



Ag Rialáil Gairmithe Sláinte  
agus Cúraim Shóisialaigh  
Regulating Health +  
Social Care Professionals



# Guidance Document on Adopting Digital Capabilities and Standards for HSCP Students and Learners

This is the first edition of the Guidance Document on Adopting Digital Capabilities and Standards for HSCP Students and Learners (2025).

## **Acknowledgement**

We would like to acknowledge and sincerely thank the NMBI and its expert working group for sharing their experience and insights on capability education standards, which greatly helped and informed our approach to this work.

# About HSCP

The Health and Social Care Professions (HSCP) are the second largest clinical group in the Irish health service. There are currently 26 Health and Social Care Professions, spanning therapeutic, social care and diagnostic domains.

HSCP work in all settings including acute, community, disability, specialist, mental health, primary care and residential services. HSCPs are highly qualified and skilled and play a significant role in the health, wellbeing and quality of life of the population.

There are circa 15,000 Health and Social Care Professionals employed in the publicly funded health services, representing 25% of the clinical workforce and 13% of the overall health service workforce.

The HSE's National HSCP Office was launched in 2017 for the purpose of 'strategically leading and supporting HSCP to maximise their potential and achieve the greatest impact for the design, planning, management and delivery of people centred, integrated care.'

For more information, please visit our website at National Health and Social Care Professions Office - HSE.ie.

# About CORU

CORU is Ireland's multi-profession health and social care regulator, established under the Health and Social Care Professionals Act 2005. Its primary role is to protect the public by promoting high standards of professional conduct, education, training, and competence among health and social care professionals. CORU achieves this through statutory registration, ensuring that only qualified practitioners provide safe and effective care.

CORU comprises the Health and Social Care Professionals Council and individual Registration Boards, each responsible for a specific profession. Currently, CORU regulates professions such as social workers, social care workers, physiotherapists, occupational therapists, dietitians, radiographers, speech and language therapists, optometrists, and medical scientists. Additional professions, including psychologists, counsellors, and psychotherapists, are being phased in under its remit.

CORU's regulatory functions include:

- ▶ Setting standards for professional education, training, and practice.
- ▶ Approving and monitoring qualifications to ensure they meet Irish and EU standards.
- ▶ Maintaining public registers of professionals who meet these standards.
- ▶ Promoting continuing professional development (CPD) to keep skills current.
- ▶ Conducting fitness-to-practise inquiries into complaints about professional conduct or competence.

# Glossary of terms

**Data:** Facts that can be interpreted or analysed to gain knowledge or aid decision-making.

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**Data integrity:** The process of maintaining the accuracy, reliability and consistency of data over its entire lifecycle.

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**Data lifecycle:** The stages which data goes through to become information from the point of data collection through to dissemination of information.

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**Digital footprint:** The stream of data you create when you use the Internet. It includes a record of the websites you visit; emails you send and information you provide to online services.

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**Digital health:** Digital health is the field of knowledge and practice associated with the development and use of digital technologies to improve health.

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**Digital identity:** A way to gain verification and access to services online.

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**Digital literacy:** The ability to interpret and develop appropriate communication across changing digital forms.

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**Electronic Health Record:** A National Electronic Health Record (EHR) is a complete digital record of a patient's journey, throughout their life, across all health and social care settings, for every citizen.

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**Information:** Processed or analysed data that now has relevance for a specific purpose or context.

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**Information enabled care:** The use of information and communication technologies to support the sharing of data and information among providers and professionals in healthcare.

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**Interoperability:** The ability of different systems, devices, applications, or products to connect, access, exchange, integrate, and communicate in a coordinated way, within and across organisational, regional, and national boundaries, to provide timely and seamless portability of information.

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**Learners:** Individuals undergoing a programme of education and training in health and social care.

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**Media:** This refers to various means of communication. The term can also refer to different types of data storage options.

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**Social media:** Websites and applications that enable users to participate in social networking and create and share content.

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**Telehealth:** Telehealth (TH) makes use of internet-based technologies to support remote consultations with patients, providing a reasonable alternative to an office visit for many patients in all specialties.

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# 1

## Building Digital Capability for HSCP Students and Learners (Background and why)

# Introduction/Background

Digital health is now becoming an essential part of delivery of modern healthcare delivery, with the potential to significantly enhance patient outcomes, improve clinical and social care utility, and the sustainability of health systems in Ireland. Successful implementation goes beyond deploying new technologies; it requires a workforce that comprehends the socio-technical aspects of digital health. This new healthcare environment means there is now, more than ever, a need for those involved in the delivery of health and social care to be digitally literate and competent. The rapid evolution of digital technologies is transforming the landscape of health and social care delivery. Telehealth, digital tools, and virtual models of care are no longer on the periphery but increasingly integral to everyday practice.

