



**Project Title:** ENHANCE: European curriculum for family and Community nurse

**Contract No:** 2017 - 2976 / 001 - 001

**EU Programme:** Erasmus plus

**Start of project:** 1 January 2018

**Duration:** 3 years

## **Deliverable No: 8.1.3**

### **Final Quality Assessment**

**Due date of deliverable:** 31.05.2021

**Actual submission date:** 31.05.2021

**Version:** 1st version of D8.1.3

**Authors:** Diana Jakob (AWV)  
Madeleine Diab (AFBB)



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



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein

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

Deliverable title	Final Quality Assessment
Deliverable number	D8.1.3
Deliverable version	1.0
Previous version(s)	--
Contractual date of delivery	31.05.2021
Actual date of delivery	31.05.2021
Deliverable filename	ENhANCE_D8.1.3_v20210528.pdf
Type of deliverable	Final quality assessment
Language	English
Dissemination level	PU
Number of pages	43
Work package	WP8
Partner responsible	AWV
Author(s)	Diana Jakob (AWV), Madeleine Diab (AFBB)
EC Project Officer	Urška Primec

Abstract	This report describes the activities carried out under Task 8.1 from M21-M41 related to the overall project quality, the measures for quality assurance and the results thereof. Referring to the "Quality Assessment
----------	---

	Plan” (D8.1.1) delivered at M6, and to its subsequent update (D8.1.2) delivered at M20, it gives an overview of the various roles, responsibilities and results in ENhANCE regarding quality assurance.
Keywords	Quality, assessment, monitoring, roles, responsibilities, external experts, EQAVET.

**Signatures**

<b>Reviewed by</b>	<b>Role (Organization)</b>	<b>Date</b>
Reviewer 1	Flavio Manganello (CNR-ITD)	12.05.2021
Reviewer 2	Mina Azimirad (UEF)	04.05.2021
<b>Approved by</b>	<b>Role (Organization)</b>	<b>Date</b>
Francesca Pozzi	Project Coordinator (CNR)	25.05.2021
Flavio Manganello	Quality Manager (CNR)	28.05.2021

## Table of Contents

Table of Contents .....	5
Executive summary .....	6
Definitions and Acronyms.....	7
1. Introduction .....	9
2. The ENhANCE Quality Assurance Approach .....	11
2.1 EQAVET application in ENhANCE .....	11
2.2 The Internal Quality Assessment .....	11
2.2.1 Quality Assessment in the different Work Packages .....	11
2.2.2 Steering Committee .....	12
2.2.3 General Assembly.....	13
2.2.4 Editorial Board .....	13
2.3 The External Experts .....	14
3. Quality Criteria and Indicators .....	15
4. Activities carried out under WP8 (M1-M41) .....	18
4.1 Ensuring the achievement of results and the respect of timeline .....	22
4.2 Ensuring validation of the main project results .....	23
4.3 Ensuring the quality of the results and the respect of the EQAVET recommendation.....	25
4.4 Monitoring internal evaluation process .....	26
4.5 Recruitment and monitoring of External Experts and external evaluation process.....	26
5. Results of activities carried out under WP8 (M1-M41) .....	30
5.1 Ensuring the achievement of results and the respect of timeline .....	34
5.2 Ensuring validation of the main project results .....	36
5.3 Ensuring the respect of the EQAVET recommendation.....	38
5.4 Monitoring internal evaluation process .....	38
5.5 Recruitment and monitoring of External Experts and external evaluation process.....	39
6. Report on changes to Quality Assessment Plan .....	41
7. Discussion and Conclusions .....	42
8. References.....	43

## **Executive summary**

This report describes the activities carried out under Task 8.1 from M21-M41 related to the overall project quality, the measures for quality assurance and the results thereof. Referring to the “Quality Assessment Plan” (D8.1.1) delivered at M6, and to its subsequent update (D8.1.2) delivered at M20, it gives an overview of the various roles and responsibilities in ENhANCE regarding quality assurance. Moreover, the document details the activities carried out under the lead of WP8 (Quality Assurance) and their main results.

## Definitions and Acronyms

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

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

QA.....Quality Assurance

SC.....Steering Committee

VET.....Vocational Education and Training

WP.....Work Package



## 1. Introduction

Task 8.1 (Quality Assessment) was dedicated to ensuring the quality of the project overall and all project outcomes. Besides determining and describing the quality measures to be applied in ENhANCE, the task included following up on the project activities. Further, together with WP1 (Project Management), WP6 (Evaluation) and Task 8.2, the formative and summative quality assurance of the project was implemented. This report adopts a wider understanding of Quality Assessment (limited to summative activities) when describing the activities under this task; it also includes formative and monitoring measures: quality assurance.

Task 8.1 was led by AWW and supported substantially by CNR-ITD since there is a large crossover between project coordination and quality management tasks. AWW was responsible for ensuring the implementation of the quality plan into all Work Packages (WPs). This process and the results of this work are subject of this report. Task 8.2 (led by AFBB) was dedicated to VET quality assurance and ensured the compliance of the main project outcomes with the EU standards (ECVET, ESCO and EQF). The detailed results are reported in D8.2.2.

This Final Quality Assessment describes the activities carried out under Task 8.1 from M21-M41 related to the overall project quality, the measures for quality assurance and the results thereof. Chapter 2 will describe the ENhANCE Quality Assurance Approach, the application of EQAVET principles and any instances dedicated to and/or involved in quality assurance. Chapter 3 will then, referring to the project proposal and the Interim Report, list the indicators relevant for WP8's work. Based on those, the main responsibilities of Task 8.1 and the respective activities will be described in chapter 4. The results of those measures and activities will be reported in chapter 5. The document concludes with a report on changes to the Quality Assessment Plan (D8.1.1) in chapter 6 and a discussion.

This document provides an overview of the measures and activities undertaken to ensure the quality of the project and the project results; it summarizes the outcomes that have been reported in detail across the various project deliverables. For this reason, this document mainly contains references and links through which further descriptions and details can be sourced.

The updated work scheme below (from D8.1.1) displays the relation of the quality assurance measures to other WPs and the status of those. A green checkmark indicates the activities of Task 8.1 and are therefore subject to this report.

