



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Slovak Academic Association for International Cooperation (SAAIC). Neither the European Union nor the granting authority can be held responsible for them.



BEHEALTH IMT TRAINING SYLLABUS FOR MENTORS

Q-IMPULZ, Slovakia and partners

MAY 2025



CONTENT

1	INTRODUCTION & COURSE OVERVIEW	5
2	Training curriculum.....	7
3	Useful Links & Resources.....	11
3.1	BEHEALTH Project Resources	11
3.2	European Quality Standards.....	11
3.3	Professional Mentoring & Quality Culture	11
4	FINAL NOTES FOR THE TRAINER/MENTOR (INSTITUTION QUALITY MANAGERS)	12



LIST OF FIGURES

Figure 1 – BEHEALTH IMT VET feedback loop	13
Figure 2 – BEHEALTH IMT NWBL feedback loop	14
Figure 3 – Information flow and statistics for the Intelligent Mentoring Tool (IMT).....	15

LIST OF TABLES

Table 1 – Mental health and Well-being survey statements for students.....	16
--	----

ABBREVIATIONS

CY – Cyprus

EM – Employer

EQAS – External Quality Assurance System

EQF – European Qualification Framework

GR – Greece

HEI – Higher Education Institution

HU – Hungary

IMT – Intelligent Mentoring Tool

IQAS – Internal Quality Assurance System

IQM – Institution Quality Manager

IR – Ireland

KPI – Key Performance Indicators

MA – Manager (study program guarantor)

NVET – Nursing Vocational Education and Training

NWBL – Nursing Work-Based Learning

QA – Quality Assurance

QAS – Quality Assurance System

SK – Slovakia

ST – Student

TE – Teacher

TR – Türkiye



– Quality Badge

1 INTRODUCTION & COURSE OVERVIEW

This material is designed for trainers to prepare Institution Quality Managers (IQM) and other stakeholders to implement or improve the Internal Quality Assurance System (IQAS) in line with the ENQA ESG (2015) standards and the EQAVET (2020) framework, which is integrated into the BEHEALTH IQAS model.

Purpose:

These study materials support trainers in optimising an existing Internal Quality Assurance System (IQAS). It bridges the gap between a nursing education institution (ENQA ESG, 2015 – accredited) and a clinical provider (ISO 9001:2015 or other documented Quality Assurance System – certified).

Training Modules:

- **Module 1:** Quality Assurance Frameworks Alignment
- **Module 2:** 360-Degree Quality Assessment
- **Module 3:** Data-Driven Bottleneck Analysis
- **Module 4:** Action Planning & Continuous Improvement
- **Module 5:** Mentoring & Facilitation in Nursing Vocational Education and Training (NVET) and Nursing Work-based Learning (NWBL) institutions

Learning Outcomes:

After completing the training, the participant will be able to:

- Understand IQAS frameworks for NVET and NWBL (Module 1)
- Work with 360-degree control tools (Module 2)
- Use the Intelligent Mentoring Tool (Module 3)
- Interpret results and identify weaknesses and facilitate an action plan (Module 4)
- Lead the institution during an IQAS implementation or improvement

Total Duration:

150 minutes (5 Modules x 30 min)

Modules structure:

- Focus
 - Objective
 - Study material: Textbooks, Presentations, Videos (Module 3 and 4)
 - Activity
-

- Learning outcomes
- Trainer Note

2 Training curriculum

Module 1: Quality Assurance Frameworks Alignment

- **Focus:** Connection between ENQA ESG (2015), EQAVET (2020), and the BEHEALTH IQAS framework.
- **Objective:** To enable participants to align institutional self-reflection with ENQA ESG (2015) standards and EQAVET (2020) guidelines through the application of the BEHEALTH IQAS model.
- **Study material:**
 - Textbook: Theoretical background for quality assurance framework for organisations offering NVET and NWBL.
 - Presentation slides: QA principles in NVET and NWBL; Link to EU standards and guidelines.
- **Activity:** The Living IQAS Puzzle (Framework Mapping & Scenario Analysis).

An interactive two-part exercise where participants first map the structural connections between ENQA ESG, EQAVET, and the BEHEALTH IQAS model to understand how they form a unified internal assurance system. In the second part, teams analyse real-world institutional scenarios, sorting them into "static paper compliance" versus "living quality culture." This helps participants grasp the core philosophy of an active, integrated IQAS in NVET and NWBL.

