

## Curriculum of the University course (ULG)

### Entrepreneurship in Digital Health [EDITH]

Master of Science (Continuing Education) - in short MSc (CE)  
according to § 56 University Law 2002 (UG)

BGBI I 2002/120 as amended

Version 01

#### Decision and Revision-history

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## § 1 General information

The university course Entrepreneurship in Digital Health [EDITH] is conducted internationally as a joint study program with the University for Continuing Education Krems (Donau-Universität Krems) in Austria, the Medical University of Lodz in Poland, and the University of Naples Federico II in Italy (§ 54d UG as amended). The consortium is led by the Medical University of Graz. The university course is based on the Austrian University Law (UG), BGBl. I No. 120/2002 as amended, the study regulations of the Statute of the Medical University of Graz, the directive for university courses of the Medical University of Graz as amended, as well as the applicable law of the involved countries or partner universities.

The workload for the university course Entrepreneurship in Digital Health [EDITH] is 120 ECTS credits. This corresponds to an intended duration of study of 4 semesters. The academic year and semester allocation are determined by the provisions of the Austrian University Law 2002 (UG) as amended. Graduates are awarded the academic degree Master of Science (Continuing Education), abbreviated as "MSc (CE)".

All achievements to be provided by the students are allocated ECTS credits. ECTS credits are based on the workload for all learning activities (including all preparation and follow-up activities) that students typically have to invest to achieve the expected learning outcomes. 1 ECTS credit corresponds to 25 actual hours.

## § 2 Requirements for admission

- (1) Requirements for admission to the university course Entrepreneurship in Digital Health [EDITH] are:
  - Completion of a relevant bachelor's degree program with at least 180 ECTS credits,

or

  - Completion of another relevant degree program of at least the same level of higher education at a recognized domestic or foreign post-secondary educational institution.
- (2) The language of instruction is English. The study program requires proficiency in the English language at the B2 level (Common European Framework of Reference for Languages) at least.
- (3) The course management may request a personal admission interview from any applicant.
- (4) Admission is subject to the availability of study places. The allocation of study places is based on the sequence of binding registrations after proof of meeting all admission requirements.
- (5) Admission decisions are made by the Rectorate upon the proposal of the course management or a Selection Committee of EIT Health - European Institute of Innovation and Technology.
- (6) Admission to the joint study program is to be carried out by the individual universities participating in the joint study program for a predetermined number of students as the home university. Students admitted to the Medical University of Graz as their home university remain enrolled at the Medical University of Graz for the entire duration of their studies. For parts of the university course conducted under the responsibility of a partner university, students are nominated by the home university and additionally admitted to the respective partner university.

- (7) Completion of individual modules as further education events is possible subject to available capacities. The selection and approval are the responsibility of the course management.

## § 3 Qualifications Profile, Professional Fields, and Target Groups

### A. Subject of the university course

Digital solutions for maintaining, improving, or restoring health and treatment quality are urgent needs in the healthcare sector and are being promoted worldwide. The university course Entrepreneurship in Digital Health [EDITH] addresses this development and provides knowledge, skills, and abilities in the fields of Digital Health, innovation, and entrepreneurship. Through a practical approach, combining expertise, coaching, and networking opportunities, successful entrepreneurship in the Digital Health sector is facilitated.

### B. Qualifications Profile and Learning Outcomes

The aim of the course is to acquire knowledge, skills, and abilities that enable engagement in the interdisciplinary field of Digital Health and/or entrepreneurship in this area.

