

Co-funded by the Erasmus+ Programme of the European Union 	BeWell – Digital Skills for frontline nurses and allied healthcare professionals (HCP)	
EQF Level:	3-4	ESCO:
Aggregated Units of Learning Outcomes	BeWell – U1.10	Digital Skills for frontline nurses and allied healthcare professionals (HCP)

		BeWell			
Generic Title of the Unit:		U1.10 – Digital skills for nurses and allied HCP			
Description:		The course aims to provide an introduction to the EU policy context on the digitalisation healthcare system, what digitalisation encompasses, and delve deeper into digital health for nurses and what it represents for frontline healthcare professionals. It aims to offer an overview on the collaboration, training, and Student Education to digitalise the healthcare ecosystems in the EU, including empowering citizens/patients and healthcare professionals, as well as on the digital health coach, Resilience and crisis management, and explore quality assurance in the context of digital health nursing and examine its impact on the healthcare. It will address wider advocacy, cooperation, and communication concerning digital health. The objective of this course is to help the learner (nurses, students, allied healthcare professionals, etc.) understand the relevance on the digitalisation healthcare systems in EU, providing an overview on the digital health for nurses. It will equip the learner to assess and assure the quality of digital health nursing while receiving examples on the digitalisation healthcare systems in the EU, next to learning how to empower both patients and fellow healthcare professionals.			
EQF Level:		3-4			
Learning Outcomes					
BeWell U-1.10	Training Module Code	Competence (Autonomy and responsibility)			
		Knowledge		Skills	
1.1 Digitalisation Healthcare Systems in the EU - EU Policy Context	TD10-M1	Is able to incorporate the 8 core competencies of Directive 2013/55/EU (Article 31) within the new digital skills required for frontline nursing care			
		Understands the main policy initiatives launched by the Commission that aim at reducing the digital skills gaps in the European Healthcare workforce.		Implements EU policies into nursing practice.	
		Understands the EU health policy context on the digitalization healthcare system.		Acts in the legislative frameworks set out by the EU (Directive 2013/55/EU)	
		Understands what digitalization of the nursing care process encompasses		Selecting the appropriate approach required in	

			practical settings
		Understands the core objectives of the BeWell project.	Focuses on the role of nurses in the digitalisation process and in the co-creation.
		Understands why digital skills matter to frontline healthcare professionals, particularly in the new context that resulted from the Covid-19 pandemic.	Uses digital tools post Covid-19 pandemic.
		Is aware of how the outcome of this course relates to the 8 core competencies of nurses. ¹	Implements the 8 core competencies of Directive 2013/55/EU into daily practice with the transversal development of digital skills required within the the nursing care process.
		Has a better understanding of developing a culture of lifelong learning.	Promotes CPD and LLL.
		Understand the European Commission initiatives “European Year of Skills” and “Pact for Skills” and as such commit to upskilling and reskilling of frontline healthcare professionals (hcp).	Commits to upskilling and reskilling of the hcp.
1.2 Digital Health for Nurses		Competence (Autonomy and responsibility) Focuses Is able to have a deeper insight into digital health for nurses, offering an understanding of what digital health entails and how to apply it in nursing.	
		Has knowledge of Digital health for nurses, offering an understanding of what digital health entails and how the digital tools can be applied into nursing profession	Understands the importance of Nursing Care Plans (NCP)

¹ Directive 2013/55/EU of the European Parliament and of the Council of 20 November 2013 amending Directive 2005/36/EC, article 31 <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32013L0055>

		Has understanding on the European Health Data Space (EHDS) and on the Electronic Health Record (EHR)	Uses digital tools for reporting patient data in the EHR.
		Knows the definition of Electronic Health Record (EHR), its advantages and benefits to the nursing practice.	Uses EHR to regularly monitor and update a patient's clinical history.
		Understands the different functionalities of adapted nursing care plans, including the Early Warning System.	Uses adapted nursing care plans to provide to the patient the most effective treatment and therapy.
		Understands how digitalization can improve the efficiency, effectiveness, and safety of certain nursing practices.	Uses digital tools to simplify and improve certain care practices, such monitoring pain levels or blood transfusions.
		Make use of practical examples of the useful digital instruments for frontline nurses such as the Early Warning System (EWS), wound care, pain screening	Uses digital tools to independently diagnose, plan, organize, and implement nursing care.
1.3 Collaboration, Training, and Student Education to digitalise healthcare ecosystems in the EU	TD10-M1	Is able to get acquainted with best practices and practical examples of the digitalisation of the healthcare systems in the EU countries. Is able to implement practical examples on how cooperation can improve quality of care such as prevention of fall incidents, follow up of malnutrition (exploitation).	
		Has better insight into collaboration, training, and student education to digitalise healthcare ecosystems in the EU.	Recognizes the role of nurses in communication and coordination and its learning opportunities
		Knows that digital communication tools, such as online phone calls or zoom, exist to facilitate communication between nurses and community care nurses, GPs, and/or pharmacists.	Uses digital communication tools to coordinate more easily with other healthcare provisioners to deliver the best health outcomes for

