

**Tuning Middle East and North Africa
T-MEDA
Second General Meeting**

**Generic Competences: consultation with stakeholders
in Tuning Middle East and North Africa.**

Some results and a comparison with other regions

Pablo Beneitone

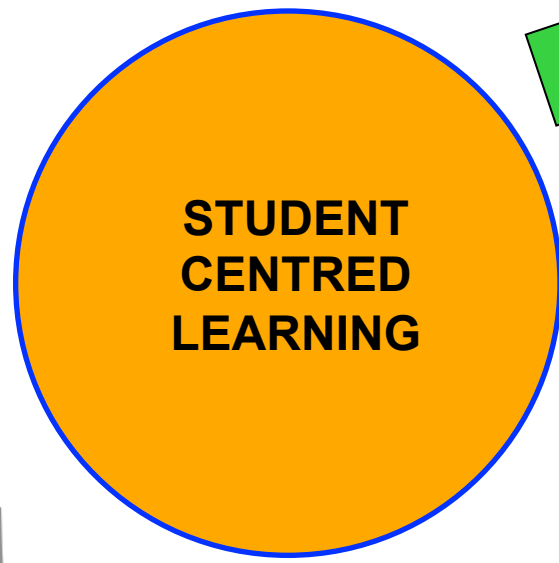
Bilbao, 29th September 2014

ENHANCING

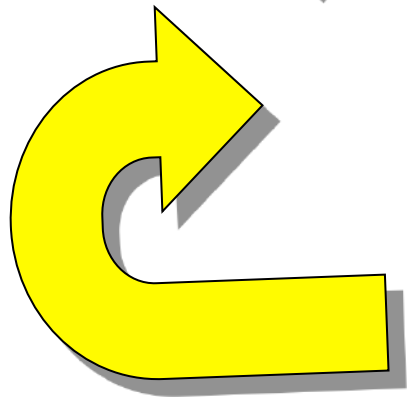
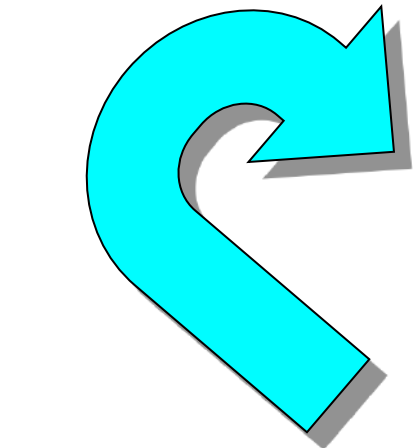
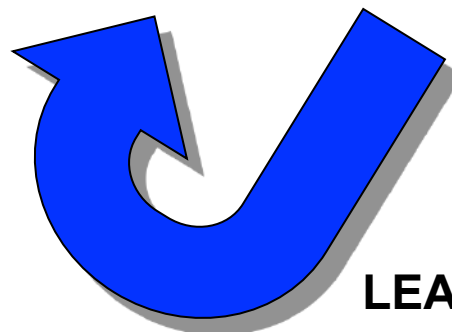
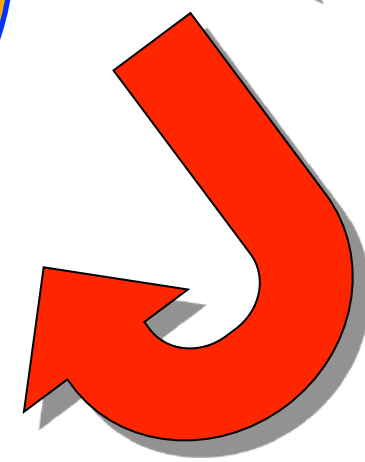
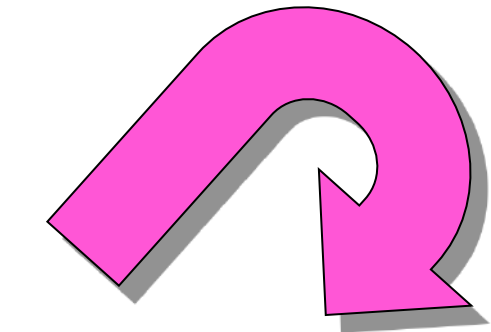
CONSULTING

PROFILING

DESIGNING



**STUDENT
CENTRED
LEARNING**



EVALUATING

LEARNING

Why a Consultation?

- To initiate joint reflection from updated information
- To contrast first agreements with society
- To start debate
- To open the reflection to other groups
- To offer **THREE** levels of analysis:

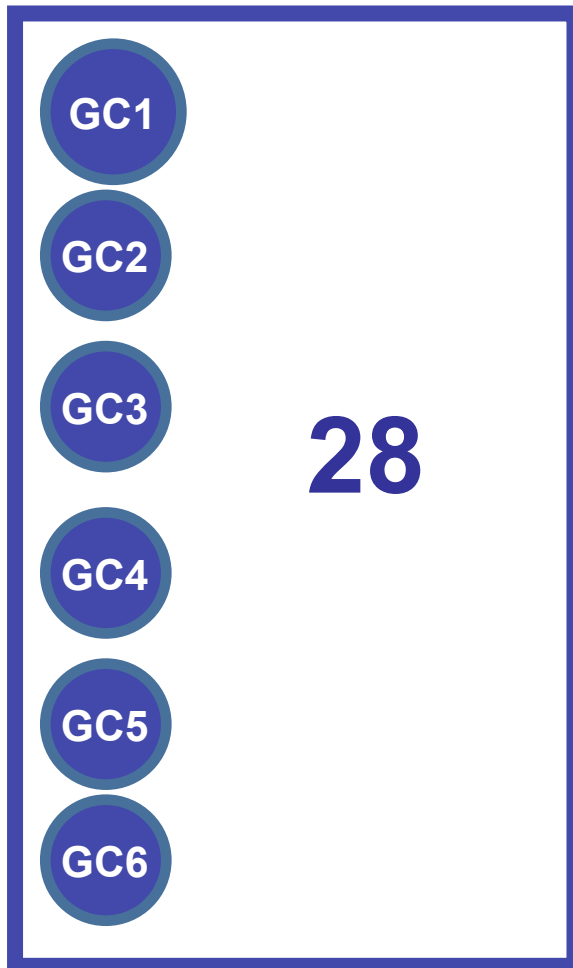
INSTITUTIONAL

SUBJECT AREA

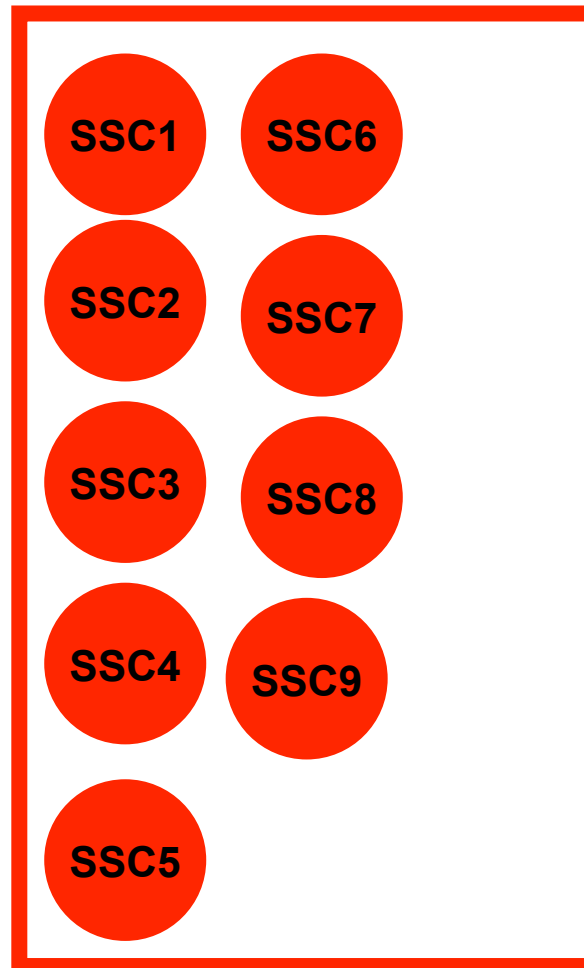
GENERAL

WHAT was CONSULTED in Tuning MEDA?

List of Generic Competences



List of Subject Specific Competences



ARCHITECTURE
26

LAW
19

NURSING
38

TOURISM
15

WHAT was CONSULTED in Tuning MEDA?

3 VARIABLES:

IMPORTANCE

ACHIEVEMENT

RANKING

For both a scale of 1 to 4:

- 1 = none
- 2 = weak
- 3 = considerable
- 4 = strong

WHO was CONSULTED ?

ACADEMICS

EMPLOYERS

STUDENTS

GRADUATES

Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

Data

NUMBER OF RESPONDENTS: **GENERIC COMPETENCES**

	Academics	Employers	Students	Graduates	Total
ARCHITECTURE	172	124	237	161	694
LAW	121	104	234	128	587
NURSING	200	173	215	173	761
TOURISM	148	130	195	172	645
Total	641	531	881	634	2687

NUMBER OF RESPONDENTS: **SUBJECT SPECIFIC COMPETENCES**

	Academics	Employers	Students	Graduates	Total
ARCHITECTURE	137	112	190	123	562
LAW	101	82	166	105	454
NURSING	103	117	120	74	414
TOURISM	110	93	125	116	444
Total	451	404	601	418	1874

Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

Data

4 SUBJECT AREAS

Total number of respondents 2687:

- 634 Graduates
- 531 Employers
- 641 Academics
- 881 Students

ACADEMICS

RATING – Importance vs. Achievement

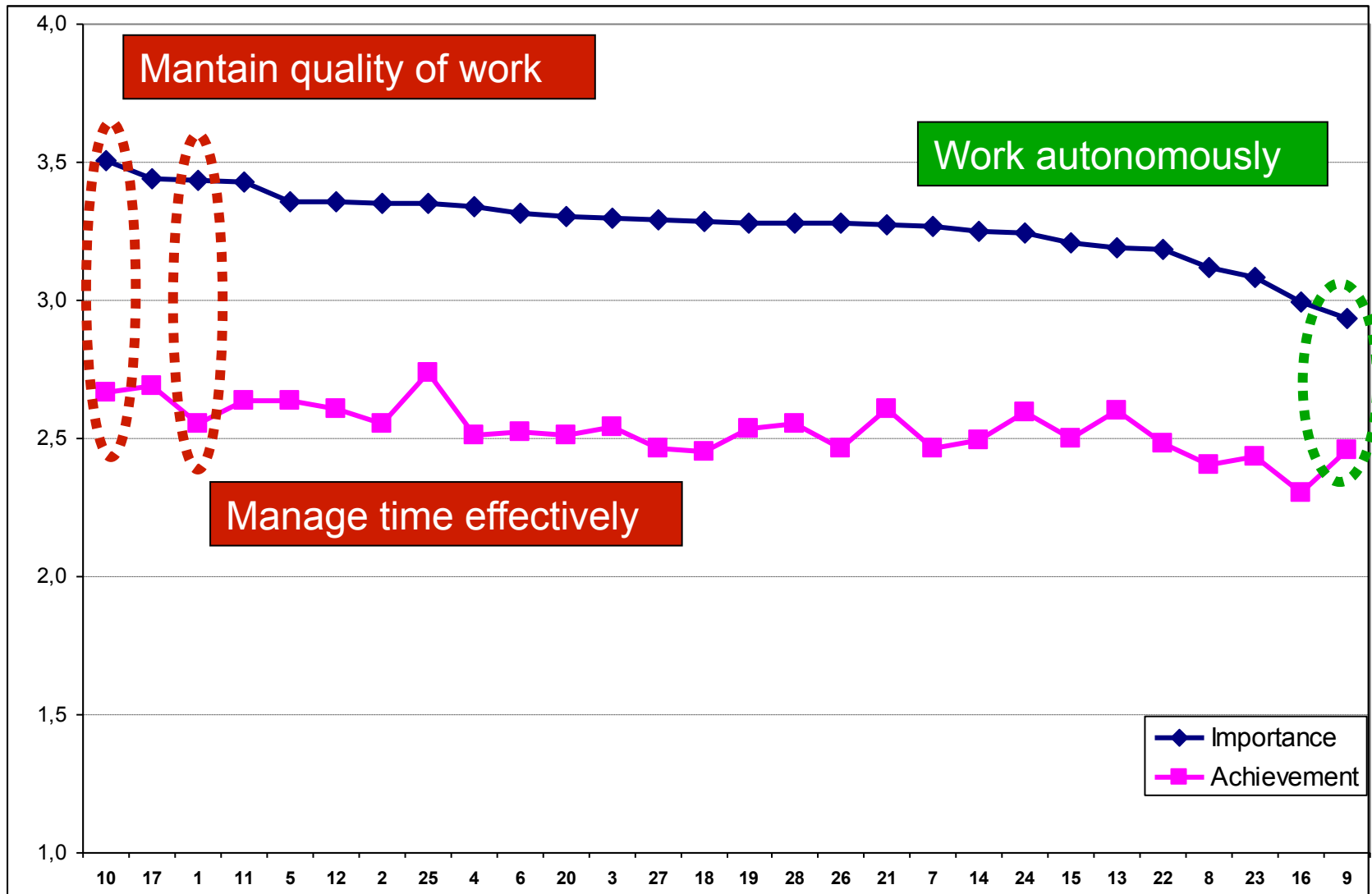
#	Description	Importance	Achievement
10	Maintain quality of work	3,50	2,66
17	Search for information from a variety a sources	3,44	2,69
1	Manage time effectively	3,43	2,55
11	Act ethically with social responsibility	3,43	2,63
5	Identify and resolve problems	3,36	2,64
12	Apply knowledge in practical situations	3,36	2,61
2	Communicate orally and in writing with different audiences	3,35	2,56
25	Skills in the use of information and communication technologies	3,35	2,74
4	Have critical thinking, analysis and synthesis	3,34	2,51
6	Make logical decisions	3,32	2,52
20	Health and safety procedures	3,31	2,51
3	Maintain continuous education	3,30	2,54
27	Self-motivated	3,29	2,47
18	The protection and preservation of the environment	3,29	2,45
19	Human rights	3,28	2,53
28	Assertive	3,28	2,55
26	Initiative	3,28	2,46
21	The preservation of cultural heritage and values	3,27	2,61
7	Work in an interdisciplinary team	3,27	2,46
14	Be innovative and creative	3,25	2,49
24	Respect for diversity and multiculturalism	3,24	2,59
15	Be flexible and adapt to different situations.	3,21	2,50
13	Communicate in a second language	3,19	2,60
22	Organizational skills	3,18	2,48
8	Lead effectively	3,12	2,40
23	Sense of dedication	3,08	2,43
16	Empower others	3,00	2,30
9	Work autonomously	2,93	2,46

27 competences over 3

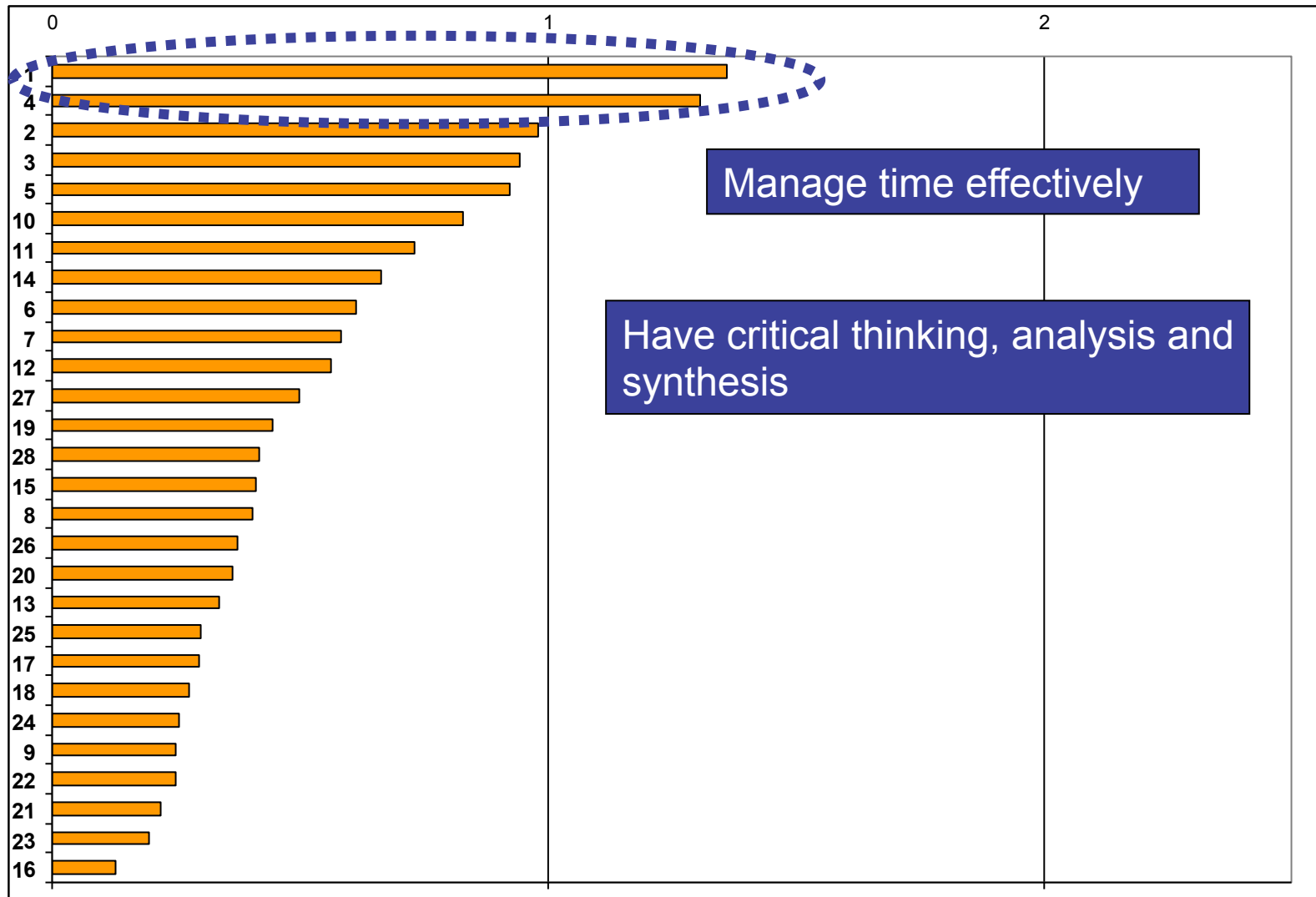
ALL competences below 3

ACADEMICS

RATING – Importance vs. Achievement



ACADEMICS RANKING



EMPLOYERS

RATING – Importance vs. Achievement

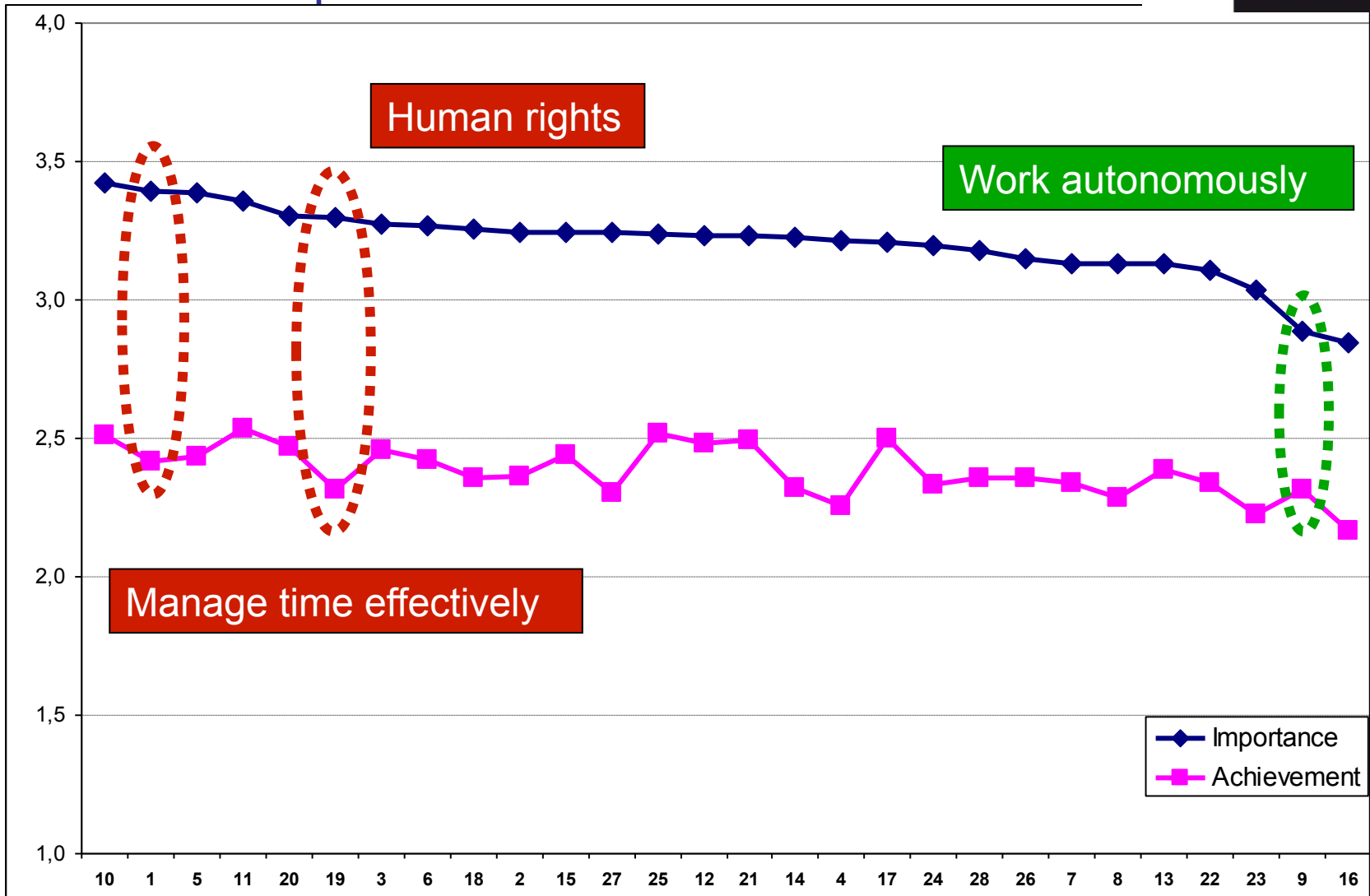
#	Description	Importance	Achievement
10	Maintain quality of work	3,42	2,51
1	Manage time effectively	3,40	2,41
5	Identify and resolve problems	3,38	2,43
11	Act ethically with social responsibility	3,36	2,53
20	Health and safety procedures	3,30	2,47
19	Human rights	3,30	2,32
3	Maintain continuous education	3,27	2,46
6	Make logical decisions	3,27	2,42
18	The protection and preservation of the environment	3,25	2,36
2	Communicate orally and in writing with different audiences	3,25	2,36
15	Be flexible and adapt to different situations.	3,24	2,44
27	Self-motivated	3,24	2,30
25	Skills in the use of information and communication technologies	3,24	2,52
12	Apply knowledge in practical situations	3,23	2,48
21	The preservation of cultural heritage and values	3,23	2,50
14	Be innovative and creative	3,23	2,32
4	Have critical thinking, analysis and synthesis	3,22	2,26
17	Search for information from a variety a sources	3,21	2,50
24	Respect for diversity and multiculturalism	3,19	2,34
28	Assertive	3,18	2,35
26	Initiative	3,15	2,36
7	Work in an interdisciplinary team	3,13	2,34
8	Lead effectively	3,13	2,29
13	Communicate in a second language	3,13	2,39
22	Oganizational skills	3,11	2,34
23	Sense of dedication	3,04	2,23
9	Work autonomously	2,89	2,31
16	Empower others	2,85	2,16

