

# DIGI4ME

## PILOTING HANDBOOK

PRIMARY CONTRIBUTORS

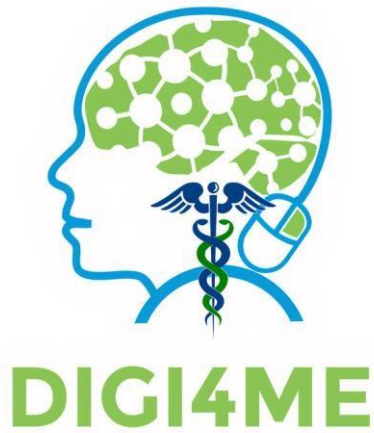
IULIANA MARIN  
DORINA POPOVICI

V1.0

HEALTH SECTOR SKILL  
ALLIANCE FOR CREATING  
INNOVATIVE AND EFFICIENT VET  
PROGRAMMES AND IMPROVING  
THE DIGITAL SKILLS OF MEDICAL  
PHYSICS AND HEALTH  
PROFESSIONALS



621673-EPP-1-2020-  
1-EL-EPPKA2-SSA



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## **DIGI4ME PROJECT**

"Health sector skill alliance for creating innovative and efficient VET programmes and improving the digital Skills of medical physics and health professionals"

Project Reference: 621673-EPP-1-2020-1-EL-EPPKA2-SSA

## **PILOTING HANDBOOK**

### **Primary Contributors**

Iuliana Marin, UPB

Dorina Popovici, UPB

### **Contributors**

All Partners

## Document info

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Abstract:	This document delineates key aspects of the piloting phase within the DIGI4ME Erasmus+ project, designed to address the need for digital skills in the European healthcare sector. The relevance of the project is underscored by the imperative to equip healthcare professionals with advanced digital skills amid rising demand for healthcare services, driven by demographic shifts and evolving healthcare requirements. The document evaluates the project's design and implementation quality, the proficiency of the project team, and collaboration arrangements. Emphasizing impact and dissemination, the DIGI4ME project seeks to contribute significantly to enhancing the digital proficiency of medical professionals, aligning with the European Union's strategic vision to address the evolving landscape of healthcare in the digital era.
Keyword List:	Piloting phase, Digital skills, Healthcare sector

## Contents

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## BACKGROUND

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### Digi4ME Project Handbook

The piloting phase of the DIGI4ME Erasmus+ project is a critical component in the overall strategy to address the growing demand for digital skills in the healthcare sector across Europe. As the demand for healthcare services increases due to demographic shifts and changing healthcare needs, the importance of equipping healthcare professionals with digital skills becomes evident. Recognizing this need at the European Union level, the DIGI4ME project aims to provide advanced digital skills training for medical professionals.

The project involves collaboration between European Union Educational Institutes, Vocational Education and Training (VET) providers, Health Care Associations, and relevant enterprises. This collaborative effort ensures a diverse range of perspectives, expertise, and experiences are considered in the development and implementation of the digital skills training program.

The piloting phase plays a crucial role in refining and optimizing the educational platform and data collection processes. This phase allows researchers and project stakeholders to identify and resolve any potential issues that may arise during the implementation of the training program. By conducting a pilot study, the project team can assess the feasibility of the training plan, measure the level of interest among health professionals, and make necessary adjustments before scaling up the program.

Moreover, the piloting phase enables researchers to evaluate the effectiveness of the educational content and identify any potential barriers to successful implementation. This information is invaluable in ensuring that the final program meets the needs of healthcare professionals and effectively addresses the digital skills gap in the health sector.

## Training Time Schedule

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The piloting phase of the DIGI4ME Erasmus+ project is a pivotal stage in addressing the increasing demand for digital skills in the healthcare sector across Europe. The training schedule encompasses collaborative efforts among European Union Educational Institutes, Vocational Education and Training (VET) providers, Health Care Associations, and relevant enterprises.

### **1. Overview of Piloting:**

The piloting phase within the DIGI4ME Erasmus+ project serves as a meticulous and crucial process in the development and refinement of the advanced digital skills training program for healthcare professionals. This stage involves a comprehensive assessment of various facets, aiming to ensure the efficacy, relevance, and scalability of the training initiative.

#### *Refinement of Educational Platform:*

The piloting phase allows for the fine-tuning of the educational platform, ensuring that it aligns with the specific needs and expectations of healthcare professionals.

Feedback from participants and stakeholders during the piloting events aids in optimizing the platform for a more engaging and effective learning experience.

#### *Data Collection Processes:*

Rigorous data collection processes are tested and refined during the piloting phase to ensure accuracy, reliability, and efficiency in gathering valuable insights.

The data collected includes participant feedback, performance metrics, and any challenges encountered, contributing to evidence-based decision-making for program improvements.

#### *Feasibility Assessment:*

Through the piloting phase, the project team assesses the feasibility of the training plan, identifying any logistical, technical, or practical challenges that may arise during full-scale implementation.

Insights gained from the feasibility assessment guide adjustments to the training program, making it more adaptable and resilient.

#### *Measurement of Interest:*

Understanding the level of interest among healthcare professionals is a key aspect of the piloting phase. It provides insights into the appeal and relevance of the digital skills training program.

Feedback on participant engagement and enthusiasm helps in refining the program to captivate and sustain interest throughout the learning process.

#### *Issue Identification and Resolution:*

The piloting phase allows for the identification and resolution of potential issues that may impede the successful implementation of the training program.

Proactively addressing challenges during the piloting stage ensures a smoother rollout when the program is expanded, minimizing disruptions.

#### *Effectiveness Evaluation:*

Evaluation of the effectiveness of educational content is a critical component of the piloting phase. This includes assessing how well the training aligns with the intended learning outcomes and objectives.

Continuous monitoring and assessment contribute to the enhancement of content quality and instructional methods.

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*Adjustments Before Scaling Up:*

Findings from the piloting phase inform strategic adjustments to the training program, ensuring that it is optimized for scalability.

Lessons learned during piloting contribute to a more robust and adaptable program that can meet the demands of a larger and diverse audience.

The overview of the piloting phase underscores its role as a dynamic and iterative process, shaping the DIGI4ME project's digital skills training program to be responsive, effective, and impactful within the evolving landscape of healthcare across Europe.

**2. Objectives of Piloting:**

The piloting phase within the DIGI4ME Erasmus+ project is driven by a set of well-defined objectives, each playing a crucial role in the refinement and optimization of the advanced digital skills training program for healthcare professionals. These objectives are designed to ensure that the program not only meets the needs of the target audience but also paves the way for successful and scalable implementation.

*Feasibility Assessment:*

Objective: Evaluate the feasibility of the proposed training plan in real-world scenarios.

Rationale: Identify any logistical, technical, or operational challenges that may arise during the implementation of the program on a larger scale.

*Measurement of Interest:*

Objective: Measure the level of interest and engagement among healthcare professionals participating in the piloting phase.

Rationale: Understand the appeal and relevance of the digital skills training program, ensuring it captures and sustains the interest of the target audience.

*Issue Identification and Resolution:*

Objective: Identify potential issues and challenges that may hinder the successful implementation of the training program.

Rationale: Proactively address and resolve issues during the piloting phase to minimize disruptions and optimize the program for future scalability.

*Effectiveness Evaluation:*

Objective: Evaluate the effectiveness of the educational content in achieving the intended learning outcomes and objectives.

Rationale: Ensure that the training program provides tangible and meaningful skills enhancement for healthcare professionals.

