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Supporting the nationally mandated transition to competency-based nursing curricula in Egypt

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Supporting the nationally mandated transition to competency-based nursing curricula in Egypt

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Abstract

Egypt has a substantive and rich history in nursing education with continuous evolution over many years. A government commitment to further enhance the capacity of the nursing workforce recently required all nursing curricula to be upgraded and presented in a competency-based format. In response to this directive, lead agencies in Egypt, including the Educational Development Fund and the Nursing Sector Group of the Supreme Council of Universities, have garnered internal and external nursing expertise to provide guidance in the curriculum reform process. The authors of this presentation are currently working in close partnership with several Egyptian nursing education providers supporting the transition to competency-based nursing education.

Shifting from bio-medical style syllabi to competency-based curricula is a time intensive and multi-faceted process. Successful transition requires a base knowledge of the fundamentals of competency-based programme design and its associated pedagogies. An understanding of relevant definitions, curriculum development processes, mandatory curriculum inclusions, and assessment techniques are core requirements to the development processes. This presentation provides an oversight of these terminologies and processes. The presentation provides insights to policy makers and educators embarking on similar nursing curriculum reform and nursing workforce capacity development initiatives.

Overview

- Background
- Beginning transition to a competency-based program
 - Relevant definition
 - Curriculum development processes
 - Mandatory curriculum inclusions, and
 - Assessment techniques
- Conclusion

Moving from bio-medical syllabi to competency-based curricula

- The Egyptian government commitment to further enhance the capacity of the nursing workforce recently required all nursing curricula to be upgraded and presented in a competency-based format.
- In response to this directive, lead agencies in Egypt, including the Educational Development Fund and the Nursing Sector Group of the Supreme Council of Universities, garnered internal and external nursing expertise to provide guidance in the curriculum reform process.
- We have been working in close partnership with several Egyptian nursing education providers supporting the transition to competency-based nursing education.

Biomedical syllabi

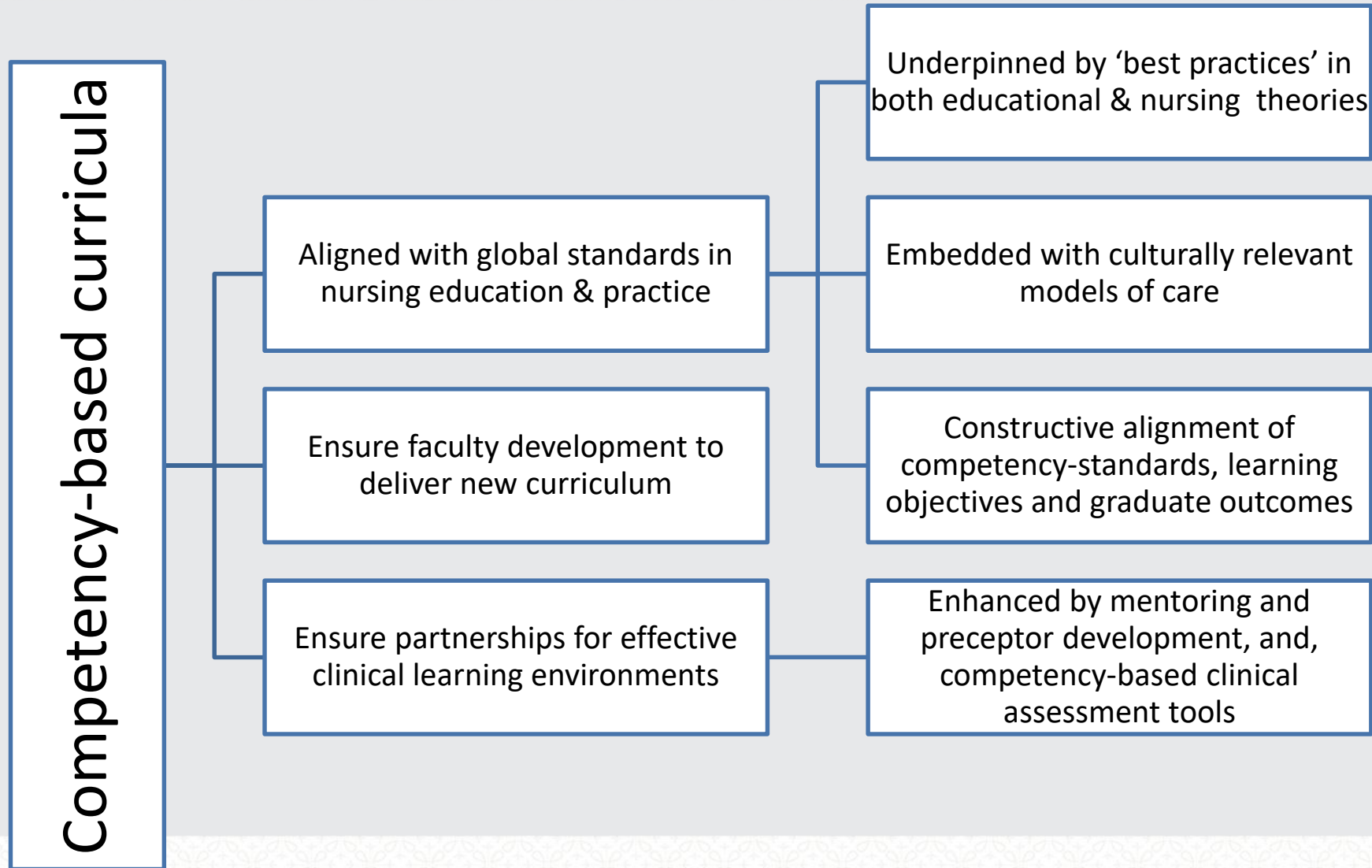
- Content based
- Role of the nurse (scope of practice) designed as the doctors' 'hand-maiden'
- Much of the content delivered by medical personnel
- Didactic approach
- Assessment primarily factual recall and demonstration of defined skills

