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Abstract	This report in its first version is focused on the VET quality assurance of the ENhANCE outputs delivered so far, especially the FCN Professional Profile and the EU Curriculum. It also describes the preparation of the pilot courses through ongoing quality assurance activities up until this point. This document provides a detailed description of the implementation of the four

	phases of the EQAVET quality cycle in ENhANCE and the activities carried out therein.
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1. Executive summary

This report in its first version is focused on the VET quality assurance of the ENhANCE outputs delivered so far, especially the FCN Professional Profile and the EU Curriculum. It also describes the preparation of the pilot courses through ongoing quality assurance activities up until this point.

This document provides a detailed description of the implementation of the four phases of the EQAVET quality cycle in ENhANCE and the activities carried out therein. Formative quality assurance procedures are described in chapter 5, summative quality assessment procedures are addressed in chapter 6 and the results are described in chapter 7 which also gives a final statement on the compliance with the EU standards identified as requirements for the related ENhANCE outputs.

2. Definitions and Acronyms

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

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

ECTS ....European Credit Transfer System

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

EMP………….............Evaluation and Monitoring Plan (D6.1)

EQAVET ....European Quality Assurance in Vocational Education and Training

EQF ....European Qualifications Framework

ESCO..........................multilingual classification of European Skills, Competences, Qualifications and Occupations. It is part of the Europe 2020 strategy.

EU Curriculum.............an innovative, learning outcome-oriented modular VET European Curriculum for Family and Community Nurses that can be instantiated in national Curricula.

FCN ....Family and Community Nurse

FHN ....Family Health Nurse

FCN-PP.......................Professional Profile for Family and Community Nurses

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

ISCO ....International Standard Classification of Occupations

LO ....Learning Outcomes

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

describing qualifications. It is the basis for referencing a country's qualification to the EQF.

PC...............................Project Coordinator

PP ....Professional Profile

QAP ....Quality Assessment Plan

VET ....Vocational Education and Training

WP ....Work Package

3. Introduction

As described in the Quality Assessment Plan (D8.1.1), the main aim of Task 8.2 is the quality assurance of the training materials and the pilots. The EU standards and instruments – EQF, ECVET (learning outcomes description) and ESCO - will be the references for this. In addition, the EQAVET framework will be applied twofold: Quality criteria and indicative descriptors of EQAVET taken as reference for quality assurance will be considered for the definition of the evaluation and monitoring plan in T6.1 and in T8.2, the EQAVET characteristic cycle of four phases - planning, implementation, evaluation and review – will be assured.

Task 8.2 is mainly carried out by AFBB, affiliate partner of AWV, supporting WP8 leader AWV. In the first 15 months of the project, AFBB assessed the compliance of the FCN Professional Profile, Curriculum and Guidelines with EQAVET, ESCO, ECVET and EQF standards and supported AWV in ensuring the implementation of the quality plan by its work inside all work packages it participates. This process and the results of this work are subject of this report.

Other partners involved in Task 8.2 are: CNR-ITD, UEF and TEI-The. As PC, CNR-ITD assures the link between Quality Evaluation, EQAVET and the overall project management. UEF (WP6 leader) assures the VET quality in the pilots via the Evaluation and TEI-THE assures the VET quality in the pilots.

A number of different approaches for quality assurance have been used for this. AFBB and AWV supported the Partners during the development of the Professional Profile (T2.2) and the Curriculum (T3.1) and Guidelines (T3.2), which will be described in this report along with the results of the summative quality assessment.

Closely connected to the four phases of the EQAVET cycle, this Deliverable summarizes the formative and summative quality assurance measures carried out up until M15, the results of this assessment and the next steps to be taken.

Task 8.2 is supposed to focus on the quality of the pilots as well. As Figure 1 shows, the pilots are currently being planned in detail and can therefore not be regarded in this Deliverable. Thus, the quality of the pilots up until this point was assured by the quality assurance measures taken for the EU Curriculum (D3.1.1), the Guidelines (D3.2.1) and the connection with WP6 and the Evaluation and Monitoring Plan (D6.1). The next Deliverable in this WP8 (D8.1.2) due in M20 however, will focus on describing the measures for overall project quality and give an update of what was planned in the Quality

Plan, what has been carried out and what will be done in the future. This includes, among others, the administration of the involved External Experts and the meta-evaluation of WP6.

The Guidelines (D3.2.1), although monitored and supported by WP8, will, in contrast to what was written in the Proposal, not be subject of a summative evaluation and checked for compliance since no EU standards exist or other standards have been determined for them. They will be evaluated in WP6.

The figure below shows the progress in ENhANCE and to which outputs this report refers. At this point, the Professional Profile and the EU Curriculum have been developed and subject to various quality assurance measures which will be explained in detail in this report. These provide the basis for the upcoming activities (development of national curricula and pilot courses including their implementation) which will build on the outputs produced by now.
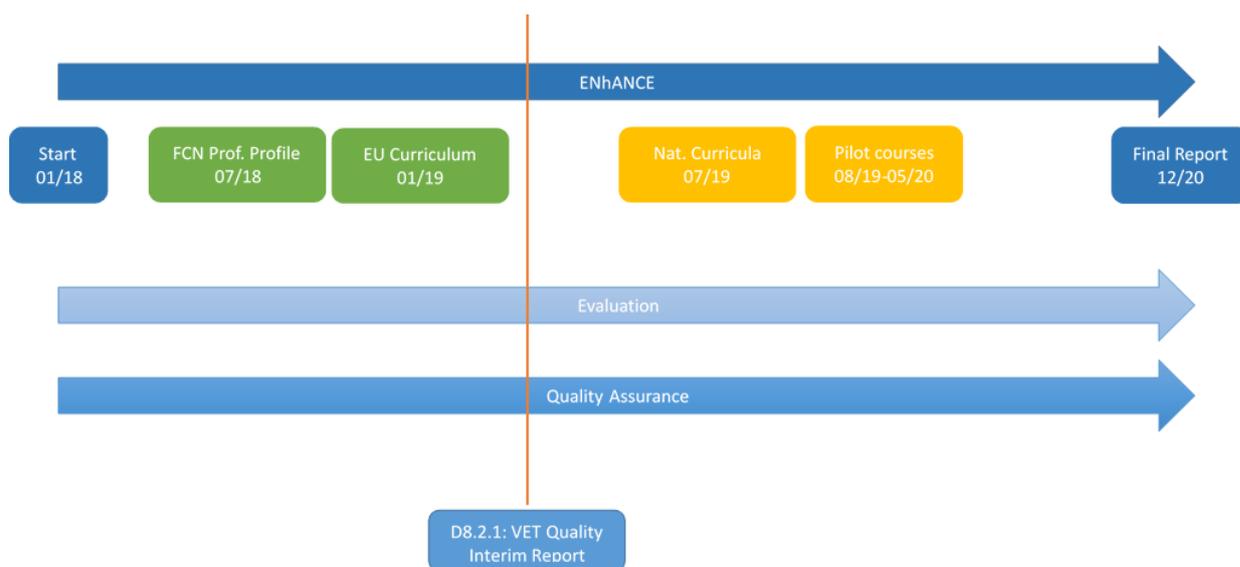
Figure 1 - Status of Delivery and Quality Assessment of main outputs

The updated (from D8.1.1) work scheme below displays the relation of the quality assurance measures to the other WPs and the status of those. It shows that the ENhANCE quality assurance approach does not consist of one but several instances responsible for different aspects of the project and results' quality. These, however, do not act independently from each other but in a system providing independence to each instance and sub-process but relying also on their close cooperation for holistic quality assurance.

Figure 2 - Updated Work Scheme Quality Assurance

A green checkmark indicates that the compliance with the mentioned standard(s) quality has been (at least partly) assessed.

