National Academic Reference Standards (NARS)

Nursing

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1st Edition

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Preface

Based on the Presidential Decree number (82) for the year 2006, the National Authority for Quality Assurance and Accreditation of Education (NAQAAE) was founded to enhance the quality of education in Egypt.

In the light of NAQAAE's mandates, developing National Academic Reference Standards (NARS) for higher education comes on the top of its priorities. NARS are intended to set out clearly the graduate attributes and academic characteristics expected to be achieved in the academic programs of different disciplines.

The natural resources are no longer the backbone for development and prosperity; instead knowledge economy has become the main base for inducing tremendous and progressive breakthroughs in the resources of nations. In this regard, knowledge economy requires high quality education based on well defined reference standards.

The international changes and the concomitant alterations in the socio-economic conceptions obliged quality education as the main gate for human resources development. The latter, in turn, is counted as one of the most important determinants of national sustainable development.

Good practice in education should encourage students to improve their innovative and creative capabilities, employ appropriate technologies and pursue independent and life-long learning. This would necessitate setting out plans to develop the institutional capabilities and educational efficiency. Accordingly, educational

institutions have to reform their programs and courses to meet the demands of the labor market. In addition, graduates should acquire the flexibility that enables them to adapt to the future needs of the labor market.

In alignment with its functions, NAQAAE, in collaboration with the stakeholders, has developed an integrated system to assure education quality. One of the system's outcomes is a series of guides for NARS in different academic disciplines to help higher education institutions in designing their programs to meet the accreditation requirements.

National Authority for
Quality Assurance and
Accreditation of Education (NAQAAE)

Acknowledgements

The National Authority for Quality Assurance in Education, (NAQAAE) would like to thank all the stakeholders involved in this work. The stakeholders included are representatives from the Ministry of Higher Education, National Syndicates, the Academic university staff members and the Private Sector. All of them were committed to make this work possible through their knowledge and experience.

The President of the National Authority for Quality Assurance in Education, Professor Magdy Kassem and Board members would like to acknowledge the efforts done by the task force group assigned to prepare this guideline for their hard work to ensure high quality graduates and to be comparable to the international standards.

Professor Magdy Kassem
NAQAAE, President

Methodology

NAQAAE has invited a group of education experts, in different academic disciplines, from state, private and Al-Azhar Universities to develop a general framework of the guide for the national academic reference standards (NARS) in the different sectors of higher education. The steps proceeded as follows:

1. **Brain Storming**
   The authority held several workshops for expert groups to discuss the general framework and elements/contents of the NARS guide and Standardization of concepts and terms used in the NARS within a definite time table.

2. **Reviewing of the International Academic Standard**
   Experts groups have reviewed the academic standards of some World accreditation institutions and standard applied in the corresponding faculties at universities from different countries in the world to have access to the global level, taking into account the need to preserve the Egyptian identity.

3. **Reviewing the Available Academic Standards in Egypt**
   The working groups have reviewed the academic standards which have been developed by the sectors of the Supreme Council of Universities - Ministry of Higher Education and Scientific Research. In accordance with the required amendments to NAQAAE, groups developed the guidelines to meet the needs of higher education institutions.

4. **Reviewing by Technical Committee**

   Standard first drafts were reviewed by technical committees formed by NAQAAE board, to insure that standards meet the

agreed essential elements as well as the technical editing of the draft.

5. **Stakeholders Approval**

   After the completion of the draft of national academic reference standards, it was presented to representatives from stakeholders, faculty members from different universities and Al-Azhar institutions and representatives from the Ministry of Higher Education and the State for Scientific Research, to take appropriate action.

6. **Dissemination**

   The Authority posted academic standards on its website (naqaae.org.eg), to receive feedback from students, faculty members and stakeholders.

7. **Endorsement of Standards**

   The draft was revised according to the feedback received and introduced to NAQAAE's Board for approval.

Introduction to Nursing Education

Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all setting. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and inpatient health system management and education are also key nursing roles.

As nurses play a central role in the promotion, maintenance and restoration of health, there is a need to develop competent nurses who are capable of taking up extended and expanded roles in the delivery of primary, secondary and tertiary care. Hence, education programs for preparing nurses must ensure that students acquire the essential skills that will enable them to fulfill these roles competently and ethically.

Students are admitted to this type of education after:

1- Completion of secondary education (scientific section)

2- Secondary technical nursing education (STNS). The graduate is awarded technical nursing diploma after two years period of education.

3- Technical Nursing Education Diploma.

It is of utmost importance to set academic standards to ensure that bachelor degree nurses are educationally prepared to provide the highest quality of health care across the full range of current clinical practice roles and settings.

The purpose of standards of nursing practice is to fulfill the professional's obligations to provide a mean for improving the quality of care.

Society's changing demands require nurses to function in a variety of roles. The caring and comprehensive nursing practice provided by nurses is dependent on an understanding of the roles nurses play in working with individuals' families and communities. A B.SC. in nursing comprises nine areas of nursing practice; Professional development, Health care provision, Planning and Coordination, Research, Communication, Health Education, Collaboration, Advocacy and Leadership.

In Egypt, the B.sc. nurse performs the following roles:
- Health Care Provider.
- Leader/manager.
- Health educator.
- Research Participant.

