



TUNING MEDA: Questionnaire on Generic and Specific Competences

والخاصة العامة الاذ تصاصات بشأن اس تد بيان

Questionnaire sur les compétences génériques et spécifiques

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.



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)
Ability to		
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"/>
Commitment to		
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"/>
Having		
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"/>
Being		
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.



Nursing 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

Nursing Specific Competences	Importance	Level to which developed by University Degree (Achievement)
A. Competencies associated with the professional and Attitudinal values		
1. Provide holistic care	<input type="text"/>	<input type="text"/>
2. Deliver Individual centered care	<input type="text"/>	<input type="text"/>
3. Maintain Patient safety	<input type="text"/>	<input type="text"/>
4. Practice within the respective code of ethics and legal codes	<input type="text"/>	<input type="text"/>
5. Culturally sensitive and respect for dignity	<input type="text"/>	<input type="text"/>
6. Promote life and quality of life at all stages	<input type="text"/>	<input type="text"/>
B. Competencies associated with the skills and role of the nurse		
1. Work under pressure	<input type="text"/>	<input type="text"/>

2. Use the Nursing process effectively	<input type="text"/>	<input type="text"/>
3. Meet individual, family and community needs	<input type="text"/>	<input type="text"/>
4. Work in an interdisciplinary team	<input type="text"/>	<input type="text"/>
5. Act as an educator	<input type="text"/>	<input type="text"/>
6. Act as an advocate of the individual , family , community as well as profession	<input type="text"/>	<input type="text"/>
7. Provide quality patient , family and community care	<input type="text"/>	<input type="text"/>
8. Provide life support measures across life span	<input type="text"/>	<input type="text"/>
9. Apply coping strategies	<input type="text"/>	<input type="text"/>
10. Ability to decide when to refer to other professionals	<input type="text"/>	<input type="text"/>
11. Perform basic nursing procedures	<input type="text"/>	<input type="text"/>
12. Apply universal precautions of Infection control measures	<input type="text"/>	<input type="text"/>
C. Competencies associated with communication		
1. Maintain therapeutic nurse patient relationship	<input type="text"/>	<input type="text"/>
2. Communicate effectively with individuals, families and communities	<input type="text"/>	<input type="text"/>
3. Provide counseling	<input type="text"/>	<input type="text"/>
4. Document and report accurately and effectively	<input type="text"/>	<input type="text"/>
5. Mentor other nurses and student nurses	<input type="text"/>	<input type="text"/>
6. Manage challenging behavior of patient with special needs	<input type="text"/>	<input type="text"/>
7. Utilize new technology in communication	<input type="text"/>	<input type="text"/>

	<input type="text"/>	<input type="text"/>
D. Knowledge and cognitive competencies		
1. Apply knowledge and theories into practice	<input type="text"/>	<input type="text"/>
2. Apply critical thinking and clinical judgment	<input type="text"/>	<input type="text"/>
3. Utilize research findings and evidence based in practice	<input type="text"/>	<input type="text"/>
4. Utilize health informatics	<input type="text"/>	<input type="text"/>
E. Leadership and management competencies		
1. Ability to work in a team either as a member or a leader	<input type="text"/>	<input type="text"/>
2. Ability to make and take decisions	<input type="text"/>	<input type="text"/>
3. Ability to delegate work	<input type="text"/>	<input type="text"/>
4. Accept constructive feedback and criticism	<input type="text"/>	<input type="text"/>
5. Ability to plan for future actions	<input type="text"/>	<input type="text"/>
6. Develop self and others	<input type="text"/>	<input type="text"/>
7. Risk, crisis and disaster management	<input type="text"/>	<input type="text"/>
8. Ability to appraise others objectively	<input type="text"/>	<input type="text"/>
9. Adhere to organizational policies and regulations	<input type="text"/>	<input type="text"/>
1.	<input type="text"/>	<input type="text"/>
2.	<input type="text"/>	<input type="text"/>
3.	<input type="text"/>	<input type="text"/>

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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.