The different parties involved in the overall ENhANCE quality assurance are responsible for sub-processes of the quality assurance. As a general procedure, AFBB and AWV provide support during the production of the most important project out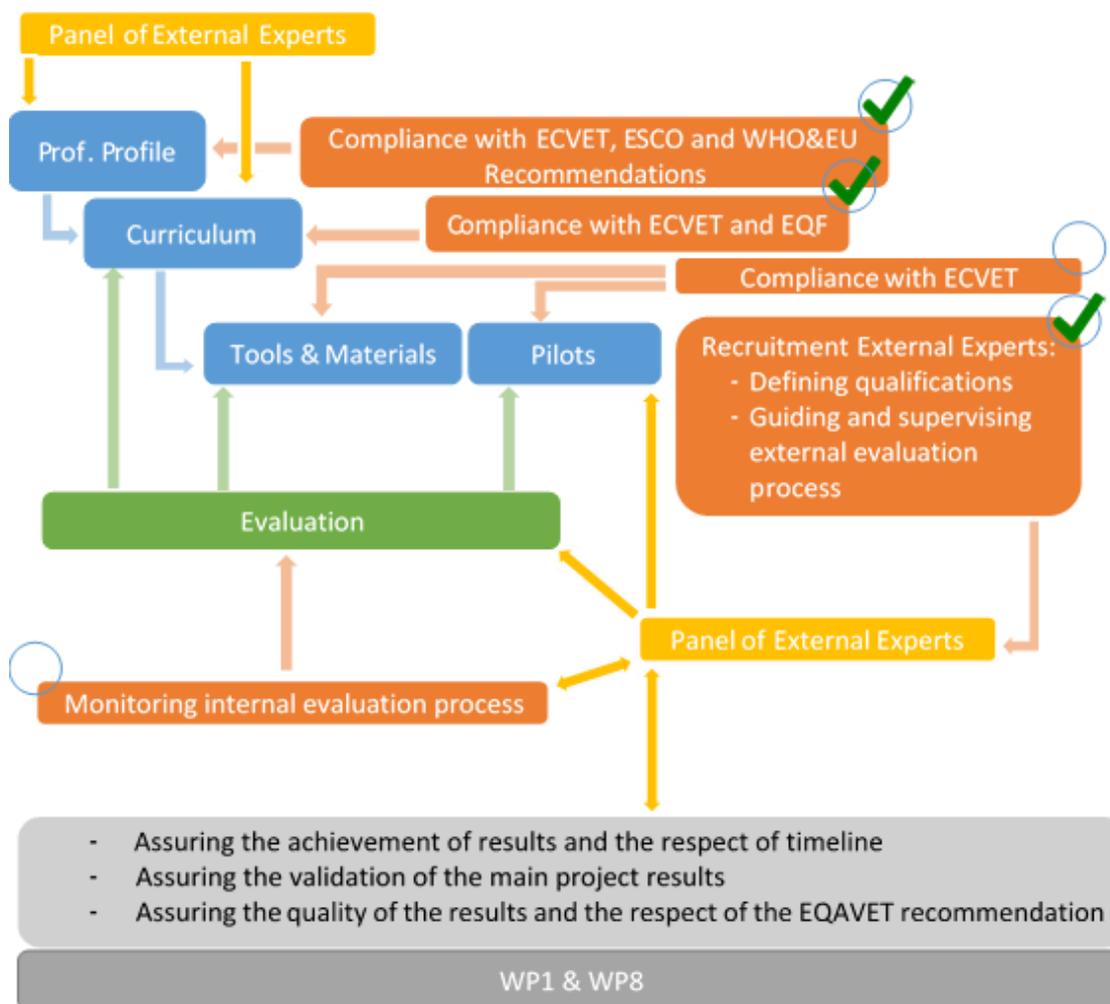puts by providing guidelines and guidance (for details see chapter 5), reviewing documents and implementing the use of EU instruments, namely ECVET, EQAVET, ESCO and EQF, into them. WP6 will integrate the EQAVET principles into their evaluation and will evaluate the Curriculum, Tools and Materials and guidelines from a user's perspective. The External Experts (recruited and monitored in T8.1) will complement the VET quality assessment by both summative and formative statements regarding the Curriculum and Pilots (and, for T8.1 the above-mentioned evaluation which is not subject of this report). The general aspects of project quality like the quality and validation of the project results and the respect of timeline will be assured by WP1 and WP8 together (T8.1) and are not subject of this report but of the next Deliverable in WP8 (D8.1.2).

4. VET quality assurance in ENhANCE - Current status

An updated Overview of Quality Assurance measures can be found in A.

The work processes related to quality in ENhANCE present several opportunities and challenges. As mentioned above, it ensures an integrated process, ensuring that the standards are checked at several points in the project and by different instances. It therefore leaves only little room for deviations.

It can also be expected that this cooperative process and the intertwined activities make it possible to anticipate and solve expected problems early on. Chapter 8 will also reflect on this.

Challenges, on the other hand, could result from general coordination and cooperation issues such as belated or low-quality contributions resulting in difficulties to meet the commonly set standards. In addition, for this approach it is necessary to have a similar understanding of quality management, of the respective roles and of the common goals. Agreeing on these can be a lengthy and involved process.

The VET quality assurance measures include several activities, which can be split into two groups: monitoring, supporting activities (formative) and concluding and judging activities (summative).

The following chapter will go into the details of the various activities performed. It will present in short the standards and requirements for each project output. Afterwards, the formative and summative quality assurance activities will be described and the results will be presented.

In addition to the procedures described in detail, the formative activities were marked by a constant monitoring of the development of the relevant outputs. AFBB provided and pointed at official publications and guidelines, providing information material and reviewed the produced material, giving their view on what could be improved with regard to the EU standards.

After the development of each output accompanied by quality assurance, there was a summative assessment and statement regarding its compliance with the defined standards.

4.1 EQAVET as the general framework for quality in ENhANCE

As introduced in the QAP (D8.1.1), the principles of EQAVET are an important benchmark for the outputs produced in ENhANCE. The EQAVET quality approach is an encompassing system, and has therefore an effect on all outputs and results. It is a requirement that affects the quality assurance as well as all the outputs and results. The implementation will be twofold and will frame the quality measures taken: the EQAVET quality cycle builds the foundation for the overall development processes on a macro level while the EQAVET indicators will be used in the evaluation in WP6.