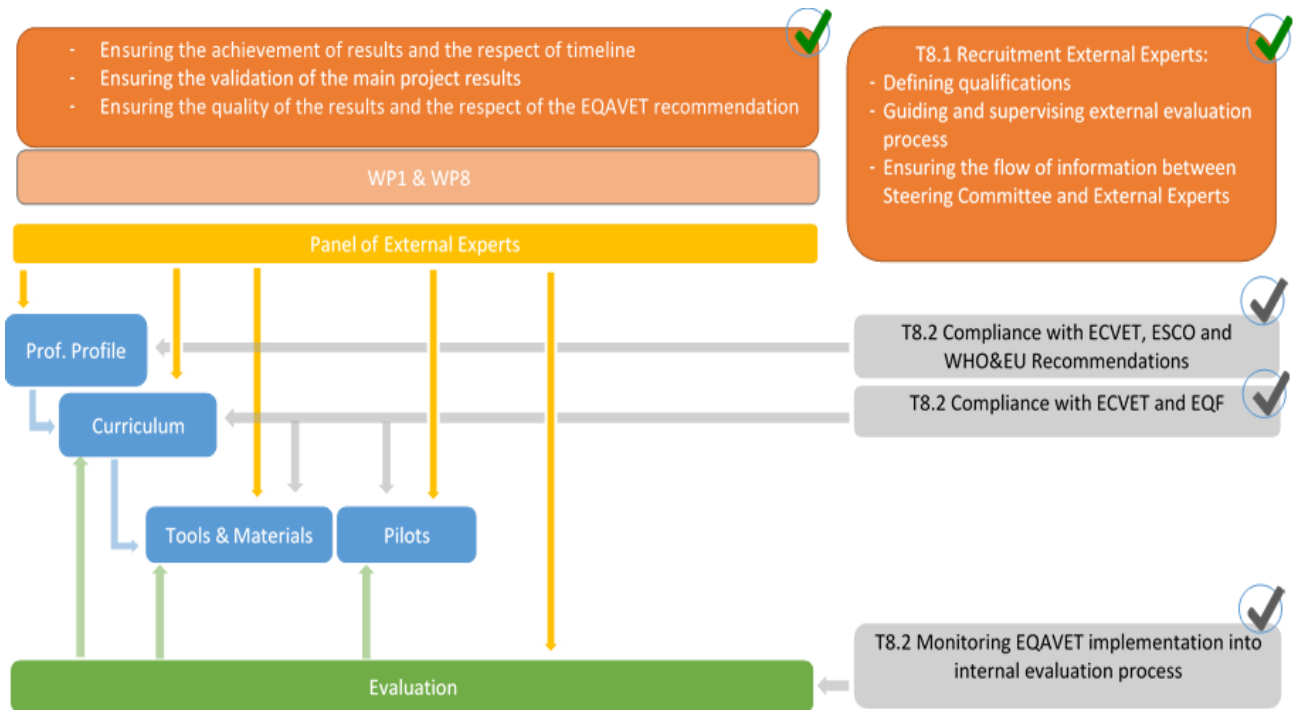


Figure 1 - Updated Work Scheme Quality Assurance – T8.1

## **2. The ENhANCE Quality Assurance Approach**

### **2.1 EQAVET application in ENhANCE**

The application of EQAVET for the VET quality assurance is described in D8.2.2. Since the ENhANCE activities were set at both levels – at system and at provider level – a versatile and flexible use of EQAVET was promoted and, together with the partners involved in quality assurance (see chapter 2.2), the suitable EQAVET elements and their application in the project were defined.

To this end, WP8 initiated a kick-off 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. The results of these activities are described in detail in D8.2.2.

### **2.2 The Internal Quality Assessment**

In ENhANCE, various mechanisms were in place to ensure a holistic quality assessment. This also guaranteed that most products (outcomes) and processes were assessed by more than one instance and thus subjected to double-checking. As defined in the Quality Assessment Plan (D8.1.1), the different roles had varied responsibilities; their implementation and associated activities will be described in the following sections.

#### **2.2.1 Quality Assessment in the different Work Packages**

The Quality Assessment Team of ENhANCE consisted of several actors; their involvement and work were reported in detail in D8.1.2 with respect to their responsibilities in M1-M21. Presented here are their responsibilities and activities in the project's lifespan.

##### **WP1 / PC:**

- The Project Coordinator (CNR-ITD) was closely involved in the planning and implementation of the ENhANCE quality assurance and assessment approach. Already in the proposal, a clear and transparent QA approach was defined and detailed further in collaboration with WP8 in the first 6 months of the project.
- The Project Coordinator (PC) was responsible for the quality assurance activities and measures related to project monitoring, coordination and internal

cooperation such as the respect of deadlines and the Internal Review Process and meetings in the various formats.

- CNR-ITD was responsible for the risk management of the project.
- The PC supported all (other) quality assurance related activities and tasks by offering guidance, by promoting the quality assurance approach, by frequently underlining its importance and by connecting the involved parties for tasks.
- The partners responsible for various aspects of quality assurance (WP1, WP8 and WP6) were strongly supported by CNR-ITD regarding organizational and administrative aspects of their work (i.e., reaching an agreement among the Alliance about the payment of the External Experts).

#### **WP8 / AWV**

- In addition to leading WP8 and carrying out the WP's main tasks described in detail in chapters 4 and 5, AWV provided support during the production of the most important project outputs by providing guidelines and guidance, reviewing documents and, supported by AFBB, promoting and implementing the use of EU instruments, namely ECVET, EQAVET, ESCO and EQF, into them.
- AWV was also responsible for managing the involvement of External Experts: their recruitment, their evaluations and the communication of their evaluation results to the Steering Committee.

#### **WP6 / UEF**

- UEF led WP6 which was dedicated to validating the main ENhANCE results (EU Curriculum, Guidelines, OOT, training materials, etc.) by planning and implementing the internal project evaluation and ensuring the integration of EQAVET principles into their evaluation approach.
- WP6 evaluated the pilots (Task 6.4) from a user's perspective. WP6's and WP8's approaches were designed to complement one another. Therefore, close cooperation was necessary and implemented.

### **2.2.2 Steering Committee**

Under the responsibility of the PC and WP1, a Steering Committee (SC) was nominated at the beginning of the project. The Steering Committee consisted of the eight WP Leaders; its purpose was overseeing and coordinating the day-to-day technical planning and work within the WPs. With regards to quality assurance, their main task was supporting the timely completion of milestones and results by regular monitoring of success indicators. To this end, all WP leaders were required to give an update on the status of their WP in the SC meetings so that potential delays could be

detected early on. Especially in the beginning of the project, the SC supported the identification of intersections between different tasks and facilitated WP leaders to involve all relevant partners in the tasks of their WPs.

In total, the SC held three Skype meetings (M4, M12 and M18). In the second half of the project, the WP status update and alignment of processes was carried out during the General Assembly meetings and/or independently by the WP leaders.

AWV was responsible for the flow of information between the Steering Committee and the External Experts. To this end, a Skype meeting between SC and External Experts was organized in M13 with the purpose to discuss the External Experts' feedback to the EU Curriculum. The results of the following evaluations by the External Experts were shared in project meetings (on EU Curriculum in M17), via email (on Localized Curricula and pilot design in M22) and via the collaborative Continual Improvement Process (CIP) table document.

### **2.2.3 General Assembly**

The General Assembly (GA), the ultimate decision-making body of the Alliance, was composed of one representative of each partner organisation authorised to deliberate, negotiate and decide on any issue. Three meetings were dedicated solely to the GA (in M22, M28 and M35) making relevant decisions regarding the project such as the extension of the project due to the Coronavirus outbreak or financial issues.

Other decisions that required the GA were integrated into project meetings (face-to-face or online), including a detailed explanation of the context by the PC and/or the WP leader followed by a voting in written.

### **2.2.4 Editorial Board**

The Editorial Board (EB) was composed of one person from each WP Leader's institution, the Project Coordinator, and the Quality Manager and its main task was to ensure the overall quality of deliverables produced within the project. Particularly, it aimed to ensure that the public outputs (leaflet, contents of the website, public project deliverables, etc.) were compliant with the proposal. To this extent, the EB was in charge of the Internal Review Process which was carried out for all the project deliverables and contained a review of each deliverable by two project partners who commented on it. The authors then were required to consider the feedback and implement it into their deliverable. This review process was described in D8.1.1 and in D1.1.1.

## 2.3 The External Experts

The quality assurance of ENhANCE was substantially supported by External Nursing Experts who reviewed the most important project outputs and followed their development in the four phases of the EQAVET quality cycle. The main aim of involving them was to get an external perspective from competent stakeholders that were not directly involved in developing the main project results (EU Curriculum, guidelines, pilots) and could evaluate the results from their expertise in Family and Community Nursing. Their evaluation was supposed 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.

To comply with the EQAVET quality cycle, on a macroscopic level, the External Experts' main task was to formatively assess the development of the curricula, their instantiation into localized curricula and finally into pilots, providing feedback along the way that fed into the development of the following output and could be re-evaluated there. On a microscopic level, they carried out a summative assessment, evaluating the most important project outcomes at their final stages.

Their evaluations went hand in hand with the internal ENhANCE evaluation by WP6 and completed the approach by assessing aspects that were not subject to WP6. To improve the results continuously, and to monitor and (re)consider feedback previously given, a continual improvement process<sup>1</sup> was initiated by AWV directly after the results of the first evaluation (of the EU Curriculum) by the External Experts (see D8.2.1). All evaluation results were discussed among all partners (involved in the respective WPs) and considered for the final release of the EU Curriculum. This process is described in detail in D8.2.2.

---

<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>

### 3. Quality Criteria and Indicators

Hereunder are listed the quality indicators for the short-term project outcomes that were relevant for the quality assessment under WP8. Several of the indicators were already defined in the proposal. Over the course of the project, more were added and some of the original indicators were refined (as described in the Interim Report). The indicators for the evaluation (WP6) were reported in detail in D6.2, D6.3.1, D6.3.2 and D6.4 and the results are reported there.