Graduates of the university course Entrepreneurship in Digital Health are capable of:

- Analyzing the digital transformation of healthcare systems or the use of data analytics, artificial intelligence, and machine learning to optimize workflows and improve patient outcomes.
- Applying knowledge of key business models in digital health to develop strategic scenarios for healthcare companies and implementing them.
- Communicating the importance of data organization for improving decision-making and value creation from data and identifying improvement opportunities using new technologies.
- Applying their knowledge of risk management and risk mitigation through innovative strategies, products, or services and developing concepts for business growth and competitiveness through appropriate innovation management.
- Demonstrating their cultural expertise in healthcare provision and evaluating external and internal environmental factors and their impacts on foreign markets.
- Creating demonstrators and prototypes for innovative digital solutions, including mobile applications and services

### C. Need and Relevance of the University Course for Science, Society, and the Job Market

The university course is aligned with the current demands of the healthcare sector, particularly within the booming industry of digital health products. Many aspiring or even experienced

entrepreneurs have limited knowledge in the field of Digital Health, while researchers may lack understanding in Entrepreneurship. The expansion of digital healthcare is internationally recognized as an urgent requirement in the healthcare market.

#### D. Target Audience

The university course is aimed at professionals in the healthcare sector, entrepreneurs, and innovators who have an intrinsic interest in developing and bringing digital health products or digital services to the market.

### § 4 Structure and Organization

The university course Entrepreneurship in Digital Health [EDITH] spans 4 semesters and comprises 17 modules, including a final thesis. A total of 120 ECTS credits are awarded for the achievements.

The sequence of modules is not hierarchical and may be subject to changes by the course management.

### § 5 Teaching Formats and Learning Methods

The following descriptions apply to courses offered at the Medical University of Graz.

The university course Entrepreneurship in Digital Health [EDITH] can be completed while working. To accommodate employment and studies, the following teaching and learning formats are utilized in the organization of the course (see § 22 para 3 of the Study Regulations).

Courses may be offered as virtual learning units using information and communication technologies. Virtual teaching can complement or replace in-person teaching in certain areas.

The curriculum offers the following teaching formats:

- (1) Seminars (SE) are research- or theory-oriented courses that serve the reflection and/or discussion of specific scientific issues; seminars are courses with inherent examination character and may, for example, conclude with a written examination paper; attendance is mandatory;
- (2) Seminars with Exercises (SX) are courses with inherent examination character, combining seminars and exercises, and may conclude, for example, with a written examination paper; attendance is mandatory;
- (3) Internships (PR) serve professional training or complement scientific education meaningfully; detailed regulations are to be included in the curricula;

All types of courses mentioned under (1) to (3) are considered courses with inherent examination character. Attendance can be fulfilled physically and/or virtually

The following learning methods are employed:

- (1) E-Learning: Forms of learning where electronic or digital media are used for the presentation and distribution of learning materials and/or to support interpersonal communication;

- (2) Problem-Oriented Learning (POL): is a learning method characterized by students largely independently finding a solution to a given problem. Students learn to analyze a topic or question, find and use suitable sources of information, and finally compare, select, and implement solutions.

## § 6 Language of Instruction

The course is conducted in English.

Specialist literature is provided in English..

## § 7 Designation of Compulsory and Elective Subjects

- (1) The university course Entrepreneurship in Digital Health [EDITH] is conducted by the following four universities, which have committed to its implementation through written agreements within the framework of "EIT Health - European Institute of Innovation and Technology":

MUG	Medizinische Universität Graz
UWK	Universität für Weiterbildung Krems (Donau-Universität Krems)
MUL	Medical University of Lodz
UNINA	Università degli Studi di Napoli Federico II

- (2) The courses or modules successfully completed at the participating universities are recognized by all universities through the respective academic authority responsible for this curriculum and must be accepted.
- (3) The modules and examinations are listed below with module title, course title, course format (Type), ECTS credits (ECTS), and the type of performance review (Performance Review; i, immanent; s, single examination). The module descriptions are located in Appendix I.

