



Faculty of Nursing



Zagazig University

*Gap Analysis Report*



**Zagazig University**  
**Faculty of Nursing**  
**Quality Assurance Unit**

**GAP ANALYSIS REPORT**  
**TRADITIONAL UNDERGRADUATE**  
**NURSING EDUCATION PROGRAM**

**MARCH 2019**



## **INTRODUCTION**

The Faculty of Nursing, Zagazig University faces many challenges that drive it to develop the current educational programs to cope with the rapid development in the field of nursing education and to involve all stakeholders interested in the educational services provided by the faculty taking their opinions and suggestions and making them a key partner in the process of developing educational programs.

Nursing practices no longer have the option for nursing qualified specialist to rely on their opinions only to ensure that the changing and increasing needs of community are met. 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 covers promotion of health, prevention of disease, and the care of ill, debilitated and terminal case patients. NAQAAE believes that any nursing education program must provide assurances that the graduates exhibit general professional competencies that met the expectations of the community and that serve as the foundation for a process of lifelong learning and professional development of the nursing graduate. NAQAAE has developed the 2nd edition of the National Academic Reference Standards ( NARS) -Nursing (2017) to replace the previous 1st edition NARS -Nursing (2009). 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.

To help institutions provide this assurance and to protect the interests of the community and the students themselves, NAQAAE has developed Subject Specific

National Academic Reference Standards (NARS) for nursing education program. The NARS-Nursing are meant to express the stakeholders' expectations about the graduate of a nursing school and faculty in Egypt, defining (and articulating) the attributes and competencies.

With the issuance of the ministerial decision to amend the duration of the nursing educational program to become four academic years in addition to one foundation year for clinical training, so it becomes of great importance to plan for development of the new integrated program and also the current traditional one. Conducting gap analysis between the stakeholders' needs and NARS-Nursing (2017) requirements is a crucial first step towards sound planning undertaken by the faculty to ensure success in achieving its mission toward Nursing education according to 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. Developing a new competency-based NARS-Nursing that corresponds to national and international

## **Methodology**

1. Adoption of NARS-Nursing 2<sup>nd</sup> edition (2017) by the faculty council on September 2018 (attachment 1).
2. Conducting 2 workshops for all staff members on NARS-Nursing 2<sup>nd</sup> edition (2017) by the curriculum committee members from September 2018 till March 2019 (attachment 2; sample of attendance sheet)
3. Formulation of a team from QA and curriculum committee members on April 2019 and gap analysis committee members under supervision of the dean of faculty and vice dean for student affairs to study the gap between the current traditional educational program versus NARS-Nursing 2<sup>nd</sup> edition (2017) and market needs analysis study. Team Members included:

- Prof. Nadia Mohmed Taha, dean and Vice dean for students affair.
- Prof. Amany Sobhy Suror, Prof. of Community health nursing and Vice dean for postgraduate studies affair and postgraduate studies coordinator.
- Prof. Eman Shokry Abdallah, Prof. of Community health nursing & Geriatric nursing and head of Geriatric nursing Department and faculty ,assistant staff members coordinator.
- Prof. Sahar Hamdy Prof. of Nursing administration and Vice dean for Environmental Affairs and Community Service, and Environmental Affairs and Community Service coordinator.
- Prof. Amal Mohamed Eldakhakhny, Prof. and head of pediatric nursing department. And students and graduates coordinator.
- Prof. Salwa Abbas Ali Prof. of Community health nursing and an internal auditor of Academic programs and courses standard at the faculty.
- Prof. Amina Saad Prof. of Obstetrics &Gynecology nursing .And an internal auditor of Academic programs and courses standard at the faculty .
- Prof. Hend Salah Eldeen, Prof. and head of Obstetrics &Gynecology Nursing department. And Academic programs and courses standard coordinator. And an internal auditor of Academic programs and courses standard at the faculty
- Assist. Prof. Howida Kamil, Assist. Prof. of medical and surgical nursing head of the faculty Quality Assurance (QA) unit .
- Assist. Prof. Fatma Gouda, Assist. Prof. and head of Nursing administration department .
- Assist. Prof. Fathia Attia, Assist. Prof. and head of medical and surgical nursing department and teaching and learning coordinator.
- Dr. Sabah Abdou Hagrass, Lecturer of Community Health Nursing , and Academic programs and courses standard coordinator, gab analysis committee member, and An internal auditor at the University's Quality

Assurance Center.

