

## **Expert's Report**

On the degree programs:

**“Bachelor of Science in Nursing (BSc)”**

Offered by the **Caribbean University of Nursing (CUN)**, Willemstad Curaçao

Site visit to the University: 7 – 8 August 2023

Panel of Experts:

<b>Dr. Nicolle Macho</b>	Academic expert
<b>Dr. Sireesha Bala Arja</b>	Academic member
<b>Simi Paramban, MSc</b>	Professional expert
<b>Matthew Kitching, MSc</b>	Student expert

**Observer:**

Zareska Lourens, BSc

**Coordinator:**

Dir. Abigail Eendragt, BSc

Accreditation Agency Curacao, AAC

## I. Preamble

The AAC carries out accreditations of doctoral, master, and bachelor programs. All accreditations are based on the AAC's standards and guidelines based on the ESG Guidelines, and the CHEA Quality Principles. The accreditation follows the usual procedural steps:

- Submission of a self-report
- Submission of self-documentation (Appendixes 1 to 8)
- Assessment by the Panel of Experts (PoE) including a Site Visit
- Creation of the Expert Report (ER)
- Final Decision by the Accreditation Commission (AC)

## II. Procedure

The ***Caribbean University of Nursing (CUN)*** requested the AAC to accredit their “**Bachelor of Science in Nursing (BSc)**” program.

### 1. Methodical Procedure

The CUN applied for conceptual accreditation with the AAC by submitting the signed application on **February 3, 2022**. The Self-Report guidelines were provided to the CUN and were completed on **August 19, 2022**. The Accreditation Commission (AC) of the AAC reviewed the CUN's application request and approved it, resulting in the official opening of the accreditation procedure. The accreditation contract between CUN and AAC was signed on **October 10, 2022**.

In the contract it was stated that the CUN had to provide the Self – documentation report (SDR) until **January 10, 2023**. CUN requested via email on **January 5, 2023**, for an extension of the submission deadline to one or two weeks later. Due to an arm injury, the submission was extended for a few more weeks. The Self- report was submitted on **February 23, 2023**.

The SDR contained the following standards:

- Standard 1: Institutional overview (**ESG 1.2.;1.6; 1.7. & US ii, iv**)
- Standard 2: Ethics and diversity (ESG 1.3. & US Vii)
- Standard 3: Design of programs (ESG 1.3. & US Vii)
- Standard 4: Quality Management and Improvement (**ESG 1.1.; 1.7.; 1.9.;1.10. & US i**)
- Standard 5: Administration and teaching staff (**ESG 1.3.;1.4.;1.5.;1.6 & US iii, v**)
- Standard 6: Student and stakeholders' engagement (**ESG 1.2.; 1.7.; 1.9.; & US vi**)
- Standard 7: Learning and teaching (**ESG 1.3., 1.4. & US i, vi, VII, VIII**)
- Standard 8: Program handbook (**ESG 1.1.;1.2.;1.3.;1.8., 1.9. & US ii, iii, vii, viii, ix**).

The SDR was reviewed by the AAC for completeness according to the AAC Self – documentation guidelines. Consequently, the SDR was shared with the PoE for review (pre-site visit). No documentation or additional information was needed from the CUN.

## **2. Appointment of the Panel of Experts (PoE)**

The CUN, being a nursing institution, was deemed to require expertise in Academia and QA procedures, Nursing (both professional and academic), and a student perspective.

The AAC selected experts through a call for Experts, where interested individuals could apply. The AAC reviewed the applications and nominated 4 experts. The AC reviewed the application and selection procedure, approving the nominations.

The approved experts are as follows:

<b>Dr. Nicolle Macho</b>	Academic expert (Academia & QA)
<b>Dr. Sireesha Bala Arja</b>	Academic member (Academia & Med)
<b>Simi Paramban, MSc</b>	Professional expert (Nursing)
<b>Matthew Kitching, MSc</b>	Student expert (Student)

### Site Visit (Onsite)

The CUN went through an onsite “Site Visit” on the **7<sup>th</sup> and 8<sup>th</sup> of August 2023**. Attendees were the AAC working group, PoE, and the CUN working group. The individual points were discussed (see timeline site visit, attachment). During the last session on the 8<sup>th</sup> of August 2023, the Experts discussed and concluded that the CUN could not be accredited. In agreement with the PoE, the AAC decided to offer the CUN a “Grace Period” from **August 21<sup>st</sup>, 2023 until January 21<sup>st</sup>, 2024**. In this period the CUN was given a list with 11 critical conditions to work on.