Module	Modul/Course	Type	Units	ECTS	Performance Review
<b>Module 01: The healthcare system &amp; the use of data - Responsible: MUL</b>					
01.1	Overview of the health system, current trends and challenges	SE	12	2	i
01.2	New technologies and data in the health system	SE	12	2	i
01.3	Regulatory framework and data protection	SE	6	1	i
<b>Module 02: Business models for digital healthcare - Responsible: MUL</b>					
02.1	Business model: from theory to practice	SE	24	3	i
02.2	Design and appraisal of business models in digital health	SE	16	2	i
<b>Module 03: Healthcare data management - Responsible: UNINA</b>					
03.1	Introduction to data management	SE	6	1	i
03.2	Healthcare data management: from theory to practice	SE	6	1	i
03.3	Developing a data strategy	SE	9	1,5	i
03.4	Data Processes and technology	SE	9	1,5	i
<b>Module 04: New technologies in health I - Responsible: MUL</b>					
04.1	Diffusion and regulation of new technologies in health	SE	20	2,5	i
04.2	Additive manufacturing, digital twin and augmented operating room	SE	20	2,5	i
<b>Module 05: New technologies in health II - Responsible: MUL</b>					
05.1	Overview of the role of technology in healthcare innovation and its impact on the industry	SE	6	1	i
05.2	Digital twins and companion app: applications and implications in healthcare	SE	6	1	i
05.3	Strategies for patient-centric design and development	SE	6	1	i
05.4	Application of virtual reality in healthcare: potential and limitations	SE	6	1	i
05.5	Growth hacking in the healthcare industry: principles and strategies	SE	6	1	i
<b>Module 06: Cross cultural competence in digital health - Responsible: UWK</b>					
06.1	Dimensions/Aspects of CCC	SE	30	5	i
<b>Module 07: Digital transformation and innovation for healthcare sustainability - Responsible: UNINA</b>					
07.1	Digital transformation: the role of innovation	SE	6	1	i
07.2	Introduction to digital health	SE	9	1,5	i
07.3	Digital platforms for a patient centeredness	SE	9	1,5	i
07.4	Digital technologies for healthcare resilience and sustainability	SE	6	1	i
<b>Module 08: Methods of collaboration and valorisation of innovation - Responsible: MUL</b>					

08.1	From the industrial company to the digital startup: the emergence of collaboration	SE	6	1	i
08.2	The digital transformation of traditional companies: a new form of transformation through innovative project management	SE	6	1	i
08.3	New forms of governance and organization in the company	SE	6	1	i
08.4	The future of innovative project management: an open, participatory and ephemeral model	SE	6	1	i
08.5	Resourcing the means necessary for successful innovation	SE	6	1	i
<b>Module 09: Leadership, sustainability, ethics &amp; data - Responsible: MUL</b>					
09.1	The different management styles through the major phases of management history, from the 1960s to 2020 and the major differences between management and leadership	SE	6	1	i
09.2	How to create a feedback culture in a team & behavioural profiles	SE	6	1	i
09.3	Self-marketing, through the rules of building a resume and improving your linked In profile	SE	6	1	i
09.4	Understanding sustainable development goals (SDGs) and the role of innovation in achieving SDGs	SE	6	1	i
09.5	Ethics and social responsibility in professional activities	SE	6	1	i
<b>Module 10: International entrepreneurship - Responsible: UWK</b>					
10.1	Dimensions/Aspects of international entrepreneurship	SE	30	5	i
<b>Module 11: Go to market strategies - Responsible: UNINA</b>					
11.1	Trends, scenarios, and challenges of healthcare go to market	SE	9	1,5	i
11.2.	How to develop and implement a healthcare go to market strategy	SE	9	1,5	i
11.3	Analysing the pillar of go to market strategy	SE	12	2	i
<b>Module 12: Digital health prototyping - Responsible: MUL</b>					
12.1	Fast prototyping and product validation	SE	6	1	i
12.2	Prototyping techniques	SE	12	2	i
12.3	Prototyping techniques workshops	SX	12	2	i
<b>Module 13: Business Lab - Responsible: MUG</b>					
13.1	Real-World Challenges in health & solutions	SE	6	1	i
13.2	Pitch training and pitch presentation	SE	12	2	i
<b>Module 14: Summer School - Responsible: MUL</b>					
14.1	Theory revision	SE	6	1	i
14.2	Practical prototyping of digital solutions	SX	24	4	i
<b>Module 15: Citizens &amp; patients activities - Responsible: respective Home</b>					



	<b>University</b>				
15.1	Citizens & patients activities	SX	12	2	i
	<b>Module 16: Project development - Responsible: Respective Home University</b>				
16.1	Internship	PR		20	i
	<b>Module 17: Master thesis including defense - Responsible: Respective Home University</b>				
17.1	Master thesis including defensio			30	s

## § 8 Examination Regulations

The following rules apply to the Medical University of Graz; different rules may apply at partner universities.