I.National Academic Reference Standards (NARS)

1. Attributes of the Graduates of Nursing:

The graduate must be able to:

1.1. Be a critical thinker.

1.2. Be a culturally oriented person.

1.3. Be a professional role model.

1.4. Be a competent health care provider.

1.5. Be a responsible leader /manager

1.6. Be an effective health educator /communicator

1.7. Practice within the ethical and legal framework of the profession.

1.8. Assumes responsibility for lifelong learning.

1.9. Apply knowledge learned in the basic, medical, humanistic and research courses as well as nursing courses in making decisions for nursing practice.

1.10. Utilize the nursing process (assessment, needs identification, planning, implementation and evaluation) as a framework for providing competent nursing care to patient/ client (individual, families and or communities) in different health care settings.

1.11. Utilize leadership/ management principles to manage work setting and empower other nurses to promote quality patient/ client care.

1.12. Establish professional therapeutic interactions with patient/ client and takes on an advocacy role during their interactions with the health care system.

1.13. Contribute to the research process through identifying the research problems, participation in research process and application of research findings.

2. **Knowledge and Understanding**

2.1. Delineates the basics of normal and abnormal human behaviors and interactions.

2.2. States normal and abnormal structure and function of human body.

2.3. Describes etiology, clinical picture, diagnoses and complications of common and life threatening problems affecting patients with different age groups.

2.4. Recognizes principles of nursing management of common and life threatening problems in different age group.

2.5. Identifies determinants of health and principles of different levels of prevention for different age groups and settings.

2.6. Recognizes principles and concepts of leadership/ management, education human interactions and research.

3. Practical and Clinical Skills

3.1. Uses a range of assessment techniques appropriate to the situation to identify
relevant determinants of health; physical, psychosocial and cultural needs/
problems.

3.2. Implements standardized protocols and guidelines when providing nursing
care.

3.3. Provides safe client / patient nursing care.

3.4. Conducts appropriate nursing activities skillfully and in accordance with best evidence- based practices.
3.5. Makes referrals to appropriate community resources.

3.6. Uses informal and formal methods of teaching appropriate to the patient
/client learning abilities.

3.7. Documents professional judgment, decisions taken and actions implemented

3.8. Measures critically the outcomes of nursing activities.

3.9. Applies principles and concepts of leadership / management in different
health care settings.

4. Intellectual Skills

4.1. Synthesizes assessment data to formulate nursing diagnoses.

4.2. Formulates specific nursing care plan to meet needs/ problems taking into
account time frame, workload and available resources within the context of
holistic care.

4.3. Uses reasoning skills in prioritizing actions.

4.4. Synthesizes knowledge derived from the basic, medical, nursing, humanities courses for the development of decision making in practice.

4.5. Assists patient/ client to make informed health care decisions.

4.6. Synthesizes clinical evidence in order to solve problems related to the management of patient care and the organization.

4.7. Uses teaching / learning principles in implementing educational activities to patient/ client and subordinates.

5. General and Transferable Skills

The graduate must be able to:

5.1. Works effectively with a team.
5.2. Manages effectively time, resources and sets priorities.
5.3. Applies communication skills in inter-professional, social and therapeutic context.
5.4. Participates in ongoing educational activities related to professional issues.
5.5. Uses information technology.
5.6. Uses problem solving skills.

6. Attitude

6.1. Protects and promotes patient/ client rights to autonomy, respect, privacy, dignity and access to information.

6.2. Acts as a role model and mentor for less experienced nursing care providers and nursing students.

6.3. Communicates with patient / client with a respect for different values, cultures, intellectual levels and emotional state.

II. Glossary

1. **Institution**
   A University, faculty or higher institute providing education programs leading to a first university degree or a higher degree (Master's or Doctorate).

2. **Graduate Attributes**
   Competencies expected from the graduate based on the acquired knowledge and skills gained upon completion of a particular program.

3. **National Academic Reference Standards (NARS)**

   Reference points designed by NAQAAE to outline / describe the expected minimum knowledge and skills necessary to fulfill the requirements of a program of study.

4. **Academic Standards**

   Reference points defined by an institution comprising the collective knowledge and skills to be gained by the graduates of a particular program. The academic standards should surpass the NARS, and be approved by NAQAAE.

5. **Subject Benchmark Statements**

   Guideline statements that detail what can be expected of a graduate in terms of the learning outcomes to satisfy the standards set for the program. They enable the outcomes to be

compared, reviewed and evaluated against agreed upon standards.

6. The Program

A set of educational courses and activities designed by the institution to determine the systematic learning progress. The program also imparts the intended competencies required for the award of an academic degree.

7. Intended Learning Outcomes (ILOs)

Subject-specific knowledge, understanding and skills intended by the institution to be gained by the learners completing a particular educational activity. The ILOs emphasize what is expected that learners will be able to do as a result of a learning activity.

8. Knowledge and Understanding

Knowledge is the intended information to be gained from an educational activity including facts, terms, theories and basic concepts. Understanding involves comprehending and grasping the meaning or the underlying explanation of scientific objects.

9. Intellectual Skills

Learning and cognitive capabilities that involve critical thinking and creativity. These include application, analysis, synthesis and evaluation of information.

10. Professional and Practical Skills

Application of specialized knowledge, training and proficiency in a subject or field to attain successful career development and personal advancement.

11. General and Transferable Skills

Skills that are not subject-specific and commonly needed in education, employment, life-long learning and self development. These skills include communication, team work, numeracy, independent learning, interpersonal relationship, and problem solving... etc.

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III.   References

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