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BEHEALTH

**A digital educational environment supporting
qualitative improvement in the training of nursing staff**

*Empowering and equipping Europeans with tools to continuously improve
vocational education and work-based learning quality in order to provide
European healthcare systems with qualified nursing staff*



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BEHEALTH



Project acronym	BEHEALTH
Project title	PROMOTING QUALITY ASSURANCE IN NURSING VET EDUCATION
Call identifier	2024-1-SK01-KA220-VET-000253130 (Erasmus+)
Programme duration	1 September 2024 - 31 August 2026
Core purpose	Supporting quality assurance in nursing vocational education and training (VET) and work-based learning (WBL)



Project consortium



European partnership
for quality in nursing education

Acknowledgement

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Disclaimer: Views and opinions expressed are those of the authors only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Executive summary

The core challenge with respect to quality assurance in nursing education lies in the limited comparative evidence on how quality assurance principles are applied in nursing education in different European countries. In the new era of quality, Health 5.0 and the associated risks, we are preparing healthcare professionals for the need to be part of an integrated, coordinated, people-centred health system, supported by a health education system and an improved quality assurance (QA) approach.

Rapid technological and social change is reshaping learning. Digital communication and reduced face-to-face contact can affect the learning environment, student well-being and mental health. These dimensions are not consistently captured by traditional quality assurance systems, even though they influence participation, learning outcomes and professional readiness.

BEHEALTH responds by linking European quality principles with self-evaluation, benchmarking, mentoring and action planning. Its practical implementation brought together vocational education providers, higher education institutions and healthcare organisations, enabling the tools to be tested in real educational and clinical settings.

The project demonstrates that integrated QA frameworks, 360-degree stakeholder feedback and intelligent mentoring can strengthen quality culture in Nursing Vocational Education and Training (NVET) and Nursing Work-Based Learning (NWBL). Quality assurance becomes a continuous learning process rather than a periodic compliance exercise.

The result is a transferable approach that helps organisations identify strengths, reveal gaps, define priorities and convert evidence into practical improvement plans. The whitepaper therefore addresses both the case for supporting QA in VET and WBL and the practical means by which providers can act.

VALIDATED IN REAL SETTINGS

Pilot activities confirmed that integrated QA frameworks, 360-degree self-assessment and intelligent mentoring strengthen quality culture in nursing education and clinical learning.



Project significance

Nursing students need a broader set of capabilities than even five years ago. Alongside technical competence, they must be ready for cross-border care, professional mobility, digital practice, resilience, effective communication and adaptation to rapidly changing healthcare environments.

Quality assurance systems must therefore evaluate whether institutions are preparing learners for current societal and labour-market demands. Education is not static. Updating QA encourages institutions to reflect, adapt and innovate instead of relying on routines that may no longer detect emerging risks or opportunities.

Regular use of quality assurance processes helps providers identify gaps early, make evidence-based decisions, improve programmes, strengthen student satisfaction and enhance institutional credibility. It also makes visible educational dimensions that conventional compliance-oriented reviews can

overlook, including physical and mental well-being, resilience and stakeholder experience.

The BEHEALTH quality assurance framework (in line with the ENQA ESG (2015) standards and the EQAVET (2020) framework), complemented by online accessible digital training materials and self-assessment tools (such as the Intelligent Mentoring Tool) strongly facilitate the continuous development of the quality of the vocational and work-based learning in the area of nursing. This in effect assures that the trained nursing staff meets the required educational standards allowing cross-European mobility of such trained nursing staff as one of the pillars of the resilience and functionality of the European healthcare environment.. For European healthcare systems, this is not merely an educational issue. Consistent standards and transparent improvement processes support trust, workforce readiness and cross-European mobility of qualified nursing staff - all important elements of resilient and functional healthcare systems.

ORGANISATIONAL IMPACT

BEHEALTH project implementation supports Vocational education training (VET) and Work based learning (WBL) providers in adopting a standardised QA process with the IMT, resulting in a substantial change in how VET and WBL is practiced at the organisational level and making it compliant with EU standards. It helps to keep education relevant, effective, accountable, and aligned with modern expectations.



Project overview and outputs

BEHEALTH improves QA provision and practice in nursing VET and WBL through self-evaluation, benchmarking, mentoring and action planning. The outputs form one connected improvement pathway rather than a collection of separate products.