**Table 1: Quality indicators for short-term project outputs (relevant for QA under WP8)**

Short-term Outcome	Quantitative indicators	Qualitative indicators
A reference EU Professional Profile for FCN based on WHO and EU recommendations	<ul style="list-style-type: none"> <li>1 digital document detailing the PP delivered</li> </ul>	<ul style="list-style-type: none"> <li>Compliance with ESCO (WP8)</li> <li>Compliance with the main identified WHO and EU recommendations (WP8)</li> </ul>
A reference EU Curriculum for FCN based on WHO and EU recommendations.	<ul style="list-style-type: none"> <li>1 digital document detailing the EU Curriculum delivered</li> </ul>	<ul style="list-style-type: none"> <li>Compliance with ECVET (WP8)</li> <li>Compliance with EQF (WP8)</li> <li>Coherence of Learning Outcomes with the PP competencies (under WP6 and WP8)</li> <li>Evaluation of Italian pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> <li>Evaluation of Greek pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> <li>Evaluation of Finnish pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> </ul>
Guidelines supporting VET designers in the instantiation of local curricula for FCN.	<ul style="list-style-type: none"> <li>1 digital document detailing the Guidelines delivered</li> </ul>	<ul style="list-style-type: none"> <li>Compliance with ECVET, EQF and EQAVET (WP8)<sup>2</sup></li> </ul>
Design documents of 3 local curricula in	<ul style="list-style-type: none"> <li>Delivery of 1 design document for each</li> </ul>	<ul style="list-style-type: none"> <li>Clear definition of learning outcomes in compliance with ECVET [WP8]</li> </ul>

<sup>2</sup> As stated in the Interim Report: Although the principles of ECVET, EQF and EQAVET cannot be regarded as standards and evaluation criteria for the Guidelines themselves, it will be ensured that these principles will be correctly applied and used by the end-users/VET providers in order to support these EU standards, i.e. in providing tools to design ECVET compliant assessment.

<p>Italy, Finland and Greece.</p>	<p>pilot course (included in D.3.3)</p> <ul style="list-style-type: none"> <li>• Double language: English and Italian/Finnish/Greek</li> </ul>	<ul style="list-style-type: none"> <li>• Curricula are formalized according to a unique template defined in the project [WP8]</li> <li>• Evaluation of Italian pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> <li>• Evaluation of Greek pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> <li>• Evaluation of Finnish pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> </ul>
<p>Design documents of 3 pilot courses in Italy, Finland and Greece.</p>	<ul style="list-style-type: none"> <li>• Delivery of 1 design document for each pilot course (included in D.3.3)</li> <li>• Double language: English and Italian/Finnish/Greek</li> </ul>	<ul style="list-style-type: none"> <li>• Clear definition of learning outcomes in compliance with ECVET [WP8]</li> <li>• Pilot courses are described according to a unique template defined in the project [WP8]</li> <li>• Evaluation of Italian pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> <li>• Evaluation of Greek pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> <li>• Evaluation of Finnish pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> </ul>
<p>Delivery of the Italian Pilot Course Delivery of the Greek Pilot Course Delivery of the Finnish Pilot Course</p>	<ul style="list-style-type: none"> <li>• 3 courses delivered</li> <li>• Number of applicants, students and persons having successfully completed the program (EQAVET Framework) [under WP6/WP8]</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with EQAVET (WP8)</li> <li>• Achievement level of learning outcomes defined according to ECVET (WP8)</li> <li>• Quality of training materials (WP6/WP8)</li> </ul>



The long-term outcomes already contained in the proposal, are listed hereunder. They were mainly monitored and assessed by the PC and WP7 (responsible for exploitation). In M31, WP7 and WP8 had two online meetings to discuss how AWV could support the WP7 leader to reach them (e.g. by involving the External Experts).

**Table 2: Overview of long-term project outcomes according the project proposal**

Long-term Outcome	Quantitative indicator
Project results are integrated into practice and tools of the regulatory bodies	The Professional Profile and the EU Curriculum are recognized by the 2 regulatory institutions included in the project
Collaboration among policy makers/regulatory bodies and VET providers as to FCN is improved	Recruitments of at least 20 Supporting Partners (see WP7 description) representing policy makers/regulatory bodies and VET providers
National curricula are implemented in new courses or editions at local or national level	At least one national curriculum is implemented in new courses or editions at local or national level by one year from the end of the project
Improved national and local qualifications and rules for the employment of nurses in PHC sector	At least one national qualification for FCN is improved (formally recognized by regulatory bodies) taking into account the results of the project
Skill mismatch identified in the target of the Italian pilot reduced	At least the 80% of the course learning outcomes have been reached by students getting the qualification  At least the 75% of the students attending the course get the qualification
Skill mismatch identified in the target of the Greek pilot reduced	At least the 80% of the course learning outcomes have been reached by students getting the qualification  At least the 75% of the students attending the course get the qualification
Skill mismatch identified in the target of the Finnish pilot reduced	At least the 80% of the course learning outcomes have been reached by students getting the qualification  At least the 75% of the students attending the course get the qualification
After the end of the project Open Contents are used by VET teachers/trainers	Open Contents available for free (after registration) after the end of the project  Platform statistics

#### 4. Activities carried out under WP8 (M1-M41)

AWV ensured that the outcomes listed in the previous chapter were reached and the Quality Assessment Plan implemented into all Work Packages according to the schedule presented in D8.1.1. The following **Table 3** gives an overview of the activities carried out. For completeness sake, it lists all activities from M1-M41.

**Table 3: Overview of activities under Task 8.1**

Time	Project output/event/process	Carried out by	Quality assurance and assessment
M1	Kick-off meeting Genoa	AWV	Presentation of WP8 duties and responsibilities and information on general quality approach during kick-off meeting
M3	Risk Management Plan (D1.3.1)	AWV	Review of Risk Management Plan, adding WP8 perspective
M3-M6	Contribution to and review of EMP (D6.1)	AWV in M7	<b>Formative</b> quality assurance: AWV reviewed all previous versions of D6.1, participated in WP6-WP8 Skype meetings and sent the commented the final version Deliverable along with an explanatory email about the integration and reference to EQAVET principles to WP6 leader.
M3-M8	Recruitment of External Experts	AWV/PC	Involving Alliance to agree on: <ul style="list-style-type: none"> <li>- profile of External Experts</li> <li>- scope of their activities</li> <li>- budget for their services</li> </ul>
M4-M7	Quality Assessment Plan (D8.1.1)	AWV/PC	Involving partners with WP8 effort and stake in QAP, close cooperation with WP1 and WP6 to integrate their activities, writing QAP, amending it after internal review process

M6	Quality Assessment Plan (D8.1.1)	AWV and CNR-ITD in M5-M7	The Quality Assessment Plan was written in cooperation with WP1 since it covered the EU quality standards relevant for the project as well as quality assurance related to the project coordination.
M6	Providing references/literature/guidelines to WP2, WP3, WP4, WP5 regarding ECVET, EQAVET and ESCO and offer Skype meetings for clarification	AFBB in M6-M7	Under the guidance of AWV, AFBB provided material, guidelines and guidance regarding the EU standards to the partners involved in the WPs mentioned. A summative statement about the compliance with the named standards was provided (see D8.2.1 and D1.1.1).
M6-7	Quality Assurance of FCN PP with final assessment	AFBB in M7	see D8.2.1 and D1.1.1
M7	Recruitment of External Experts completed	AFBB in M8	Due to the need to clarify the payment of the External Experts, the final contracting of four External Experts was carried out in M8.
M7	Figueira da Foz project meeting	AWV/AFBB	Update partners on WP8 status, involving them in next steps, accompanying discussions on “bridging” WP2 results to start WP3
M7-M13	Assuring VET quality of FCN EU curriculum	AWV/AFBB	<b>Formative:</b> Under the guidance of AWV, AFBB provided material, guidelines and guidance regarding the EU standards to WP3 during the development of the EU Curriculum. The External Experts gave their feedback before the first release so that minor changes could be integrated. <b>Summative:</b> A summative statement about the compliance with the named standards was provided. In addition, a Continual Improvement Process was implemented to monitor the feedback and its integration into the development of the EU Curriculum (see D8.2.1 and D8.2.2).
M7-M15	Assuring VET quality of Guidelines supporting the design of local Curricula	AFBB in M7-M15	<b>Formative:</b> Under the guidance of AWV, AFBB provided material, guidelines and guidance regarding the EU standards to WP3 during the development of the Guidelines.