- Assist .Prof. Hanaa Hamdy, Assist .Prof. and head of psychiatric and mental health nursing department. And Academic programs and courses standard coordinator.
  - Dr. Sabah Lotfy, Assist .Prof. of Obstetrics &Gynecology nursing department. And Academic programs and courses standard coordinator.
  - Dr. Safaa Metwally Lecturer of psychiatric and mental health nursing. And Academic programs and courses standard coordinator.
4. Conducting one workshop in 26 May 2019 to study the gap between the traditional educational program and the requirements of NARS-N 2<sup>nd</sup> edition (2017) ((attachment 3; attendance sheet).
  5. Developing a matrix between the traditional program ILOs and NARS-N 2<sup>nd</sup> edition (2017) key competences in July 2019 (attachment 4). From this matrix the needed changes in the program were identified. We had two pathways either to make major changes in the traditional program that necessates by laws modification or add new ILOS and modify teaching, learning and assessment/evaluation methods to comply with some selected key competencies. By laws modification for the traditional program cannot be afforded as it need a lot of time and efforts with concomitant development of the new integrated program, so the second pathway was selected.
  6. Conducting 2 workshops in August and 2019 September to train departments QA coordinators on NARS-Nursing 2<sup>nd</sup> edition (2017) and the proposed matrix to develop a draft of modified course specification that include additional ILOs, modified teaching ,learning and assessment/ evaluation methods (attachment 5, training material).
  7. Revision of the modified course specifications by the QA team to make sure of the constructive alignment of new ILOs, contents, teaching, learning methods

and assessment/ evaluation methods (attachment 6; sample of revision report).

8. Approval of the modified traditional program specification (2018-2021) from the faculty council in September 2019 (attachment 7).
  9. Approval of the modified teaching, learning and assessment /evaluation strategies from the student affair committee in November 2019 (attachment 8).
  10. Conducting one workshop February 2020 to train departments QA coordinators on teaching, learning and assessment /evaluation strategies.
  11. Then new Corona Virus( Covid-2019) pandemic occurred, and postponing work temporarily and the meetings held , waited for the adjustments of conditions to complete the strategies to train departments QA coordinators on new teaching, learning and assessment /evaluation strategies.
  12. Conducting three workshops on October and November2020 and March 2021 for completing training enhancement for departments QA coordinators on teaching, learning and assessment /evaluation strategies (attachment 9).
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## Examples of modified course specifications(2020/2021):

#	Competency Area	Key Competencies	Modified course spec.
1	<b>Domain1- Professional and Ethical Practice. Competency Area 1</b> (Demonstrate knowledge, understanding, responsibility and accountability of the legal obligations for ethical nursing practice.)	1.1.1 Demonstrate understanding of the legislative framework and the role of the nurse and its regulatory functions.	<b>Gerontological Nursing 4<sup>th</sup> year</b> D.1 Apply interpersonal communication and ethics in caring for elderly people at different setting.
			<b>Psychiatric and mental health Nursing 4<sup>th</sup> year</b> E. 3 Apply Principles of psychiatric nursing in patients care.
			<b>Community Health Nursing 4<sup>th</sup> year</b> A.1 Identify concepts and functions of community health nursing.
		1.1.2 Apply value statements in nurses' code of ethics and professional conduct for ethical decision making.	<b>Medical and Surgical Nursing 1<sup>st</sup> year</b> E.1 Apply patients' privacy during providing health care .
			<b>Pediatric Nursing 3<sup>rd</sup> year</b> C.4- Apply basic pre and postoperative care of children with surgical conditions.
			<b>Obstetrics &amp;Gynecology Nursing 3<sup>rd</sup> year</b> E.1 Values and upholds legal and regulatory principles and promote patient's rights to autonomy, respect, privacy, dignity and access to information.
		1.1.3 Practice nursing in accordance with institutional/national legislations, policies and procedural guidelines considering patient/ client rights.	<b>Nursing Administration 4<sup>th</sup> year</b> E.1 Protect and promote patient/client rights to autonomy, respect, privacy, dignity and access to information.
			<b>Medical and Surgical Nursing 1<sup>st</sup> year</b> C.12 Performing IV puncture techniques in accordance with standard operating procedures
			<b>Obstetrics &amp;Gynecology Nursing 3<sup>rd</sup> year</b> E.7 Shows commitment to provision of high quality, safe, and effective maternal and newborn care.
			<b>Community Health Nursing 4<sup>th</sup> year</b> E.3 Apply communication technologies that maintain patients rights, autonomy and privacy.
			<b>Nursing Administration 4<sup>th</sup> year</b> C. 7 Apply principles of documentation in reporting and recording

