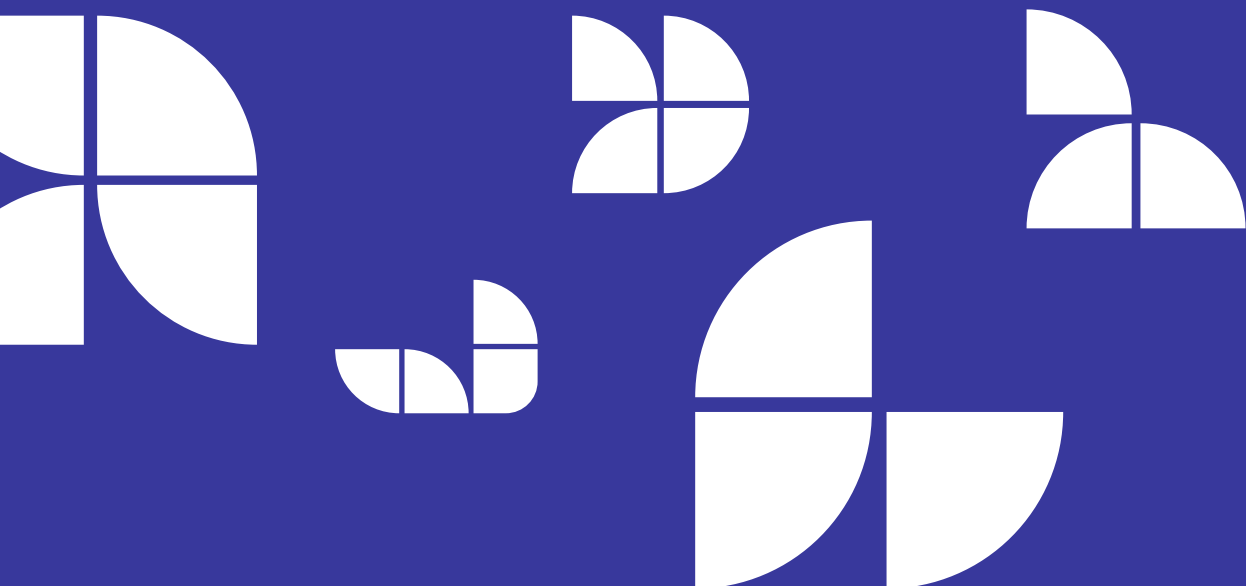




Sustainable Healthcare with
Digital Health Data Competence

D4.1 SUSA academic champions and teacher support programme





SUSA academic champions and teacher support programme

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Abstract	This deliverable provides a description of how the role of SUSA academic champion has been developed and how the role is developing at the various partner academic institutions. The document describes the work of academic champions and SUSA teachers. In particular, the document describes how these key vectors for the rollout of courseware are being helped via the virtual campus paradigm to deliver the SUSA learning outcomes. This report details the collaboration efforts that are supporting the project and describes local champion and teacher support activity at each institution.
Keywords	SUSA project, Data Science, Health Data, Upskilling, Train the Trainers
Number of pages	64

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Executive Summary

This document provides a description of the co-design process that has led to the creation of the role of academic champion and also details the ongoing discussions that are taking place to discuss the nature of the SUSA 'offer' to trainers who are participating in the project through the design and delivery of new courseware that ensures students achieve the twenty SUSA learning outcomes (LOs). Both tasks are carried as part of the SUSA workplan under work package 4, (WP4).

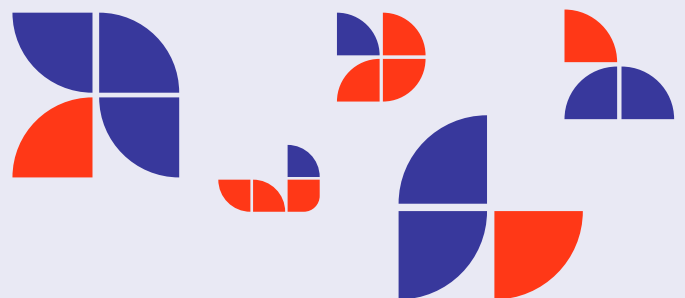
The SUSA academic champion will be responsible for the local success of the SUSA project through the rollout of the SUSA virtual campus within partner universities. The role has been forged following extensive in-person and online discussion throughout the first year of the project that are summarised here. The agreed role requirements, scope and key working relationships that are anticipated, together with an account of how the role is developing at each partner university is described.

The key high level responsibility for an academic champion within an institution is to ensure that that institution's educators are familiar with the requirements of the project,

what it means to be delivering a course so that the SUSA LOs are achieved and provides a conduit for communication of how the project is progressing locally.

This document describes the different aspects of the supports SUSA offers to teachers that includes, inter alia, a description of how a teacher is onboarded, introduced to the infrastructure supports that are available via the virtual campus, and the community of practice that SUSA is developing to help teachers meet the challenges posed by AI, in particular generative AI, in the design and delivery of their courseware. The co-design sessions have highlighted that the provision of public datasets for the solution of real-world health data problems is the most important single aspect that SUSA can offer to its teachers. This report presents a case study example which provides a basis for how the SUSA virtual campus can achieve that objective.

Finally, the document provides an overview of the local teacher supports that are already in place to ensure the timely rollout of the SUSA programme.



1. Introduction

1.1 Project Summary

SUSA leads a transformative educational initiative in the European healthcare sector, uniting 21 field-leading partners. This project will train 6558 graduates and 660 professionals skilled in advanced digital skills. SUSA addresses digital skills gaps, promotes collaborative learning, empowering healthcare with data-driven insights and supporting the European Green Deal for a healthier society.

There are four overarching SUSA objectives:

1. Co-design and co-deliver a bespoke advanced digital skills education program integrated into 20 bachelor's and 26 master's degree programmes and 16 related self-standing modules.
2. Implement an innovative initiative to attract qualified teaching staff and students for SUSA education offering.
3. Upgrade digital infrastructures to support interoperability across HEIs for delivery of SUSA education programme.
4. Ensure sustainability of the SUSA education programme through sustainable partnership and integration with existing or emerging initiatives.

The achievement of these objectives will be measured based on specific, measurable, achievable, realistic, time-bound Key-Performance-Indicators (smart KPIs).

1.2 Purpose of this document

The purpose of this publicly available document is twofold. Firstly, it provides a description of the co-design process that has led to the creation of the role of academic champion and the SUSA

'offer' to trainers who are participating in the project. Secondly, the document describes the current state of deployment with respect to:

- The academic champion role
- The train the trainer programme in HEIs and summarises how both are actively supporting teaching staff in the design, creation, promotion and delivery of SUSA courseware.

1.3 WP4 Activities – Structural Overview

Work Package 4 (WP4) is a critical component in the successful achievement of the four overarching SUSA objectives through the delivery of a structured process to “Co-design (an) impact framework for SUSA activities that are attractive for trainers, clinicians and students”.

This document is the first of the WP4 deliverables defined in the project proposal. It provides the verification evidence necessary to demonstrate the current state in relation to achievement of the work package objectives as well as a description of other activities deemed necessary to support the overall project impact objectives.

The specific objectives for WP4 as described by the project proposal are:

Objective 4.1: Ensure relevancy of SUSA education content, education delivery and collaboration model from industry, society and sustainability viewpoints.

Objective 4.2: Create an empowering and growth supporting environment for SUSA teaching staff which supports participation and collaboration of academic and non-academic experts.

Objective 4.3: Create new learning courseware for SUSA students – that is simultaneously cognisant of gender or background context while also exciting and inspiring new career pathways or pivots for SUSA graduates.

WP4 objectives are being achieved using the following task list.

T4.1: Develop SUSA digital ecosystem supported by industry/academic enterprise advisory panels to maximise impactful upskilling of healthcare professionals, minimise attrition and attract talented individuals to the sector. Task Lead: i-HD

T4.2: Appoint digital transformation curriculum SUSA champions within academic partners and develop the train-the-trainer programmes to enable SUSA champions to maximise the impact of consortium activity. Task Lead: Oulu

T4.3: Investigate the optimal use of advanced digital technologies in education delivery, e.g. XR/AR and digital twin technology for maximising sustainability within the SUSA digital ecosystem. Task lead: UL

T4.4: Create materials for student attraction that illustrate the myriad opportunities and variety of career pathways in the health sector and to implement relevant career development programme(s) for SUSA students. Task Lead: TCD

T4.5: Design a SUSA employer e-Hub. Task Lead: UL

T4.6: Set diversity, equality and inclusiveness (DEI) goals and action plan. Task Lead: Oulu

Integration with other work packages

General project oversight for WP4 is provided by regular reporting and attendance at PMT meetings by the WP4 lead. Impact is a cross-cutting performance objective for the project. WP4 task leaders achieve this objective through active participation in:

WP3: co-design sessions to advise on how the impact of co-design activities can be maximised with the target audience.

WP5: the co-ordination of SUSA feedback and evaluation activities during delivery to ensure that the impact performance objectives are being satisfied.

WP6: Ensuring that SUSA project activities have sustainability ‘designed in’ by virtue of impactful learning outcomes being verifiably achieved. This will naturally increase the popularity of SUSA offerings.

WP7: By focussing on the student-centred nature of the SUSA activities during dissemination and communication WP4 task leaders will increase the impact and reach of the overall SUSA programme.

1.4 WP4 management roles

WP4 is led by University of Limerick (UL) which oversees an executive subcommittee of task leaders who interact regularly to ensure that the WP objectives are achieved in a timely manner. A responsible person has been nominated by each consortium partner who is tasked with attending periodic WP4 meetings, providing input on specific actions or tasks and responding to requests for information as matters arise. The

WP4 responsible person may or may not also have a role as a champion for the SUSA project within a partner institution.

Three different types of SUSA ‘champion’ have been identified during WP4 discussions as being necessary to contribute to the successful achievement of the project’s impact objectives,

- **Academic Champion.**
- **Placement Champion.**
- **Student Champion.**

It should be noted that the Academic champion is the only role that was mentioned explicitly in the project proposal. The other two roles have developed following extensive partner discussions during Year 1 of the project. The consensus consortium view is that such

additional champion roles were necessary to reflect the different focus and function of non-HEI based partners within the project and to recognise the very important role that students will have in ensuring the success of the project. This latter role recognises the student chapter and advocacy principles that underpin many professional disciplines that will be the target of SUSA activities within higher and further education institutions.

The remainder of this document focuses solely on the description of the academic champion role, its development and current stage of deployment within the participating HEIs. The other champion roles will be highlighted within the SUSA virtual campus as their precise nature and range of responsibility is agreed by the consortium.



2. The evolution of the academic champion role

The precise nature of the SUSA academic champion role and its associated responsibilities have been the subject of extensive discussion by consortium partners over the first year of the project. A brief summary of the co-design discussions that has guided the evolution of the SUSA champion role is now provided.

2.1 SUSA academic champion role development - co-design sessions

2.1.1 Launch meeting

Location: Helsinki, Finland

Dates: 15–17 January 2025.

Format: Hybrid (in-person and online participation)

The launch meeting set the tone for the type of collaborative project that all partners could buy in to. A SUSA ‘way of working’ was unanimously agreed upon, and a future shaping workshop

was conducted using Vevox as a feedback tool for both in-person and online participants. A central workshop theme was shaping success for the project. It was agreed that the SUSA champions are critical vectors tasked with engineering this success.

Using a breakout room format, participants were required to consider what a successful conclusion to the SUSA project would look like in 2030:

- Q1. How are SUSA ambassadors championing the project?
- Q2. How is the SUSA Digital Ecosystem helping teachers and learners?
- Q3. How do employers use the SUSA eHub?

The first question was particularly relevant in shaping the role description document for the SUSA academic champion. The results are presented as a word cloud in Figure 4.1.

How are SUSA Ambassadors championing the project?



Figure 4.1: Word cloud describing the qualities that a successful academic champion will exhibit.

Python based semantic similarity tools were used to identify three broad headings under which the word cloud responses could be colour coded and grouped to classify champion activity. A Venn diagram illustrating these classifications was then created and is presented in Figure 4.2.

The three headings that were generated are:

- **Communication and Outreach (Blue)**
- **Motivation and Positivity (Green)**
- **Leadership and Change (Orange)**

Each heading has subsequently led to essential criteria for the role of academic champion.



Figure 4.2: Venn diagram based semantic classification of successful champion characteristics.

Word clouds that summarise participant responses for the second (Q2) and third (Q3) future shaping questions that were workshoped are presented in Figures 4.3 and 4.4.

 How is the SUSA Digital Ecosystem helping Teachers and Learners



Figure 4.3: Word cloud summarizing participant feedback on how the SUSA ecosystem is helping teachers and learners in the year 2030.

 How are employers or placement managers using the SUSA eHub?



Figure 4.4: Word cloud summarizing participant feedback on how the SUSA eHub is helping employers in the year 2030.

The workshop responses to these questions provided interesting additional insight regarding how champions might showcase the relevance of SUSA outcomes, foster an environment that is rewarding for students, teachers and employers thereby maximizing the impact of the project.

2.1.2 Rovaniemi meeting

Location: LUAS Campus and Arktikum Science Centre, Rovaniemi, Finland

Dates: 18–20 March 2025

Format: Hybrid (in-person and online participation)

The Rovaniemi meeting continued the process of defining what digital upskilling activities the consortium would engage in. The focus of the meeting was the constitution of the terms of reference for the Shared Learning Experience (SLE) working subgroups. These terms of reference were informed by the digital skills gap analysis and SUSA persona workshops that were conducted during the meeting. SLE working group outputs will generate the substantive building blocks that SUSA champions will leverage to build the profile of the project.

The persona workshop was a most useful vehicle for defining the different learner cohorts that champions will be helping during the lifetime of the project.

Necessary SUSA champion responsibilities were also informed by the two keynote presentations given by Skillnet Ireland representatives during the meeting.

- “Building Competitiveness Through Skills” by Michelle Thompson,
- “Where Digital Health Thrives: Future Skills Needs” by Jennifer McCormack.

Both presentations provided extensive summaries of qualitative research carried out with health system stakeholders and thought leaders. Both speakers presented

recommendations to the consortium regarding essential actions that need to be implemented in order to address the gaps in digital competence that can be observed across the health ecosystem.

2.1.3 Thessaloniki meeting

Location: Aristotle University Research Dissemination Center, Amphitheater III

Dates: 10–12 June 2025

Format: Hybrid

At the Thessaloniki meeting the focus of the WP4 impact co-design sessions was on how to prioritise the SUSA offer to trainers and industry so as to make it more impactful. This was agreed by the WP4 task management team as being a key step in the process of championing the project within each institution. By identifying a priority list of actions that champions can oversee, a consistent approach to impactful co-design will ensue.

In order to optimise the co-design process, the WP4 task leaders agreed that participants should complete a questionnaire in advance of assembly in Thessaloniki so that a priority list of actions could be an outcome from the meeting.

A 3-stage approach was adopted, 1) (Prior to the meeting) Ask all participants to indicate which SUSA activities would be the most impactful offers to SUSA stakeholders. 2) (In Thessaloniki), Prioritise those activities using Miro as a collaborative tool to facilitate the views of consortium members who could not attend in person, 3) Reflective practice by WP task leaders and PMT members to agree a workable list of activities.

The approach used is based on a modified Delphi Method, that allows a group of stakeholders to reach a consensus through (initially) anonymous responses. This has the advantage that respondents don't worry about the repercussions of their answers at the outset

and that respondents who are perceived to be of ‘higher-ranking’ don’t exert undue influence on others. Once the consortium gathered in Thessaloniki, the Miro prioritisation activity considered practical implementation issues, but it was felt important that consortium members should not be limited in their ambition at the outset of the process.

To participate in **Stage 1**, respondents were asked to provide short answers to the impact related questions in an MS Form.

Stage 2 in Thessaloniki ranked the proposed SUSA activities from highest to lowest impact

based on replies received during Stage 1 and workshop discussions on the day.

Stage 3 will provide for a period of reflection so that task leaders and PMT group members can comment on the overall ranking agreed by the group.

The following questions were considered in Stage 1. First, some broad proposed activity areas were presented to respondents who were asked to indicate whether this action was a priority for their institution.

(Task 4.1 Train the trainers). In your opinion, what are the example areas where the SUSA ecosystem can assist trainers/researchers/managers in an impactful way? Please tick all answers that apply.