### Expert Report

Following the “Grace Period”, the PoE had a virtual meeting on **March 12, 2024**, to discuss the Self – documentation again and the new information gathered from the Site Visit. The Experts concluded this meeting with being satisfied that those issues which had led to the “Grace Period” were now taken care of. Hence a new accreditation decision was made – which will be elaborated on in the report.

### Update January 2025:

CUN was given accreditation with 2 conditions. On December 18<sup>th</sup> 2024 CUN provided updated documentation. In this documentation CUN demonstrated that the given 2 conditions are fulfilled. Therefore, CUN received full concept accreditation for the **“Bachelor of Science in Nursing (BSc)”** program.

## **III. General information on the University**

The Caribbean University of Nursing is a private, nonprofit institution of higher education offering programs (present & distance learning) and is based in Willemstad, Curaçao

CUN offers:

1. Entry Level BSN (full-time, four years, 45 weeks per year)
2. RN to BSN Bridge Program (tailor-made program)
3. ASN/LPN/LVN to BSN Bridge Program (tailor-made program)

#### **IV. Assessment of the study program**

In this chapter, the experts assess the “**Bachelor of Science in Nursing (BSc)**” program.

##### **Standard 1: Institutional overview (ESG 1.2.;1.6; 1.7. & US ii, iv)**

###### **Description**

*Concisely outline the information provided by the university/institution in the self-documentation report regarding the standard (objectively).*

According to the information provided in the SDR the Caribbean University of Nursing (CUN) is a private, nonprofit institution of higher education offering nursing programs (present & distance learning) and is based in Willemstad, Curaçao.

CUN offers:

1. Entry Level BSN (full-time, four years, 45 weeks per year)
2. RN to BSN Bridge Program (tailor-made program)
3. ASN/LPN/LVN to BSN Bridge Program (tailor-made program)

Their mission is to prepare students for the demanding tasks of a top-nurse, demands an educational program of the highest quality, covering all necessary knowledge and skills, cultural awareness, a holistic and patient-centered approach and a large variety of ‘practical scenario’s’, both under “developed world” circumstances and “developing world” circumstances.

An organizational chart is provided.

###### **Experts Evaluation**

*Provide a thorough assessment of the standard (approach and implementation), highlighting pertinent aspects that are considered areas that should be reevaluated (condition). Additionally, identify areas where recommendations could enhance the standard. Please indicate conditions or recommendations with respective numbers at the sentence's end (condition 1, recommendation 2, etc.).*

In its institutional overview CUN provides the evidence of its legal status/acknowledgement as a Higher Education provider as well as providing clearly

stated vision and mission statements for the institution. The strategic objectives are stated and set in a 5-year timeline. There are 10 strategic objectives listed which is rather a large number and could have been reduced without a problem. CUN in the future needs to connect these 10 objectives to time (short, medium and long term) with named responsibilities and granular objectives and review them regularly. The Strategy Committee (as the senior committee) is responsible for oversight.

CUN is not planning to be managed in a traditional University/College fashion that is, by a Chancellor, Rector, a Vice Rector and a Dean but rather by a Management Team, led by a President and a Director. Besides the President and the Director, the Management Team consists of the Heads of the different departments as indicated in the organizational chart. This approach so not totally new but should allow them at least the first couple of years to respond fast to necessary adjustments and for fast and effective communications. The organizational chart is probably long-term not feasible and needs to be adjusted in a more detailed operational and administrative organizational chart with more steps in between to ensure good communications and better shared responsibilities. The present form puts a lot of burden on very few people.

CUN's target market - international students especially from developing countries and stakeholders are discussed and possible issues i.e., transfer credits identified. In future external stakeholders need to be identified more thoroughly.

Recommendation: Adjust the organizational chart into a more detailed administrative and operational one sometime in the future when CUN has many students and more staff. All communication right now is going to and through one person -the President- will not work long-term; there need to be in-between steps or at least one more step to ensure an efficient running of the organization.

## **Conclusion**

Standard 1 has a total score of 70 points. There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards. The approach is well implemented but there are as mentioned above some areas which over the next couple of years will most likely need to be adjusted through the gained experience of running the program.

## **Standard 2: Ethics and diversity (ESG 1.3. & US Vii)**

### **Description**

*Concisely outline the information provided by the university/institution in the self-documentation report regarding the standard (objectively).*

CUN in its Self-Documentation Report states that it is not governed by any particular political, cultural, religious or social philosophy or organization. It strives for healthcare equality, educational fairness and equality in opportunity. Respect and diversity are

essential for the running of the school and in cases where there are problems Complaint and Appeal procedures as well as those regarding Transparency are in place.

