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BEHEALTH

360-DEGREE CONTROL TOOL FOR NURSING VOCATIONAL EDUCATION AND TRAINING (NVET) PROVIDERS

IIEK DELTA, Greece and partners

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1 INTRODUCTION

The 360-degree control tool within the QA framework for VET providers in Nursing is the 4th Result of the Erasmus+ BEHEALTH project.

This document provides insight into the development of the 360-degree control tool for VET providers offering nursing qualifications, which will serve as the basis for an Intelligent Mentoring tool (IMT), enabling all stakeholders to evaluate the internal quality assurance system of NVET institutions. The document also includes the survey methodology.

This evaluation survey will be conducted in institutions that provide NVET and have an implemented internal quality assurance system (IQAS). The implementation of this system is in line with the ENQA-ESG (2015) standards, and the institution is authorised to create, implement, and modify study programmes.

The survey will include the perspectives of institutional managers, teachers, students, and employers of nursing graduates, providing information for quality improvement.

2 360-DEGREE CONTROL TOOL FOR NVET INSTITUTIONS

The 360-degree control tool will be based on survey questions which employ a multi-faceted approach. In this context, a multi-faceted approach considers multiple perspectives and feedback from NVET management and stakeholders to comprehensively understand students' well-being and mental health, and the different viewpoints on the effectiveness of the institution's existing QA procedures, which will be connected to the institution's Internal Quality Assurance System. Survey perspectives are as follows:

1. Diverse Feedback Sources: Gathering input from various stakeholders, such as:
 - Self-assessment: Understanding students' personal perceptions of their mental health and well-being
 - Educators' feedback: Collecting observations from training staff and clinical instructors who oversee students' progress
 - Professional feedback: Obtaining input from registered nurses and healthcare professionals who employ and work with the students
2. Holistic Survey Design, including a broad range of questions that cover:
 - Training and Professional Experience: Understanding how educational and clinical training impact students' experiences.
3. Confidentiality and Anonymity: Ensuring that feedback is collected in a way that protects the anonymity and confidentiality of respondents, fostering honest and open responses.
4. Data Analysis and Action: Analysing the collected data to identify common themes, areas of concern, and strengths. This information can be used to implement targeted interventions, support programs, and improvements in the curriculum.
5. Continuous Monitoring and Improvement: Regularly conduct follow-up surveys to track changes over time and improve continuously based on feedback.

By combining these diverse elements, the multi-faceted approach provides a comprehensive view of the nursing students' well-being and mental health and the effectiveness of the existing internal QA set of procedures, allowing for more effective support and interventions.

3 VET SURVEY FOR THE 360-DEGREE CONTROL TOOL

360-degree control refers to two distinct concepts: a full 360-degree rotation of an object, and a process of gathering feedback from all angles of an employee's performance. In the first case, it involves a physical movement, often associated with servos or rotating mechanisms. In the second case, it is a management tool for performance appraisal, gathering feedback from multiple sources, including supervisors, peers, and even clients. 360-degree rotation of an object means, in our case, the nursing VET and WBL providers' internal quality assurance system based on the BEHEALTH hybrid model created from (EQAVET, 2023) framework and ten standards of the (ENQA-ESG, 2015).

The survey will be conducted in institutions that provide Nursing Vocational Education and Training (NVET) and have an approved internal quality assurance system according to ENQA-ESG (2015) by the National Accreditation Agency. The survey aims to gather targeted feedback from key stakeholders and provide information for quality improvement across individual criteria, as shown in Figure 1.

The survey is designed to identify strengths and weaknesses, address challenges and, where necessary, support the IQAS improvement. This will ensure a holistic and inclusive approach to continuous quality improvement in NVET. Survey statements are listed in the following chapter.

Insights will be gathered from a variety of perspectives, including Managers/Administrators, Teachers/Educators, Students/Learners, and other stakeholders, and will ultimately be incorporated into the Intelligent Mentoring Tool (IMT), allowing for a comparison of results.