● How to participate within a dedicated SUSA community of practice	8
● How to collaborate with other members of the SUSA network.	16
● How to promote student internship opportunities.	11
● SUSA ‘Grand Challenge’ materials, (e.g., starter kits for student activities)	10
● How to access and use SUSA datasets.	12
● Access to a shared repository for curated teacher content and courseware.	19
● Other	5

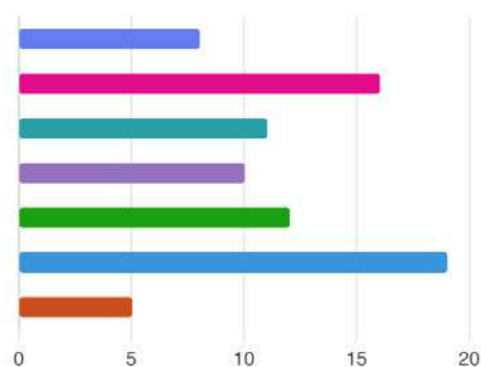


Figure 4.5: Institutional pre-Thessaloniki meeting participant feedback on the expected SUSA ‘offer’ to trainers.

Next, respondents were invited to provide ideas in a freeform setting so that a longlist of impactful SUSA activities might be developed. The results from this information gathering step are presented in the word cloud below.



Figure 4.6: Word cloud summarizing Stage 1 of the Delphi requirements analysis for the prioritisation of the SUSA offering to trainers.

Finally in Stage 1, respondents were then asked to consider the following question in a freeform fashion. “How should SUSA facilitate the process of collating feedback from industry?” The responses are captured in the word cloud below.



Figure 4.7: Word cloud summarizing Stage 1 of the Delphi requirements analysis for the prioritisation of industry feedback in the SUSA offering to trainers.

Stage 2 of the process involved using this information as a basis for the workshop activity in Thessaloniki. Participants were asked to reflect on the following four questions in a Miro collaborative setting.

1. Brainstorm an extended list of activities that would constitute a SUSA offer to trainers.
2. Reflect on the potential audience for these activities. Note that it is not expected that every activity will be interest to all cohorts.
3. What are the possible measures of success for the activities that have been highlighted?
4. What are the proposed solutions that can ensure each activity proposed is a success?

Stage 3 involved the WP4 team prioritising the list of actions that were proposed in the Miro session. The output from this process is summarised by the following tables describing:

- A priority list of activities, (Table 4.1)
- A set of possibly overlapping potential audiences for those activities, (Table 4.2)
- Possible measures of success for SUSA activities, (Table 4.3)
- A menu of proposed future solutions for SUSA partners to engage in, (Table 4.4)

Table 4.1: Train the trainers - possible offers by the SUSA Ecosystem.

Proposed priority list of basic activities.

Datasets
SUSA Ecosystem
Educational Material
Opportunities
Best Practices
Shared course facilitation
Health data
Up to date AI legislation info
Shared repository- Learning materials
Support for teaching staff in co-design
Design aids for creating multimedia content
Information about open science and GDPR
Facilitated collaboration
Access to shared repository for curated teacher content and courseware
Access to genomic and clinical digital data for practise
Bring fun to everyday teaching duties
Communities of practice
Internships information
Basic skills provision
Networking opportunities with other SUSA staff
Peer to peer feedback
Improve soft skills of trainers
Grand challenge information
Understanding of SUSA key objectives
Information on how SUSA objectives tie into particular syllabi

Table 4.1: Priority list of SUSA actions that are recommended following the co-design process.

Table 4.2: Train the trainers - Longlist of different audiences for the SUSA 'offer'.

NB: Not all offers can or will be made to all audiences.

Junior and new professors
Professors
Post doctoral researchers
Teaching assistants
Degree programme coordinators
Researchers
Student communication officers
Digital skills teachers

Table 4.2: Potential different audiences for the various SUSA 'offers'.

The consortium spent a significant amount of time in Thessaloniki considering the question of what success looks like for the various stakeholders in the project. Tables 4.3 and 4.4 summarise the outcome from this co-design process in terms of how success will be measured and also how the virtual campus can be configured to deliver this success:

Table 4.3: Train the trainers – Maximising impact of the SUSA 'offer'.

Possible measures of success

Positive Commission / Project Officer feedback
Student survey data
Community of practice events
Student completion rates
Numbers of trainers accessing SUSA courseware
Colloquia conferences
Amount of teacher feedback in train the trainers programme design
Increased % of teachers skilled to teach digital skills
Scientific publications disseminated
Number of trainers who have completed SUSA training
Number of trainers who have applied learned skills in their teaching
% of teachers who can find and access material on SUSA academy
Usage of SUSA materials
Re-use of material from different partners
Student evaluations of SLEs
Wider adoption of SUSA by different organisations
Meet the KPIs defined in the project proposal
Number of downloads per module
Teacher empowerment questionnaire shows teachers feeling more empowered to deliver SUSA courseware.

Table 4.3: Measures of success for the various SUSA 'offers'.

Table 4.4: Train the trainers – Maximising impact of the SUSA ‘offer’.

Proposed virtual campus solutions that can deliver the success that is required.

Dissemination activities
Gather teaching staff needs and wishes
Provide something that be maintained and not be outdated right after the project
SUSA LMS
SUSA academy
Github resources
Wide promotion in social media
SUSA Website
SUSA Repository
Provide easy access to curated and relevant datasets
Format and label data for easy use, ready for training and experimentation
Example use cases and tutorials showing how datasets can be used effectively
How can Machine learning models be validated easily
Easy integration with existing platforms such as Elixir
Help biology focussed educators to access materials and micro-courses in Data science and AI
Facilitate collaboration across departments through dat sharing, project templates, co-authoring tools
Provide templates for modules blueprints for digital biology courseware
Provide structures that are informed by current trends in AI and biomedical informatics
Offer guidance and best practice examples.

Table 4.4: Proposed virtual campus solutions that can deliver success for the various SUSA ‘offers’.

2.1.4 Zagreb meeting

Location: Zagreb, Croatia

Dates: 15-17 September 2025

Format: Hybrid

At the Zagreb meeting the WP4 impact co-discussion centred on presentation of the priority results from previous meetings and the development of a roles and responsibilities document for the position of SUSA academic champion that can then be rolled out in each institution. Participants were asked to make final edits to the academic champion role description and to comment on the priority list of activities that can be carried out by the consortium.

The next step at the Dublin meeting in Q1 2026 will be to carry out a mapping workshop that ‘joins the dots’, thereby creating a pathway

between each SUSA activity, audience and measure of success.

The portfolio of SUSA personas, a list of typical learner types who are expected to benefit from SUSA offer will also be very useful as an guide to the direction of this activity. By maximising the different persona types that can benefit from particular SUSA offers the impact and reach of the project will be optimised in a structured fashion. The persona concept is discussed in more detail in section 3.3.4.

The fundamental objective of the workshop will be to frame the work of the consortium in terms of:

Activities -> Audience/Personas -> Measures of Success -> SUSA virtual campus Offer

By focussing on standalone modules in the first instance, the consortium will deliver the most immediate impact. The more medium to long-term impact of how degree programmes can then also be configured, noting the longer lead times required to implement solutions for these cohorts.

2.2 Academic champion – agreed role and responsibility.

It should be noted that the academic champion role description is designed to reflect a dynamic position that can be updated periodically by decision of the SUSA assembly depending on recommendations by advisory boards and other stakeholders in relation to required impact and also the long term sustainability of SUSA actions that will vary from institution to institution.

The SUSA academic champion is required to further the academic objectives of the SUSA project within a partner university, and also across the wider SUSA ecosystem. The key accountabilities for an academic champion have been agreed following extensive debate and role refinement conversations that have taken place across regular WP4 (online) meetings, dedicated sessions at project in-person meetings and at high level PMT meetings.

As the academic champion is a non-paid, non-executive role, it was felt strongly that key accountabilities within the role should be split into **essential** and **desirable** requirements:

2.2.1 Essential academic champion requirements:

- **Communication and Outreach:** Promote the SUSA educational and training offering in co-operation with the SUSA Project Manager, and general SUSA project leadership (PMT) team.

- **Motivation and Positivity:** Develop strategies to engage SUSA students and to enhance their learning experience.
- **Motivation and Positivity:** Collaborate with SUSA consortium members to create a Virtual Campus that has the capacity to deliver an excellent learning experience for students on SUSA courses.
- **Leadership and Change:** Foster collaboration between institutional academic leads and SUSA contacts in other institutions for the update, design and development of new courses that leverage SUSA outputs.
- **Communication and Outreach:** Consult, promote and build external stakeholder relationships through facilitation of collaborative meetings, seminars, workshops and activities.

2.2.2 Desirable academic champion requirements:

- Collaborate with the SUSA Ecosystem Development team in the design of delivery platforms that complement the university Learning Management System (LMS) as appropriate.
- To leverage existing and to build new partnerships with health service stakeholders to ensure SUSA academic offers are relevant and offer practical upskilling opportunities to students.
- Assist in the timely delivery of SUSA project outcomes and reporting requirements.
- Identify and roll-out the use of new and/or existing evaluation tools to assess SUSA programme effectiveness and impact, and to report on these where appropriate at the direction of the project manager to SUSA project stakeholders.
- Support the day-to-day operations of relevant SUSA work package milestones/deliverables and lead tasks within work-packages as required.

- Dissemination and communication of SUSA project outputs.
- Undertake other duties as may be assigned by the SUSA leadership team.
- Sustainability leadership role. As per the requirements of WP7.2 it has been agreed that the SUSA academic champion should provide institution specific leadership in relation to the ensuring the sustainability of SUSA activities.

2.2.3 Working relationships & boundaries for academic champions

Reporting formally to their academic line manager, but with a direct line of sight to the local SUSA Project manager, the SUSA academic champion will work collaboratively with other internal and external coordination and will provide leadership to ensure delivery of planned goals as per key accountabilities as identified in the SUSA consortium agreement.

A SUSA champion should:

- Plan and prioritise their own work, with reference to line managers, colleagues and external partners.
- Develop/deliver on project plans, milestones and KPIs.
- Advocate, foster and support participation in the SUSA project.
- Signpost, promote and raise awareness of SUSA courses in a variety of internal and external settings, including presentations to enterprise, enterprise representation groups, regional skills fora, academic and operational university fora.
- Liaise effectively with local/regional enterprise and health system stakeholders.
- Promote professional/flexible offerings to target learner cohorts within the SUSA project ecosystem.
- Work in cooperation with faculty academic, administrative and support teams.

- Gather relevant information. Solve problems, make decisions independently within own area of responsibility, or in conjunction with other team members or more senior staff to advance SUSA objectives.
- Keep up to date with developments in own department team that maybe relevant to the SUSA project.
- Understand and adhere to policy and procedures within own academic department.
- Takes personal responsibility for, and pride in their own work.

2.2.4 Knowledge, functional skills, experience and qualifications:

It is noted that, as an informal unpaid role in the context of formal university recruitment procedures, that limits need to be placed on expected performance that is possible from and academic champion. The following subsection identifies essential and desirable characteristics that an academic champion might be reasonably expected to exhibit:

2.2.4.1 Knowledge

- Exceptional project management skills evidenced through proven track record - **Essential**
- Knowledge/experience working in the higher education sector or equivalent - **Essential**
- Excellent knowledge/experience of presenting and promoting organisational offerings to mixed stakeholder groups - **Essential**
- Proven experience in participating in national, EU or other funded initiatives - **Desirable**
- Strong presentation and reporting skills - **Essential**
- An informed understanding/experience of academic programme development, and experience in design and implementation of flexible higher education courses - **Desirable**

2.2.4.2 Functional/Work-based Skills

- Proven leadership abilities - **Desirable**
- Excellent organisational and analytical skills, ability to handle multiple tasks and plan work from more than one source to meet deadlines - **Essential**
- Excellent communication skills, both written and oral, with a demonstrable ability to advocate and foster engagement across a range of audiences - **Essential**
- Excellent interpersonal and communications skills including the ability to engage effectively with senior academic staff - **Essential**
- Ability to contribute to and work as part of a team - **Essential**
- Excellent problem-solver, negotiator and advocate for educational innovation - **Desirable**
- Experience of horizon scanning, research, planning and writing funding proposals - **Desirable**

2.2.4.3 Experience

- Experience in a similar role - **Desirable**
- Previous experience working within the Higher Education sector - **Desirable**
- Previous experience delivering funded projects - **Desirable**
- Experience with educational programme development processes - **Desirable**

2.2.4.4 Qualifications

- Appropriate bachelors (Level 8 NFQ) qualification or equivalent - **Essential**
- Appropriate master's (Level 9 NFQ) or professional doctoral (Level 10 NFQ) qualification or equivalent - **Desirable**
- Appropriate clinical practice teaching qualification or equivalent - **Desirable**
- A Project Management qualification - **Desirable**

2.2.5 Dimensions of the role:

The dimensions of the role can be expected to vary significantly from institutionally. However, expectations in relation to the scope of the role are summarised as follows:

2.2.5.1 Budget

The post holder will be expected to understand and operate within the budget constraints for all SUSA role-related processes that will be established by the SUSA project manager.

2.2.5.2 Customer Focus

A strong customer focus is required for interactions with the wide range of stakeholders that constitute the SUSA ecosystem. The primary customer will be the students of the university that the academic champion represents. However, collating the requirements of employers who will be recruiting graduates from these programmes will be a significant focus of the role.

2.2.5.3 Operational

Responsible for helping to deliver the SUSA project plan. Contributes to process and operational reviews as appropriate.

2.2.5.4 Administrative

An academic champion is responsible for reasonable administrative duties as detailed in the job accountabilities set out locally.

The precise dimensions of the role should be discussed and agreed locally with a champion's academic line manager.

2.2.6 Suggested behavioural competences for academic champions:

The Level Guide used in this table is denoted using the following key:

1. Beginner, 2. Novice, 3. Intermediate, 4. Advanced, 5. Expert.

Customer Focus Identifies and clarifies SUSA customers' needs. Strives to tailor service to needs.	Level: 4
Planning & Organisation Plans and prioritizes own work effectively, with reference to line managers. Ensures SUSA project activities align and link with university operational / strategic objectives.	Level: 4
Using Initiative, Achieving, Goals Successfully achieves standards of excellence through established processes. Foresees potential risks and takes opportunities for corrective action.	Level: 4
Decision Making & Problem Solving Ability to analyse situations, diagnose problems, identify the key issues, establish and evaluate alternative courses of action and produce a logical, practical and acceptable solutions.	Level: 4
Leadership Ability to lead assigned projects, encouraging, inspiring and supporting others to deliver. Has the ability to understand how individuals, at all levels, operate and how best to use that understanding to achieve objectives in the most efficient and effective way.	Level: 5
Effective Communication Communicates persuasively and confidently, verbally and in writing with external and internal individuals and groups.	Level: 5
Team & Collaborative Working Works co-operatively and is a supportive member of the SUSA team. Contributes positively to the achievement of team objectives.	Level: 4
Effective Networking and Relationships Builds strong and effective working relationships, both internal and external,	Level: 5
SUSA Ecosystem Development Identify new contacts and leverage them positively with sensitivity to diversity of people and situations.	Level: 5
Innovation & Creative Thinking Ability to develop new insights into situations and apply innovative solutions to make improvements. Helps to build a work environment that encourages creative thinking and innovation in the design of programmes and processes.	Level: 4
Change, Adaptability and Flexibility Flexible and comfortable adapting current work practices and procedures to respond to changing/different situations.	Level: 5
Continuous Development Flexible and comfortable adapting current work practices and procedures to respond to changing/different situations.	Level: 5
Thinking & Acting Strategically Understands the purpose, context, goals, and objectives of the University, the SUSA project and how they are strategically interlinked.	Level: 4

Table 4.5: Desired behavioural competences for a SUSA academic champion.

2.3 Description of local SUSA academic champion activity

A short summary of the preliminary SUSA Academic champion activity at each Higher Education Institution is now provided. Where possible, SUSA champion activity is grouped as per the co-design designations:

- **Communication and Outreach.**
- **Motivation and Positivity.**
- **Leadership and Change.**

2.3.1 Academic Champion @Aristotle University (AUTH)

The AUTH SUSA academic champion is Dr. Paschaloudi Vasileia, a member of the Laboratory Teaching Staff at the Laboratory of Computing, Medical Informatics and Biomedical Image Technologies, School of Medicine, AUTH, since February 2019. Prior to this position, she taught for three years at the University of Macedonia.

