



With the support of the Tempus programme of the European Union



Meta-Profile of Nursing

1- Countries involved in the SGA

- Egypt
- Lebanon
- Palestine
- Jordan
- Tunisia
- Algeria
- Morocco
- Libya
- Malta

2. Presentation of the members/ Universities

Members	Universities	Country
Abeer Eswi	Cairo(CU)	Egypt
Somaya Abdou	Suez Canal (SCU)	Egypt
Ursula Youssef	University of Balamand (UOB)	Lebanon
Yousef Aljeesh	Islamic University of Gaza (IUG)	Palestine
Sami Bashi	Palestine Ahliyeh University College / Bethlehem (PAUC)	Palestine
Nijmeh Al – Atiyyat	Hashemite University (HU)	Jordan
Boubaker Zarrad	University of Monastir (UM)	Tunisia
Moussa Arrade	University of Algiers (UAI)	Algeria
Arwa Issa Eid	Jordan University of Science and Technology(JUS)	Morocco
Bouthina Jreiw	Libyan International Medical University (LIMU)	Libya
Sabah Lamalom	Omar Al-Mukhtar University OMU	Libya
Roberta Sammut	University of Malta UOM	Malta
Mary Navarro	University of Malta UOM	Malta
Ahmad Omar	Arab International University AIU	Syria
Abdelaziz H. Mohamed	Omar Al-Mukhtar University OMU	Libya

2. Process followed at the beginning to define a proposal for generic competencies from SGA perspective

- Nursing is one of four disciplines included in Tuning Middle East and North Africa project. It was included because nursing is one of the professions that are required worldwide and it should contain academic reference standards that fit for any graduate from various Middle East and North Africa countries.

- The group members from the area of nursing participated actively during year 2014 in two different meeting:

During the first meeting of MEDA , the group members of each subject area negotiated and debated on the generic competencies that should be present for the graduate in the four subject area (low- architecture, nursing and tourism) these generic competencies should be included in the profile of the graduate in the previously mentioned 4 areas in the Middle East and North Africa countries . 38 generic competencies were developed then the 4 coordinators of each subject area met together and agreed upon 27 generic competencies that are considered crucial for the four subject areas.

Generic competencies defined as skills, attributes and values as those which should be acquired by all graduates regardless of their discipline or field of study.

Generic competencies that were developed considered some aspects as the core such as personal attributes, ethical aspects, respect of cultural diversity, communication, critical thinking and leadership abilities.

Generic competencies developed were as follows:

GC1. Ability to manage time effectively.

GC2. Ability for oral and written communication to different audiences.

GC3. Ability to maintain continuous education.

GC4. Ability to have critical thinking, analysis, and synthesis.

GC5. Ability to identify and resolve problems

GC6. Ability to make logical decisions

GC7. Ability to work in an interdisciplinary team

GC8. Ability to lead effectively.

GC9. Respect for diversity and multiculturalism.

GC10. Ability to work autonomously.

GC11. Ability to maintain quality of work

GC12. Ability to act ethically with social responsibility.

GC13. Ability to apply knowledge in practical situations.

GC14. Ability to communicate in a second language.

GC15. Skills in the use of information and communication technologies.

GC16. Commitment to protect and preserve the environment.

GC17. Commitment to human rights.

GC18. Ability to be innovative and creative.

GC19. Ability to be flexible and adapt to different situations.

GC20. Commitment to health and safety procedures

GC 21. Being initiative.

GC 22. Commitment to preserve cultural heritage and values

GC 23. Having organizational skills.

GC 24. Having a sense of dedication

GC 25. Being self-motivated.

GC 26. Ability to empower others.

GC27. Being assertive

Results of the survey illustrated that correspondents had better achievement, rating and importance in relation to certain competencies such as manage time effectively, ability to have critical thinking, analysis, and synthesis, ability to identify and resolve problems, Ability to maintain quality of work, while the lowest rating, achievement and importance was in relation to ability to be innovative and creative, having sense of dedication, ability to empower others and being assertive.

Aspects that considered in the final list of generic competencies for MEDA

The quality of higher education as it should be judged in terms of graduate quality, rather than by other criteria such as the quality of the facilities offered by different institutions. It was argued further that, graduate quality should be judged by the extent to which these graduates demonstrate high levels of generic skills, attributes and value. Also, generic skills would enhance students' employability nationally, regionally and internationally.

