



Joint Africa-EU Strategy Tuning seminars

Second General Meeting

Cape Town, 15-17 May 2012



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1. Agenda

**Joint Africa-EU Strategy Tuning seminars
Agenda for the Second General Meeting
15 to 17 May 2012
Cape Town, SOUTH AFRICA**

Monday 14 May 2012

Arrival of the participants in Tuning Africa project

Management Committee meeting (from 15.00 to 18.00)

Tuesday 15 May 2012

Location: University of the Western Cape
Modderdam Road
Bellville 7535
Western Cape
South Africa

Morning session

Plenary session

- | | |
|---------------|--|
| 8.00 | Bus from Hotel to University of the Western Cape |
| 9.00 – 9.30 | Welcome to participants
Prof. Brian O'Connell, Vice Chancellor, University of the Western Cape
Dr. Beatrice Njenga, Head of Education Division, African Union Commission
Mr Jan Truszczyński, Director General Education and Culture, European Commission
Mr Mahlubi Mabizela, Department for Higher Education and |
| 9.30 -10.00 | Update on African Higher Education Harmonisation and Tuning initiative and presentation of the tasks to be undertaken (Julia González, Universidad de Deusto) |
| 10.00 – 10.30 | Generic competences: consultation with stakeholders in Africa. Some results and a comparison with other regions (Julia González and Pablo Beneitone, Universidad de Deusto) |
| 10.30 – 11.00 | Coffee break |
| 11.00 – 12.00 | Subject Specific Competences: presentation of the survey results in five subject areas (Pablo Beneitone, Universidad de Deusto) |
| 12.00 – 12.30 | Open debate .Questions. |



12.30 - 14.00 Lunch

Afternoon session

SAG meetings: parallel sessions

14.00 - 16.00 Analysis of the survey results on generic competences (from the perspective of the subject area): Discussion and main conclusions.

16.00 - 16.30 Coffee break

16.30 – 18.00 Analysis of the survey results on subject specific competences: Discussion and main Conclusions.

20.00 Dinner

Wednesday 16 May 2012

Location: University of the Western Cape
Modderdam Road
Bellville 7535
Western Cape
South Africa

Morning session

Plenary session

8.00 Bus from Hotel to University of the Western Cape

9.00 – 9.30 From consulting to profiling: some examples of meta –profile (Julia González and Pablo Beneitone, Universidad de Deusto)

9.30 – 10.00 Open debate .Questions.

10.00 - 10.30 Coffee break

SAG meetings: parallel sessions

10.30 – 13.00 Parallel break out sessions into subject groups: Elaboration of a meta –profile combining generic and subject specific competences

13.00 - 14.30 Lunch

Afternoon session

Plenary session

14.30 - 15.30 Official opening of Shaping Responsive and Quality Postgraduate Education



Prof. Brian O'Connell, Vice Chancellor, University of the Western Cape
Dr. Beatrice Njenga, Head of Education Division, African Union Commission
Mr Jan Truszczyński, Director General Education and Culture, European Commission
Mr Mahlubi Mabizela, Department for Higher Education and Training

15.30 – 16.00 Coffee break

SAG meetings: parallel sessions

16.00 - 18.00 First draft of Subject Area document including definition of the area, generic and subject specific competences and meta – profile (Subject groups in break out)

20.30 Official dinner

Thursday 17 May 2012

Location: University of the Western Cape
Modderdam Road
Bellville 7535
Western Cape
South Africa

Morning session

Plenary session

8.00 Bus from Hotel to University of the Western Cape

9.00 – 10.30 Presentation of the first draft of 5 Subject Areas by SAG coordinators (20 minutes max. each area)

10.30 - 11.00 Coffee break

11.00 – 12.30 The Pan-African University: reflexions on curriculum development.
Practical aspects and running of the project. Tasks planned for time until Third General Meeting. Closing of meeting.

12.30 - 14.00 Lunch

Afternoon session

14.00 – 14.30 Harmonisation and Tuning: next steps (Julia Gonzalez, Universidad de Deusto)

14.30 – 15.00 Key note speech

15.00 – 15.30 Erasmus for All and Horizon 2020 programmes (Deirdre Lennan, European Commission, DG Education and Culture)



15.30 – 16.00 Official closing of Tuning and Shaping Responsive and Quality Postgraduate Education
Prof. O. Jegede, Secretary General, Association of African Universities
Dr. Beatrice Njenga, Head of Education Division, African Union Commission
Mr Roeland van de Geer, EU Ambassador to South Africa
Mr Blade Nzimande, Minister for Higher Education and Training



2. Organisational Structure

The organisational structure of the project is as follows:

- Management Committee
- 5 Working groups:

2.1 Management Committee

The responsibility of the Management Committee is to carry out specific tasks required by the project. It is made up of the general co-ordinators of the project, the 5 co-ordinators of each of the subject areas and other regional representatives.

In addition, in the Management Committee there exists a technical staff of a manager in charge of the practical aspects of taking the project forward, and responsible for the administrative and financial management involved in achieving this. This manager will be assisted by an IT professional, in charge of keeping online forms and questionnaires up to date, managing virtual discussion fora, administration of the Portal, and the management of all technology necessary for the development of the project.

Management Committee
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2.2 List of Participants by Subject Area

Currently, 60 academics from more than 50 African universities are participating in 5 working groups based around different disciplines (Agricultural Sciences, Construction Engineering, Civil engineering, Medicine and Teaching Education). The universities selected are centres of national excellence in the disciplines they represent and have demonstrated an ability to engage in dialogue with other institutions that work in the same knowledge areas. They have a significant presence in the system (size of the institution, track record, credibility and academic authority) such that a considerable part of the system is represented by their participation.

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3. Operational Procedures for Consultation

At the First General meeting (held in Yaoundé, 23 - 25th January 2012), it was agreed that a consultation would be conducted about the generic and subject specific competences seen to be required by university graduates entering the workplace in African countries. The list was identified and agreed upon by you, the members of African universities present.

A) WHO WILL BE CONSULTED?

Each participant will consult **four groups of people** for the **subject area to which you belong**:

- 1) **Graduates** who have satisfactorily completed a full programme of studies/degree programme, have been taught at a university, and who have received a corresponding qualification.
- 2) **Employers** who employ university graduates, and people and/or organisations which, although not currently employers of such graduates, appear to have relevant jobs for them.
- 3) **Academics** who teach in your subject area.
- 4) **Students** in the last two years of a degree programme at university or who have finished their studies and are waiting to graduate

B) HOW MANY PEOPLE WILL BE CONSULTED?

In each category you should aim to obtain responses from 30 people from each of the four groups. This may mean that you may have to ask more than 30 people in each category to complete the questionnaires unless you have a face to face group of the exact number.

1) Graduates aim: 30 respondents

- 1.1. The chosen graduates should have graduated between **three and five years** ago.
- 1.2. If there were few graduates each year, the survey can include graduates from the previous five years. If there were many, the consultation may be limited to graduates from the last three years. If your institution has an insufficient number of graduates, graduates from other similar institutions in the country can be included.

2) Employers: aim 30 respondents

Employers are those who provide employment for people who graduate in your subject area.

3) Academics: aim 30 respondents

If you belong to a small department then try to consult academics in other institutions in your country in order to have the 30 respondents.

4) Students: aim 30 respondents

The students chosen should be studying in the last two years of courses in the subject area, or should have finished their studies and be awaiting graduation.

C) WHAT WILL BE THE FORMAT OF THE CONSULTATIONS?

Graduates, employers, academics, and students should fill in a **questionnaire** about both generic and subject specific competences, providing the following information:

- The **degree of importance** of the competence in their opinion with regard to working in the profession, and
- The **degree of perceived achievement** of the competence: as a result of having completed a corresponding university course.



To indicate this, those questioned will be asked to use the following categories:

- 1 = none
- 2 = weak
- 3 = moderate
- 4 = strong

In addition, at the end of the questionnaire, those surveyed will be asked to **list the five competences they consider the most important.**

D) HOW WILL THE CONSULTATION BE CONDUCTED?

The consultation will be done through an **on-line Questionnaire**. **The Web address where the questionnaire can be found and the necessary access codes will be sent to each of you a week before the beginning of the consultation period.** The codes will enable us to identify the person who completed the questionnaire as a student, an academic, an employer or a graduate and also what his/her Subject Area is. This information will be useful to the whole group and to country groups.

The coordination team will provide each of you with four different log-in access codes, one for graduates, another for employers, a third for academics and a fourth for students. We shall also send you a draft letter to explain the process to the respondents

Entering the website where the surveys will be located, each respondent will introduce their code to access the questionnaire. At the beginning of the survey every person can choose the language in which they would like to answer the questionnaires. The generic competences questionnaire will be translated into English and French.

An example:

Université de Yaoundé, as a member of the Mechanical Engineering SAG, will consult the four groups (graduates, employers, students and academics). Yaoundé will receive four log-in access codes:

- Yao_gra (as a log-in access code to be sent to 30 graduates from Yaoundé)
- Yao_emp (as a log-in access code to be sent to 30 employers from Yaoundé)
- Yao_aca (as a log-in access code to be sent to 30 academics from Yaoundé)
- Yao_stu (as a log-in access code to be sent to 30 students from Yaoundé)

(Other members of the SAG will receive their customized codes)

The Yaounde participant will only have to send one e-mail to, for example, the academics being surveyed, providing them with the web address of the page where they can find the questionnaire, and the access code needed for entry, along with the introductory letter explaining the reasons for the consultation.

This format is very practical in those cases where you have e-mail addresses for those to be consulted. (This option is suggested for academics and students).

Where you do not have email addresses, an alternative is to distribute the log-in- access codes to your contacts in a **face-to-face meeting**: in this variant, you could invite a group of persons (employers) to a talk on the Tuning Africa Project and on its importance for the education system. Having set out the aims and characteristics of the survey, the questionnaire could be handed out in print format among the participants. The procedure facilitates information gathering, given that the explanatory talk and information-gathering could be completed in just a short time. The answers to the questionnaires, in print format, will then have to be entered into the on-line questionnaire one by one by you, or by an assistant,



Students within the faculty can also be met face to face and the questionnaires presented in a similar way.

During the consultation, you can check how many questionnaires have been submitted for each log-in access code. We will provide you with the link where this can be checked.

E. WHAT IS THE TIMETABLE FOR THE WORK OF THE 60 UNIVERSITIES?

01/02/2012 to 20/02/2012	You decide on the procedure you will use for conducting the consultation. The final date for receipt of the list of generic and subject specific competences translated and is 20/02/2012.
20/02/2012 to 15/03/2012	The questionnaires will to be made available on a web page and all the access codes will be sent to each SAG coordinator who will forward them to you
15/03/2012 to 15/04/2012	Consultation process
15/04/2012 to 15/05/2012	Analysts process the information, and prepare tables, diagrams, and presentations showing the results which will be presented at the Second General Meeting



3.1. Questionnaire for GENERIC COMPETENCES of Graduates from African Universities (for Graduates, Employers, Academics and Students)

This questionnaire has two parts; the first part deals with generic competences, the second with competences related to SUBJECT SPECIFIC COMPETENCES. Please complete both parts.

The first part presents a series of questions related to the GENERIC COMPETENCES that are considered to be important for success in *any* career for a university graduate in your country.

Many thanks for your co-operation. Your answers will be very valuable in improving course planning for future students across Africa.

Please answer all the questions. Please circle the best option in each case.

For each of the competences listed below, please estimate:

- the **importance** in your opinion, for work in your profession;
- the **level** to which each is developed by degree programmes

The blank spaces are for you to indicate any other competences that you consider important but which do not appear on the list.

Please use the following scale:
1 = none; 2 = weak; 3 = moderate; 4 = strong.

GENERIC COMPETENCE	IMPORTANCE	LEVEL TO WHICH DEVELOPED BY UNIVERSITY DEGREE
1. Ability for conceptual thinking, analysis and synthesis	1 2 3 4	1 2 3 4
2. Professionalism, ethical values and commitment to UBUNTU (respect for the well being and dignity of fellow human beings)	1 2 3 4	1 2 3 4
3. Capacity for critical evaluation and self awareness	1 2 3 4	1 2 3 4
4. Ability to translate knowledge into practice	1 2 3 4	1 2 3 4
5. Objective decision making and practical cost effective problem solving	1 2 3 4	1 2 3 4
6. Capacity to use innovative and appropriate technologies	1 2 3 4	1 2 3 4
7. Ability to communicate effectively in official/ national and local language	1 2 3 4	1 2 3 4
8. Ability to learn to learn and capacity for lifelong learning	1 2 3 4	1 2 3 4
9. Flexibility, adaptability and ability to anticipate and respond to new situations	1 2 3 4	1 2 3 4
10. Ability for creative and innovative thinking	1 2 3 4	1 2 3 4
11. Leadership, management and team work skills	1 2 3 4	1 2 3 4
12. Communication and interpersonal skills	1 2 3 4	1 2 3 4
13. Environmental and economic consciousness	1 2 3 4	1 2 3 4



14. Ability to work in an intra and intercultural and/or international context	1 2 3 4	1 2 3 4
15. Ability to work independently	1 2 3 4	1 2 3 4
16. Ability to evaluate, review and enhance quality	1 2 3 4	1 2 3 4
17. Self confidence, entrepreneurial spirit and skills	1 2 3 4	1 2 3 4
18. Commitment to preserve and to add value to the African identity and cultural heritage	1 2 3 4	1 2 3 4
19. _____	1 2 3 4	1 2 3 4
20. _____	1 2 3 4	1 2 3 4
21. _____	1 2 3 4	1 2 3 4

Please rank below **the five most important competences** in 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. (You may include here any additional competence that you have added)

- 1. Item number
- 2. Item number
- 3. Item number
- 4. Item number
- 5. Item number



3.2 Questionnaire for SUBJECT SPECIFIC COMPETENCES FOR AGRICULTURAL SCIENCES of Graduates from African Universities (for Graduates, Employers, Academics and Students)

This questionnaire presents a series of questions related to the **SUBJECT SPECIFIC competences** in **AGRICULTURAL SCIENCES**, that is, the special competences that a graduate of this subject should have developed in readiness for work in an African context.

Please answer all the questions.

For each of the competences listed below, please estimate:

- the **importance** in your opinion, for work in your profession
- the **level** to which each is developed by degree programmes

The blank spaces are for you to indicate any other competences that you consider important but which do not appear on the list.

Please use the following scale:
1 = none; 2 = weak; 3 = moderate; 4 = strong.

SUBJECT SPECIFIC COMPETENCE	IMPORTANCE	LEVEL TO WHICH DEVELOPED BY UNIVERSITY DEGREE
1. Have the Knowledge and understanding of Agricultural production, and basic sciences.	1 2 3 4	1 2 3 4
2. Should be able to identify problems and apply knowledge to solving day to day agricultural challenges.	1 2 3 4	1 2 3 4
3. Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.	1 2 3 4	1 2 3 4
4. Should possess entrepreneurial and creative skills.	1 2 3 4	1 2 3 4
5. Should be able to design, plan and implement agricultural research.	1 2 3 4	1 2 3 4
6. Should be able to do business in any part of the world.	1 2 3 4	1 2 3 4
7. Ability to understand, and adapt to new and emerging technologies in Agriculture, including ICT.	1 2 3 4	1 2 3 4
8. Ability to implement sustainable practices and technologies for the management of natural resources.	1 2 3 4	1 2 3 4
9. Have ability for independent thinking and be able to work with minimal supervision in the area of agriculture.	1 2 3 4	1 2 3 4
10. Ability to adapt and transfer technology, as well as be able to create new technologies.	1 2 3 4	1 2 3 4
11. Ability to know, advice and implement agricultural policies, and regulations.	1 2 3 4	1 2 3 4
12. To make sustainable use of water and other natural resources for agricultural use.	1 2 3 4	1 2 3 4
13. Ability to understand and work within the organization, business and community management of the rural sector.	1 2 3 4	1 2 3 4

14. Ability to identify pests, pathogens, and weeds associated with crops, animals and their products.	1 2 3 4	1 2 3 4
15. Ability to improve quality and safety along the agricultural value chains.	1 2 3 4	1 2 3 4
16. Ability to select and manage machinery, implements and equipment for agricultural use in different farming systems.	1 2 3 4	1 2 3 4
17. _____	1 2 3 4	1 2 3 4
18. _____	1 2 3 4	1 2 3 4
19. _____	1 2 3 4	1 2 3 4

Please rank below **the five most important subject specific competences** in 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. (You may include here any additional competence that you have added)

- 1. Item number
- 2. Item number
- 3. Item number
- 4. Item number
- 5. Item number



3.3 Questionnaire for SUBJECT SPECIFIC COMPETENCES FOR CIVIL ENGINEERING of Graduates from African Universities (for Graduates, Employers, Academics and Students)

This questionnaire presents a series of questions related to the **SUBJECT SPECIFIC competences** in **CIVIL ENGINEERING**, that is, the special competences that a graduate of this subject should have developed in readiness for work in an African context.

Please answer all the questions.

For each of the competences listed below, please estimate:

- the **importance** in your opinion, for work in your profession
- the **level** to which each is developed by degree programmes

The blank spaces are for you to indicate any other competences that you consider important but which do not appear on the list.

Please use the following scale:
1 = none; 2 = weak; 3 = moderate; 4 = strong.

SUBJECT SPECIFIC COMPETENCE	IMPORTANCE	LEVEL TO WHICH DEVELOPED BY UNIVERSITY DEGREE
Conceptualising the construction project (Describing the scope of the project)		
1. Ability to identify the need for construction of any type and structure (new, old)	1 2 3 4	1 2 3 4
2. Ability to identify different options (e.g. the need to demolish, reconstruct, maintain, rehabilitate, renovate and to plan those activities)	1 2 3 4	1 2 3 4
3. Skills in cost, quality and time optimization	1 2 3 4	1 2 3 4
4. Skills in Environmental and Social Impact Assessment	1 2 3 4	1 2 3 4
Viability of the construction project		
5. Skills in cost, quality and time optimization	1 2 3 4	1 2 3 4
6. Knowledge about the context and challenges of environment and development	1 2 3 4	1 2 3 4
7. Ability to transmit project requirements into sketches and explain it to clients	1 2 3 4	1 2 3 4
Design and feasibility of the construction project		
8. Ability to analyse, reconfigure and apply relevant drawings, data and technologies	1 2 3 4	1 2 3 4
9. Ability to coordinate, supervise and control	1 2 3 4	1 2 3 4
10. Capacity to model and simulate systems, structures, projects and processes	1 2 3 4	1 2 3 4
11. Ability to effective and professional interaction with other professions and to come to integrate solutions	1 2 3 4	1 2 3 4
12. Ability to design	1 2 3 4	1 2 3 4
13. Knowledge of plant and equipment	1 2 3 4	1 2 3 4

14. Capacity to test the quality of building materials	1 2 3 4	1 2 3 4
15. Skills in research on appropriate technologies	1 2 3 4	1 2 3 4
16. Skills in developing new construction technologies and materials	1 2 3 4	1 2 3 4
17. Skills of testing materials and technologies	1 2 3 4	1 2 3 4
18. Skills in cost, quality and time optimization	1 2 3 4	1 2 3 4
19. Ability to calculate design parameters (Mathematical skills)	1 2 3 4	1 2 3 4
20. Ability to analyse (mathematical and abstract background as basis for decision making)	1 2 3 4	1 2 3 4
21. Ability to program (to plan the process and allocate resources)	1 2 3 4	1 2 3 4
22. Knowledge about national and international construction standards	1 2 3 4	1 2 3 4
23. Ability to identify appropriate legal frameworks	1 2 3 4	1 2 3 4
24. Skills in handling data / information (survey data, soil information, materials data, environmental data, social data ...)	1 2 3 4	1 2 3 4
25. Knowledge of maintenance of infrastructure	1 2 3 4	1 2 3 4
Documentation and Procurement		
26. Ability to calculate and quantify	1 2 3 4	1 2 3 4
27. Ability to effective and professional interaction with other professions and to come to integrate solutions	1 2 3 4	1 2 3 4
28. Understanding contractual and financial management aspects as well as of insurance and guarantees aspects (procurement)	1 2 3 4	1 2 3 4
29. Ability to program (to plan the process and allocate resources)	1 2 3 4	1 2 3 4
30. Skills in cost, quality and time optimization	1 2 3 4	1 2 3 4
31. Ability of translating, interpreting of data and/or drawings into actual construction	1 2 3 4	1 2 3 4
32. Knowledge of plant and equipment	1 2 3 4	1 2 3 4
Construction (Realisation, Implementation)		
33. Ability of translating, interpreting of data and/or drawings into actual construction	1 2 3 4	1 2 3 4
34. Ability to effective and professional interaction with other professions and to come to integrate solutions	1 2 3 4	1 2 3 4
35. Knowledge on basic Construction management principles (Work Breakdown, Time, Risk, Quality, Resource, Financial and HR Management, Monitoring)	1 2 3 4	1 2 3 4
36. Ability to coordinate, supervise and control	1 2 3 4	1 2 3 4
37. Knowledge of plant and equipment	1 2 3 4	1 2 3 4
38. Commitment to health and safety	1 2 3 4	1 2 3 4
39. Knowledge of maintenance of infrastructure	1 2 3 4	1 2 3 4
40. Ability to reconstruct, maintain, rehabilitate, renovate Ability/skills to supervise construction	1 2 3 4	1 2 3 4
41. Ability to program (to plan the process and allocate resources)	1 2 3 4	1 2 3 4
42. Capacity to test the quality of building materials	1 2 3 4	1 2 3 4
43. Skills in developing new construction technologies and materials	1 2 3 4	1 2 3 4
44. Ability to supervise/manage	1 2 3 4	1 2 3 4

45. Ability to control construction	1 2 3 4	1 2 3 4
46. Quality management/ Skills in quality control techniques	1 2 3 4	1 2 3 4
47. Skills in cost, quality and time optimization	1 2 3 4	1 2 3 4
48. Capacity to introduce health and safety measures in construction and materials	1 2 3 4	1 2 3 4
49. Skills in handling data / information (survey data, soil information, materials data, environmental data, social data ...)	1 2 3 4	1 2 3 4
50. Skills to deal with dispute resolutions	1 2 3 4	1 2 3 4
Close out of the construction project		
51. Skills to finalize financial implications and legal responsibilities	1 2 3 4	1 2 3 4
52. Skills to deal with dispute resolutions	1 2 3 4	1 2 3 4
53. Skills to address defects and quality issues	1 2 3 4	1 2 3 4
54. Skills in commissioning	1 2 3 4	1 2 3 4
55. _____	1 2 3 4	1 2 3 4
56. _____	1 2 3 4	1 2 3 4
57. _____	1 2 3 4	1 2 3 4

Please rank below **the five most important subject specific competences** in 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. (You may include here any additional competence that you have added)

- | | |
|--------------------------|----------------|
| <input type="checkbox"/> | 1. Item number |
| <input type="checkbox"/> | 2. Item number |
| <input type="checkbox"/> | 3. Item number |
| <input type="checkbox"/> | 4. Item number |
| <input type="checkbox"/> | 5. Item number |



3.4 Questionnaire for SUBJECT SPECIFIC COMPETENCES FOR MECHANICAL ENGINEERING of Graduates from African Universities (for Graduates, Employers, Academics and Students)

This questionnaire presents a series of questions related to the **SUBJECT SPECIFIC competences** in **MECHANICAL ENGINEERING**, that is, the special competences that a graduate of this subject should have developed in readiness for work in an African context.

Please answer all the questions.

For each of the competences listed below, please estimate:

- the **importance** in your opinion, for work in your profession
- the **level** to which each is developed by degree programmes

The blank spaces are for you to indicate any other competences that you consider important but which do not appear on the list.

Please use the following scale:
1 = none; 2 = weak; 3 = moderate; 4 = strong.

SUBJECT SPECIFIC COMPETENCE	IMPORTANCE	LEVEL TO WHICH DEVELOPED BY UNIVERSITY DEGREE
1. Ability to apply knowledge of the basic and applied sciences of mechanical engineering.	1 2 3 4	1 2 3 4
2. Ability to identify, evaluate and implement the most appropriate technologies for the context in hand.	1 2 3 4	1 2 3 4
3. Capacity to create, innovate and contribute to technological development.	1 2 3 4	1 2 3 4
4. Capacity to conceive, analyse, design and manufacture mechanical products and systems.	1 2 3 4	1 2 3 4
5. Skills in planning and executing mechanical engineering projects.	1 2 3 4	1 2 3 4
6. Capacity to supervise, inspect and monitor mechanical engineering systems.	1 2 3 4	1 2 3 4
7. Capacity to operate, maintain and rehabilitate mechanical engineering systems.	1 2 3 4	1 2 3 4
8. Skills in evaluating the environmental and socio-economic impact of mechanical projects.	1 2 3 4	1 2 3 4
9. Capacity to model and simulate mechanical engineering systems and processes.	1 2 3 4	1 2 3 4
10. Skills in selecting, mobilising and administering material	1 2 3 4	1 2 3 4

resources, tools and equipment cost-effectively.		
11. Capacity to integrate legal, economic and financial aspects in decision-making in mechanical engineering projects.	1 2 3 4	1 2 3 4
12. Capacity for spatial abstraction, graphic representation and engineering drawings.	1 2 3 4	1 2 3 4
13. Providing mechanical engineering solutions to societal problems for sustainable development.	1 2 3 4	1 2 3 4
14. Skills in safety and risk management in mechanical engineering systems.	1 2 3 4	1 2 3 4
15. Skills in using information technologies, software and tools for mechanical engineering.	1 2 3 4	1 2 3 4
16. Capacity to interact with multidisciplinary groups towards developing integrated solutions.	1 2 3 4	1 2 3 4
17. Skills in employing quality control techniques in managing materials, products, resources and services.	1 2 3 4	1 2 3 4
18. Capacity to conduct life cycle assessment for products and systems.	1 2 3 4	1 2 3 4
19. Capacity to employ mechanical engineering skills to transform local natural resources into products or services through value addition	1 2 3 4	1 2 3 4
20. _____	1 2 3 4	1 2 3 4
21. _____	1 2 3 4	1 2 3 4
22. _____	1 2 3 4	1 2 3 4

Please rank below **the five most important subject specific competences** in 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. (You may include here any additional competence that you have added)

- | | |
|--------------------------|----------------|
| <input type="checkbox"/> | 1. Item number |
| <input type="checkbox"/> | 2. Item number |
| <input type="checkbox"/> | 3. Item number |
| <input type="checkbox"/> | 4. Item number |
| <input type="checkbox"/> | 5. Item number |



3.5 Questionnaire for SUBJECT SPECIFIC COMPETENCES FOR MEDICINE of Graduates from African Universities (for Graduates, Employers, Academics and Students)

This questionnaire presents a series of questions related to the **SUBJECT SPECIFIC competences in MEDICINE**, that is, the special competences that a graduate of this subject should have developed in readiness for work in an African context.

Please answer all the questions.

For each of the competences listed below, please estimate:

- the **importance** in your opinion, for work in your profession
- the **level** to which each is developed by degree programmes

The blank spaces are for you to indicate any other competences that you consider important but which do not appear on the list.

Please use the following scale:

1 = none; 2 = weak; 3 = moderate; 4 = strong.

SUBJECT SPECIFIC COMPETENCE	IMPORTANCE	LEVEL TO WHICH DEVELOPED BY UNIVERSITY DEGREE
1. Carry out a consultation with a patient		
1.1. take a patient's history	1 2 3 4	1 2 3 4
1. 2. carry out a full physical, clinical and symptomatic examination of adults (male and female) and children	1 2 3 4	1 2 3 4
2. Assess clinical presentations, order investigations, make differential diagnoses, and negotiate a management	1 2 3 4	1 2 3 4
3. Provide immediate care of medical emergencies, including First Aid and resuscitation	1 2 3 4	1 2 3 4
4. Prescribe drugs clearly and accurately, explain potential benefits and risks		
4.1. match appropriate drugs and other therapies to the clinical context;	1 2 3 4	1 2 3 4
4.2. in prescribing take careful account of the socio-economic context of the patient;	1 2 3 4	1 2 3 4
4.3. understand, consider and explain drug-drug/food interaction	1 2 3 4	1 2 3 4
5. Carry out a full range of standard practical procedures	1 2 3 4	1 2 3 4
6. Communicate effectively and sensitively in a medical context	1 2 3 4	1 2 3 4
7. Apply ethical and legal principles in medical practice	1 2 3 4	1 2 3 4
8. Assess the psychological and social aspects of a patient's illness	1 2 3 4	1 2 3 4
9. Apply the principles, skills and knowledge of evidence-based medicine	1 2 3 4	1 2 3 4
10. Use information, information technology and up to date, relevant and effective technology effectively in a medical context	1 2 3 4	1 2 3 4
11. Recognise the health needs of the community and engage with the community in the promotion of health and health	1 2 3 4	1 2 3 4

education.		
12. Professional attributes		
12.1. interpersonal skills;	1 2 3 4	1 2 3 4
12.2. probity and honesty,	1 2 3 4	1 2 3 4
12.3. critical and self-critical awareness, reflective practice;	1 2 3 4	1 2 3 4
12.4. empathy;	1 2 3 4	1 2 3 4
12.5. creativity;	1 2 3 4	1 2 3 4
12.6. initiative;	1 2 3 4	1 2 3 4
13. Professional working		
13.1. ability to recognise limits and ask for help;	1 2 3 4	1 2 3 4
13.2. flexibility, capacity to deal with uncertainty and adapt to new situations;	1 2 3 4	1 2 3 4
13.3. ability to lead;	1 2 3 4	1 2 3 4
13.4. ability to work autonomously;	1 2 3 4	1 2 3 4
13.5. ability to solve problems and to take decisions;	1 2 3 4	1 2 3 4
13.6. ability to work in a multi-disciplinary team and communicate with experts in other disciplines;	1 2 3 4	1 2 3 4
14. The doctor as expert		
14.1. capacity for analysis and synthesis;	1 2 3 4	1 2 3 4
14.2. capacity to learn (including lifelong self-directed learning);	1 2 3 4	1 2 3 4
14.3. capacity for applying knowledge in practice;	1 2 3 4	1 2 3 4
14.4. ability to teach others;	1 2 3 4	1 2 3 4
14.5. research skills	1 2 3 4	1 2 3 4
15. _____	1 2 3 4	1 2 3 4
16. _____	1 2 3 4	1 2 3 4
17. _____	1 2 3 4	1 2 3 4

Please rank below **the five most important subject specific competences** in 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. (You may include here any additional competence that you have added)

- 6. Item number
- 7. Item number
- 8. Item number
- 9. Item number
- 10. Item number



3.6 Questionnaire for SUBJECT SPECIFIC COMPETENCES FOR TEACHER EDUCATION of Graduates from African Universities (for Graduates, Employers, Academics and Students)

This questionnaire presents a series of questions related to the **SUBJECT SPECIFIC competences** in **TEACHER EDUCATION**, that is, the special competences that a graduate of this subject should have developed in readiness for work in an African context.

Please answer all the questions.

For each of the competences listed below, please estimate:

- the **importance** in your opinion, for work in your profession
- the **level** to which each is developed by degree programmes

The blank spaces are for you to indicate any other competences that you consider important but which do not appear on the list.

Please use the following scale:
1 = none; 2 = weak; 3 = moderate; 4 = strong.

