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360-DEGREE CONTROL TOOL FOR NURSING WORK-BASED LEARNING (NWBL) PROVIDERS

Q-IMPULZ, Slovakia and partners

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ABBREVIATIONS

DE – Developing level

ENQA – European Association for Quality Assurance in Higher Education

EQAVET – European Quality Assurance in Vocational Education and Training

ESG – Standards and guidelines for quality assurance in the European Higher Education Area

FA – Full achievement level

HL – High level

IQA – Internal Quality Assurance

MA – Minimal achievement level

MO – Moderate level

NVET – Nursing Vocational Education and Training

NWBL – Nursing Work-Based Learning

QA – Quality Assurance

VET – Vocational Education and Training

WBL – Work-Based Learning

DEFINITIONS

360-degree feedback is an assessment system or process in which employees receive confidential, anonymous evaluations from their peers, managers, and other stakeholders. This typically includes managers, peers, and direct reports and is used for development, modified from (Custom Insight, 2024). In the Erasmus+ BEHEALTH project, the 360-degree control tool is used. This tool incorporates the perspectives of healthcare educators and clinical instructors, nursing students, graduates, patients, nurses, and the employers of nursing graduates. Feedback is used to improve the quality of the study programme.

Internal Quality Assurance (IQA) Institution-led processes and systems for monitoring, assessing, and improving programme quality in nursing WBL settings.

Learning outcomes refer to the knowledge, skills, and competencies that a learner is expected to acquire and demonstrate upon completing a learning process. These outcomes should be clear, measurable, and aligned with the objectives of the educational program (ENQA, 2016).

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well (WHO, 2022).

Nursing education refers to formal learning and training in the science of nursing (Encyclopedia.com, 2018).

Nursing encompasses the autonomous and collaborative care of individuals of all ages, families, groups, and communities, whether sick or well, in all settings. It includes promoting health, preventing illness, and caring for ill, disabled and dying people (WHOa, 2024).

Occupational Health and Safety (OHS) Protocols and practices are designed to ensure the health and safety of staff and learners in workplace environments.

Quality Assurance is a part of quality management that focuses on providing confidence that quality requirements will be met. The confidence provided by quality assurance is twofold—internally to management and externally to customers, government agencies, regulators, certifiers, and third parties (ASQ, 2024b). In nursing education, QA is a systematic review of nursing educational programs to ensure that acceptable standards of education, scholarship, and infrastructure are maintained (Selvi, 2018). QA is a dynamic process that provides the nursing education institute or campus with tools to measure current performance levels and facilitate continuous improvement.

Self-assessment is a comprehensive, systematic, and regular review of an organisation's activities and further proposes these results referenced against the accepted model modified according to (UNSD, 2024).

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) A set of principles developed by ENQA and endorsed by EQAR to promote consistent, transparent, and learner-centred quality assurance across Europe.

Vocational Education and Training is the training in skills and teaching of knowledge related to a specific trade, occupation or vocation in which the student or employee wishes to participate (Eurostat, 2024).



Well-being refers to the state of being happy, healthy, and prosperous. It encompasses having good mental health, high life satisfaction, a sense of meaning or purpose, and effective stress management (Psychology Today, 2024).

Work-Based Learning is a popular approach to professional development where students or employees learn in the workplace rather than in a classroom or traditional training environment (Indeed, 2024).

1 INTRODUCTION

The 360-degree control tools within the QA framework for organisations offering nursing WBL is the 5th Result of the Erasmus+ BEHEALTH project.

This document describes the rationale for the 360-degree control tool that will serve as the basis for an Intelligent Mentoring tool (IMT), enabling all stakeholders to evaluate the internal quality assurance system of NWBL institutions. The survey methodology is described in the 4th Result.

The evaluation survey will be conducted in institutions that provide NWBL within NVET and have an internal quality assurance system (IQAS) in place, or those that wish to implement it and want to know the level of maturity of their system.

As indicated under result 4, the survey will include the perspectives of institutional managers, nursing educators, clinical instructors, nursing students, and employers of nursing graduates, providing information for quality.

The result concludes with a rationale for seeing the 360-degree control tool as a worthwhile additional means to facilitate users' self-assessment.