- (1) The provisions of §§ 72 ff UG idgF and the provisions of the academic part of the Statutes of the Medical University of Graz apply.
- (2) Before the master's thesis can be assessed, a positive completion of all other examination subjects of the university course must be obtained.

### (3) Course Examinations

All courses listed in this ULG have inherent examination character. They are completed by assessing continuous participation and additional requirements, which are announced by the course instructor(s) according to § 76 para 2 UG idgF before the start of the semester. For examination-inherent courses, physical and/or virtual attendance of 85% is required. The assessment of performance follows the grading scale specified in § 72 para 2 UG idgF.

### (4) Repetition of Examinations

The repetition of examinations is regulated in § 41 para 10 of the academic part of the Statutes concerning study law.

### (5) Recognition of Examinations

The recognition of courses and examinations is carried out in accordance with § 78 UG upon application by the students to the competent organ for academic matters. A prerequisite for the recognition of examinations is, in any case, that there are no significant differences regarding the acquired competencies (learning outcomes). The recognition of a scientific thesis is excluded.

## § 9 Study law

- (1) The competent authorities of the admitting home university (see § 2 [6]) are responsible for the implementation of the academic regulations in all matters that do not solely concern one or more specific courses and/or examinations. This includes, in particular, the execution of continuation reports, the issuance of confirmations, certificates, and documents related to the study, as well as the final certificates, the awarding of the intended academic degree, leave of absence, tuition fees, approval of taking examinations at another university or college of education, the expiration of admission, and the revocation of academic degrees.
- (2) The implementation of the academic regulations in all matters that only concern one or more specific courses and/or examinations is the responsibility of the competent authorities of the educational institution to which the respective course or examination is assigned (see § 7 [3]). This includes, in particular, the regulations regarding students' rights to alternative examination methods and requests regarding the examiners, the repetition of examinations, the recognition of examinations, legal protection in examinations, and the invalidation of assessments.
- (3) When implementing the academic regulations, the applicable academic regulations of the educational institution whose competent authorities are responsible for the respective matter according to (1) and (2) apply.

## § 10 Master's Thesis

- (1) For the purpose of jointly supervising the master's thesis within the collaborative study program, students choose a main supervisor from their home university and another supervisor from one of the participating partner universities, with the approval of both universities.
- (2) For the supervision, submission for assessment, and assessment of the master's thesis, the academic regulations of the partner university to which the main supervisor of the master's thesis is assigned, i.e., the home university, apply. The competent academic authority of the home university is responsible for implementing the academic regulations.

The following rules apply to master's theses at the Medical University of Graz; different rules may apply at partner universities.

- (3) Each participant in the course must write a master's thesis on a topic specific to the program, which corresponds to the guidelines for the preparation of a master's thesis in a university course at the Medical University of Graz.
- (4) The defense of the master's thesis can be conducted in person and/or under the conditions of § 44 para 2 of the academic regulations concerning study law, using technical facilities for word and image transmission.
- (5) 30 ECTS credits are awarded for the master's thesis and its defense.
- (6) The master's thesis must contain theoretical and application-oriented parts and serves as evidence of the ability to independently develop scientific topics in the field of Entrepreneurship in Digital Health in accordance with current content, scientific, and methodological standards.
- (7) The topic assignment of the master's thesis must be formulated in such a way that it can be completed by the student within six months and is reasonable.
- (8) Legal provisions and the guidelines for the preparation of a master's thesis in a university course at the Medical University of Graz must be observed during the processing of the topic and the supervision of the master's thesis.