SUBJECT SPECIFIC COMPETENCE	IMPORTANCE	LEVEL TO WHICH DEVELOPED BY UNIVERSITY DEGREE
Competences related to Knowledge & Understanding of		
1. The subject(s) to be taught	1 2 3 4	1 2 3 4
2. The underlying principles of the foundations of education	1 2 3 4	1 2 3 4
3. Pedagogical knowledge of specific subject areas	1 2 3 4	1 2 3 4
4. The local and international social, political, economic, cultural and environmental contexts of education	1 2 3 4	1 2 3 4
5. National and institutional policies relating to education	1 2 3 4	1 2 3 4
6. The language(s) of instruction	1 2 3 4	1 2 3 4
Competences related to Educational Practice and Skills		
Ability to		
7. Develop schemes of work and teaching plans	1 2 3 4	1 2 3 4
8. Select, adapt and use appropriate teaching methods and learning activities	1 2 3 4	1 2 3 4
9. Use a range of assessment skills to set, mark and grade learners' achievement	1 2 3 4	1 2 3 4
10. Develop and use teaching, learning and assessment materials, including appropriate ICTs	1 2 3 4	1 2 3 4
11. Identify and attend to learners' needs	1 2 3 4	1 2 3 4
12. Manage learners both inside and outside formal classroom contexts	1 2 3 4	1 2 3 4
13. Develop own and learners' entrepreneurial skills	1 2 3 4	1 2 3 4
14. Create conducive learning environments that encourage learning	1 2 3 4	1 2 3 4
15. Use language appropriately in the classroom and in the	1 2 3 4	1 2 3 4

subject		
16. Conceptualise, analyse situations to solve problems	1 2 3 4	1 2 3 4
17. Participate in basic educational research	1 2 3 4	1 2 3 4
18. Manage time effectively	1 2 3 4	1 2 3 4
19. Critically reflect on their work to improve practice	1 2 3 4	1 2 3 4
20. Adapt to change	1 2 3 4	1 2 3 4
Competences related to Values and Ethics		
Ability to		
21. Care for and support the well-being of all learners	1 2 3 4	1 2 3 4
22. Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc)	1 2 3 4	1 2 3 4
23. Adhere to the rules and regulations of the profession and institution	1 2 3 4	1 2 3 4
24. Maintain equity and fairness among learners and promote inclusive education	1 2 3 4	1 2 3 4
25. Continuously upgrade their own knowledge and skills	1 2 3 4	1 2 3 4
26. Be a role model	1 2 3 4	1 2 3 4
27. Inspire self confidence and appreciation of cultural heritage in learners	1 2 3 4	1 2 3 4
Interpersonal competences		
Ability to		
28. Be sensitive to the feelings of others	1 2 3 4	1 2 3 4
29. Collaborate and network with others, including peers, head teachers; professional groups; parents	1 2 3 4	1 2 3 4
30. Communicate effectively with different audiences and using appropriate tools, including ICTs, and relevant forms of discourse	1 2 3 4	1 2 3 4
31. Lead and manage groups	1 2 3 4	1 2 3 4
32. _____	1 2 3 4	1 2 3 4
33. _____	1 2 3 4	1 2 3 4
34. _____	1 2 3 4	1 2 3 4

Please rank below **the five most important subject specific competences** in 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. (You may include here any additional competence that you have added)

- | | |
|--------------------------|----------------|
| <input type="checkbox"/> | 1. Item number |
| <input type="checkbox"/> | 2. Item number |
| <input type="checkbox"/> | 3. Item number |
| <input type="checkbox"/> | 4. Item number |
| <input type="checkbox"/> | 5. Item number |

4. Timetable of Meetings

MEETING	DATE
First General Meeting in Yaoundé - Cameroon	23/01/2012 to 25/01/2012
Second General Meeting in Cape Town – South Africa	15/05/2012 to 17/05/2012
Third General Meeting in Brussels – Belgium (joint meeting with other Tuning national and regional projects)	20/11/2012 to 22/11/2012
Fourth General Meeting and Closing in Egypt	January 2013



WORKING PAPERS

A. Guidelines for interpretation

The results for specific competences are presented for every combination of Area/Group and separately for Ratings and Rankings as displayed in the corresponding labels on each slide. The results for generic competences are presented separately for each combination of Area/Group and for all areas together separated by groups.

Ratings

It refers to the means for each competence in the 1 to 4 scale. Each competence was rated in terms of *importance* and *achievement*, so there are two results for each competence. The first graphic displays results ordered from the most important to least important competence. Of course the mean for *achievement* does not follow strictly a descending pattern, as the reference for this order is the mean for *importance* as said before. It should be noted that the maximum value for the mean is 4 and the minimum is 1. The mean for *achievement* is always lower than the mean for *importance*. This is no surprise as this is the case in all other previous TUNING studies (and most studies using this double scale of 'importance' and 'achievement' show similar results). But of course the gap between both means is relevant as it shows how far both means are. A wide gap between two competences is more relevant if the competence is rated as a highly important competence.

After the graphic, the same means are provided in a table where the competences have been ordered by the mean of the *importance* rating score (descending order) as it was done in the graphics before.

Ranking

In the questionnaire, respondents chose the five most important competences. In order to analyze the results, the first chosen competence was assigned 5 points, the second one 4 points, the third one 3 points, the fourth 2 points and 1 point to the fifth and last one. The competences not chosen were assigned zero points. Therefore if all respondents chose one given competence as the first one, the mean of this assigned score would yield a top 5 for the mean of this competence. In the same manner, a given competence never chosen by any of the respondents among the top five would yield a mean of zero. The graphic shows the competences in descending order using this score.

After this graphic, the same results are given in the corresponding table where once again competences are ordered in descending order.

Correlations

At the end of these results, correlations among the means given by groups have been calculated. This correlation coefficient measures the sign and intensity of the relationship between the means of the four groups considered in each result: importance, achievement and ranking. This most used coefficient has a minimum value of -1 (maximum possible negative relationship) and a maximum value of +1 (maximum possible positive relationship). A zero would indicate the absence of relationship between the results of any pair of given groups. As you may observe all correlations are positive, as expected. Note that a negative correlation would indicate that two given groups are behaving in an opposite manner. A correlation close to 1 for two groups, let's say *Academics* and *Students* as an example, shows that the means obtained for the set of competences behave in a very similar manner. If this correlation refers to *Importance*, as an example again, it would mean that when a competence is judged by *Academics* as very important, *Students* have considered this competence as very important too (that does not imply that the means are equal in both groups, but both means will be high relatively in each group). In the same manner if a given competence is judged by *Academics* among the least important ones, *Students* will consider this competence as a



competence of least importance (once again that does not imply that the means are equal in both groups, but both means will be relatively low in each group).

Comparing importance and achievement separately between groups

Two final slides are including showing graphics for importance and achievement ratings separately with four groups altogether in each graphic. This graphics allows for comparison between different groups. The competences are ordered just as they were listed in the original questionnaire.

NUMBER OF RESPONDENTS: GENERIC COMPETENCES

	Academics	Employers	Students	Graduates	TOTAL
Agriculture	312	204	381	306	1203
Teacher Education	335	318	310	307	1270
Medicine	164	88	203	150	605
Mechanical Engineering	152	89	214	124	579
Civil Engineering	167	139	196	164	666
TOTAL	1130	838	1304	1051	4323

NUMBER OF RESPONDENTS: SPECIFIC COMPETENCES

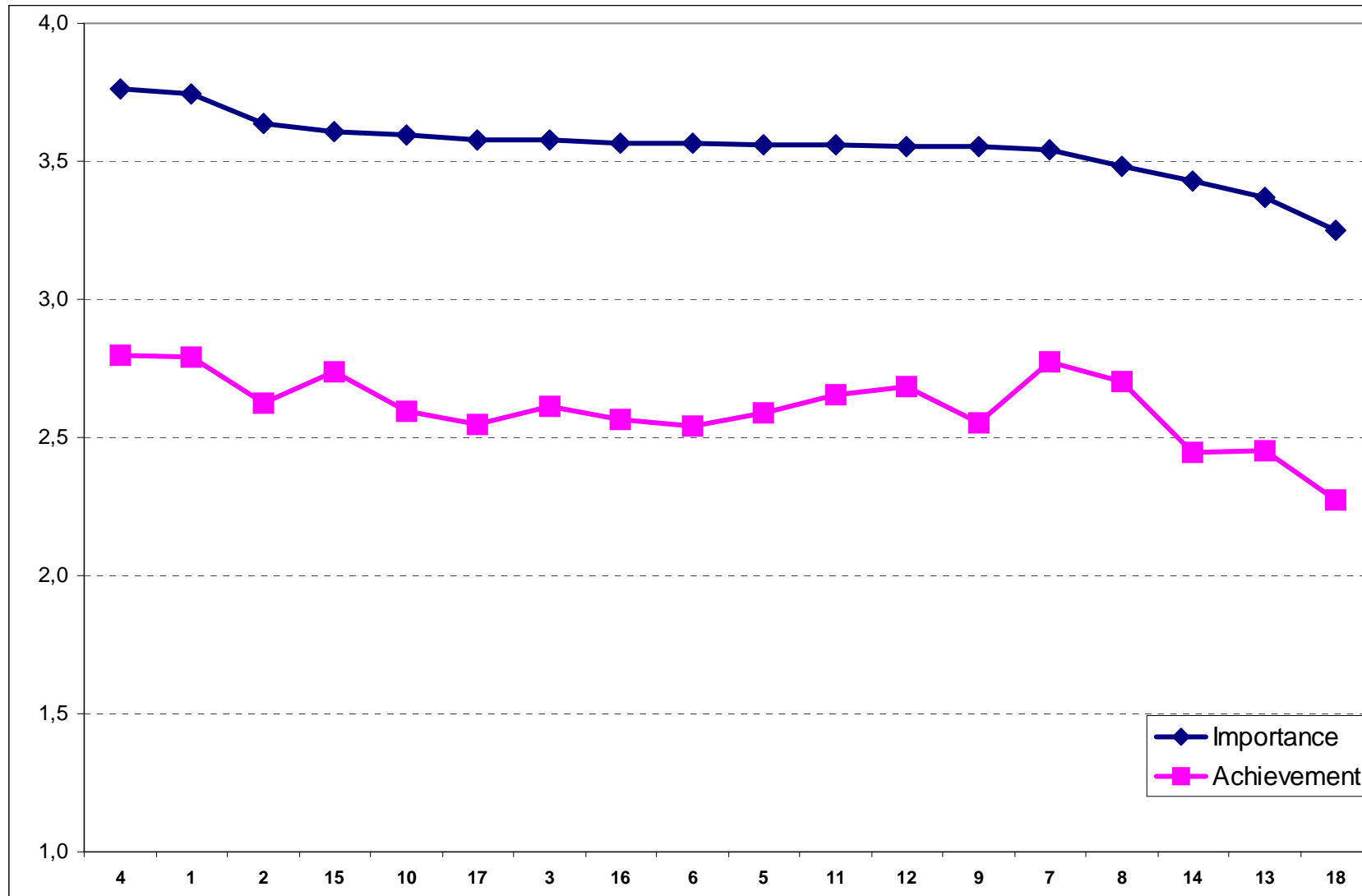
	Academics	Employers	Students	Graduates	TOTAL
Agriculture	258	196	314	253	1021
Teacher Education	288	305	277	297	1167
Medicine	130	83	184	145	542
Mechanical Engineering	129	83	178	104	494
Civil Engineering	123	105	210	150	588
TOTAL	928	772	1163	949	3812

GENERIC COMPETENCES

ALL AREAS

ALL AREAS ACADEMICS

ratings



Generic competences

ALL AREAS ACADEMICS

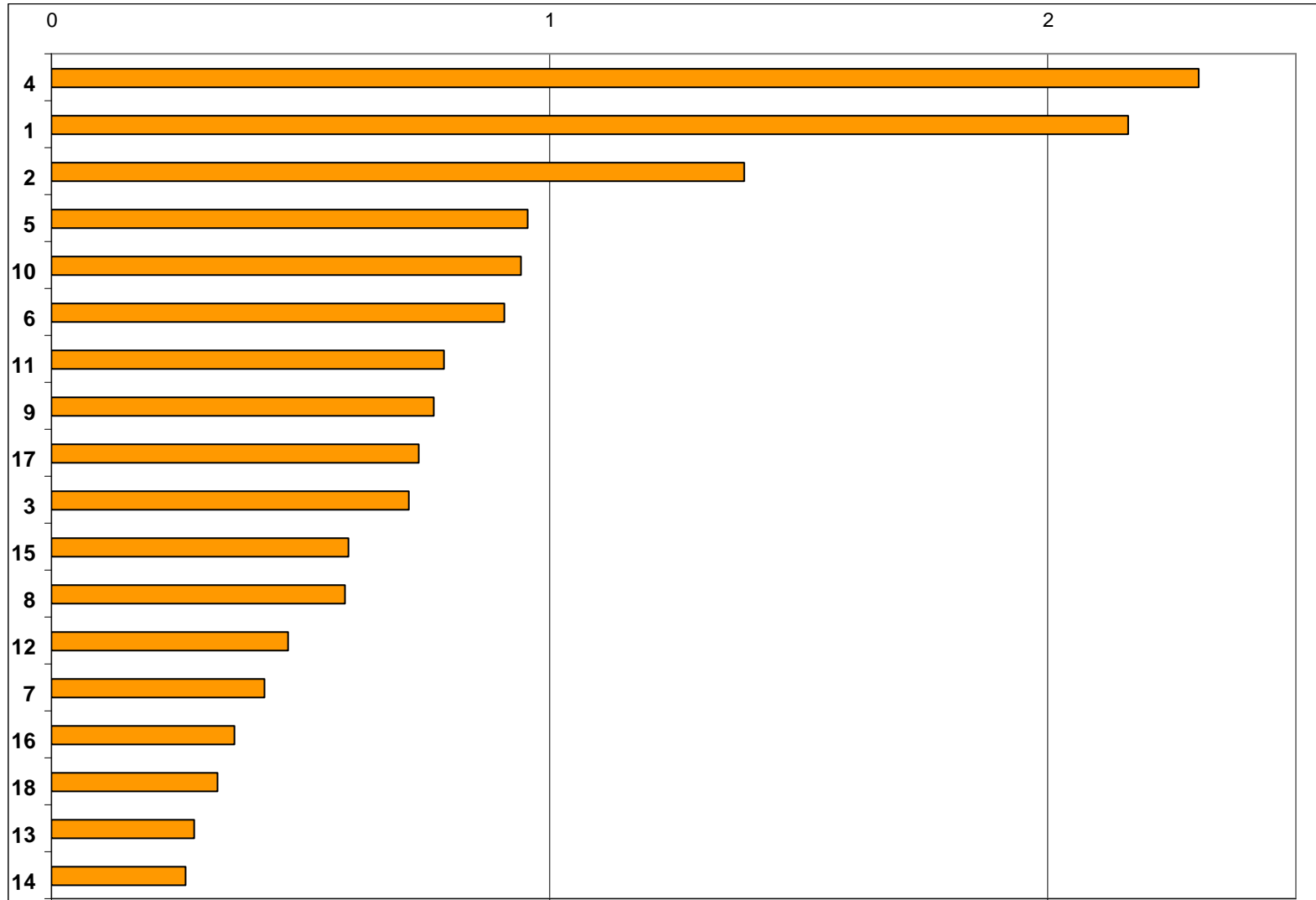
ratings



#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,76	2,80
1	Ability for conceptual thinking, analysis and synthesis	3,74	2,79
2	Professionalism, ethical values and commitment to UBUNTU	3,64	2,63
15	Ability to work independently	3,60	2,74
10	Ability for creative and innovative thinking	3,60	2,60
17	Self confidence, entrepreneurial spirit and skills	3,58	2,55
3	Capacity for critical evaluation and self awareness	3,58	2,61
16	Ability to evaluate, review and enhance quality	3,57	2,57
6	Capacity to use innovative and appropriate technologies #	3,57	2,54
5	Objective decision making and practical cost effective problem solving	3,56	2,59
11	Leadership, management and team work skills	3,56	2,65
12	Communication and interpersonal skills	3,56	2,68
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,55	2,55
7	Ability to communicate effectively in official/ national and local language	3,54	2,77
8	Ability to learn to learn and capacity for lifelong learning	3,48	2,70
14	Ability to work in an intra and intercultural and/or international context	3,43	2,45
13	Environmental and economic consciousness	3,37	2,45
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,25	2,27

ACADEMICS / ALL AREAS

rankings



Generic Competences

ACADEMICS / ALL AREAS

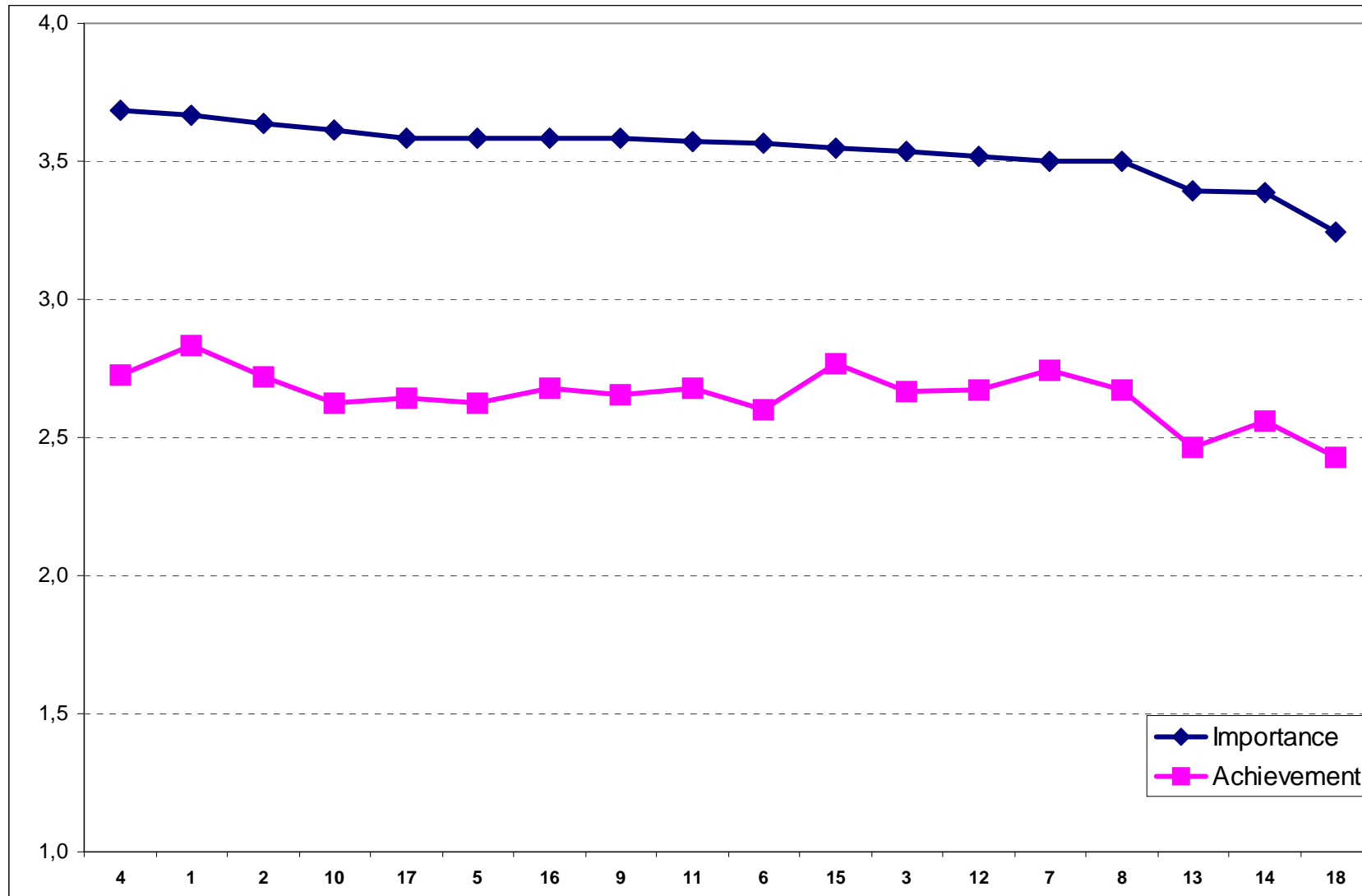
rankings



#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,2705
13	Environmental and economic consciousness	0,2864
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,3343
16	Ability to evaluate, review and enhance quality	0,3677
7	Ability to communicate effectively in official/ national and local language	0,4269
12	Communication and interpersonal skills	0,4753
8	Ability to learn to learn and capacity for lifelong learning	0,5880
15	Ability to work independently	0,5957
3	Capacity for critical evaluation and self awareness	0,7185
17	Self confidence, entrepreneurial spirit and skills	0,7379
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,7673
11	Leadership, management and team work skills	0,7898
6	Capacity to use innovative and appropriate technologies	0,9082
10	Ability for creative and innovative thinking	0,9450
5	Objective decision making and practical cost effective problem solving	0,9582
2	Professionalism, ethical values and commitment to UBUNTU	1,3902
1	Ability for conceptual thinking, analysis and synthesis	2,1624
4	Ability to translate knowledge into practice	2,3046

ALL AREAS EMPLOYERS

ratings



Generic competences

ALL AREAS EMPLOYERS

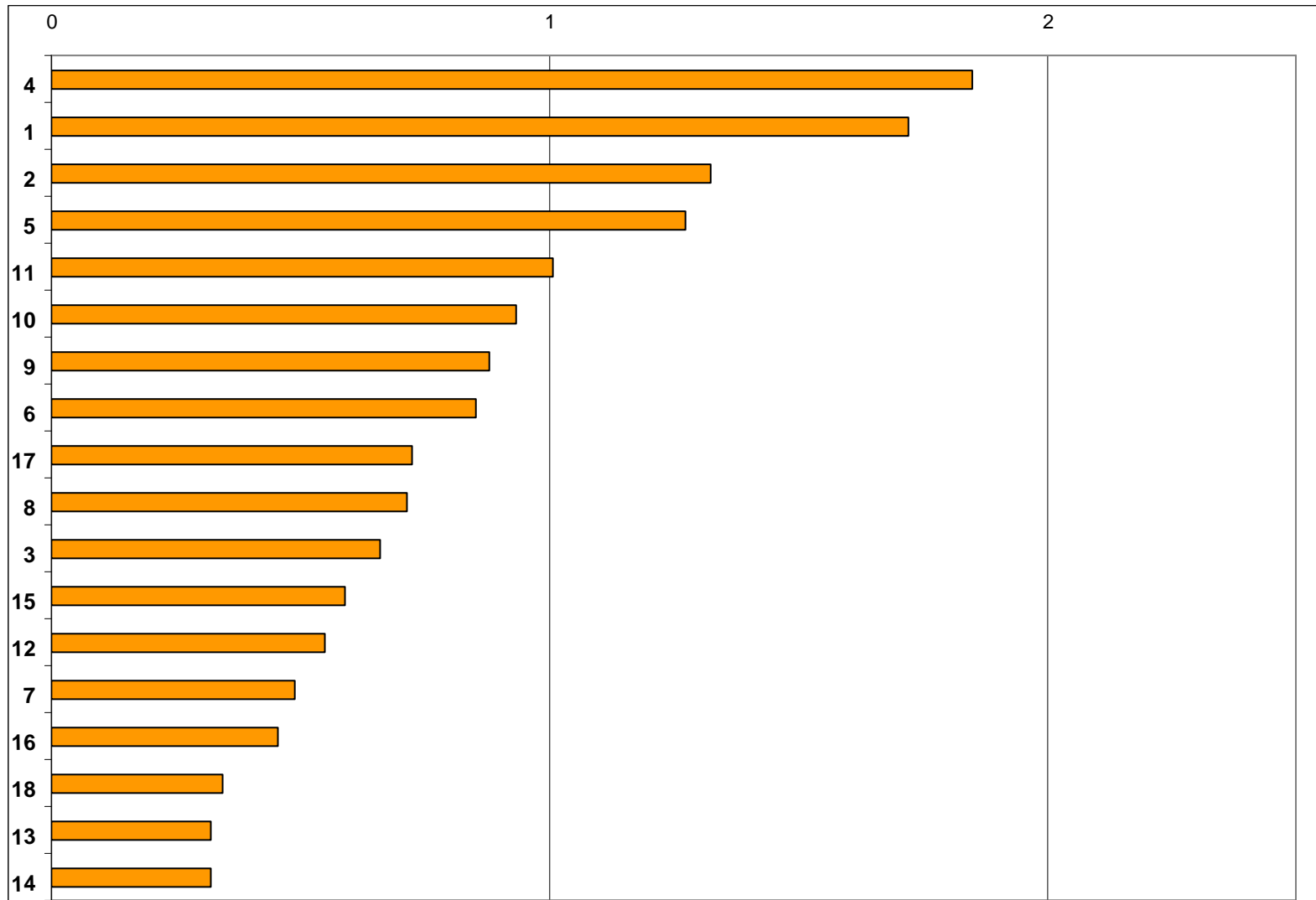
ratings



#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,69	2,73
1	Ability for conceptual thinking, analysis and synthesis	3,67	2,83
2	Professionalism, ethical values and commitment to UBUNTU	3,64	2,72
10	Ability for creative and innovative thinking	3,61	2,63
17	Self confidence, entrepreneurial spirit and skills	3,58	2,64
5	Objective decision making and practical cost effective problem solving	3,58	2,62
16	Ability to evaluate, review and enhance quality	3,58	2,68
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,58	2,66
11	Leadership, management and team work skills	3,57	2,68
6	Capacity to use innovative and appropriate technologies	3,57	2,60
15	Ability to work independently	3,55	2,77
3	Capacity for critical evaluation and self awareness	3,53	2,66
12	Communication and interpersonal skills	3,52	2,67
7	Ability to communicate effectively in official/ national and local language	3,50	2,74
8	Ability to learn to learn and capacity for lifelong learning	3,50	2,68
13	Environmental and economic consciousness	3,39	2,47
14	Ability to work in an intra and intercultural and/or international context	3,39	2,56
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,24	2,43

EMPLOYERS / ALL AREAS

rankings



Generic Competences

EMPLOYERS / ALL AREAS

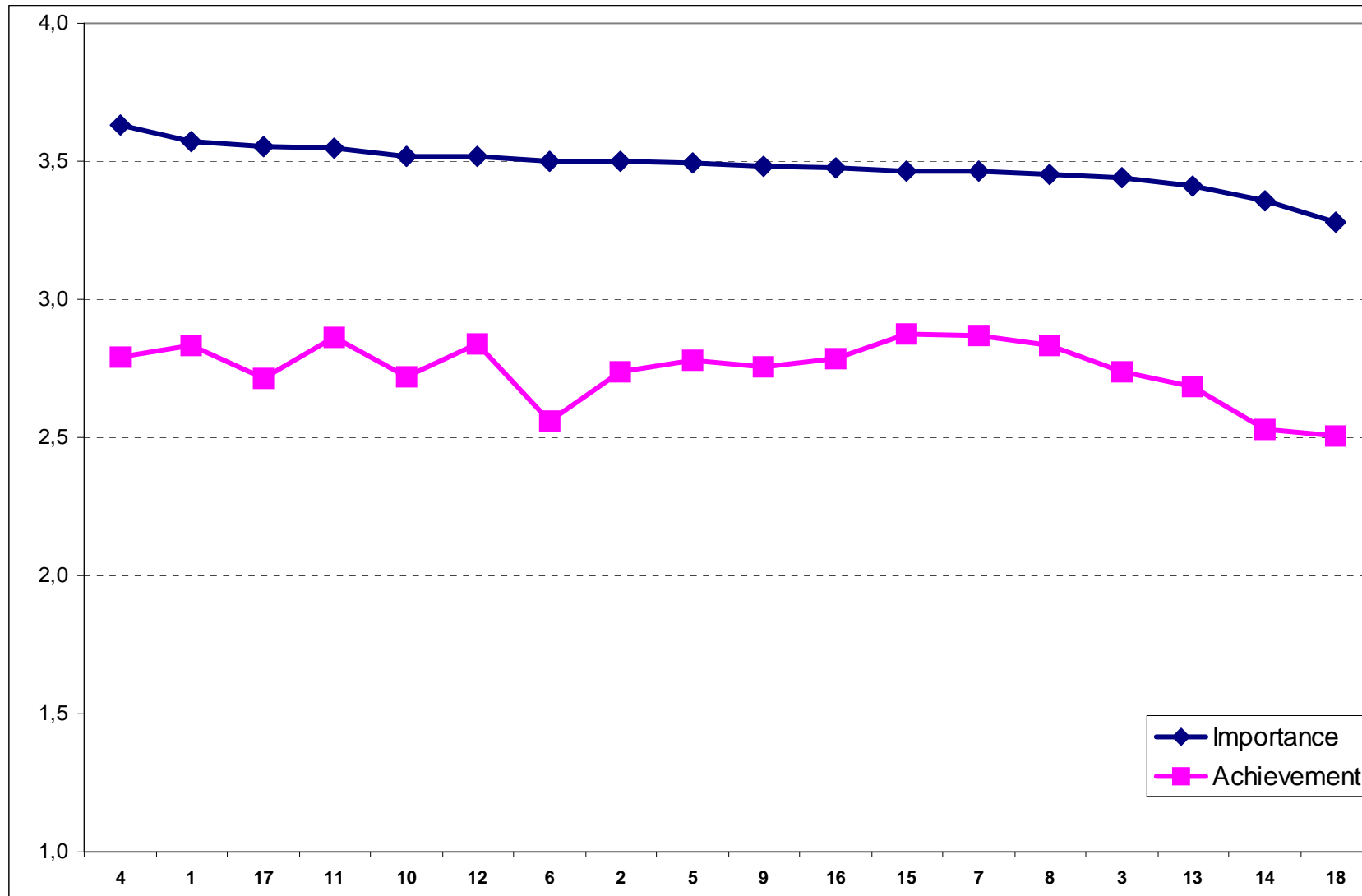
rankings



#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,3203
13	Environmental and economic consciousness	0,3209
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,3441
16	Ability to evaluate, review and enhance quality	0,4547
7	Ability to communicate effectively in official/ national and local language	0,4899
12	Communication and interpersonal skills	0,5487
15	Ability to work independently	0,5893
3	Capacity for critical evaluation and self awareness	0,6589
8	Ability to learn to learn and capacity for lifelong learning	0,7144
17	Self confidence, entrepreneurial spirit and skills	0,7255
6	Capacity to use innovative and appropriate technologies	0,8529
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,8807
10	Ability for creative and innovative thinking	0,9330
11	Leadership, management and team work skills	1,0073
5	Objective decision making and practical cost effective problem solving	1,2746
2	Professionalism, ethical values and commitment to UBUNTU	1,3235
1	Ability for conceptual thinking, analysis and synthesis	1,7201
4	Ability to translate knowledge into practice	1,8494

ALL AREAS STUDENTS

ratings



Generic competences

ALL AREAS STUDENTS

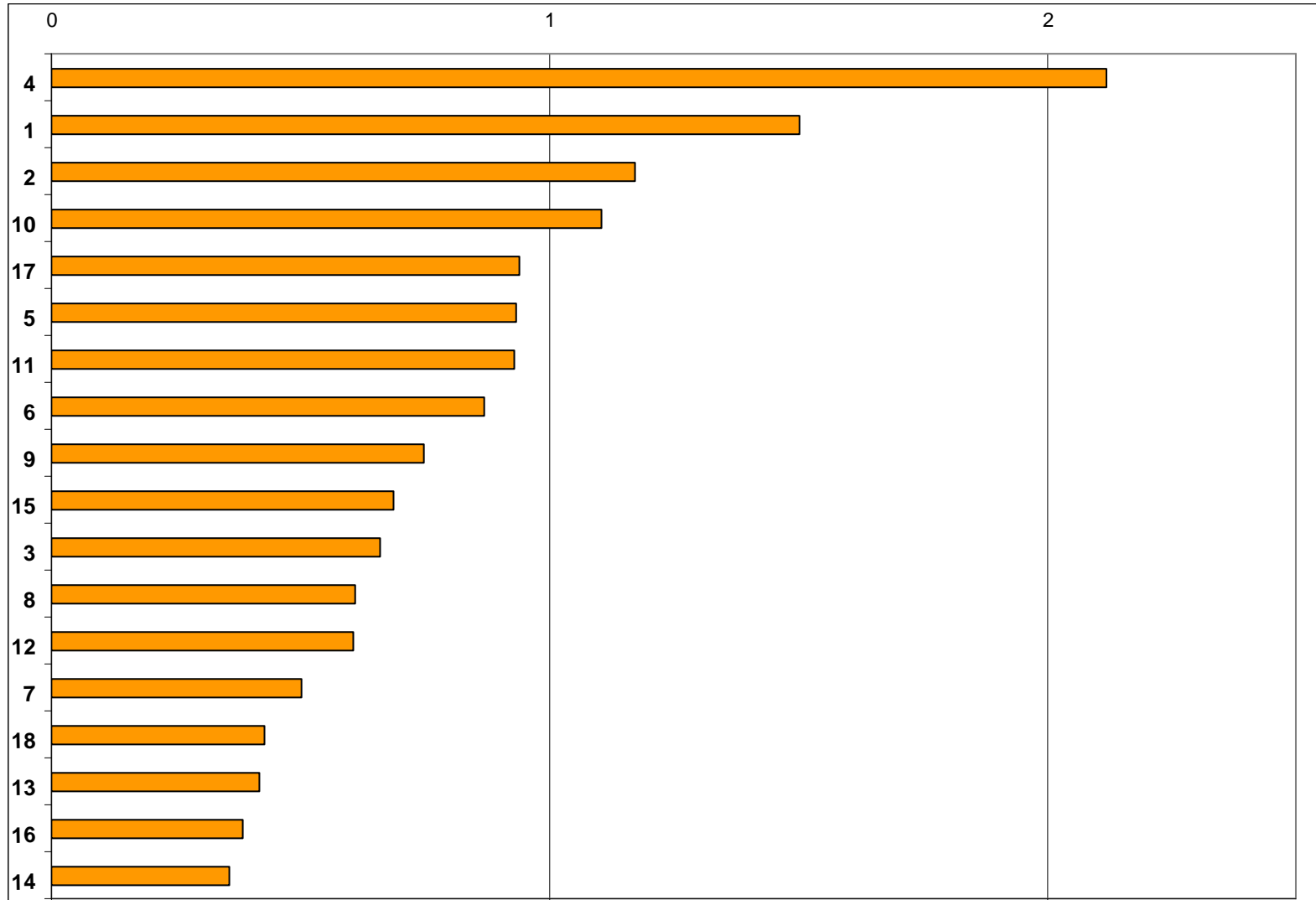
ratings



#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,63	2,79
1	Ability for conceptual thinking, analysis and synthesis	3,57	2,83
17	Self confidence, entrepreneurial spirit and skills	3,56	2,71
11	Leadership, management and team work skills	3,55	2,86
10	Ability for creative and innovative thinking	3,52	2,72
12	Communication and interpersonal skills	3,52	2,84
6	Capacity to use innovative and appropriate technologies	3,50	2,56
2	Professionalism, ethical values and commitment to UBUNTU	3,50	2,74
5	Objective decision making and practical cost effective problem solving	3,49	2,78
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,48	2,76
16	Ability to evaluate, review and enhance quality	3,48	2,79
15	Ability to work independently	3,47	2,87
7	Ability to communicate effectively in official/ national and local language	3,47	2,87
8	Ability to learn to learn and capacity for lifelong learning	3,45	2,84
3	Capacity for critical evaluation and self awareness	3,44	2,74
13	Environmental and economic consciousness	3,41	2,68
14	Ability to work in an intra and intercultural and/or international context	3,35	2,53
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,28	2,50

