



**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

## Deliverable No: D8.2.2

### VET Quality: Final Report and Recommendations

**Due date of deliverable:** 31.05.2021

**Actual submission date:** 31.05.2021

**Version:** 1st version of D8.2.2

**Authors:** Madeleine Diab (AFBB)



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



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Deliverable title	VET Quality: Interim Report
Deliverable number	D8.2.2
Deliverable version	Version 1
Previous version(s)	--
Contractual date of delivery	31 May 2021
Actual date of delivery	31 May 2021
Deliverable filename	ENhANCE_D8.2.2_v20210528.pdf
Type of deliverable	Report
Language	English
Dissemination level	PU
Number of pages	111
Work package	WP 8: Quality Assurance
Partner responsible	AFBB
Author(s)	Madeleine Diab (AFBB)
EC Project Officer	Urška Primec

Abstract	<p>This report in its second and final version focuses on the VET quality assurance of the ENhANCE training delivered in M16-M41, especially the pilots and the revised version of the EU Curriculum. It describes the measures undertaken by WP8 to ensure and assess the VET quality.</p> <p>This document provides a detailed description of the implementation of the four phases of the EQAVET quality cycle in ENhANCE. It details the formative and summative internal, as well as external quality assurance measures initiated and led by WP8 as part of Task 8.2. The report lists the indicators for quality assessment that were applied, the methods and tools</p>
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	as well as the results of the VET quality assurance for the entire duration of the project.
Keywords	VET quality assurance, EQAVET, training

## Signatures

<b>Reviewed by</b>	<b>Role (Organization)</b>	<b>Date</b>
Reviewer 1	Milko Zanini (UNIGE)	19/05/2021
Reviewer 2	Ioanna V. Papathanasiou (UTH)	17/05/2021
<b>Approved by</b>	<b>Role (Organization)</b>	<b>Date</b>
Francesca Pozzi	Project Coordinator (CNR-ITD)	28/05/2021
Flavio Manganello	Quality Manager (CNR-ITD)	28/05/2021

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## **Executive summary**

This report in its second and final version focuses on the VET quality assurance of the ENhANCE training delivered in M16-M41, especially the pilots and the revised version of the EU Curriculum. It describes the measures undertaken by WP8 to ensure and assess the VET quality.

This document provides a detailed description of the implementation of the four phases of the EQAVET quality cycle in ENhANCE. It details the formative and summative internal, as well as external quality assurance measures initiated and led by WP8 as part of Task 8.2. The report lists the indicators for quality assessment that were applied, the methods and tools as well as the results of the VET quality assurance for the entire duration of the project.

## Definitions and Acronyms

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

AFBB.....Akademie für berufliche Bildung (Academy of Vocational Education).

Alliance .....The set of partners and affiliated entities involved in the ENhANCE project.

AWV.....Akademie für Wirtschaft und Verwaltung (Academy of Business and Administration).

CIP .....Continual Improvement Process

CNR-ITD .....National Research Council-Institute for Educational Technology

ECTS .....European Credit Transfer System

ECVET .....European Credit system for Vocational Education and Training

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

Guidelines.....instructions for VET designers on how to instantiate the EU Curriculum into a National one.

LO .....learning outcomes

Local Curriculum .....a specific instantiation of the EU Curriculum.

PC.....Project Coordinator  
PP.....Professional Profile  
QAP.....Quality Assessment Plan  
UEF.....University of East Finland  
UTH.....University of Thessaly  
VET.....Vocational Education and Training  
WP.....Work Package

## 1 Introduction

This document is the final deliverable of Task 8.2 – VET Quality (Assurance). It follows up on the VET Quality Interim Report delivered in M15 and describes the measures applied and activities carried out by the Alliance to assure the Vocational Education and Training (VET) quality of the ENhANCE outputs, mainly the EU Curriculum and the pilots including the training materials, and their results. Therefore, it refers only to the outputs to which VET quality standards apply. The other outputs under general project quality assurance are subject of D8.1.3 – Final Quality Report.

Task 8.2 contributed to the general quality of the project outputs by examining the major results and assuring their quality in a formative and summative way. This work was done by supporting and checking their compliance with the relevant EU standards and instruments – European Qualification Frameworks (EQF), European Credit System for Vocational Education and Training (ECVET) and European Skills, Competences, Qualifications and Occupations (ESCO) – and by applying the European Quality Assurance in Vocational Education and Training (EQAVET) Indicative Descriptors and indicators in the four phases of the quality cycle.

Chapter 2 presents the general approach to assure VET quality in ENhANCE. It describes the application of EQAVET and the involvement of External Experts as evaluators of the most important project outputs. Chapter 3 then details all formative and summative internal and external quality assurance measures applied and their results. It is structured according to the EQAVET cycle – Planning, Implementation, Evaluation and Review.

Task 8.2 was led by Akademie für berufliche Bildung (AFBB), affiliated partner of Akademie für Wirtschaft und Verwaltung (AWV, WP8 leader). In the first 15 months of the project, AFBB assessed the compliance of the Family and Community Nurse (FCN) with ECVET and EQF standards and of the Professional Profile with ESCO and WHO & EU recommendations and supported AWV in ensuring the implementation of the EQAVET quality cycle in all Work Packages (WPs).

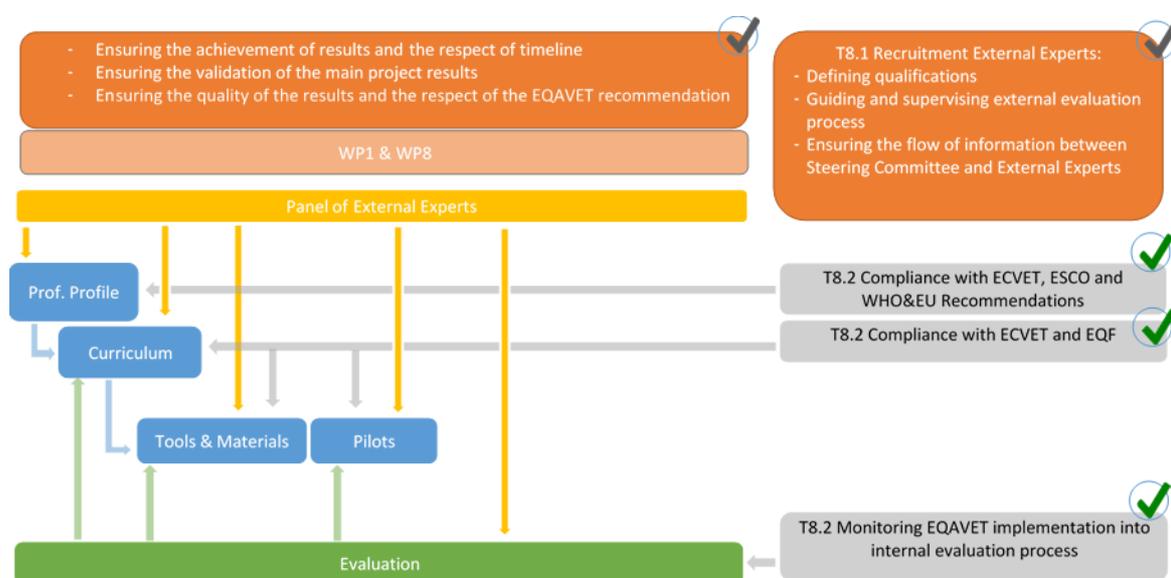
In M16-M41, Task 8.2's main focus was the quality assurance of the pilots, the cooperation with WP6 to ensure the application of EQAVET in the evaluation and the ways in which results were used to improve the outputs. This process and the results of this work are subject of this report.

Other partners involved in Task 8.2 were: National Research Council-Institute for Educational Technology (CNR-ITD), University of East Finland (UEF) and University of

Thessaly (UTH). As Project Coordinator (PC), CNR-ITD assured the link between quality evaluation, EQAVET and the overall project management. UEF (WP6 leader) assured the VET quality in the pilots via the Evaluation and UTH provided the connection between VET quality assurance and the pilots.

The updated (from D8.1.1) work scheme below illustrate the project outputs and processes on which Task 8.2 is focused; these will be covered in this report. It displays the relation of the quality assurance measures to other WPs and their status.

A green checkmark indicates that the compliance with all respective quality standard(s) has been assessed. The results are reported in this document.



**Figure 1: Updated Work Scheme Quality Assurance**

The different parties involved in the overall ENhANCE quality assurance are responsible for all sub-processes of quality assurance. As a general procedure, AFBB and AWW provided support during the production of the most important project outputs by providing guidelines and guidance, reviewing documents and assuring the use of EU instruments, namely ECVET, EQAVET, ESCO and EQF. WP6 integrated the EQAVET principles into the evaluation of the Curriculum, Tools and Materials of the pilots as well as guidelines from a user's perspective. The External Experts (recruited and monitored by AWW in T8.1) complemented the VET quality assessment by providing both summative and formative statements on the Curriculum and Pilots.

## **2 VET quality assurance in ENhANCE – General Approach**

The measures applied to ensure VET quality in ENhANCE are varied and the general approach is based on EQAVET. Feedback by the External Experts was collected at various stages and a Continual Improvement Process ensured the review and tracking of results from the feedback provided. The VET quality assurance measures included several activities, which can be split into two groups: monitoring and supporting activities, such as contributions that informed the production of outcomes (formative) as well as concluding and evaluative activities (summative).

In addition to the procedures described in detail for each output in the chapters 3.1.2, 3.2.2, and 3.4.2, the formative activities were marked by the constant monitoring of relevant outputs' development. AFBB provided guidance and shared relevant official publications and guidelines with all project partners. Besides providing information material, AFBB also reviewed the outputs produced by project partners to assist them in adhering to EU standards.

After the development (supported by quality assurance) and completion of all outputs, the summative assessment and statement ensured compliance with the defined standards and a concluding statement was provided by AFBB.

### **2.1 EQAVET as the general framework for quality in ENhANCE**

As introduced in the Quality Assessment Plan (QAP, D8.1.1) and further elaborated in D8.2.1, ENhANCE adopted the EQAVET quality approach. EQAVET can be applied for the quality assurance of VET systems and VET providers with similar tools. Both levels are relevant for assuring the quality of ENhANCE: the activities surrounding the pilots – from the project proposal, to the development of curricula, to the dissemination of results and the involvement of stakeholders – concern the planning of VET on a systemic level, while the actual implementation of the pilots clearly relates to VET provision. This required a versatile and flexible use of EQAVET and made it crucial to choose the most suitable building blocks, descriptors and indicators; which was accomplished by involving all WPs concerned with and affected by the evaluation activities.

To this end, WP8 initiated a meeting at the beginning of M21 to agree on the EQAVET elements suitable for the pilot evaluation and to discuss the responsibilities in their application. A comprehensive guideline regarding EQAVET, including a reflection on the suitable elements, potential application for ENhANCE and collaborative documents were shared with all partners (D8.1.2, chapter 3.1).

Chapter 3 will describe in detail the summative and formative quality assurance activities carried out in the four phases of the quality cycle and their results. It will present in short the standards and requirements for each project output, the formative and summative quality assurance activities carried out and the results thereof.

The EQAVET indicators selected for the evaluation will be reported in chapter 3.3.1 as data on them was collected there. Those indicators, however, are relevant for all phases as they measure results from activities carried out in all four phases (such as the training of teachers).

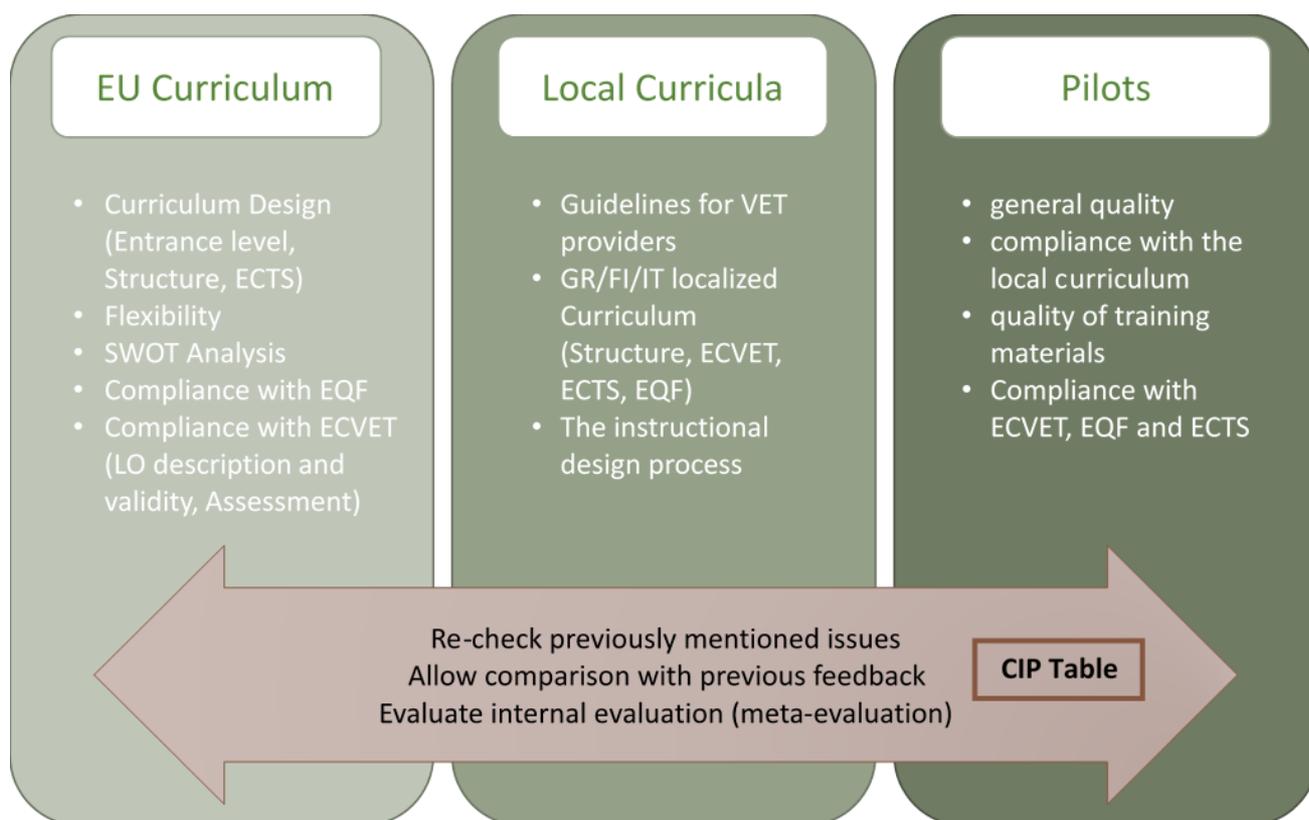
## **2.2 The External Experts - General Process and Approach**

The main aim of the evaluation by External Experts was to get an external perspective. While the internal experts, the professionals from the pilot institutions, were very involved in developing the main project results (EU Curriculum, guidelines, pilots) and provided their expertise to that end, naturally their focus was on their national and institutional requirements when designing the curricula and the pilots. By gathering additional feedback from nursing experts not involved in the project and the development of its outputs, the Alliance aimed at getting a more rounded perspective. The main purpose of the evaluation by the External Experts is to assure the validation and the general quality of the main project outputs, thus to check their compliance with the goals defined in the proposal that are not subject of WP6.

The focus of the External Experts' evaluation was not specified in the project proposal. It stated that the "experts will follow the development VET pathways, providing feedbacks according to the EQAVET characteristic cycle of four phases (Planning, Implementation, Evaluation and Review)" and that they will provide an "external quality assessment". AWW was responsible to ensure the flow of information between the External Experts and the Steering Committee and its affiliated partner AFBB designed an evaluation plan to gather the External Experts' feedback. To comply with the EQAVET quality cycle, the experts' main task was to formatively assess the development of the curricula, their instantiation into local curricula and finally into pilots. As a constituting principle of the quality cycle, the feedback given on the EU Curriculum and on the localized curricula was then re-evaluated during the pilot evaluation.

The quality criteria selected for each evaluation was based on the descriptions of the short-term and long-term project outcomes as outlined in the proposal (details see chapters 3.1.1, 3.2.1, 3.3.1 and 3.4.1.); from these, suitable indicators were derived. The

focus was on compliance with ECVET and EQF as well as on the general quality of the most important ENhANCE outputs. WP6 and WP8 worked closely together to cover all aspects and to evaluate the project outputs from different perspectives. That way, the recommendations provided External Experts in their feedback could be checked under Tasks 6.2 and 6.4; they were then considered and implemented or rejected.



**Figure 2: ENhANCE outputs evaluated by External Experts**

In order to improve the results continuously, and to monitor and (re)consider feedback previously given, a continual improvement process<sup>1</sup> was initiated by AWW directly after the results of the first evaluation (of the EU Curriculum) by the External Experts (see D8.2.1). In a first step, the feedback given by the External Experts on the EU Curriculum and the localized curricula was collected and assessed in a table with the goal to re-evaluate issues mentioned by the experts in subsequent evaluations, especially during the pilots. The results of this process are described in chapter 3.4.

<sup>1</sup> Continuous improvement, sometimes called continual improvement, is the ongoing improvement of products, services or processes through incremental and breakthrough improvements. These efforts can seek “incremental” improvement over time or “breakthrough” improvement all at once. (American Society for Quality, 2019): Quality Glossary. Retrieved from: <https://asq.org/quality-resources/continuous-improvement019>

The feedback gathered from the External Experts was summative for the Local Curricula and Pilots, and formative for the EU Curriculum. All evaluation results were discussed among all partners (involved in the respective WPs) and considered for the final release of the EU Curriculum.