4.1.1. The EQAVET quality cycle in ENhANCE

The EQAVET quality cycle, a plan-do-check-act (PDCA) cycle[1] describes the four stages planning, implementation, evaluation/assessment and review/revision of VET which are interrelated (see EQAVET quality cycle in Appendix). ENhANCE implements this approach as follows:
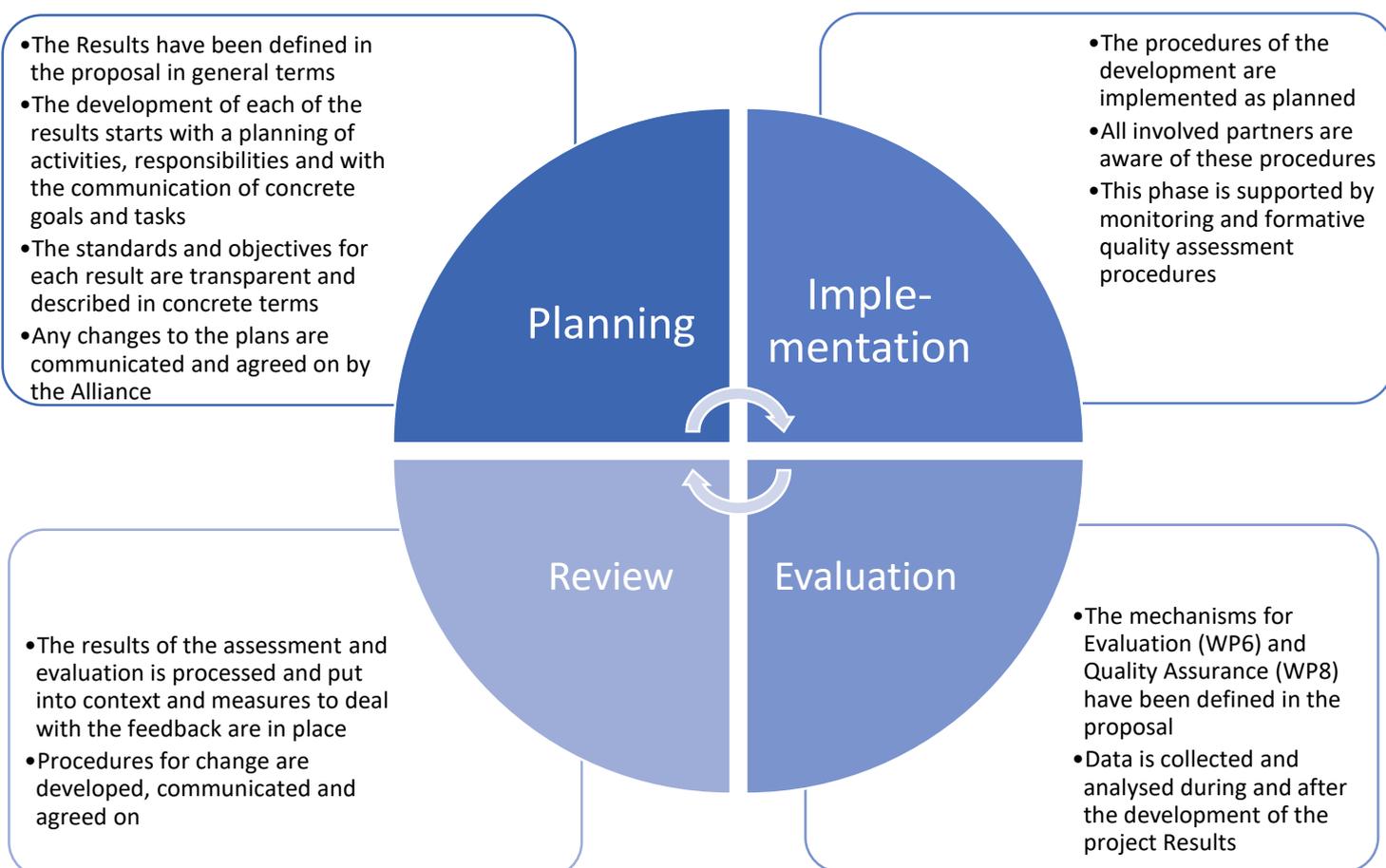
- The Results have been defined in the proposal in general terms
- The development of each of the results starts with a planning of activities, responsibilities and with the communication of concrete goals and tasks
- The standards and objectives for each result are transparent and described in concrete terms
- Any changes to the plans are communicated and agreed on by the Alliance

- The procedures of the development are implemented as planned
- All involved partners are aware of these procedures
- This phase is supported by monitoring and formative quality assessment procedures

Planning

Imple-mentation

Review

Evaluation

- The results of the assessment and evaluation is processed and put into context and measures to deal with the feedback are in place
- Procedures for change are developed, communicated and agreed on

- The mechanisms for Evaluation (WP6) and Quality Assurance (WP8) have been defined in the proposal
- Data is collected and analysed during and after the development of the project Results

Figure 3 - The four phases of the EQAVET quality cycle in ENhANCE

As shown in the figure, the EQAVET principles are implemented in ENhANCE and all four phases are carried out not only during the development of the results but also for the overall project quality.

The planning (on a macro-level) has been mostly carried out before the beginning of the project and the goals and standards connected to the results are described in the project proposal. Nonetheless, the details and planning on the micro-level is carried out in the beginning of each WP. This phase is characterized by a clear allocation of tasks and deadlines, of standards and procedures for assessment, etc. In case these are subject

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[1] The PDCA is also known as the Deming cycle or Shewhart cycle.

to change, these changes, again, will be communicated in a transparent way and agreed upon.

During the implementation phase, each WP leader monitors the activities closely and checks whether they are being carried out as planned in phase 1.

During the first two phases, partners are also supported by formative quality assurance and immediate feedback by WP8.

In phase 3, WP8 and WP6 collect data on the planned and implemented activities which will then inform phase 4 for a review of the process and results up until this point and for an improvement and revision of the first two phases.

The ENhANCE activities carried out in the four phases will be described in detail in chapters 5, 6 and 7. Chapter 5 will focus on the first two phases – planning and implementation – while chapter 6 will describe the assessment and evaluation procedures (phase 3) and chapter 7 will talk about the review and (re-)planning and implementation of the assessment results (phase 4).

4.1.2. EQAVET principles in WP6

As described in the Evaluation and Monitoring Plan (D6.1), WP6 will base its approach on the following EQAVET principles:

- Quality Criteria for data collection
- Indicators

Especially the following outputs will be evaluated by WP6 in line with EQAVET principles:

- FCN EU Curriculum, the guidelines for designers of local curricula and the three localized curricula
- The guidelines supporting teachers to design effective learning strategies, the Open Online Tool for students, and the European e-learning path for teachers
- The pilot courses.

The implementation of EQAVET principles into WP6 will be followed by WP8 and the External Experts in a formative way and will be checked in a summative Meta-evaluation. This process and its results will be reported in D8.1.2 and D8.1.3.

4.2 The External Experts - Process

Like with EQAVET, the involvement of External Experts in the quality assurance process is not limited to one aspect of quality or concerns one output but encompasses and influences all results, outputs and quality and evaluation procedures in ENhANCE. This chapter deals primarily with the cooperation with the experts and the process itself while the following chapters will describe their contributions as well as the results of their quality assessment. The administrative and monitoring process of involving the Experts will be described in Deliverable 8.1.2 (M18).

AWV is responsible for engaging and monitoring the External Experts under Task 8.1. As defined in D8.1.1, four External Experts were selected as soon as the budget was approved by the Alliance in M7. AWV recruited experts based on profile defined in the QAP:

- **Expert in nursing and care professions and/or education:** all experts that were engaged have a scientific and teaching background in either general nursing or community nursing.
- Experience with evaluation
- English proficiency
- Basic knowledge of/experience with ECVET and/or ESCO and/or EQAVET: this requirement was asked but not mandatory since AWV was planning to provide the experts with guidelines and material about these standards.

Their role is supposed to be that of a competent, neutral (not involved in the project) evaluator. The Experts follow all four phases of the quality cycle but are actively involved in phases 2 and 3. The two main tasks of the Experts are (in cooperation with AWV and AFBB):

- Support and feedback with particular regards to ECVET, ESCO and EQAVET standards of: the EU Curriculum, the national curricula and the Pilots[1];
- Meta-evaluation (evaluation of project's outputs, with particular attention to WP6 output).

The External Experts were engaged with the aim to provide an additional perspective to evaluation and consequently to the quality of the ENhANCE outputs. Their feedback is supposed to be formative in order to carry out interventions or corrections on the basis of the interim results. This increases the probability of achieving the targets connected with the project results. It can be stated that the feedback given by the Experts so far is both, formative and summative.

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[1] Due to budget related decisions and a lengthy recruitment process, the experts were not involved in the evaluation of the Professional Profile. Since the PP already involved External Experts conducting a Delphi study and is therefore based on the opinions and views of independent experts, the recruited experts began their work with the evaluation of the Curriculum.

5. Activities and Tools to support VET quality

A variety of actions have been planned and implemented (phases 1 and 2 of the quality cycle) to support the development of the ENhANCE outputs and assure their quality in a formative way. In all cases, a variety of tools was used. These will be described in this chapter.