STUDENTS / ALL AREAS

rankings



STUDENTS / ALL AREAS

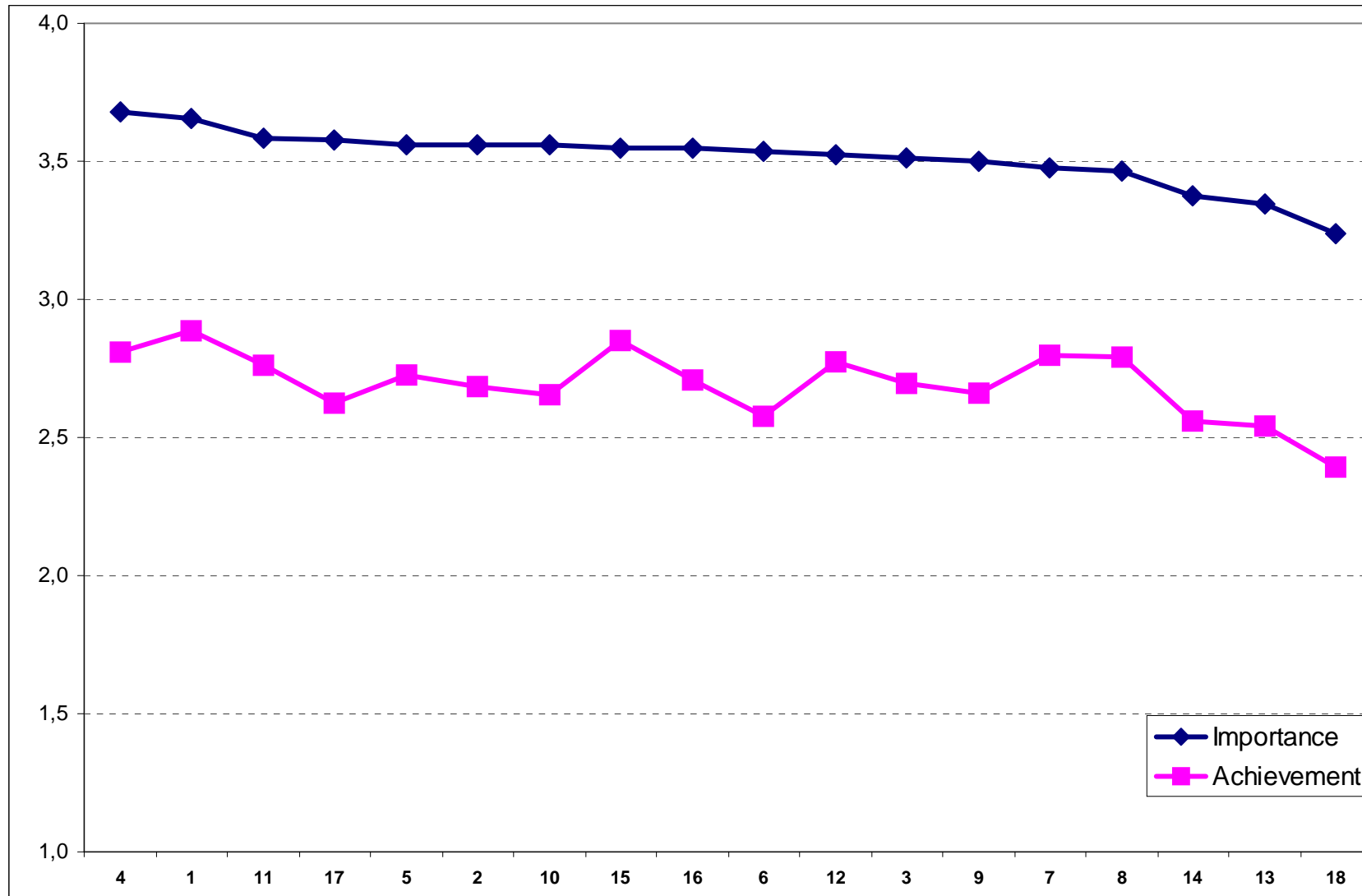
rankings



#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,3569
16	Ability to evaluate, review and enhance quality	0,3836
13	Environmental and economic consciousness	0,4171
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,4270
7	Ability to communicate effectively in official/ national and local language	0,5034
12	Communication and interpersonal skills	0,6062
8	Ability to learn to learn and capacity for lifelong learning	0,6092
3	Capacity for critical evaluation and self awareness	0,6592
15	Ability to work independently	0,6890
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,7478
6	Capacity to use innovative and appropriate technologies	0,8706
11	Leadership, management and team work skills	0,9296
5	Objective decision making and practical cost effective problem solving	0,9340
17	Self confidence, entrepreneurial spirit and skills	0,9410
10	Ability for creative and innovative thinking	1,1056
2	Professionalism, ethical values and commitment to UBUNTU	1,1722
1	Ability for conceptual thinking, analysis and synthesis	1,5032
4	Ability to translate knowledge into practice	2,1189

ALL AREAS GRADUATES

ratings



ALL AREAS GRADUATES

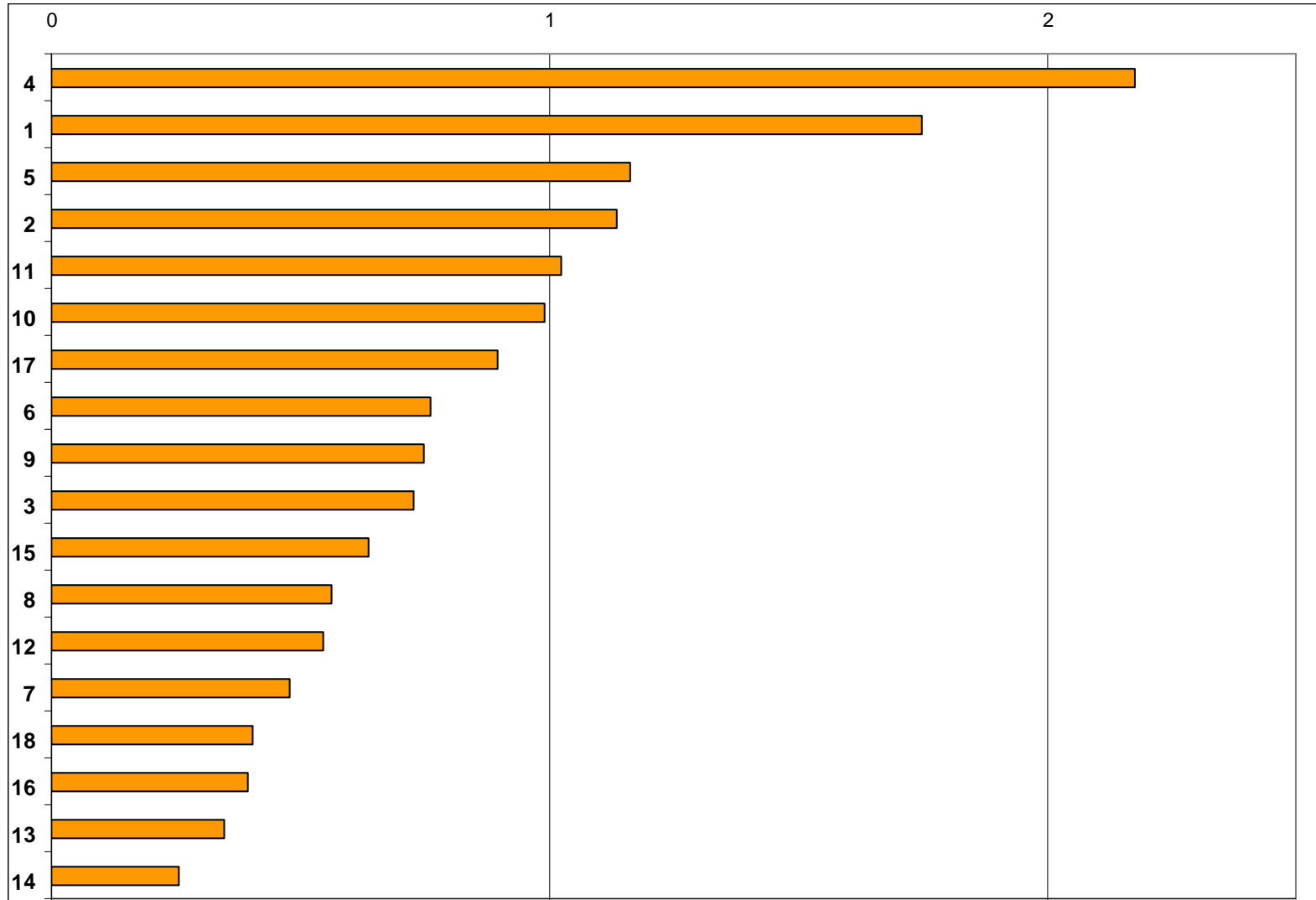
ratings



#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,68	2,81
1	Ability for conceptual thinking, analysis and synthesis	3,65	2,89
11	Leadership, management and team work skills	3,58	2,76
17	Self confidence, entrepreneurial spirit and skills	3,58	2,63
5	Objective decision making and practical cost effective problem solving	3,56	2,72
2	Professionalism, ethical values and commitment to UBUNTU	3,56	2,68
10	Ability for creative and innovative thinking	3,56	2,66
15	Ability to work independently	3,55	2,85
16	Ability to evaluate, review and enhance quality	3,55	2,71
6	Capacity to use innovative and appropriate technologies	3,53	2,58
12	Communication and interpersonal skills	3,52	2,78
3	Capacity for critical evaluation and self awareness	3,51	2,70
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,50	2,66
7	Ability to communicate effectively in official/ national and local language	3,47	2,80
8	Ability to learn to learn and capacity for lifelong learning	3,47	2,79
14	Ability to work in an intra and intercultural and/or international context	3,38	2,56
13	Environmental and economic consciousness	3,35	2,54
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,24	2,39

GRADUATES / ALL AREAS

rankings



Generic Competences

GRADUATES / ALL AREAS

rankings



#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,2569
13	Environmental and economic consciousness	0,3462
16	Ability to evaluate, review and enhance quality	0,3939
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,4028
7	Ability to communicate effectively in official/ national and local language	0,4801
12	Communication and interpersonal skills	0,5453
8	Ability to learn to learn and capacity for lifelong learning	0,5621
15	Ability to work independently	0,6378
3	Capacity for critical evaluation and self awareness	0,7267
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,7489
6	Capacity to use innovative and appropriate technologies	0,7611
17	Self confidence, entrepreneurial spirit and skills	0,8975
10	Ability for creative and innovative thinking	0,9917
11	Leadership, management and team work skills	1,0251
2	Professionalism, ethical values and commitment to UBUNTU	1,1356
5	Objective decision making and practical cost effective problem solving	1,1617
1	Ability for conceptual thinking, analysis and synthesis	1,7497
4	Ability to translate knowledge into practice	2,1759

ALL AREAS



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,95526043	1		
<i>Students</i>	0,89415416	0,91828745	1	
<i>Graduates</i>	0,96412153	0,97074393	0,9450594	1

ACHIEVEMENT

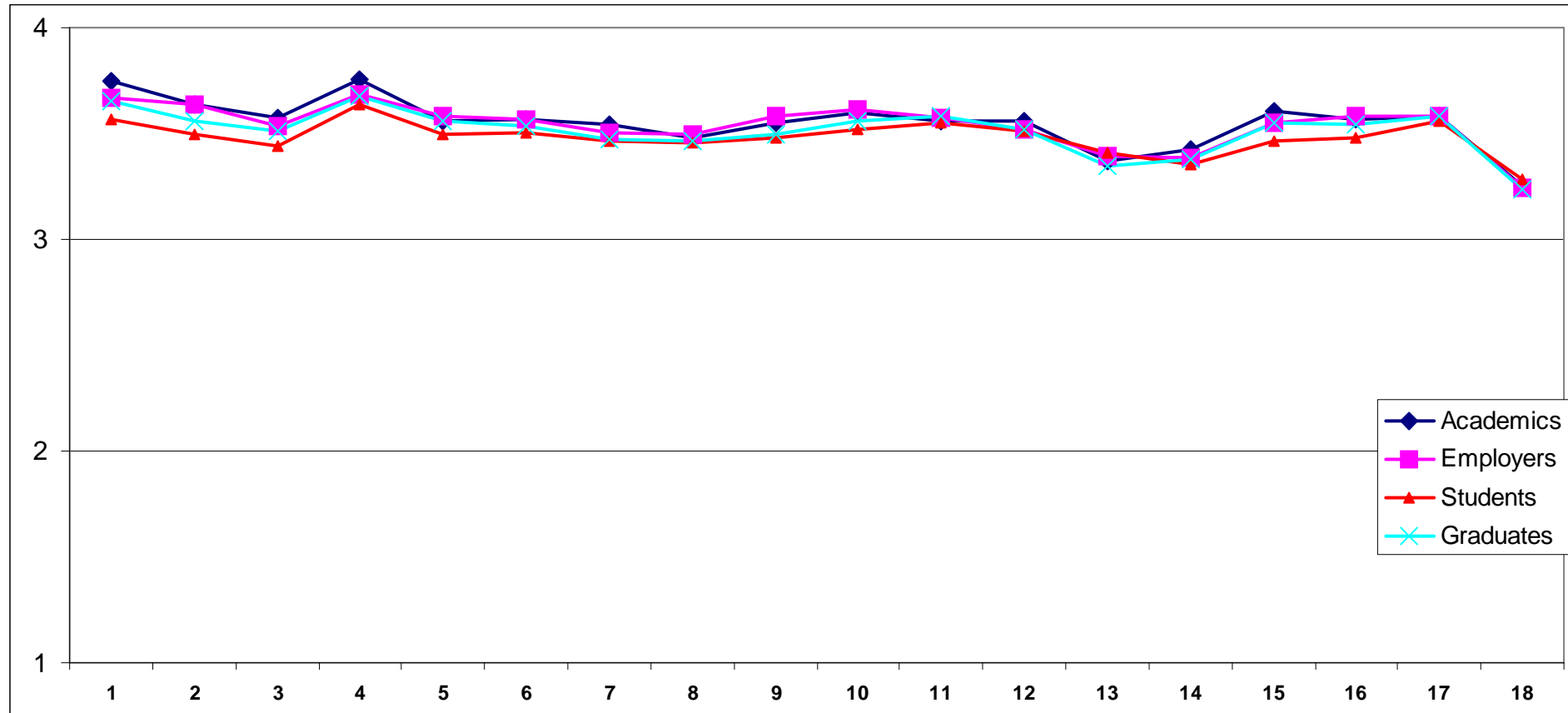
	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,91790369	1		
<i>Students</i>	0,84406054	0,7805001	1	
<i>Graduates</i>	0,96305124	0,92333482	0,90614636	1

RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,9635787	1		
<i>Students</i>	0,96096625	0,94127019	1	
<i>Graduates</i>	0,9706942	0,97050014	0,98192419	1

ALL AREAS ALL GROUPS

ratings

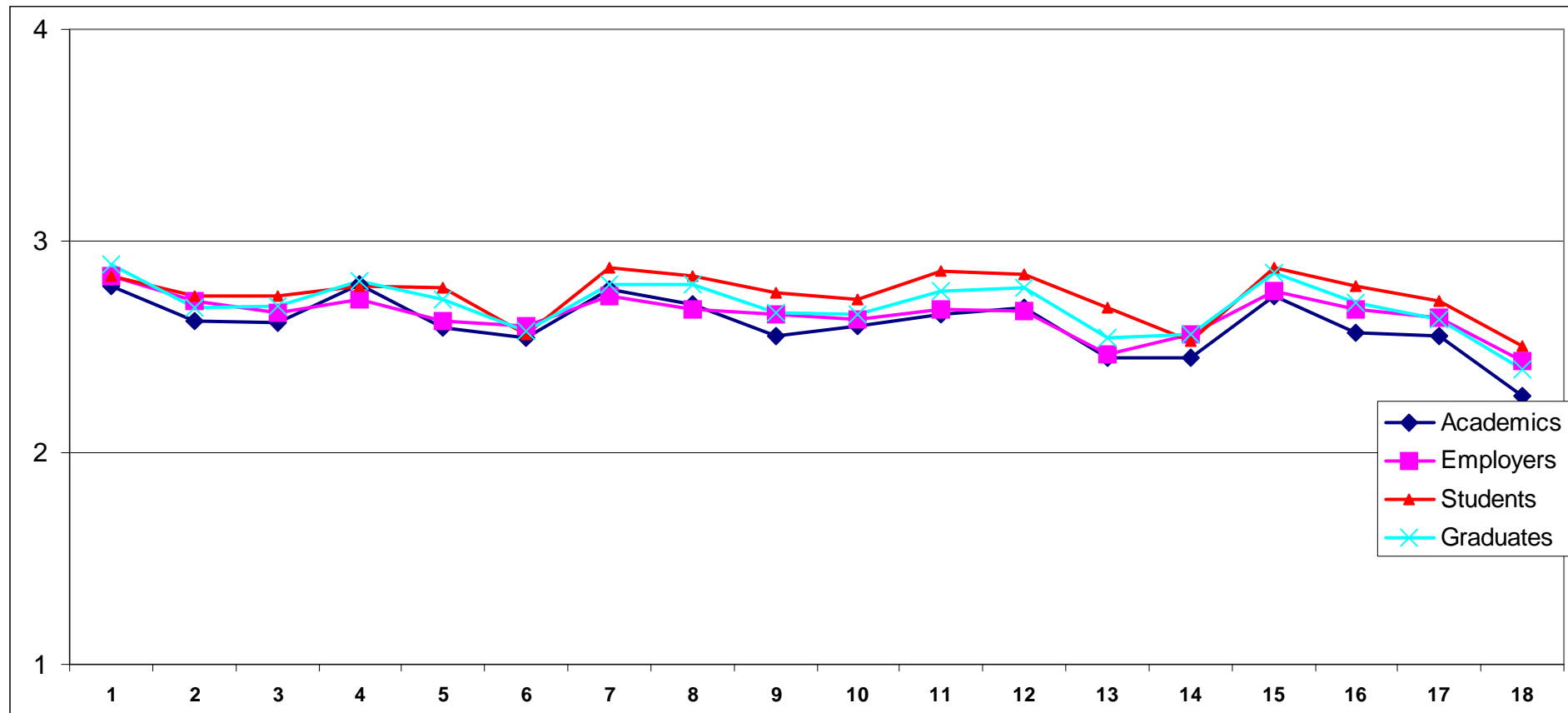


Generic competences

IMPORTANCE

ALL AREAS ALL GROUPS

ratings



Generic competences

ACHIEVEMENT

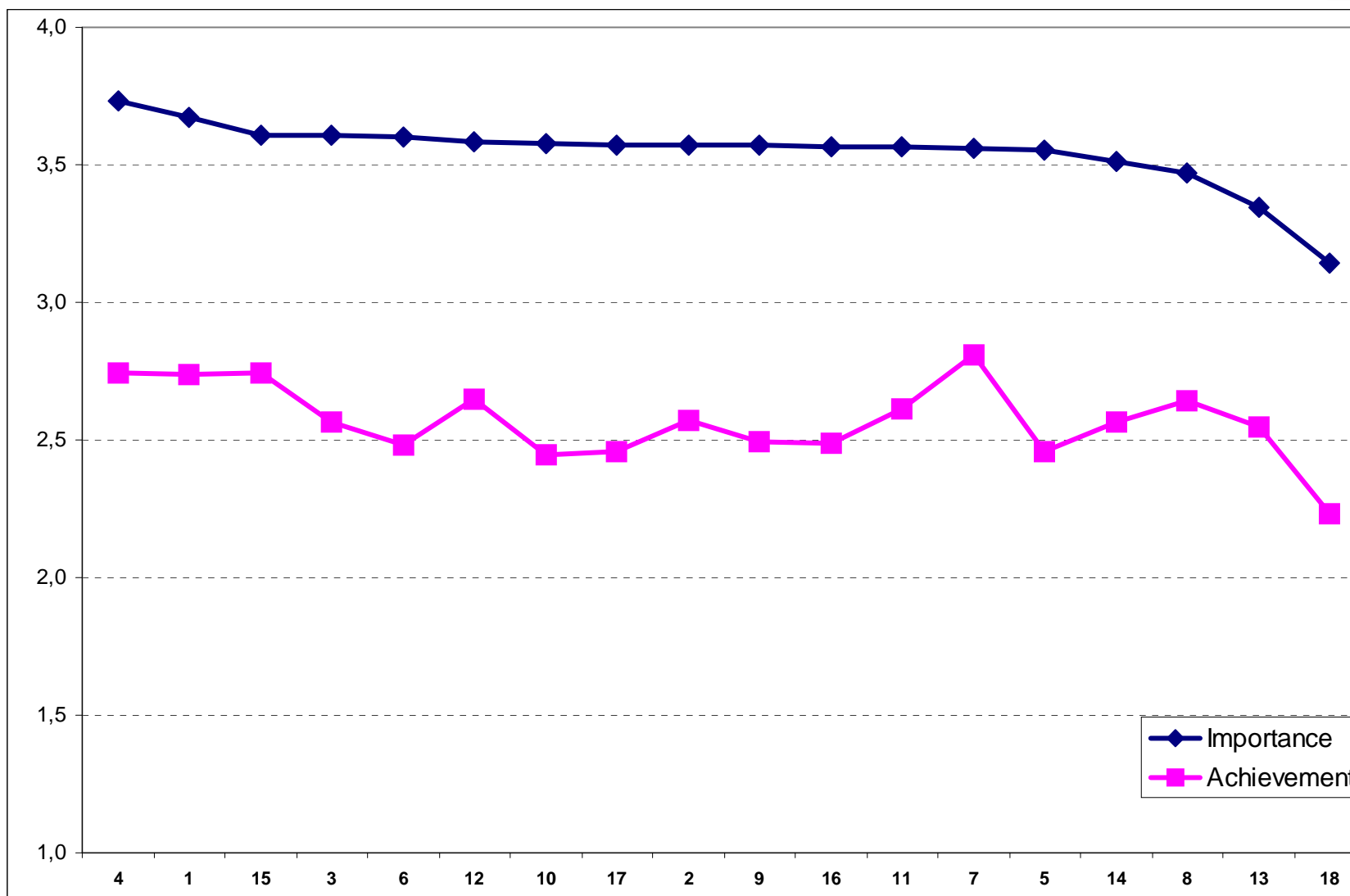
GENERIC COMPETENCES

AGRICULTURE

AGRICULTURE

ACADEMICS

ratings



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Generic competences

AGRICULTURE

ACADEMICS

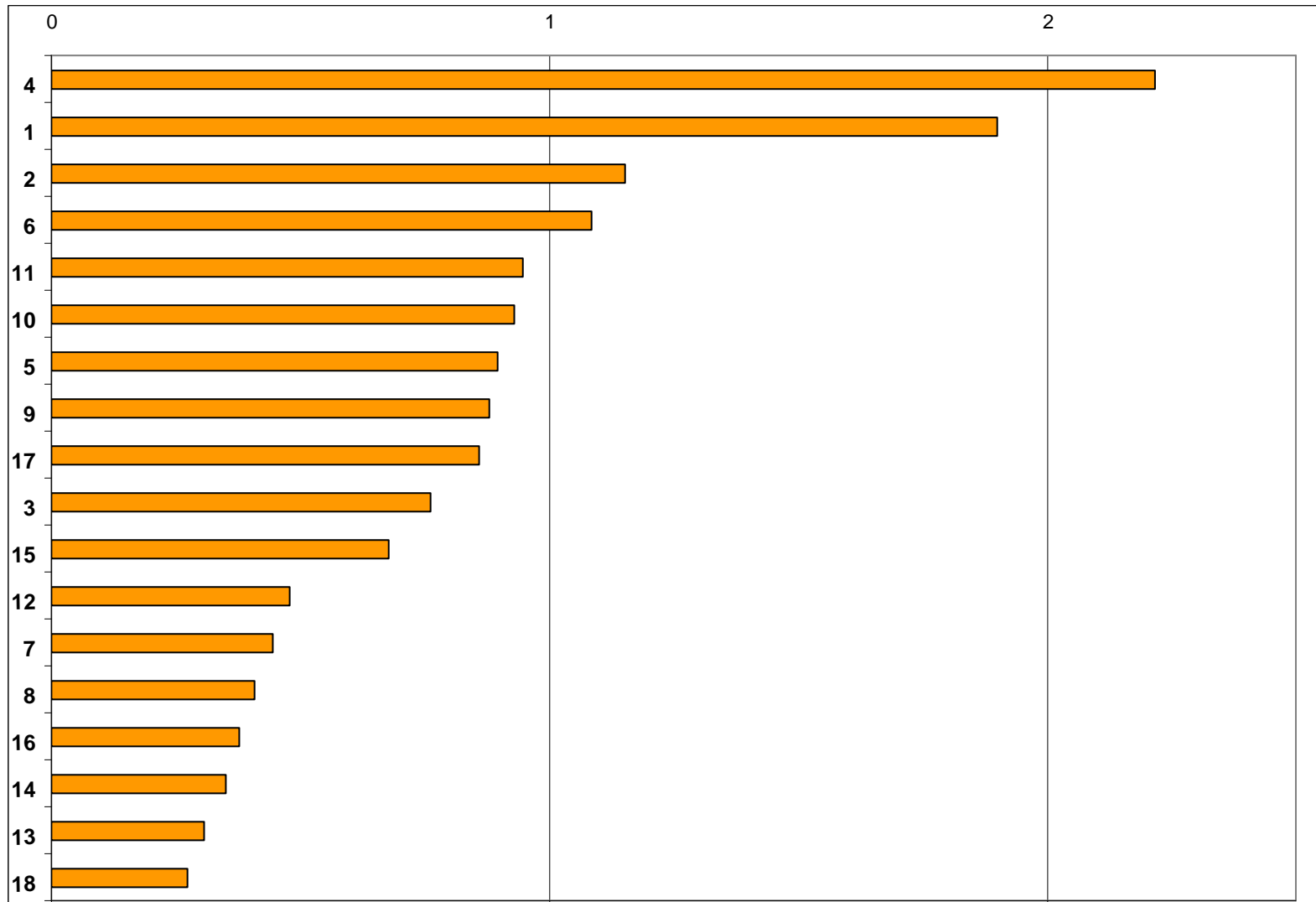
ratings



#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,73	2,74
1	Ability for conceptual thinking, analysis and synthesis	3,67	2,74
15	Ability to work independently	3,61	2,74
3	Capacity for critical evaluation and self awareness	3,61	2,56
6	Capacity to use innovative and appropriate technologies	3,60	2,48
12	Communication and interpersonal skills	3,59	2,65
10	Ability for creative and innovative thinking	3,58	2,45
17	Self confidence, entrepreneurial spirit and skills	3,57	2,46
2	Professionalism, ethical values and commitment to UBUNTU #	3,57	2,57
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,57	2,49
16	Ability to evaluate, review and enhance quality	3,57	2,49
11	Leadership, management and team work skills	3,57	2,61
7	Ability to communicate effectively in official/ national and local language	3,56	2,81
5	Objective decision making and practical cost effective problem solving	3,55	2,46
14	Ability to work in an intra and intercultural and/or international context	3,51	2,56
8	Ability to learn to learn and capacity for lifelong learning	3,47	2,64
13	Environmental and economic consciousness	3,35	2,55
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,14	2,23

ACADEMICS / AGRICULTURE

rankings

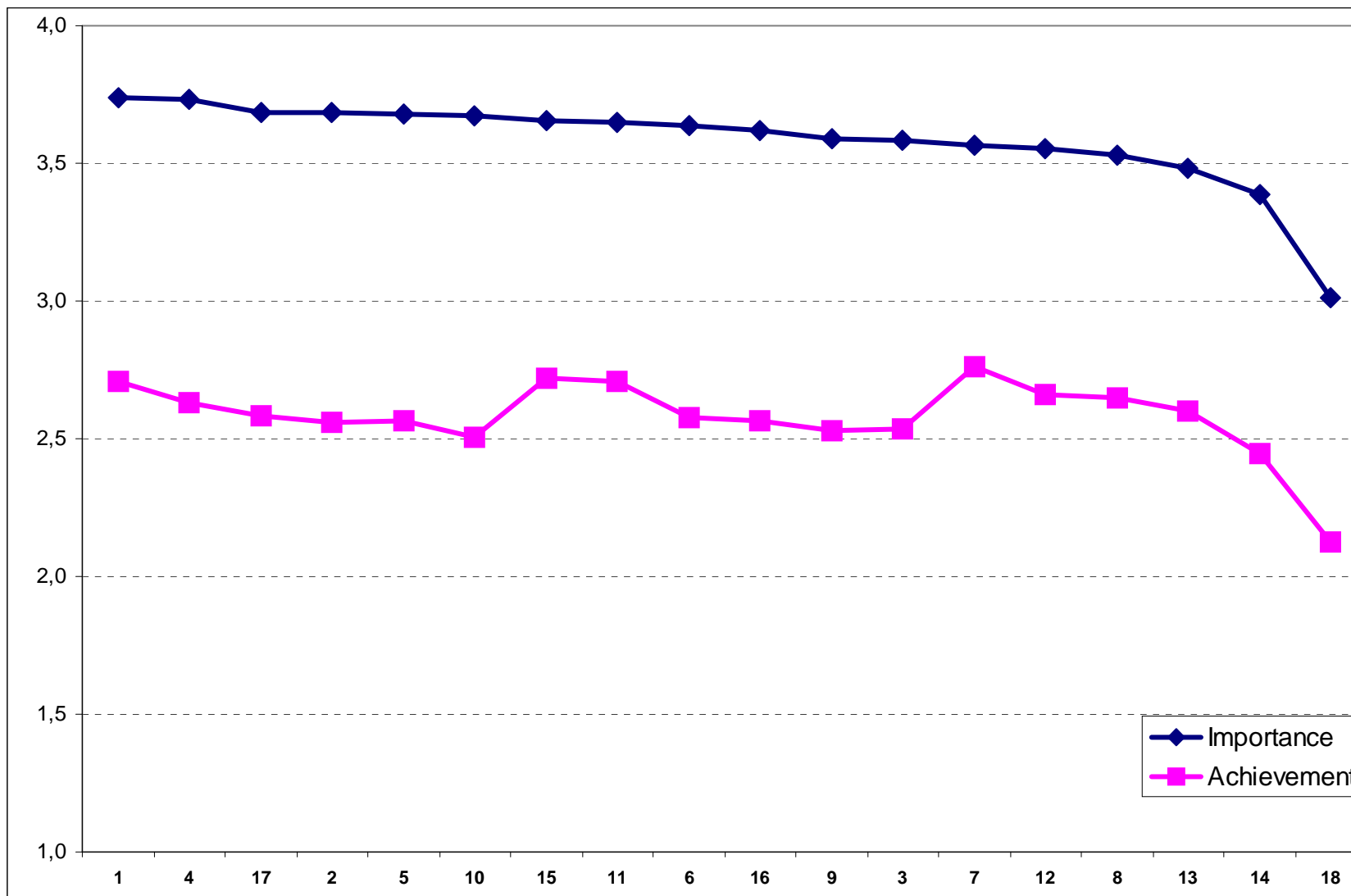


#	Description	Ranking
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,2724
13	Environmental and economic consciousness	0,3081
14	Ability to work in an intra and intercultural and/or international context	0,3494
16	Ability to evaluate, review and enhance quality	0,3782
8	Ability to learn to learn and capacity for lifelong learning	0,4071
7	Ability to communicate effectively in official/ national and local language	0,4448
12	Communication and interpersonal skills	0,4776
15	Ability to work independently	0,6769
3	Capacity for critical evaluation and self awareness	0,7605
17	Self confidence, entrepreneurial spirit and skills	0,8583
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,8805
5	Objective decision making and practical cost effective problem solving	0,8972
10	Ability for creative and innovative thinking	0,9298
11	Leadership, management and team work skills	0,9455
6	Capacity to use innovative and appropriate technologies	1,0865
2	Professionalism, ethical values and commitment to UBUNTU	1,1512
1	Ability for conceptual thinking, analysis and synthesis	1,9012
4	Ability to translate knowledge into practice	2,2157