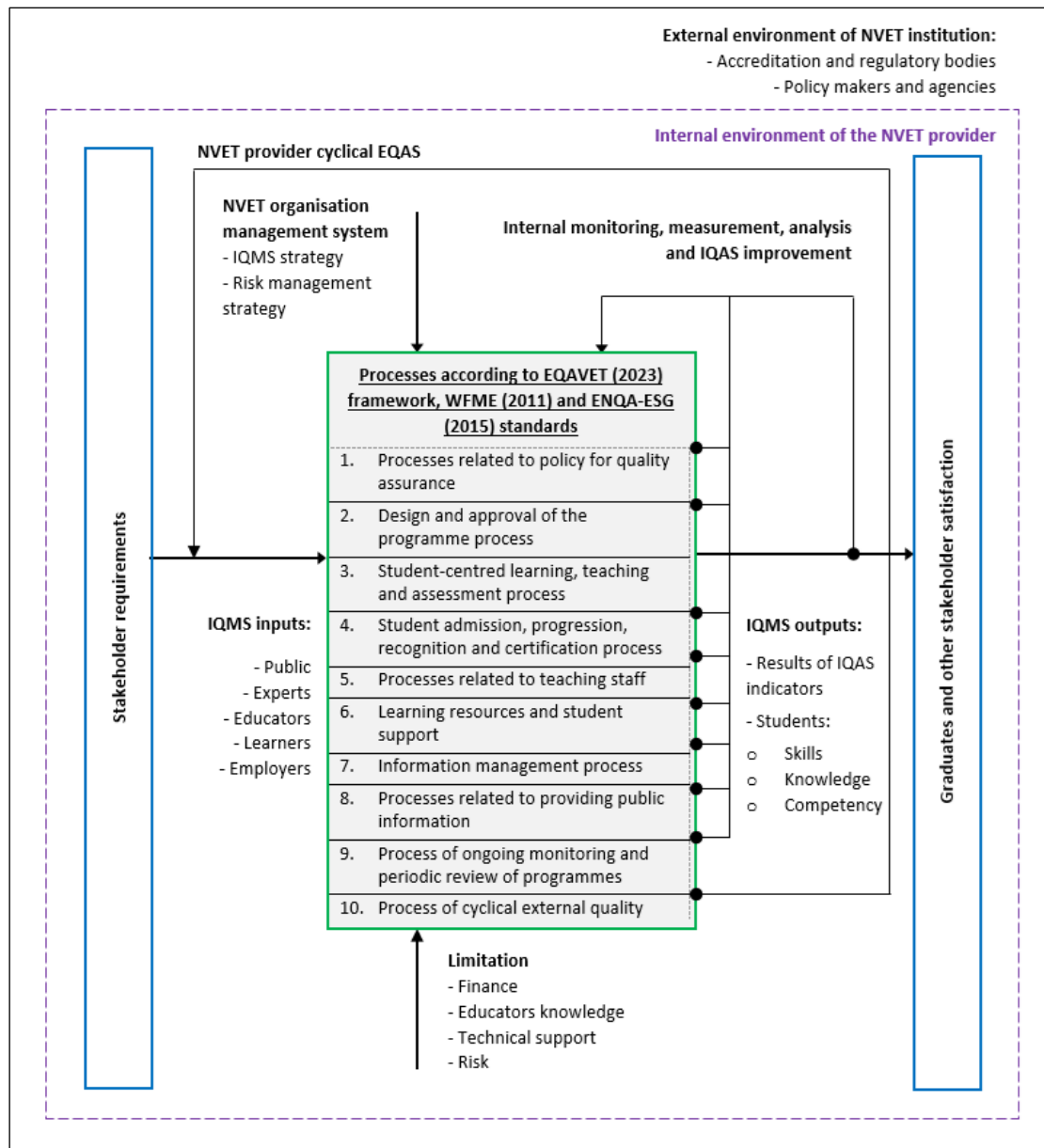


Figure 1 – BEHEALTH hybrid model of the NET quality assurance framework and processes according to the EQAVET (2023) framework and ENQA-ESG (2015) standards

4 360-DEGREE ASSESSMENT SURVEY FOR VET PROVIDERS

This chapter summarises the proposed statements relevant to managers/administrators, mentors/teachers, students and future employers. The statements have been developed and are numbered according to the ENQA-ESG, 2015 standards, Part 1: Standards and guidelines for internal quality assurance. The numbering indicated with an “X” is added based on the survey conducted within Result 1 and Result 2.