### **Experts Evaluation**

*Provide a thorough assessment of the standard, highlighting pertinent aspects that are considered areas that should be reevaluated (condition). Additionally, identify areas where recommendations could enhance the standard. Please indicate conditions or recommendations with respective numbers at the sentence's end (condition 1, recommendation 2, etc.).*

CUN clearly expressed its views on ethics, diversity – including students with a physical or learning disability and transparency. Procedures to deal with any infringements are set up - including time lines for the responses. Policies, protocols, procedures, standards and codes of conduct are to be reviewed, on a yearly basis and published. Over time CUN probably will find some areas which will need to be adjusted or changed as changed conditions in the environment – education as well as local and global – demand it.

### **Conclusion**

*Conclusion > Use the information of the scoring system.*

Standard 2 has a total score of 60 points. There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards. The approach is well implemented but in the future CUN might want to review who is essential as a member for the Policy and Standards Committee and who is not. The student member definition needs to be adjusted since it takes at least 3 years before a student meets the present requirement of being appointed/elected to the committee.

The section dealing with Physical Learning and Disability Support also should probably get long-term more precise explanations of what types of physical or learning disabilities will be accepted at CUN, what measures are considered workable and feasible and will not negatively influence working as a nurse. The statement that “all learning support is free of charge” so very recommendable needs to be reviewed since the costs here might become very high.

## **Standard 3: Design of programs (ESG 1.3. & US Vii)**

### **Description**

*Concisely outline the information provided by the university/institution in the self-documentation report regarding the standard (objectively).*

CUN offers Entry Level BSN (full-time, four years, 45 weeks per year), RN to BSN Bridge Program (tailor-made program) and ASN/LPN/LVN to BSN Bridge Program

(tailor-made program). All CUN's nursing programs comply with international standards.

The institution describes the process for the design, approval and review of the programs offered and shows how they align with the institutional strategy. The student handbook presents the course/module narratives including the program's intended achievements in the learning outcomes, encompassing both subject-specific and interdisciplinary knowledge and skills. A combination of different learning modalities will be used: (e-)textbooks, virtual clinical simulations, (online) concept mapping, animations and video's, online adaptive testing and more.

The total curriculum consists of three main 'categories' : Research and Assessment, Medical Treatment and Nursing and Prevention and Promotion. These three main categories consist of a total of eighteen 'themes' (eleven Research and Assessment, three Medical Treatment and Nursing and four Prevention and Promotion). The themes form clusters of 'concepts'. Thus, CUN is applying a Concept Based Curriculum (CBC). A CBC gives students a general concept to discuss and analyze the 'framework'. These concepts and frameworks can be applied to different clinical settings and situations and across different medical specialties. Examples are then given for each concept and enable students to couple other examples to certain concepts, instead of having to memorize isolated facts and scenarios. Additionally, Integrative Learning, Problem Based Learning and Holistic Nursing (focus on non-Western and non-pharmaceutical therapies and healing) are employed to ensure that students are well rounded when they finish the program.

### **Experts Evaluation**

*Provide a thorough assessment of the standard, highlighting pertinent aspects that are considered areas that should be reevaluated (condition). Additionally, identify areas where recommendations could enhance the standard. Please indicate conditions or recommendations with respective numbers at the sentence's end (condition 1, recommendation 2, etc.).*

The study program objectives align with the institutional strategy and include explicit learning outcomes for each course which will facilitate the achievement of the program objectives and need to be reviewed at regular intervals.

The expected learning outcomes have to be regularly checked to ensure that they still meet the needs of the program. The involvement of students and other stakeholders in this process should guarantee that the curriculum design and ongoing development of the program follows the needs of the target market and international standards. Through the periodic reviews that are planned this should be achieved without a problem. Long-term the program probably has to adjust the expected student workload.

### **Conclusion**

*Conclusion > Use the information of the scoring system.*



Standard 3 has a total score of 64 points. There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards. The approach is well implemented but there are as mentioned above long-term adjustment which will have to be made due to the experiences gained in running the program.

#### **Standard 4: Quality Management and Improvement (ESG 1.1.; 1.7.; 1.9.;1.10. & US i)**

##### **Description**

*Concisely outline the information provided by the university/institution in the self-documentation report regarding the standard (objectively).*

The goals of CUN's Quality Management are to assure and maintain the highest possible quality of its programs, teaching-methods, (teaching) staff, research, educational facilities and educational results and to make sure the quality of the healthcare delivered by CUN graduates complies with endorsed international standards and codes. To ensure that these goals are met CUN will work together with its internal and external stakeholders.

CUN's internal quality assurance refers to students, faculty and staff, programs and courses and research and is embedded in its policies, protocols, procedures, standards and codes of conduct which are drawn-up and reviewed, on a yearly basis, by the Policy and Standards Committee. External Quality Assurance is covered by CED, the Advisory Board, Accreditation Agency AAC, the government of Curacao and by CUN's adherence to international standards. CUN's President and CUN's Director formally meet with different departments once a year or as often as needed/requested to discuss relevant points.