26 competences over 3

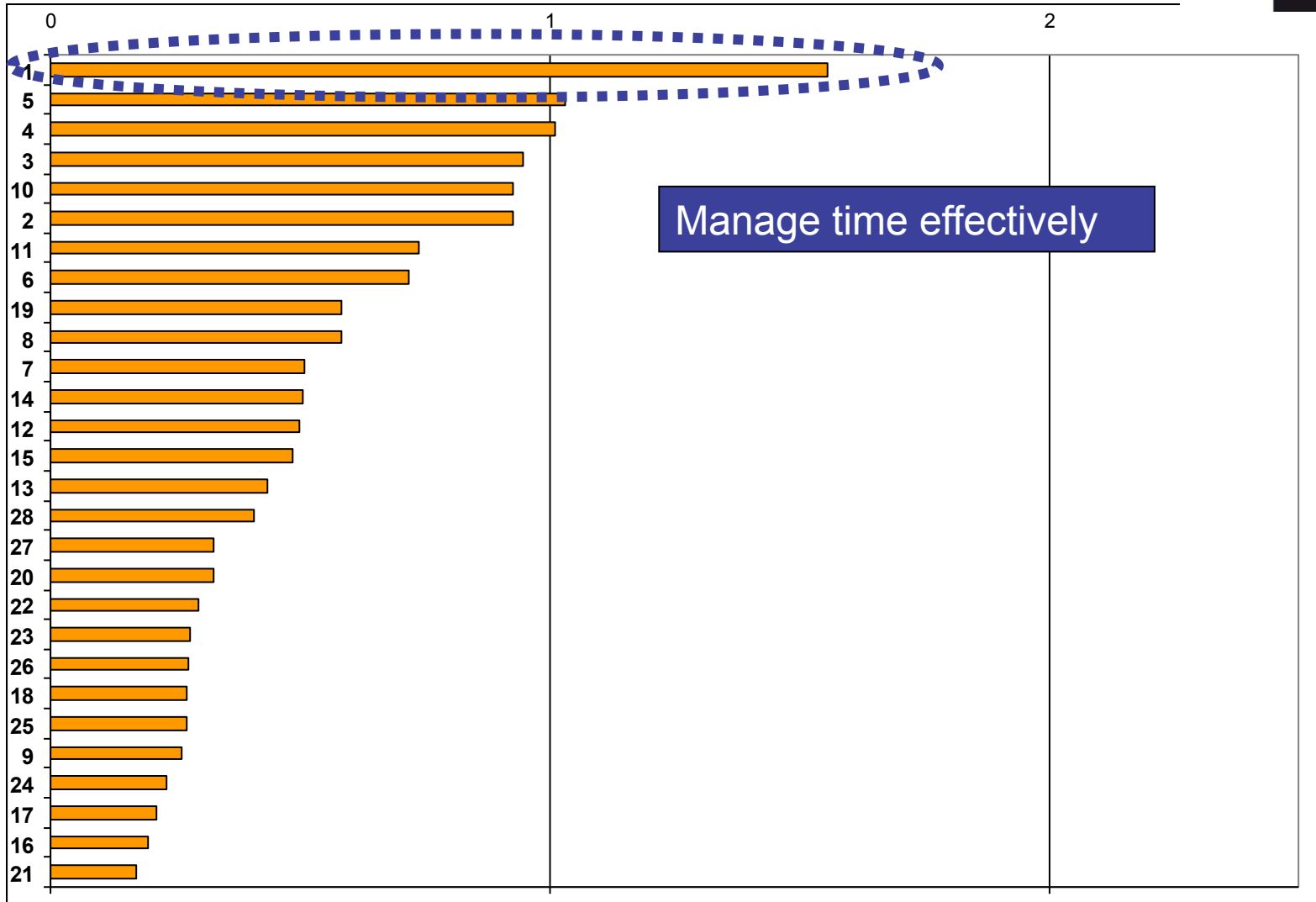
ALL competences
below 3

EMPLOYERS

RATING – Importance vs. Achievement



EMPLOYERS RANKING



STUDENTS

RATING – Importance vs. Achievement

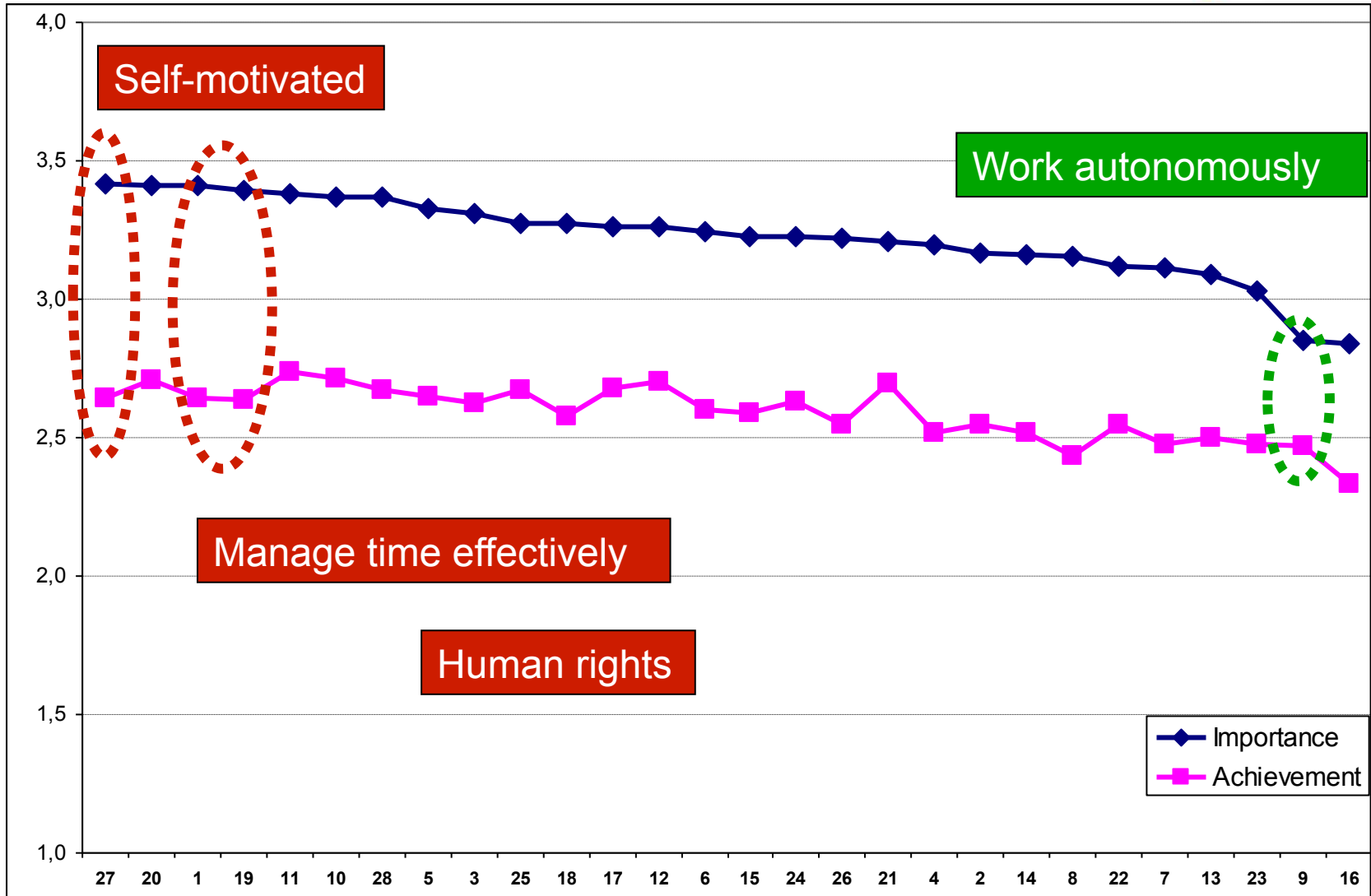
#	Description	Importance	Achievement
27	Self-motivated	3,42	2,64
20	Health and safety procedures	3,41	2,71
1	Manage time effectively	3,41	2,64
19	Human rights	3,39	2,64
11	Act ethically with social responsibility	3,38	2,74
10	Maintain quality of work	3,37	2,71
28	Assertive	3,37	2,68
5	Identify and resolve problems	3,33	2,65
3	Maintain continuous education	3,31	2,63
25	Skills in the use of information and communication technologies	3,28	2,67
18	The protection and preservation of the environment	3,27	2,58
17	Search for information from a variety a sources	3,26	2,68
12	Apply knowledge in practical situations	3,26	2,70
6	Make logical decisions	3,24	2,60
15	Be flexible and adapt to different situations.	3,23	2,59
24	Respect for diversity and multiculturalism	3,22	2,63
26	Initiative	3,22	2,55
21	The preservation of cultural heritage and values	3,21	2,70
4	Have critical thinking, analysis and synthesis	3,20	2,52
2	Communicate orally and in writing with different audiences	3,17	2,55
14	Be innovative and creative	3,16	2,52
8	Lead effectively	3,15	2,44
22	Oganizational skills	3,12	2,55
7	Work in an interdisciplinary team	3,11	2,48
13	Communicate in a second language	3,09	2,50
23	Sense of dedication	3,03	2,48
9	Work autonomously	2,85	2,47
16	Empower others	2,84	2,34

26 competences over 3

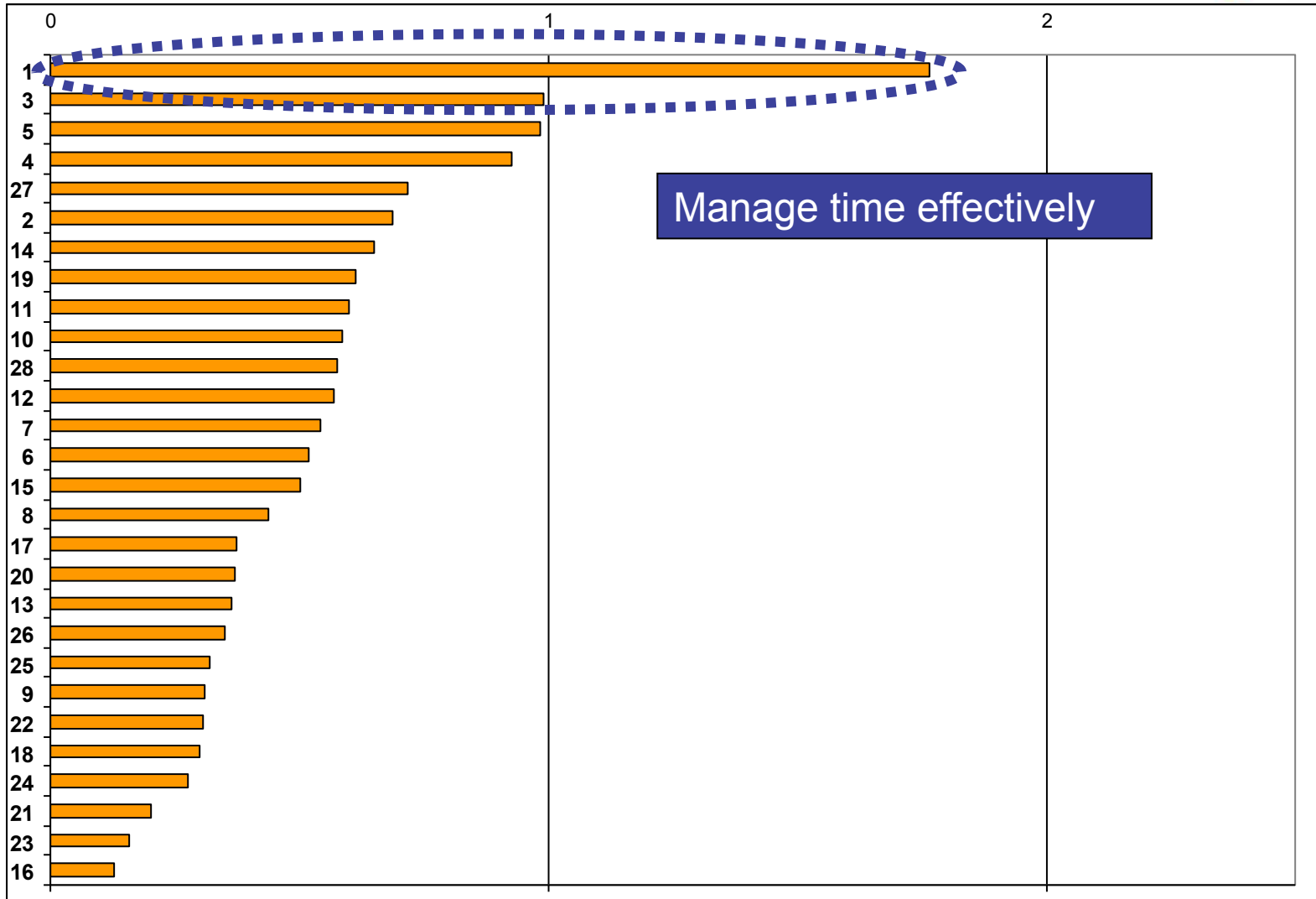
ALL competences
below 3

STUDENTS

RATING – Importance vs. Achievement



STUDENTS RANKING



GRADUATES

RATING – Importance vs. Achievement

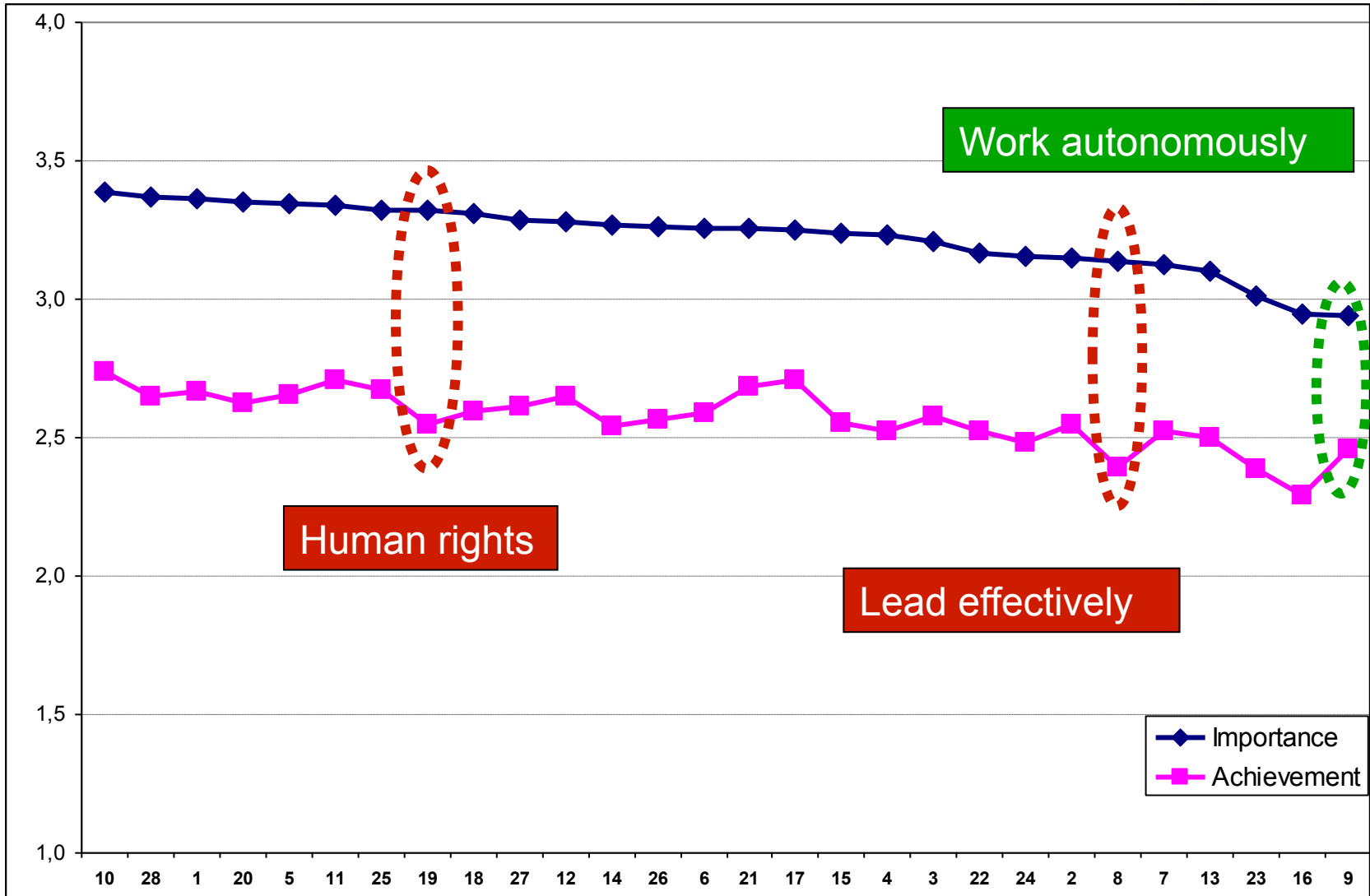
#	Description	Importance	Achievement
10	Maintain quality of work	3,39	2,74
28	Assertive	3,37	2,65
1	Manage time effectively	3,36	2,67
20	Health and safety procedures	3,35	2,63
5	Identify and resolve problems	3,35	2,66
11	Act ethically with social responsibility	3,34	2,71
25	Skills in the use of information and communication technologies	3,32	2,67
19	Human rights	3,32	2,55
18	The protection and preservation of the environment	3,31	2,60
27	Self-motivated	3,29	2,61
12	Apply knowledge in practical situations	3,28	2,65
14	Be innovative and creative	3,27	2,54
26	Initiative	3,26	2,57
6	Make logical decisions	3,26	2,59
21	The preservation of cultural heritage and values	3,25	2,69
17	Search for information from a variety a sources	3,25	2,71
15	Be flexible and adapt to different situations.	3,24	2,56
4	Have critical thinking, analysis and synthesis	3,23	2,53
3	Maintain continuous education	3,21	2,58
22	Oganizational skills	3,17	2,52
24	Respect for diversity and multiculturalism	3,15	2,48
2	Communicate orally and in writing with different audiences	3,15	2,55
8	Lead effectively	3,13	2,39
7	Work in an interdisciplinary team	3,12	2,52
13	Communicate in a second language	3,10	2,50
23	Sense of dedication	3,01	2,38
16	Empower others	2,95	2,29
9	Work autonomously	2,94	2,46