M11	Kick-off with External Experts	AWV	Presenting project goals and tasks to External Experts, agreeing on approach, setting up mailing list
M13	Athens project meeting	AWV	Updating project partners on External Experts' involvement (organization, planning, scope of their reporting), presenting one External Expert who was present at the meeting to the Alliance
M13	EU Curriculum evaluation by External Experts	AWV	Reviewing AFBB evaluation tools, sharing it with WP3 leader and PC
M13-M18	Assuring VET quality of local curricula	AWV/AFBB	Under the guidance of AWV and together with WP3 leader, AFBB provided material, guidelines and guidance regarding the EU standards before and during the development of the local curricula.
M17-M18	Kuopio project meeting D8.1.2 Midterm quality assessment Evaluation of D3.3	AWV/AFBB	Status update of WP8, introducing continual improvement process, defining next steps Planning External Experts' visits to pilots Planning upcoming evaluation of D3.3 (selection of documents, designing questionnaire with support from WP3 leader and AFBB)
M19	Evaluation of D3.3	AWV/AFBB	Updating External Experts, uploading documents to be reviewed and sending out detailed assignment Updating SC on status of evaluation via WP8 mailing list
M20	Evaluation of T6.4	AWV/AFBB	Preparing online meeting between WP8, WP6 and WP1 for cooperation on EQAVET, compiling guidelines
M21	Midterm quality assessment (D8.1.2) – Report	AWV in M1-M21	Collection of project quality related activities for D8.1.2, writing report
M25	Dresden project meeting	AWV	Status update WP8 and clarification of administration/financial issues regarding External Experts

		With AFBB	Involving all partners in definition of WP8 aspects and indicators for pilot evaluation by External Experts, outlining evaluation plan, discussing organisational issues
M31	Collaboration with WP7/long-term outcomes and sustainability of project outputs	AWV	Meeting with WP7 lead: Exchanging ideas on how to include External Experts to ensure sustainability of results during pilot evaluation: adding to questionnaire for pilot evaluation
M25-37	Pilot evaluation by External Experts	AWV/AFBB	Under the guidance of AWV, AFBB designed the evaluation tools in accordance with EQAVET and with WP6  Delivering the assignment to the External Experts in M34, collecting and analysing the data in M37-39, providing results to WP3 leader and PC
M41	Final Quality Assessment	AWV	Collection of general quality related activities for D8.1.3., delivery of final report
M41	VET Quality: Final report and recommendations (D8.2.2)	AFBB M22-M41	Collection of VET quality related activities for D8.2.2., delivery of final report

#### **4.1 Ensuring the achievement of results and the respect of timeline**

Ensuring the achievement of the results and their timely delivery is mainly a monitoring task. It comprises several activities carried out by the Project Coordinator in WP1 and was complemented by WP8 activities. This aspect of QA was crucial in ENhANCE because of the scope of the project and the consortium and all Work Packages and Tasks relating to and depending closely on each other. Therefore, several measures were put in place to ensure the achievement of results and the respect of timeline.

Since the beginning of the project, the PC laid the foundation for a close cooperation among partners by connecting them with other partners involved in the task being worked on and encouraging transparent communication between partners by using the WP mailing lists and regular status updates during each meeting. This way, potential threats that could delay or deviate a deliverable could be detected early on and mitigation strategies could be developed together.

As presented in D8.1.1, the PC had defined and shared general communication and cooperation rules for the Alliance. These were monitored qualitatively and quantitatively by a set of tools for data collection and analysis developed by CNR-ITD. The (intermediate) results were presented at each project meeting (face-to face, SC and GA meetings). The details of the activities carried out to ensure a good cooperation, data about the Skype and face-to-face meetings, the collaboration via the mailing lists and the monitoring thereof in the period are presented in D1.1.2.

Another important measure under this aspect of quality assessment and assurance was the already mentioned 'Internal Review Process' that had been set up to ensure the quality of deliverables and their adherence with the project proposal and the overall goals of the project. Each deliverable was reviewed by two internal reviewers and the process and reasoning for it had been set up and shared with all partners in the beginning of the project. A template for the internal review was designed and shared. Its purpose was to support the reviewers by outlining the focus and main aspects of the review.

To support the assurance of the achievement of results and the respect of timeline, a thorough Risk Management (Task 1.3) had been put in place by the PC, including four risk groups, an assessment of each risk's probability and impact and a mitigation strategy. The Risk Management also included a regular participatory review of the risks, which slightly changed over the course of the project. Details about this can be found in D1.3.1, D1.3.2 and D1.3.3.

## 4.2 Ensuring validation of the main project results

The validation of the main project results was ensured through three main processes, each one involving different specific actors in the evaluation of the main project results: the main direct **users** of the outcomes, the **External Experts**, and **external stakeholders**.

The **user's perspective** was evaluated under WP6 where three specific tasks had been set up for each (group of) main outcome(s). As set up in the Evaluation and Monitoring Plan (D6.1), the evaluation tasks included the validation through a double process of:

- formative evaluation, 'a judgment of the strengths and weaknesses of instruction in its developing stages, for the purposes of revising the instruction to improve its effectiveness and appeal' (Tessmer, 1993) and
- summative evaluation, also ex-post evaluation, occurs after implementation and gives a final judgment on the efficacy and/or if the defined goals and standards of an intervention were met.

WP8 was mainly involved in this process by implementing EQAVET into the evaluation, coordinating with WP6 the definition of the indicators for evaluation from the three groups and ensuring the general quality of the evaluations by supporting their design and monitoring how the External Experts' feedback fed into it (details see chapter 4.4).

In particular, in **Task 6.2** (lead CNR-ITD) the objects under evaluation were:

- the FCN Professional Profile (D2.2)
- the EU Curriculum (D3.1)
- the Guidelines for VET providers (D3.2)
- the localized curricula (D3.3).

For this purpose, the task leader CNR-ITD refined the indicators from the proposal in accordance with the other WP6 task leaders, WP5 and WP8 and collected both quantitative and qualitative data by means of questionnaires delivered to the **users** of those outcomes (teachers, students and internal VET providers and representative of nurse associations) at various stages. The details (approach, methods, indicators and results) were reported in D6.2 "Evaluation Report: EU Curriculum and Guidelines targeting VET designers".

In **Task 6.3** (lead SI4life) the tools (e-learning training path for teachers, the Open Online Tool, and the Guidelines for teachers) were evaluated from the user's perspective (students and teachers).

In particular, as far as the Open Online Tool evaluation, a reference model (TAM 3) was chosen and the indicators were defined with the other WP6 task leaders and WP4. The approach of the evaluation, as well as the results, are contained in D6.3.2 “Evaluation report: Online tool and Guidelines targeting VET teachers”. In the same document, the Guidelines for teachers are also evaluated.

Moreover, Task 6.3 evaluated the e-learning Teacher Training path; in this case a reference model was chosen [Guskey T.R. (2002). Does It Make a Difference? Evaluating Professional Development. Redesigning Professional Development, Vol 59, N 6. Pages 45-51.] to define criteria and indicators of evaluation. The approach, as well as the tools of evaluation and the results are contained in D6.3.1 “Evaluation report: European e-learning path for VET teachers”.

Finally, **Task 6.4** (lead UEF) evaluated the user perspective of the pilots, delivering a number of formative and summative questionnaires to the participants of the Greek, Finnish and Italian pilots. The main focus of this evaluation was to measure the general feedback of the students, their participation and success rates and information on EQAVET indicators. The indicators were worked out in detail in M19-M22, involving all WP6 task leaders, WP8 and WP5. The approach, methods and results were reported in D6.4 “Evaluation Report: Italian, Finnish, and Greek pilot courses”.