Transparency is ensured through the notification and publication *about new versions of formal documents on CUN's website.*

##### **Experts Evaluation**

*Provide a thorough assessment of the standard, highlighting pertinent aspects that are considered areas that should be reevaluated (condition). Additionally, identify areas where recommendations could enhance the standard. Please indicate conditions or recommendations with respective numbers at the sentence's end (condition 1, recommendation 2, etc.).*

CUN has set up all relevant policies and processes to make sure that they have a coherent institutional quality assurance system in place that forms a cycle for continuous improvement and contributes to the accountability of the institution. All documents are publicly available and updates will be immediately posted. However, at this point too many tasks have to be carried out by the President and the Director of CUN. Long-term this will most likely not be feasible and probably negatively affect the institution.



The relevance of some of the data collected will only be clear after a couple of years and will probably have to be adjusted as more information is collected by the institution. CUN might find out over time that some information will not be given, is irrelevant and thus adjustments would have to be made to the data collection process.

CUN has set up a process in which internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution.

## **Conclusion**

*Conclusion > Use the information of the scoring system.*

Standard 4 has a total score of 61 points. There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards. The approach is well implemented at this time but there are will most likely adjustment been needed over the next couple of years.

## **Standard 5: Administration and teaching staff (ESG 1.3.;1.4.;1.5.;1.6 & US iii, v)**

### **Description**

*Concisely outline the information provided by the university/institution in the self-documentation report regarding the standard (objectively).*

All employees (administrative staff) fill out a Staff Profile Form. Additionally, they receive a job description and employee handbook thus ensuring that the new employee is aware of its duties and responsibilities and of the policies and procedures of CUN.

All employees follow a certain lifecycle. The Human Resources Department has a program in place to monitor, review and maintain this lifecycle; the Employee Life Cycle Program (ELCP). This ELCP consists of the following modules.

- 1) Strategic recruitment and on-boarding (relevant acquired knowledge, skills, experience, motivation and 'wish-list', screening and testing, if required).
- 2) Employee development (internal and/or external training, continuous learning, promotions).
- 3) Employee performance (based on documented and agreed upon performance indicators, including employee and departmental feedback and, in case of teaching staff, student feedback).
- 4) Employee retention (working environment, tasks/responsibilities, compensation, support).
- 5) Employee exit procedures (for voluntary and forced dismissal).

Teaching-staff ('faculty') at CUN, can be experts in different fields; nursing medical, nursing care, nursing research, socio-cultural, public health, community and family healthcare, nutrition, physiotherapy, legal, international healthcare organizations, and so on. They can be physicians, nurse educators, biologists, chemists, psychologists, therapists, anthropologists, traditional medicine and healing experts and (performing) arts/literature teachers, covering all elements of a complete holistic nursing program.

Faculty can be contract and/or freelance members. Initially all faculty-members are hired on a part-time basis. All faculty receives a faculty handbook with all relevant information.

Faculty recruitment is based on strict conditions of knowledge, skills and experience, depending on the role the candidate is expected to play and all candidates must subscribe to CUN's holistic principles, policies, standards and nursing program(s). All Faculty-members have at least a Bachelor level degree in the concerning field of expertise and must be able to demonstrate all necessary skills to function as an educator, in CUN's nursing program(s).

Faculty-members are expected to engage in research-activities, relevant for their field of expertise, within CUN's research framework. This framework includes CUN's procedures for collecting and processing external research-data, as documented in the Faculty Handbook and CUN's Research Framework document.

At the operational start of the school CUN has sufficient qualified faculty-members, to cover all first-year courses.

### **Experts Evaluation**

*Provide a thorough assessment of the standard, highlighting pertinent aspects that are considered areas that should be reevaluated (condition). Additionally, identify areas where recommendations could enhance the standard. Please indicate conditions or recommendations with respective numbers at the sentence's end (condition 1, recommendation 2, etc.).*

Administrative staff will have to be equipped to deal with all types of student issues and accordingly CUN offers them support. Qualifications will depend on the job offered but according to the report all necessary steps will be taken to ensure that the person with the right qualifications will be hired. A Personal Development Plan (PDP) for each employee is created incorporating e.g., the concerning departments relevant goals, personal goals, and professional growth goals. This plan is a continuous process, and has to be monitored regularly and adjusted if or when necessary.

