Tuning

Middle East and North Africa

Reference Points for the Design and Delivery of Degree Programmes in Nursing

Abeer Saad Eswi (ed.)

Reference Points for the Design and Delivery of Degree Programmes in Nursing

Tuning Middle East and North Africa

Reference Points for the Design and Delivery of Degree Programmes in Nursing

Abeer Saad Eswi (Editor)

Authors:
Abeer Saad Eswi, Somaya Abou Abdo, Ursula Rizk, Yousef Aljeesh, Sami Basha, Nijmeh Al-Atiyyat, Boubaker Zarrad, Arwa Oweis, Basil Hameed Mahmoud Amarneh, Badiaa Benhabyles Chaib, Sabah Lamlom, Roberta Sammut, Maria Navarro, Maria Cassar

2016
University of Deusto
Bilbao

Reference Points for the Design and Delivery of Degree Programmes in Nursing

Reference Points are non-prescriptive indicators and general recommendations that aim to support the design, delivery and articulation of degree programmes in Nursing. Subject area group including experts from Middle East, North Africa and Europe has developed this document in consultation with different stakeholders (academics, employers, students and graduates). This publication has been prepared within Tuning Middle East and North Africa project 543948-TEMPUS-1-2013-1-ES-TEMPUS-JPCR.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Editor: Abeer Saad Eswi

Authors: Abeer Saad Eswi, Somaya Abou Abdo, Ursula Rizk, Yousef Aljeesh, Sami Basha, Nijmeh Al-Atiyyat, Boubaker Zarrad, Arwa Oweis, Basil Hameed Mahmoud Amarneh, Badiaa Benhabyles Chaib, Sabah Lamlom, Roberta Sammut, Maria Navarro, Maria Cassar

Cover design: Fotocomposición IPAR, S.Coop. (Bilbao)

© Deusto University Press
Apartado 1 - 48080 Bilbao
e-mail: publicaciones@deusto.es

ISBN: 978-84-16982-07-3
National book catalogue No.: BI - 244-2017

Printed in Spain

Content

General Introduction

The convergence of national educational systems within the EU is an important milestone in the global development of modern higher education in the 21st century. The day when the Bologna Declaration was signed (19 June 1999), is considered the official starting point of the harmonization process of higher education systems within Europe, a process whose end aim consists in the creation of the European Higher Education Area (EHEA).

Signing the Bologna Declaration has led to a series of reforms in the educational systems of the majority of European countries. For higher education institutions (HEIs) these reforms consist in tuning basic teaching programmes in terms of both the structure and the outcomes of degrees. A prominent role should be given to the graduate and degree profiles so that they meet the needs of both the labour market and society, as well as to the specific tasks an academic community has to solve. Therefore, it is particularly important to express all the various educational levels in terms of competences and learning outcomes.

The contribution of universities to the Bologna Process and Tuning

Tuning started as a project in 2000, initiated by higher education institutions and their academics, and strongly supported morally and financially by the European Commission. Over time Tuning has moved beyond the EU and gradually transformed itself into a global methodological system covering educational sectors in many regions of the world.

It is well known that the Tuning Project has been developed within the broader context of continuous reforms of European higher education systems, when society at large has been undergoing rapid changes. The name Tuning was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

Tuning project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time, Tuning has developed into a Process, an approach to (re-) design, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning Project and its methodology constitute one of the academic tools for creating the EHEA. The need for compatible, comparable and competitive higher education in Europe reflects the students' requirements. The more student mobility, the more demand for reliable and objective information on the degrees offered by different HEIs. Apart from this, employers both within and outside Europe require reliable information on qualifications awarded and on what these qualifications mean in practice and in the labour market context. Therefore, the process of creating national qualification frameworks is inseparable from the EHEA development process.

Tuning aims to meet the needs of educational institutions and structures and to offer a concrete methodology to implement the competence based approach at the level of higher education institutions and subject areas. Tuning proposes a methodology to (re-) design, develop, implement and evaluate study programmes for each of the higher education cycles. Furthermore, Tuning serves as a platform for developing reference points at subject area level. These are relevant to making study programmes comparable, compatible and transparent. The agreed-upon reference points for subject areas and their degree programmes are expressed in terms of competences and learning outcomes.

Tuning in general has emerged from the understanding that the Bologna Process is about universities, their students, academic and

non-academic staff. It is they, with all their knowledge and experience, who should be deciding upon higher education innovation strategies. Tuning is a university-driven project and movement, which came into being as a reaction of HEIs to new challenges and new opportunities that emerged within the process of European integration and the creation of the EHEA.

Tuning in Middle East and North Africa

The Tuning methodology as a universal tool for modernizing curricula in the context of achieving professional competences has gone beyond the borders of the EU and has acquired international significance. Universities in different countries and continents in expanding cooperation have increasingly resorted to using it to build joint programmes involving academic mobility, integrated education, introduction of a credit system, the exchange of educational modules and the mutual recognition of qualifications.

Middle East and North Africa Universities are also mastering the principles of the Tuning methodology through incorporating generic and subject specific competence descriptions into educational planning at the level of full degrees and individual degree components.

The Tuning Middle East and North Africa (T-MEDA) project has been designed as an independent university-driven project with contributions of university staff members from different countries. The T-MEDA project reflects the idea that universities do not look for the harmonisation of their degree programmes or any sort of unified, prescriptive or definitive curricula; but, simply for points of convergence and common understanding. The protection of the rich diversity of education has been paramount in the Tuning project from the very start and the

Tuning Middle East and North Africa project in no way seeks to restrict the independence of academic and subject specialists, or damage local and national academic authorities. The objectives are completely different. Tuning looks for common reference points. The Reference points are non-prescriptive indicators that aim to support the articulation of degree programmes.

The Tuning Middle East and North Africa project (TEMPUS, 2013-2016) has brought together:

8 EU universities:

University of Deusto, the project coordinator (Spain), University of Groningen (Netherlands), London School of Economics and Political Sciences (United Kingdom), Aristotle University of Thessaloniki (Greece), University of Angers (France), University of Padova (Italy), University of Malta (Malta), University of Cyprus (Cyprus);

22 Universities from Middle East and North Africa:

Mouloud Mammeri University of Tizi-Ouzou and University of Algiers (Algeria), University Mohammed First and University Moulay Ismail (Morocco), Cairo University and Suez Canal University (Egypt), Palestine Ahliyeh University College and Islamic University of Gaza (Occupied Palestinian Territory), International University for Science and Technology and Arab International University (Syria), Yarmouk University, Jordan University of Science and Technology and Hashemite University (Jordan), University of Monastir, University of Jendouba and University of Tunis (Tunisia), Modern University for Business and Science, Holy Spirit University of Kaslik, University of Balamand, and Beirut Arab Universtity (Lebanon), Libyan International Medical University and Omar Al-Mukhtar University (Libya).

Project also includes three social partners: Association of Arab Universities, the project co-coordinator (Jordan), Directorate General of Higher Education (Lebanon), and The Syrian Consulting Bureau for Development and Investment (Syria).

The project tries to institutionalise the use of the Tuning methodology in the practice of higher education institutions in Middle East and North Africa through building of a framework of comparable, compatible and transparent programmes of studies. Its aim is to apply the Tuning methodology in universities and develop reference points in four subject areas - Architecture, Law, Nursing and Tourism. The development, implementation, monitor and improvement of degree programmes for the first cycle in mentioned areas are among the main results of the project. The project is specially designed to promote regional and international cooperation between Middle East, North Africa and EU universities.

