figure 10. All trainers general pilot ratings. Own elaboration



Pilot and Modules feedback

The trainers were requested to provide their feedback concerning the module/s used during the pilot (1 is poor, 5 is excellent): the collated rating responded to 4, as illustrated by figure 11.

Figure 11. All trainers feedback about the modules. Own elaboration



Timings and suggestions for improvements

The trainers expressed a high level of satisfaction with the overall provision of the UNIHEAL+ training, encompassing the online content, learning environment, digital and graphic elements, and the realistic timeline established for module implementation.

Given the nature of the piloting, conducted before the multiplier event (that were not implemented in all countries), the trainers were offered an opportunity for direct communication with the pilot participants which facilitated the discussions about their experiences with the Moodle platform and the training material that were very enriching.

5. CONCLUSIONS

The piloting has been implemented in Cyprus, Greece (2), Lithuania, Romania, and Spain (2) from **October to December 2023**, with a duration of 3 months.

All the modules were tested by the participants: module 1 and module 5 were the modules most tested by the participants followed by M2 and 6. Most partners (CSI in Cyprus, Xenios Polis in Greece, FAYESA and ITC in Spain) opted for the face-to-face piloting session while Xwhy in Lithuania and Propelpsis in Greece, opted for the online piloting session with webinars, email and phone support when needed. Gripen (RO) also led a hybrid session including some of the presenters connected via online.

187 learners participated in the piloting and, from those, 121 feedback forms were collected from the learners. 14 trainers participated and filled in the evaluation form. It is noticeable that those partners opting for the online or hybrid piloting had some trouble collecting feedback forms. In Spain, the participants involved in the FAYESA piloting were requested to fill in the evaluation forms after the piloting.

Regarding the trainers' evaluation results:

- As to the general rating of the piloting (time needed, digital elements, learning environment, materials are clear, training content) the collated rating corresponded to 4,3, very good.
- Regarding the modules and the piloting, the ratings from the trainers regarding the materials tested showed that all the modules were considered as very good with a general rating of 4 out of 5. The trainers expressed a high level of satisfaction with the overall provision of the UNIHEAL+ training, encompassing the online content, learners motivation, case studies and the realistic timeline established for the implementation of the piloting. The overall rating in all countries was 4.

As to the learners' evaluation:

- Regarding the general rating of the piloting, all learners agree on starting their expectations were met and the training was worth completing reaching 4,2 as overall rating.
- As to design of the training: the results in all items (objectives were clear, activities easy to understand, amount of time correct, materials available, instructions adequate and level of difficulty appropriate) corresponded to AGREE with a collated rating 3,7.
- Training delivery: the results in all items (venue, skills of trainers, online tools, motivation, solved doubts, found opportunities to provide feedback) corresponded to AGREE with a collated rating 3,6.
- Skills and interest: the results which in all items (methods, expression of opinions, increased interest in the topic...) corresponded to AGREE (collated rating 3,6). The higher rating (3,7) corresponded to *"I think that the health professionals can better help patients using technologies in an appropriate way"*.
- In general, the timings were considered appropriate by the learners.

It can be stated that the average rating in the piloting countries is high. The learners particularly enjoyed the case studies. The comments for the improvement of the modules have been used to further improve the app and make it more friendly to the users.