



**National Authority for Quality Assurance
and Accreditation of Education**



National Academic Reference Standards (NARS)

Technical Nursing Education

1st Edition

July 2018

Foreword

In line with NAQAAE's legal mandate as the authority responsible for quality assurance of education in Egypt, and out of its commitment to be a promoter of quality and an agent for change; NAQAAE has developed the 1st edition of the National Academic Reference Standards (NARS) – for Technical Nursing Education (2018). These standards represent the minimum academic quality requirements, which NAQAAE and the relevant stakeholders regard as necessary and appropriate to protect the interests of the students and of the community at large.

It has always been NAQAAE's conviction that quality is primarily the responsibility of the institution itself, and that the academic standards adopted by any institution should support the achievement of its mission; therefore, it is crucial to emphasize that the NARS are meant to be used as reference points that provide guidance in the design, delivery and review of academic programs, and are not intended by any means to represent a national curriculum in the subject. Instead, NAQAAE was keen to ensure that the NARS allows for flexibility and innovation in program design and teaching strategies, within a framework agreed by the subject community.

NAQAAE has always supported the autonomy and academic freedom of educational institutions and acknowledged -and assimilated- the diversity of their missions, hence, institutions are invited to consider adopting other reference points that better reflect their mission if they need to, provided that these adopted academic standards are equal to or higher than the NARS.

Finally, it should be noted that the 1st edition of NARS- Technical Nursing Education will be effective starting the academic year 2018/2019.

Youhansen Eid
Chairman of the Board

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Introduction to Technical Nursing Education

The health care industry is growing with increasing demand for skilled technical nurses. The technical nurses work in a wide variety of settings, and their responsibilities include providing basic nursing care to patients, in addition to documenting procedures, and monitoring progress. The job of a technical nurse can entail various duties, there are numerous common skills and professional abilities that are essential and needed in practical nursing. Through their basic entry-level educational programs, technical nurses must gain the theoretical and practical foundation to ensure safe, competent, and ethical nursing care, and to prepare them for successful careers.

The need for competency-based education has been recognized for years, where the preparation of graduates for a wide range of competencies has been a concern for all health care professionals including nursing education. To cope with such advancements and to maintain the core values of technical nursing profession, a competency-based educational program has become inevitable in which the graduate attributes and competencies are defined based on the recent job descriptions of technical nurse worldwide and considering the expectations and diversity of jobs in the Egyptian market while complying with international standards.

The need for competency-based standards for Technical Nursing Education has arisen to assure a more equitable access to health care. Those standards are intended to serve as a benchmark for moving education and learning systems forward to produce common competency-based outcomes. The National Authority for Quality Assurance and Accreditation of Education "NAQAAE" takes the initiative to shift the national education standards into the competency-based ones.

Methodology for Development of NARS- Technical Nursing Education

NAQAAE invited the faculties and technical institutes of nursing nationwide and representatives of the Committee of Nursing Sector of the Supreme Council of Universities to develop the 1st edition of NARS for Technical Nursing Education. The NARS was then developed through the following process:

1. Establishing the committee for developing the NARS for Technical Nursing Education (NARS– Technical Nursing Education, 1st edition) that involves experts representing various specialties of technical nursing education with expertise in quality assurance of education.
2. Studying the National Qualifications Framework (NQF–Egypt, under development) to identify the descriptors of level (4) of NQF.
3. Reviewing literature regarding the International Academic Standards and subject benchmarks for technical nursing education.
4. Running brain storming sessions to identify the requirements and expectations of technical nursing education profession in Egypt.
5. Developing a competency-based NARS - Technical Nursing Education that corresponds to national and international changes and development in the profession.
6. Preparing a draft of the NARS – Technical Nursing Education that defines the graduate attributes and competencies.
7. Getting feedback on the developed competency-based NARS from different stakeholders.
8. Preparing the final draft of NARS – Technical Nursing Education incorporating the feedback of the revision cycles.
9. Approving the NARS- Technical Nursing Education (1st Edition) from the board of NAQAAE (July 2018).

National Academic Reference Standards (NARS)

Technical Nursing Education

Attributes of the Technical Nursing Graduates

Technical nurse should demonstrate competence in the provision of patient centered care, as the Technical nurse is associate to the baccalaureate nurse, and works as a part of the health care team to advocate for and facilitate the involvement of individuals and their families in planning and evaluating care and progress toward health outcomes. Technical nurse has a responsibility for ongoing self-development to maintain the necessary competencies to carry out her/his role.

Technical nurse graduates must be able to:

1. Possess sound subject knowledge, with the ability to reflect on, integrate and apply it within the context of nursing practice.
2. Demonstrate awareness and adherence to the values, standards, ethics, laws, policies, and procedures of the nursing profession.
3. Deliver quality, safe and person centered nursing care for individuals, families, and communities in all health care settings.
4. Participate in application of up-to-date research findings, and assume responsibility in health education of individuals, families and communities.
5. Communicate effectively as a member of collaborative and cooperative professional health care team within different communities.
6. Share in the advocacy role during interactions with the health care system to reduce health inequities and promote social justice.
7. Assume responsibility for self-evaluation, lifelong learning, and personal and professional development.

