



## TUNING MEDA: Questionnaire on Generic and Specific Competences

والخاصة العامة الاخذ تصاصات بشأن اس تد بيان

### Questionnaire sur les compétences génériques et spécifiques

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Dear colleague,

This questionnaire is a part of **Tuning MEDA (Tuning Middle East and North Africa)** project that aims at implementing Bologna tools in Southern Neighbouring Area universities through building a framework of comparable, compatible, and transparent programs of studies.

This questionnaire is also a part of major consultation process in which universities can enhance mutual understanding of degrees across the Southern Neighbouring Area and European Union through mutual work and discussion. This will include consideration of what the focus of the studies might be, the teaching, learning and assessment approaches, the quality assurance and the credit weight of courses.

We are kindly asking you to help us by completing this questionnaire; the questions are about **the relative importance of generic and subject-specific competences in your subject area**. Your view is very important and gives significant contribution to our knowledge about which competences are important and which graduates the people of Middle East and North Africa want to see in the future.

For that reason, together we have to reflect on the competences which we would wish students to have acquired by the time they enter the employment. In order to do this, we need to get and analyse the views from a range of different and equally important groups of people: actual students, graduates, academics who teach in universities and, of course, employers.

Consequently, by spending a few minutes of your time in completing an on-line anonymous questionnaire, you will assist T-MEDA project and contribute in the international consultation process. **The survey is divided into two parts.**

**Part One will ask you to assess the importance of generic competences in the educational programme**, and the extent to which these generic competences are developed in the university from which you graduated (for graduates), are about to graduate (for students), in which you work (for academics) or cooperate (for employers).

**Part Two will ask you to assess the importance of every listed subject specific competence** that graduate should have and the level of development of these subject specific competences in the university from which you graduated (for graduates), are about to graduate (for students), in which you work (for academics) or cooperate (for employers).

**Please respond to all questions; do not leave any question without answer.**

**Thank you very much for your cooperation.**

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## Generic Competences

(for Graduates, Employers, Academics and Students)

This questionnaire presents a series of questions related to the *generic skills and competences* that may be important for success in a career. Please answer all the questions. The answers may be very valuable in improving course planning for future students. Please select the best option in each case.

For each of the skills listed below, please estimate:

- the **importance** of the skill or competence, in your opinion, for work in your profession;
- the **level** to which each skill or competence is developed by degree programmes at your university.

The blank spaces may be used to indicate any other skills that you consider important but which do not appear on the list.

**Please use the following scale:**

**1 = not important; 2 = important; 3 = very important; 4 = strong**

Generic Competences	Importance	Level to which developed by University Degree (Achievement)
<b>Ability to</b>		
1 . manage time effectively	<input type="text"/>	<input type="text"/>
2 . communicate orally and in writing with different audiences	<input type="text"/>	<input type="text"/>
3 . maintain continuous education	<input type="text"/>	<input type="text"/>
4 . have critical thinking, analysis and synthesis	<input type="text"/>	<input type="text"/>
5 . identify and resolve problems	<input type="text"/>	<input type="text"/>
6 . make logical decisions	<input type="text"/>	<input type="text"/>
7 . work in an interdisciplinary team	<input type="text"/>	<input type="text"/>
8 . lead effectively	<input type="text"/>	<input type="text"/>

	<input type="text"/>	<input type="text"/>
9 . work autonomously	<input type="text"/>	<input type="text"/>
10 . maintain quality of work	<input type="text"/>	<input type="text"/>
11 . act ethically with social responsibility	<input type="text"/>	<input type="text"/>
12 . apply knowledge in practical situations	<input type="text"/>	<input type="text"/>
13 . communicate in a second language	<input type="text"/>	<input type="text"/>
14 . be innovative and creative	<input type="text"/>	<input type="text"/>
15 . be flexible and adapt to different situations.	<input type="text"/>	<input type="text"/>
16 . empower others	<input type="text"/>	<input type="text"/>
17 . search for information from a variety a sources	<input type="text"/>	<input type="text"/>
<b>Commitment to</b>		
18 . the protection and preservation of the environment	<input type="text"/>	<input type="text"/>
19 . human rights	<input type="text"/>	<input type="text"/>
20 . health and safety procedures	<input type="text"/>	<input type="text"/>
21 . the preservation of cultural heritage and values	<input type="text"/>	<input type="text"/>
<b>Having</b>		
22 . organizational skills	<input type="text"/>	<input type="text"/>
23 . sense of dedication	<input type="text"/>	<input type="text"/>
24 . respect for diversity and multiculturalism	<input type="text"/>	<input type="text"/>
25 . skills in the use of information and		

communication technologies	<input type="text"/>	<input type="text"/>
<b>Being</b>		
26 . initiative	<input type="text"/>	<input type="text"/>
27 . self-motivated	<input type="text"/>	<input type="text"/>
28 . assertive	<input type="text"/>	<input type="text"/>
29 . <input type="text"/>	<input type="text"/>	<input type="text"/>
30 . <input type="text"/>	<input type="text"/>	<input type="text"/>
31 . <input type="text"/>	<input type="text"/>	<input type="text"/>

Please rank below the five most important competences according to your opinion. Please write the number of the item within the box. Mark on the first box the most important, on the second box the second most important and so on.