The validation of the main project outcomes was complemented by a professional external perspective provided in the evaluations by the **External Experts**. They were not involved in the development and implementation of the project outcomes, but followed the project according to the EQAVET cycle in all four phases, providing summative feedback on a micro-level and formative feedback on a macro-level since their feedback was integrated into the final results. The External Experts evaluated:

- the EU Curriculum (D3.1)
- the Guidelines for VET providers (D3.2)
- the localized curricula (D3.3)
- the pilots (D5.1, D5.2 and D5.3)
- (the evaluation under T6.2 and T6.4).

Thirdly, the perspective of **external stakeholders** such as policy makers, regulatory bodies or VET providers was sought through the involvement of a number of external people, who were exposed to the main project outcomes and then asked to provide their feedback, especially regarding the EU Curriculum and the Guidelines for VET providers. All project partners contributed to refining the scope and questions of this survey and distributed it in their networks to get an as broad as possible perspective



in M21-M35. The approach, indicators, as well as the results of this evaluation, are contained in D6.2 “Evaluation Report: EU Curriculum and Guidelines targeting VET designers”.

### **4.3 Ensuring the quality of the results and the respect of the EQAVET recommendation**

The assurance of the quality of the project results was carried out by implementing EQAVET into the concerned WPs and Tasks, namely Task 6.4 and Task 8.2.

The tools offered by EQAVET were described in D8.1.1 and its application in ENhANCE refined over the course of the project, led by AWV and involving all partners and especially the ones in charge of tasks related to this: UEF (T6.4), AFBB (T8.2) and the pilot coordinators. While EQAVET provides tools for both VET systems and VET providers to build a holistic QA approach, the specific situation in ENhANCE – combining the VET system (designing a new programme) and VET provider (piloting it in established institutions) role – made it crucial to fine-tune the approach and select the suitable tools for each phase, often combining them.

The project processes and outcomes were designed according to the EQAVET quality cycle of four phases: Planning, Implementation, Evaluation and Review. For each phase, the appropriate EQAVET Indicative Descriptors and indicators were selected and they are described in detail for each phase in D8.2.2. AWV ensured not only the integration of EQAVET into the EMP (D6.1) and the selection of the tools and indicators but also that all partners could get familiar with the approach and agree on it.

Since the selection of EQAVET indicators was especially relevant for T6.4, to prepare the pilot evaluation, AWV together with its affiliated partner AFBB, created a guideline on EQAVET, including three collaborative documents shared on Google Drive and circulated it in M20. Partners responsible for involving EQAVET and/or contributing to the selection of EQAVET indicators were invited to amend the document, work on the tables and over the course of two months, the EQAVET indicators were selected. In addition, WP6 organized an online Meeting at the end of M21 during which the indicators were explored via Tables shared on Google Drive. All partners were effectively involved with commenting on them through Google Drive. The comments were considered and discussed considering the ENhANCE project aims.

Finally, in M25 during the Dresden project meeting, a work session planned and carried out by WP6 and WP8 concluded in a final decision on the EQAVET indicators to be used for the pilot evaluation. All partners were actively involved in the discussion and

decision-making process and the pilot coordinators were asked to comment for which indicator they could provide data for their pilots. Together, it was decided that UEF would collect data on EQAVET indicators 2, 3, 4, 6, 8, 9 and 10 during the pilot evaluation and pilot partners would contribute to this, providing the relevant data they had access to. To cover also the VET system level perspective, the PC was asked to provide information at project level (see D8.2.2 for more details).

#### **4.4 Monitoring internal evaluation process**

As described in chapter 4.2, AWV was responsible for monitoring the internal evaluation process to ensure it led to the validation of the main project results. This was done by a close cooperation between WP6 and WP8 from the beginning, including the review of the Evaluation and Monitoring Plan (D6.1) by AWV, regular online meetings to define indicators and methods of the evaluations under Task 6.2, Task 6.3 and Task 6.4 and to plan the application of EQAVET in online and face-to-face meetings and via email and collaborative documents. To sum up this work, AWV planned, prepared and implemented a meta-evaluation by the External Experts. To this extent, together with AFBB and CNR-ITD, the WP6 evaluation reports were summarized (D6.2 and D6.4 being most relevant) and a questionnaire was designed and delivered to the External Experts in M39, serving two purposes: gathering feedback on the general quality of the evaluation (T8.1) and on its adherence to EQAVET (T8.2).

#### **4.5 Recruitment and monitoring of External Experts and external evaluation process**

The selection and recruitment process of the External Experts was described in detail in D8.1.1. All selected experts met at least three of the four requirements specified for their recruitment. The panel of External Experts consisted of four professionals<sup>3</sup>, all Registered Nurses and with expertise in the field of Family Health/Community Nursing and/or EU Policies, Teaching and QA in Nursing<sup>4</sup>:

- Dr Carol Ann Hall, PhD, RN, United Kingdom
- Athena Kalokerinou-Anagnostopoulou, RN, PhD, Greece
- Bart Geurden, PhD, RN, Belgium
- Dr Susanna Tella, PhD, RN, Finland.

---

<sup>3</sup> In M20, one of the External Experts left the panel and discontinued their work due to personal reasons, thus the pilots and the WP6 evaluation were only reviewed by three External Experts.

<sup>4</sup> Their CVs can be found in the Appendix of the Project Interim Report.

The External Experts were introduced to the project and scope of their involvement soon after their recruitment in M11. AWV was responsible for the flow of information between the Steering Committee and the External Experts and updated both parties regularly: The Experts on the current status of the project, its goals and next steps and the SC on the results of the External Experts' evaluations.

For the monitoring of the external evaluations, it was crucial to involve the External Experts by regularly updating them on the project's progress and to support them in getting familiar with the project's goals and with the relevant EU standards and tools.

To this end, AWV created a shared drive to upload:

- Information material, reading lists and guidelines on the EU standards (ECVET, EQF, EQAVET) relevant for the assessment of the project outcomes to support the External Experts during the evaluation.
- The evaluation tools and documents/deliverables to be evaluated.

In addition, a mailing list was created to exchange information, questions and thoughts during the evaluation process. AWV and AFBB were able access this mailing list and use it to communicate with the External Experts but did not receive notifications or emails exchanged on there. This was agreed with the External Experts to give them the opportunity of freely expressing their thoughts and views concerning the subject(s) of evaluation.

In total, the External Experts delivered four summative evaluations (Table 4).

**Table 4: Overview of evaluations by External Experts**

<b>Time</b>	<b>Output under evaluation</b>	<b>Method/tool</b>
January 2019 (M13)	EU Curriculum (first release) (D3.1)	<ul style="list-style-type: none"> <li>- Document review</li> <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>
August 2019 (M20)	Instructional Design documents of three national curricula and pilot courses (D3.3)  The Designers' Kit + the instructions on how to use it	<ul style="list-style-type: none"> <li>- Document review</li> <li>- Qualitative and quantitative survey</li> </ul>

November- January 2021 (M35-M37)	Italian, Greek and Finnish pilot course implementing the EU curriculum for FCN	<ul style="list-style-type: none"> <li>- Document review</li> <li>- Questionnaire (closed and open-ended questions)</li> <li>- Focus group meeting with representatives from pilot organization</li> </ul>
April 2021 (M40)	WP6 evaluation (summary of D6.2 and D6.4)	<ul style="list-style-type: none"> <li>- Document review</li> <li>- Questionnaire (open-ended questions)</li> </ul>

Deadlines for submitting the evaluation results were not only set so that they had sufficient time to read through the extensive material, typically 6-10 weeks, but were also agreed with the External Experts at the beginning when they were given an overview of the project timeline. When the assignments were sent out, AWV asked each External Expert to confirm the delivery by the agreed-upon date and asked if any changes were needed. This was important to ensure that AWV received the feedback on time and also had enough time to process the feedback and update the alliance on it so that they could integrate the feedback into the next steps. AWV also sent out kind reminders two weeks before the deadline.