2 360-DEGREE CONTROL TOOL FOR NURSING WBL

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, (WFME, 2011) standards and (ENQA-ESG, 2015) 10 sub-standards.

The process of gathering feedback from all angles of a stakeholders' performance means, in our case, various perspectives, including managers and administrators, teachers, mentors¹, learners², and other stakeholders. According to Custom Insight (2024), 360-degree feedback is an assessment system or process in which employees receive confidential, anonymous evaluations from those around them, including managers, peers, and direct reports, for development purposes.

This tool In the Erasmus+ BEHEALTH project incorporates the perspectives of healthcare educators and clinical instructors, nursing students, graduates, patients, nurses, and the employers of nursing graduates. Feedback is used to improve the internal quality assurance system and its processes.

The quality assurance framework Figure 1 is a process model 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.

The inputs to the quality improvement process include the requirements of stakeholders, such as institutional managers, students, teachers, mentors, and employers of graduates. This information influences the compliance of quality policy, strategy, and objectives, as well as the risk management and strategy.

The constraints to the improvement processes should be incompatibility between the NWBL provider's quality assurance system and that of the practical training provider, financial constraints, a lack of expert knowledge, technical support, and associated risks.

Information from the monitored quality indicators of the ten sub-processes serves as input for their improvement, and information from the external cyclical quality evaluation of the IQAS serves as external input into the processes.

¹ "Mentorship" the guidance provided by a mentor, especially an experienced person in a company or educational institution.

² "Students" indicate some formal learning context, often a connection to an educational institution, while "learners" are more inclusive and encompass anyone engaged in acquiring knowledge or skills. So, in relation to a course, you can use both.