In response to this shift, CORU, Ireland's multi-profession health and social care regulator and the National HSCP Office have come together to publish this guidance document for education providers, students and learners.

Collectively we recognise our responsibility to help education providers prepare the next generation of healthcare providers with digital skills, to ensure they are going out into the workforce equipped to deal with the ever-evolving digital health landscape. We recognise the importance of supporting students, postgraduates and education providers alike to provide the digital competencies necessary to provide safe, effective, and person-centred care in a digitally enabled environment.

## **Embracing Digital Innovation in Health and Social Care: Opportunities and Challenges**

Ireland's Digital for Care 2030 Strategy and Implementation Roadmap aims to transform health care services by implementing a modern digital health infrastructure. This initiative is seen as a major driver for improving patient outcomes, supporting integrated patient-centred care, and enhancing the delivery of health services. The goal is to ensure that patients and health professionals have timely access to accurate information, enabling better decision-making.

Building a digitally capable workforce is a core pillar of the Digital for Care 2030 and as such it is imperative that we look to equip our students and graduates alike with the skills and knowledge they will need to deliver safe and effective care in this new digital age.

Irish healthcare is already changing rapidly, it is clear that, we must embrace the move into the digital world, as outlined by the European Union's Digital Health Europe strategy (<https://digitalhealthurope.eu/overview/>) which foresees and supports the widespread adoption of digital technologies across the spectrum of health care with the aim to create an integrated digital based health ecosystem across the EU. Shaik et al (2023) also note how "remote patient monitoring (RPM) is a rapidly growing field in healthcare".

With this evolution comes many positives, Cellini & Mozzone (2023) observe that new technologies improve access to services and augment their effectiveness. Whitehead & Conley (2023) discuss the emerging concept of 'Hospital at Home' (HaH), also referred to as Virtual Wards that involve the delivery of care at home, for people with mild to serious and acute to chronic health conditions.

Artificial Intelligence (AI) is reshaping healthcare worldwide, serving as a key emerging technology in transforming the efficiency and impact of healthcare delivery for patients and the healthcare workforce. Ensuring the healthcare workforce are provided with a strong understanding of the benefits and management of the risks of AI is essential for fully leveraging the benefits of AI, enabling equity of access and widespread adoption, and ensuring the safe use of AI.

The HSE AI and Automation Centre of Excellence (CoE) supports the organisation in harnessing the benefits of cutting-edge AI technologies safely and responsibly. Key considerations for AI adoption in healthcare include patient safety, compliance, ethics, data privacy, trustworthiness, scalability, and productivity improvements.

While many benefits arise from the deployment of new technologies across the fields of health and social care, challenges relating to viability, security, and efficacy of digitised services among particular patient groups or contexts also exist. Adiguzel Tat (2024) Health and Social Care workers need to be aware of, issues that can arise related to data security, illegal or incorrect sharing of personal data, loss of data due to computer viruses and other concerns re data management and storage which can be compounded by events involving cyber-attacks, infrastructural breakdowns (e.g., power cuts), lack of technical skills on the part of providers, and other forms of systems failures. Professional education is key to ensuring that professionals are competent in the use of new technologies in their disciplinary domain.

Recognising these changes in health and social care delivery and the growing adoption of digital technologies, the All-Ireland Digital Capability Framework (DCF) for Health and Social Care was published in 2022 as a guide to help people working in healthcare understand and use digital tools effectively. It recognizes that healthcare professionals have different levels of digital skills and aims to ensure that everyone is well-equipped to use technology for better health outcomes.

## **Safe and Effective Care**

This guidance document is based on the DCF and has been developed to assist health and social care students, postgraduates, and those involved in the education of these professionals, in understanding the digital competencies required for professional practice. This document supports students and learners alike in navigating the changing digital landscape, upholding professional standards, and delivering care that remains safe, ethical, and person-centred in all settings, both in-person and virtual.

In line with global best practice, this guidance draws on the principles and recommendations of the World Health Organization (WHO) which emphasises the need for strong digital health foundations, including workforce capacity building, digital literacy, and the ethical use of technology to enhance access, equity, and quality of care.

This guidance also aligns with European initiatives, such as the DDS-MAP, the Dynamic Digital Skills for Agility and Resilience in Medical and Allied Professions (DDS-MAP), funded by EU4Health programme (EU4H-2022-PJ). This 30-month action grant coordinated by South East Technological University (SETU), Ireland, brings together a multidisciplinary consortium from 10 European countries. The project aims to enhance the digital readiness and resilience of health and social care workers through co-developed, micro-credentialed training modules and virtual/augmented reality (VR/AR) learning environments.

