



Nursing Subject Area Group

Meta-Profile of Nursing

TASK 2

Countries involved in the SGA

Egypt

Lebanon

Palestine

Jordan

Tunisia

Algeria

Morocco

Libya

Malta

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 Ahliyah 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 Lamlom	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

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 (law- 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.

Results of the survey in relation to generic competencies

- 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 were considered in the final list of generic competencies for MEDA

- **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

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

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 :**
- 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
- We considered the academic reference standards in each institution
- The specific competencies determined by other Tuning profile as Latin America.
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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 o 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 competencias

- 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

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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

Deliver quality care

- Maintain quality of work
- -Maintain patient safety
- -Provide holistic care
- -Deliver individual centred care
- -Provide quality patient, family and community care
- -Promote life and quality of life
- Respond appropriately to individual, family and community needs at the level of direct care, disease prevention, health promotion, and rehabilitation

Critical Thinking

- - Have critical thinking, analysis, and synthesis
- - Identify and resolve problems
- - Engage in research activities
- Utilize research findings and evidence based in practice

Ethical Conduct

- Practice within respected code of ethics
- Culturally sensitive and respect for dignity
- Act as an advocate for individual , family and community
- Demonstrate sense of belonging and accountability

Communication

- communicate in a proper manner verbally and non verbally with different audiences
- Document and report accurately
- Act as an educator and counselor

Team work

- Work in an interdisciplinary team

Leadership

- -Manage time effectively
- -Maintain continuous education
- Communicate effectively
- -Work under pressure