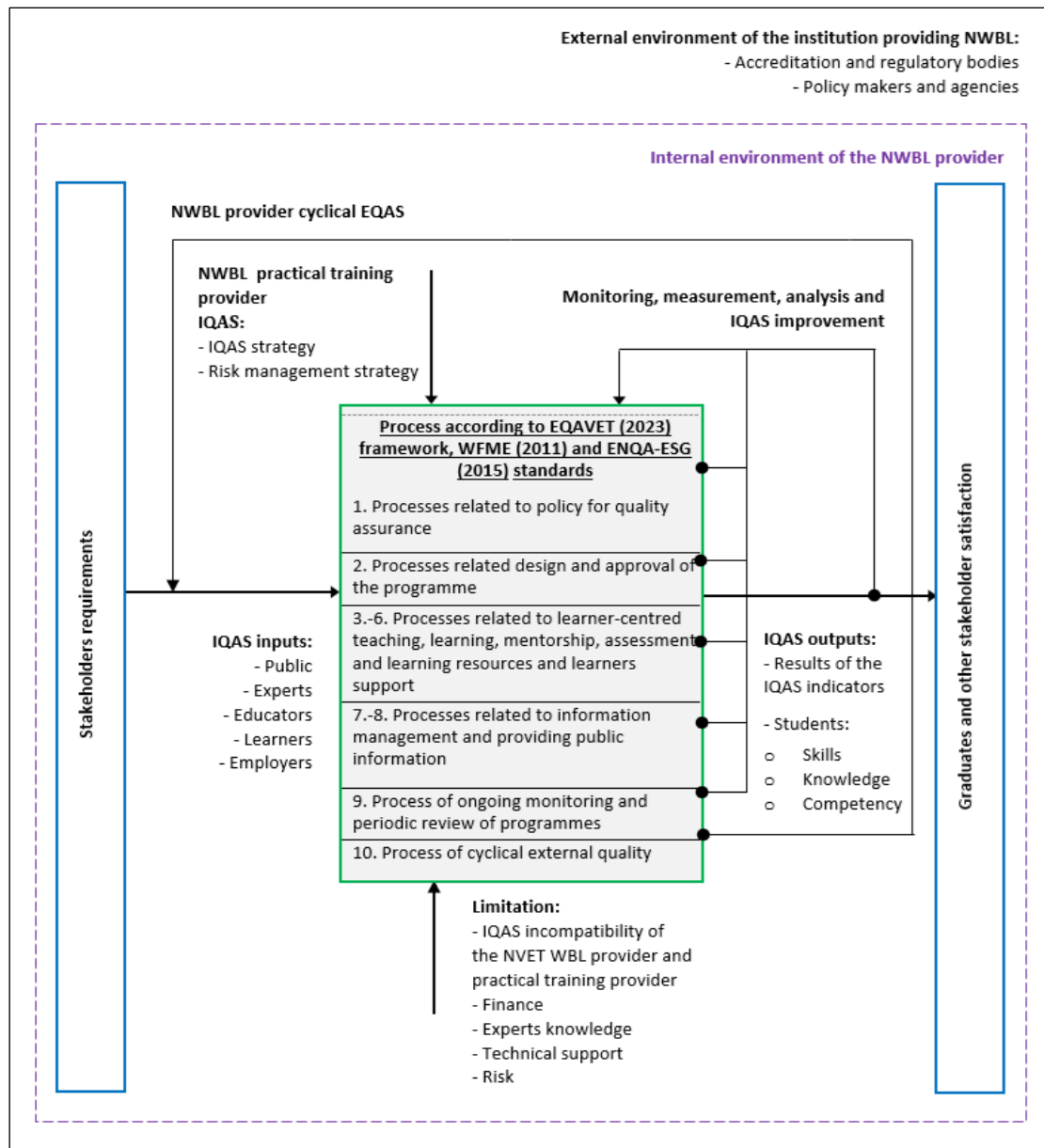


Figure 1 – BEHEALTH hybrid model of the NWBL quality assurance framework and processes according to the EQAVET (2023) framework and ENQA-ESG (2015) standards

3 NWBL SURVEY FOR THE 360-DEGREE CONTROL TOOL

The survey will be conducted in institutions that provide NWBL and have an implemented internal quality assurance system in place or are considering implementing one.

The survey aims to gather targeted feedback from key stakeholders and provide information for quality improvement across individual criteria, as shown in Figure 1. It is designed to identify strengths and weaknesses, address challenges and, where necessary, support the alignment of the IQAS with an external work-based learning provider. This will ensure a holistic and inclusive approach to continuous quality improvement in NWBL.

It assumes compatibility between the quality policies of NWBL providers and workplace providers. NWBLs typically involve teachers and mentors, but their roles are different. The academic foundation is often provided by a teacher from the educational institution who guides students through structured courses and theoretical knowledge. The mentor – usually from the workplace – offers practical advice, shares expertise, skills and practical experience. This combination allows students to bridge the gap between classroom learning and real-world application, gaining both conceptual understanding and practical knowledge. Insights are gathered from a variety of perspectives, including managers and administrators, teachers, mentors, students, and other stakeholders. Survey statements are listed in the Appendix.

Insights will be gathered from a variety of perspectives, including managers/administrators, teachers/mentors, students, and other stakeholders, and will ultimately be incorporated into the Intelligent Mentoring Tool (IMT), allowing for a comparison of results.

4 STATEMENTS FOR NURSING WORK-BASED LEARNING SURVEY

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.

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 Manager/Administrator

Table 1 – Manager/Administrator: Policy for NWBL quality assurance

1. Policy for NWBL quality assurance							
	Statement	MA	DE	MO	HL	FA	S
1.1 NWBL	The quality assurance policies of the institution responsible for NWBL and the institution providing the workplace and mentors are compatible.						
1.2 NWBL	The institution providing the workplace and mentors for practical training has a clear and comprehensive quality assurance policy that is regularly reviewed and updated.						
1.3 NWBL	The NWBL workplace quality policy is effectively communicated to all stakeholders.						
1.4 NWBL	The NWBL workplace quality assurance processes are transparent and well-documented.						

1. Policy for NWBL quality assurance							
	Statement	MA	DE	MO	HL	FA	S
1.5 NWBL	The NWBL workplace quality assurance policy includes mechanisms for gathering and using stakeholder (including learners) feedback.						
1.6 NWBL	Collaboration between educational institutions, healthcare practice providers, and regulatory bodies consistently improves NWBL outcomes.						
1.7 NWBL	The NWBL workplace providers deliver adequate funding, infrastructure, and administrative support for practical nursing education.						
1.8 NWBL	Quality assurance processes include regular evaluations and accreditation reviews to identify gaps and strengthen NWBL workplace programs.						
1.9 NWBL	Mentorship programs and structured supervision are incorporated into quality assurance protocols to support nursing learners in clinical settings.						
1.10 NWBL	Regular feedback from learners and mentors enhances the quality of NWBL.						
1.X1 NWBL	The NWBL provider ensures a safe and secure environment for learners, educators and other staff.						
1.X2 NWBL	The NWBL 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 NWBL programmes for the workplace or clinical simulation room