		1.1.4 Demonstrate responsibility and accountability for care within the scope of professional and practical level of competence.	Nursing Administration 4 <sup>th</sup> year B.1 Differentiate between management & administration
2	Domain 2. HOLISTIC PATIENT-CENTERED CARE.	Key Competencies	Modified course spec.
1	Competency Area 1: (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.	Medical and Surgical Nursing 1 <sup>st</sup> year C.8 Build up the competencies of nursing activities with best evidence- based practices to improve health care.
			Gerontological Nursing 4 <sup>th</sup> year C.4 Creates and maintain a holistic safe environment for caring of elderly.
			Psychiatric and mental health Nursing 4 <sup>th</sup> year B.5 Assess the psychosocial aspects of child /adult psychiatric disorders
		2.1.2. Provide holistic nursing care that addresses the needs of individuals, families and communities across the life span.	Pediatric Nursing 3 <sup>rd</sup> year C.8 Implement priority-based nursing care to for preterm neonates through independent and collaborative application of the nursing process
			Gerontological Nursing 4 <sup>th</sup> year D.9 Provide holistic elderly patient- centered care respecting people diversity.
Community Health Nursing 4 <sup>th</sup> year A.4 Discuss concept of support for special population and provide holistic nursing care that addresses the needs of all individuals, families and communities across the life span.			
2.1.6. Examine evidence that underlie clinical nursing practice to offer new insights to nursing care for patients, families, and communities.	Medical and Surgical Nursing 1 <sup>st</sup> year C.14 Integrate updated and evidence based Knowledge related to nursing practice.		
	Psychiatric and mental health Nursing 4 <sup>th</sup> year D.3 Search effectively in relevant websites concerning certain subjects		

			Community Health Nursing 4 <sup>th</sup> year D.5 Apply problem-solving skills .
2	<b>Competency Area 2</b> (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.	Psychiatric and mental health Nursing 4 <sup>th</sup> year C.1 Apply nursing process phases to essential care needs of psychiatric patients. Gerontological Nursing 4 <sup>th</sup> year C.1 Apply gerontological nurse skills, and competence appropriately to essential care needs of the elderly.
			Community Health Nursing 4 <sup>th</sup> year C.4 Appreciate the role of role of community health nurse in assess of cultural, social, behavioral factors in determining disease, disease prevention, health promoting behavior .
		2.2.4. Use educational principles and counseling techniques appropriately and effectively with diverse populations.	Obstetrics &Gynecology Nursing 3 <sup>rd</sup> year D.1 Apply effective communication and counseling techniques with woman for the proper family planning methods.
			Gerontological Nursing 4 <sup>th</sup> year B.5 Uses teaching, and learning principles when given health education for elderly about their health problems.
			Psychiatric and mental health Nursing 4 <sup>th</sup> year A.4 Discuss the importance and principle of counseling in nursing.
			Community Health Nursing 4 <sup>th</sup> year C.2 Apply of multidisciplinary approach for basic principles of health education in disease prevention.
3	<b>DOMAIN 3- MANAGE PEOPLE, WORK ENVIRONMENT AND QUALITY.</b> <b>Competency Area1</b>	<b>Key Competencies</b>	<b>Modified course spec.</b>
1	(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.	Nursing Administration 4 <sup>th</sup> year C.4 Use appropriate method of staff assignment for meeting patient needs. Gerontological Nursing 4 <sup>th</sup> year D.10 Apply leadership skills to manage personnel to maximize health, independence and quality of life for elderly individuals,