Overall, the feedback collected by the External Experts was quite informative and helped to identify possible improvements especially for the EU Curriculum. There are some limitations since the feedback received was varied and sometimes contradictory. Reasons could be that some of the questions may have been ambivalent to some degree; in this context it should also be noted that most Experts are not native English speakers. Moreover, the Finnish and Greek pilot were both evaluated by External Experts being native Finnish and Greek speakers, respectively. The Italian pilot, instead, was evaluated by an External Expert who is not an Italian native speaker and this might have impacted their understanding of the pilot and the material/documents. Originally, it was planned to mitigate this aspect by an on-site visit supported by a translator from the Italian pilot coordinator (UNIGE) where the Expert could have asked questions. Due to the Covid-19 pandemic, however, the evaluation of the pilots had to be carried out completely online, only by “visiting” the OOT and providing feedback based on the material and information available there. Especially for the Italian pilot, which was planned as a blended course but had to be carried out completely online<sup>1</sup>, some of the relevant information to students might have been provided in the few face-to-face lectures in the beginning, or through Teams, the institutional platform UNIGE was mandatorily required to use to replace most of the f2f lectures. Thus, the data that the evaluating External Expert was able to retrieve from the OOT were partial.

To mitigate this aspect, a focus group meeting between the External Experts and the pilot coordinators was carried out in M37 with the aim to clarify open questions from both parties and discuss issues pointed out in the evaluation surveys. Unfortunately, not all relevant actors could be present in the meeting.

Besides that, the nature of some participant responses suggests that, despite having been provided with extensive material on ECVET, most External Experts were not particularly well-acquainted with these European standards and the mechanisms surrounding its application. Most of the questionnaires used quantitative and qualitative

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<sup>1</sup> With the exception of some initial face to face lessons and the practical internship carried out at the offices made available in the presence of students.

questions; the quantitative feedback was either followed up with a qualitative question and resolved or disregarded in case it was too contradictory.

The External Experts' involvement was completed with the meta-evaluation, where they evaluated the ENhANCE internal evaluation processes in a summative way. This will be described in chapter 3.3.

### **3 VET Quality Assurance in the Four Phases of the EQAVET Quality Cycle**

The VET quality assurance measures applied in ENhANCE can be split into two groups: monitoring and supporting activities (formative), and concluding and evaluative activities (summative). In each phase of the quality cycle, they were selected purposefully to support the production of outputs that meet the requirements defined in the project proposal and the VET standards. Since the various measures and tools have already been described in detail at the beginning of the project in D8.2.1 (chapters 5 and 6), only updates or changes to measures and tools will be reported in this document.

The four phases of the EQAVET quality cycle cannot always be clearly separated and some activities run in parallel as there are usually smaller cycles for each step (i.e. feedback was gathered several times during the Planning and Implementation phase, and not just during the evaluation phase; thus results directly influenced the Planning). Nonetheless, to provide some structure to the following chapter, the ENhANCE results and their quality assurance will be described with reference to these four phases.

#### **3.1 Planning**

The Planning Phase started with the project proposal, where most of the requirements for the ENhANCE outputs were already defined, and ended in M18 with the delivery of the Guidelines for VET providers. The following project results were produced in this phase:

- A reference EU Professional Profile for FCN based on WHO and EU recommendations (D2.2)
- A reference EU Curriculum for FCN based on EU quality standards (D3.1)
- Guidelines supporting VET designers in the instantiation of local curricula for FCN (D3.2).<sup>1</sup>

##### **3.1.1 Indicators and Quality Standards relevant to the Planning Phase**

The indicators developed for the VET quality assurance mainly stem from the project proposal (table “Overview of short term results and long term outcomes indicators”, page 67) and have been specified to suit the requirements of the project. For example, it was determined that the EU Curriculum needs to be compliant with ECVET. Since ECVET is

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<sup>1</sup> The Guidelines supporting VET designers in the instantiation of local curricula for FCN (D3.2) were relevant for both the planning and implementation phase (as in the first one they were created and in the second one implemented/used by VET providers). Therefore, they are subject of both phases.

a credit system also relevant for VET learners' and workers' mobility within Europe, it contains aspects that are not that relevant for the curriculum development (such as the Memorandum of Understanding or other documents related to a mobility project) and were therefore disregarded for the compliance with ECVET. Aspects that are more relevant to the ENhANCE Curriculum development (such as the ECVET compliant description of learning outcomes, the definition of assessment and procedures for the validation and recognition of prior learning), were evaluated thoroughly.

<b>Criteria from the proposal</b>	<b>Indicator(s) to be checked by the External Experts and AFBB</b>
Compliance of Professional Profile with ESCO and WHO & EU recommendations	<ul style="list-style-type: none"> <li>- The Professional Profile (D2.2) gives indications as to how the FCN can be classified in ESCO.</li> <li>- The Professional Profile (D2.2) references Directive 2005/36/EC regarding regulated professions.</li> <li>- The Professional Profile (D2.2) contains a description of the occupation.</li> <li>- The Professional Profile (D2.2) contains clear indications as to whether the competences identified match the competences of other relevant ESCO occupations.</li> <li>- The ESCO structure for the classification of occupations and relevant competences has been incorporated in the Professional Profile (D2.2).</li> <li>- The Professional Profile (D2.2) was developed based on WHO competences and these are clearly referenced.</li> </ul>
Compliance of the EU Curriculum with ECVET	<ul style="list-style-type: none"> <li>- Validity of learning outcomes</li> <li>- Description of learning outcomes</li> <li>- Assessability of Units of learning outcomes</li> </ul>
Compliance of the EU Curriculum with EQF	<ul style="list-style-type: none"> <li>- The selected entrance level</li> <li>- The matching of the learning outcomes with the EQF7 level descriptors</li> </ul>

Feedback by stakeholders about flexibility and adaptability to different national contexts <sup>1</sup>	<ul style="list-style-type: none"> <li>- The strategies provided by the flexibility table.</li> <li>- The possibility to adapt the Curriculum to different national and institutional contexts.</li> <li>- The presentation/format of the flexibility table.</li> <li>- The format of the EUC (in terms of comprehensibility, usability)</li> </ul>
Appropriateness of assigned ECTS	<ul style="list-style-type: none"> <li>- The amount of ECTS assigned to the learning outcomes of the EUC</li> </ul>

**Table 1 Criteria and indicators from the proposal for the Planning Phase**

In addition to the indicators developed from the proposal that were checked by the External Experts and AFBB, see Table 1), the relevant EQAVET Indicative Descriptors (see Table 2) for the Planning phase provided guidance for the design of the project outputs in the Planning phase. To be noted that in the project we applied the “EQAVET Indicative Descriptors at VET-system level” to the project as a whole, and the “EQAVET Indicative Descriptors at VET-provider level” to each pilot (this is true for all the EQAVET phases).

<b>EQAVET Indicative Descriptors at VET -system level (applied to the whole project)</b>	<b>EQAVET Indicative Descriptors at VET -provider level (applied to each pilot)</b>
Goals/objectives of VET are described for the medium and long terms, and linked to European goals	European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers
Social partners and all other relevant stakeholders participate in setting VET goals and objectives at the different levels	Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them
Targets are established and monitored through specific indicators (success criteria)	Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/ individual needs

<sup>1</sup> This criterion was specified further in the project Interim Report and two measurable indicators were developed: “Adaptivity of the EUC to own national context” and “Ability to support modularity”. Those fell under the responsibility of WP6. As the original indicator from the proposal (“Positive feedback by stakeholders about flexibility and adaptability to different national contexts”) referred to feedback from stakeholders, the External Experts were also asked to provide their views on the EU Curriculum’s flexibility and adaptability.

Standards and guidelines for recognition, validation and certification of competences of individuals have been defined	Responsibilities in quality management and development have been explicitly allocated
VET qualifications are described using learning outcomes	There is an early involvement of staff in planning, including with regard to quality development
Mechanisms are established for the quality assurance of the design, assessment, certification and review of qualifications	Providers plan cooperative initiatives with other VET providers and all other relevant stakeholders

**Table 2: EQAVET Indicative Descriptors of the Planning phase (for the project and the pilots)**

The relevance, suitability and applicability of EQAVET Indicative Descriptors used in the project was checked by ITD-CNR (for the project – at system level) and by UTH, UNIGE and UEF (for the pilots – at VET provider level). This process can be considered part of the internal VET quality assurance.

As far as the EQAVET indicators, for the Planning phase, particularly EQAVET indicators no. 2 and 9 were relevant and were selected for use (see Appendix A for the complete list of the EQAVET indicators).

### **3.1.2 Formative VET Quality Assurance in the Planning Phase**

Formative quality assurance was carried out through a series of AFBB-led initiatives that supported the production of the three main outputs of this phase by providing a methodological introduction and guidance regarding EU standards, as well as ongoing monitoring and support.

*a) Internal Formative VET Quality Assurance in the Planning Phase*

<p>A reference EU Professional Profile for FCN based on WHO and EU recommendations (D2.2)</p>	<p>Guidelines</p>	<p>Provision of links and guidelines regarding:</p> <ul style="list-style-type: none"> <li>- ECVET and the description of learning outcomes: In order to prepare WP3 and to facilitate the connection between the PP and the EU Curriculum.</li> <li>- ESCO (and ISCO) in order to support the WP2 leader in aligning the PP with the recommended descriptions of skills and occupations.</li> </ul>
	<p>Email</p>	<p>Regular contact to communicate the quality requirements, follow-up on the (intermediate) results of WP2 and the development of the Professional Profile (PP), and communicate necessary changes to be implemented to link the PP to ESCO and strengthen the connection to the Delphi study carried out (= the source(s) for the initial list of competences to be rated by the Delphi panel) to connect the PP to the WHO recommendations for Family Health Nurses (FHNs).</p> <p>A roadmap for the summative part of the quality assurance, a checklist filled by AFBB (see Appendix B ) was agreed on together with the WP leader.</p>
<p>A reference EU Curriculum for FCN based on WHO and EU recommendations (D3.1)</p> <p>Guidelines supporting VET designers in the instantiation of local curricula for FCN (D3.2)</p>	<p>Guidelines</p>	<p>Work session during 2<sup>nd</sup> project meeting on how to describe learning outcomes according to ECVET</p> <p>Support during the definition of Key Activities for the FCN in order to unionize the 28 core competencies of the Professional Profile and derive Units of learning outcomes from them</p> <p>Provision of guidelines and examples on grouping and describing Units of learning outcomes and on designing a competence-based assessment</p>
	<p>Email</p>	<p>AFBB used the WP3 mailing list for all activities related to the quality assurance during the development of the Curriculum: to inform all involved partners about changes, discuss issues concerning the developed material, get feedback from involved partners and communicate deadlines.</p>

	<p>In addition, AFBB was in close contact with the WP3 leader and the PC during the whole process of the development to raise awareness to issues, delays or challenges and discuss how to deal with them further (e.g. in an online meeting).</p> <p>The contributions, input and feedback were also shared via the WP3 mailing list. In addition, this mailing list was used to share templates and collect contributions for the Action reports organized by WP3 leader.</p>
<p>Templates</p>	<p>Several templates were shared and/or modified by AFBB during the development of the EU Curriculum:</p> <ul style="list-style-type: none"> <li>- The template for the description of learning outcomes: AFBB provided three templates as a suggestion for the description of learning outcomes via the WP3 mailing list in M6. Over the course of several weeks, partners discussed via email on the WP specific the mailing list and in online meetings, which template would best fit the needs and requirements of ENhANCE and modified the template accordingly. During the meeting in Portugal, the WP3 leader initiated a group work session where partners could trial filling the template and check its suitability. AFBB took notes of the desired modifications to the template and provided a new version, including an annex with a sample description. A final version that would be used for the description was agreed on in September (for details see D3.1.1, chapter 8.3.).</li> <li>- The template for the Flexibility table: This table designed by SI4Life was discussed, edited and checked by AFBB during its development.</li> <li>- The assessment table: A template for an assessment table was shared by AFBB and partners were asked for feedback. Eventually, partners decided on a modified version of the table.</li> </ul>
<p>Online Meetings</p>	<p>Apart from several online meetings organized by the WP3 leader between M9 and M12 where contributions and issues (like the merged learning outcomes list) were discussed face-to-face. AFBB was able to provide direct feedback and input; AFBB also organized online meetings that were intended to solve issues and respond to any questions on EU standards as well as the quality assurance process itself.</p> <ul style="list-style-type: none"> <li>- Online meeting regarding the Credit for pilots in M9:</li> </ul>

	<p>This Online meeting was conducted between AWV/AFBB, CNR-ITD and UEF (TEI-THE and UNIGE absent). The purpose was to discuss the Credits that each pilot partner was planning to award in order to get an idea of the range of Credits and to establish an approach on how a different amount of Credits could be addressed in the EU Curriculum.</p>
<p>Contributions to content</p>	<p>During the development of the EU Curriculum, AFBB and AWV coordinated Action 2 under the supervision of SI4LIFE. This Action was aimed at assuring the compliance of the WP3 results with the main EU standards and tools for VET (such as ECVET, EQAVET, ESCO, EQF, etc.) as well as with the expected results outlined in the project proposal. In their role as WP8 Quality Assurance leader, AWV provided, collected, reviewed and processed the input from other partners working under this Action (ITD-CNR, UEF). As a result, a report on the following topics was delivered in M11 (see D3.1.1):</p> <ul style="list-style-type: none"> <li>- EQF: the EQF level of FCN curricula identified in WP2 have been analysed with the aim to conclude which EQF level the EU Curriculum should target.</li> <li>- Credits: the main credit systems have been analysed with a particular focus on ECTS and ECVET points.</li> <li>- Personalized Learning Paths: a definition and measures for “personalization” and “individualization” have been provided with an important link to T3.2.</li> <li>- Validation of prior learning: How can prior learning be recognized; what are general rules and regulations; and how can learning paths be personalised?</li> </ul> <p>A substantial part of this contribution was used for the Guidelines (D3.2.1) in order to ensure the national curricula and pilot courses will be compliant with all selected standards.</p>

**Table 3 Internal Formative VET Quality Assurance in the Planning Phase**

*b) External Formative VET Quality Assurance in the Planning Phase*

The evaluation and discussion of the EU Curriculum by the External Experts was formative and summative. They were involved in the project from the Planning Phase and evaluated documents related to the EU Curriculum before its first release; the results of this evaluation fed directly into the development of the EU Curriculum delivered in M13 and thus informed related outcomes (local curricula, pilot design, evaluation design). They evaluated a very advanced version of the EU Curriculum once, which will be reported in more detail in chapter 3.1.3.

**3.1.3 Summative VET Quality Assurance in the Planning Phase – Data Collection**

In addition to assuring the quality during the development of the outputs, a final statement regarding the compliance with indicators and VET quality standards was provided. Several methods and tools were used for this purpose:

*a) Internal Summative VET Quality Assurance in the Planning Phase*

A reference EU Professional Profile for FCN based on WHO and EU recommendations (D2.2)	Checklists	The tool developed for this (see Appendix B ) was presented to the WP2 leader two weeks before the final delivery of the PP.
	Document review	As part of the ENhANCE Internal Review Process, the Deliverable 2.2/PP was reviewed by AFBB and SI4Life. AFBB used the internal review form and added comments directly to the document. This way, final feedback on the PP from the quality assurance perspective and with regard to the following WP3 could be provided.
A reference EU Curriculum for FCN based on WHO and EU recommendations. (D3.1)  Guidelines supporting VET designers in the instantiation of local curricula for FCN (D3.2)	Document review	This was done for the merged list of learning outcomes and for reports and contributions to D3.1.1 and D3.2.1 that referred to EU standards.  AFBB performed the Internal Review of D3.2.1 and checked whether the information on the EU standards was correctly displayed.

**Table 4 Internal Summative VET Quality Assurance in the Planning Phase**

*b) External Summative VET Quality Assurance in the Planning Phase*

Time of evaluation	January 2019
Approach	Review of EU Curriculum documents Qualitative and quantitative survey (quantitative feedback was only considered when unanimous)
Number of responses	4
Documents reviewed	<ul style="list-style-type: none"> <li>- List of learning outcomes</li> <li>- Flexibility Table</li> <li>- Assessment Table (old version)</li> </ul>
Additional documents made available to External Expert	<ul style="list-style-type: none"> <li>- ENhANCE Deliverable 2.2 Professional Profile of FCN (created by UNIGE/WP2)</li> <li>- Guidelines on ECVET (created by AFBB/WP8)</li> <li>- Methodology of defining common standards to assess outcomes of formal, informal and non-formal learning (created by AFBB/Proper Chance Project)</li> </ul>
Evaluation tool(s)	<ul style="list-style-type: none"> <li>- SWOT Analysis</li> <li>- Questionnaire (closed and open-ended questions)</li> <li>- Online meeting in M13 between AWV, the Steering Committee and the External Experts</li> </ul>

**Table 5 External Summative VET Quality Assurance in the Planning Phase**

### 3.1.4 Results from the Planning phase

As far as the results of the evaluation of the indicators derived from the proposal, the Table below presents the responses from the External Experts (only those that were not contradictory). A four-point scale was used (1: Fully agree – 4: Do not agree at all). Particularly responses that showed clear results towards one end of the scale were considered in the analysis. In addition, the answers provided for the open-ended questions are presented underneath.