- |    |             |                                |
|----|-------------|--------------------------------|
| 1. | Item Number | <input type="text" value="0"/> |
| 2. | Item Number | <input type="text" value="0"/> |
| 3. | Item Number | <input type="text" value="0"/> |
| 4. | Item Number | <input type="text" value="0"/> |
| 5. | Item Number | <input type="text" value="0"/> |

**Many thanks for your cooperation in the first part.**

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## Law Specific Competences

(for Graduates, Employers, Academics and Students)

This questionnaire presents a series of questions related to the *specific skills and competences* that may be important for success in a career. Please answer all the questions. The answers may be very valuable in improving course planning for future students. Please select the best option in each case.

For each of the skills listed below, please estimate:

- the **importance** of the skill or competence, in your opinion, for work in your profession;
- the **level** to which each skill or competence is developed by degree programmes at your university.

The blank spaces may be used to indicate any other skills that you consider important but which do not appear on the list.

**Please use the following scale:**

**1 = not important; 2 = important; 3 = very important; 4 = strong**

Law Specific Competences	Importance	Level to which developed by University Degree (Achievement)
1 . Knowledge of, and ability to, interpret and apply the general principles of law and the legal system.	<input type="text"/>	<input type="text"/>
2 . Knowledge of, and ability to, interpret and apply legal texts and principles of the national and international legal system in specific cases.	<input type="text"/>	<input type="text"/>
3 . Commitment to justice and fairness in all situations in which the law graduate is involved.	<input type="text"/>	<input type="text"/>
4 . Commitment to human rights, democratic governance and the rule of law.	<input type="text"/>	<input type="text"/>
5 . Capacity to provide legal expertise as a member of a legal team or an interdisciplinary team.	<input type="text"/>	<input type="text"/>
6 . Critical awareness of philosophical, political, social, economic, historical, personal and psychological phenomena and taking them into consideration in the creation, interpretation and application of law.	<input type="text"/>	<input type="text"/>
7 . Awareness of the ethical dimension of the legal professions and of the social responsibility of law graduates, and acting accordingly.	<input type="text"/>	<input type="text"/>

8 . Good capacity for legal reasoning and argumentation, and understanding different points of view and articulating them in order to propose reasonable solutions.	<input type="text"/>	<input type="text"/>
9 . Understanding the principles and process of alternative dispute resolution means in resolving disputes.	<input type="text"/>	<input type="text"/>
10 . Sufficient knowledge of a foreign language to be able to work efficiently in the legal field.	<input type="text"/>	<input type="text"/>
11 . Capacity to use necessary electronic legal resources in the course of conducting a legal practice.	<input type="text"/>	<input type="text"/>
12 . Capacity to apply scientific research criteria in the course of professional activity.	<input type="text"/>	<input type="text"/>
13 . Capacity to contribute to the creation of new legal solutions and institutions in general and particular cases.	<input type="text"/>	<input type="text"/>
14 . Capacity for good written and oral expression, in fluent technical language, using precise, clear legal terms.	<input type="text"/>	<input type="text"/>
15 . Capacity to analyse complex legal materials and to summarise their arguments precisely.	<input type="text"/>	<input type="text"/>
16 . Capacity for critical analysis of the legal system.	<input type="text"/>	<input type="text"/>
17 . Capacity to take appropriate legal action in different venues.	<input type="text"/>	<input type="text"/>
18 . Capacity to determine the information required to formulate a legal opinion.	<input type="text"/>	<input type="text"/>
19 . Capacity to act faithfully, diligently and transparently in defending the interests of persons represented.	<input type="text"/>	<input type="text"/>
20 . <input type="text"/>	<input type="text"/>	<input type="text"/>
21 . <input type="text"/>	<input type="text"/>	<input type="text"/>
22 . <input type="text"/>	<input type="text"/>	<input type="text"/>

Please rank below the five most important competences according to your opinion. Please write the number of the item within the box. Mark on the first box the most important, on the second box the second most important and so on.

1. Item Number
2. Item Number
3. Item Number
4. Item Number
5. Item Number

**Many thanks for your cooperation in the first part.**

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