- **Learning Outcomes:** Understand the core philosophy and structural layout of integrated IQAS frameworks within NVET and NWBL, and appreciate how the BEHEALTH model unifies ENQA ESG and EQAVET principles into a living institutional quality culture.
- **Trainer Note:** *Emphasise that quality is a living process, not a manual on a shelf.*

Module 2: 360-Degree Quality Assessment (Multi-Perspective Quality Survey)

- **Focus:** Structure and methodology of the 360-degree 4-perspective BEHEALTH survey model, integrating ESG/EQAVET criteria, well-being indicators (such as the presence of mental health courses within the study program), occupational health and safety, and environmental aspects.
- **Objective:** To enable Institutional Quality Managers (IQM) to understand and adopt the BEHEALTH multi-perspective survey framework as a constructive tool for comprehensive institutional data collection, avoiding a punitive or purely administrative mindset.
- **Study Material:**
 - Textbook: Theoretical background on multi-source feedback systems in NVET and NWBL.
 - Presentation slides: Structure of the BEHEALTH survey model; Core question formulations for the 4 key stakeholder groups (including specific metrics tracking mental health and well-being integration in curriculum).
 - Mental-health survey.

- **Activity:** The Triangulation Matrix:

Perspectives, not penalties, an interactive simulation where participants explore how a 360-degree assessment works in practice. An interactive design exercise. Participants look at the core questions and indicators of the BEHEALTH survey framework. Working in groups, they trace how specific ESG and EQAVET standards—as well as BEHEALTH-specific indicators like mental health course availability—are translated into simple, effective survey questions for study program managers, teachers, students, and employers. They analyse why the survey includes these modern well-being metrics and how they reflect holistic institutional growth rather than individual mistakes.

- **Learning Outcomes:** Understand the methodological framework, indicators, and structure of the 4-perspective BEHEALTH quality survey, and how to conceptually align stakeholder feedback with ESG and EQAVET criteria and Intelligent Mentoring Tool (IMT).
- **Trainer Note:** *Emphasise that 360-degree feedback is strictly about triangulation (cross-verifying data to understand the full reality) and fostering growth, not about finger-pointing or finding someone to blame.*

Module 3: Data-Driven Improvement via the Intelligent Mentoring Tool

- **Focus:** Practical application of the BEHEALTH Intelligent Mentoring Tool (IMT) to analyse multi-perspective survey data, generate quality scores, and implement automated improvement pathways.
- **Objective:** To enable Institutional Quality Managers to effectively utilise the BEHEALTH IMT to evaluate institutional performance scores and translate automated improvement steps into actionable strategic decisions
- **Study Material:**
 - Textbook: Theoretical background on data-driven quality management and automated feedback loops in NVET and NWBL.
 - Presentations slides
 - Video Resource: Improving the NVET institution's Internal Quality Assurance System using BEHEALTH Intelligent Mentoring Tool.
- **Activity:** From Screen to Action:

Simulating the IMT improvement cycle, a hands-on exercise following the video screening. After watching the practical demonstration of the tool, participants are provided with a pre-loaded dataset in the BEHEALTH IMT reflecting a typical institutional scenario. Working individually or in small teams, they navigate the tool to analyse the generated quality scores across the four perspectives (program managers, teachers, students, and employers). The core task is to critically review the automated improvement steps suggested by the IMT and prioritise them into a realistic, concrete institutional action plan.

- **Learning Outcomes:** Master the operational use of the BEHEALTH IMT and know how to transform automated data insights into practical quality improvement strategies.
- **Trainer Note:** *Emphasise that the IMT is a powerful supportive instrument, but it does not replace human leadership. The automated scores and steps are a diagnostic guide to help the Quality Manager foster an open culture of growth, not a rigid checklist for policing staff.*

Module 4: Action Planning and Continuous Improvement

- **Focus:** Managing feedback loops, creating measurable actions, and strategic prioritisation of institutional improvements.
- **Objective:** To enable institutional Quality Managers to successfully convert digital recommendations into a structured, physical Action Plan for the organisation.
- **Study Material:**
 - Presentation slides: Reading quality reports and effectively identifying systemic institutional weaknesses.
 - Video Resource: Improving the NVET institution's Internal Quality Assurance System using feedback communication and an action plan (Closing the Loop).
- **Activity:** The 3-Step Action Plan Draft: Moving from Data to Accountability.