Indicator from the proposal	Results
Compliance of the Professional profile with ESCO and WHO & EU recommendations	<ul style="list-style-type: none"> <li>- The FCN Professional Profile was evaluated as fully compliant with the main EU requirements/existing qualifications and WHO recommendations (the certificate of assessment of the FCN Professional Profile was issued by AFBB on July 30, 2018) (see D8.2.1 for more details). To be noted that the Project Coordinator is currently interacting with ESCO, to include the definition of FCN, as this was developed by the project, among the official qualifications recognised by the ESCO database.</li> </ul>
Compliance of the EU Curriculum with ECVET	<ul style="list-style-type: none"> <li>- All learning outcomes necessary are included in the Curriculum and are fully relevant to the FCN qualification (validity).</li> <li>- The learning outcome descriptions are mostly compliant with ECVET, although some of them needed improvement in terms of quality and level of learning. The verb "know" is not specific enough.</li> <li>- There were learning outcomes that need to be strengthened or added, such as:                             <ul style="list-style-type: none"> <li>▪ Caring in complex situations;</li> <li>▪ Caring for families with complex needs at home. This could encapsulate a wide range of activities including personalized care plans and meeting special and individual needs in complex care situation.</li> </ul> </li> <li>- Assessment table and strategies needed clarification/improvement (connected to learning outcome descriptions)</li> </ul> <p>Additional comments:</p>

On validity of learning outcomes: *“The learning outcomes are detailed and I can easily recognise the elements of for example WHO's Family health nurse curriculum and merging with the other curricula.”* (External Experts 3)

On assessment: *“The challenge related to this is determining whether the learner ‘knows’ enough and how this is determined through assessment. I would expect that to complete an assessment of needs the FCN would need to work in a team and autonomously being critically aware of many different types of evidence within the context of the assessment being made. To decide to give a medication for example would require considerable knowledge of the patient’s condition, the need to critically appraise the medication being given and the context of the situation, the person’s ability to understand and comply etc. in order to perform the skill autonomously and safely. It is not clear whether ‘KNOW’ means this or how.”*

<p>Compliance of the EU Curriculum with EQF</p>	<ul style="list-style-type: none"> <li>- While the curriculum contains the necessary learning outcomes, the progression from the previous level (EQF6, registered practitioner) needed to be made clearer and follow the level 7 descriptors (FCN needs to demonstrate that they know how to manage complex and unpredictable situations).</li> <li>- There was a repetition of a number of competences found in registered nursing practice (Directive EC/36/2005 amendment EU/55/2013) → not suitable for the selected entrance level.</li> <li>- It needed to be made clearer that the assessment is suitable for EQF7 (a dissertation or extended study as is usual at EQF7, learners' ability to manage a complex piece of work autonomously).</li> <li>- Some work was required to clearly match the EQF7 level in terms of selection, description and assessment of the learning outcomes (entry requirements as well as progression).</li> </ul> <p>Additional comments:</p> <p><i>“The inter-professional cooperation and coordination by these nurses requires at least level 7 knowledge, skills and responsibility. However, to my opinion, autonomy is an issue. There is a legal aspect to it. And this aspect differs between the EU member states. In nursing practice, level 7 is no guarantee for autonomy.”</i> (External Expert 1)</p> <p><i>“The [learning outcomes] do not [match EQF 7] at this point of time. The learning outcomes need to take into account the level or depth of learning as identified below currently and the descriptors for the learning outcomes are situated at a low level unsuited to EQF 7 – More is needed which determines that the FCN is demonstrating that they know how to manage complex and unpredictable situations. It is difficult to determine without having greater information regarding the type of learning and teaching and student experience which will be used to enable these outcomes.”</i> (External Expert 2)</p>
<p>Feedback by stakeholders about flexibility and adaptability to different national contexts</p>	<ul style="list-style-type: none"> <li>- The flexibility table provides enough strategies to adapt the Curriculum to different national and institutional contexts.</li> <li>- The presentation/format of the flexibility table helps to easily use it.</li> <li>- The learning outcomes are in clear and concise language while their formatting is not very consistent and it contains some typos and spelling errors.</li> <li>- The presentation of the learning outcomes is mostly consistent and mostly helps to easily understand and use them, although not to use them instantly.</li> </ul>

	<p>Additional comments:</p> <p><i>“The flexibility table could be an online version so that information could be find from each column.”</i> (External Expert 3)</p> <p>- <i>“The Final learning outcomes Merge (Document A) is quite massive. It was a bit hard to get familiar with the main point and the main structure. Maybe the final form will be some other than word-document, but now having contents and page numbers could help in understanding the structure of the curriculum etc.”</i> (External Expert 3)</p>
<p>Appropriateness of assigned ECTS</p>	<p>The results were inconclusive for this. It was stated that this was difficult to determine the amount of time needed to achieve the learning outcomes because the level of complexity was not clear for each learning outcome. AFBB decided to ask about this aspect again during the evaluation of the local curricula.</p> <p>Additional comments:</p> <p><i>“Estimation of the time consumed in learning for Mandatory LOs is a bit difficult since different LOs can be integrated together and it depends on the learning methods and the minimum level of acceptance.”</i> (External Expert 3)</p> <p><i>“This is very difficult to determine. It may be sensible to allocate learning time e.g. 1 ECTS to each outcome to guide providers and ensure balance between the outcomes. Once curriculum is developed a check is then needed to determine whether more hours are required. As this needs to be achieved to Level 7 a greater number of hours may be required for self and guided learning.”</i> (External Expert 2)</p>

**Table 6 Results from the Planning phase**

*Results Summary – Evaluation of the EU Curriculum*

The summative evaluation of the Professional Profile by AFBB led to positive results, as it was considered fully compliant with the main EU requirements/existing qualifications.

The Guidelines for VET providers were evaluated by the External Experts in the Implementation phase (results see chapter 3.2.4), but the formative measures described in this chapter that were applied by AFBB, including the Internal Review of D3.2.1 can be considered crucial for the positive evaluation results.

The evaluation of the EU Curriculum by the Panel of External Experts provided crucial insights and input for the development of various project outputs. While not all participants elaborated on their answers and the results show that they were divided on some of the aspects, the results show that the EU Curriculum is compliant with ECVET regarding the validity, description and assessability of learning outcomes. In order to provide clearer guidance on assessment, the assessment table needed revision, which is closely related to the general depth and detail of the learning outcome descriptions.

The biggest issues detected in the EU Curriculum at that stage were related to the targeted EQF level. Responses from the experts could not confirm the correct selection of EQF level or that the learning outcome descriptions in their current form matched the knowledge, skills and competences required on EQF7. They needed to be revised to provide more in-depth information on the quality and complexity of the knowledge, skills and competences. This also affects determining the appropriate size of the programme in terms of ECTS.

The External Experts positively rated the flexibility table and its functions; all stated that it supported the transfer potential to different national and institutional contexts. The general design (format and user-friendliness), however, could be improved to some extent.

Based on the results of the EU Curriculum evaluation, the Continual Improvement Process was initiated, which provided guidance on how to deal with the feedback received. The results of the evaluation were shared with all partners and they were invited to discuss the issues detected. AFBB, CNR-ITD and SI4LIFE proposed an initial classification of the issues that arose from the Curriculum evaluation and shared it with all partners. It was then decided to update the table after the evaluation of the local curricula and keep track of the changes that were necessary before the final release of the EU Curriculum.

With regards to the EQAVET Indicative Descriptors for the Planning phase, it can be stated that they have been adhered to fully where applicable, especially those at system level (since the Planning was mostly carried out at project level, taking into consideration the providers' specific situations and requirements). The VET objectives for short/medium and long terms and their relation to European goals were clearly described in the project proposal and considered and refined in the Planning phase. The same applies to the specific targets that were established and monitored through specific indicators (success criteria). Standards and guidelines for recognition, validation and certification of competences of individuals have been defined (D3.2.1) and VET qualifications were described using learning outcomes (D3.1.1). The mechanisms for the quality assurance of the design, assessment, certification and review of qualifications was established in the project proposal and their results are reported in D8.2.1 and in this report (D8.2.2).

Lastly, as far as the EQAVET indicators, the data collected were reported in Deliverable 6.4 and an integrated table reporting the results for all the phases can also be found in Appendix A

## 3.2 Implementation

The Implementation Phase consisted of the design of the pilots following the guidelines and ended with the pilots. The following project results were produced in this phase:

- Guidelines supporting VET designers in the instantiation of local curricula for FCN (D3.2).
- Instructional Design documents of three national curricula and pilot courses (D3.3)
- Italian, Greek and Finnish pilot courses implementing the EU curriculum for FCN (D5.1, D5.2, D5.3)

### 3.2.1 Indicators and Quality Standards relevant to the Implementation Phase

As far as the indicators coming from the proposal of the Implementation Phase, in the Table below (Table 4), you can find the ones related to the Guidelines and the Instructional design documents of the national curricula.

<b>Criteria from the proposal</b>	<b>Indicator(s) to be checked by the External Experts and AFBB</b>
Compliance of the local curricula with ECVET	<ul style="list-style-type: none"> <li>- Coherence of Units of learning outcomes</li> <li>- Content of Units of learning outcomes</li> <li>- Assessability of Units of learning outcomes</li> </ul>
Compliance of the local curricula with EQF	<ul style="list-style-type: none"> <li>- The selected EQF level is adequate</li> </ul>
Feedback by stakeholders on the instructional design documents and course syllabi	<ul style="list-style-type: none"> <li>- Achievement level of LOs defined according to ECVET</li> <li>- Feedback about efficacy by stakeholders</li> </ul>
Appropriateness of assigned ECTS	<ul style="list-style-type: none"> <li>- The number of ECTS allocated to the programme is adequate</li> </ul>
Feedback by stakeholders on the Guidelines for VET providers	<ul style="list-style-type: none"> <li>- Clarity of information presented</li> <li>- Content of information presented</li> <li>- Topics addressed</li> <li>- Usability</li> <li>- User-friendliness</li> </ul>

**Table 7 Criteria and indicators from the proposal for the Implementation Phase (instructional design documents of the national curricula and Guidelines)**

As far as the Italian, Greek and Finnish pilot courses, the proposal provided little information regarding suitable quality criteria for the pilot evaluation under WP8 and by

the Panel of External Experts. It stated that “the quality of the training materials and the pilots in general will be assured by a monitoring and evaluation activity of External Experts according to EQAVET framework“. Also the specific application of EQAVET was not described in great detail; so it was decided to let the External Experts follow the development of the project output in the several phases (Planning, Implementation, Evaluation, Review) and use the EQAVET indicators for the evaluation under T6.4 (see Deliverable 6.4).

In order to compare the results and to follow-up on the feedback gathered for the EU Curriculum, AFBB therefore decided on the following criteria:

- **the general quality** of the pilot course (logic, navigation, teaching methods, workload)
- **the quality of the training materials** (accessibility, adequacy, currency)
- the compliance with the local curriculum
- the compliance with **ECVET**
- the compliance with **EQF**

In preparation of the pilot evaluation, partners worked together on two questions in the work session of WP8 during the Dresden meeting in M25:

- a) Is the feedback accepted or not accepted? If not, why?
- b) Is it necessary to re-evaluate the mentioned issue?

In order to get a clearer picture on how the feedback could be re-evaluated during the pilots, the following questions were asked:

- c) Can it be evaluated during the pilot? If not, where and when could it be evaluated?
- d) Can it be observed in the OOT? If not, what could be a source of information?

And finally, regarding the concrete implementation into an evaluation form for the External Experts:

- e) By when is the implementation possible/necessary – what is the impact of the issue and how big is the effort to re-evaluate?
- f) How could it be reflected in the evaluation form?

Criteria	Indicator(s) to be checked by the External Experts and AFBB
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the <b>general quality</b> of the pilot course	<ul style="list-style-type: none"> <li>- The extent to which the contents are organized logically</li> <li>- How easy is it to navigate through the contents</li> <li>- How do the teaching methods align with the contents</li> <li>- Adequacy of the workload expected from students</li> </ul>
the <b>quality of the training materials</b>	<ul style="list-style-type: none"> <li>- The accessibility of the training materials on the OOT</li> <li>- The presentation of the training materials</li> <li>- The appropriateness of the training materials to reach the learning outcomes</li> <li>- The currency of the training materials</li> <li>- The amount of training materials for the scope of the course</li> </ul>
the <b>compliance with the local curriculum</b>	<ul style="list-style-type: none"> <li>- The contents of the curriculum are presented in their entirety</li> <li>- The matching between the requirements of the curriculum and the activities of the pilot course</li> <li>- The matching between the teaching methods and the requirements of the curriculum</li> <li>- The matching between the training materials and the requirements of the curriculum</li> </ul>
Appropriateness of assigned <b>ECTS</b>	<ul style="list-style-type: none"> <li>- The matching between the workload to reach the learning outcomes and the total amount of ECTS</li> </ul>
the compliance with <b>ECVET</b>	<ul style="list-style-type: none"> <li>- Validity of learning outcomes</li> <li>- Description of learning outcomes</li> <li>- Assessability of Units of learning outcomes</li> </ul>
the compliance with <b>EQF</b>	<ul style="list-style-type: none"> <li>- The matching of the selected entry level with the pilot course</li> <li>- The matching of the learning outcomes with the EQF7 level descriptors</li> <li>- The progression from previous learning (such as a registered nurse or similar)</li> </ul>

**Table 8 Indicators for the Implementation phase (pilot courses)**

As far as the EQAVET Indicative Descriptors, the activities carried out in the implementation phase were guided by the following Indicative Descriptors, as described in Table 9 below.

<b>Indicative Descriptors at VET -system level (applied to the whole project)</b>	<b>Indicative Descriptors at VET - provider level (applied to each pilot)</b>
Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels	Resources are appropriately internally aligned/ assigned with a view to achieving the targets set in the implementation plans

Implementation plans include consideration of the resources required, the capacity of the users and the tools and guidelines needed for support	Relevant and inclusive partnerships, including those between teachers and trainers, are explicitly supported to implement the actions planned
Guidelines and standards have been devised for implementation at different levels. These guidelines and standards include assessment, validation and certification of qualifications.	The strategic plan for staff competence development specifies the need for training for teachers and trainers
Implementation plans include specific support towards the training of teachers and trainers	Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance
VET providers' responsibilities in the implementation process are explicitly described and made transparent	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

**Table 9: EQAVET Indicative Descriptors of the Implementation phase**

Moreover, as far as the EQAVET indicators are concerned, for the Implementation phase indicators no. 2, 3, 4, 8 and 10 were relevant (see Appendix A for the complete list of the EQAVET indicators).

### 3.2.2 Formative VET Quality Assurance in the Implementation Phase

Below are presented the formative VET Quality Assurance measures for each project output in the implementation phase. The relevant methods and means of communication and cooperation as well as the details for each activity are presented.

Instructional Design documents of three national curricula and pilot courses	Online Meetings	Two online meetings between WP8 and WP3 in M16 on the assessment table addressing the following questions: how to modify it? How to design assessment and how to design a clear and comprehensive approach for VET designers?
	Email	In M18, relevant definitions for Deliverable 3.3 (i.e. "module").

		<p>The documents suitable for the summative evaluation of the national curricula and pilot design were selected by the involved partners together.</p>
	<p>Continual Improvement Process/Table</p>	<p>The feedback collected from the External Experts with the tools described in chapter 0, was summarized in a table (latest version from March 2021 see Appendix C ). The table aimed at organizing and classifying the answers and comments given by the Experts. It includes indications related to:</p> <ul style="list-style-type: none"> <li>- The aspect or EU standard the feedback is related to (EQF level, ECVET compliant descriptions of Units of Learning Outcomes, Assessment, etc.);</li> <li>- The issue with the concerned standard or aspect;</li> <li>- The impact on the Curriculum;</li> <li>- The effort necessary to implement the feedback;</li> <li>- The time for implementation of the feedback;</li> <li>- Whether or not the feedback is accepted by the partners, especially by the WP3 leader;</li> <li>- Additional comments on why a feedback is rejected or how it could be addressed;</li> <li>- Who will be responsible and involved in the implementation (and planning thereof);</li> </ul> <p>As agreed in the online meeting between the Steering Committee and the External Experts, the issues that could be addressed immediately such as formatting and spelling issues were taken care of before the first release of the Curriculum by the WP3 leader.</p>
<p>Italian, Greek and Finnish pilot course implementing the EU curriculum for FCN</p>	<p>(Online) Meetings/ contributions to content</p>	<p>The indicators for the pilot evaluation by the External Experts were developed together with all partners in a work session during the Dresden project meeting.</p> <p>The EQAVET indicators relevant for the pilots were discussed and selected during a work session organized by WP6 and WP8 during the Dresden meeting.</p>

	Email	The questionnaire for the External Experts, their access to the Open Online Tool (including what they could see and evaluate there) was designed with the support of CNR-ITD, the pilot coordinators and WP7 in M28-34.
	Cooperative documents	The selection of the suitable EQAVET tools for the pilot evaluation was initiated by AFBB and AWV in M19 and coordinated together with WP6. The Project Coordinator as well as the pilot coordinators were briefed on the documents and the accompanying guidelines, and filled them in.

**Table 10 Formative VET Quality Assurance methods in the Implementation Phase****3.2.3 Summative VET Quality Assurance in the Implementation Phase**

Originally, it was planned that the pilots would be evaluated on-site by the External Evaluators. Due to the Covid-19 pandemic and its implications on travel, and the timing and setting of the pilots (carrying out all teaching activities online instead of face-to-face), it was decided to carry out the evaluation as follows:

Instructional Design documents of three national curricula and pilot courses	Document review	August 2019 Review of Instructional Design documents (Deliverable 3.3: Instructional Design documents of three national curricula and pilot courses) The Guidelines for VET providers and the instructions on how to use it
	Questionnaire	Qualitative and quantitative survey (quantitative feedback was only considered when unanimous)
Italian, Greek and Finnish pilot course implementing the EU curriculum for FCN	Document review	November-January 2021 Three External Experts evaluated one pilot each (the Expert from Finland the Finnish pilot, the Expert from Greece the Greek pilot, the Expert from the UK the Italian pilot) The pilots were explored via the Open Online Tool (student access rights). Additionally, the Deliverable describing the pilot was made available.

	<p>The External Experts could ask for additional documents/information when filling the questionnaire</p> <ul style="list-style-type: none"> <li>- Italian pilot: Deliverable 5.1</li> <li>- Greek pilot: Deliverable 5.2</li> <li>- Finnish pilot: Deliverable 5.3</li> <li>- Assessment Matrix Template</li> <li>- All documents available in the OOT related to the pilot under evaluation (learning materials, course documents)</li> </ul>
Questionnaire	Questionnaire (closed and open-ended questions), see Appendix I
Focus group	After all External Experts filled in the survey; a focus group meeting took place with representative from the pilot organization and AWV/AFBB to discuss remaining questions, topics and issues pointed out in the surveys further and compare the results.

**Table 11 Summative VET Quality Assurance methods in the Implementation Phase**

### 3.2.4 Results from the Implementation phase

As far as the indicators derived from the project proposal, the Table below reports the answers provided by the External Experts regarding the Instructional Design documents of three national curricula and the Guidelines.