AGRICULTURE

EMPLOYERS

ratings

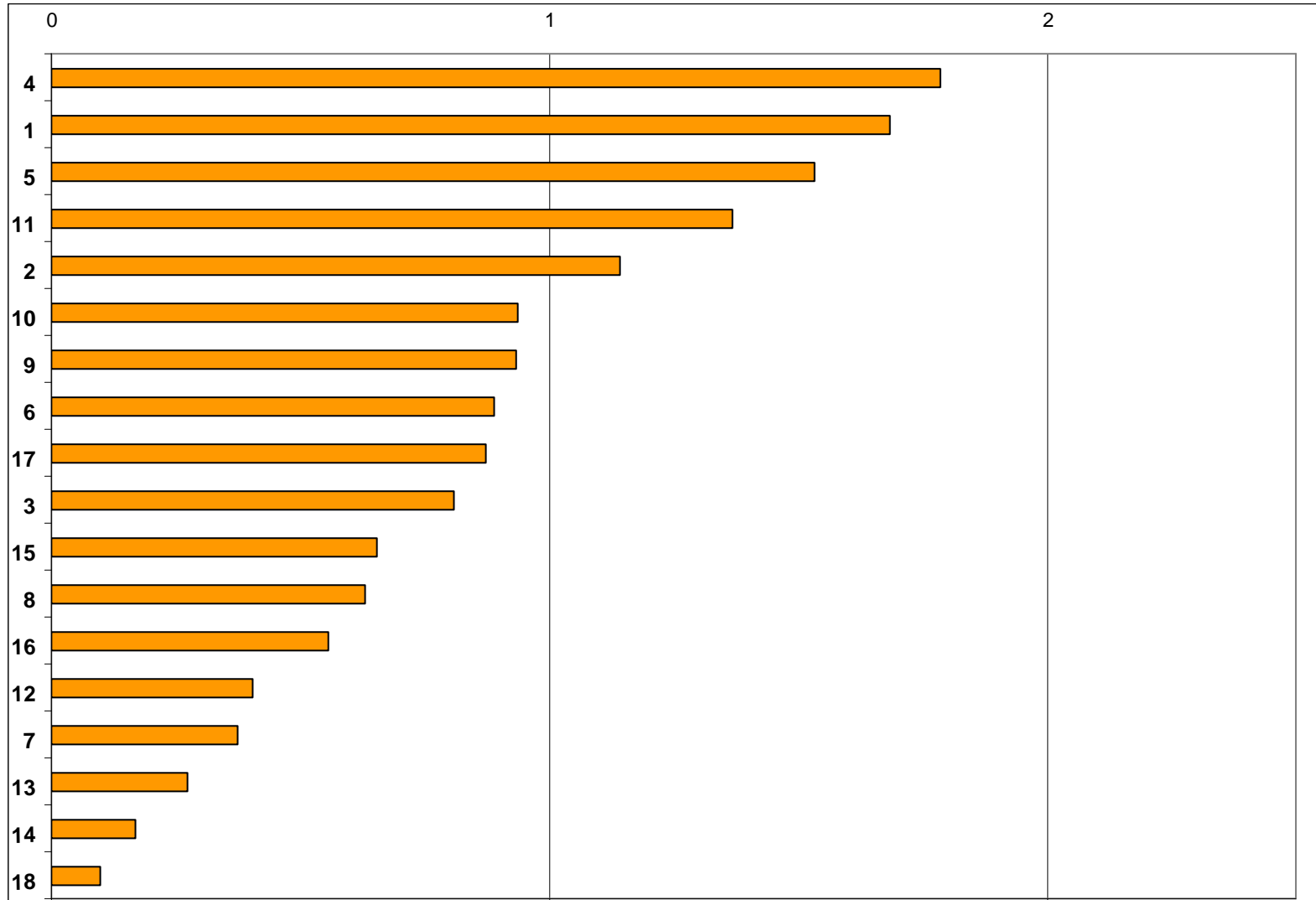


Generic competences

#	Description	Importance	Achievement
1	Ability for conceptual thinking, analysis and synthesis	3,74	2,71
4	Ability to translate knowledge into practice	3,73	2,63
17	Self confidence, entrepreneurial spirit and skills	3,69	2,58
2	Professionalism, ethical values and commitment to UBUNTU	3,68	2,56
5	Objective decision making and practical cost effective problem solving	3,68	2,56
10	Ability for creative and innovative thinking	3,67	2,51
15	Ability to work independently	3,65	2,72
11	Leadership, management and team work skills	3,65	2,71
6	Capacity to use innovative and appropriate technologies	3,64	2,58
16	Ability to evaluate, review and enhance quality	3,62	2,57
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,59	2,53
3	Capacity for critical evaluation and self awareness	3,59	2,54
7	Ability to communicate effectively in official/ national and local language	3,57	2,76
12	Communication and interpersonal skills	3,55	2,66
8	Ability to learn to learn and capacity for lifelong learning	3,53	2,65
13	Environmental and economic consciousness	3,48	2,60
14	Ability to work in an intra and intercultural and/or international context	3,39	2,45
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,01	2,13

EMPLOYERS / AGRICULTURE

rankings



EMPLOYERS / AGRICULTURE

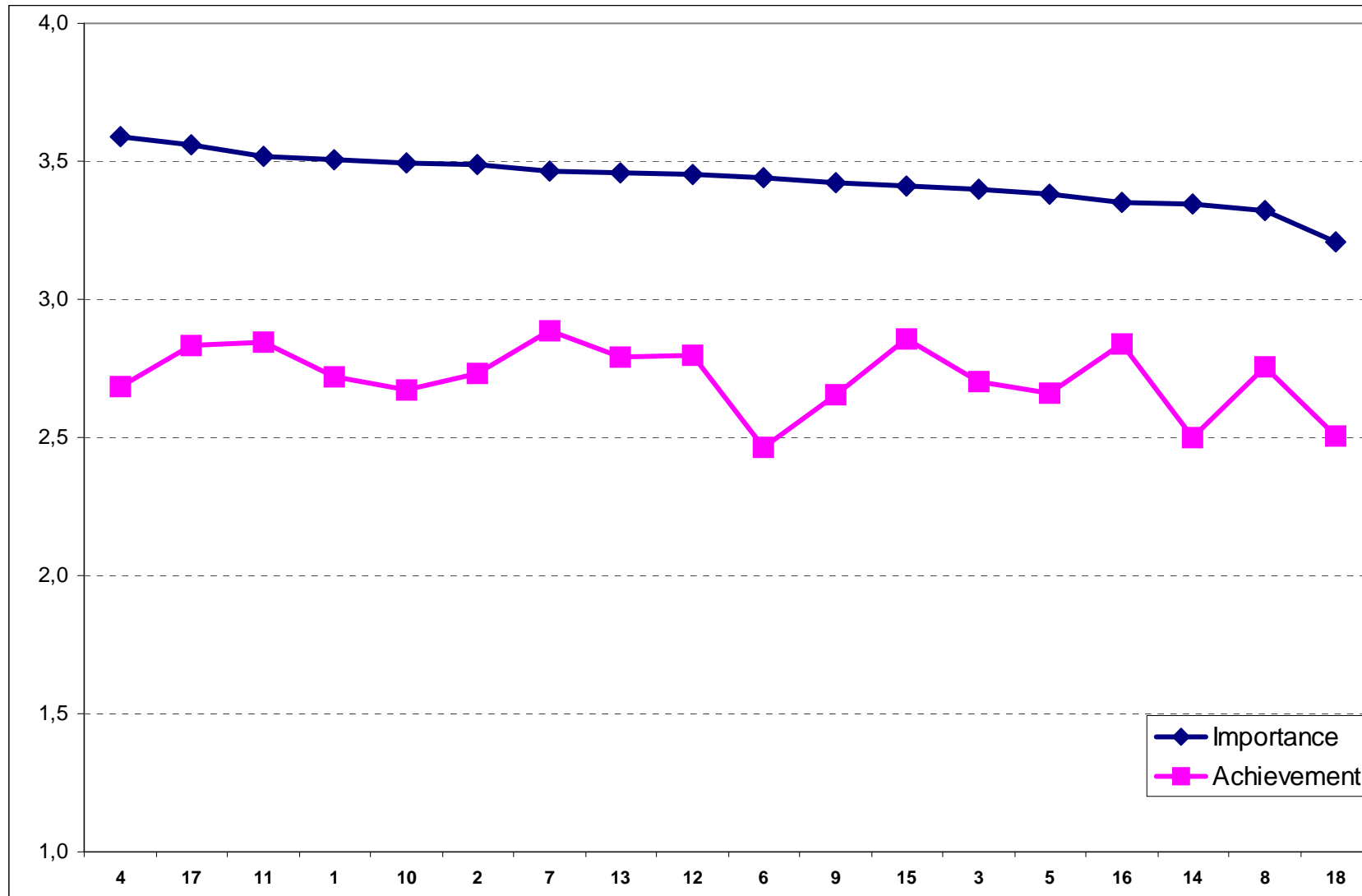
rankings



#	Description	Ranking
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,0978
14	Ability to work in an intra and intercultural and/or international context	0,1681
13	Environmental and economic consciousness	0,2745
7	Ability to communicate effectively in official/ national and local language	0,3729
12	Communication and interpersonal skills	0,4055
16	Ability to evaluate, review and enhance quality	0,5566
8	Ability to learn to learn and capacity for lifelong learning	0,6316
15	Ability to work independently	0,6549
3	Capacity for critical evaluation and self awareness	0,8071
17	Self confidence, entrepreneurial spirit and skills	0,8730
6	Capacity to use innovative and appropriate technologies	0,8901
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,9323
10	Ability for creative and innovative thinking	0,9350
2	Professionalism, ethical values and commitment to UBUNTU	1,1423
11	Leadership, management and team work skills	1,3666
5	Objective decision making and practical cost effective problem solving	1,5330
1	Ability for conceptual thinking, analysis and synthesis	1,6847
4	Ability to translate knowledge into practice	1,7843

AGRICULTURE STUDENTS

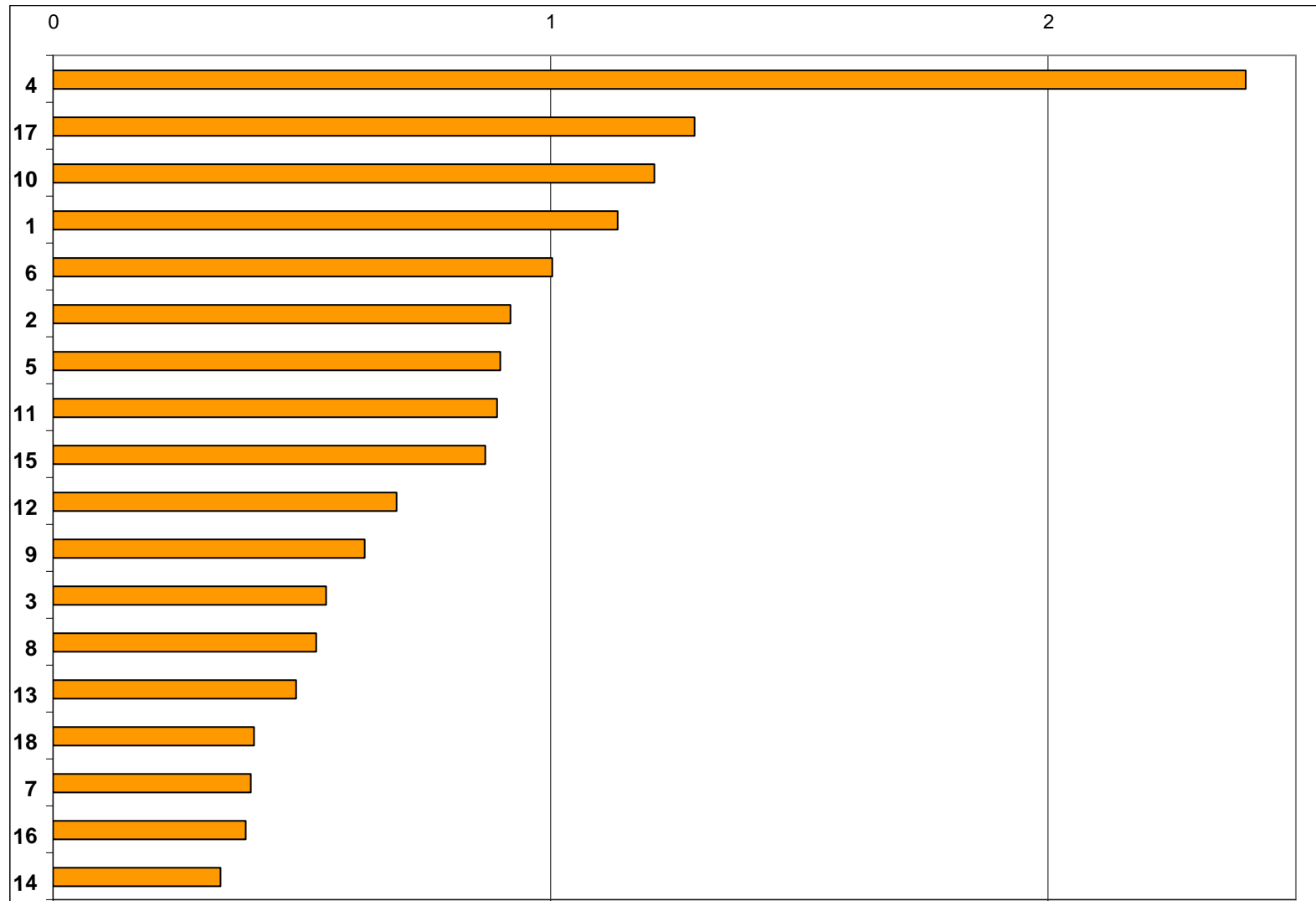
ratings



#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,59	2,68
17	Self confidence, entrepreneurial spirit and skills	3,56	2,83
11	Leadership, management and team work skills	3,52	2,84
1	Ability for conceptual thinking, analysis and synthesis	3,50	2,72
10	Ability for creative and innovative thinking	3,49	2,67
2	Professionalism, ethical values and commitment to UBUNTU	3,49	2,73
7	Ability to communicate effectively in official/ national and local language	3,46	2,88
13	Environmental and economic consciousness	3,46	2,79
12	Communication and interpersonal skills	3,45	2,80
6	Capacity to use innovative and appropriate technologies	3,44	2,46
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,42	2,65
15	Ability to work independently	3,41	2,86
3	Capacity for critical evaluation and self awareness	3,40	2,70
5	Objective decision making and practical cost effective problem solving	3,38	2,66
16	Ability to evaluate, review and enhance quality	3,35	2,84
14	Ability to work in an intra and intercultural and/or international context	3,35	2,50
8	Ability to learn to learn and capacity for lifelong learning	3,32	2,76
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,21	2,50

STUDENTS / AGRICULTURE

rankings



Generic Competences

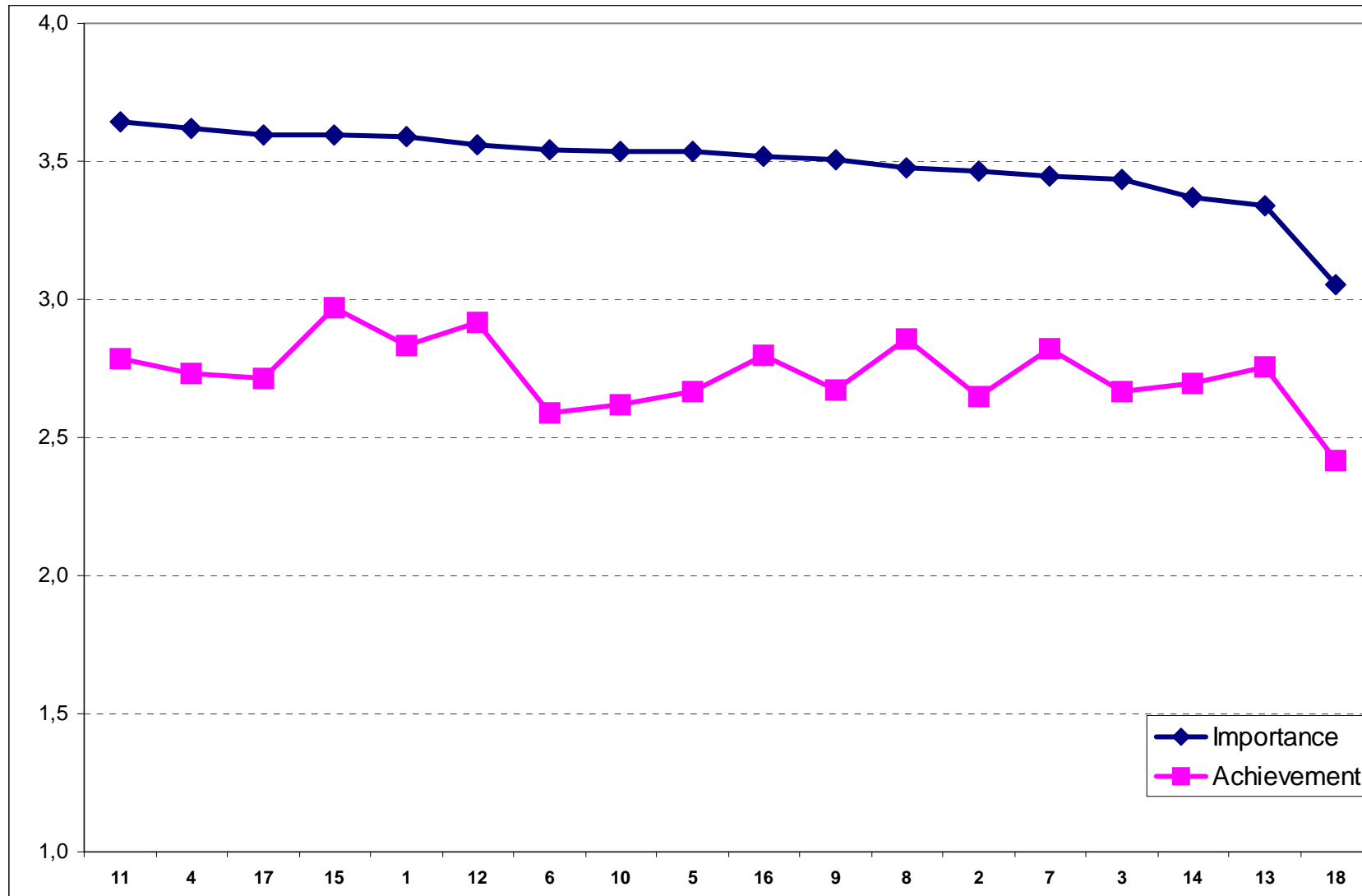


#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,3365
16	Ability to evaluate, review and enhance quality	0,3858
7	Ability to communicate effectively in official/ national and local language	0,3972
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,4034
13	Environmental and economic consciousness	0,4876
8	Ability to learn to learn and capacity for lifelong learning	0,5276
3	Capacity for critical evaluation and self awareness	0,5492
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,6282
12	Communication and interpersonal skills	0,6921
15	Ability to work independently	0,8686
11	Leadership, management and team work skills	0,8924
5	Objective decision making and practical cost effective problem solving	0,9009
2	Professionalism, ethical values and commitment to UBUNTU	0,9182
6	Capacity to use innovative and appropriate technologies	1,0025
1	Ability for conceptual thinking, analysis and synthesis	1,1343
10	Ability for creative and innovative thinking	1,2083
17	Self confidence, entrepreneurial spirit and skills	1,2919
4	Ability to translate knowledge into practice	2,3990

AGRICULTURE

GRADUATES

ratings

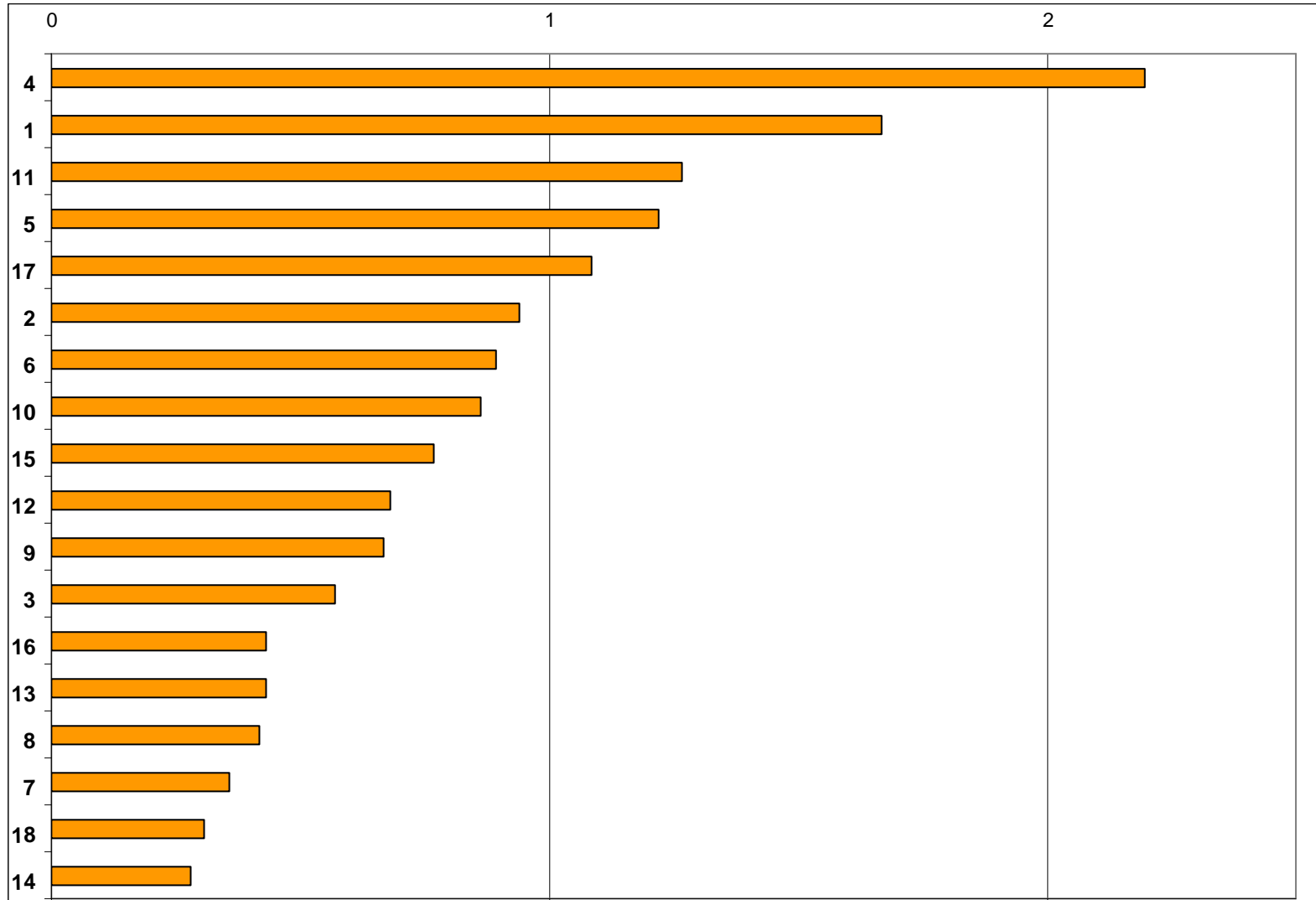


Generic competences

#	Description	Importance	Achievement
11	Leadership, management and team work skills	3,64	2,79
4	Ability to translate knowledge into practice	3,62	2,73
17	Self confidence, entrepreneurial spirit and skills	3,60	2,71
15	Ability to work independently	3,60	2,97
1	Ability for conceptual thinking, analysis and synthesis	3,59	2,84
12	Communication and interpersonal skills	3,56	2,91
6	Capacity to use innovative and appropriate technologies	3,54	2,59
10	Ability for creative and innovative thinking	3,54	2,62
5	Objective decision making and practical cost effective problem solving	3,53	2,67
16	Ability to evaluate, review and enhance quality	3,52	2,80
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,51	2,67
8	Ability to learn to learn and capacity for lifelong learning	3,48	2,86
2	Professionalism, ethical values and commitment to UBUNTU	3,47	2,65
7	Ability to communicate effectively in official/ national and local language	3,44	2,82
3	Capacity for critical evaluation and self awareness	3,44	2,66
14	Ability to work in an intra and intercultural and/or international context	3,37	2,69
13	Environmental and economic consciousness	3,34	2,76
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,06	2,42

GRADUATES / AGRICULTURE

rankings



Generic Competences

GRADUATES / AGRICULTURE

rankings



#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,2810
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,3057
7	Ability to communicate effectively in official/ national and local language	0,3569
8	Ability to learn to learn and capacity for lifelong learning	0,4164
13	Environmental and economic consciousness	0,4308
16	Ability to evaluate, review and enhance quality	0,4317
3	Capacity for critical evaluation and self awareness	0,5696
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,6677
12	Communication and interpersonal skills	0,6808
15	Ability to work independently	0,7670
10	Ability for creative and innovative thinking	0,8640
6	Capacity to use innovative and appropriate technologies	0,8912
2	Professionalism, ethical values and commitment to UBUNTU	0,9389
17	Self confidence, entrepreneurial spirit and skills	1,0837
5	Objective decision making and practical cost effective problem solving	1,2202
11	Leadership, management and team work skills	1,2665
1	Ability for conceptual thinking, analysis and synthesis	1,6686
4	Ability to translate knowledge into practice	2,1974

AGRICULTURE



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,8982449	1		
Students	0,71026404	0,77808954	1	
Graduates	0,89361795	0,92399307	0,7386277	1

ACHIEVEMENT

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,8529906	1		
Students	0,53145745	0,68507961	1	
Graduates	0,80006793	0,8321195	0,73690882	1

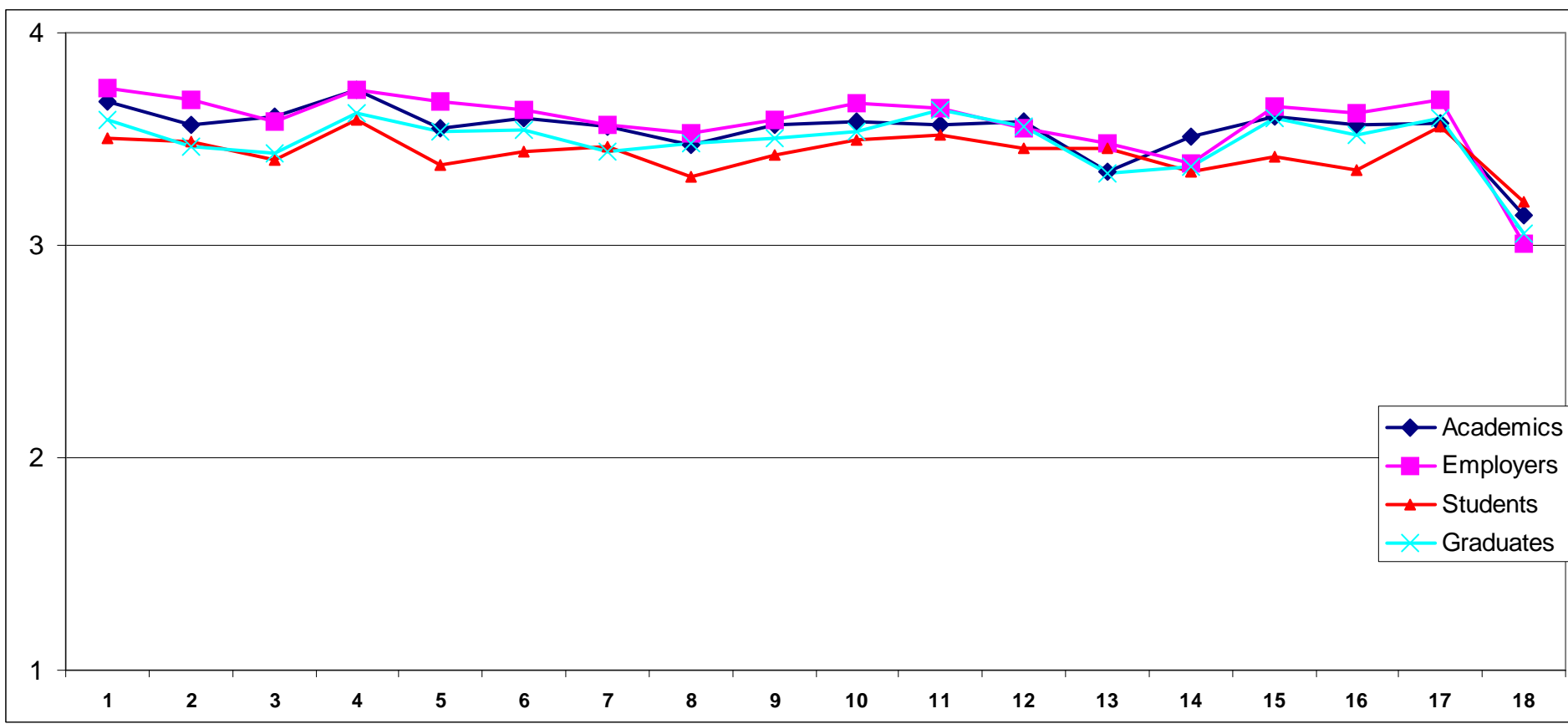
RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,88976372	1		
Students	0,86624967	0,75119936	1	
Graduates	0,93941775	0,91714947	0,9081643	1