3. Identification of specific competencies

Process followed to achieve the list of subject specific competencies

An intensive group work and discussion was carried out among representatives of each institution from different countries to determine the specific competencies for a nursing graduate. We generated a list of 60 specific competencies during the first general meeting, then the group members clustered and categorized them and reduced the number to become 38 competencies that are agreed upon by every member in the group. The subject specific competencies are as shown in the list

A. Competencies associated with the professional and attitudinal values

Sc1. Provide holistic care

Sc2. Deliver Individual centered care

Sc3. Maintain Patient safety

Sc4. Practice within the respective code of ethics and legal codes

Sc5. Culturally sensitive and respect for dignity

Sc5. Promote life and quality of life at all stages

B. Competencies associated with the skills and role of the nurse

Sc1. Work under pressure

Sc2. Use the Nursing process effectively

Sc3. Meet individual, family and community needs

Sc4. Work in an interdisciplinary team

Sc5. Act as an educator

Sc6. Act as an advocate of the individual, family , community as well as profession

Sc7. Provide quality patient, family and community care

Sc8. Provide life support measures across life span

Sc9. Apply coping strategies

Sc10. Ability to decide when to refer to other professionals

Sc11. Perform basic nursing procedures

Sc12. Apply universal precautions of Infection control measures

C. Competencies associated with communication

Sc1. Maintain therapeutic nurse patient relationship

Sc2. Communicate effectively with individuals, families and communities

Sc3. Provide counseling

Sc4. Document and report accurately and effectively

S5. Mentor other nurses and student nurses

Sc5. Manage challenging behavior of patient with special needs

Sc6. Utilize new technology in communication

D. Knowledge and cognitive competencies

Sc1. Apply knowledge and theories into practice

Sc2. Apply critical thinking and clinical judgment

Sc3. Utilize research findings and evidence based in practice

Sc4. Utilize health informatics

E. Leadership and management competencies

Sc1. Ability to work in a team either as a member or a leader

Sc2. Ability to make and take decisions

Sc3. Ability to delegate work

Sc4. Accept constructive feedback and criticism

Sc5. Ability to plan for future actions

Sc5. Develop self and others

Sc6. Risk, crisis and disaster management

Sc7. Ability to appraise others objectively

Sc8. Adhere to organizational policies and regulations

Institutional / national / subregional / international references with SGA that has been taken into account to achieve the list of specific competencies

The following aspects were considered to achieve the list of specific competencies :

- 1- The most important qualifications and competencies that should be present in all nursing graduate enrolled in higher education in any area of knowledge, attitude and skills more specifically, in Middle east and North Africa region
- 2- We considered the academic reference standards in each institution
- 3- The specific competencies determined by other Tuning profile as Latin America.

4 – Consultation and reflection

Presentation and analysis of the results of generic competencies survey (in relation to SGA perspective)

As for Consultation, 761 respondents from 9 countries (Algeria, Egypt , Jordan , Lebanon, Libya , Syria, Tunisia and Palestine participated in the survey that was developed by the administrative personal in Tuning MEDA . It included academic, students, graduate and employer. They were asked about rating, importance, ranking and achievement of each generic competency. From 28 generic competencies that were developed by SGA , the highest rating , ranking and importance among the four categories was given to manage time effectively, communicate orally and in writing with different audiences , maintain continuous education, have critical thinking, analysis and synthesis and identify and resolve problems while the lowest rating , ranking and importance among the four categories was given to self – motivated , initiative , being assertive and sense of dedication and respect for diversity and multiculturalism , there is also a gap between rating and achievement in relation to manage time effectively , have critical thinking, analysis and synthesis , work autonomously and communicate orally and in writing with different audiences among the academic , students, employer and graduate .

Presentation and analysis of the results of subject specific competencies survey

As for Subject specific competencies , 414 respondents from 9 countries ; Algeria, Egypt , Jordan , Lebanon, Libya , Syria, Tunisia and Palestine participated in the survey related to SCA, the highest number of respondents was from Egypt (156) .Validation and consistency by the four groups for the results of the survey which produce the Meta profile of nursing.

Overview of the importance in competencies

- There is a general consensus among most of the groups included in the survey on the importance of
 - patient safety
 - Promoting life and quality of life
 - Provide holistic care
 - Practice within the respective code of ethics and legal codes
 - Provide quality patient, family and community care

Table 1 illustrates the highest competencies as importance from the perspective of academic, student, employers and graduates

Academic	Student	employers	Graduates
SC3Maintain patient safety	SC3Maintain patient safety	SC3Maintain patient safety	SC3Maintain patient safety
SC13Provide quality patient, family and community care	SC6Promote life and quality of life at all stages	Sc1Provide holistic care	SC4Practice within the respective code of ethics and legal codes
SC6Promote life and quality of life at all stages	Sc4Practice within the respective code of ethics and legal codes	SC6Promote life and quality of life at all stages	Provide holistic care
SC22Document and report accurately and effectively	SC17Perform basic nursing procedures	C4Practice within the respective code of ethics and legal codes	SC6Promote life and quality of life at all stages
SC4Practice within the respective code of ethics and legal codes	SC36Risk, crisis and disaster management	SC13Provide quality patient, family and community care	C21Provide counselling

Achievement

As for achievement the highest competencies from the perspective of all categories were ; Perform basic nursing procedure, Maintain patient safety, Practice within the respective codes of ethics and legal codes, Provide quality patient, family and community care and Apply universal precautions of infection control measures. There is congruency between achievement and importance among the academic , graduates and employer in relation to maintain patient safety , provide holistic care and meet individual , family and community needs while there is a gap between importance and achievement in relation to deliver individual centered care and risk, crisis and disaster management.