Indicator from the project proposal	Results
Compliance of local curricula with ECVET	<p>The Greek / Finnish / Italian curriculum is compliant with ECVET (in terms of validity, description and assessment of learning outcomes).</p> <p><i>Additional comments:</i></p> <p><i>“The inclusion of ICT with Chronic and Rare diseases appears strange but may work within a Greek context. The E-health interpretation from the original LO’s and flexibility tool seems to be changed.”</i> (External Expert 2)</p> <p><i>“I am concerned about the attempts to include all LO’s in every programme. While this can assure comparability the details are likely to look very different and this may emerge when the programmes are evaluated at Layer 3.”</i> (External Expert 2)</p>
Compliance of local curricula with EQF	<p>The correct EQF level was selected for all the Greek / Finnish / Italian curriculum. However, for the Finnish curriculum, it seems not clear how all 53 selected learning outcomes can be covered with only 30 ECTS in the complexity required at EQF7:</p> <p><i>“To cover 53 LO’s in depth to EQF L7 may be very difficult to achieve in the time allowed and detailed articulation regarding this would be very helpful. Are the proposed participants already experts and has any RPL taken place - this is not made clear?”</i> (External Expert 2)</p> <p><i>“It is difficult to identify a Masters program at level 7 with a short program that has level 6 credits. From [...] EQF viewpoint the cognitive learning will be necessarily different and lead to different levels of confidence in ability to deliver rationalised practice.”</i> (External Expert 2)</p>

<p>Feedback by stakeholders on the instructional design documents and course syllabi</p>	<p>The documents for the instructional design process (The Course Syllabus, the Assessment Plan and the Assessment Matrix) have been evaluated very positively by the External Experts. They are considered easy to use and helpful.</p> <p><i>Additional comments:</i></p> <p><i>“This was clear, explanatory and well written and I enjoyed reading it. While I am familiar with this process it was good to see the specific theoretic application demonstrated for this curriculum. In respect of the need for this - it depends upon the audience. It is certainly important for educators as they prepare to develop the curriculum and for regulators, but for users of curriculum I don't think this is needed.”</i> (External Expert 2)</p>
<p>Appropriateness of assigned ECTS</p>	<p>The amount of ECTS for the Italian pilot seems appropriate while there are some concerns about the amount of ECTS assigned to the Greek and Finnish Curriculum.</p> <p><i>Additional comments:</i></p> <p><i>“According to the Finnish localized curriculum will have total 30 ECTS and demanding 852.5 hours of study, and will lead to a certificate of specialization in Family and Community Nursing. All the Modules will be offered at EQF 7 level and at Advanced level. I think that: It is not possible, because it is not according of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications. 30 ECTS it is only one semester.”</i> (External Expert 1)</p> <p><i>“While it is clearly important to the developer that the LO's are all included, the total allocation of 40 ECTS is low for the amount of work and number of LO's prescribed and will mean that each items can only be addressed in quite a limited way.”</i> (External Expert 2)</p>
<p>Feedback by stakeholders on the Guidelines for VET providers</p>	<p>The Guidelines for VET providers were evaluated very positively by all External Experts. It was pointed out that it provides clear instructions, helps to understand and use the EU Curriculum and provides a common basis for the design of localized curricula. Issues identified were mainly related to the material being extensive and the need for orientation.</p> <p><i>Additional comments:</i></p>

*“In my opinion, the ENhANCE project has done systematic and careful work in creating the Designers' Kit<sup>1</sup> for facilitating understanding and using of the EU Curriculum. The materials provided are clear and understandable, and seem to be easy to use.”*

(External Expert 3)

*“The design process was generally clear and well articulated. There are too many documents and some are rather complex but the local teams clearly were able to work with the system designed in an effective way. If the teams gained any extra instructions to the documents as they were undergoing the process themselves then it may be important to consider the complexity and length of the documents when read alone and in planning any future preparation for future expansion.”* (External Expert 2)

*“[...] the Designers' Kit<sup>2</sup> is quite extensive, requiring careful orientating from the users. It might help the implementation, if there was a short summary about the materials. If possible, I would recommend to simplify the Designers' Kit.”* (External Expert 3)

Please find a detailed assessment of the individual chapters of the Guidelines for VET providers in Appendix D .

#### **Table 12 Results from the Implementation phase**

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<sup>1</sup> The Guidelines for VET providers are meant here. The name “Designers' KIT” was introduced officially only for the final release of the guidelines.

<sup>2</sup> The Guidelines for VET providers are meant here. The name “Designers' KIT” was introduced officially only for the final release of the guidelines.

*Results Summary – Evaluation of the Instructional design documents of three national curricula and pilot courses and the Guidelines for VET providers*

Generally, the Instructional design documents of three national curricula and pilot courses were rated very positively. Especially the Course Syllabi and the Assessment Plan and Matrix were considered helpful and informative. The overall approach is considered coherent, logical and of high quality.

Also regarded positively is the consideration placed on different educational systems, as well as the flexibility accepted and fostered by the ENhANCE design. One of the External Experts suggests adding some guidance regarding workload and expertise of teachers to deliver the curriculum outcomes successfully.

The Guidelines for VET providers were also evaluated very positively, especially that they provided clear instructions and supported the use of the EU Curriculum by providing a common basis for the design of localized curricula.

There was still some confusion about the depth/complexity of the described learning outcomes and the amount of learning outcomes covered in the curricula (53 in all curricula) which leads to a difficult assessment of the correct EQF level and amount of ECTS. The question remains as to how the 53 learning outcomes can be covered in two semesters and award 60 ECTS in one course, while the same learning outcomes are covered in half the time in the Finnish curriculum.

*Additional comments:*

*“The Italian localised curriculum and pilot is well articulated and clearly expressed. It is easy to read and to replicate.”* (External Expert 2)

*“The planning process seems of high quality and the persons involved are experts in their field. I just wondered about the amount of ECTS.”* (External Expert 3)

As far as the criteria defined by AFBB regarding the pilots, the Table below reports the answers provided by the External Experts regarding the Italian, Greek and Finnish pilot courses implementing the EU curriculum for FCN.

Criteria (set by AFBB)	Pilot	Results
General Quality of the Pilot Course	Greek pilot	<p>The general quality of the course was rated very positively by the External Expert. It was stated that:</p> <ul style="list-style-type: none"> <li>- the course contents are organized logically into modules</li> <li>- the teaching methods align well with the contents.</li> <li>- is it easy to navigate through the contents</li> <li>- the workload expected of students is adequate</li> </ul>
	Finnish pilot	<p>The general quality of the course was rated very positively by the External Expert. It was stated that:</p> <ul style="list-style-type: none"> <li>- the course contents are organized logically into modules</li> <li>- the teaching methods align well with the contents.</li> <li>- is it easy to navigate through the contents</li> <li>- the workload expected of students is adequate</li> </ul>
	Italian pilot	<p>The general quality of the course was rated positively by the External Expert. It was stated that:</p> <ul style="list-style-type: none"> <li>- the course contents are organized logically into modules</li> <li>- the teaching methods align well with the contents.</li> <li>- is it easy to navigate through the contents</li> </ul> <p><i>“The programme as outlined offers a clear and logical pathway for learners to achieve learning outcomes as they are prescribed within the course documents. [...] Teaching methods appear to relate well to the need for learning, with a combination of taught material and independent learning using a variety of approaches. The use of problem based learning and learning pyramids resonates well with the level of study and enables students to work together to enhance their skills in solving problems and creating unique solutions.”</i></p>

		<p>According to the evaluator, materials associated with modules 2 and 3 are substantially not available and Module 5 needs greater clarity to inform students on how the thesis mentioned, the workbased learning internship and training needs analysis fit within the whole module and course.</p> <p>The evaluator stated that the workload expected of students is mostly adequate but raised some concerns regarding the workload expected from students, especially for Module 5 and if it matches the time allocated to this Module:</p> <p><i>“Some consideration regarding [...] could be useful in enabling student to focus more strongly upon developing stronger analysis to the requirements of level 7 rather than the volume of description which appears to be included by students in their work. This is especially evident in the community appraisal where much of the data included is needed, but should form the basis for a strong and detailed appraisal and can therefore be referenced from sources rather than repeated. This would allow a more integral and supported approach of the data, analysis and recommended outcomes.”</i></p>
<p>Quality of the Training Materials</p>	<p>Greek pilot</p>	<p>The quality of the training materials used in the course was evaluated very positively by the External Expert. It was stated that:</p> <ul style="list-style-type: none"> <li>- The training materials are easy to access (easy to find on the OTT).</li> <li>- The training materials present contents in a clear way.</li> <li>- The training materials align well with the learning outcomes.</li> <li>- The training materials are current.</li> </ul> <p>The amount of training materials is adequate for the scope of the course.</p>
	<p>Finnish pilot</p>	<p>The quality of the training materials used in the course was evaluated very positively by the External Expert. It was stated that:</p> <ul style="list-style-type: none"> <li>- The training materials are easy to access (easy to find on the OTT).</li> <li>- The training materials present contents in a clear way.</li> <li>- The training materials align well with the learning outcomes.</li> </ul>

		<ul style="list-style-type: none"> <li>- The training materials are current.</li> <li>- The amount of training materials is adequate for the scope of the course.</li> </ul> <p><i>Additional comments:</i></p> <p><i>“Overall excellent and comprehensive training materials. I think the course material is well fitting for the EU standards. For example suitable amount of scientific articles are provided, so that students are able to get familiar with the provided material. I checked all the training materials. Everything seemed to work very well, except two links (in Finnish). [...] As minor comments and suggestion, the article links could all be titled same way as in some courses they are (First author name, year, short title). This would make it easier to inspect how new the articles area.”</i></p>
	<p>Italian pilot</p>	<p>The quality of the training materials used in the course was rated positively by the External Experts. It was stated that:</p> <ul style="list-style-type: none"> <li>- The training materials are easy to access (easy to find on the OOT).</li> <li>- The training materials present contents in a clear way.</li> <li>- The training materials align well with the learning outcomes.</li> <li>- The training materials are current.</li> </ul> <p>Regarding the amount of training materials, it is stated that they are relevant and mostly up to date.</p> <p><i>Additional comments:</i></p> <p><i>“While supportive of the course these do represent a considerable workload for students in addition to the required assessment and course completion. Some system of prioritisation e.g. must read, optional etc. may be helpful and may encourage learners also to explore the wider literatures for themselves.”</i></p>
<p>Compliance with the local Curriculum</p>	<p>Greek pilot</p>	<p>The compliance with the national curriculum was evaluated very positively by the External Expert. It was stated that:</p> <ul style="list-style-type: none"> <li>- The pilot course covers the contents of the curriculum in its entirety.</li> </ul>

		<ul style="list-style-type: none"> <li>- The activities of the pilot course fit the requirements of the curriculum.</li> <li>- The teaching methods of the pilot course fit the requirements of the curriculum.</li> <li>- The training materials align well with the curriculum.</li> </ul> <p><i>Additional comments:</i></p> <p><i>“Within the Greek pilot courses, the learning modules were designed according to the localized national curriculum and syllabus. [...] I think that they are no gaps in the coverage and the materials adjusted with the curriculum.”</i></p>
	Finnish pilot	<p>The compliance with the national curriculum was evaluated very positively by the External Expert. It was stated that:</p> <ul style="list-style-type: none"> <li>- The pilot course covers the contents of the curriculum in its entirety.</li> <li>- The activities of the pilot course fit the requirements of the curriculum.</li> <li>- The teaching methods of the pilot course fit the requirements of the curriculum.</li> <li>- The training materials align well with the curriculum.</li> </ul>
	Italian pilot	<p>Regarding the compliance of the pilot course with the local curriculum, the External Expert stated that while the teaching methods of the pilot course fit the requirements of the curriculum, there are several issues with meeting the curriculum’s requirements in terms of content and training material:</p> <p><i>“While it is acknowledged that the pilot course reflects the needs of the health communities served, the focus of the pilot course appears to be dominated by a significantly strong focus upon older care. Indeed the learning outcomes only mention paediatrics once and there subsequently appears to be limited reference identifiable within the content to community mental health and learning disability in younger populations except for one paper referring to the challenges of PTSD in parents of intensively sick neonates and two others found considering stigma related to lice infection and obesity). It is not clear if faculty employed include those with CV’s in relation to nursing of groups other than adult and older adult care. A greater focus could include multi-generational disease and the impact of social contexts upon the health of whole families. (This may have been</i></p>

		<i>addressed in part by the use of case studies or in the content within modules 2 and 3 but this is not clearly articulated.) The programme materials as observed would benefit from a wider consideration of population groups and some tailoring for those who are recruited from practical settings in midwifery and paediatrics as indicated in the recruitment strategy and considering mental health and the needs of those with learning disabilities for all. This is particularly pertinent as the qualified practitioners are able to be called family and community nurses upon completion of their studies and this must fit within the wider cognition of this title. Currently the course appears more suited to those who have undertaken a Bachelor programme in general nursing<sup>1</sup>.”</i>
Appropriateness of assigned ECTS	Greek pilot	It was stated that the assigned ECTS of 40 for the Greek pilot course are suitable for the amount and depth of the learning outcomes to be covered in the course.
	Finnish pilot	It was stated that the assigned ECTS of 30 for the Finnish pilot course are suitable for the amount and depth of the learning outcomes to be covered in the course
	Italian pilot	It was stated that the assigned ECTS of 60 for the Italian pilot course are suitable for the amount and depth of the learning outcomes to be covered in the course except for Module 5.
Compliance with ECVET	Greek pilot	It was stated that the Greek pilot is compliant with ECVET in the way that <ul style="list-style-type: none"> <li>- The learning outcomes are described</li> <li>- The assessment is being designed and carried out.</li> </ul>
	Finnish pilot	It was stated that the Finnish pilot is compliant with ECVET in the way that <ul style="list-style-type: none"> <li>- The learning outcomes are described</li> <li>- The assessment is being designed and carried out.</li> </ul>

<sup>1</sup> In Italy, this is mandatory: a Bachelor degree in general nursing is needed to attend a “Master di I livello”.

	Italian pilot	<p>It was stated that the Italian pilot is compliant with ECVET in the way</p> <ul style="list-style-type: none"> <li>- The learning outcomes are described</li> <li>- The assessment is being designed and carried out.</li> </ul> <p><i>“From the deliverables report, the LO’s noted are generally student focussed and address the output competence effectively. There are one or two where measurement may be challenging in respect of level 7 especially those that only require the student to ‘know what’ in a fairly basic manner e.g. Modules 2 Lo2a know the main professional and ethical standards - it would usually be expected that someone with level 7 competence would be able to know and further apply these appropriately and know how to proceed if a breach was evidenced.”</i></p> <p>In addition, considering the documents available to reviewers (relating to the OOT), it was not easy for students to identify the learning outcomes of the pilot course:</p> <p><i>“I could not find a course document on the OOT that offered the students sight of the complete learning outcomes for their course nor for modules, (although the OOT student manual does allude to the development of a learning plan based upon individual students knowledge and does suggest the capacity for testing out of some learning outcomes through submission of evidence).”</i></p>
Compliance with EQF	Greek pilot (EQF6)	<p>It was stated that the Greek pilot is compliant with the EQF in the way that</p> <ul style="list-style-type: none"> <li>- the pilot course demonstrates a clear progression from previous learning (such as a registered nurse or similar).</li> <li>- the entry level for the course reflects the level of expertise and skills that can be expected from a registered practitioner.</li> </ul>
	Finnish pilot (EQF7)	<p>It was stated that the Finnish pilot is compliant with the EQF in the way that</p> <ul style="list-style-type: none"> <li>- the pilot course demonstrates a clear progression from previous learning (such as a registered nurse or similar).</li> </ul>

		<ul style="list-style-type: none"> <li>- the entry level for the course reflects the level of expertise and skills that can be expected from a registered practitioner.</li> </ul>
	<p>Italian pilot (EQF7)</p>	<p>From the documents reviewed, the evaluator was not able to state whether the Italian pilot is compliant with the EQF in the way that</p> <ul style="list-style-type: none"> <li>- the pilot course demonstrates a clear progression from previous learning (such as a registered nurse or similar).</li> <li>- the entry level for the course reflects the level of expertise and skills that can be expected from a registered practitioner.</li> </ul> <p>For improvements, the External Expert gave the following reasoning and details:</p> <p><i>“A registered practitioner is identified in the recruitment paperwork as either a midwife, a general nurse or a paediatric nurse. It would be expected that these nurses should all have included foundations in evidence based nursing as it is a requirement of the EU directive 36/05/EC (amendment 55/2013/EU) to be able 'to use competence to independently diagnose the nursing care required using current theoretical and clinical knowledge...' and at bachelor level it is identified in the Dublin first cycle degree competences as have the ability 'to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social scientific or ethical issues...' the elements of evidence based practice and professional and ethical practice included may thus be seen as revision for all and developing this knowledge to level 7 should be articulated more clearly. In terms of practice then the inclusion of specialist knowledge might depend upon which field the nurse has been recruited from. A midwife is unlikely to have had most of the content included relating to fragile elderly populations but a general nurse would have done. Again articulation regarding development to level 7 activity could be made more clearly for the students. The possibility of tailoring individual learning outcomes is mentioned and is a good prospect provided learners know how to demonstrate their achievement of outcomes to level 7 as required.”</i></p>

*“Please see my response above. In respect of some of the advanced reading and autonomous activities required to complete the course the of study the programme does appear to meet requirements for the development of highly specialised knowledge and specialised problem solving skills as well as enabling students to practice managing study contexts that are complex and require new approaches. However the course could go further in facilitating the student knowledge by clearly identifying what constitutes advanced knowledge in the field and by encouraging the students to spend their time including greater analysis and synthesis of evidence as well as documentation and description of evidence. This is particularly notable within the work based learning study. There appeared to be limited explanation regarding the 'thesis' and while there is no inclusion of advanced research methods due to restrictions at national level, it would have been good to have understood this aspect more.”*

**Table 13 Feedback provided by the External Experts regarding the Italian, Greek and Finnish pilot courses**

*Results Summary for the Pilot Courses*

The results of the pilot evaluation show that the three pilots were all viewed very positively. Especially regarding their general quality and the quality of the training materials, all three pilots received very positive feedback and only minor issues or suggestions were made.