26 competences
over 3

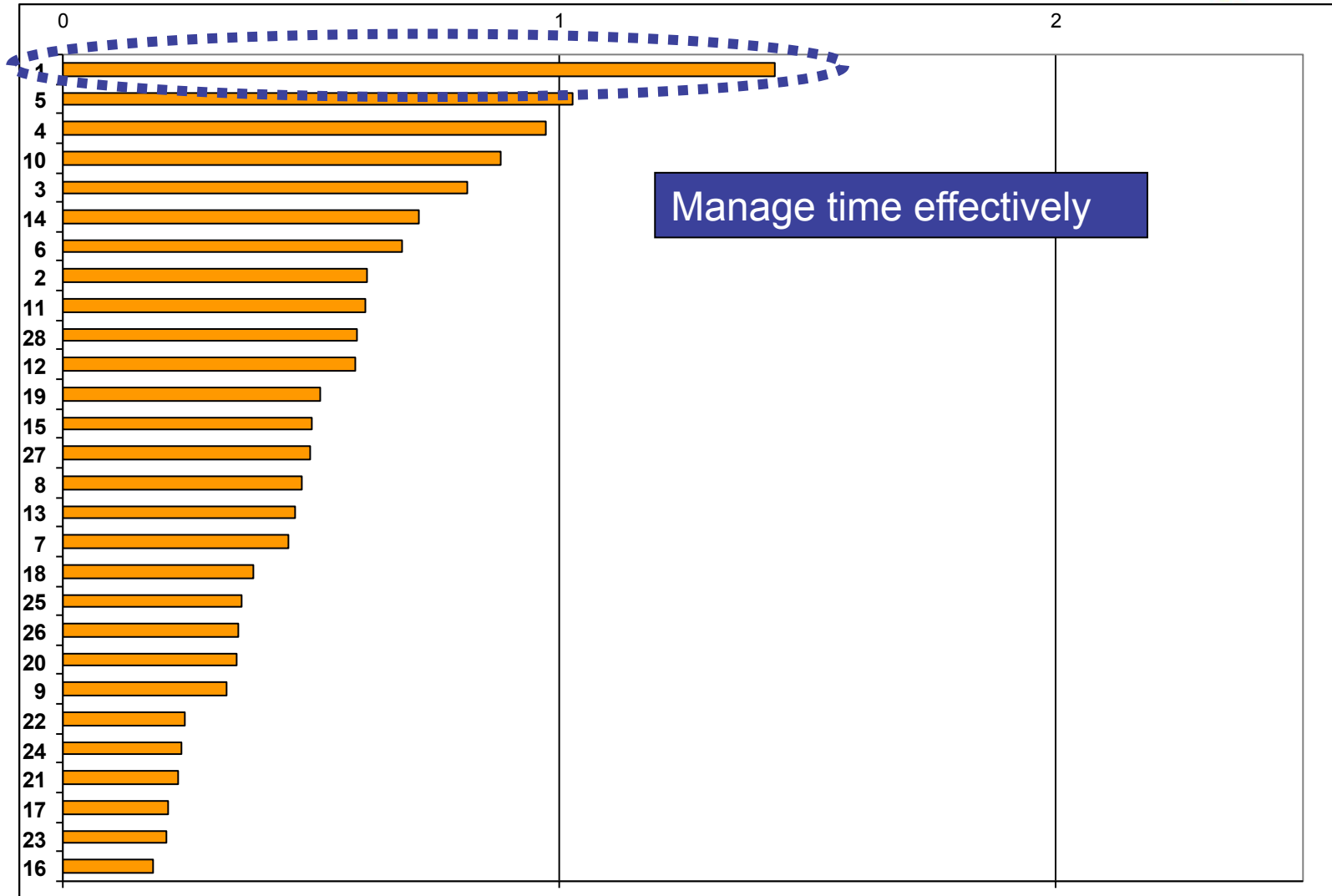
ALL competences
below 3

GRADUATES

RATING – Importance vs. Achievement



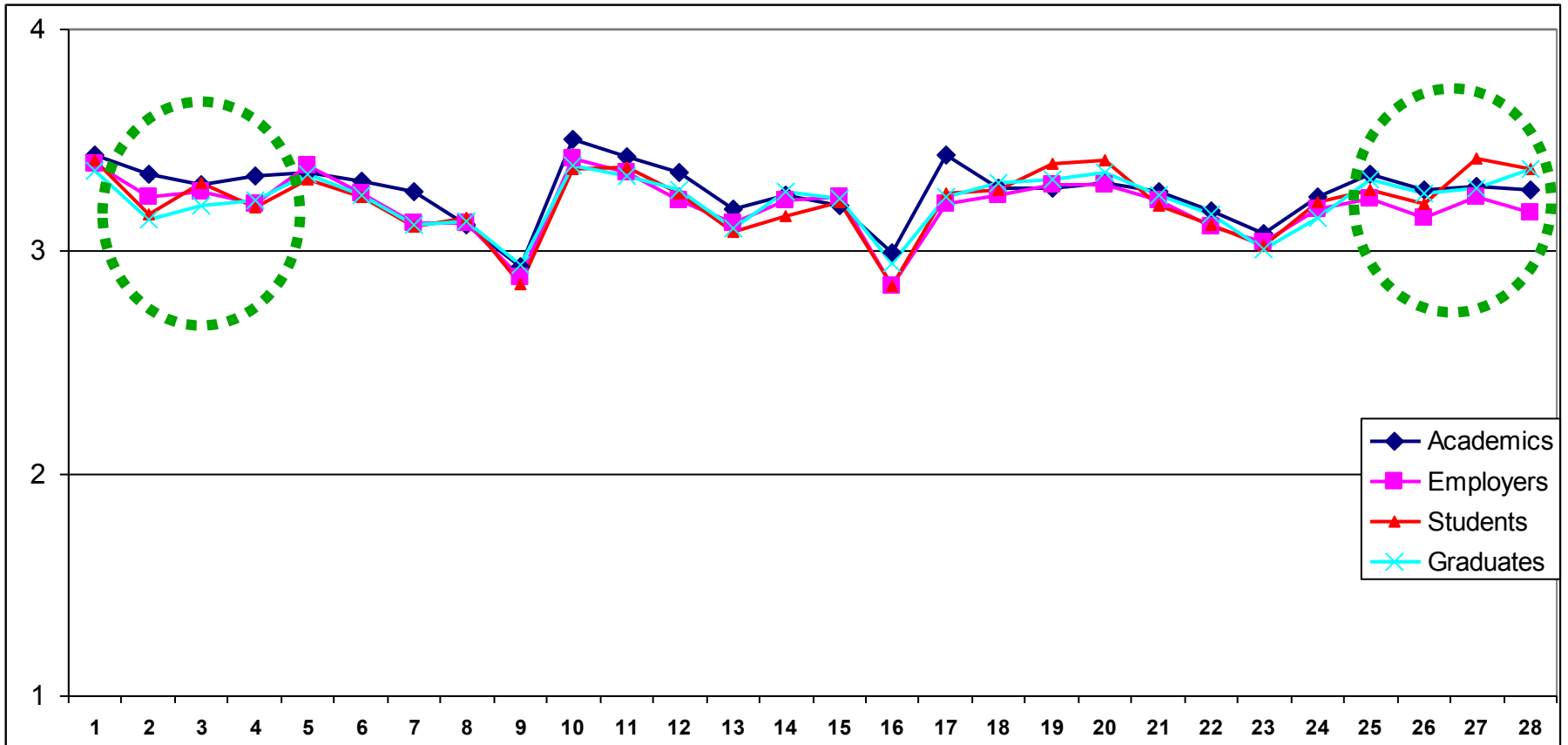
GRADUATES RANKING



Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

Importance



Importance

3 Common Competences in Top 6:

Manage time effectively

Maintain quality of work

Act ethically with social responsibility

4 Common Competences in Bottom 6:

Work autonomously

Empower others

Sense of dedication

Communicate in a second language

Importance

Much higher for academics than employers, graduates and students:

Search for information from a variety a sources

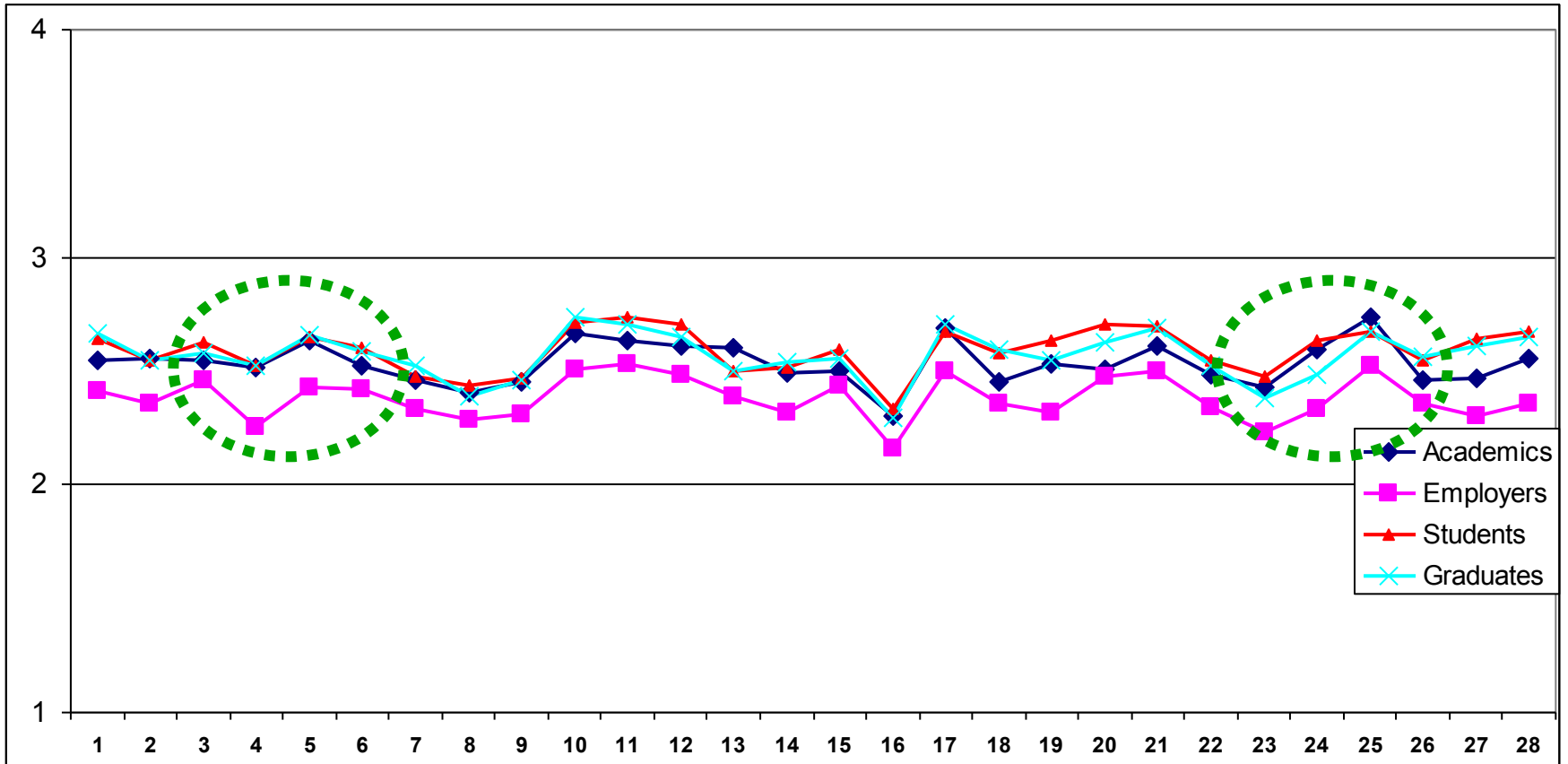
Much higher for students than graduates, academics and employers:

Self-motivated

Importance

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8918	1,0000		
<i>Students</i>	0,8188	0,8999	1,0000	
<i>Graduates</i>	0,8377	0,8878	0,9309	1,0000

Achievement



Achievement

3 Common Competences in Top 6:

Maintain quality of work

Act ethically with social responsibility

Search for information from a variety a sources

4 Common Competence in Bottom 6:

Empower others

Sense of dedication

Lead effectively

Work autonomously

Achievement

Lower for academics than students:

Health and safety procedures

Much higher for employers than academics:

Have critical thinking, analysis and synthesis

Achievement

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8189	1,0000		
<i>Students</i>	0,7752	0,8275	1,0000	
<i>Graduates</i>	0,7858	0,8596	0,9094	1,0000

Importance vs. Achievement

- As usual, Achievement lower than Importance
- Employers, Students, Graduates and Academics: one of the greatest gaps between Achievement and Importance corresponds to:

Manage time effectively

High importance, low achievement

Ranking

4 Common Competences in Top 5:

Manage time effectively

Have critical thinking, analysis and synthesis

Identify and resolve problems

Maintain quality of work

2 common
competences as in top
5 of rating of
Importance

2 Common Competence in Bottom 5:

Empower others

The preservation of cultural heritage and values

1 common
competence as in
bottom 5 of rating of
Importance

Ranking

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,9451	1,0000		
<i>Students</i>	0,8962	0,9033	1,0000	
<i>Graduates</i>	0,9247	0,9476	0,9334	1,0000

Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

EUROPE 2008

MEDA 2014

Comparison

EUROPE

MEDA

Graduates: Top 5 competences

- 1 Ab. to apply knowledge in practical situations
- 2 Ab. for abstract thinking, analysis and synthesis
- 3 Ab. to identify, pose and resolve problems
- 4 Knowledge and und. of the sub. area and und. of the prof.
- 5 Cap. to learn and stay up-to-date with learning

- 1 Manage time effectively
- 2 Identify and resolve problems
- 3 Have critical thinking, analysis and synthesis
- 4 Maintain quality of work
- 5 Maintain continuous education

EUROPE

MEDA

Graduates: Last 5 competences

27 Ab. to act with soc. responsibility and civic awareness

28 Ap. of and respect for diversity and multiculturalism

29 Commitment to the conservation of the environment

30 Commitment to safety

31 Ab. To show awareness of equal opportunities and gender issues

24 Respect for diversity and multiculturalism

25 The preservation of cultural heritage and values

26 Search for information from a variety of sources

27 Sense of dedication

28 Empower others

EUROPE

MEDA

Employers: Top 5 competences

1 Abil. to appl. knowledge in pract.ice

2 Ability for abstract thinking, analysis and synthesis

3 Ability to identify, pose and resolve problems

4 Knowledge and und. of the subject area and und. of the prof.

5 Ability to work in a team

1 Manage time effectively

2 Identify and resolve problems

3 Have critical thinking, analysis and synthesis

4 Maintain continuous education

5 Maintain quality of work

EUROPE

MEDA

Employers: Last 5 competences

27

Ab. to act with social resp. and civic awareness

28

Ab. to work in an international context

29

Ab. To show awareness of equal opportunities and gender issues

30

Commitment to the conservation of the environment

31

Ap. of and respect for diversity and multiculturality

24

Work autonomously

25

Respect for diversity and multiculturalism

26

Search for information from a variety of sources

27

Empower others

28

The preservation of cultural heritage and values

EUROPE

MEDA

Academics: Top 5 competences

1 Ab. for abstract thinking, analysis and synthesis

2 Ab. to apply knowledge in practical situations

3 Knowledge and und. of the subject area and und. of the profession

4 Ab. to identify, pose and resolve problems

5 Cap. to learn and stay up-to-date with learning

1 Manage time effectively

2 Have critical thinking, analysis and synthesis

3 Communicate orally and in writing with different audiences

4 Maintain continuous education

5 Identify and resolve problems

EUROPE

MEDA

Academics: Last 5 competences

27

Ab. to communicate with non-experts of one's field

28

Commitment to the conservation of the environment

29

Spirit of enterprise, ability to take initiative

30

Commitment to safety

31

Ab. To show awareness of equal opportunities and gender issues

24

Work autonomously

25

Organizational skills

26

The preservation of cultural heritage and values

27

Sense of dedication

28

Empower others

EUROPE

MEDA

Students: Top 5 competences

1 Ab. to apply knowledge in practical situations

2 Ab. for abstract thinking, analysis and synthesis

3 Ab. to identify, pose and resolve problems

4 Knowledge and und. of the subject area and und. of the profession

5 Ability to work in a team

1 Manage time effectively

2 Maintain continuous education

3 Identify and resolve problems

4 Have critical thinking, analysis and synthesis

5 Self-motivated

EUROPE

MEDA

Students: Last 5 competences

27

Ab. to act with soc. responsibility and civic awareness

28

Commitment to the conservation of the environment

29

Ab. To communicate with non-experts of one's field

30

Commitment to safety

31

Ab. To show awareness of equal opportunities and gender issues

24

The protection and preservation of the environment

25

Respect for diversity and multiculturalism

26

The preservation of cultural heritage and values

27

Sense of dedication

28

Empower others

EUROPE

MEDA

ALL GROUPS: Ranking, Top 5

Common 2 competences equal:

Identify and resolve problems

Have critical thinking, analysis and synthesis

MEDA

CHINA

EUROPE

AFRICA

LATINAMERICA

ALL GROUPS: Ranking, Top 5

Common 1 competence equal:

Have critical thinking, analysis and synthesis

Some provisional conclusions ...

- 1) ALL GENERIC Competences rated 3 in the 4 groups
(VALIDATION)
- 2) Rating (Importance) and Ranking, similar results
(CONSISTENT)
- 3) High correlation between 4 groups **(COMPATIBILITY)**
- 4) Similar results in other regions ... **(COMPARABILITY)**
- 5) Gap between Importance and Achievement **(NEED OF FURTHER ANALYSIS AND INTERPRETATION)**

Analysis

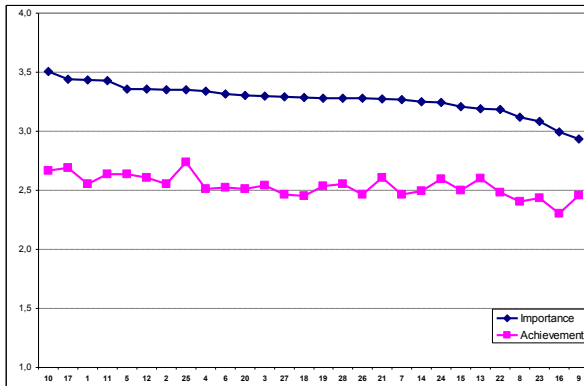
Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