Table 2 illustrates the highest competencies in achievement from the perspective of academic, student, employers and graduates

Academic	Student	employer	Graduate
1. Perform basic nursing procedure	.1 Perform basic nursing procedure	.1 Maintain patient safety	Practice within the respective codes of ethics and legale codes
2. Practice within the respective codes of ethics and legal codes	. Deliver individual centered care	Perform basic nursing procedure	Provide holistic care
3. Maintain patient safety	3. Maintain patient safety	Promote life and quality of life at all stages.	Maintain patient safety
. Provide holistic care	Promote life and quality of life at all stages.	Provide holistic care	Perform basic nursing procedure
. Culture sensitive and respect of dignity	. Practice within the respective codes of ethics and legal codes	Apply universal precautions of infection control measures	Provide quality patent, family and community care

Table 3 illustrates the lowest competencies in achievement from the perspective of academic, student, employers and graduates

Academic	Student	employer	Graduate
SC32 Ability to delegate work	SC28 Utilize research findings	SC37 Ability to appraise others objectively	C35 Develop self and others
SC29 Utilize health informatics	SC35 Develop self and others	SC34 Ability to plan future actions	SC28 Utilize research findings and evidence based
SC37 Ability to appraise others objectively	SC29 Utilize health informatics	SC33 Accept constructive feedback and criticism	SC15 Applying coping strategies
SC24 Manage challenging behaviors of patient with special needs	SC154 Applying coping strategies	SC32 Ability to delegate work	SC33 Accept constructive feedback and criticism
SC28 Utilize research findings.	SC37 Ability to appraise others objectively	C16 Ability to decide when to refer to other professionals	SC36 Risk crises and disaster management

In conclusion, there were similarities in the competencies identified as highest and lowest achievement in the four groups. Although there are similarities, the differences between competences were achievement is low and high is very small. There is general consensus on the achievement and there is no concern about competences not being achieved. Low achievement may be due to lack of resources and facilities, clinical setting is not ideal, low salaries, lack of continuous training and unavailability of good mentors.

As for ranking, all competences that were ranked '0' may have been considered as redundant for example providing counselling, could be a replicate of communicating effectively.

Elaboration of Nursing Meta- Profile

Meta- Profile is a group of competencies which had been prioritized and classified into dimensions that was validated by comparing it with a degree program from each participant institution. Meta- profile is a set of competencies that identify a nursing graduate in the Middle East and North Africa.

The Meta Profile was developed following the following steps

- Generated a list of generic and nursing specific competencies
- Categorized and clustered these competencies
- Reduced the list to be comprehensive, precise and concise
- Consulted academic, students, employers, and graduates on the importance, achievement and ranking of competencies
- Developed the final core competencies including the Macro and Micro competencies (generic and specific) based on the survey analysis.
- Illustrated the diagram representing the core competencies
- Provide a clear definition of each competency

