



Project Title: ENhANCE: European curriculum for family and Community nurse

Contract No: 2017 - 2976 / 001 - 001

EU Programme: Erasmus plus

Start of project: 1 January 2018

Duration: 3 years

Deliverable No: D8.1.1

Quality Assessment Plan

Due date of deliverable: 30 June 2018

Actual submission date: 5 July 2018

Version: 1st version

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Project ref. number	591946-EPP-1-2017-1-IT-EPPKA2-SSA
Project title	ENhANCE - European curriculum for family and Community nurse

Deliverable title	Quality Assessment Plan
Deliverable number	D8.1.1
Deliverable version	Version 1
Previous version(s)	
Contractual date of delivery	30 June 2018
Actual date of delivery	5 July 2018
Deliverable filename	ENhANCE_D8.1.1_v20180705.pdf
Type of deliverable	Report
Language	English
Dissemination level	PU = Public
Number of pages	66
Work package	WP 8
Partner responsible	AWV
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Abstract	This document describes the ENhANCE Project Alliance's
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	approach to 1) assure the quality of the project, with particular regard to project's results and outcomes, and 2) define a quality assessment methodology for evaluating the quality of the training content, ensuring compliance with reference standards (ECVET, EQAVET, EQF and ESCO).
Keywords	Quality Assessment, VET Quality Assurance, ECVET, EQAVET, EQF, ESCO

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1. Executive summary

This document describes the ENhANCE Project quality management with a particular focus on the quality assurance in terms of 1) quality of the project's results and outcomes, and 2) compliance with reference standards (ECVET, EQAVET, EQF and ESCO).

At the beginning of the plan, the integration of quality assurance into the overall concept of the project is explained and important interfaces to other work packages or the associated partner institutions are described. How the quality assessment takes place in detail and at which significant points in time or milestones the support by those involved in WP8 takes place is explained below. This of course includes the explanations on the planned use of the methods, tools and documents; the quality assurance procedures will be described in detail, focusing on the two aspects 'Result Quality' and 'Process Quality'.

In particular, the collaboration with WP6 - the evaluation of the curriculum to be developed, the evaluation of the learning tools - and the implementation of the pilots will be discussed. The involvement of External Experts plays an important role in maintaining the independence of the meta-evaluation and in further increasing the overall quality of the project. In chapter 7, a work plan will give an overview of the deadlines and publications planned for quality assurance activities. In order to increase the targeted quality standards further, self-evaluation loops are planned, which are described in Chapter 8.

This report will conclude with a description of the reporting and sustainability activities as well as a chapter on 'discussion and conclusion' to summarise the activities and results of Work Package 8 so far and prepare the next report by bringing open questions to attention and suggesting ways to answer them in the following deliverable.

All in all, the document offers the possibility of orientation with regard to ensuring the qualitative aspects of project implementation. It enables the measurement of self-formulated quality goals and provides a guideline to achieve them. The content objectives for ensuring compliance with ECVET, EQAVET, EQF and ESCO standards should thus be feasible.

2. Definitions and Acronyms

The present section presents the list of acronyms and other specific terms used within the present document.

Alliance	The set of partners and affiliated entities involved in the ENhANCE project.
ECVET	European Credit system for Vocational Education and Training
EMP.....	Evaluation and Monitoring Plan (D6.1)
EQAVET	European Quality Assurance in Vocational Education and Training
EQF	European Qualifications Framework
ESCO.....	Multilingual classification of European Skills, Competences, Qualifications and Occupations. It is part of the Europe 2020 strategy.
EU Curriculum.....	an innovative, learning outcome-oriented modular VET European Curriculum for Family and Community Nurses that can be instantiated in national Curricula.
FCN	Family and Community Nurse
FHN	Family Health Nurse
FCN-PP.....	Professional Profile for Family and Community Nurses
Guidelines.....	instructions for VET designers on how to instantiate the EU Curriculum into a National one.
LO	Learning Outcomes
National Curriculum.....	a specific instantiation of the EU Curriculum.
NQF	the National Qualifications Framework is a formal system describing qualifications. It is the basis for referencing a country's qualification to the EQF.
PC.....	Project Coordinator
PP	Professional Profile
PHC	Primary Health Care
QAP	Quality Assessment Plan
VET.....	Vocational Education and Training
WP	Work Package

3. ENhANCE Project and Work Package 8- Overview

3.1 General project overview

The ENhANCE project is co-funded by the Erasmus+ Programme of the EU on a 3-year basis, from January 2018, under Key Action “Cooperation for innovation and the exchange of good practices” - Action Type “Sector Skills Alliances in vocational education and training”.

The project is about Primary Health Care (PHC) innovation. EU population ageing is a long-term trend, which began several decades ago, placing many challenges at EU and national level. To face these challenges, many WHO (World Health Organization) reports and EU recommendations underline the need of implementing new healthcare models centred on PHC, i.e. a first-contact, accessible, continued, comprehensive and coordinated care providing a gateway between the community and the health systems. They also identify the Family and Community Nurse (FCN) as a key-actor in the new PHC model.

The ENhANCE Project aims to target a specific existing mismatch between the skills currently offered by nurses working in PHC and those actually demanded by both public health care institutions and private service providers when applying innovative healthcare models centred on PHC. Most of the nurses currently working in the PHC are not specialized in FCN. Currently no standardized Professional Profile (PP) for FCN has been defined at EU level taking into account WHO and EU recommendations. Existing curricula for FCN are designed and delivered under local initiatives.

Starting from existing research evidence and results of ongoing EU Projects, ENhANCE has the goal to define a Professional Profile (PP) for FCN, as the EU benchmark for VET (Vocational Education and Training) of FCNs. The competence-based PP will be the baseline for the definition of an EU learning outcome-oriented modular VET Curriculum for FCN, targeting both formal and non-formal and informal learning.

The general EU Curriculum is expected to be designed in a flexible and modular way, able to guarantee its instantiation into national Curricula, considering local and contextual constraints and thanks to specific Guidelines specifically defined to support this process. Three national pilot Curricula will be designed and delivered in Italy, Greece and Finland to test the effectiveness of the EU Curriculum. ICT tools, Open Contents and detailed Guidelines targeting specifically VET trainers and teachers will be provided.

3.2 ENhANCE project partners

The Alliance (ENhANCE Project partners) includes 13 partners, from 6 different EU countries representing VET providers in the field of Nursing, Regulatory Bodies for FCN

training, Professional Associations and Public and Private Employers. More in detail, project partners are:

- Universities:
 - UNIGE (IT) - VET provider (coordination of the national pilot)
 - UEF (FIN) - VET provider (coordination of the national pilot)
 - TEI of Thessaly (GR) - VET provider (coordination of the national pilot)
 - TEI of Crete (GR) (health/nursing and informatics engineering)
- Regulatory Bodies:
 - A.Li.Sa (IT)
 - ENE (GR)
- Umbrella organizations:
 - EASPD (BE)
 - EUROCARERS (BE)
- Research centre:
 - CNR-ITD (innovative learning processes) (IT)
- Private enterprises:
 - FUTURE BALLOONS (c) (PT)
 - AWW/AFBB (EQF, ECVET and EQAVET) (DE)
 - SI4LIFE (instructional design in the field of health) (IT)

3.3 Work Package 8 – Description

Work package 8 (WP8) is aimed at 1) assuring the quality of the project, with particular regard to project's results and outcomes, and 2) defining a quality assessment methodology for evaluating the quality of the training content. The specific objectives of this work package defined in the project proposal are:

- To draw up a quality plan together with the consortium partners and coordinator, fixing the main rules and objectives of the developed materials.
- To ensure the quality of project results.
- To ensure the project results are in line with European quality standards, such as the EQF for Long-Term Care Services.
- To ensure the sustainability of the project results (coordinating with WP7).
- To ensure the training content is based on EQAVET.

In order to differentiate between the assurance of the quality of the overall project outcomes and the quality assurance in terms of compliance with the existing reference standards, two separated tasks synergistically led by two organizations were devised:

- Task 8.1 - (Project) Quality Assessment

- Task 8.2 - VET Quality Assurance.

The two organizations are AWV and AFBB. In particular:

- AWV, leader of WP8, will be responsible for the implementation of the quality assurance plan into all concerned work packages and tasks. More in detail, AWV will assure that the pilots will implement proper methods for managing personalized learning pathways (in coordination with both WP3 - Design and localization of the FCN European Curriculum – and WP5 - Delivery of Pilot Courses). With regard to the evaluation, AWV will guarantee the coordination with WP6 and will be responsible for recruiting a number of External Experts (see 4.4), composing a Panel aimed at supporting the Alliance towards quality achievement. In addition, AWV will ensure the flow of information between the ENhANCE Project's Steering Committee (see 0) and the External Experts' Panel (see 0).
- AFBB, affiliated partner of AWV, will assess the compliance of the FCN Professional Profile, Curriculum, Guidelines, training materials and pilots with EQAVET, ECVET and EQF standards. Furthermore, AFBB will support AWV ensuring the implementation of the quality plan by its work inside all work packages it participates.

In the following, the two tasks are shortly presented.

3.3.1 Task 8.1 – Project Quality Assessment (led by AWV)

This task is dedicated to the assurance of the quality of the overall project outcomes also with the support of a Panel of External Experts, whose review process is intended as an integral part of the project. As already mentioned, within this task, AWV will recruit and involve the External Experts, who will accompany the Alliance throughout the overall project duration, by providing formative feedback and suggestions. AWV will ensure the flow of information between the Steering Committee and the External Experts.

Within this Task, the following deliverables are envisaged:

- D 8.1.1 - Quality Assessment Plan (M6) – this document
- D 8.1.2 - Midterm quality assessment (M20)
- D 8.1.3 - Final quality assessment (M36)

This Quality Assessment Plan, which is the first output of Task 8.1, gives a detailed description of how quality will be assessed within the project, by providing an overview

of all the measures taken to monitor and evaluate quality achievement. Further information about this Task are provided in Section 4.

3.3.2 Task 8.2 – VET Quality Assurance (led by AFBB and AWW)

The quality of the FCN Professional Profile, Curriculum, Guidelines, tools and training materials, as well as pilots, will be assured by checking the compliance with EQAVET, ECVET, ESCO and EQF.

Within this Task, the following deliverables are envisaged:

- D8.2.1 - VET Quality: Interim Report (M15)
- D8.2.2 - VET Quality: Final report and recommendations (M36).

Further information about this Task are provided in Section 5.

3.4 Relationship between WP8 (Quality Assurance), WP1 (Management) and WP6 (Evaluation)

The overall quality of the ENhANCE Project will be assured by an intense collaboration and exchange between WP8 (Quality Assurance) and WP6 (Evaluation), in collaboration with the Project Coordinator (PC) within WP1 (Management).

In WP8, AWW will be conducting project's monitoring activities (acting together with CNR-ITD as WP1 Leader), focusing on quality and adherence to the reference standards as above mentioned.

In WP1, CNR-ITD will be responsible of the overall management of the project, monitoring the progress level of the activities performed (in terms of milestones and deliverables) and their quality, supporting the communication between partners and their collaboration.

