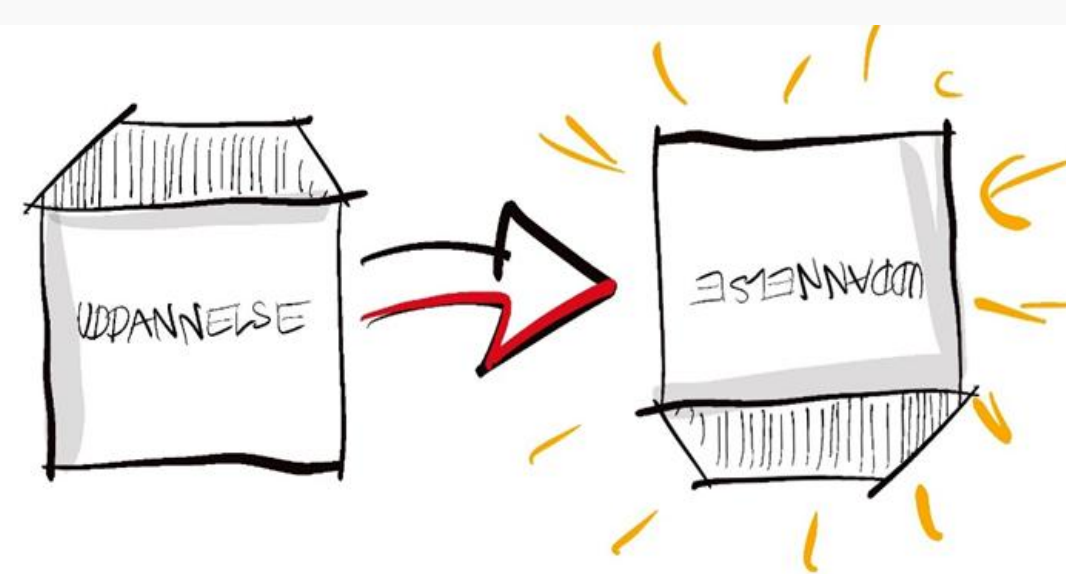


The South Danish Network for Training and Skills Development in the Healthcare Sector

Henriette Hansen
Sabine Paasch Olesen

1. PURPOSE

● We want to break down the silos in regional HEALTH education and skills development by.....



- Enhancing collaboration and coordination between the different regional education and skills development programmes.
- Collaboration to create concrete projects together
- Improving the coherence and transition between education, skills development and work-life.

2. PEOPLE

The South Danish Health Education Eco-System

- South Denmark European Office (secretariat)
- The Region of Southern Denmark, being responsible for primary care and thus the running of 4 university hospitals (Employer and VET provider)
- Representatives from local authorities, being responsible for health promotion, disease prevention, rehabilitation and care close to the citizen (Employer and VET provider)
- University of Southern Denmark
- 2 University Colleges
- 4 VET Health Care Assistant provideres

3. PROCESS

- 1) Creating a common vision and strategy – we agree to try to break down the silos between the different educations



- 2) Getting to know each other better though dialogue and studyvisits
- 3) Creating relations and finding common challenges
- 4) Developing concrete activities together and seeking internal and external funding
- 5) Ensuring managerial and political support through meetings
- 6) Continuing the collaboration in the eco-system with managerial and political support

4. PRODUCT – The Regional collaboration

- Continue to learn from each other and facilitate inter disciplinary collaboration in the regional HUB



- Implementing STEM4Health during the next three years, that is a regional project with financial support from the Novo Nordisk Foundation with interdisciplinary collaboration between all levels of health education; from social care assistants students to MedTech engineer students
- Collaborating with Social Sundhed – A Danish initiative the engages health care students to become volunteers
- Develop activities that create a better transition from education to working life, so that students feel better prepared when they start in the clinic and can better engage in collaboration? For example, more relevant student jobs and better feedback on their assignments.