Regarding some of the feedback/concerns raised by one of the Expert regarding the Italian pilot, we need to clarify a number of aspects the Expert might not be aware of:

- 1) regarding the statement that the pilot was too oriented to older people, it should be noted that this is a result of the 'localization process' of the Curriculum (and a further proof of its flexibility): Italy is the oldest region in EU and the Ligurian Region is the oldest in Italy, so focusing on older people is a local requirement that needed to be addressed.
- 2) Regarding the statement that it was not easy for students to identify the learning outcomes of the pilot course, it should be noted that all students received all LOs information in the enrolment form. The publication of these documents were suitable only on the University site: i.e. [https://dissal.unige.it/didattica/master/primo-livello/master-2020-21\\_I\\_liv/Assistenza\\_Infermieristica\\_di\\_Famiglia\\_e\\_Comunita](https://dissal.unige.it/didattica/master/primo-livello/master-2020-21_I_liv/Assistenza_Infermieristica_di_Famiglia_e_Comunita)
- 3) and attached documents. Regarding the statements about the need to devote for students more time to greater analysis and synthesis of evidence, as well as to documentation and description of evidence, it should be noted that these activities are part of the dissertation preparation and presentation. Students made experimental thesis and the achievement of skill in analysis, synthesis and description of evidences were part of their job, under the LO related to nursing research.
- 4) Regarding the statements about the EQF level of the pilot, it should be noted that in Italy Universities are the only entitled institutions that can qualify nurses. According to th4 Italian regulation, nurses can specialize in many areas (for example geriatrics. The level of specialization is mandatorily an EQF7, as it was described in the enrolment form.

Overall, these issues raised by one Expert in respect to one pilot reflect one of the evaluation approach's limitations in this last round: since each pilot was evaluated by only one External Expert each and due to the diversity of the pilots the comparison of results

was challenging and their reliability limited. It is therefore necessary to carefully compare and counter-check the results presented here with the results from Tasks 6.2 and 6.4.

In order to follow-up on the feedback provided in the questionnaire, a focus group meeting took place in M36 (January 2021). Its aim was to finalise the pilot evaluation by complementing the surveys, addressing topics in more detail and clarifying open questions regarding:

- a) The pilots (questions from External Experts)
- b) The evaluation (questions from the pilot coordinators)

Given that the feedback on the pilots was varied, it was particularly important to discuss the main issues detected for the Italian pilot and get the other External Experts' feedback regarding these issues. Even if not all External Experts (2/4) and pilot coordinators (2/3) could be present during the meeting, the focus group meeting supported the results of the survey. After presenting the results and no need for further clarification was expressed by any of the participants, AFBB presented the concerns regarding the EQF level (7). Since this issue had been repeatedly addressed in all evaluations and especially by one of the External Experts (for the EU Curriculum and consequently also for the local curricula), the goal was to establish how the pilot coordinators and other External Experts viewed this issue. All parties present at the focus group meeting agreed that the EU Curriculum can be considered at EQF7 regarding workload, but that the descriptions of some learning outcomes do not reflect the level of complexity and highly specialised knowledge that can be expected from an EQF7 practitioner. It was acknowledged that reformulating the learning outcomes of the EU curriculum would require a considerable amount of work, but would significantly improve this project outcome. The decision on how to proceed with this feedback was then made together with the WP3 leader and the project coordinator.

Another matter discussed was the question of the remarkable differences in ECTS awarded in Finland and Italy, and how it was possible to cover the same learning outcomes in such different amounts of time. Unfortunately, the discussion was inconclusive and no further action was taken.

With regards to the EQAVET Indicative Descriptors of the Implementation phase, it can be stated that they were fully respected. Again, the Implementation phase was guided by what was planned at project level so the Indicative Descriptors at system level were most relevant. Those Implementation plans were established in cooperation with the VET

providers and included consideration of the resources required, the capacity of the users and the tools and guidelines needed for support. Thorough guidelines and standards have been devised for implementation at different levels and those included assessment, validation and certification of qualifications. The Implementation plans included also specific support towards the training of teachers and trainers and the VET providers' responsibilities in the implementation process were explicitly described and made transparent. The VET providers respected the Indicative Descriptors by appropriately aligning/assigning their resources with a view to achieving the targets set in the implementation plans and their staff participated in the training organised for them. The VET providers also used valid, accurate and reliable methods to assess individuals' learning outcomes as defined in the Implementation plan.

Lastly, as far as the EQAVET indicators for the Implementation phase, the data collected were reported in Deliverable 6.4 and an integrated table reporting the results for all the phases can also be found in Appendix A

### 3.3 Evaluation

The Evaluation Phase was not a separate phase following Planning and Implementation, since evaluation data was collected at several points during the first two phases and from several target groups; both formative and summative evaluation approaches were applied. For the VET quality and the quality assurance of the pilots, which are the main subject of T8.2, the following evaluation outputs were mostly relevant:

- Overall FCN EU Curriculum Evaluation (D6.2)
- Formative and Summative evaluation of Pilots and feedback loops (D6.4).

#### 3.3.1 Indicators and Quality Standards relevant to the Evaluation Phase

In the project proposal there were no indicators mentioned for the Overall FCN EU Curriculum Evaluation and the Formative and Summative evaluation of Pilots.

Based on the suitable EQAVET Indicative Descriptors for the Evaluation Phase at VET system and VET provider level, WP6 and WP8 planned the evaluation with the following principles in mind:

<b>ID at VET -system level (applied to the whole project)</b>	<b>ID VET -provider level (applied to each pilot)</b>
A methodology for evaluation has been devised, covering internal and external evaluation	Evaluation and review covers processes and results/outcomes of education including the

	assessment of learner satisfaction as well as staff performance and satisfaction
Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described	Evaluation and review the collection and use of data, and adequate and effective mechanisms to involve internal and external stakeholders
Performance indicators are applied	Early warning systems are implemented
Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement. Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics	

**Table 14: EQAVET Indicative Descriptors of the Evaluation phase**

As far as the EQAVET indicators, no. 2, 3, 4, 6, 8, 9, 10 were selected, as indicators 1, 5 and 7 were considered too much oriented towards VET systems and not suitable for the pilot evaluation (see Appendix A for the complete list of the EQAVET indicators). Pilot coordinators were asked to provide the data to the other indicators in case they had access to it.

### 3.3.2 Formative VET Quality Assurance in the Evaluation Phase

Below are presented the formative VET Quality Assurance measures for each project output in the evaluation phase. The relevant methods and means of communication and cooperation as well as the details for each activity are presented.

Evaluation and Monitoring Plan (D6.1)	Online meetings	The plan was discussed between WP6 and WP8 in M2-5 with the aim to include relevant EQAVET indicators in the plan and align the document with the quality assurance approach.
	Document review	Early versions of D6.1 were reviewed and substantial input to the document provided to ensure its compliance with EQAVET.
Overall FCN EU Curriculum Evaluation (D6.2)	Email	The work on indicators for the curriculum in M16 via the WP6 mailing list was monitored.
Formative and Summative evaluation of	(Online) meetings	The indicators for the pilot evaluation were discussed with all involved partners in several online meetings initiated by the WP6 leader. AFBB gave input regarding

Pilots and feedback loops (D6.4)		<p>the indicators for the evaluation by External Experts and the suitable EQAVET indicators.</p> <p>WP8 organised an online meeting to decide on the implementation of EQAVET together with WP6 in M21.</p> <p>In M25, during the Dresden meeting, the indicators for the pilot evaluation by the External Experts were developed together with all partners in a work session during the Dresden project meeting.</p> <p>The EQAVET indicators relevant for the pilots were discussed and selected during a work session organized by WP6 and WP8 during the Dresden meeting.</p>
	Collaborative documents	<p>Guidelines and collaborative tables for the selection and application of the relevant EQAVET indicators were designed.</p> <p>The Continual Improvement Process table was used to record, analyse and track the feedback given by the External Experts.</p> <p>Resulting from the work session during the Dresden meeting, partners were asked to work on the documents and provide their input on the design of the pilot evaluation by External Experts.</p> <p>As described in D8.1.2, the meta-evaluation (evaluation of the WP6 evaluation) was planned beginning in M18 and WP6 was involved at several stages to discuss the procedures, relevant documents to be reviewed and suitable indicators to prepare a successful summative evaluation by the External Experts.</p>

**Table 15 Formative VET Quality Assurance in the Evaluation Phase****3.3.3 Summative VET Quality Assurance in the Evaluation Phase – Data Collection**

Below are presented the internal summative VET Quality Assurance measures for each project output in the evaluation phase. The relevant methods and means of communication and cooperation as well as the details for each activity are presented.

Evaluation and Monitoring Plan (D6.1)	Document review	The final version of D6.1 was internally reviewed by AWW as WP8 leader and substantial feedback was given with regards to the EQAVET compliance.
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Overall FCN EU Curriculum Evaluation (D6.2)	Document review	The final version of D6.2 was internally reviewed by AWV as WP8 leader and feedback was given to complete and align the document with the feedback given by the External Experts.
	Questionnaire, qualitative (see Appendix K)	The External Experts evaluated the evaluation of the Curriculum (D6.2) in M40.
Formative and Summative evaluation of Pilots and feedback loops (D6.4)	Document review	The final version of D6.4 was reviewed and summarized to prepare the meta-evaluation for the External Experts.
	Collaborative documents (EQAVET table)	The filled in EQAVET table was checked and the results analysed for this report by AFBB.

**Table 16 Internal summative VET Quality Assurance in the Evaluation Phase – Data Collection**

Below are presented the external summative VET Quality Assurance measures for each project output in the evaluation phase. The relevant methods and means of communication and cooperation as well as the details for each activity are presented.

Overall FCN EU Curriculum Evaluation	Document review	The External Experts read and commented a summarized version of D6.2 and D6.4.
Formative and Summative evaluation of Pilots and feedback loops	Questionnaire (qualitative)	The External Experts evaluated the evaluation of the pilots (D6.4) and the EU Curriculum and Guidelines in M40.

**Table 17 External summative VET Quality Assurance in the Evaluation Phase – Data Collection**

### 3.3.4 Results from the Evaluation phase

With the aim to evaluate the processes and products of the evaluation and whether they reflected the EQAVET principles (see chapter 3.3.1), the questionnaire delivered to the External Experts in M40 covered the following aspects: involvement of internal/external stakeholders, methodology, meaningfulness of the results, coverage of learner satisfaction, implementation of early warning systems. The feedback on the general quality of the evaluation (approach, methodology etc.) is reported in more detail in D8.1.3.

The overall evaluation of the internal project evaluation was very positive and the results were viewed as highly meaningful for those wishing to adopt the results in the future and to understand what worked well and what could be refined.

Especially the involvement of internal and external stakeholders into the evaluation process was considered beneficial in obtaining a multi-perspective feedback on the project outcomes:

*“The evaluation contains adequate and effective mechanisms to involve internal and external stakeholders. Data were collected for the process of evaluation from students, VET providers, teachers, panel of experts and other external stakeholders.”* (EE-3)

*“The quality of the evaluation is high and the evaluation is implemented from multiple perspectives and during the whole development process.”* (EE-1)

*“The transparency of the tool enables internal and external stakeholders to comment upon the evaluations. However, there is a lot of detail and this may be off putting for some. The use of cases and illustrative narrative is likely to be helpful.”* (EE-2)

However, some limitations to this approach were mentioned, especially regarding the types of stakeholders involved and the sample size:

*“[...] given that this is curriculum primarily for nurses, it would have been useful to have greater detail regarding the justification for the internal representatives of nurses labour market group finally concluded as these appear not to be strongly related to the profession of nursing, and yet while there seems to be some other nursing groups included within the external stakeholders these are not identified specifically. [...] within the samples included, as on occasions these appear very small (1 or 2 representatives of external stakeholders) whilst in other sections more than a hundred responses (students involved in the pilots) were sought.”* (EE-2)

It needs to be noted that the feedback on the project outputs from a wider group of stakeholders was sought by a survey under Task 6.2. In total, 47 answers were collected from national regulatory bodies, European, national or regional associations of nurses, to ministries, etc. The results fed into the evaluation of the EU Curriculum (D6.2).

Unfortunately, the COVID-19 outbreak also affected the involvement of the External Experts, making it impossible for them to observe the pilot on-site:

*“COVID-19 has changed the implementation. The external evaluators were not able to get familiar with the curriculum implementation by observing the teaching sessions. It*

*would have been easier, if there were more contact with the local teachers and students.”*  
(EE-1)

The results show that learner satisfaction and staff performance was covered in the formative and summative rounds of evaluation. Nonetheless, it was stated that the evaluation of this indicator also has some limitations in terms of the interpretation of the data gathered:

*“While some extrapolation may be made from the low attrition figures noted across the programmes and particularly in the Italian and Greek ones, this is not necessarily an indicator of satisfaction if a stronger motivation was evident eg increased status or pay or pathway onto other programmes upon completion.”*

The implementation of early warning systems was regarded positively by all External Experts:

*“Level of students’ satisfaction was evaluated when the program activities were still forming allowing teachers to respond to the student learning experience.”* (EE-1)

*“[...] the team had sufficient evaluative means in place to flag up issues that required early attention and adaptation.”* (EE-2)

General comments with regard to the evaluation and some final statements (this being the last round of evaluation by the External Experts) on the project and meaningfulness of its results were very positive:

*“In my opinion, the researchers have done excellent work in developing a Europe wide family and community nurse curriculum.”* (EE-1)

*“The work has demonstrated both a need and a robust solution to the development of an FCN curriculum for EU countries, focused upon the skills and competencies required of a family and child nurse in Europe and more widely. It would be good to see this further established as a common platform for delivery under the EU Directive regulations for nursing as this would support it as a template for further developments of this kind. I look forward to further work from this project being published and for child and family health nurses being recognised in more countries in the future.”* (EE-2)

The EQAVET Indicative Descriptors for the Evaluation phase were fully respected, both at VET system (project) level and at VET provider level. At project level, a methodology for evaluation (including appropriate data collection methodologies) was devised,

covering internal and external evaluation and stakeholder involvement in the monitoring and evaluation process was agreed and clearly described. Moreover, performance indicators were applied and relevant, regular and coherent data collection took place. At VET provider level, the assessment of learner satisfaction as well as staff performance and satisfaction were included in the evaluation processes and early warning systems were implemented by means of regular (after each module) feedback collection.

Lastly, as far as the EQAVET indicators for the Implementation phase, the data collected were reported in Deliverable 6.4 and an integrated table reporting the results for all the phases can also be found in Appendix A

### 3.4 Review

In ENhANCE, the Continual Improvement Process initiated in M13 supported an ongoing review of the results and a regular follow-up of feedback. Additionally, a release of a final version of the EU Curriculum (D3.1.2) and the Guidelines for VET providers (D3.2.2) was foreseen and meant that the results from the Evaluation Phase would be discussed and integrated into the final version. The outputs of the Review Phase are therefore:

- The Continual Improvement Process (as a tangible output the CIP table, see Appendix C
- The process of integrating the feedback into the EU Curriculum (D3.1.2) and the Guidelines for VET providers (D3.2.2)

#### 3.4.1 Indicators and Quality Standards relevant to the Review Phase

The project proposal did not explicitly mention indicators for the Review phase.

As far as the EQAVET Indicative Descriptors for the Review Phase to guide quality assurance, the following Table describes how this happened.

<b>ID at VET -system level (applied to the whole project)</b>	<b>ID at VET -provider level (applied to each pilot)</b>
Procedures, mechanisms and instruments for undertaking reviews are defined and used to improve the quality of provision at all levels	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
Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly	Information on the outcomes of the review is widely and publicly available

Information on the outcomes of evaluation is made publicly available	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
	Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place

**Table 18: EQAVET Indicative Descriptors of the Review phase**

As far as the EQAVET indicators, for the Review phase no. 3, 4, and 6 were selected (see Appendix A for the complete list of the EQAVET indicators).

### 3.4.2 Formative VET Quality Assurance in the Review Phase

Below are presented the formative VET Quality Assurance measures for each project output in the review phase. The relevant methods and means of communication and cooperation as well as the details for each activity are presented

The Continual Improvement Process	Emails	The CIP was introduced first to the project coordinator and to the WP3 leader and suggested as a tool to keep track of the feedback received by the External Experts via email.  Later, emails were used to follow-up on the CIP with all partners.
	(Online) meetings	The final procedure and categories of the table was shared and discussed with all partners during the Kuopio project meeting (M17) and their contribution regarding the validity, impact and effort in applying the feedback was asked.
	CIP table	The table itself (see Appendix C) was the tool to collect, systemize and review the External Experts' feedback during the project lifespan. It was shared with all partners and AFBB regularly invited partners to revisit the feedback and monitor whether the issues detected had been resolved or persisted.
The process of integrating the feedback into the EU Curriculum (D3.1.2) and the Guidelines (D3.2.2)	Emails	In M37, directly after the data collection for the pilot evaluation by the External Experts ended with the focus group meeting, AFBB contacted the WP3 leader to discuss the most urgent results and issues to be integrated into the final version.
	Online meetings	The WP8 and WP3 leaders and AFBB had a meeting in M38 to discuss the feedback given by the External

	<p>Experts and possible solutions. It was agreed that AFBB would present the issues regarding the EQF level and the learning outcome description in a meeting initiated by WP3 to discuss the next steps for all partners before the final release. The WP3 leader SI4Life designed an activity to review the learning outcomes.</p> <p>AFBB prepared three slides, presenting the External Experts' feedback to the WP3 partners working on the final release and together, the necessary steps to implement the feedback were agreed.</p>
Document (review)	<p>AFBB delivered an internal document to the WP3 leader, reporting all results of the External Experts' evaluations and referring to the related WP8 outputs.</p>

**Table 19 Formative VET Quality Assurance in the Review Phase**

### 3.4.3 Summative VET Quality Assurance in the Review Phase – Data Collection

The summative assessment is aimed at establishing whether the feedback provided by the External Experts at the various stages has been considered and implemented into the final version of project outcomes, as outlined in this report. To this end, a detailed report on the feedback was delivered to the WP3 leader in M37 and the final WP3 deliverables were checked for the ways in which recommendations were implemented.