The monitoring activities run under WP8 and WP1 will be supported by the Steering Committee and the Panel of External Experts. In particular, the External Experts will perform a monitoring and evaluation activity on the base of the characteristic cycle of four phases (planning, implementation, evaluation and review). Even though the Panel will be comprised of four experts, the experts will be mainly performing their evaluation and assessment tasks (see 4.4) autonomously under the guidance of WP8 leader, while at some points they will be invited to share their views and discuss their assessment among each other if it makes sense from AWW's point of view. As already stated, the experts will accompany the Alliance throughout the overall project duration, by providing formative feedback and suggestions on the overall quality of the project, and – with particular regard to the project's results – they will focus on the VET quality.

In WP6, UEF will manage evaluation tasks in order to assure the validation of the main project results, i.e. the FCN EU Curriculum, the 3 localized Curricula and the tools, at their possible refinement in M32-M35. According to the evaluation and monitoring plan

(Task 6.1), criteria and indicators for evaluation and monitoring plan will be defined and the validation process will be based on:

- a double process of:
 - formative evaluation, which will use information in order to assess the effectiveness of the pilots along their implementation so as to allow their improvement or adjustment (Scriven,1967);
 - summative evaluation, which will use information to define a final comprehensive judgment on the efficacy of the interventions at their conclusion with respect to their initial objectives (Bloom,1968)
- the evaluation of the pilots' responsiveness to the needs of the job market, i.e. the capacity to adapt to job market requirements now, and possibly to anticipate them for the future;
- validation tests involving representatives of VET in the healthcare sector coming from countries not included in the pilots.

In Figure 1, the interaction between WP1, WP8 and WP6 for the managing of quality assurance, evaluation and monitoring is represented. The success indicators, along with the EQAVET, ECVET, ESCO, EQF indicators will be described extensively in the following sections of this deliverable. Indicators of WP6, instead, will be addressed in D6.1.

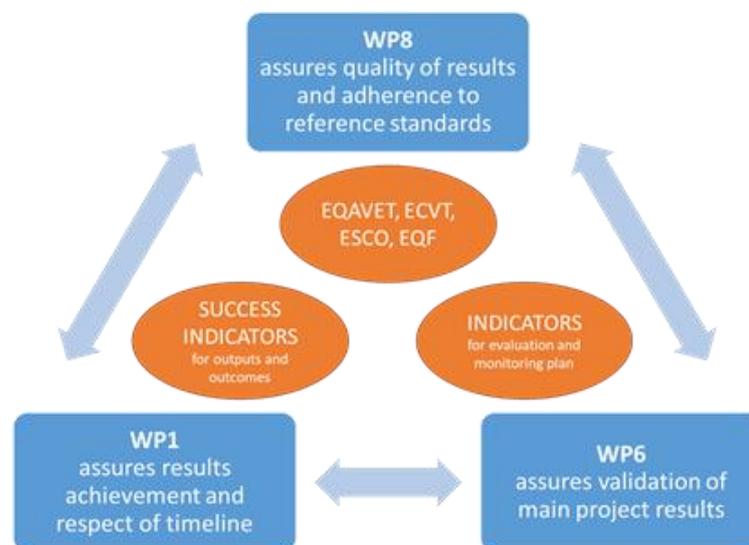


Figure 1 *Managing of quality assurance, evaluation and monitoring: Work packages interaction*

3.5 Work Package Interaction in Terms of Project and VET Quality Assurance

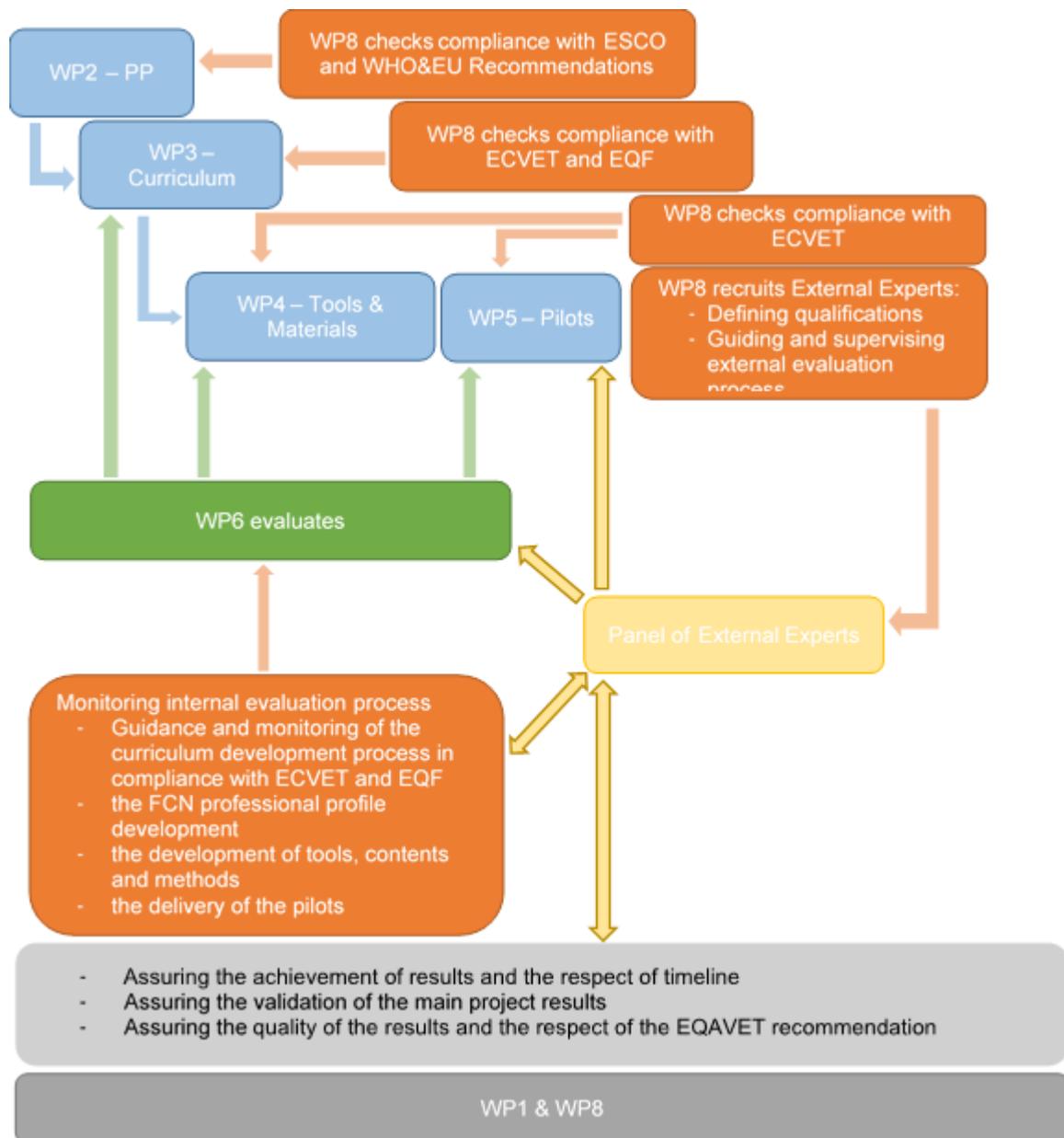


Figure 2: WP8 – responsibilities of WP8 related to Quality Assurance

The scheme shows the interaction of the WPs in charge of Quality Assurance of the ENhANCE project and their relation to the other WPs:

While WP6 evaluates the outputs of WP3, WP4 and WP5 (the Curriculum, the Tools and Materials and the Pilots). WP8 evaluates the same outputs but from a different perspective: it checks the compliance with the various official EU standards for VET (ECVET, EQF, ESCO and EQAVET). WP8 also recruits the External Experts who will

support and complement the monitoring and evaluation of the project results and of the processes that led to those results by providing formative feedback and suggestions.

The general aspects of project quality like the quality and validation of the project results and the respect of timeline will be assured by WP1 and WP8 together.

3.6 Quality Criteria per Deliverable

In line with the project proposal, the following table (see Table 1) contains an overview of all the project deliverables, along with the qualitative and quantitative criteria adopted by WP6 and WP8 to assess them.

The specific indicators which determine whether or not a quality criterion has been fulfilled will be specified in the responsible WPs and their deliverables. This document focuses therefore on the criteria and indicators regarding WP8. The other WPs and partners playing a role in the quality assurance processes are mentioned for the sake of completeness.

Deliverable	WP Responsible for delivery	Quantitative criteria	Qualitative criteria
D2.2: FCN Professional Profile	WP 2	<ul style="list-style-type: none"> 1 digital document detailing the PP delivered (WP8) 	<ul style="list-style-type: none"> Compliance with ESCO (WP8) Compliance with the main identified WHO and EU recommendations (WP8) Positive feedback from representatives of target groups (WP6)
D3.1: Design of the FCN EU Curriculum	WP 3	<ul style="list-style-type: none"> 1 digital document detailing the EU Curriculum delivered (WP8) 	<ul style="list-style-type: none"> Compliance with ECVET (WP8) Compliance with EQF (WP8) Positive feedbacks of representatives of VET providers about usability and efficacy (WP6) Positive evaluation of its flexibility and adaptability to different EU countries by different stakeholders (WP6)

			<ul style="list-style-type: none"> • Positive evaluation of three pilots (WP6)
D3.2: Development of guidelines supporting the design of local curricula	WP 3	<ul style="list-style-type: none"> • 1 digital document detailing the Guidelines delivered 	<ul style="list-style-type: none"> • Compliance with ECVET, EQF and EQAVET (WP8) • Positive feedback of representatives of VET providers about usability and efficacy (WP6) • Positive evaluation of EU curriculum flexibility and adaptability to different EU countries by different stakeholders (WP6)
D4.1.2: Development of an open online tool supporting case study and best practice sharing	WP 4	<ul style="list-style-type: none"> • Compliance with web accessibility standards such as the Web Content Accessibility Guidelines • Existence of functionalities for accessing and sharing documents • Existence of functionalities for discussing best practices and comment on case studies • Existence of functionalities for supporting social networking and communication • The tool is in English, and a Multilanguage interface (Italian, Finnish, Greek) • Availability for free online for at least 1 year after the project 	<ul style="list-style-type: none"> • Positive feedback about usability from the project partners (WP6) • Positive feedback about usability from representatives of VET teachers/trainers (WP6)

		end	
D4.2.1 Open contents for VET teachers and trainers	WP 4	<ul style="list-style-type: none"> • Open Content available for free access (after registration) in a specific repository • Availability for free online for at least 1 year after the project end 	<ul style="list-style-type: none"> • Positive feedback about effectiveness from the project partners (WP6) • Positive feedback about effectiveness from representatives of VET teachers/ trainers (WP6)
D4.2.2 A European e-learning path for VET teachers in the field of nursing	WP 4	<ul style="list-style-type: none"> • 1 e-learning course delivered 	<ul style="list-style-type: none"> • Positive feedback about satisfaction of teachers attending the course (WP6)
D4.3.2 Development of guidelines for teachers on tools and methods	WP 4	<ul style="list-style-type: none"> • 1 digital document detailing the Guidelines delivered 	<ul style="list-style-type: none"> • Guidelines are based on innovative models of continuous professional development (WP6) • Positive feedbacks of representatives of VET teachers/trainers about usability and efficacy (WP6)
D3.3 The design of 3 national FCN curricula	WP 3	<ul style="list-style-type: none"> • Delivery of 1 design document for each pilot course (included in D.3.3) • Double language: English and Italian/Finnish/Greek 	<ul style="list-style-type: none"> • Clear definition of learning outcomes in compliance with ECVET (WP8) • Pilot courses are described according to a unique template defined in the project (WP8) • Positive evaluation of Italian pilot following the evaluation plan indicators and the EQAVET indicators (WP6/WP8) • Positive evaluation of Greek pilot following the evaluation plan indicators and the EQAVET

			indicators (WP6/WP8) <ul style="list-style-type: none"> • Positive evaluation of Finnish pilot following the evaluation plan indicators and the EQAVET indicators (WP6/WP8)
D5.1 Delivery of the Italian Pilot Course 5.2 Delivery of the Greek Pilot Course D5.3 Delivery of the Finnish Pilot Course	WP 5	<ul style="list-style-type: none"> • 3 courses delivered 	<ul style="list-style-type: none"> • Compliance with EQAVET (WP8) • Achievement level of learning outcomes defined according to ECVET (WP8) • Quality of training materials (WP6/WP8) • Competence and effectiveness of teachers (WP6) • Cost-effectiveness (WP6) • Satisfaction level of students attending the course (WP6) • Presence of multiple training methodologies, such as work-based learning, including apprenticeships, alternation school/job, on the-job training periods in companies (WP6) • Responsiveness to job market needs (WP6)

Table 1: Overview of short term results according the project description

This table of quality criteria per deliverable gives an overview of the criteria applicable to measure the quality of the project results. In addition to the quantitative criteria, there are various qualitative criteria.