Through high quality education, interdisciplinary collaboration and continuing training on the workplace, we want to make the South Danish health care sector known as an excellent place to work



5. FEEDBACK

Give us feedback to our regional network

TRENTINO HUB FOR EDUCATIONAL EXCELLENCE IN HEALTH CARE

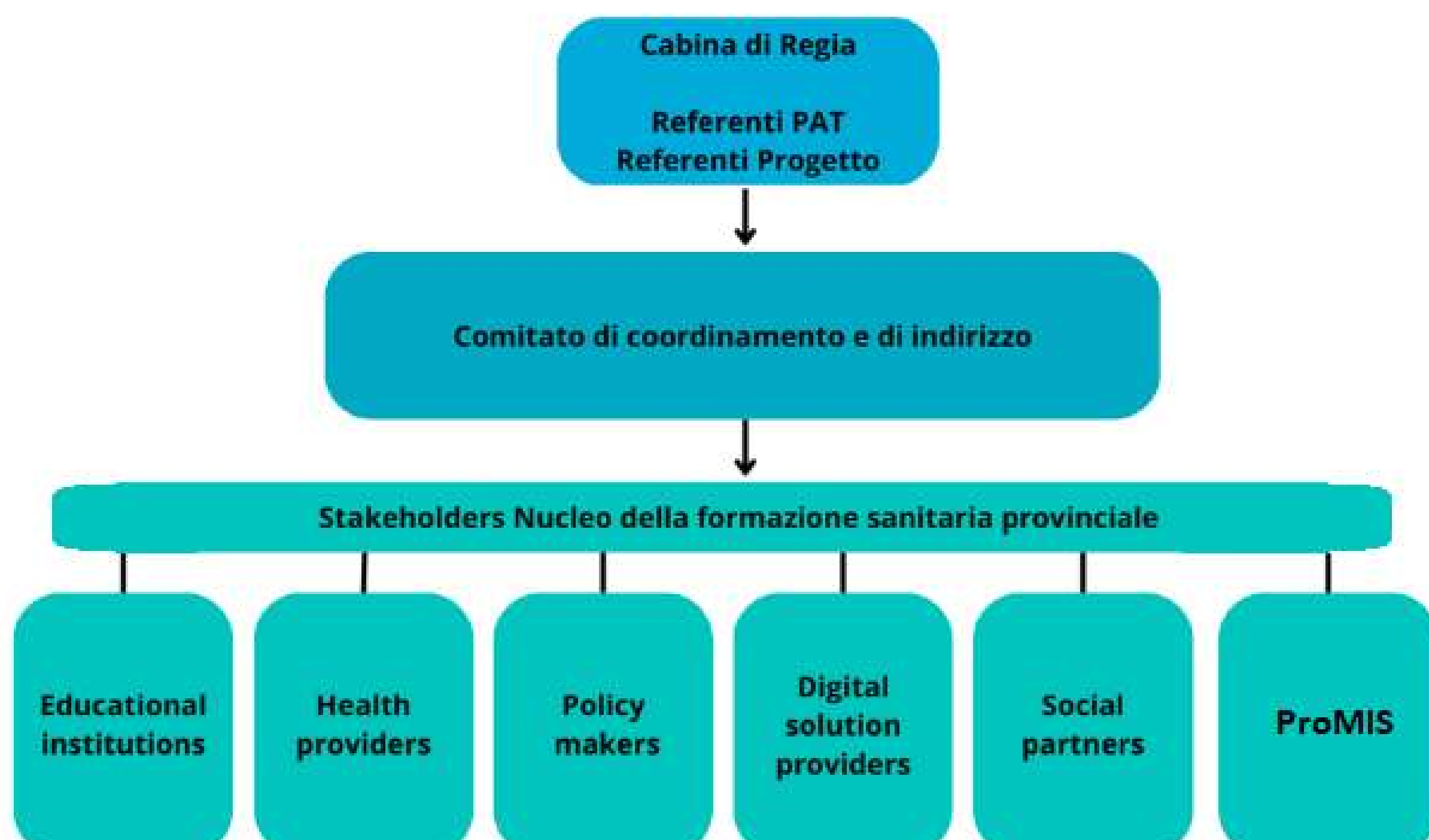
Lucia Pederiva
Annachiara Bortolotti
Olivia Balagna
Oscar Mayora

1. PURPOSE

Our goal is to put together our local stakeholders (University, ECM providers – lifelong learning, Trentino School of Management, Professional associations) involved in the activities regarding education/training in order to improve quality and attractivity; promote mobility for professionals and students, share training activities and mobility and develop innovative curricula.