## **What is this guidance document for – what's the purpose**

At present Health and Social Care Professions (HSCP) play a crucial role in the implementation of digital health tools in the delivery of healthcare. Their involvement is required from design all the way through to integrating digital tools into everyday practice. Additionally, HSCPs support patients by helping them navigate digital health tools, enhancing overall care delivery. The capability framework provides a way to view, review and understand the areas of digital health where an individual might need additional training.

## **How can it be of use to programme providers?**

The All-Ireland Digital Capability Framework can help programme providers integrate digital health capabilities into their programmes by defining essential capabilities, offering structured learning pathways, encouraging interdisciplinary integration, supporting continuous improvement, and advocating for practical training methods. This framework can help healthcare students and learners to become equipped to navigate and leverage digital health technologies effectively. It is hoped that by utilising the framework programme providers will have a common high-level structure that supports the incorporation and embedding of digital health into programme curricula.

# Legislative and Regulatory Context for Digital Capability Guidance

## **Health and Social Care Professionals Act 2005, as amended**

The Health and Social Care Professionals Act 2005, as amended, establishes the framework for the regulation of specific health and social care professions, including the approval and monitoring of education and training programmes.

The Act outlines the establishment of the Health and Social Care Professionals Council (CORU), which is responsible for overseeing the registration and regulation of designated professions. CORU ensures that education and training programmes meet the required standards for professional practice. CORU is Ireland's multi-profession health and social care regulator set up under the Health and Social Care Professionals Act 2005 (as amended) subsequently referred to as 'the Act'. Two key elements that a Registration Board uses in regulating a profession are the Standards of Proficiency and the Code of Professional Conduct and Ethics.

This guidance document will prove a valuable tool in assisting education providers in ensuring their curriculum meets the requirements of related Standards of Proficiency and assisting registrants meeting their responsibilities in complying with the Codes of Professional Conduct and Ethics. Further information regarding the Standards of Proficiency and Codes of Professional Conduct and Ethics can be found on [www.coru.ie](http://www.coru.ie)

# 2

## Guidance on Digital Programme Content

# Purpose of the recommendations

To support student programme providers to embed digital health education and knowledge into their student programme curricula.

## Recommended learning outcomes

To enhance the digital health competencies of students and learners, it is advisable to integrate the following elements into the HSCP Student curriculum.

The following learning outcomes are provided as guidance for programme providers:

- ▶ Demonstrate attitudes and behaviours reflecting recognised professional standards and adherence to relevant legislation and policies when utilising digital tools both professionally and personally.
- ▶ Identify and employ appropriate digital health technologies to support person-centred care where assessments are supported by and utilise digital solutions and diagnostics.
- ▶ Discuss the importance of the HSCP in the capture, creation, recording and use of clinical and healthcare data.
- ▶ Describe the importance of validated digital data sharing with other healthcare professionals and the persons.
- ▶ Recognise and appraise that care must be supported by rigorous data analysis and critical appraisal to inform clinical decision-making and extend HSCP knowledge.
- ▶ Promote the necessity of the HSCP professions in leadership, policy development and advocacy for digital health at individual, organisational and national levels.

## Domains of digital capability

The All-Ireland Digital Capability Framework outlines five digital capability domains required to support individuals and organisations in extending their digital health development. Figure 1.

The digital capability domains have been adapted for use within Health and Social Care Professionals' education and training programmes.

The five domains sit within the context of all health and care professionals' roles, workplace settings and the professional standards that apply to their practice.

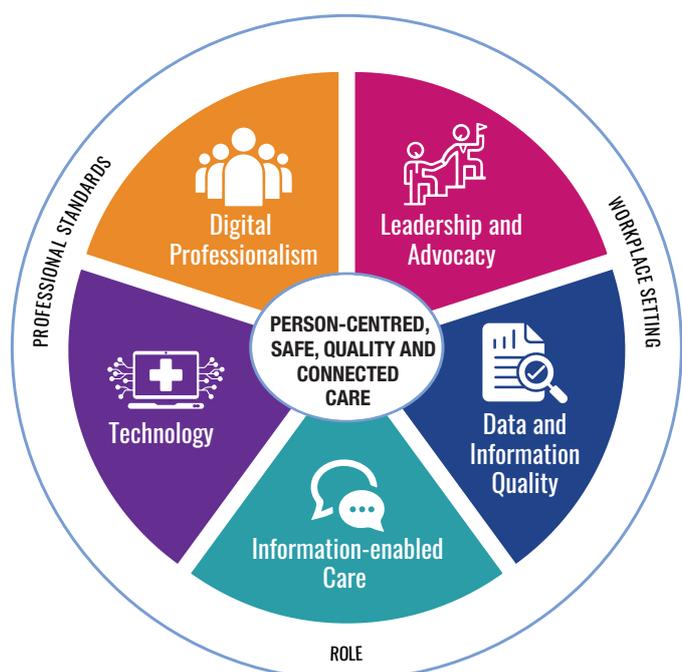


Figure 1 - Framework Domains

Each domain has three sub-domains and each sub-domain has four related capability statements.