			patients.
		Knows that cooperation with other healthcare practitioners can help prevent different incidents and improve the quality of care.	Cooperates with other healthcare practitioners to prevent incidents and improve the quality of care.
		Knows how to set up online phone calls or zoom meetings when there are any questions or uncertainties during the treatment.	Setting up telehealth facilities.
		Has better insights in how to prevent falls incidents by the use of digital tools	Uses digital tools to prevent falls.
		Understand how to follow up malnutrition through nursing care plans with the collaboration with physiotherapists and dieticians.	Uses digital tools to follow up malnutrition.
1.4 Empowering citizens/patients and healthcare professionals	TD10-M1	Is able to critically assess how digital tools can facilitate the frontline work of nurses and healthcare professionals by reducing bureaucratic burdens and thus freeing up time for direct patient care.	
		Has a better understanding of the importance to empower citizens and healthcare professionals	Empowers the patient in the nursing care process leading to people centered care.
		Has knowledge of the ENS4Care EU project for sharing good nursing and social work practices in eHealth services and guidelines (prevention, clinical practice, skills development for advanced roles, integrated care and nurse ePrescribing).	Shares best practices with colleagues to improve direct patient care and empower patients and citizens (prevention)
		Is aware of the possibility of using mobile devices and health applications to provide remote advice to patients.	Uses mobile devices and health applications to provide remote and live time healthcare advice to patients.

		Understands the importance of co-creation of digital tools by involving nurses and patients for better outcomes.	Engages with initiatives that aim at increasing digitalization in healthcare and with public authorities that are responsible for this.
		Understands the importance of pro-active and fit for purpose policy practices to develop a well-designed EU Health.	Engages with initiatives that aim at increasing digitalization in healthcare and with public authorities that are responsible for this.
		Is aware of the importance to ensure continuity of care across primary and secondary health and social care sectors to achieve better health outcomes.	Implements continuity of care across primary and secondary health services with the support of digital tools.
1.5 Digital Health Coach	TD10-M1	Is able to comprehend the potential of digital tools to empower nurses, increasing the way in which they can support patients during frontline care. Importantly, is able to deploy practical examples on the nurses' coaching role to help prevent Non-Communicable Diseases (NCD's) by supporting healthy lifestyle through the use of internet-based technology to assist and coach cancer patients throughout the entire treatment process.	
		Has a better knowledge of technological innovations leading to new and changing roles for nurses and allied HCP, for example as Digital Health Coach	Embraces technological innovation as a form of empowerment.
		Understands that the new and advanced roles should be part of any competency framework for initial and continuing education (LLL & CPD).	Embraces technological innovation as a form of professional development (LLL).
		Understands that that by embracing digitalization and becoming health coaches, nurses can play a unique role in supporting patients due to the trust that patients place in nurses.	Embraces the role of health coach made possible by digitalization, by for example, promoting healthy lifestyle, or supporting patients undergoing chemotherapy.

		Has a better insight of the ENS4Care guidelines.	Links digital developments and exploitation to existing guidelines developed by nurses.
1.6 Resilience and Crisis management	TD10-M1	Is able to clearly identify the irreplaceable role played by frontline nurses in situation of crisis management. Recognises the negative impacts of Covid-19 pandemic realising the importance of “we need to be prepared” within a well-functioning healthcare ecosystem in the EU and Europe.	
		Has a better knowledge of the crucial topics of resilience and crisis management within the context of digitalisation	Uses digital tools to better manage health crisis and future pandemics.
		Has an understanding of the core EU Directive 2013/55/EU competency “to independently initiate life-preserving immediate measures in crises and disaster situations” which represents one of the most essential competencies for nurses.	Make use of digital tools available to the healthcare workforce to improve the safety of the workplace and facilitate the delivery of quality patients care, both in crisis and normal settings.
		Understands the critical impacts of Covid-19 on the wellbeing of frontline nurses.	Evaluates the wellbeing of frontline nurses and allied HCP.
		Knows the crucial role that nurses play not only in crisis situations, but also in everyday settings.	Uses the nurses’ position to coordinate crisis situations.
		Knows the importance of adequate training to respond to healthcare crises and disaster situations.	Implements CPD courses into daily practice.
		Understands the importance of greater support to frontline health professionals from policymakers, as it is central to a strong European healthcare system.	Build health outcomes on interdisciplinary work relations and supports policymakers to design fit-for-purpose policies.