ACADEMICS

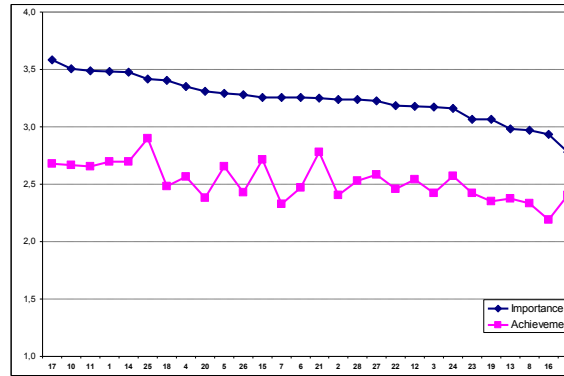
RATING – Importance vs. Achievement



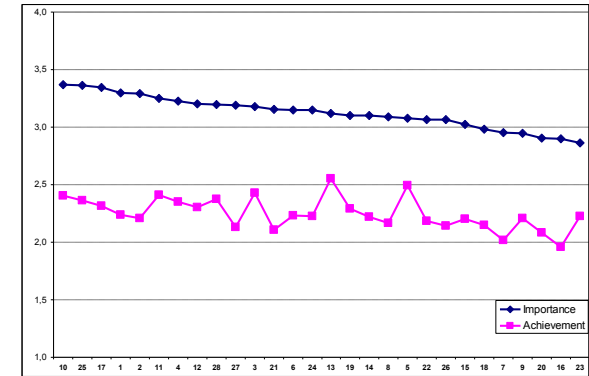
ALL Subject Areas



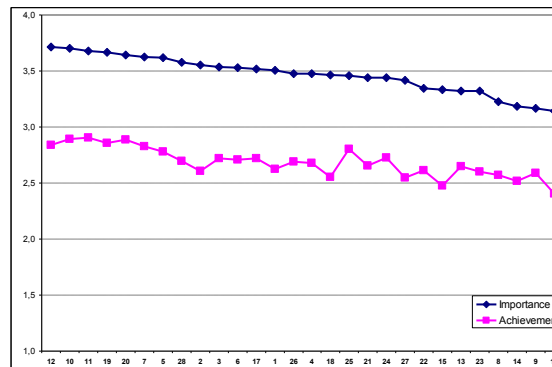
ARCHITECTURE



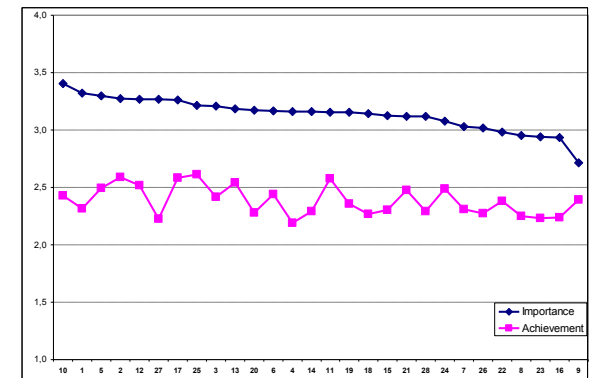
LAW



NURSING



TOURISM



Bigger gap between both variables in Law

EMPLOYERS

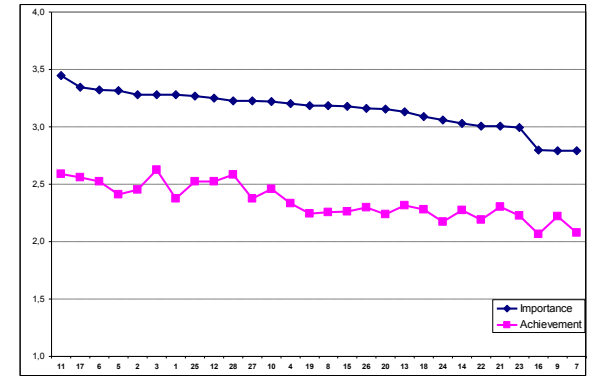
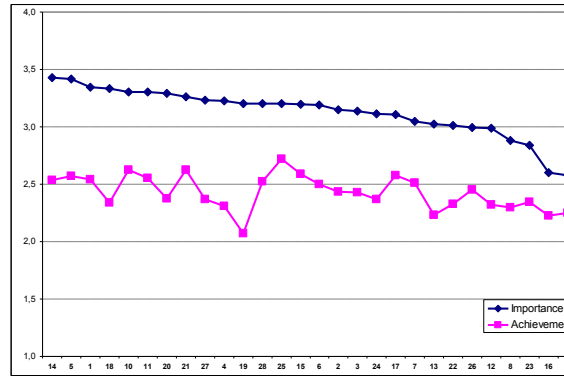
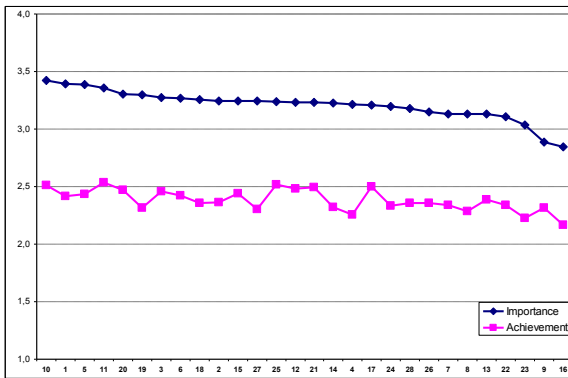
RATING – Importance vs. Achievement



ARCHITECTURE

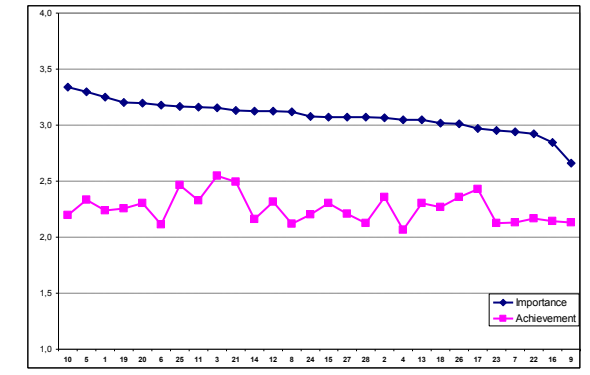
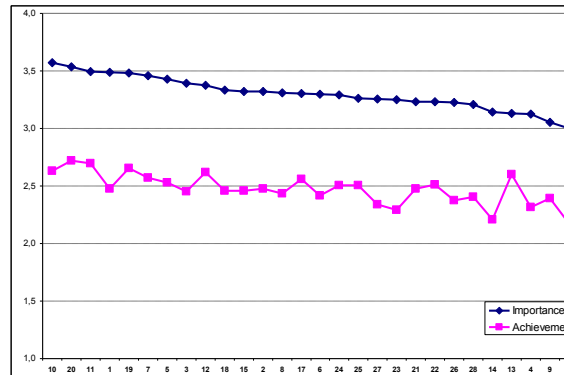
LAW

ALL Subject Areas



NURSING

TOURISM



Bigger gap between both variables in Tourism

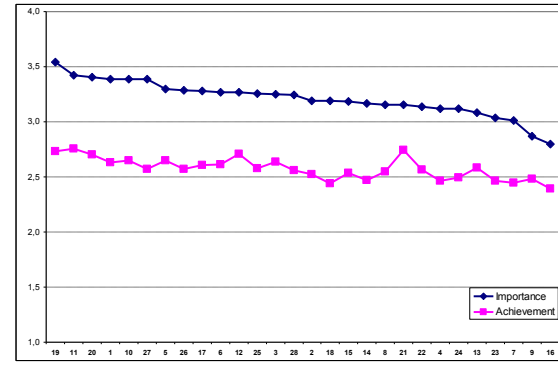
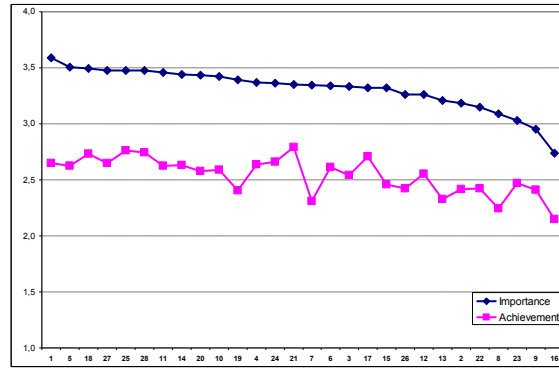
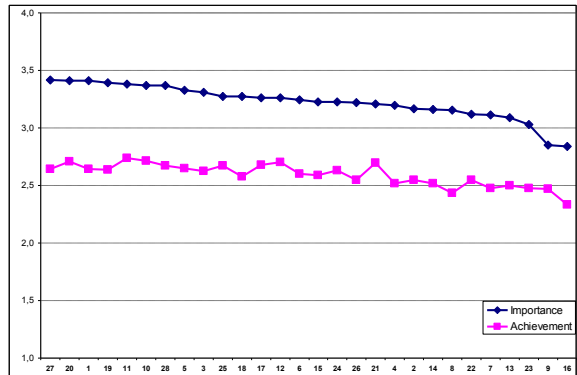
STUDENTS

RATING – Importance vs. Achievement

ARCHITECTURE

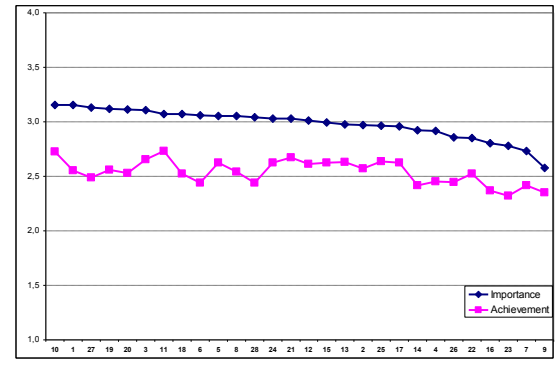
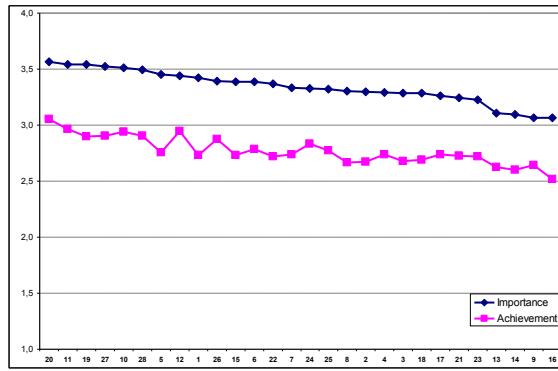
LAW

ALL Subject Areas



NURSING

TOURISM

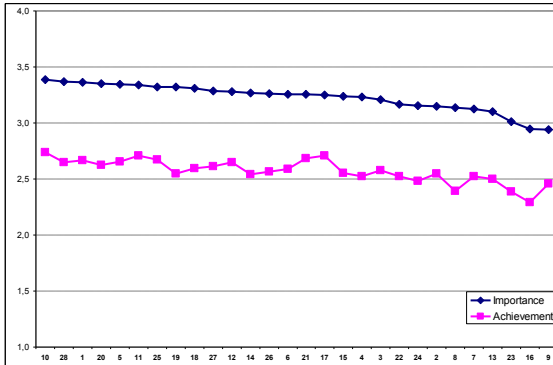


Bigger gap between both variables in Architecture

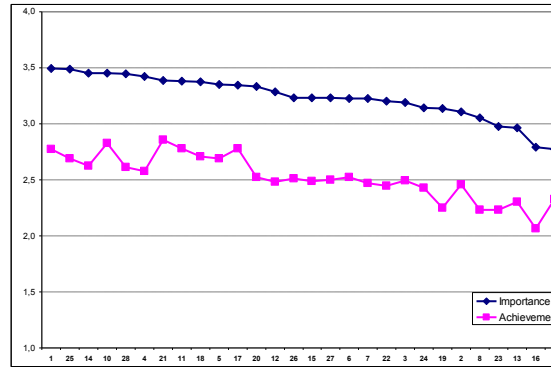
GRADUATES

RATING – Importance vs. Achievement

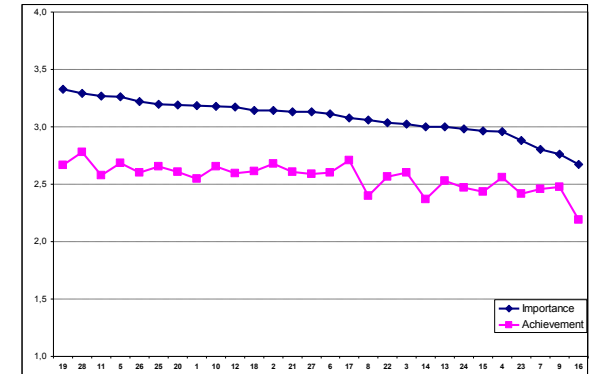
ALL Subject Areas



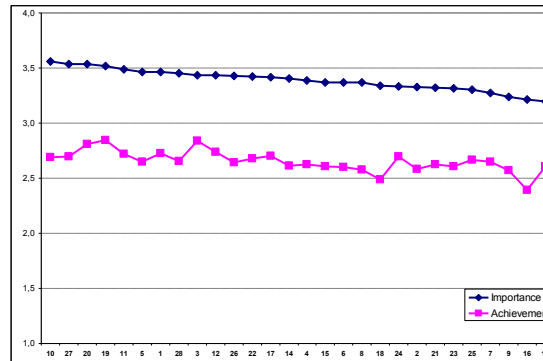
ARCHITECTURE



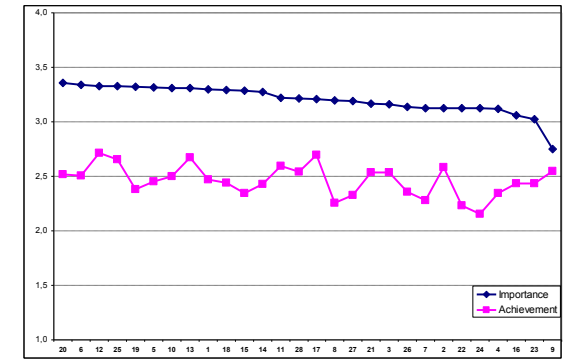
LAW



NURSING



TOURISM



Bigger gap between both variables in Tourism

ARCHITECTURE

ACADEMICS

RATING – Importance vs. Achievement



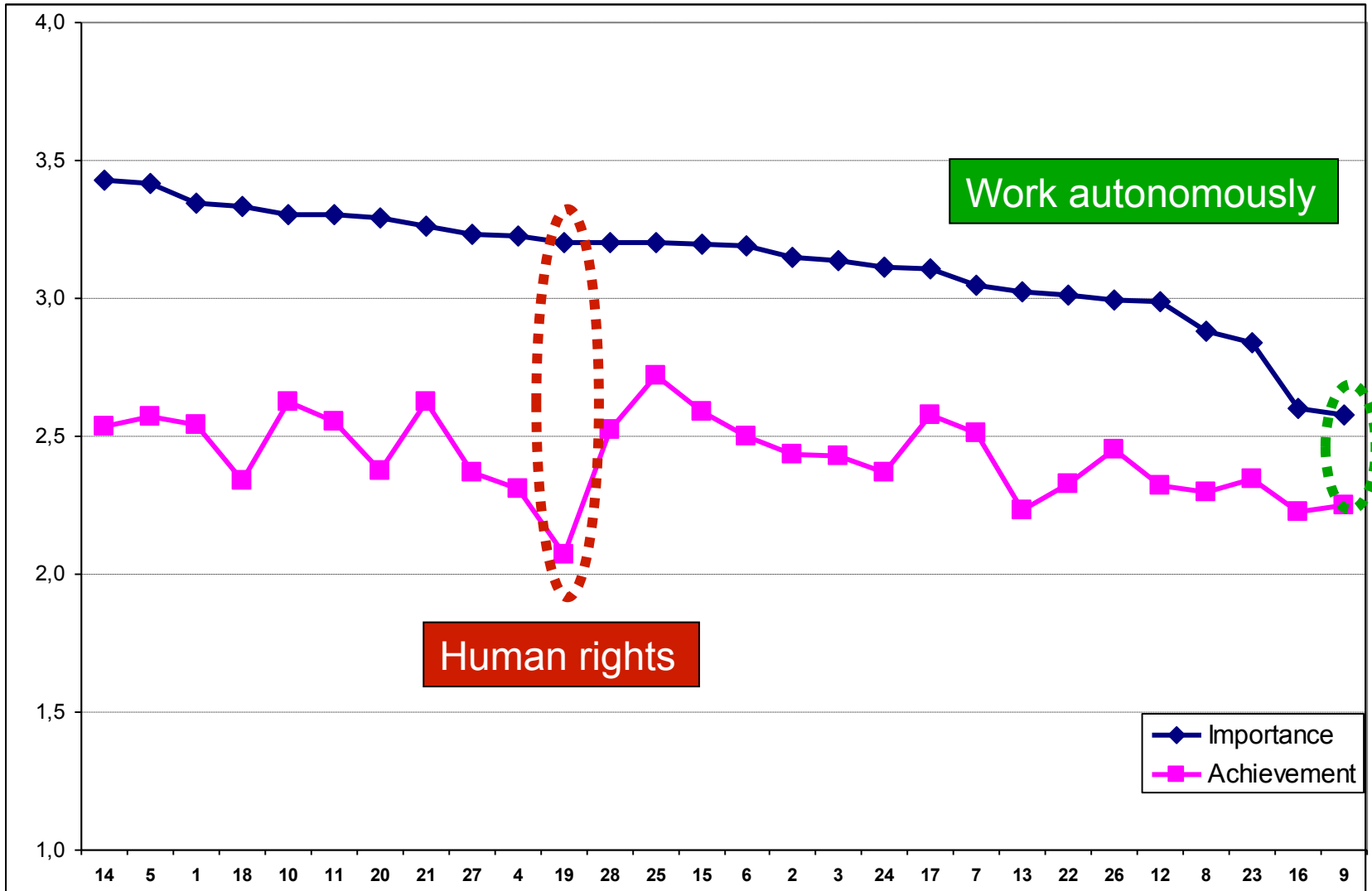
#	Description	Importance	Achievement
17	Search for information from a variety a sources	3,58	2,68
10	Maintain quality of work	3,51	2,67
11	Act ethically with social responsibility	3,49	2,66
1	Manage time effectively	3,48	2,70
14	Be innovative and creative	3,48	2,69
25	Skills in the use of information and communication technologies	3,42	2,90
18	The protection and preservation of the environment	3,40	2,48
4	Have critical thinking, analysis and synthesis	3,35	2,57
20	Health and safety procedures	3,31	2,38
5	Identify and resolve problems	3,29	2,66
26	Initiative	3,28	2,43
15	Be flexible and adapt to different situations.	3,26	2,71
7	Work in an interdisciplinary team	3,26	2,33
6	Make logical decisions	3,26	2,47
21	The preservation of cultural heritage and values	3,25	2,78
2	Communicate orally and in writing with different audiences	3,24	2,41
28	Assertive	3,24	2,53
27	Self-motivated	3,22	2,58
22	Oganizational skills	3,18	2,46
12	Apply knowledge in practical situations	3,18	2,54
3	Maintain continuous education	3,17	2,42
24	Respect for diversity and multiculturalism	3,16	2,57
23	Sense of dedication	3,07	2,42
19	Human rights	3,06	2,35
13	Communicate in a second language	2,98	2,38
8	Lead effectively	2,97	2,33
16	Empower others	2,94	2,19
9	Work autonomously	2,78	2,41

24 competences over 3

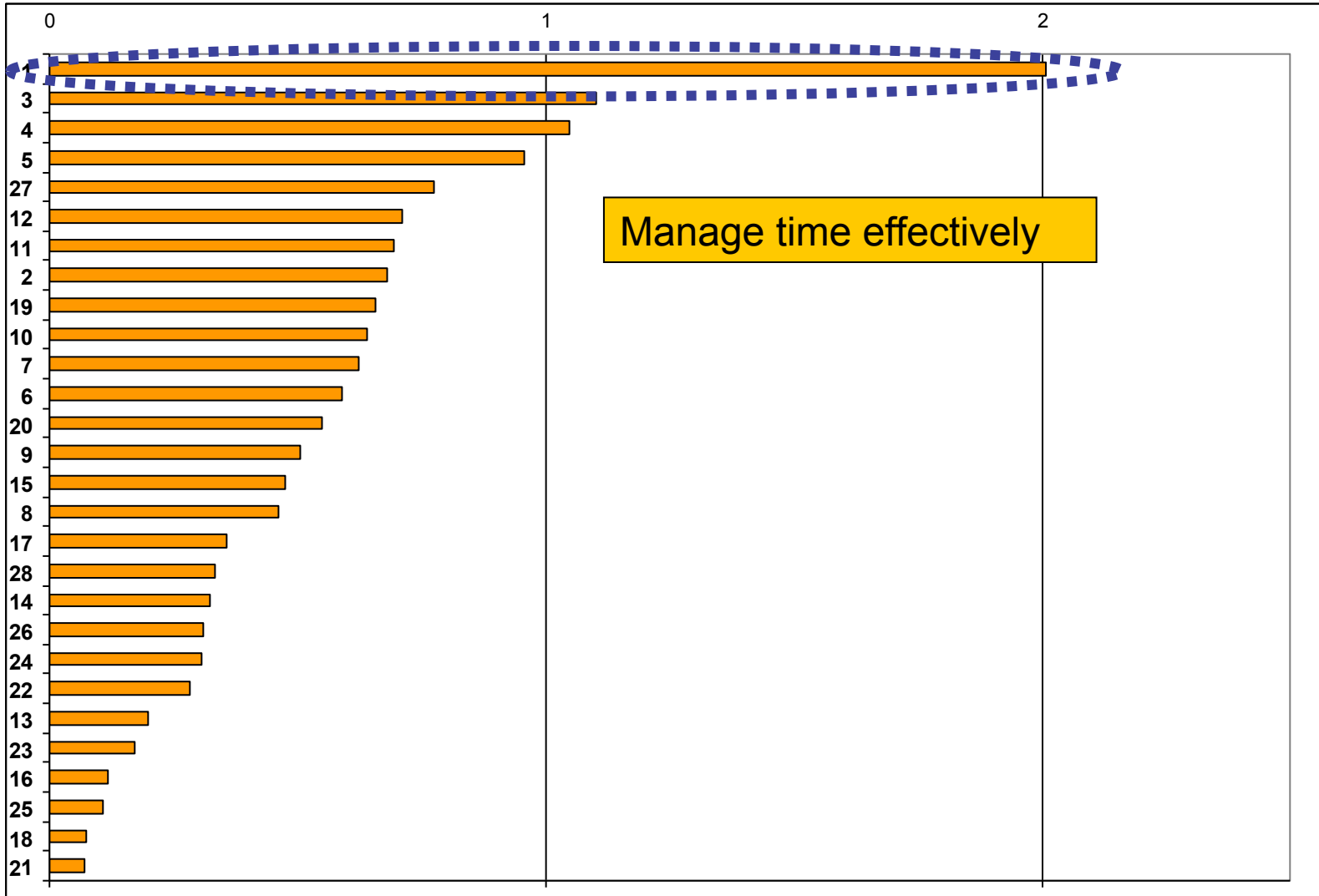
ALL competences below 3

EMPLOYERS

RATING – Importance vs. Achievement



STUDENTS RANKING

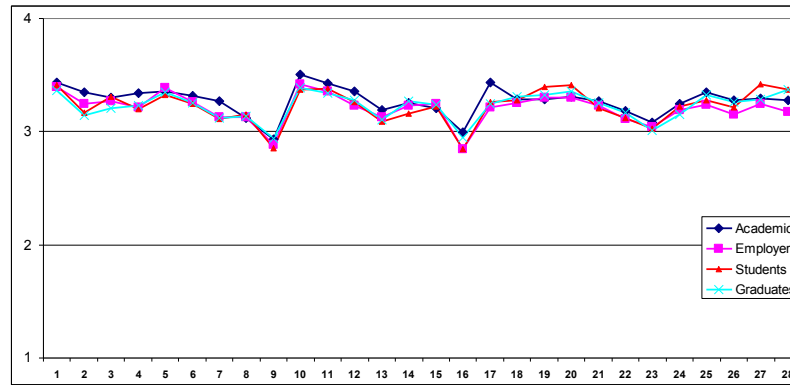


Analysis

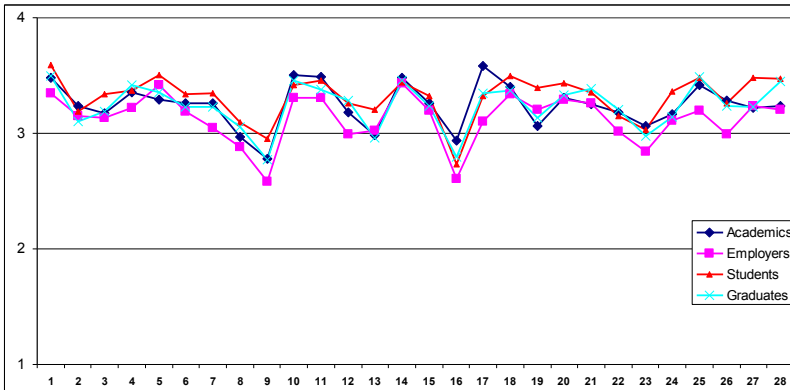
Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results
Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

