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Promoting Quality Assurance in Nursing Education

Training Material

Module 2:

360-degree Control Tool

Q-IMPULZ, Slovakia

Learning Outcomes

Description:

Master the application of the 360-degree control tool for evaluating the quality of the Internal Quality Assurance System (IQAS).

EQF-compliant Learning Outcomes:

- **Knowledge:** Describe the methodology, stakeholder roles, and evaluation criteria of the 360-degree control tool within an IQAS.
- **Skills:** Deploy, administer, and execute the 360-degree control tool to assess institutional quality performance.
- **Competences:** Manage multi-stakeholder feedback loops objectively to ensure transparent quality reporting.

The 360-degree control tool aim & objective

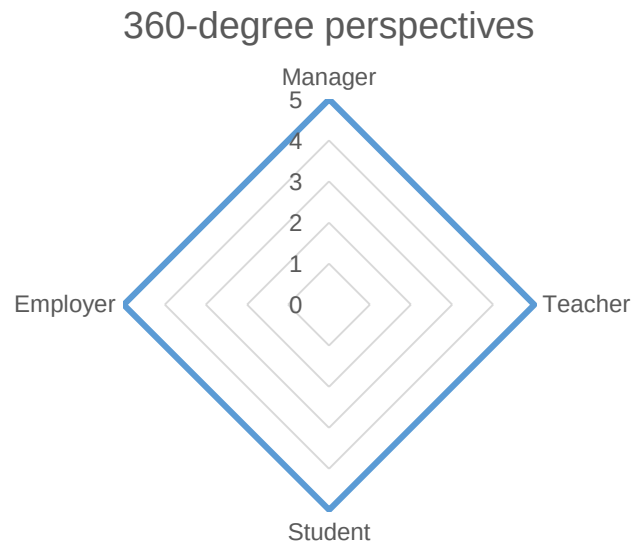
- The aim of the tool is to provide a comprehensive view of the nursing VET and NWBL providers' quality assurance system for managers, teachers, students and employers.
- The primary objective of the 360-degree control tool is to evaluate the Internal Quality Assurance System by providing a holistic overview of all key stakeholders.

360-degree Control Tool methodology and evaluation

- The tool integrates four perspectives from all educational participants to strengthen the internal quality assurance system for NVET and NWBL institutions.
- The tool consists of statements, derived from the EQAVET (2020) directives and the ENQA-ESG (2015) standards.
- Respondents rate the quality assurance level on a Likert scale from four perspectives.

Respondents' perspectives and achievement levels

360-degree perspectives



The achievement levels' evaluation

- 1 – Minimal level (MA)
- 2 – Developing level (DL)
- 3 – Moderate level (ML)
- 4 – High level (HL)
- 5 – Full level (FA)

BEHEALTH control tool criteria derived from ENQA-ESG (2015) and EQAVET (2020)

Nursing Vocational Education and Training		Nursing Work Based Learning	
No	Criteria		
1	Policy for quality assurance		
2	Design and approval of programmes		
3	Student-centred learning, teaching and assessment		3, 4, 5, 6, 7
4	Student admission, progression, recognition and certification		
5	Teaching staff		
6	Learning resources and student support		
7	Information management		
8	Public information		8, 9
9	Ongoing monitoring and periodic review of programmes		
10	Cyclical external quality assurance		

Example for the 1st criterion and sub-criteria

1. Policy for quality assurance							
	Statement	MA	DL	ML	HL	FA	S score
1.1 NVET	The NVET institution has a clear and comprehensive quality assurance policy, which is regularly reviewed and updated.						
1.2	The tool consists of statements, derived from the EQAVET (2020) directives and the ENQA-ESG (2015) standards						

Intelligent mentoring with a 360-degree control tool

The 360-degree control tool serves as the basis for an Intelligent Mentoring Tool (IMT), enabling all stakeholders to assess the internal quality assurance system of NVET and NWBL institutions.

Intelligent Mentoring Tool methodology

1. Data Coding
2. Normalisation to percentage at the respondent and sub-criteria level
3. Institution quality assurance system (IQAS) maturity level calculation
4. Interpretability for graphical presentation
5. Thresholds for normalised level score

Intelligent Mentoring Tool methodology

Convert qualitative responses to numerical values

- Minimal achievement level (MA) = 1
- Developing level (DL) = 2
- Moderate level (ML) = 3
- High level (HL) = 4
- Full achievement level (FA) = 5

Abbreviations

C – criterion

R – respondent

n – number of sub-criteria

m – number of respondents

s – score

AS – average score (X_i)

ANS – average normalised score $\bar{X}$

AANS – average of the average of the normalised score $\bar{\bar{X}}$

IQAS – institution quality assurance system

2. Normalisation to percentage at the respondent and sub-criteria level

- Since the number of respondents and the number of sub-criteria may vary across the MA, TE, ST, and EM categories, it is necessary to normalise respondents' sub-criterion scores to a scale from 0 to 100%.
- Subsequently, the average normalised score (ANS) for each sub-criterion should be calculated, and finally, the average of the averages (AANS) for the entire criterion.

3. IQAS maturity level calculation

Since the number of respondents and the number of sub-criteria may vary across the MA, TE, ST, and EM categories, it is necessary to normalise the respondents' scores obtained in sub-criteria to a scale from 0 to 100%. Subsequently, the average normalised score (ANS) for each sub-criterion should be calculated, and finally, the average of the averages (AANS) for the entire criterion.

- *NS_R – normalised score for individual respondent $R1, R2, \dots R_m$ and individual sub-criteria $C1.1, C1.2, \dots C1.n; C2.1, C2.2, \dots C2.n, \dots Cn.1, Cn.2 \dots Cn.n$ individually for educational program managers (MA), teachers (TE), students (ST) and employers*
- *ANS_R – average normalised score for all respondents according and criteria*
- *$AANS_R$ – average of average of normalised score and number of criteria 1., 2., ... n in categories of respondents MA, TE, ST, EM*

4. Interpretability for graphical presentation

The BEHEALTH project team agreed that the groups of MA, TE, ST, and EM are equivalent respondents with a weight (w) 25%.

The IQAS maturity index calculation:

$$IQAS_{maturity} = (MA \sum AANS + TE \sum AANS + ST \sum AANS + EM \sum AANS)/4$$

5. Thresholds for normalised level score

- 1 – Minimal achievement is between 0 and 20% – *“The IQA mechanism is not established”*
- 2 – Developing level is between 21% and 50% – *“The IQA mechanism exists in a limited or informal capacity.”*
- 3 – Moderate level is between 51% and 70% – *“The IQA system is working, but inconsistently.”*
- 4 – High level 71% and 90% – *“The IQA system is well-established and regularly used.”*
- 5 – Full achievement level 91% and 100% – *“The feedback process is strategic, embedded, and part of a continuous improvement cycle”.*



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