## § 11 Graduation

Upon successful completion of all performance assessments specified in this curriculum and the positive assessment and defense of the master's thesis, the student receives a certificate confirming the completion of the university course. Graduates are awarded the academic degree of -

### **Master of Science (Continuing Education), abbreviated as MSc (CE)**

- by the Medical University of Graz in accordance with § 87 para 2 UG.

The program corresponds to level 7 of the European Qualifications Framework and entitles access to doctoral studies.

The academic degree of MSc (CE) awarded upon completion of the university course Entrepreneurship in Digital Health [EDITH] is equivalent to the national academic degrees awarded by the partner universities.

## § 12 Maximum Duration of Studies

The maximum duration of studies is 6 semesters (see § 56 para 7 UG).

## § 13 Leadership

The appointment of the scientific and organizational course management and their deputies, as well as the (for interdisciplinary courses) subject-specific course management and their deputies, is carried out in accordance with the Directive for the Establishment and Implementation of University Courses (ULG) at the Medical University of Graz.

## § 14 Organizer

The university course Entrepreneurship in Digital Health [EDITH] is conducted as a joint study program with the University for Continuing Education Krems (Donau-Universität Krems), the Medical University of Lodz, and the University of Naples Federico II in accordance with § 56 para 3 in conjunction with 54d UG. In addition, cooperation agreements (Joint Agreements) are concluded with the non-academic legal entities Boehringer Ingelheim RCV GmbH & Co KG and Digital Pharma Lab (d2a). The rights and obligations of the cooperation partners are regulated in a cooperation agreement.

## § 15 Quality Assurance

- (1) The university course Entrepreneurship in Digital Health [EDITH] is integrated into the quality management system of the Medical University of Graz. With the participation of students, lecturers, course management, and the member of the Rectorate responsible for study and teaching, courses of the university course and the course as a whole are evaluated (see ULG Directive Medical University of Graz).
- (2) The quality management of the university course Entrepreneurship in Digital Health [EDITH] regarding the courses held at the respective partner universities is carried out in accordance with the respective regulations of the participating universities.

## § 16 Entry into Force

The curriculum comes into effect upon publication in the bulletin of the Medical University of Graz.

## Appendix I - Module descriptions

<b>Module Title:</b>	01-The health system & the use of data
<b>Workload</b>	5 ECTS
<b>Contents</b>	<p>Basic knowledge of Digital Health:</p> <ul style="list-style-type: none"> <li>• Healthcare systems and their infrastructure</li> <li>• Digital technologies in healthcare and their impacts on stakeholders</li> <li>• Big Data, machine learning, and artificial intelligence for optimizing workflows and improving treatment outcomes</li> <li>• New actors in the healthcare sector</li> <li>• Economic impacts of digital technologies</li> <li>• Data privacy and security aspects in the healthcare system</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Outline digital technologies and their impacts,</li> <li>• analyze the digital transformation or the use of data analysis, artificial intelligence, and machine learning,</li> <li>• classify new technologies in the healthcare system,</li> <li>• evaluate the economic impacts of digital technologies in healthcare, including opportunities for cost reduction and revenue enhancement,</li> <li>• assess challenges in managing and securing sensitive health data,</li> <li>• evaluate concepts of data generation and data privacy,</li> <li>• organize exemplary implementation of data management best practices while adhering to legal requirements</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-Learning, interactive seminars, group work on case studies with result presentations, active participation
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	MUL