The guiding questions considered when designing all external evaluations were:

- What is the added value of the External Expert evaluation to WP6 evaluation?
- How does their perspective differ from the internal stakeholders in ENhANCE?
- How can their evaluation complement the WP6 evaluation?
- For the pilot evaluation: What is the focus of the External Experts' evaluation? What can they observe during the pilots? Which (EQAVET) indicators could be added to the list of indicators?

Originally, it was planned that the External Experts visit the pilots on-site and would be able to observe classes and communicate with the programme designers, teachers and students. Due to the Covid-19 pandemic and the pilots not being carried out as face-to-face courses and the impossibility of the Experts to travel, the plans had to be changed in accordance with the External Experts and the Alliance. AWV coordinated and organised this process (agreeing on suitable dates, materials, methods) with all partners and especially the pilot coordinators and the "visits" took place in the ENhANCE Open Online Tool. That way, it was made sure they get the best possible alternative to actually being on-site.

The above-mentioned were considered before each evaluation, also including all partners and especially the WP6 partners with the aim to get a rounded view on the ENhANCE outputs. Therefore, each evaluation tackled two main aspects: the evaluation of the compliance with the EU standards and the **VET quality** standards for such programmes (EQAVET) and the **general quality** of the outputs (validity of the results, transfer potential). To this end, the evaluation tools were designed by AWV (responsible for general project and output quality) and its affiliated partner AFBB (expert for VET quality and EU standards) and shared with the Alliance before they were sent out, so that all partners could give feedback on them. The results of the evaluations of the VET quality were reported in D8.2.2, the results on the general quality in chapter 5.5 of this report.

## 5. Results of activities carried out under WP8 (M1-M41)

This chapter will report the results of the activities and measures described in the previous chapter. For completeness sake, all the results of the activities under WP8 (short-term outcome), from M1-M41 are summarized in the following table.

**Table 5: Overview of short-term project outcomes under QA (by WP8) – results**

Short-term Outcome	Quanti-Qualitative indicators	Result
A reference EU Professional Profile for FCN based on WHO and EU recommendations	<ul style="list-style-type: none"> <li>1 digital document detailing the PP delivered</li> <li>Compliance with ESCO<sup>5</sup> (WP8)</li> <li>Compliance with the main identified WHO and EU recommendations (WP8)</li> </ul>	<ul style="list-style-type: none"> <li>Achieved (see D2.2)</li> <li>Achieved (see project interim report)</li> <li>Achieved (see project interim report)</li> </ul>
A reference EU Curriculum for FCN based on WHO and EU recommendations.	<ul style="list-style-type: none"> <li>1 digital document detailing the EU Curriculum delivered</li> <li>Compliance with ECVET (WP8)</li> <li>Compliance with EQF (WP8)</li> <li>Coherence of Learning Outcomes with the PP competencies (under WP6 and WP8)</li> <li>Evaluation of Italian pilot following the evaluation plan indicators and the EQAVET</li> </ul>	<ul style="list-style-type: none"> <li>Achieved (see D3.1.1 &amp; D3.1.2)</li> <li>Achieved (see D8.2.2)</li> <li>EQF6 and EQF7 needed to be differentiated more clearly, see D8.2.2 and D3.2.1 for details → feedback has been integrated into final version of EU Curriculum</li> <li>Achieved (see D8.2.2 and D6.2.1)</li> <li>Achieved (see D6.4 and D8.2.2)</li> </ul>

<sup>5</sup> As stated in the Interim Report: Although stated in the proposal that the PP should be compliant with ECVET, during the implementation the Alliance decided that the PP (WP2) and the Curriculum (WP3) should be clearly distinct outcomes and that the PP should describe the FCN Profession on a more general level, focusing on the FCN role and Core Competencies. Thus, WP8 focused on the PPs compliance with other existing EU tools oriented towards the description of professions, such as ESCO (see below). The EU Curriculum, instead, needs to detail the specific Learning Outcomes for the FCN qualification. Therefore, the evaluation of the compliance with ECVET is maintained for the Curricula only (see below).

	<p>indicators [WP6/WP8; data coming from the pilots]</p> <ul style="list-style-type: none"> <li>• Evaluation of Greek pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> <li>• Evaluation of Finnish pilot following the evaluation plan indicators and the EQAVET indicators [WP6/WP8; data coming from the pilots]</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved (see D6.4 and D8.2.2)</li> <li>• Achieved (see D6.4 and D8.2.2)</li> </ul>
Guidelines supporting VET designers in the instantiation of local curricula for FCN.	<ul style="list-style-type: none"> <li>• 1 digital document detailing the Guidelines delivered</li> <li>• Compliance with ECVET, EQF and EQAVET (WP8)<sup>6</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Achieved (see D3.2.1 &amp; D3.2.2)</li> <li>• Achieved (see D8.2.2)</li> </ul>
Design documents of 3 localized curricula in Italy, Finland and Greece.	<ul style="list-style-type: none"> <li>• Delivery of 1 design document for each pilot course (included in D.3.3)</li> <li>• Double language: English and Italian/Finnish/Greek</li> <li>• Clear definition of learning outcomes in compliance with ECVET (WP8)</li> <li>• Curricula are formalized according to a unique template defined in the project [WP8]</li> <li>• Evaluation of Italian pilot following the evaluation plan indicators and the EQAVET indicators (WP6/WP8)</li> <li>• Evaluation of Greek pilot following the evaluation plan indicators and the EQAVET indicators (WP6/WP8)</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved (see D3.3 – Part A)</li> <li>• Achieved (see D3.3 – Part A)</li> <li>• Achieved (see D8.2.2)</li> <li>• Achieved (see D3.3)</li> <li>• Achieved (see D6.4 and D8.2.2)</li> <li>• Achieved (see D6.4 and D8.2.2)</li> </ul>

<sup>6</sup> Although the principles of ECVET, EQF and EQAVET cannot be regarded as standards and evaluation criteria for the Guidelines themselves, it will be ensured that these principles will be correctly applied and used by the end-users/VET providers in order to support these EU standards, i.e. in providing tools to design ECVET compliant assessment.

	<ul style="list-style-type: none"> <li>• Evaluation of Finnish pilot following the evaluation plan indicators and the EQAVET indicators (WP6/WP8)</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved (see D6.4 and D8.2.2)</li> </ul>
Design documents of 3 pilot courses in Italy, Finland and Greece.	<ul style="list-style-type: none"> <li>• Delivery of 1 design document for each pilot course (included in D.3.3)</li> <li>• Double language: English and Italian/Finnish/ Greek</li> <li>• Clear definition of learning outcomes in compliance with ECVET</li> <li>• Pilot courses are described according to a unique template defined in the project</li> <li>• Evaluation of Italian pilot following the evaluation plan indicators and the EQAVET indicators</li> <li>• Evaluation of Greek pilot following the evaluation plan indicators and the EQAVET indicators</li> <li>• Evaluation of Finnish pilot following the evaluation plan indicators and the EQAVET indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved (see D3.3 – Part B)</li> <li>• Achieved (see D3.3 – Part B)</li> <li>• Achieved (see D8.2.2)</li> <li>• Achieved (see D3.3)</li> <li>• Achieved (see D6.4 and D8.2.2)</li> <li>• Achieved (see D6.4 and D8.2.2)</li> <li>• Achieved (see D6.4 and D8.2.2)</li> </ul>
<p>Delivery of the Italian Pilot Course</p> <p>Delivery of the Greek Pilot Course</p> <p>Delivery of the Finnish Pilot Course</p>	<ul style="list-style-type: none"> <li>• 3 courses delivered</li> <li>• Number of applicants, students and persons having successfully completed the program (EQAVET Framework) [under WP6/WP8]</li> <li>• Compliance with EQAVET (WP8)</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved (see D5.1, D5.2 and D5.3)</li> <li>• Achieved (see D5.1, D5.2, D5.3 and D6.4)</li> <li>• Achieved (see D8.2.2)</li> </ul>



	<ul style="list-style-type: none"> <li>• Achievement level of learning outcomes defined according to ECVET (WP8)</li> <li>• Quality of training materials (WP6/WP8)</li> </ul>	<ul style="list-style-type: none"> <li>• Achieved (see D6.4)</li> <li>• Achieved (see D6.4 and D8.2.2)</li> </ul>
--	--	---

The Table below reports the results of the long-term outcomes.