*Adjustments Before Scaling Up:*

Objective: Make strategic adjustments to the training program based on insights and feedback gathered during the piloting phase.

Rationale: Enhance the program's adaptability and scalability, ensuring it is well-positioned for expansion to a larger and more diverse audience.

*Optimization of Data Collection Processes:*

Objective: Refine and optimize data collection processes to ensure the accurate and efficient gathering of valuable insights.

Rationale: Enhance the project team's ability to collect relevant data that informs evidence-based decision-making for continuous program improvement.

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***Refinement of Educational Platform:***

**Objective:** Fine-tune the educational platform based on participant feedback and observed performance during the piloting phase.

**Rationale:** Improve the overall user experience, making the platform more engaging, user-friendly, and aligned with the specific needs of healthcare professionals.

***Assessment of Program Scalability:***

**Objective:** Assess the program's readiness for scalability to a larger audience and diverse settings.

**Rationale:** Ensure that the training program can be seamlessly expanded without compromising its effectiveness and relevance.

***Continuous Improvement:***

**Objective:** Establish a framework for continuous improvement based on lessons learned during the piloting phase.

**Rationale:** Foster an iterative approach to program development, ensuring it remains adaptive to evolving healthcare demands and technological advancements.

By addressing these objectives, the piloting phase becomes a dynamic and strategic process, providing valuable insights and evidence that contribute to the ongoing enhancement of the DIGI4ME digital skills training program for healthcare professionals.

***3. Transnational Collaboration:***

The success of the DIGI4ME Erasmus+ project hinges significantly on its transnational collaboration, a strategic and essential component that brings together diverse stakeholders from across Europe. This collaborative effort involves European Union Educational Institutes, Vocational Education and Training (VET) providers, Health Care Associations, and relevant enterprises, creating a dynamic network that enriches the development and implementation of the advanced digital skills training program for healthcare professionals.

**1. Comprehensive Stakeholder Engagement:**

**Collaborative Partners:** The project engages a spectrum of stakeholders, including educational institutions, vocational training providers, healthcare associations, and enterprises. This diversity ensures a comprehensive and inclusive approach to addressing the digital skills gap in the healthcare sector.

**2. Diverse Perspectives and Expertise:**

**Incorporating Perspectives:** The collaboration harnesses the diverse perspectives, expertise, and experiences of stakeholders, contributing to a well-rounded and holistic understanding of the digital challenges faced by healthcare professionals.

**3. Tailored Solutions for Regional Needs:**

**Flexibility:** Transnational collaboration enables the development of solutions that are flexible and tailored to the specific needs of healthcare professionals in different European regions. This adaptability ensures that the training program remains relevant across diverse healthcare landscapes.

**4. Strategic Alignment with EU Vision:**

**European Union Level Recognition:** Recognizing the need for digital skill enhancement at the European Union level, the DIGI4ME project aligns its goals with the broader vision of addressing healthcare challenges on a transnational scale. This alignment ensures that proposed solutions contribute to overarching EU strategies.

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#### 5. Tackling a Broader European Issue:

Digital Skills Gap as a Common Concern: The collaboration acknowledges the digital skills gap in the healthcare sector as a broader European issue. By pooling resources and expertise, the project aims to develop solutions that have implications not just locally but at the continental level.

#### 6. Flexibility and Transparency:

Flexible Solutions: Transnational collaboration fosters flexibility, allowing the project to adapt to emerging trends, technological advancements, and evolving healthcare needs. This adaptability ensures that the DIGI4ME project remains at the forefront of addressing digital challenges in healthcare.

#### 7. Standardized Training Programs:

Vocational Education and Training (VET): Collaboration with VET providers ensures a standardized approach to digital skills training for the healthcare workforce. The joint efforts aim to establish recognized training programs that can be widely adopted, contributing to a standardized skill set across Europe.

#### 8. Shared Resources and Best Practices:

Knowledge Sharing: Transnational collaboration facilitates the sharing of resources, best practices, and innovative approaches. This exchange of knowledge strengthens the overall project implementation and ensures a continuous learning process among project partners.

#### 9. Regional Representation in Piloting:

Diverse Piloting Events: The piloting events, conducted by project partners in different regions, showcase the commitment to regional representation. This diversity in piloting allows for a nuanced understanding of the effectiveness and relevance of the training program in varied healthcare contexts.

The transnational collaboration within the DIGI4ME Erasmus+ project is a cornerstone for success, fostering a united and strategic effort to bridge the digital skills gap in the healthcare sector across Europe. Through shared goals, diverse perspectives, and collaborative problem-solving, the project aims to create lasting impacts on the proficiency of healthcare professionals continent-wide.

### **The session**

The students had to answer to a test of 10 questions. The questions were selected from the four modules which were presented, namely:

- Digital Technology (DT)- Introduction to Medical Imaging - Intro, Core, Advanced
- Health Data Science (HDS) - Introduction to Health Data Science - Intro, Core, Advanced
- Healthcare & Safety (HS)- Healthcare & Safety (HS) - Intro, Core, Advanced
- Transversal Skills (TS)- Introductory

### **Form of Training, Content of Training**

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#### **Form of Training**

The DIGI4ME Erasmus+ project employs a dynamic and adaptable form of training designed to meet *The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

the diverse learning needs of healthcare professionals across Europe. Recognizing the importance of flexibility and accessibility, the project embraces various forms of training delivery:

*Online Modules:* The project incorporates online modules that allow healthcare professionals to access training materials at their own pace and convenience. This asynchronous format enables participants to balance their learning with professional responsibilities.

*Virtual Workshops:* Virtual workshops provide interactive and engaging learning experiences. Conducted through video conferencing platforms, these sessions facilitate real-time interaction, discussions, and practical demonstrations, fostering a sense of community among participants.

*Blended Learning:* A blended learning approach combines online modules with in-person components. This hybrid model ensures a balance between self-paced digital learning and face-to-face interactions, maximizing the benefits of both modalities.

*Simulation Training:* To enhance practical skills, the project incorporates simulation training. This form of training allows healthcare professionals to practice digital skills in a controlled environment, simulating real-world scenarios without compromising patient safety.

*Peer Learning and Collaboration:* Encouraging peer learning and collaboration, the training program leverages the collective expertise of participants. Virtual forums, discussion groups, and collaborative projects create opportunities for knowledge exchange and shared learning experiences.

## **Content of Training**

The content of the DIGI4ME training program is meticulously curated to address the evolving demands of the healthcare sector in the digital age. The curriculum is designed to equip healthcare professionals with advanced digital skills relevant to their roles:

*Digital Technology:* Modules cover the integration and utilization of digital technologies in healthcare settings. The Introduction to Digital Health (DH-DT1) course introduces key concepts. Introduction to Medical Imaging (MI-DT2) and Radiology (R-DT5) cover imaging fundamentals. 3D Modeling and 3D Printing (3D-DT3) explores advanced techniques, while Digital X-Ray (DX-DT6), Ultrasound Technology (US-DT7), Technical Principles of Radiological Mammography (RM-DT8), and Diagnostic Imaging (DI-DT9) provide in-depth knowledge. Imaging Procedures (IP-DT4) and Semiconductor Lasers (SL-DT10) courses offer specialized insights. This structured format ensures a nuanced and assessable learning experience, aligning participants with digital health competencies in their respective areas of expertise.

