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DIGI4Care –
Institutional Action Plan –
University of Oradea, Romania

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Introduction

From Transnational Strategy to Institutional Action: Sustaining the Uptake of Digital Health Solutions

This document forms part of Deliverable D1.4.3 (Output O1.4) of the DIGI4Care project (DRP0200543), co-funded by the European Union through the Interreg Danube Region Programme. The deliverable unfolds within the framework of Specific Objective 1 (SO1) of the project, "Enabling the uptake of digital solutions in healthcare, from prevention to rehabilitation", which culminates in the Digitally Enabled Integrated Care Model Strategy (ICM Strategy, O1.3) and the corresponding institutional-level Action Plans (O1.4), validated by the transnational uptake cases of the SO2 pilots. The Institutional Action Plans represent the final, institution-level layer of the project's strategic work under Work Package 1. They build directly on the Digitally Enabled ICM Strategy (O1.3 / D1.4.2), which serves as the joint roadmap for tackling the key dimensions of introducing digital technologies throughout the patient journey — technology uptake and financing, data, regulatory and ethical aspects, care pathways, and workflow and skills. By translating the ICM Strategy into concrete, institution-level actions that support the integration, uptake and scale-up of the digital health solutions tested in the DIGI4Care pilots, both the Strategy and the Action Plans draw on the evaluation work of Work Package 2, in particular the ICM Evaluation Report (D2.5.2) and the Pilot Evaluation Reports, which consolidate the outcomes, results and lessons learned of the four pilots. Where relevant, the Action Plans also capitalise on other key project results, including the Knowledge Platform and Radar (O1.2), the Training and Capacity-building Toolbox (O3.1), the Data Management Model (O2.2), the Dashboard (O3.2) and the university curricula (D3.3.1). In this way, the Action Plans serve as the bridge between the project's transnational strategic outputs and their sustained, institution-level application after project closure.

The Action Plan document starts with an overview presenting the implementation setting, the related pilot(s) and pilot-tested solutions, the timeframe of the plan and the arrangements for its after-project life, and lists the set of actions the partner commits to deliver. The main part contains the detailed Action Sheets, specifying for each action the technical solution, SMART objectives, implementation milestones, resource allocation, and a framework for monitoring KPIs, mitigating risks, and ensuring the long-term sustainability and after-project life of the results.

Among the eight Institutional-level Action Plans elaborated by the project partners, the present document contains the Institutional Action Plan of he University of Oradea (UO RO), Romania.

Executive Summary

The University of Oradea Action Plan includes three actions. The first action is the development and implementation of a structured digital skills training programme for healthcare professionals, delivered in Romanian, with a target of at least 25 participants and subsequent accreditation. The second action involves creating a digitally equipped student research laboratory that enables 20 students to participate in hands-on training and research activities, with at least 5 practical research sessions conducted. The third action implements simulation-based training for new digital tools for pharmacy students, with at least 25 students completing structured simulation sessions and demonstrating at least a 20 percent improvement in competency assessment scores.

The performance indicators cover both participation numbers and quality metrics, including student satisfaction rates (at least 80 percent positive feedback) and pre-post competency improvement measurements (a minimum 20 percent increase in assessment scores). The identified risks include procurement delays, limited student engagement and technical issues for the research laboratory, and technical difficulties with simulation platforms, low student adaptation to simulation-based learning and insufficient trainer expertise for the simulation training. Corresponding mitigation measures encompass early procurement planning, reliable supplier relationships, buffer time in the timeline, appointment of a dedicated lab coordinator, regular scheduling of activities, pre-testing of tools, IT support during sessions and interactive case scenarios. Sustainability is addressed through embedding: the training programme and simulation modules are designed to become regular components of the university curriculum, while the research laboratory will serve as a platform for future Erasmus and Horizon projects and industry collaborations.

Action Plan Overview

The table below presents the general information on the Action Plan of the University of Oradea:

Institution / Partner	University of Oradea, Romania
Country	Romania
Contact person (name, role, email)	Jurca Tünde, Project Leader, jurcatunde@yahoo.com
Implementation setting	☐ Own institution ☐ With ASP(s) ☐ Pilot organisation(s) ☑ Other: Own institution and external institutions
Related pilot(s) / solutions (if relevant)	Pilot 3, Piloting the introduction of digital solutions in the post- clinical rehabilitation phase in outpatient and long-term care settings in the field of Cardiovascular Diseases (CVDs) and Diabetes
Timeframe of this Action Plan	Start: 01/03/2026 End: 31/12/2026
After-project life	☑ Routine operations ☐ Budget line ☐ Ownership assigned ☐ Other: _____