The statements below (*with questions derived from the EQAVET (2023), ENQA-ESG (2015) and WFME standards*) are going to be evaluated using a 5-point Likert scale, and feedback will be derived from the following categories:

Statements for nursing VET survey:

- Respondents’ categories:
 - Manager/Administrator
 - Teacher/Educators
 - Student/Learners
 - Alumni/Employer
- The achievement levels will be evaluated as follows:
 1. Minimal achievement level (MA)
 2. Developing level (DE)
 3. Moderate level (MO)
 4. High level (HL)
 5. Full achievement level (FA)

S - Score (S)

4.1 Managers/ Administrators

Table 1 – Manager/Administrator: Policy for quality assurance

1. Policy for quality assurance							
	Statement	MA	DE	MO	HI	FA	S
1.1 NVET	The NVET institution has a clear and comprehensive quality assurance policy, which is regularly reviewed and updated.						
1.2 NVET	The quality assurance policy is effectively communicated to all stakeholders.						
1.3 NVET	The quality assurance processes are transparent and well-documented.						

1. Policy for quality assurance							
	Statement	MA	DE	MO	HI	FA	S
1.4 NVET	The NVET institution's quality assurance policy aligns with national and international standards.						
1.5 NVET	The quality assurance policy promotes continuous improvement of pedagogical, practical and administrative processes.						
1.6 NVET	The NVET institution provides training and resources for staff involved in quality assurance.						
1.7 NVET	The quality assurance policy includes mechanisms for gathering and using stakeholder feedback.						
1.8 NVET	The quality assurance policy supports the development and implementation of innovative practices.						
1.9 NVET	The quality assurance policy ensures accountability and responsibility at all institutional levels.						
1.10 NVET	The quality assurance policy is inclusive and considers the diverse needs of all stakeholders.						
1.11 NVET	The NVET institution regularly monitors and evaluates the effectiveness of its quality assurance policy.						
1.12 NVET	The quality assurance policy fosters a culture of quality and excellence within the institution.						
1.13 NVET	The quality assurance policy addresses issues of academic integrity and ethical standards.						
1.14 NVET	The NVET institution has set guidelines for internal evaluation procedures.						
1.15 NVET	The NVET institution has developed and set up measures in order to ensure its compliance with GDPR.						
1.X1 NWBL	The NVET provider ensures a safe and secure environment for learners, educators and other staff.						
1.X2 NWBL	The NVET provider is committed to integrating eco-friendly policies, infrastructure, and operational standards to minimise environmental impact and enhance the well-being of the stakeholder community.						

Table 2 – Manager/Administrator: Design and Approval of programmes

2. Design and Approval of programmes							
	Statement	MA	DE	MO	HI	FA	S
2.1 NVET	The process for designing new programmes is clear and transparent.						
2.2 NVET	The NVET institution involves relevant stakeholders (e.g., faculty, students, industry experts) in the design of new programmes.						
2.3 NVET	The NVET institution provides adequate resources and support for the development of new programmes.						
2.4 NVET	The approval process for new programmes is efficient and timely.						
2.5 NVET	The NVET institution ensures that new programmes align with its strategic goals and objectives.						
2.6 NVET	The NVET institution has clear criteria for the approval of new programmes.						

2. Design and Approval of programmes							
	Statement	MA	DE	MO	HI	FA	S
2.7 NVET	The programme approval process includes thoroughly reviewing the curriculum, learning resources, and assessment methods.						
2.8 NVET	The NVET institution regularly reviews and updates its programme design and approval policies.						
2.9 NVET	The NVET institution's training programmes facilitate smooth student progression (logical course sequence).						
2.10 NVET	The NVET institution uses transparent and fair practices for the employment of training staff.						
2.X1 NVET	The occupational health and safety management aspect is part of the NVET study programme.						
2.X2 NVET	The NVET curriculum includes principles of adhering to high standards in environmental hygiene, waste management, and sustainability practices.						
2.X3 NVET	The mental and physical health aspect, as well as ethical and social development, is part of the NVET study program, providing students in the workplace learning program with necessary resources, counselling services, peer support, workload management, and stress reduction.						

