



AUN-QA Assessment Report  
Bachelor of Nursing Science  
Princess Agrarajakumari College of Nursing  
Chulabhorn Royal Academy

Academic Year of 2022

Date of Assessment:  
24 August 2023

## List of Committee Members

Chulabhorn Royal Academy has appointed a committee of internal quality assessment for Bachelor of Nursing Programme, Princess Agrarajakumari College of Nursing as follows:

1. Assistant Professor Jutarat Vibulphol, Ph.D. Lead Assessor
2. Assistant Professor Visan Mahasitthiwat, M.D. Assessor



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Assistant Professor Jutarat Vibulphol, Ph.D.  
Lead Assessor



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Assistant Professor Visan Mahasitthiwat, M.D.  
Assessor

## ผลการประเมินคุณภาพหลักสูตรตามเกณฑ์ AUN-QA V.4.0

### Report Summary

This report is based on the information provided in the self-assessment report (SAR), evidences, site tours, and interviews with selected stakeholders including academic staff, support staff, students, alumni, and employers. It should be read together with the preliminary findings presented at the closing ceremony where the key strengths and areas for improvement were highlighted.

The AUN-QA assessment at programme level covers 8 criteria. Each criterion is assessed based on a seven-point scale. The summary of the assessment results for the Bachelor of Nursing Programme at Princess Agramajukumari College of Nursing, Chulabhorn Royal Academy is as follows:

Criterion	Score
1. Expected Learning Outcomes	4
2. Programme Structure and Content	3
3. Teaching and Learning Approach	4
4. Student Assessment	4
5. Academic Staff	4
6. Student Support Services	4
7. Facilities and Infrastructure	5
8. Output and Outcomes	4
<b>Overall Verdict</b>	<b>Adequate as Expected</b>

## Strengths and Areas for Improvement

Criteria	Strengths	Areas for Improvement
<b>AUN. 1 Expected Learning Outcomes</b>		
<p>1.1. The programme to show that the expected learning outcomes are appropriately formulated in accordance with an established learning taxonomy, are aligned to the vision and mission of the university, and are known to all stakeholders.</p>	<ul style="list-style-type: none"> <li>• PLOs were recently revised. The updated PLOs are specific and measurable.</li> <li>• The revision of PLOs reflects the feedback from stakeholders, e.g., leadership, English skills, and technology skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Programme should consider more effective strategies to communicate about PLOs and programme specification.</li> <li>• CLOs of all courses should be formulated when revising the PLOs.</li> <li>• The classification of PLOs should be rechecked, specifically, PLOs 3 and 5.</li> <li>• Programme should consider redesigning the methods and procedures to collect stakeholders' feedback.               <ul style="list-style-type: none"> <li>◦ All groups of stakeholders should be considered.</li> </ul> </li> <li>• Plans to measure the achievement of PLOs should be reconsidered.               <ul style="list-style-type: none"> <li>◦ Qualitative data should also be considered.</li> <li>◦ Data from course evaluation should be considered.</li> </ul> </li> </ul>
<p>1.2. The programme to show that the expected learning outcomes for all courses are appropriately formulated and are aligned to the expected learning outcomes of the programme.</p>		
<p>1.3. The programme to show that the expected learning outcomes consist of both generic outcomes (related to written and oral communication, problem-solving, information technology, teambuilding skills, etc) and subject specific outcomes (related to knowledge and skills of the study discipline).</p>		
<p>1.4. The programme to show that the requirements of the stakeholders, especially the external stakeholders, are gathered, and that these are reflected in the expected learning outcomes.</p>		
<p>1.5. The programme to show that the expected learning outcomes are achieved by the students by the time they graduate.</p>		

Criteria	Strengths	Areas for Improvement
<b>AUN. 2 Programme Structure and Content</b>		
2.1. The specifications of the programme and all its courses are shown to be comprehensive, up-to-date, and made available and communicated to all stakeholders.	<ul style="list-style-type: none"> <li>• Programme specification is comprehensive, consisting sufficient details about the curriculum and were recently revised.</li> <li>• Courses are logically structured. The learning experiences from the programme are integrative, from coursework, clinical practice, and research project.</li> <li>• Regular cycles of curriculum and course revisions have been specified.</li> </ul>	<ul style="list-style-type: none"> <li>• Course specifications should be prepared for all courses when revising the curriculum.</li> <li>• Different methods and formats of programme specifications should be considered when communicating about the curriculum with different groups of stakeholders.</li> <li>• Course contribution should be rechecked.               <ul style="list-style-type: none"> <li>○ Alignment between PLO6 and courses needs to be enhanced.</li> <li>○ PLO7 is not mapped with courses in the first year.</li> </ul> </li> <li>• Programme should consider providing options in selecting courses.</li> </ul>
2.2. The design of the curriculum is shown to be constructively aligned with achieving the expected learning outcomes.		
2.3. The design of the curriculum is shown to include feedback from stakeholders, especially external stakeholders.		
2.4. The contribution made by each course in achieving the expected learning outcomes is shown to be clear.		
2.5. The curriculum to show that all its courses are logically structured, properly sequenced (progression from basic to intermediate to specialised courses), and are integrated.		
2.6. The curriculum to have option(s) for students to pursue major and/or minor specialisations.		
2.7. The programme to show that its curriculum is reviewed periodically following an established procedure and that it remains up-to-date and relevant to industry.		
<b>AUN. 3 Teaching and Learning Approach</b>		
3.1. The educational philosophy is shown to be articulated and communicated to all stakeholders. It is also shown to be reflected in the teaching and learning activities.	<ul style="list-style-type: none"> <li>• An educational philosophy is identified and reflected in the teaching and learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication about the educational philosophy should involve all groups of stakeholders, especially the nurse preceptors who help supervise the</li> </ul>