<b>Module Title</b>	02-Business models for digital healthcare
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• The concept of "business model"</li> <li>• Advances in business model theory in the context of the digital economy</li> <li>• Tools for analyzing and designing a business model</li> <li>• Perspectives on assessing the attractiveness and sustainability of a business model</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a detailed and comprehensive understanding of the business model concept, its dynamics, and the role it plays in innovation</li> <li>• Classify business models of existing companies</li> <li>• Design innovative and sustainable business models</li> <li>• Justify the application of specific business models</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	<p>E-Learning, group work, presentation, active participation, case study analysis (oral presentation), conception and evaluation of the business model of an existing or future startup (report and oral presentation), oral group presentation for analyzing specific questions.</p> <p>Group work: report and oral presentation on the future business model of a startup in the Digital Health sector, individual assessment of a future-oriented business model presented by another group</p>
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	MUL

<b>Module Title</b>	03-Healthcare data management
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• General data management</li> <li>• Healthcare data management: from theory to practice</li> <li>• Development of a data strategy, data processes, and technology</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Justify the importance of data organization and value creation from data</li> <li>• Assess the role of new technologies</li> <li>• Choose different analysis approaches, new descriptive/prescriptive modeling</li> <li>• Recognize the lifecycle of healthcare data</li> <li>• Perform data organization based on data creation, secure storage, organization, process registration, and destruction</li> <li>• Classify the main data management systems and possible HDM strategies</li> <li>• Evaluate the latest technologies and platforms for managing medical data</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-Learning, interactive seminar with interactive lectures, discussion, group work, online test, active participation, homework
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	UNINA

<b>Module title</b>	04-New technologies in health I
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Gartner Hype Cycle and its application to the healthcare industry</li> <li>• Regulatory environment of new technologies in healthcare</li> <li>• Identification of barriers</li> <li>• Pricing for medical services or reimbursement rules</li> <li>• Ecosystem resistance</li> <li>• Additive Manufacturing</li> <li>• Digital twins</li> <li>• Augmented operating room</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze general patterns in the adoption of new technologies in healthcare</li> <li>• Determine the regulatory environment of new technologies in healthcare</li> <li>• Predict barriers to the implementation of new technologies in healthcare</li> <li>• Explain the function and performance of the examined technologies to a lay audience</li> <li>• Evaluate the maturity level of the examined technologies</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-Learning, business case: Group work (oral presentation) and seminar paper.
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	MUL



<b>Module title</b>	05-New technologies in health II
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Unstructured data and its management</li> <li>• Digital twins / Companion apps and their application in healthcare</li> <li>• Use of companion apps for monitoring and managing patient health</li> <li>• Consideration of patients/customers in health innovations</li> <li>• Trends in patient engagement and co-creation</li> <li>• Application of virtual reality, advancements, and applications in healthcare</li> <li>• Growth hacking</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify gaps in healthcare delivery that can be addressed with technology and data</li> <li>• Apply growth-hacking strategies to entrepreneurship in healthcare</li> <li>• Evaluate new technologies in healthcare and assess their potential impacts on the healthcare system</li> <li>• Recommend new (digital) healthcare solutions</li> <li>• Conduct innovation projects</li> <li>• Evaluate unstructured health data as a basis for decision-making and innovation in healthcare</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-Learning, interactive workshops and debates, guest speakers, team projects and presentations, written assessments, team-based project work, and oral presentations
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	MUL

<b>Module title</b>	06-Cross cultural competence in digital health
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Cross-cultural competence</li> <li>• Challenges and requirements of the globalized economy and internationalization of companies</li> <li>• Effects and handling of cultural differences</li> <li>• Transfer of cross-cultural competence</li> <li>• Problem-solving approaches and decision-making</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on principles, boundaries, and alternatives of cultural frameworks</li> <li>• Analyze the impact of intercultural differences in various management areas</li> <li>• Contrast project and time management between poly- and monochronic cultures</li> <li>• Support negotiation worldwide</li> <li>• Select conflict management approaches between cultures with direct/indirect or low-context/high-context communication cultures</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-Learning, reflective approach, moderated exchange, expert discussions, group work and individual work, best/worst-case scenarios with varying difficulty levels, active participation, discussion, reflection, oral presentation, written concept development
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	UWK