Since 2019, Dr. Paschaloudi has been teaching at the Aristotle University of Thessaloniki (AUTH) at both undergraduate and postgraduate levels in the School of Medicine, as well as in lifelong learning courses addressed to life scientists. She has also contributed to the development of online short courses with micro-credentials on AI-related topics, offered by the School of Medicine through a Massive Open Online Course (MOOC) format. Her teaching subjects include medical informatics, medical data analysis, and artificial intelligence in medicine.

In addition, she established and is responsible for a programming course for healthcare professionals within the MSc programme “Medical Engineering and Informatics.”

Within the SUSA program, she supports the development of SLE 17 by designing and developing materials suited to each educational level.

Brief overview summary of local (to AUTH) SUSA champion activity:

• **Communication and Outreach.**

In October 2025, a SUSA Teachers’ Group was established at AUTH. The group will convene once per semester in a hybrid format and will serve as the primary mechanism for collecting information on new or revised modules and degree programs that integrate SUSA learning outcomes. During these sessions, participating teachers from the targeted AUTH programs provide structured feedback on their teaching activities, with particular emphasis on the impact of SLEs on students. This includes observations regarding student engagement, comprehension of course material, and interest in participating in additional SUSA initiatives such as summer schools and thematic seminars. Through these meetings, the SUSA Academic Champion will be able to support the SUSA teaching staff and systematically document their academic activities related to the SUSA project.

In parallel, the master programmes will employ their established communication and marketing channels—including LinkedIn—to disseminate regular updates on SUSA activities and developments to the broader external stakeholder community.

• **Motivation and Positivity.**

The AUTH SUSA Academic Champion collaborates with members of the SUSA consortium to ensure the delivery of a high-quality learning experience for students enrolled in SUSA courses. In this context, the SUSA Academic Champion participated in an online meeting on 3 November 2025, convened by the SUSA Project Management Team, which focused on preparations for the first SUSA cycle at AUTH and on ensuring that all Learning Objectives (LOs) are fully addressed across the programs integrated into SUSA.

As part of her ongoing professional development, and with the intention of applying the seminar outcomes to the SUSA project, the SUSA Academic Champion attended the ELIXIR-GOBLET Train-the-Trainer course, organized by ELIXIR Greece in collaboration with ELIXIR EMBL/DE and ELIXIR-UK, held in Thessaloniki on 29-30 May 2025. The course introduced core learning principles and effective training methodologies, including session and course design, development of instructional materials, and strategies for assessment and feedback within life science education.

• Leadership and Change.

The AUTH SUSA academic champion works in cooperation with faculty and support teams, contributing to the required work package deliverables. She is involved in advancing the development of SUSA learning materials and in supporting SUSA dissemination activities. As part of these efforts, 2 workshops and a SUSA program presentation were delivered in the Medical School Conference, which was held in Thessaloniki at the beginning of March 2026. Dr. Paschaloudi had an organizational role in the Conference, and a similar role in the corresponding conference 'Medical School Conference' in the previous year (March 2025).

2.3.2 Academic Champion @Erasmus MC (EMC)

The EMC SUSA academic champion is Jifke Veenland. She is involved in teaching medical students at the Erasmus MC since 2000. In 2012 she joined the teaching team that developed the courses for BSc Clinical Technology which is a joint degree with the Technical University of Delft, the UMC of Leiden and the Erasmus MC. She developed courses on Medical Imaging and Image Processing. In 2015 she co-developed the MSc Technical Medicine programme (also a joint degree between the same universities). She is track coordinator of the track Imaging and Interventions and developed and coordinates the course on Machine Learning.

For the medical programme she supervises the development of new educational elements on EHR, e-health, AI and technical innovations. Furthermore, she is involved in developing material for the upskilling of EMC employees in the field of AI.

• Communication and Outreach

The EMC SUSA teacher group has been established in March 2025. This group has co-created education elements on Electronic Health Records, Privacy, Health Literacy, Data-ownership, LLMs, Home monitoring, Data modeling, Prediction modeling, Evaluation of prediction models, Data cleaning etc. These elements have been integrated in the Medical Curriculum as fitting as possible with the theme of the module. Some of the elements have been taught in working groups others were offered as online learning modules. Since the cohort of 2025-2026 counts 480 students and we teach in interactive working groups of 30 students, many sessions were given by the SUSA teachers.

• Motivation and Positivity

The EMC SUSA academic champion is responsible for developing and organizing the "TECH" education in the BSc Medicine, where TECH refers to new digital technology ranging from understanding data to prediction modeling and from telemonitoring to ownership of data and the AI act. She works closely with clinicians and teachers from other departments to optimally integrate the TECH education in the medical curriculum. She also supervises Medical Technology MSc students who by combining medical and AI expertise carry out highly innovative graduation projects. She describes this as highly rewarding: "It is a very rewarding experience to see these students grow from insecure 18-year-olds into confident master students who successfully defend their thesis on an innovative topic."

She is a strong advocate for training the students and health care workers for a digital future.

• Leadership and Change

The EMC SUSA academic champion is collaborating with the other (7) Academic Hospitals in the Netherlands to establish a set of learning objectives and educational materials for AI literacy for healthcare professionals. While the AI act will likely be amended to relax the obligation of the institutes to ensure AI literacy of all healthcare professionals, the academic hospitals feel the need to train their professionals for the digital future and to join forces for this education and training.

2.3.3 Academic Champion @Lapland University of Applied Sciences (LUAS)

The LUAS SUSA academic champion is Principal Lecturer Milla Immonen. Milla has taught at the Lapland University of Applied Sciences since 2022. She has a PhD in Medical technology and has a long background in applied research with the expertise of health data analytics and health and wellbeing technologies. She is responsible for the Wellbeing Analytics Master's programme, which is a multidiscipline programme for students with various backgrounds and work experiences. She has teaching responsibilities in data-analytics, knowledge management and AI. She is LUAS' point of contact for SUSA project.

Brief overview summary of local (to LUAS) SUSA champion activity:

• Communication and Outreach

LUAS teachers' group was established in the beginning of the SUSA project, in January 2025. The group meets twice per month to discuss practicalities and to include the advanced digital skills learning objectives in the curricula. The SUSA content will be included in the Wellbeing analytics and Digital Health Service and Health promotional master's programs, and partially into the Bachelor of Nursing -programme.

• Motivation and Positivity

The LUAS teachers' forum is the principal medium for gathering updates in relation to new modules and degree updates that capture the delivery of SUSA LOs. Ensuring this medium is responsive to LUAS teacher needs will ensure that attitudes to the project remain positive.

• Leadership and Change

The LUAS SUSA academic champion is responsible for the master's degree programme of wellbeing analytics, which is a field subject to multiple changes. The technical development is fast and there are multiple changes in the healthcare sector due to declining resources and rising needs due to population aging. These changes need constant updating of the teaching content, and the European wide perspective and support in SUSA will help update the content to support current needs in the work life. The academic champion is also in close cooperation with the manager of the LUAS Master school to agree on the sufficient resources for teaching the SUSA Learning objectives. Furthermore, the LUAS academic champion will inform the organization about SUSA and the teaching content.

2.3.4 Academic Champion @Middle East Technical University (METU)

The METU SUSA academic champion is Professor Burcak Otlu. Burcak is an Assistant Professor at the Middle East Technical University (METU), where she teaches at the Department of Health Informatics within the Graduate School of Informatics since 2021. She holds undergraduate, Master's, and Doctoral degrees in Computer Engineering from METU and conducted Postdoctoral research at the University of California, San Diego (UC San Diego). Her academic expertise lies in Computational Biology, Cancer Genomics, Machine Learning, and Bioinformatics. As METU's point of contact for the SUSA project,

she leverages her background to promote and integrate high-level digital skills, particularly in data analysis and AI, into academic programs such as Bioinformatics and Medical Informatics. Her role focuses on advancing SUSA goals within the university's strong technical and scientific framework and on preparing students for the intersection of digital transformation and specialized fields.

Brief overview summary of local (to METU) SUSA champion activity:

• **Communication and Outreach**

The METU SUSA teachers group meets regularly starting from Summer 2025. This group co-creates content and shares the created content with each other.

• **Motivation and Positivity**

In this capacity, the METU SUSA champion will be able to advise SUSA teachers within the Health Informatics department on the best way to capture and communicate their academic activity on the SUSA project, ensuring their efforts in curriculum innovation and specialized digital skills provision are recognized in both departmental and institutional evaluations.

• **Leadership and Change**

The METU SUSA academic champion is currently the lead contributor for the implementation of SLE6 (Hands-on Machine Learning). This involves actively designing new, hands-on courses to provide specialized skills to students, including modules such as Hands-on Machine Learning, Deep Learning for Bioinformatics, and High-Performance Python Programming. Furthermore, the Champion is leading the creation of content for a specialized 4-week internship program where students will meet with industry experts to gain applied skills and a deeper understanding of bioinformatics applications in real-world settings. She is also a key figure in METU's push toward strengthening its international

collaboration portfolio in the field of AI and Computational Biology.

2.3.5 Academic Champion @Slovak University of Technology (STUBA)

The STUBA SUSA academic champion is Associate Professor Fedor Lehocki. He is responsible of Laboratory of Healthcare Informatics at the Faculty of Informatics and Information Technologies at STUBA. His academic expertise lies in clinical process management, telemedicine, and social robotics. As STUBA's point of contact for the SUSA project his role is in facilitation of designated projects goals while using sound university expertise in domains of machine learning, bioinformatics, image processing, and cybersecurity.

Brief overview summary of local (to STUBA) SUSA champion activity:

• **Communication and Outreach**

The STUBA SUSA teacher's group started regular meetings from June 2025. The group meets once per week for continuous updates related to preparation and integration of SUSA learning objectives into selected courses of bachelor and masters study programs in Computer Science and Intelligent Software Systems.

• **Motivation and Positivity**

As the teachers' group is diverse in terms of the professional backgrounds of its members, it supervises more than half of the students undertaking Bachelor's and Master's theses. This provides strong motivation for the group to fulfill the transfer of SUSA learning objectives as each of the thesis is designed to provide students an opportunity for publishing their results on various forums ranging from local to international. Acquisition of new knowledge created under SUSA project increases the likelihood for students to increase their paper acceptance on such forums.

• Leadership and Change

The STUBA SUSA academic champion is one of the contributors to SLE6 (Hands on Machine Learning) that involves creation of lectures related to selected topics focused on hands-on experience with application in bioinformatics, image processing and software architectures. The academic champion is in close collaboration with clinical and IT industry representatives working towards creation of activities leading to gaining practical knowledge in real-world working environments for both Bachelor and Master students.

2.3.6 Academic Champion @Trinity College Dublin (TCD)

The Trinity SUSA academic champion is Professor Colin Doherty. Colin is the Head of School of Medicine and holds the Ellen Mayston Bates Chair in Epileptology at Trinity College Dublin. He has been a consultant neurologist at St James's hospital for 15 years from 2005 until the summer of 2020 when he joined the staff of TCD in the Academic Unit of Neurology. He has clinical and research interests in the areas of brain imaging, clinical epileptology, Traumatic Brain Injury and Digital Health. He is also a Principal investigator at the SFI FutureNeuro Research Centre in Dublin. He has published widely in the areas of brain imaging in epilepsy, the genetics of epilepsy, functional imaging of language, dementia, clinical neurology and epileptology and traumatic brain injury. He was a member of the National Clinical Effectiveness Committee in Ireland since its inception in 2011 to 2015 and represented the RCPI on The Irish Patient Safety Steering Group 2012-2016. He was a board member of the Health Research Board (2010-15) and is a founder member and Medical Director of Epilepsy Research Ireland (ERI). He was National Clinical Lead for the Epilepsy Care Programme in Ireland from 2010-2018.

Brief overview summary of local (to Trinity) SUSA champion activity:

• Communication and Outreach.

A SUSA working group has been established in Trinity in collaboration with St James's Hospital's Chief Data Officer and Adjunct Trinity Professor, Guido Giunti. This group conducts regular meetings and engages with colleagues in Trinity to support the inclusion of digital skills widely in the health curricula. Several lecturers and clinicians from Trinity, St James's Hospital, and Tallaght University Hospital have joined the group and more will be invited in the future. A recent elective course was taught to first year medical students to introduce them to digital health disciplines and tools, and to establish connections for future engagement with these students. An office has been established in St James's Hospital for SUSA student champions. Additionally, a continuing professional education course for clinicians in Generative AI has been delivered three times in 2025, also serving to provide outreach to interested parties as well as to build skills and knowledge.

• Motivation and Positivity.

The Trinity SUSA academic champion is a clinician himself and works closely with other clinicians. In this capacity, he experiences first-hand the importance of digital skills among healthcare practitioners. He is an enthusiastic champion of the SUSA project within Trinity College and among its partner hospitals St James's Hospital and Tallaght University Hospital. He advocates for changes to promote robust digital skills among the students who are trained under his leadership for future roles in a healthcare system which is increasingly transformed by digitalisation.

• Leadership and Change.

The Trinity SUSA academic champion holds the position of Head of School of Medicine and as such has wide-reaching impact on the direction and goals of the school. In this capacity, the SUSA academic champion directs focus and resources toward the inclusion of digital health across many activities of the school.

2.3.7 Academic Champion @University College Dublin (UCD)

Dr Cailbhe Doherty (School of Public Health, Physiotherapy and Sports Science) leads UCD's contributions to the SUSA project, with a focus on digital health curriculum design and integration of advanced digital skills into MSc-level programmes. His research and teaching intersect health informatics, wearables, and precision medicine, with strong links to hospitals in UCD's catchment area and UCD's AI Healthcare Hub.

• Communication and Outreach

Given the constrained scope of UCD's involvement in WP4, no formal outreach activities have been undertaken under the Academic Champions heading. However, UCD continues to disseminate SUSA-related activities through its MSc programmes and affiliated digital health education networks.

• Motivation and Positivity

Despite limited resources, the UCD team remains committed to the broader goals of the SUSA programme. The flexibility of the consortium and recognition of differing institutional capacities have been important in maintaining alignment with SUSA's core values.

• Leadership and Change

While UCD is not formally implementing a SUSA Academic Champions programme, we continue to advocate for interdisciplinary curriculum reform within UCD and are embedding digital health competencies into our postgraduate offerings. Our leadership focus is therefore concentrated on curriculum-level innovation rather than institutional transformation under the D4.1 framework.

2.3.8 Academic Champion @ University of Limerick (UL)

The UL SUSA academic champion is Professor Martin Hayes. Martin has taught at the University of Limerick (UL) since 1997. He is full Professor of Digital Technologies and Academic lead on the UL@Work Human Capital Initiative (HCI-Pillar3) programme, UL's response to the Government of Ireland's call for enhanced workplace-based learning opportunities. He is UL's point of contact for Digital Europe projects including SUSA, REBOOT-Skills and EAGLE. These collaborative projects are developing sustainable degree modules, short-courses, micro-credentials and accredited Digital/AI programmes that have been specifically co-designed for participation by engineering, health sciences and professional upskilling for SME employees in the Healthcare and Medtech sectors.

Brief overview summary of local (to UL) SUSA champion activity:

• Communication and Outreach.

The SUSA ecosystem has been supported by the establishment of the SUSA teachers group within UL in Autumn 2025. This group will conduct regular, once per semester hybrid gatherings of teachers who are contributing to the SUSA learning outcomes in the targeted UL engineering and clinical therapies programmes. This forum will be the principal medium for gathering updates in relation to new module and degree updates that capture the delivery of SUSA LOs. Further, using the mature marketing channels established by the Graduate and Professional Studies school is regular updates regarding SUSA via its LinkedIn, Instagram, Bluesky and X feeds will be communicated to the external SUSA stakeholder community.

• Motivation and Positivity.

The UL SUSA academic champion has been

appointed to the position of Science and Engineering, (S&E) representative on the university wide Workload Allocation Model steering committee. This position offers advice and guidance, particularly to more junior faculty regarding how their academic activity should be organised for workload and promotion purposes. In this capacity, the SUSA academic champion will be able to advise SUSA teachers on the best way to capture and communicate their academic activity on the SUSA project.