AGRICULTURE

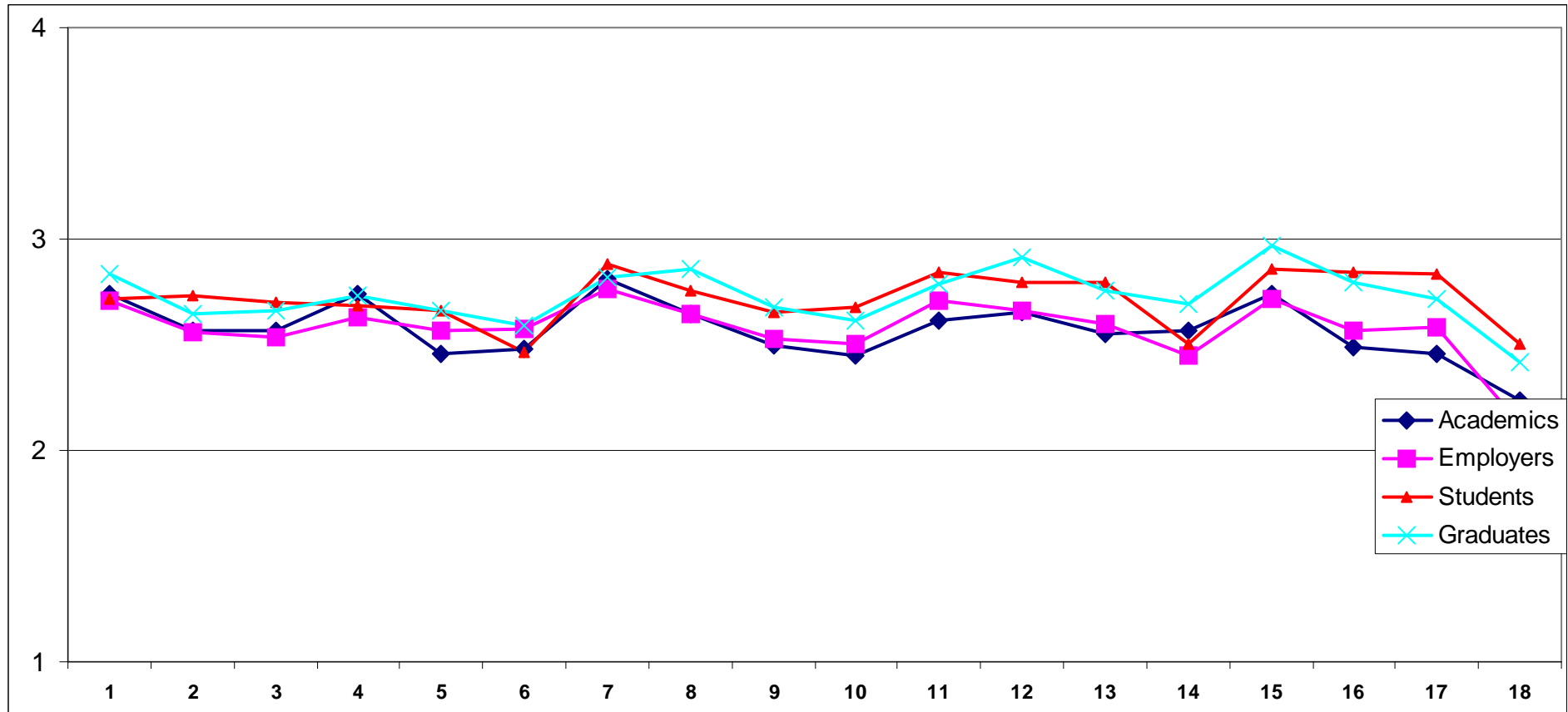
ALL GROUPS

ratings



7 Generic competences

IMPORTANCE



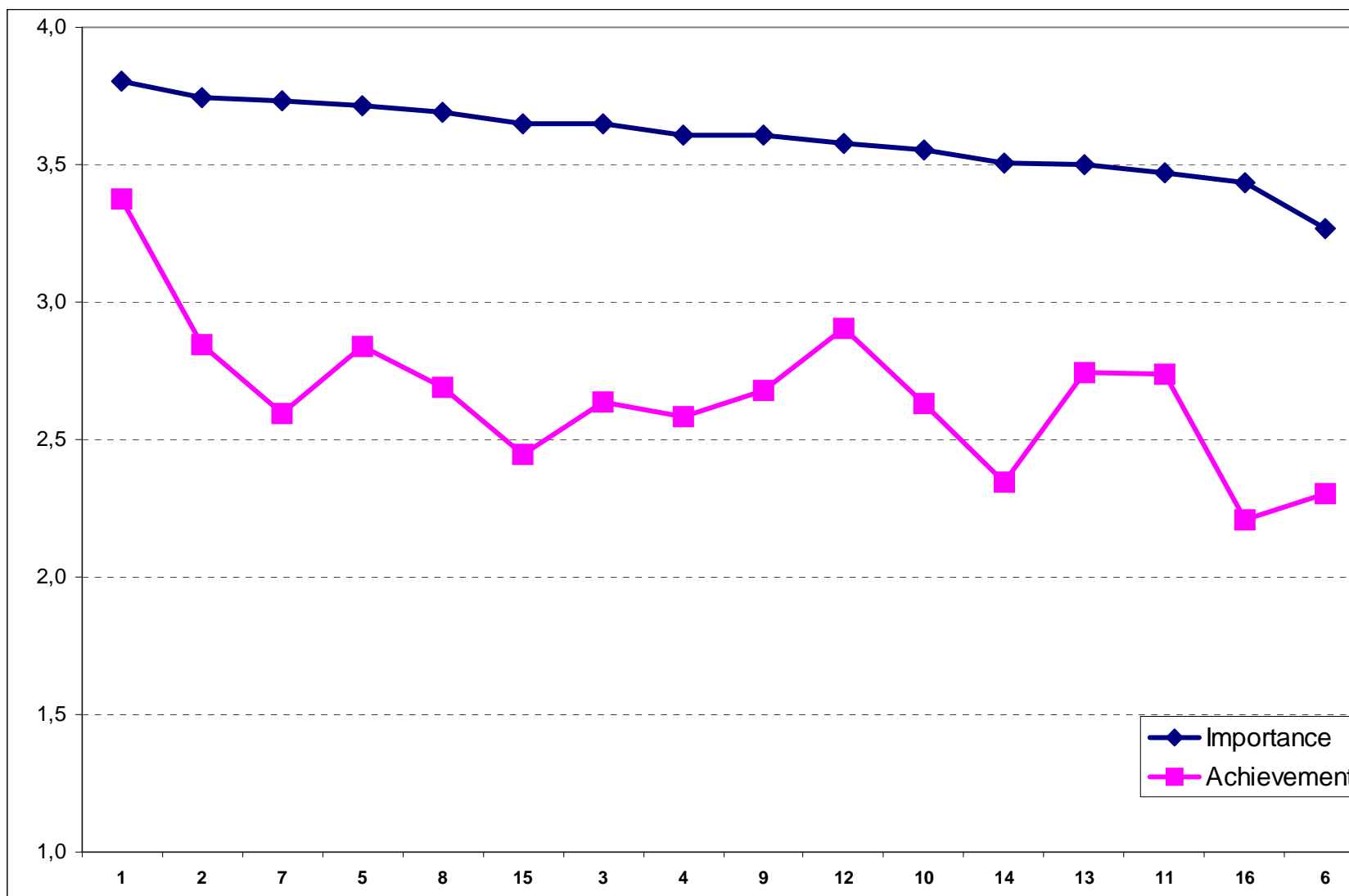
SPECIFIC COMPETENCES

AGRICULTURE

AGRICULTURE

ACADEMICS

ratings



SPECIFIC competences

AGRICULTURE

ACADEMICS

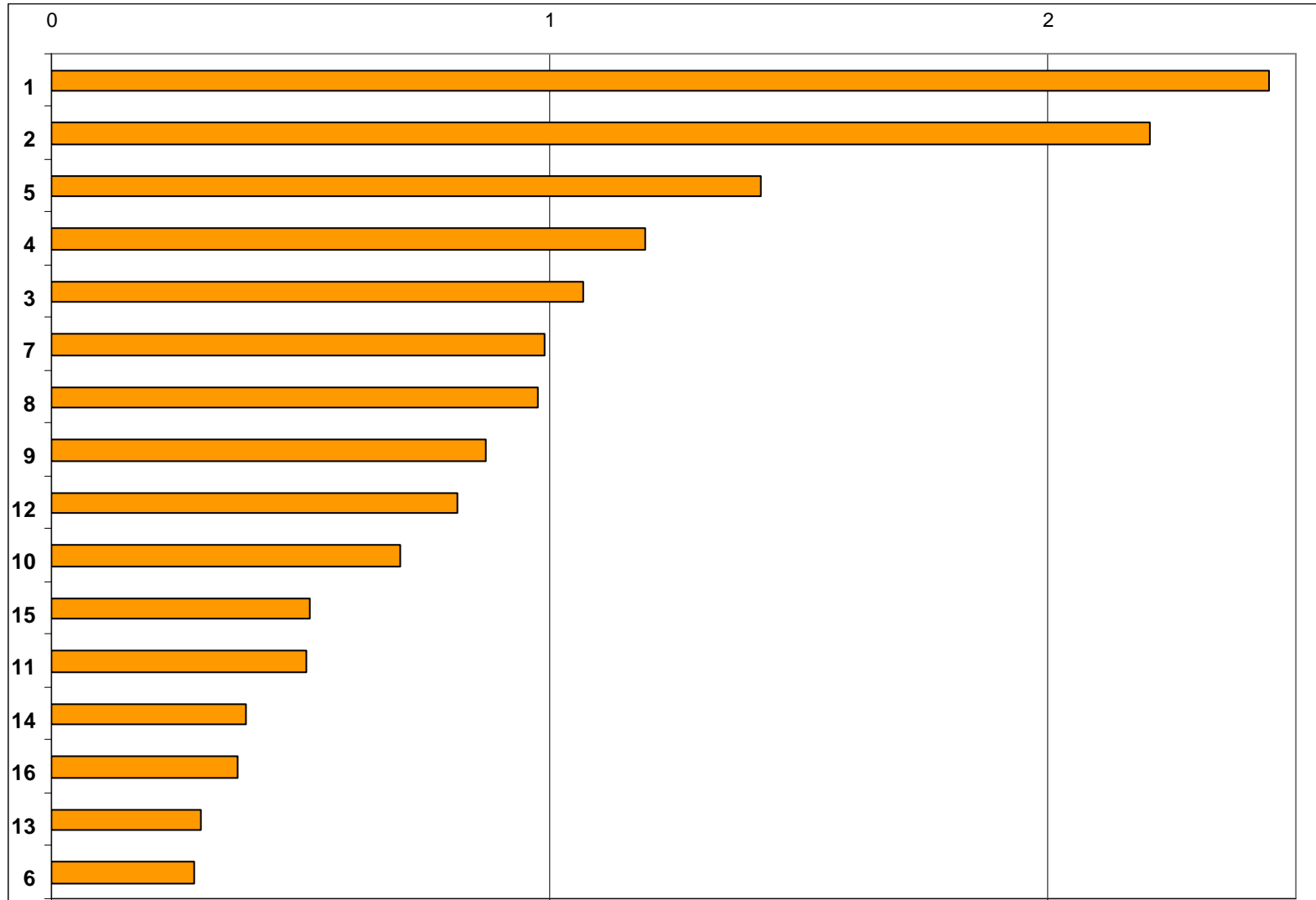
ratings



#	Description	Importance	Achievement
1	Have the Knowledge and understanding of Agricultural production, and basic sciences.	3,80	3,37
2	Should be able to identify problems and apply knowledge to solving day to day agricultural challenges.	3,75	2,84
7	Ability to understand, and adapt to new and emerging technologies in Agriculture, including ICT.	3,73	2,60
5	Should be able to design, plan and implement agricultural research.	3,71	2,84
8	Ability to implement sustainable practices and technologies for the management of natural resources.	3,69	2,69
15	Ability to improve quality and safety along the agricultural value chains.	3,65	2,45
3	Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.	3,65	2,64
4	Should possess entrepreneurial and creative skills.	3,61	2,58
9	Have ability for independent thinking and be able to work with minimal supervision in the area of agriculture.	3,61	2,68
12	To make sustainable use of water and other natural resources for agricultural use.	3,58	2,90
10	1Ability to adapt and transfer technology, as well as be able to create new technologies.	3,55	2,63
14	Ability to identify pests, pathogens, and weeds associated with crops, animals and their products.	3,51	2,35
13	Ability to understand and work within the organization, business and community management of the rural sector.	3,50	2,74
11	Ability to know, advice and implement agricultural policies, and regulations.	3,47	2,74
16	Ability to select and manage machinery, implements and equipment for agricultural use in different farming systems.	3,43	2,21
6	Should be able to do business in any part of the world.	3,27	2,31

ACADEMICS / AGRICULTURE

rankings



SPECIFIC Competences

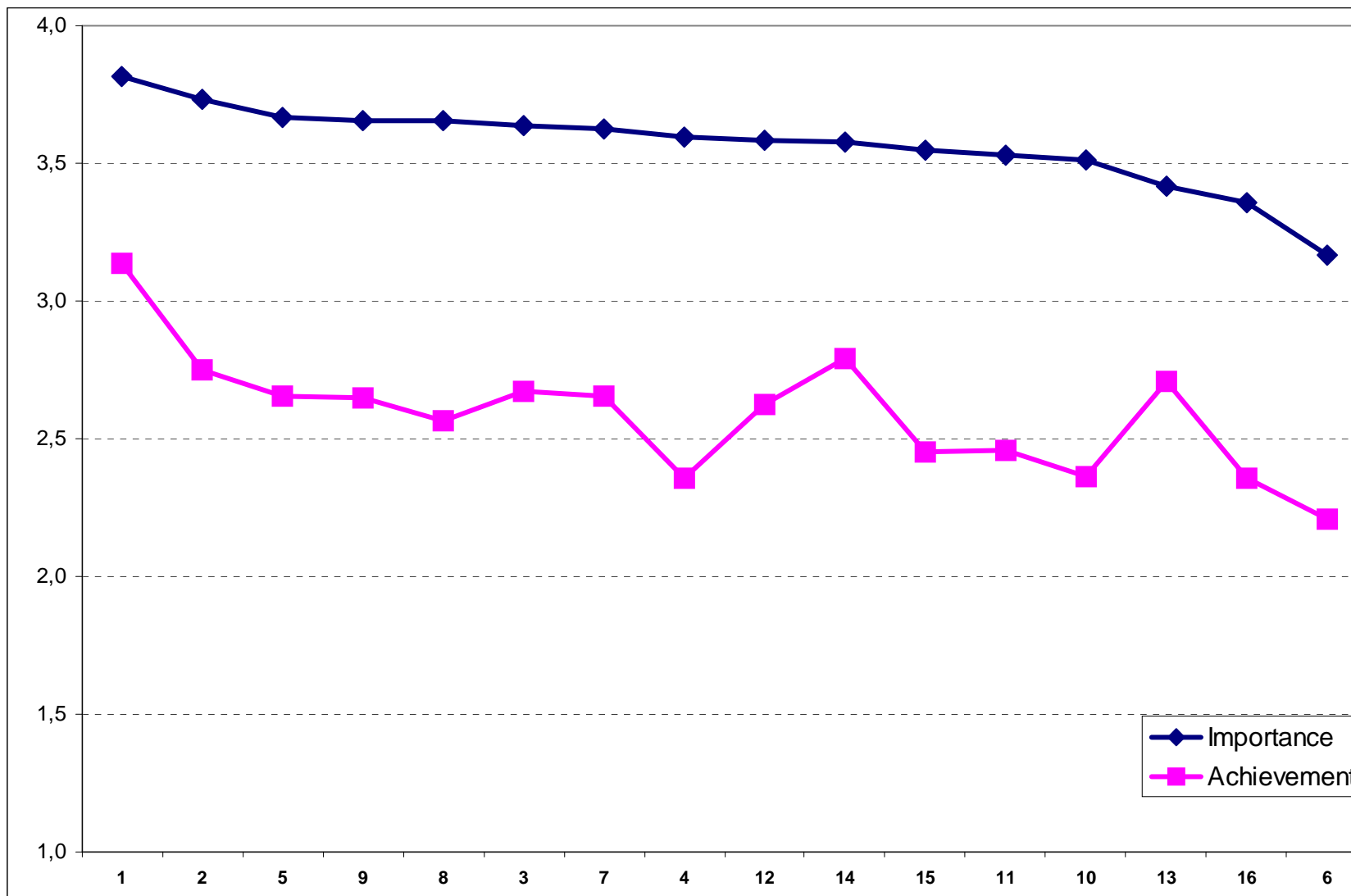


#	Description	Ranking
6	Should be able to do business in any part of the world.	0,2859
13	Ability to understand and work within the organization, business and community management of the rural sector.	0,3009
16	Ability to select and manage machinery, implements and equipment for agricultural use in different farming systems.	0,3724
14	Ability to identify pests, pathogens, and weeds associated with crops, animals and their products.	0,3915
11	Ability to know, advice and implement agricultural policies, and regulations.	0,5124
15	Ability to improve quality and safety along the agricultural value chains.	0,5181
10	1Ability to adapt and transfer technology, as well as be able to create new technologies.	0,7010
12	To make sustainable use of water and other natural resources for agricultural use.	0,8143
9	Have ability for independent thinking and be able to work with minimal supervision in the area of agriculture.	0,8715
8	Ability to implement sustainable practices and technologies for the management of natural resources.	0,9755
7	Ability to understand, and adapt to new and emerging technologies in Agriculture, including ICT.	0,9898
3	Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.	1,0678
4	Should possess entrepreneurial and creative skills.	1,1938
5	Should be able to design, plan and implement agricultural research.	1,4249
2	Should be able to identify problems and apply knowledge to solving day to day agricultural challenges.	2,2067
1	Have the Knowledge and understanding of Agricultural production, and basic sciences.	2,4466

AGRICULTURE

EMPLOYERS

ratings

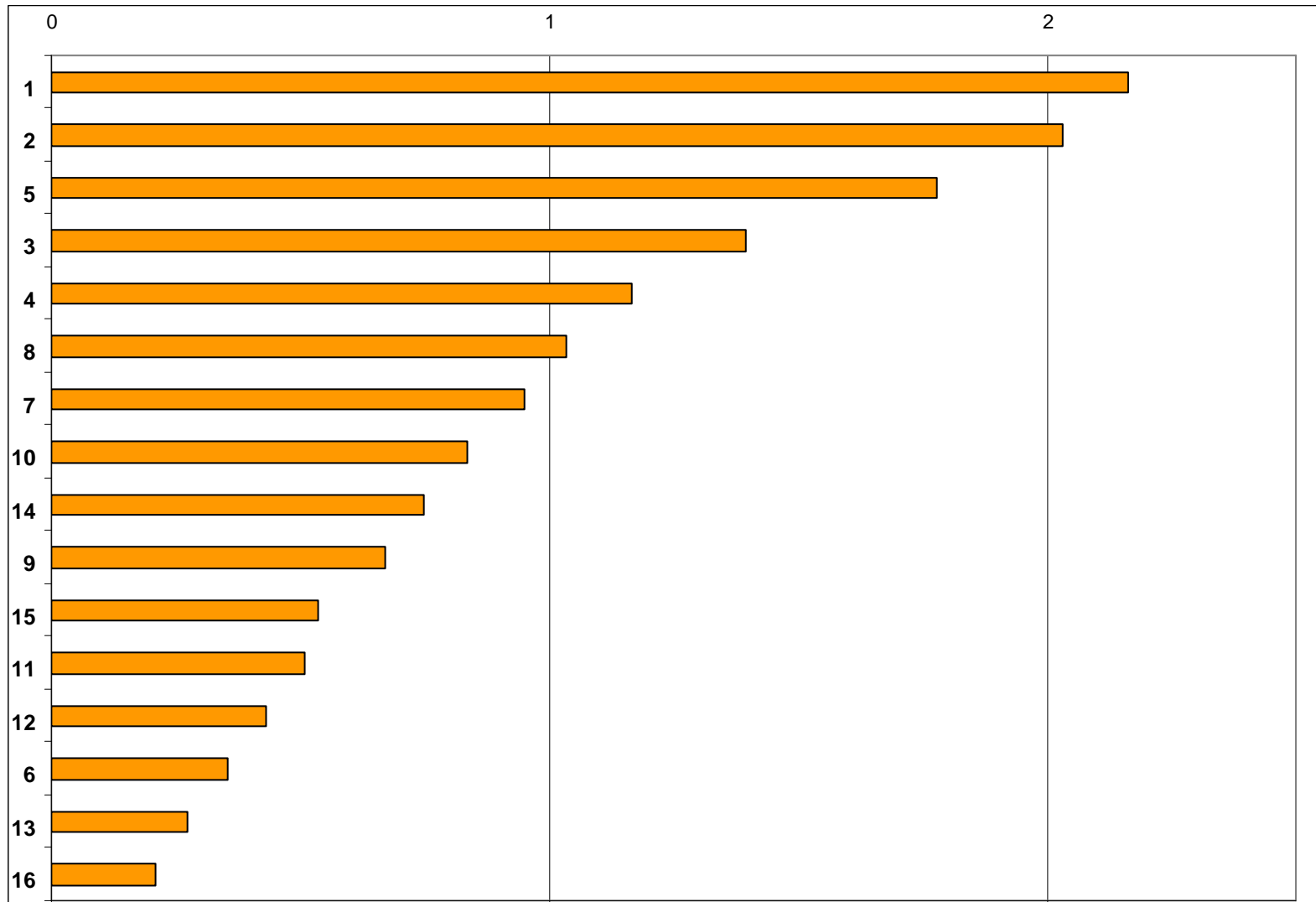


SPECIFIC competences

#	Description	Importance	Achievement
1	Have the Knowledge and understanding of Agricultural production, and basic sciences.	3,82	3,14
2	Should be able to identify problems and apply knowledge to solving day to day agricultural challenges.	3,73	2,75
5	Should be able to design, plan and implement agricultural research.	3,67	2,66
9	Have ability for independent thinking and be able to work with minimal supervision in the area of agriculture.	3,65	2,65
8	Ability to implement sustainable practices and technologies for the management of natural resources.	3,65	2,57
3	Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.	3,63	2,67
7	Ability to understand, and adapt to new and emerging technologies in Agriculture, including ICT.	3,62	2,66
4	Should possess entrepreneurial and creative skills.	3,59	2,36
12	To make sustainable use of water and other natural resources for agricultural use.	3,58	2,62
14	Ability to identify pests, pathogens, and weeds associated with crops, animals and their products.	3,58	2,79
15	Ability to improve quality and safety along the agricultural value chains.	3,55	2,45
11	Ability to know, advice and implement agricultural policies, and regulations.	3,53	2,46
10	1Ability to adapt and transfer technology, as well as be able to create new technologies.	3,51	2,36
13	Ability to understand and work within the organization, business and community management of the rural sector.	3,42	2,71
16	Ability to select and manage machinery, implements and equipment for agricultural use in different farming systems.	3,36	2,36
6	Should be able to do business in any part of the world.	3,17	2,21

EMPLOYERS / AGRICULTURE

rankings



SPECIFIC Competences

EMPLOYERS / AGRICULTURE

rankings

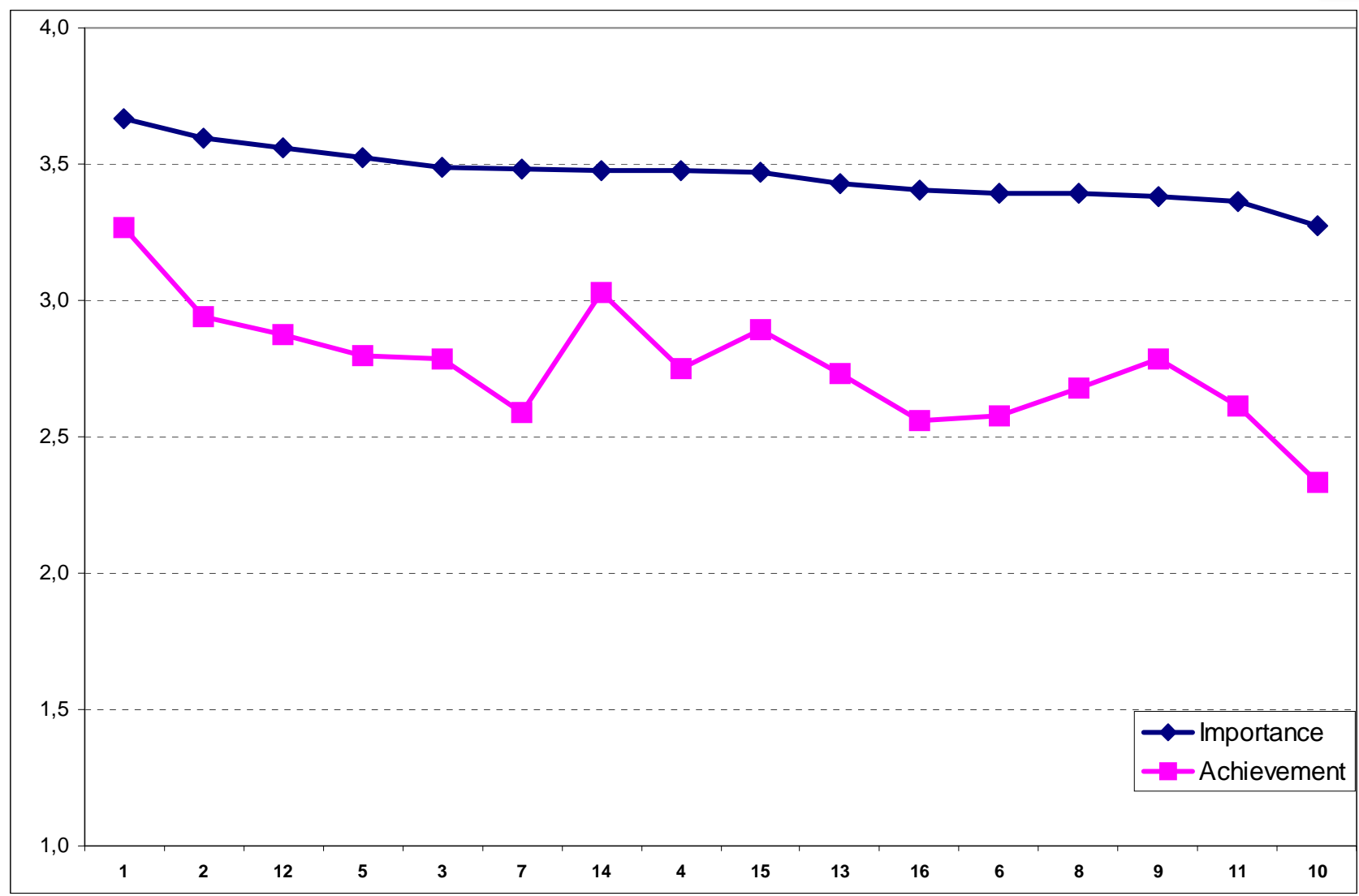


#	Description	Ranking
16	Ability to select and manage machinery, implements and equipment for agricultural use in diff	0,2086
13	Ability to understand and work within the organization, business and community management	0,2730
6	Should be able to do business in any part of the world.	0,3545
12	To make sustainable use of water and other natural resources for agricultural use.	0,4299
11	Ability to know, advice and implement agricultural policies, and regulations.	0,5086
15	Ability to improve quality and safety along the agricultural value chains.	0,5373
9	Have ability for independent thinking and be able to work with minimal supervision in the area	0,6715
14	Ability to identify pests, pathogens, and weeds associated with crops, animals and their prod	0,7495
10	1Ability to adapt and transfer technology, as well as be able to create new technologies.	0,8362
7	Ability to understand, and adapt to new and emerging technologies in Agriculture, including IC	0,9494
8	Ability to implement sustainable practices and technologies for the management of natural re:	1,0358
4	Should possess entrepreneurial and creative skills.	1,1646
3	Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.	1,3957
5	Should be able to design, plan and implement agricultural research.	1,7786
2	Should be able to identify problems and apply knowledge to solving day to day agricultural ch	2,0333
1	Have the Knowledge and understanding of Agricultural production, and basic sciences.	2,1619

AGRICULTURE

STUDENTS

ratings

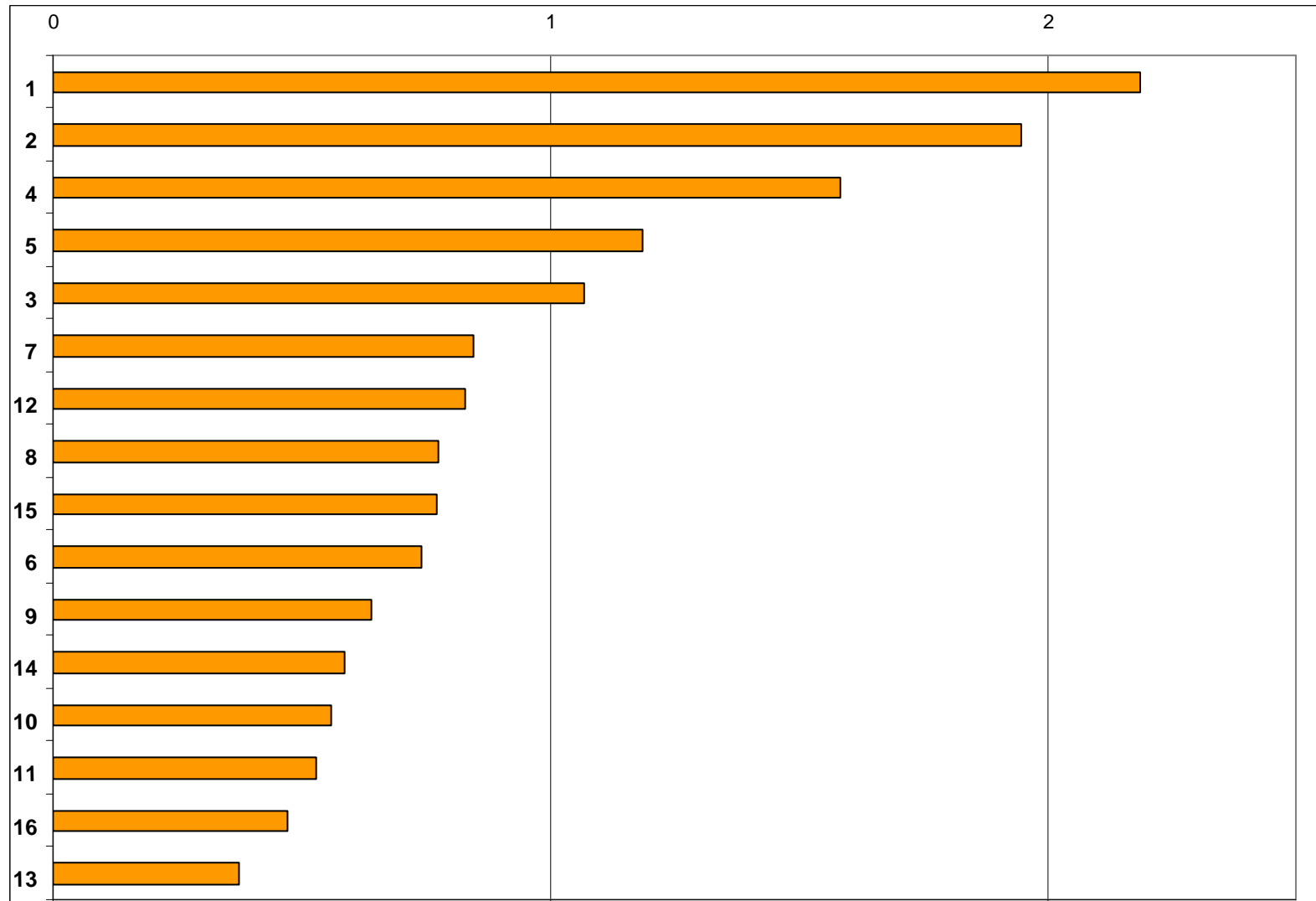


SPECIFIC competences

#	Description	Importance	Achievement
1	Have the Knowledge and understanding of Agricultural production, and basic sciences.	3,67	3,27
2	Should be able to identify problems and apply knowledge to solving day to day agricultural challenges.	3,60	2,94
12	To make sustainable use of water and other natural resources for agricultural use.	3,56	2,87
5	Should be able to design, plan and implement agricultural research.	3,52	2,80
3	Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.	3,49	2,78
7	Ability to understand, and adapt to new and emerging technologies in Agriculture, including ICT.	3,48	2,59
14	Ability to identify pests, pathogens, and weeds associated with crops, animals and their products.	3,48	3,03
4	Should possess entrepreneurial and creative skills.	3,48	2,75
15	Ability to improve quality and safety along the agricultural value chains.	3,47	2,89
13	Ability to understand and work within the organization, business and community management of the rural sector.	3,43	2,73
16	Ability to select and manage machinery, implements and equipment for agricultural use in different farming systems.	3,40	2,56
6	Should be able to do business in any part of the world.	3,40	2,58
8	Ability to implement sustainable practices and technologies for the management of natural resources.	3,39	2,68
9	Have ability for independent thinking and be able to work with minimal supervision in the area of agriculture.	3,38	2,78
11	Ability to know, advice and implement agricultural policies, and regulations.	3,36	2,61
10	1Ability to adapt and transfer technology, as well as be able to create new technologies.	3,27	2,33