In chapter 5, indicators for each criterion will be specified that will be used to check whether a criterion has been fulfilled. Furthermore, this will help to determine to what extent the project results have been achieved.

4. Task 8.1 – Project Quality Assurance: Roles, Responsibilities, Rules

The overall quality of the project outcomes will be assured by an intense collaboration and exchange between the WPs of Management (WP1), Quality Assurance (WP8) and Evaluation (WP6), as it will be described in the following.

CNR-ITD/WP1 leader as the applicant and Project Coordinator, UEF/WP6 leader as evaluator of WP 3, 4 and 5 and AWW/WP8 leader responsible for quality assurance will ensure the general quality of the project.

Within Task 8.1, the External Experts will provide formative feedback and suggestions, and will support the Alliance in the evaluation of the project's results.

In order to ensure the overall quality of the project results the following measures will be taken:

- Clear allocation of tasks to partners;
- Monitoring and control of the time schedule and the timing of the related activities through implementation of an effective tracking system;
- Ensuring timely release and accuracy of deliverables;
- Ensuring the coherence between the results and the proposal;
- Monitoring the quality and robustness of the project results;
- Monitoring the achievement of the success indicators.

Dimension of Quality	Responsible Institution or Person	Responsibilities
General Quality Management	Project Coordinator Steering Committee Editorial Board General Assembly	<ul style="list-style-type: none"> • Collecting and reviewing all quality-related materials from other partners involved in Quality Management • Providing regular feedback on deliverables to the WP leaders • Assuring practice of quality control measures and communications in project plan • Assuring deliverables meet broad set agreed of quality criteria • Guaranteeing that the main decisions regarding the project are discussed and agreed
Evaluation	WP6/UEF	<ul style="list-style-type: none"> • Quality Assurance according to Evaluation Plan • Evaluate and monitor the main results of WP3, WP4 and WP5: the design and localization of the FCN European

		<p>Curriculum, guidelines for designer, tools and pilots, the national pilot courses.</p> <ul style="list-style-type: none"> • Collaborate and comply with WP 8 regarding project quality assurance
Quality Assessment	WP8/AWV/AFBB	<ul style="list-style-type: none"> • Support of personalized competence-based learning paths in the EU Curriculum • Assurance of compliance of Evaluation and Monitoring Plan with EQAVET principles • Defining qualifications and recruiting External Experts • Supporting and collaborating with External Experts • Ensuring the flow of information between the Steering Committee and the External Experts • Support of WP1 in the definition of actions to improve the quality of project outcomes following the results of the quality evaluation (i.e. both self-assessed and external) such as the involvement of the External Experts • Monitoring the achievement of the success indicators
	Panel of External Experts	<ul style="list-style-type: none"> • Accompanying the project Alliance by providing formative feedback and suggestions • Support the project Alliance in the evaluation of the project's results • Supporting and collaborating with AWV/AFBB

Table 2: Roles and Responsibilities for ENhANCE Quality Assurance – Task 8.1

4.1 Steering Committee

To guarantee a high level scientific and technical coordination, a Steering Committee has been nominated at the beginning of the project. The Steering Committee includes the Work Package Leaders that direct the day-to-day technical planning and work within the Work Packages and will support the project in order to assure the respect of milestones and results achievement by monitoring success indicators (see 3.4). For further information about the Steering Committee, refer to the ENhANCE Alliance Agreement.

4.2 General Assembly

The General Assembly is the ultimate decision making body of the Alliance. It is composed of one representative of each party duly authorised to deliberate, negotiate and decide on all matters. The parties agree to abide by all decisions of the General Assembly. For further information about the Steering Committee, refer to the ENhANCE Alliance Agreement.

4.3 Editorial Board

With the aim of assuring the overall quality of deliverables produced within the project, under Task 8.1 and in coordination with WP1 and WP7 (Dissemination), the ENhANCE Project's Alliance has established an Editorial Board (EB) that is the body responsible for the quality of any public output produced by the project. As described in the Alliance Agreement (see 6.2.4), the EB is composed of one person from each WP Leader's institution, the Project Coordinator, and the Quality Manager. In particular, in reference to the dissemination activities, the EB aims to guarantee that the public outputs (leaflet, contents of the website, project deliverables, etc.) are compliant with the proposal (see Alliance Agreement, 6.7). The EB will support the Alliance in deciding which information is relevant for which channel, being promptly informed of all current developments and available results and eventually arranging for further actions and publications.

4.4 Panel of External Experts

A number of External Experts will be involved in the process of quality assurance. AWW/AFBB will provide them with the appropriate tools to assist them in assessing the project work.

External Experts involvement is necessary to guarantee an independent evaluation of project quality, ensuring an high quality standard to the outcomes. Although the project proposal foresees the involvement of voluntary external evaluators for quality assurance, the Alliance agreed that a compensation should be made available to the external evaluators. There are several reasons for this. On the one hand, the evaluators should regularly participate in ensuring the quality standards in ENhANCE over a period of almost three years. Motivating the experts, who, as can be assumed, are also strongly involved in other occupations and professional projects, would be facilitated by paying them for their services.

It is also to be expected that the payment will ensure a higher quality of evaluation, as the evaluators will feel more committed to the project if they receive at least an expense allowance for their work. Therefore, WP8 will draw up a cost estimate and, together with WP1, present it to the other partners during the next project meeting

(02.07.-03.07.2018) to decide together whether all parties agree to share the costs as already foreseen in the Alliance Agreement (section 7.1.5, p.18).

4.4.1 Selection of External Experts

The external evaluators will be selected early on in order to involve them in the quality assurance as soon as possible. In consideration to the potential costs, the amount of experts will be limited to 4. That way, there is at least one person to evaluate each pilot and a fourth person as backup.

As a first step of the selection process, a profile was defined by AWV that derived from the tasks and role of the External Experts. The two main tasks of the evaluators will be (in cooperation with AWV and AFBB):

- Document analysis and evaluation, with particular regards to ECVET, ESCO and EQAVET standards.
- Meta-evaluation (evaluation of project's outputs, with particular attention to WP6 output).

Their role will be that of a competent, neutral (not involved in the project) evaluator.

Therefore, the profile of the external expert should be as follows:

Requirements
Expert in nursing and care professions and/or education <i>Note: preferably, the experts will consist of a mixed group of people with either a scientific background or a practical background (e.g. experts from national bodies and authorities like the Chamber of Commerce)</i>
Experience with evaluation
English proficiency
Basic knowledge of/experience with ECVET and/or ESCO and/or EQAVET

Table 3 Requirements for External Experts

It is planned to recruit the experts also from the participants of the DELPHI study carried out in T2.2 since they are already familiar with the project, especially if they have a) shown interest in the ENhANCE project during T2.2 and b) are from one of the three countries where the pilots will be carried out (FIN, IT, GR). AWV received eight names and contact details and will start recruiting the External Experts in M6. However, the pool of potential external reviewers is not limited to the experts from the DELPHI study but can be expanded to all experts who match the profile mentioned above.

Since the PP already involved External Experts through the DELPHI study and is based on their opinion and thus on the views of independent experts this output will not be assessed additionally by the External Experts within WP8. Therefore, the External Experts will be recruited after the delivery of the PP and begin their work with the assessment of the Curriculum.

4.4.2 Briefing of External Experts

The briefing of the External Experts will be done by a Skype kick-off meeting where the main tasks and the work plan will be presented by AWV. The experts will then get the chance to ask questions or give valuable input on how to assess certain aspects, in particular with reference to the meta-evaluation of the project. Specific assessment/evaluation tools for External Experts will be provided during the Task8.1 activities and will be based on review template similar to the one created for the internal evaluation (see Appendix V).

Later on, during task 8.2 (VET quality assurance) AFBB will provide the necessary information and tools to assess VET quality. AFBB will equip the experts with thorough guidelines for each criterion (ECVET, EQAVET, EQF, ESCO and WHO recommendations, meta-evaluation) which include not only a description of the main concept(s) and their relevance with regards to the corresponding outputs but also ready-to-use tools. These tools are designed with the aim of achieving the best possible compromise between a detailed assessment and a reasonable amount of time to use them.

4.4.3 Monitoring of External Experts

After the selection and engagement of the experts, a close collaboration until the end of the ENhANCE project will start. The experts will be expected to deliver the results of their assessment for each output on time. In case an output will not be delivered after an appropriate delay and if they feel they can no longer contribute to the project, the fourth expert who will function as backup will be asked to take the person's place. In order to reduce the likelihood of an expert retiring, it is planned at this stage that the experts will be engaged for the entire remaining project duration, but will receive their fee per contribution.

For further details on response/mitigation strategy envisaged by the Alliance in order to monitor the activities carried out by External Experts, please refer to D.1.3.1 “Risk Management Plan”: Risk 4.8 Panel of External Reviewers Not Participating Actively.

Activity	Work days	Method	Time
Kick-off with AWW	0,5	Skype meeting	Sep 18
Evaluation EU Curriculum	0,5	Tools provided by AWW, Questionnaire	Jan 19
National curricula + design of pilots	1	Tools provided by AWW, Questionnaire	Jun 19
Evaluate one pilot course	1,5	Document analysis, tools provided by AWW	Mai 20
Meta-evaluation (of internal evaluation)	1	Document analysis, observing formative evaluation	Feb 20
Consultations and meetings (panel of experts)	1	Skype meeting, email conversations	Sep 18 - Dec 20
Other	1		

Table 4 *Activities and involvement of External Experts*

4.5 Overall Quality Management – Self-assessment as part of the Quality Assurance

Enhance Quality Management is the process to ensure and maintain the quality of project outcomes and it includes also the instruments and method developed with this purpose. The quality processes implemented should constantly apply and be used as continuously as possible. It is the task of the leader of WP8 (AWV/AFBB) to ensure compliance with the present Quality Assurance Plan.