• **Leadership and Change.**

The UL SUSA academic champion is module leader on the third year signals and systems course that is the vehicle for implementation of SLE7 as a joint hybrid laboratory activity between UL and the University of Oulu. He is also lead on the S&E faculty XR/AR and Virtual Worlds activity. He is contributing to the national VISIEN and DG-CNCT AR/AR Industry Coalition working groups and is acting as UL lead on a selection of new Digital Europe and Erasmus+ proposals.

2.3.9 Academic Champion @University of Łódź (ULODZ)

The academic champion of ULodz SUSA is Dr. Katarzyna Janik-Superson, who has been working at the Faculty of Biology and Environmental Protection at the University of Łódź (ULodz) since 2006. Dr. Janik-Superson is involved in several scientific and educational projects, with an emphasis on promoting science. As part of the SUSA project, she ran a promotional campaign for the Biology and Digital Biomedicine (BBC) student course offered by the Faculty of Biology and Environmental Protection at the University of Łódź, with the aim of recruiting students and spreading knowledge among the staff of the University of Łódź about the SUSA project and the BBC program. She is preparing four courses (Application of Next-Generation Sequencing in Scientific Research, Biology of

Cancer, Regulators of Gene Expression, and Fundamentals of Genetic Engineering), which it will teach at BBC, and is collaborating on the creation of four SLEs (SLE-5, SLE-10, SLE-13, and SLE-15) and a Virtual Campus.

Brief overview summary of local (to ULODZ) SUSA champion activity:

• **Communication and Outreach**

The University of Łódź has prioritized open dialogue with the community to demystify the intersection of biology and machine learning. We bring this vision to the public, a wide-reaching awareness campaign was launched across social media, traditional press, and radio. The goal was to signal a shift in how life sciences are perceived in the region and across Poland. A highlight of this effort was the “Press Breakfast” held in April 2025, which was a platform to present the SUSA-aligned curriculum directly to stakeholders and media representatives. They shared their vision with high school graduates and the broader public to successfully position the new “Biology and Digital Biomedicine” pathway as a modern, competence-oriented educational offer that responds to the broad needs of the stakeholders and society.

• **Motivation and Positivity**

The University of Łódź is fulfilling the mission of SUSA by empowering the people behind the education - our academic staff and students. They recognized that integrating AI into biology requires confidence, not just technical skill. They perform the “Train-the-Trainer” initiative by means of specific seminars like AI for Biologists and workshops on Machine Learning in Microbiome Analysis. In this way they fostered a supportive environment where faculty could master new digital tools and skills. These sessions were designed to build enthusiasm and shared understanding in the context of using AI with high pedagogical confidence. This positive momentum has cascaded down to the student

body in part by the creation of high-quality, reusable teaching materials. By their actions they ensured that both current and future cohorts of students enter their studies with the support and resources they need to achieve success.

• **Leadership and Change**

The launch of degree program in Digital Biology and Biomedicine represents a bold strategic pivot for the University of Łódź, which aims to be a transforming force to the society in the region and across Poland. This initiative required strong leadership to coordinate efforts across different faculties and research groups. By successfully recruiting an inaugural cohort students, the University has demonstrated that it is ready to lead the way in cross-disciplinary education that is tailored to respond to the needs of the modern society. This is the beginning of a systemic change. By successfully adopting SUSA values in the academic environment, they have established a solid foundation for scaling these learning outcomes. In this way, they will ensure that the University of Łódź remains at the forefront of educational innovation in Poland and through international collaborations also in Europe.

2.3.10 Academic Champion @ University of Oulu (UOULU)

The UOULU academic champions are Christian Schuss (Biomedical Engineering, Faculty of Information Technology and Electrical Engineering), Erika Jarva (Health Sciences, Faculty of Medicine) and Jonna Juntunen (Health Sciences, Faculty of Medicine).

Originally from Graz University of Technology in Austria, Dr. Christian Schuss first came to Oulu as an exchange student and later joined the Faculty of Information Technology and Electrical Engineering (ITEE) as a staff member in 2010. He holds two PhD degrees and serves on the board of the Biomedical Engineering (BME) degree programme, which he also helped design

and launch in 2024. Christian is the responsible teacher for nine courses with a combined enrolment of more than 1,000 students. In his teaching, he integrates AI-enhanced AR/VR learning environments to equip students with the skills and confidence needed to meet the demands of both academia and industry. Erika Jarva is a postdoctoral researcher coordinating and promoting the SUSA activities from the perspective of nursing science and health management. She also teaches a course on digital competence in the DigiHealth life-long learning self-standing module provided to both health sciences students and healthcare professionals. Jonna Juntunen is a university teacher and the Bachelor's degree programme director in health sciences.

Brief overview summary of local (to UOULU) SUSA champion activity:

• **Communication and Outreach.**

UOULU has established the internal SUSA teachers' group in February 2025, holding hybrid meetings monthly. All teachers who are involved in the biomedical engineering or health sciences BSc and MSc degree programmes and are planning to develop or implement SUSA content in their courses have been invited to participate in the meetings.

Christian also plays an important role as a communicator, gathering expectations and current needs from students and relaying them to the group to support continuous improvement. In addition, he contributes to the newsletter and remains highly approachable, as he works on the campus side every day and is closely connected to the community.

In addition, Erika has held group and individual meetings with health sciences teachers to plan and discuss the integration of SUSA learning contents into individual courses. She has been coordinating SUSA UOULU communication activities and planning the communication

strategy. Jonna Juntunen has actively planned and executed SUSA contents into the BSc degree programme, enabling pilot SUSA contents to be delivered in Autumn 2025.

• **Motivation and Positivity.**

Christian inspires other teachers to create professional-quality videos by fostering a sense of motivation and confidence in their own abilities. By showing how improved audio and video quality can transform the learning experience, teachers become more eager to experiment with new tools and techniques. As they gain these skills, they not only enhance their own teaching but also empower students to study independently at home with clearer, more engaging materials. High-quality instructional videos help students build stronger competencies, ultimately supporting their chances of securing jobs and internships. When motivated teachers support one another in developing these capabilities they create a culture of continuous growth that benefits the entire learning community even outside the SUSA project.

Erika has engaged BSc and MSc students through training positions in the SUSA project. This activity has led to the identification of SUSA student champions and actions contributing to communication, education co-design and research on health sciences students' digital skills. She has also increased teacher motivation by assisting in SUSA content integration through one-to-one meetings and enabling teachers' participation to the co-creation meetings.

• **Leadership and Change.**

Erika has led the inter institutional collaboration between UOULU and UL in relation to the Shared Learning experience between Health Sciences and Engineering students. Christian demonstrates strong leadership in integrating traditional on-campus laboratory work with advanced virtual and online learning

environments. Through this blended approach, both ensure that students regardless of their prior experience or educational background can access high-quality learning materials, engage with practical content at their own pace, and confidently achieve the intended learning outcomes. Their work not only modernises laboratory teaching but also drives a broader cultural shift toward more inclusive, flexible, and technology-enhanced education.

In addition to his pedagogical leadership, Christian serves as OULU's lead on several new Digital Europe and ESF+ proposals, positioning the university at the forefront of European digital transformation initiatives and strengthening its role in shaping the future of higher education. In his courses, he is working with AI-enhanced AR/VR-based virtual learning environments, which help students to get familiar with equipment and devices in the Super FabLab Oulu.

2.3.11 Academic Champion @ University of Sevilla (USE)

The USE SUSA academic champions are Juan Ramon Lacalle-Remigio (JRLR) and Octavio Rivera-Romero (ORR). JRLR is full professor of Public Health and has been teaching at Medical School and other Health-related degrees for more than 30 years. ORR is Associate Professor at the School of Computing Engineering; he teaches courses on Biomedical Engineer and Digital Health MSc degree at USE. Additionally, he has participated in several E-health related projects, such as CHESS and CATCH.

Brief overview summary of local (to USE) SUSA champion activity:

• **Communication and Outreach.**

The SUSA ecosystem is progressing with the support of both the School of Medicine and the School of Pharmacy. Their respective governing bodies are committed to include the SUSA LO on courses taught on their degrees. With this

aim, a SUSA teachers group is expected to be established in January 2026. This group will conduct regular gatherings of teachers who are contributing to the SUSA learning outcomes in the targeted medical and pharmaceutical programmes.

• **Motivation and Positivity.**

One of the USE SUSA champions (JRLR) has been appointed to the Ulyseus' Steering Pedagogical Group, a European University Alliance. This position offers advice and guidance, to those teachers involved in collaborative international courses, particularly BIP and COILS. In this capacity, this SUSA academic champion will be able to give support to the SUSA teachers interested in designing and delivering these types of courses in the SUSA project. The other SUSA champions (ORR) participated in one of the BIPs organised by Ulyseus on ethics and research. He has also participated in other education projects in European multidisciplinary consortia funded under the ERASMUS+ programme, such as DISCIPLINS and MOVE IT.

• **Leadership and Change.**

One of the USE SUSA champions (JRLR) teaches a general course on Biostatistics that is the vehicle for implementation of SLE13. He also serves on the Executive Committee of the Spanish Medical Education Society. The other USE SUSA champion (ORR) is a member of the Spanish Society for Health Informatics and the International Medical Informatics Association. Both associations are interested in educational activities on the proposed topics and could help disseminate SUSA's activities and results.

2.3.12 Academic Champion @ University of Zagreb (UNIZG-FER)

The UNIZG FER academic champion is Dr. Sc. Ratko Magjarević. Ratko Magjarević received his Ph.D. in Electrical Engineering in

1994 from the University of Zagreb Faculty of Electrical Engineering. He joined the Electronic Measurement and Biomedical Electronics Group at the University of Zagreb Faculty of Electrical Engineering and Computing. Until his recent retirement, he was a full professor teaching several courses in Electronic Instrumentation and Biomedical Engineering at undergraduate, graduate and postgraduate studies. He also teaches at universities in Ljubljana, Trieste, and Bogota.

• **Communication and Outreach.**

In addition to his leadership in numerous research projects in biomedical engineering and health care with Croatian and international partners from research institution, industry and health care, Ratko was engaged in numerous European projects as the Croatian project leader: Curricula Reformation and Harmonization in the field of Biomedical Engineering, TEMPUS, external expert: Biomedical Engineering Education Tempus Initiative in Eastern Neighboring Area, TEMPUS, and a Croatian project: Application of the Croatian Qualifications Framework in the field of Biomedical Engineering. Currently, he is involved in the project: Afya Moja (in Swahili «One Health») which aims to strengthen African capacities in health technologies design, assessment, maintenance, commercialization and disposal through education and training of future leaders in the field.

• **Motivation and Positivity.**

Following his dedication to improvement of health and well-being through biomedical engineering and technology, in his capacity as the president of the International Federation for Medial and Biological Engineering (IFMBE), he started an international project within the IFMBE aiming in acquiring data on biomedical engineering and similar university educational programs, worldwide, and improving the quality of the programs

and enabling their modernization by inclusion of up to date educational tools and skills. The data is collected and analysed in five major regions (mainly overlapping with the geographical determination). Based on the analysis, the project will seek common elements in the programs which would enable their harmonization at regional level, while respecting the diversity and distinct needs of individual countries and regions. This approach shall facilitate the possibilities of international exchange within the regions and finally, worldwide.

• **Leadership and Change.**

Following the interest in advancement of engineering education, Ratko takes the lead in several events organized at international meetings by acting as a keynote speaker and

panelist. Examples from two recent conferences: Special Session on “Biomedical Engineering Education: Challenges, Digital Health Technology and Learning Methodology” at the Joint 20th Nordic-Baltic Conference on Biomedical Engineering & 24th Polish Conference on Biocybernetics and Biomedical Engineering, held in June in Warsaw, Poland. At the World Congress of Medical Physics and Biomedical Engineering which was held in Adelaide, Australia, from 29th September to 4th October 2025, the Special Symposium on Biomedical and Clinical Engineering Education, R. Magjarević held the lecture “Digital Transformation in Education”.



3. Train the trainer programme to support SUSA teachers

In the first year of the SUSA project, the SUSA consortium established the terms of reference for a train the trainer programme to support teachers in consistent delivery of SUSA curriculum and the competency development of the SUSA teaching staff.

It was agreed that the programme should deliver

- 1) A combination of subject knowledge about advanced digital skills in the context of health and healthcare,
- 2) Teaching skills and know-how to optimally utilize interdisciplinary, international, and intersectional SUSA resources in teaching and learning.
- 3) A support infrastructure to enhance collaboration as well as peer-to-peer support within and beyond the SUSA consortium.

3.1 SUSA onboarding procedure

Every SUSA team member - whether involved in content creation, content delivery, administrative work, or a combination of these - upon joining the SUSA team receives a welcome email from the project manager including a pack of supportive onboarding materials. They receive (1) access to the collaborative working space in MS Teams, which is used to store and share files and to collaborate with all consortium partners, and (2) a checklist guiding them through the

most important documents like for example the contract documents, project timetable and the internal communication matrix, as well as introducing them to the SUSA-specific vocabulary and the co-designed contents and integration plans. Furthermore, they are invited to join the SUSA way of working, the code of conduct all SUSA team members agreed on. This onboarding procedure including the detailed general onboarding checklist supports all SUSA team members to familiarize themselves with the SUSA project and facilitates them with all they need to participate and collaborate accordingly.

3.2 Groups dedicated to Shared Learning Experiences

The SUSA education programme is based on a set of 20 jointly agreed SUSA Learning Objectives (LOs) described in Table 4.3. These SUSA LOs are supported with a set of state-of-the-art learning experiences co-designed by the SUSA consortium to facilitate intersectoral and interdisciplinary learnings based on which a catalogue of SUSA Shared Learning Experiences (SLEs) has been formulated. The SLEs have been aligned with the European values and sustainability goals and are aiming to fill the gap of current and future competence needs in health data professions.

Area	Topic	Learning objectives After their SUSA course, students will be able to...
Data	Data sharing	LO1. Explain the principles of European Health Data Spaces. LO2. Recognize data flows in healthcare systems. LO3. Comply with health data regulation and European values, such as GDPR, FAIR.
	Data analytics	LO4. Examine the role of data and data quality in trustworthiness of AI and analytics. LO5. Perform descriptive statistics, create and select appropriate visualisations.
AI	Ethics of AI	LO6. Discuss ethical aspects in adoption of AI in decision making. LO7. Indicate regulation related to adoption and use of AI in health.
	Basics of AI	LO8. Explain what AI is and what it is not. LO9. Categorize different branches of AI, e.g. computer vision, logical reasoning, natural language processing, machine learning, deep learning LO10. Explain basic machine learning: supervised learning, unsupervised learning, federated learning and reinforcement learning
Health ICT	Medical IoT	LO11. Investigate the potential of medical IoT (e.g. sensors, wearables, cloud storage, wireless networking) in care
	Infrastructures	LO12. Examine the elements of modern digital enterprise architectures in healthcare (e.g. EHR). LO13. Describe interoperability issues of health infrastructures, the role of standards.
Sustainability		LO14. Examine sustainability, eco-responsibility and scalability elements of health data sharing and infrastructures.
Cybersecurity		LO15. Distinguish security and privacy challenges in a health context. LO16. Discuss privacy and security design approaches in a health context.
Regulation		LO17. Identify relevant regulatory frameworks in Europe and globally.
Global health		LO18. Apply accessibility guidelines in health applications. LO19. Discuss the role of digital health data in global health, such as pandemic response, supporting mobility and achieving equity. LO20. Analyse the sectoral impact of digital health, for example, on sustainability, societal norms, economic indicators, etcetera.

Table 4.6: The 20 core SUSA learning objectives.

To support teachers and other experts in co-creating content for and preparing the delivery of the SLEs, the SUSA consortium formed focus groups for each SLE dedicated to designing the SLE, co-creating relevant content and material, and preparing an implementation plan for delivering the SLE as part of the SUSA education program. Designing, developing, and delivering SUSA content together in dedicated groups facilitates teacher mobility, allowing opportunities for teachers to work together on shared topics. These SLE groups are facilitated and supported by the WP3 team responsible for co-designing the SUSA education programme. Starting in 2026, the WP5 team focusing on the education delivery will take on the responsibility of facilitating and supporting the SUSA Higher Education Institutes (HEIs) with delivering the SUSA content. This includes facilitating the collaboration between HEIs and SLE groups in the delivery of the SUSA content and ensuring the implementation of the SUSA education.