This book contains the key general findings of the Subject Area Group within the Tuning Middle East and North Africa project. These reflect in synthesis the consensus reached by the group members and international experts on the subject area. We hope and believe that the material contained in this book will be very useful for all higher education institutions wishing to implement the competence based approach, and that it will help them to find and use the most suitable tools for adapting or creating higher education programmes in order to respond to the needs of today's society.

The publication of the Reference Points became a reality due to collective work of Subject Area Group and project teams at participating European, Middle East and North Africa universities, their academic and administrative personnel to whom we would like to express our sincere gratitude. We stress our deep appreciation to all European, Middle East and North Africa experts who have made a significant contribution to the development of reference points for the design and delivery of degree programmes in various subject areas.

We hope that readers will find this book both useful and interesting.

Pablo Beneitone,
Director of the Tuning Academy,
University of Deusto (Spain)

Ivan Dyukarev,
Project Manager, Tuning Academy,
University of Deusto (Spain)

1

Introduction

The **Tuning Middle East and North Africa (T-MEDA)** project aimed to bring about more clarity and understanding regarding university qualifications, facilitating comparability and compatibility between different universities in the Middle East and North Africa. This was achieved by forming of subject area groups (Architectural Engineering, Law, Nursing and Tourism) from different partner universities in the Middle East and North African (MENA) region, these groups were in charge of defining general and specific competences that were the focus of a survey, which served to consult with 4 targeted categories of stakeholders (students, employers, graduates and faculty members). Based on the results of this survey, profiles of subject areas were designated and new curricula were developed.

The new programmes of studies developed as a result of this exercise were implemented and evaluated in the partner universities. This process will followed by continuous improvement and enhancement for the participating universities, to assure quality of educational outcomes. This work was conducted during the general meetings of the project, where all partner universities had the opportunity to meet and work on planned activities. (Source: **Tuning Middle East and North Africa- First General Meeting Book;** distributed during the 1st General Meeting May 2nd to 6th 2014).

1.1. Countries involved in the SAG

- Egypt.
- Lebanon.

- Palestine.
- Jordan.
- Tunisia.
- Algeria.
- Libya.
- Malta.

1.2. Presentation of the members/ Universities

Members	Universities	Country
Abeer Eswi	Cairo (CU)	Egypt
Somaya Abou Abdo	Suez Canal (SCU)	Egypt
Ursula Rizk	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
Arwa Oweis	Jordan University of Science and Technology (JUS)	Jordon
Basil Hameed Mahmoud Amarneh	Jordan University of Science and Technology (JUS)	Jordon
Badiaa Benhabyles Chaib	Alger 1 University	Algeria
Sabah Lamlom	Omar Al-Mukhtar University (OMU)	Libya
Roberta Sammut	University of Malta (UoM)	Malta
Maria Navarro	University of Malta (UoM)	Malta
Maria CASSAR	University of Malta (UoM)	Malta

We regret the absence of our colleague Youssef Alijeesh from the University of Islamic University of Gaza (IUG). Although not able to contribute in person, he was able to provide feedback on the work of the nursing group.

1.3. Identification of Universities included

Cairo University, Egypt

Cairo University, located in Giza, Egypt, was established on the 21st of December 1908. It is the second oldest institution of higher education in Egypt after Al Azhar University. It counts three Nobel Laureates among its graduates and is one of the 50 largest institutions of higher education in the world by enrollment. Currently it has 26 faculties/ institutions in different scientific disciplines, with a total volume of about 250000 students.

Cairo University has successfully undertaken its mission of delivering education, research and cultural duties for many years. It is considered to be the mother university among other younger universities in Egypt. Cairo University also offers its education and research facilities to Arab and foreign students and scientists and is renowned worldwide. Cairo University is committed to preparing students for the challenges of a rapidly changing workplace through interactive learning and information technologies.

Cairo University is ranked amongst the top universities in Egypt and is also ranked as one of the top universities in Africa. In QS University ranking 2014, Cairo University was ranked the 2nd best university in Egypt, and the 7th across Africa; it was rated 551-600 worldwide. In the Academic Ranking of World Universities (ARWU) 2014 ranking Cairo university was ranked 1st in Egypt and it was the only Egyptian university in the ranking. It was rated 401-500 worldwide.

Mission statement: Enhance university capabilities and potentialities through developing its human and financial resources, as well as improve the academic abilities of its staff members and their assistants, in order to prepare them for the age of science and technological revolution. In this respect, the university has adapted unconventional methods to develop the system of academic research in order to meet the needs of society and research and to encourage its scholars and researchers.

Suez Canal University, Egypt

The history of Suez Canal University, Egypt, dates back to 1976 when the university was established by the presidential decree no. 93 of1976. Study began in 1977 in six faculties; namely, the Faculty of Science, the Faculty of Agriculture, the Faculty of Commerce, the Faculty of Engineering and Technology (in Port Said) and the Faculty of Education (in Suez). In the 1980s and 1990s, there was steady expansion of the University with a new faculty opening its doors almost every year. Today, there are 49,588 students registered at the university studying in more than twenty faculties distributed in more than six branches located in Ismailia, Port Said, and Suez and El-Arish. Two more faculties, one for arts and humanities and the other for fisheries, are to be established soon.

University Vision

Suez Canal University is looking forward to occupy a prominent place among higher education institutions based on its contribution to university education development and its interaction with its community through pioneering research associated with its community.

University Mission

The university which seeks to provide opportunities to its student for learning and education providing the capability for competition and providing work opportunities in its wide field. In an era of globalization it seeks to respond to its community's needs and is eager to develop values within a global world, without compromisingorabandoning its identity.

University of Balamand (UOB), Lebanon

The University of Balamand, Lebanon, is a non-profit and independent institution of higher education. It was founded in 1988 by Patriarch Ignatius IV, Patriarch of the Antiochian Orthodox Christian Church. Recognizing the noble values of tolerance, co-existence and mutual respect, Balamand welcomes students and faculty from all over the world. We prepare our students to think creatively and to interact constructively so as to be able to lead by example.

The commitment of UOB to Lebanon and the region is to provide Service Education: Education through Doing (SEED). This program teaches students the importance of team work, the necessity of having effective communication skills, various conflict resolution techniques and the principle of citizenship. The SEED program serves the University's mission by preparing members of the local and regional communities to meet tomorrow's challenges.

More than 5,000 students currently attend the University of Balamand. While the majority are from Lebanon, the student body is quite cosmopolitan, with 36 nationalities represented throughout the various campuses. The faculty to student ratio is 1: 11.

Faculties:

- Lebanese Academy of Fine Arts (English and French).
- Saint John of Damascus Institute of Theology (Arabic, English and Spanish).
- Faculty of Arts and Social Sciences (Arabic, English and French).
- Faculty of Business and Management (English).
- School of Tourism and Hotel Management (English).
- Faculty of Sciences (English).
- Faculty of Engineering (English).
- Faculty of Health Sciences (English).
- Saint George's Postgraduate Medical Education (English).
- Faculty of Medicine & Medical Sciences (English).
- Issam M. Fares Institute of Technology (English and French).
- Faculty of Library and Information Studies (English).