5.1 Glossary

The Glossary is a quality assurance tool used for all outputs of the project. As stated in Deliverable 8.1.1, a glossary[1] with the most significant entries for project activities was initiated by SI4Life and produced collaboratively by the partners. This is supposed to provide a point of reference for the terms the partners felt needed clarification (e.g. "Work Based Learning"). For WP8, the main use and purpose is to establish commonly agreed definitions for the EU Reference terms which will be the benchmarks for quality and evaluation. The Glossary is available as editable document at https://drive.google.com/drive/folders/1BO01iAfl6DHz0br9n0WwRjXV6Avx_H4j

It is supposed to be updated by the partners and integrated throughout the lifespan of the project. The terms can be grouped into two categories:

- EU Reference terms, i.e. those terms which have been defined in specific EU documents or tools and assure the compliance of the project to ECVET, EQAVET, ESCO, EQF, etc.
- Terms conventionally adopted in the project, i.e. terms which have been included in the Glossary after the identification and negotiation of a proper definition which fits the purposes of the project and support the coherence of Partners' work (see D3.1.1).

WP1, WP3 and WP8 regularly emphasized that the Glossary should be used and the terms defined there valid for the project and the produced outputs.

5.2 Guidelines and Workshop(s)

A major effort in Task 8.2 is the support during the planning and implementation phase via guidelines and methodological introduction and guidance concerning the EU standards. As these are often not yet as commonly used, AFBB felt the need to promote the use of these standards and tools and make them more "accessible" to the partners. Firstly, because the use of the EU instruments (EQF, ESCO, ECVET and EQAVET) was defined in the proposal and the results need to be compliant to them. In addition, they can be considered very useful and helpful in establishing a common language and descriptions of learning outcomes, qualifications and professions. Nevertheless, applying

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[1]The glossary - in its work-in-progress version - can be reached under the following link: https://docs.google.com/document/d/1C4ZUCC7Tr0GJLAGu-4W3wd4N54MdJPD_Qh7KxvBys1U/edit#

their principles, especially those regarding the ECVET compliant description of Learning Outcomes requires some experience and practice. This is why AFBB decided to support partners substantially during this process.

For the FCN Professional Profile, information (links and guidelines) was provided regarding:

- ECVET and the description of learning outcomes: In order to prepare WP3 and to facilitate the connection between the PP and the EU Curriculum.

- ESCO (and ISCO) in order to support the WP2 leader in aligning the PP with the recommended descriptions of skills and occupations.

For the FCN EU Curriculum, as a first step, it was necessary to bridge the results from WP2 to WP3 and to find a way to facilitate the use of the PP for the development of the Curriculum. This was initiated by WP3 leader SI4Life and conducted together with AFBB over the course of M6-M9 (see also D3.1.1, 8.2 and 8.3).

An important part of this process was the second project meeting in Portugal, where a number of activities were carried out to prepare the Curriculum:

- In order to practice how to describe Learning Outcomes according to ECVET, AFBB decided to carry out a work session during the meeting in Portugal. After introducing the principles of ECVET, partners were handed descriptions of Units of Learning Outcomes from another EU project and were invited to identify to which extend these respected those principles. Partners also received material and relevant guidelines from AFBB in order to get familiar with the methodology and vocabulary and to support them during the description of Learning Outcomes and of the Assessment procedures.

- During the above-mentioned working session, partners realised that the 28 (at this point 27, another one was added in M9) Core Competences identified for the PP were of different scope. Some described clearly defined skills, knowledge and competences while others encompassed a broad range and several activities. For this reason, AFBB introduced the concept of Key Activities[1] during its presentation at the Portugal meeting. The concept of defining Key Activities was first introduced in the LdV-TOI project "Proper Chance" coordinated by AFBB (2011-2013) and partners felt the approach was suitable for ENhANCE. Following the meeting in Portugal, partners identified as VET/FCN experts (UNIGE, UEF, TEI-THE and TEI-CRE) provided their own grouping proposal which was then reviewed by all partners in order to approve a final list of key activities. Based on these, Units of Learning Outcomes were derived.

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[1] A Key Activity is defined as an integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. The key activities of one profession must together cover all activities for the performance of a profession, regardless of its application context. (ENhANCE Glossary)

- During the process of grouping and describing Units of Learning Outcomes, AFBB provided further guidelines and examples.
- Guidelines for the design of a competence-based assessment were shared.
- Guidelines regarding ECVET and Assessment were also shared with the External Experts.

For a list of the guidelines and reading lists provided to the partners see Appendix A.

5.3 Emails

Emails and the project mailing lists (mainly for WP3 and WP8) are a very important communication tool in ENhANCE as all concerned partners can be addressed and informed in the related mailing lists and the communication can be retraced and looked up later. In addition, issues only regarding a few partners can be exchanged rapidly in bi- and multilateral communication. Support from W8 via email was mainly given during the development of the FCN Professional Profile and EU Curriculum.

5.3.1. Email Support during the Development of the FCN PP

The Professional Profile was developed in WP2 between M2 and M6 by UNIGE. Several weeks before the delivery, AFBB contacted UNIGE via email to discuss the standards that the PP needs to be compliant with in order to support the refinement of the PP and in order to prepare the summative assessment of the PP during M7.

In the beginning of M6, as the PP was not yet finalized but taking shape, AFBB contacted UNIGE in order to get a statement about the status quo of the Deliverable as well as point out the requirements for it and offer support.

In the end of M6, a preliminary version of the Deliverable 2.2/the PP was shared by the WP2 leader (UNIGE) in an online meeting and via email. AFBB started checking it for the compliance with the above described requirements and with the following results:

- the link to ESCO needed to be strengthened
- the basis for the Delphi study (= the source(s) for the initial list of competences to be rated by the Delphi panel) needed to be emphasized in order to connect the PP to the WHO recommendations for FHNs.

In an email, AFBB informed the WP2 leader about this and provided suggestions on how to deal with this. UNIGE then started adapting the PP accordingly. In addition, a roadmap for the summative part of the quality assurance, a checklist filled by AFBB (see Appendix E) which was to be conducted two weeks later (end of M7) was agreed on.

5.3.1. The FCN EU Curriculum

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.

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).

The contributions, input and feedback were also given mainly via the WP3 mailing list. This mailing list was also used to share templates and collect contributions for the Action reports organized by WP3 leader. An example can be found in Appendix D.

5.4 Templates

Several templates have been shared and/or modified by AFBB during the development of the EU Curriculum:

1. 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 on the mailing list and in online meetings, which template would best fit the needs and requirements of ENhANCE and modified the template according to these. During the meeting in Portugal, the WP3 leader initiated a group work session where partners could try filling the template and see if it is suitable. 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 in September (for details see D3.1.1, 8.3.).

2. The template for the Flexibility table: This table designed by SI4Life has been discussed, edited and checked by AFBB during its development.

3. The assessment table: A template for an assessment table was shared by AFBB and feedback from the partners was asked for. Eventually, partners decided on a modified version of the table.

5.5 Online meetings

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 in person and AFBB could give direct feedback, AFBB also organized three Online meetings that were intended to solve issues and answer questions related to the EU standards and the quality assurance process itself.

1. Online meeting regarding the Credit for pilots in M9:

    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 number of Credit could be addressed in the EU Curriculum.

2. Involvement and briefing of the Experts: November 2018 (M12)

AFBB briefed the Experts on the type and content of their involvement during an online Kick-off meeting. Afterwards, a mailing list was created for them to exchange questions and ideas during the evaluation process[1] and they were equipped with thorough guidelines and reading lists on the EU standards needed for the Curriculum evaluation (ECVET, EQF). The main purpose was to familiarize them with these standards and tools so they could understand the structure and content of the FCN Curriculum, which is different to 'conventional' Curricula. The guidelines included a description of the main concept(s) and their relevance for ENhANCE and the Curriculum.