The following table summarises the actions the University of Oradea commits to deliver within this Action Plan:

Action #	Action title	Dimension(s)	Owner	Start-End
1	Develop and implement a structured digital skills training programme for healthcare professionals (Romanian)	Workflow & skills	UO Romania	03/2026 – 06/2026
2	Create a research lab for students with digital technology and equipment	Tech uptake & financing	UO Romania	05/2026 – 12/2026
3	Implement simulation-based training for new digital tools for pharmacy students	Workflow & skills	UO Romania	06/2026 – 12/2026

Priority Action 1 - Action Sheet

Institution / Partner	University of Oradea, Medicine and Pharmacy Faculty
Target organisation	☑ Own institution ☐ With ASP(s) ☐ Pilot organisation(s) ☐ Other: _____
Related pilot-tested solution / technology	Pilot 3, Piloting the introduction of digital solutions in the post- clinical rehabilitation phase in outpatient and long-term care settings in the field of Cardiovascular Diseases (CVDs) and Diabetes
Dimension(s) (tick)	☐ Tech uptake & financing ☐ Data ☐ Regulatory/ethical ☐ Care pathway ☑ Workflow & skills
Action title (one line)	Develop and implement a structured digital skills training programme for healthcare professionals (Romanian)
Problem/opportunity	Limited availability of structured university education on digital health and assistive technologies for healthcare professionals
Objective (SMART)	Launch a new Romanian training focused on digital health technologies for healthcare professionals by June 2026.
Main steps (bullets)	• Design the training materials and learning objectives • Prepare training materials and case studies from DIGI4Care pilots • Implement the training • Accreditation of training
Timeline (start/end + 3 milestones)	Start: 01/03/2026 End: 30/06/2026 M1: Training structure development

	M2: Training implementation M3: Accreditation of training
Responsible actors	Owner: Medicine and Pharmacy Faculty, UO Sponsor: DIGI4Care project leadership Key contributors (roles): Academic staff, project researchers, digital health experts
Resources & budget / funding	People/time: academic staff preparation time Budget categories: ☐ licence ☐ integration ☑ training ☐ support ☐ other: _____ Rough amount (EUR): 1500 Funding: ☑ internal ☑ external/grant ☐ partner
KPIs + data source	KPI 1: Training programme launched KPI 2: Minimum 25 participant enrolled Data sources: University study system and course records
Risks + mitigations (max 3)	1) Lack of teaching capacity → involve DIGI4Care experts as guest lecturers 2) Limited student interest → promotion within study programmes
Sustainability & after-project life	How will this remain active after the project? Course becomes part of the regular curriculum at UO. How will it support scale-up/transfer? Supports scale-up by training future professionals in digital health implementation.

Priority Action 2 - Action Sheet

Institution / Partner	University of Oradea, Medicine and Pharmacy Faculty
Target organisation	☑ Own institution ☐ With ASP(s) ☐ Pilot organisation(s) ☐ Other: _____
Related pilot-tested solution / technology	Pilot 3, Piloting the introduction of digital solutions in the post- clinical rehabilitation phase in outpatient and long-term care settings in the field of Cardiovascular Diseases (CVDs) and Diabetes
Dimension(s) (tick)	☑ Tech uptake & financing ☐ Data ☐ Regulatory/ethical ☐ Care pathway ☐ Workflow & skills
Action title (one line)	Create a research lab for students with digital technology and equipment
Problem/opportunity	Students often lack access to modern digital technologies and hands-on research infrastructure, limiting their ability to develop practical skills and engage in innovative, interdisciplinary work.
Objective (SMART)	The Faculty of Medicine and Pharmacy will establish and operationalize a digitally equipped student research laboratory, enabling 20 students to actively participate in hands-on training and research activities, thereby enhancing their practical competencies in digital technologies and applied biomedical research, by the end of 2026.
Main steps (bullets)	• Identify the required digital technologies, equipment, and research areas, and

	define the lab structure, budget, and objectives aligned with student training needs • Procurement and infrastructure setup • Training and onboarding of students • Implementation and evaluation of activities
Timeline (start/end + 3 milestones)	Start 05/2026 End 12/2026 Milestone 1 – Lab Setup Completed: The research laboratory is fully equipped, installed, and operational, including all digital technologies and infrastructure. Milestone 2 – Students Trained and Onboarded Milestone 3 – First Research Activities Implemented and Evaluated
Responsible actors	Owner: Medicine and Pharmacy Faculty, Oradea Sponsor: DIGI4Care project leadership Key contributors (roles): Academic staff, technology experts, project partners
Resources & budget / funding	People/time: academic staff preparation time Budget categories: ☐ licence ☐ integration☐ training ☑ support ☐ other: _____ Rough amount (EUR): 3000 Funding: ☑ internal ☑ external/grant ☐ partner
KPIs + data source	KPI 1: Number of students trained and actively using the lab (target: 20) Data source: Attendance lists, training records, lab access logs KPI 2: Number of practical research sessions conducted (target: ≥5 sessions)