*Health Data Science:* The training program delves into health data science, focusing on data analytics, interpretation, and application in healthcare decision-making. Participants learn to harness data for improved patient outcomes, research, and operational efficiency. The Introduction to Health Data Science (I-HDS1) course provides foundational knowledge, serving as a comprehensive entry point. Health Informatics (HI-HDS2) delves into the intersection of healthcare and informatics. Database Management (DM-HDS3) covers skills, ensuring participants grasp effective data handling. Digital Big Data Analysis (BD-HDS4) explores analytics in-depth, while Machine Learning (ML-HDS5) introduces machine learning principles. Deep Learning (DL-HDS6) and Neural Networks (NN-HDS7) courses offer advanced insights. Artificial Intelligence (AI-HDS8) provides a comprehensive understanding, and Data Analytics and Visualization (DAV-HDS9) explores visualization techniques. The Statistics (S-HDS10) course covers essential statistical concepts. This modular approach ensures a thorough and assessable learning experience, fostering competencies aligned with health data.

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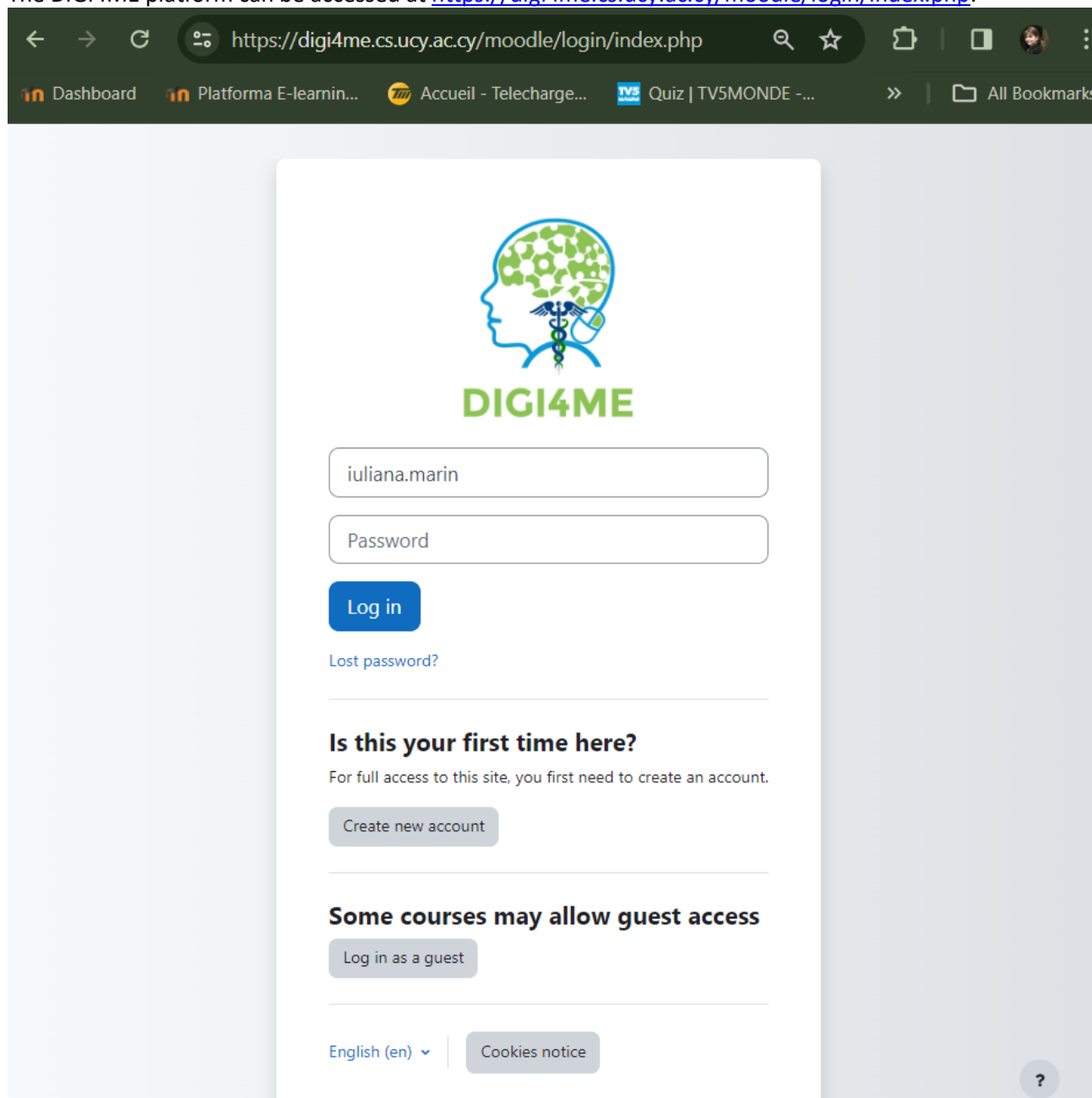
science expertise.

*Healthcare & Safety (HS):* The modules offer specialized training for healthcare professionals. The Introduction Healthcare & Safety (I-HS1) course provides foundational. Health and Radiation (HR-HS2) and Radiation Safety (RS-HS3) courses focus on safety protocols in medical imaging and radiation procedures. Patient Safety (PS-HS4) emphasizes best practices, Mobile Health Technologies (MHT-HS5) explores mobile health tools, and Telehealth and Telemedicine (TT-HS6) covers remote healthcare practices. Healthcare Policy (HP-HS7) and Quality Improvement in Health IT (QI-HS8) address policy and health IT quality, respectively. This modular approach ensures a comprehensive and assessable learning experience tailored to each course's participants.

*Transversal Skills:* Beyond technical proficiency, the training program emphasizes transversal skills essential for healthcare professionals. This includes effective communication, teamwork, critical thinking, and adaptability skills crucial for navigating the complex healthcare landscape. The specialized courses are Effective Communication and Presentations (TCP-TS1), Teamwork (T-TS2), Goal Setting (GS-TS3), and Creative Thinking (TS-EM4). Each course comprises syllabus and training materials in multiple languages, facilitating a versatile and assessable learning experience.