2. PEOPLE

Trentino Hub for Educational Excellence in Health Care



3. PROCESS

The organisation is developed through a steering committee (political governance) responsible for directing, defining, proposing and coordinating objectives in accordance with EU guidelines (and local) overseeing implementation and evaluation outcomes. Coordinating committee identifies proposals and requests by promoting activities (local and EU)

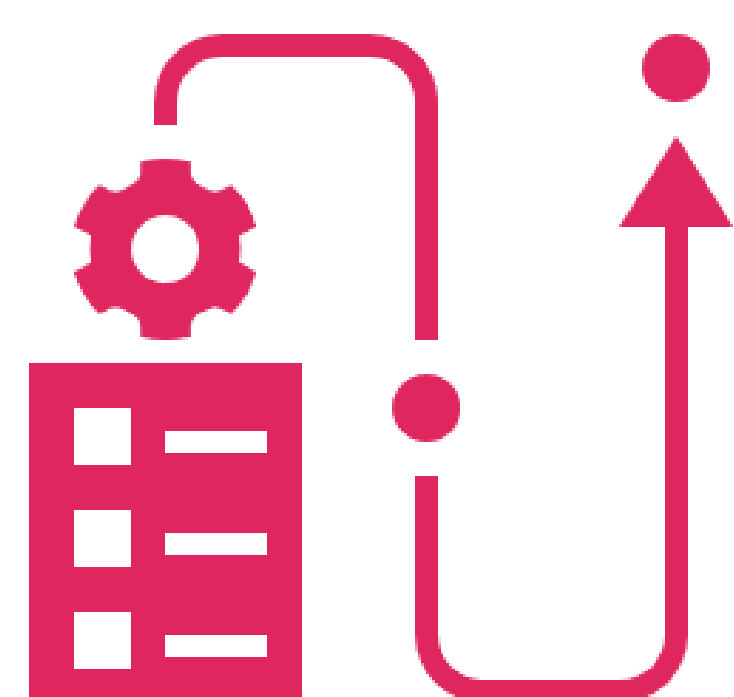
Kick off meeting of the hub and focus group

Stakeholders feedback on questionnaires

Involvement for the content of the platform

Periodical information/communication

Test of the platform



4. PRODUCT

- Psychogeriatrics_dementia
- Personalized Medicine story telling (interview) dealing with the Trento Breast Unit
- Artificial Intelligence in health, data techniques and ethics

