TUNING MEDA: Questionnaire on Generic and Specific Competences

والخاصة العامة الاختصاصات بشأن استبيان

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		
2 . communicate orally and in writing with different audiences		
3 . maintain continuous education		
4 . have critical thinking, analysis and synthesis		
5 . identify and resolve problems		
6 . make logical decisions		
7 . work in an interdisciplinary team		
8 . lead effectively		

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

communication technologies	⏷	⏷
Being		
26 . initiative	⏷	⏷
27 . self-motivated	⏷	⏷
28 . assertive	⏷	⏷
29 .	⏷	⏷
30 .	⏷	⏷
31 .	⏷	⏷

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	0
2.	Item Number	0
3.	Item Number	0
4.	Item Number	0
5.	Item Number	0

Many thanks for your cooperation in the first part.

Tourism 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

Tourism Specific Competences	Importance	Level to which developed by University Degree (Achievement)
1 . Ability to assess and understand the global and local tourism potentials.		
2 . To demonstrate hands-on experience in real life environment.		
3 . Ability to apply knowledge and skills in tourism jobs.		
4 . Ability to understand different market segments for marketing, research and communication.		
5 . Ability to understand concepts such as carrying capacities and ecological footprint.		
6 . To effectively operate tourism companies.		
7 . To make effective identification and presentation of tourist environment.		
8 . Ability to manage customers and		

stakeholders in English/another foreign language.	[▼]	[▼]
9 . Ability to coordinate and networking with stakeholders.	[▼]	[▼]
10 . Ability of financial management of tourism services.	[▼]	[▼]
11 . Ability to understand the current issues in tourism and other general knowledge.	[▼]	[▼]
12 . Knowledge and capabilities of procurement techniques.	[▼]	[▼]
13 . To develop knowledge of key concepts, theories and practices in the tourism activities.	[▼]	[▼]
14 . Ability to identify the natural and cultural tourism resources.	[▼]	[▼]
15 . Ability to perform accounting and money transactions.	[▼]	[▼]
16 . [ ]	[▼]	[▼]
17 . [ ]	[▼]	[▼]
18 . [ ]	[▼]	[▼]

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	0
2.	Item Number	0
3.	Item Number	0
4.	Item Number	0
5.	Item Number	0

Many thanks for your cooperation in the first part.