		families and communities.
	3.1.4. Demonstrate controlling techniques for the work flow and patient outcomes through delegating and supervising members of the nursing team.	<p><b>Obstetrics &amp;Gynecology Nursing 3<sup>rd</sup> year</b> D.4 Manage work flow in labour unit through delegating members of medical team.</p> <p><b>Psychiatric and mental health Nursing 4<sup>th</sup> year</b> D.4 Act as a role model and mentor for less experienced nursing care providers and nursing.</p> <p><b>Community Health Nursing 4<sup>th</sup> year</b> A.6 Identify the principles and main scientific advances of the field of community health nursing.</p> <p><b>Nursing Administration 4<sup>th</sup> year</b> B.9 Appraise responsibilities of nurse's supervisor.</p>
2	<b>Competency Area 2 (Provide a safe working environment that prevents harm for patients and workers.)</b>	<p>3.2.2. Act to protect patients and their families from unsafe, illegal, or unethical care practices in different work settings.</p> <p><b>Obstetrics &amp;Gynecology Nursing 3<sup>rd</sup> year</b> C.15 Evaluates outcomes of one's own nursing care.</p> <p><b>Gerontological Nursing 4<sup>th</sup> year</b> A.6 Describe safety environment for elderly.</p> <p><b>Psychiatric and mental health Nursing 4<sup>th</sup> year</b> A.5 Apply the principles of psychiatric nursing when caring for the patients</p> <p><b>Community Health Nursing 4<sup>th</sup> year</b> E.1 Protect and promote patient/client rights of autonomy, respect, privacy, dignity and access to information.</p> <p>3.2.4. Apply research methods related to area of practice that enable and use the best evidences to maintain safe work environment.</p> <p><b>Gerontological Nursing 4<sup>th</sup> year</b> B.7 Compare between types of hazards facing elderly person.</p> <p><b>Community Health Nursing 4<sup>th</sup> year</b> D.3 Search effectively in relevant websites of evidence based nursing.</p> <p>3.3.2. Participate in quality improvement process to enhance nursing care rendered and patient/client outcomes.</p> <p><b>Nursing Administration 4<sup>th</sup> year</b> A.12 Explain dimension of quality.</p> <p><b>Gerontological Nursing 4<sup>th</sup> year</b> C.2 Apply systematic nursing skills to prepare a plan of care for common elderly health problems.</p>

3	<b>Competency Area 3:</b> (Review health care outcomes in the light of quality indicators and benchmarks to achieve the ultimate goals of improving the quality of nursing care.)	3.3.3. Utilize quality indicators and benchmarks to evaluate the effect of improvements in the delivery of nursing care.	<b>Gerontological Nursing 4<sup>th</sup> year</b> C.1 Apply gerontological nurse skills, and competence appropriately to essential care needs of the elderly.
#	<b>Competency Area</b>	<b>Key Competencies</b>	<b>Modified course spec.</b>
1	<b>Domain 4</b> <b>: Informatics and Technology</b> <b>Competency Area 1:</b> (Utilize information and technology to underpin health care delivery, communicate, manage knowledge and support decision making for patient care.)	4.1.1 Evaluate the impact of computerized information management on the role of the nurse in providing holistic patient-centered care.  4.1.2. Apply technology and information management tools to support safe care and evaluate their impact on patient outcomes.	<b>Community Health Nursing 4<sup>th</sup> year</b> C.6 Apply computerized information management on the role of the community health nurse in providing holistic client-centered care.  <b>Pediatric Nursing 3<sup>rd</sup> year</b> E.9 Appreciates the use of electronic communications strategies in the delivery of patient care.  <b>Obstetrics &amp;Gynecology Nursing 3<sup>rd</sup> year</b> E.10-Appreciates the contributions of technology as a tool to improve patient safety.  <b>Nursing Administration 4th year</b> C.2 Demonstrate head-nurses roles in shift report by using Kardex.  <b>Medical and Surgical Nursing 1<sup>st</sup> year</b> E.9 Evaluate the benefits of computerized information management to overcome documentation obstacles.
	<b>Competency Area 2</b> (Utilize information and communication technologies in the delivery of patient/client care.)	4.2.1. Retrieve, and manage data to make decisions using information management system for providing holistic patient care.	<b>Medical and Surgical Nursing 2<sup>nd</sup> year</b> E.3 Apply communication technologies that maintain patients' rights, autonomy and privacy.  <b>Gerontological Nursing 4<sup>th</sup> year</b> B.1 Synthesize assessment data about elderly health status, and problems.  <b>Community Health Nursing 4<sup>th</sup> year</b> E.2 Acting as a role model and mentor for less experienced nursing care providers and nursing students..