Centers & Institutes:

- Christian-Muslim Studies
- Engineering and Environmental Studies
- Economics and Capital Markets Research Center
- Geographical Information Systems Center
- Institute of the Environment
- Institute of History, Archaeology, and Near Eastern Heritage

Undergraduate Degree Programs:

The University of Balamand offers over 70 academic undergraduate programs

Graduate Programs:

The graduate school offers master's degrees in 55 disciplines.

Campuses:

- The main campus is located in Al-Kurah, north of Lebanon, over looking the Mediterranean and the city of Tripoli. It occupies 454,000 square meters of a beautiful hillside covered with olive and oak trees. The plateau is dominated by the historic12th century monastery of Balamand.
- The Faculty of Health Sciences (FHS) was founded in 1995 with the aim of contributing to the development of the health sector in Lebanon and the region. It was established in Ashrafieh, Beirut, facing Saint George Hospital.
- The Lebanese Academy of Fine Arts is located in Sin El-Fil, Beirut. Courses there are taught in French, in contrast to other programs where English is the language of instruction.

- The University of Balamand and the Issam fares Foundation laid the cornerstone on 12/20/2008 of the Issam Fares Institute of Technology in Beino, Akkar.

- The Souk El-Gharb Campus is a picturesque mountaintop location, nestled among the peaks of Mount Lebanon. The beautiful surroundings offer the perfect atmosphere for learning. It is just 20 minutes away from Beirut. It is easily accessed from Zahle, Aley, Bhamdoun and Saida. The University of Balamand Souk El-Gharb leading programs are Arts and Social Sciences, Business and Management, Engineering, Health Sciences and Sciences.

Palestine Ahliya University College (PAUC) Bethlehem, Palestine

Palestine Ahliya University College (PAUC) is a higher education institution. It was established in 2006 as a culmination of a joint venture between selective academicians and investors, who considered investing in higher education not only as a fruitful service to Palestine but also a project for social development and maintenance of national capital within the country. PAUC directs its academic services towards Palestinians and other nationals with qualifications prescribed by the college. PAUC works hard to secure quality education for students through qualified academicians and administrators and high quality education programs corresponding with progress and development of education worldwide.

College location & facilities:

- PAUC is located at the top of Mountain Dhaher, one of the most captivating hills in Bethlehem.

- **Mission.** Our mission stems from our commitment to establish a university which is a resource for civilized ideas and thoughts, advanced science and research. Moreover, it also aims to achieve the mission of higher education by reflecting the expectations and aspirations of the Palestinian people for a better life for their families. As a university, PAUC insists on being an active member in the development of the Palestinian community, taking advantage of the rich resources of its people represented by its intellectual capital, heritage, sanctities and values, and its economy which is

based on knowledge production, dissemination, marketing and distributing of knowledge. Furthermore, our general mission is to meet the educational and cultural needs of the Palestinian society, by providing quality programs and services that complement the mission of the Palestinian institutions of higher education.

- **The Academic departments.** Department of Medical Sciences / Department of Administrative and finance Sciences / Department of Information Technology / Department of Law / Department of Arts and Sciences.

The Hashemite University, Jordan

Establishment

The Royal Decree to establish the Hashemite University was issued on 19th of June, 1991. Teaching at the university started on the 16th of September, 1995 on a total area of 8,519 acres.

Vision

The Hashemite University, is oriented toward achieving an academic pioneering position and excellence in university teaching and scientific research, at both the national and regional levels, to serve society through its educational functions, and to participate in the advancement of knowledge.

Mission

The Hashemite University as a youthful and prominent higher education institution is committed to actively participate in achieving the goals of the comprehensive national development through preparing loyal men and women who are not only technically competent in their professional fields, but also life-long learners who have a breadth vision, loyalty to their nation, a sense of civic and moral responsibility and a devotion to the fundamental values of human life.

Location

The Hashemite University is located in the vicinity of Zarqa on a strategic site parallel to the international highway that links Amman with Mafraq, at the crossroad that connects Saudi Arabia, Syria, and Iraq.

Study Systems

The Hashemite University applies the credit hour system. This system provides students with the needed amount of flexibility and freedom in choosing the courses that satisfy their preferences and their academic, cultural and social aspirations. It also intensifies the opportunities of students from different faculties and institutes to interact and communicate with each other effectively.

Future Outlooks

First: Within the area of the national strategy for higher education:

- To realize the royal vision related to higher education, the university is heading forward in implementing its strategy and plans for the coming five years in order to guarantee the quality of the learning outcomes that ensure its competitive potentials.

Second:

- Building in campus a dormitory for girls.
- Implementing the housing project for the university employees.
- Implementing the investment agreement with the Free Zones Corporation on the university land.

University of Monastir (UM), Tunisia

The University of Monastir was founded in 2004 and it is currently comprises two sites located in two regions, Monastir and Mahdia. As a multidisciplinary university, UM offers a wide range of courses at undergraduate and postgraduate level:

The university employs 2,049 academics, 974 administrative staff and it is currently enrolls around 28,189 students in the following Faculties: Fundamental Sciences (3,935), Engineering (4,831), Computing Sciences (3688), Medical, Paramedical and Pharmaceutical science (6,542), Biological science and Biotechnology (2,245), Economical and Management Science (2883), Language and Humanity (2,370)and Art and Design (1,695).

About 1% of the total student population is foreign.

The University of Monastir has taken part in numerous and successful transnational partnerships and projects within and outside of North Africa (177 bilateral projects, and 10 Network project, 98 universities conventions and 2 Co-diploma conventions).

The University includes accredited research structures (22 Laboratories, 30 unities and 4 doctoral schools) and with more than 1,016 (2011/2012) involved in doctorates, offers to the region the third pole of research in Tunisia.

The international relations office has a good experience in managing programs of exchanges within bilateral agreements. This office takes care of the management of the international agreements with universities and organizations and contracts dealing with scientific collaboration, projects of development and exchanges of students and professors.

This openness to the international dimension of our university is illustrated by its cooperation policy regarding education and research and by its significant effort in the implementation of mobility projects for students, academic staff and researchers.

Jordan University of Science and Technology (JUST), Jordan

Jordan University of Science and Technology (JUST), is a comprehensive, state-supported university located on the outskirts of Irbid, in northern Jordan, 70 km north of Amman, the capital city of Jordan. JUST was established in 1986 as an autonomous national institute of higher education with the main objective of producing outstanding professionals in specializations that match the needs of Jordan and the region.

Since its establishment, JUST has been at the forefront of higher learning in the Arab World. It also maintains a high reputation among the Middle Eastern universities due to its faculty and administrative staff, multi-disciplinary educational system and broad diversity of students. The university was described as the best scientific institution in the Kingdom by King Abdullah II during his last visit, and it was ranked as the top research university in the country, and amongst the top 50 universities in the Islamic World, according to a study carried out by the Statistical, Economic and Social Research and Training Center for Islamic Countries (SESRIC).

JUST is considered today as one of the region's leading universities in teaching and research. The number of students has increased significantly since the university's establishment. Today JUST has more than 800 full-time faculty members, with 20,000 undergraduate and 1,800 graduate students, in contrast to 2,300 students in the 1986/1987 academic year. JUST comprises more than 5,000 international students of 60 nationalities, rendering it the most cultural-diverse university in Jordan.