In addition, the online meeting provided the possibility to ask questions and discuss the evaluation approach and schedule that AWV and AFBB had planned and provide their expert opinion on it.

3. Online Meeting to discuss the Curriculum with Experts – January 2019 (M13)

After the project meeting in Athens, a meeting between the Steering Committee, AWV/AFBB and the Experts was carried out. The purpose was to resolve open questions and discuss the feedback given by the experts. This online meeting can therefore also be considered as data collection method (compare chapter 6).

5.6 Involvement of External Experts

The evaluation and discussion of the EU Curriculum by the Experts was carried out during M10-14 and included the following steps and a number of tools:

1. Preparation of the Curriculum evaluation – October 2018 (M10)

AWV as being responsible for the Experts' involvement, together with AFBB, started planning the Curriculum evaluation. The idea arose to provide the Experts as early as possible with the related documents in order to be able to integrate some of the feedback even before the first release (M1).

For this reason, AWV, WP3 leader (SI4Life) and the PC agreed that the Curriculum would be provided to AFBB before the end of M12.

2. Evaluation period – December 2018-February 2019 (M12-M14)

In M12, AFBB provided the experts with the evaluation tools and some additional input as well as with the documents of the Curriculum. Tools/questionnaires (see Appendix b).

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[1] AFBB can access this mailing list but does not receive notifications or email exchanged on there. This was suggested to the Experts to give them the opportunity of freely expressing their thoughts and views concerning the subject of evaluation.

As AFBB was planning on sharing the results of the Curriculum evaluation during the Athens meeting (14.01.-16.01.2019), the Experts had about three weeks to carry out their assessment. In a first step, they were asked to only evaluate the Learning Outcomes list (see D3.1.1) and then, by M14 the Assessment and Flexibility table (ibid.) which were still under construction at that point.

5.7 Contributions to content

As described in D3.1.1, chapter 3, the activities carried out in Task 3.1 have been organized by the WP leader (SI4LIFE) in five different Actions in order to

- focus on different features/issues of the Curriculum in a multi-perspective approach;
- involve different Partners (with different background, experience and competences) and focus their analysis on specific issues, thus creating "internal experts" for each issue.

AWV and AFBB 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.) and with the expected results outlined in the project proposal. In their role as WP8 Quality Assessment 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 at M11 (see D3.1.1):

- 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.
- Credits: the main credit systems have been analysed with a particular eye on ECTS and ECVET points.
- Personalized Learning Paths: a definition and measures for "personalization" and "individualization" have been provided with an important link to T3.2.
- Validation of prior learning: how can prior learning be recognized, what are general rules and regulations and how can learning paths be personalised.

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 the defined standards.

6. Data Collection and analysis

In order to assess and evaluate the quality of the results, thus to enter phases 3-4 of the quality cycle, AFBB developed used tools to collect and process feedback.

6.1 Checklists

In order to check the compliance of the developed outputs and to give a final statement and record this feedback, checklists were used for general feedback and to raise awareness to issues that could later be discussed vie email or in a meeting.

Checklists were used for:

- The summative quality assessment of the FCN Professional Profile:

  The tool developed for this (see Appendix D) was presented to the WP2 leader two weeks before the final delivery of the PP. This part of the assessment was supposed to complement and conclude the formative part described in chapter 5.

- The summative quality assessment of the FCN EU Curriculum: The tools (see Appendix b-d) was provided to the Experts. The tools were designed with the aim of achieving the best possible compromise between a detailed assessment and a reasonable amount of time to use them given that the Curriculum itself consisted of 75 pages that they needed to read.

6.2 Document review

Reviewing and commenting on documents produced during the course of the development is one main activity carried out in T8.2, both used during the implementation phase for formative feedback and during the assessment phase for summative feedback. 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. The experts, as part of their evaluation process, also reviewed the documents of the EU Curriculum and added their comments.

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, some final feedback on the PP from the quality assurance perspective and some feedback with regard to the following WP3 could be given.

6.3 SWOT analysis

To get a more general perspective and feedback on the EU Curriculum, the Experts were also given a form to fill a SWOT Analysis[1] (see Appendix F). The purpose was also to possibly detect issues and chances related to the Curriculum that the Alliance was

---

[1] Strengths-Weaknesses-Opportunities-Threats Analysis

unaware of. The results will be reported in D8.1.2. For a short summary, see Appendix c).

6.4 Online meeting

As described in chapter 5, the online meeting between AWV, the Steering Committee and the External Experts conducted in M13 can be considered for data collection as the Experts provided insight into their decisions and provided some background and reasoning for their feedback. Furthermore, the partners had the possibility to ask direct questions and they could go deeper into some issues raised by the Experts in the Checklists. This information was included in the Continual Improvement Process table (see 6.5). The meeting was recorded and made available to the Alliance.

After the meeting, AFBB introduced a suggestion on how to deal with the feedback given by the Experts for the improvement of the results.

6.5 Continual Improvement Process

A key principle of quality management is the Continual Improvement Process[1] (CIP), as it is also reflected in the EQAVET quality cycle. It is an important procedure, influencing all four phases and starts in phase 4 (Review). In a first step, this table was created for the feedback regarding the Curriculum but can and will be used for upcoming quality assessment as well.

Despite evaluating the EU Curriculum shortly before the first release, the documents were still being worked on and some of the Experts' feedback could still be taken in consideration. In addition and in line with EQAVET, the Experts were able to evaluate the Curriculum (Stage 3 of the quality cycle) in its current form which is the first release. Hence, their feedback can and will be considered for the final release in M35 which complies with Stage 4 (and the transition back to stage 1) of the EQAVET quality cycle.

The feedback collected from the External Experts xperts with the tools described in the previous chapters was summarized in a table (see Appendix C). The table helps to organize and classify the answers and comments given by the Experts. It includes indications related to:

- The aspect or EU standard the feedback is related to (EQF level, ECVET compliant descriptions of Units of Learning Outcomes, Assessment, etc.);
- The issue with the concerned standard or aspect;
- The impact on the Curriculum;
- The effort necessary to implement the feedback;
- The time for implementation of the feedback;

---

[1] 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. (ASQ 2019)

- Whether or not the feedback is accepted by the partners, especially by the WP3 leader;
- Additional comments on why a feedback is rejected or how it could be addressed;
- Who will be responsible and involved in the implementation (and planning thereof);

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. The other feedback is currently still being processed and each issue will be taken care of one by one. WP6 plays an important role in this process as feedback on issues no. 14, 15 and 16 can be further investigated under the WP6 evaluation as indicated in the table. This table is not finished and represents an ongoing process and recording of the continual improvement.

7. Summary of the Intermediate Results

The table below summarizes the results of the summative evaluation described in the previous chapter regarding the requirements and standards identified and defined for each output. The details are addressed in the CIP table.

Output	EU Standard(s) and requirements	Statement
FCN Professional Profile	**ESCO**. Since there is no FCN profile classified in ESCO yet, the developed PP would need to be connected to existing and related nursing and community health care professions. Thus, the PP was expected to match the description and skills of existing occupations as well as to base it on the terminology of ESCO.	Fully compliant
	EU requirements/existing qualifications. These were supposed to inform the PP and competences identified relevant for other/similar types of nursing (Public Nursing, Community Nursing).	Fully compliant
	WHO FHN description. The recommendations for the development of another community-based health professional, the Family Health Nurse (FHN) and its description of the role, competences and need for this type of nurse was supposed to inform the PP.	Fully compliant
The EU Curriculum	**ECVET**. Since no mobility is planned in ENhANCE the focus on ECVET compliance lies on the description of learning outcomes. As described in the QAP, the FCN Curriculum development ensures the following ECVET principles are applied: description of Learning Outcomes, reference level, units, assessment and validation of Learning Outcomes, quantification of the credit, volume of learning activities.	Compliant - Improvement of Learning Outcomes Descriptions necessary for Final Release (3.1.2)
	EQF. The suitable EQF level of the Curriculum as well as the national curricula and the pilots needs to be determined and the Learning Outcome descriptions need to match the EQF level descriptors.	Mixed feedback from the Experts. Major changes have to be implemented to reach compliance.