1.7 Quality Assurance in Digital Health Nursing	TD10-M1	Is able to get acquainted with best practices and practical examples of the digitalisation of the healthcare systems in the EU countries. Therefore, is able to implement practical examples on how digital skills can help nurses to improve quality of care, for example by the use of the electronic health records with adapted care plans, mapping errors, accidents and near misses with improvement projects. Is also acquainted with the use of the ISBAR method during patient transfers. Practical examples on Telehealth and Telemonitoring: 1) monitoring patients with cardiac electronic devices 2) monitoring patients with diabetes. 3) monitoring patients living in rural areas 4) tele-triage of patients in emergency rooms	
		Has the knowledge of quality assurance in digital health nursing.	Uses digital tools to monitor errors, accidents and near misses, improving the quality of care.
		Gets the knowledge on the role of the Advance Practice Nurse (EQF 8).	Consults Advance Practice Nurse (EQF 8) who can provide additional advice on how to care the wounds and documents any adjustment in the EHR.
		Has an understanding of the core EU Directive 2013/55/EU competencies 6: «Independently assure the quality of, and evaluate, nursing care; and 8: «Analyse the care quality to improve one's own professional practice».	Makes use of digital tools available to the healthcare workforce to evaluate the quality of nursing care, and to improve one's own professional practice.

		Understands the important role of nurses not only as users of digital tools but also since they help patients to use new technologies appropriately as well as they provide re-assurance.	Helps patients to use new digital technologies and re-assures them.
		Is aware of the possibility to use digital tools to help treat certain wounds.	Uses digital tools which can suggest ways to treat certain wounds to improve quality of care.
		Knows what tele-health is and how it can be used to reduce emergency department admissions by patients with several chronic diseases.	Uses telehealth to provide daily monitoring, coaching, and triage of patients with several chronic diseases.
		Knows that tele-health tools can be especially beneficial for patients living in rural areas who may not have access to healthcare or for busy health care professionals.	Uses tele-health tools to support patients in rural areas, while also knowing that human empathy and communication remain irreplaceable.
		Knows that telemonitoring can be used to monitor patients with cardiac implanted electronic devices such as pacemakers, ICD.	Uses telemonitoring tools to monitor changes in vital signs of patients with implanted electronic devices.
		Knows that remote monitoring devices can be used to monitor the vitals of patients with different health conditions, such as diabetes and dementia (in event of a fall).	Uses remote monitoring devices to monitor the vitals of patients with several health conditions, including diabetes or dementia (in event of a fall).

		Knows about the use of Tele-triage tools to assess the patient's status via telephone or other means of communication, providing treatment or adequate referrals, preventing overcrowding of emergency rooms	Uses tele-triage to assess patient's status via telephone or other communication devices.
		Knows that digital tools can be used to screen geriatric patients for AMR, providing quick information to nurses on the necessary safety measures to implement to avoid contamination.	Uses digital tools in case of geriatric patients being screened for AMR, and to ascertain as quickly as possible the most appropriate safety protocols.
		Knows about the ISBR (identification, situation, background assessment and recommendation) method to facilitate patient transfer and ensure that no step is overlooked.	Uses ISBAR method to facilitate patient transfer and ensure that no step is overlooked.
		Is able to get acquainted with best practices and practical examples of the digitalisation of the healthcare systems in the EU countries. Some practical examples such as the digitalisation of medication administration and ordering of has a positive impact on the nurses and allied hcp workload.	
		Has a better understanding of the impacts of the digitalisation on the healthcare services, including health promotion, prevention, primary care, specialized care, long term care, social care, and self-care.	Recognizes the role of nurses in the digitalisation process
		Has an understanding of the core EU Directive 2013/55/EU competencies 6: «Independently assure the quality of, and evaluate, nursing care; and 8: «Analyse the care quality to improve one's own professional practice».	Makes use of digital tools available to the healthcare workforce to evaluate the quality of nursing care, and to improve one's own