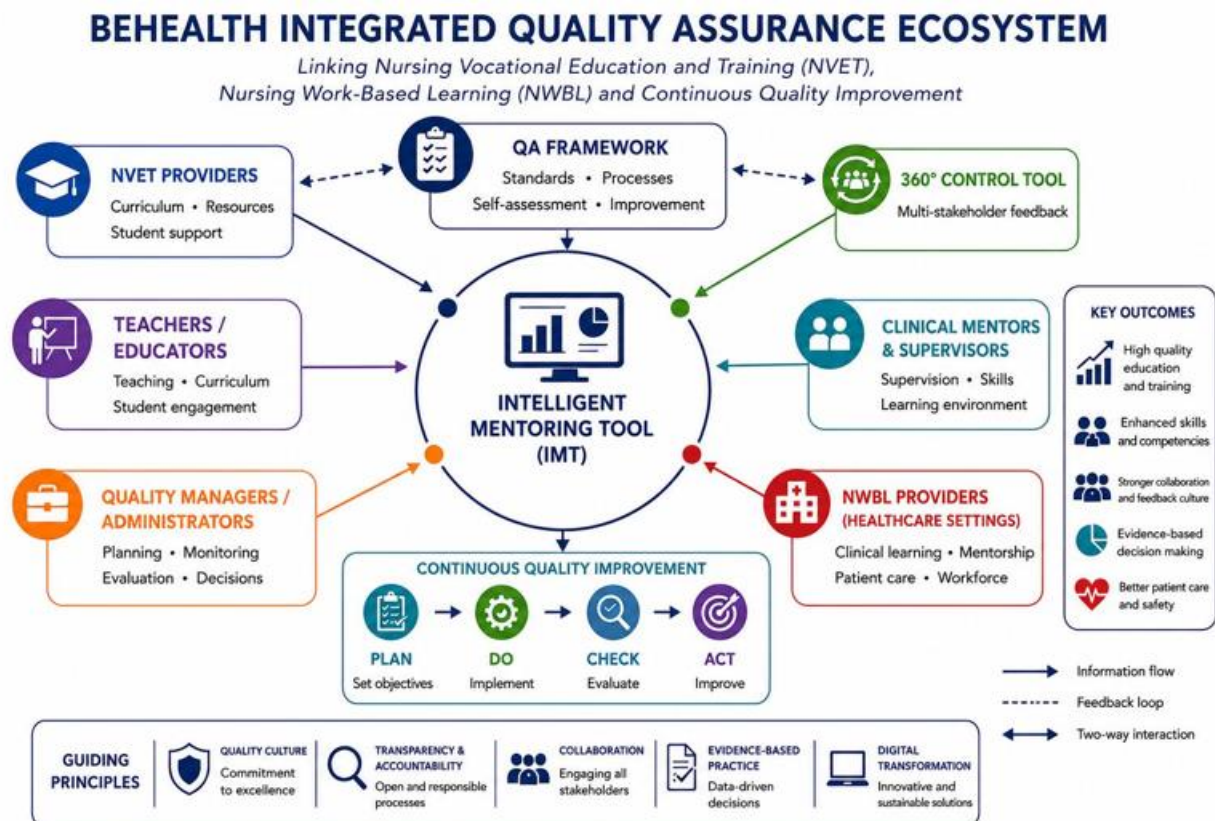


Figure 1. Conceptual model of the BEHEALTH integrated quality assurance ecosystem.

CORE LOGIC

Stakeholder evidence flows into the Intelligent Mentoring Tool, is interpreted against QA frameworks and becomes targeted recommendations within a Plan-Do-Check-Act cycle.

The problem and regulatory context

The project began with a detailed mapping of nursing education and quality assurance approaches in the partner countries. At global level, the analysis considered the work of the OECD and WHO and international standards for VET and WBL. At European level, it examined EQAVET, ENQA-ESG and relevant European qualifications frameworks.

At national level, the analysis compared how European Qualifications Framework levels are translated into national qualifications frameworks in Slovakia, Hungary, Cyprus, Türkiye, Greece and Ireland, together with the institutions responsible for accreditation and internal quality assurance.

The mapping showed that EQAVET is particularly relevant to EQF levels 4 and 5 and to work-based learning, while ENQA-ESG (2015) provides the principal quality framework for higher

education at EQF levels 6 and 7. Both emphasise feedback, information management, evaluation and continuous improvement.

A common feature is the Deming Plan-Do-Check-Act cycle, supported by performance indicators and systematic feedback from learners, educators, mentors, managers, graduates, employers and other stakeholders. Reliable information allows providers to understand what works, where support is needed and how programmes should evolve.

The analysis also revealed a critical gap: institutions do not always provide mechanisms through which learners can express how study programmes affect well-being and mental health. BEHEALTH integrates these perspectives into its assessment model.