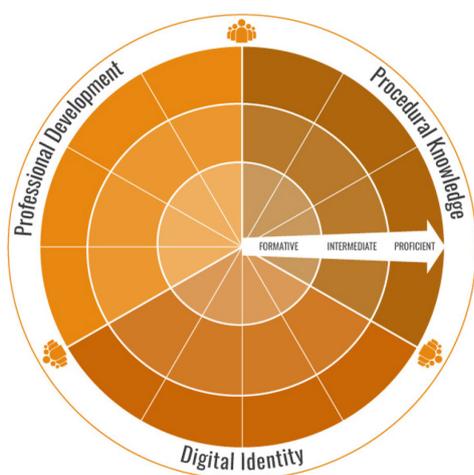
The capability domains of digital health should be used in conjunction with the student Health and Social Care Professionals programmes.

By the end of the programme, student achievement of the following digital health capabilities would be optimal.

## Domains of digital health capability in education

The domains presented in this document have been adapted from the All-Ireland Digital Capability Framework and the Digital Health Competency Standards and Requirements for Undergraduate Nursing and Midwifery Education Programmes to ensure alignment across healthcare professional education.

Please see **Appendix 1** for a more detailed description of each domain.



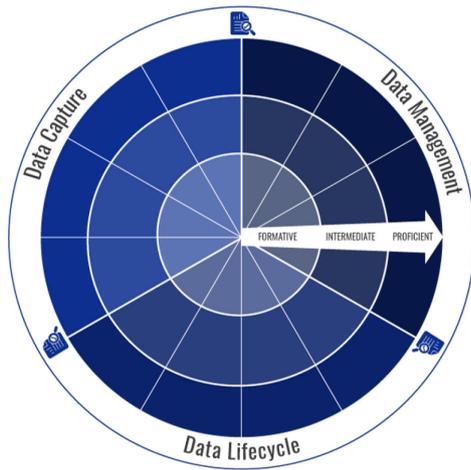
### Domain 1 Digital Professionalism

As part of their learning, students and learners should be supported in using digital tools to meet ongoing professional development requirements. Their engagement with digital technologies must reflect compliance with healthcare-related procedural, policy, legal, ethical, security, confidentiality, and privacy standards. Additionally, students and learners should be guided in developing and maintaining a safe and responsible online professional identity and reputation.



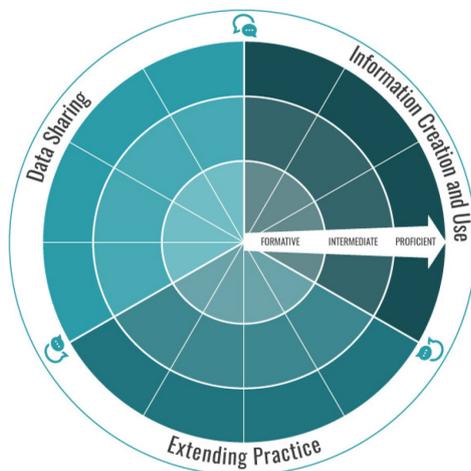
### Domain 2 Leadership and Advocacy

Curricula should prepare students and learners to work collaboratively with individuals in healthcare settings, promoting education and advocacy around the collection, access, and use of personal health information. Students and learners should also be supported in understanding the leadership role of Health and Social Care Professionals in digital health decision-making, as well as their responsibility to actively represent their professions in national digital health initiatives.