Table 3 – Manager/Administrator: Ongoing monitoring and periodic review of programmes

3. Ongoing monitoring and periodic review of programmes							
	Statement	MA	DE	MO	HI	FA	S
3.1 NVET	The NVET institution uses benchmarking data to inform the programme review process.						
3.2 NVET	The programme monitoring and review process aligns with the NVET institution's overall strategic goals and objectives.						
3.3 NVET	The NVET institution systemically tracks its key performance indicators.						
3.4 NVET	The NVET institution has set appropriate methods for data collection in regard to measuring success and identifying improvements.						
9.5 NVET	The NVET institution has provided guidelines for self-assessment processes.						

Table 4 – Manager/Administrator: Cyclical external quality assurance

10. Cyclical external quality assurance							
	Statements	MA	DE	MO	HA	FA	S
1.10.1 NVET	The institution regularly participates in quality assessments conducted by external entities to verify the effectiveness of its internal quality assurance processes.						

4.2 Teachers/ Educators

Table 5 – Teachers/ Educators: Policy for quality assurance

1. Policy for quality assurance							
	Statement	MA	DE	MO	HI	FA	S
1.1 NVET	The quality assurance processes are transparent and well-documented.						
1.2 NVET	The quality assurance policy promotes continuous improvement of pedagogical, practical and administrative processes.						
1.3 NVET	The quality assurance policy includes mechanisms for gathering and using stakeholder feedback.						
1.4 NVET	The quality assurance policy addresses issues of academic integrity and ethical standards.						

Table 6 – Teachers/ Educators: Design and Approval of programmes

2. Design and Approval of programmes							
	Statement	MA	DE	MO	HI	FA	S
2.1 NVET	The process for designing new programmes is clear and transparent.						
2.2 NVET	The NVET institution involves relevant stakeholders (e.g., faculty, students, industry experts) in the design of new programmes.						
2.3 NVET	The programme design process ensures that the content is up-to-date and relevant to current healthcare standards and regulations.						
2.4 NVET	The programme design process includes consideration of student needs and learning outcomes.						
2.5 NVET	The NVET institution has clear criteria for the approval of new programmes.						
2.6 NVET	The NVET institution provides training and support for staff involved in the design and approval of programmes.						
2.X1 NWBL	The occupational health and safety management aspect is part of the NET study programme.						
2.X2 NWBL	The NVET curriculum includes principles of adhering to high standards in environmental hygiene, waste management, and sustainability practices.						
2.X3 NWBL	The mental and physical health aspect, as well as ethical and social development, is part of the NWBL study program, providing students in the workplace learning program with necessary resources, counselling services, peer support, workload management, and stress reduction.						

Table 7 – Teachers/ Educators: Teaching staff

5. Teaching staff							
	Statement	MA	DE	MO	HI	FA	S
5.1 NVET	The teaching staff are knowledgeable in their subject areas, including new technologies						

5. Teaching staff							
	Statement	MA	DE	MO	HI	FA	S
5.2 NVET	The instructors are effective in communicating course material.						
5.3 NVET	The teaching staff are approachable and available for student consultations.						
5.4 NVET	The instructors provide timely and constructive feedback on assessments.						
5.5 NVET	The teaching staff use a variety of teaching methods to engage students.						
5.6 NVET	The instructors encourage student participation and interaction.						
5.7 NVET	The instructors maintain a respectful and inclusive classroom environment.						
5.8 NVET	The teaching staff demonstrate a commitment to student success.						
5.9 NVET	The teaching staff are open to feedback and willing to make improvements.						
5.10 NVET	The instructors promote critical thinking and problem-solving skills.						