IMPORTANCE

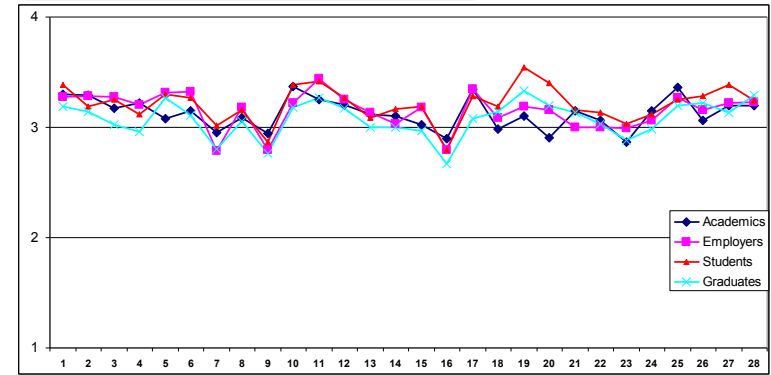
ALL Subject Areas



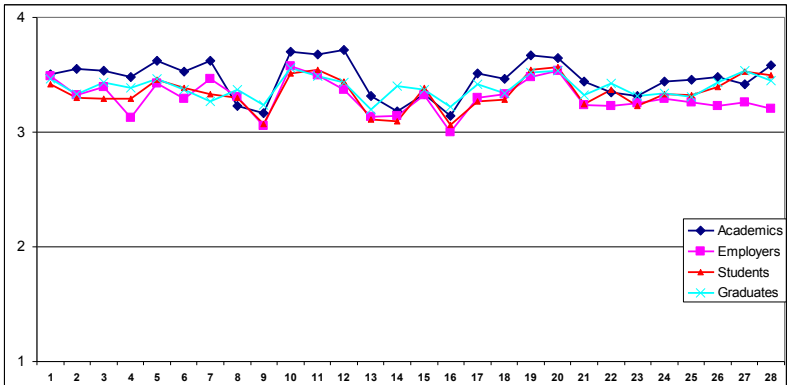
ARCHITECTURE



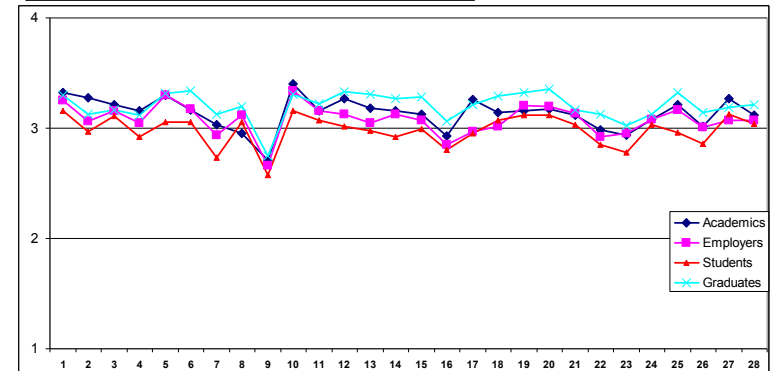
LAW



NURSING



TOURISM



No Common Competences in Top 5 in Tourism

In general analysis for ALL subject areas, there are 3 common competences for the 4 groups

3 Common Competences in Bottom 5:

Work autonomously

Empower others

Sense of dedication

3 common competences as in general analysis for ALL subject areas

Importance

ALL Subject Areas

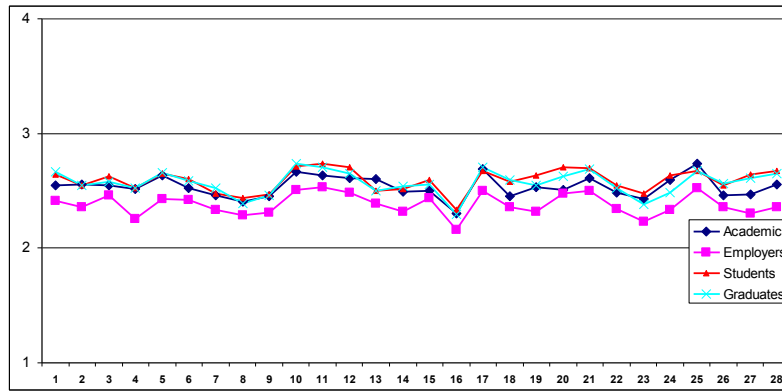
	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8918	1,0000		
<i>Students</i>	0,8188	0,8999	1,0000	
<i>Graduates</i>	0,8377	0,8878	0,9309	1,0000

TOURISM

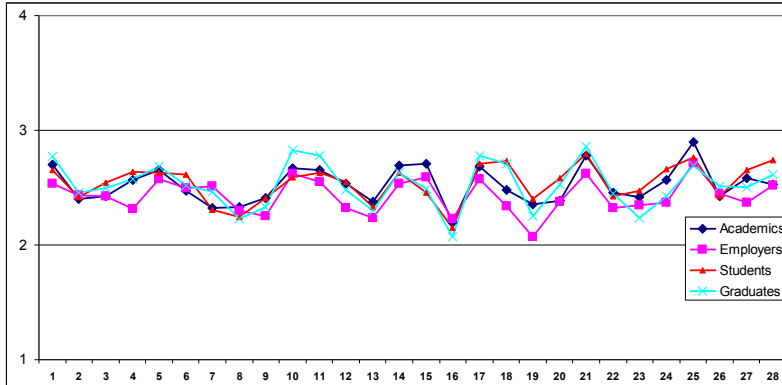
	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8011	1,0000		
<i>Students</i>	0,7711	0,8608	1,0000	
<i>Graduates</i>	0,7610	0,8167	0,7788	1,0000

ACHIEVEMENT

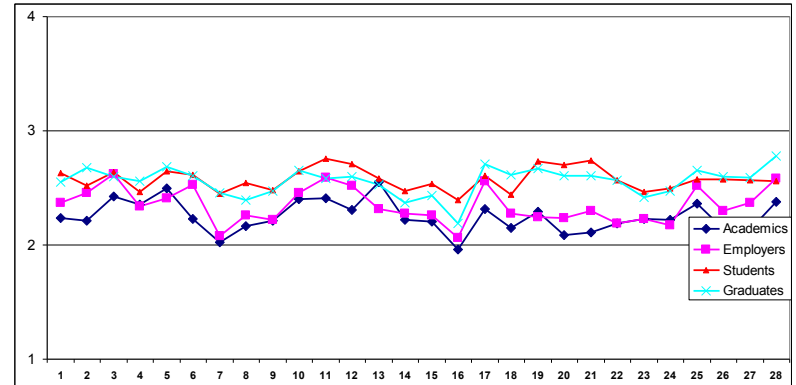
ALL Subject Areas



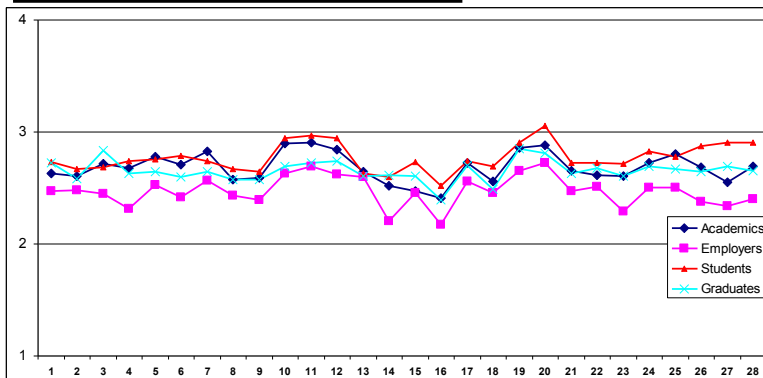
ARCHITECTURE



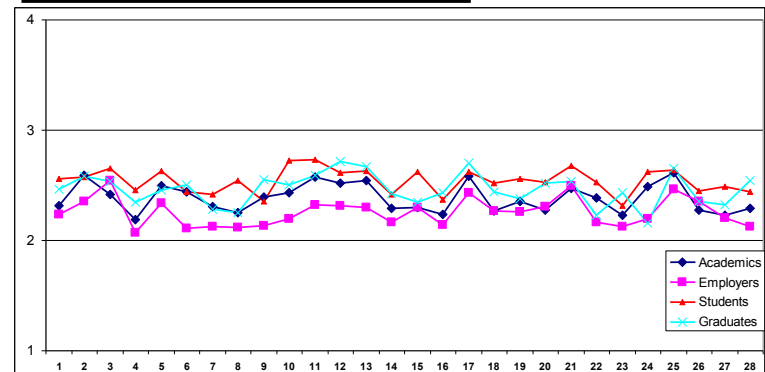
LAW



NURSING



TOURISM



Achievement

1 Common Competence in Top 5 :

The preservation of cultural heritage and values

Not included in general analysis for ALL subject areas

3 Common Competences in Bottom 5:

Lead effectively

Human rights

Communicate in a second language

1 common competence as in general analysis for ALL subject areas

Achievement

ALL Subject Areas

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8189	1,0000		
<i>Students</i>	0,7752	0,8275	1,0000	
<i>Graduates</i>	0,7858	0,8596	0,9094	1,0000

NURSING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,7978	1,0000		
<i>Students</i>	0,7366	0,6116	1,0000	
<i>Graduates</i>	0,7020	0,6227	0,6640	1,0000

Ranking

3 Common Competences in Top 5:

Manage time effectively

Have critical thinking, analysis and synthesis

Identify and resolve problems

3 common competences as in general analysis for ALL subject area

1 Common Competence in Bottom 5:

The preservation of cultural heritage and values

1 common competence as in general analysis for ALL subject area

Ranking

ALL Subject Areas

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,9451	1,0000		
<i>Students</i>	0,8962	0,9033	1,0000	
<i>Graduates</i>	0,9247	0,9476	0,9334	1,0000

ARCHITECTURE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8331	1,0000		
<i>Students</i>	0,8946	0,9099	1,0000	
<i>Graduates</i>	0,9005	0,9283	0,9370	1,0000

Tuning Middle East and North Africa
T-MEDA
Second General Meeting

**Subject Specific Competences: presentation of the
survey results in four subject areas**

Pablo Beneitone

Bilbao, 29th September 2014

Data

NUMBER OF RESPONDENTS: SUBJECT SPECIFIC COMPETENCES

	Academics	Employers	Students	Graduates	Total
ARCHITECTURE	137	112	190	123	562
LAW	101	82	166	105	454
NURSING	103	117	120	74	414
TOURISM	110	93	125	116	444
Total	451	404	601	418	1874

Analysis

Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results

Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

SUBJECT SPECIFIC COMPETENCES

ARCHITECTURE

Data

Total number of respondents 562:

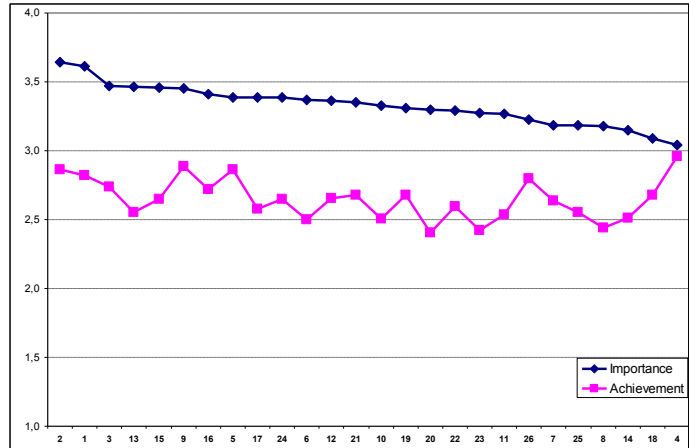
- 123 Graduates
- 112 Employers
- 137 Academics
- 190 Students