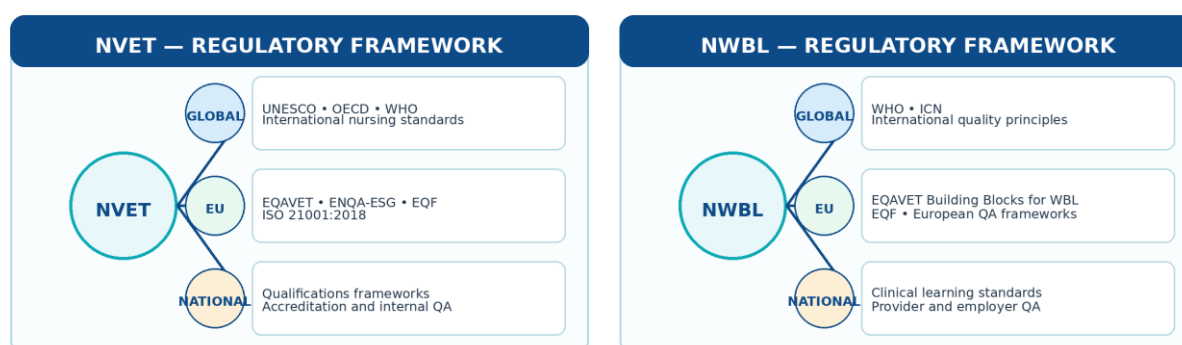


Figure 2. NVET and NWBL regulatory frameworks structured across global, European and national levels.

COMMON FOUNDATIONS

EQAVET and ENQA-ESG provide a common evidence base centred on feedback, information management, evaluation and continuous improvement.

CRITICAL GAP

Many institutions still lack mechanisms that capture learner well-being and mental-health perspectives across NVET and NWBL.

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's a physical movement, often related to servos or rotating mechanisms. In the second case, it's 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 ten standards of the (ENQA-ESG, 2015) and (EQAVET, 2022) framework.
- Process of gathering feedback from all angles of an employee's performance means in our case various perspectives, including managers and administrators, teachers, mentors, learners, and other stakeholders.

360-degree feedback is an assessment system or process in which employees receive confidential, anonymous evaluations from those around them. In the BEHEALTH project, the 360-degree control tool is used. This tool includes the perspectives of healthcare educators and clinical instructors, nursing students, graduates, patients, nurses, and graduates' employers. Feedback is used to improve the quality of the study programme.

The 360-degree assessment tool formed a critical component of the evaluation phase. Nursing VET and WBL providers utilized it in order to conduct a detailed analysis of their educational processes. It not only measured and evaluated academic performance and the achievement of learning outcomes, but also -with the integration of the wellbeing and mental health survey- the mental health of both students and academic staff through integrated survey questions on a professional and personal level. By gathering feedback from multiple target groups on the appointed relevant topics, institutions will have the opportunity to gain insights on strengths and weaknesses of the overall process. The last step was the review phase, where VET providers were able to reflect on the assessment findings from the 360-degree control tool and conducted discussions in order to devise plans and develop new quality mechanisms. Institutions involved could strengthen their already established QA procedures and introduce the adoption of new quality measures to meet the learning outcomes indicated in the mission statement and nursing programmes. This phase was particularly critical in ensuring that institutions evolve in response to

feedback and the continuously changing educational demands and learning needs.

The 360-degree control tool (in the digital version) serves as the basis for an Intelligent Mentoring Tool (IMT), enabling all stakeholders to evaluate the internal quality assurance system of NWBL institutions. 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. The 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. The Intelligent Mentoring Tool (IMT) represents the central innovation of the project, integrating:

- QA frameworks
- 360° self-assessment control tools
- benchmarking methodologies
- targeted improvement recommendations

The Intelligent Mentoring Tool integrates the project outputs and allows organisations to self-assess their QA maturity levels using structured surveys and benchmarking logic, generating improvement recommendations based on stakeholder responses.

The IMT is a digital platform designed to support organisations in conducting internal quality assurance assessments.

The tool enables:

- multi-stakeholder surveys
- data analysis and benchmarking
- visual performance dashboards
- automated improvement recommendations

Stakeholders participating in the evaluation include managers / administrators, teachers / mentors, students / learners, employers.

The IMT uses a Likert-scale evaluation model, enabling the calculation of performance scores for different quality criteria. Results are then converted into performance levels (Minimal Achievement, Developing Level, Moderate Level, High Level, Full Achievement). These levels provide organisations with clear insights into their QA maturity and areas requiring improvement. The IMT has a User Guide helping BEHEALTH project respondents complete the questionnaire on internal quality assurance systems for Nursing Vocational Education and Training (VET) and Nursing Work-based Learning (NWBL) providers.

