MISS4health

Micro-credentials in Soft Skills for Healthcare Professionals and Students

Newsletter #5

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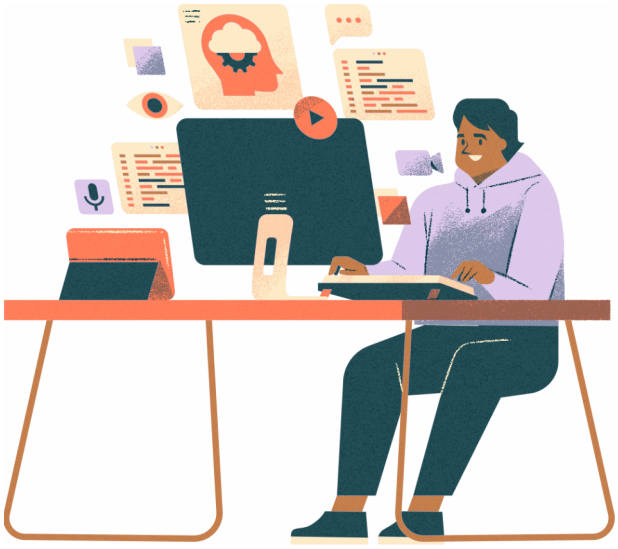

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MISS4Health Project

Why?

Currently, there is no proper learning schema based on MOOC and micro-credentials for healthcare professionals and students (HPS) in soft skills. Thus, MISS4Health will improve competences in soft skills using a modular Massive Open Online Course (MOOC) based on micro-credentials at EU level that certificates these competences and the pedagogical value of the MOOC. This way, Higher Education Institutions (HEIs) and Vocational Education and Training (VET) institutions will have the opportunity to offer shorter, more flexible, accredited programs.

How?

MISS4Health includes four work packages (WPs) to develop and validate the MOOC based on micro-credentials. These WPs cover curricular design, content creation, micro-credentials establishment and interactive resources, as well as a double loop validation that assures the overall quality of the MOOC. Besides, a joint workshop for staff, 7 multiplier events and a closing workshop are planned. Management, quality, and dissemination and exploitation activities complete the workplan.

Workplan

WP1 Management	WP2 MOOC& Micro-credentials	WP3 Pilot testing	WP4 Dissemination & Sustainability

Start Building Your Soft Skills... Today!

Exciting news! The five MISS4Health online courses are now available in **English**, **Spanish**, **Croatian**, and **Czech**, making soft skills training more accessible than ever.

Learners can explore courses on Communication, Decision-Making, Leadership, Situational Awareness, and Teamwork through engaging content, interactive activities, and realistic clinical case scenarios developed using the S4Game methodology.

💡 Whether you are a healthcare professional, educator, or student, these courses offer a practical opportunity to strengthen the soft skills that contribute to safer, more effective, and patient-centred care.

Start learning and discover how soft skills can make a difference in everyday healthcare practice!

Ready to Make a Difference?

We are looking for healthcare professionals, educators, and students to take part in the online validation of the MISS4Health courses.

Participants will have the opportunity to explore the courses, complete selected learning activities, and provide valuable feedback on the content, usability, and overall learning experience. Your insights will help us ensure that the courses effectively support the development of essential soft skills, including communication, decision-making, leadership, situational awareness, and teamwork.

Join us and contribute to creating innovative, high-quality learning resources that help healthcare professionals deliver safer and more effective patient care. Your feedback can make a difference!

Interested? **e-mail us!**

The educational value of serious games

Since their inception in 1970, serious games have been a powerful tool for transmitting knowledge and culture. They are considered one of the most effective means for assimilating, reviewing, and consolidating applied knowledge. It is no surprise that this medium was chosen to complement MISS4Health's training. A serious game allows for the design of a fictional scenario in which the student is presented with a possible situation that could occur any day during their work: from having to deal with a patient who is unsure of the treatment they should follow to more extreme situations such as reacting to a heart attack in a waiting room or handling a nighttime emergency. The chosen format to ensure the player can absorb all the information the scenario has to convey is a conversational adventure, a game mode in which the player listens to a conversation between several characters and, based on what happens, chooses what to do or how to respond. This mode, focused on designing the action based on the dialogue and the characters' emotions, allows the user to analyze the situation without missing any information and thus make their character respond in a way that best reflects their personality. Additionally, as the user progresses through the scenario, the situation may improve or worsen. Unexpected events or tension may arise from the unfolding events and the choices made. The game monitors this entire process to provide the user with a score and expert feedback upon completion. This allows the student to learn from their mistakes and improve their weaknesses when developing their soft skills.

In first person...

"When I started in gastroenterology, we managed peptic ulcer bleeding and Crohn's disease very differently from today. Some of what I was taught has since proved wrong. That is how medicine moves forward, but it means none of us can stop learning after graduation, and patients rightly expect us to keep up. The same goes for soft skills. Communication with patients or working in a team were rarely taught when I was a student, and most of us had to learn them by trial and error. The real obstacle with life-long learning is time. With clinics, endoscopy and night shifts, a week-long course is usually irrelevant. Short online modules that can be done in the evening, and that are formally recognised, are a much more realistic way for doctors and nurses to keep learning throughout their careers."

Assoc. prof. Ilja Tachecí, Ph.D.