Competency-based curricula

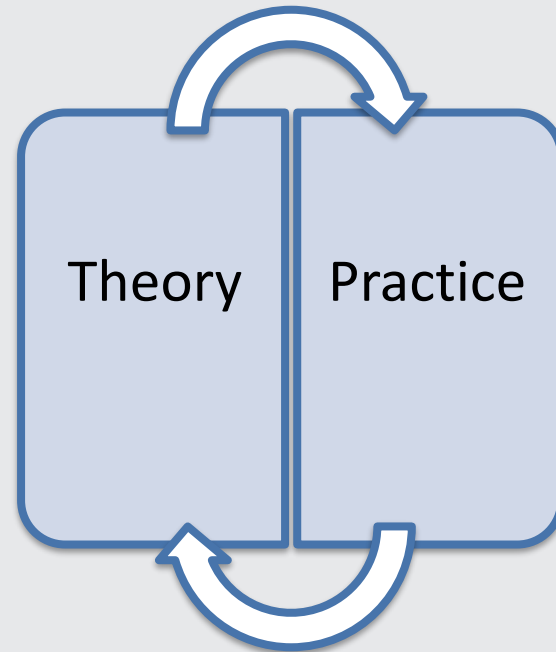
- Focus on learning outcomes and graduate competencies
- Changing role of nursing as partner in care, expanded, advanced and specialty practice
- Engages the learner with a focus on:
 - Critical thinking
 - Leadership
 - Problem solving
 - Patient safety & ethical practice