A COMPREHENSIVE MULTI-STAKEHOLDER ASSESSMENT

The 360-degree approach combines review of the internal QA system with feedback from every relevant stakeholder group.

The Intelligent Mentoring Tool

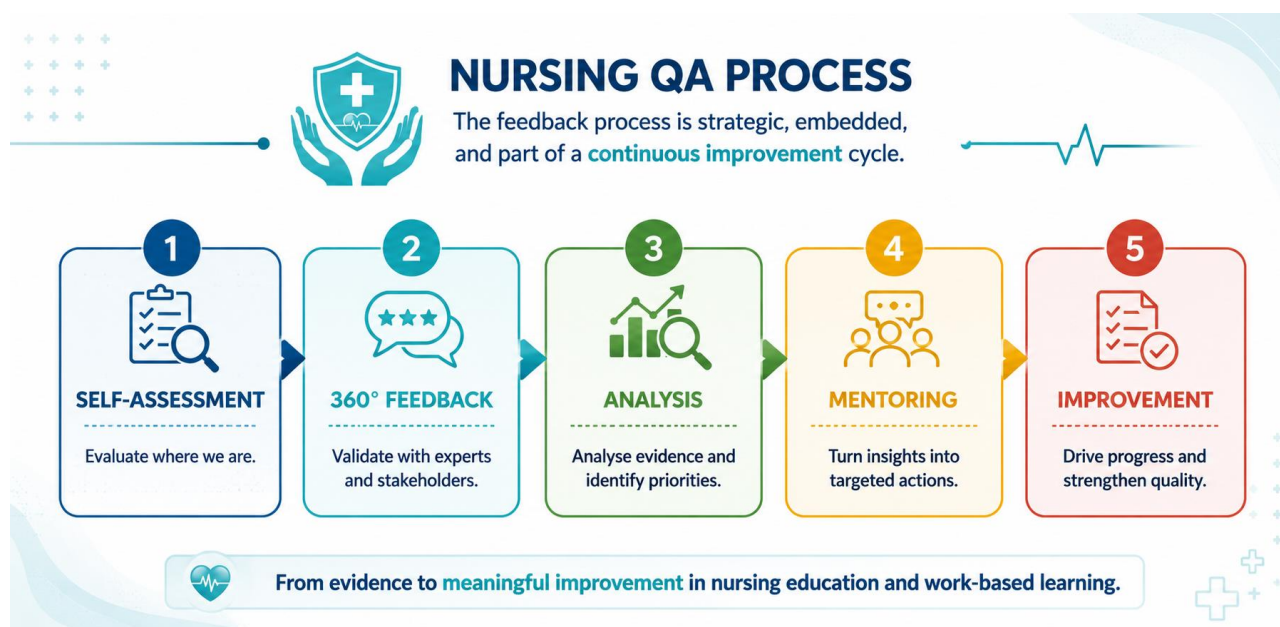


Figure 3. The BEHEALTH nursing quality assurance process.

The Intelligent Mentoring Tool (IMT) is the central digital innovation of BEHEALTH. It integrates the QA frameworks, 360-degree self-assessment tools, benchmarking logic and targeted recommendations in one structured environment.

Organisations use multi-stakeholder online surveys to evaluate their internal quality assurance system. Results are analysed and displayed through visual dashboards, allowing providers to identify strengths and weaknesses across defined quality criteria.

Core capabilities

- multi-stakeholder online surveys;
- automated analysis and benchmarking;
- visual performance dashboards;
- QA maturity levels from Minimal to Full Achievement;
- targeted recommendations for evidence-based action plans.

The tool is relevant both to providers with an established internal QA system and to organisations seeking to understand their current maturity and define a practical route toward implementation.

DIGITAL QUALITY BADGE

Awarding the BEHEALTH Digital Quality Badge to successful nursing VET and WBL providers, acknowledges their use of the best quality assurance practice and motivates ongoing improvement.