1.8 Analysing, exploitation and impact of digital healthcare	TD10-M1		professional practice.
		Understands the key goals set by EU countries in the health system: High quality, efficiency, equity, affordability, accessibility of health care.	Purses the goals set by member states in the nursing profession.
		Knows that digitalization has profound impacts on different phases of healthcare delivery, including health promotion, prevention, primary care, specialized care, long term care, social care, and self-care.	Embraces the revolutionizing power of digitalization in the healthcare professions.
		Knows that digital technologies can identify new needs and help deliver better quality healthcare, from prevention and health promotion to curative interventions.	Makes use of digital tools available to the healthcare workforce to evaluate the quality of nursing care, and to improve one's own professional practice.
		Comprehends that innovative solutions presented by some digital health services can improve the quality and sustainability of health systems, but only if designed purposefully in targeted, efficient, and cost-effective ways.	Embraces digital innovation in a targeted, efficient and cost-effective way.
		Understands the key role played by nurses in the process of digital innovation since they understand what frontline workers need to achieve better health outcomes.	Engages in the process of co-creation of digital tools and in upskilling and life-long learning.
		Understands the skill needs of nurses, and the transformative powers of digitalization, by for example, reducing the workload of nursing departments or leading to fewer medication errors.	

1.9 Communication, Advocacy and cooperation	TD10-M1	Make use of LLL and CPD training courses/modules to develop the necessary digital skills frontline nurses need to deliver better health outcomes.	
		Has a better understanding that information and communications technology (ICT) tools and services will improve prevention, diagnosis, treatment, monitoring, and management of health-related issues	Uses ICT tools and services in daily practice.
		Gets a better knowledge on what the European Commission is aiming to do in the transformation of Digital Health.	Knows the potential of digital applications such as virtual care, remote monitoring, artificial intelligence, smart wearables and EHR.
		Has the knowledge of the ENS4Care project outcomes: Guidance on digital skills for health professionals	Includes ENS4Care project outcomes to develop better advocacy strategies to demand for better curricula for health professionals (LLL, CPD).
		Has an understanding of the role of frontline nurses in co-creating the digital tools, their importance in communication and education.	Engages end-users in co-creation to develop solutions fit for practice and purpose.
		Understands the core EU Directive 2013/55/EU competency 7: "Comprehensively communicate professionally and cooperates with members of other professions in the health sector"	Uses available digital tools to improve communication and cooperation with members of other professions in the health sector.

		Is aware of the power of tools and services that use information and communication technologies to improve prevention, diagnosis, treatment, monitoring, and management of health-related issues.	Uses tools and services that use information and communication technologies to improve prevention, diagnosis, treatment, monitoring and management of health-related issues.
		Understands how innovation & technologies as virtual care, remote monitoring, AI, smart wearable, HER to improve health outcomes.	Uses innovative technologies such as virtual care, remote monitoring, AI, smart wearable, HER to improve health outcomes.
		Is aware of the potential of digital applications and data to improve health: more efficient and integrated healthcare systems, personalized health research, diagnosis and treatment, prevention, and citizen-centered health services.	Makes use of the full potential of digital applications and data.
		Comprehends the expectations of EU citizens in terms of access to health data and access to feedback.	Takes into account EU citizens' expectations when making decisions related to the healthcare system.
		Understands what the Commission is aiming to do in the transformation of Digital Health: make sure that data access and sharing is secure, pooling health data for research and personalized medicine, develop digital tools and data for citizens empowerment and person-centered healthcare.	
		Understands the positive side of empowering digital skills such as communication devices and wireless remote patient-monitoring applications for treatment support, chronic disease management, and disease surveillance.	Makes uses of empowering digital tools to educate patients' families, monitor nutritional status, and develop adapted care plans which can be updated through the EHR.