	Data source: Activity reports, lab schedule, session documentation KPI 3: Student satisfaction and skills improvement level (target: ≥80% positive feedback) Data source: Evaluation questionnaires, feedback surveys, assessment form
Risks + mitigations (max 3)	Risk 1: Delays in procurement and equipment installation Risk 2: Limited student engagement or insufficient digital skills Risk 3: Technical issues or underutilization of equipment Mitigation: Plan procurement early, work with reliable suppliers, and include buffer time in the timeline. Ensure technical support and maintenance, appoint a responsible lab coordinator, and schedule regular lab activities to maximize usage.
Sustainability & after-project life	The lab will be embedded in regular courses and practical modules, ensuring continuous use by future student cohorts. The lab will serve as a platform for future Erasmus/Horizon projects and collaborations with industry, securing additional funding and long-term development.

Priority Action 3 - Action Sheet

Institution / Partner	University of Oradea, Medicine and Pharmacy Faculty
Target organisation	☑ Own institution ☐ With ASP(s) ☐ Pilot organisation(s) ☐ Other
Related pilot-tested solution / technology	Pilot 3, Piloting the introduction of digital solutions in the post- clinical rehabilitation phase in outpatient and long-term care settings in the field of Cardiovascular Diseases (CVDs) and Diabetes
Dimension(s) (tick)	☐Tech uptake & financing ☐ Data ☐ Regulatory/ethical ☐ Care pathway ☑ Workflow & skills
Action title (one line)	Implement simulation based training for new digital tools for pharmacy students
Problem/opportunity	Pharmacy students often have limited access to real-life clinical or technological environments, making it difficult to safely develop competencies in using new digital tools and decision-making processes. Simulation-based training provides a controlled, risk-free environment where students can repeatedly practice and master digital tools, enhancing clinical reasoning, technical skills, and readiness for real-world pharmacy practice.
Objective (SMART)	By 31 December 2026, the Faculty of Pharmacy in Oradea will design and implement a simulation-based training program for new digital tools, enabling at least 25 pharmacy students to successfully complete structured

	simulation sessions and demonstrate improved competencies in digital health technologies and clinical decision-making.
Main steps (bullets)	• Needs assessment and curriculum design • Development of simulation content and setup • Training delivery for students • Evaluation and optimization
Timeline (start/end + 3 milestones)	Start 06/2026 End 12/2026 Milestone 1 – Simulation Program Developed Milestone 2 – Training Delivered to Students Milestone 3 – Evaluation Completed and Outcomes Validated
Responsible actors	Owner: UO – research team Sponsor: DIGI4Care project leadership Key contributors (roles): Pilot partners, care providers, digital health experts
Resources & budget / funding	People/time: research and preparation Budget categories: ☐ licence ☐ integration ☐ training ☑ support ☐ other: _____ Rough amount (EUR): 1500 Funding: ☑ internal ☑ external/grant ☐ partner
KPIs + data source	KPI 1: Number of students completing simulation training (target: ≥25), Data source: Attendance records, training completion certificates KPI 2: Improvement in digital and clinical competencies (target: ≥20% increase in assessment scores), Data source: Pre-and

	post-training tests, performance evaluation forms
Risks + mitigations (max 3)	Risk 1: Technical difficulties with simulation platforms or software Risk 2: Low student engagement or adaptation to simulation-based learning Risk 3: Insufficient trainer expertise in digital tools or simulation methods Mitigation: Ensure pre-testing of all tools, provide IT support during sessions, and use interactive and realistic case scenarios, provide guidance and feedback.
Sustainability & after-project life	The simulation-based training will be embedded into regular pharmacy courses and practical modules, ensuring continuous use and long-term impact for future student cohorts. The simulation platform can be extended to train other students, healthcare professionals, and external partners, creating opportunities for new collaborations, projects, and funding streams.

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