The university provides a wide range of advanced degree programs at the undergraduate and graduate levels, many of them are not offered by any other Jordanian university. At the present time, the university comprises 12 faculties (Medicine, Engineering, Science & Arts, Pharmacy, Dentistry, Agriculture, Veterinary Medicine, Architecture, Information Technology, Applied Sciences, Nursing and Graduate Studies) and 55 departments offering 42 undergraduate programs and 95 postgraduate programs. These programs are constantly reviewed to improve their quality and to ensure that the students are always updated with the latest scientific skills and knowledge. All departments, faculties and service units work together to ensure that the education offered is both supportive and rewarding.

In 2011, Jordan University of Science & Technology (JUST) began to make its mark in the QS World University Rankings which, in return, placed JUST at 601+ according to the QS World University Ranking System. JUST has been ranked 301 according to the following indicators: academic reputation, reviews by recruiters who hire JUST graduates, faculty student ratio, citations of published research. In addition, the university was ranked 71 in recruiting top quality international students.

Internationalization is an essential element for the future development of Jordan University of Science and Technology. JUST is advancing its internationalization through the implementation of advanced science and technology, modern communication technologies, and through interaction with communities around the world.

Omar Al-Mukhtar University, Libya

Omar Al-Mukhtar University, located in Bayda, started as an Islamic university. It was founded in 1835 by the religious group Kzawip Senussi. It has grown to be a moderately Religious Institute to teach Principles of Readings, and then to the University of Mohammed bin Ali al-Sanusi in 1961 or aspiring Bayda Islamic University. It educated students from all parts of Libya and the world, including Malta, Cyprus, Egypt, Malaysia, Indonesia, Sudan and Chad.

The Baksmha procedure room for thousands of students has been cancelled in the conduct of the impact of religious education, devoid causing a shortage of experienced preachers and speakers, and is now known as the University of Omar Al-Mukhtar. Following the revolution, Fatih University has been cancelled as a beacon to the Islamic Movement of mother-to-Senussi, it's banned in Libya now, and makes them belonging to the Faculty of Agriculture, and the University of Garyounis is an independent and established university general in 1984. Follow the General People's Committee for Higher Education in the name of the campus now.

To change the course of education, the University of Mohammed bin Ali al-Sanusi Muslim changed its name to the University of Omar Al-Mukhtar. In the Revolution it was included in the University of Garyounis. During the period from 1975 to 1984, the College Implants affiliated with the University of Benghazi. And bear the name of the university Libyan hero Omar Mukhtar and then became independent in 1984.

In this university there are four branches: Bayda (the main campus) of the University, Al-Qubaa, Derna and Tobruk. Adopted in most disciplines of the Libyan, especially in recent years after the Libyan government offered scholarships for Libyan students to study in developed countries. Omar Al-Mukhtar University awarded academic degrees following: - BSc, and Master

Vision

Omar Mukhtar University aspires to be the leader in providing outstanding education and contribute to the dissemination of knowledge and teaching, development, production and rehabilitation of human resources, in line with the overall quality standards of local and global, and consistent with the objectives of sustainable development and the needs of the local community.

Mission

The adoption of a comprehensive strategic plan for educational programs and scientific research, according to the comprehensive quality standards in education, to contribute to building human cadres, and provide production cybernetic meets the aspirations of the university, and serves the requirements of the labor market and local institutions and live up to compete at the regional and global levels.

Objectives

1. Contribute to give knowledge and developed and produced, in various Arts and Sciences.

2. Preparation of cadres specialized and skilled and capable of serving the community and supporting the development requirements.

3. Provide a research environment to meet the distinct needs of the community.

4. Technology transfer and indigenization of the contribution in providing consulting, and scientific insights regarding local issues.

5. Keep pace with global developments in the affairs of education and scientific research, the development of educational programs and distinct colleges in various disciplines.

6. Support cooperation with universities and research centers at the local level, regional and international.

The University of Malta, Malta

The University of Malta traces its origins to the founding of the Collegium Melitense which was set up through direct papal intervention on the 12th of November, 1592. This college was run by the Jesuits on the lines of their other colleges established elsewhere and known as 'Collegia Externorum', catering for non-Jesuit students.

After the expulsion of the Jesuit Order from Malta in 1768, Grand Master Pinto appropriated all the revenue accruing from its property on the island with the aim of establishing a 'Pubblica Università di Studi Generali'. The decree constituting the University was signed by Pinto on 22 November 1769, having been authorized to do so by the papal Brief, 'Sedula Romani Pontifici', received on 20 October 1769.

During the brief French interregnum formal University teaching came to an end as Napoleon abolished the University five days after landing in Malta on 18 June 1798.

A few weeks after the French were forced to leave, Sir Alexander Ball reinstituted the University. During the British period the University underwent a series of changes in its statutes and regulations bringing it into line with universities in the United Kingdom. The present coat of arms and the motto 'Ut Fructificemus Deo' were proposed on 1 March 1923 by the rector, Professor Sir Themistocles Zammi. Today

The present shape of the University was established by the 1988 Education Act.

The University of Malta is the highest teaching institution in Malta. It is publicly funded and is open to all those who have the requisite qualifications. The University's structures are in line with the Bologna Process and the European Higher Education Area. Conscious of its public role, the University strives to create courses which are relevant and timely in response to the needs of the country. The supreme governing bodies of the University are the Council and the Senate.

There are some 11,500 students including over 1000 international students (450 are visiting students) from 92 different countries, following full-time or part-time degree and diploma courses, many of them run on the modular or credit system.

The University of Malta is a member of the European University Association, the European Access Network, the Association of Commonwealth Universities, the Utrecht Network, the Santander Network, the Compostela Group, the European Association for University Lifelong Learning (EUCEN) and the International Student Exchange Programme (ISEP).

The Campuses

The main campus is situated at Msida. There are two other campuses. One is the Valletta campus which is housed in the Old University Building which dates back to the founding of the Collegium Melitense and incorporates the Aula Magna. The other is the Gozo Campus on Malta's sister-island, Gozo, where part-time evening degree and diploma courses in various areas of study are offered.

The Faculties, Institutes, Centers and School

The University today has fourteen faculties: Arts; Built Environment; Dental Surgery; Economics, Management & Accountancy; Education; Engineering; Health Sciences; Information & Communication Technology; Laws; Media & Knowledge Sciences; Medicine & Surgery; Science; Social Wellbeing and Theology.

A number of interdisciplinary institutes and centers have been set up in various fields. The institutes include Aerospace Technologies; Anglo-Italian Studies; Baroque Studies; Climate Change & Sustainable Development; Confucius; Digital Games; Earth Systems; the Edward de Bono Institute for the Design & Development of Thinking; European Studies; Islands & Small States; Linguistics; Maltese Studies; Mediterranean Academy of Diplomatic Studies; Mediterranean Institute; Physical Education & Sport; Public Administration & Management; Space Sciences & Astronomy; Sustainable Energy; Tourism, Travel & Culture.

The centres comprise: Centre for Biomedical Cybernetics; Centre for English Language Proficiency; Centre for Entrepreneurship and Business Incubation; Centre for Environmental Education and Research; Centre for Labour Studies; Centre for the Liberal Arts & Sciences; Centre for Literacy; Centre for Molecular Medicine and Bio banking;

Centre for Resilience & Socio-Emotional Health; Centre for Traditional Chinese Medicine; and the Euro-Mediterranean Centre for Educational Research.

The University of Malta has a School of Performing Arts.