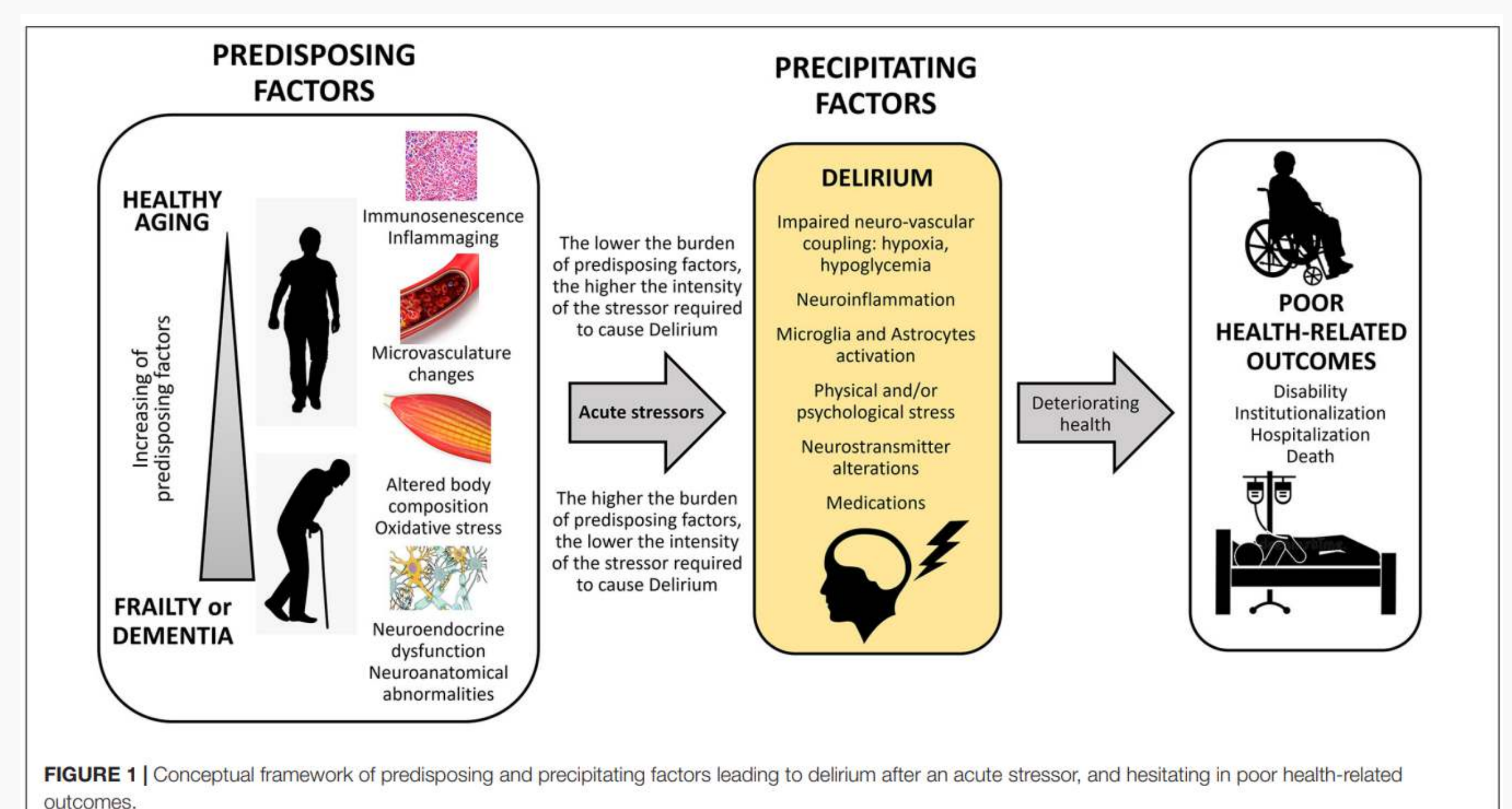


FIGURE 1 | Conceptual framework of predisposing and precipitating factors leading to delirium after an acute stressor, and hesitating in poor health-related outcomes.



5. FEEDBACK

Twente Regional Vocational Excellence Hub

Saxion University of Applied Science: Marloes Bults, Marloes Postel, Marjolein den Ouden