From assessment to action planning

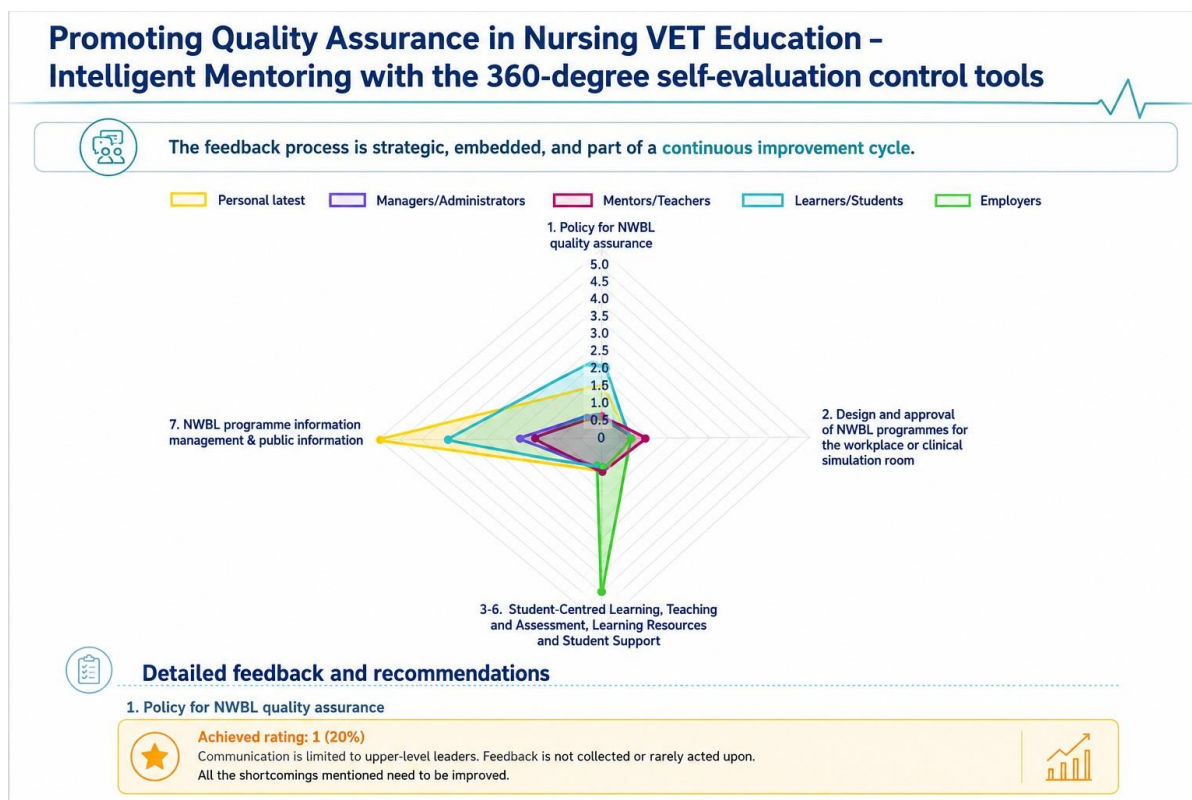


Figure 4. Illustrative IMT output linking stakeholder feedback to recommendations.

The IMT uses a structured evaluation model to convert stakeholder responses into performance scores for quality criteria. Results are translated into maturity levels - Minimal Achievement, Developing, Moderate, High and Full Achievement - giving organisations a clear picture of where they stand.

Evidence is interpreted alongside the relevant QA framework. Strengths are made visible, gaps are prioritised and recommendations are generated for organisational improvement plans. Mentors can then support providers in turning these recommendations into realistic measures, responsibilities and review points.

The methodology framework guides implementation of pilot activities, mentor facilitation, benchmarking, evidence-based action planning and the award of the BEHEALTH Digital Quality Badge. In this way, the project outputs are operationalised in real VET and WBL organisations.

The project also produced the Methodology Framework on Exploiting the BEHEALTH Intelligent Mentoring Tool (IMT). This is a document providing a structured approach for implementing pilot activities aimed at improving quality assurance (QA) practices in Nursing Vocational Education

and Training (NVET) and Nursing Work-Based Learning (NWBL).

The framework ensures that participants can:

- evaluate their Internal Quality Assurance System (IQAS)
- benchmark their practices against European quality standards
- develop evidence-based action plans
- improve QA processes through guided mentoring

Specific objectives include:

- providing structured guidance for implementing the pilot activities, supporting mentors in facilitating QA improvement processes, enabling VET and WBL organisations to evaluate their QA systems, promoting evidence-based decision making for institutional improvement, supporting the awarding of the BEHEALTH Digital Quality Badge

The framework operationalises the results developed in WP2 (QA frameworks and 360° control tools) and WP3 (Intelligent Mentoring Tool) and applies them to real VET and WBL organisations across the partner countries. The framework operationalises the results developed (QA frameworks and 360° control tools) and (Intelligent Mentoring Tool) and applies them to real VET and WBL organisations across the partner countries.