Criteria	Strengths	Areas for Improvement
3.2. The teaching and learning activities are shown to allow students to participate responsibly in the learning process.	<ul style="list-style-type: none"> <li>• The teaching and learning activities in the programme enhance active learning, teacher-student interactions, and practical skills.</li> <li>• Courses are evaluated every semester.</li> </ul>	<p>students in the programme.</p> <ul style="list-style-type: none"> <li>• More teaching and learning activities that can enhance English language skills should be considered, to contribute to the development of PLO6.</li> </ul>
3.3. The teaching and learning activities are shown to involve active learning by the students.		
3.4. The teaching and learning activities are shown to promote learning, learning how to learn, and instilling in students a commitment for life- long learning ( e. g. , commitment to critical inquiry, information- processing skills, and a willingness to experiment with new ideas and practices).		
3.5. The teaching and learning activities are shown to inculcate in students, new ideas, creative thought, innovation, and an entrepreneurial mindset.		
<b>AUN. 4 Student Assessment</b>		
4.1. A variety of assessment methods are shown to be used and are shown to be constructively aligned to achieving the expected learning outcomes and the teaching and learning objectives.	<ul style="list-style-type: none"> <li>• A variety of assessment methods are employed.</li> <li>• Assessment standards, procedures, and appeal policies are explicit and communicated.</li> <li>• A timeline for the instructors to provide feedback on assessment has been identified.</li> <li>• Assessment methods are reviewed every semester.</li> </ul>	<ul style="list-style-type: none"> <li>• More varied methods to measure the achievement of PLOs should be considered.</li> </ul>
4.2. The assessment and assessment-appeal policies are shown to be explicit, communicated to students, and applied consistently.		
4.3. The assessment standards and procedures for student progression and degree completion, are shown to be explicit, communicated to students, and applied consistently.		

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4.4. The assessments methods are shown to include rubrics, marking schemes, timelines, and regulations, and these are shown to ensure validity, reliability, and fairness in assessment.		
4.5. The assessment methods are shown to measure the achievement of the expected learning outcomes of the programme and its courses.		
4.6. Feedback of student assessment is shown to be provided in a timely manner.		
4.7. The student assessment and its processes are shown to be continuously reviewed and improved to ensure their relevance to the needs of industry and alignment to the expected learning outcomes.		
<b>AUN. 5 Academic Staff</b>		
5.1. The programme to show that academic staff planning (including succession, promotion, re-deployment, termination, and retirement plans) is carried out to ensure that the quality and quantity of the academic staff fulfil the needs for education, research, and service.	<ul style="list-style-type: none"> <li>• Competences of academic staff are identified and evaluated.</li> <li>• The duties of academic staff are allocated based on experience and qualifications.</li> <li>• Academic promotion criteria and procedures are explicit, communicated, and based on a merit system.</li> <li>• Support for professional development, especially scholarships for Ph.D. study for the academic staff holding a master's degree are available.</li> </ul>	<ul style="list-style-type: none"> <li>• A long-term planning to support the academic staff holding master's degree to continue their study should be implemented.</li> <li>• Academic staff workload should be rechecked. FTEs should reflect the actual workload of each academic staff member.</li> <li>• Needs analysis of professional development for academic staff should be considered.</li> </ul>
5.2. The programme to show that staff workload is measured and monitored to improve the quality of education, research, and service.		
5.3. The programme to show that the competences of the academic staff are determined, evaluated, and communicated.		