The CIP table (Appendix C) was updated and the status of the implementation of each issue specified (green – done, orange – unclear/partly done – red – not feasible/not done).

The Review of the documents was checked in a summative way for this report.

### 3.4.4 Results from the Review phase

Below are presented the VET Quality Assurance results from the review phase for the applied procedures.

<b>ENhANCE Review Processes</b>	<b>Results</b>
The Continual Improvement Process	The status of the implementation of the feedback shows that most issues were resolved in the course of the project and some feedback is currently being implemented into the final deliverables. Some feedback was discussed and rejected after due reasoning and the issues

	mentioned for the national curricula need to be taken into consideration by the pilot coordinators when planning the next FCN qualification course. The current status can be seen in the CIP table in Appendix C.
The process of integrating the feedback into the EU Curriculum (D3.1.2) and the Guidelines (D3.2.2)	Most of the feedback collected in the CIP was implemented in the final versions of the EU Curriculum and the Guidelines. The results are reported in detail in D3.1.2 and D2.2.

### Table 20 Results Review phase

With regards to the EQAVET Indicative Descriptors, it can be stated that they have been adhered to fully, especially by gathering learners' and teachers' feedback on the learning and teaching environment, discussing the outcomes of the evaluation process with relevant stakeholders and using this to inform further actions and by making the results of the review publicly available (in project deliverables D3.1.2 and D3.2.2).

Lastly, as far as the EQAVET indicators for the Implementation phase, the data collected were reported in Deliverable 6.4 and an integrated table reporting the results for all the phases can also be found in Appendix A

## 4 Lessons learnt and recommendations

Resulting from the experiences the Alliance made with this quality approach, the following recommendations emerged and should be considered when planning and designing a VET quality assurance approach in the VET sector that involves universities/higher education institutions.

**Recommendation 1:** In projects that involve (non-typical) VET providers (e.g. universities), the EQAVET framework should be adopted with some degree of flexibility, for example by selecting a sub-set of appropriate indicators and indicative descriptors, as well as identifying and adopting just the tools that best support the realisation of the project.

**Recommendation 2:** A common approach to quality assurance must take into account the varied backgrounds of project partners, target groups and stakeholders, as these can affect their familiarity with processes, standards and practices. When applying EQAVET in this context, it is important to clearly define and coordinate the responsibilities of all stakeholders involved; further, it is necessary to establish continuous communication processes between members from different fields to enable effective interdisciplinary collaboration.

**Recommendation 3:** The involvement of External Experts to assess the quality of project results is important to ensure an external and unbiased evaluation. Nonetheless, perspectives and input from an adequately sized external expert panel (at least 2 per participating country) should be included. Attention should be devoted to the language issues, especially if the Experts are expected to evaluate training and materials delivered in a language different from English and/or from their own native language. Moreover, when recruiting External Experts, attention should be devoted to their initial familiarity with the EQAVET framework.

**Recommendation 4:** In the preparation phase of (SSA) projects, a well-considered combination of adequate quality assurance tools and European standards needs to be selected; some of these tools and standards are more complementary than others and the choice should be based on quality (with emphasis on compatibility and suitability) rather than quantity.

## 5 Discussion and Conclusion

This report summarizes the activities carried out under Task 8.2, thus how WP8 contributed to ensuring VET quality of the most important ENhANCE training outputs. In addition to describing the specific formative and summative activities to support the production of high quality outputs that are compliant with the most common EU VET standards, the report went into the details of the results of those activities. As shown, relevant internal and external stakeholders were involved in all four phases of the EQAVET quality cycle with the aim to design, implement, evaluate and review the most important project outcomes and validate them on several levels.

The results of this process can be considered very positive as most issues identified within the first version of the EU Curriculum could be resolved and its final version substantially improved.

The close and effective cooperation with the partners in the production of the results paved the way for the summative assessment, so that the nature, scope and criteria of the evaluation were known in advance. The fact that no major or unsolvable issues were identified in the summative evaluations by External (nursing) Experts, proves that the continual support, input and feedback during the production of the project outputs by AFBB can be considered successful.

Another factor that determined the success of the VET quality assurance in ENhANCE was the understanding of its importance by the Project Coordinator (ITD-CNR), the WP6 leader (UEF) and the WP3 leader (SI4life). Their close cooperation with WP8 and the willingness to collect, analyse and integrate the feedback provided was crucial for the work and success of WP8.

The final statements by the External Experts, collected during the meta-evaluation, also underline that the project outputs and the processes that led to them are considered a valuable and substantial contribution to promote Family and Community Nursing in Europe. It is therefore crucial to continue targeting relevant stakeholders such as regulatory bodies, European, national or regional associations of nurses, ministries and VET providers and foster an uptake of the ENhANCE project results.

## Appendix A Application of EQAVET Indicators in ENhANCE

NO.	EQAVET indicator	Description	Application in the Italian pilot	Application in the Finnish pilot	Application in the Greek pilot	Application at project level
2	Investment in training of teachers and trainers	(a) share of teachers and trainers participating in further training	UNIGE collaborated with the coordinator of the project and introduced the Teacher Training Path to the teachers (WP4). UEF teachers are all specialized in teaching and the Teacher Training Path complemented their competence. Furthermore, the ENhANCE project provided the Follow up for Teachers on OOT, which provided an accessible, feasible, and additional support for teachers during the Italian pilot. The Leader of the Italian Pilot (Annamaria Bagnasco) also was in close contact with teachers during the Italian pilot to provide them additional support and guidance if needed. Face to face meetings among UNIGE teachers and Annamaria Bagnasco in a hall with PC stations for all participants so that they	UEF collaborated with the coordinator of the project and introduced the Teacher Training Path to the teachers (WP4). UEF teachers are all specialized in teaching and the Teacher Training Path complemented their competence. Furthermore, the ENhANCE project provided the Follow up for Teachers on OOT, which provided an accessible, feasible, and additional support for teachers during the Finnish pilot. One of the ENhANCE project's members (Mina Azimirad) also was in close contact with teachers during the Finnish pilot to provide them additional support and guidance if needed. Face to face meetings among UEF teachers and Mina Azimirad provided a good opportunity to answer the possible concerns	Teacher of Greek Pilots followed the Teacher Train Program during WP4 (Teacher Training Path) that was completed before the start of the Greek Pilots. During the delivery of Greek Pilots many Greek teachers are following the guidelines that are in the Follow up for Teachers OOT Program, where are step by step instructions and suggestions for micro-level design of their modules/teaching. Also at UTH a lot of meetings (face to face or Skype meetings) were done for teacher training, in order to provide information about the educational material that they can use and the functionalities of OOT. As for further trainers training UTH next months will start a LLL Program about School Nursing (which is a sector of Family and	In ENhANCE particular attention was devoted to teacher training. As a matter of fact, an entire WP (WP4) was devoted to this crucial phase and a teacher training path was delivered to all the teachers of the project from May 2019 till July 2019. This was aimed at introducing teachers to the innovations proposed by the project and support the co-design of the teaching/learning activities for their perspective students. Overall, we have 73 teachers enrolled.

			could access the online tool with the support of Flavio Manganello. The coordinator of the ENhANCE project was also hands on to provide the extra support and guidance for teachers' training.	regarding the pilot. Other meetings were also held between Mina Azimirad and prof. Hannele Turunen (the head manager and leader of the ENhANCE project in UEF). The coordinator of the ENhANCE project was also hands on to provide the extra support and guidance for teachers' training.	Community Nursing), where trainers of ENhANCE can participate.	
		(b) amount of funds invested	The total amount of money that UNIGE planned for WP4 was € 6.682,00	The total amount of money that UEF planned for WP4 was € 4.191,00	The total amount of money that UTH planned for WP4 was €16.400,00	The overall budget devoted to WP4 can be estimated around € 113.500
3	Participation rate in VET programs	Number of participants in VET programs:				Data about participants in our VET programs (i.e., students in our pilot courses) are provided in the green columns of the above tables (related to each pilot).
		(a) according to the type of program	A total of 45 students participated in the Italian Pilot.	Round 1 of pilot was held at UEF, Open University, with the University-managed Moodle learning environment with 17 participants. Round 2 of pilot was held at UEF, Open University, with the ENhANCE OOT learning environment with 10 participants.	PLC01=40, PLC02=42, PLC03=44	

		(b) the individual criteria	41 participants were graduate general adult nurses, 2 graduate pediatric nurses, and 2 graduate midwives, all from Italy.	All participants were graduate nurses from Finland. Good Finnish language proficiency was a requirement for participation because both pilots were planned to be offered in Finnish language.	PLC01= unemployed nurses, PLC02= Nurses that work in Public Sector, PLC03=Nurses that work in Private Sector. The selection criteria for each pilot were different. For example for PLC02 were the Diploma Degree, the possession of a Master Degree, the sector where the applicant works (if it relative to family and Community Nursing) and the total working years.	
4	Completion rate in VET programs	Number of persons having successfully completed/abandoned VET programs, according to the type of program and the individual criteria	Of the 45 students attending the Italian Pilot, 44 successfully completed it and one dropped out because of death.	UEF will offer a certificate to students after participants successfully completed the pilot.	102 (out of 127) students successfully completed the course.	Completion rates in our VET programs are provided in the green columns of the above tables (related to each pilot).
6	Utilization 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 skills/competences	All of the students already worked either in the private or public sector before starting the Pilot. After completing the Pilot, 21 of the students are working as community nurses in the Liguria Region and the Regional strategic plan envisages their employment in the same sector in the near future.	Participants of both pilots were already working while participating into the pilots. This might not be applicable at Finnish pilot.	At PLC02 and PLC03 participants are already working.  As for PLC01, 11 students from the pilot got employed after they got their qualification,	Some of the students from Greek pilot (70 students) and all the students from the Finnish pilot were already employed before they started the course. Among those unemployed, a total of 32 students (21 students from the Italian pilot and 11 students from the Greek pilot) got employed after the pilots, and the rest of the students were planned to be

						employed in the near future.
		(b) satisfaction rate of individuals and employers with acquired	The Pilot participants have only recently been employed and these data are still not available.	As mentioned all of the participants in both pilots were already working and employed. This might not be applicable at Finnish pilot.	This could be provided for PLC02 and PLC03 as participants are already working. But how we will reach the employers? A lot of time, actions and money might be needed as participants of Greek Pilots are from all over Greece.	The project life span does not allow us to collect this information.
8	Prevalence of vulnerable groups	(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender	In the Italian Pilot there were no participants classified as disadvantaged group.	The Finnish pilot did not devote specific effort for vulnerable groups while recruiting for pilots because it was not initially included in the ENhANCE proposal.	In the call for participants for Greek Pilots UTH didn't ask for disadvantaged groups as it was not in the ENhANCE Proposal	The proposal did not specifically address this target group.
		(b) success rate of disadvantaged groups according to age and gender				
9	Mechanisms to identify training needs in the labour market	(a) information on mechanisms set up to identify changing demands at different levels	As part of WP2 and WP3, UNIGE collaborated in identifying the demands of the labour market. In addition, A.Li.Sa (Dr. Isabella Roba), as ENhANCE partner, conducted this needs assessment in the Liguria Region.	As part of WP2 and WP3, UEF collaborated in identifying the demands of labour market. Moreover, UEF collaborated with the TRY project which is a national Finnish project that identifies and provides a second path of training and education to meet the demand of the society. UEF and TRY project	UTH participated in all action of WP2 and WP3 were the main purpose was to identify these training needs in the labour market. Also during Action 0C-WP3 UTH participated in two research studies: 1. End users demands, 2. Cooperation with service providers FCN and Primary Health Care. The results of	In WP2 and WP3 a number of specific activities were devoted to this crucial aspect, i.e. under WP2 an in-depth analysis of the current working contexts of the Family and Community Nurse (FCN) in 21 EU Member States was conducted. Moreover, a study into the evolution of the employment market for

				members arranged several face to face meetings, and Skype meeting to discuss the Finnish situation while designing the pilots. To achieve a better goal, UEF and TRY arranged a workshop and invited 3 experts and went through the details to identify the specific needs and localize the Finnish pilots accordingly.	these studies also showed the demands at different levels and these results were taken under consideration from UTH when the European Curriculum was developed, in order to specify LOs	the FCN occupational profile in all the relevant EU countries was also carried out. The results of these studies are available in D2.1.1. Under WP3 an analysis of end-user demand (seen from the perspectives of both service providers and informal carers) to deepen the project's understanding of current user needs was also conducted. The results in this case are available in D3.1.1.
		(b) evidence of their effectiveness.				See deliverable 7.4.3
10	Schemes used to promote better access to VET	(a) information on existing schemes at different levels	UNIGE used the OOT learning environment for the Pilot, to facilitate communication other participants in through the OOT community. Moreover, the participants of the Italian Pilot have access to additional course materials and resources through Microsoft Teams.	UEF uses the OOT learning environment for Round 2 of the pilot, where participants can easily communicate with other participants from Greece and Italy through the OOT community. Moreover, participants of Finnish pilot have access to all the course materials and resources.	At the ENhANCE Project VET providers are UTH, UNIGE and UEF. UTH has a clear pricing policy and provides total accessibility to the participants of the ENhANCE PLCs by giving them access to all the educational material.	--
		(b) evidence of their effectiveness				--

Table 21: EQAVET indicators' application in the ENhANCE project

## Appendix B Summative VET Quality Assessment of the Professional Profile by AFBB



### Assessment of the FCN Professional Profile (PP)

**Version:** Version 1  
**Date** July 30<sup>th</sup> 2018  
**Authors:** Madeleine Diab (AFBB)



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

This assessment is part of task 8.2 – VET quality Assurance and is based on the Deliverable D2.2: Report on the definition of a Professional Profile for the Family and Community Nurse (FCN) and the identified list of 27 core competences included in that document.

The main aim of this assessment is to check compliance with the criteria, standards and references for the PP that were defined in the project proposal<sup>1</sup>. Therefore, the focus of this assessment lies on:

1. whether the WHO recommendations were taken into account,
2. whether relevant existing EU recommendations were taken into account and
3. whether the PP complies with ESCO.

	<b>Agreement</b>			
	<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>
<b>Quantitative and formal Criteria</b>				
<b>1. Requirements of the Proposal</b>	<b>To which extent reflected in PP</b>			
1.1 one digital document detailing the PP delivered	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Qualitative Criteria</b>				
<b>2. WHO Recommendations</b>	<b>To which extent reflected in PP</b>			
2.1 Were relevant WHO documents identified and selected to inform the PP?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Were the competences identified by the WHO for Family Health Nurses (2000) considered for the PP?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Were competences from other WHO documents considered for the PP?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Overall evaluation: The WHO recommendations have been incorporated in the PP	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 If not, what is missing?	It would be good if the reasons for the selection of the WHO documents as a basis were presented more conclusively/ more comprehensively.			

<sup>1</sup> As described in D2.2, compliance with ECVET, originally a standard for the PP, will be shifted to WP3 and will be assured during the work on the Curriculum in a more formative approach.

2.6 Additional comments

	<i>Agreement</i>			
	<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>
<b>3. EU Recommendations</b>	<b>To which extent reflected in PP</b>			
3.1 Is the selection of documents identified as relevant for FCNs on EU level				
3.1.1 reasonable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2 reliable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.3 comprehensible?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Are the selected occupations to inform the PP				
3.2.1 relevant?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.2 adequate?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.3 sufficient?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Is the selection of competences from the identified relevant qualifications within the EU				
3.3.1 reasonable?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.2 reliable?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.3.3 comprehensible?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Overall evaluation: Existing EU recommendations have been incorporated in the PP	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 If not, what is missing?
- an explanation which of the competences from the relevant qualifications were selected and why
- Was there overlap between the documents used?
- changes in the lists of core competencies (between rounds of delphi) could be explained in detail
3.6 Additional comments

	Agreement			
	Fully	Mostly	Rather not	Not at all
<b>4. ESCO – Advanced Nurse Practitioner</b>	<b>To which extent reflected in PP</b>			
4.1 Are there clear indications as to how the FCN can be classified in ESCO?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Is there a reference to the Directive 2005/36/EC regarding regulated professions?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Is there a description of the occupation like in ESCO?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Are there clear indications as to whether the competences identified match the competences of other relevant ESCO occupations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-

4.5 Overall evaluation: The ESCO structure for the classification of occupations and relevant competences have been incorporated in the PP	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.6 If not, what is missing?	
4.7 Additional comments	
-very detailed description and connection to ESCO	
and very helpful for further work	

Assessed by: *Madeleine Diab (AFBB)*

<i>30.07.2018</i>	
Date, name and position	Signature

## Appendix C Continual Improvement Process

### EU Curriculum

Concerns	No.	Issue	Impact	Effort	Implementation by when possible/necessary	Comments	Solution/Suggestion	Status
Assessment	1	No clear determination of the assessment suitable for EQF7 (a dissertation or extended study as is usual at EQF7, learners ability to manage a complex piece of work autonomously).	low	low	before final release	Assessment now suitable? Thesis in IT pilot, FI pilot not a stand-alone master programme, GR on EQF 6	should be clearer in combination with guidelines and filled assessment matrix	Needs to be integrated in D3.2.2
Assessment	2	Learning outcomes which include two marker (eg select and locate OR describe and implement) should be split before they are assessed.	low	low	in final version of Guidelines		It should be outlined in the manuals regarding assessment that for some LO two/several dimensions of learning need to be adressed eg by fulfilling a complex assessment task.	Needs to be integrated in D3.2.2
Content	3.1	<b>CHECK:</b> Caring for families with complex needs at home (such as personalized care plans and meeting special and individual needs in complex care situations) is missing/should be included.	high	medium	immediately	Partners (pilot coordinators/internal experts) agreed that this is already included (which LOs und units?) and it was not brought up again in later evaluations including all LOs --> can be considered resolved	-	resolved