ARCHITECTURE

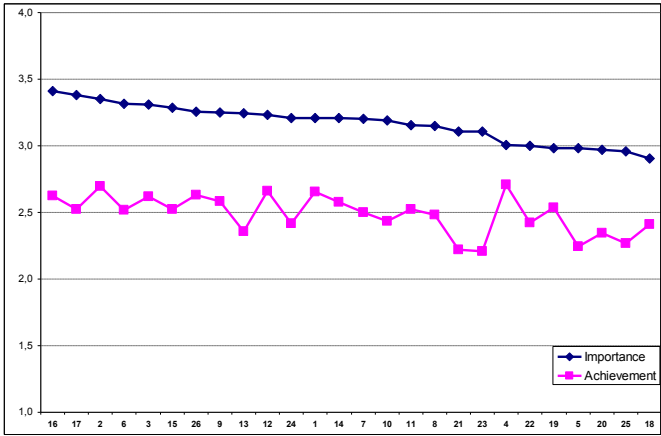
IMPORTANCE vs. ACHIEVEMENT



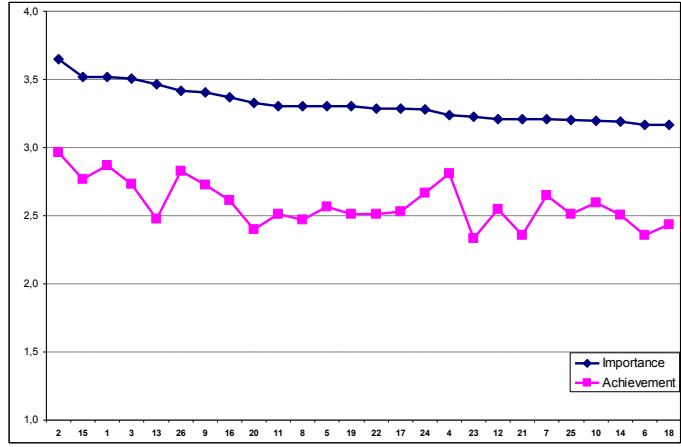
ACADEMICS



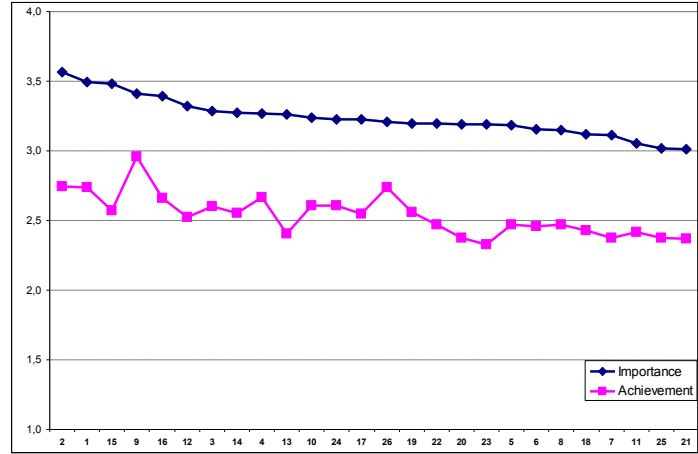
EMPLOYERS

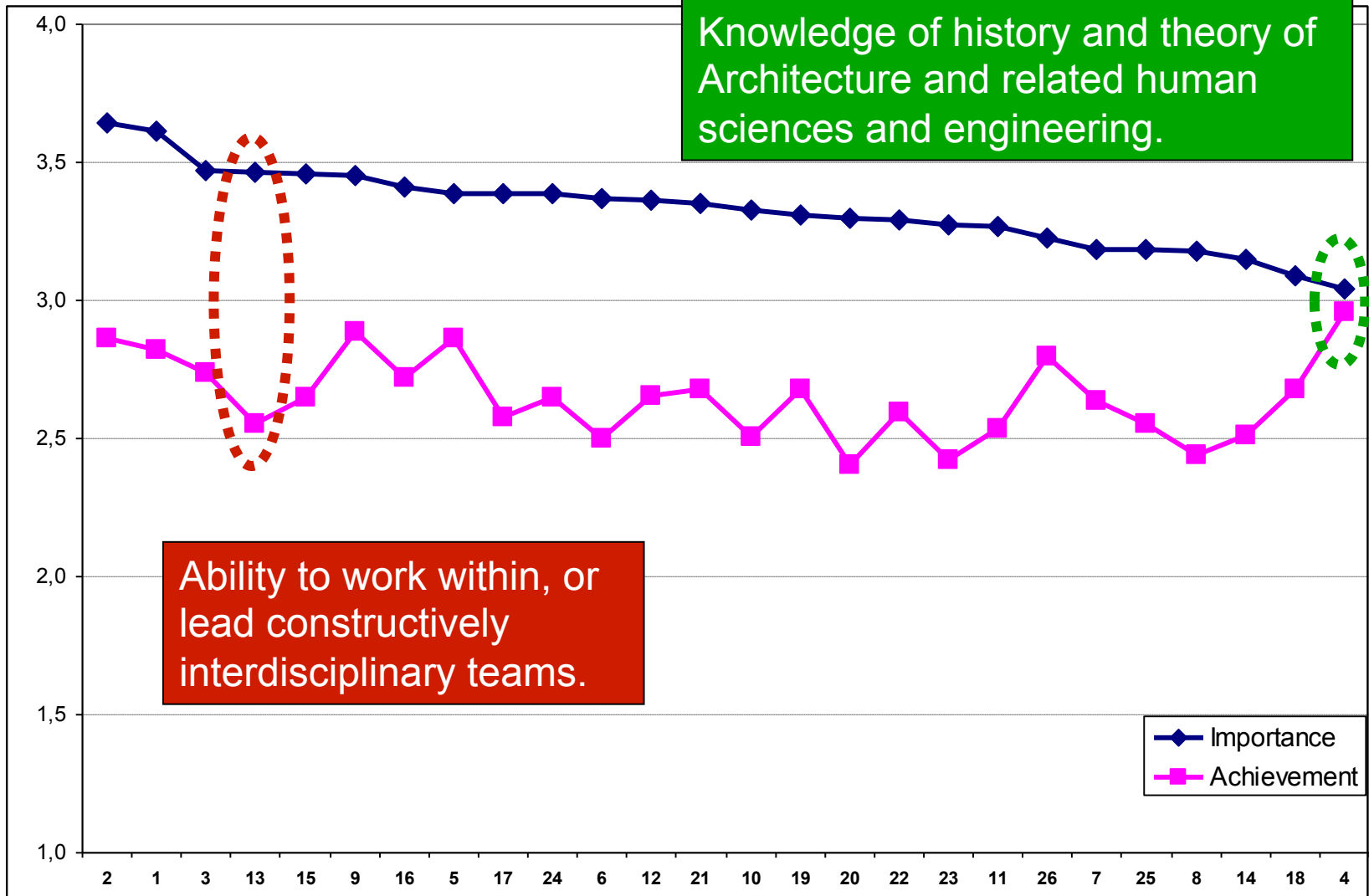


STUDENTS

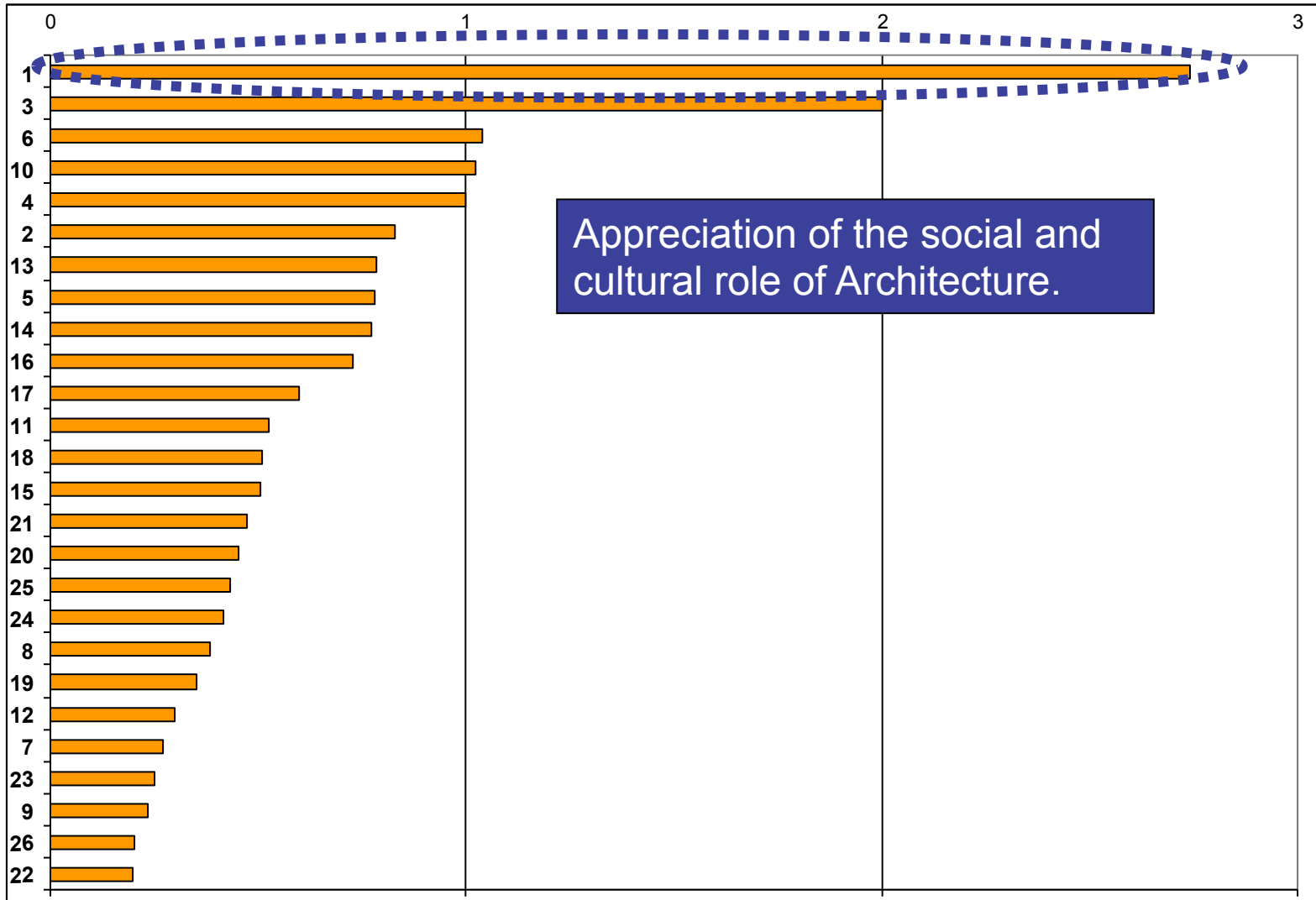


GRADUATES





#	Description	Importance	Achievement
2	Ability to design buildings and/or urban development projects that blend with the surrounding environment and fully satisfy local human, social...	3,65	2,96
15	Capacity to design projects assuring environmental, social, cultural and economic sustainability.	3,52	2,77
1	Appreciation of the social and cultural role of Architecture.	3,52	2,87
3	Skill in formulating creative and innovative ideas and transforming them into architectural creations and urban planning.	3,50	2,73
13	Ability to work within, or lead constructively interdisciplinary teams.	3,46	2,48
26	Ability to analyze and incorporate relevant precedents into architectural design projects.	3,42	2,83
9	Ability to think, perceive and conceive spaces three dimensionally in different scales.	3,40	2,73
16	Ability to conceive and integrate structural, construction, environmental and installation systems to architectural designs.	3,37	2,61
20	Capacity for planning, programming, budgeting and managing architectural projects.	3,33	2,40
11	Mastery of the media and tools used for communicating verbally, in writing and/or volumetrical...	3,30	2,51
8	Awareness of the continuous changes of architectural ideas and practices.	3,30	2,47
5	Awareness of current architectural ideas and practices at local and global levels.	3,30	2,57
19	Capacity to produce comprehensive construction documents.	3,30	2,51
22	Ability to develop site plans and landscape designs.	3,29	2,51
17	Ability to design buildings to accommodate individuals with varying physical abilities.	3,28	2,53
24	Understanding of the basic principles and appropriate application of construction materials including local ones.	3,28	2,67
4	Knowledge of history and theory of Architecture and related human sciences and engineering.	3,24	2,81
23	Understanding the importance of, and ability to incorporate new and renewable energy sources in building design.	3,23	2,33
12	Ability to evaluate, enhance and preserve architectural and urban local heritage and recognize...	3,21	2,55
21	Awareness of methods of execution practiced in architectural projects.	3,21	2,36
7	Awareness that investigation and research are essential components of architectural creations.	3,21	2,65
25	Awareness of the importance of client's role in the design process.	3,20	2,51
10	Skill in reconciling all the factors involved in architectural design and urban development.	3,20	2,60
14	Knowledge of aesthetics and arts, and understanding their role as key factors in the quality of architectural thinking and design.	3,19	2,50
6	Understanding of the ethical issues involved in architectural design and practice.	3,17	2,36
18	Knowledge and ability to apply legal framework, safety regulations and technical codes controlling activities of the profession.	3,17	2,43



SUBJECT SPECIFIC COMPETENCES

LAW

Data

Total number of respondents 454:

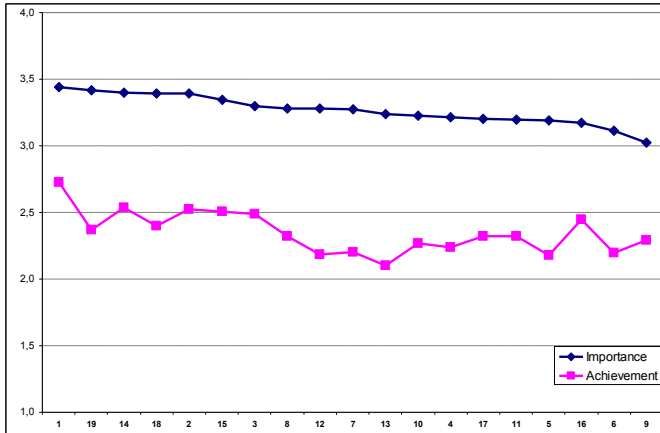
- 105 Graduates
- 82 Employers
- 101 Academics
- 166 Students

LAW

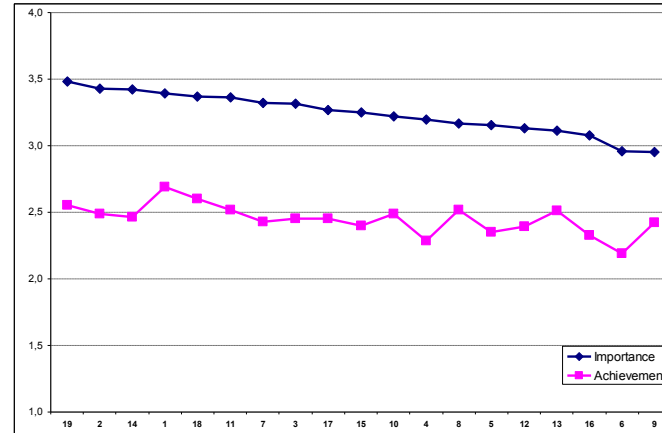
IMPORTANCE vs. ACHIEVEMENT



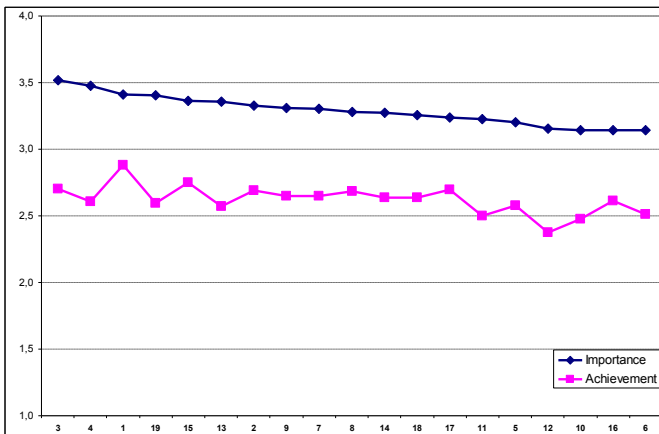
ACADEMICS



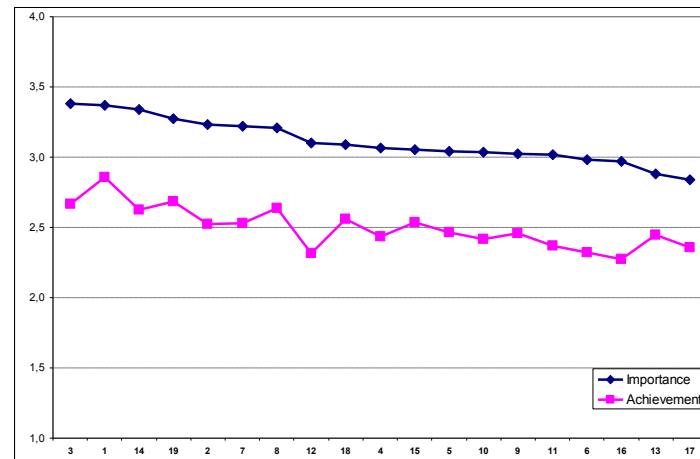
EMPLOYERS



STUDENTS

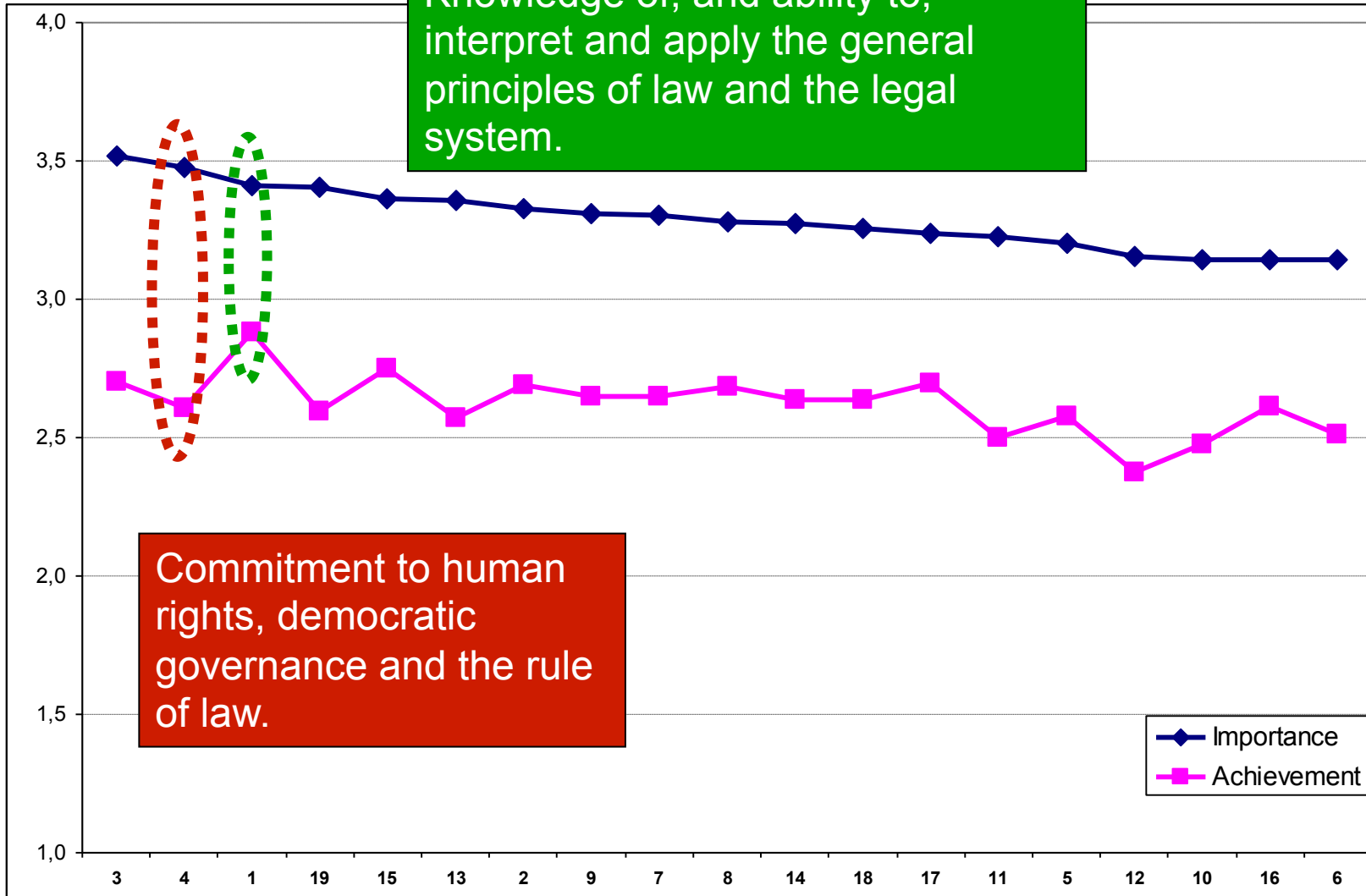


GRADUATES



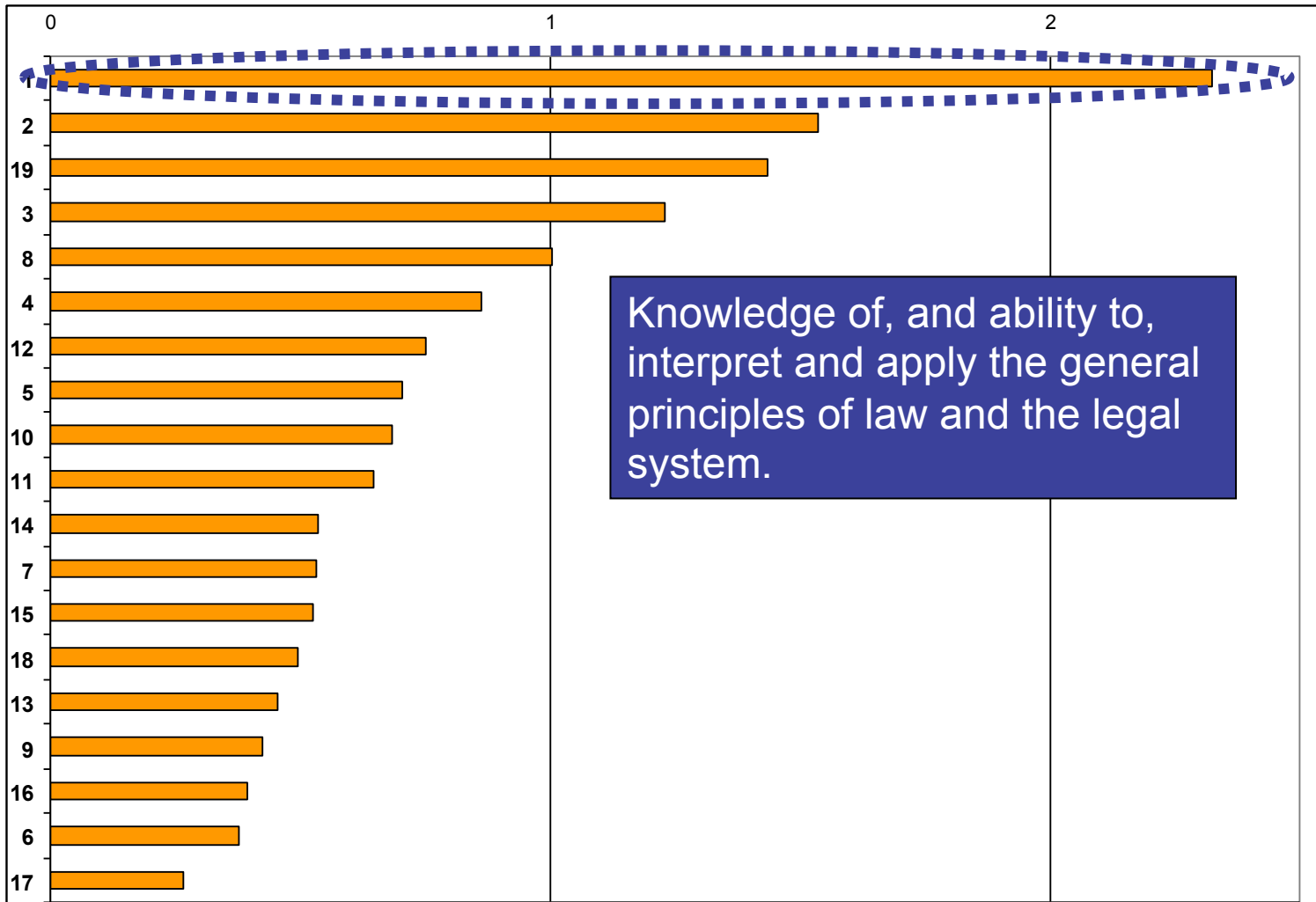
Knowledge of, and ability to, interpret and apply the general principles of law and the legal system.

Commitment to human rights, democratic governance and the rule of law.



#	Description	Importance	Achievement
19	Capacity to act faithfully, diligently and transparently in defending the interests of persons represented.	3,48	2,55
2	Knowledge of, and ability to, interpret and apply legal texts and principles of the national and international legal system in specific cases.	3,43	2,49
14	Capacity for good written and oral expression, in fluent technical language, using precise, clear legal terms.	3,42	2,46
1	Knowledge of, and ability to, interpret and apply the general principles of law and the legal system.	3,40	2,69
18	Capacity to determine the information required to formulate a legal opinion.	3,37	2,60
11	Capacity to use necessary electronic legal resources in the course of conducting a legal practice.	3,36	2,52
7	Awareness of the ethical dimension of the legal professions and of the social responsibility of law graduates, and acting accordingly.	3,32	2,43
3	Commitment to justice and fairness in all situations in which the law graduate is involved.	3,32	2,45
17	Capacity to take appropriate legal action in different venues.	3,27	2,45
15	Capacity to analyse complex legal materials and to summarise their arguments precisely.	3,25	2,40
10	Sufficient knowledge of a foreign language to be able to work efficiently in the legal field.	3,22	2,49
4	Commitment to human rights, democratic governance and the rule of law.	3,20	2,29
8	Good capacity for legal reasoning and argumentation, and understanding different points of view and articulating them in order...	3,16	2,52
5	Capacity to provide legal expertise as a member of a legal team or an interdisciplinary team.	3,15	2,35
12	Capacity to apply scientific research criteria in the course of professional activity.	3,13	2,39
13	Capacity to contribute to the creation of new legal solutions and institutions in general and particular cases.	3,12	2,51
16	Capacity for critical analysis of the legal system.	3,08	2,33
6	Critical awareness of philosophical, political, social, economic, historical, personal and psychological phenomena and taking them into...	2,96	2,19
9	Understanding the principles and process of alternative dispute resolution means in resolving disputes.	2,95	2,42

ACADEMICS



SUBJECT SPECIFIC COMPETENCES

NURSING

Data

Total number of respondents 414:

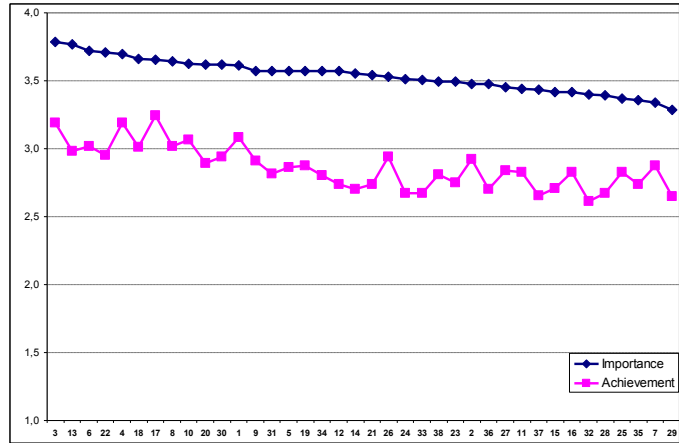
- 74 Graduates
- 117 Employers
- 103 Academics
- 120 Students