<b>Module title</b>	07-Digital transformation and innovation for healthcare sustainability
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Digital transformation in healthcare and the key role of innovation</li> <li>• Crisis management in healthcare</li> <li>• Sustainability in healthcare</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Summarize the potential of innovations for addressing healthcare crises</li> <li>• Evaluate innovations and intellectual property rights (IPR) methods that are changing the European healthcare scenario</li> <li>• Advocate for innovative strategies, products, or services</li> <li>• Assess healthcare needs and the utilization of AI/machine learning</li> <li>• Support healthcare management within the framework of healthcare provision (wearable technology)</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-Learning, discussion, group work, active participation, online test, and oral presentation of a case report
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	UNINA

<b>Module title</b>	08-Methods of collaboration and valorisation of innovation
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Valorization of innovation</li> <li>• Steps for effective innovation management at the company level</li> <li>• Concepts, tools, and methods of innovation management</li> <li>• Strategies for project financing</li> <li>• Problem-solving and decision-making</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the difference between innovation management and traditional project management</li> <li>• Select appropriate innovation management for company growth</li> <li>• Evaluate and apply new forms of leadership and organization</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-Learning, business case, active participation, discussion, group work, oral presentation, written elaboration of a case report
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	MUL

<b>Module title</b>	09-Leadership, sustainability, ethics & data
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Individual leadership</li> <li>• Goals for sustainable development and ethics</li> <li>• Collective leadership and ethics</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate leadership skills and teamwork abilities</li> <li>• Communicate the importance of leadership in achieving team results</li> <li>• Compare different leadership styles and their automatic reactions</li> <li>• Defend a culture of feedback and delegation</li> <li>• Apply negotiation skills and self-marketing tools</li> <li>• Evaluate ethical and social aspects within management decisions</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-learning, participatory workshops, group discussion and exchange, active participation, group presentation of business cases, individual logbook (written)
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	MUL

<b>Module title</b>	10-International Entrepreneurship
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Digital Health at an international level</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze external and internal environmental factors in the international healthcare industry</li> <li>• Compare the latest concepts of international entrepreneurship</li> <li>• Recommend a business strategy for an internationally operating digital SME (Small and Medium-sized Enterprise)</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-learning, group discussion, moderated discussion, mindset practices, journal review, and homework
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	UWK

<b>Module title</b>	11-Go to market strategies
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Objectives of the go-to-market strategy in healthcare</li> <li>• Types of go-to-market strategies</li> <li>• Development of a go-to-market strategy</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate current trends that are reshaping products and services in healthcare</li> <li>• Recommend an appropriate go-to-market strategy for companies or startups in healthcare</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-learning, group work, case studies and discussions, active participation and oral presentation, online tests, written reports
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	UNINA

<b>Module title</b>	12-Digital health prototyping
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Principles of rapid prototyping</li> <li>• Methods for validating prototypes</li> <li>• Range of prototyping techniques in the development of digital health solutions</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare and combine various prototyping techniques based on the tested innovative solution</li> <li>• Create demonstrators and prototypes for innovative digital solutions, including mobile applications and services</li> <li>• Plan the process of prototype validation with future users and other stakeholders, including external investors</li> <li>• Evaluate the results of validation</li> <li>• Recommend further steps for product iteration</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-learning, online workshops, discussions, presentations, teamwork, online tests
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	MUL



<b>Module title</b>	13-Business Lab
<b>Workload</b>	3 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Needs-based innovation and design thinking</li> <li>• Tools for addressing challenges in the healthcare industry</li> <li>• Identification of needs in healthcare</li> <li>• Business model development, project presentation, and pitching</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze real challenges in the healthcare industry</li> <li>• Evaluate tailored/potential solutions for healthcare / specific healthcare problems</li> <li>• Synthesize background information and market demand for innovations in healthcare</li> <li>• Present their own innovative solutions that correspond to healthcare needs to the team</li> <li>• Forecast the pros and cons of proposed solutions before an expert panel and other participants</li> <li>• Evaluate the solutions proposed by other participants</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-learning, online workshops, active participation, presentation of proposed solutions to experts and participants, written assignment
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	MUG