Table 8 – Teachers/ Educators: Learning resources and student support

6. Learning resources and student support							
	Statement	MA	DE	MO	HI	FA	S
6.1 NVET	The NVET institution provides adequate access to learning resources (e.g., textbooks, online materials).						
6.2 NVET	The NVET institution offers effective academic support services (e.g., tutoring, writing centres).						

Table 9 – Teachers/ Educators: Information management

7. Information management							
	Statement	MA	DE	MO	HI	FA	S
7.1 NVET	The NVET institution provides easy access to necessary information and resources.						
7.2 NVET	The information systems used by the NVET institution are user-friendly and reliable.						
7.3 NVET	The communication channels used by the NVET institution are effective and efficient.						

Table 10 – Teachers/ Educators: Public information

8. Public information							
	Statement	MA	DE	MO	HI	FA	S
8.1 NVET	The information on the NVET institution's website is easy to find and navigate.						
8.2 NVET	The NVET institution communicates important updates and news in a timely manner.						

4.3 Students/ Learners

Table 11 – Students/ Learners: Design and Approval of programmes

2. Design and Approval of programmes							
	Statement	MA	DE	MO	HI	FA	S
2.1 NVET	The programme design process includes consideration of student needs and learning outcomes.						
2.2 NVET	The programme design process includes mechanisms for incorporating feedback from students and stakeholders.						
2.3 NVET	The NVET institution ensures that new programmes promote student engagement and active learning.						
2.X1 NVET	The occupational health and safety management aspect is part of the NWBL study programme.						
2.X2 NVET	The NWBL curriculum includes principles of adhering to high standards in environmental hygiene, waste management, and sustainability practices.						
2.X3 NVET	The mental and physical health aspect, as well as ethical and social development, is part of the NWBL study program, providing students in the workplace learning program with necessary resources, counselling services, peer support, workload management, and stress reduction.						

Table 12 – Students/ Learners: Student-centred learning, teaching and assessment

3. Student-centred learning, teaching and assessment							
	Statement	MA	DE	MO	HI	FA	S
3.1 NVET	The teaching methods used promote active and student-centred learning.						
3.2 NVET	The instructors encourage students to take responsibility for their own learning.						
3.3 NVET	The assessments are designed to evaluate my understanding and application of the material.						
3.4 NVET	The instructors provide timely and constructive feedback on assessments.						
3.5 NVET	The learning environment encourages collaboration and interaction among students.						
3.6 NVET	The instructors use a variety of teaching strategies to accommodate different learning styles.						
3.7 NVET	The learning activities are engaging and promote critical thinking.						
3.8 NVET	The course includes opportunities for practical, hands-on learning experiences.						

Table 13 – Students/ Learners: Student admission, progression, recognition and certification

4. Student admission, progression, recognition and certification							
	Statement	MA	DE	MO	HI	FA	S
4.1 NVET	The admission process is fair and transparent.						

4. Student admission, progression, recognition and certification							
	Statement	MA	DE	MO	HI	FA	S
4.2 NVET	The admission criteria are clearly communicated and easy to understand.						
4.3 NVET	The progression requirements are clearly defined and communicated.						
4.4 NVET	The NVET institution offers sufficient academic support to help students progress in their studies.						

Table 14 – Students/ Learners: Learning resources and student support

6. Learning resources and student support							
	Statement	MA	DE	MO	HI	FA	S
6.1 NVET	The NVET institution provides adequate access to learning resources (e.g., textbooks, online materials).						
6.2 NVET	The academic advising services are helpful and accessible.						
6.3 NVET	The career services provide valuable resources and support.						
6.4 NVET	The mental health and counselling services are readily available and effective.						
6.5 NVET	The NVET institution provides adequate support for students with disabilities.						
6.6 NVET	The campus facilities (e.g., library, study spaces) meet my needs.						
6.7 NVET	The NVET institution provides sufficient support for online and remote learning.						
6.8 NVET	The support services are communicated effectively to all students.						

Table 15 – Students/ Learners: Information management

7. Information management							
	Statement	MA	DE	MO	HI	FA	S
7.1 NVET	The NVET institution provides easy access to necessary information and resources.						
7.2 NVET	The information systems used by the NVET institution are user-friendly and reliable.						