During each in-person co-designing meeting, the SLE groups are invited to work on their topics in SLE-dedicated workshop sessions, enhancing their collaboration in content creation and delivery preparation. The SLE groups reported that they benefit greatly from these sessions, the in-person discussions in their groups, and the feedback they receive. Some groups have received feedback tailored to each involved consortium institution while others mention the SUSA ecosystem as a source of support. Depending on the maturity of the SLE content, SLE groups use the provided supportive structures within the consortium.

In addition to these in-person meetings, SLE groups individually organize irregular online meetings as needed and use the SUSA collaboration platform provided via MS Teams to discuss online and share materials within their groups. Email is also used for communication, though engagement through email tends

to vary between the different groups. One group reported the plan to write a paper about different aspects into gender, collecting viewpoints from different partners.

We have identified where adjustment and adaptation to the SLE materials is necessary to fit the needs and requirements of all degree programs of the different SUSA HEIs e.g. by creating slightly varying sets of content for different programs or by providing the SUSA content for different levels that reflect the different requirements of different degree programs. We intend to address these challenges in our future co-design meetings in Dublin, Ireland in March 2026 and in Ankara, Turkey in November 2026 and will continue our collaborative efforts to support SUSA teachers and experts within their SLE groups.

3.3 Train the trainer related activities during co-design workshops

In all three co-design workshops that the SUSA consortium has conducted since the beginning of the SUSA project, dedicated content creation sessions for all SLEs were held. These sessions facilitated in-person as well as hybrid meetings for all SUSA teachers and experts involved in the co-creation of SUSA content.

Additional teacher support was provided in the form of dedicated training sessions and talks from experts that focussed on particular LO related themes during each workshop.

3.3.1 Rovaniemi Meeting

Teacher Support Session (1)

Related Learning Outcomes: LO1, LO3, LO18, LO19, LO20.

Location: LUAS Campus and Arktikum Science Centre, Rovaniemi, Finland

Dates: 18–20 March 2025

Format: Hybrid (in-person and online participation)

Speaker: Ornela Bardhi (Lead Researcher and Data scientist, Success Clinic)

Title: SUSA for Women

During the Rovaniemi meeting, Ornela Bardhi (Lead Researcher and Data Scientist with Success Clinic) held a highly informative talk about a variety of topics affecting the quality of care that women receive when they interact with the health system. Her talk focussed on the different biases that can exist in the data and the downstream impact that can have when it comes to the diagnosis, the use of machine learning and AI and the resulting power imbalances that can arise as a consequence of these biases.

Teacher Support Session (2)

Related Learning Outcomes: LO1, LO3, LO4, LO19, LO20.

Location: LUAS Campus and Arktikum Science Centre, Rovaniemi, Finland

Dates: 18–20 March 2025

Format: Hybrid (in-person and online participation)

Speaker: Cailbhe Doherty (Assoc. Prof. UCD)

Title: Online shorts for High Schools

In the second Rovaniemi Teacher Support session, Cailbhe Doherty, (UCD) shared his experiences on creating video materials as well as on how to use different metrics and analytic tools to evaluate usage and uptake of different online materials. The talk shared several recommendations for SUSA teachers in relation to how to achieve improved impact with younger audiences.

What do we mean by “SUSA for Women”

- Identify biases and discrimination in women's healthcare
- Provide materials that address gender and diversity in digital health
- Explore how digital health tools can address gaps in access and outcomes
- Examine data equity and representation in digital health technologies
- Evaluate ethical considerations around privacy, consent, and data ownership
- Encourage women and minority groups to participate in shaping digital health solutions
- Empower participants to critically assess and co-create digital health innovations
- Highlight the intersection of technology, policy, and advocacy for gender equality



Figure 4.8: Still from the SUSA for Women Rovaniemi presentation courtesy of Dr. Ornela Bardhi.

3.3.2 Thessaloniki Meeting

Teacher Support Session (3)

Related Learning Outcomes: LO1, LO3, LO4, LO19, LO20.

Location: Aristotle University Research Dissemination Center, Amphitheater III

Dates: 10–12 June 2025

Format: Hybrid (in-person and online participation)

Speaker: Zoi Litou, Deputy Training Coordinator of ELIXIR-GR

Title: The ELIXIR Platform, Activities, Services and Resources.

Dr. Zoi Litou presented on what ELIXIR is, who the major stakeholders are and how ELIXIR brings together groups of experts from different technological areas, scientific domains. The ELIXIR training platform will provide useful resources for SUSA teachers and Dr. Litou gave some very useful insights regarding how SUSA teachers could enjoy synergistic benefits from participation in the ELIXIR community of practice.

Teacher Support Session (4)

Related Learning Outcomes: LO1, LO2, LO3, LO4, LO18, LO19, LO20.

Location: Aristotle University Research Dissemination Center, Amphitheater III

Dates: 10–12 June 2025

Format: Hybrid (in-person and online participation)

Speaker: Andreas Charalambous, Chair Department of Nursing/ Professor Oncology and Palliative Care Cyprus University of Technology

Title: Digital transitions in health and healthcare

Professor Charalambous gave a most enlightening talk at the Thessaloniki meeting Greece regarding recent advances in technologies and how the establishment of a European Regulatory Framework focusing on health data management would standardize processes in handling health data via the European Health Data Space.

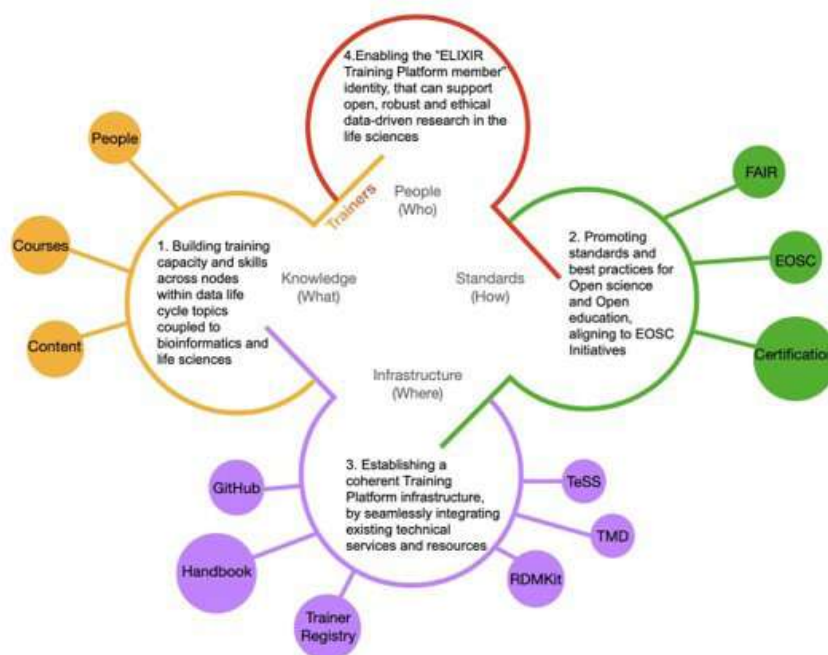


Figure 4.9: Overview of the ELIXIR Training platform that can be accessed by SUSA Teachers. Figure courtesy of the Thessaloniki presentation by Dr. Zoi Litou.

3.3.3 Zagreb Meeting

Teacher Support Session (5)

Related Learning Outcomes: LO1, LO2, LO3, LO4, LO18, LO19, LO20.

Location: Zagreb, Croatia

Dates: 15-17 September 2025

Format: Hybrid

Speaker: Professor Dipak Kalra, Director, iHD (the European Institute for Innovation through Health Data)

Title: Preparing healthcare for digital transformation

In Zagreb, Professor Kalra gave a presentation on current threats to health system sustainability and resilience and gave a most inspiring outlook on the opportunities that exist for better patient outcomes through digital transformation that is 'patient led'.

All these contributions by different experts within and beyond the SUSA consortium are

actively supporting SUSA teachers by providing them with details relevant in the context of Digital Health education and supporting their collaborative efforts in the co-design and co-delivery of SUSA content.

The SUSA consortium intends to proceed with similar educational offerings and colloquia as well as dedicated SLE-co-designing sessions integrated that are aligned with and alongside future Co-Design Workshops. For example, at the Dublin meeting in March 2026, there will be an open event that will be scheduled just after the main meeting finishes for the benefit of SUSA teachers and students.

Recommendations made during these co-design workshops are considered by the WP4 task leaders and wider PMT on a regular basis so that possible changes to the activity plan can be considered in a systematic fashion.

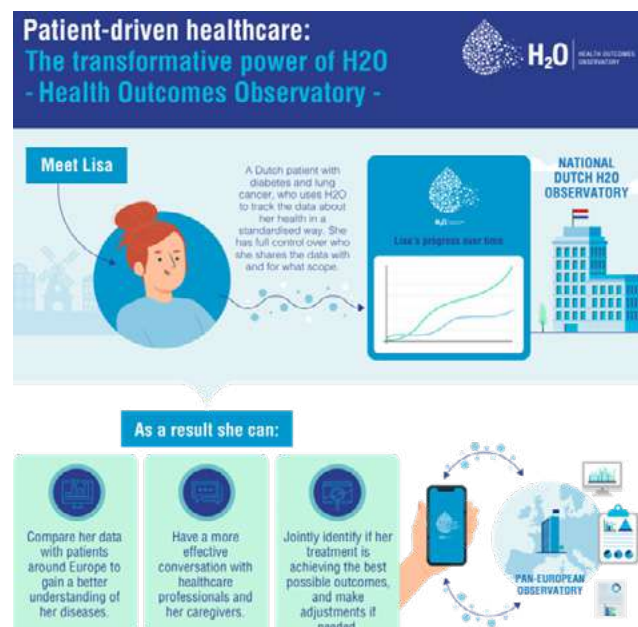


Figure 4.10: Opportunities presented by patient driven healthcare. Figure courtesy of Dr. Dipak Kalra from his Zagreb presentation.

3.3.4 Who is the SUSA audience? The development of various SUSA Personas.

At the Thessaloniki meeting, an interesting framing workshop was held with the objective of identifying the SUSA audience so that teachers might tailor their “offer” in a more focused manner. The workshop included discussions in smaller groups. Eight different personas, their learning needs and connection to SUSA Learning objectives (LOs) were initially identified:

1. Dimitris

- a. Profile:** Introverted MSc student in software engineering. He believes that tech solves all problems and sees user error as main issue.
- b. Challenges:** Communication, collaboration, understanding interdisciplinary needs.
- c. Learning Needs:** Accessibility, sustainability, data flows, regulations, interdisciplinary teamwork.
- d. Addressed by:** LO1, LO2, LO3, LO18, LO20.

2. Doris

- a. Profile:** Software engineering student nearing graduation; considering industry or PhD.
- b. Goals:** Bridge gap between tech and healthcare workflows.
- c. Learning Needs:** Healthcare infrastructure, clinical workflows, regulations, data sources.
- d. Addressed by:** LO1, LO2, LO3, LO7, LO11, LO12, LO13, LO15, LO17, LO18, LO19.

3. Björn

- a. Profile:** Biomedical engineer in industry designing clinical trials.
- b. Goals:** Apply AI to automate tasks safely and transparently.
- c. Learning Needs:** AI ethics, data quality, secondary use of medical data, interdisciplinary communication.
- d. Addressed by standalone modules covering:** LO1, LO2, LO3, LO7, LO11, LO12, LO13, LO15, LO17, LO18, LO19.

4. Olivia

- a. Profile:** Experienced software developer transitioning to healthcare; building health data warehouse.
- b. Goals:** Support secondary use of data and pathway optimization.
- c. Learning Needs:** Medical terminology, interoperability standards (OMOP, FHIR), GDPR, EHDS, cybersecurity, interdisciplinary skills.
- d. Addressed by (standalone modules in):**
 - i. Data sharing (LO1, LO2, LO3),
 - ii. Data analytics (LO4, LO5),
 - iii. Infrastructure (LO12, LO13),
 - iv. Cybersecurity (LO15, LO16),
 - v. Regulations (LO17)

5. Lisa

- a. Profile:** 35-year-old nurse, MSc student; low trust in AI tools.
- b. Goals:** Improve digital skills and confidence in AI-assisted care.
- c. Learning Needs:** Understanding AI basics, practical applications in nursing workflows.
- d. Addressed by (standalone modules in):** LO8, LO9, LO10

6. Robert

- a. Profile:** 21-year-old medical student passionate about AI.
- b. Goals:** Contribute to AI research in medicine.
- c. Learning Needs:** How AI works in healthcare, identifying real-world problems to solve.
- d. Addressed by:** LO8, LO9, LO10

7. Anne

- a. Profile:** Health management MSc student; former assistant head nurse.
- b. Goals:** Lead digital transformation in hospital cancer ward.
- c. Learning Needs:** AI basics, data handling, cybersecurity, interdisciplinary collaboration.
- d. Addressed by:** LO1, LO2, LO3, LO4, LO6, LO7, LO13, LO15, LO16, LO17, LO18, LO19, LO20

8. Maria

- a. Profile:** Medical undergraduate interested in research.
- b. Goals:** Learn to extract and analyze clinical data safely.
- c. Learning Needs:** EHDS principles, GDPR compliance, data quality, descriptive statistics, visualization.
- d. Addressed by:**
 - i. LO1. Explain the principles of the European Health Data Spaces.
 - ii. LO3. Comply with data regulation and European values, such as GDPR, FAIR
 - iii. LO4. Examine the role of data and data quality in trustworthiness of AI and analytics
 - iv. LO5. Perform descriptive statistics, create and select visualisations.

The workshop helped the consortium partners to identify skill gaps and learning needs.

By mapping a persona background, challenges, and goals the SUSA learning offer can be framed in an appropriate fashion. It also supports the understanding of the interdisciplinary aim of the project and the different needs of students, for example software engineering students vs. medical students. This is crucial for the project involving multiple professions. The aim of the workshop was also to engage project participants to work together and to understand why certain skills are needed. It also helps us to design teaching content and learning objectives from the perspective of relatable examples.

This persona work is ongoing and will likely last throughout the project. The SUSA consortium partners recognise that student needs are evolving continuously, and it is necessary to keep up with these changing needs through the SUSA persona framing methodology.

3.4 Education support infrastructure

The SUSA Virtual Campus is being co-designed to be the central digital infrastructure of SUSA. It will become a repository for an integrated learning environment that has the capacity to host all educational material and activities developed by the consortium. Academic champions will be expected to develop an extensive knowledge of the virtual campus roadmap as it pertains to a local HEI's students. Moreover, academic champions should be able to identify synergies that might arise between the educational offers across partner institutions and to identify opportunities for knowledge sharing, reuse and collaboration as appropriate based on student needs.

Beyond its role as a catalogue of materials, it will represent a transnational digital ecosystem connecting students, educators and healthcare professionals, serving as a knowledge-sharing environment to host shared-learning experiences, self-standing modules, datasets, toolboxes, best-practice repositories, and other learning assets that can be shared across the consortium and beyond. The SUSA Virtual Campus will ultimately support the broader SUSA mission to equip the healthcare workforce with advanced digital competences by providing a collaborative and secure space for education and interaction across borders.

For SUSA teachers and other experts in co-designing, co-creating, and co-delivering SUSA content, the SUSA Virtual Campus will facilitate data sharing and enhance collaboration across institutions. As SUSA admins on the SUSA Virtual Campus, teachers and experts involved in co-designing, co-creating, and co-delivering can operate within a secure backend environment where they can upload content, define metadata, assign visibility parameters to each resource and make the connection between their local systems and the central

SUSA platform. This way, SUSA Virtual Campus directly facilitates the collaboration, material and best practice exchange between the SUSA team members and enhances the visibility of the co-created SUSA content.

3.5 Teacher supports to meet the challenge of Generative AI

During the Thessaloniki meeting there was significant discussion about the challenge that AI and in particular generative AI tools pose for educators. The pace of change is so significant and the fact that the technology is not even close to steady state that many teachers have expressed the wish that the biggest single offer that SUSA could provide to them would be a collaborative community of practice for the sharing insights in relation to the integration of AI into SUSA courses. One such pilot example is now discussed.

• The ‘Let’s Talk GenAI’ initiative.

In May 2025, UL library staff, partnered with other UL faculty to launch a very well received introductory Generative AI (GenAI) standalone short course for teachers entitled, “Let’s Talk GenAI”. The course was designed to introduce teachers and staff more generally to the practical applications of Generative AI in academic, professional, and research practice.