2. Design and approval of NWBL programmes for the workplace or clinical simulation room							
	Statement	MA	DE	MO	HA	FA	S
2.1 NWBL	The workplace programme is designed to align with the overall NWBL programme objectives, which are in line with the institutional strategy and have explicit intended learning outcomes.						
2.2 NWBL	The NWBL provider has processes for the design and approval of their workplace part of the programme.						
2.3 NWBL	The workplace programme meets NWBL objectives, including the intended learning outcomes.						
2.4 NWBL	The qualification resulting from the NWBL programme is clearly specified and communicated, and relates to the correct National Qualification Framework (NQF) level.						
2.5 NWBL	The process for designing new NWBL programmes is clear and transparent.						
2.6 NWBL	The NWBL provider involves relevant stakeholders in the design of new programmes.						
2.X1 NWBL	The occupational health and safety management aspect is part of the NWBL study programme.						
2.X2 NWBL	The NWBL curriculum includes principles of adhering to high standards in environmental hygiene, waste management, and sustainability practices.						

2. Design and approval of NWBL programmes for the workplace or clinical simulation room							
	Statement	MA	DE	MO	HA	FA	S
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 3 – Manager/Administrator: Learner-centred teaching, mentoring and assessment

3. Learner-centred teaching, mentoring and assessment							
4. Learner admission, progression, recognition and certification							
5. Mentors' staff							
6. Learning resources and learners' support							
	Statement	MA	DE	MO	HA	FA	S
3-6.1 NWBL	NWBL workplace providers consistently apply pre-defined and published regulations covering all phases of the learner's "life cycle," e.g., student admission, progression, recognition, and certification.						
3-6.2 NWBL	NWBL workplace providers ensure the competence of their mentors and apply fair and transparent processes for recruiting and developing staff.						
3-6.3 NWBL	NWBL workplace providers have sufficient funding for learning and mentoring activities, ensuring that adequate and readily accessible learning resources and learner support are provided.						
3-6.4 NWBL	The NWBL provider ensures that learning outcomes are clearly defined and communicated to learners in a concise and understandable manner.						
3-6.5 NWBL	The NWBL provider involves learners in the quality assurance process.						
3-6.6 NWBL	The NWBL provider has effective mechanisms for handling complaints and grievances.						

Table 4 – Manager/Administrator: NWBL programme information management

7. NWBL programme information management							
1.8 Public information							
	Statement	MA	DE	MO	HA	FA	S
7-8.1 NWBL	NWBL providers collect, analyse, and use relevant information to manage their workplace programmes and other activities effectively.						
7-8.2 NWBL	NWBL providers publish clear, accurate, objective, up-to-date, and readily accessible information about their workplace activities, including programmes.						

Table 5 – Manager/Administrator: Ongoing monitoring and periodic review of NWBL programmes

9. Ongoing monitoring and periodic review of NWBL programmes							
	Statements	MA	DE	MO	HA	FA	S
9.1 NWBL	NWBL workplace providers monitor and periodically review their programmes to ensure that they achieve their objectives and respond to the needs of learners and society.						
9.2 NWBL	Reviews lead to continuous improvement of the programme.						
1.9.3 NWBL	Any action planned or taken as a result of quality improvement is communicated to all those concerned.						