Table 16 – Students/ Learners: Public information

8. Public information							
	Statement	MA	DE	MO	HI	FA	S
8.1 NVET	The NVET institution provides clear and accurate information about its programs and courses.						
8.2 NVET	The information on the NVET institution's website is easy to find and navigate.						
8.3 NVET	The NVET institution communicates important updates and new information to students, teachers, and other stakeholders in a timely manner.						
8.4 NVET	The NVET institution provides sufficient information about admission requirements and procedures.						

8. Public information							
	Statement	MA	DE	MO	HI	FA	S
8.5 NVET	The NVET institution provides clear information about student support services and how to access them.						

4.4 Alumni/ Employer

Table 17 – Alumni/ Employer: Policy for quality assurance

1. Policy for quality assurance							
	Statement	MA	DE	MO	HI	FA	S
1.1 NVET	The NVET institution has a clear and comprehensive quality assurance policy, which is regularly reviewed and updated.						
1.2 NVET	The quality assurance policy is effectively communicated to all stakeholders.						
1.3 NVET	The quality assurance processes are transparent and well-documented.						
1.4 NVET	The quality assurance policy includes mechanisms for gathering and using stakeholder feedback.						
1.5 NVET	The quality assurance policy supports the development and implementation of innovative practices.						
1.6 NVET	The quality assurance policy is inclusive and considers the diverse needs of all stakeholders.						

Table 18 – Alumni/ Employer: Design and Approval of programmes

2. Design and Approval of programmes							
	Statement	MA	DE	MO	HI	FA	S
2.1 NVET	The process for designing new programmes is clear and transparent.						
2.2 NVET	The NVET institution involves relevant stakeholders (e.g., faculty, students, industry experts) in the design of new programmes.						
2.3 NVET	The programme design process ensures that the content is up-to-date and relevant to current healthcare standards and regulations.						
2.4 NVET	The programme approval process includes thoroughly reviewing the curriculum, learning resources, and assessment methods.						
2.5 NVET	The NVET institution ensures that new programmes undergo external review by subject matter experts.						
2.6 NVET	The programme design process includes mechanisms for incorporating feedback from students and stakeholders.						
2.7 NVET	The study programme consists of courses or modules addressing emerging technologies relevant to nursing practice.						
2.X1 NVET	The occupational health and safety management aspect is part of the NET study programme.						
2.X2 NVET	The NVET curriculum includes principles of adhering to high standards in environmental hygiene, waste management, and sustainability practices.						
2.X3 NVET	The mental and physical health aspect, as well as ethical and social development, is part of the NWBL study program, providing students in the workplace learning program with necessary						

2. Design and Approval of programmes							
	Statement	MA	DE	MO	HI	FA	S
	resources, counselling services, peer support, workload management, and stress reduction.						

Table 19 – Alumni/ Employer: Information management

7. Information management							
	Statement	MA	DE	MO	HI	FA	S
7.1	The communication channels (e-mail, Learning Management System, Academic Information Systems, platforms) used by the NVET are effective and efficient.						

Table 20 – Alumni/ Employer: Public information

8. Public information							
	Statement	MA	DE	MO	HI	FA	S
8.1	The information on the NVET's website is easy to find and navigate.						
8.2	The NVET institution's promotional materials accurately reflect the programs and services offered.						
8.3	The NVET institution communicates important updates and new information to students, teachers, and other stakeholders in a timely manner.						
8.4	The NVET institution's public information is available in multiple formats (e.g., print, online, mobile).						
8.5	The NVET institution ensures the accuracy and reliability of the information it provides to the public.						
8.6	The NVET institution solicits feedback on the effectiveness of its public information and takes appropriate action based on the feedback received.						
8.7	The NVET institution provides clear information about the qualifications and experience of its teaching staff.						
8.8	The NVET institution's public information includes information about accreditation and quality assurance.						