8. Conclusion and Outlook

This report summarizes the activities carried out under Task 8.2, thus how WP8 contributed so far to ensuring VET quality of the generated outputs. In addition to describing the specific activities in the four phases of the EQAVET quality cycle, chapter 7 of this report shows that the quality assurance procedures carried out during the planning and implementation phase of the development of the PP and the Curriculum have led to a positive quality assessment and compliance with the EU standards and requirements that were defined in the proposal. This is an important procedure to ensure their validity and sustainability across borders.

As indicated in the Introduction of this report, the pilots themselves could, due to the timing of this Deliverable, not yet be subject of VET quality assurance and therefore of this report. Their quality was so far assured by the support during the preparation of the guidelines where AWV and AFBB provided substantial input regarding the use of the EU Curriculum for local contexts, especially concerning the adaptation of the EQF level and the Recognition of Prior Learning. In addition to the activities related to ECVET (see 5.2), this should provide the basis for a positive VET quality assessment which will be carried out in the upcoming months. Nonetheless, it can be stated that the contribution to content by WP8 must also be viewed critically or at least dealt with caution as this means that WP8 will, further down the process, evaluate its own contributions. This is why the self-assessment of WP8 is important and will be included in the upcoming Deliverable D8.1.2 in M20.

The implementation of EQAVET indicators into Tasks 6.2 and 6.4 will also be reported there.

9. References

[1] Alvino, S. Dagnino F., Mazzarino, B., Sistini, C; Eftychia, S., Papagiannis, D. (2019). D3.1.1 *FCN Curriculum – First release*. Enhance Project Deliverable. Retrieved from https://drive.google.com/open?id=1XJTJctQ39W2gIt3ZPYALki6gqmWpKNyp

[2] American Society for Quality (ASQ): *Quality Glossary* — https://asq.org/quality-resources/continuous-improvement

[3] EQAVET (2018) - https://www.eqavet.eu/EU-Quality-Assurance/For-VET-System/Monitoring-your-System/Evaluation/Role-of-Indicators

10. Appendix

A. Overview of Quality Assurance procedures under Task 8.2 - Update

| Requirement	Activity/Method	Tools	Resp./ Involved	Carried out
Deliverables comply with EQF	Analysis of documents to check degree of match between predefined documents and EQF requirements	Checklist Guidelines	AFBB SI4LIFE/CNR-ITD External Experts	Curriculum (M10-13)
Deliverables meet the requirements of ECVET	Supervision during production of concerned deliverables	Guidelines/Reference list Skype – Input and Support	AFBB SI4LIFE/CNR-ITD	Curriculum (M11-13) Guidelines (M14)
	Analysis of documents to check that Learning outcomes are described in terms of knowledge, skills and competences	Checklist Guidelines and check lists for External Experts	AFBB SI4LIFE/CNR-ITD External Experts	PP (M7) Curriculum (M11-M13)
	Analysis of documents to check that formal requirements of ECVET have been met	Checklist Guidelines and check lists for External Experts	AFBB SI4LIFE/CNR-ITD External Experts	Curriculum (M11-M13)
Deliverables meet the requirements of EQAVET	Supervision during production of concerned deliverables	Guidelines/Reference list Skype – Input and Support	AFBB CNR-ITD	Review of D6.1 (M7)
	Analysis of VET quality using the EQAVET model (including descriptors and indicators)	Questionnaire Guidelines and check lists for External Experts	AFBB UEF/CNR-ITD	
Self-evaluation of Quality Assurance	Analysis of feedback from the project partners and the External Experts	Questionnaires	AWV	

B. The EQAVET quality cycle

1. Purpose and Plan

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

2. Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures.
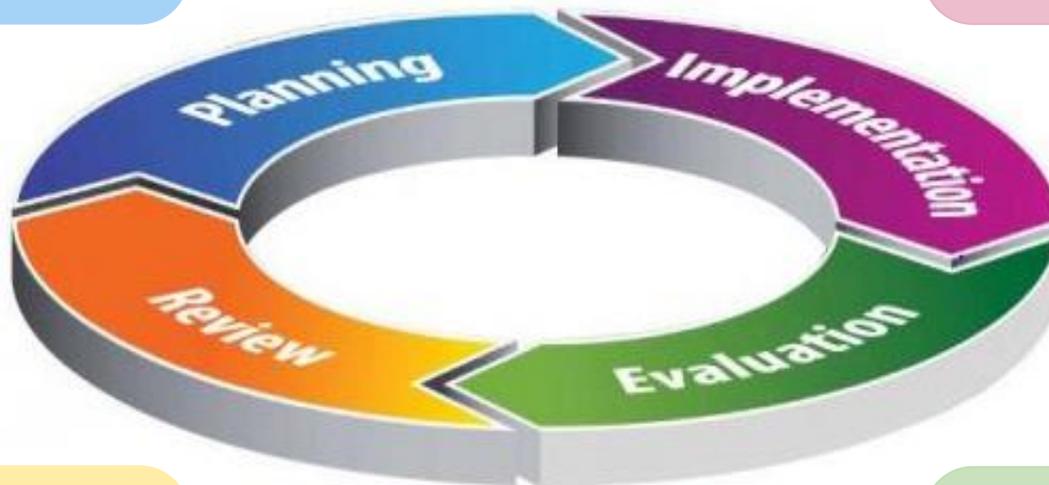
4. Review

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

3. Assessment and Evaluation

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

C. The guidelines and reading lists used to inform the partners

[1] Official Journal of the European Union, 8.7.2009, C 155/11. 2009. Recommendation of the European Parliament and of the Council on the establishment of the European Credit system for Vocational Education and Training (ECVET)

[2] Cedefop.2012. Necessary conditions for ECVET implementation. Luxembourg. Publications Office of the European Union

[3] ECVET Users' Group. 2011. Using ECVET to Support Lifelong Learning.

[4] Cedefop. 2017. Defining, writing and applying learning outcomes – a European handbook. Luxembourg: Publications Office of the European Union.

[5] Germany Federal Ministry of Education and Research. 2012. Geographical mobility in vocational education and training: guidelines for describing units of learning outcomes, BMBF, Bonn

[6] Leonardo da Vinci – Transfer of Innovation project ("Proper Chance – Implementing ECVET in the Field of Health and Social Care for the Promotion of Professional Permeability and Geographical Mobility." (DE/11/LLP-LdV/TOI/147429). 2013. Methodology of description of activity-oriented and competence based learning outcomes in units according to the recommendations for ECVET and EQF, including informal and non-formal learning (R12)

[7] Czech National Team of ECVET Experts/Centre for International Cooperation in Education. 2016. How to Assess, Validate and Recognise Learning Outcomes.

[8] Leonardo da Vinci – Transfer of Innovation project ("Proper Chance – Implementing ECVET in the Field of Health and Social Care for the Promotion of Professional Permeability and Geographical Mobility." (DE/11/LLP-LdV/TOI/147429). 2013. Methodology of defining common standards to assess outcomes of formal, informal and non-formal learning (R14).

[9] Project No. 147825-LLP-1-2008-FR-ECVET. 2010. ECVET-ECTS: Building bridges and overcoming differences. A methodological guide produced in the framework of the Be-TWIN Project.
De Lavigne, Richard. 2009. ECTS and ECVET: comparison and contrasts

[10] McCoshan, Andrew. 2015. The potential and pitfalls of combining EQAVET and ECVET principles → link

D. Example for Email support during Curriculum Development

Dear Serena,

Dear all,

Thank you, Serena and also UNIGE and ITD for the work on the template. We also think that the first template best serves the ENhANCE purposes.