Over 200 UL staff members, including many future SUSA teachers registered for this asynchronous ‘community of practice’ type course. The course consisted of structured, themed days covering a range of topics, from an introduction to GenAI, its use in the workplace, teaching and assessment, to research applications, and concluded with reflections and future directions.

The course’s flexible, self-paced format allowed participants to engage with the material at their own convenience, requiring less than 1 hour of learning per day. This approach addressed

concerns about necessary time commitment, making it accessible to even the busiest staff members. The initiative was a collaborative effort, led by staff from the Library’s Learning and Engagement Department, UL’s Centre for Transformative Learning, the IT Division, and the Academic Integrity Unit. This cross-departmental collaboration ensured a rich and diverse learning experience.

The course not only enhanced participants’ understanding of GenAI but also demonstrated UL’s commitment to staying at the forefront of educational technology. This initiative exemplified how strategic, well-designed professional development can significantly empower HEI staff, driving innovation and excellence in higher education.

The success of this programme is such that it has been deemed suitable for consideration by the wider SUSA consortium. It is planned that this short course will be redesigned with digital health competence in mind to be offered as a standalone module offering for all SUSA teachers in AY 2026/27.

3.6 Dataset provision for SUSA teachers.

A priority outcome from the Impact co-design process was that the SUSA virtual campus would have the capability to provide datasets that were ready to use by teachers so that their students can be exposed to real world challenges. Feedback from student exit surveys and enterprise advisory panels consistently highlights the importance of good practical data engineering skills as a core design requirement in successful courses.

There are several SLE subgroups that are considering this question for future implementation as the curation of good datasets for education purposes is a highly non-trivial co-design challenge. A prototype case

study is now presented that is in development for delivery to undergraduate health science and engineering students in Spring 2026. Reflections will be captured, presented and workshopped at an in-person meeting of the consortium in the second half of 2026 so that best practice can be shared within the SUSA ecosystem for optimal rollout across the virtual campus during AY 2026/27.

Case Study example:

Dataset provision for transdisciplinary brainstorming. University of Oulu/University of Limerick co-design.

Example context: A learning outcome within a transdisciplinary cohort consisting of Year 3 Nursing students from the University of Oulu and Year 3 Engineers from the University of Limerick is considered. The objective is to develop a brainstorm activity that effectively augments complex information from the MIMIC-IV dataset and combines it with community notes type

natural language data that has been directly collected from clinicians for dashboarding purposes. This is an example of complex information spanning multiple disciplines that needs to be interpreted and presented in an engaging fashion. The long term objective is to produce a new dataset that is free to use (under license) by SUSA students that poses real world design challenges for engineers and health science students working in a team setting.

Specific detail of the example: The augmented dataset will combine signals and systems type ECG / blood pressure and heartrate timeseries data taken from the publicly available MIMIC-IV combined with qualitative natural language 'physician note' type data. The objective is to create an augmented dataset that can be easily accessed (via Github in the first instance), in a format that is suitable for brainstorm type laboratories being designed in SLE8 for subsequent easy upload using the Mendeley data approach to data curation. The dataset is then labelled for easy downstream use and/or upload across the SUSA virtual campus.



Figure 4.11 Curated, patient ECG timeseries dataset created by UL Engineering students.

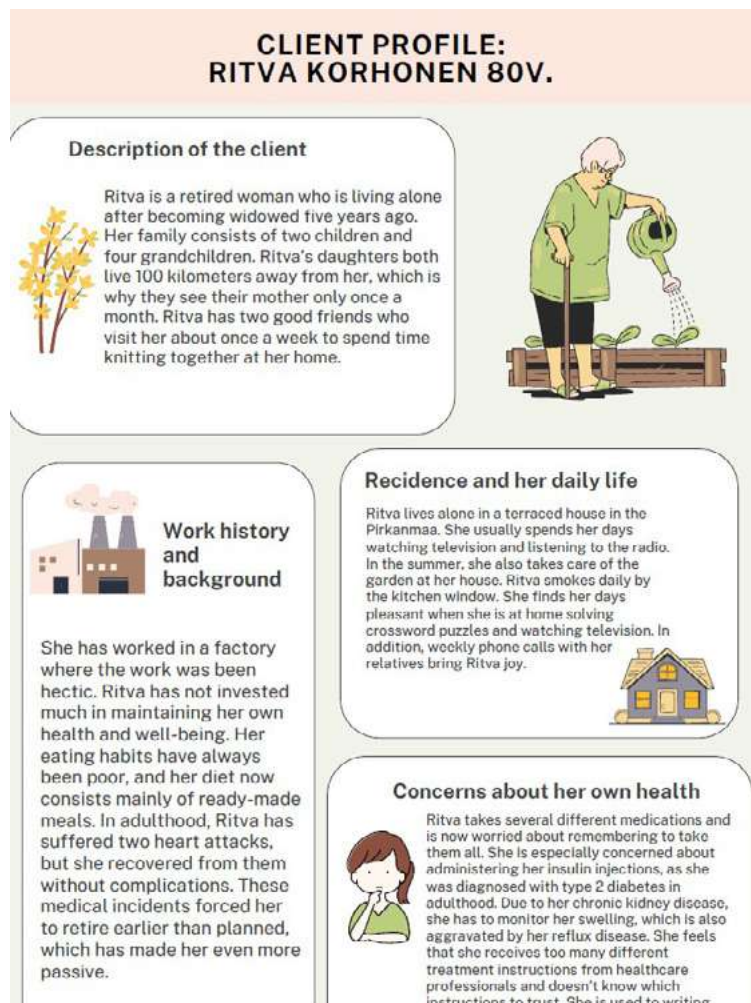


Figure 4.12 Curated, qualitative “case note” dataset developed by OULU health science researchers.

Why is this example useful as a SUSA dataset provision case study?

The creation of this new augmented dataset is of joint interest to the natural language, signal processing and clinical science communities. Transdisciplinary communication of this data is necessarily complex and extends the quantitative data that is currently publicly available. It is expected to lead to opportunities for a new type of professional practice training in this space. We expect that this new dataset will be highly cited and will be a tangible output from the project.

3.7 Horizon scanning for future training activities

We identified the opportunity of reusing some of the SUSA SLE content also to support and educate teachers. Some SLE groups reported intentions to provide and deliver their content in this context as well as to students. We will investigate these potentials further as part of our work for the train the trainer programme. The table below shows a few examples:

SLE Topic	Proposal for train the trainer programme
Online workshop on how to apply for Erasmus+ internship	Provide educational materials about Erasmus+ and the required agreements for student and staff mobility
Virtual Exchange concept developed in UNIC European university, online workshops for teachers on how to design and support virtual exchanges, and for students on how to benefit and take part in virtual exchanges	Workshops for teachers on how to design and support virtual exchanges (see SLE description)
Hybrid intelligence ecosystem for clinicians: case study with AR/XR for blended teaching. Hands-on practical exercises on patient counselling and application of patient treatment, decision-making, and interaction with interprofessional team, experiencing patient care process including diagnostic and care planning/conducting. Human-avatar interaction in a social context and clinical skills development in hybrid environments. Digital counselling skills development.	Propose the lectures prepared for SLE also for the train the trainer programme
Co-design of digital services for health, an interdisciplinary hackathon-type hybrid collaborative project	Offer a tool to support co-design sessions on digital health
eHealthPass toolset and academic licences and related lecture and instruction materials to support co-design of digital care pathways and patient generated data in secure way	Providing materials such as slides, guidance and hands-on experience for this eHealth platform
Interoperability eHealth data management hackathons and testing events organized by IHE	SUSA-specific guidance on how to prepare students for participating in plugathon events
The role of digital health technologies in women's health, empowerment, and gender equality	Propose materials for teachers on how to address gender-related topics in teaching

Table 4.7: Train the trainer proposal mapped to SUSA SLEs.

3.8 DEI workshop support for SUSA teachers.

A SUSA workshop to set out agreed objectives for the Diversity, Equality, and Inclusiveness (DEI) activities to be conducted by the consortium was held in October 2025. Three ideas for training events to support and educate teaching staff and other trainers were identified: (1) an event on the role of digital health technologies in women's health, empowerment, and gender equality based on the content co-created as a Shared Learning Experience (SLE) targeted for SUSA students, (2) an event on DEI-awareness, including all genders to participate, and (3) a peer-to-peer supportive talk/ discussion targeted specifically for female SUSA teachers, for example related to career development and networking in the context of digital health. Building up on the results of this workshop suitable concepts for these events will be developed, aiming to conduct these events in 2026.

3.9 Industry co-design support for Teachers.

A key SUSA outcome will be the development of the Enterprise Advisory Panel (EAP) model to help teachers integrate feedback from industry into their courses in a structured fashion. The purpose of an EAP is to provide input and critical feedback to a course programme team with regards to the content of the programme to ensure that it meets the needs of industry. Enterprise Advisory Panel members also provide key intelligence that identifies the target market for each programme from their company and sector, thereby supporting the marketing and promotion of the programme.

The objectives of an EAP are to:

- Review SUSA academic programmes and give critical feedback to the course teams and SUSA PMT.

- Advise SUSA PMT / Ecosystem on the initiation of enterprise-led education activities.
- Support the marketing of SUSA programmes through provision of industry insights.
- Support horizon scanning and consultation exercises in conjunction with the SUSA Project Oversight Board (industry led governance board) to identify strategic areas that SUSA may usefully engage with.

Membership

EAPs (Enterprise Advisory Panel) should have between 4-8 members and should be representative of those working and hiring in the sector that the programme is targeted at. EAPs should be gender balanced with no more than 70% of the panel being of a single gender. Both the SME (Small and Medium sized Enterprise) and MNC (Multinational Corporations) sectors should be represented with a minimum of 30% SME representation. During the second and later iterations of a programme a graduate of that programme should be invited to participate as an EAP member.

Frequency of meetings: The EAP for each programme meets two or three times per year (depending on programme maturity) with scope for an additional, more general, wider EAP forum meeting each year.

The EAP model builds on learnings from earlier Digital Europe projects (specifically Reboot Skills and Eagle, projects where the microcredential and upskilling components have been led by SUSA consortium partners OULU and UL) that have been led by SUSA consortium partners in short course design. Case study examples will be workshopped at the Dublin meeting of the consortium in Q1, 2026.

4. Local teacher support activities

A description of the local activities that are taking place within participating HEIs is now presented.

4.1 SUSA teacher support @ Aristotle University (AUTH)

Since January 2025, the AUTH SUSA team has been holding weekly meetings, either online via Microsoft Teams or in person. These meetings have two purposes: first, to address organizational matters related to the SUSA program, and second, to support SUSA teachers in contributing effectively to the implementation of the program.

The teachers responsible for designing the SLE are the same individuals who develop the teaching material and deliver the lectures; they take part in these meetings to clarify issues regarding the development of teaching materials, to plan the tasks required to meet their SUSA obligations for the academic year, and to set deadlines for the creation and uploading of material on the SUSA Microsoft Teams platform.

Teachers reported that these meetings have positively supported their work.

In addition, AUTH's train-the-trainers programme is delivered once a year and includes 13 two-hour sessions. The topics that are covered are the following:

- The role of academic tutors during the undergraduate courses
- The objectives of various committees e.g. international ranking, doctoral thesis
- Regulatory issues related to the master programmes and PhD candidates

- Strategic plan
- Collaborative learning and evidence-based medicine
- Soft skills learning objectives
- Novel training activities e.g. virtual patients, problem-based solving
- Open science including open access policies, fraud, plagiarism, predatory journals, impact factor etc.
- Digital services such as e-learning platform
- Information about research methodologies, proposal submission, funding opportunities
- Actions to strengthen active participation of students and interaction between trainers and trainees.
- Online learning infrastructures and software licenses
- Digital signatures and document exchange
- Bioethics and obligation of confidentiality

4.2 SUSA teacher support @ Erasmus MC (EMC)

The SUSA teachers at the Erasmus MC are following a specific teaching course (UTQ) at the RISBO (<https://www.risbo.nl/professionalisering-het-onderwijs/basiskwalificatie-onderwijs>). This course focuses on the foundations of university teaching, the design, assessment and the delivery of education.

The design of new materials follows a co-design approach. In the medical curriculum, teaching sessions are shared among teachers, and all teachers can lead a session. As teaching is delivered in parallel sessions, Mentimeter is used to share presentations among teachers. This ensures that all teachers use the same version of the materials and can use Mentimeter to interact with students in their respective sessions.

All the material is stored in a Teams environment where all SUSA teachers have access to. After the teaching sessions of a topic have finished, the teacher and student experiences are discussed and used as input to update when needed the material, the format and or the learning goals.

4.3 SUSA teacher support @ Lapland University of Applied Sciences (LUAS)

SUSA model at Lapland University of Applied Sciences provides a structured framework for supporting teachers in the design and delivery of SUSA content. Teaching is typically organized in pairs, which enhances pedagogical quality and facilitates shared responsibility for course implementation. Regular meetings are held to exchange experiences, address challenges, and co-develop courses. In addition to scheduled sessions, ad hoc discussions are arranged when necessary, ensuring flexibility and responsiveness to emerging needs.

The organisation offers robust in-house technical support, enabling teachers to effectively utilize digital platforms and assessment tools. This technical infrastructure ensures the smooth integration of digitalization into teaching practices.

Course content development follows a principle of iterative improvement. Materials from previous courses are systematically shared, reused and updated to reflect current requirements and technological advancements, ensuring relevance and quality in learning resources.

4.4 SUSA teacher support @ Middle East Technical University (METU)

The METU SUSA team has established weekly meetings to ensure effective content co-creation and alignment with SUSA learning objectives.

These regular meetings have become the primary local “train the trainer” medium. These regular meetings serve as a forum where each team member presents the educational content they have prepared and receives peer-to-peer feedback and constructive critique from colleagues.

The meetings also prioritize the sharing of best practices and innovative teaching techniques. For instance, team members exchange insights on efficient tool usage, such as leveraging Google Slides nano for rapid slide generation.

Additionally, the METU team is actively developing content for a SUSA internship program. The coordination for this involves a separate weekly meeting with the dedicated internship team, which strategically brings together both academics and industry partners. This joint collaborative platform, where participants learn directly from each other, serves as another vital “train the trainers” medium by integrating real-world industry requirements into the academic curriculum.

To facilitate collaborative monitoring and version control, all co-created SUSA content is uploaded to a dedicated Google Drive repository. This centralized digital workspace allows every member of the METU SUSA team to track the progress and review the latest versions of the teaching materials.

4.5 SUSA teacher support @ Slovak University of Technology (STUBA)

STUBA holds regular sessions among faculty members to foster collaborative content development and to stay aligned with SUSA’s educational goals reflected in 20 learning objectives. These meetings have evolved into the main platform for train-the-trainer activities. During these gatherings team members share the materials they’ve created benefiting from

mutual feedback and insightful suggestions. The focus of these meetings shifts depending on the project's development, the collaborative creation and delivery of SUSA materials, and the specific interests, inquiries, and requirements of the participating educators.

Since September 2025 regular meetings are extended to PhD. students and post-docs as young educators that will facilitate sustainability of the projects results related to delivery of developed educational content.

The university provides technical infrastructure related to computational and storage resources that supports creation of this content, its version control and accessibility for students.

4.6 SUSA teacher support @ Trinity College Dublin (TCD)

TCD works closely with St James hospital in planning, design and implementation of SUSA training program. Close collaboration supports sharing expertise and ensuring that work life requirements are reflected in the training. Joint in-person meetings are organized weekly to discuss SUSA implementation details.

At TCD 20 SUSA student champions have been nominated to promote, plan and co-design SUSA content. The student champions are students in degree program where all 20 SUSA learning objectives are integrated. The champions will provide feedback and take part in re-design of the training based on their lived experience. Co-design meetings will be organized with student ambassadors to support re-design of targeted parts of the education.