Common Themes in Competency-based Curriculum Development

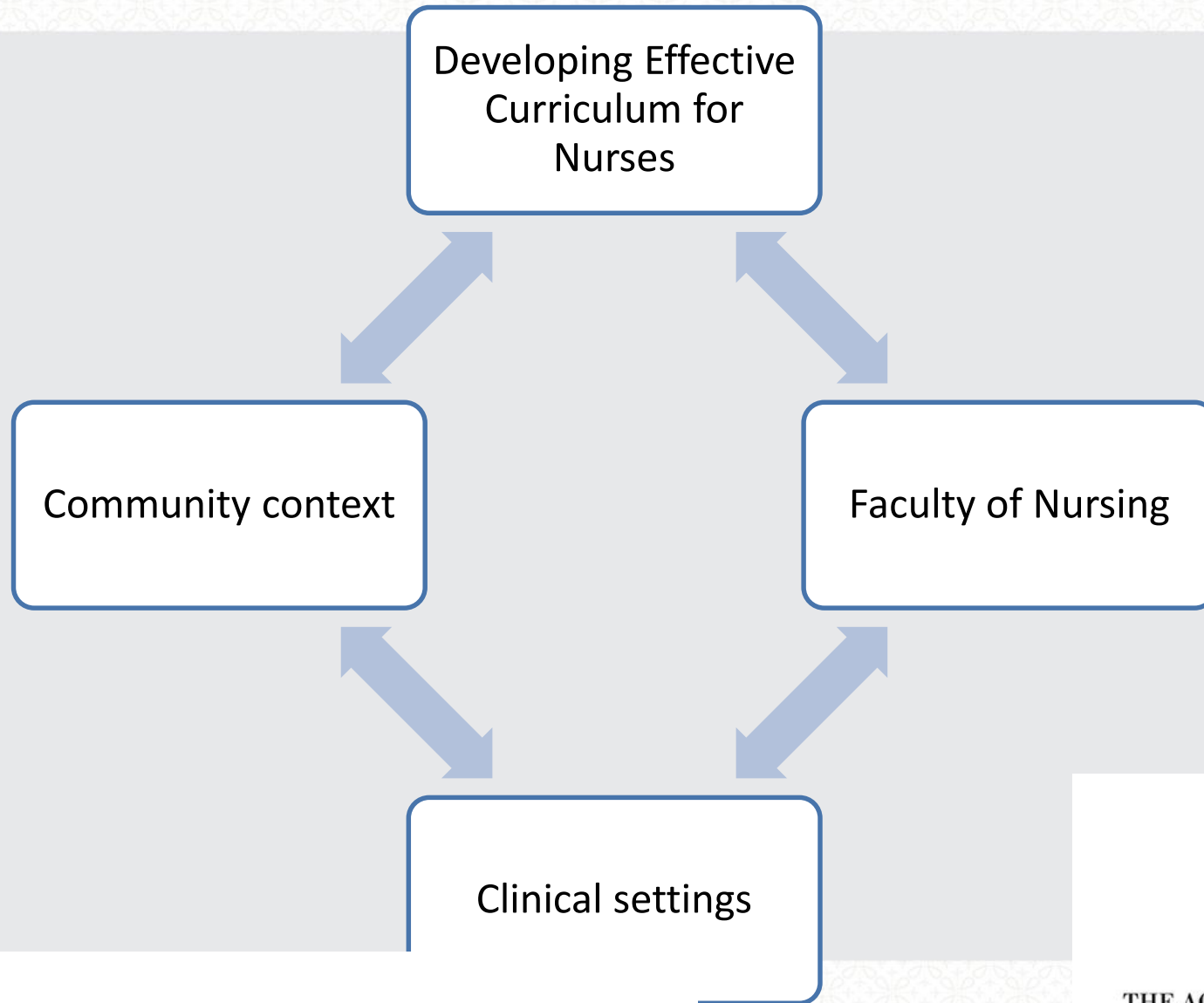
- Develop curricula that enable the development of clinical judgment and leadership capacity along with problem-solving and decision making skills
- Base classroom and clinical education on achievement of competencies using evidence based best practice
- Use recognized approaches to teaching and learning including, but not limited, to clinical simulation, self-directed learning, blended learning and embrace principles of adult learning
- Offer opportunities for multidisciplinary content and learning experiences



To achieve a successful competency-based curriculum



Competencies must be demonstrated
in practice



Where to start? What to build?