University of Twente: Eliane Mocking, Marije Hahnen, Jouke Tamsma

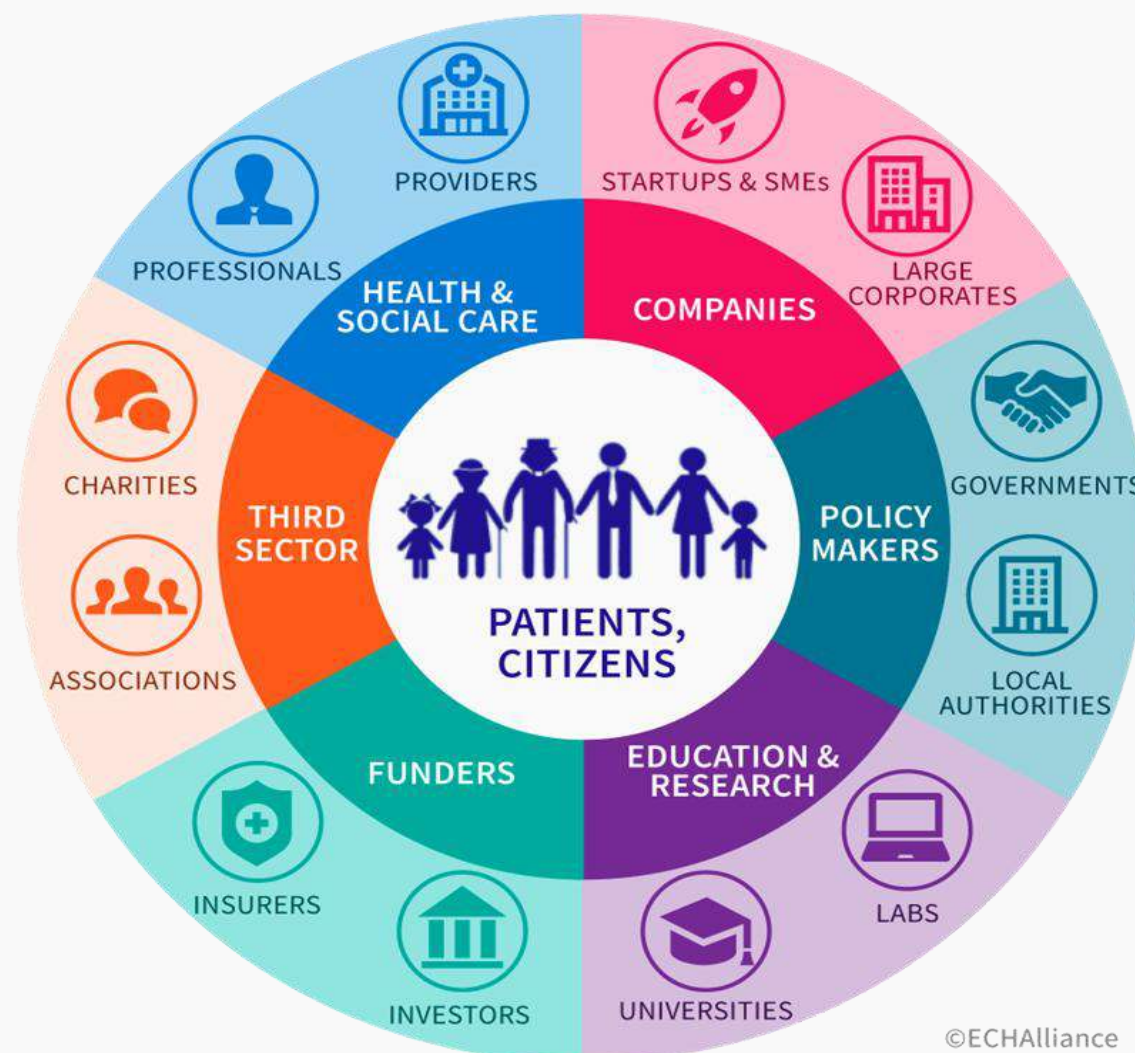
Hospital ZGT: Jolan van Otten, Melanie Broens, Emiel van Trijffel

Oost NL: Tessa Dijkgraaf

1. PURPOSE

Shared and main purposes:

- Strengthen healthcare through education, research, innovation, knowledge exchange and practice
- Making (digital) training activities available and accessible for (health care) organizations
- Organizations can easily use facilities of educational institutes (i.e. labs)
- Developing and strengthening collaboration through Twente ecosystem (practice, education, research and innovation institutes)



Results from baseline report:

- Focus on topics: "personalised medicine", "the digital transformation" and "green skills"

2. PEOPLE

Partners and members already included:

- Saxion University of Applied Science, University of Twente, Ziekenhuisgroep Twente (ZGT, hospital), Oost NL

Regional stakeholders:

- Hospital MST, TZA, ROC van Twente, Employees Association

Challenges:

- How to realize added value next to other existing adjacent initiatives and daily practice.
- Be specific what partners and members can expect and contribute

Stakeholder group:

- Demand-driven
- Exchange of knowledge and expertise ("think tank")
- Participate and expand focus of existing networks
- Creation of subgroups per theme

3. PROCESS

Bottom up idea:

- Exploring Crew Resource Management; a safety training for multidisciplinary teams in emergency care
- Learning community, where participants bring up issues

Top down idea:

- Care and Innovation Centre
- Regional strategic innovation agenda (TOPFIT)

4. PRODUCT

Most relevant:

- MedTech related learning and training activities
- Workshops at healthcare organizations
- Transition of healthcare
- Sustainability of healthcare
- 21st century skills development of students and professionals
- Technology competencies of students and professionals

Key elements:

- Adaptive professional
- Preferably social learning (small groups, learning communities, problem based, workshops), scenario-based learning (VR, AR or mixed reality learning scenarios, role play, simulations) and classroom, in person learning (lectures, seminars)
- Learning on the job