## The educational platform

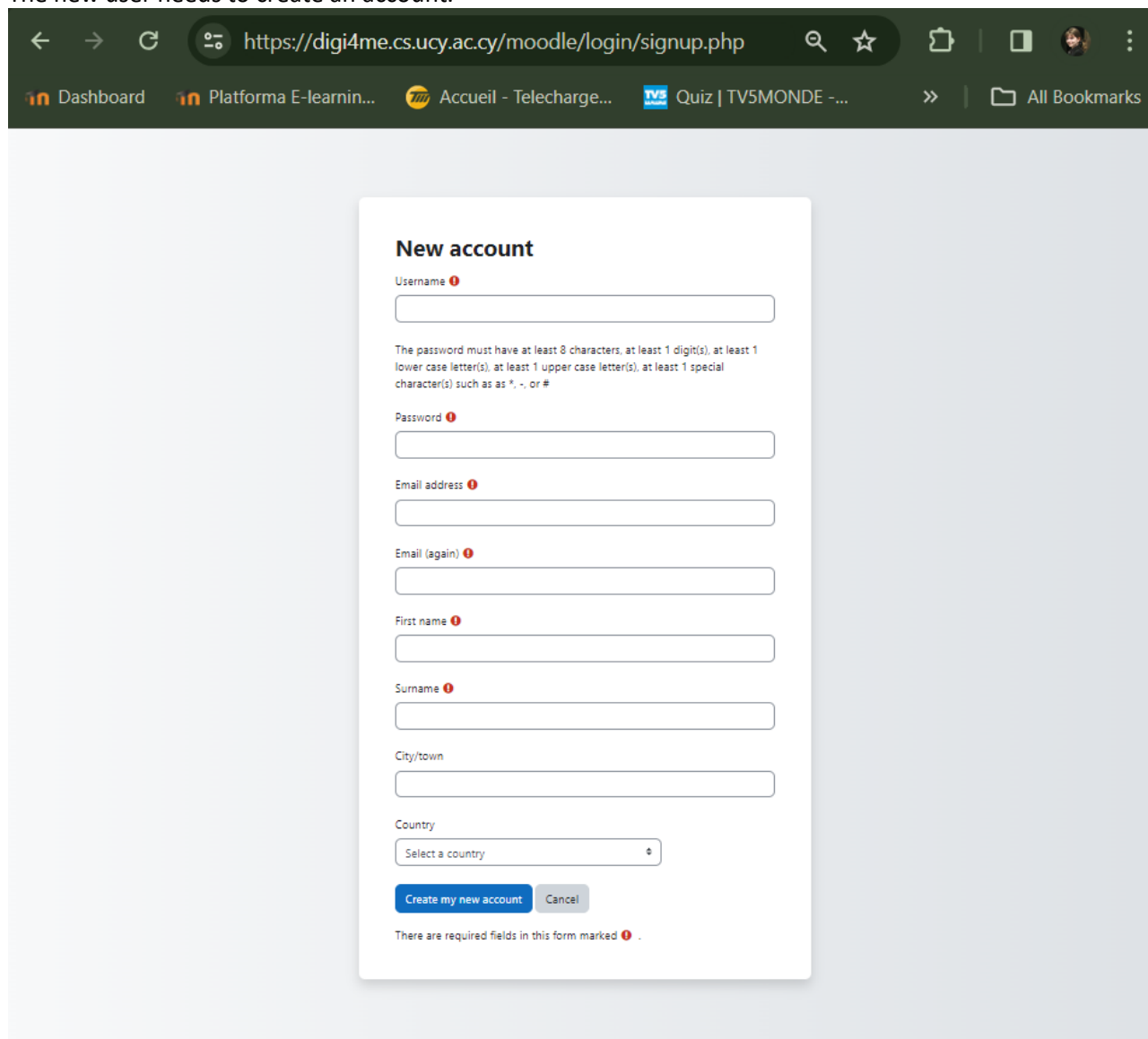
The DIGI4ME platform can be accessed at <https://digi4me.cs.ucy.ac.cy/moodle/login/index.php>.



The screenshot displays the login interface of the DIGI4ME Moodle platform. At the top, the browser's address bar shows the URL <https://digi4me.cs.ucy.ac.cy/moodle/login/index.php>. The page features the DIGI4ME logo, which consists of a stylized head profile filled with green hexagons and a blue caduceus symbol. Below the logo, there is a login form with two input fields: one for the username, which contains the text "iuliana.marin", and another for the password, labeled "Password". A blue "Log in" button is positioned below the password field. To the left of the button, there is a link for "Lost password?". Below the login form, there is a section titled "Is this your first time here?" with the text "For full access to this site, you first need to create an account." and a "Create new account" button. Further down, there is a section titled "Some courses may allow guest access" with a "Log in as a guest" button. At the bottom of the page, there is a language selector set to "English (en)" and a "Cookies notice" button. A small question mark icon is visible in the bottom right corner of the page.

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The new user needs to create an account.



The screenshot shows a web browser window with the URL <https://digi4me.cs.ucy.ac.cy/moodle/login/signup.php>. The browser's address bar and tabs are visible at the top. The main content is a 'New account' registration form. The form includes the following fields: Username, Password (with a note: 'The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as \*, -, or #'), Email address, Email (again), First name, Surname, City/town, and Country (a dropdown menu with 'Select a country' as the current selection). There are 'Create my new account' and 'Cancel' buttons at the bottom of the form. A note at the bottom of the form states: 'There are required fields in this form marked ⓘ'. The footer of the page contains the text 'All Rights Reserved ©2023', a Creative Commons BY-NC-ND license logo, and a logo for the Erasmus+ Programme of the European Union.

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Afterwards, the user can login and register to courses.

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← → ↻ 🔍 https://digi4me.cs.ucy.ac.cy/moodle/ 🔑 🔍 ☆ 📁 📄 👤 ⋮

Dashboard Platforma E-learnin... Accueil - Telecharge... Quiz | TV5MONDE -... >> All Bookmarks


Home Dashboard My courses IM

## Welcome back, Iuliana! 🙌

DIGI4ME project aim is to enhance the digital skills training in the health care sector. Educational Institutes, VET centres, Health Care Associations, Research Institutes and Enterprises will exchange skills, experience and accessibility to be embodied in a single high quality training framework improving Digital Skill training all over Europe.


### Available courses

Digital Technology (DT)




Teacher: Admin User

Health Data Science (HDS)




Teacher: Admin User

Healthcare & Safety (HS)



Teacher: Admin User

Transversal Skills (TS)



Teacher: Admin User

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?

Each course has associated files, videos and quizzes.

The screenshot displays a Moodle course interface for 'Digital Technology (DT)'. At the top, there is a navigation bar with links for 'Home', 'Dashboard', and 'My courses'. Below this, the course title 'Digital Technology (DT)' is prominently displayed, followed by a sub-menu with 'Course', 'Participants', 'Grades', 'Competencies', and 'More'. The main content area is titled 'DH-DT1 Introduction to Digital Health' and indicates '9 Files, 3 Quizzes'. Under the heading 'Introductory', there is a 'READ IT!' section containing three file blocks. Each block represents a file titled 'Introduction to Digital Health - Introduction' in a different language: English (marked 'Done'), Romanian (marked 'Mark as done'), and German (marked 'Mark as done'). Below the files is a 'WATCH IT!' section featuring a video player and a logo for the Erasmus+ Programme of the European Union. The page is partially obscured by a horizontal line at the bottom.

The content underscores a patient-centric approach to digital healthcare. Participants explore ways to leverage digital tools to enhance patient care, improve communication, and foster patient engagement in their healthcare journey.

Recognizing the importance of ethical and legal frameworks in healthcare, the program addresses the ethical use of digital technologies, patient privacy, and compliance with relevant laws and regulations.

The training content is designed to be dynamic, reflecting the rapidly evolving nature of digital healthcare. Continuous updates and supplementary materials ensure that participants stay abreast of the latest advancements and trends in the field.

In summary, the DIGI4ME Erasmus+ project's form of training and content are thoughtfully structured to provide a comprehensive and adaptable learning experience, equipping healthcare professionals with the necessary digital skills to thrive in a technology-driven healthcare landscape.

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## Structure of the Questionnaires

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### Work-based learning Evaluation by trainees

The Work-Based Learning Evaluation Questionnaire is a comprehensive and meticulously crafted assessment tool designed for trainees participating in the work-based learning (WBL) program. Consisting of four sections, this questionnaire aims to gather detailed feedback on various aspects of the WBL experience, helping to evaluate its effectiveness and quality.

#### - Section 1: Introduction

This introductory section sets the context for the questionnaire, emphasizing its importance in obtaining valuable insights from trainees after the completion of the work-based learning program. Trainees are encouraged to share their perspectives to contribute to the ongoing improvement of the DIGI4ME program.