However, good process quality is not measured by adhering to all processes as immovably as possible. In detail, mistaken evaluations can give rise to wrong decisions. Evaluations can also - perhaps wrongly - be subject to fierce criticism. In order to avoid such situations, the evaluation itself should also be evaluated. Such meta-evaluations serve the purpose of assessing and improving the quality of evaluation processes and results.

A systematic meta-evaluation can take place within the evaluation team (internal) or by external parties (external). While a comprehensive and in-depth meta-evaluation is only useful in certain cases, a brief self-evaluation of the evaluation should generally be carried out by the persons responsible for the evaluation. The periodic realization of a meta-evaluation will increase the credibility of the quality assessment (DeGEval, 2008).

In this project, quality assurance itself must also be subject to a continuous feedback process, which regularly checks whether the criteria, indicators and process specifications formulated once are still valid or whether they need to be adapted.

Requirements for such an adjustment could be, for example, that the framework conditions for evaluation have changed fundamentally or that some of the original objectives had to be modified during the course of the project.

This self-assessment process is described below and includes timing, tools and responsibilities.

Timing: A useful moment for such a review or self-evaluation is the delivery of the first release of the curriculum (D3.1.1) and the associated guidelines (D3.2.1) in month 14 and the associated review with regard to the EQAVET criteria (see also Chapter 3 of this document). At this stage it becomes apparent for the first time in broad terms whether the processes and instruments function sufficiently well. On the other hand, it is still early enough to identify the potentially improved processes and tools. The subsequent mid-term quality assessment report will then be the place where the conclusions of the self-evaluation carried out will be evaluated and recorded.

Tools: The targeted review is based on the evaluation criteria for meta-evaluation. (DeGEval 2008; Stufflebeam 1999, 2007; UNIFEM Evaluation Unit 2009):

- 1) Description of the Evaluandum,
- 2) Analysis of the context,
- 3) Description of purposes and procedure,
- 4) Indication of information sources,
- 5) Valid and reliable information,
- 6) Analysis of qualitative and quantitative information,
- 7) Well-founded conclusions.

With regard to the project, the questions regarding the applicability of the available tools or guidelines must be answered with the help of this evaluation set, in short: Are we able to reliably measure whether the outputs are in line with the targeted standards? (content assessment) and: Are we always able to reliably document the project quality? (execution quality).

Responsibilities: The verification in this way is carried out in particular by AWW and in parts by CNR-ITD. In addition, the External Experts are encouraged to give feedback on their work at AWW. Primarily, a Communicative validation is used here. The necessary questionnaires / evaluation tools will be provided for this purpose. In

general terms, the responsibility for the Internal Evaluation is charged to WP1 and WP8, while External Evaluation to WP8 and WP6.

4.6 Sustainability: Dissemination Plan and Activities

The dissemination activities for the project partners are in a special focus as an aspect that is also always considered important by the funding source. The consortium has already taken due account of this aspect by setting up a dedicated work package (WP7). With regard to the quality assurance of the entire project, but also to the sustainability of the use of the project results, the quality assurance of this work package is therefore very important.

Mainly this will be monitored by WP1 but it is also up to the individual project partners to ensure that the results are applied in the respective environment (and possibly also beyond). This includes, for example, regular exchanges of experience with the stakeholders of the project partners or external multipliers. The further transfer of the developed instruments, models and above all curricula to other institutions and contexts must therefore be prepared and can thus be optimised in order to valorise the means used in the project, i.e. the "added value" of a project or the results.

5. Task 8.2 – VET Quality Assurance: Roles, Responsibilities, Rules

In Task 8.2, VET quality assurance helps to establish if a deliverable is acceptable based on the processes used to create it. Quality assurance processes are used to evaluate overall project performance frequently and to determine that quality reviews were held, deliverables tested, and stakeholder acceptance acquired.

To ensure the project's success, in addition to an internal quality management, which supports the project organisation as well as its implementation, objectives and the assurance of the sustainability of the project's results, project-accompanying external evaluations will be included.

As already mentioned, while the acceptance of the materials and pilots will be evaluated by WP6, the results of the project in terms of VET quality will be evaluated by WP8. This will be done through various tools but mainly through the analysis of the produced documents.

Dimension of Quality	Responsible Institution or Person	Responsibilities
Evaluation	WP6/UEF	<ul style="list-style-type: none"> Assurance of general quality of tools, materials and pilots and hence assuring VET quality
Quality Assessment	WP8/AWV/AFBB	<ul style="list-style-type: none"> Assurance of compliance of FCN PP with , ESCO and the main identified WHO and EU recommendations Assurance of compliance of FCN Curriculum with ECVET and EQF Assurance of compliance of Evaluation and Monitoring Plan with EQAVET principles Assurance of compliance of pilot course design with ECVET and EQAVET
	Panel of External Experts	<ul style="list-style-type: none"> Monitoring and evaluating the training materials and the pilots in general according to EQAVET

Table 5 Roles and Responsibilities for ENhANCE Quality Assurance – Task 8.2

Although the objectives of deliverables vary, the following European tools and processes to ensure quality in VET will be used:

- the guidelines and requirements of ECVET,
- the guidelines and indicators of EQAVET,
- the compliance with ESCO and the WHO recommendations for FHN,

- compliance with the EQF.

Since there is extensive literature, guidelines and tools to be found on these European instruments and frameworks, only a short introduction including their quality standards will be given in this plan. All the relevant documents will be listed in the References).

In the course of the project, AWV will provide a detailed list with further references and material concerning ECVET, EQAVET, ESCO and the EQF to the partners.

5.1 ECVET

The first benchmark for this part of the evaluation will be the principles of one of the common EU tools in VET - the European Credit System for Vocational Education and Training (ECVET).

According to the Cedefop¹, ECVET is intended to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals aiming to achieve a qualification and to promote lifelong learning through flexible and individualised learning pathways (European Parliament and Council of the EU, 2009) (Cedefop 2016).

ECVET should be applied in accordance with national legislation and practice and based on trial and testing. To be operational, the credit system should be underpinned by the following ECVET principles and technical components:

- (a) qualifications should be described in units of LO, a central concept of ECVET principles, with associated points (ECVET points).
- (b) there should be a process for units of LO to be assessed, validated and recognised, and for their transfer and accumulation;
- (c) ECVET partnerships are supported by complementary documents, such as memorandum of understanding (MoU), learning agreements (LA), personal transcripts of records (henceforth, complementary documents).

Since no mobility is planned in ENhANCE and thus the focus on working with ECVET will be on describing learning outcomes, a guideline on describing Learning Outcomes published by the German Federal Ministry of Education and Research in 2012 can be found in the Appendix I.

Especially the FCN Curriculum and pilot courses will be analysed concerning the following ECVET principles:

¹ Publications Office of the European Union, Luxembourg, 2016: *ECVET in Europe - Monitoring report 2015*

- description of Learning Outcomes
- reference level, units, typology of learning, nature of the learning process, vocational relevance
- assessment and validation of Learning Outcomes
- quantification of the credit
- volume of learning activities.

Cedefop published several handbooks and guidelines regarding the description, assessment and validation of Learning Outcomes. In addition, there have been revisions and monitoring reports and projects working with and evaluation the work with ECVET. Therefore, the literature referred to in this document should be used for further information on the topic in addition to the literature lists and guidelines AWV will upload to support the design of the Curriculum in compliance with ECVET.

5.2 EQAVET

Second benchmark will be the guidelines and indicators of the European Quality Assurance Reference Framework (EQAVET). This instrument aims to help EU countries promote and monitor the continuous improvement of their VET systems based on commonly agreed references. In addition, the framework is also supposed to help building mutual trust between the VET systems and facilitate the process of accepting and recognizing the skills and competencies acquired by learners in different countries and learning environments. EQAVET is a voluntary system to be used by public authorities and other bodies involved in quality assurance.

The EQAVET quality model is based on the plan-do-check-act (PDCA) cycle² and describes the four stages planning, implementation, evaluation/assessment and review/revision of VET which are interrelated. Indicative descriptors are attributed to each of these phases.³ The model is completed by the ten EQAVET indicators⁴. These indicators are neither mandatory nor do they function as benchmarks or standards for a comparison on EU level. However, they can and should be used like a toolbox in order to ensure a holistic approach when it comes to evaluating quality assurance measures and to building a quality assurance model based on individual conditions (EQAVET 2018).

In order to assess the quality of a VET provider, it is recommended to go through the four phases systematically and using the corresponding descriptors. In addition,

² The PDCA is also known as the Deming cycle or Shewhart cycle.

³ See Annex I

⁴ See Annex II

suitable indicators will be selected using the guidelines published by EQAVET in 2017 (EQAVET 2017, 20ff.) and used to assess the VET quality.

Especially the following outputs will be analysed concerning EQAVET principles:

- The guidelines supporting the design of local curricula
- The European e-learning path for VET teachers in the field of nursing
- The Design of 3 national FCN curricula and the implementation of 3 pilot courses

1. Purpose and Plan

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures. Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.



4. Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

3. Assessment and Evaluation

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

Figure 3: *The EQAVET Quality Cycle*

Like on ECVET, there are several publications by the European Commission, which can be used as guidelines for a qualitative approach in compliance with EQAVET and which provide further information on the EQVET model presented here. AWV will upload a literature list and guidelines for working with EQAVET.

5.3 EQF

The third benchmark will be the European Qualification Framework (EQF).

The EQF main purpose is the translation of national qualifications across Europe. At the same time, it is supposed to increase and support lifelong learning by facilitating workers' and learners' mobility. The EQF was adopted by the European Parliament and Council on 23 April 2008. By relating different countries' national qualifications systems to a common European reference framework, individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems (European Commission 2008).

By April 2018, 35 countries had formally linked ('referenced') their national qualifications frameworks to the EQF⁵ (Cedefop 2018) and therefore created the basis for the intended objectives of the EC.

The framework is structured like a matrix and describes eight levels in terms of Learning Outcomes. The categories that describe the level are 'knowledge', 'skills' and the degree of 'autonomy and responsibility'.

Although only a very general idea of the pilots existed in the proposal, a clear reference to EQF Level 6 and EQF Level 7 was in place. According to the EQF, these two levels are described as follows⁶:

	Knowledge⁷	Skills⁸	Responsibility and autonomy⁹
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

⁵ Austria, Belgium (Flanders and Wallonia), Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Estonia, Finland, the Former Yugoslav Republic of Macedonia, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Kosovo, Latvia, Lichtenstein, Lithuania, Luxembourg, Malta, Montenegro, the Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Sweden, Switzerland, Turkey and the United Kingdom (England, Scotland and Wales)

⁶ <https://ec.europa.eu/ploteus/en/content/descriptors-page>

⁷ In the context of EQF, knowledge is described as theoretical and/or factual.

⁸ In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

⁹ In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility

Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
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Table 6: Description of targeted EQF levels

In the course of the preparation of this document, during the first ENhANCE Project meeting in Genoa, Italy, as well as during several Skype meetings between WP1 and WP8, the question of how to correctly assess the level of the Curriculum and the pilots was raised. It will be a vital part of the quality assurance procedures to make sure the Curriculum and pilots are coherent with the envisaged EQF level. Given that the planned pilots in the three countries vary in terms of course volume and course provider, this task requires not only a detailed look at the national education systems and the respective National Qualification Framework (NQF) referencing documents but also at comparable education programmes.