A highly practical individual or group workshop. Using the weaknesses identified in the reports and the insights from the video, participants draft a physical, structured 3-Step Improvement Plan for a selected institutional issue. For each of the three steps, participants must define: A precise, measurable quality action. A clearly designated owner (who is responsible). A realistic, strict deadline. Participants then peer-review their drafts in pairs to ensure the actions are realistic and fully actionable.
- **Learning Outcomes:** Know how to interpret quality reports, prioritise institutional weaknesses, and design a concrete, time-bound physical Action Plan that successfully closes the quality feedback loop.
- **Trainer Note:** *Strongly emphasise that a quality Action Plan is only effective if it moves past vague ideas and has a clear owner and a definitive deadline. Without personal accountability and a timeline, improvement steps remain just a theory on paper.*

Module 5: Mentoring and Facilitation in NVET and NWBL Institutions

- **Focus:** Core roles and responsibilities of the institution quality managers, program manager (guarantor) and teacher/mentor, overcoming stakeholder resistance, and driving active engagement across the institution.

- **Objective:** To enable institutional Quality Managers to effectively manage internal resistance to quality assurance and foster a supportive, trust-based "Quality Culture".
- **Study Material:**
 - PowerPoint Presentation Content: The evolving role of the teacher as a mentor. Psychology and strategies for working with resistance to change. Methods for authentic stakeholder engagement.
- **Activity:** The Trust-Building Simulation: Icebreaking & Overcoming Resistance.

An interactive, hands-on role-play workshop. Participants work in pairs or small groups to practice real-world facilitation scenarios. One participant takes on the role of the Quality Manager trying to introduce the new 4-perspective survey or an action plan, while the other plays a sceptical teacher, guarantor, or employer exhibiting resistance (e.g., "We don't have time for more paperwork"). The Quality Manager must apply specific "Icebreaking" and active listening techniques learned in the presentation to disarm the defence, uncover the root cause of the resistance, and turn a barrier into a collaborative discussion.
- **Learning Outcomes:** Master key communication, mentoring, and facilitation techniques to overcome institutional resistance and engage diverse stakeholders in a collaborative quality assurance process.
- **Trainer Note:** *Emphasise that soft skills and mentoring are the true "engine" of any IQAS. If people do not trust the process, they will provide fake or passive answers. You must build genuine organisational trust to get honest, valuable data.*

3 Useful Links & Resources

To ensure your IQAS remains aligned with international standards and the BEHEALTH methodology, we recommend consulting the following resources:

3.1 BEHEALTH Project Resources

- **Project Website:**
 - [<https://behealthproject.eu>] – *Access to the full IQAS framework and IMT user guides.*
- **Digital IMT Platform:**
 - [<https://behealthproject.eu/intelligent-mentoring-tool/>] – *Verification and validation of your institutional Quality Badge.*

3.2 European Quality Standards

- **ENQA-ESG (2015):**
 - enqa.eu/esg – *Standards and Guidelines for Quality Assurance in the European Higher Education Area (Essential for HEI NVET).*
- **EQAVET (2020) Framework:**
 - ec.europa.eu/social/eqavet – *The European Quality Assurance Reference Framework for Vocational Education and Training (Essential for NVET institutions and NWBL).*
- **EU Nursing Directive:**
 - Directive 2013/55/EU – *European regulations regarding the recognition of professional qualifications for nurses.*
- **ISO 9001 (2015):** Quality management systems.
- **ISO 21001 (2025):** Educational organizations — Management systems for educational organizations — Requirements with guidance for use

3.3 Professional Mentoring & Quality Culture

- **EUA Quality Culture:**
 - eua.eu/quality-culture – *Resources on how to build a non-punitive, supportive quality environment in education.*
- **Mental Health at Work:**
 - WHO / Mental Health at Work – *Global guidelines relevant to the "Mental Health" criteria in IMT tool.*

4 FINAL NOTES FOR THE TRAINER/MENTOR (INSTITUTION QUALITY MANAGERS)

- Feedback loop from the BEHEALTH IMT – *Use results from IMT for Action Plan and improve IQAS (Figure 1), (Figure 2), and Information flow and statistics for IMT (Figure 3).*
- “Quality is not an act, it is a habit.” – *Use these resources to back your **Action Plans** with authoritative data. This increases your credibility when communicating with stakeholders (MA, TE, ST, EM).*
- Mental health building – *The nursing education program must be consistent with nursing education standards while proactively building its psychological resilience to burnout in a highly stressful clinical environment (Table 1).*