Table 6 – Manager/Administrator: Cyclical external quality assurance

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

4.2 Mentor/Teacher

Table 7 – Mentor/Teacher: Policy for NWBL quality assurance

1. Policy for NWBL quality assurance							
	Statement	MA	DE	MO	HA	FA	S
1.1 NWBL	The quality assurance policies of the institution responsible for NWBL and the institution providing the workplace and mentors are compatible.						
1.2 NWBL	The institution providing the workplace and mentors for practical training has a clear and comprehensive quality assurance policy that is regularly reviewed and updated.						
1.3 NWBL	The NWBL workplace quality policy is effectively communicated to all stakeholders.						
1.4 NWBL	The NWBL workplace quality assurance processes are transparent and well-documented.						
1.5 NWBL	The NWBL workplace quality assurance policy includes mechanisms for gathering and using stakeholder (including learners) feedback.						
1.6 NWBL	Collaboration between educational institutions, healthcare practice providers, and regulatory bodies consistently improves NWBL outcomes.						
1.7 NWBL	The NWBL workplace providers deliver adequate funding, infrastructure, and administrative support for practical nursing education.						
1.8 NWBL	Quality assurance processes include regular evaluations and accreditation reviews to identify gaps and strengthen NWBL workplace programs.						

1. Policy for NWBL quality assurance							
	Statement	MA	DE	MO	HA	FA	S
1.9 NWBL	Mentorship programs and structured supervision are incorporated into quality assurance protocols to support nursing learners in clinical settings.						
1.10 NWBL	Regular feedback from learners and mentors enhances the quality of NWBL.						

Table 8 – Mentor/Teacher: Design and approval of NWBL programmes for the workplace or clinical simulation room

2. Design and approval of NWBL programmes for the workplace or clinical simulation room							
	Statement	MA	DE	MO	HA	FA	S
2.3 NWBL	The workplace programme meets NWBL objectives, including the intended learning outcomes.						
2.5 NWBL	The process for designing new NWBL programmes is clear and transparent.						
2.X1 NWBL	The occupational health and safety management aspect is part of the NWBL study programme.						
2.X2	The NWBL 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 9 – Mentor/Teacher: Learner-centred teaching, mentoring and assessment

3. Learner-centred teaching, mentoring and assessment							
4. Learner admission, progression, recognition and certification							
5. Mentors' staff							
6. Learning resources and learners' support							
	Statement	MA	DE	MO	HA	FA	S
3-6.1 NWBL	The NWBL workplace training provider ensures that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that students' assessments reflect this approach.						
3-6.3 NWBL	NWBL workplace providers ensure the competence of their mentors and apply fair and transparent processes for recruiting and developing staff.						
3-6.4 NWBL	NWBL workplace providers have sufficient funding for learning and mentoring activities, ensuring that adequate and readily accessible learning resources and learner support are provided.						
3-6.8 NWBL	The NWBL provider ensures that learning outcomes are clearly defined and communicated to learners concisely and understandably.						

3. Learner-centred teaching, mentoring and assessment 4. Learner admission, progression, recognition and certification 5. Mentors' staff 6. Learning resources and learners' support							
	Statement	MA	DE	MO	HA	FA	S
3-6.9 NWBL	The NWBL provider involves learners in the quality assurance process.						
3-6.10 NWBL	The NWBL provider has effective mechanisms for handling complaints and grievances.						

Table 10 – Mentor/Teacher: NWBL programme information management

7. NWBL programme information management 8. Public information							
	Statement	MA	DE	MO	HA	FA	S
7-8.1 NWBL	NWBL providers collect, analyse, and use relevant information to manage their workplace programmes and other activities effectively.						
7.8.2 NWBL	NWBL providers publish clear, accurate, objective, up-to-date, and readily accessible information about their workplace activities, including programmes.						

Table 11 – Mentor/Teacher: Ongoing monitoring and periodic review of NWBL programmes

9. Ongoing monitoring and periodic review of NWBL programmes							
	Statements	MA	DE	MO	HA	FA	S
9.1 NWBL	NWBL workplace providers monitor and periodically review their programmes to ensure that they achieve their objectives and respond to the needs of learners and society.						
9.2 NWBL	Reviews lead to continuous improvement of the programme.						
9.3 NWBL	Any action planned or taken as a result of quality improvement is communicated to all those concerned.						