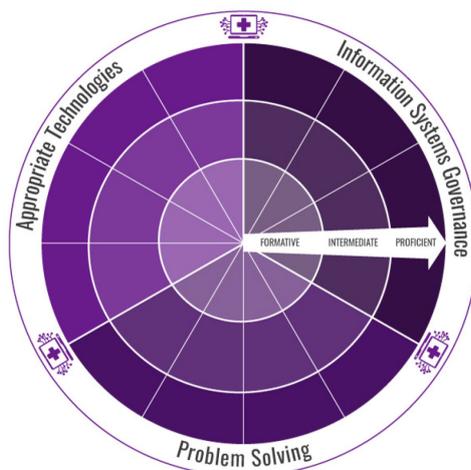
### Domain 3 Data and Information Quality

Students and learners should be supported in understanding the pivotal role of Health and Social Care Professionals in ensuring that healthcare data is accessible, reliable, complete, confidential, secure, and timely. Curriculum should also emphasise the importance of capturing valid, accurate, and relevant data throughout the care process, in alignment with national and international best practices. Furthermore, students and learners should be able to recognise that data serves different purposes and holds varying levels of usefulness at different stages within healthcare delivery.



### Domain 4 Information-Enabled Care

Students and learners should be equipped to use a variety of information sources to generate and share relevant data with individuals, healthcare providers, and service users to support high-quality care. The curriculum should emphasise the importance of appropriately using and sharing accurate, timely information to enhance safety and outcomes across health and social care services. Additionally, students and learners should learn to apply information in support of evidence-based practice and critical decision-making throughout the care process.



### Domain 5 Technology

Students and learners should be guided in applying policies and procedures that govern the use of digital health technologies. The curriculum should support students and learners in identifying and appropriately using digital tools suited to their specific care environments and the needs of individuals. Additionally, students should develop the ability to use digital technologies effectively to support problem-solving and decision-making in practice.

# 3

## Case Study

# How might this guidance document be applied to support education providers?

The capability domains described in this document are presented as a framework to support education providers in assessing and evaluating the level of digital capability embedded in their respective programmes.

We acknowledge that there is significant variation in how different programmes, across various professional groups, approach the integration of digital capability within their curricula.

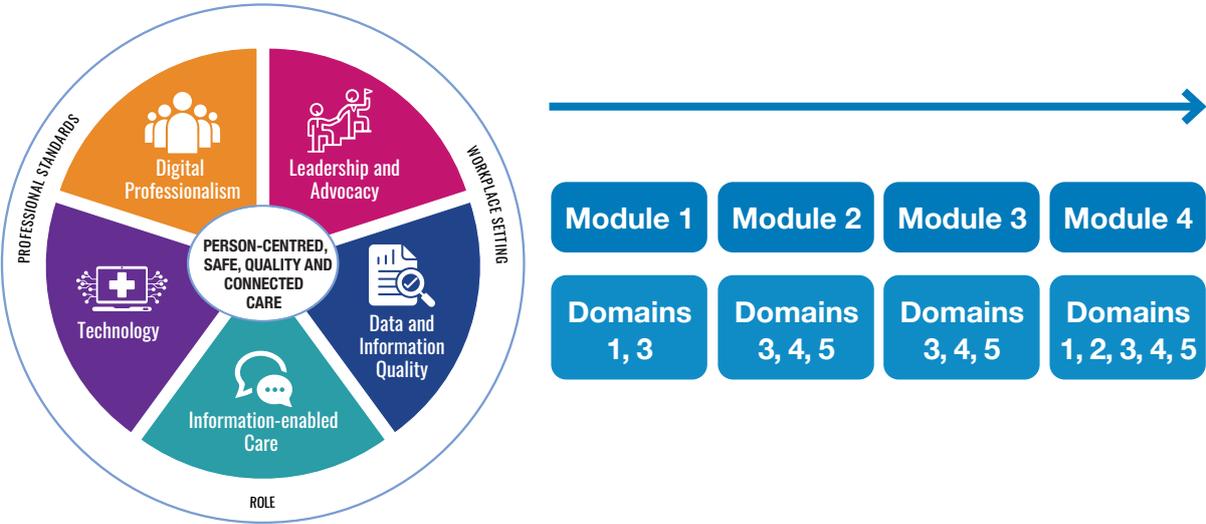
Having engaged with programme providers who piloted an approach to embedding digital capability within their programmes, we outline a case study below to demonstrate a potential approach that programme providers could adopt.