<b>Module title</b>	14-Summer School
<b>Workload</b>	5 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• From idea to MVP phase</li> <li>• IT prototyping techniques: e.g., 3D design and print, Arduino electronics, web and mobile applications and services</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Compare fast prototyping techniques</li> <li>• Discuss the combination of the most suitable fast prototyping techniques for their own innovative solution (in teams)</li> <li>• Develop their own prototypes</li> <li>• Evaluate the characteristics of the prototypes</li> <li>• Clearly communicate the created prototypes to both expert and lay audiences.</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	<p>The summer school is preceded by the Digital Health Prototyping module, which provides the essential theoretical input and a repository that can be utilized during the summer school.</p> <p>The workshops include: solution development idea, brief recap of key theoretical elements, teamwork (hands-on training and building of prototypes), brief presentation of the solution and the created prototype to industry experts.</p>
<b>Recommended Prerequisites</b>	12 - Digital Health and Prototyping
<b>Responsible University</b>	MUL

<b>Module title</b>	15-Citizens & patients activities
<b>Workload</b>	2 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Solution approaches for specific problem statements</li> <li>• Presentation of the solution approaches</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, analyze, and formulate problem statements in national and/or international healthcare systems</li> <li>• Apply the acquired skills to concrete healthcare-related problem statements</li> <li>• Present solution approaches to a wide audience</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	E-learning, Problem-Oriented Learning (POL), teamwork, discussion, presentation
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	Respective Home University

<b>Module title</b>	16-Project development
<b>Workload</b>	20 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>The aim of this module is to gain professional experience that provides meaningful, practical work related to Digital Health. The internship should offer students the opportunity to explore and develop their career path and acquire new skills.</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>Apply acquired knowledge in Entrepreneurship in Digital Health and soft skills in practical activities</li> <li>Learn new practical and/or theoretical skills</li> <li>Develop and implement a business idea relevant to the healthcare sector</li> <li>Collaborate effectively within a team</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	Internship, written reflective report
<b>Recommended Prerequisites</b>	none
<b>Responsible University</b>	Respective Home University

<b>Module title</b>	17-Master thesis
<b>Workload</b>	30 ECTS
<b>Contents</b>	<ul style="list-style-type: none"> <li>• Theoretical or practical work in the field of Entrepreneurship in Digital Health</li> </ul>
<b>Learning Outcomes</b>	<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Independently address scientific questions in the field of Entrepreneurship in Digital Health</li> <li>• Solve problems using scientific methods</li> <li>• Apply the principles of good scientific practice</li> <li>• Defend the results in front of a professional audience</li> </ul>
<b>Teaching and Learning Activities/Methods</b>	Master's thesis with defense
<b>Recommended Prerequisites</b>	Prior to the evaluation of the master's thesis, a positive completion of all other examination subjects of the university course is required.
<b>Responsible University</b>	Respective Home University

## Appendix II - List of Abbreviations

BGBI	Federal Law Gazette (Bundesgesetzblatt)
CE	Continuing Education
ECTS	European Credit Transfer and Accumulation System
eg.	Exempli gratia (for example)
EIT Health	European Institute of Innovation and Technology
i.e.	Id est (that is)
idgF	In the current version (in der geltenden Fassung)
MUG	Medical University of Graz (Medizinische Universität Graz)
MUL	Medical University of Lodz
Para	Paragraph
POL	Problem Oriented Learning
PR	Internship (Praktikum)
RN	Randnummer
SE	Seminar
Stk	Stück
SX	Seminar with exercises
UG	Austrian University Law (Bundesgesetz über die Organisation der Universitäten und ihre Studien (Universitätsgesetz 2002 - UG), BGBl I 2002/120 idgF)
ULG	University course (Universitätslehrgang)
UNINA	Università degli Studi di Napoli Federico II
UWK	Universität für Weiterbildung Krems (University for Continuing Education Krems)