

**برنامج بكالوريوس التمريض
بأنظام الجدارات
للعام الأكاديمي 2023 / 2024**

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مدير وحدة الجودة

المعايير الأكاديمية للهيئة القومية لضمان جودة التعليم العالي والاعتماد

National Academic Reference Standards (NARS)

Nursing Education)

2nd edition 2017

Introduction to Nursing Education

According to WHO, Nursing profession comprises independent and cooperative care of people of all ages, families, groups and communities, ill or well and in all Health facilities. It promotion of health, prevention of disease, and the care of ill, debilitated and terminal case patients. The International Council of Nursing (ICN) indicated that the nurse should collaborate with the members of the health care team and other public sectors to plan, implement and evaluate health care services. This ensures sufficiency of health system in health promotion, illness prevention and control, and providing health care services for patients and disabled people. Patients' needs and expectations are now more convoluted.

the nurse should collaborate with the members of the health care team and other public sectors to plan, implement and evaluate health care services. This ensures sufficiency of health system in health promotion, illness prevention and control, and providing health care services for patients and disabled people. Patients' needs and expectations are now more convoluted.

To fulfill such needs, the nurse should apply the necessary skills in evidence based practice, team and independent working, cooperatively, research, education and leadership. The scope of nursing practice has now extended to proper handling and/or application of modern tools and information management systems. Accordingly, nursing education

has advanced to empower the nurse to work in a complex and continuously developing profession.

The American National League of Nursing indicated that a proper education program should consider the seven core values of nursing profession which include: “caring, diversity, ethics, excellence, holism, integrity and patient-centeredness”. To cope with such advancements and to maintain the core values of nursing profession, a competency-based educational program has become inevitable in which the graduate attributes are defined based on the recent job descriptions of nurse worldwide, considering the expectations and diversity of jobs in the Egyptian market while complying with international standards. The need for competency-based standards has arisen for several reasons: the increasing complexities in health care provision, the increasing number of health professionals at different levels, and the need 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- Nursing

NAQAAE invited the faculties of nursing nationwide, representatives of the Egyptian Nursing Syndicate and the Committee of Nursing Studies Sector of the Supreme Council of Universities, which comprises the deans of faculties of nursing, to revise the existing National Academic Reference Standards for Nursing Education (NARS Nursing, 1st edition, January ٢٠٠٩).

The NARS was then developed through the following process:

1. Establishing the committee for developing the NARS for nursing education (NARS– Nursing, 2nd edition) that constitutes experts representing various specialties of nursing education and having expertise in quality assurance of education.
2. Studying the National Qualifications Framework (NQF–Egypt) under development to identify the descriptors of the Bachelor degree level. Reviewing the NARS-Nursing (1st Edition) and the analysis of the feedback from faculties of nursing nationwide on this NARS.
3. Reviewing literature regarding the International Academic Standards and subject benchmarks for nursing education.
4. Running brain storming sessions to identify and fill the gaps between the NARS and the recognized international academic standards and the requirements and expectations of nursing profession in Egypt.
5. Developing a new competency-based NARS-Nursing that corresponds to national and international changes and development in nursing profession.
6. Preparing a draft the new version of NARS–Nursing that defines the graduate attributes and competencies.
7. Getting feedback on the developed NARS from different stakeholders and conducting a workshop to present, discuss and get feedback on the developed competency-based NARS.
8. Preparing the final draft of NARS–Nursing incorporating the feedback of the revision cycles.
9. Approving the NARS-Nursing (2nd Edition) from the board of NAQAAE (April 2017)

National Academic Reference Standards (NARS)

Attributes of the Nursing Graduates

As nurses play a pivotal role in the promotion, maintenance and restoration of health, it is imperative to develop competent nurses who are able to take up expended roles in the delivery of care. Thus, apart from the roles of a caregiver, the nurse needs to develop competencies to take up the roles of a health promoter, educator, counselor, care coordinator, case manager, researcher as well as that of a client advocate. Hence, education programs for preparing nurses must ensure that the graduates acquired the essential competencies that enable them to fulfill these roles competently and ethically.

Nurse graduates must be able to:

1. Embody ethical and professional disposition committed to excellence, equity and sustainability.
2. Engage in person-centered care sensitive to the needs of individuals, families and communities.
3. Demonstrate integration of knowledge, skills and professional attitudes utilizing clinical evidences to provide safe and holistic patient care.
4. Display cognitive flexibility and reflective functioning when working with individuals, families and communities.
5. Advocate for and engage with individuals, families and communities to ensure health equity and promote social justice.
6. Exhibit creative and adaptive thinking within a changeable scientific social and technological environment.
7. Demonstrate effective communication, collaboration and leadership, valuing the diversity of people and communities
8. Identify threats to safety and develop strategies to minimize risk of harm to individuals, families and communities.