STUDENTS / AGRICULTURE

rankings



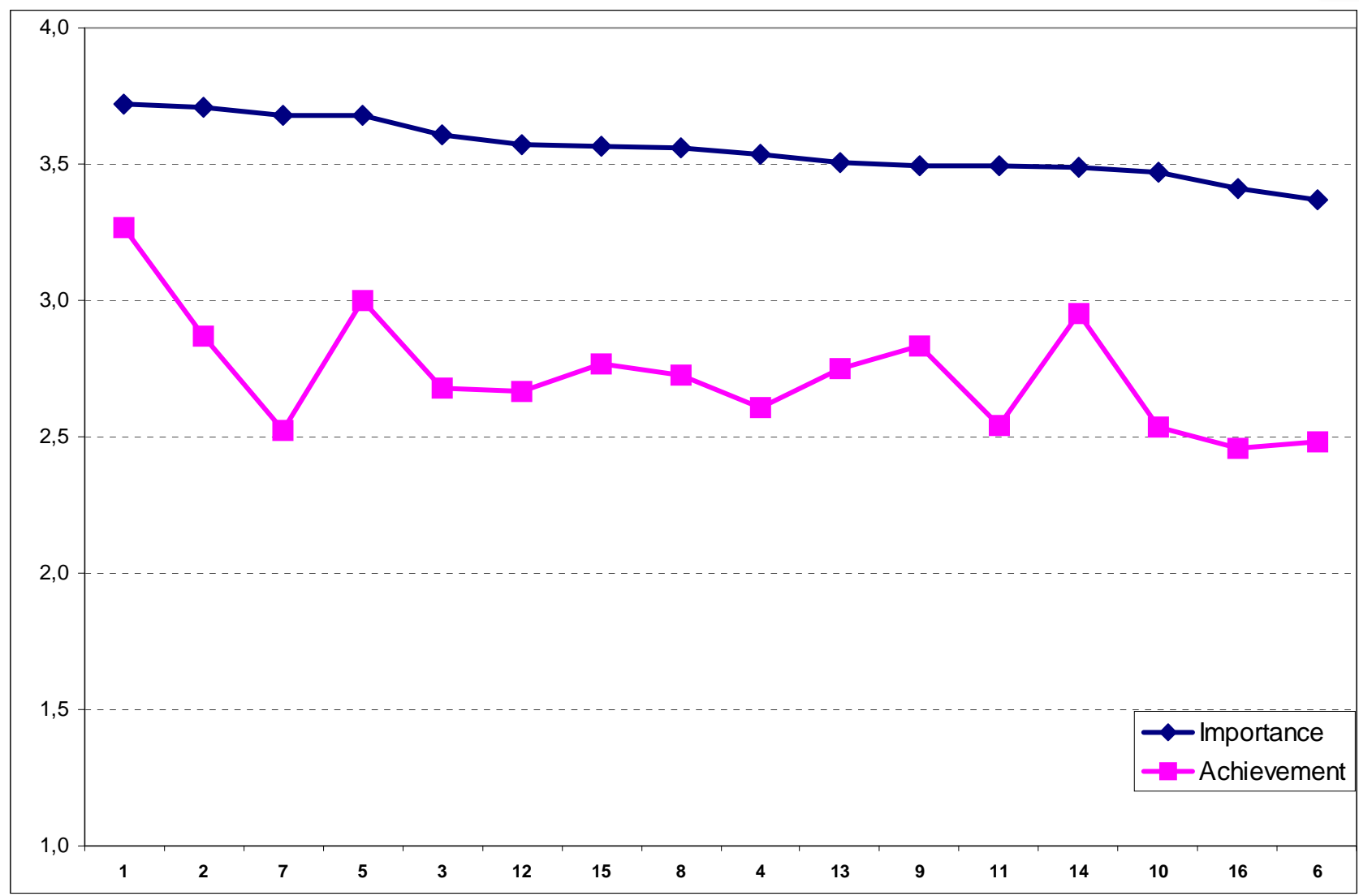
SPECIFIC Competences

#	Description	Ranking
13	Ability to understand and work within the organization, business and community management of the rural sector.	0,3727
16	Ability to select and manage machinery, implements and equipment for agricultural use in different farming systems.	0,4713
11	Ability to know, advice and implement agricultural policies, and regulations.	0,5298
10	1Ability to adapt and transfer technology, as well as be able to create new technologies.	0,5584
14	Ability to identify pests, pathogens, and weeds associated with crops, animals and their products.	0,5850
9	Have ability for independent thinking and be able to work with minimal supervision in the area of agriculture.	0,6410
6	Should be able to do business in any part of the world.	0,7423
15	Ability to improve quality and safety along the agricultural value chains.	0,7710
8	Ability to implement sustainable practices and technologies for the management of natural resources.	0,7740
12	To make sustainable use of water and other natural resources for agricultural use.	0,8294
7	Ability to understand, and adapt to new and emerging technologies in Agriculture, including ICT.	0,8458
3	Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.	1,0692
5	Should be able to design, plan and implement agricultural research.	1,1857
4	Should possess entrepreneurial and creative skills.	1,5849
2	Should be able to identify problems and apply knowledge to solving day to day agricultural challenges.	1,9476
1	Have the Knowledge and understanding of Agricultural production, and basic sciences.	2,1881

AGRICULTURE

GRADUATES

ratings

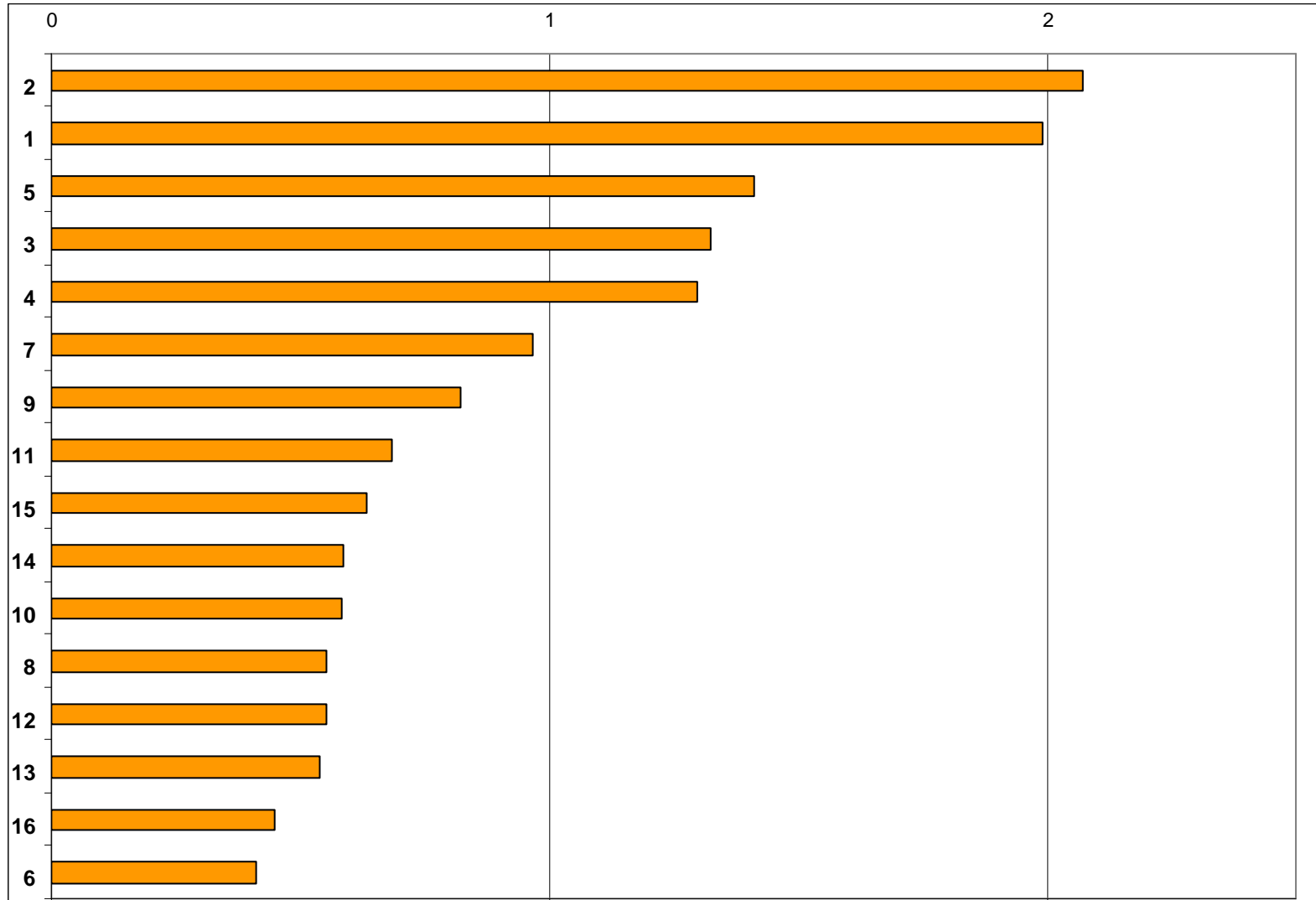


SPECIFIC competences

#	Description	Importance	Achievement
1	Have the Knowledge and understanding of Agricultural production, and basic sciences.	3,72	3,27
2	Should be able to identify problems and apply knowledge to solving day to day agricultural challenges.	3,71	2,87
7	Ability to understand, and adapt to new and emerging technologies in Agriculture, including ICT.	3,68	2,53
5	Should be able to design, plan and implement agricultural research.	3,68	3,00
3	Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.	3,61	2,68
12	To make sustainable use of water and other natural resources for agricultural use.	3,57	2,66
15	Ability to improve quality and safety along the agricultural value chains.	3,57	2,77
8	Ability to implement sustainable practices and technologies for the management of natural resources.	3,56	2,73
4	Should possess entrepreneurial and creative skills.	3,53	2,60
13	Ability to understand and work within the organization, business and community management of the rural sector.	3,51	2,75
9	Have ability for independent thinking and be able to work with minimal supervision in the area of agriculture.	3,50	2,83
11	Ability to know, advice and implement agricultural policies, and regulations.	3,49	2,54
14	Ability to identify pests, pathogens, and weeds associated with crops, animals and their products.	3,49	2,95
10	1Ability to adapt and transfer technology, as well as be able to create new technologies.	3,47	2,54
16	Ability to select and manage machinery, implements and equipment for agricultural use in different farming systems.	3,41	2,46
6	Should be able to do business in any part of the world.	3,37	2,48

GRADUATES / AGRICULTURE

rankings



SPECIFIC Competences

GRADUATES / AGRICULTURE

rankings



#	Description	Ranking
6	Should be able to do business in any part of the world.	0,4112
16	Ability to select and manage machinery, implements and equipment for agricultural use in different farming systems.	0,4469
13	Ability to understand and work within the organization, business and community management of the rural sector.	0,5375
12	To make sustainable use of water and other natural resources for agricultural use.	0,5537
8	Ability to implement sustainable practices and technologies for the management of natural resources.	0,5539
10	1Ability to adapt and transfer technology, as well as be able to create new technologies.	0,5836
14	Ability to identify pests, pathogens, and weeds associated with crops, animals and their products.	0,5846
15	Ability to improve quality and safety along the agricultural value chains.	0,6350
11	Ability to know, advice and implement agricultural policies, and regulations.	0,6850
9	Have ability for independent thinking and be able to work with minimal supervision in the area of agriculture.	0,8229
7	Ability to understand, and adapt to new and emerging technologies in Agriculture, including ICT.	0,9684
4	Should possess entrepreneurial and creative skills.	1,2964
3	Ability to evaluate and manage agricultural projects, as well as carry out financial appraisals.	1,3241
5	Should be able to design, plan and implement agricultural research.	1,4134
1	Have the Knowledge and understanding of Agricultural production, and basic sciences.	1,9911
2	Should be able to identify problems and apply knowledge to solving day to day agricultural challenges.	2,0724

AGRICULTURE



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,92867617	1		
Students	0,59256362	0,57804658	1	
Graduates	0,92495882	0,8461126	0,76318354	1

ACHIEVEMENT

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,91718419	1		
Students	0,88987077	0,7916556	1	
Graduates	0,95623002	0,84678948	0,8593827	1

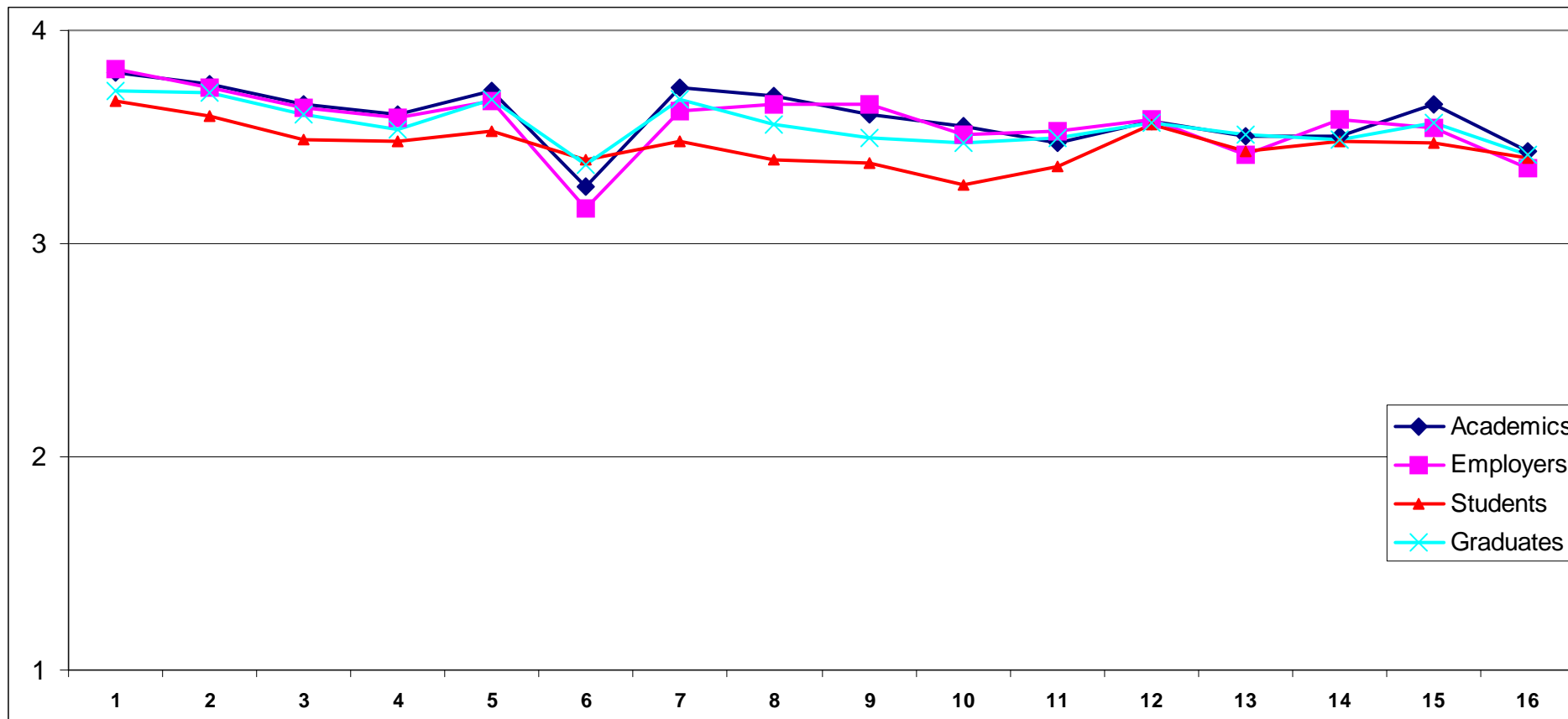
RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,93975621	1		
Students	0,93719623	0,88186213	1	
Graduates	0,94496943	0,93782859	0,92925376	1

AGRICULTURE

ALL GROUPS

ratings



26

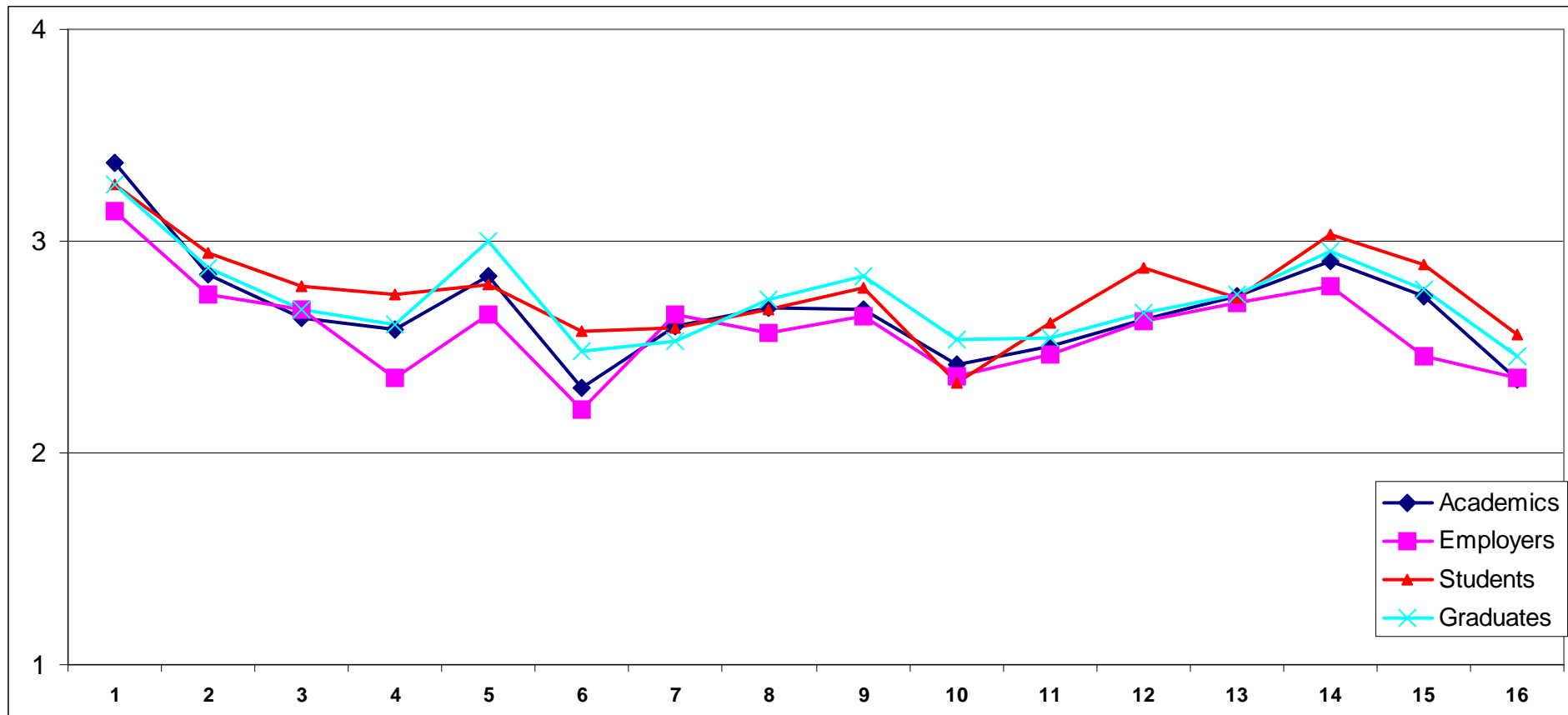
SPECIFIC competences

IMPORTANCE

AGRICULTURE

ALL GROUPS

ratings



SPECIFIC competences

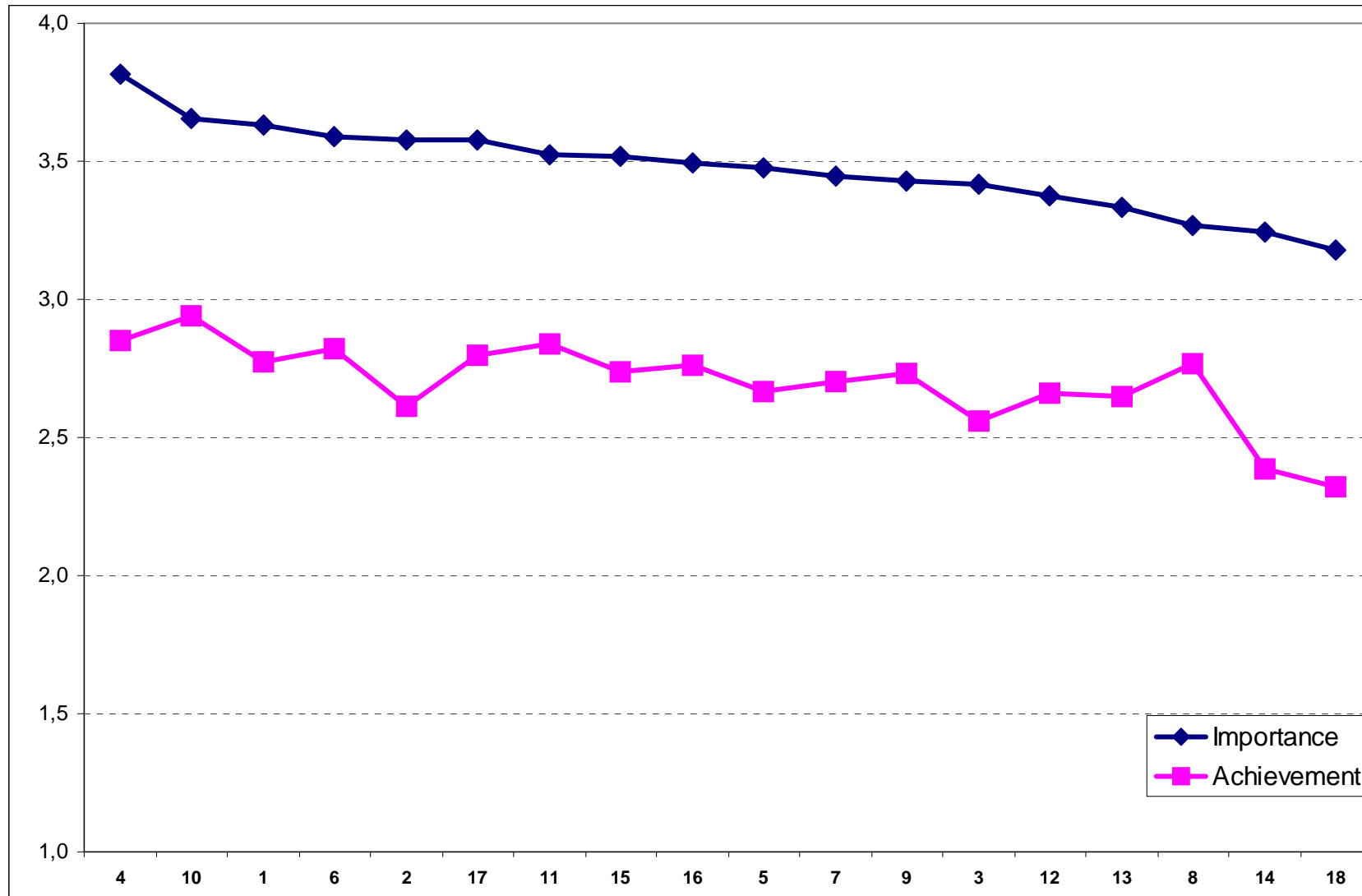
ACHIEVEMENT

GENERIC COMPETENCES

MECHANICAL ENGINEERING

MECHANICAL ENG. ACADEMICS

ratings



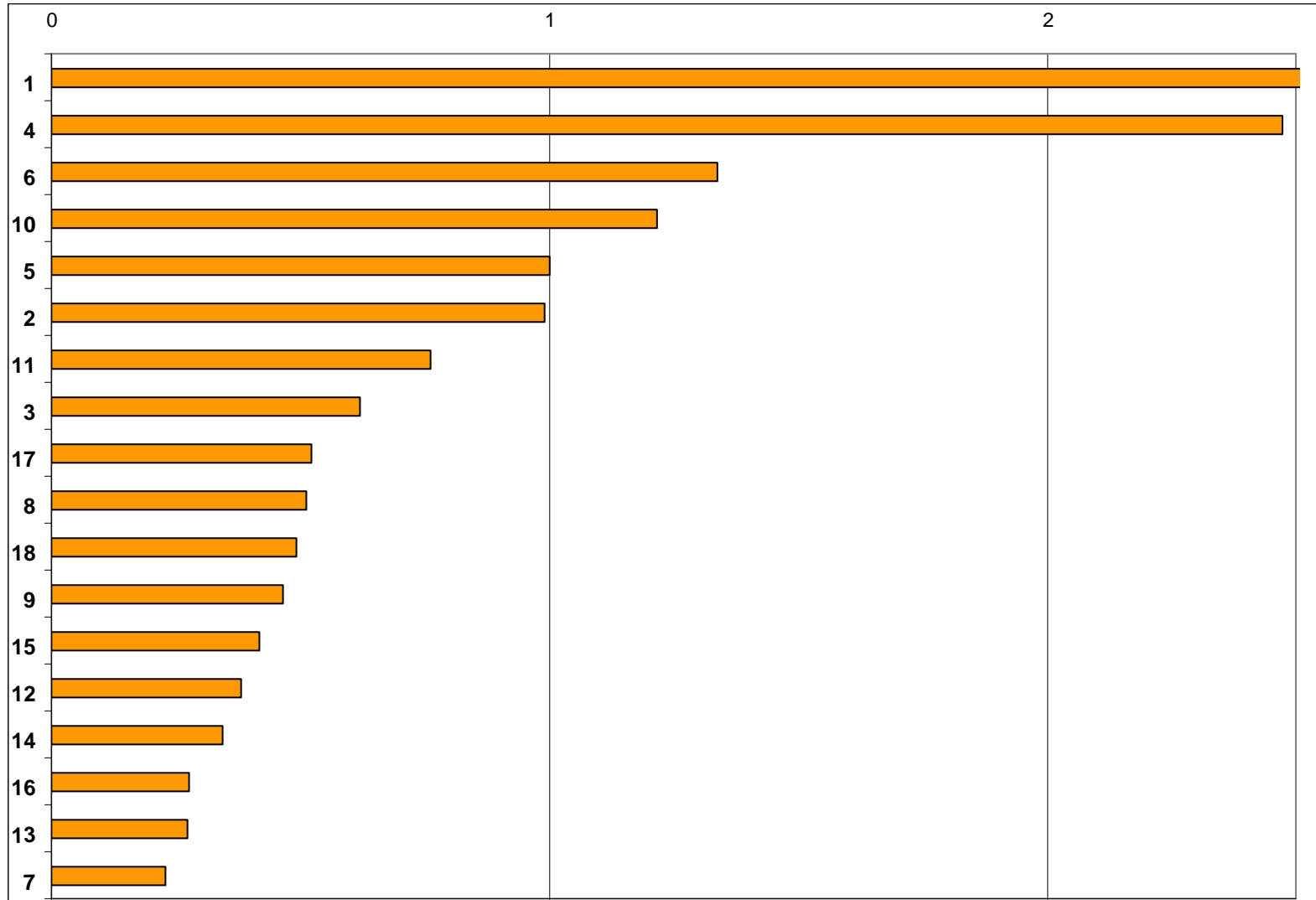
Generic competences

MECHANICAL ENG. ACADEMICS

ratings



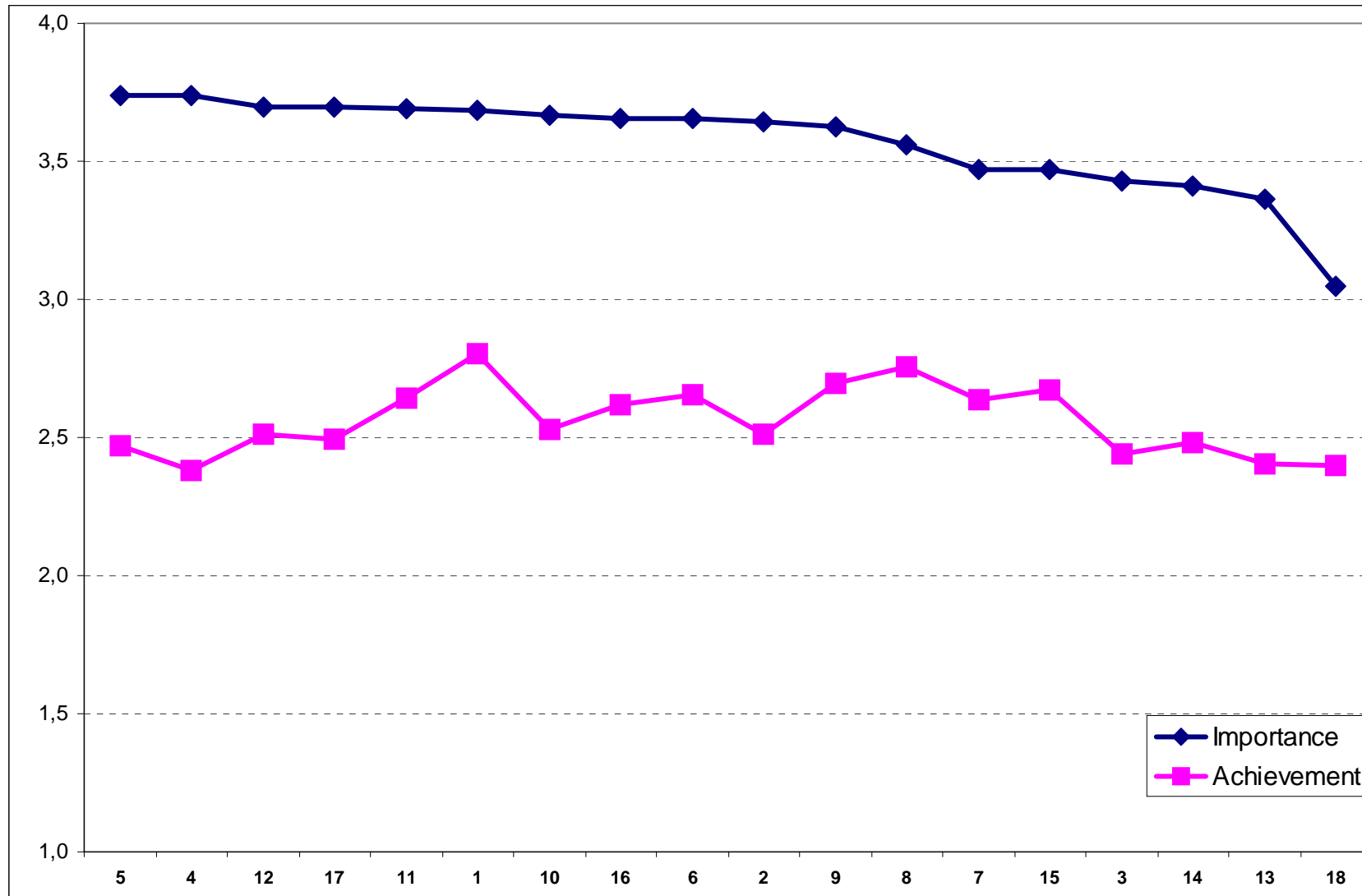
#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,81	2,85
10	Ability for creative and innovative thinking	3,66	2,94
1	Ability for conceptual thinking, analysis and synthesis	3,63	2,77
6	Capacity to use innovative and appropriate technologies	3,59	2,82
2	Professionalism, ethical values and commitment to UBUNTU	3,58	2,61
17	Self confidence, entrepreneurial spirit and skills	3,57	2,80
11	Leadership, management and team work skills	3,53	2,84
15	Ability to work independently	3,52	2,74
16	Ability to evaluate, review and enhance quality	3,49	2,76
5	Objective decision making and practical cost effective problem solving	3,47	2,67
7	Ability to communicate effectively in official/ national and local language	3,45	2,70
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,43	2,73
3	Capacity for critical evaluation and self awareness	3,42	2,56
12	Communication and interpersonal skills	3,37	2,66
13	Environmental and economic consciousness	3,33	2,65
8	Ability to learn to learn and capacity for lifelong learning	3,27	2,77
14	Ability to work in an intra and intercultural and/or international context	3,25	2,38
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,18	2,32



#	Description	Ranking
7	Ability to communicate effectively in official/ national and local language	0,2303
13	Environmental and economic consciousness	0,2726
16	Ability to evaluate, review and enhance quality	0,2772
14	Ability to work in an intra and intercultural and/or international context	0,3421
12	Communication and interpersonal skills	0,3816
15	Ability to work independently	0,4166
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,4650
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,4912
8	Ability to learn to learn and capacity for lifelong learning	0,5123
17	Self confidence, entrepreneurial spirit and skills	0,5230
3	Capacity for critical evaluation and self awareness	0,6195
11	Leadership, management and team work skills	0,7617
2	Professionalism, ethical values and commitment to UBUNTU	0,9921
5	Objective decision making and practical cost effective problem solving	1,0007
10	Ability for creative and innovative thinking	1,2161
6	Capacity to use innovative and appropriate technologies	1,3391
4	Ability to translate knowledge into practice	2,4739
1	Ability for conceptual thinking, analysis and synthesis	2,7156