METHODOLOGY FRAMEWORK

All BEHEALTH QA tools are firmly rooted in EQAVET principles, promoting a systematic approach to quality assurance through clear planning, implementation, evaluation, and improvement cycles in nursing education. They also align with the European Care Strategy by supporting the development of competent care professionals and reinforcing quality in long-term care systems.

Demonstrating real-world value

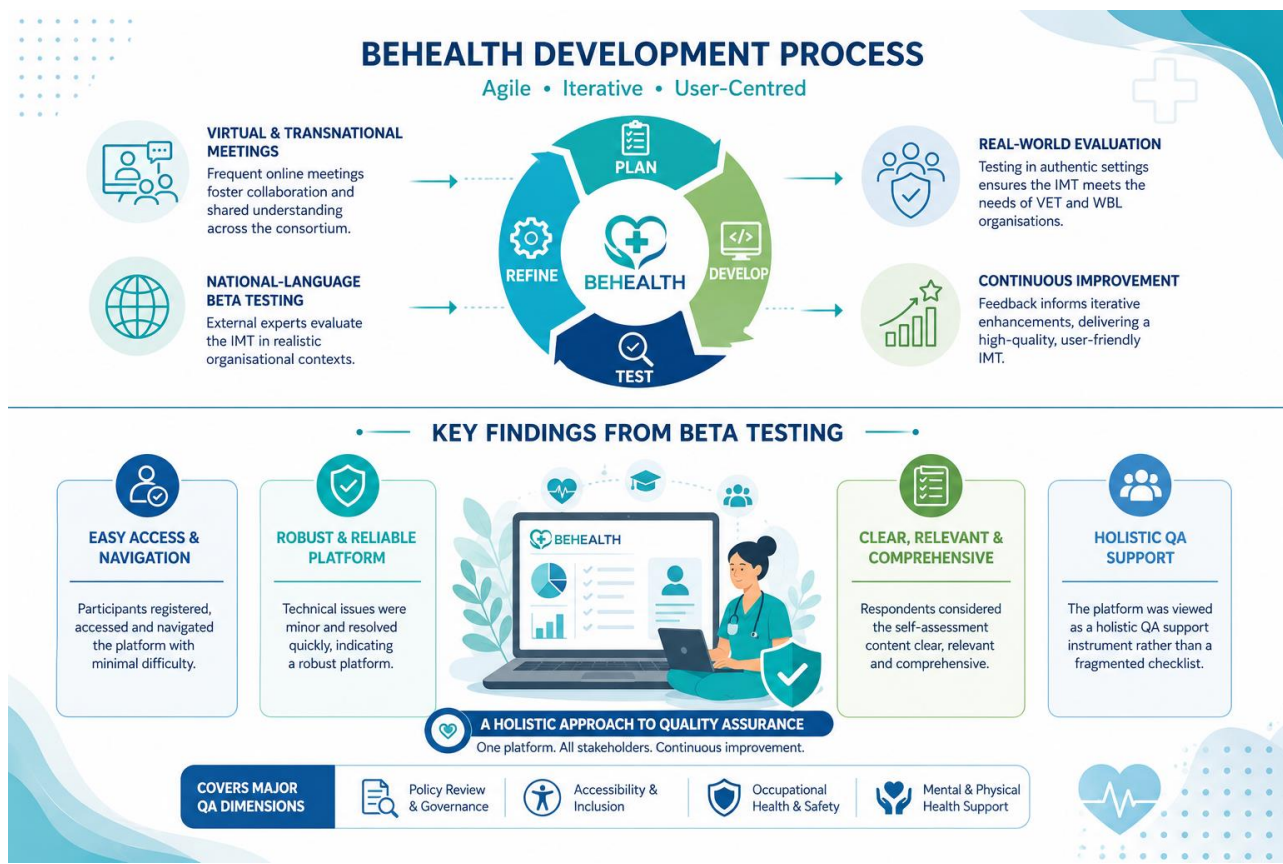


Figure 5. BEHEALTH development process and key findings from beta testing.

BEHEALTH followed an agile, iterative and user-centred development process in which each testing cycle informed design improvements. Virtual and transnational meetings created shared understanding across the consortium and supported efficient collaboration.

Partner organisations tested national-language versions of the IMT with external experts from NVET and NWBL environments. Participants evaluated the clarity, relevance, usability and coverage of the tool and completed structured evaluation surveys.

Testing indicated a high level of usability and accessibility. Participants were able to register, access and navigate the platform with limited difficulty. Minor technical issues were resolved and did not suggest systemic barriers to adoption.