Regarding the adaptation, it is perfectly fine if this structure works for you. The title of the unit may overlap with the key activity but this is a minor thing.

However, it is important to mention the reference qualification (Family and Community Nurse) and – and this is probably what you mean by the first bullet point ("providing a line for detailing transversal/social/personal competences for each learning outcome (and not for all of the LEARNING OUTCOMES IN A UNIT) in which we could also integrate information about the level of responsibility and autonomy") – also the EQF level.

ECVET (or the parts of ECVET we use in ENhANCE) is a transparency instrument. One of its main purposes is to be able to reference national qualifications to it and thus the indication of the EQF level plays an important role. Without wanting to bring this up again, it is an important requirement of ECVET (see also "Get to know ECVET better - Questions and Answers", page 17 and "Defining, writing and applying learning outcomes - A European handbook", page 60, chapter 7.5) and if we choose to work with ECVET we will need to consider this.

It is, however, up to you whether you state the **number of the level** or **use the EQF descriptors** for the level and if I understand correctly, you prefer the latter, right?

Regarding this, I suggest two possibilities:

1. As discussed during our skype meeting last Friday, you could mention the *two levels* in question and *specify for each level* which competences, skills and knowledge are relevant.
2. The other option would be to choose one of the two levels (which seems suitable for most nursing educations in the EU (with regards to the entrance level)) and leave the adaptation to the pilot partners.

I personally think the second option might be easier and suitable since the but would be interested to hear what you, Serena, and the others think.

Looking forward to your feedback!

Mit   freundlichen   Grüßen   /   Best   regards

Madeleine   **Diab**
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Von: erasmus-enhance-project-wp3@googlegroups.com <erasmus-enhance-project-wp3@googlegroups.com> **Im Auftrag von** SI4Life
Gesendet: Donnerstag, 21. Juni 2018 15:28
An: Diab Madeleine <m.diab@afbb.de>; erasmus-enhance-project-wp3@googlegroups.com
Cc: sofkastan@gmail.com
Betreff: R: [ENhANCE-WP3] ECVET - Template for description of learning outcomes

Dear Madeleine, dear all,

first of all very thanks to Madeleine for her important work.

This morning we discussed the provided templates in a local meeting with UNIGE and ITD.

We agreed on the fact that the first template is the nearest to our ideas. Then we shared some comments about possible hint for adaptation.

Here attached you can find a "very draft" proposal including these suggestions, such as:

- providing a line for detailing transversal/social/personal competences for each learning outcome (and not for all of the LEARNING OUTCOMES IN A UNIT) in which we could also integrate information about the level of responsibility and autonomy

- moving the IMPORTANT information about assessment in another specific section;

- not referring to a specific level of EQF.

This is a result of my personal integration of these suggestions, so please everybody feel free to comment.

Waiting for feedbacks.

Serena

Da: erasmus-enhance-project-wp3@googlegroups.com [mailto:erasmus-enhance-project-wp3@googlegroups.com] **Per conto di** Madeleine Diab
Inviato: lunedì 18 giugno 2018 15:24
A: erasmus-enhance-project-wp3@googlegroups.com
Oggetto: [ENhANCE-WP3] ECVET - Template for description of learning outcomes

Dear all,

As agreed in a skype meeting last Friday between WP3, WP1, WP6 and WP8 regarding the FCN Curriculum and ECVET, I would like to share three templates that can be used for the description of learning outcomes.

As stated during the meeting, WP3 is free to choose whatever template they prefer and/or come up with their own version as long as it contains the necessary information/aspects:

- EQF reference level
- Unit of learning outcome (title)
- Description of learning outcomes including
  o Knowledge
  o Skills

o Competence (distinction between personal and professional skills is optional) including the level of responsibility and autonomy.

Template no. 1 is from a former AFBB project and working with the template for various projects has shown that the structure is useful, easy to understand and apply and logical to people not dealing with ECVET on a daily basis.

Template no.2 was developed by the German ECVET team. It does not differentiate between professional and personal competence but gives valuable input on what to include in the description of learning outcomes.

Template no.3 was among the examples on the ECVET toolkit website. The structure is rather basic but the description of knowledge, skills and tasks is detailed and easy to understand. As most of the examples on that website as well as on the ECVET toolkit website, it does not differentiate between professional and personal competence either.

I would like to draw your attention again to the document Mina (thank you, Mina) mentioned during the skype meeting: "Defining, writing and applying learning outcomes - A European handbook" published by the CEDEFOP. This is a very helpful handbook giving a lot of advice regarding the description and structure of learning outcome (units), especially in chapter 7 (p42. and following).

We hope this is helpful. Please don't hesitate to contact me or Lars with further questions.

Looking forward to your feedback!

Mit   freundlichen   Grüßen   /   Best   regards

Madeleine   **Diab**
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E. Assessment of the FCN Professional Profile (PP)

Assessment of the FCN Professional Profile (PP)

Version:	Version 1
Date	July 30th 2018
Authors:	Madeleine Diab (AWV)
	Lars Oertel (AWV)

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

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[1]. 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.

	Agreement			
	Fully	**Mostly**	**Rather not**	**Not at all**
Quantitative and formal Criteria				
1. Requirements of the Proposal	To which extent reflected in PP			
1.1 one digital document detailing the PP delivered	☒	☐	☐	☐
Qualitative Criteria				
2. WHO Recommendations	To which extent reflected in PP			
2.1 Were relevant WHO documents identified and selected to inform the PP?	☒	☐	☐	☐
2.2 Were the competences identified by the WHO for Family Health Nurses (2000) considered for the PP?	☒	☐	☐	☐
2.3 Were competences from other WHO documents considered for the PP??	☒	☐	☐	☐
2.4 Overall evaluation: The WHO recommendations have been incorporated in the PP	☒	☐	☐	☐
2.5 If not, what is missing?				

It would be good if the reasons for the selection of the WHO documents as a starting point were presented more conclusively / more comprehensibly

---

[1] 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

2.6 Additional comments

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

3

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?
- the changes of the lists (between the rounds) could be explained in detail

3.6 Additional comments

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

4.5 Overall evaluation: The ESCO structure for the classification of occupations and relevant competences have been incorporated in the PP	☒	☐	☐	☐

4.6 If not, what is missing?

4.7 Additional comments
- very detailed description and very helpful for further work

Assessed by: AWVi Lars Oertel, Madeleine Diab

30.07.2018	_(signature)_
Date, name	Signature

F. Assessment of the EU Curriculum

a. Email to inform Experts

Dear Experts,

I hope this email finds you well.
As announced in Madeleine's last email, we would like to start the evaluation of the EU Curriculum. With this email, I am sending you the link to the tools and documents which I uploaded into the Google Drive.
It contains:

1. The EU Curriculum
Our Curriculum is not a "classical" curriculum. Since it needs to be compliant with ECVET, it consists of Learning Outcome descriptions and assessment procedures but does not include teaching strategies, study time or methods. Those will be delivered in a second step as guidelines and recommendations for the instantiation.

- One document (A) detailing the Learning Outcomes (Knowledge, Skills and Personal and Transversal Competences) for Family and Community Nurses
- At this stage, the Flexibility table (B) and the Assessment table (C) are still under revision by the partners. We will upload them in January (along with the questionnaires).

2. The tools/checklists for your evaluation
- One checklist for the document A
- A template for the SWOT analysis of document A

3. Guidelines/additional information
- Guidelines on ECVET
- Guidelines on Assessment (this is additional information, can be used optionally)

Regarding the schedule and procedure:
We suggest to just read the entire document first and maybe even note a few comments and thoughts. Then, in a next step you can use the questionnaire and then do the SWOT analysis.