Mission Statement

To transform the University into an international Third Generation University built on three pillars:

Teaching and Learning - including distance and e-Learning

To promote a humanism based on scholarship and understanding;

To educate graduates for today's jobs.

Research and Innovation

To promote excellence and discovery;

To help create tomorrow's jobs for graduates.

Outreach Services - to industry and civil society

To stimulate economic development and resilience;

To promote sustainable living, entrepreneurship and social solidarity.

Dr. Maria Cassar, Ms Maria Navarro and Dr Roberta Sammut, all from the University of Malta, were EU expert advisors to the part of the project, specifically to the work related to the Nursing area, which is reported in this document.

2

Generic competencies

The process followed to identify the generic competencies from a SAG Nursing perspective

- Nursing is one of four disciplines included in the 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 2014 in four different meeting:

  During the first meeting of T-MEDA, the group members of each subject area negotiated and debated the generic competencies that should be present for the graduates in the four subject area (law, architecture, nursing and tourism) these generic competencies were identified as being important components of the profile of the graduate of the previously mentioned 4 areas in the Middle East and North Africa countries. Thirty eight generic competencies were developed collectively by the group and the 4 coordinators of each subject area subsequently met together and agreed upon 27 generic competencies that were considered core competencies for all four subject areas.

Generic competencies defined as skills, and values 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.

The generic competencies developed were the following

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 protects 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

GC21. Being initiative.

GC22. Commitment to preserve cultural heritage and values

GC23. Having organizational skills.

GC24. Having a sense of dedication

GC25. Being self-motivated.

GC26. Ability to empower others.

GC27. Being assertive

A survey was developed by Tuning Team and distributed in the included institutions among the academics, students, graduates and employers to assess their opinions toward the generic competencies for a graduate nurse. The 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 a sense of dedication, ability to empower others and being assertive.

Aspects that were considered in the final list of generic competencies for T-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 graduates demonstrate high levels of generic skills, attributes and values. Also, generic skills would enhance students' employability nationally, regionally and internationally.

3

Specific competencies

The 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 38 competencies that were 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 / sub regional / 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 graduates enrolled in higher education in any area of knowledge, attitude and skills more specifically, in Middle east and North Africa region.

2. The specific competencies determined by other Tuning profile as Latin America and Europe.

3. The requirements of higher education.

4

Consultation and reflection

Presentation and analysis of the results of generic competencies survey

The consultation process on the generic competencies included 761 respondents from 9 countries (Algeria, Egypt, Jordan, Lebanon, Libya, Syria, Tunisia and Palestine) who participated in survey that was developed by the administrative personnel of the T-MEDA project. It included academics, students, graduates and employers. They were asked about rating, importance, ranking and achievement of each generic competency. From 28 generic competencies that were developed by the Nursing Group, the highest rating, ranking and importance among the four categories was given to managing time effectively, communicating orally and in writing with different audiences, maintaining continuous education, having critical thinking skills, analysis and synthesis and identifying and resolving problems. The lowest rating, ranking and importance among the four categories were given to self – motivation, showing initiative, assertive, and having a sense of dedication and respect for diversity and multiculturalism. There was a gap between rating of importance of the competences and perceived achievement of these competencies by graduates in relation to managing time effectively, critical thinking, analysis and synthesis skills, the ability to work autonomously and communicate orally and in writing with different audiences; these differences were reported by the academics, students, employers and graduates.

GRADUATES (Ratings)

	Description	Importance	Achievement
10	Maintain quality of work	3,56	2,69
27	Self-motivated	3,54	2,69
20	Health and safety procedures	3,53	2,81
19	Human rights	3,52	2,85
11	Act ethically with social responsibility	3,49	2,72
5	Identify and resolve problems	3,46	2,65
1	Manage time effectively	3,46	2,73
28	Assertive	3,45	2,66
3	Maintain continuous education	3,43	2,84
12	Apply knowledge in practical situations	3,43	2,74
26	Initiative	3,43	2,64
22	Oganizational skills	3,42	2,68
17	Search for information from a variety a sources	3,42	2,70
14	Be innovative and creative	3,40	2,61
4	Have critical thinking, analysis and synthesis	3,39	2,63
15	Be flexible and adapt to different situations	3,37	2,61
6	Make logical decisions	3,37	2,60
8	Lead effectively	3,37	2,58
18	The protection and preservation of the environment	3,34	2,49
24	Respect for diversity and multiculturalism	3,34	2,70
2	Communicate orally and in writing with different audiences	3,33	2,59
21	The preservation of cultural heritage and values	3,32	2,63
23	Sense of dedication	3,31	2,60
25	Skills in the use of information and communication technologies	3,30	2,67
7	Work in an interdisciplinary team	3,27	2,65
9	Work autonomously	3,24	2,57
16	Empower others	3,22	2,39
13	Communicate in a second language	3,20	2,61

STUDENTS (Ratings)

	Description	Importance	Achievement
20	Health and safety procedures	3,56	3,05
11	Act ethically with social responsibility	3,54	2,97
19	Human rights	3,54	2,90
27	Self-motivated	3,53	2,90
10	Maintain quality of work	3,51	2,94
28	Assertive	3,50	2,90
5	Identify and resolve problems	3,45	2,75
12	Apply knowledge in practical situations	3,44	2,95
1	Manage time effectively	3,42	2,73
26	Initiative	3,39	2,88
15	Be flexible and adapt to different situations	3,39	2,73
6	Make logical decisions	3,39	2,79
22	Oganizational skills	3,37	2,72
7	Work in an interdisciplinary team	3,33	2,74
24	Respect for diversity and multiculturalism	3,33	2,83
25	Skills in the use of information and communication technologies	3,32	2,78
8	Lead effectively	3,30	2,67
2	Communicate orally and in writing with different audiences	3,30	2,67
4	Have critical thinking, analysis and synthesis	3,29	2,74
3	Maintain continuous education	3,29	2,68
18	The protection and preservation of the environment	3,28	2,69
17	Search for information from a variety a sources	3,26	2,74
21	The preservation of cultural heritage and values	3,24	2,72
23	Sense of dedication	3,23	2,72
13	Communicate in a second language	3,11	2,63
14	Be innovative and creative	3,10	2,60
9	Work autonomously	3,07	2,64
16	Empower others	3,07	2,52

EMPLOYERS (Ratings)

	Description	Importance	Achievement
10	Maintain quality of work	3,57	2,63
20	Health and safety procedures	3,53	2,72
11	Act ethically with social responsibility	3,49	2,69
1	Manage time effectively	3,49	2,48
19	Human rights	3,48	2,65
7	Work in an interdisciplinary team	3,46	2,57
5	Identify and resolve problems	3,43	2,53
3	Maintain continuous education	3,39	2,45
12	Apply knowledge in practical situations	3,37	2,62
18	The protection and preservation of the environment	3,33	2,46
15	Be flexible and adapt to different situations	3,32	2,46
2	Communicate orally and in writing with different audiences	3,32	2,48
8	Lead effectively	3,31	2,44
17	Search for information from a variety a sources	3,30	2,56
6	Make logical decisions	3,29	2,42
24	Respect for diversity and multiculturalism	3,29	2,51
25	Skills in the use of information and communication technologies	3,26	2,51
27	Self-motivated	3,26	2,34
23	Sense of dedication	3,25	2,29
21	The preservation of cultural heritage and values	3,24	2,47
22	Oganizational skills	3,23	2,51
26	Initiative	3,23	2,38
28	Assertive	3,21	2,40
14	Be innovative and creative	3,14	2,21
13	Communicate in a second language	3,13	2,60
4	Have critical thinking, analysis and synthesis	3,12	2,32
9	Work autonomously	3,05	2,39
16	Empower others	3,00	2,17