For this purpose, a “Questionnaire for Assessing EQF level” tool,¹⁰ has been created by the Project Coordinator and then sent out to UNIGE, UEF and THEI-THE in order to get a better picture of the course that will be offered. The collected information are summarized in the Table below.

Country/ Provider	Course	Duration/ hours	Admission	ECTS	EQF-level
Italy, University of Genova (UNIGE)	- Second Cycle qualification course (<i>Master Universitario di Primo Livello</i>)	10 months/480 Teaching hours/ overall duration: 1500 study hours	Nurses with at least a First Level Degree (First Cycle – EQF level 6)	60	7
Greece, TEI of Thessaly (TEI-THE)	- Lifelong Learning Courses that will lead to a	250 Teaching hours	Nurses with a degree (First Cycle – EQF QF-	30-60	6-7

¹⁰ See Annex 1.V

	Lifelong Learning Certificate from LLI (Lifelong Learning Institute)		HEA=First Cycle; EQF-LLL=6)		
Finland, University of Eastern Finland (UEF)	- Officially recognized master level studies at UEF, Department of Nursing Science and Open University	140	Nursing students (selected by entry exam) at the Dep. Nursing Science and nurses in the Open University, EQF level 6	5	7

Table 7: Overview of planned pilot courses

All in all, from this data collection phase, we have made evident that in our pilots:

1. the entry level for the nurses will always be EQF Level 6 (in the 3 pilot countries, in order to become a nurse, you need to get a bachelor degree),
2. the targeted exit level is EQF Level 7.

Although the EQF level is determined by the assessment of learners' skills, knowledge and competence, the widely varying pilot courses envisaged represent a considerable challenge that must lead to solutions or adjustments during the curriculum development process.

These conclusions will be in any case further discussed and definitely approved during the upcoming project meeting in Portugal.

5.4 ESCO

ESCO, the multilingual classification of European Skills, Competences, Qualifications and Occupations, has been developed to connect employment to education by providing a common language. It determines and categorises skills, competences, qualifications and occupations relevant for the European labour market and education and training. According to the EC, ESCO has been developed with the following objectives:

- to improve the communication between the education and training sector and the EU labour market;
- to support geographical and occupational mobility in Europe;

- to make data more transparent and easily available for use by various stakeholders, such as public employment services, statistical organisations and education organisations;
- to facilitate the exchange of data between employers, education providers and job seekers irrespective of language or country;
- to support evidence-based policy making by enhancing the collection, comparison and dissemination of data in skills intelligence and statistical tools, and enabling better analysis of skills supply and demand in real-time based on big data (European Commission 2017: ESCO handbook).

ESCO was also developed as a complementary tool to the EQF and uses therefore the NQFs as main source of information on the qualifications (European Commission 2017: ESCO Strategic framework, 8). It can contribute information to learning outcome descriptions to facilitate understanding them.

Therefore, it can be used when describing learning outcomes by selecting the relevant ESCO knowledge, skills and competence concepts (ibid, 9). This might be especially relevant for the development of the Curriculum.

Especially the FCN PP will be evaluated regarding the compliance with ESCO. Since there is no FCN profile classified in ESCO yet, the classification of existing related nursing and community health care professions will be used to compare the PP to. Matching the PP to already existing occupations as well as basing it on the terminology of ESCO will be an important step towards an FCN European curriculum and therefore towards a better collaboration between regulatory bodies and VET providers.

There are several publications by the European Commission regarding ESCO (see References). In addition, AWV will upload a literature list and some guidelines to support the translation to ESCO.

5.5 WHO EU Recommendations

Another reference to check the compliance of the FCN PP with are the recommendations for the development of another community-based health professional, the Family Health Nurse (FHN). In the programme HEALTH21 published in 2000, the WHO gives a comprehensive description of the role, competences and need for a new type of nurse.

A study conducted by the Scottish Executive Health Department (SEHD) in 2003 evaluates the FHN profile as “broad in its aspirations to meet the needs of individuals, families and communities” (Macduff, Colin and West, J M. 2003: 7) and

note, that the combination of three complex and rather difficult to grasp concepts – family, health and nursing – have been combined in the FHN. Macdruff and West conclude that the tasks of the FHN described by the WHO are very diverse which make it difficult to define a coherent role and profile (ibid: 7). On the other hand, the situations described to illustrate the role of the FHN are so specific that they would rather call for a specialist practitioner than a nurse (ibid:8).

Since the FHN can be considered an expanded community health nurse (Hennessy and Gladys 2006: 89) which have been existing in several countries before the introduction of the FHN model (ibid), the FCN can be considered an expanded FHN.

Therefore, the definition of the PP should be done by comparing the already existing (if any) Community Health Nurse profiles and complete it with the aspects from the WHO report related to ‘family’. Thus, for assessing the compliance with the WHO recommendations, the skills and personality traits of the FHN related to ‘family’ nursing and care identified as necessary by the WHO will be the parameters to compare the profile to.

6. Methods and Tools

The following Table 8 provides an overview of methods and tools adopted in the project.

Dimension of quality	Task	Methods	Tools
Quality of project meetings	8.1	Internal survey	Meeting evaluation form
Quality of asynchronous interactions	8.1	Observation	Tool to monitor asynchronous interactions
Project sustainability and European Added Value are assured	8.1	Analysis of deliverables (especially D6.2 and D6.3.1 and D6.3.2) regarding possibility of implementing the results in different countries and contexts	Checklist Questionnaire for External Experts
Appropriate involvement of stakeholders	8.1	Analysis of reports provided by UEF	Comparison Matrix
Quantity of deliverables	8.1	Observation to check existence of planned documents, delivery in time, etc.	Checklist/ Comparison of plan vs. given facts
Formal/ General Quality of deliverables	8.1	Internal peer review process	Set up of Editorial Board Internal peer review form
Deliverables/Outputs comply with the EMP	8.1	Analysis of reports provided by UEF	Comparison Matrix
Deliverables comply with EQF	8.2	Analysis of documents to check degree of match between predefined documents and EQF requirements	Comparison Matrix, Stratification Diagram
Deliverables meet the requirements of ECVET	8.2	Supervision during production of concerned deliverables	Guidelines/Reference list Skype – Input and Support
	8.2	Analysis of documents to check that Learning	Checklist Guidelines and check lists for

		outcomes are described in terms of knowledge, skills and competences	External Experts
	8.2	Analysis of documents to check that formal requirements of ECVET have been met	Checklist Guidelines and check lists for External Experts
Deliverables meet the requirements of EQAVET	8.2	Supervision during production of concerned deliverables	Guidelines/Reference list Skype – Input and Support
	8.2	Analysis of VET quality using the EQAVET model (including descriptors and indicators)	Questionnaire Guidelines and check lists for External Experts
Self-evaluation of Quality Assurance	8.1	Analysis of feedback from the project partners and the External Experts	Questionnaires

Table 8: *Methods and Tools used to assess quality per task*

6.1 General communication, collaboration and monitoring rules

In order to support the general quality management within the project, general communication and collaboration rules have been set and all project partners have been informed about them.

The internal communication will be mainly handled via mailing lists and Skype meetings regarding the work packages. To organize the flow of communications in a fluid and contextual way, a number of mailing lists were made available to the project with the aim of supporting each Work Package, plus two specific mailing lists (one for the Steering Committee and one for the General Assembly).

The flow of communication and collaboration activities will be qualitatively and quantitatively monitored with the aim not only to highlight any critical issues, but above all to enhance the content in terms of meta-level information within the project.

Specific tools, useful for data collection and analysis, have been designed by the Project Coordinator and will be used in the various stages of the project throughout its duration. In particular, a tool for collecting and organizing the mailing lists' messages has been implemented by CNR-ITD (see: <http://enhance.itd.cnr.it/one.php>). As shown in Figure 4, the mailing lists' messages

can be organized by: Date and hours; Work Package; Partner; Sender; Subject; Topic, Tone.

The screenshot shows a web-based form for monitoring mailing lists. It features several input fields and a dropdown menu. The 'Data e Ora' field is pre-filled with '31/05/2018' and '13:48'. Below it are three dropdown menus labeled 'Work Package', 'Partner', and 'Mittente', each with 'Selezionare' as the selected option. There are also empty text boxes for 'Subject' and 'Topic'. The 'Tono' field is a dropdown menu with a list of options: 'Propositivo', 'Collaborativo', 'Intralciante', 'Emotivo', 'Organizzativo', 'Facilitativo', and 'Direttivo'. Below this is a large text area for 'Note / Commenti'. At the bottom left, there is an 'Attachment' checkbox which is currently unchecked. A button labeled 'Invia Dati' is located at the bottom right of the form.

Figure 4: ENhANCE Project's tool for monitoring mailing lists' messages

The last item (Tone), in particular, presents a set of indicators that are used for thematically coding and analyzing the mailing lists' messages. Those indicators are inspired by the "Community of Inquiry" (CoI) framework (Garrison, Anderson, & Archer, 2000) for the analysis of asynchronous learning communities, which has already been applied in several different research contexts. The framework identifies three elements – social, cognitive and teaching presence – as well as categories and indicators to define each of the presence, as follows:

- Social presence is described as the ability to project one's self and establish personal and purposeful relationships.
- Cognitive is defined as the exploration, construction, resolution and confirmation of understanding through collaboration and reflection.
- Teaching presence is defined as the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

The framework has been adapted to the needs of the project for thematically coding and analyzing the project's mailing lists' messages. The following categories of indicators are proposed to guide the coding of messages:

Elements	Categories	Indicators (examples only)
Social Presence	Emotional/affective expression	Emotions
	Communication	Risk-free expression
	Cohesion	Encouraging collaboration
Cognitive Presence	Triggering	Sense of puzzlement
	Exploration	Information exchange
	Integration	Connecting ideas
	Resolution	Apply new ideas
Teaching Presence	Design and Organization	Defining and initiating discussion topics
	Facilitating discourse	Sharing personal meaning
	Direct Instruction	Focusing discussion

Table 9: *Categories of indicators (with examples) for coding mailing lists' messages*

As already mentioned, the purpose of this analysis is to provide the Project Coordinator with a more specific and systematic representation of interactions taking place within the project, so that it is possible to intervene promptly to resolve any conflicts or tackle critical issues. Further details will be provided in D.1.1.1 (M18).

6.2 Internal Review Process / Internal peer review form

A specific “Internal Review Process” has been defined and milestones has already been defined and have been agreed by all parties. Such a procedure includes an internal review of the deliverable by at least two internal reviewers in order to assess the quality of the produced deliverable (see Figure 5).