Monitoring, Testing and Evaluating:

- Questionnaires
- Testimonials
- Sharing best practices

Involving end users:

- Co-creation/end user groups/student groups

Achievements:

- Impact in practice
- Collaboration with and involvement of students (research results regarding hub and platform)





Competence Network for the Health and Care Sector, Region Nordhordland

Region Nordhordland IKS: Eva Kristin Nordnes

Haukeland University Hospital: Kari Britt Hagen, Henning Åge Skarbø, Elisabeth Woodward

Western Norway University of Applied Sciences: Hilde K.R. Riise, Marthe V. Tjemsland, Liv Irene Ruud, Mariya S. Bikova

1. PURPOSE

- Recruit and retain employees in the health and care sector, both now and in the future.
- Ensure that the educational system and the health and care sector consistently deliver on demand and on 21st century skills development for students and employees.
- Make careers in health and care attractive to young people.
- Build the Competence network on existing initiatives. Facilitate a stronger focus on VET and lifelong learning into existing networks and collaboration where relevant stakeholders are represented.

2. PEOPLE



Members of the network included:

- 8 municipalities (political level, management level and the health and social care professions - network)
- ISCED 3 upper secondary education
- ISCED 4 + 5 Post-secondary non-tertiary education
- Network: Competence forum Nordhordland (Both private and public entities)

3. PROCESS

To strengthen collaboration between education and the health and care sector, we carried out a series of coordinated activities that combined mobile training, cross-sector dialogue, and continuous regional follow-up.

- Piloting of Simulation on Wheels in two municipalities, engaging 12 groups and 58 participants.
- Delivery of realistic, hands-on clinical scenarios through a fully equipped mobile simulation trailer at local workplaces.
- Regular RVEH meetings ensuring coordination, experience sharing, and alignment across municipalities, education providers, and health services.
- Participation in regional and national forums and conferences to present EUVECA activities, share insights, and strengthen intersectoral collaboration.
- Learning and training activities focused on task shifting and enhanced roles within health and social care teams.



EUVECA workshop October 2025



Partnermeeting in Trento 2025

4. PRODUCT

Simulation on Wheels

Through the EUVECA initiative, we delivered decentralized simulation training using a fully equipped mobile simulation trailer.

- 12 groups and 58 participants trained in realistic, high-stakes clinical scenarios.
- The mobile unit enabled students and healthcare professionals to practice rapid decision-making, teamwork, and patient-safety routines directly at their workplace.
- Participants reported increased confidence, stronger clinical skills, and better preparedness for demanding tasks.
- The model significantly reduced travel barriers and ensured equal access to high-quality training in rural areas.

EUVECA Workshop in Nordhordland

A regional workshop brought together leaders and professionals from municipalities, hospitals, and education.

- Focus on shared challenges, collaboration, and competence development.
- Practical examples showed how EUVECA partners build sustainable solutions for the future workforce.
- The workshop now serves as a replicable model for interregional collaboration and integration of VET, health services, and lifelong learning.

Strengthened Regional Collaboration

Improved and more structured collaboration between municipalities, VET providers, and health services through regular RVEH meetings, shared planning, and common learning activities.



Pilot testing of Decentralized simulation training

5. FEEDBACK



VALENCIA VOCATIONAL HUB FOR EDUCATIONAL EXCELLENCE IN HEALTH CARE

Silvia Prieto
Olga Navarro

Vicente Traver
Zoe Valeri

1

THE PURPOSE

Valencia Hub is formed by members from the quadruple helix (university-industry-government-public) participating from our roles in a common goal: to have healthcare workforce properly trained for the 21st century challenges, sharing resources, knowledge and experiences

Improve professional training—Reskilling and upskilling

Access to new opportunities in Europe

Stronger Valencian healthcare ecosystem, sharing needs, resources and efforts

THE PEOPLE

2



Academia	Hospitals and social care providers	Professionals associations	Policy makers	NGO Innosoc Medicarama
<ul style="list-style-type: none"> Universitat de València Universitat Politècnica de València Universidad Católica de València Universidad Europea Universidad Internacional Universidad Cardenal Herrera CEU 	<ul style="list-style-type: none"> Hospital Clínico Hospital La Fe Hospitales VITHAS Lares Comunitat Valenciana 	<ul style="list-style-type: none"> Nurses- CECOVA Medical – SOVAMFyC, College of Physicians 	<ul style="list-style-type: none"> Regional ministry of health Regional ministry of social care 	
<p>Facilitator group – UV plus UPV We are missing ... Working group – based on identification of common needs and agreement Creation of on-demand working groups if there is critical mass</p>				

THE PRODUCT

4

What vocational educational and learning activities are most relevant for your region, on local and international level?