NURSING

IMPORTANCE vs. ACHIEVEMENT



ACADEMICS

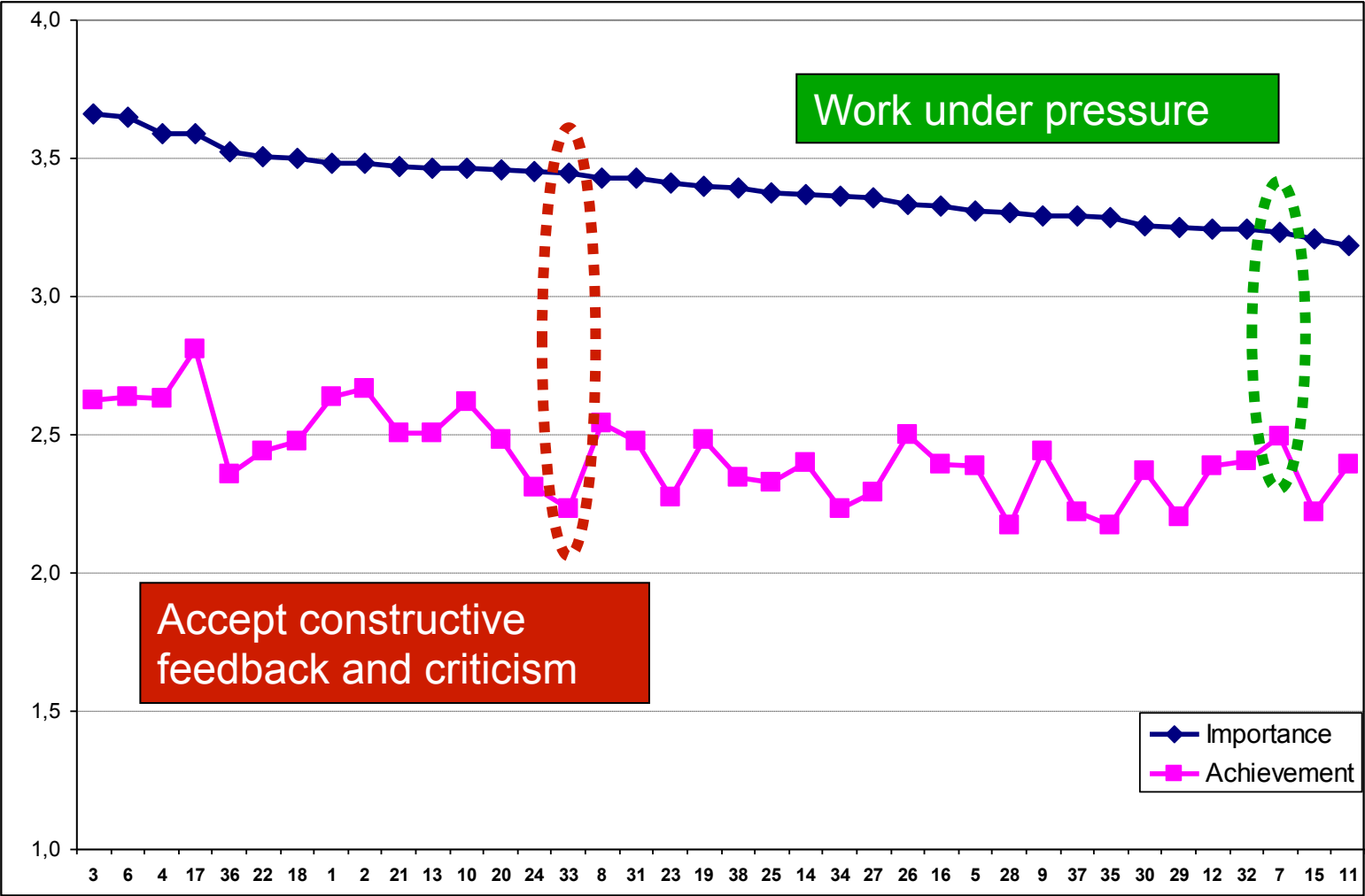


NURSING

IMPORTANCE vs. ACHIEVEMENT



EMPLOYERS



NURSING

IMPORTANCE vs. ACHIEVEMENT



GRADUATES

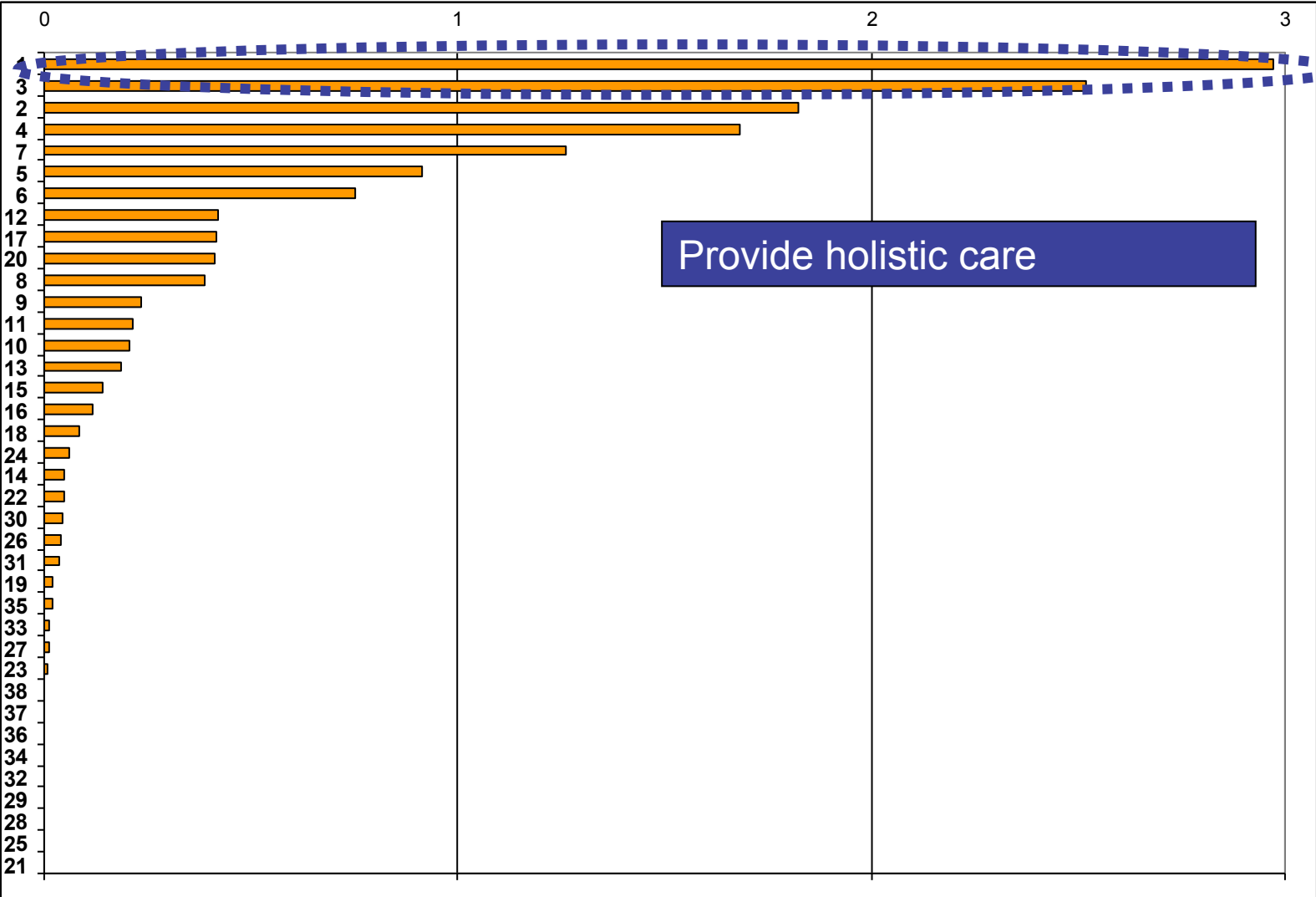
#	Description	Importance	Achievement
3	Maintain Patient safety	3,48	2,92
4	Practice within the respective code of ethics and legal codes	3,43	2,95
1	Provide holistic care	3,43	2,93
6	Promote life and quality of life at all stages	3,42	2,80
21	Provide counseling	3,41	2,66
22	Document and report accurately and effectively	3,41	2,54
13	Provide quality patient , family and community care	3,38	2,82
24	Manage challenging behavior of patient with special needs	3,37	2,59
38	Adhere to organizational policies and regulations	3,35	2,61
18	Apply universal precautions of Infection control measures	3,34	2,72
10	Work in an interdisciplinary team	3,32	2,59
12	Act as an advocate of the individual , family , community as well as profession	3,32	2,68
2	Deliver Individual centered care	3,31	2,72
20	Communicate effectively with individuals, families and communities	3,31	2,72
19	Maintain therapeutic nurse patient relationship	3,30	2,69
37	Ability to appraise others objectively	3,30	2,38
8	Use the Nursing process effectively	3,29	2,73
31	Ability to make and take decisions	3,28	2,70
30	Ability to work in a team either as a member or a leader	3,27	2,56
35	Develop self and others	3,27	2,32
23	Mentor other nurses and student nurses	3,26	2,56
32	Ability to delegate work	3,26	2,69
17	Perform basic nursing procedures	3,25	2,92
11	Act as an educator	3,24	2,75
25	Utilize new technology in communication	3,23	2,55
36	Risk, crisis and disaster management	3,22	2,46
34	Ability to plan for future actions	3,22	2,58
26	Apply knowledge and theories into practice	3,22	2,61
14	Provide life support measures across life span	3,21	2,69
16	Ability to decide when to refer to other professionals	3,20	2,53
5	Culturally sensitive and respect for dignity	3,19	2,70
33	Accept constructive feedback and criticism	3,18	2,37
27	Apply critical thinking and clinical judgment	3,09	2,49
15	Apply coping strategies	3,06	2,35
29	Utilize health informatics	3,05	2,65
9	Meet individual, family and community needs	3,05	2,57
28	Utilize research findings and evidence based in practice	3,04	2,35
7	Work under pressure	2,97	2,46

NURSING

RANKING



ACADEMICS



Provide holistic care

SUBJECT SPECIFIC COMPETENCES

TOURISM

Data

Total number of respondents 444:

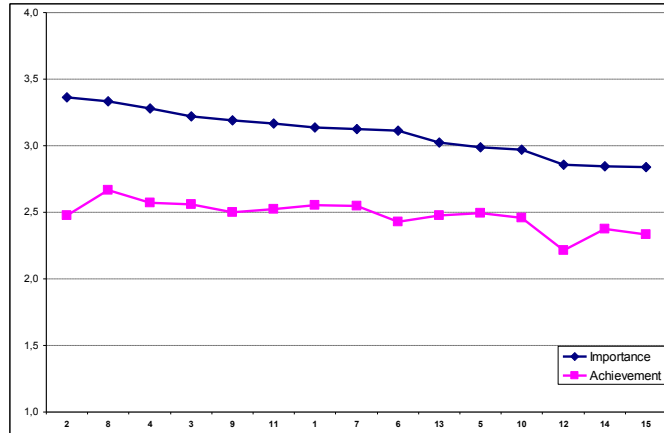
- 116 Graduates
- 93 Employers
- 110 Academics
- 125 Students

TOURISM

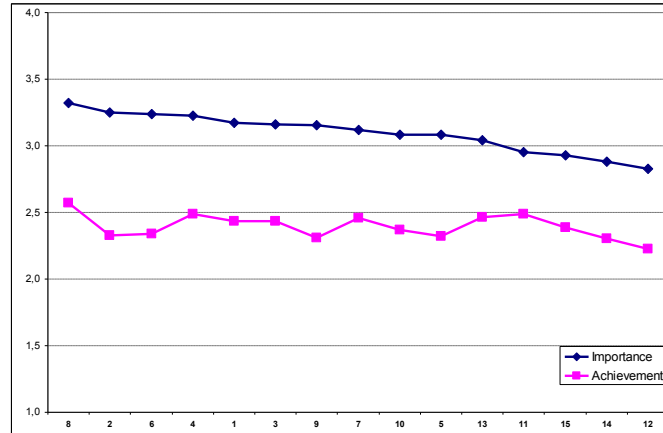
IMPORTANCE vs. ACHIEVEMENT



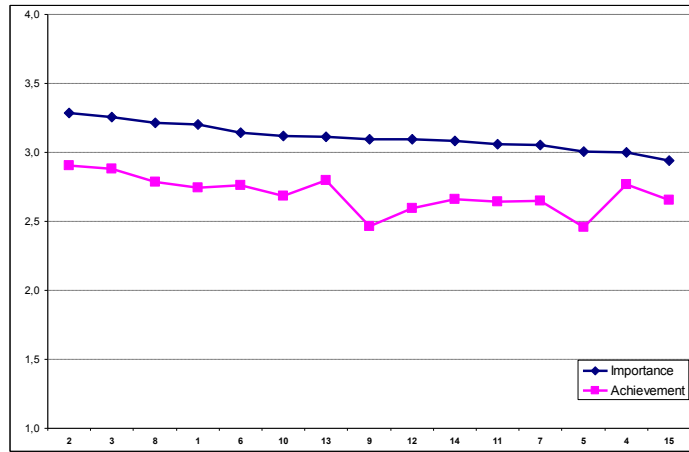
ACADEMICS



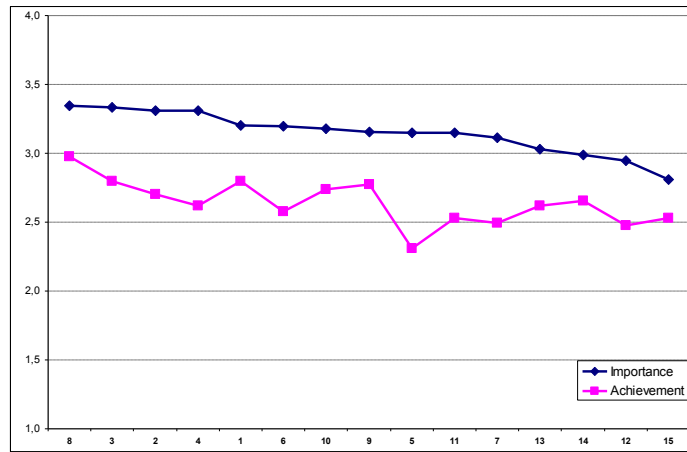
EMPLOYERS



STUDENTS



GRADUATES

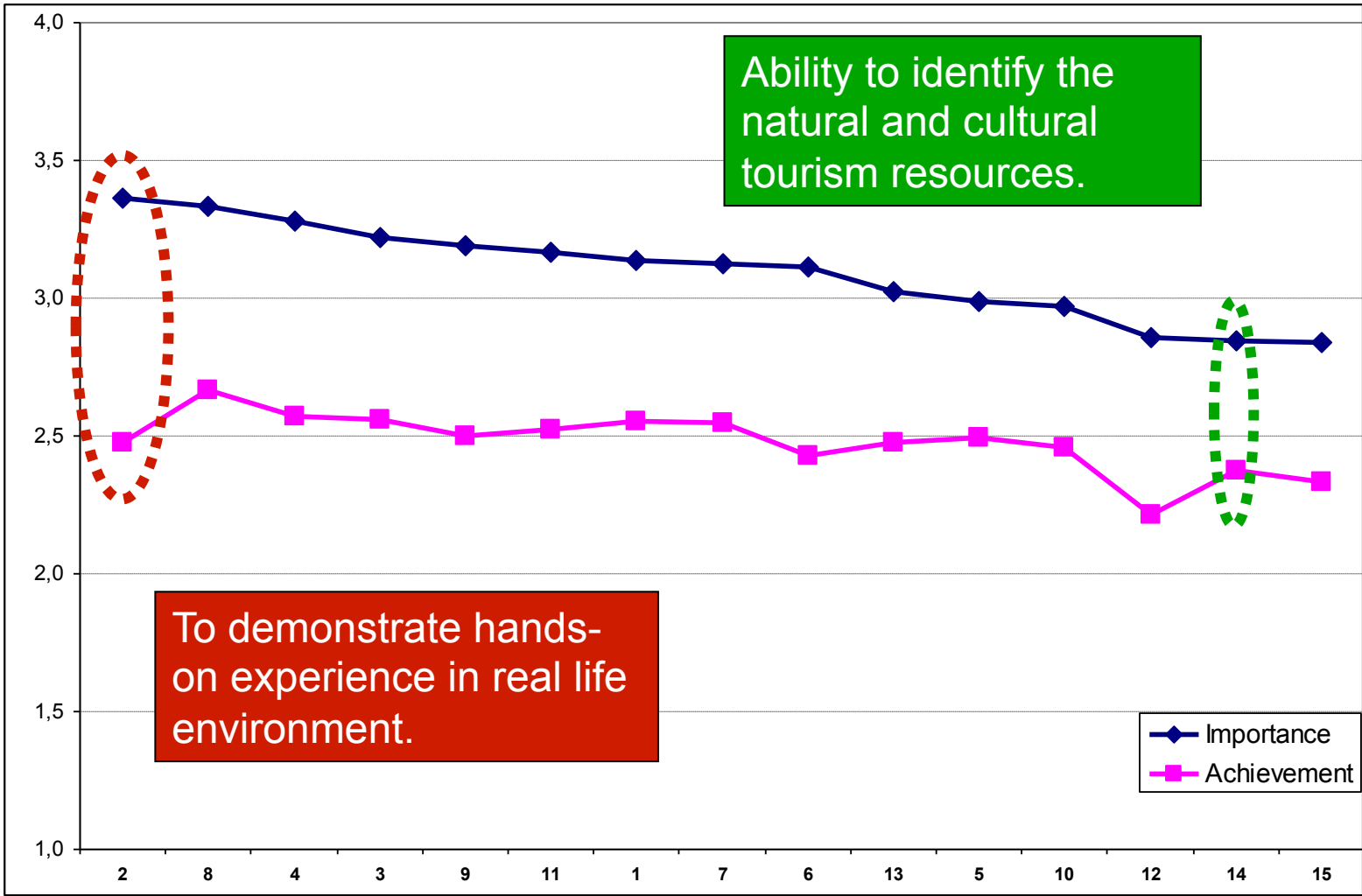


TOURISM

IMPORTANCE vs. ACHIEVEMENT



ACADEMICS

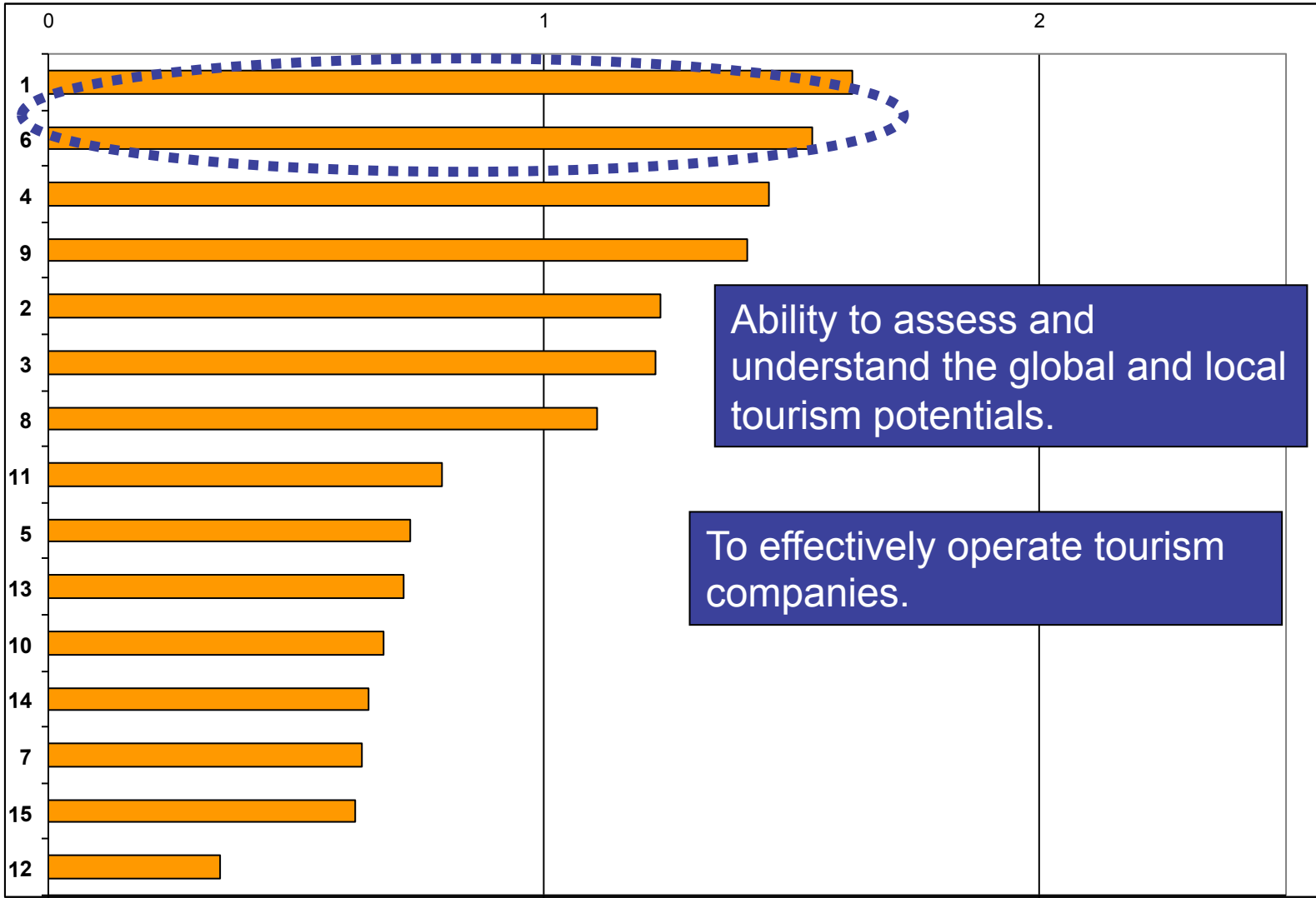


#	Description	Importance	Achievement
8	Ability to manage customers and stakeholders in English/another foreign language.	3,35	2,97
3	Ability to apply knowledge and skills in tourism jobs.	3,34	2,80
2	To demonstrate hands-on experience in real life environment.	3,31	2,70
4	Ability to understand different market segments for marketing, research and development.	3,31	2,62
1	Ability to assess and understand the global and local tourism potentials.	3,20	2,80
6	To effectively operate tourism companies.	3,20	2,58
10	Ability of financial management of tourism services.	3,18	2,74
9	Ability to coordinate and networking with stakeholders.	3,16	2,77
5	Ability to understand concepts such as carrying capacities and ecological footprint.	3,15	2,31
11	Ability to understand the current issues in tourism and other general knowledge.	3,15	2,53
7	To make effective identification and presentation of tourist environment.	3,11	2,49
13	To develop knowledge of key concepts, theories and practices in the tourism sector.	3,03	2,62
14	Ability to identify the natural and cultural tourism resources.	2,99	2,65
12	Knowledge and capabilities of procurement techniques.	2,95	2,48
15	Ability to perform accounting and money transactions.	2,81	2,53