The screenshot shows a digital questionnaire interface. At the top left, a purple tab indicates 'Section 1 of 4'. The main title is 'ProLaser - Work-based learning Evaluation by trainees', with 'ProLaser' underlined in red. To the right of the title are close and menu icons. Below the title, a subtitle reads: 'This is the evaluation report to be filled by each trainee after the end of the work based learning'. At the bottom, there is a navigation bar with the text 'After section 1 Continue to next section' and a dropdown arrow.

#### - Section 2: Trainee Profile

In this section, trainees provide essential demographic and professional information. From company affiliation to educational background, years of work experience, and participation in the Digi4Me program, this segment offers a comprehensive snapshot of the trainees' profiles.



Section 2 of 4

Trainee profile ✕ ⋮

Description (optional)

---

1. Company/Organization \*

Short answer text  
.....

---

2. Sex \*

(Mark only one )

Female

Male

---

3. Age group

(Mark only one )

18-30

31-40

41-50

51-60

60+

4. Educational level (choose the highest degree). \*

- High School
- College/University
- Post-graduate studies - MSc
- Post-graduate studies - Phd

5. Years of work experience in the field of Health Science. \*

- 0
- 1-5
- 6-10
- 11-20
- More than 20

6. Years of work experience in the field of Digital Technology \*

- 0
- 1-5
- 6-10
- 11-20
- More than 20

7. Have you attended any training related to your profession? \*

- Yes
- No

8. Digi4Me program attended.

- Digital Technology
- Health Data Science
- Healthcare & Safety (HS)

### - Section 3: Work-Based Learning Evaluation

The heart of the questionnaire, Section 3 delves into an in-depth evaluation of the work-based learning program. Trainees are asked to rate various aspects on a scale from 1 to 5, addressing expectations, connections with other Digi4Me phases, outcomes of the training, and the overall evaluation of the WBL experience. This section covers critical facets such as the fulfillment of expectations, correlation between theoretical and practical aspects, and the effectiveness of the training outcomes.

Section 3 of 4

Work based learning evaluation ✕ ⋮

Please evaluate every aspect of Work Based Learning (WBL) - (Rate 1: Not at all - 5: Completely).

9. Please evaluate the degree of the fulfillment of the expectations you had before the beginning of WBL according to the following criteria \*

	1	2	3	4	5
Improvement o...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring more...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional d...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhancement ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitation of I...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfillment of e...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please evaluate the connection of WBL with the other phases of Digi4Me training. \*

	1	2	3	4	5
The online trai...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was corr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The allocation ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please evaluate the outcomes of WBL training according to the following criteria. \*

	1	2	3	4	5
The training ob...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exploitation of ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring kno...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is strong...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training ob...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please evaluate the WBL training according to the following criteria. \*

	1	2	3	4	5
Implementatio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consulting and...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time was s...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of WBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohesion betw...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adherence to ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement of ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of satisfa...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please evaluate the training material and methodology of work based learning according to \* the following criteria

	1	2	3	4	5
Adequacy of th...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the tr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness an...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriatenes...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14 Please evaluate your in-company trainer according to the following criteria \*

	1	2	3	4	5
Scientific know...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creation of a c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge tra...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization a...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy and ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship wi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group handling...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitation to ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to adapt...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilised the mo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy and ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of prepar...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proper behavio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistency - r...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicatio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementatio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### - Section 4: Other Comments

The final section provides trainees with the opportunity to express their overall evaluation of the Digi4Me WBL program on a scale from very low to very high. Additionally, participants can share any additional comments or suggestions they may have, fostering an open-ended dialogue for constructive feedback.

Section 4 of 4

Other comments ✕ ⋮

Description (optional)

---

15. How do you generally evaluate Digi4Me work-based learning? \*

1      2      3      4      5

Very Low                        Very High


---

16. Do you have any other comments or suggestions?

Long answer text

---

Digi4Me



Overall, the Work-Based Learning Evaluation Questionnaire serves as a vital tool for continuous improvement, allowing participants to contribute their perspectives and shape the future of the Digi4Me program within the Erasmus+ Programme of the European Union. The questionnaire is thoughtfully structured to capture nuanced feedback, making it an essential component of the ongoing refinement and enhancement of the work-based learning experience.

### **Work-based Learning Evaluation by Trainers Form**

This comprehensive evaluation form is intended for trainers to assess the Work-Based Learning (WBL) experience within the Digi4Me program. The form is structured into four sections and incorporates detailed questions and rating scales to gather feedback on various aspects of the WBL.

#### **- Section 1: Introduction**

The form begins with an introduction, emphasizing its purpose as an evaluation report to be completed by each trainer after the conclusion of the work-based learning.

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Section 1 of 4

## Work-based learning Evaluation by trainers

This is the evaluation report to be filled by each trainee after the end of the work based learning

After section 1 Continue to next section

### - Section 2: Trainer Profile

This section collects essential information about the trainer, including details about their company/organization, gender, age group, educational level, and years of work experience in both Health Science and Digital Technology. Additionally, trainers specify which Digi4Me programs they have attended.

Section 2 of 4

### Trainer profile

Description (optional)

1. Company/Organization \*

Short answer text

2. Sex \*

(Mark only one )

Female

Male

3. Age group  
(Mark only one )

- 18-30
- 31-40
- 41-50
- 51-60
- 60+

4. Educational level (choose the highest degree). \*

- High School
- College/University
- Post-graduate studies - MSc
- Post-graduate studies - Phd



5. Years of work experience in the field of Health Science. \*

- 0
- 1-5
- 6-10
- 11-20
- More than 20

6. Years of work experience in the field of Digital Technology \*

- 0
- 1-5
- 6-10
- 11-20
- More than 20

8. Digi4Me program attended.

- Digital Technology
- Health Data Science
- Healthcare & Safety (HS)
- All

### - Section 3: Work-Based Learning Evaluation

Trainers are prompted to evaluate different aspects of the Work-Based Learning using a rating scale from 1 (Not at all) to 5 (Completely).

Evaluation of trainees' initial information about WBL (purposes, subject, schedule, rules, and procedures).

Assessment of the connection between WBL and other phases of Digi4Me training.

Evaluation of various criteria related to the WBL training itself, including implementation, support, time allocation, quality, cohesion between theoretical and practical parts, adherence to scheduling, and involvement of stakeholders.

Assessment of training material and methodology, including adequacy, quality, usefulness, and appropriateness of proposed methods and techniques.

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Evaluation of the in-company trainer across multiple criteria, such as creating a comfortable learning environment, knowledge transfer, relationship with trainees, group handling, and collaboration skills.

Section 3 of 4

Work based learning evaluation ✕ ⋮

Please evaluate every aspect of Work Based Learning (WBL) - (Rate 1: Not at all - 5: Completely).

9. Please evaluate the information that the trainees had at the beginning of work based learning according to the following evaluation criteria. \*

	1	2	3	4	5
The purposes ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The subject of ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The WBL sche...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rules and p...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please evaluate the connection of work based learning with the other phases of Digi4Me training \*

	1	2	3	4	5
The online Digi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was corr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The allocation ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Please evaluate the WBL training according to the following criteria. \*

	1	2	3	4	5
Implementatio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consulting and...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time was s...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of WBL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohesion betw...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adherence to ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement of ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please evaluate the training material and methodology of work based learning according to the following criteria \*

	1	2	3	4	5
Adequacy of th...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the tr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness an...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriatenes...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14 Please evaluate your in-company trainer according to the following criteria \*

	1	2	3	4	5
Creation of a c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge tra...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship wi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group handling...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective facilit...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full coverage o...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kept learning o...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made adjustm...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilised the mo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy and ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proper behavio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistency - r...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicatio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Section 4: Other Comments

This final section provides space for additional comments and suggestions. Trainers are asked to provide a general evaluation of Digi4Me work-based learning on a scale from Very Low to Very High.