MECHANICAL ENG. EMPLOYERS

ratings



Generic competences

MECHANICAL ENG. EMPLOYERS

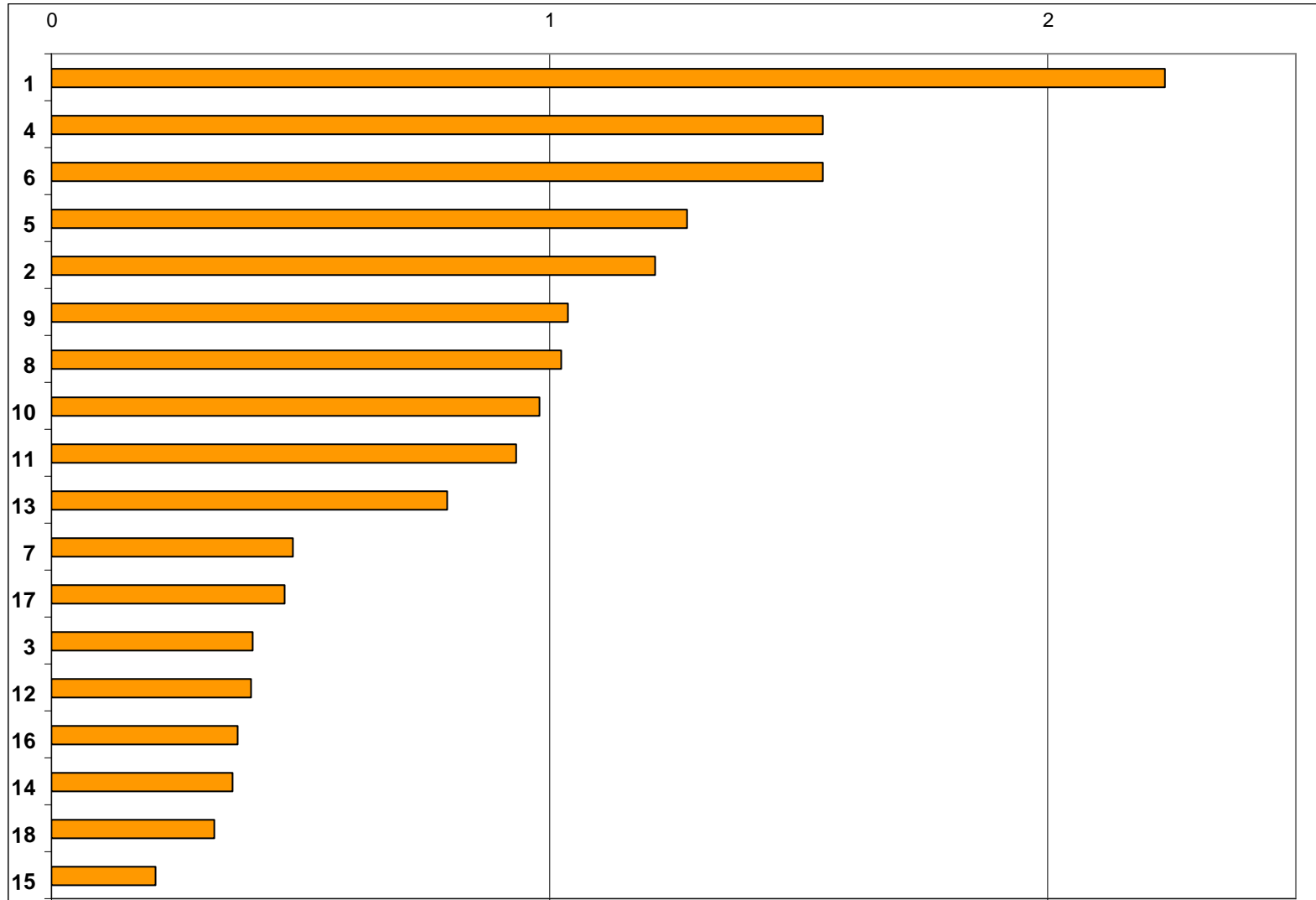
ratings



#	Description	Importance	Achievement
5	Objective decision making and practical cost effective problem solving	3,74	2,47
4	Ability to translate knowledge into practice	3,74	2,38
12	Communication and interpersonal skills	3,70	2,51
17	Self confidence, entrepreneurial spirit and skills	3,69	2,49
11	Leadership, management and team work skills	3,69	2,64
1	Ability for conceptual thinking, analysis and synthesis	3,69	2,81
10	Ability for creative and innovative thinking	3,67	2,53
16	Ability to evaluate, review and enhance quality	3,66	2,62
6	Capacity to use innovative and appropriate technologies	3,66	2,66
2	Professionalism, ethical values and commitment to UBUNTU	3,64	2,51
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,62	2,70
8	Ability to learn to learn and capacity for lifelong learning	3,56	2,75
7	Ability to communicate effectively in official/ national and local language	3,47	2,64
15	Ability to work independently	3,47	2,67
3	Capacity for critical evaluation and self awareness	3,43	2,44
14	Ability to work in an intra and intercultural and/or international context	3,41	2,48
13	Environmental and economic consciousness	3,36	2,40
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,05	2,40

EMPLOYERS / MECHANICAL ENG.

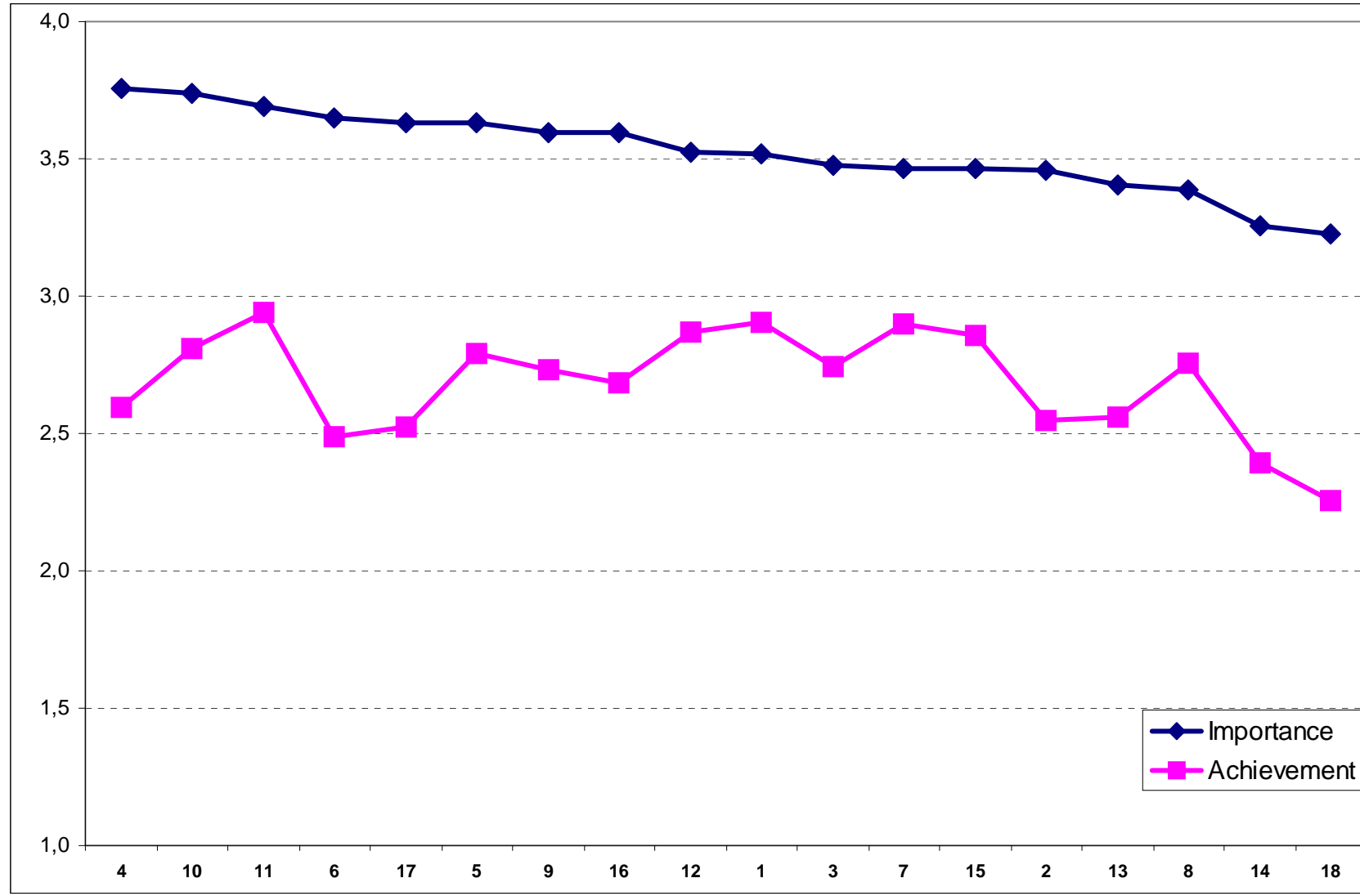
rankings



#	Description	Ranking
15	Ability to work independently	0,2099
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,3258
14	Ability to work in an intra and intercultural and/or international context	0,3646
16	Ability to evaluate, review and enhance quality	0,3739
12	Communication and interpersonal skills	0,4017
3	Capacity for critical evaluation and self awareness	0,4055
17	Self confidence, entrepreneurial spirit and skills	0,4685
7	Ability to communicate effectively in official/ national and local language	0,4865
13	Environmental and economic consciousness	0,7965
11	Leadership, management and team work skills	0,9324
10	Ability for creative and innovative thinking	0,9795
8	Ability to learn to learn and capacity for lifelong learning	1,0250
9	Flexibility, adaptability and ability to anticipate and respond to new situations	1,0378
2	Professionalism, ethical values and commitment to UBUNTU	1,2135
5	Objective decision making and practical cost effective problem solving	1,2769
6	Capacity to use innovative and appropriate technologies	1,5490
4	Ability to translate knowledge into practice	1,5506
1	Ability for conceptual thinking, analysis and synthesis	2,2356

MECHANICAL ENG. STUDENTS

ratings



Generic competences

MECHANICAL ENG. STUDENTS

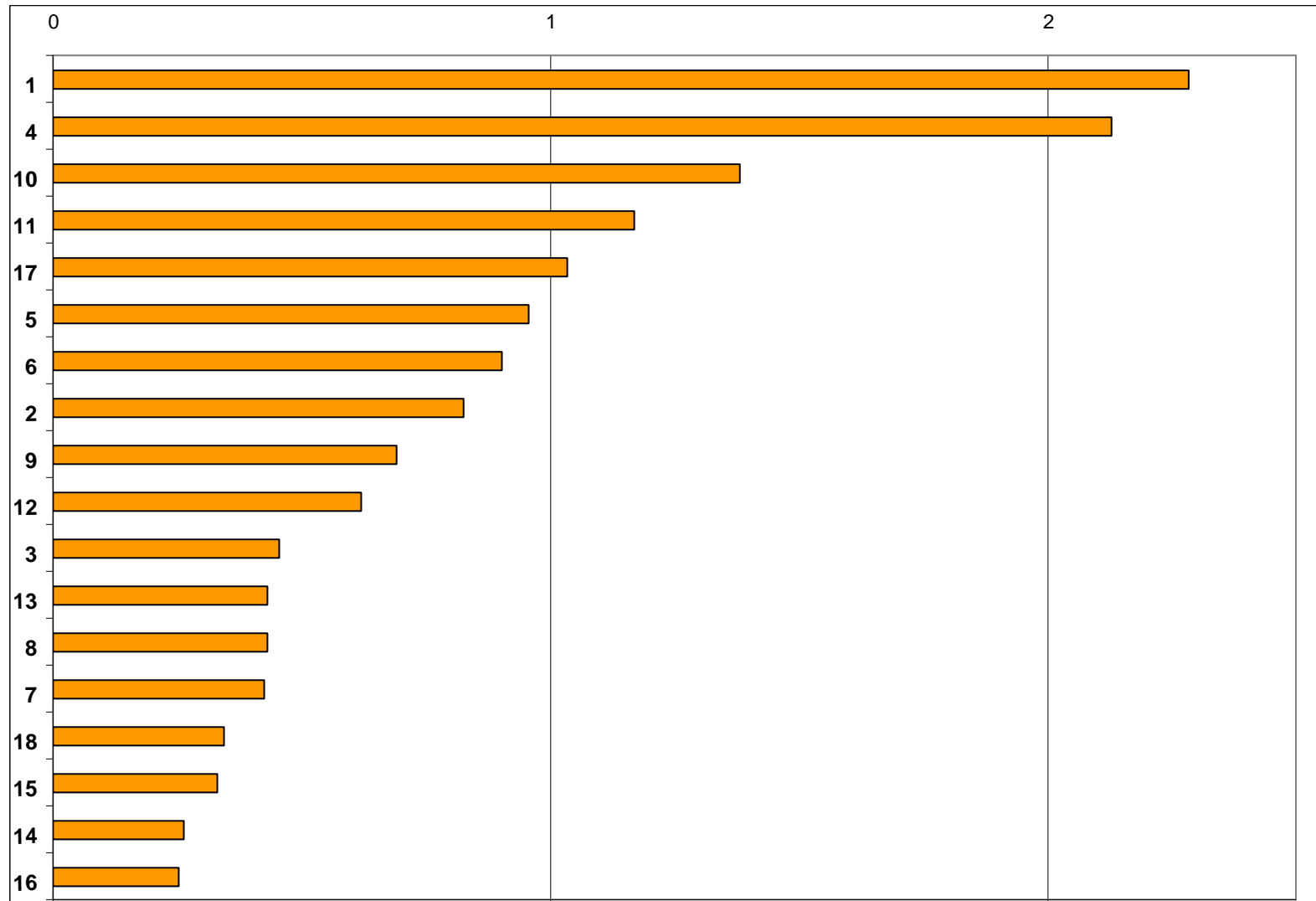
ratings



#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,76	2,60
10	Ability for creative and innovative thinking	3,74	2,81
11	Leadership, management and team work skills	3,69	2,94
6	Capacity to use innovative and appropriate technologies	3,65	2,49
17	Self confidence, entrepreneurial spirit and skills	3,63	2,53
5	Objective decision making and practical cost effective problem solving	3,63	2,79
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,60	2,73
16	Ability to evaluate, review and enhance quality	3,60	2,69
12	Communication and interpersonal skills	3,52	2,87
1	Ability for conceptual thinking, analysis and synthesis	3,52	2,91
3	Capacity for critical evaluation and self awareness	3,48	2,75
7	Ability to communicate effectively in official/ national and local language	3,47	2,90
15	Ability to work independently	3,47	2,86
2	Professionalism, ethical values and commitment to UBUNTU	3,46	2,55
13	Environmental and economic consciousness	3,40	2,56
8	Ability to learn to learn and capacity for lifelong learning	3,38	2,76
14	Ability to work in an intra and intercultural and/or international context	3,26	2,39
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,22	2,25

STUDENTS / MECHANICAL ENG.

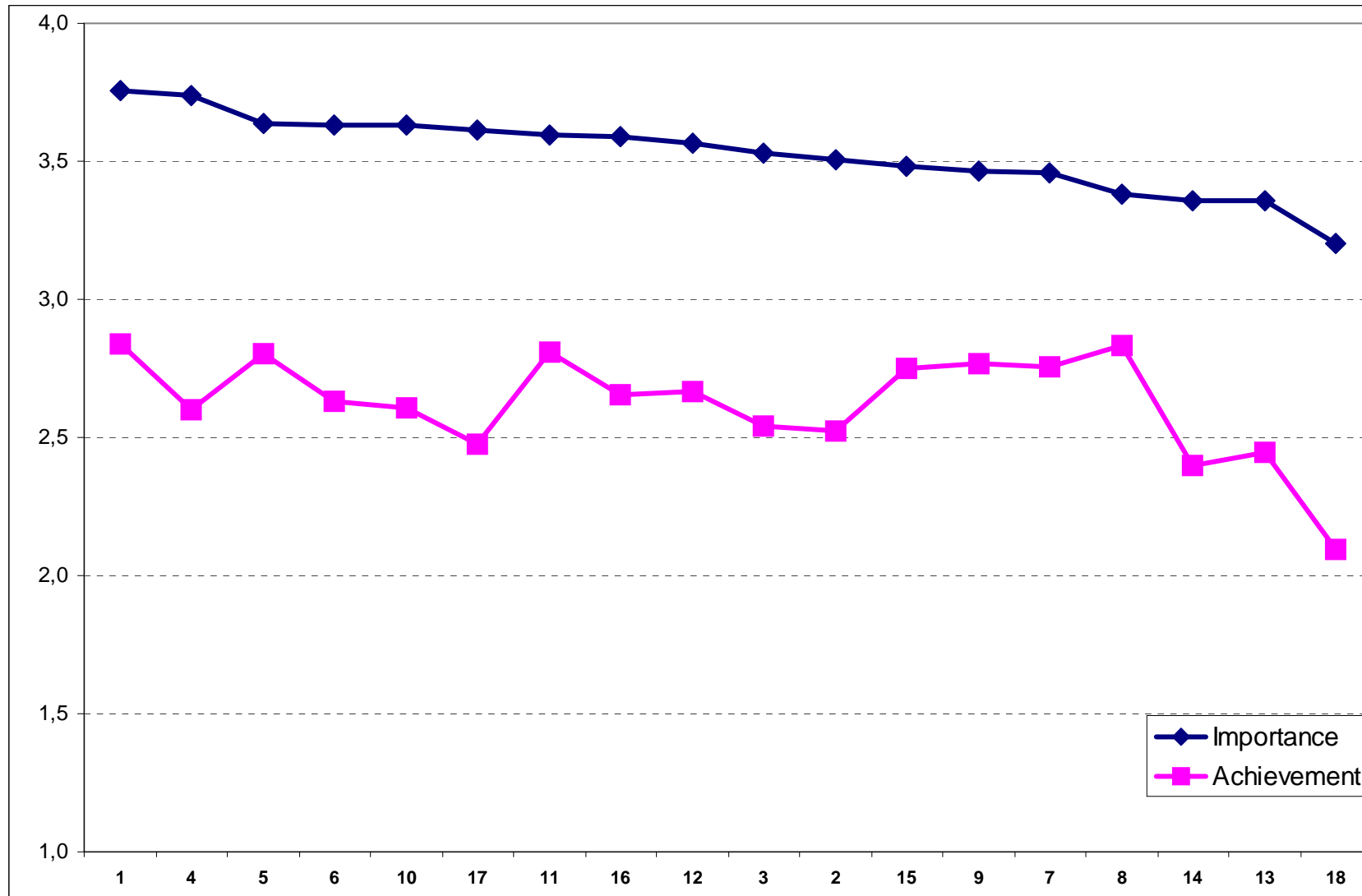
rankings



#	Description	Ranking
16	Ability to evaluate, review and enhance quality	0,2512
14	Ability to work in an intra and intercultural and/or international context	0,2617
15	Ability to work independently	0,3318
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,3437
7	Ability to communicate effectively in official/ national and local language	0,4252
8	Ability to learn to learn and capacity for lifelong learning	0,4299
13	Environmental and economic consciousness	0,4302
3	Capacity for critical evaluation and self awareness	0,4533
12	Communication and interpersonal skills	0,6215
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,6921
2	Professionalism, ethical values and commitment to UBUNTU	0,8271
6	Capacity to use innovative and appropriate technologies	0,9028
5	Objective decision making and practical cost effective problem solving	0,9579
17	Self confidence, entrepreneurial spirit and skills	1,0328
11	Leadership, management and team work skills	1,1701
10	Ability for creative and innovative thinking	1,3826
4	Ability to translate knowledge into practice	2,1307
1	Ability for conceptual thinking, analysis and synthesis	2,2848

MECHANICAL ENG. GRADUATES

ratings



MECHANICAL ENG. GRADUATES

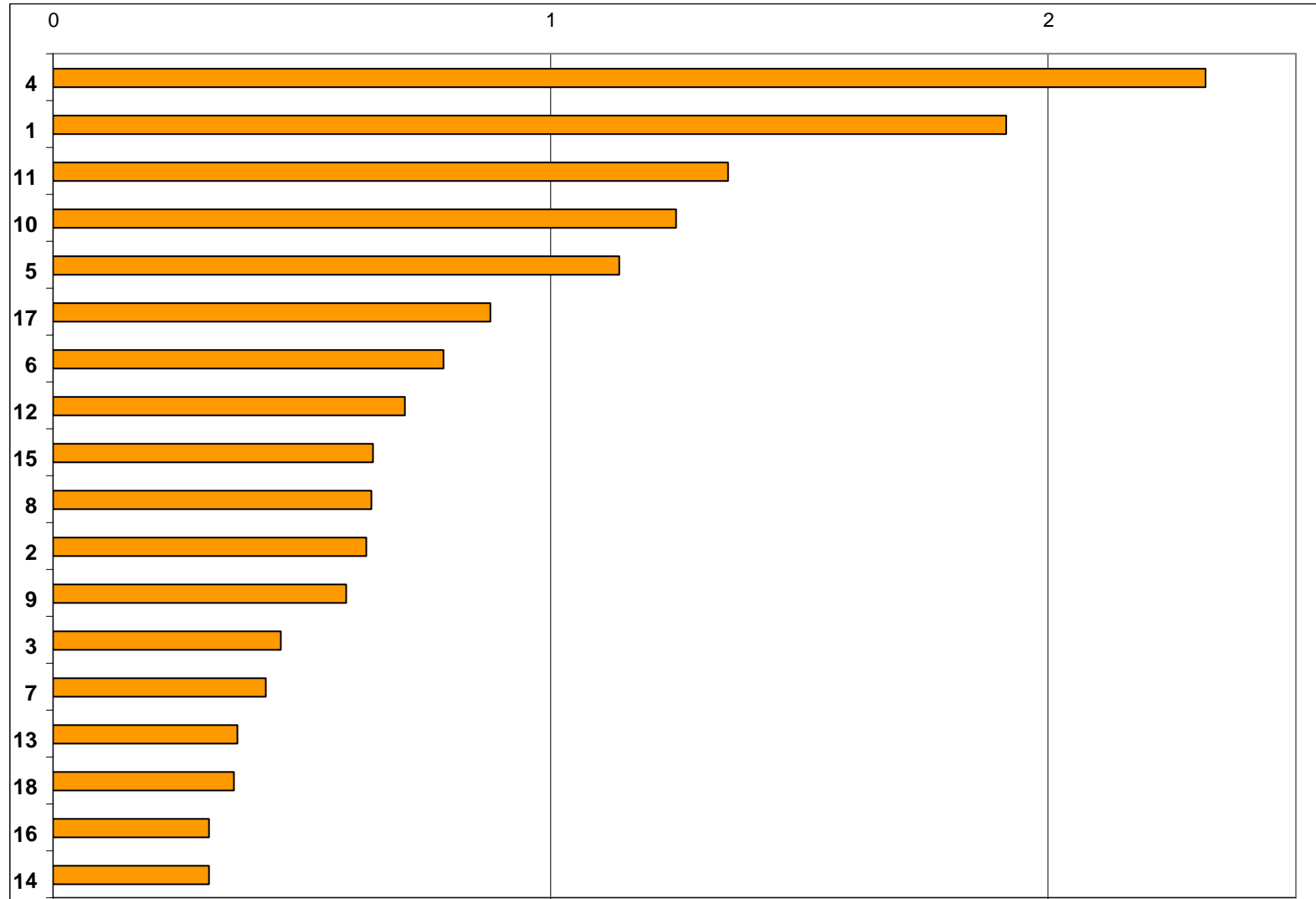
ratings



#	Description	Importance	Achievement
1	Ability for conceptual thinking, analysis and synthesis	3,75	2,84
4	Ability to translate knowledge into practice	3,74	2,60
5	Objective decision making and practical cost effective problem solving	3,64	2,81
6	Capacity to use innovative and appropriate technologies	3,63	2,63
10	Ability for creative and innovative thinking	3,63	2,61
17	Self confidence, entrepreneurial spirit and skills	3,61	2,48
11	Leadership, management and team work skills	3,60	2,81
16	Ability to evaluate, review and enhance quality	3,59	2,66
12	Communication and interpersonal skills	3,56	2,67
3	Capacity for critical evaluation and self awareness	3,53	2,54
2	Professionalism, ethical values and commitment to UBUNTU	3,51	2,52
15	Ability to work independently	3,48	2,75
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,46	2,77
7	Ability to communicate effectively in official/ national and local language	3,46	2,76
8	Ability to learn to learn and capacity for lifelong learning	3,38	2,83
14	Ability to work in an intra and intercultural and/or international context	3,35	2,40
13	Environmental and economic consciousness	3,35	2,44
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,20	2,10

GRADUATES / MECHANICAL ENG.

rankings



#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,3145
16	Ability to evaluate, review and enhance quality	0,3145
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,3629
13	Environmental and economic consciousness	0,3710
7	Ability to communicate effectively in official/ national and local language	0,4274
3	Capacity for critical evaluation and self awareness	0,4586
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,5900
2	Professionalism, ethical values and commitment to UBUNTU	0,6290
8	Ability to learn to learn and capacity for lifelong learning	0,6390
15	Ability to work independently	0,6452
12	Communication and interpersonal skills	0,7076
6	Capacity to use innovative and appropriate technologies	0,7837
17	Self confidence, entrepreneurial spirit and skills	0,8790
5	Objective decision making and practical cost effective problem solving	1,1378
10	Ability for creative and innovative thinking	1,2525
11	Leadership, management and team work skills	1,3592
1	Ability for conceptual thinking, analysis and synthesis	1,9161
4	Ability to translate knowledge into practice	2,3174

MECHANICAL ENG.



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,71993579	1		
<i>Students</i>	0,83112367	0,82069599	1	
<i>Graduates</i>	0,87805147	0,86274692	0,84062162	1

ACHIEVEMENT

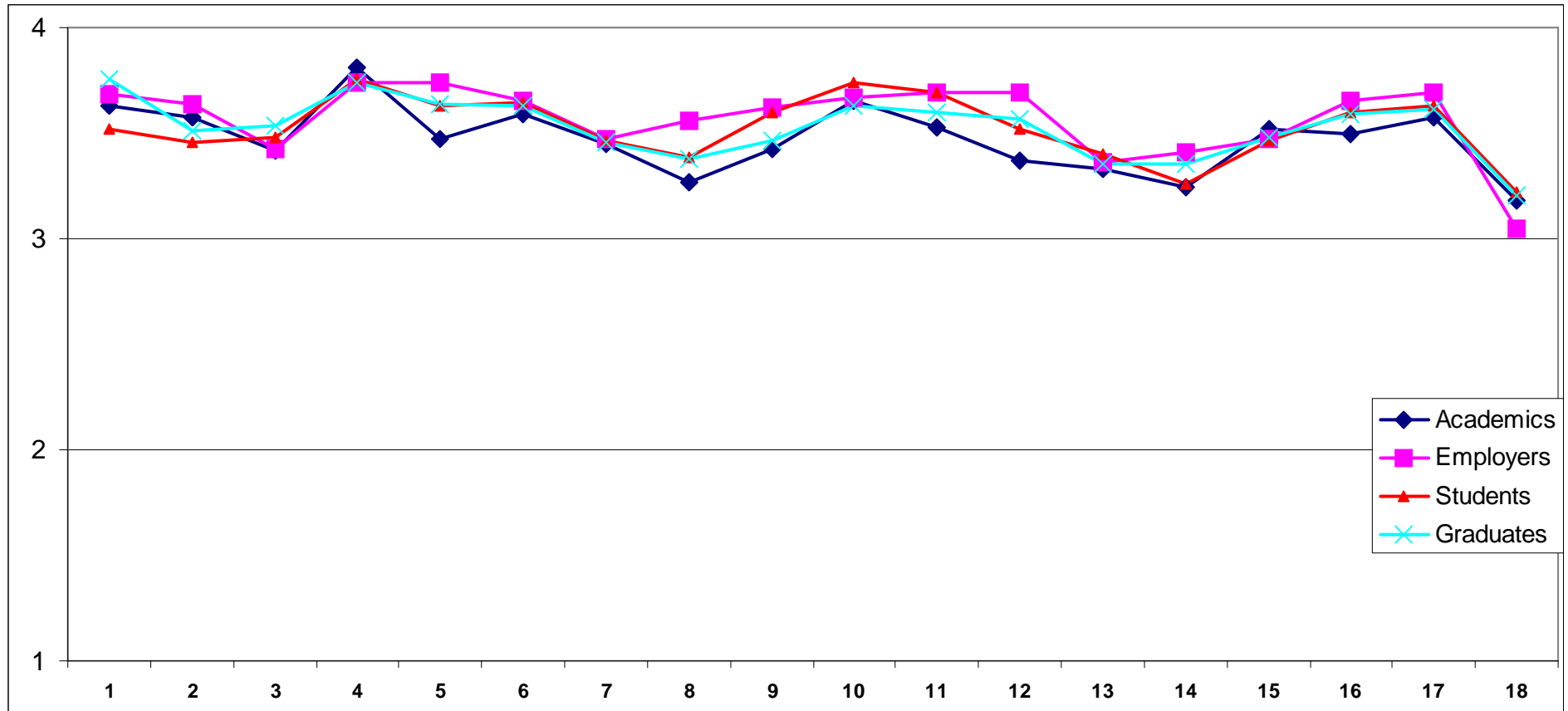
	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,42766684	1		
<i>Students</i>	0,57883132	0,54732919	1	
<i>Graduates</i>	0,67333473	0,72385142	0,8608007	1

RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,85975452	1		
<i>Students</i>	0,93343935	0,80574163	1	
<i>Graduates</i>	0,8928764	0,72693641	0,95836366	1