Competencies of the Nurse Graduates Five Competence-Domains

Are included in these competence-based National Academic Reference Standards for Nursing Education, These domains are representing the role of nurses in the healthcare field. Each domain should be achieved through a number of **Competencies** ranging from one to three, with a total of nine 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 three to six are included in each competency, with a total of thirty-nine key elements for all competencies. These key elements demonstrate how nurse graduate will reflect each competency in practice & provide an indication of whether the competency has been met.

The competency domains are the followings:

Domain ١: Professional and Ethical Practice

Domain ٢: Holistic Patient-Centered Care

Domain ٣: Managing People, Quality and Work environment

Domain ٤: Informatics and Technology

Domain ٥: Inter-professional Communication

Domain ١- Professional and Ethical Practice:

١-١- COMPETENCY

Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.

KEY ELEMENTS:-

١.١. ١ Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.

١.١. ٢ Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.

- ١.١. ٣ Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/ client rights.
- ١.١. ٤ Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.

Domain ٢- Holistic Patient-Centered Care

٢-١- Competency

Provide holistic and evidence-based nursing care in different practice settings.

Key Elements :

- ٢.١.١. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.
- ٢.١.٢. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.
- ٢.١.٣. Provide holistic patient-centered care respecting people diversity.
- ٢.١.٤. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.
- ٢.١.٥. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.
- ٢.١.٦. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.

٢-٢- Competency

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

Key Elements

- ٢.٢.١. Determine health related learning needs of patient/client within the context of culture, values and norms.
- ٢.٢.٢. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.
- ٢.٢.٣. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.
- ٢.٢.٤. Use educational principles and counseling techniques appropriately and effectively with diverse populations.
- ٢.٢.٥. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.
- ٢.٢.٦. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.

Domain ٣- Manage People, Work Environment And Quality

٣-١- COMPETENCY

Demonstrate effective managerial and leadership skills in the provision of quality nursing care.

Key Elements

- ٣.١.١. Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.
- ٣.١.٢. Plan and implement change conducive to the improvement of health care provision.

٣.١.٣. Organize own workload and apply time-management principles for meeting responsibilities.

٣.١.٤. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.

٣-٢- COMPETENCY

Provide a safe working environment that prevents harm for patients and workers.

Key Elements

٣.٢.١. Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities.

٣.٢.٢. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.

٣.٢.٣. Promote a research environment that supports and facilitates research mindedness and utilization that help in maintaining safe environment.

٣.٢.٤. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.

3-٣- Competency :

Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.

Key Elements

٣.٣.١. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.

- ٣.٣.٢. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.
- ٣.٣.٣. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.
- ٣.٣.٤. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.

4- Domain Informatics and Technology:

٤-١- COMPETENCY

Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.

Key Elements

- ٤.١.١. Use different sources of data related to contemporary standards of practice and patient care.
- ٤.١.٢. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.
- ٤.١.٣. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.
- ٤.١.٤. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.

٤-٢- COMPETENCY

Utilize information and communication technologies in the delivery of patient/client care.

Key Elements

- ٤.٢.١. Retrieve, and manage data to make decisions using information management system for providing holistic patient care.

- ٤.٢.٢. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.
- ٤.٢.٣. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities

5- Domain Inter-Professional Communication:

٥-١- COMPETENCY

Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.

Key Element

- ٥.١.١. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.
- ٥.١.٢. Function within behavioral norms related to the interdisciplinary communication and the health care organizations.
- ٥.١.٣. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.
- 5.1.4. utilize communication styles that diminish the risks associated with authority gradients among healthcare team members

توصيف البرنامج الدراسي المبني على الكفايات توصيف البرنامج كلية التمريض جامعة الفيوم (2022/2021)

Program Specifications

A. Basic information

البيانات الرئيسية

Program title:	Nursing Bachelor
Program type:	Single program.
Faculty:	Faculty of Nursing
Departments:	6 departments

N.	Department	N.	Department
1	Medical Surgical Nursing	4	Community Health nursing
2	Maternity and Neonatal Health nursing	5	Nursing Administration
3	Pediatric nursing	6	Psychiatric Nursing and Psychiatric Health

4- Coordinator: Dr. : Dean of faculty

5- External Evaluator(s):

6- Last date of program specifications approval: --

B- Professional Information

معلومات متخصصة

Program Aim

The academic programs offered by the Faculty of nursing , Fayoum University aims to:

- providing nursing student with knowledge, skills and attitudes that enable them to function as a professional nurse in any setting, where individuals, families, and communities need nursing care in health and illness through preventive, curative and rehabilitative level.
- Provide nursing students with the highest possible standards and relevant nursing education.
- Enable our graduates to become competent nurses equipped with the modern nursing knowledge.
- Master the art of critical thinking and decision making.