Teaching staff recruitment is based on knowledge - academic and practical, skills and experience in the subject the individual is planning to teach. A minimum requirement to teach is at least a Bachelor level degree and 5 to 7-years experiences in the field. However, faculty in most cases/subject areas must have a Master level degree. University teaching staff is required to have a higher-level qualification than the one they

are teaching. Additionally, where staff are teaching particular skills, they may also require demonstrable experience in clinical practice (CUN should define number of years as part of defined selection criteria). CUN has shown for the 1. Semester that its faculty meets these criteria however it will have to apply them also to the whole 4-years program.

Condition: CUN has to ensure to best of their abilities for the whole 4-years program that the faculty has a higher-level qualification than on the level they are teaching and that they have 5-7 years of experience in the field

### **Conclusion**

*Conclusion > Use the information of the scoring system.*

Standard 5 has a total score of 65 points. There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards. The approach is well implemented nevertheless CUN has to make sure that it keeps up with the performance monitoring of employees and faculty. As well as making sure that the teaching qualifications are met throughout the program.

CUN needs to inform AAC if they no longer reside at the World Trade Center where their new facility is and describe in some detail the new on-site facility.

## **Standard 6: Student and stakeholders' engagement (ESG 1.2.; 1.7.; 1.9.; & US vi)**

### **Description**

*Concisely outline the information provided by the university/institution in the self-documentation report regarding the standard (objectively).*

Both student and stakeholder engagement at this point are largely theoretical. CUN is not yet accredited, has no enrolled students and thus no student engagement nor is there presently external stakeholders' engagement. Nevertheless, CUN has set up the necessary framework for the future.

Students, ones enrolled, are part of CUN's internal stakeholders, together with CUN's management, staff and faculty. At CUN numerous opportunities will exist for students to get involved e.g., assume a position within Student Services, become a member of the Student Council, participate in a faculty recruitment committee, the Policy and Standards Committee or the Complaints Board or conduct external research and participate in data-review sessions.

CUN's external stakeholders encompass both local and foreign healthcare-related associations, healthcare institutions, healthcare-related community service organizations, healthcare education institutions, healthcare workers, suppliers and providers of educational healthcare-related materials, systems and (electronic) platforms, housing providers, Curacao's government, the Dutch government, trade unions and CUN alumni. CUN has no alumni yet, but FEPA has many of its former students working on Curacao as RN's and possibly get initially involved. Working together with some or most of these organizations and professionals can create major positive inputs into CUN's program and thus the future of its students.

### **Experts Evaluation**

*Provide a thorough assessment of the standard, highlighting pertinent aspects that are considered areas that should be reevaluated (condition). Additionally, identify areas where recommendations could enhance the standard. Please indicate conditions or recommendations with respective numbers at the sentence's end (condition 1, recommendation 2, etc.).*

An extensive framework for engagement both by students and external stakeholders has been set up however since neither is in place right now evaluating the actual benefits, they bring is impossible. If they work as planned and as long as CUN regularly reviews their input they should benefit CUN and make the school stronger.

### **Conclusion**

*Conclusion > Use the information of the scoring system.*

Standard 6 has a total score of 55 points. There is clear evidence of an efficient systematic approach that addresses the basic (fundamental) requirements of the

standards. The approach is considerably implemented but still has certain – as indicated above – areas which need further implementation.

## **Standard 7: Learning and teaching (ESG 1.3., 1.4. & US i, vi, VII, VIII)**

### **Description**

*Concisely outline the information provided by the university/institution in the self-documentation report regarding the standard (objectively).*

CUN offers different types of learning, teaching-methods and ways of testing. Usually, faculty decides on the best teaching-method, for each course-component and the best way of testing, to assess if students have reached the defined learning-goals. For every course (-component) the learning-goals and expected test-results are documented as is shown in modules for the first semester. Teaching- and learning methods at CUN are adaptive and individualized where necessary and possible, e.g., for LD-students.

For every course and course-component faculty can choose from a number of (combined) teaching methods, being live/online classroom-sessions, recorded online classroom-sessions, self-study, VR sessions, AV-sessions. CUN's way of teaching is student-centered, faculty-members act more as coaches, facilitators and guides, than as traditional lecturers. Students are to explore subject-matter on their own and in groups, by way of assignments or during classroom-sessions, coached by faculty.

CUN's teaching- and learning-methods are highly adaptive and can be fully individualized. CUN has chosen a web-based online learning management system (LMS) designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments.

Test and Assessment Rules, Assessment and Grading Rules, Research and Academic Writing including dealing with Plagiarism as well as the Admission Procedure and Recognition of Certificates are set up.