Respondents also considered the content comprehensive and aligned with relevant quality assurance frameworks. The assessment statements covered policy review, accessibility, occupational health and safety, and mental and physical health support, positioning the IMT as a holistic QA instrument rather than a fragmented checklist.

PRACTICAL CONCLUSION

The IMT is suitable for organisational adoption with limited training while retaining sufficient depth for structured QA review and improvement planning.

Policy recommendations and sustainability

RECOMMENDATIONS FOR PRACTICE AND POLICY

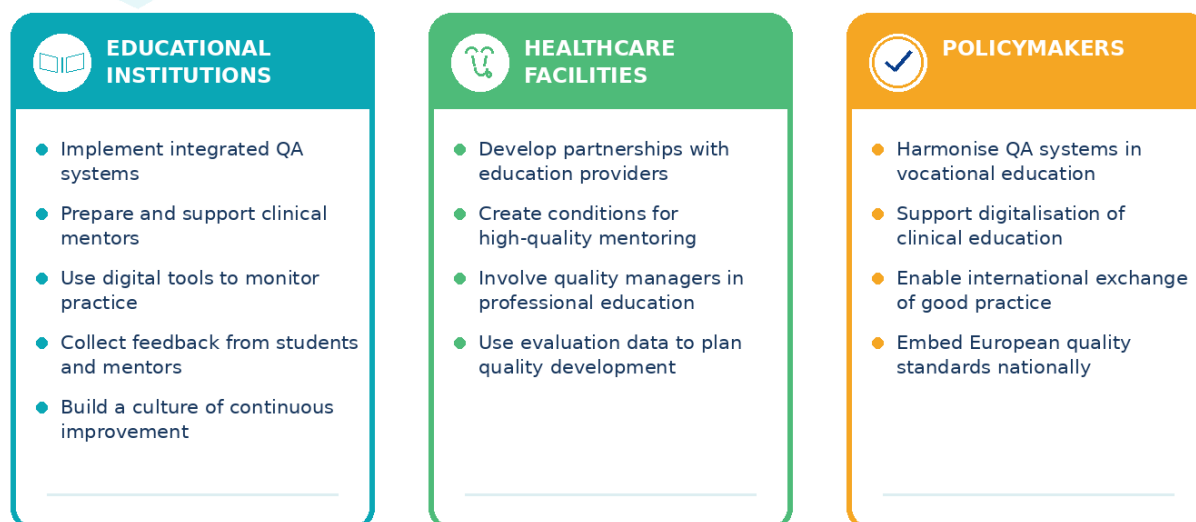


Figure 6. Recommendations for educational institutions, healthcare facilities and policymakers.

Policy recommendations

1. Embed continuous quality improvement in institutional governance. VET and WBL providers should move beyond periodic compliance checks and establish a recurring Plan-Do-Check-Act cycle supported by measurable indicators, stakeholder feedback and documented follow-up actions.
2. Require systematic multi-stakeholder participation. Quality assurance should include structured input from learners, educators, clinical mentors, managers, graduates, employers and, where relevant, patients. Anonymous and confidential feedback mechanisms should be available to increase candour and trust.
3. Connect education quality with clinical learning quality. Quality frameworks for nursing education should evaluate both the educational institution and the work-based learning
6. Build capacity for mentors and quality managers. Sustainable implementation requires training for clinical mentors, educators and internal quality-assurance staff in evidence interpretation, facilitation, action planning and monitoring of improvement measures.

environment, including mentor preparation, supervision, learning opportunities, occupational safety, learner support and consistency between curriculum outcomes and clinical practice.

4. Integrate learner and staff well-being into QA systems. Mental health, resilience, workload, inclusion and psychological safety should be treated as quality dimensions rather than optional welfare topics, because they directly influence participation, retention, learning outcomes and professional readiness.

5. Support digital, evidence-based self-evaluation. National and institutional authorities should promote accessible digital tools such as the BEHEALTH Intelligent Mentoring Tool, while ensuring data protection, transparency of scoring, user guidance and the capacity to translate findings into realistic improvement plans.

Sustainability and transfer

BEHEALTH outputs should remain openly accessible and be incorporated into institutional quality cycles, mentor training, continuing professional development and cooperation agreements between education providers and healthcare organisations. The tools can be adapted to national regulatory contexts while retaining their common European foundations in EQAVET, ENQA-ESG and the European Qualifications Framework.

Long-term sustainability also depends on maintaining the stakeholder network created by the project, periodically reviewing the tools, collecting implementation evidence and using the findings to inform national and European policy dialogue. The BEHEALTH Digital Quality Badge can support visibility and motivation, but it should be linked to transparent criteria, periodic reassessment and demonstrable improvement rather than one-off recognition.