**Table 6: Overview of long-term project outcomes– results**

Long-term Outcome	Quantitative indicator	Result
Project results are integrated into practice and tools of the regulatory bodies	The Professional Profile and the EU Curriculum are recognized by the 2 regulatory institutions included in the project	Achieved Both A.Li.Sa (Ligurian regulatory body of nurses) and ENE (the Hellenic Regulatory Nurses body) have both officially endorsed and recognised the ENhANCE FCN PP and the final curriculum (see D7.3.5)
Collaboration among policy makers/regulatory bodies and VET providers as to FCN is improved	Recruitments of at least 20 Supporting Partners (see WP7 description) representing policy makers/regulatory bodies and VET providers	Achieved A total of 35 official letters of Support/ Commitment /Declarations of Interest received. (see D7.3.5)
National curricula are implemented in new courses or editions at local or national level	At least one national curriculum is implemented in new courses or editions at local or national level by one year from the end of the project	Achieved The 3 pilot coordinators will continue offering the ENhANCE course/modules at their own institutions. Moreover, other, external VET providers are considering to uptake the Curriculum (see D7.3.5).
Improved national and local qualifications and rules for the employment of nurses in PHC sector	At least one national qualification for FCN is improved (formally recognized by regulatory bodies) taking into account the results of the project	Achieved The FCN has achieved legal recognition in Italy, as implemented in a recent decree on FCN. Public results of ENhANCE are included in the CEDEFOP Skills Panorama Resources page (see D7.3.5)
Skill mismatch identified in the target of the Italian pilot reduced	At least the 80% of the course learning outcomes have been	Achieved (see D6.4).

	reached by students getting the qualification  At least the 75% of the students attending the course get the qualification	Achieved (see D6.4).
Skill mismatch identified in the target of the Greek pilot reduced	At least the 80% of the course learning outcomes have been reached by students getting the qualification  At least the 75% of the students attending the course get the qualification	Achieved (see D6.4).  Achieved (see D6.4).
Skill mismatch identified in the target of the Finnish pilot reduced	At least the 80% of the course learning outcomes have been reached by students getting the qualification  At least the 75% of the students attending the course get the qualification	Achieved (see D6.4).  About 70% considering the students registered in the single modules (see D6.4)
After the end of the project Open Contents are used by VET teachers/trainers	Open Contents available for free (after registration) after the end of the project  Platform statistics	Achieved (see D4.2.1 about "Open Contents for VET Teachers and trainers", freely available through the OOT at: <a href="https://oot.enhance-fcn.eu/mod/data/view.php?id=308">https://oot.enhance-fcn.eu/mod/data/view.php?id=308</a> ) Will be provided in the Final Report

## 5.1 Ensuring the achievement of results and the respect of timeline

The activities put in place by the PC for the quality of cooperation and respect of timeline proved successful and were continued in the second half of the project after a comprehensive assessment halfway through the project (for the midterm quality assessment D8.1.2, D1.1.1 and the project's interim report).

The close collaboration and communication between partners were fostered by:

- 6 project meetings, 5 face-to-face and 1 online (OOT) with all partners being present, providing opportunities for close and intensified cooperation on certain issues (in workshops), fruitful discussions and opportunities to socialize.

- Several online meetings were organized to coordinate the work and discuss open issues. Their scope depended on the issue(s) to be discussed and the meetings were bi- or trilateral or involved the whole WP or other WPs.
- The 11 mailing lists set up by the PC were used properly and regularly by the partners. The results of the analysis of the email exchanged by partners during the period are reported in D1.1.2. Data show that the communication between partners has been intensive and constructive. The tool for monitoring communication and collaboration within the Alliance proved effective for the PC, who was able to identify more and less active partners or tasks, which enabled timely and continuous support from the PC.
- The shared drive (Google drive), set up and monitored by the Project Coordinator was regularly used to support effective collaboration among partners and to share documents and folders.
- The templates (<https://tinyurl.com/y2dxta5e>) created by the PC at the beginning of the project for all the project documents (template for meeting agenda, template for meeting minutes, template for presentations, template for deliverable, template for the internal review process of deliverables, etc.), were constantly used by partners.

The details of those activities and their results are reported in D1.1.1 and D1.1.2.

In addition to the effective collaboration and communication activities, the internal review process proved very useful as constructive suggestions for improvement were provided by the reviewers and taken on board by the authors. In M1-M41, a total of 84 internal reviews were carried out. That way, this process contributed substantially to the overall quality of the project outcomes.

## 5.2 Ensuring validation of the main project results

The validation was carried out by WP6, in close cooperation with WP8 and the feedback of three important stakeholder groups were collected: from the **users**, from the **External Evaluators** and from **external stakeholders**.

In general, the evaluation under Task 6.2 provided very positive results for all project outcomes evaluated under this task, with the quantitative data for all stakeholder categories reporting average rates above the median point of the scale and the differences always being statistically significant. The qualitative data collected important feedback regarding minor improvements to the documents. For the EU Curriculum, it was pointed out there is a lot of potential for transferability and it is highlighted the Curriculum would benefit from a double rephrasing, differentiating more clearly between EQF7 and EQF6. The feedback was accepted and implemented by WP3 and the learning outcomes were rephrased in a common effort between the pilot coordinators. The local curricula were evaluated very positively and no major deviations from what was planned were detected. For the Guidelines for VET providers, it was pointed out that a digital version of the document would be helpful and support their implementation and this was also implemented by WP3 during the review.

All results were reported in detail in D6.2 “Evaluation Report: EU Curriculum and Guidelines targeting VET designers”.

The evaluation of the e-learning training path for teachers provided also positive results. Generally, the training path was viewed as an effective course. The data also showed that most of the knowledge, skills and competences acquired by teachers during the training were subsequently put into practice during the design and delivery of the pilots, confirming that the e-learning pathway addressed the actual needs of teachers. The full description of the evaluation process and the results for the e-learning teacher training path is contained in D6.3.1 “Evaluation report: European e-learning path for VET teachers”. For the evaluation of the OOT, the data collection was carried out through questionnaires from students and teachers of the pilots at different timings. The results suggest that the perceived usefulness and perceived ease of use of the OOT were high for the students, with room for slight improvements for some of the functionalities to reduce the time and effort required to use them.

The Guidelines for teachers were evaluated by means of qualitative interviews and resulted in suggestions for minor improvements and to add a digital format to the final version of the Guidelines.

The full description of the evaluation process and the results for the OOT and the Guidelines is provided in D6.3.2 “Evaluation report: Online tool and Guidelines targeting VET teachers”.

Within Task 6.4, the three pilots carried out under WP5 were evaluated both in a formative and summative way. Formative evaluation took place in the form of regular data collection from students attending the pilots, gathering their feedback on the quality of the pilots. This allowed some organisational and/or didactical adjustments where necessary. One final data collection – a summative evaluation - happened at the end of the pilots. Overall, the pilots gave very positive results, in terms of both students’ opinions, as well as students’ achievements. The overall pilot evaluation process, as well as its results, are contained in D6.4 “Evaluation Report: Italian, Finnish, and Greek pilot courses”.

In addition to the user’s perspective, the External Experts also contributed to the validation of the ENhANCE results by providing their professional external expertise. They gave very positive general feedback on the results, pointing out their meaningfulness and usefulness, despite some issues detected. They acknowledged the relevance of such Curriculum and project and stated that the results are an important step towards promoting the FCN qualification in Europe. The detailed results are reported in D8.2.2 “Final VET Quality Report”.

From the third group, the external stakeholders, 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) and their inputs have been used also in view of D7.3.4 “Recommendations for efficient investments on FCN professional for public and for private employers”. To be noted that – thanks to this action – the project collected a total of 35 letters, where various stakeholders (ranging from national regulatory bodies, European, national or regional associations of nurses, to ministries, etc.) declared they have familiarized with the project outcomes and are considering using /up-taking /taking inspiration from our project outcomes (see D7.3.3 for more details about this).