AGING and CHRONIC DISEASES.

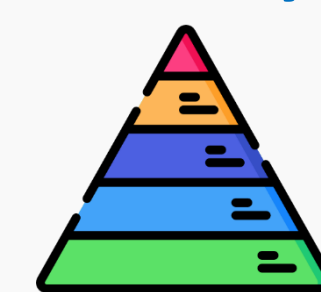
What are key elements in the strategic plan for our RVEH?

SHARE, BENCHMARK, EXCHANGE.

What are key elements in the action plan for our RVEH?

IDENTIFYING GAPS, REUSING MATERIAL, MEASURING LEARNING OUTCOMES AND COMPETENCES, INTERNATIONAL TWINNING.

How have you tested the learning activities in our RVEH?



QUESTIONNAIRES FROM WP8, ATTENDANCE AND ENGAGEMENT FROM DIFFERENT ENTITIES INVOLVED IN THE RVEH. USE OF KIRKPATRICK MODEL

How have been involved end-users to test the activities in our RVEH?

ALL THE PARTNERS (ACADEMIA, HEALTH CARE AND SOCIAL PROFESSIONALS, COLLEGES,...) WERE WILLING TO INVOLVE END USERS. THAT HAPPENED THROUGH MAILING, COURSES, SPECIFIC ACTIVITIES,...

When is the learning activity a success and are you satisfied? What criteria would you like to attach to this?



DIFFERENT HORIZONS OF SUCCESS (SHORT, MEDIUM AND LONG TERM). JUST TO START, AMOUNT OF ATTENDEES, SATISFACTION SURVEY, SELF ASSESSMENT OF COMPETENCIES BUT IN LONG TERM, CHANGES AND INNOVATIONS HAPPENING IN CLINICAL PRACTICE .

COURSES

- DIGITAL HEALTH
- ARTIFICIAL INTELLIGENCE FOR THE ANALYSIS OF HEALTHCARE PROCESSES USING PROCESS MINING
- LEADING ORGANIZATIONAL CHANGE
- PATIENT EMPOWERMENT
- COMMON LANGUAGE



3

THE PROCESS



Bottom up idea
Identification of some common challenges to work together and share material. Some of these common challenges have been identified. Therefore, different joint thesis and shared activities are already happening

Top down idea
Making the physical meetings in the premises of the different stakeholders to engage them and show some specific topics or challenges they would like to share.

5

YOUR FEEDBACK



FINAL COMMENTS

“develop a holistic health promotion project, as well as work to bring health closer to citizenship.”

“It is key to make a proper dissemination about what is happening in health and can affect healthcare professionals”

“It is crucial to be self-criticism. Identify what can be done better and do it”

“It is necessary to transfer the results of research to professionals, so the evidence does not remain only in academia and does not reach the clinical and care”

“It is necessary to facilitate the comprehensive training of professionals within their job positions”



Background

Interprofessional collaboration represents a key competency for ensuring high-quality and safe healthcare delivery. Traditional educational approaches often do not sufficiently support the development of communication and teamwork skills.

Simulation-based education enables experiential learning in a safe environment and improves readiness for working in complex clinical situations within interdisciplinary teams.

Slovenian RVEH was established within the EUVECA project as a platform for the development and implementation of interprofessional education.

Aim and objectives

The main aim was to establish and pilot the implementation of the Slovenian RVEH model for interprofessional education.