### **Experts Evaluation**

*Provide a thorough assessment of the standard, highlighting pertinent aspects that are considered areas that should be reevaluated (condition). Additionally, identify areas where recommendations could enhance the standard. Please indicate conditions or recommendations with respective numbers at the sentence's end (condition 1, recommendation 2, etc.).*

The different types of learning, teaching-methods and ways of testing offered to the students at CUN ensure that all students can reach their learning goals. Since teaching- and learning methods are adaptive and individualized where needed and feasible all students will benefit.

In theory it is positive if faculty can choose for every course and course-component from a number of (combined) teaching methods, being live/online classroom-sessions, recorded online classroom-sessions, self-study, VR sessions, AV-sessions. However, if everyone teaches the same course differently it is nearly impossible to compare the course over time to see if it really works e.g., are the learning outcomes met or if a student fails the course and has to repeat it are there still the same standards or are they different?

A Key issue however is that it is not clear what courses throughout the 4-years program are taught online and which ones are on-site. Are all courses in a semester online and in another semester on campus? Are some of the courses in a semester online and some on-site? A student has to know when he or she has to be in Curacao for courses.

Condition: CUN must name/list all the courses which are offered online versus on-campus for the 4-years program and publish them.

## **Conclusion**

*Conclusion > Use the information of the scoring system.*

Standard 7 has a total score of 60 points. There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards. The approach is well implemented but a key problem – see condition - remains with the unclear listing of what course has to be taken only on campus versus those that are offered online.

## **Standard 8: Program handbook (ESG 1.1.;1.2.;1.3.;1.8., 1.9. & US ii, iii, vii, viii, ix).**

### **Description**

*Concisely outline the information provided by the university/institution in the self-documentation report regarding the standard (objectively).*

The Program handbook/Student handbook provides both general and specific directives for all entry level, transfer and bridge program students. It includes thus all relevant information starting with the History of the School, Vision and Mission, Application, Admission (incl. Immigration Information), Enrollment and Registration Information, Intake and Academic Calendar; Professional and Education Principles, Student Support (incl. Learning Disability Support), Recognitions and Licensure, Compliance with International Standards and Codes, General Rules and Policies, Compliance Procedures, CUN Website, SISC and Electronic Channels, Tuition, Fees, Allowances and Expenses, Program Items, Course Content and Course Structure and ending with CUN's Credit (-hour) and Grading System.

### **Experts Evaluation**

*Provide a thorough assessment of the standard, highlighting pertinent aspects that are considered areas that should be reevaluated (condition). Additionally, identify areas where recommendations could enhance the standard. Please indicate conditions or recommendations with respective numbers at the sentence's end (condition 1, recommendation 2, etc.).*

Students are provided a Program/Student Handbook, with all necessary general and specific directives for all entry-level, transfer and bridge program students. The Handbook also contains all BSN program modules, including an academic calendar and USCS and ECTS credits to be earned.

Since not all students follow the same program modules, detailed information about each module is documented in the Program Module information sheets and accompanying syllabi. Examples of the first semester Program Module Sheets are included but those of the rest of the program are still missing.

One other point which will need to be addressed is the list of courses which are online versus on campus as already stated in Standard 7 where it was also made a condition which has to be completed before the next accreditation visit. Additionally, some issues with the sequencing of the curriculum exist. For example, anatomy and physiology are subjects that would usually be tackled in later years of the program once students have acquired biology fundamentals required to truly understand this higher-level content.

### **Conclusion**

*Conclusion > Use the information of the scoring system. Example: Standard 8 has a total score of 65 points. There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards.*