1. Attributes of the Graduates of Faculty of Nursing, Fayoum University:

- 1.1 Master the art of critical thinking and decision making at any level of experience and in any stage of their careers for improve quality of care
- 1.2 Recognize cultural issues and respect cultural background/practices, rights, interests, habits and preferences of the client that impact the client's understanding/acceptance for health and illness.
- 1.3 Teach and learn the behavior that providing to be a professional role model through build on previous knowledge and experiences to enable students to discover knowledge embedded in clinical practice.
- 1.4 Improve nursing student as competent health care provider through set of simple, core competencies that Provide patient-centered care, Work

in interdisciplinary teams, measuring quality of care and Utilize informatics.

- 1.5 Discuss concepts of leadership and be accountable for patient care outcomes through oversee care teams and management.
- 1.6 Present appropriate skills as regard communication, health education and practical skills. that improving patient safety and high-quality care .
- 1.7 Understand the difference between ethical and legal problems/issues and sensitive to human rights and following Policies and Procedures that help ensure good outcomes for clients and nurses.
- 1.8 Continue lifelong learning nursing student can assist in the continual acquisition of knowledge based on evidence base practice, the expansion of interpersonal skills, and the improvement of problem solving approaches to professional practice.
- 1.9 Apply Knowledge learned in the basic nursing course and medical courses to the promotion of health, and the critical importance of basing professional nursing practice.
- 1.10 Utilize the nursing process (assessment, needs identification, planning, implementation, and evaluation) by all nurses work in varied areas which it essential
- 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.

A professional nurse in any setting, where individuals, families, and communities need nursing care in health and illness through preventive, curative and rehabilitative level through

2. General Objectives of Programmer

- 2.1 Practice the nursing process as a framework for providing professional nursing care that includes health promotion and protection, disease prevention, acute and chronic illness care, rehabilitation activities, and care for dying.
- 2.2 Interpret knowledge from the humanities, natural, physical, social sciences, to the culturally diverse needs of individuals, families, groups and communities into professional nursing practice .
- 2.3 Practice critical thinking in the provision of professional nursing care.
Communicate with interdisciplinary health team members and consumers to improve the delivery of health care to individuals, families, groups and/or community within a variety of settings.
- 2.4 Implement the relevant research findings into professional nursing practice.
- 2.5 Practice activities that promote professional development and enrich the profession.
- 2.6 Demonstrate the role of nurse as an advocate, manager, leader, teacher, coordinator and researcher in the delivery of quality, comprehensive nursing care within a diverse and multicultural society.

- 2.7 Practice the importance of responsibility and accountability for nursing decisions, legal and ethical nursing actions, continued professional and personal growth and lifelong learning.
- 2.8 Practice leadership/management strategies to affect change for the improvement of nursing care in structured and other settings.

3. Nurse graduates must be able to:

- 3.1 Embody ethical and professional disposition committed to excellence, equity and sustainability.
- 3.2 Engage in person-centered care sensitive to the needs of individuals, families and communities.
- 3.3 Demonstrate integration of knowledge, skills and professional , attitudes utilizing clinical evidences to provide safe and holistic patient care.
- 3.4 Display cognitive flexibility and reflective functioning when working with individuals, families and communities.
- 3.5 Advocate for and engage with individuals, families and communities to ensure health equity and promote social justice.
- 3.6 Exhibit creative and adaptive critical thinking within a changeable scientific social and technological environment.
- 3.7 Demonstrate effective communication, collaboration and leadership, valuing the diversity of people and communities
- 3.8 Identify threats to safety and develop strategies to minimize risk of harm to individuals, families and communities
- 3.9 Develop lifelong learning & self-graduate abilities.
- 3.10 Providing information & educating community members & patients regarding prevention, treatment & rehabilitation.

Domain 1- Professional And Ethical Practice:

1-1 COMPETENCY

Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.

1.1.1-Demonstrate utilizing of the legislative framework and the role of the nurse and its regulatory functions.

1.1.2 - Apply nurses' code of ethics and professional conduct for ethical decision making.

1.1.3 - Practise nursing based on policies and procedural guidelines considering patient/ client rights.

1.1.4 - Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.

