



## 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
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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## ARCHITECTURAL SUBJECT 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**

Architecture Specific Competences	Importance	Level to which developed by University Degree (Achievement)
1 . Appreciation of the social and cultural role of Architecture.	<input type="text"/>	<input type="text"/>
2 . Ability to design buildings and/or urban development projects that blend with the surrounding environment and fully satisfy local human, social and cultural requirements at different levels and complexity.	<input type="text"/>	<input type="text"/>
3 . Skill in formulating creative and innovative ideas and transforming them into architectural creations and urban planning.	<input type="text"/>	<input type="text"/>
4 . Knowledge of history and theory of Architecture and related human sciences and engineering.	<input type="text"/>	<input type="text"/>
5 . Awareness of current architectural ideas and practices at local and global levels.	<input type="text"/>	<input type="text"/>
6 . Understanding of the ethical issues involved in architectural design and practice.	<input type="text"/>	<input type="text"/>
7 . Awareness that investigation and research are essential components of architectural creations.	<input type="text"/>	<input type="text"/>

8 . Awareness of the continuous changes of architectural ideas and practices.	<input type="text"/>	<input type="text"/>
9 . Ability to think, perceive and conceive spaces three dimensionally in different scales.	<input type="text"/>	<input type="text"/>
10 . Skill in reconciling all the factors involved in architectural design and urban development.	<input type="text"/>	<input type="text"/>
11 . Mastery of the media and tools used for communicating verbally, in writing and/or volumetrically architectural and urban development ideas and designs.	<input type="text"/>	<input type="text"/>
12 . Ability to evaluate, enhance and preserve architectural and urban local heritage and recognize the importance of its relation with current architectural developments.	<input type="text"/>	<input type="text"/>
13 . Ability to work within, or lead constructively interdisciplinary teams.	<input type="text"/>	<input type="text"/>
14 . Knowledge of aesthetics and arts, and understanding their role as key factors in the quality of architectural thinking and design.	<input type="text"/>	<input type="text"/>
15 . Capacity to design projects assuring environmental, social, cultural and economic sustainability.	<input type="text"/>	<input type="text"/>
16 . Ability to conceive and integrate structural, construction, environmental and installation systems to architectural designs.	<input type="text"/>	<input type="text"/>
17 . Ability to design buildings to accommodate individuals with varying physical abilities.	<input type="text"/>	<input type="text"/>
18 . Knowledge and ability to apply legal framework, safety regulations and technical codes controlling activities of the profession.	<input type="text"/>	<input type="text"/>
19 . Capacity to produce comprehensive construction documents.	<input type="text"/>	<input type="text"/>
20 . Capacity for planning, programming, budgeting and managing architectural projects.	<input type="text"/>	<input type="text"/>
21 . Awareness of methods of execution practiced in architectural projects.	<input type="text"/>	<input type="text"/>
22 . Ability to develop site plans and landscape designs.	<input type="text"/>	<input type="text"/>
23 . Understanding the importance of, and ability to incorporate new and renewable energy sources in building design.	<input type="text"/>	<input type="text"/>
24 . Understanding of the basic principles and appropriate application of construction materials including local ones.	<input type="text"/>	<input type="text"/>

25 . Awareness of the importance of client's role in the design process.	<input type="text"/>	<input type="text"/>
26 . Ability to analyze and incorporate relevant precedents into architectural design projects.	<input type="text"/>	<input type="text"/>
27 .	<input type="text"/>	<input type="text"/>
28 .	<input type="text"/>	<input type="text"/>
29 .	<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

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