Section 4 of 4

Other comments ✕ ⋮

Description (optional)

---

15. How do you generally evaluate Digi4Me work-based learning? \*

1            2            3            4            5

Very Low                        Very High

---

16. Do you have any other comments or suggestions?

Long answer text

.....

This form aims to capture a comprehensive view of the trainers' experience with work-based learning, providing valuable insights for program improvement. The detailed questions and rating scales ensure a nuanced evaluation of different facets of the WBL experience.

### Digital Technology (DT) Course Evaluation Form

This evaluation form is designed to gather feedback from participants who have completed the Digital Technology (DT) course. The form consists of a set of statements, and respondents are asked to indicate their level of agreement on a scale from "Strongly Disagree" to "Strongly Agree." The purpose is to assess various aspects of the course, including meeting expectations, the quality of training material, organization, relevance to work, clarity of objectives, time allocation, and the overall impact on knowledge enhancement.

Questions:

- The course met my expectations. - Participants indicate the extent to which the course aligned with their initial expectations.
- The quality of the training material was high. - Participants assess the overall quality of the learning materials provided during the course.
- The content was well organized and easy to follow. - Participants express their opinion on the clarity and organization of the course content.
- The course will be useful in my work. - Participants evaluate the practical applicability of the course content to their professional responsibilities.
- The objectives of the course were clearly defined. - Participants assess the clarity and understanding of the course objectives.
- The time allocated for the course was reasonable. - Participants provide feedback on the adequacy of the time allotted for completing the course.
- The course enhanced my knowledge of the subject matter. - Participants share their perception of the course's impact on expanding their understanding of the subject.

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- In this course, I have been challenged to learn more than I expected. - Participants reflect on whether the course presented unexpected challenges and opportunities for learning.

This structured evaluation form aims to capture participant perspectives on key aspects of the Digital Technology course, providing valuable insights for course improvement and development. The use of a five-point scale allows for nuanced feedback, ranging from disagreement to strong agreement.

## Digital Technology (DT) Course Evaluation

Form description

QUESTIONS

Multiple choice grid

Rows	Columns
1. The course met my expectations. <span style="float: right;">✕</span>	<input type="radio"/> Strongly Disagree <span style="float: right;">✕</span>
2. The quality of the training material was hi... <span style="float: right;">✕</span>	<input type="radio"/> Disagree <span style="float: right;">✕</span>
3. The content was well organized and easy... <span style="float: right;">✕</span>	<input type="radio"/> Neutral <span style="float: right;">✕</span>
4. The course will be useful in my work. <span style="float: right;">✕</span>	<input type="radio"/> Agree <span style="float: right;">✕</span>
5. The objectives of the course were clearly... <span style="float: right;">✕</span>	<input type="radio"/> Strongly Agree <span style="float: right;">✕</span>
6. The time allocated for the course was re... <span style="float: right;">✕</span>	<input type="radio"/> Add column
7. The course enhanced my knowledge of t... <span style="float: right;">✕</span>	
8. In this course, I have been challenged to l... <span style="float: right;">✕</span>	

### Health Data Science (HDS) Course Evaluation Form

This course evaluation form for Health Data Science (HDS) is designed to gather feedback from participants about their learning experience. The form consists of eleven questions, employing a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

Questions:

- I have enjoyed the course.
- This course was challenging.
- The course met my expectations.
- The quality of the training material was high.
- The content was well organized and easy to follow.
- The course will be useful in my work.
- The objectives of the course were clearly defined.
- The time allocated for the course was reasonable.

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- The course enhanced my knowledge of the subject matter.
- In this course, I have been challenged to learn more than I expected.

Response Options:

Participants can choose from the following five response options for each question:

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

## Health Data Science (HDS) Course Evaluation

Form description

QUESTIONS

Multiple choice grid

Rows	Columns
1. I have enjoyed the course. <span style="float: right;">✕</span>	<input type="radio"/> Strongly Disagree <span style="float: right;">✕</span>
2. This course was challenging. <span style="float: right;">✕</span>	<input type="radio"/> Disagree <span style="float: right;">✕</span>
3. The course met my expectations. <span style="float: right;">✕</span>	<input type="radio"/> Neutral <span style="float: right;">✕</span>
4. The quality of the training material was hi... <span style="float: right;">✕</span>	<input type="radio"/> Agree <span style="float: right;">✕</span>
5. The content was well organized and easy... <span style="float: right;">✕</span>	<input type="radio"/> Strongly Agree <span style="float: right;">✕</span>
6. The course will be useful in my work. <span style="float: right;">✕</span>	<input type="radio"/> Add column
7. The objectives of the course were clearly... <span style="float: right;">✕</span>	
8. The time allocated for the course was re... <span style="float: right;">✕</span>	
9. The course enhanced my knowledge of t... <span style="float: right;">✕</span>	
10. In this course, I have been challenged to... <span style="float: right;">✕</span>	

This succinct yet comprehensive evaluation form allows participants to express their opinions on various aspects of the Health Data Science course. The Like scale provides a structured way to gauge participant satisfaction, perceived challenges, and the overall effectiveness of the course. The form is designed to collect valuable insights to enhance the learning experience for future participants.

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### Healthcare & Safety (HS) Course Evaluation Form

This course evaluation form for Healthcare & Safety (HS) is designed to gather feedback from participants regarding their experience with the course. The form consists of ten questions, using a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

#### Questions:

- I have enjoyed the course.
- This course was challenging.
- The course met my expectations.
- The quality of the training material was high.
- The content was well organized and easy to follow.
- The course will be useful in my work.
- The objectives of the course were clearly defined.
- The time allocated for the course was reasonable.
- The course enhanced my knowledge of the subject matter.
- In this course, I have been challenged to learn more than I expected.

#### Response Options:

Participants can choose from the following five response options for each question:

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree



## Healthcare & Safety (HS) Course Evaluation

Form description

### QUESTIONS

	Strongly Disagr...	Disagree	Neutral	Agree	Strongly Agree
I have enjoyed ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course wa...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course me...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of t...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content w...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course will...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The objectives ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time alloca...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course enh...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this course, I...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This concise course evaluation form provides participants with an opportunity to express their opinions on various aspects of the Healthcare & Safety course. The Like scale allows for a nuanced understanding of participant satisfaction, perceived challenges, and the overall effectiveness of the course. The form is designed to collect valuable insights to improve the course for future participants. The concluding statement highlights the association with the Digi4Me Project under the Erasmus+ Programme of the European Union.

### Transversal skills online training - Trainees evaluation form

- Section 1 of 6 - Introduction:

This section provides an overview of the purpose of the form, emphasizing its role as an evaluation tool for trainees participating in the Digi4Me Transversal Skills Online Training. Trainees are encouraged to respond to all questions.

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Section 1 of 6

## Digi4Me Transversal skills online training - Trainees evaluation form

This is trainees' evaluation form for the assessment of Digi4Me transversal skills online training. You are kindly asked to answer all questions.