Criteria	Strengths	Areas for Improvement
5.4. The programme to show that the duties allocated to the academic staff are appropriate to qualifications, experience, and aptitude.	<ul style="list-style-type: none"> <li>Rewards and recognition for academic staff are implemented.</li> </ul>	
5.5. The programme to show that promotion of the academic staff is based on a merit system which accounts for teaching, research, and service.		
5.6. The programme to show that the rights and privileges, benefits, roles and relationships, and accountability of the academic staff, taking into account professional ethics and their academic freedom, are well defined and understood.		
5.7. The programme to show that the training and developmental needs of the academic staff are systematically identified, and that appropriate training and development activities are implemented to fulfil the identified needs.		
5.8. The programme to show that performance management including reward and recognition is implemented to assess academic staff teaching and research quality.		
<b>AUN. 6 Student Support Services</b>		
6.1. The student intake policy, admission criteria, and admission procedures to the programme are shown to be clearly defined, communicated, published, and up-to-date.	<ul style="list-style-type: none"> <li>Student intake policy and admission criteria and procedures are defined and communicated.</li> <li>Admission to the programme is quite competitive.</li> </ul>	<ul style="list-style-type: none"> <li>Programme should consider activities and services that can enhance employability of the students in the batches with no guaranteed positions.</li> <li>Support services should be benchmarked</li> </ul>
6.2. Both short- term and long- term planning of academic and non-academic support services are shown		



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to be carried out to ensure sufficiency and quality of support services for teaching, research, and community service.	<ul style="list-style-type: none"> <li>• A variety of support services are available.</li> <li>• The students' progress and performance are monitored by the advisor.</li> <li>• Competences of staff in support service units are identified and evaluated.</li> </ul>	for improvement purposes.
6.3. An adequate system is shown to exist for student progress, academic performance, and workload monitoring. Student progress, academic performance, and workload are shown to be systematically recorded and monitored. Feedback to students and corrective actions are made where necessary.		
6.4. Co-curricular activities, student competition, and other student support services are shown to be available to improve learning experience and employability.		
6.5. The competences of the support staff rendering student services are shown to be identified for recruitment and deployment. These competences are shown to be evaluated to ensure their continued relevance to stakeholders needs. Roles and relationships are shown to be well-defined to ensure smooth delivery of the services.		
6.6. Student support services are shown to be subjected to evaluation, benchmarking, and enhancement.		
<b>AUN. 7 Facilities and Infrastructure</b>		
7.1. The physical resources to deliver the curriculum, including equipment, material, and information technology, are shown to be sufficient.	<ul style="list-style-type: none"> <li>• Classrooms and learning spaces are sufficient for teaching and learning purposes.</li> <li>• Learning resource center has adequate equipment for teaching and research</li> </ul>	<ul style="list-style-type: none"> <li>• The class size seems to be quite large. To enhance active learning, a smaller class size should be considered.</li> </ul>
7.2. The laboratories and equipment are shown to be up-to-date, readily available, and effectively deployed.		

Criteria	Strengths	Areas for Improvement
7.3. A digital library is shown to be set-up, in keeping with progress in information and communication technology.	<p>purposes.</p> <ul style="list-style-type: none"> <li>• Digital library, i.e., CRA nursing E-library, is available.</li> <li>• IT systems are sufficient.</li> <li>• Students are provided with an I-Pad to be used for the study purposes.</li> <li>• Safety standards and access for people with special needs is available.</li> <li>• The campus environment is conducive for learning.</li> <li>• Quality of facilities and support staff is evaluated.</li> </ul>	
7.4. The information technology systems are shown to be set up to meet the needs of staff and students.		
7.5. The university is shown to provide a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, service, and administration.		
7.6. The environmental, health, and safety standards and access for people with special needs are shown to be defined and implemented.		
7.7. The university is shown to provide a physical, social, and psychological environment that is conducive for education, research, and personal well-being.		
7.8. The competences of the support staff rendering services related to facilities are shown to be identified and evaluated to ensure that their skills remain relevant to stakeholder needs.		
7.9. The quality of the facilities (library, laboratory, IT, and student services) are shown to be subjected to evaluation and enhancement.		

Criteria	Strengths	Areas for Improvement
<b>AUN. 8 Output and Outcomes</b>		
8.1. The pass rate, dropout rate, and average time to graduate are shown to be established, monitored, and benchmarked for improvement.	<ul style="list-style-type: none"> <li>• Pass rate, dropout rate, and average time to graduate are monitored and benchmarked. The programme has high pass rate and low dropout rate.</li> <li>• The first four batches of the graduates have a guaranteed job, so the employability is 100 per cent.</li> <li>• Students are encouraged to engage in research activities.</li> <li>• Stakeholders' satisfaction is monitored.</li> </ul>	<ul style="list-style-type: none"> <li>• The dropout rate has increased over the past two years. The programme should monitor the phenomenon and find ways to address the issue.</li> <li>• Student data should be benchmarked for improvement purposes.</li> <li>• Support for research activities of students and academic staff should be better provided.</li> <li>• Data from courses should be analyzed and used as part of the data to measure the achievement of PLOs.</li> </ul>
8.2. Employability as well as self-employment, entrepreneurship, and advancement to further studies, are shown to be established, monitored, and benchmarked for improvement.		
8.3. Research and creative work output and activities carried out by the academic staff and students, are shown to be established, monitored, and benchmarked for improvement.		
8.4. Data are provided to show directly the achievement of the programme outcomes, which are established and monitored.		
8.5. Satisfaction level of the various stakeholders are shown to be established, monitored, and benchmarked for improvement.		