Graduate profile



Professional Competencies



Content required to achieve competencies



Practice required to achieve competencies



Assessment of competence

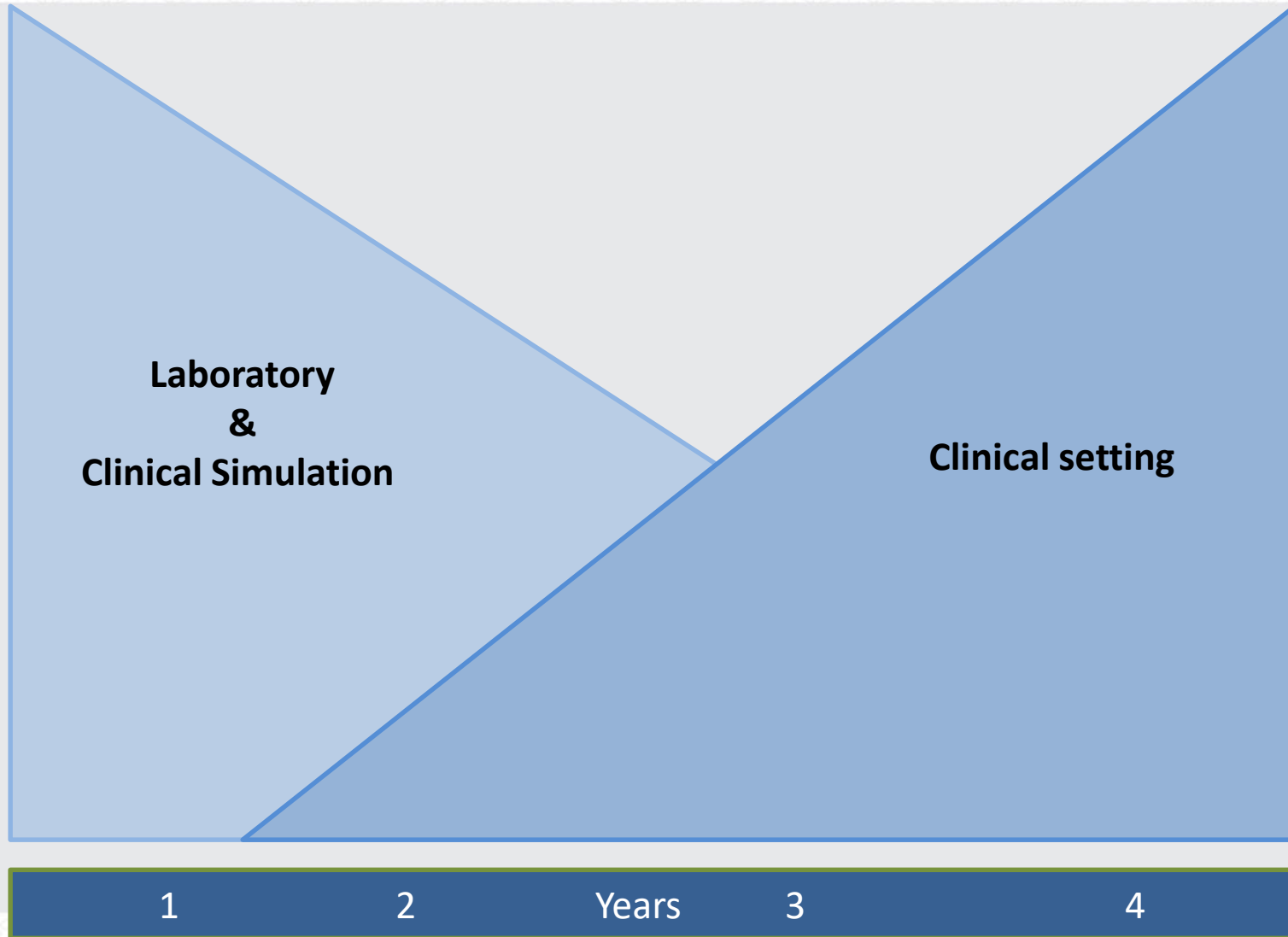
Teaching Staff

- Mandatory profile of teaching staff
- Level of qualification?
- Level of experience?
 - Teaching experience
 - Clinical nursing experience
- Currency of practice?
- Teaching qualification?
- Research active?
- CPD?



Developing each course in the program

- Agreeing core content
- Determining course content and size
- Balancing theory AND practice hours
- Sequencing and timetabling of the courses and clinical practicum
- Aligning with institutional and national program credit hours/points requirements
- Constructive alignment of all components



Setting for Clinical Practice Component

Learning the foundations for safe and effective nursing

Core knowledge: A&P, human development, humans & society, Nursing fundamentals, Health assessment,
Effective communication,
Patient safety
Teamwork

Acquiring competence, practicing the technical knowledge, skills & attributes of nursing

Psycho-social aspects of healthcare
Health, law & ethics
Medical Surgical Nursing
Maternal, Child, Family & Community
Mental Health & Wellbeing, Aged Care
Safe administration of medications

Delivering high quality care

Higher level clinical assessment & decision making
Client referral points & processes
Leading more junior staff
Locating and using nursing evidence & 'best practices'
Culture and care
Transition to Practice
Continuing professional development

Sequencing Learning

In conclusion, it is essential to remember

- Full understanding of the scale of such a project is perhaps not fully apparent
- Sounds easy

Caution

- It is technically complex and a significant change management challenge
- Time intensive investment
- Needs much teamwork & collaborative learning

‘For successful implementation, CBC requires re-engineering the educational system by training and re-training educators, introducing new forms of assessment and different classroom organizations to facilitate and monitor assessment, providing additional time for school administration and management and setting up new learning resources (Maodzwa-Taruvunga & Cross, 2012) in higher education institutions’ (p.53).

Muraraneza, C., & Mtshali, G. N. (2018). Implementation of competency based curriculum in pre-service nursing education: Middle range theory. *International Journal of Africa Nursing Sciences*, 8, 53-58.
<https://doi.org/10.1016/j.ijans.2018.02.006>

Developing a national competency-based curriculum for technical nurses in Egypt

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Abstract

Nursing in Egypt has evolved over recent decades. Development has accelerated following recent government recognition of the contribution nurses make to healthcare access, quality and delivery. A vision to enhance nursing capacity resulted in a recent mandate requiring all nursing curricula to be competency based. Concurrently, the Educational Development Fund of the Egyptian Cabinet of Ministers drafted a nursing educational plan including a strategy to develop and implement a contextually congruent educational model with proven success comparable to international standards. This report discusses the 4-year curriculum development project designed to upgrade the current technical-level nursing curriculum to a consistent competency-based model. The competency-based educational model will be trialled in 3 technical institutes before nationwide rollout and implementation. Details of the project plan are described, including an overview of curriculum development considerations. This report provides insights for policy-makers and educators embarking on similar health workforce reform and capacity development initiatives.

Keywords: nursing education, curriculum development, institutes and academies, capacity building, Egypt

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