

# المعايير الأكاديمية المرجعية القومية

## **National Academic Reference Standards (NARS)**

**Nursing**  
January 2009  
1st Edition

## **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 follow

### **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](http://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.

## **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.

## **३. Practical and Clinical Skill**

- 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.