ACADEMICS (Ratings)

	Description	Importance	Achievement
12	Apply knowledge in practical situations	3,72	2,84
10	Maintain quality of work	3,70	2,89
11	Act ethically with social responsibility	3,68	2,90
19	Human rights	3,67	2,86
20	Health and safety procedures	3,64	2,88
7	Work in an interdisciplinary team	3,62	2,83
5	Identify and resolve problems	3,62	2,78
28	Assertive	3,58	2,69
2	Communicate orally and in writing with different audiences	3,55	2,61
3	Maintain continuous education	3,54	2,72
6	Make logical decisions	3,53	2,71
17	Search for information from a variety a sources	3,52	2,72
1	Manage time effectively	3,51	2,63
26	Initiative	3,48	2,69
4	Have critical thinking, analysis and synthesis	3,48	2,68
18	The protection and preservation of the environment	3,47	2,56
25	Skills in the use of information and communication technologies	3,46	2,80
21	The preservation of cultural heritage and values	3,44	2,66
24	Respect for diversity and multiculturalism	3,44	2,72
27	Self-motivated	3,42	2,55
22	Oganizational skills	3,35	2,61
15	Be flexible and adapt to different situations	3,33	2,48
13	Communicate in a second language	3,32	2,65
23	Sense of dedication	3,32	2,60
8	Lead effectively	3,23	2,57
14	Be innovative and creative	3,18	2,52
9	Work autonomously	3,17	2,59
16	Empower others	3,15	2,41

CORRELATIONS AMONG GROUPS

IMPORTANCE

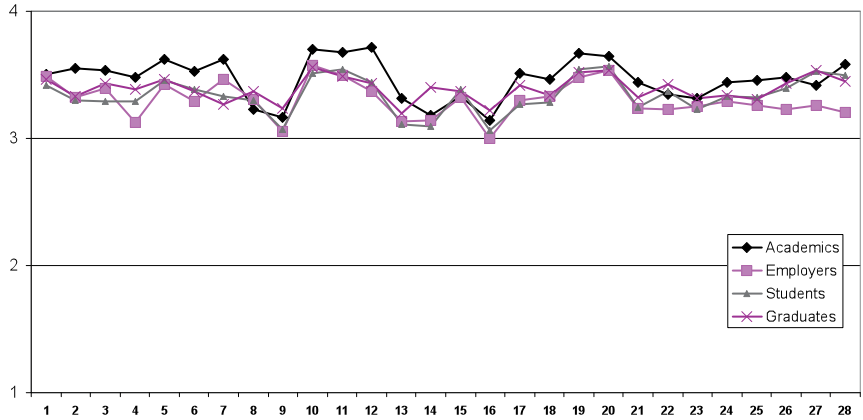
	Academics	Employers	Students	Graduates
Academics	1,0000			
Employers	0,7898	1,0000		
Students	0,7830	0,7573	1,0000	
Graduates	0,6100	0,6533	0,8358	1,0000

ACHIEVMENT

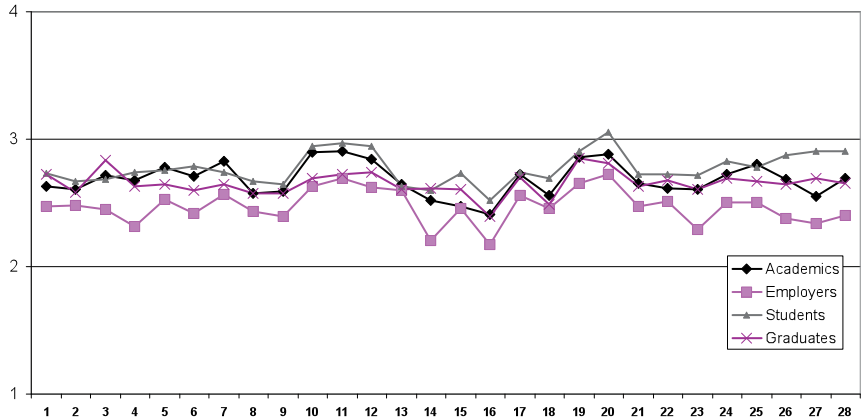
	Academics	Employers	Students	Graduates
Academics	1,0000			
Employers	0,7898	1,0000		
Students	0,7366	0,6116	1,0000	
Graduates	0,7020	0,6227	0,6640	1,0000

RANKING

	Academics	Employers	Students	Graduates
Academics	1,0000			
Employers	0,8725	1,0000		
Students	0,8309	0,8629	1,0000	
Graduates	0,9153	0,8420	0,8346	1,0000



All Groups Ratings of IMPORTANCE



All Groups Ratings of ACHIEVEMENT

Presentation and analysis of the results of subject specific competencies survey

As shown in the table below, 414 respondents from 9 countries - Algeria, Egypt, Jordan , Lebanon, Libya , Syria, Tunisia and Palestine participated in the survey related to Nursing; the highest number of respondents was from Egypt (156).Validation and consistency by the

four groups for the results of the survey guided the production of the Meta profile of nursing.

Number of Respondents: Specific Competences

	Academics	Employers	Students	Graduates	Total
Architecture	137	112	190	123	562
Law	101	82	166	105	454
Nursing	103	117	120	74	414
Tourism	110	93	125	116	444
Total	451	404	601	418	1.874

	Algeria	Egypt	Jordan	Lebanon	Libya	Morocco	Syria	Tunisia	Palestina	Total
Architecture	119	63	48	16	122	—	180	—	16	562
Law	69	23	94	104	64	—	5	5	90	454
Nursing	—	156	3	22	69	—	1	77	88	414
Tourism	—	14	145	223	5	16	—	41	—	444
Total	188	256	288	365	260	16	186	123	192	1.874

Overview of the importance of the Competencies

- There is a general consensuos 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 academics, students, employers and graduates

Academics	Students	Employers	Graduates
SC3 Maintain patient safety	SC3 Maintain patient safety	SC3 Maintain patient safety	SC3 Maintain patient safety
SC13 Provide quality patient, family and community care	SC6 Promote life and quality of life at all stages	SC1 Provide holistic care	SC4 Practice within the respective code of ethics and legal codes
SC6 Promote life and quality of life at all stages	SC4 Practice within the respective code of ethics and legal codes	SC6 Promote life and quality of life at all stages	SC1 Provide holistic care
SC22 Document and report accurately and effectively	SC17 Perform basic nursing procedures	C4 Practice within the respective code of ethics and legal codes	SC6 Promote life and quality of life at all stages
SC4 Practice within the respective code of ethics and legal codes	SC36 Risk, crisis and disaster management	SC13 Provide quality patient, family and community care	C21 Provide 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 patent, family and community care and Apply universal precautions of infection control measures. There was 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 Academics, Students, Employers and Graduates