## V. Result

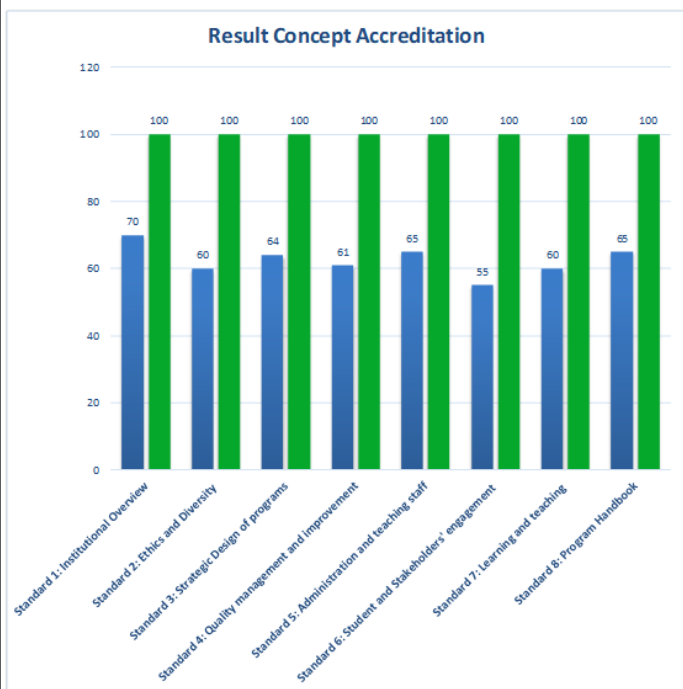
### RESULT MATRIX Concept Accreditation

	Student	Professional	Academic	Academic Leader	Total	Max. Points
Standard 1: Institutional Overview	x	x	x	x	70	100
Standard 2: Ethics and Diversity	x	x	x	x	60	100
Standard 3: Strategic Design of programs	x	x	x	x	64	100
Standard 4: Quality management and improvement	x	x	x	x	61	100
Standard 5: Administration and teaching staff	x	x	x	x	65	100
Standard 6: Student and Stakeholders' engagement	x	x	x	x	55	100
Standard 7: Learning and teaching	x	x	x	x	60	100
Standard 8: Program Handbook	x	x	x	x	65	100
<b>Total</b>					<b>500</b>	<b>800</b>
<b>Percentage %</b>					<b>63%</b>	

Minimum to accredit with or without conditions: **> 300 Pts.** (of 500) in total of standards 1,3,4,5,7

**320**

Scoring description	Score
<b>Poor</b> No systematic approach is evident. Information provided has no concrete evidence. There is a noticeable absence of any implementation of an approach.	<b>0 - 15</b>
<b>Minimal</b> There are indications of a systematic approach to the basic requirements of the standards. Implementation of the approach is in the early stages. Making it difficult in some areas to achieve the basic requirements of the standard	<b>15 - 35</b>
<b>Sufficient</b> There is clear evidence of an efficient systematic approach that addresses the basic (fundamental) requirements of the standards. The approach is considerably implemented but still has certain areas which need further implementation	<b>35 - 55</b>
<b>Above average</b> There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards. The approach is well implemented with no significant gaps	<b>55 - 75</b>
<b>Excellent</b> There is clear evidence of an efficient systematic approach that fully addresses the requirements of the standards. The approach is fully implemented with no significant weaknesses or gaps.	<b>75 - 100</b>



## VI. Summary of Findings

### Conditions

	Conditions
Standard 1	1. /
Standard 2	2. /
Standard 3	3. /
Standard 4	4. /
Standard 5	5. CUN has to ensure to best of their abilities for the whole 4-years program that the faculty has a higher-level qualification than on the level they are teaching and that they have 5-7 years of experience in the field. (p. 10)
Standard 6	6. /
Standard 7	7. CUN must name/list all the courses which are offered online versus on-campus for the 4-years program and publish them. (p. 13)
Standard 8	8. /

### Recommendations

	Recommendations
Standard 1	1. Adjust the organizational chart into a more detailed administrative and operational one sometime in the future when CUN has many students and more staff. (p. 4)
Standard 2	2. /
Standard 3	3. /
Standard 4	4. /
Standard 5	5. /
Standard 6	6. /
Standard 7	7. /
Standard 8	8. /

## VII. Recommendation of Panel (accreditation decision)

The Panel recommends that the Caribbean University of Nursing (CUN) is granted an Accreditation with 2 conditions and 1 recommendation listed above for 3 years.

The accreditation is subject to the conditions mentioned above. The conditions must be implemented. The implementation of the conditions must be documented in written and reported to AAC by November 2<sup>nd</sup>, 2024, at the latest.

In addition, CUN needs to inform AAC, if they no longer reside at the World Trade Center and where their new facility is and describe in some detail the new on-site facility.

The accreditation will be valid for a period of 3 years starting with 03.05.2024 and is valid until the 03.05.2027 under the condition that all of the above-mentioned conditions are implemented, documented and reported to AAC in due time.

### **VIII. Final Comments**

The Panel was impressed by the dedication of the Caribbean University of Nursing to set up this new nursing school emphasizing not only traditional nursing practices but incorporating also a more holistic approach to nursing. We wish CUN all the very best for the future!