		Understands the importance of providing nurses with adequate skills, such as aptitude for data analysis, computer literacy, medical devices compatibility, data protection programs, mobile applications, cloud storage, surfing internet, and the ability to read, understand and forward information using a smart device.	Advocates for adequate training (LLL, CPD) in digital skills and co-creation and co-design of nurses in digitalization.
1.10 Examples Digitalisation Healthcare Systems in EU	TD10-M1	Is able to get acquainted with best practices and practical examples of the digitalisation of the healthcare systems in the EU countries. Best practices from Norway, Belgium, Estonia, Finland, UK, Croatia, Denmark, Ireland, Germany, Czech Republic, Iceland	
		Has an understanding of the achievements reached by the BeWell and ENS4care Projects.	Uses the BeWell and ENS4care project outcomes in daily practice.
		Has an understanding of the eRehad, to help maintaining physical activity after cardiac rehabilitation and the HeartAge Platform, a simple way to estimating and expressing CVD risks, developed in Norway.	Gets acquainted to practical examples and best practices from Norway and implement them in their own practice.
		Is aware of Tele-care systems for nurses and other personnel in emergency services in cases of thrombosis, which patients can use to communicate with thrombosis specialists and thus avoid the complications resulting from delayed care, developed in Belgium.	Gets acquainted to practical examples and best practices from Belgium and implements them in their own practice.
		Is aware that in Estonia, qualified family nurses working in low population areas are supported through a collaborating platform solution which can connect healthcare professionals to the platform where emergency assistance is provided. Moreover, in collaboration with the programme Cognuse, certain nursing codes have already been digitized, and the process is ongoing.	Gets acquainted to practical examples and best practices from Estonia and implements them in their own practice.

		Understands that in Finland, through the cooperation of all university hospital districts, virtual hospital 2.0 project was created. This is based on a digital health village, where care support can be accessed by patients, tools by professionals, and information by citizens. Another example is nursing reception facilities supported by e-consultations, with only 22% of the patients sent by the nurses to the main health station to be seen by physician.	Gets acquainted to practical examples and best practices from Finland and implements them in their own practice.
		Is aware of examples of Virtual Coaches developed in the UK in the form of an avatar-based smartphone app and virtual nurses. As an example, Cuckoo Lane practice served by high qualified nurses that can also give prescriptions and serves more than 5,500 patients.	Gets acquainted to practical examples and best practices from the UK and implements them in their own practice.
		Knows that in Croatia, technology is used to enable patients on the various islands to follow-up care, especially in the context of chronic diseases.	Gets acquainted to practical examples and best practices from Croatia and implements them in their own practice.
		Is able to understand that in Denmark, tele-nursing supports individuals with diabetes or chronic pulmonary disease like COPD, allowing patients to receive adequate support without leaving home.	Gets acquainted to practical examples and best practices from Denmark and implements them in their own practice.
		Is aware of Ireland being a best example of a truly integrated system, thanks to the Quality and Clinical Care directorate set up in 2010 to help improve the patient journey by facilitating multidisciplinary cooperation between different specialists and practitioners.	Gets acquainted to practical examples and best practices from Ireland and implements them in their own practice.
		Is aware of a city in northern Germany as another example of a coordinated approach combining all health professionals and health institutions towards pain management, called "Pain free city Muenster", led by nurse researcher.	Gets acquainted to practical examples and best practices from Germany and implements them in their

			own practice.
		Has an understanding of The Transplant Ambassador developed in the Czech Republic, which makes use of patients' own data to improve their knowledge about their condition and recommended treatment options for such conditions as irreversible kidney failure. Over 100 nurses working with the target group received specialist training in this are involved in the project. They discussed the treatment process with patient to actively involve the patient in the care process.	Gets acquainted to practical examples and best practices from the Czech Republic and implements them in their own practice.
		Is aware that in Iceland, together with growing number of CNS and APNs there was a development of nurse led clinics with special emphasis on assisting patients and their families towards greater self-management, particularly in relation to the treatment of long-term illnesses.	Gets acquainted to practical examples and best practices from Iceland and implements them in their own practice.
		Understands the skills strategy developed by the EFN and other partners in the BeWell project, with the first version which will be shared with the public to gather feedback from all stakeholders and will be part of the final version which will be published in 2026.	Gets involved in the public consultations in the context of the skills strategy developed in the BeWell project.
		Knows about the BeWell skills monitor web-based tool that captures and facilitates comparative analyses of digital skills programs in Europe and other countries, improving accessibility to LLL, upskilling, and reskilling for health and care professionals.	Makes use of new and innovative LLL, upskilling and reskilling modules made available through projects like BeWell.
		Is aware of the large-scale partnerships for the health ecosystem developed in the context of the Pact for Skills partnership, to support upskilling and reskilling in the context of the twin transition to a green and digital economy, improving competitiveness of EU health systems and enhance Europe's strategic autonomy.	Engages with initiatives undertaken the large-scale partnerships for the health ecosystem, to contribute to upskilling and reskilling in

			the context of the twin transition.
		Understands how important it is to involve nurses in co creation and provide to them a clear overview and evidence of the potential of these instruments before deployment.	Engages nurses in co-creation and provides them with a clear overview and evidence of the potential of these instruments before deployment.