Academics	Students	Employers	Graduates
1. Perform basic nursing procedure	1. Perform basic nursing procedure	1. Maintain patient safety	1. Practice within the respective codes of ethics and legale codes
2. Practice within the respective codes of ethics and legal codes	2. Deliver individual centered care	2. Perform basic nursing procedure	2. Provide holistic care
3. Maintain patient safety	3. Maintain patient safety	3. Promote life and quality of life at all stages.	3. Maintain patient safety
4. Provide holistic care	4. Promote life and quality of life at all stages.	4. Provide holistic care	4. Perform basic nursing procedure
5. Culture sensitive and respect of dignity	5. Practice within the respective codes of ethics and legal codes	5. Apply universal precautions of infection control measures	5. Provide quality patent, family and community care

Table 3
Illustrates the lowest competencies in achievement from the perspective of Academics, Students, Employers and Graduates

Academics	Students	Employers	Graduates
SC32Ability to delegate work	SC28Utilize research findings	SC37Ability to appraise others objectively	C35Develop self and others
SC29 Utilize health informatics	SC35 Develop self and others	SC34Ability to plan future actions	SC28Utilize research findings and evidence based
SC37 Ability to appraise others objectively	SC29 Utilize health informatics	SC33Accept constructive feedback and criticism	SC15 Applying coping strategies
SC24Manage 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	SC37Ability to appraise others objectively	C16Ability to decide when to refer to other professionals	SC36Risk crises and disaster management

Correlations Among Groups

IMPORTANCE

	Academics	Employers	Students	Graduates
Academics	1,0000			
Employers	0,7080	1,0000		
Students	0,7306	0,7093	1,0000	
Graduates	0,6880	0,6749	0,6186	1,0000

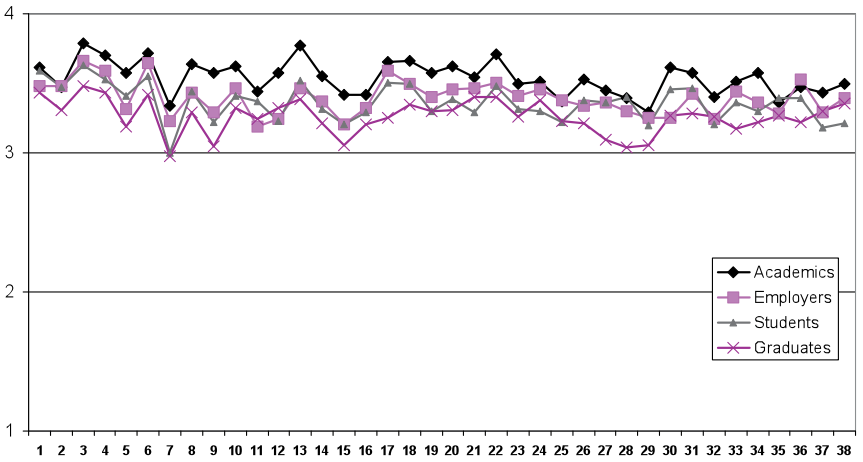
ACHIEVEMENT

	Academics	Employers	Students	Graduates
Academics	1,0000			
Employers	0,8309	1,0000		
Students	0,7447	0,6272	1,0000	
Graduates	0,6906	0,7879	0,6463	1,0000

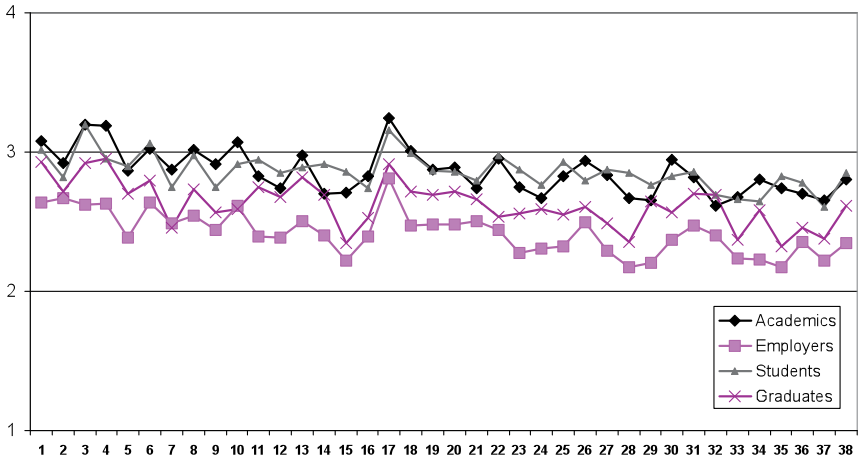
RANKING

	Academics	Employers	Students	Graduates
Academics	1,0000			
Employers	0,9792	1,0000		
Students	0,9278	0,9588	1,0000	
Graduates	0,9564	0,9811	0,9740	1,0000

All Groups Ratings of Importance



ALL Groups Ratings of Achievements



In conclusion, there were similarities in the competencies identified as highest and lowest achievement in the four groups. Although there are similarities, the difference between competences where achievement is low and high is very small. There is consequently general consensus on the achievement of the competencies by graduates.

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

5

Elaboration of Nursing Meta-Profile

The Meta- Profile is a representation of structures of the different combinations of competences that are specific to subject area, in this instance, nursing. They are mental constructions that categorize structure and organize components into recognizable components and illustrate their inter-relations. The meta-profile explains the relationship between generic and specific competences that are essential. The Meta Profile for nursing was constructed based on the generic and specific competences' lists developed by the members of the nursing group[; the final list of these competences emerged through the following process (after rephrasing renumbering and deleting competences with the least ranking).

for a nursing graduate in the Middle East and North Africa.

The Meta Profile was developed following the follwing steps

- a list of generic and nursing specific competencies was generated
- The competencies were categorizad and clustered on the basis of commonalities
- The list was reduced to make it comprehensiva, precise and concise
- Academics, students, employers, and graduates were surveyed on the importance, achievement and ranking of competencies

- The final core competencies including the Macro and Micro competencies (genereic and specific) were developed on the basis of the results of the survey.
- A framework diagram that represents the core competencies was developed
- Each competency was definied
- The gap between meta-profile developed by subject area group and what already exists in each institution was evaluated.