2-Domain Holistic Patient-Centered Care:

2-1- COMPETENCY

Provide holistic and evidence-based nursing care in different practice settings.

2.1.1. Conduct holistic and focused bio-psychosocial and environmental assessment of health and illness in diverse settings.

2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.

2.1.3. Provide holistic patient-centered care respecting people diversity.

2.1.4. Advocate the patient/client needs/problems within the Egyptian health care system and the personal context.

2.1.5. Utilize different community resources for referral to assist the patient/client and family through transitions across the continuum of care.

2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.

2-2- COMPETENCY

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

2.2.1. Determine health related learning needs of patient/client within the context of culture, values and norms.

2.2.2. Assess factors that influence the patient's and family's ability, including readiness to learn, preferences for learning style, and levels of health literacy.

2.2.3. Participate in informal and formal methods of teaching that correspond to the health of patient/client needs and abilities in different healthcare settings.

2.2.4. Apply educational principles and counseling techniques appropriately and effectively with diverse populations.

2.2.5. Communicate health information and coordinate health education/promotion activities effectively according to patient/client needs.

2.2.6. Utilize information from variety of reliable sources for planning and improving health promotion and health education activities.

3- Domain Manage People, Work Environment And Quality:

3-1-COMPETENCY

Demonstrate effective managerial and leadership skills in the provision of quality nursing care.

3-1-1- Apply leadership skills to manage personnel to maximize health, independence and quality of life for individuals, families, and communities.

3-1-2- Plan and implement change conducive to the improvement of health care provision.

3-1-3- Organize own workload and apply time-management principles for meeting responsibilities.

3-1- 4- Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.

3-2- COMPETENCY

Provide a safe working environment that prevents harm for patients and workers. **3-2-1.** Apply leadership skills to recognize and manage risks to provide safe care that best meets the needs and interests of individuals, families and communities

3-2-2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.

3-2-3. Create a research environment that help in maintaining safe environment, **3-2-4.** Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.

3-3- COMPETENCY

Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.

3-3-1. Apply leadership skills, and decision making in improving the quality of nursing care by using the existing resources.

3-3-2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.

3-3-3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.

3-3-4. Implement standardized protocols when providing nursing care considering quality improvement and patient's safety.

4- Domain Informatics And Technology:

4-1- COMPETENCY

Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.

4.1.1. Use different sources of data related to advanced standards of practice and patient care.

4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.

4.1.3. Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.

4.1.4. Use and evaluate information management technologies for providing the holistic patient care in different health care settings.

4-2- COMPETENCY

Utilize information and communication technologies in the delivery of patient/client care.

4.2.1-. Recall, and manage data to make decisions using information Management system for providing holistic patient care.

4.2.2- Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.

4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.

5- Domain Inter-Professional Communication:

5-1- COMPETENCY

Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.

5.1.1- Collaborate inter-professional relation, in a variety of settings to maximize health outcomes for the patients, families and communities.

5.1.2- Interact within behavioral norms related to the interdisciplinary communication and the health care organizations.

5.1.3- Apply standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.

5.1.4- Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.

2. Program Academic Standards references

The National Academic Reference Standards (NARS) for nursing approved by the National Authority for Quality Assurance and

National Academic Reference Standards for Nursing Education (NARS Nursing, 1st edition, January ٢٠٠٩), And the NARS-Nursing (٢nd Edition) from the board of NAQAAE (April ٢٠١٧) used as the academic reference standards.

The aims and intended learning outcomes of the current program are comparable with the attributes of nursing graduate and intended learning outcomes provided by the national academic reference standards.

MG. Mission and Governance

College Mission

The Faculty of Nursing at Fayoum University is committed to preparing a distinguished graduate scientifically, professionally, and morally, who is able to provide distinguished, comprehensive, and safe nursing care that meets the needs of the individual, family, and society in accordance with quality standards, the latest technologies, and international scientific developments in the field of nursing. Moreover, it encourages graduates to participate in the production of applied scientific research based on evidence and proof that contributes to the development of the profession and achieve excellence in the fields of nursing care, scientific research and community partnership. This will happen through educational programs keeping pace with the latest international scientific developments that contribute towards enriching the knowledge society and supporting the competitiveness of the graduate through communication with regional and international health institutions, and developing the student's abilities of leadership, decision-making and continuous self-development

Required Criteria

MG.3.1 Mission and philosophy of the program is consistent with that of the governing university, and the differences are modified according to the nursing program objectives.

MG.3.2 Assume the role of nurse academically who has responsibility for application and development of the program.

MG.3.3 Faculty administrator collaborates with inter professional team using appropriate communication techniques, and beginning leadership skills in inter-professional, social and therapeutic context.