### Example:

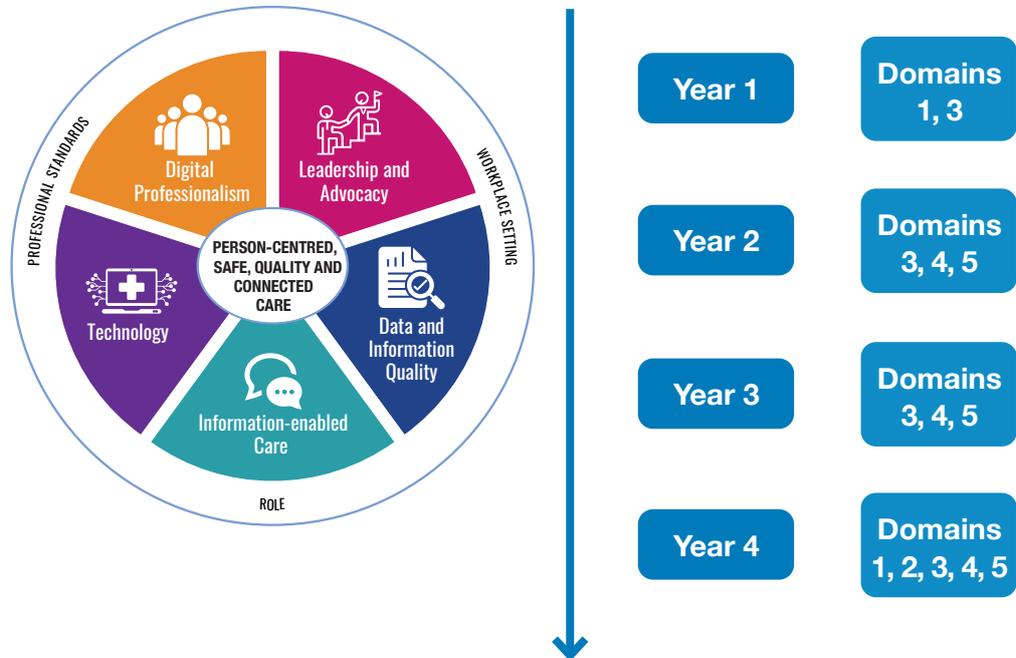
#### Physiotherapy in RCSI

RCSI undertook a comprehensive curriculum mapping of their existing programmes against the competencies outlined in Chapter 3. This process aimed to identify content already delivered, redundancies, and gaps in material, using tools such as:

Horizontal integration of capabilities across modules at the same level within each academic year to show how each domain, and their components, were being covered in each year on our old programme, and to consider scope for adding in missing competencies on the new programme. Making this explicit within each module increases staff and student’s awareness of how information is linked between modules and will help avoid siloed learning.



Vertical integration of digital capabilities across academic years. This allowed the RCSI team to see where learning on digital competencies was being built progressively over time on the programme. In particular bringing together theory and practice of digital competencies observed by students whilst on placement in the public and private healthcare system in Ireland, and beyond. This helps to scaffold student learning ensuring students can revisit and deepen key concepts over time.



Detailed example in Table 1.1.

Year	Modules	Domain 1			Domain 2			Domain 3			Domain 4			Domain 5		
		1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3
Foundation Year	CommProf 1&2	x	x													
Year 1	HP				x											
Year 1	NMSK1&2				x	x										
Year 1	PP1	x	x	x		x		x	x	x				x	x	
Year 2	AMSK1&2				x											x
Year 2	MHW				x											
Year 2	CNR1				x											
Year 2	RCV1				x											
Year 2	CNR2				x		x						x			x
Year 2	RCV2				x								x			
Year 2	AH				x	x							x			
Year 2	PP2	x	x	x		x		x	x	x				x	x	
Year 2	CP		x	x		x			x					x	x	x
Year 2	REVP							x	x	x	x	x				
Final Year	SPAH				x		x						x			
Final Year	WMCH				x											
Final Year	CCCM				x											
Final Year	CP		x	x		x			x					x	x	x
Final Year	GEVP							x	x	x	x	x				
Final Year	LPP	x	x	x		x	x	x		x	x		x		x	x

**Table 1.1**

## RCSI Physiotherapy Modules:

### FOUNDATION YEAR

Communication and Professionalism (CommProf) 1 &2.

### FIRST YEAR

Health Psychology (HP), Neuromusculoskeletal (NMSK) 1&2, Professional Practice (PP) 1.

### SECOND YEAR

Professional Practice (PP) 2, Advanced Musculoskeletal (AMSK) 1&2, Mental Health and Wellbeing (MHW), Neurology (CNR) 1&2, Respiratory (RCV) 1&2, Ageing and Health (AH), Research Evidence for Practice (REVP), Clinical Placement (CP).

### FINAL YEAR

Women's, Men's and Child Health (WMCH), Sports and Physical Activity for Health (SPAH), Generating Evidence for Practice (GEVP), Complex Clinical Case Management (CCCM), Leadership and Professional Practice (LPP), Clinical Placement (CP).

# Appendix

## Domains of Digital Health Capability

### Domain 1: Digital Professionalism

#### 1.1 Professional development

##### Capability statement

Students will aim to use digital tools to achieve and maintain professional development requirements.