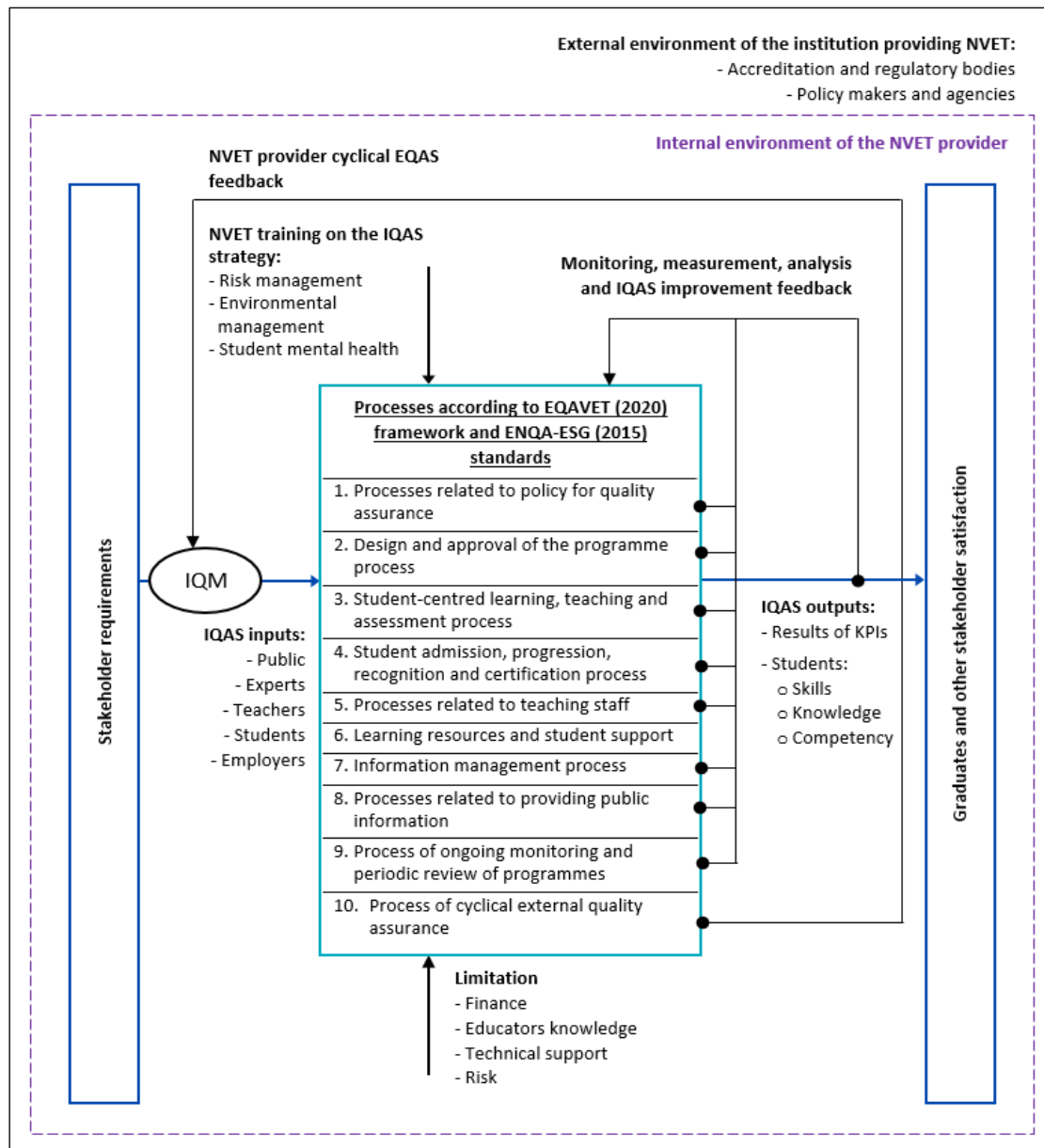


Figure 1 – BEHEALTH IMT VET feedback loop

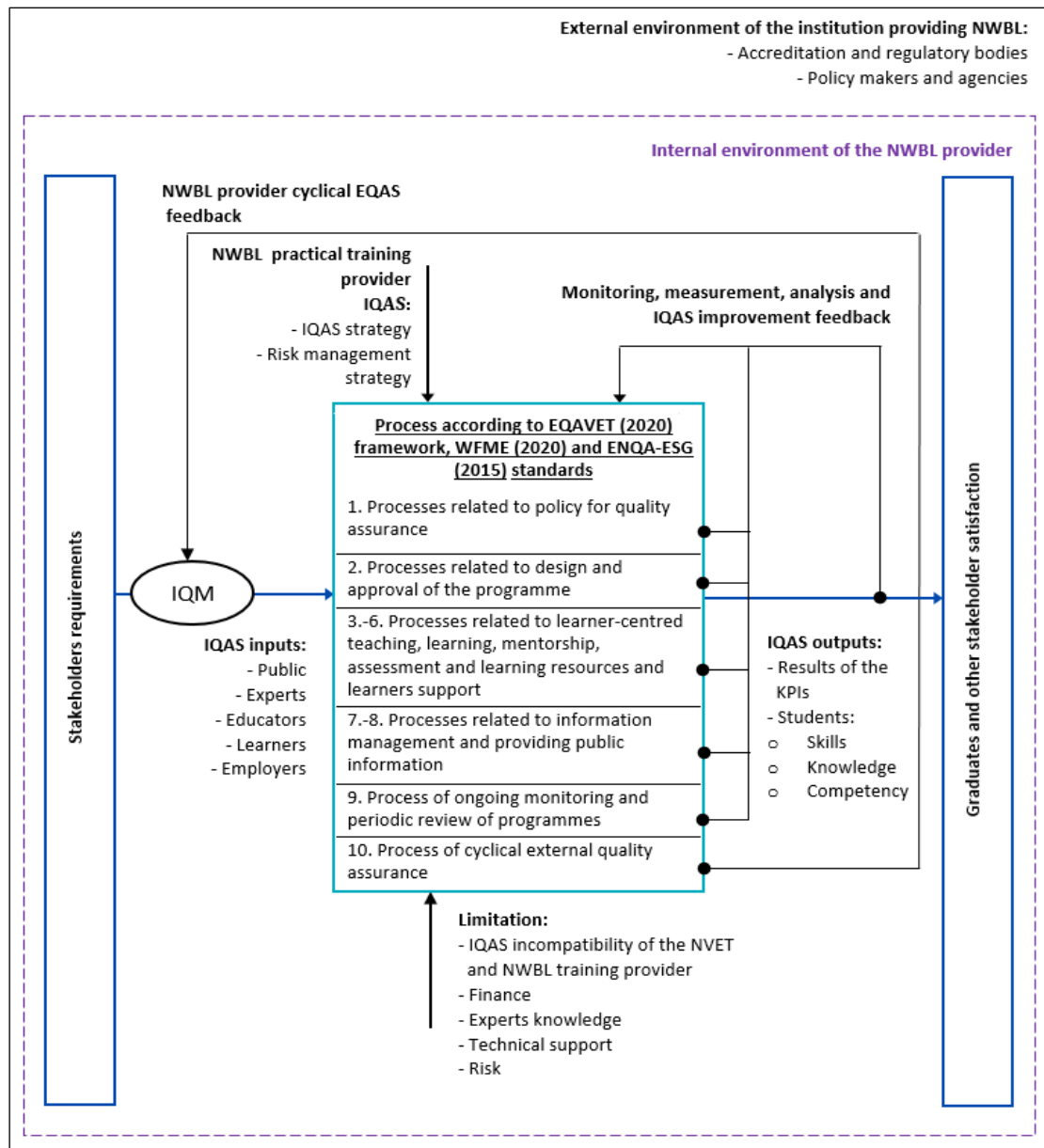


Figure 2 – BEHEALTH IMT NWBL feedback loop

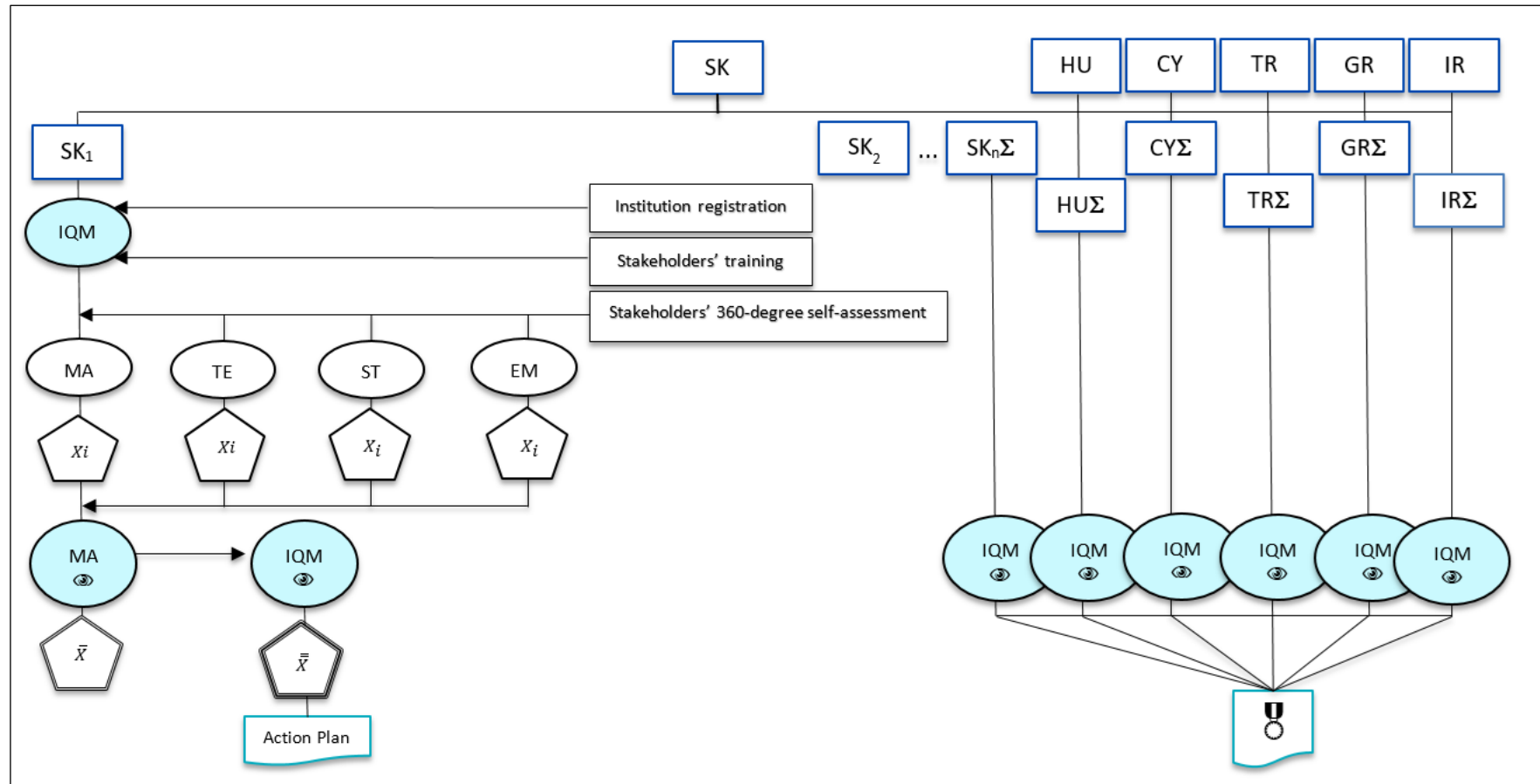


Figure 3 – Information flow and statistics for the Intelligent Mentoring Tool (IMT)

Table 1 – Mental health and Well-being survey statements for students

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I feel comfortable attending the VET institution/ University daily					
2	I find it easy to initiate conversations with classmates or teachers/ training staff					
3	I feel safe expressing my emotions to others at the VET institution/ University					
4	I have struggled to make friends at the VET institution/ University					