TOURISM

RANKING

EMPLOYERS



Analysis

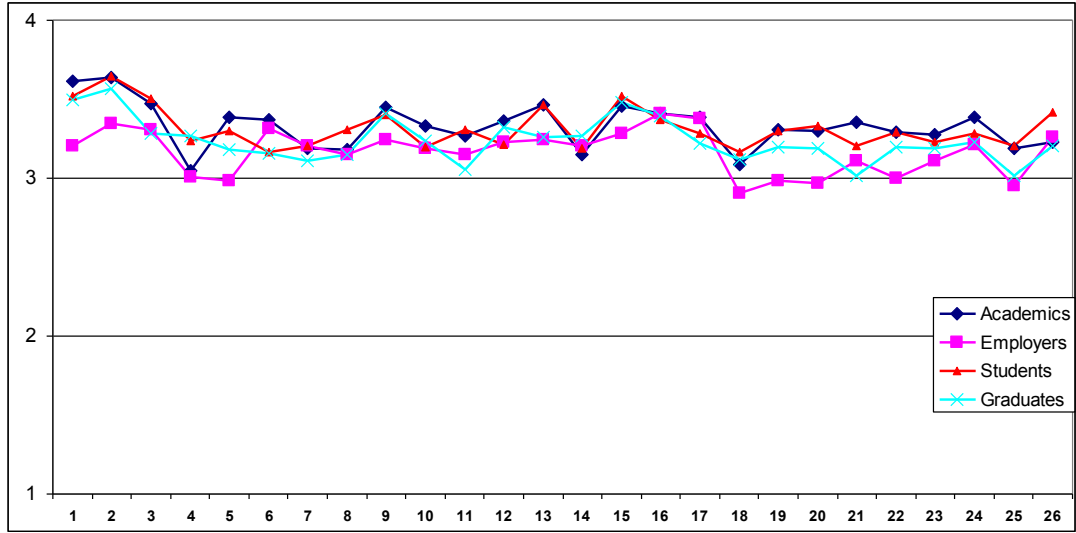
Generic competences	General analysis (common for 4 Subject Areas)	In relation to the 4 groups
		In relation to the 3 variables
		In relation to other regions
	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables
		In relation to general results

Subject Specific competences	Analysed from the perspective of each Subject Area	In relation to the 4 groups
		In relation to the 3 variables

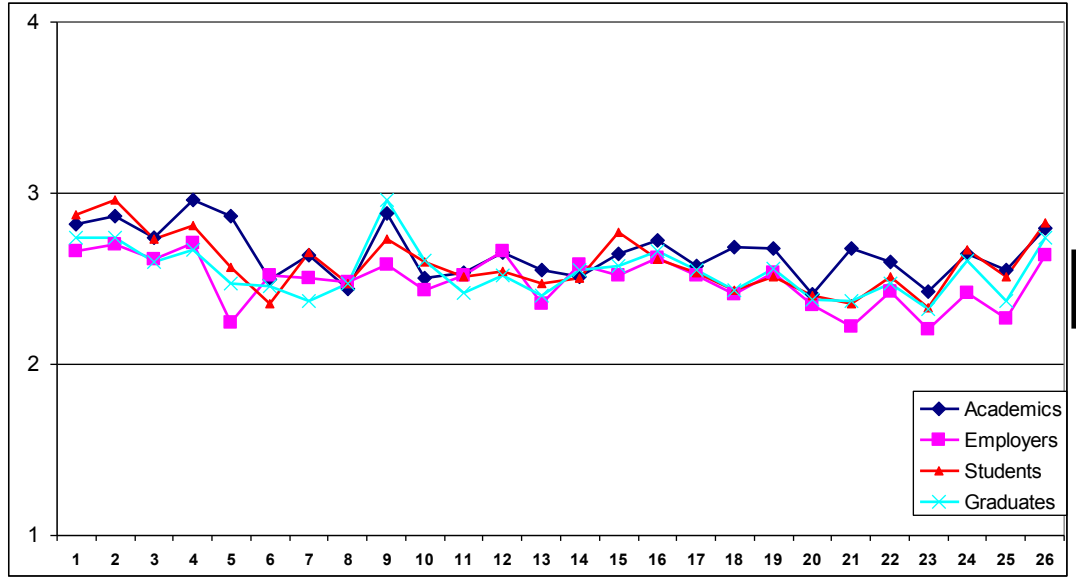
SUBJECT SPECIFIC COMPETENCES

ARCHITECTURE

ARCHITECTURE



IMPORTANCE



ACHIEVEMENT

ARCHITECTURE

CORRELATIONS AMONG GROUPS



IMPORTANCE

	<u>Academics</u>	<u>Employers</u>	<u>Students</u>	<u>Graduates</u>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,5697	1,0000		
<i>Students</i>	0,7420	0,4530	1,0000	
<i>Graduates</i>	0,6658	0,5446	0,7408	1,0000

ACHIEVEMENT

	<u>Academics</u>	<u>Employers</u>	<u>Students</u>	<u>Graduates</u>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,4826	1,0000		
<i>Students</i>	0,7417	0,6957	1,0000	
<i>Graduates</i>	0,6848	0,7094	0,7768	1,0000

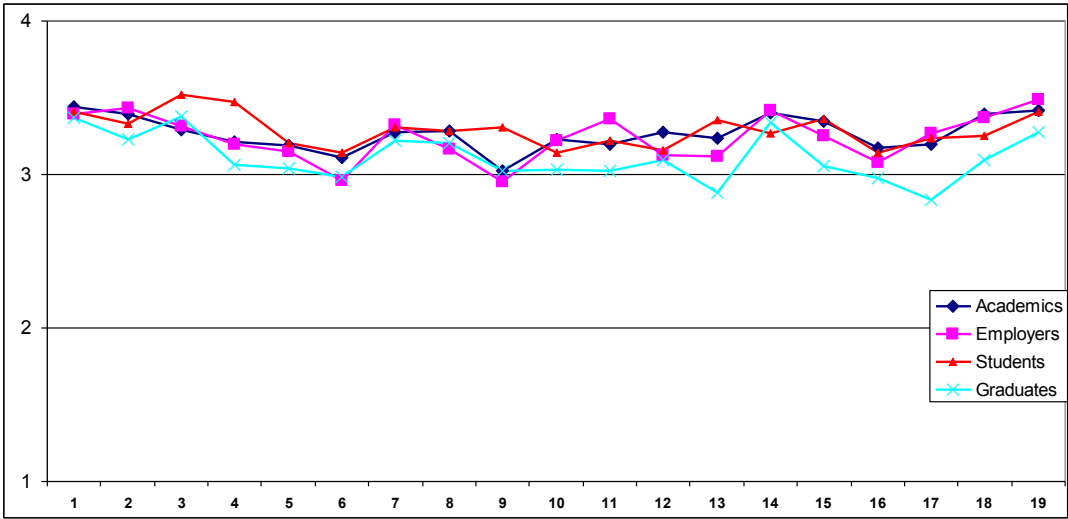
RANKING

	<u>Academics</u>	<u>Employers</u>	<u>Students</u>	<u>Graduates</u>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,9145	1,0000		
<i>Students</i>	0,9135	0,8656	1,0000	
<i>Graduates</i>	0,8710	0,8138	0,9104	1,0000

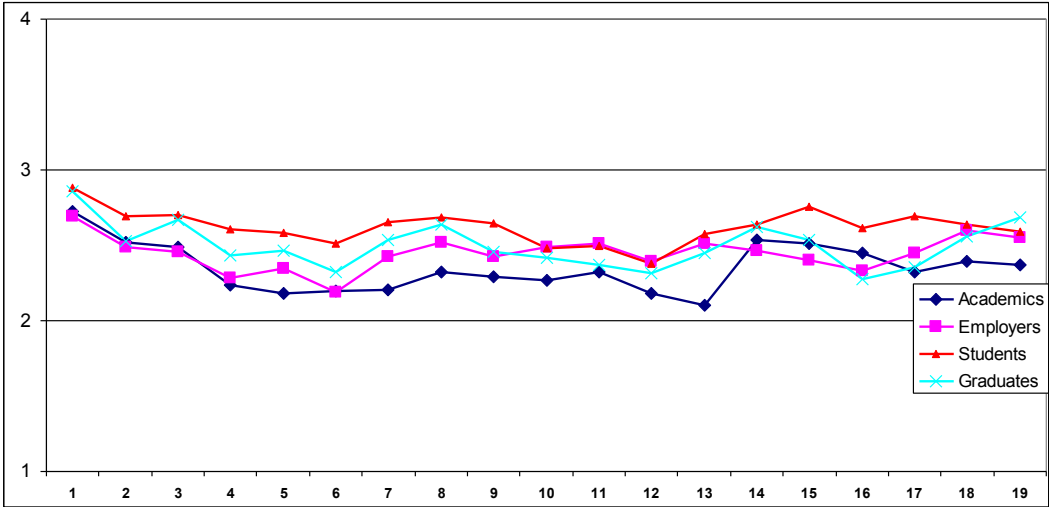
SUBJECT SPECIFIC COMPETENCES

LAW

LAW



IMPORTANCE



ACHIEVEMENT

LAW

CORRELATIONS AMONG GROUPS



IMPORTANCE

	<u>Academics</u>	<u>Employers</u>	<u>Students</u>	<u>Graduates</u>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8450	1,0000		
<i>Students</i>	0,3894	0,4078	1,0000	
<i>Graduates</i>	0,6771	0,6081	0,5136	1,0000

ACHIEVEMENT

	<u>Academics</u>	<u>Employers</u>	<u>Students</u>	<u>Graduates</u>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,4861	1,0000		
<i>Students</i>	0,7239	0,4207	1,0000	
<i>Graduates</i>	0,6306	0,6790	0,6961	1,0000

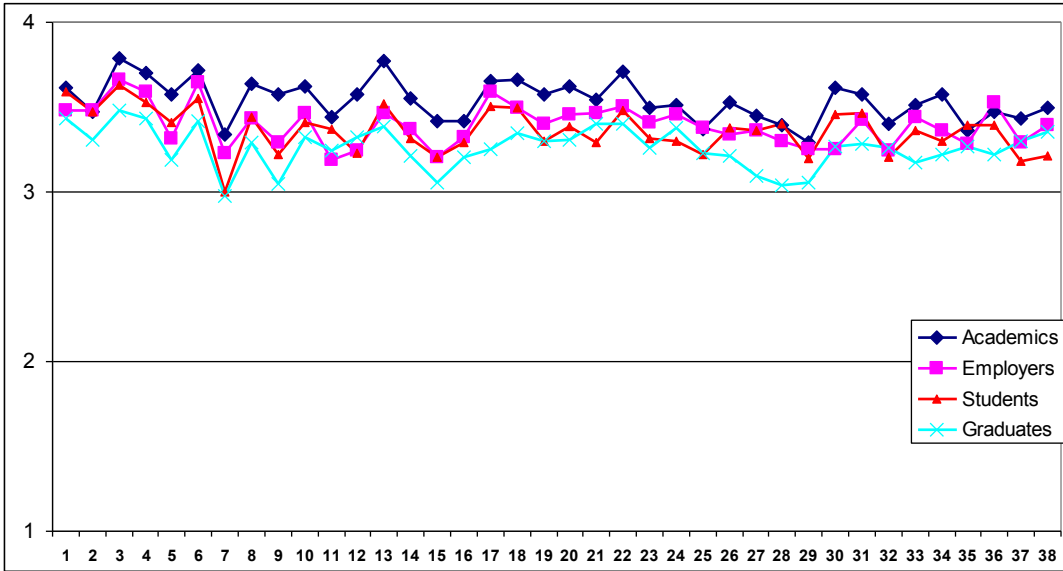
RANKING

	<u>Academics</u>	<u>Employers</u>	<u>Students</u>	<u>Graduates</u>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,9127	1,0000		
<i>Students</i>	0,8976	0,8624	1,0000	
<i>Graduates</i>	0,8087	0,7866	0,8146	1,0000

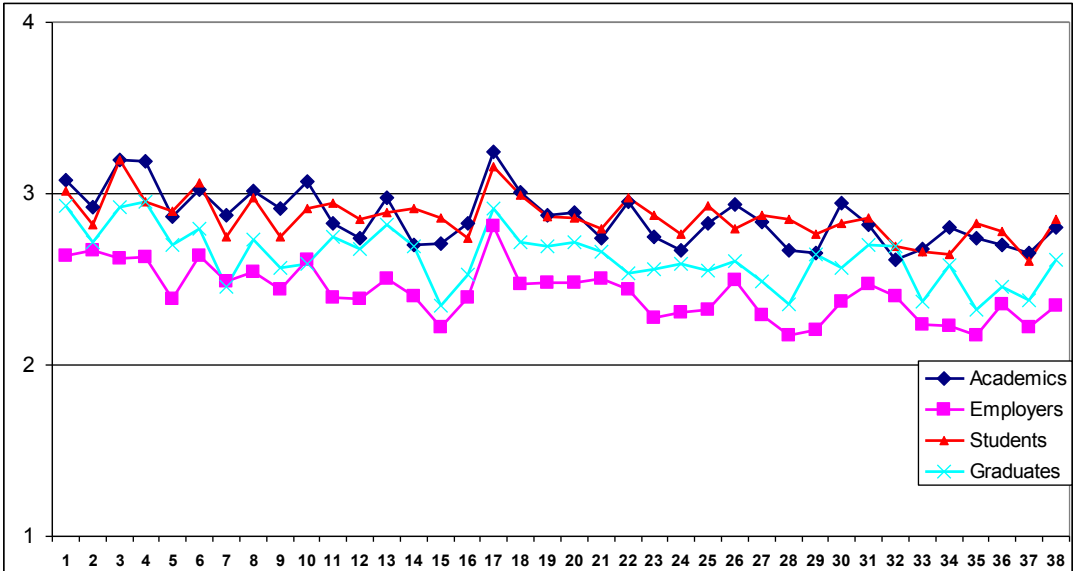
SUBJECT SPECIFIC COMPETENCES

NURSING

NURSING



IMPORTANCE



ACHIEVEMENT

NURSING

CORRELATIONS AMONG GROUPS



IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,7080	1,0000		
<i>Students</i>	0,7306	0,7093	1,0000	
<i>Graduates</i>	0,6880	0,6749	0,6186	1,0000

ACHIEVEMENT

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8309	1,0000		
<i>Students</i>	0,7447	0,6272	1,0000	
<i>Graduates</i>	0,6906	0,7879	0,6463	1,0000

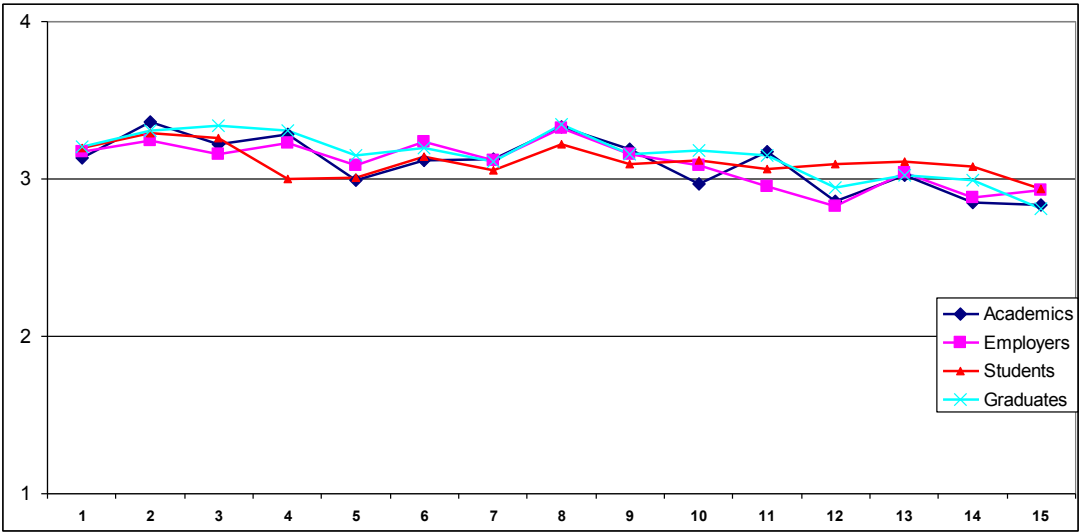
RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,9792	1,0000		
<i>Students</i>	0,9278	0,9588	1,0000	
<i>Graduates</i>	0,9564	0,9811	0,9740	1,0000

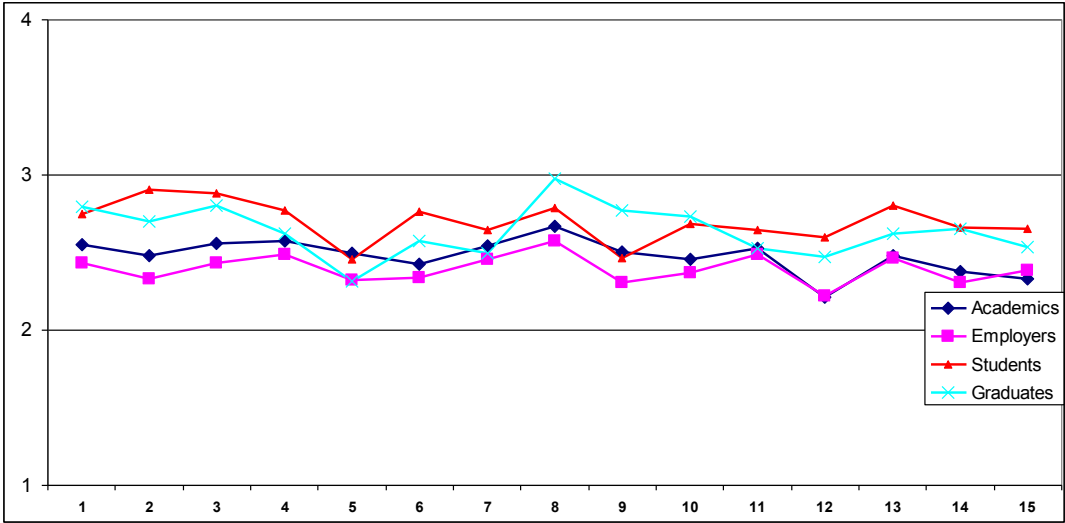
SUBJECT SPECIFIC COMPETENCES

TOURISM

TOURISM



IMPORTANCE



ACHIEVEMENT

TOURISM

CORRELATIONS AMONG GROUPS



IMPORTANCE

	<u>Academics</u>	<u>Employers</u>	<u>Students</u>	<u>Graduates</u>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8481	1,0000		
<i>Students</i>	0,5677	0,5215	1,0000	
<i>Graduates</i>	0,8825	0,8498	0,6440	1,0000

ACHIEVEMENT

	<u>Academics</u>	<u>Employers</u>	<u>Students</u>	<u>Graduates</u>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,7998	1,0000		
<i>Students</i>	0,3023	0,4265	1,0000	
<i>Graduates</i>	0,5033	0,4057	0,5112	1,0000

RANKING

	<u>Academics</u>	<u>Employers</u>	<u>Students</u>	<u>Graduates</u>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,7532	1,0000		
<i>Students</i>	0,8199	0,7084	1,0000	
<i>Graduates</i>	0,7203	0,6873	0,6371	1,0000

Some preliminary conclusions ...

- **Big gaps between importance and achievement**
- **Some subject specific competences strongly linked to generic competences**
- **Differences between importance and ranking**
- **Differences within the 4 groups in terms of importance**

*The
End*