##### Capabilities

- ▶ Employs digital technologies in personal learning and professional development.
- ▶ Is aware of the technologies to improve practice and monitor continuing professional development (CPD).

#### 1.2 Procedural knowledge

##### Capability statement

Students' use of digital tools in healthcare will align with procedural, policy, legal, ethical, security, confidentiality and privacy requirements.

##### Capabilities

- ▶ Understands that Health and Social Care Professionals have a professional responsibility to adhere to digital health legislation, policy and ethics, including confidentiality, privacy and security, and professional conduct.

#### 1.3 Digital identity

##### Capability statement

Students will aim to use digital tools to develop and maintain safe and responsible use of their online professional identity and reputation.

##### Capabilities

- ▶ Recognises that their professional digital footprint should showcase their skills, education and professional experience.
- ▶ Understands the benefits and risks of different ways of presenting oneself online, both professionally and personally, and adheres to organisational and professional social media policies.
- ▶ Understands that online posts remain in the public domain and contribute to an individual's digital footprint.

#### Indicative content

- ▶ Available digital technologies to support learning and professional development.
- ▶ Legal framework, relevant policies and ethical principles governing digital health.
- ▶ Digital identity and cybersecurity.
- ▶ Available tools to develop an online digital identity.
- ▶ Benefits and risks of maintaining an online digital identity.

## Domain 2: Leadership and Advocacy

### 2.1 Patient digital health advocacy

#### Capability statement

Students will work in partnership with the person regarding education and advocacy about information collection, access and use.

#### Capabilities

- ▶ Understands the role of the Health and Social Care Professional in advocating for a person's access to digital health technologies and establishing and developing the person's digital literacy.
- ▶ Understands the benefits and possible risks of different digital health applications when assisting and empowering the person to use evidence-based digital resources.
- ▶ Uses digital health in partnership with the person to aid culturally appropriate, informed decision-making and health literacy.
- ▶ Empowers and assists, where appropriate, the person in using a safe and culturally appropriate range of communication technologies in their care, such as telehealth consultations.

### 2.2 Leadership within organisation

#### Capability statement

Students understand the leadership role of Health and Social Care Professional in digital health decision-making within their organisations.

#### Capabilities

- ▶ Recognises the role of the HSCP in promoting the use of digital health technologies within an interprofessional framework.
- ▶ Understands the role of the HSCP in the implementation and evaluation of digital health technologies.
- ▶ Recognises the advantages and challenges of digital health in practice.

### 2.3 Digital leadership in HSCP professions

#### Capability statement

Students understand the role of HSCP in providing active leadership to ensure the professions are represented as part of national digital health decisions.

#### Capabilities

- ▶ Understands the leadership role of the HSCP nationally in the identification, co-production, design, implementation and evaluation of digital health technologies that support HSCP practice.
- ▶ Understands the leadership role of the HSCP in the design, implementation and evaluation of digital health technologies at organisational and national levels across a broad range of stakeholders, taking into consideration disability, language, literacy levels and cultural background.

**Indicative content**

- ▶ Current and future contribution of digital health that is accessible, equitable and enables safe, quality, person-centred care.
- ▶ Range of digital technologies to support healthcare delivery and associated risks and benefits.
- ▶ Role of the HSCP in promoting the use of digital health technologies.
- ▶ The leadership role of the HSCP in the design, implementation and evaluation of digital health technologies at organisational and national levels.

**Domain 3: Data and Information Quality****3.1 Data management****Capability statement**

Students will aim to understand the pivotal role of Health and Social Care Profession in ensuring the accessibility, reliability, completeness, confidentiality, privacy, security and timeliness of data within healthcare environments.

**Capabilities**

- ▶ Understands informatics and digital health terminology.
- ▶ Understands the purpose, structure, use, and storage of electronic health records.
- ▶ Understands how to manage and apply information within the relevant scope of practice and the healthcare context.
- ▶ Understands who uses health data and how, for the benefit of the person and the healthcare system.

**3.2 Data capture****Capability statement**

Students will aim to understand the crucial role of Health and Social Care Profession in the capture of complete, timely, relevant, valid and accurate data throughout the systematic care process in line with national and international best practice.

**Capabilities**

- ▶ Understands that Health and Social Care Professions are crucial in the capture of data and advises on their use within the healthcare system.
- ▶ Understands how data is stored and used throughout the healthcare system.
- ▶ Systematically and accurately collects and records relevant data in a structured format, taking into consideration the requirements for data quality.
- ▶ Understands the benefits and risks of using person-generated data in delivering care where an evidence base is required.

### 3.3 Data lifecycle

#### Capability statement

Students are able to recognise that data have different uses or usefulness at various points within healthcare.