The follwing competencies were identifed as core for nursing meta-Profile

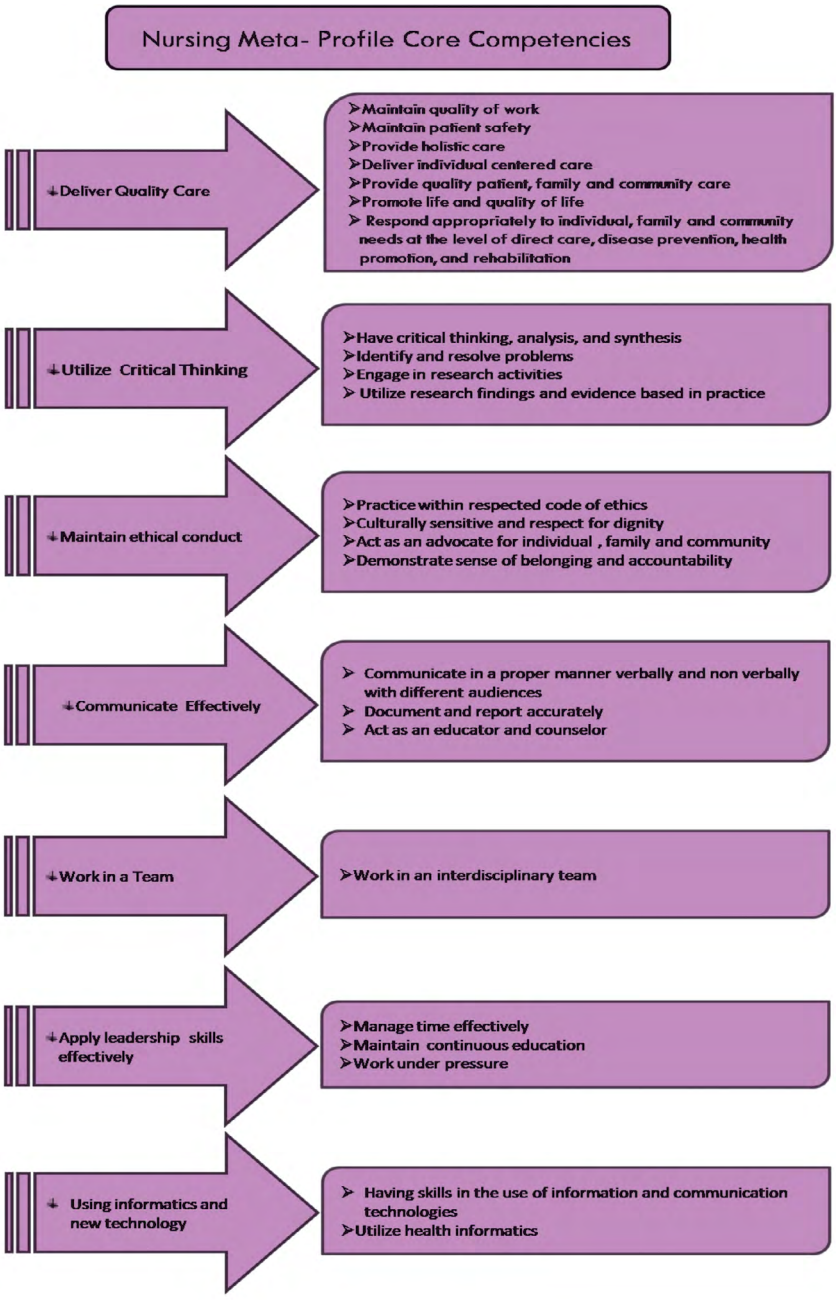
Generic Competencies

- Communicate in a proper manner, verbally and non-verbally, with different audiences
- Manage time effectively
- Have critical thinking, analysis, and synthesis
- Act ethically with social responsibility
- Cultural sensitivity 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
- Cultural sensitivity 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 ensure evidence based practice.



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	"The ability to think critically through the application of knowledge and experience, problem solving and decision making" (Potter & Perry's 2004).
Ethical conduct	Being accountable in the delivery of care in line with socially accepted values, beliefs, customs and norms.
Communication	A process of reaching mutual understanding, in which individuals not only share information but also create and share meaning, a means of connecting people and places.
Team Work	"a dynamic process involving two or more health care 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 guide, direct, influence and support others in the accomplishment of a common task. Also, coordinating and balancing conflicting interests of all members and stakeholders.
Using informatics and technology	Nursing skills related to informatics and technology to deliver health care and professional development.

6

Reflection on Students' Workload

The nursing group determined that the number of contact hours with educators that nursing students spend in a semester is acceptable, indeed as much as expected.

The discrepancy between the nursing students´ estimation and educators´ estimation of contact hours may have arisen for the following reasons:

- Students do not necessarily determine contact hours in an accurate consistent manner.
- Students receive different extents of supervised hours in the clinical practice.

The proportion of independent work in the nursing programmes is acceptable. The value determined by the students is larger than that of the educators, but this is not of significant concern, because it is understandable that students may over-estimate the work that they do independently and educators may under-estimate the work that their students actually do independently. In addition, community nursing in particular often obliges a perceived extended number of hours.

More pertinently, the group highlighted the differences incurred across different students (abilities, etc.) in any one cohort of students, and also the differences incurred in different patients whom students address in their learning processes.

It is worrying to note that nearly 25% the nurse educators do not plan for hours of independent work in their workload for a unit/ course/ module. It is even more worrying that 40 % of students appear to be unaware of the number of hours planned for them for their independent work.

There is a significant difference between the number of total hours that students say they completed in a semester, and the number of hours which educators said a student would have completed in a respective semester. This is very worrying in that this finding suggests that either (1) educators underestimate the individual work involved in a unit/ course/ module, or (2) students who participated in this survey were possibly students who are below average in student ability and thus needed more time (hours) to complete their course work in any one semester. In addition, students have claimed that they spend more than 9 hours a day, 6 times a week on course work. This gives rise to concerns regarding students´ holistic development and learning as a person beyond nursing knowledge and skills and competencies.

Concluding comment

The T-MEDA project reported in this publication provided a unique opportunity for collaboration across universities and their respective programmes, across a number of countries in the neighbouring southern area of Europe. The thrust of this project aimed towards extending the already established EU-wide Tuning initiative towards a further, wider, indeed global arena. This report provides evidence of the successful steps paced in this regard.

Over the last couple of decades, the phenomenon of globalization has captured the much attention, energy, resources, and investment. Against a backdrop of rapidly expanding political and economic interdependence between countries across the globe, orthodox approaches which implied a strict separation between internal and external affairs, between the domestic and international arenas, and between the local context of a county and the global backdrop, are increasingly challenged. As a result globalization now rolls on, across all facets of governments, societies, structures, processes and entities.

In view of this, the need and the demand for the globalization of universities and their programme, has also been gaining momentum. This T-MEDA project is clearly an apt resource towards directing such momentum. This project sought to widen the interconnectedness of programmes in Law, Nursing, Architecture and Tourism beyond Europe toward the Southern neighbouring region. Drawing upon the guiding principle of the Tuning project, upon which T –MEDA drew, the acquisition of uniformity was not the scope of the project. Infact the uniqueness of each entity, and each programme participating and arising from this project is hugely and equally valued. Indeed, the scope

was to identify and build upon points of reference and convergence across different contexts and countries, and respective programmes. This report presents the outcomes of all the work done in this regard.

The project has been concluded against the intent and hope that its outcomes will provide an apt platform for more research, initiatives and development in this area of tuning programme in higher education across the globe. This is indicated in view of the prevalent phenomenon of globalization. The contribution of all participants across the administrative and academic personnel involved in completing the project is commended.

References

American Nurses Association. (2010). *Nursing: Scope and standards of practice.* Nursesbooks. org.

Baumann, A. & Blythe, J. (2008). Globalization of higher education in nursing. *The Online Journal Issues Nursing,* 13(2).

Bednarz, H., Schim, S. & Doorenbos, A. (2010). Cultural diversity in nursing education: Perils, pitfalls, and pearls. *Journal of Nursing Education,* 49(5), 253-260.

Frenk, Julio et al. (2015). Health professionals for a new century: transforming education to strengthen health systems in an interdependent world. *The Lancet,* Volume 376, Issue 9756, 1923-1958.

Leininger, M. (1997). Transcultural nursing research to transform nursing education and practice: 40 years. Image: *The Journal of Nursing Scholarship,* 29(4), 341-348.

Quinn, F.M. (2000). *The principles and practice of nurse education.* Nelson Thornes.

Speziale, H.J.S. & Jacobson, L.L. (2005). Trends in registered nurse education programs 1998-2008. *Nursing Education Perspectives,* 26(4), 230-235.

Co-funded by
Tempus Programme
of the European Union