MG.3.4 Policies of the nursing faculty shall be consistent with those of the governing university and differences are justified by the nursing faculty purpose

F. Faculty

The program has qualified to accomplish the nursing faculty purposes and strengthen in education, knowledge of the art and science of nursing practice.

Required Criteria

F. 3.1 Faculty members demonstrate commitment to the local, national and global community by active involvement in health care delivery and social policy issues.

F.3.2 faculty members meet excellence in the provision of safe, quality, comprehensive family-centered care guided by evidence-based nursing practice.

F.3.3. Faculty performance is periodically evaluated to assure ongoing development and competence.

S-Students

The program assures educational strategies for improving student academic achievements and continuous education.

Required Criteria

S.3.1 Student policies are consistent with the governing university **S.3.2**

Climate of the academic setting offers opportunities to the students

S.3.2 student self-evaluation lead to the student is prepared to assume the role of a professional nurse.

C- Curriculum

The curriculum of undergraduate nursing program are consistent with the philosophy and mission of the nursing faculty.

Required Criteria

C.3.1 the curriculum is designed so that students can achieve program objectives and acquire skills, (cognitive, psychomotor and affective) and develop and implement nursing care plans.

C.3. 2 The curriculum contain biopsychosocial, cultural, spiritual being who continuously interacts with the environment throughout the lifespan for delivery of therapeutic nursing interventions.

The program has effectively organized processes and human, fiscal, physical resources necessary to accomplish its purposes.

3- المعايير الأكاديمية للبرنامج :

External References for Faculty council adopted -

NARS 2017 for Bachelor programmer

4- العلامات المرجعية :

NARS used as Academic Reference standard

5. هيكل ومكونات البرنامج

Curriculum structure and contents:

5.1 مدة البرنامج Program duration (years): 4years (8 semesters) + obligatory preregistration training year (Internship program 12 months).

5.2 هيكل البرنامج Semester system

5.3 عدد الساعات /

Academic year	Theoretical courses (lectures)		Clinical courses (clinical and practical training)		Total	
	Studded hours	Marks	Studded hours	Marks	Studded hours	Marks
1st year	28	930	54	270	82	1200
2nd year	28	880	51	270	79	1150
3rd year	23	760	56	340	79	1100
4th year	25	680	56	320	81	1000
Total	104	3250	217	1200	321	4450

104 (نظري) + 217 (عملي) مع العلم انه يتم بدء التدريب العملي للطلبة بمعامل الكلية ثم الانتقال الى التدريبات الميدانية بالمستشفيات واماكن التدريب المختلفة طبقا للمواد التمريضية

221	← 68.8%	• ساعات المقررات التمريضية (عملي + نظري)
72	← 22.42%	• ساعات المقررات الطبية (عملي + نظري)
28	← 8.72%	• ساعات المقررات المساندة
321	← 100%	• اجمالي ساعات المقررات

مستويات البرنامج في نظم الساعات المعتمدة : لا ينطبق

Program composition: The program includes

- No. of nursing courses (10) → 23.3%
- No. of medical courses (19) → 44.2%
- No. of supportive courses (14) → 32.5%
- Clinical of nursing courses (8)
- Clinical of medical courses (9)
- Total program courses (43) → 100%

- hrs. Of nursing courses / clinical and theoretical (221) → 68.84%
- hrs. of medical courses / clinical and theoretical (72) → 22.42%
- hrs. of supportive courses (28) → 8.72%
- Total hours of program courses (321) → 100%

No. of credit hours : not applicable in faculty of nursing program

Course Title	Total hrs./w	Weekly Hours		Level	Term
		Lec.	Clinical		
Fundamental of Nursing	24	4	20	First year	First term
Biochemistry	4	2	2		
Anatomy	6	2	4		
Physiology	2	2	-		
Ethics	2	2	-		
Medical & Nursing terminology	2	2	-	First year	second term
Emergency Nursing	24	4	20		
Pathology	4	2	2		
Parasitology	4	2	2		
Sociology	2	2	-		
Microbiology	4	2	2		
Computer	3	1	2		

Course Title	Total hrs./w	Weekly Hours		Level	Term
		Lec.	Cli.		
Medical Surgical Nursing	24	4	20	Second year	First term
Medicine & general surgery	2	2	-		
Specialties of medicine - Dermatology - Neurology - Chest - Cardiology	4	1 1 1 1	- - - -		
Pharmacology	6	2	4		
English	1	1	-		
Critical Nursing	24	4	20	Second year	Second term
Critical & emergency medicine	7	2	5		
Applied nutrition	2	2	-		
Specialties of surgery - Orthopedic - Urology - Ophthalmology - ENT	4	1 1 1 1	- - - -		
Basics of Human Behavior	2	2	-		
Computer	3	1	2		

خلال الفصل الدراسي الاول والثاني يتم توزيع عدد الساعات في مادة تخصصات الباطنه ومادة تخصصات الجراحة على اربع فروع للمادة كما هو موضح بالجدول السابق بحيث يكون نصيب كل فرع من المادة ساعة تدريسية اسبوعيا.