#### Capabilities

- ▶ Understands data structures and their importance in healthcare.
- ▶ Has a baseline understanding about structured languages used in Health and Social Care Profession in relation to data capture, aggregation, storage, use and destruction of data.
- ▶ Recognises the role of data integrity in healthcare and the importance of complete, timely, accurate and validated data.
- ▶ Understands the transition from data, which is validated through information and knowledge, to evidenced-based decision-making.

#### Indicative content

- ▶ The importance of data quality in healthcare.
- ▶ The characteristics of high-quality healthcare data.
- ▶ The role of the HSCP in data management, including the capture of quality data.
- ▶ The clinical/health data life cycle.
- ▶ The purpose, structure, use and storage of electronic health records.
- ▶ Data structures and their importance in healthcare.
- ▶ Clinical terminologies and their importance in healthcare.
- ▶ Concepts of data linkage.

## Domain 4: Information Enabled Care

### 4.1 Information creation and use

#### Capability statement

Students use a range of sources to create information for themselves, the person(s) and other healthcare providers and users to support care.

#### Capabilities

- ▶ Understands the potential of digital health to support practice and enable new models of care.
- ▶ Sources and critically evaluates information to support evidence-based decision-making for practice and research.
- ▶ Understands that using complete, accurate, validated data to assess HSCP care and health outcomes provides the opportunity to influence health service delivery, management, planning, policy, resourcing, practice, research, education and continuous improvement.

## 4.2 Data sharing

### Capability statement

Students will understand the importance of the appropriate use and sharing of accurate, timely data with the person and other healthcare professionals to ensure safer, better care for all those who use health and social care services.

### Capabilities

- ▶ Understands the concepts relating to data linkage.
- ▶ Identifies the purposes, benefits and risks of aggregating clinical data from multiple sources.
- ▶ Understands the importance of data analytics and how they influence decision-making and care delivery.
- ▶ Recognises the various data sources available and judges their quality, including person-generated data.
- ▶ Understands the importance of collecting data once and using it many times to ensure it is used as effectively as possible for safer, better care.

## 4.3 Extending practice

### Capability statement

Students will use information to develop, extend and support evidence-based care in critical decision-making.

### Capabilities

- ▶ Understands the use of digital health technologies to support innovation, quality improvement, research and evidence-based practice.
- ▶ Understands the uses of digital technologies to facilitate person empowerment, engagement, education and self-management of health.
- ▶ Understands interoperability and its importance to enable connected and integrated care.

### Indicative content

- ▶ The importance and use of digital data in clinical decision-making and healthcare delivery.
- ▶ Concepts of data linkage.
- ▶ The importance of accurate patient identification.
- ▶ The importance of using aggregated data and data analytics to influence healthcare delivery and support innovation, quality improvement, research and evidence-based practice.
- ▶ Evaluating electronic health information.
- ▶ The use of standardised terminologies.

## Domain 5: Technology

### 5.1 Digital health governance

#### Capability statement

Students will apply policies and procedures that govern digital health use in their workplace.

#### Capabilities

- ▶ Understands the principles of data and information governance, including privacy and security requirements.
- ▶ Recognises the advantages and challenges of digital health in practice.
- ▶ Uses a range of approved devices, applications and software for undertaking Health and Social Care Professions' responsibilities.
- ▶ Understands their own responsibility in relation to keeping data secure.
- ▶ Recognises the importance of role-based access.
- ▶ Recognises current and future risks regarding cyber security.

### 5.2 Appropriate technologies

#### Capability statement

Students will identify and understand appropriate digital technologies for their environment and for the person, using these where available.

#### Capabilities

- ▶ Recognises the appropriate technology for the clinical or professional situation or identifies when the sub-optimal one is being used.
- ▶ Understands the principles of digital clinical safety to keep the person safe.
- ▶ Understands the need to maintain awareness with digital systems and innovations in relation to the changing nature of digital health.

### 5.3 Problem solving

#### Capability statement

Students are able to use digital technologies to support problem-solving in practice.

#### Capabilities

- ▶ Demonstrates the ability to solve problems when using digital health technologies.
- ▶ Recognises that system failures may occur in digital health technologies and understands how to deliver care in the absence of technologies when system failure occurs.
- ▶ Is aware of the need to be able to detect, report and action system-generated errors.

#### Indicative content

- ▶ Developments and trends in digital health technologies.
- ▶ Applications of digital health technologies to support the person.
- ▶ Commonly used devices, applications and software for undertaking HSCP responsibilities.
- ▶ Principles of data and information governance.
- ▶ Principles of digital clinical safety.

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