Table 21 – Alumni/ Employer: Ongoing monitoring and periodic review of programmes

9. Ongoing monitoring and periodic review of programmes							
	Statement	MA	DE	MO	HI	FA	S
9.1	The NVET institution has a clear and transparent process for the ongoing monitoring of programmes.						
9.2	The criteria used for programme monitoring and review are clearly defined and communicated.						
9.3	The feedback from students, staff, and external stakeholders is considered in the programme review process.						
9.4	The results of programme monitoring and review are used to improve the quality of the programme and are regularly communicated to stakeholders.						
9.5	The NVET institution ensures that programmes remain relevant and up to date with current industry trends and standards.						
9.6	The programme review process is conducted in a timely manner and follows a regular schedule.						

9. Ongoing monitoring and periodic review of programmes							
	Statement	MA	DE	MO	HI	FA	S
9.7	The NVET institution communicates the outcomes of study programme reviews to all relevant stakeholders in accordance with the review plan.						
9.8	The programme review process contributes to continuously improving the NVET institution's academic offerings.						

4.5 Survey methodology

The survey methodology described below will be implemented to achieve comprehensive evaluation through stakeholder engagement and continuous quality indicator identification.

The first step is to identify and map the key stakeholders and target groups who would participate in this assessment survey. Stakeholders may include administrative personnel, training staff, and students and, where applicable, the input from external stakeholders in upper management and decision process. Their input will be very important in obtaining a holistic approach and understanding of NVET institutions' quality performance and operational efficiency. When engaging with the identified target groups, NVET providers should clearly communicate the objectives of this initiative in order to encourage further participation and describe how the final feedback will be used to recognize areas of improvement and develop efficient quality assurance procedures in an institutional level.

This 360-degree control tool will be employed to gather multi-sourced feedback on the overall quality performance of an NVET institution and assess the effectiveness of its already established QA framework, as well as mapping out improvement areas. The 360-degree tool will allow for anonymous evaluations and, thus, different perspectives, ensuring the collection of results covering a wide range of aspects. The survey will include quantitative style questions (Likert-scale) in order to capture detailed and quantifiable information. The 360-degree assessment tool will be digitalized in order to simplify participation and data collection from stakeholders.

Once the survey responses are gathered, the collective data will be analysed and evaluated to identify the strengths, weaknesses and areas needing improvement. The quantitative data will be processed to determine average scores between the identified stakeholders/rating groups, in order to map out and extract recurring concerns or recommendations. The analysis will highlight key indicators for the overall improvement of performance levels and pinpoint specific processes requiring attention, comparing them against the established mission statement and institutional goals. The end results will be categorised by priority (high/low impact) in order to determine which areas need to be addressed immediately.

The subsequent action would be to formulate a plan that strategically addresses the identified weaknesses, incorporating targeted actions such as process enhancement or redesign. Moreover, each action needs to include clear objectives, responsibilities, timelines and success indicators. Stakeholders will be involved, and the progress will be monitored through follow-up check-ins.

Overall, this process overall will align with the European Quality Assurance in Vocational Education and Training (EQAVET) framework, following its four-step quality cycle -Plan, Implementation, Evaluation, Review, as well as the ENQA ESG 2015 standards.

5 CONCLUSION

The 360-degree control tool is a comprehensive view of the managers, teachers, students and employers on the Internal Quality Assurance System of NVET providers.

The starting point for the creation of this control tool was the NVET quality assurance framework situated within an external and internal support environment that recognises the importance of continuous improvement in the quality assurance of education, and at the same time enables the achievement of the quality policy and objectives.

This document includes the NVET description and survey statements for the 360-degree control tool:

- The 360-degree control tool serves as the input for an Intelligent Mentoring Tool (IMT), enabling all stakeholders to evaluate the level of internal quality assurance system of NVET providers.
- The evaluation survey will be conducted in institutions that provide NVET.
- This survey will include the perspectives of institutional managers, teachers, nursing students, and employers of nursing graduates, providing information for quality improvement.

Once the IMT is created and stakeholders complete the questionnaire, Radar charts will be made to illustrate the institution's quality level from different perspectives.

Following further project Results related to NVET will include:

- IMT specifications,
- Online version of the 360-degree control tool within the quality assurance framework for NVET providers,
- IMT content for evaluation reports,
- User guide for effective use of IMT.

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