After section 1 Continue to next section

- Section 2 of 6 - Trainee Profile:

This section gathers demographic information about the trainees, including gender, age group, educational level, and whether they have attended training on transversal skills in the past. This information helps in understanding the diverse background of the participants.

Section 2 of 6

### Trainee profile

Description (optional)

1. Sex  
( Mark only one )

Male

Female

2. Age group \*  
( Mark only one )

18-30

31-40

41-50

51-60

60+

3. Educational level (choose the highest degree)  
( Mark only one )

High School

College/University

Post-graduate studies - MSc

Post-graduate studies - Phd

4. Have you attended in the past any training on transversal skills?

Yes

No

- Section 3 of 6 - Training Data:


Here, trainees are asked to provide information about the country they are in and the start and end dates of their transversal skills training. This data is essential for contextualizing the responses and understanding potential variations based on training periods or locations.


Section 3 of 6

Training data ⌵ ⋮

Description (optional)

1. Country \*  
Short answer text

2. Training start date \*  
Month, day, year 

3. Training end date \*  
Month, day, year 

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- Section 4 of 6 - Training Assessment:

This is the core assessment section where trainees evaluate various aspects of the training program. They rate the fulfillment of expectations, objectives of the training, the overall training experience, the online training platform, training material, and the performance of the trainer. This section aims to capture a comprehensive view of the training's effectiveness.

Section 4 of 6

Training assessment ✕ ⋮

Please evaluate every aspect of the training ( 1= Not at all, 5=Completely)

4 Please evaluate the degree of the fulfillment of the expectations you had before the beginning of the training according to the following evaluation criteria (Rate 1-5): \*

	1	2	3	4	5
Improving of k...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring more...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional d...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhancement ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitation of l...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please evaluate the objectives of the training according to the following evaluation criteria \*  
(Rate 1-5):

	1	2	3	4	5
Meeting trainin...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please evaluate the training according to the following evaluation criteria (Rate 1 to 5) \*

	1	2	3	4	5
Sequence, hier...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of m...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of th...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation of...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of t...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please evaluate the online training platform utilized for the training according to the following evaluation criteria (Rate 1 to 5) \*

	1	2	3	4	5
Adequacy/qual...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usability of the...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools of the on...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please evaluate the training material and methodology of the training according to the following evaluation criteria (Rate 1 to 5) \*

	1	2	3	4	5
Adequacy of th...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the tr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness an...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriatenes...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



9. Please evaluate the trainer according to the following evaluation criteria (Rate 1 to 5)

	1	2	3	4	5
Scientific know...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to transf...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization a...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy and ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship wi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to handl...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proper behavio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistency - r...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicatio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation in e...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementatio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adherence of s...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Section 5 of 6 - Self-Assessment:

Trainees are prompted to assess their own performance during the transversal skills training. This self-assessment includes aspects such as behavior, presence, participation, cooperation with others, and the ability to apply newly acquired knowledge at work. This section provides insights into trainees' perceptions of their personal development.

## Section 5 of 6

## Self assessment



You are kindly asked to assess your performance during the transversal skills training

10. Please evaluate your behavior and presence (Self-Assessment) during the training according to the following evaluation criteria (Rate 1 to 5)

	1	2	3	4	5
Participation in...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistency - r...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proper behavio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relations with ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation wi...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relations with t...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulating op...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of educati...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance in...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to adapt...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Section 6 of 6 - Other Comments:

The final section allows trainees to provide any additional comments or proposals they may have regarding the transversal skills training. This open-ended question encourages trainees to share insights, suggestions, or concerns that may not have been covered in the structured assessment sections.



Section 6 of 6

Other comments ✕ ⋮

Description (optional)

11. Do you have other comments/proposals?

Long answer text

### Transversal skills online training - Trainers evaluation form

#### - Section 1 of 6 - Introduction:

This section introduces the purpose of the form, serving as an evaluation tool for trainers involved in the Digi4Me Transversal Skills Online Training. Trainers are encouraged to provide responses to all questions.

Section 1 of 6

Digi4Me transversal skills online training - ✕ ⋮  
Trainers evaluation form

This is trainers' evaluation form for the assessment of Digi4Me transversal skills online training. You are kindly asked to answer all questions

After section 1 Continue to next section ▼

#### - Section 2 of 6 - Trainer Profile:

This section collects demographic information about the trainers, including gender, age group, educational level, and years of experience in adult education. Understanding the trainers' profiles helps contextualize their feedback on the training.

Section 2 of 6

Trainer profile ✕ ⋮

Description (optional)

1. Sex \*  
(Mark only one)

Female

Male

2. Age group \*

18-30

31-40

41-50

51-60

60+

Option 2

3. Educational level (choose the highest degree) \*

- High School
- College/University
- Post-graduate studies - MSc
- Post-graduate studies - Phd

4. Years of experience in adult education \*

- 1-3
- 4-6
- 7-10
- More than 10

- Section 3 of 6 - Training Data:

Trainees are asked to provide details about the training they conducted, including the country, start date, and end date. This information helps in understanding potential variations in the training experience based on location or timing.

Section 3 of 6

Training data ✕ ⋮

Description (optional)

1. Country \*

Short answer text

---

2. Training start date \*

Month, day, year

3. Training end date \*

Month, day, year

- Section 4 of 6 - Training Assessment:

This is the core assessment section where trainers evaluate various aspects of the transversal skills training. Trainers assess the information available to trainees at the start of the training, training objectives, the overall training experience, the online training platform, training material, and the performance of the trainees.

## Section 4 of 6

## Training assessment



Please evaluate every aspect of the training ( 1= Not at all, 5=Completely)

4. Please evaluate the information that the trainees had at the start of the training according <sup>\*</sup> to the following evaluation criteria (Rate 1-5 )

	1	2	3	4	5
The purposes ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The transversal...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training sc...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The subject of ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The rules of pr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please evaluate the objectives of the training according to the following evaluation criteria <sup>\*</sup> (Rate 1-5)

Mark only one per row.

	1	2	3	4	5
Meeting trainin...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Please evaluate the training according to the following evaluation criteria (Rate 1 to 5) \*

	1	2	3	4	5
Sequence, hier...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy of m...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of th...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation of...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness of t...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Correspondenc...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please evaluate the online training platform utilized for the training according to the following evaluation criteria (Rate 1 to 5) \*

	1	2	3	4	5
Adequacy/qual...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usability of the...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools of the on...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please evaluate the training material and methodology of the training according to the following evaluation criteria (Rate 1 to 5) \*

	1	2	3	4	5
Adequacy of th...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the tr...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usefulness an...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriatenes...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please evaluate the trainees of the training according to the following evaluation criteria \*  
(Rate 1 to 5)

	1	2	3	4	5
Participation in...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistency - r...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proper behavio...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relations amo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperation a...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relations with t...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulating op...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of educati...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance in...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to adapt...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expressed prep...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Section 5 of 6 - Self-Assessment Section:

Trainers are prompted to assess their own performance during the transversal skills training. This self-assessment includes aspects such as the creation of a comfortable learning environment, relationships with trainees, facilitation skills, knowledge transfer, and adherence to planned content and duration.