Competencies of the Technical Nursing Graduates

Four domains are included in these Competency-based National Academic Reference Standards for Technical Nursing Education. These domains are representing the role of the technical nurse in the health care field. Each domain should be achieved through a number of competencies ranging from one to two, with a total of seven competencies for all domains. These competencies are overall broad statements that cover various areas of the graduate performance. A number of key elements ranging from two to seven are included in each competency, with a total of twenty six key elements for all competencies. These key elements demonstrate how the technical nurse graduate will reflect each competency in practice and provide an indication of whether the competency has been met.

The competency domains are the followings:

Domain 1: Professional and Ethical Practice

Domain 2: Holistic Patient Centered Care

Domain 3: Safety and Quality Improvement

Domain 4: Inter-professional Communication and Collaboration

DOMAIN 1. PROFESSIONAL AND ETHICAL PRACTICE

1.1.COMPETENCY

Maintain professional, legal and ethical behavior all through in nursing practices.

KEY ELEMENTS

- 1.1.1. Demonstrate knowledge and understanding of legislations, policies and procedures related to nursing practice.
- 1.1.2. Adhere to the professional, ethical and legal standards in all health care settings.
- 1.1.3. Respect the rights, values, and cultural beliefs to maintain privacy and confidentiality of individuals and groups.
- 1.1.4. Seek guidance from appropriate sources whenever needed to safe guard self, patients, environment, and others.
- 1.1.5. Share in advocacy role as a member of the health care team.
- 1.1.6. Assume responsibility and accountability for nursing care within the professional nursing practice.
- 1.1.7. Demonstrate capabilities of self-evaluation and continuous personal and professional development.

DOMAIN 2. HOLISTIC PATIENT CENTERED CARE

2.1. COMPETENCY

Provide holistic patient centered care within the context of nursing process in different health care settings.

KEY ELEMENTS

- 2.1.1. Contribute to the research activities and the formulation of nursing care plans as a member of professional health care team.
- 2.1.2. Provide holistic nursing care for individuals, families and communities.
- 2.1.3. Provide patient centered care addressing patient needs / problems and respecting population diversity.
- 2.1.4. Participate in documenting information regarding the health and functional status of individuals and groups according to the organizational policies and guidelines.

2-2- COMPETENCY

Provide health education based on the needs and problems of the patient within a nursing framework.

KEY ELEMENTS

- 2.2.1. Assess health education needs of individuals, families and communities considering their values and norms.
- 2.2.2. Provide accurate formal and informal education to individuals, families and community corresponding to the maintenance and promotion of health.

DOMAIN 3. SAFETY AND QUALITY IMPROVEMENT

3.1. COMPETENCY

Contribute to the safety and security of individuals, families, and communities, and to risk management of work environment.

KEY ELEMENTS

- 3.1.1. Demonstrate knowledge and understanding for maintaining safety and security in different health care settings.
- 3.1.2. Anticipate the safety needs of individuals, families, and communities, and take measures to promote safety and security.
- 3.1.3. Apply concepts of safety when providing care to patients in different health care settings.
- 3.1.4. Commit to systems and processes that assure safe and secure work environment.
- 3.1.5. Apply risk management procedures to avoid exposure of patient, families, and communities to risks.

3-2- COMPETENCY

Utilize quality concepts to improve nursing care provision

KEY ELEMENTS

- 3.2.1. Participate in quality improvement programs as a member of the health care team.
- 3.2.2. Apply quality improvement standards to achieve optimum patient outcomes using different resources including relevant up-to-date research evidence.

DOMAIN 4. INTER-PROFESSIONAL COMMUNICATION AND COLLABORATION

4.1. COMPETENCY

Communicate effectively as a member of the health care team.

KEY ELEMENTS

- 4.1.1. Demonstrate communication skills within different health care settings.
- 4.1.2. Collaborate with members of interdisciplinary health care team to maintain the optimal health status of patients and their families.
- 4.1.3. Transfer comprehensive patient information to health care team as well as give and receive constructive feedbacks.

4-2- COMPETENCY

Manage information using technology to improve patient care.

KEY ELEMENTS

- 4.2.1. Handle information and data appropriately in line with policies and regulations.
- 4.2.2. Utilize digital and other technologies to support effective communication and handling of data.
- 4.2.3. Document nursing care in an appropriate rational, accurate, clear and concise style using appropriate terminologies.

Glossary

Competency

An observable ability of a professional, integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition.

Competency Domain

Broad distinguishable areas of competence that, in the aggregate, constitute a general descriptive framework for a profession.

Graduate Attributes

Characteristics, qualities, attitudes and dispositions that graduates should possess upon completion of a particular program.

National Academic Reference Standards (NARS)

Reference points defined by NAQAAE to outline/describe the expected minimum competencies to fulfill the requirements of a program of study.

National Qualifications Framework (NQF)

A framework that provides a systematic description of all qualifications within the educational systems of the state and categorizes them according to a set of standards that determine the level of learning outcomes for each qualification gained. The NQF is used as a tool for benchmarking, quality assurance, comparison and coordination between the different qualifications.

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.

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