Specialties of surgery / تخصصات الجراحة

- عظام / Orthopedic
- مسالك / Urology
- رمد / ophthalmology
- انف واذن وحنجرة / ENT

Specialties of medicine / تخصصات الباطنه

- جلدية / Dermatology
- عصبية / Neurology
- صدرية / Chest
- قلب / cardiology

Course Title	Total hrs./ w	Weekly Hours		Level	Term
		Lec.	Cli.		
Maternity & Gynecological Nursing	24	4	20	Third year	First term
Geriatric nursing	10	2	8		
Obstetric & Gynecology Medicine	6	2	4		
Basics of Administration in Health Services	2	2	-		
Health Education & Educational Strategies	1	1	-		
Pediatric Nursing	24	4	20	Third year	Second term
Pediatrics Medicine & Surgery	6	2	4		
Forensic Medicine	2	2	-		
Human rights	2	2	-		
Basics of psychology	2	2	-		

خلال الفصل الدراسي الاول يتم اقتسام عدد طلاب الفرقة الثالثة الى قسمين متساويين بحيث يتم تدريس المجموعة الاولى المواد التمريضية والمساندة التالية:

- تمريض صحة الام والرضيع Obstetric & Gynecology Medicine

- تمريض المسنين Geriatric nursing

المواد الطبية والمساندة

- طب النساء والتوليد Obstetric & Gynecology Medicine

- اساسيات ادارة الخدمات الصحية Basics of Administration in Health Services

- استراتيجيات التنقيف الصحي Health Education & Educational Strategies

(تدريس المجموعة الثانية)

- تمريض الاطفال Pediatric Nursing

- طب وجراحة اطفال Pediatrics Medicine & Surgery

- الطب الشرعى Forensic Medicine

- حقوق انسان Human rights

- اساسيات علم النفس Basics of psychology

على ان يتم خلال الفصل الدراسى الثانى التبادل بين المجموعتين من الفرقة الثالثة مع توحيد طرق التدريس والتقييم للطلاب خلال الفصلين الدراسيين

يتم تدريب طلاب الفرقة الرابعة تدريباً ميدانياً اكلينيكيًا خارج الكلية فى المنافذ الصحية والمستشفيات الجامعية والتعليمية داخل المحافظة وخارجها ويتم تدريب الطلاب تدريباً تطبيقياً داخل معامل الكلية

Course Title	Total hrs./w	Weekly Hours		Level	Term
		Lec.	Cli.		
Nursing Administration	24	4	20	Fourth year	First term
Psychiatric Nursing & Mental Health	15	3	12		
Psychiatric Medicine	2	2	-		
Nursing Research	2	2	-		
Biostatistics	2	2	-		
Community Health Nursing	28	4	24	Fourth year	Second term
Community Health Medicine	3	3	-		
Epidemiology	2	2	-		
Communication skills & human relation	2	2	-		
Methods of teaching	2	2	-		

خلال الفرقة الدراسية الرابعه يقسم الطلاب إلى مجموعتين (تدرس المجموعة الأولى)

- تمريض صحة المجتمع community health nursing

والمقررات الطبية والمساندة المرتبطة به مثل

- طب المجتمع community health medicine
- الوبائيات epidemiology
- طرق التدريس methods of teaching
- التواصل والعلاقات الانسانية communication skills and human relation

(تدرس المجموعة الثانية)

- التمريض النفسى والصحة النفسية Psychiatric Nursing & Mental Health
- ادارة التمريض Nursing Administration

والمقررات الطبية والمساندة المرتبطة به مثل

- طب نفسى Psychiatric Medicine
- طرق البحث Nursing Research
- الاحصاء Biostatistics

وذلك خلال الفصل الدراسى الأول ثم بالعكس في الفصل الدراسى الثاني.