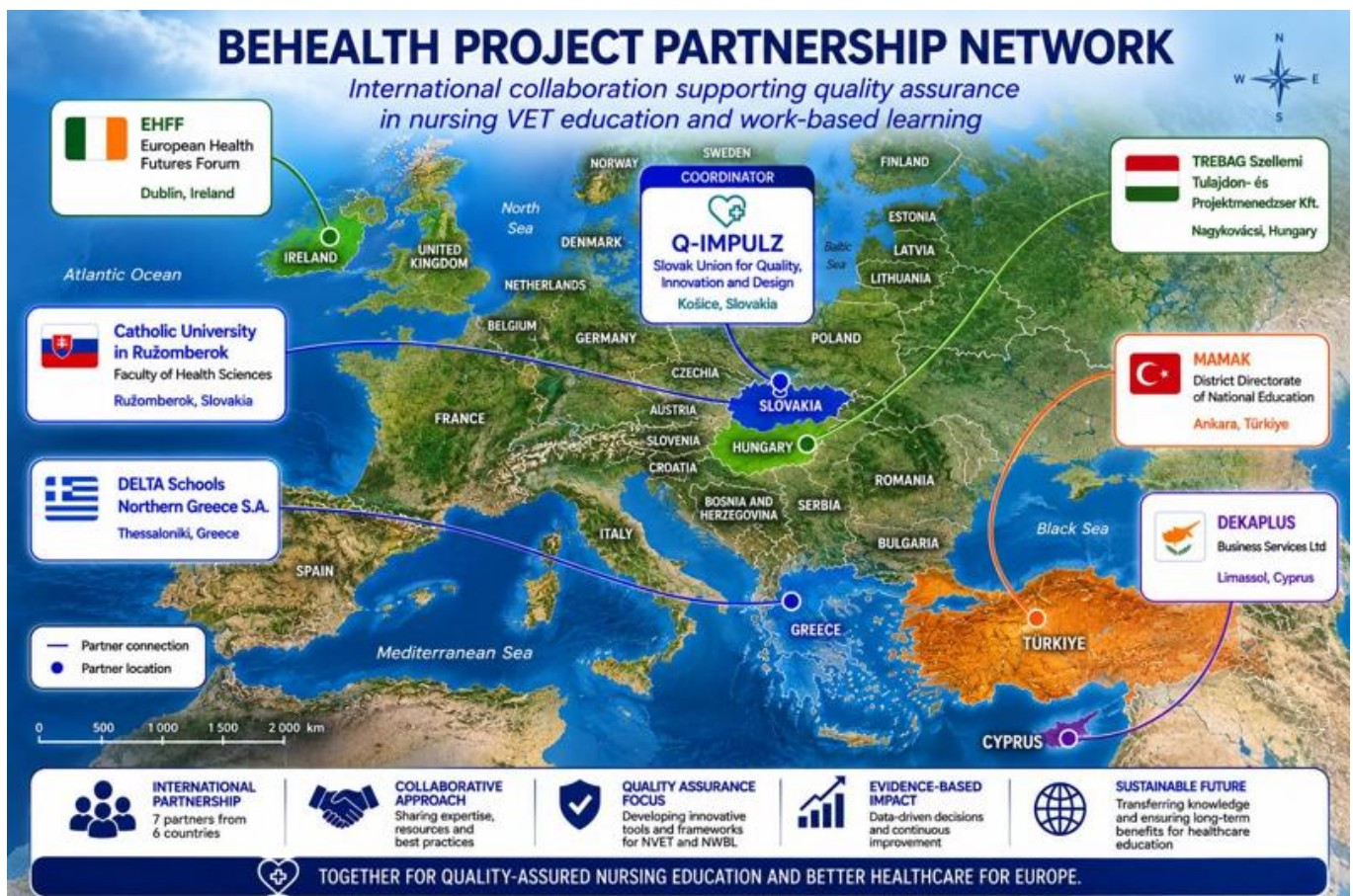


Figure 7. International collaboration network of the BEHEALTH project consortium.

The consortium established a stakeholder network of education providers, healthcare organisations, mentors, quality managers, educators, learners, professional bodies, authorities and civil-society organisations. This network provides the foundation for continued use and development of BEHEALTH outputs after the project period.

Resources and final message



Access the BEHEALTH resources

Project results, partner information and access to the Intelligent Mentoring Tool

<https://behealthproject.eu/>



WHITEPAPER CONCLUSION

Supporting QA in VET and WBL demands linking shared standards, stakeholder evidence, intelligent mentoring and sustained organisational action.

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