As I mentioned, we would like to involve you in the Athens project meeting with a 15-20 minute Skype call. It would be very helpful if you could present the outcomes (could be just the first results) shortly. We would like to plan how and what to present in our slot during the meeting so I would kindly ask you to provide your evaluations (at least document A) by **10.01.2019**.

Madeleine and I will be on vacation starting today and will not read our emails during the holidays. We will be back and available on 02.01.2019 and happy to answer any questions.

We wish you a Merry Christmas and a Happy New Year and are looking forward to continuing our cooperation in 2019!

Mit   freundlichen   Grüßen

Lars   **Oertel**
Projektmanagement

b. Checklist for Experts for Curriculum Evaluation I

Assessment of the EU Curriculum FCN

Version:	Version 1
Date	December 20th 2018
Authors:	Madeleine Diab (AWV)
	Lars Oertel (AWV)

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

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

---

* 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.				

	Agreement			
	Fully	*Mostly*	*Rather not*	*Not at all*
1.2 Structure/organization				
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.	◯	◯	◯	◯
1.3.2 The Learning Outcomes are in clear and concise language (linguistic aspect).	◯	◯	◯	◯
1.3.3 The presentation of the Learning Outcomes helps to easily understand them.	◯	◯	◯	◯
1.3.4 The presentation of the Learning Outcomes helps to use them instantly.	◯	◯	◯	◯

	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 are included in the Curriculum?	◯	◯	◯	◯
2.1.2 Are there any specific Learning Outcomes not particularly relevant to the FCN qualification? Please identify.	◯	◯	◯	◯
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.	◯	◯	◯	◯
2.2 Entrance/admission level				
2.2.1 Please identify if there is a specific grade level and/or other academic qualifications which				

4

	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.	◯	◯	◯	◯
2.3.2	Learning Outcomes are described from the perspective of the learner (not from the perspective of the instructor).	◯	◯	◯	◯
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.	◯	◯	◯	◯
			Agreement		
		Fully	*Mostly*	*Rather not*	*Not at all*
2.3.4	The Learning Outcomes described are verifiable and assessable.	◯	◯	◯	◯
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.	◯	◯	◯	◯
2.3.6	The nature of the learning process and the learning method itself are not relevant for the description of Learning Outcomes.	◯	◯	◯	◯

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2.4 The Units of Learning Outcomes (Please see the ECVET Guidelines provided)				
2.4.1 Provide an as cohesive and structured a learning process as possible, with agreed coherent Learning Outcomes and clear criteria for assessment.				
2.4.2 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.	◯	◯	◯	◯
2.4.3 Can be completed as independently as possible of other Learning Outcomes units.	◯	◯	◯	◯
2.4.4 Include all necessary Learning Outcomes (specialist, social and personal).	◯	◯	◯	◯
2.4.5 Are assessable.	◯	◯	◯	◯
2.5 Additional comments				

3. European Qualification Framework	

The qualification levels of the European Qualification Framework (EQF) are described as follows:

	Knowledge[†]	Skills[‡]	Responsibility and Autonomy[§]
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

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

[‡] 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).

[§] 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

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c. 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?

Positive

Internal

Strengths	Opportunities
What works very well? What are clear strengths of the curriculum?	Which opportunities do you see for the FCN EU Curriculum?
- topic areas pertinent to this type of role - the size of the program feels about right - overarching topic relevant to the subject and cover the scope of the practitioner - comprehensive and clear language	- offering a recognized qualification to FCNs Work needed - unify EU healthcare
Weaknesses	Threats
What probably will not work (properly)? Where are deficits that need improvement?	What are potential risks?
- The relationship between ECVET and EQF not articulated strongly - determination of learning outcomes for this level of learning needs some considerable thought - structure not clear	- level is not differentiated sufficiently from any registered practitioner within the EU directive - clearer emphasis on the FCN needed

External

Negative

d. Checklist for Experts for Curriculum Evaluation II

Assessment of the EU Curriculum – Assessment and Flexibility Table

Version:	Version 1
Date	January 10th 2019
Authors:	Madeleine Diab (AWV)
	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

1. Flexibility of the Curriculum *In addition to answering these questions, please feel free to add your comments in the documents directly.*				
	Agreement			
	Fully	**Mostly**	**Rather not**	**Not at all**
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?	Estimation for Mandatory LOs			
	Estimation for Optional LOs			
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				

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2. Assessment of Learning Outcomes				
In addition to answering these questions, please feel free to add your comments in the documents directly.				
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

G. The Continual Improvement Process Table

Concerns	**No.**	**Issue**	**Impact**	**Effort**	**Implementation by when possible/necessary**	**Accepted/ Not accepted**	**Comments (Why not accepted)**	**Responsible**	**Also involved**
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	partially	Maybe we should emphasize that this is due to the specific situation in Italy (One-year Master on level 7) and that for a Master of Science/120 ECTS, a thesis/research/study will be part of the assessment.		
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	before national curricula	Yes	It should be outlined in the manuals regarding assessment that for some LO two/several dimensions of learning need to be adressed.		
Content	3.1	**CHECK:** 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	low	immediately	Yes	It needs to be checked (e.g. revise DELPHI results) whether this has been mentioned before and/or if other experts agree (UEF/THEI-THE/UNIGE).		
Content	3.2	IMPLEMENT: 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					In case the check reveals this is true, a LO Unit needs to be included in the Curriculum before the final release.		
ECTS	4	The Curriculum should be 90 or 120 ECTS.				no	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.		
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 leanrners 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."		
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	Yes	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.		
EQF	7	The level of the curriculum does currently not reflect the entrance level EQF6/registered practitioner.	high	low	before national curricula	Yes	The entry requirements need to be made explicit, maybe on a "fist page" before the LO.		
EQF	8	No clear determination of the progression from previous learning (Issue 4) – EQF6 to EQF7.	medium	medium	before final release	Yes	In the course of adaption to EQF6 the distinction between EQF6 and EQF7 need to be enhanced. Curriculum developers (VET providers/end users) need to focus on this distinction. Possibly adapt related manual.		
EQF	9	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).	medium	medium	before final release	Yes	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.		

EQF	10	The level of knowledge and skills is not clear (more detail and need to be verifiable).	medium	medium	before final release	Yes	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.	
ESCO	11	The learning units should offer greater evidence that they are compliant with the ESCO requirements for an advanced practitioner.				no	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).	
Format	12	The document contains a number of spelling and typo errors.	high	low	immediately	Yes		
Format	13	The formatting of the Learning Outcomes is NOT AT ALL consistent in itself.				no	From AWV's point of view it is consistent. 2 out of 3 experts think it is consistent (MOSTLY-FULLY).	
Previous Knowledge/Entry level	14	Repetition of a number of competences found in pre-registered learning practice.	high	medium	before national curricula	yes	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	
Previous Knowledge/Entry level	15	Learners should have work experience in registered nursing practice for two years.	medium	low	before national curricula	partially	The prerequisites (work experience etc.) and entry requirements need to be adopted to country specific needs.	
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	Yes	This is something that can be tested/tried out when designing national curricula and should be subject to the evaluation in T6.2.	
Structure	17	The presentation of the Learning Outcomes does RATHER NOT help to easily understand them.	high	low	before national curricula	yes	It is to be expected that LO list will be easier to understand in combination with the guidelines and checklists (D3.2). This should be verified in the evaluation in T6.2.	
Structure	18	The presentation of the Learning Outcomes does NOT AT ALL help to use them instantly.	high	low	before national curricula	yes	It is to be expected that LO list will be easier to understand in combination with the guidelines and checklists (D3.2).	
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	low	medium	before national curricula	Yes		