### **5.3 Ensuring the respect of the EQAVET recommendation**

The respect of the EQAVET recommendation can be considered successful as EQAVET was successfully applied on a macro-level, supporting the quality of the results in all four phases of the quality cycle, and resulting in a substantial improvement of the EU Curriculum and the Guidelines and recommendations for VET providers and the piloting organizations. Furthermore, the EQAVET indicators were applied and information on them collected at pilot level and on the project level. The results are described in detail in D8.2.2.

The cooperation on the definition of the EQAVET tools and indicators to be applied in the pilot evaluation proved successful as they were integrated into T6.4 and pilot partners provided the data on the indicators determined by the Alliance. The results are reported in D6.4.

### **5.4 Monitoring internal evaluation process**

The aforementioned information on EQAVET principles and their connection to ENhANCE provided by WP8 raised awareness for this framework and the work with it. The guidelines and collaborative tables provided were regularly revisited and provided a basis for partners' work with the EQAVET indicators. This resulted in the filled EQAVET tables (see D8.2.2). In addition, the close collaboration and the transparent discussions on the WP6 mailing list contributed to a holistic and participatory evaluation approach that resulted in a successful validation of the ENhANCE results, because all indicators identified as relevant were included in the evaluations under Task 6.1, 6.2 and 6.3.

AWV reviewed the Evaluation and Monitoring Plan (D6.1) and the final evaluation report on the curricula evaluation. Both times, detailed feedback was provided and the documents could be aligned with the Task 8.2 and EQAVET requirements (for D6.1) and complemented with the results of the External Experts' EU Curriculum evaluation results.

Due to the project being extended for five months because of delays caused by the Covid-19 pandemic, the final evaluation reports were delivered in M39 which made it possible for the External Experts to review the evaluation (meta-evaluation). A summary of the Deliverables 6.2 and 6.4 was provided to them as it was agreed to be the most relevant for the main project outcomes and the EQAVET cycle. This was their last evaluation in the project and its positive results show that the aforementioned monitoring tasks can be considered successful:

The general approach of the evaluation was evaluated positively, and it was stated that it supported the EU Curriculum, appeared logical and suitable for the training field and the context of the pilot courses. Especially searching out the views of stakeholders was viewed positively, although some room for improvement was mentioned regarding the selection of stakeholder groups and sample sizes.

Also the methodology of the WP6 evaluations was viewed positively as the methods and the combination of qualitative and quantitative data collection and data analysis were considered suitable. Some limitations were seen as to the different sample sizes, the reasoning for it and the clarity on reporting those limitations. The use of online data collection methods was considered appropriate given the issues with Covid-19 and the geographical spread of the project, although it was not made clear how permission and if ethical consent was sought<sup>7</sup>. Here we should also point out there may be ‘uncaptured’ aspects in the evaluation provided by External Experts, as the process was carried out in English, which was not the native language of the pilots; so there might be implications in terms of data translation and capturing the views of non-English speaking stakeholders. This does not apply to the evaluation of the pilots provided by the students (which happened in their own native language).

Despite minor limitations, the results were regarded as highly meaningful for those tending to use the programme in future and for those thinking of adapting the work. The evaluative output will enable partners to continue to develop their programmes and for new parties to understand what aspects worked well and what could be refined.

## **5.5 Recruitment and monitoring of External Experts and external evaluation process**

AWV was able to recruit the planned number of External Experts with the suitable profile. It was decided in the beginning of their recruitment process to involve four External Experts to have one as a “back-up”. Therefore, despite of one Expert leaving the panel, the remaining two rounds of evaluation could be carried out as planned and the views of the remaining Experts contributed substantially to the project results.

The general process can be considered successful since adding the perspective of professionals working, teaching and researching in the nursing sector and having experience with EU projects in this sector proved valuable. Especially having the External Experts under contract and collaborating so closely over the course of 2.5

---

<sup>7</sup> Although not clear to the external experts, it should be noted that data collection happened following GDPR rules and in any case data from students were collected with a pseudonymized approach.

years ensured their commitment to the project and resulted in them knowing its outputs very well.

Another result of monitoring the External Evaluation process is the transparent work with the feedback received from the External Experts. AWV collected and categorized the feedback in a Continual Improvement Table which recorded, monitored and assessed the issues raised by the External Experts. By means of the table, AWV did not only inform the Alliance about the results of the evaluations, but also revisit the feedback regularly and assessing whether an issue has been resolved or persisted.

Some limitations to the evaluations by the External Experts need to be considered. Sometimes the feedback received was varied and at times contradictory. Reasons could be that a number of questions may have been ambivalent to some degree; in this context it should also be noted that only one of the reviewers was a native English speaker. 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 this European standard and the mechanisms surrounding its application. Most of the questionnaires used quantitative and qualitative questions; the quantitative feedback was either disregarded because of a too small sample size or followed up with a qualitative question.



## 6. Report on changes to Quality Assessment Plan

In general, the activities under WP8 related to the quality assurance of the project outputs and processes were carried out as planned in the Quality Assessment Plan. Some methods and tools initially planned had to be adjusted, as different measures were selected as more suitable when the project progressed; associated tasks and their objectives were discussed in detail among involved partners.

The Covid-19 outbreak also affected the methodology as the External Experts were not able to travel to the pilots for evaluation on-site. Instead, they explored the pilots via the Open Online Tool which required the thorough planning and coordination between the External Experts, WP8, WP6 and WP5; this was successfully achieved.

In order to also evaluate the effectiveness and quality of WP8, at the beginning it was planned WP8 would self-evaluate via a short questionnaire to be filled in by all WP leaders and the External Experts, with the aim of reflecting the support and cooperation provided by WP8. The increasingly frequent deadlines and interconnected tasks lead to the intensified cooperation with WP6 and the External Experts in the second half of the project, which reduced the need to collect such feedback. The results of WP8's work in M19-M41 became even more visible and were reflected in the results of WP3, 5 and 6. In addition, the ENhANCE partners, in particular the leaders of WP3, WP5 and WP6 as well as the PC, regularly contacted and involved AWW and AFBB to invite their feedback and expertise. This can be seen as a validation and acknowledgement of their work. Therefore, only the External Experts were asked to give a general feedback during their last evaluation in M39 (meta-evaluation), commenting on the cooperation with ENhANCE:

*"I have enjoyed evaluating the ENhANCE project. 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." (EE-2)*

## 7. Discussion and Conclusions

This report documents the activities carried out under WP8 in M21-41, summarizing also the activities of the first 20 months if they affected the overall WP8 results. It details how WP8 ensured the quality of the project's processes and results and how it contributed to achieving the goals of the project. It follows-up on the previous two deliverables under Task 8.1 (D1.1 – Quality Assessment Plan and D8.1.2 – Midterm Quality Assessment) and, to avoid double reporting, refers to the relevant deliverables under Task 8.2 (D8.2.1 – Interim VET Quality Report and D8.2.2 – Final VET Quality Report) instead of repeating the activities and results already reported. AWV supported its affiliated partner AFBB in ensuring the VET quality and aligning the processes under Task 8.2 with WP6.

The document outlined how the different parties involved in quality assurance and evaluation successfully worked hand-in-hand in ENhANCE, each being responsible for a different aspect of Quality Assurance but using synergies and complementing each other. The project results and particularly the results of the general project quality and the evaluation results show that this approach did not only succeed in terms of cooperation between the parties, but also led to the achievement of all desired results.

After referring to the quality indicators relevant for the work under WP8 in chapter 3, the core of the document summarises the activities for ensuring the achievement of results, their validation and quality, the implementation of EQAVET and the monitoring of the internal and external evaluation processes in chapters 4 and 5. It showed, that the various measures and mechanisms in place to monitor and check the quality of the project outputs resulted in their improvement, either in a formative way by means of a close collaboration between partners; or an informed internal review or in a summative way by feedback collected from the External Experts and other internal and external stakeholder groups.

The multifaceted measures in place to ensure the overall quality of the project as well as the quality of project outputs, while complex to navigate, yielded successful outcomes thanks to regular communication, committed partners, and consistent monitoring.

## **8. References**

Tessmer, M. (1993). *Planning and Conducting Formative Evaluations*. Oxon:  
Routledge.