5	I often feel lonely or isolated at the VET institution/ University					
6	I frequently feel overwhelmed by my emotions					
7	I generally have control over my emotions					
8	I experience physical symptoms of anxiety (e.g. racing heart, sweating palms)					
9	I feel anxious about social interactions at the VET institution/ University					
10	I feel anxious about meeting academic expectations					
11	My workload overwhelms me					
12	I sometimes feel inadequate or like an imposter in my academics					
13	Teachers support me in managing academic challenges					
14	I feel pressured by peers to perform academically					
15	I struggle with time management for schoolwork					
16	I have healthy strategies to cope with academic stress (e.g. exercise, hobbies)					
17	I often distract myself to avoid stress or anxiety					
18	My coping mechanisms effectively reduce my stress					
19	I adapt well to unexpected changes or challenges					
20	I am satisfied with my physical appearance					
21	Dressing how I like boosts my confidence					
22	I feel pressured to change myself to fit in					

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23	I compare myself to others frequently					
24	I practice self-care routines (e.g. mindfulness, hobbies) regularly					
25	I have set personal goals for my mental well-being					



© 2026 by the authors. Submitted for possible open-access publication under the Terms and conditions of the Creative Commons Attribution (CC-BY) license (<http://creativecommons.org/licenses/by/4.0/>).