"Since we at Viral had to consider gamifying scenarios to develop soft skills focused on patient care, we immediately thought that the game design should move away from the more traditional interactions of the medium (performing actions, free movement, etc.) and focus on allowing the player to easily read all the information in the scenario at a glance. Creating a Serious Game often focuses on that: finding the right formula to effectively convey teaching or disseminate culture by expanding the playable boundaries of what we already know. The studio and the medical team has faced the challenge of creating believable scenarios with characters that feel real. It is thanks to the collaboration between all partners that the artistic and narrative realism of the scenarios has reached its current level."

Álvaro Iturmendi Muñoz, Eng - Viral Studios

MISS4Health goes out

Hradec Gastroenterology Days 2026

As part of the Hradec Gastroenterology Days 2026, the MISS4Health project hosted a dedicated workshop to present its innovative approach to soft skills education in healthcare.

The session introduced the project's objectives and explored the role of soft skills in healthcare education, the integration of microcredentials at Charles University, and the development of Moodle-based learning resources. Participants were also presented with sample clinical scenarios and engaged in discussions on the application of digital learning tools for healthcare training.

The workshop provided an excellent opportunity to share project results with healthcare professionals and educators, exchange experiences, and promote innovative approaches to strengthening the soft skills that support high-quality patient care.

EDEN 2026

The MISS4Health project was presented at the EDEN Digital Learning Europe (DLE) Annual Conference 2026 through a poster showcasing its innovative approach to developing healthcare professionals' soft skills through a modular MOOC and microcredentials.

Presented by Estela Daukšienė (Vytautas Magnus University), the poster highlighted the project's key achievements, including the development of educational resources focused on communication, decision-making, leadership, situational awareness, and teamwork. The event provided an excellent opportunity to share project results, exchange ideas with international experts, and strengthen the visibility of MISS4Health within the European digital learning community.

Through participation in EDEN 2026, the consortium continues to promote innovative and evidence-based approaches to healthcare education, supporting the development of the soft skills essential for high-quality patient care.

Project Consortium

UNIVERSITY OF HRADEC KRÁLOVÉ (UHK)

University of Hradec Králové
Faculty of Informatics and Management

Coordinator

Founded in 1959, UHK provides high-quality tertiary education within a large scope of study fields that comprise Social Sciences, Humanities, Educational Studies, Natural Sciences, and Information Technology Studies.
UHK is the MISS4Health Project Coordinator so it undertakes the coordination of the project. UHK has been long-termly and continuously focused on the development and innovation of technology supported educational approaches as well as methodologies and implications of these areas.

CHARLES UNIVERSITY (CUNI)

CUNI is the oldest and biggest university in the Czech Republic. Faculty of Medicine in Hradec Králové was founded in 1945 and is nowadays teaching General Medicine, Dentistry, Nursing and Midwifery.
To MISS4Health, CUNI will contribute with its vast experience with teaching students and lecturing doctors, the application of best practices in teaching Medicine and use of modern teaching methods. CUNI is also the Exploitation Leader.

FUNDACIÓN CENTRO DE CIRUGÍA DE MÍNIMA INVASIÓN JESÚS USÓN (CCMIJU)

Centro de Cirugía de Mínima Invasión
Minimally Invasive Surgery Centre
Jesús Usón

CCMIJU is a multidisciplinary institution devoted to research and training in minimally invasive surgical techniques. It is committed to technological development and innovation in healthcare.
In MISS4Health, CCMIJU is the Dissemination Leader and will contribute with it vast experience in training health professionals and surgeons, developing new training materials and learning tools.

VYTAUTAS MAGNUS UNIVERSITY (VMU)

Established in 1922, VMU is a public institution implementing liberal arts study policy based on the Harvard study model. Institute for Study Innovations is a university unit working with different faculties on curriculum redevelopment for online and virtual studies and experimentation of innovations in HE.
VMU will assure the necessary knowledge to establish micro-credentials for the MOOC. Besides, VMU will co-lead WP2 Curriculum design and guide teachers to develop MOOCs and micro-credentials.

VYTAUTAS MAGNUS UNIVERSITY
MCMXXII

TURIBA UNIVERSITY (TU)

Turība University

TU is leading private University in Latvia specializing in Business, Tourism and IT education. The IT Department of TU is running college and bachelor level programmes in IT field.
Within MISS4Health, TU will be involved in the technical development of the MOOC in the LMS in close collaboration with VS.

Project Consortium

VIRAL STUDIOS (VS)

VS is a young and innovative company specialized in video games, virtual reality, and game learning. VS develops its own products and solutions based on immersive and interactive technologies for education & training, marketing and the entertainment industry.
VS will be responsible for the integration of the SG4Game contents in the MOOC, assuring a bilateral communication between both systems.

UNIVERSITY OF RIJEKA (UNIRI)

Founded in 1973, UNIRI has matured into a modern European university and center of excellence. It is a research, science, and education-oriented university that supports social and economic development in its community. UNIRI has a 15 year long tradition of using digital tools in HE learning and teaching, and it will participate in the MOOC design and content creation, as well as in the pilot testing amongst healthcare professionals and students.

Final in-person meeting

In June 15th and 16th, 2026, the MISS4Health consortium met in Hradec Králové (Czech Republic), hosted by versity of Hradec Králové, Faculty of Informatics and Management and Charles University. During these two days, the consortium partners met to review project progress and coordinate upcoming activities. Discussions focused on Moodle implementation, the finalisation of learning outcomes, and the review and development of educational scenarios. In addition, partners addressed project management and validation activities, including beta testing plans, as well as dissemination actions and future project communication.

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