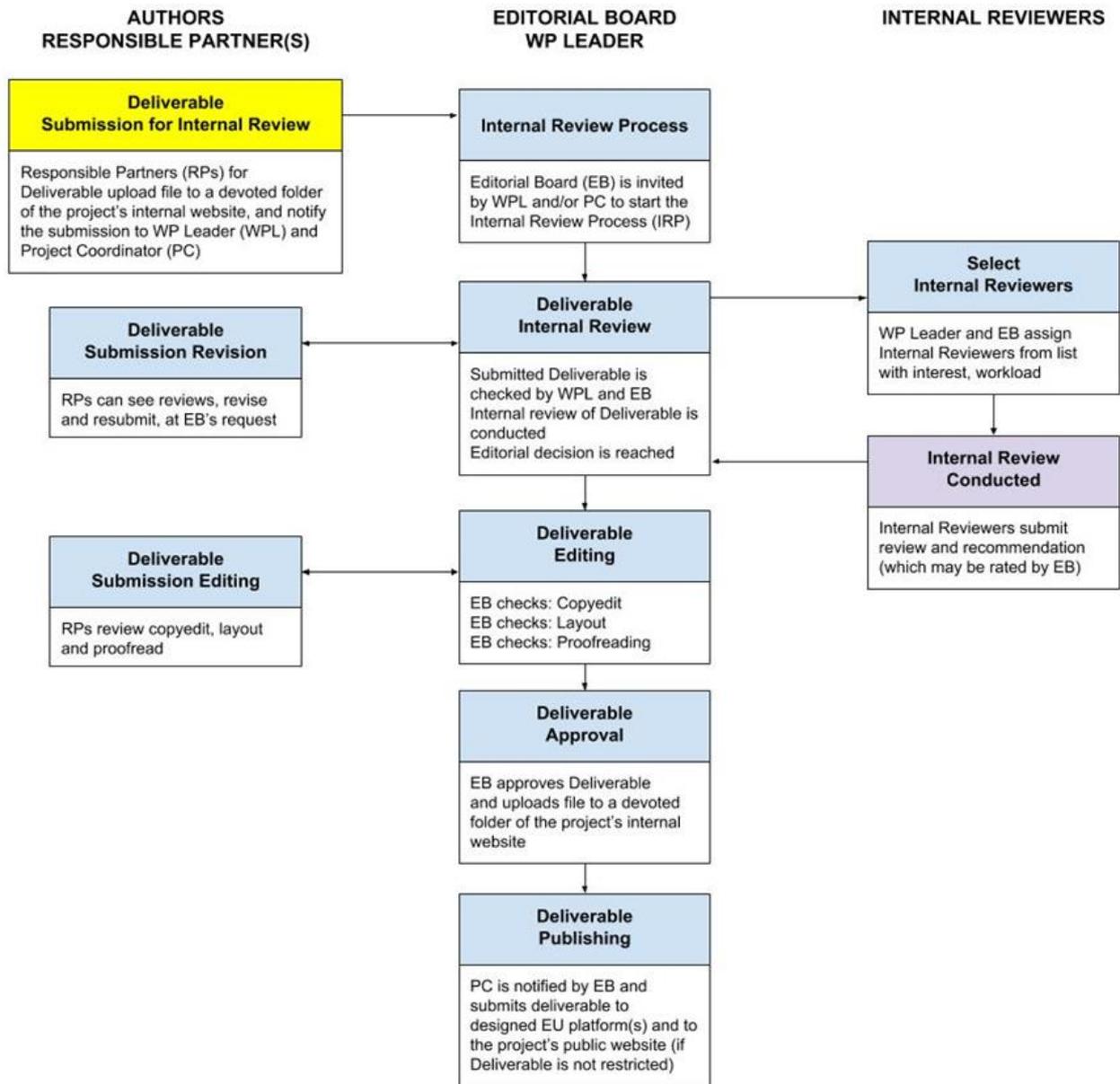


Figure 5: ENhANCE - Internal Review Process - Editorial Workflow for Internal Review of Project Deliverables

An “Internal peer review form” (See Appendix V) has been designed and a template has been implemented and shared.

6.3 Glossary

A glossary with the most significant entries for project activities is produced collaboratively by the partners¹¹. The need for this glossary arose during the first project meeting (Genoa, 17-19 January 2018) when partners felt that they needed to agree on the concepts and terms frequently referred to in the course of the project. A first agreed version of the glossary was produced during the kick-off meeting and shared by the PC within the Alliance. On the bases of this first version, SI4LIFE promoted an updating and revision process inviting all the Partners to actively participate in the discussion. This process of collaborative negotiation of the initial terms and definitions of the glossary was mainly conducted through project's mailing lists and served as a basis for the next activities, in particular for WP3.

The most significant terms collected in the glossary so far are:

- EC Reference Terms: Competence, Credit, Credit Systems, Credit Transfer, Curriculum, ECTS, ECVET, EQAVET, EQF, ESCO Classification, ISCO Classification, Knowledge, Learning Outcomes, Learning Unit – Unit of learning outcomes, Occupation, Qualification, Responsibility and Autonomy, Skill, Validation of non-formal and informal learning, VET.
- Reference terms in ENhANCE Project: Dissemination, Exploitation, Family and Community Nurse, Master degree, Master in Science, Masters Programme, Nurse, Primary Care, Professional Profile, Skill Gap.

In particular, with reference to the term “Competence” an initial work of negotiation of meaning and contextualization was carried out by the partners, which generated a shared and functional definition to the project's objectives. The results of this activity should be helpful in informing WP3, with particular regard to the definition of the FCN European Curriculum (D.3.1.1 and D.3.1.2).

The glossary will be used in the context of WP8 as a reference for all the Partners.

¹¹The glossary - in its work-in-progress version - can be reached from the following link:
https://drive.google.com/open?id=1AaCP1vnzr1C2XV4TzizWMuyfoAdcHFOI-L2gJKE7_fm

7. Time Schedule

According to the progress of the project, the Work Package 8 - “Quality Assurance” will deliver the following results:

Date	Output
M3-M6	Contribution to and review of EMP (D6.1)
01.06.2018	Quality Assessment Plan (D8.1.1)
15.06.2018	Providing references/literature/guidelines to WP2, WP3, WP4, WP5 regarding ECVET, EQAVET and ESCO and offer Skype meetings for clarification
29.06.2018	Quality Assessment Plan (D8.1.1) with corrections and input after review phase
15.06.-30.07.2018	Quality Assurance of FCN PP with final assessment
30.07.2018	Recruitment of External Experts completed
M7-M12	Assuring VET quality of FCN EU curriculum
M7-M15	Assuring VET quality of Guidelines supporting the design of local Curricula
30.03.2019	VET Quality: Interim Report (D8.2.1)
30.04.2019	VET Quality: Interim Report (D8.2.1) with corrections and input after review phase
M13-M18	Assuring VET quality of local curricula
31.07.2019	Midterm quality assessment (D8.1.2) - Report
31.08.2019	Midterm quality assessment (D8.1.2) – Report with corrections and input after review phase
15.11.2020	VET Quality: Final report and recommendations (D8.2.2)
15.11.2020	Final quality assessment (D8.1.3) – Report
15.12.2020	VET Quality: Final report and recommendations (D8.2.2) with corrections and input after review phase
15.12.2020	Final quality assessment (D8.1.3) – Report with corrections and input after review phase

Table 10: *Outputs of WP8 – Time Schedule*

8. Discussion and Conclusions

The present Quality Assessment Plan describes how WP8 contributes to ensuring VET quality of the outputs generated and to monitoring the overall quality of the project. This is in this respect important because the aim of the project, to create a curriculum that is valid across borders and can be implemented in the regional context, requires comprehensive quality assurance.

To this end, we embed various processes in the project flow and in the support of the relevant work packages. It is also the goal of quality assurance to evaluate the work of the project partners with regard to European quality tools and standards and the implementation of the project quality objectives. However, we see the monitoring and instruction of the partners concerned as a primary task, so that the positive evaluation of these indicators becomes more probably.

The basic procedure and the close connection with the work package (WP6) for the evaluation of WP3, WP4 and WP5 is described in detail in chapter 3, as are the quality criteria used. The close cooperation and exchange with UEF and the others involved in WP6 is therefore an important part of the QAP.

In order to prevent possible conflicts (as described in Deliverable 1.3.1, the risk management plan), the various roles and responsibilities have also been assigned. The integration of the quality cycles or the adaptation to ensure EQAVET compliance represent an important adjusting screw for this. The use of the corresponding instruments with regard to EQAVET compliance in the work packages by the partners under the supervision of AWV/AFBB is essential for communicating the central mechanisms of creation and implementation.

Another central aspect of quality assurance is the involvement of External Experts. This form of evaluation, which is described as optimal in evaluation research, enables the evaluation of the achievement of objectives by independent experts and thus a substantive validation of the entire procedure.

Anchoring the constant reflection of one's own approach to quality assurance, i.e. the meta-evaluation of quality assurance, also contributes to improving the quality of the project. It is assumed that changes may occur in the course of the project, to which quality assurance must react flexibly, without of course deviating from the actual objectives and requirements. Here, too, a constant exchange with partners, in particular the WP Leader, is necessary and will therefore be expanded.

It is expected that this will make it possible to anticipate and solve expected problems. In the interim report that follows this document, a résumé is drawn in this respect, as well as an adjustment of the methods and instruments can take place.

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10. Appendix

I. ECVET: Guidelines for describing units of learning outcomes (German Federal Ministry of Education and Research, 2012)

1. Preliminary Note

These guidelines are intended to support stakeholders in vocational education and training in Germany in applying the learning outcomes-oriented ECVET approach when cooperating with foreign partner institutions in an activity within the framework of transnational mobility measures. The guidelines are based, on the one hand, on the terms defined in the ECVET recommendation and the joint European principles which are to be tested ("technical specifications") as well as on practical experience gained in the course of mobility and innovation transfer projects. The following information and examples are intended as pointers which can contribute towards the development of a joint understanding of learning outcomes orientation in vocational education and training.

2. Development of a "common language"

Before implementing a mobility measure, the partner institutions are faced with the challenge of agreeing on a common language and common terminology regarding the contents and objectives of a mobility project (one could call this "Esperanto for training purposes"). The basis for this agreement can be both the EQF system and the range of ECVET instruments for describing learning outcomes and assessing, documenting and validating units of learning outcomes.

In addition to fundamental questions regarding the equivalence of training programmes and occupational profiles as well as different national ways of describing and presenting qualifications, a central task is that the partners should agree on the learning outcomes envisaged, i.e. the specialist, methodical, personal and social competences to be gained by the mobile learners abroad, or the **command of certain work assignments**. The application of ECVET instruments such as partnership agreement, learning agreement and personal transcript is intended to contribute towards ensuring that all those involved – including the learners – develop a common understanding of the desired results and, in the sense of quality assurance measures, that the achievement of these goals, that is to say, the attainment of these vocational competences, is also made verifiable, for example by successfully completing the work assignments and examinations defined by the partners.

The following definitions and explanations are intended to facilitate communication and understanding between the partners at European level.

3. What are learning outcomes?

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of *knowledge, skills and competence*¹.

- **Knowledge** means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge;

- **Skills** means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- **Competence** means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

4. What are units of learning outcomes?

A unit of a learning outcome (also called learning outcomes unit, unit or module) is a component of a qualification consisting of a coherent set of knowledge, skills and competence which can be assessed and validated (cf. 10). This presupposes that the learning outcomes units are structured comprehensively and logically and are thus verifiable. Learning outcomes units can be specific to a single qualification or common to several qualifications and may also describe so-called additional qualifications which are not part of a formal qualification or curriculum.

5. How are units of learning outcomes determined?

A unit of learning outcomes should be designed in such a way as to provide as cohesive and structured a learning process as possible, with agreed coherent learning outcomes and clear criteria for assessment.

The partner institutions and the learner agree on corresponding learning outcomes units in a learning agreement. These can be explained more precisely by concrete and assessable work assignments. In this context, the partners must also agree on the scope of a learning outcomes unit in relation to the duration of the mobility measure, i.e. the "work load" in the sense of the time required to complete the learning outcomes unit.