يتم تدريب طلاب الفرقة الرابعة تدريباً ميدانياً اكلينيكيًا خارج الكلية في المنافذ الصحية والمستشفيات الجامعية والتعليمية داخل المحافظة وخارجها ويتم تدريب الطلاب تدريباً تطبيقياً داخل معامل الكلية

6- محتويات المقررات:

- كود أو رقم المقرر:
- اسم المقرر:
- المحتويات: (طبقاً لما هو مذكور في اللائحة)

7- متطلبات الالتحاق بالبرنامج:

راجع استمارات توصيف المقررات

- 1- Be holder of the secondary school education final certificate and studied chemistry, mathematics, and biology.
- 2-Diploma technical institute graduates should obtain at least 75% of their total score and not exceed 10% from total students number of second academic year.
- 3- Each student should pass the interview tests provided by The Supreme Council for new students from the first year and new graduates from the nursing institutes in the second year.
- 4- Pass medical examination.

8- القواعد المنظمة لاستكمال البرنامج:

7- Program admission requirements

7.1 According to acceptance condition low (3) of internal regulation – faculty of nursing

7.2 Enrollment takes place in accordance with the general provisions of the executive regulations of universities regulation law No(49) of 1972.

7.3 Acceptance of enrollment is made through Universities Admission Office, Ministry of Higher Education.

7.4 Acceptance conditions :

_7.4.1. Graduates of the Egyptian recent General Secondary Certificate (Scientific Section) or equivalent certificates provided that the qualification is recent with score of no less than 65% in the English language. qualifying grades according to the guidelines put annually by the Supreme Council of Higher Universities.

7.4.2 The equivalent qualifications that can be accepted as students in faculty of nursing – El Fayoum university :

- Technical institute of nursing diplome (Nursing Branch) provided that the qualification is recent with total score not less than 75% as minimum score. Students accepted in

the second year according to ratio put annually by the faculty of nursing with adherence to the supreme council of universities Regarding technical nursing institutes.

7.7. The students must be free for full-time study

7.8. Passing a medical examination and checkup for the following specifications:

- There is no deficiency in muscular and nervous balance
 - Healthy heart and chest and free from chronic diseases and birth defects
 - sight, hearing and speech free from obstacles or disabilities
 - Free from neurological and psychological diseases
- 7.9. pass the entrance exams adherence to the supreme council of universities.

8- Regulations for Student Progression and Program Completion

8.1.Regards nursing courses

- Nursing courses; (40%) are allocated for written exam, (20%) for the oral exam and the practical training while (40%) for a semester work (article No. 8 of faculty of nursing internal regulation) .
- Subjects that have a written and oral exam allocated (80%) for the written part and (20%) for the oral part. While Subjects that have a written examination and a semester work grades are allocated (80%) for the written exam and (20%) for clinical experience grades. (article No. 9 of faculty of nursing internal regulation)
- The percentage of success of the nursing and medical subjects (60%) and supporting subjects (50%) of the total score. (article No. 10 of faculty of nursing internal regulation)

8.2 Exam system

according (article No. 11 of faculty of nursing internal regulation):

- Examination System consists of two semesters and students attend exams in courses that finished at the end of the semester.

- The first semester exam is hold in January and the second semester exam in June of each year.
- A rewrite exam is hold in September of each year for the fourth year students who failed in not more than two courses only.
- Courses' exams should be written, oral and practical.

8.3 The requirements for the exam's entry: -

(article No. 12 of faculty of nursing internal regulation)

- For the student to enter the final exam in any academic courses to have an attendance percentage in the practical training by not less than 75%. The Faculty Council at the request of competent Councils issues a decision to deny a student from taking the examination in courses that do not meet the attendance rate. In this case the student would fail the courses he/she was deprived of taking the examination in.
- If the student provide acceptable excuse for the faculty council. he/she is considered absent with an acceptable excuse and thus retains his degree level in this subject.
- The students is deprived from entering the final exam at the end of the semester for nursing subjects unless completed the minimum of success in the semester work and practical training at least (60%) of the total grades and he has to repeat the subject theoretically and practically in the following year and his success in this subject will be pass grade.

8.4 Students' success and failure are assessed in one of the following ways:

According (article No. 13 of faculty of nursing internal regulation)

The success and failure of female students in all nursing and medical sciences, and the general grade, is estimated by one of the following estimates:

- Excellent from 85% (eighty-five percent) or more of the total score.
 - Very good, from 75% (seventy-five percent) to less than 85% (eighty-five percent) of the total marks.
 - Good from 65% (sixty-five percent) to less than 75% (seventy-five percent) of the total marks.
 - Acceptable from 60% (sixty percent) to less than 65% (sixty-five percent) of the total marks.
 - Poor from 30% (thirty percent) to less than 60% (sixty percent) of the total score
 - Failing {very weak, less than 30% (thirty percent) of the total marks.
- 2- As for behavioral sciences and auxiliary sciences, the acceptable estimate is as follows:
- Acceptable from 50% (fifty percent) to less than 65% (sixty-five percent).
 - Poor from 30% (thirty percent) to less than 50% (fifty percent)
 - (According to article No.14 of faculty of nursing internal regulation) If the student fails in some subjects, she is allowed to transfer to the following year, provided that the failing subjects do not exceed two subjects, and provided that they do not include one of the practical nursing subjects.
 - The student is considered to have failed if she is absent from the written exam
 - If the student does not achieve 60% (sixty percent) of the total grades of the year's work in the practical tests throughout the year

in one of the practical nursing subjects that have an evaluation of a year's work, then she is denied entry to the exam in this subject, and the year is repeated for study and examination.

- For the fourth year (final year), those who failed in two subjects are allowed to enter the second round in September of the same year, provided that these subjects are not practical nursing courses.
- (According to article No.15 of faculty of nursing internal regulation)The general grade for students in the bachelor's degree is calculated on the basis of the total sum of the grades they obtained in all academic years, and they are arranged according to this, except for grades in English, medical terminology, computer science, and human rights.
- (According to article No.16 of faculty of nursing internal regulation)The University Council has the right to approve any amendment to the examination system after the approval of the College Council

8.5 Rules governing practical training year (internship program)

(According to internal regulation of internship program - faculty of nursing - Fayoum University):

- Article (1): For the student to join the training year, it is required to obtain a Bachelor of Science in Nursing from the Faculty of Nursing, Fayoum University.
- Article (2): The training period is 12 months from 1/9 for the first round, to 2/12 for the second round.
- Article (3):

- A committee is formed to supervise the excellence program in the college under the chairmanship of the Vice Dean for Community Service and Environmental Development or whoever undertakes his job and supervises the implementation, the head of the nursing department or the academic coordinator of the program. This committee is concerned with developing a plan for the practical training program for excellence and supervising its implementation after the approval of the College Council, provided that the plan includes the clinical areas specified by the College Council, provided that the plan includes clinical areas for training
- Each department prepares a specific training curriculum that includes training information and skills in each discipline and is approved by the College Council. It also prepares the necessary means of evaluating the student, including the Log Book, in which it identifies the skills to be acquired during the training period in each discipline, in which the daily activity is recorded and approved by the supervising faculty member. And the director of the specialized training program
- Article (4): Internship students are trained in hospitals affiliated to Fayoum University.
- Article (5): For the success of the nurse, it is required to attend 85% of the training period in each training unit and obtain at least 60% in each of the training specializations. In case of absence of more than 15%, the days of absence are repeated if the absence is with an excuse, or the entire training period is repeated if Absence is without excuse.

9- Program evaluation; The institution set a system for

program evaluation:

competence based domain	Indented learning outcome	Evaluation methods
- Professional and Ethical Practice - Inter-professional Communication	To assess:- - Knowledge and Understanding Skills - Intellectual Skills - General and Transferable Skills Attitude	Oral and periodical examination through ... - At the end of each area and semester - Electronic and written exams
- Holistic Patient-Centered Care - Professional and Ethical Practice	To assess:- - Knowledge and Understanding Skills - Professional and Practical Skills - General and Transferable Skills - Attitude	Practical and clinical examination through ... - procedure check list - anecdotal records - observation sheet - clinical evaluation
- Professional and Ethical Practice - Informatics and Technology	To assess:- - Knowledge and Understanding Skills - Intellectual Skills	Written examination
- Professional and Ethical Practice - Holistic Patient-Centered Care - Managing People, Quality and Work environment - Informatics and Technology - Inter-professional Communication	To assess:- - Knowledge and Understanding Skills - Intellectual Skills - Professional and Practical Skills - General and Transferable Skills - Attitude	Semester work

9.2 - Evaluation Methodologies of Program

Samples	Methods	those involved in the evaluation
75%	Questionnaire + personal interview	1.Final payment students
%60	Questionnaire + personal interview	2.Graduates
50 %	Questionnaire + personal interview	3.Relevant of community members
1:2 reports	Personal interview + external reviewer report	4.An external resident or examiner
Reports	Internal auditor report (program and course reports) Survey of beneficiaries, faculty members and students Report of the external auditor (reports of the program and courses)	5-another methods A. The internal reviewer team in the quality unit B. The review team at the Quality Assurance Center at the university

تم بحمد الله وتوفيقه

Dean of Faculty: prof. Ghada Mostafa Elgalad

Dean of Faculty signature:

Date:2024/6/11