4.7 SUSA teacher support @ University College Dublin (UCD)

UCD has integrated educational content from SUSA into two existing programs: Healthcare information and Clinical Medicine. Both

programs offer Master's degree and graduate diploma credentials. The content is delivered via the Digital Health Technologies module with lectures delivered by two teachers: the module coordinator and a guest lecturer from Ireland's public health service. They coordinated this content in 2024 and updated it for SUSA implementation in 2025. Meetings took place to coordinate the lectures as follows:

19/09/2025. Topic: Introduction to Diagnostic and Therapeutic Medical Equipment

03/10/2025. Topic: Diagnostic and Therapeutic Medical Equipment – Patient Journey 1

17/10/2025. Topic: Patient Journey 2

31/10/2025. Topic: Medical Equipment Integration

17/11/2025. Topic: Medical Equipment & Systems Lifecycle Management

These two teachers will continue to deliver this educational content for the remainder of the SUSA project timeline.

Additional resources were also provided through public-facing YouTube videos, available to all SUSA partner institutions and teachers. These videos were posted between December 2024 and August 2025.

September 2025 saw the start of a new post-doctoral researcher at UCD as part of the research project. There is now work underway to integrate SUSA content into two additional digital health undergraduate modules for physiotherapy students as well as health and human performance students for the next academic year. Meetings with the existing module coordinator will be held over December 2025 to educate on the content and delivery of the SUSA materials, with reformatting of module materials to take place from January to August 2026 and implementation in September 2026.

4.8 SUSA teacher support @ University of Limerick (UL)

As WP4 Impact Co-design lead, University of Limerick (UL) has taken responsibility for ensuring that, overall, the SUSA curriculum is simultaneously responsive to the needs of students and SUSA industry partners. In this effort, UL is building on outcomes from the Human Capital Initiative project UL@Work, sponsored by the Government of Ireland which provides the essential matched funding element necessary for SUSA involvement by UL. As part of its commitment to the delivery of SUSA learning outcomes, UL is also capturing insights and best practice in relation to teaching innovation from consortium partners so that the SUSA offer to teachers is optimal.

4.8.1 Context: Human capital initiative project – UL@Work

The mission of UL@Work, a 21M€ project sponsored by the Government of Ireland as part of the Human Capital Initiative, is to expand flexible, enterprise-aligned learning pathways and strengthen UL's position as a leader in future-skills education. Strong performance in learner uptake, enterprise engagement, microcredential pathway design and cross-university integration has meant that UL@Work has embedded itself as a central pillar of UL's future-skills and flexible learning strategy. The offer to teachers has been crucial in this success and has provided an advisory boilerplate for SUSA teachers to codesign and deploy new courses with confidence.

The UL teacher support strategy is based around the following pillars.

- Best practice in Enterprise Advisory Panel (EAP) formation.
- A 'Carpe Diem' design paradigm first implemented by Jilly Salmon that enables the rapid deployment of new modules in a

tailored manner for either full time or part-time 'upskilling' type professional learners.

- A portfolio of wider Teacher support tools.
- A new Digital Competence Framework developed by the UL Transferable Skills Unit is being embedded within a selection of fulltime programmes.
- A Masterclass structure for the involvement of industry in the co-delivery of modules.

4.8.2 Faculty Structure.

SUSA teachers span two faculties within UL. Within the Faculty of Education and Health Science, SUSA operates primarily out of the School of Allied Health, (SAH), with some microcredentials being offered by the Medical school. The SAH offers bachelor's degree programmes in Occupational Therapy (OT), Speech and Language Therapy (SLT), and Physiotherapy, (PT). Additionally, an MSc in Clinical therapies is offered by the school. All these degree programmes will be updated to incorporate delivery of the SUSA LOs and to reflect more generally the impact that digital transformation is going to have on these disciplines.

Within the Faculty of Science and Engineering, BE/ME degree programmes in a variety of Engineering disciplines, Electronic, Computer, Digital Mechatronic and Biomedical will be updated to incorporate LOs. Additionally updates to the 90 ECTS MSc in Health Informatics has been approved by Faculty Board in Autumn 2025 to reflect SUSA LOs in the programme and module descriptions. The first cohort of a new accelerated BSc /MSc in Biopharma with significant support from industry to facilitate a residency placement model for students will welcome its first cohort in September 2026.

4.8.3 Specific UL based Teacher Supports for optimal EAP activities:

The UL SUSA/UL@work support team runs an annual workshop to educate new SUSA teachers about the benefits and necessary steps involved in the operation of a successful EAP. A template EAP slide deck is available which allows for a standard meeting structure that can be localised to specific course requirements.

The SUSA/UL@Work PMT provides administrative assistance with emailing, note-taking and fitting of meeting outputs within the context of necessary SUSA dashboarding requirements. It is the mission of the SUSA/UL@Work support team to make the whole EAP process as un-onerous as possible!

4.8.4 Formal SUSA 'Carpe Diem' Teacher Meetings for Module Co-Design

SUSA teachers have been required to adopt the UL@Work 'Carpe Diem' paradigm for the support of teachers in the development of their module materials. This approach has been developed in partnership with Professor Gilly Salmon, an external consultant and member of the UL@Work project oversight board. Professor Salmon is the author of the Carpe Diem approach to online and hybrid programme design. Carpe Diem proposes a 5-stage model below for course design that provides for a systematic approach to delivery and assessment that is fully in line with UL marks, standards and assessment protocols.

5 Stage Model: A Framework for Scaffolding in online & blended learning

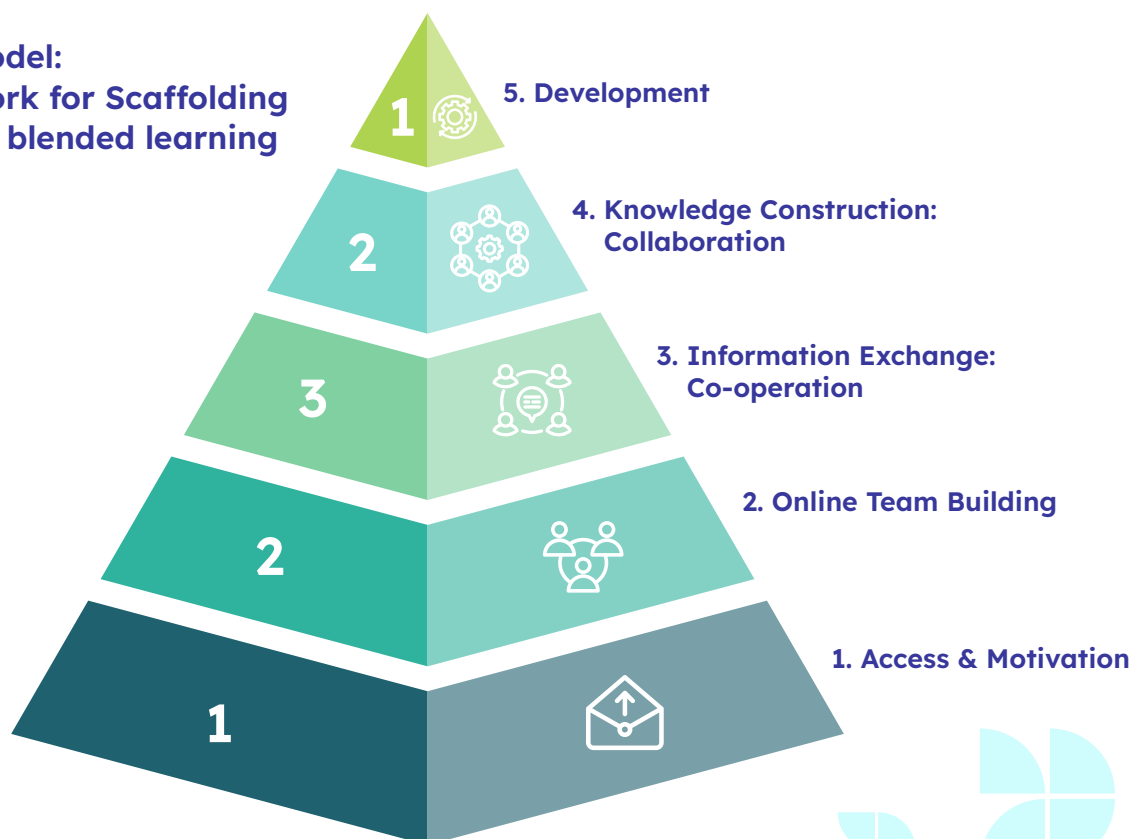


Figure 4.13: The Carpe Diem 5 step approach to course design.

Crucially this approach also fits well within the SUSA WP3 co-design process and the UL e-moderator system for the online accreditation, validation of learning objectives and is designed to fit well within the UL Microcreds project. As UL is national lead for the Higher Education Authority of Ireland's Microcreds initiative, it is important that all credit bearing self-standing modules are 'microcredible', i.e., they are capable of being stacked toward a higher award.

Twice each year, UL@Work/SUSA personnel organise a workshop/storyboarding session for SUSA teachers to develop a new module or to refine an existing module. This workshop facilitates a module design process that is:

- OUTCOMES FOCUSED
- CHARACTERS AND STORYBOARD LED
- ACTION ORIENTATED- A MODULE 'WALK THROUGH' IS A SPECIFIC OUTCOME
- HIGHLY VISUAL INCORPORATION OF FEEDBACK REVIEWS AND ADJUSTMENTS
- AGILE: SUPPORTS A 'FAST MOVE' FROM PLANNING TO PRODUCTION TO DELIVERY

The outcome from this workshop activity for each teacher is a 'storyboard' for their module. A typical storyboard design is illustrated below:

	STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5	
Weeks	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
Topic						
Industry Masterclass						
Assessment & feedback						
Synchronous Activity						
Asynchronous Activity						
Independent Work						

Figure 4.14: Typical storyboard for a module design workshop.

Additionally, the workshop provides teachers with tips and tricks to maximise the impact of their module. A summary of this 'community of practice' type exercise is to determine which of the following items is appropriate for their

module, how (and when!) such items can be used within a module is discussed in group session. Teachers report that this activity is very useful in organising their thoughts in relation to impactful delivery.

Storyboarding Tips

Scaffold	Use the 5-stage model	A reminder to gradually lead your students through working together for deeper learning
Weeks	The calendar for your course	Time is your 'raw material'. Keep the 'end in mind'
Topic	A broad overview for that week	One or two words for now! Focus on what's really important
Industry Masterclass	Forefront your industry guest, build your scenarios for the week(s)/ course outwards from here.	Note what speaker might for with this topic, decide on methods, allow time for plenty of student engagement
Assessment & feedback	A feedback opportunity each week. Include self & peer feedback.	Be flexible about your summative assessment. Think of some digital methods
Synchronous	All at the same time activities	Zoom, MS Teams, campus, site visits, labs.
Asynchronous	Flexible working together over time	Try planning 'E-tivities.
Independent Learning	Allow time for notes & reflection	An e-portfolio? Discovery learning? Thinking time too!
Study Hours	Allocate timings to all the students activities on your board	Use the 'dots' to estimate how long each activity will take your students - does it look balanced?
Technologies	Note ideas for any new technologies and which activity might benefit	Maybe some social media would work?
Media	Note what's needed to easily enhance the learning & add value. Note it with the activity.	Can you discover some videos or podcasts? Or do you need to make them? Keep videos and readings short.

Figure 4.15: Ideas for Impactful storyboarding of a module.

These 'Carpe Diem' workshops, although mandatory for all SUSA/UL@Work teachers, have proven to be very popular within the UL teacher community. Feedback from our teachers suggests that the workshops significantly reduce design time, increase confidence that teachers are on the right track with their design activities, provide for a structured way to incorporate

EAP feedback and ultimately improves student satisfaction. Student feedback scores are consistently higher for teachers who attend a carpe diem workshop. As such scores are typically used in promotion applications, this activity is particularly popular with new and more junior teachers.

4.8.5 Wider University of Limerick Teaching and Learning Digital competence Supports for SUSA Teachers.

The ‘Let’s Talk GenAI’ initiative has already been discussed in section 3.5.

The Portflow ePortfolio / ‘Degree Boost’ tool.

As they progress through a module, UL students, particularly those registered on standalone modules, are asked to gather evidence of their transferable skills using the Portflow e-portfolio tool. This portfolio becomes the foundation for the official recognition of digital competence on a student’s UL transcript.

To help students to more easily recognise and develop their Transferable Skills, the UL@Work/SUSA team has worked with the UL Transferable Skills Unit (TSU) to develop seven competency frameworks that details their digital competence. In a UL setting, this activity is being badged as a ‘Degree Boost’ initiative. Here’s how students detail their ‘Degree Boost’ journey:

- Explore the competency frameworks in the Degree Boost e-book to identify the skills they already have and those they want to build.
- Use the templates provided to submit evidence of skill development through the Portflow e-portfolio tool that is integrated within the UL Brightspace LMS.
- Earn digital badges and build a personal skills portfolio that showcases their strengths to current or future employers or educators.

The TSU offers workshop type training to SUSA/UL@Work teachers on the effective development of a degree boost type element within their module. Work is ongoing to update the e-book with the SUSA LOs in mind. The academic lead of the TSU is a SUSA teacher himself. Professor Chris McInerney is the module leader for the Design Thinking in Healthcare standalone module that is part of the SUSA portfolio.

Digital Competence Framework: Use of the Jisc Discovery tool for SUSA Teacher digital competence development:

UL@Work/SUSA staff are working in collaboration with the UL centre for teaching and learning to develop a set of resources around the assessment of Digital competence for the benefits of students and staff.

The JISC discovery tool is a digital development assistant, authored by the not for profit UK based Joint Information System Committee (JISC) that SUSA students and staff based at UL can use to self-assess their digital capabilities, identify their strengths and avail of structured opportunities to develop their skills further to enhance their practice of learning.

The UL implementation of the tool uses a series of reflective questions that relate directly to the Jisc discovery framework building digital capabilities: the six elements defined.

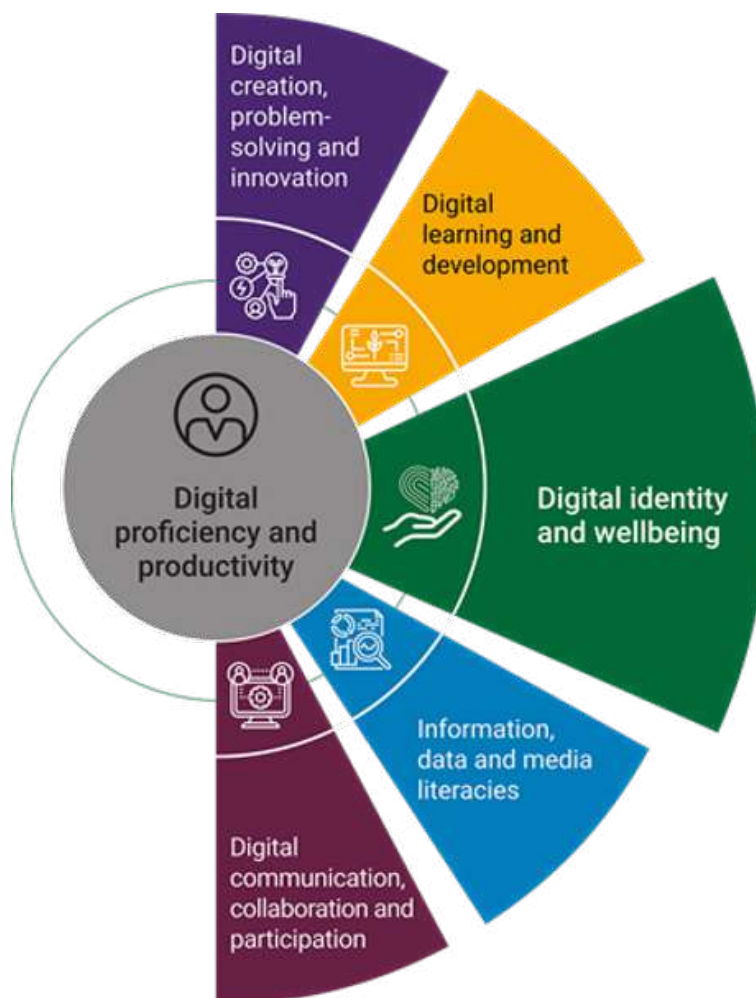


Figure 4.16 :The JISC foundational elements of Digital Competence.

The discovery tool offers tailored question sets that consider digital capabilities for specific roles (eg teaching staff, library staff), focus areas (e.g. accessibility and inclusion) and discipline cohorts (e.g., Engineering and Health science). This facilitates different starting and end points in relation to a student's digital competence upskilling journey.