## Section 5 of 6

## Self assessment section



You are kindly asked to assess your performance during the transversal skills training

10. Please evaluate your behavior and your presence (Self-Assessment) during the training \*  
according to the following evaluation criteria (Rate 1 to 5)

	1	2	3	4	5
Creation of a c...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good relations...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group handling...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective facilit...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge tra...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full coverage o...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mastery of the ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kept learning o...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made adjustm...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilised the mo...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequacy and ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Section 6 of 6 - Other Comments:

The final section allows trainers to provide any additional comments or proposals they may have regarding the transversal skills training. This open-ended question encourages trainers to share insights, suggestions, or concerns that may not have been covered in the structured assessment sections.



Section 6 of 6

Other comments ⌵ ⋮

Description (optional)

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11. Do you have other comments/proposals?

Long answer text

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## Specifications of the Learning Phases

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The specifications of learning phases depend on the chosen course, namely Digital Technology, Health Data Science, Healthcare & Safety, as well as Transversal Skills.

### *Digital Technology Learning Phases:*

- Introduction to Digital Health (DH-DT1): Provides foundational knowledge on key concepts in digital health.
- Introduction to Medical Imaging (MI-DT2) and Radiology (R-DT5): Cover imaging fundamentals, ensuring a solid understanding of medical imaging technologies.
- 3D Modeling and 3D Printing (3D-DT3): Explores advanced techniques in 3D modeling and printing for healthcare applications.
- Digital X-Ray (DX-DT6), Ultrasound Technology (US-DT7), Technical Principles of Radiological Mammography (RM-DT8), and Diagnostic Imaging (DI-DT9): Delve into specific imaging technologies, providing in-depth knowledge for participants.
- Imaging Procedures (IP-DT4) and Semiconductor Lasers (SL-DT10): Offer specialized insights into imaging procedures and semiconductor lasers, contributing to a well-rounded understanding.







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## Digital Technology (DT)

[Course](#) [Participants](#) [Grades](#) [Competencies](#) [More](#) ⌵

DH-DT1	 Introduction to Digital Health	9 Files, 3 Quizzes
MI-DT2	 Introduction to Medical Imaging	10 Files, 3 Quizzes
3D-DT3	 3D Modeling and 3D Printing	10 Files
IP-DT4	 Imaging Procedures	
R-DT5	 Radiology	9 Files, 3 Quizzes
DX-DT6	 Digital X-Ray	9 Files, 3 Quizzes

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US-DT7	 Ultrasound Technology	9 Files, 3 Quizzes
RM-DT8	 Technical Principles of Radiological Mammography	12 Files, 3 Quizzes
DI-DT9	 Diagnostic Imaging	10 Files, 3 Quizzes
SL-DT10	 Semiconductor Lasers	10 Files, 3 Quizzes



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#### Health Data Science Learning Phases:

- Introduction to Health Data Science (I-HDS1): Provides foundational knowledge as an entry point to the program.
- Health Informatics (HI-HDS2): Explores the intersection of healthcare and informatics.
- Database Management (DM-HDS3): Covers skills for effective data handling in healthcare settings.
- Digital Big Data Analysis (BD-HDS4): Explores advanced analytics techniques for healthcare big data.
- Machine Learning (ML-HDS5), Deep Learning (DL-HDS6), and Neural Networks (NN-HDS7): Offer advanced insights into machine learning principles.
- Artificial Intelligence (AI-HDS8): Provides a comprehensive understanding of artificial intelligence in healthcare.
- Data Analytics and Visualization (DAV-HDS9): Explores visualization techniques for healthcare data.
- Statistics (S-HDS10): Covers essential statistical concepts relevant to health data science.

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## Health Data Science (HDS)

[Course](#) [Participants](#) [Grades](#) [Competencies](#) [More](#) [⌵](#)

I-HDS1	 Introduction to Health Data Science	11 Files, 3 Quizzes
HI-HDS2	 Health Informatics	11 Files, 3 Quizzes
DM-HDS3	 Database Management	11 Files, 3 Quizzes
BD-HDS4	 Digital Big Data Analysis	11 Files, 3 Quizzes
ML-HDS5	 Machine Learning	9 Files
DL-HDS6	 Deep Learning	9 Files, 3 Quizzes
AI-HDS7		

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The screenshot displays a list of four modules, each with a title, a small icon, and a dropdown arrow. Below each module, the number of files and quizzes is indicated.

Module ID	Module Name	Files	Quizzes
NN-HDS7	Neural Networks	3 Files	3 Quizzes
AI-HDS8	Artificial Intelligence	12 Files	0 Quizzes
DAV-HDS9	Data Analytics and Visualization	9 Files	0 Quizzes
S-HDS10	Statistics	11 Files	3 Quizzes

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### Healthcare & Safety Learning Phases:

The modules in Healthcare & Safety (HS) offer specialized training for healthcare professionals:

- Introduction Healthcare & Safety (I-HS1): Provides foundational knowledge.
- Health and Radiation (HR-HS2) and Radiation Safety (RS-HS3): Focus on safety protocols in medical imaging and radiation procedures.
- Patient Safety (PS-HS4): Emphasizes best practices in ensuring patient safety.
- Mobile Health Technologies (MHT-HS5) and Telehealth and Telemedicine (TT-HS6): Cover mobile health tools and remote healthcare practices, respectively.
- Healthcare Policy (HP-HS7) and Quality Improvement in Health IT (QI-HS8): Address policy and health IT quality, tailoring the learning experience to each course's participants.

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
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## Healthcare & Safety (HS)

Course Participants Grades Competencies More

I-HS1	 Introduction Healthcare & Safety	10 Files, 3 Quizzes
HR-HS2	 Health and Radiation	10 Files, 3 Quizzes
RS-HS3	 Radiation Safety	9 Files, 3 Quizzes
PS-HS4	 Patient Safety	10 Files, 3 Quizzes
MHT-HS5	 Mobile Health Technologies	9 Files, 3 Quizzes
TT-HS6	 Telehealth and Telemedicine	9 Files, 3 Quizzes
HP-HS7	 Healthcare Policy	10 Files, 3 Quizzes
QI-HS8	 Quality Improvement in Health IT	9 Files, 3 Quizzes

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### Transversal Skills Learning Phases:

- Effective Communication and Presentations (TCP-TS1): Emphasizes communication skills for healthcare professionals.
- Teamwork (T-TS2): Focuses on collaborative skills crucial for effective healthcare teamwork.
- Goal Setting (GS-TS3): Develops skills related to goal-setting in a healthcare context.
- Creative Thinking (TS-EM4): Encourages creative problem-solving, fostering adaptability in the complex healthcare landscape.

The screenshot displays a Moodle course interface for 'Transversal Skills (TS)'. The course page includes a navigation menu with options: Course, Participants, Grades, Competencies, and More. Below the menu, there is a file icon labeled 'FILE Transversal Skills - Module specifications'. The main content area lists five modules, each with a dropdown arrow and a summary of '5 Files, 1 Quiz':

- Transversal Skills**: Represented by a gear icon with a person inside.
- TCP-TS1 Effective Communication and Presentations**: Represented by an icon of two people talking.
- T-TS2 Teamwork**: Represented by an icon of two hands shaking.
- GS-TS3 Goal Setting**: Represented by a target icon with an arrow.
- TS-EM4 Creative Thinking**: Represented by an icon of a lightbulb and a question mark.

At the bottom of the page, there is a logo for 'Co-funded by the European Union' and a help icon (question mark).

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Each course within the Digital Technology, Health Data Science, Healthcare & Safety, and Transversal Skills programs follows a modular and structured approach, ensuring participants gain a nuanced and assessable learning experience aligned with their respective areas of expertise in digital health.

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