Specific objectives:

- to develop and test simulation-based learning activities
- to improve communication and teamwork competencies
- to involve different participant profiles (students and professionals)
- to establish a sustainable model of collaboration among stakeholders

Keywords

- Interprofessional education
- Simulation-based learning
- Healthcare teamwork

Methods

Simulation-based learning activities were conducted, including:

- simulations in the field of social work
- simulations of pediatric resuscitation and palliative care
- interdisciplinary team simulations



Results

Multiple iterations of simulation-based activities were conducted during 2024–2025, confirming the feasibility and acceptability of the model.

Quantitative results indicate:

- improvement in communication and teamwork
- improvement in interprofessional learning
- less pronounced changes in interprofessional interaction

Participant satisfaction:

- mean score 4.2/5 (N = 38)

Qualitative results:

- high level of satisfaction
- strong emphasis on the value of experiential learning
- expressed need for more simulation exercises

Conclusion

- Simulation-based learning effectively improves communication and teamwork
- **Slovenian RVEH represents a successful model of interinstitutional collaboration**
- The program has strong potential for broader implementation within the healthcare system

Future development

- upgrading simulation scenarios
- increasing the number of practical exercises
- implementation in clinical settings
- ensuring program sustainability

RVEH Germany – Netzwerk Future Skills im Gesundheitswesen

Ansgar Büter- Menke, Anja Moderegger, UKSH Akademie
Adrienne Henkel, Katrin Balzer Universität zu Lübeck (UzL)

1. PURPOSE

The regional network “Future Skills in Healthcare” brings together committed partners from research, education and practice to jointly shape forward-looking competences in health care.

By linking the Regional Vocational Excellence Hub with the European Platform for Vocational Excellence, regional activities are connected to a broader European learning space.

Within this framework, partners co-create, test and refine strategies, guidelines and recommendations on how to anchor Future Skills in healthcare organisations and regional ecosystems.

The network also opens up new inter-regional and cross-border mobility opportunities for students and professionals, strengthening mutual learning and sustainable innovation capacity across European regions.

2. PEOPLE

The RVEH constellation is a multi-professional and cross-sector platform that brings together educators from different educational levels and institutions, political representatives, professional associations, public authorities, healthcare practitioners, and researchers.

By connecting perspectives from education, policy, practice, and research, RVEH promotes dialogue and knowledge transfer on key issues in healthcare education. Stakeholders from several sectors are already involved, with the aim of expanding the network to encompass all areas of the healthcare system.

3. PROCESS

The impetus organizations are UKSH Akademie and UzL. We provide structure and coordination. The network lives through its participants and their motivation to share. We bring people together and create spaces to actively discuss future skills, identify barriers and create solutions. We ensure the necessary processes for this.

Recruiting

- Dissemination
- Ongoing recruitment
- Over all health care sectors

Product

- Platform (RVEH, EPVE)
- 4- monthly meetings

Sustainability

- Implementation of the governance model
- Implementation of strong partnerships
- New application for networking/ projects

4. PRODUCT/ ACTIVITIES

- 9 RVEH Hub Meetings
- 1 Expert Meeting (XR in Health Care)
- 3 Learning Activities
- 3 Project proposals
- 1 Digital Board for OER material “Digital Competencies in Health”
- One study visit to Enschede Saxion & Twente University

Meeting



VR Scenarios for Skilltraining



5. FEEDBACK

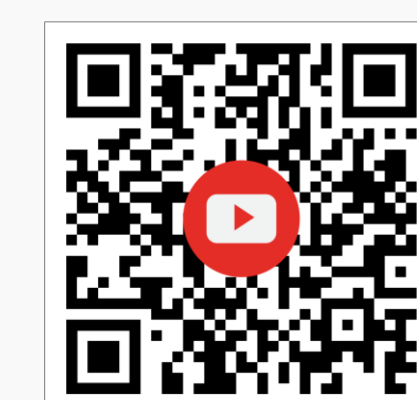
Feedback from participants:

“The RVEH Hub meetings gave us a real community of practice – we moved from isolated initiatives to a coordinated regional strategy for Future Skills.”

“Through the XR expert meeting and learning activities, I discovered concrete tools I can immediately use in my teaching and clinical training on digital competencies in health.”

“The project proposals and the digital board for OER materials showed that this network is not just about talking, but about creating tangible resources and new mobility opportunities across regions.”

6. MEDIA



<https://www.youtube.com/watch?v=8SkpqnSEsWQ>