4.3 Student/Learner

Table 12 – Student/Learner: Policy for NWBL quality assurance

1. Policy for NWBL quality assurance							
	Statement	MA	DE	MO	HA	FA	S
1.3 NWBL	The NWBL workplace quality policy is effectively communicated to all stakeholders.						
1.5 NWBL	The NWBL workplace quality assurance policy includes mechanisms for gathering and using stakeholder (including learners) feedback.						
2. Design and approval of NWBL programmes for the workplace or clinical simulation room							
	Statement	MA	DE	MO	HA	FA	S
2.1 NWBL	The NWBL workplace training provider ensures that the programmes are delivered in a way that encourages you to take an active role in creating the learning process and that students' assessments reflect this approach.						
2.2 NWBL	NWBL workplace providers consistently apply pre-defined and published regulations covering all phases of the learner's "life cycle," e.g., student admission, progression, recognition, and certification.						
2.5 NWBL	Clinical mentor staff are erudite in their subject areas, including New technologies.						
2.6 NWBL	Clinical mentor staff are friendly and available to provide consultations to students and learners.						
2.7 NWBL	Clinical mentor staff provide timely and constructive feedback on assessments.						
2.8 NWBL	The NWBL provider ensures that learning outcomes are clearly defined and communicated to learners concisely and understandably.						
2.9 NWBL	The NWBL provider involves learners in the quality assurance process.						
2.10 NWBL	The NWBL provider has effective mechanisms for handling complaints and grievances.						
2.X1 NWBL	The occupational health and safety management aspect is part of the NWBL study programme.						
2.X2 NWBL	The NWBL 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 13 – Student/Learner: NWBL programme information management

7. NWBL programme information management							
8. Public information							
	Statement	MA	DE	MO	HA	FA	S
7.2 NWBL	NWBL providers publish clear, accurate, objective, up-to-date, and readily accessible information about their workplace or clinical simulation activities, including programmes.						

4.4 Employer

Table 14 – Employer: Policy for NWBL quality assurance

1. Policy for NWBL quality assurance							
	Statement	MA	DE	MO	HA	FA	S
1.2 NWBL	The institution providing the workplace and mentors for practical training has a clear and comprehensive quality assurance policy that is regularly reviewed and updated.						
1.3 NWBL	The NWBL workplace quality policy is effectively communicated to all stakeholders.						
1.4 NWBL	The NWBL workplace quality assurance processes are transparent and well-documented.						
1.5 NWBL	The NWBL workplace quality assurance policy includes mechanisms for gathering and using stakeholder (including learners) feedback.						
1.6 NWBL	Collaboration between educational institutions, healthcare practice providers, and regulatory bodies consistently improves NWBL outcomes.						
1.7 NWBL	The NWBL workplace providers deliver adequate funding, infrastructure, and administrative support for practical nursing education.						
1.8 NWBL	Quality assurance processes include regular evaluations and accreditation reviews to identify gaps and strengthen NWBL workplace programs.						
1.9 NWBL	Mentorship programs and structured supervision are incorporated into quality assurance protocols to support nursing learners in clinical settings.						
1.10 NWBL	Regular feedback from learners and mentors enhances the quality of NWBL.						

Table 15 – Employer: Design and approval of NWBL programmes for the workplace or clinical simulation room

2. Design and approval of NWBL programmes for the workplace or clinical simulation room							
	Statement	MA	DE	MO	HA	FA	S
2.4 NWBL	The qualification resulting from the NWBL programme is specified and communicated, and relates to the correct National Qualification Framework (NQF) level.						
2.6 NWBL	The NWBL provider involves relevant stakeholders in the design of new NWBL programmes.						
2.X1 NWBL	The occupational health and safety management aspect is part of the NWBL study programme.						
2.X2 NWBL	The NWBL 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.						

4.5 Survey methodology

The same survey methodology will be used as in the Result 4.

5 CONCLUSION

The 360-degree control tool is a comprehensive view of the managers, teachers/mentors, students and employers on the Internal Quality Assurance System of Nursing Work-Based Learning providers.

The starting point for the creation of this control tool was the NWBL 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 NWBL 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 NWBL providers.
- The evaluation survey will be conducted in institutions that provide NWBL within NVET and have an internal quality assurance system (IQAS) in place, or those that wish to implement it and want to know the level of maturity of their system. This survey will include the perspectives of institutional managers, nursing educators and clinical instructors, 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 NWBL will include:

- IMT specifications,
- Online version of the 360-degree control tool within the quality assurance framework for NWBL providers using a 5-point response scale,
- IMT content for evaluation reports,
- User guide for effective use of IMT.

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