Content	3.2	<b>IMPLEMENT:</b> Caring for families with complex needs at home (such as personalized care plans and meeting special and individual needs in complex care situations) is missing/should be included.				In case the check reveals this is true, a LO Unit needs to be included in the Curriculum before the final release.		resolved
ECTS	4	The Curriculum should be 90 or 120 ECTS.				This assumption is closely related to no. 15 and no. 6 (the FCN being an Advanced Practitioner). The Action 2 report reasons why the EU Curriculum should be awarded with 60 ECTS.		resolved
ECVET	5	The Learning Outcome Units can NOT AT ALL be completed as independently as possible of other units.				Was clarified in an email. Answer from the evaluator: "About the question 2.4.3: my opinion is that we need all the other Learning Outcomes (L.O) units to have a holistic.The L.O are discribed to enable the learners have achieved them one by one of all L.O.I think it is not possible to have indepent L.O. The description of every L.O is clear to understanding but not indepent."	Question ambivalent/misleading (ECVET terminology).	resolved

ECVET	6	The quality and depth of learning is not described concretely enough by the verb "KNOW". It is not clear what level the learning is on.	High	High	before national curricula	AWV pointed this out before. This issue can be partly improved by information given on the assessment. In addition, LO should probably be formulated in more concrete terms.	Specify LOs for final release	Resolved  Although in the learning outcomes the rod "know" is still widely used, the detailed description of the learning outcomes contains ECVET compliant descriptions of this knowledge
EQF	7	The level of the curriculum does currently not reflect the entrance level EQF6/registered practitioner.  Repetition of a number of competences found in pre-registered learning practice.	high	medium	before national curricula	Nurses entering the curriculum should already have achieved some of the LOs --> repetition. Can be good for heterogenous group of students from different nursing fields but also risky (see report on External evaluation for details). Advancement to level 7 required.  The overlap with existing national qualifications on lower (Bachelor) level need to be identified and either developed further or left out when designing the National Curricula.	Identify the LO that a registered practitioner should have achieved and advance them to EQF7.	resolved

EQF	8	<p>No clear determination of the progression from previous learning - EQF6 to EQF7.</p> <p>The LO do not match the EQF7 descriptions, they are too low (FCN needs to demonstrate that they know how to manage complex and unpredictable situations).</p> <p>The level of knowledge and skills is not clear (more detail and need to be verifiable).</p>	high	high	before final release	In the course of adaption to EQF6 the distinction between EQF6 and EQF7 needs to be enhanced. Curriculum developers (VET providers/end users) need to focus on this distinction. Possibly adapt related manual.	Differentiate LOs better	resolved
ESCO	11	The learning units should offer greater evidence that they are compliant with the ESCO requirements for an advanced practitioner.				D2.2. stated that the developed PP is that of an Advanced Practitioner. AWV stated that the FCN Qualification is targeting a level below that of an Advanced Practitioner (see Action 2 report, pages 5-7).		resolved
Format	12	The document contains a number of spelling and typo errors.	low	low	immediately		Spellchecking the final documents carefully	final check of D3.1.2
Previous Knowledge/Entry level	15	Learners should have work experience in registered nursing practice for two years.	medium	low	before national curricula	The prerequisites (work experience etc.) and entry requirements need to be adopted to country specific needs.	This could be specified in the guidelines.	Check if necessary

Structure	16	The curriculum design for the National contexts can be RATHER NOT arranged in a coherent order with the formulated Learning Outcomes.	medium	high	before final release	This is something that can be tested/tried out when designing national curricula and should be subject to the evaluation in T6.2.	The evaluation under T6.2 could not confirm this. It can be assumed that the guidelines also support the building of a coherent curriculum with the LO.	resolved
Structure	18	The presentation of the Learning Outcomes does NOT AT ALL help to use them instantly.	high	low	before national curricula	It is to be expected that LO list will be easier to understand in combination with the guidelines and checklists (D3.2).		resolved
Other	19	The inter-professional cooperation and coordination by these nurses requires at least level 7 knowledge, skills and responsibility. However, to my opinion, autonomy is an issue. There is a legal aspect to it. And this aspect differs between the EU member states. In nursing practice, level 7 is no guarantee for autonomy.	low	medium	before national curricula	general feedback, no action required		resolved

## National Curricula

Concerns	No.	Issue	Impact	Effort	Implementation by when possible/necessary	Comments	Solution/ Suggestion	Status
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All Localized Curricula	1	There is no indication in any of these curriculum regarding workload and expertise of teachers to deliver the curriculum outcomes successfully	low	medium	before final release	How important is this? (focus on learner, not on teacher) - action required?		Check if necessary
Greek Localized Curriculum	2	The total allocation of 40 ECTS is low for the amount of work and number of LO's prescribed and will mean that each items can only be addressed in quite a limited way.	medium	medium	before final release	The evaluation of the pilot was very positive and the curriculum is on EQF 6.		resolved
Greek Localized Curriculum	3	The allocation of ECTS seems unrealistic in places, for example; In module 2 and Module 10 Are the students really expected to work a 50 hour week (2 ECTS)? In Module 4 Are the students really expected to work more than 87.5 hours in one week (3.5 ECTS)?	medium	medium	immediately	Clarified with pilot coordinators. The number of the week only refers to the start of the activity (which will then be covered in several weeks, for example the WBL activity).		resolved

Finnish Localized Curriculum	6	<p><b>All three experts who evaluated this commented the same:</b></p> <ul style="list-style-type: none"> <li>- It is not clear if this course will be studied part time but the spread of time and low number of ECTS suggests this. To cover 53 LO's in depth to EQF L7 may be very difficult to achieve in the time allowed and detailed articulation regarding this would be very helpful. Are the proposed participants already experts and has any RPL taken place - this is not made clear?</li> <li>-The suitable EQF level was RATHER NOT selected. It seems impossible to offer an EQF 7 qualification with only 30 ECTS.</li> <li>- The planning process seems of high quality and the persons involved are experts in their field. I just wondered about the amount of ECTS.</li> </ul>	high	high		<p>The Finnish curriculum is part of a full master/specialization and therefore not a 'full' EQF7 qualification.</p> <p>The question remains how the same 53 LOs are covered in half the amount of time as in the Italian curriculum.</p>	?	unresolved
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## Pilots

Concerns	No.	Issue	Impact	Effort	Implementation by when possible/ necessary	Comments	Solution/Suggestion	Status
<b>Italian pilot - Training materials</b>	1	Materials associated with modules 2 and 3 are substantially not available and	low	low	before running the course again			keep in mind when running next course
<b>Italian pilot - Assessment/ information</b>	2	Module 5 needs greater clarity to inform students on how the thesis mentioned, the workbased learning internship and training needs analysis fit within the whole module and course.	low	low	before running the course again			keep in mind when running next course
<b>Italian pilot - workload</b>	3	The evaluator raised some concerns regarding the workload expected from student for Module 5 and if it matches the time allocated to this Module	medium	medium	before running the course again	see evaluation report for details	check whether students also stated this --> T6.4 and if action is required	Not subject of student evaluation, keep in mind when running next course
<b>Italian pilot - curriculum</b>	4	Significantly strong focus on elder care	medium	high	before running the course again	Contradicts the recruitment targeting midwifery and paediatrics (programme seems more suitable for general nurses) - see details in evaluation report	future courses could be targeted at general nurses only or course must be refined to focus on all aspects of curriculum	Action required? Needs to be considered when running next course
<b>Italian pilot - EQF level</b>	5	clearer articulation of progression from level 6 to level 7 necessary as a lot of LO are already expected from a level 6 midwife, paediatric nurse or general nurse.	high	high	before final release	evidence based pactice rather repetition - progression to managing more complex	rephrase FCN/specialist level 7 LO	Was resolved for EU Curriculum and future national

						environments needs to be enhanced		curricula should be based on final version of EU Curriculum
--	--	--	--	--	--	-----------------------------------	--	---

## **Appendix D Detailed Assessment on the Guidelines for VET providers**

### *Additional comments from EE-2*

There are many documents in the tool kit. Most documents are informative and easy to understand and some are short but 14 is a lot!

DK1 In the learning outcome document – the criteria at the back of the document identifies that the criteria relating to EQF level 7 are capitalised. Most of these capitalised indicators cite autonomous practice or responsibility. The EQF 7 is well beyond the concept of autonomy and responsibility unless this is applied strategically in relation to innovation or to highly specialised practice and knowledge creation and this is not always clearly articulated. This remains a problem for me within the learning outcomes. It is also difficult to change the level of the outcomes and clarity is critical to this. I assume that the various NQF's will enable effective translation into a National Document at the correct level and that mapping to the EQF should enable some level of consistency checking.

DK 2 and DK3 The assessment table and Flexibility tool are clearly articulated and easy to use. Nine the less interpretation has rendered some modules rather incomprehensible at a local level and this will be addressed in the local curriculum.

DK 4 and DK5, DK13 These are challenging to read but it is clear that the countries of the partnership have managed to use the guides in practice to achieve the development of their curriculum. This may need to be taken into account when widening access to other partners. The complexity of adding basic and advanced levels as well as EQF level is confusing.

DK6 I like the checklists they really help to summarise and check that the relevant steps are completed. They are however adding to the list of documents and could be integrated at the end of the guides.

DK8 The EQF document which is clear and offers a good insight into the application of the EQF in the development of this curriculum.

DK 9, DK10 DK 11 DK12 While I like the checklists, the WBL and Practice sharing guides do appear a distraction from the main tasks required. They are broad in perspective and could be better served with a good list of references. It is good to see these can be optional reading.

DK14 Recognition of prior learning is normally governed nationally or locally and this is noted. This document is useful as it identifies how to integrate the requirements of the EU course with existing requirements. It is difficult to know if it is usable without testing this out and no localised curriculum have done this so far.

## Appendix E Questionnaire evaluation EU Curriculum Part A



### Assessment of the EU Curriculum FCN

<b>Version:</b>	Version 1
<b>Date</b>	December 20 <sup>th</sup> 2018
<b>Authors:</b>	Madeleine Diab (AWV) Lars Oertel (AWV)



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

This assessment is part of task 8.2 – VET quality Assurance and refers to the Deliverable D3.1: FCN European Curriculum – first release

The FCN European Curriculum contains:

- a) one document titled “A\_LearningOutcomes\_FCN” (65 pages)
- b) the Assessment table\* (X pages)
- c) the Flexibility table\* (3 pages)

The main aim of this assessment is to check compliance with the criteria, standards and references for the Curriculum that were defined in the project proposal. Therefore, the focus of this assessment lies on:

- the design of the Curriculum for Family and Community Nurses (FCNs) targeting the professional profile developed under task 2.2
  - based on Professional Profile and 28 Core Competences
  - Formal aspects (format, usability,...)
- the flexibility and modularity of the Curriculum (which will assure the possibility of being instantiated/localized in the different EU countries taking into account their contextual constraints
  - quantification of the credit
  - volume of learning activities
- Compliance with ECVET, with regards to:
  - validity of Learning Outcomes
  - description of Learning Outcomes (providing transparency, comparability and the basis for the validation and recognition of prior learning)
  - Units of Learning Outcomes
  - Assessment procedures
- Compliance with EQF with regards to:
  - the correct EQF level

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\* will be provided in January 2019 – along with the questionnaire for its evaluation

Qualitative Criteria									
1. Curriculum Design									
1.1 Entrance/admission level									
1.1.1 Please identify if there is a specific grade level and/or other academic qualifications which you would recommend as necessary.									
1.1.2 Please identify any non-academic qualifications or criteria specific to the program.									
1.2 Structure/organization	<p><i>Agreement</i></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; border-right: 1px dashed black;"><i>Fully</i></th> <th style="width: 25%; border-right: 1px dashed black;"><i>Mostly</i></th> <th style="width: 25%; border-right: 1px dashed black;"><i>Rather not</i></th> <th style="width: 25%;"><i>Not at all</i></th> </tr> </thead> <tbody> <tr> <td style="border-right: 1px dashed black; text-align: center;">○</td> <td style="border-right: 1px dashed black; text-align: center;">○</td> <td style="border-right: 1px dashed black; text-align: center;">○</td> <td style="text-align: center;">○</td> </tr> </tbody> </table>	<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>	○	○	○	○
<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>						
○	○	○	○						
1.2.1 The curriculum design for the National contexts can be arranged in a coherent order with the formulated Learning Outcomes.									
1.2.2 Are there any courses within the program you feel should be pre-requisites for other courses, but have not been identified? Please specify.									
1.2.3 Please estimate how much time it would take to execute the entire curriculum.									
1.2.4 Please comment on the adequacy of the extent of the units.									
1.2.5 Additional comments									

1.3. Formal Aspects		Agreement			
		Fully	Mostly	Rather not	Not at all
1.3.1	The formatting of the Learning Outcomes is consistent in itself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.2	The Learning Outcomes are in clear and concise language (linguistic aspect).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.3	The presentation of the Learning Outcomes helps to easily understand them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3.4	The presentation of the Learning Outcomes helps to use them instantly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Agreement			
		Fully	Mostly	Rather not	Not at all
2. Compliance with ECVET		To which extent reflected in the Learning Outcome Description			
2.1 Validity of Learning Outcomes					
2.1.1	Are all necessary Learning Outcomes included in the Curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.2	Are there any specific Learning Outcomes not particularly relevant to the FCN qualification? Please identify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1.3	Are there any specific Learning Outcomes you feel need to be strengthened, or topic areas that could be added to the program? Please identify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Entrance/admission level					
2.2.1	Please identify if there is a specific grade level and/or other academic qualifications which				

you would recommend as necessary.				
2.2.2 Please identify any non-academic qualifications or criteria specific to the program.				
2.3 Description of Learning Outcomes (Please see the ECVET Guidelines provided)				
2.3.1 Learning Outcomes which are to be described are based on the learning achievements of an average learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.2 Learning Outcomes are described from the perspective of the learner (not from the perspective of the instructor).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.3 Learning Outcomes do not describe the learning target or the learning path, but the result following the completion of a learning process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<i>Agreement</i>			
	<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>
2.3.4 The Learning Outcomes described are verifiable and assessable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.5 Learning Outcomes are 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 are, however, also formulated in such a way as to also enable the learners to judge whether the results have actually been achieved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3.6 The nature of the learning process and the learning method itself are not relevant for the description of Learning Outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p><b>2.4 The Units of Learning Outcomes</b>                  (Please see the ECVET Guidelines provided)</p>	
<p><b>2.4.1</b> Provide an as cohesive and structured a learning process as possible, with agreed coherent Learning Outcomes and clear criteria for assessment.</p>	
<p><b>2.4.2</b> 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.</p>	<p style="text-align: center;">○ ○ ○ ○</p>
<p><b>2.4.3</b> Can be completed as independently as possible of other Learning Outcomes units.</p>	<p style="text-align: center;">○ ○ ○ ○</p>
<p><b>2.4.4</b> Include all necessary Learning Outcomes (specialist, social and personal).</p>	<p style="text-align: center;">○ ○ ○ ○</p>
<p><b>2.4.5</b> Are assessable.</p>	<p style="text-align: center;">○ ○ ○ ○</p>
<p><b>2.5 Additional comments</b></p> <div style="background-color: #e6f2ff; height: 80px;"></div>	

3. European Qualification Framework			
The qualification levels of the European Qualification Framework (EQF) are described as follows:			
	Knowledge <sup>†</sup>	Skills <sup>‡</sup>	Responsibility and Autonomy <sup>§</sup>
EQF6	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
EQF7	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
3.1 The FCN EU Curriculum is targeting level 7 and the courses will be designed accordingly. In your opinion, do the Learning Outcomes match the level of Knowledge, Skills and Responsibility and Autonomy of level7? Please explain why or why not.			
3.2 Additional comments			

Assessed by:

Date, name	Signature

<sup>†</sup> In the context of EQF, knowledge is described as theoretical and/or factual.

<sup>‡</sup> 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).