Learning outcomes units can be determined on the basis of complete work assignments, working processes, areas of work, fields of action or fields of competence which are typical of the particular profession. Optimally, these should demonstrate "overlaps" which are part of the respective vocational profile or qualification pathway in all countries, or which can be derived from the existing syllabuses or curricula. However, it is also possible to select and agree on vocational competences and work assignments which enhance or complement the national qualification profile, e.g. in the case of additional qualifications.

The following **criteria** are intended to help the partners to determine learning outcomes units:

- ✓ Learning outcomes units should be designed in such a way that they can be completed **as independently as possible** of other learning outcomes units. In individual cases, this can lead to redundancies when describing several learning units, i.e. competences may be listed in learning unit B which are already part of learning unit A. This does not preclude those parties involved in a mobility partnership from agreeing in advance on the competences/learning outcomes units which the learner has already achieved.

- ✓ Learning outcomes units should include **all necessary learning outcomes**, i.e. they should describe the specialist competences being sought as well as the necessary social and personal competences in this context.
- ✓ Learning outcomes units should be structured and dimensioned in such a way that the relevant learning outcomes can actually be achieved in the given time, i.e. during the period of mobility. Learning outcomes units should therefore not be too extensive.
- ✓ In view of the role of a learning outcomes unit within the framework of transnational mobility, it is, however, often not necessary to structure the entire qualification or the entire training programme in learning outcomes units. Unless it is intended to establish a common European vocational profile, it is sufficient to agree with the partner institutions on one or more concrete learning outcomes units which are to be gained in the course of the mobility measure in the respective partner country.
- ✓ Learning outcomes units should be **assessable**. Orienting learning outcomes units towards occupational activities and tasks makes it easier to determine assessment criteria.

Once corresponding assignments, working processes or additional qualifications have been identified, the next step is to define what concrete learning outcomes, i.e. knowledge, skills and competences, are needed for their implementation. In order to anchor the learning outcomes unit in the national training programmes and thus ensure its "suitability" for mobility purposes, the standard of the envisaged learning outcomes (in accordance with the EQF system, i.e. the performance of work assignments, for example, "under supervision" or "autonomously and responsibly") is to be taken into consideration and described.

6. What is to be taken into consideration when formulating learning outcomes?

Basically, learning outcomes should be formulated in such a way as to be understandable and thus "manageable" for all those involved.

This means that the partners define the terminology which they use (perhaps in the form of their own glossary) and choose a reference system (e.g. EQF). This procedural step also involves agreement on the part of those involved, i.e. training personnel and learners, on the application context (e.g. skills level, standard) and objectives of learning mobility.

The partners should consider the following points when formulating learning outcomes:

- ✓ Learning outcomes refer to vocational qualifications (in the sense of assessable vocational competences), not to the individual's specific development of vocational competence. The learning outcomes which are to be described are based on the learning achievements of an average learner. Learning outcomes are described from the perspective of the learner (not from the perspective of the instructor). Learning outcomes do not describe the learning target or the learning path, but the result following the completion of a learning process.

- ✓ General training plans, framework syllabuses, curricula, examination regulations or qualification profiles can form the basis for describing learning outcomes in transnational mobility. However, these can also be generated from work processes.
- ✓ Learning outcomes should be verifiable and assessable. Learning outcomes should be described in as concrete terms as possible so that it can be determined within the framework of an evaluation process whether the learner has achieved the learning outcomes. The learning outcomes should, however, be formulated in such a way as to also enable the learners to judge whether the results have actually been achieved.
- ✓ The nature of the learning process and the learning method itself are not relevant for the description of learning outcomes.
- ✓ The question of whether learning outcomes in the form of knowledge, skills and competences within a learning outcomes unit are described in detail or in a less complex form depends on the respective context and the objective of learning mobility. As a general principle, there should neither be too many nor too few learning outcomes.

7. How are learning outcomes formulated?

The following basic rules can make it easier to reach an understanding between the mobility partners when describing learning outcomes:

- ✓ **Use of active, clearly understandable verbs**
Verbs should describe measurable or observable actions, e.g. "explain", "represent", "apply", "analyse", "develop", etc. It may prove useful to develop a taxonomy table. (**Table 1** contains a list of verbs which can be used when formulating learning outcomes. This can be supplemented by job-specific verbs depending on sector and domain.)
Verbs such as "to be familiar with" should not be used.
- ✓ **Specification and contextualization of the active verb**
It should describe what the knowledge and ability refer to in concrete terms, or what type of activity is involved. The learning outcomes formulation should consist of a verb and the related object as well as an additional (part of a) sentence describing the context.
- ✓ **Avoiding vague, open formulations**
Learning outcomes should be described briefly and precisely, complicated sentences should be avoided, learning outcomes should not be formulated in too general or in too concrete terms; clear (simple and unambiguous) terminology should be used as far as possible. Not: He/She knows the *regional* products and is in a position to prepare *simple* meals.
- ✓ **Orientation towards minimum demands for achieving learning outcomes**
Learning outcomes should comprehensibly describe the minimum demands for

achieving/validating a learning outcomes unit, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.

✓ **Qualifications-/competence level is described comprehensibly**

Formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF or sectoral framework) of a learning outcomes unit. The learning outcomes description should comprehensibly depict whether the vocational competences can for example be applied under supervision, autonomously or responsibly and competently.

8. Who formulates learning outcomes and defines units of learning outcomes?

On the one hand, learning outcomes can be formulated within the framework of international mobility by an educational institution, i.e. supply-oriented, or, on the other hand, they can be determined, formulated, tested and evaluated by the partner institutions in a joint process. Feedback loops or the establishment of a specialist committee can serve as quality assurance measures.

9. How are learning outcomes described?

Learning outcomes can be described "holistically" within the framework of a coherent description as a continuous text (**Table 3**) or as a matrix, subdivided into individual elements of knowledge, skills and competence (**Table 4**). A detailed description of learning outcomes in the form of a matrix has the advantage that it enables a better comparison with the respective national curricula and is more clearly structured with regard to the subsequent assessment of learning outcomes. It has the disadvantage that it can possibly lead to overlaps and redundancies when describing several learning outcomes units (particularly when describing personal and social competences). A description in the form of a continuous text has the advantage that the relationships between the individual categories of competences become clear (description of vocational competence: "The whole is more than the sum of its parts"). It is the task of the partners to agree on the type of description.

The title of a learning outcomes unit should be clear and comprehensible for all those involved (partner institutions, learners) and reflect the content of the unit. Furthermore, the level of the learning outcomes unit is to be noted separately.

10. How are units of learning outcomes assessed, validated and recognized?

The agreements of the partners in a mobility measure are decisive for the *assessment*, *validation* and *recognition*² of learning outcomes against the background of the valid national regulations and practices in the participating states. For this purpose, the partners must agree on criteria for quality assurance in good time.

- **Assessment of learning outcomes** means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;
- **Validation of learning outcomes** means the process of confirming that certain

assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;

- **Recognition of learning outcomes** means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications.

The partners are responsible for selecting the procedure for determining and assessing competences. In order to validate and recognize learning outcomes which have been achieved in a different learning context, it is necessary to determine that the learner has actually acquired the competences which have been taught and which are desired. The selection of the method(s) of assessment should be appropriate to the competences to be determined. In the course of the assessment procedure, it is not only possible to assess learning outcomes that are defined in a formal learning outcomes unit in accordance with the national qualifications system, but also cross-occupational competences which have been acquired during the stay abroad.

11. How are learning outcomes documented?

The **Europass Mobility** document can be used to document and validate the knowledge, skills and competences gained within the framework of the mobility measure. (cf. **Table 5**)

12. What is the relevance of ECVET points?

ECVET points can be determined for a learning outcomes unit in accordance with the relative "value" of the learning outcomes unit measured on the basis of the starting qualification. The value of the learning outcomes unit for the qualification in the host country is decisive for the transfer of ECVET points. The allocation of points for learning outcomes units is not absolutely necessary for the transfer and validation of learning outcomes (in Germany).

II. EQAVET Indicative Descriptors (EQAVET 2018)

The indicative descriptors can help VET providers to consider their approach to quality assurance and gauge how much progress has been made. The following analysis presents two contrasting statements for each descriptor. You are invited to consider which of these statements best describes your own approach. By considering each contrasting statement, you can review your own progress towards a European system of quality assurance.

Between 2015 and 2017, the EQAVET Network reflected on the need to be more explicit about the importance of these aspects of training/learning; and suggested an EQAVET+ approach that complements the EQAVET Recommendation and help Member States to further strengthen their quality assurance approaches in line with EQAVET.

Planning – Phase I

European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers

Would you describe your approach to quality assurance as one where:

1. VET provision takes account of European, national and regional goals or objectives

or

2. the goals and objectives of the VET provider are not connected to the European, national and regional VET policy

Explicit goals/objectives and targets are set and monitored

Would you describe your approach to quality assurance as one where:

1. there is clarity in relation to how goals or objectives are set and monitored

or

2. it is not clear how the organisation's objectives or goals are set and monitored

Ongoing consultation with relevant stakeholders takes place to identify specific local/individual needs

Would you describe your approach to quality assurance as one where:

1. VET provision is based on local / individual needs following consultation with stakeholders

or

2. little consultation takes place to identify the needs or priorities of stakeholders

Responsibilities in quality management and development have been explicitly allocated

Would you describe your approach to quality assurance as one where:

1. responsibility for each aspect of quality management and development is clear
or
2. there is little clarity over who has responsibility for quality management and development

There is an early involvement of staff in planning, including with regard to quality development

Would you describe your approach to quality assurance as one where:

1. staff are involved early in planning all aspects of provision
or
2. staff are informed of planning decisions

Providers plan cooperative initiatives with other VET providers

Would you describe your approach to quality assurance as one where:

1. VET providers work with other VET providers to plan their activities
or
2. VET providers do not plan cooperative activities

The relevant stakeholders participate in the process of analysing local needs

Would you describe your approach to quality assurance as one where:

1. the voice of stakeholders is very important in identifying what VET is needed
or
2. stakeholders are just informed about what VET provision is available

VET providers have an explicit and transparent quality assurance system in place

Would you describe your approach to quality assurance as one where:

1. all stakeholders know and understand the VET provider's quality assurance system
or
2. **few individuals are aware of the VET provider's quality assurance system**

EQAVET+ indicative descriptors for the Planning phase:

Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them

Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs

Providers plan cooperative initiatives with other VET providers and all other relevant stakeholders

Implementation – Phase II

Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans

Would you describe your approach to quality assurance as one where:

1. staff and other resources are assigned effectively
- or
2. resources are not assigned in line with the VET provider's targets as set out in an implementation plan

Relevant and inclusive partnerships are explicitly supported to implement the actions planned

Would you describe your approach to quality assurance as one where:

1. collaboration is strong and supports the implementation plan
- or
2. there is little support for partnership working

The strategic plan for staff competence development specifies the need for training for teachers and trainers

Would you describe your approach to quality assurance as one where:

1. it is clear what development will be available for teachers and trainers
- or
2. training is not linked to the development of staff competence

Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance

Would you describe your approach to quality assurance as one where:

1. staff receive regular training and work with external stakeholders to develop their practice and enhance performance
- or
2. staff training is ad hoc and staff tend to be isolated from external stakeholders

EQAVET+ indicative descriptors for the Implementation phase:

Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned

VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process

VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes

VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes

Evaluation – Phase III

The indicative descriptors can help VET providers to consider their approach to quality assurance and gauge how much progress has been made. The following analysis presents two contrasting statements for each descriptor. You are invited to consider which of these statements best describes your own approach. By considering each contrasting statement, you can review your own progress towards a European system of quality assurance.

Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback this is used to inform further actions

Would you describe your approach to quality assurance as one where:

1. full account is taken of learners' and teachers' feedback in the review of practice or
2. any review is less likely to take account of learners' and teachers' feedback

Information on the outcomes of the review is widely and publicly available

Would you describe your approach to quality assurance as one where:

1. outcomes of any review are in the public domain or
2. review outcomes are unlikely to be in the public domain

Procedures on feedback and review are part of a strategic learning process in the organisation

Would you describe your approach to quality assurance as one where:

1. reviews are planned and inform the regular updating of practice or
2. the outcomes of a review are unlikely to change practice

:

Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place

Would you describe your approach to quality assurance as one where:

1. the outcomes of the reviews are shared widely in order to appropriate action plans to be put in place or
2. reviews are usually only considered by the management team

EQAVET+ indicative descriptor for the Evaluation phase:

Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders

Review – Phase IV

Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback this is used to inform further actions

Would you describe your approach to quality assurance as one where:

1. full account is taken of learners' and teachers' feedback in the review of practice
or
2. any review is less likely to take account of learners' and teachers' feedback

Information on the outcomes of the review is widely and publicly available

Would you describe your approach to quality assurance as one where:

1. outcomes of any review are in the public domain
or
2. review outcomes are unlikely to be in the public domain

Procedures on feedback and review are part of a strategic learning process in the organisation

Would you describe your approach to quality assurance as one where:

1. reviews are planned and inform the regular updating of practice
or
2. the outcomes of a review are unlikely to change practice

Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place

Would you describe your approach to quality assurance as one where:

1. the outcomes of the reviews are shared widely in order to appropriate action plans to be put in place
or
2. reviews are usually only considered by the management team

EQAVET+ indicative descriptor for the Review phase:

Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers', trainers' and all other relevant stakeholders' feedback this is used to inform further actions

Procedures on feedback and review are part of a strategic learning process in the organisation, support the development of high quality provision, and improve opportunities for learners

III. EQAVET indicators (EQAVET 2017, 52)

Indicator no. 1	<p>Relevance of quality assurance systems for VET providers: (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative (b) share of accredited VET providers.</p>
Indicator no. 2	<p>Investment in training of teachers and trainers: (a) share of teachers and trainers participating in further training (b) amount of funds invested</p>
Indicator no. 3	<p>Participation rate in VET programmes: Number of participants in VET programmes (1), according to the type of programme and the individual criteria (2)</p> <p>(1) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant. For lifelong learning: percentage of population admitted to formal VET programmes. (2) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment</p>
Indicator no. 4	<p>Completion rate in VET programmes: Number of successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>
Indicator no. 5	<p>Placement rate in VET programmes: a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (3) b) Share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria.</p> <p>(3) For IVT: including information on the destination of learners who have dropped out.</p>
Indicator no. 6	<p>Utilisation of acquired skills at the workplace: a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria b) satisfaction rate of individuals and employers with acquired skills/competences</p>
Indicator no. 7	<p>Unemployment rate (4) according to individual criteria</p> <p>(4) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.</p>
Indicator no. 8	<p>Prevalence of vulnerable groups:</p>

	<p>a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchments area) according to age and gender;</p> <p>b) success rate of disadvantaged groups according to age and gender</p>
Indicator no. 9	<p>Mechanisms to identify training needs in the labour market:</p> <p>a) Information on mechanisms set up to identify changing demands at different levels;</p> <p>b) Evidence of their effectiveness.</p>
Indicator no. 10	<p>Schemes used to promote better access to VET:</p> <p>a) Information on existing schemes at different levels;</p> <p>b) Evidence of their effectiveness</p>

IV. Questionnaire for Assessing EQF level (Version for Finland - example)

A. European Qualification Framework (EQF)		
Scientific, artistic and professional postgraduate degrees (such as licentiate and doctoral degrees)	EQF Level 8	
Master's degrees awarded by universities of applied sciences and by universities	EQF Level 7	
Degrees awarded by universities of applied sciences and Bachelor's degrees awarded by universities	EQF Level 6	
1. Based on the EQF, please indicate the "entry requirements" level to students in order to take part to the national ENhANCE pilot course		
	"EQF Level" for the ENhANCE NATIONAL PILOT COURSE	
2. Based on the EQF, please indicate (if already planned) the "EQF level" students will be reaching once completed the national ENhANCE pilot course		
	"EQF Level" for the ENhANCE NATIONAL PILOT COURSE	
B. Framework for Qualification of the European Higher Education Area (QF-EHEA)		
Doctoral Cycle	QF-EHEA Third Cycle	The use of ECTS in the third cycle varies.
Master Cycle	QF-EHEA Second Cycle	First cycle qualifications typically include 90 or 120 ECTS, with a minimum of 60 ECTS.
Bachelor Cycle	QF-EHEA First Cycle	First cycle qualifications typically include 180 or 240 ECTS.
Short Cycle	QF-EHEA Short Cycle	This cycle is also recognised within the First Cycle (only in certain EU Countries). Short cycle qualifications typically include – 120 ECTS.
3. Based on the QF-EHEA, please indicate the "entry requirements" level to students in order to take part to the national ENhANCE pilot course		
	"QF-EHEA Level" for the ENhANCE NATIONAL PILOT COURSE	
4. Based on the QF-EHEA, please indicate (if already planned) the "EQF level" students will be reaching once completed the national ENhANCE pilot course		
	"QF-EHEA Level" for the ENhANCE NATIONAL PILOT COURSE	
C. European Qualifications Framework for Lifelong Learning (EQF-LLL)		https://ec.europa.eu/ploteus/en/content/descriptors-page
Referenced to QF-EHEA THIRD CYCLE	EQF-LLL Level 8	
Referenced to QF-EHEA SECOND CYCLE	EQF-LLL Level 7	
Referenced to QF-EHEA FIRST CYCLE	EQF-LLL Level 6	
Referenced to QF-EHEA SHORT CYCLE	EQF-LLL Level 5	
5. Based on the EQF-LLL, please indicate the "entry requirements" level to students in order to take part to the national ENhANCE pilot course		
	"EQF-LLL Level" for the ENhANCE NATIONAL PILOT COURSE	
6. Based on the EQF-LLL, please indicate (if already planned) the "EQF level" students will be reaching once completed the national ENhANCE pilot course		
	"EQF-LLL Level" for the ENhANCE NATIONAL PILOT COURSE	
D. Other		
7. If applicable, please indicate the number of ECTS credits foreseen for the the national ENhANCE pilot course		
	Number of ECTS credits	Ex. 60 ECTS credits are allocated to the learning outcomes and associated workload of a full-time academic year or its equivalent.
8. Please indicate the hours of student workload expected for the the national ENhANCE pilot course		
	Student workload expressed in HOURS	Ex. The correspondence of the full-time workload of an academic year to 60 credits is often formalised by national legal provisions. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, which means that one credit corresponds to 25 to 30 hours of work.
9. Are there any comparable study programmes at a university in Finland (same duration and ECTS)?		Please, specify and, if possible, indicate if there are any English curricula for those programmes. What kind of exam is taken at the end?
10. Are there any other requirements to participate in the course (work experience)? Please specify.		

V. Internal peer review form



Project Title: ENhANCE: European curriculum for family and Community nurse

Contract No: Nr 2017-2976_591946-EPP-1-2017-1-IT-EPPKA2-SSA - Ref. 17D027253

EU Programme: Erasmus plus

Start of project: 1 January 2018

Duration: 3 years

Internal Review Report for deliverable Dxxx - <deliverable title>

Review date:

Reviewer's name:

Organization:



Co-funded by the
Erasmus+ Programme
of the European Union

Contents of this document are entirely produced by ENhANCE project, therefore EACEA and European Commission have no responsibilities on them.

Project ref. number	17D027253
Project title	ENhANCE - EuropeaN curriculum for fAmily aNd Community nursE

Deliverable title	
Deliverable number	
Deliverable version	
Deliverable filename	
Work package	
Partner responsible	
Deliverable author(s)	
Quality manager name and organization	Flavio Manganello (CNR)
Reviewer	
Date of review assignment	
Date of review delivery	
Date of final editorial decision on the deliverable	

Procedures for Internal Review

The **ENhANCE Alliance** uses the **Internal Review** process for its internal quality assurance for deliverables to assure consistency and high standard for documented project results.

The Internal Review is processed individually by selected reviewers. The allocated time for the review is about two weeks. The editor of the document has the final responsibility to collect the comments and suggestions from the Internal Reviewers and decide what changes to the document and actions are to be undertaken.

Reviewer's Name

Name	Organization	Role

Reviewer's confidence

Please provide an overall rating of your confidence on the topics of the deliverable:

- 5 (expert):
- 4 (high)
- 3 (medium)
- 2 (low)
- 1 (none)

Overall Internal Review Result

Please use ✓ to select one of options below. The deliverable is:

<input type="checkbox"/> Fully accepted	<input type="checkbox"/> Accepted with minor revisions	<input type="checkbox"/> Accepted with major revisions	<input type="checkbox"/> Fully rejected
---	--	--	---

Please provide an overall rating of this deliverable in a scale from 1 (very poor) to 10 (excellent):

Overall rating:

Please provide ratings on the following specific characteristics of this deliverable in a scale from 1 (very poor) to 10 (excellent):

Clarity and coherence:

Structure of the deliverable:

Significance of contents (ideas, arguments, hypotheses, etc.):

Internal Reviewer's Comment

(Please note that they will be transmitted to the author)

General comments and suggestions

Reviewer's general comment, conclusions and summary of main changes required.

Reviewer's comment

Author's response

Specific comments

Topic A: Relevance to project objectives

Is this deliverable relevant to ENhANCE objectives and to the particular WP/Task objectives?

Reviewer's comment

Author's response

Topic B: Relevance to FCN's needs

Please examine the correlation of this deliverable with the Family and Community Nurses' needs: does the deliverable provide a significant contribution towards the definition of a European FCN profile and Curriculum? If this question is not applicable, skip it.

Reviewer's comment

Author's response

Topic C: Appropriate consideration of the relevant background

Does the deliverable contain an exhaustive State of the Art review? Is the relevant background taken into the due consideration, in such a way that the added value of the reported results clearly emerge?

Reviewer's comment

Author's response

Topic D: Completeness and appropriateness of the methodology

Please comment on the soundness of the methodology followed and how it is explained. Is relevant existing work mentioned, novelty of the contribution significant, is the approach clearly presented and explained and appropriate references included? If this question is not applicable, skip it.

Reviewer's comment

Author's response

Topic E: Quality of results

Please comment on the essence of the results. Are the results duly presented, analysed and commented?

Reviewer's comment

Author's response

Topic F: Deliverable Layout / Spelling / Format

Please comment on the deliverables layout. Does it follow the project template, include all necessary chapters, is it readable, in comprehensive language, etc.?

Reviewer's comment

Author's response