## Attachment: Site Visit Agenda

### “Bachelor of Science in Nursing” (BSc)

Accreditation Site Visit to the Caribbean University of Nursing (CUN)

Date **5.08., 6.08., 7.08., 8.08.2023.**

#### Day 1: Pick up and rest day

The arrival of the first Expert and transfer from the Airport to the Hotel. Check-in at the hotel (*Organized by CUN*)

#### Day 2: Pick up and rest day

The arrival of the second Expert and transfer from the Airport to the Hotel. Check-in at the hotel (*Organized by CUN*)

#### Day 3: Introductions, Strategic Positioning, and Institutional Processes & Procedures

Time	Session
<b>8:30</b>	Transfer from hotel to the University ( <i>transfer arranged by CUN</i> ).  All meetings take place at the CUN - Mauritslaan no. 1 in Emmastad
<b>9:00 – 09:50</b>	AAC members and PoE gather to prepare for the Site Visit presentations and discussions. A question list will be created.  Participants: <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> </ul>
<b>10:00 – 10:50</b>	<b>Site – Visit Overview &amp; Introductions</b> Key stakeholders from the AAC and CUN will discuss the purpose and goals of the site-visit, allowing for introductions and an overview of the upcoming schedule. A brief presentation of the Institutional Vision and Mission and the leadership of CUN will be given.  Participants: <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>11:00 – 11:20</b>	<b>CUN and the Educational Market and Risk Management</b> Presentation and discussion about CUN's position in the nursing market.

	<p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>11:30 – 11:50</b>	<p><b>Discussion about CUN's Strategic Objectives</b> Stakeholders of the AAC will meet with the Management of the CUN to discuss their strategic goals.</p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>12:00 – 13:00</b>	Light Lunch of the PoE
<b>13:00 – 13:50</b>	<p><b>Program Design and the Learning &amp; Teaching System</b> Presentation and discussion of the educational framework and pedagogical approach of CUN's learning experience.</p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>14:00 – 14:50</b>	<p><b>Quality Management</b> Presentation and discussion of CUN's strategies, policies, and processes to ensure and enhance the overall quality of education.</p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>15:00 – 15:50</b>	<p><b>Administration and Faculty</b> Presentation and discussion of CUN's approach to managing and planning related to human capital needs.</p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>16:00 – 16:50</b>	<p><b>AAC Working Session with Optional Q&amp;A</b> AAC Members &amp; PoE convene to reflect and debrief the day and prepare for Day #4. CUN working group can be available for optional Q&amp;A to further discuss topics presented during Day #3.</p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>

<b>17:00 - ....</b>	<b>Joint Dinner</b>  Participants: <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
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**Afterward, transfer to the hotel** (organized by CUN)

#### **Day 4: CUN Campus & Academic Program Deep Dive**

Time	Session
<b>8:30</b>	<b>Transfer from hotel to the University</b> (transfer arranged by CUN) All meetings take place at the CUN - Mauritslaan no. 1 in Emmastad
<b>9:00 – 09:50</b>	<b>CUN Campus/Distance Learning Platform</b> Presentation and discussion of the technology stack that will power CUN's academic and administrative operations.  Participants: <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>10:00 – 11:30</b>	<b>Academic Program Deep Dive: Bachelor of Science in Nursing (BSc)</b>  Presentation and discussion of the curriculum, learning outcomes, and industry relevance of the Bachelor of Science in Nursing (BSc)  Participants: <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>11:40 – 11:50</b>	<b>Research at CUN</b> Presentation and discussion of the research activity in the Bachelor of Science in nursing program.  Participants: <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>12:00 – 13:00</b>	<b>Light Lunch of the PoE</b>
<b>13:00 – 13:50</b>	<b>Student support &amp; Experience at CUN</b>

	<p>Presentation and discussion of the student experience and support planned for CUN learners.</p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>14:00 – 14:50</b>	<p><b>Meet &amp; Greet with CUN Faculty and Students</b> Stakeholders from the AAC will meet with CUN teachers and students to hear about their overall teaching and learning experience at the CUN.</p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>15:00 – 16:30</b>	<p><b>AAC Working Session</b> AAC Members &amp; PoE convene to reflect and debrief the day.</p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> </ul>
<b>16:30 – 17:00</b>	<p><b>First overview and general assessment of each of the 8 standards.</b></p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>
<b>17:00 - ....</b>	<p><b>Joint Dinner (Last day)</b></p> <p>Participants:</p> <ul style="list-style-type: none"> <li>• AAC Members &amp; PoE</li> <li>• CUN Accreditation Working Group</li> </ul>

**Afterwards, transfer to hotel** (organized by CUN)



**Day 5: 09.08.2023**

In the morning transfer to the airport (organized by CUN).

Individual Departure of experts.

**For preparation:**

- All discussions will be held in the English language. If required, please make sure that translation is available.
- Please make sure that all people involved from the University are informed about the time and place of the discussions.
- All discussions should take place in the same room so the experts will not have to move between the talks.
- Please make sure there are name placards for all people involved (University, panel, and coordinators) to facilitate the flow of the discussions.
- Please make sure there are soft drinks and coffee/tea available for the PoE during the day.
- For the lunch break please arrange a light meal for the panel that also considers the needs of vegetarians.
- Please inform AAC about the room for the discussions and how to get there.