<sup>§</sup> 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

## Appendix F Questionnaire evaluation EU Curriculum Part B



### Assessment of the EU Curriculum – Assessment and Flexibility Table

<b>Version:</b>	Version 1
<b>Date</b>	January 10 <sup>th</sup> 2019
<b>Authors:</b>	Madeleine Diab (AFBB) Lars Oertel (AWV)



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This assessment is part of task 8.2 – VET quality Assurance and refers to the Deliverable D3.1: FCN European Curriculum – first release

The FCN European Curriculum contains:

- a) one document titled “A\_LearningOutcomes\_FCN” (65 pages)
- b) the Assessment table (7 Excel sheets)
- c) the Flexibility table (3 pages)

The main aim of this assessment is to check compliance with the criteria, standards and references for the Curriculum that were defined in the project proposal. Therefore, the focus of this assessment lies on:

1. the **design** of the Curriculum for Family and Community Nurses (FCNs) targeting the professional profile developed under task 2.2
  - 1.1. based on Professional Profile and 28 Core Competences
  - 1.2. Formal aspects (format, usability,...)
2. the **flexibility** and **modularity** of the Curriculum (which will assure the possibility of being instantiated/localized in the different EU countries taking into account their contextual constraints).
  - 2.1. quantification of the credit
  - 2.2. volume of learning activities
    - For example, if one institution (A) can instantiate the Curriculum as an EQF7 course with 60 ECTS and another institution (B) as an EQF7 course with 40 ECTS: how can it be assured that the qualifications are still comparable and the FCNs have similar professional competences?**
3. Compliance with ECVET, with regards to:
  - 3.1. validity of Learning Outcomes
  - 3.2. description of Learning Outcomes (providing transparency, comparability and the basis for the validation and recognition of prior learning)
  - 3.3. Units of Learning Outcomes
  - 3.4. Assessment procedures
4. Compliance with EQF with regards to:
  - 4.1. the correct EQF level

<b>1. Flexibility of the Curriculum</b> <i>In addition to answering these questions, please feel free to add your comments in the documents directly.</i>				
	<b>Agreement</b>			
	<b>Fully</b>	<b>Mostly</b>	<b>Rather not</b>	<b>Not at all</b>
1.1. The presentation of the flexibility table helps to easily understand it.				
1.2. The presentation of the flexibility table helps to easily use it.				
1.3. Does the flexibility table provide enough strategies to adapt the Curriculum to different national and institutional contexts? If not, which other options do you see?				
1.4. Is the classification of learning outcomes into the groups mandatory/optional and basic/advanced suitable?	Please give your feedback directly in the table.			
1.5. Which Learning Outcomes can be left out or taught on a basic level without impairing the professional competence of FCNs?	Please give your feedback directly in the table.			
1.6. Based on the current classification qualification into the groups mandatory/optional and basic/advanced (not considering your answer to 1.4), how many hours do you think it would take to achieve the Learning Outcomes? How long for the mandatory? How long for the optional?				
1.7. Do you find the strategies to target the Learning Outcomes suitable?				
1.8. Please give an example of the three most appropriate Learning Outcome-strategy allocation.				
1.9. Please give an example of the three least appropriate Learning Outcome- strategy allocation.				
1.10. Additional comments				

<b>2. Assessment of Learning Outcomes</b> <b>In addition to answering these questions, please feel free to add your comments in the documents directly.</b>				
2.1 From what you know about the Curriculum and its necessities so far, is the purpose of this table clear to you? What do you think the purpose is?				
2.2 The presentation of the assessment table helps to easily understand it.				
2.3 Preparing an assessment with the help of this table: Can you find all the information you are looking for?				
What is missing / could be improved?				
2.4 The meaning of columns titles is clear to the user				
2.4.1 The criteria are described in detailed enough.				
2.4.2 What is missing / could be improved?				
2.4.3 The methods are described in an adequate way.				
2.4.4 What is missing / could be improved?				
2.5 The Learning Outcomes (document A) are assessable.				
2.6 Additional comments				

Assessed by:

Date, name	Signature

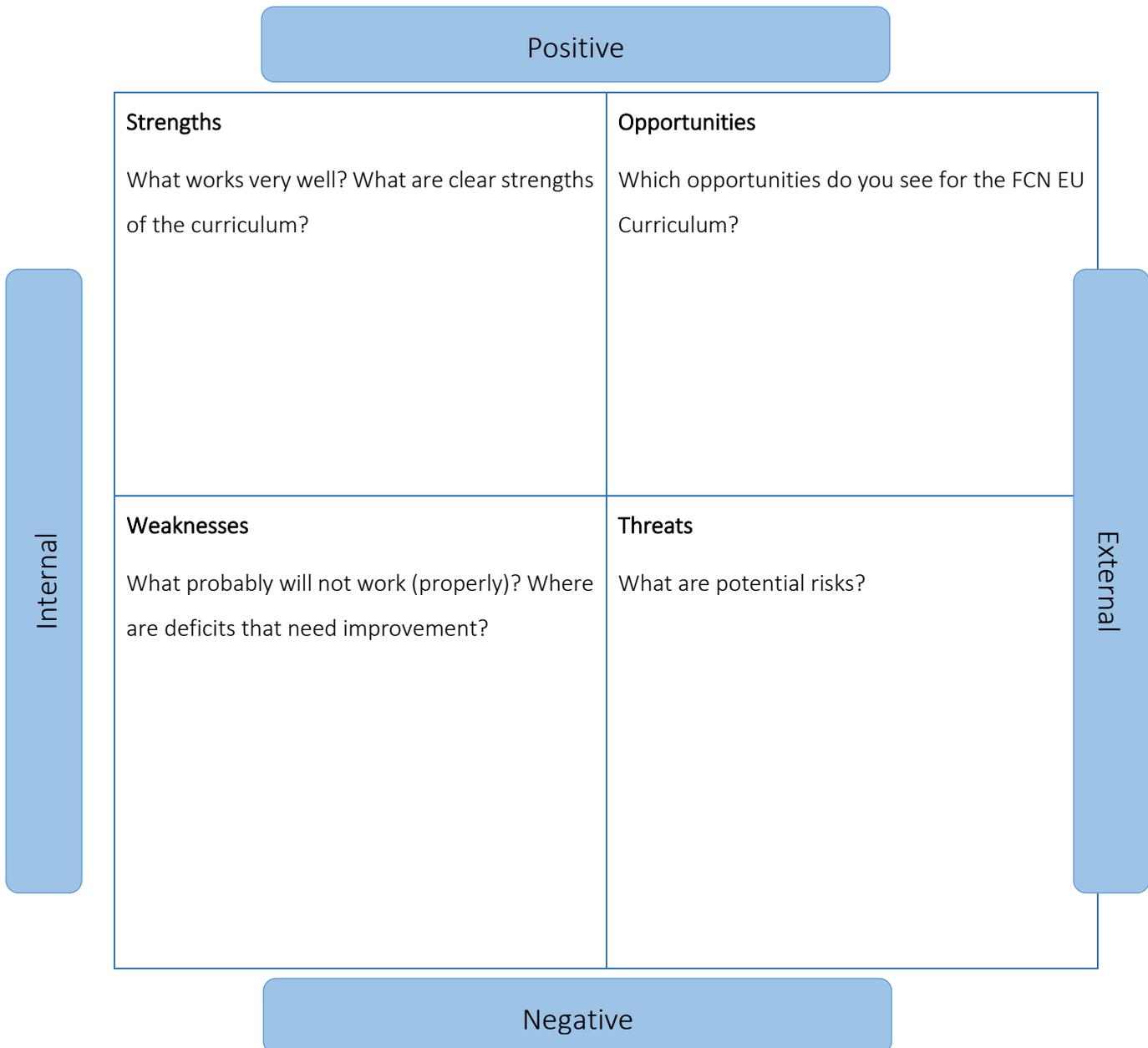
## Appendix G SWOT Analysis

**Focus of analysis:**

We would like to complete the checklist with an evaluation of the general aspects of the present curriculum.

**Questions to be considered could be:**

Would it be possible to implement it directly without major changes? What would be modifications that could improve the curriculum significantly? What should be taken into consideration during implementation in order to preserve existing strengths?



## Appendix H Questionnaire National/Local Curricula and Pilot Design



### Assessment of the Localized Curricula (LC) and the Design of the Pilots (Layers 1 and 2)

<b>Version:</b>	Version 1
<b>Date</b>	July 12 <sup>th</sup> 2019
<b>Authors:</b>	Madeleine Diab (AFBB) Lars Oertel (AWV)
<b>Assessors:</b>	Dr. Carol Ann Hall
<b>(External Experts)</b>	Athena Kalokerinou-Anagnostopoulou, RN, PhD Bart Geurden, RN, PhD Dr. Susanna Tella



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

This assessment is part of task 8.2 – VET quality Assurance and refers to the Deliverable D3.3: Instructional Design documents of three national curricula and pilot courses

The main aim of this assessment is to check:

- a) If the documents have been created using and following the Designers’ kit
- b) If, as a result, the pilots and local curricula are compliant with the quality criteria and standards (ECVET and EQF) for the EU Curriculum
- c) Whether the allocation of ECTS seem adequate/practicable.

Unfortunately, it is not always possible to provide you with a Likert scale or multiple-choice questions. **We kindly ask you to fill the questionnaire as detailed as possible, especially also the open questions and to elaborate and reason wherever possible. It helps us understand your perspective and use it to improve the project outcomes.**

Please feel free to comment directly in the documents (D3.3 and Designers’ Kit) wherever you see fit.

	<i>Agreement</i>			
	<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>
<b>Qualitative Criteria</b>				
<b>1. Designers’ Kit</b>				
1.1 The Designers’ Kit provides clear instructions on how to use the EU Curriculum to develop a local curriculum/ FCN pilot.				
1.2 The Designers’ Kit helps to understand the EU Curriculum.				
1.3 The Designers’ Kit helps to use the EU Curriculum.				
1.4 Provides a common basis for the design of localized curricula				
1.5 Please state your view on the design process. Do you think the provided documents are enough/too many/easy to use/too complicated?				

2. The GREEK Localized Curriculum/General Pilot description				
2.1 The Units of Learning Outcomes/Modules	<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>
2.1.1 Provide an as cohesive and structured a learning process as possible, with agreed coherent learning outcomes and clear criteria for assessment.				
2.1.2 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.				
2.1.3 Can be completed as independently as possible of other learning outcomes units.				
2.1.4 Include all necessary learning outcomes (specialist, social and personal).				
2.1.5 Are assessable.				
2.2 The GREEK Pilot was designed following the instructions in the Designers' Kit.				
2.3 The allocation of ECTS for the GREEK pilot course seems adequate/practicable.				
2.4 The suitable EQF level was selected.				
2.5 <b>Additional</b> comments about the <b>GREEK</b> localized Curriculum/general pilot description (If necessary, please elaborate on your answers above)				

<b>3. The ITALIAN Localized Curriculum/General Pilot description</b>				
3.1 The Units of Learning Outcomes/Modules	<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>
3.1.1 Provide an as cohesive and structured a learning process as possible, with agreed coherent learning outcomes and clear criteria for assessment.				
3.1.2 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.				
3.1.3 Can be completed as independently as possible of other learning outcomes units.				
3.1.4 Include all necessary learning outcomes (specialist, social and personal).				
3.1.5 Are assessable.				
3.2 The ITALIAN Pilot was designed following the instructions in the Designers' Kit.				
3.3 The allocation of ECTS for the ITALIAN pilot course seems adequate/practicable.				
3.4 The suitable EQF level was selected.				
3.5 <b>Additional</b> comments about the <b>ITALIAN</b> localized Curriculum/general pilot description (If necessary, please elaborate on your answers above)				

<b>4. The FINNISH Localized Curriculum/General Pilot description</b>				
4.1 The Units of Learning Outcomes/Modules	<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>
4.1.1 Provide an as cohesive and structured a learning process as possible, with agreed coherent learning outcomes and clear criteria for assessment.				
4.1.2 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.				
4.1.3 Can be completed as independently as possible of other learning outcomes units.				
4.1.4 Include all necessary learning outcomes (specialist, social and personal).				
4.1.5 Are assessable.				
4.2 The FINNISH Pilot was designed following the instructions in the Designers' Kit.				
4.3 The allocation of ECTS for the FINNISH pilot course seems adequate/practicable.				
4.4 The suitable EQF level was selected.				
4.5 <b>Additional</b> comments about the <b>FINNISH</b> localized Curriculum/general pilot description (If necessary, please elaborate on your answers above)				

<b>5. General Aspects of the Instructional Design Process</b>				
5.1 The course syllabus	<i>Fully</i>	<i>Mostly</i>	<i>Rather not</i>	<i>Not at all</i>
5.1.1 The course syllabus provides the necessary amount of information.				
5.1.2 Is a document necessary to understand the structure and content of the pilot.				
5.2 The documents supporting the design and documentation of the assessment procedures (Assessment plan and matrix)				
5.2.1 Are easy to use.				
5.2.2 Are useful.				
5.3 <b>Additional</b> comments about the <b>General Aspects of the Instructional Design Process</b> (If necessary, please elaborate on your answers above)				
5.4 One of the biggest challenges of the ENhANCE project and the developed FCN Curriculum is that it needs to be flexible enough to be instantiated in different European countries and educational contexts. By using the EU Curriculum for the design of a qualification in their institution, designers should be able to take into account country-specific requirements as well as creating a comparable qualification. Thus, a Family and Community Nurse trained in one country should be able to work or continue their studies in another EU country and have their prior learning recognized.				

The Alliance therefore selected some of the 53 Learning Outcomes (from the EU Curriculum) as mandatory, which means they need to be included in all localized FCN Curricula. The rest of them are optional and the pilot partners can choose which ones to include.

As you can see, the pilots also differ in the amount of ECTS they deliver. This has to do with country specific requirements. For example, in Italy, a post graduate course on EQF7 exists (it is called 'Master' but it is not a M.Sc. or M.A.). Therefore, the designed FCN qualification will be on level 7.

**What is your opinion on how the ENhANCE project tried to overcome those differences?**


Assessed by:

Date, name	Signature

## Appendix I Questionnaire Pilot Evaluation

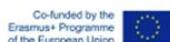
For level 7:

[https://forms.office.com/Pages/ResponsePage.aspx?id=YqVj43brv0eAjPnJMJDUsLsA0sfI\\_EpdLjql\\_0pQAipJUQkJYWDFUWktEOTY1MDRYOUNOQVpQSUIFRy4u](https://forms.office.com/Pages/ResponsePage.aspx?id=YqVj43brv0eAjPnJMJDUsLsA0sfI_EpdLjql_0pQAipJUQkJYWDFUWktEOTY1MDRYOUNOQVpQSUIFRy4u)

For level 6:

[https://forms.office.com/Pages/ResponsePage.aspx?id=YqVj43brv0eAjPnJMJDUsLsA0sfI\\_EpdLjql\\_0pQAipJURE1ITVI3VFUwQlq2SzVITFhCNVJKVidNMI4u](https://forms.office.com/Pages/ResponsePage.aspx?id=YqVj43brv0eAjPnJMJDUsLsA0sfI_EpdLjql_0pQAipJURE1ITVI3VFUwQlq2SzVITFhCNVJKVidNMI4u)

## Appendix J Focus Group Meeting Slides



# WP8 – Quality Assurance

PILOT EVALUATION – EXTERNAL EXPERTS  
FOCUS GROUP MEETING – 14.01.2021

### 1) Welcome and Introduction - Aim of the Meeting

Finalize the pilot evaluation by

- complementing the surveys, addressing topics in more detail
- clarifying open questions regarding
  - a) The pilots (questions from External Experts)
  - b) The evaluation (questions from the pilot coordinators)



### 1) Welcome and Introduction - Where are we in the project?

- All pilots courses successfully completed (FI and GR in the summer – Italian pilot in November)
- Extended project duration until 31.05.2021
- In the upcoming months:
  - updated/final version of the EU Curriculum and the guidelines
  - Final reports of WPs on Evaluation, Quality Management, Project Management



## 2. Summary of results from survey

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Survey covered:

- general quality
  - compliance with the Curriculum
  - quality of training materials
  - Compliance with ECVET and EQF
- Allow comparison with previous feedback (on EU Curriculum and localized curricula)



## 2. Summary of results from survey - general quality

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All pilots:

- The course contents are organised logically into modules.
- It is easy to navigate through the course contents.
- The teaching methods align well with the learning outcomes.
- The workload expected of students is adequate.
- The amount of work and the learning outcomes prescribed match the total allocation of ECTS.



## 2. Summary of results from survey - compliance with the Curriculum and ECVET

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FI and GR pilot

- Yes, the pilots are compliant to the curriculum.

IT

- Strong focus on elderly care, recommendations will be forwarded

All pilots' Learning Outcome descriptions are compliant with ECVET



## 2. Summary of results from survey - quality of training materials

All pilots:

- The training materials are easy to access (easy to find on the OTT).
  - The training materials present contents in a clear way.
  - The training materials align well with the learning outcomes.
  - The training materials are current.
  - The amount of training materials is adequate for the scope of the course.
- Provide some prioritisation to students (workload!)



## 2. Summary of results from survey - compliance with EQF

FI (EQF 7)/GR (EQF 6): yes

IT: no clear result

- Course appears to meet EQF 7 requirements
- possibility of tailoring individual learning outcomes is a good prospect (if level 7 LO can be demonstrated)
- developing knowledge, skills and competences to level 7 (from previous required knowledge, skills and competences on EQF 6) should be **articulated more clearly**
- considerable amount of assessment, not clear if the endpoint examination is for all modules nor whether the OCSES and PBL are all separate or one integrated element and whether the final exam is an additional assessment → [assessment table](#)



## 3. Discussion I: Remaining questions by external experts and pilot coordinators

- Is there any clarification on the pilots needed?
- Is there any clarification on the outcomes needed?
- Which aspects would you like to discuss further?



#### 4. Discussion II: Questions regarding previously detected issues

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##### EU Curriculum:

- The level of the curriculum does currently not reflect the entrance level EQF6/registered practitioner.
- No clear determination of the progression from previous learning - EQF6 to EQF7.
- The LO do not match the EQF7 descriptions, they are too low (FCN needs to demonstrate that they know how to manage complex and unpredictable situations).
- The level of knowledge and skills is not clear (more detail and need to be verifiable).



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#### 4. Discussion II: Questions regarding previously detected issues

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##### Local Curricula:

###### GR:

- The total allocation of 40 ECTS is low for the amount of work and number of LO's prescribed and will mean that each items can only be addressed in quite a limited way.
- The allocation of ECTS seems unrealistic in places, for example in module 2 and Module 10: 50 hours/week (2 ECTS), in Module 4: more than 87.5 hours in one week (3.5 ECTS)

###### FI:

- To cover 53 LO's in depth to EQF 7 may be very difficult to achieve in the time allowed and detailed articulation regarding this would be very helpful. Are the proposed participants already experts and has any RPL taken place - this is not made clear?
- The suitable EQF level was RATHER NOT selected. It seems impossible to offer an EQF 7 qualification with only 30 ECTS.



## Appendix K Questionnaire Meta-evaluation

# ENhANCE Meta-evaluation

Please provide your feedback on the ENhANCE evaluation of the EU Curriculum and the pilots.

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\* Erforderlich

### A - General Quality of the Evaluation

This section refers to the general quality of the evaluation of the FCN curriculum and pilot courses.

1. To what extent is the general approach used for the evaluation suitable (with regards to the training field and context of the pilot courses (i.e. online pilots)? Please feel free to elaborate on your response. \*

Ihre Antwort eingeben

2. To what extent are the methods used for the evaluation suitable? Please feel free to elaborate on your response. \*

Ihre Antwort eingeben

3. To what extent are the results of the evaluation meaningful? Please feel free to elaborate on your response. \*

Ihre Antwort eingeben

4. Please use this space to provide any additional feedback or recommendations that you may have for us. Thank you for your time and contribution.

Ihre Antwort eingeben

## B - EQAVET

This section refers to the EQAVET Indicative Descriptors of the "Evaluation" phase.

5. To what extent does the evaluation include the level of learner satisfaction as well as staff performance and satisfaction? \*

Ihre Antwort eingeben

6. To what extent does the evaluation contain adequate and effective mechanisms to involve internal and external stakeholders? \*

Ihre Antwort eingeben

7. How were early warning systems implemented in the evaluation? \*

Ihre Antwort eingeben