The discovery tool questions are designed to be quiz-like and non-judgmental. They aim to assess users' confidence and experience within a well-designed spectrum of discipline sensitive real-world digital practices. By answering these questions, users are made aware of

digital practices they already have, new ones that they might try and also necessary new skills for particular roles and competences. On completion, SUSA/UL@Work staff and students receive a report with suggested next steps and links to free resources that can help them further develop relevant digital competence.

The Teaching and Learning hub has developed this support tool for the benefit of SUSA teachers with support from UL@Work/SUSA project funding. As licensing for this tool is based on an institution wide revenue model, rollout to the SUSA network of teachers more generally is the subject of further discussion.

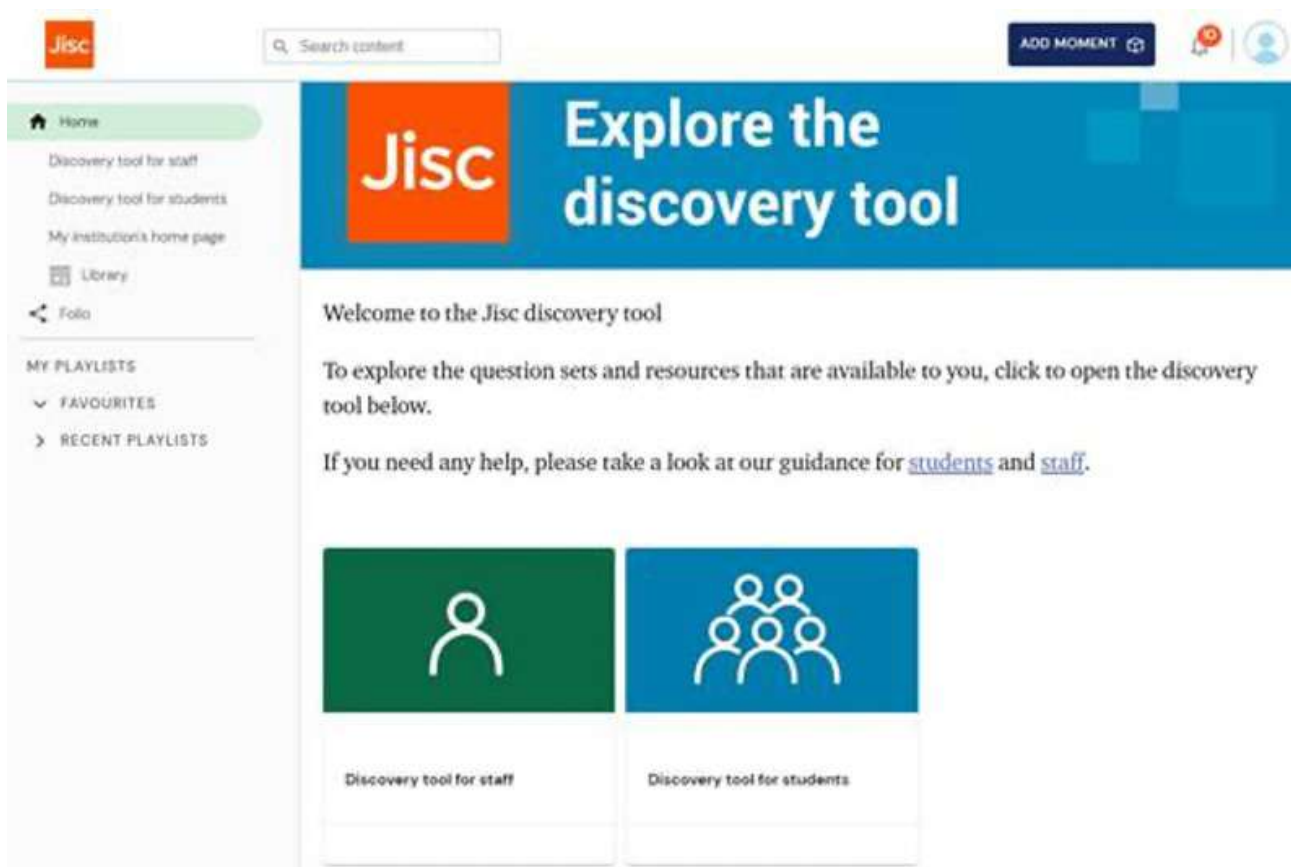


Figure 4.17: JISC Digital Competence landing page for UL based SUSA staff and students.

The JISC Discovery Tool license (including all self-assessment and forward ‘next steps’ planning tools for UL based SUSA staff and students to reflect on their digital capabilities and identify areas for development) has been extended to at least AY 2026/27.

4.9 SUSA teacher support @ University of Łódź (ULODZ)

Organization of 3 courses in the field of Biology and Digital Biomedicine at the Faculty of Biology and Environmental Protection of the University of Lodz, attended by SUSA teachers:

- **Repositories of biological data** (Teachers will understand major biological data repositories and their structure, learn the principles of using repositories, including searching for datasets effectively, applying for access when require, downloading datasets. Gain skills to critically evaluate datasets for quality and relevance. Learn how to adapt datasets into formats compatible with analysis tools.
- **Essential tools of mathematics** (Teachers will deepen their understanding of advanced mathematical concepts needed for probabilistic models and applications in biomedical data analysis. Learn methods for proving theorems and verifying research hypotheses and apply logical reasoning and laws of logic in scientific contexts.
- **Fundamentals of programming** (Teachers will acquire knowledge of basic algorithmics and data structures. Develop programming skills in Bash (command-line scripting) and Python (general-purpose programming). Learn to create algorithms and implement them as scripts for data processing and analysis).

As part of Train the trainers, a conference and training on the latest genetic methods (Next-Generation Sequencing, big-data, digitization of clinical data m.in. scans of oncological histopathological preparations, etc.) were held - "From genetics to clinic" on May 16-17, 2025 in Warsaw.

On May 30, 2025, the Unlocking Life Sciences: A Business Breakfast for Innovation event was discussed, during which the progressive digitization of clinical, medical and big data

research projects was debated during the debate "From Lab to Market: The Power of Cross-Border Collaboration".

They took part in the First National Scientific Congress organized by the Ministry of Science and Higher Education in Warsaw (19-21 November 2025), which discussed, among m.in, the topics of data digitization, new technologies, artificial intelligence and the need to train students who can work on large digital data sets using artificial intelligence.

4.10 SUSA teacher support @ University of Oulu (UOULU)

4.10.1 Faculty structure

The SUSA project is mainly operated within two faculties of the University of Oulu: (1) SUSA teachers within the Faculty of Medicine are part of the Research Unit of Health Sciences and Technology (HST) providing expertise including clinical sciences, medical physics, medical engineering, medical informatics, biomarkers and connected health, and health sciences. (2) Within the Faculty of Information Technology and Electrical Engineering, SUSA teachers span four research units: (a) Empirical Software Engineering in Software, Systems and Services (M3S) focusing on fundamental areas of software engineering methods and process and software lifecycle including technical and human aspects, (b) Biomimetics and Intelligent Systems Group (BISG) conducting internationally acknowledged multidisciplinary research in the area of data analysis, robotics, secure programming, and Bio-IT, (c) Optoelectronics and Measurement Techniques (OPEM) specialised in demanding application within the fields of biophotonics, biomedical and industrial measurements as well as printed intelligence, and (d) Center for Machine Vision and Signal Analysis (CMVS) combining the expertise of computer vision and biosignal analysis scientists. SUSA brings all this expertise from the University

of Oulu together for the educational initiative of improving digital competences in the European healthcare sector.

At the University of Oulu, we are integrating SUSA content into five existing degree programs: Biomedical Engineering BSc and MSc, Health Sciences BHSc, Nursing Science MHSc incl. the two specialisations Expert in Health Sciences and Teacher in Health Sciences, and Health Management MSc. In each of these programs a combination of existing and new courses was chosen to integrate the SUSA Learning Objectives. The first cycle of students that benefit from the SUSA-related adjustments to these degree programs have started their studies in Fall 2025. Furthermore, the existing life-long learning certification DigiHealth module (full name “Customer-oriented digital services in social welfare and healthcare”) (25 ECTS) targeted for healthcare professionals and enrolled health sciences BHSc and MHSc students will be re-designed with the SUSA content. The module aims to equip the students with the competence to develop and evaluate the customer-centredness of digital solutions in healthcare and increase expertise and multidisciplinary cooperation and leadership in digitalised healthcare and social welfare services based on evidence. The first delivery of the re-designed module started in Fall 2025, with added and modified contents focusing specifically on AI and the impact of digital health on sustainability.

4.10.2 SUSA Oulu Teachers Meeting Series

Together with the degree coordinator, regular monthly teacher support meetings have been established to support all teachers involved in updating courses with SUSA content and in other SUSA-related activities. These meetings are prepared by the local UOULU coordination team including the degree program responsible people and are conducted as hybrid meetings.

Until the end of 2025, 11 so-called SUSA Oulu teachers’ meetings took place for 25 teachers.

The topics of these meetings vary with the progress of the project, the content co-creation, and co-delivery of the SUSA content as well as with the interests, questions, and needs of the involved teachers. Regular agenda points are individual updates from the teachers regarding their current tasks and to-dos within the SUSA project, mainly about the co-creation status of SLEs, teaching preparations for their individual courses, and peer-to-peer exchange and support. For example, all teachers were invited to join and contribute during the SUSA Co-Design-Workshops in Rovaniemi in March, in Thessaloniki in June, and in Zagreb in September and Oulu teachers were participating and involved in all these workshops. Needed information and preparations for these workshops were discussed in the SUSA Oulu teachers’ meetings before the events. More specific topics are for example updates from the SUSA Oulu communications team (see chapter 4.10.3) and insights and updates about student and teaching staff mobility work to inform and involve the teachers in closely linked SUSA activities.

4.10.3 SUSA Oulu Communications Team

A local communication team has been formed to coordinate the SUSA communication and dissemination from an UOULU perspective and to locally implement the two deliverables SUSA Communication Strategy and SUSA Communication Content which were submitted in June 2025 to the EU.

Part of the work of the SUSA Oulu communications team is to establish an annual plan regarding the dissemination and communication of local activities and events, considering the bigger context of the University as well as local specifics, to represent UOULU

in the SUSA communication work activities, and to support information flow between the SUSA Comms lead and the local UOULU team members. To enhance the effectiveness of this work, the team has used established local services and procedures and involves Communication specialists and experts from the University of Oulu as needed. The SUSA Oulu teachers are involved and receive information and updates during the monthly teacher support meetings.

4.11 SUSA teacher support @ University of Sevilla (USE)

At the University of Sevilla, the contents of SUSA are going to be integrated into three existing degree programs: Medicine BSc., Pharmacy BSc. and Medical Research: Clinical and Experimental MSc. Although most of the SUSA Learning Objectives (LOs) are integrated in the pre-existing course, a new course on AI in Healthcare in the Medical School is starting to be taught in 2026. Separately, a self-standing module on data analysis is being included in the PhD training programme on Biology, Biomedicine and Clinical Research.

Regarding the curriculum integration, the SUSA team has consulted with the governing teams of the three programmes the feasibility of matching one or more LO with different courses in each programme. The initial distribution is already drafted and several meetings with teachers in each programme are planned to take place in the first weeks of January 2026.

In a related effort, the USE team is contributing to the co-creation of some SLE materials, on the European Health Data Space, creating the video English captions and translating them into Spanish.

4.12 SUSA teacher support @ University of Zagreb (UNIZG-FER)

4.12.1 Organisation of 3rd SUSA Workshop in Zagreb

University of Zagreb Faculty of Electrical Engineering and Computing has organised the 3rd SUSA Co-Design Workshop from 15-17 September 2025. The program included various activities and focus groups aimed at supporting teachers in developing the course materials that will strengthen digital skills of involved students and professionals in various fields of health and engineering. One day of the workshop was dedicated to discussion of 18 shared learning experiences provide knowledge on various topics related to digital health and important digital skills.

4.12.2 Seminar: Biomedical Engineering – Research, Innovations, Careers

University of Zagreb has launched a new master's degree programme in Biomedical Engineering with the first generation of students enrolled in the academic year 2025. / 2026. The programme is delivered by teachers from the Faculty of Electrical Engineering and Computing (program coordinator), the Faculty of Mechanical Engineering and Naval Architecture, and the School of Medicine. To inform potential students interested in biomedical engineering and to promote the field, a new seminar series was introduced. The seminar consists of 45-minute lectures delivered by distinguished experts from academia and industry. The title of the seminar is "Biomedical Engineering: Research, Innovations, Careers" and its programme was structured to present various areas of biomedical engineering, including challenges of modern health systems, research topics, potential for innovations, and opportunities for career development and jobs.

In addition to lectures, the programme included participation in a student-organised conference on medicine and participation in the panel discussion on biomedical engineering research. The seminar was promoted on the Faculty web site and on the Faculty social media profiles.

The seminar was very well attended with several lectures having more than 100 participants.

The seminar topics were:

	Date	Title
1.	13.3.2025.	Clinical engineering in cardiac therapy dr. sc. Božo Ferek-Petrić, Medtronic
2.	20.3.2025.	Biomedical engineering in the world Professor Ratko Magjarević, University of Zagreb
3.	27.3.2025.	Presentation of the new master's degree program "Biomedical Engineering" at the University of Zagreb Professor Sven Lončarić, University of Zagreb
4.	2.4.2025.	Biological tissue in electric field Professor Igor Lacković, University of Zagreb Digital transformation of health and telemedicine Professor Ratko Magjarević, Professor Željka Lučev Vasić, University of Zagreb
5.	10.4.2025.	Trends and challenges in digital health Dr. sc. Miroslav Končar, Philips Healthcare
6.	17.4.2025.	Biomedical engineering in heart electrotherapy Marta Grotić, Medtronic
7.	15.5.2025.	Artificial intelligence and robotics in digital transformation of health Professor Bojan Jerbić, University of Zagreb
8.	22.5.2025.	Applications of artificial intelligence in bioinformatics
9.	29.5.2025.	Trends in medical imaging
10.	5.6.2025.	Ph.D. Day, panel discussion about biomedical engineering
11.	12.6.2025.	Innovative Approaches for the Design of Customized Insoles: Integrating Emerging Technologies and Sustainable Solutions for Diabetic and Athletic Foot Health

4.12.3 SUSA Champion Activities

University of Zagreb Faculty of Electrical Engineering and Computing has supported the champion-initiative by assigning the duty of academic champion to Professor Ratko Magjarević, President of International Federation of Biological and Medical Engineers (IFMBE). Prof. Magjarević has spread the information about the project SUSA at numerous occasions and events that he attended in his role of IFMBE President.

programme was formed. The committee is composed of five professors and is chaired by Professor Sven Lončarić. The committee's duty is to define admission requirements for the student enrolment, to coordinate enrolment activities, and to oversee delivery of the programme. The committee has held several meetings (in-person and online) about coordination activities for the programme. It has also communicated with teachers in the programme providing guidance on organisational aspects of the programme.

4.12.4 UNIZG-FER Biomedical Engineering Program Delivery Activities

The first generation of students enrolled in the academic year 2025. / 2026. A committee for the Biomedical Engineering master's degree



5. Concluding summary

This document has provided an overview of the co-design process that has led to the creation of the role of academic champion and the SUSA 'offer' to trainers who are participating in the SUSA project.

The document has provided an account of the co-design discussions that have led to an agreed definition of the role of SUSA academic champion. These discussions have identified that it is entirely natural for this role to evolve differently within each partner institution and while the co-design discussions have been respectful of the local autonomy that needs to be respected in this regard there has been due recognition of the high level context that the role will play in achievement of the four overarching SUSA objectives. A comprehensive statement of the essential and desirable responsibilities associated with the role, the relationships that need to be cultivated together with the dimension, skills and scope of the role have been provided.

The document has provided a collective snapshot of the current state of local academic champion activity within SUSA partner academic institutions. It has also considered the nature and scope of the SUSA 'offer' to teachers and trainers who are tasked with the design, creation, promotion and delivery of SUSA courseware. In many instances, these aspects may overlap as SUSA champions will be the vectors that highlight the range and nature of what the SUSA virtual campus has to offer when it comes to the development of new modules, courses and degree programmes or the deployment of new content within existing offerings.

This co-design work is ongoing and will be updated periodically through the agreed SUSA reporting structure so that all stakeholders have a clear and up to date picture of the transformative changes that SUSA is bringing to the academic function of consortium partners.