The following competencies were identified as a core for nursing meta- profile

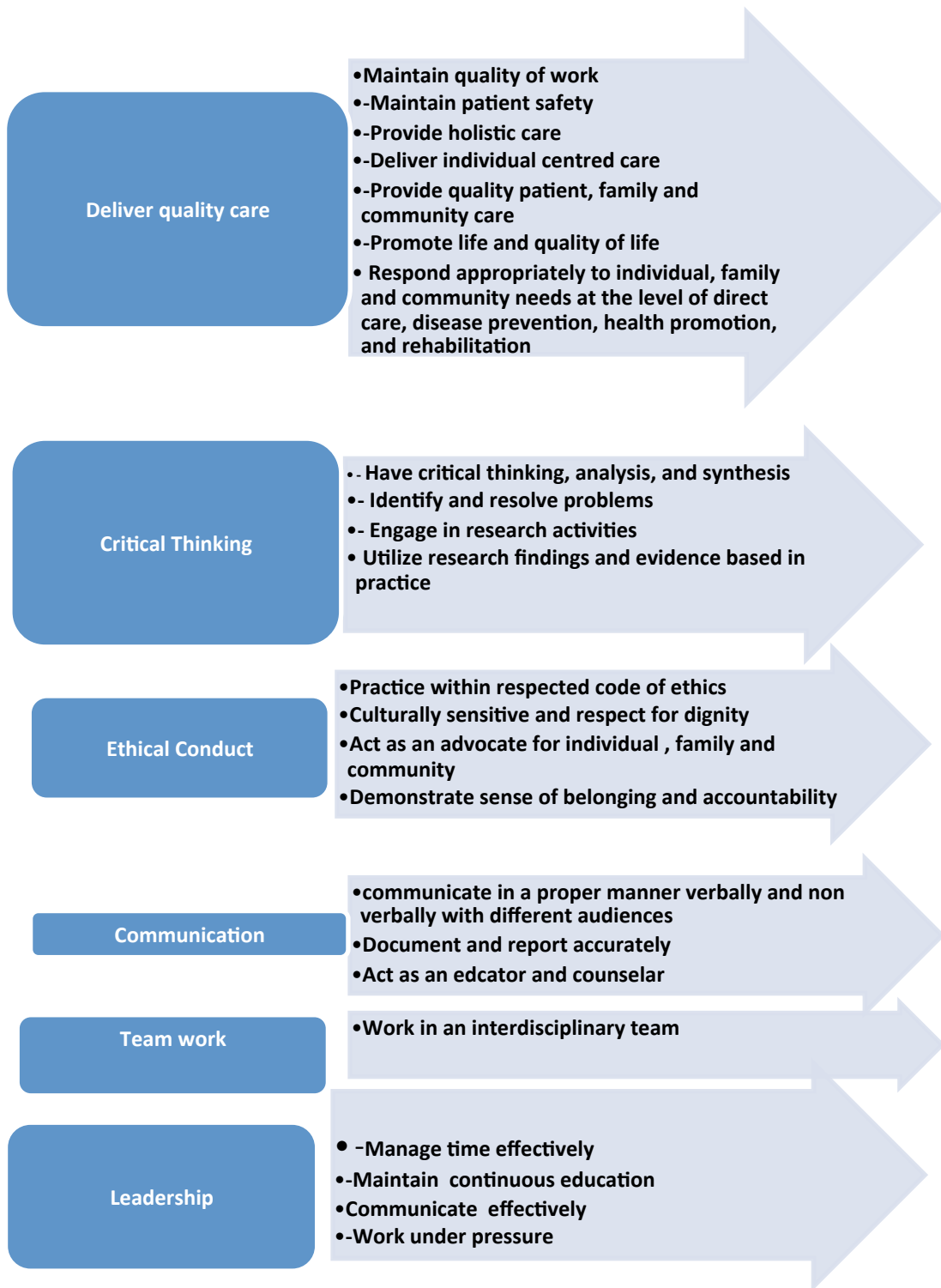
Generic Competencies

- Communicate in proper manner verbally and non verbally with different audiences
- Manage time effectively
- Have critical thinking, analysis, and synthesis
- Act ethically with social responsibility
- Culturally sensitive and respect for dignity
- Maintaining quality of work
- Identify and resolve problems
- Maintain continuous education

Specific Competencies

- Maintain patient safety
 - Practice within the respective code of ethics and legal codes
 - Provide holistic care
 - Deliver individual centered care
 - Promote life and quality of life
 - Work in an interdisciplinary team
 - Working under pressure
 - Culturally sensitive and respect for dignity
 - Act as an advocate of the individual, family , community as well as profession
 - Act as an educator and counselor
 - Provide quality patient, family and community care
- *Promote life and quality of life
- Utilize research findings and evidence based in practice

Nursing Meta- profile core competencies



Identification of the Components of the Meta- Profile

Components of Meta- Profile	Definition
Deliver Quality Care	The ability to provide evidence based, person centered care that takes into consideration the holistic needs of the individual, family and the community.
Critical thinking	Is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action(Michael Scriven & Richard Paul, 1987)
Ethical conduct	Being accountable in the delivery of care in line with socially accepted values, beliefs, customs and norms.
Communication	Two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning. In general, communication is a means of connecting people or places (Business Dictionary
Team Work	The process of working collaboratively with a group of people in order to achieve a goal (Business Dictionary) . Also, the ability to work together with the other members of the multidisciplinary team for the benefit of the individual, family and community Team work : a dynamic process involving two or more healthcare professionals with complementary backgrounds and skills, sharing common health goals and exercising concerted physical and mental effort in assessing, planning, or evaluating patient care (Wikipedia, the free encyclopedia)
Leadership	The ability to influence and support the others in the accomplishment of a common task. Also, coordinating and balancing the conflicting interests of all members and stakeholders