		4.2.2. Apply communication technologies that support clinical decision making, care coordination, and protection of patients' rights.	<p><b>Psychiatric and mental health Nursing 4<sup>th</sup> year</b> D.1 Apply appropriate interpersonal communication skills .</p> <p><b>Nursing Administration 4<sup>th</sup> year</b> D.6 Apply communication skills.</p>
		4.2.3. Apply technologies and information systems to support provision of safe nursing care practice to individuals, families, and communities.	<p><b>Obstetrics &amp;Gynecology Nursing 3<sup>rd</sup> year</b> D.3 Participate as part of a team in providing care for woman and her newborn.</p>
	<b>Competency Area</b>	<b>Key Competencies</b>	<b>Modified course spec.</b>
5	<b>DOMAIN 5- INTER-PROFESSIONAL COMMUNICATION.</b> <b>Competency Area 1: (Collaborate with colleagues and members of the health care team to facilitate and coordinate care provided for individuals, families and communities.)</b>	5.1.1. Maintain inter-professional collaboration, in a variety of settings to maximize health outcomes for the patients, families and communities.	<p><b>Gerontological Nursing 4<sup>th</sup> year</b> D.1 Apply interpersonal communication and ethics in caring for elderly people at different setting.</p> <p><b>Community Health Nursing 4<sup>th</sup> year</b> E .2 Acting as a role model and mentor for less experienced nursing care providers and nursing students.</p>
1		5.1.2. Function within behavioral norms related to the interdisciplinary communication and the health care organizations.	<p><b>Pediatric Nursing 3<sup>rd</sup> year</b> E.6 Appreciates the influences of physiological, psychosocial and developmental influences on child's ability to communicate.</p> <p><b>Nursing Administration 4<sup>th</sup> year</b> B.3 Differentiate between different types of organizational structure.</p> <p><b>Gerontological Nursing 4<sup>th</sup> year</b> D.3 Apply problem solving skills at different situation faced at different clinical Setting.</p>
		5.1.3. Use standardized communication approach to transfer care responsibilities to other professionals to facilitate experience transitions across different healthcare settings.	<p><b>Medical and Surgical Nursing 1<sup>st</sup> year</b> D.3.Explain how to adapt communication styles in ways which are appropriate to different patients with disability.</p> <p><b>Medical and Surgical Nursing 2<sup>nd</sup> year</b> D.1 Apply communication technologies that maintain patients' rights, autonomy and privacy .</p> <p><b>Gerontological Nursing 4<sup>th</sup> year</b> D.4 Work productively in a team.</p> <p><b>Nursing Administration 4<sup>th</sup> year</b> D.1 Promoting teamwork.</p>

		<p><b>Community Health Nursing 4<sup>th</sup> year</b>  E.3 Communicate with patient/client respectfully regarding their different values, cultures, intellectual levels and emotional state across different health care settings.</p>
	<p>5.1.4.Utilize communication styles that diminish the risks associated with authority gradients among healthcare team members.</p>	<p><b>Medical and Surgical Nursing 2<sup>nd</sup> year</b>  D.3 . Apply communication skills in professional, social and therapeutic context.</p>
		<p><b>Community Health Nursing 4<sup>th</sup> year</b>  D .1 Apply appropriate interpersonal communication skills.</p>