MECHANICAL ENG. ALL GROUPS

ratings

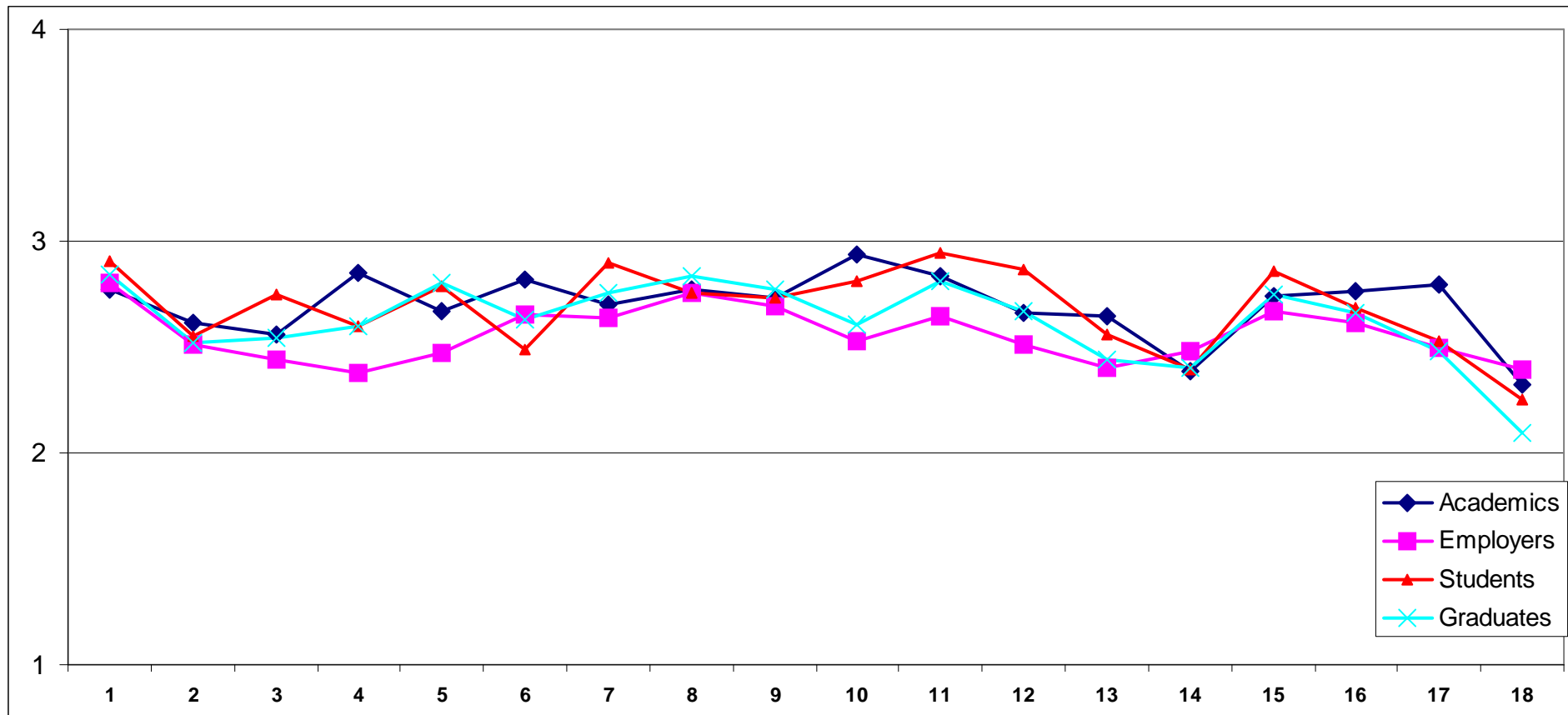


Generic competences

IMPORTANCE

MECHANICAL ENG. ALL GROUPS

ratings



Generic competences

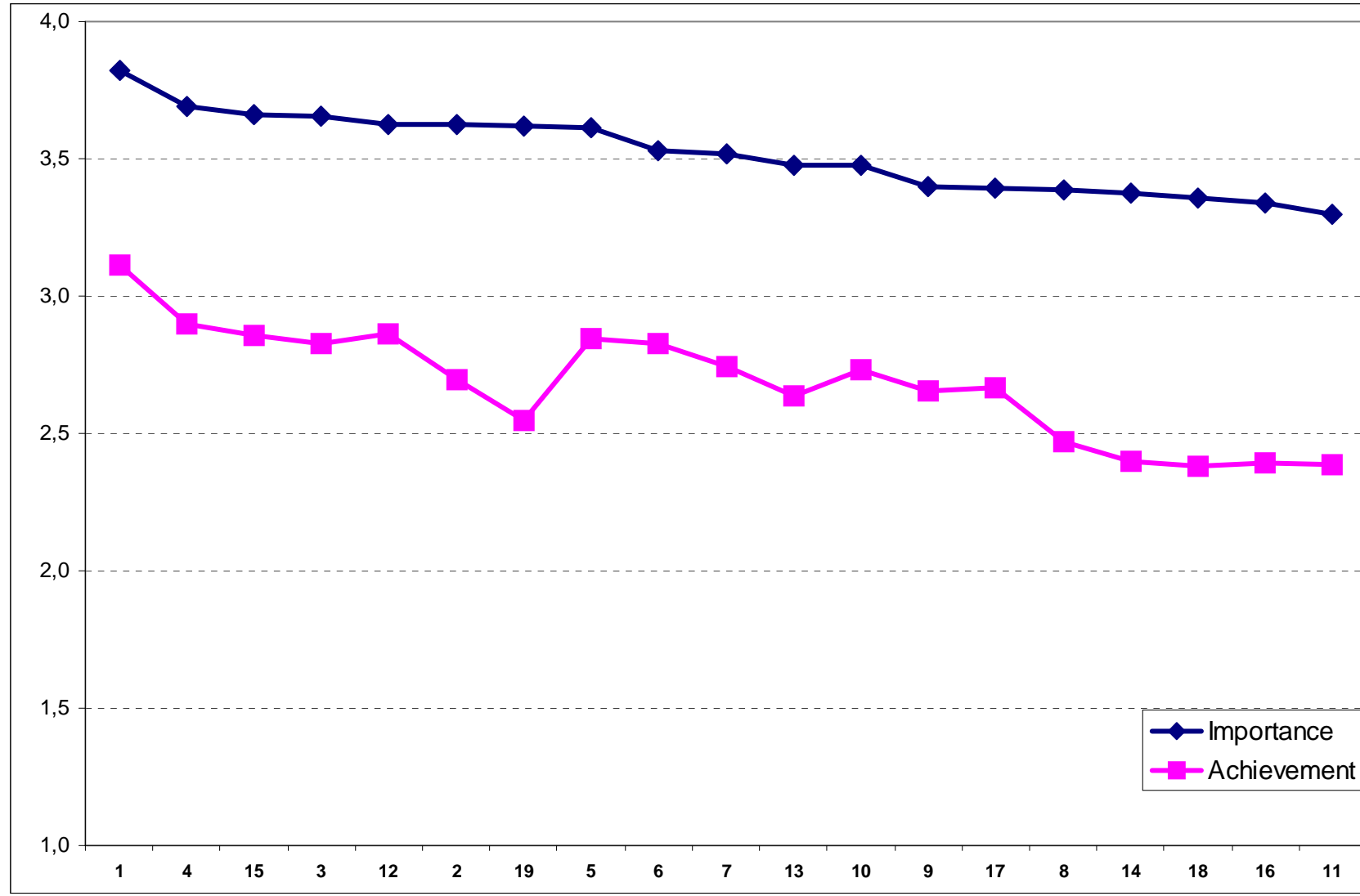
ACHIEVEMENT

SPECIFIC COMPETENCES

MECHANICAL ENGINEERING

MECHANICAL ENG. ACADEMICS

ratings



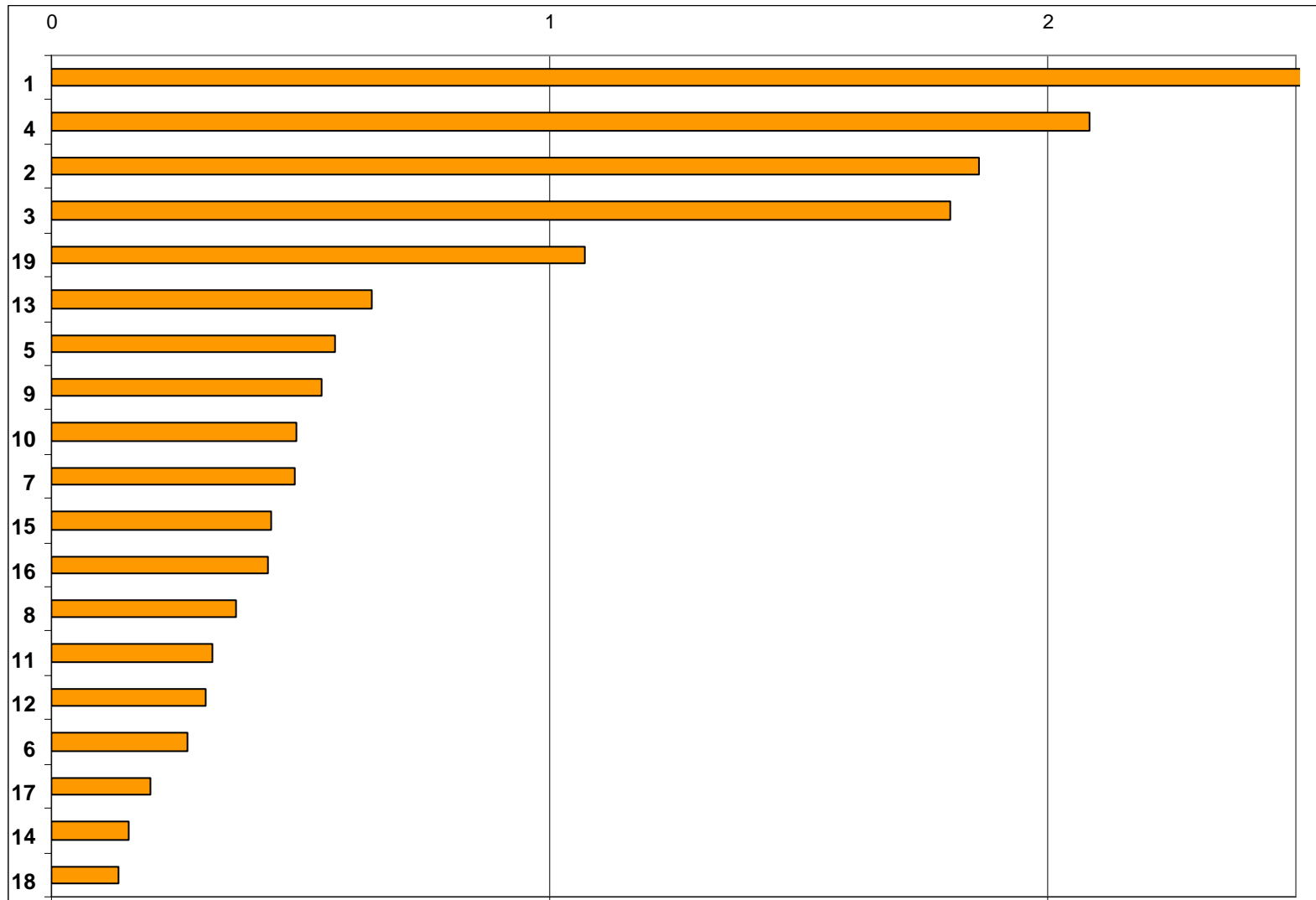
SPECIFIC competences

MECHANICAL ENG. ACADEMICS

ratings



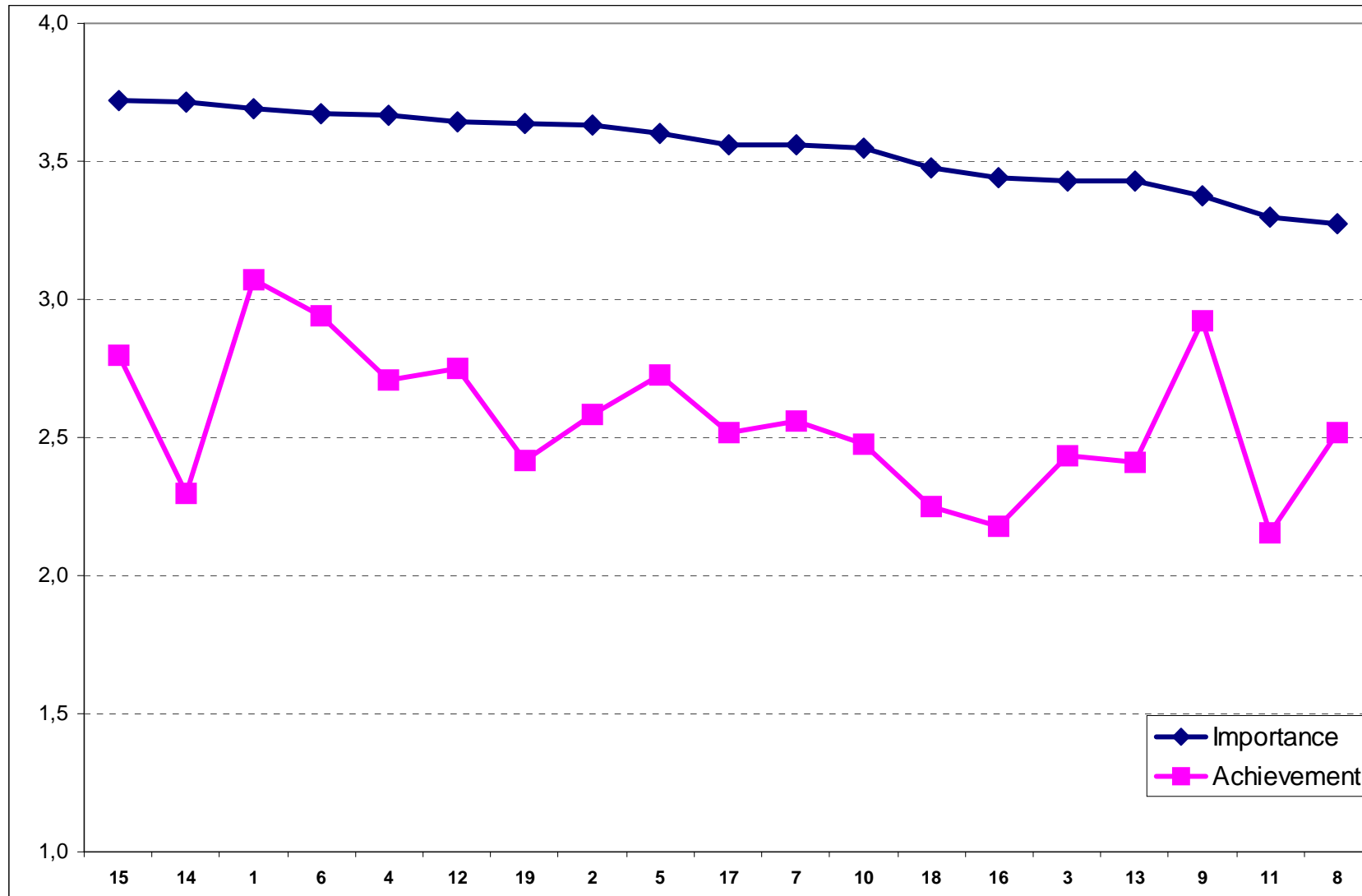
#	Description	Importance	Achievement
1	Ability to apply knowledge of the basic and applied sciences of mechanical engineering.	3,82	3,11
4	Capacity to conceive, analyse, design and manufacture mechanical products and systems.	3,69	2,90
15	Skills in using information technologies, software and tools for mechanical engineering.	3,66	2,85
3	Capacity to create, innovate and contribute to technological development.	3,65	2,83
12	Capacity for spatial abstraction, graphic representation and engineering drawings.	3,63	2,86
2	Ability to identify, evaluate and implement the most appropriate technologies for the context in hand.	3,62	2,69
19	Capacity to employ mechanical engineering skills to transform local natural resources...	3,62	2,55
5	Skills in planning and executing mechanical engineering projects.	3,61	2,84
6	Capacity to supervise, inspect and monitor mechanical engineering systems. #	3,53	2,83
7	Capacity to operate, maintain and rehabilitate mechanical engineering systems. #	3,52	2,74
13	Providing mechanical engineering solutions to societal problems for sustainable development.	3,48	2,64
10	Skills in selecting, mobilising and administering material resources, tools and equipment cost-effectively.	3,47	2,73
9	Capacity to model and simulate mechanical engineering systems and processes.	3,40	2,66
17	Skills in employing quality control techniques in managing materials, products, resources and services.	3,40	2,67
8	Skills in evaluating the environmental and socio-economic impact of mechanical projects.	3,39	2,47
14	Skills in safety and risk management in mechanical engineering systems.	3,37	2,40
18	Capacity to conduct life cycle assessment for products and systems.	3,36	2,38
16	Capacity to interact with multidisciplinary groups towards developing integrated solutions.	3,34	2,39
11	Capacity to integrate legal, economic and financial aspects in decision-making in mechanical engineering projects.	3,30	2,39



#	Description	Ranking
18	Capacity to conduct life cycle assessment for products and systems.	0,1331
14	Skills in safety and risk management in mechanical engineering systems.	0,1554
17	Skills in employing quality control techniques in managing materials, products, resources and services.	0,1991
6	Capacity to supervise, inspect and monitor mechanical engineering systems.	0,2713
12	Capacity for spatial abstraction, graphic representation and engineering drawings.	0,3100
11	Capacity to integrate legal, economic and financial aspects in decision-making in mechanical engineering projects.	0,3250
8	Skills in evaluating the environmental and socio-economic impact of mechanical projects.	0,3721
16	Capacity to interact with multidisciplinary groups towards developing integrated solutions.	0,4359
15	Skills in using information technologies, software and tools for mechanical engineering.	0,4416
7	Capacity to operate, maintain and rehabilitate mechanical engineering systems.	0,4884
10	Skills in selecting, mobilising and administering material resources, tools and equipment cost-effectively.	0,4912
9	Capacity to model and simulate mechanical engineering systems and processes.	0,5434
5	Skills in planning and executing mechanical engineering projects.	0,5679
13	Providing mechanical engineering solutions to societal problems for sustainable development.	0,6434
19	Capacity to employ mechanical engineering skills to transform local natural resources...	1,0710
3	Capacity to create, innovate and contribute to technological development.	1,8062
2	Ability to identify, evaluate and implement the most appropriate technologies for the context in hand.	1,8622
4	Capacity to conceive, analyse, design and manufacture mechanical products and systems.	2,0872
1	Ability to apply knowledge of the basic and applied sciences of mechanical engineering.	2,8362

MECHANICAL ENG. EMPLOYERS

ratings



MECHANICAL ENG. EMPLOYERS

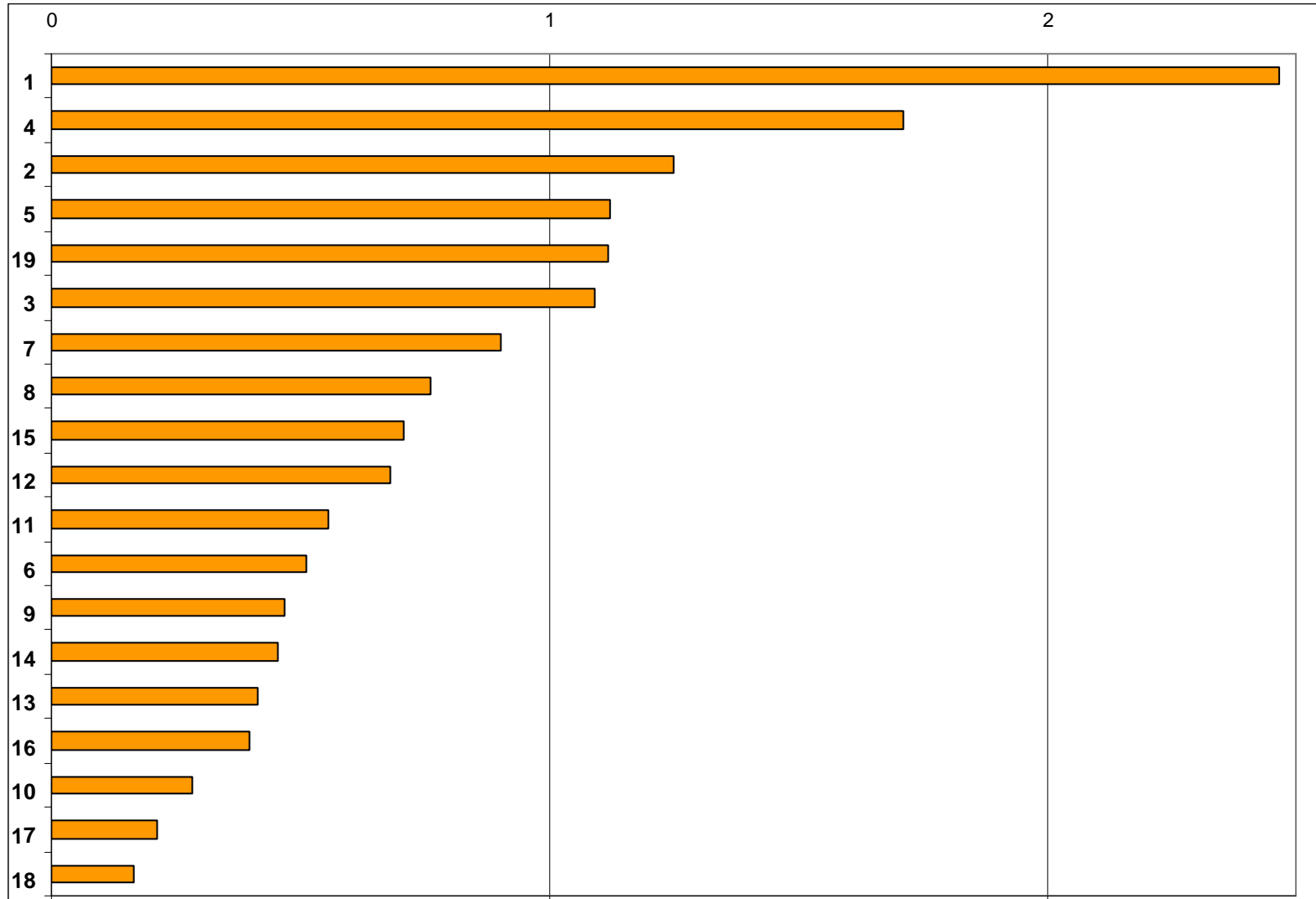
ratings



#	Description	Importance	Achievement
15	Skills in using information technologies, software and tools for mechanical engineering.	3,72	2,80
14	Skills in safety and risk management in mechanical engineering systems.	3,71	2,30
1	Ability to apply knowledge of the basic and applied sciences of mechanical engineering.	3,69	3,07
6	Capacity to supervise, inspect and monitor mechanical engineering systems.	3,67	2,94
4	Capacity to conceive, analyse, design and manufacture mechanical products and systems.	3,66	2,71
12	Capacity for spatial abstraction, graphic representation and engineering drawings.	3,64	2,75
19	Capacity to employ mechanical engineering skills to transform local natural resources...	3,64	2,42
2	Ability to identify, evaluate and implement the most appropriate technologies for the context in hand.	3,63	2,59
5	Skills in planning and executing mechanical engineering projects.	3,60	2,73
17	Skills in employing quality control techniques in managing materials, products, resources and services.	3,56	2,52
7	Capacity to operate, maintain and rehabilitate mechanical engineering systems.	3,56	2,56
10	Skills in selecting, mobilising and administering material resources, tools and equipment cost-effectively.	3,55	2,48
18	Capacity to conduct life cycle assessment for products and systems.	3,48	2,25
16	Capacity to interact with multidisciplinary groups towards developing integrated solutions.	3,44	2,18
3	Capacity to create, innovate and contribute to technological development.	3,43	2,43
13	Providing mechanical engineering solutions to societal problems for sustainable development.	3,43	2,41
9	Capacity to model and simulate mechanical engineering systems and processes.	3,37	2,92
11	Capacity to integrate legal, economic and financial aspects in decision-making in mechanical engineering projects.	3,30	2,15
8	Skills in evaluating the environmental and socio-economic impact of mechanical projects.	3,27	2,52

EMPLOYERS / MECHANICAL ENG.

rankings

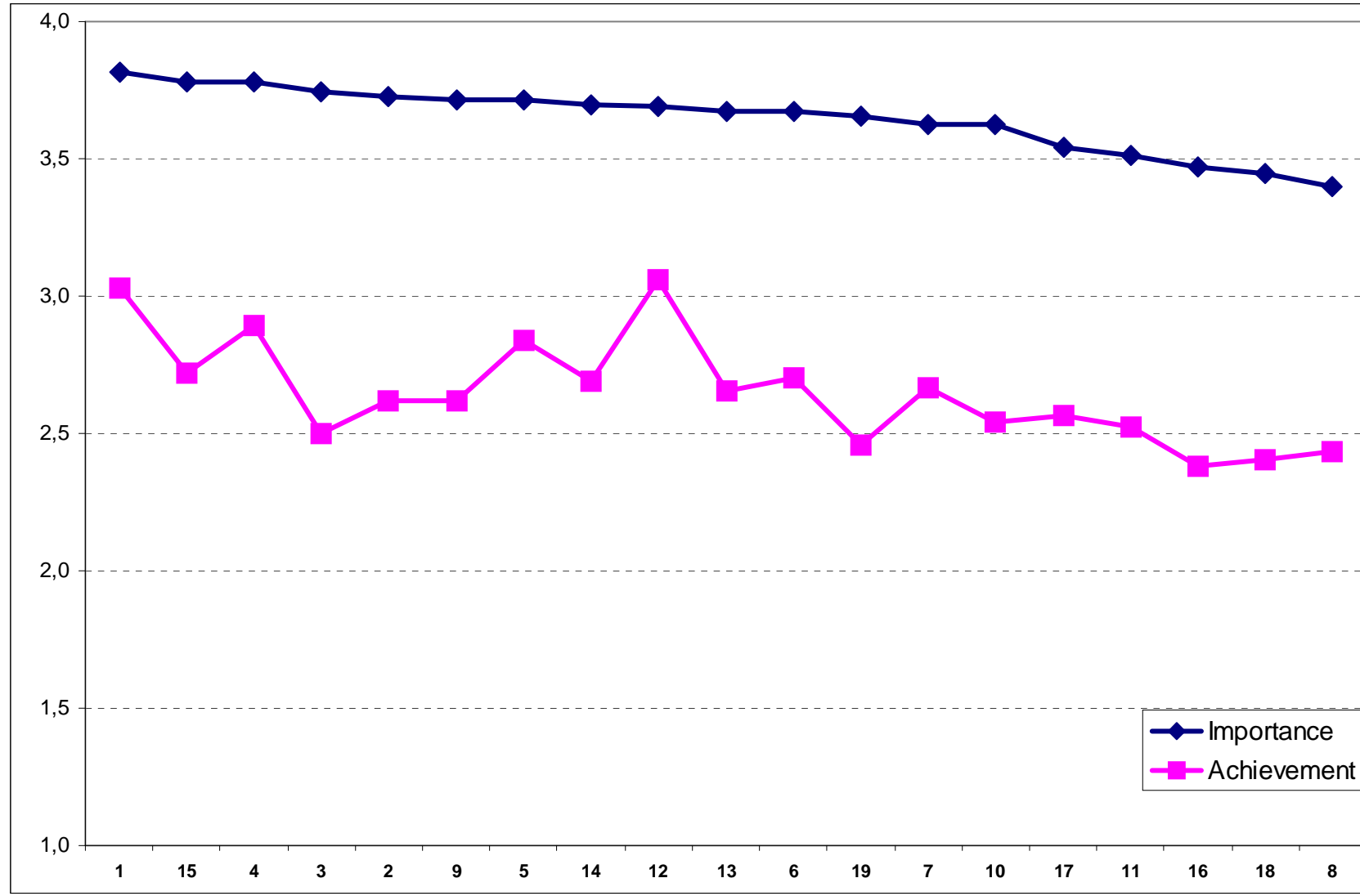


SPECIFIC Competences

#	Description	Ranking
18	Capacity to conduct life cycle assessment for products and systems.	0,1666
17	Skills in employing quality control techniques in managing materials, products, resources and services.	0,2121
10	Skills in selecting, mobilising and administering material resources, tools and equipment cost-effectively.	0,2838
16	Capacity to interact with multidisciplinary groups towards developing integrated solutions.	0,3976
13	Providing mechanical engineering solutions to societal problems for sustainable development.	0,4135
14	Skills in safety and risk management in mechanical engineering systems.	0,4542
9	Capacity to model and simulate mechanical engineering systems and processes.	0,4684
6	Capacity to supervise, inspect and monitor mechanical engineering systems.	0,5130
11	Capacity to integrate legal, economic and financial aspects in decision-making in mechanical engineering projects.	0,5573
12	Capacity for spatial abstraction, graphic representation and engineering drawings.	0,6815
15	Skills in using information technologies, software and tools for mechanical engineering.	0,7090
8	Skills in evaluating the environmental and socio-economic impact of mechanical projects.	0,7624
7	Capacity to operate, maintain and rehabilitate mechanical engineering systems.	0,9036
3	Capacity to create, innovate and contribute to technological development.	1,0920
19	Capacity to employ mechanical engineering skills to transform local natural resources...	1,1199
5	Skills in planning and executing mechanical engineering projects.	1,1203
2	Ability to identify, evaluate and implement the most appropriate technologies for the context in hand.	1,2516
4	Capacity to conceive, analyse, design and manufacture mechanical products and systems.	1,7106
1	Ability to apply knowledge of the basic and applied sciences of mechanical engineering.	2,4652

MECHANICAL ENG. STUDENTS

ratings



SPECIFIC competences

MECHANICAL ENG. STUDENTS

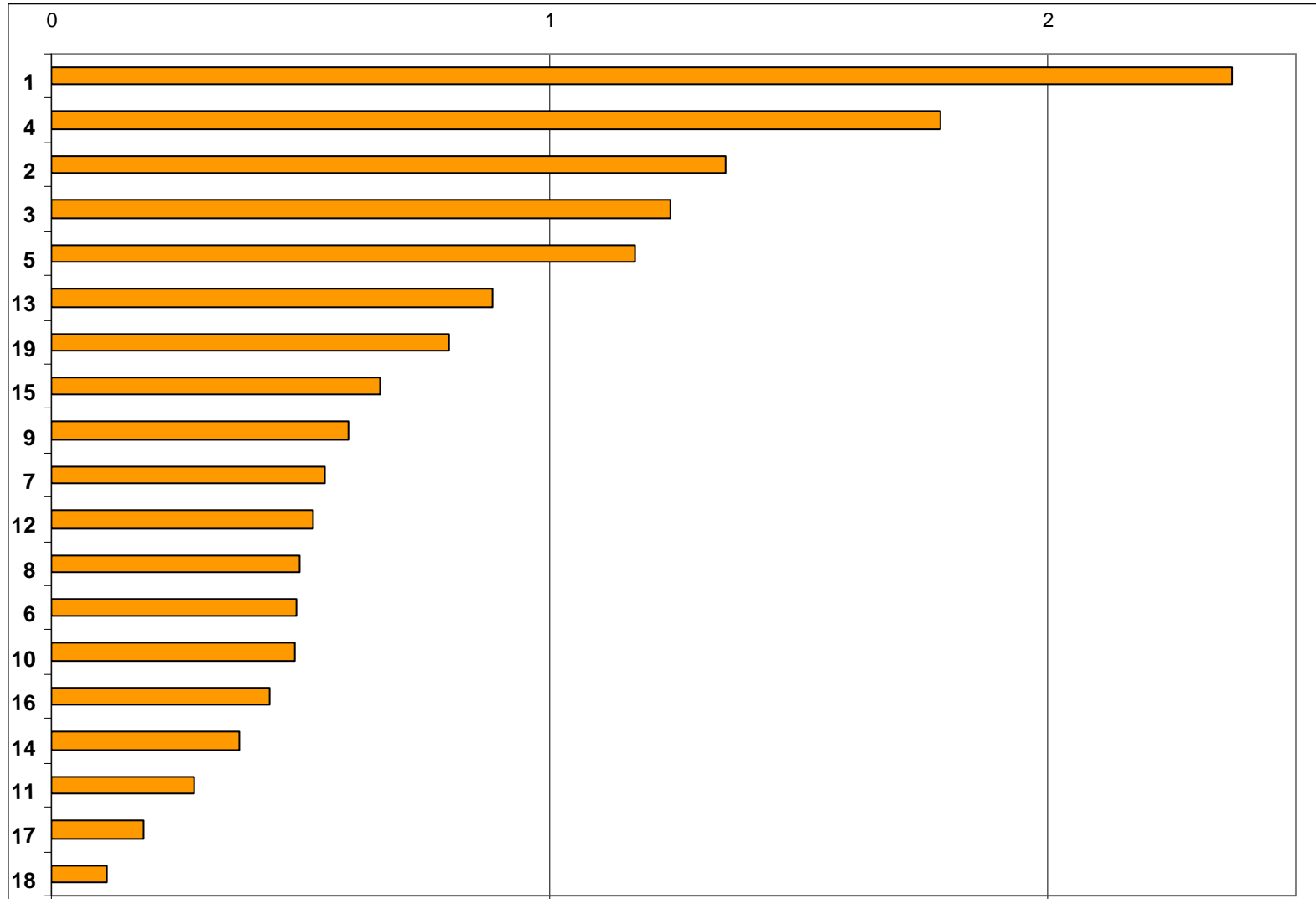
ratings



#	Description	Importance	Achievement
1	Ability to apply knowledge of the basic and applied sciences of mechanical engineering.	3,82	3,03
15	Skills in using information technologies, software and tools for mechanical engineering.	3,78	2,72
4	Capacity to conceive, analyse, design and manufacture mechanical products and systems.	3,78	2,89
3	Capacity to create, innovate and contribute to technological development.	3,74	2,50
2	Ability to identify, evaluate and implement the most appropriate technologies for the context in	3,72	2,62
9	Capacity to model and simulate mechanical engineering systems and processes.	3,71	2,62
5	Skills in planning and executing mechanical engineering projects.	3,71	2,84
14	Skills in safety and risk management in mechanical engineering systems.	3,70	2,69
12	Capacity for spatial abstraction, graphic representation and engineering drawings.	3,69	3,06
13	Providing mechanical engineering solutions to societal problems for sustainable development	3,67	2,66
6	Capacity to supervise, inspect and monitor mechanical engineering systems.	3,67	2,70
19	Capacity to employ mechanical engineering skills to transform local natural resources...	3,65	2,46
7	Capacity to operate, maintain and rehabilitate mechanical engineering systems.	3,62	2,66
10	Skills in selecting, mobilising and administering material resources, tools and equipment cost	3,62	2,54
17	Skills in employing quality control techniques in managing materials, products, resources and	3,54	2,57
11	Capacity to integrate legal, economic and financial aspects in decision-making in mechanical	3,51	2,52
16	Capacity to interact with multidisciplinary groups towards developing integrated solutions.	3,47	2,38
18	Capacity to conduct life cycle assessment for products and systems.	3,44	2,41
8	Skills in evaluating the environmental and socio-economic impact of mechanical projects.	3,40	2,43

STUDENTS / MECHANICAL ENG.

rankings

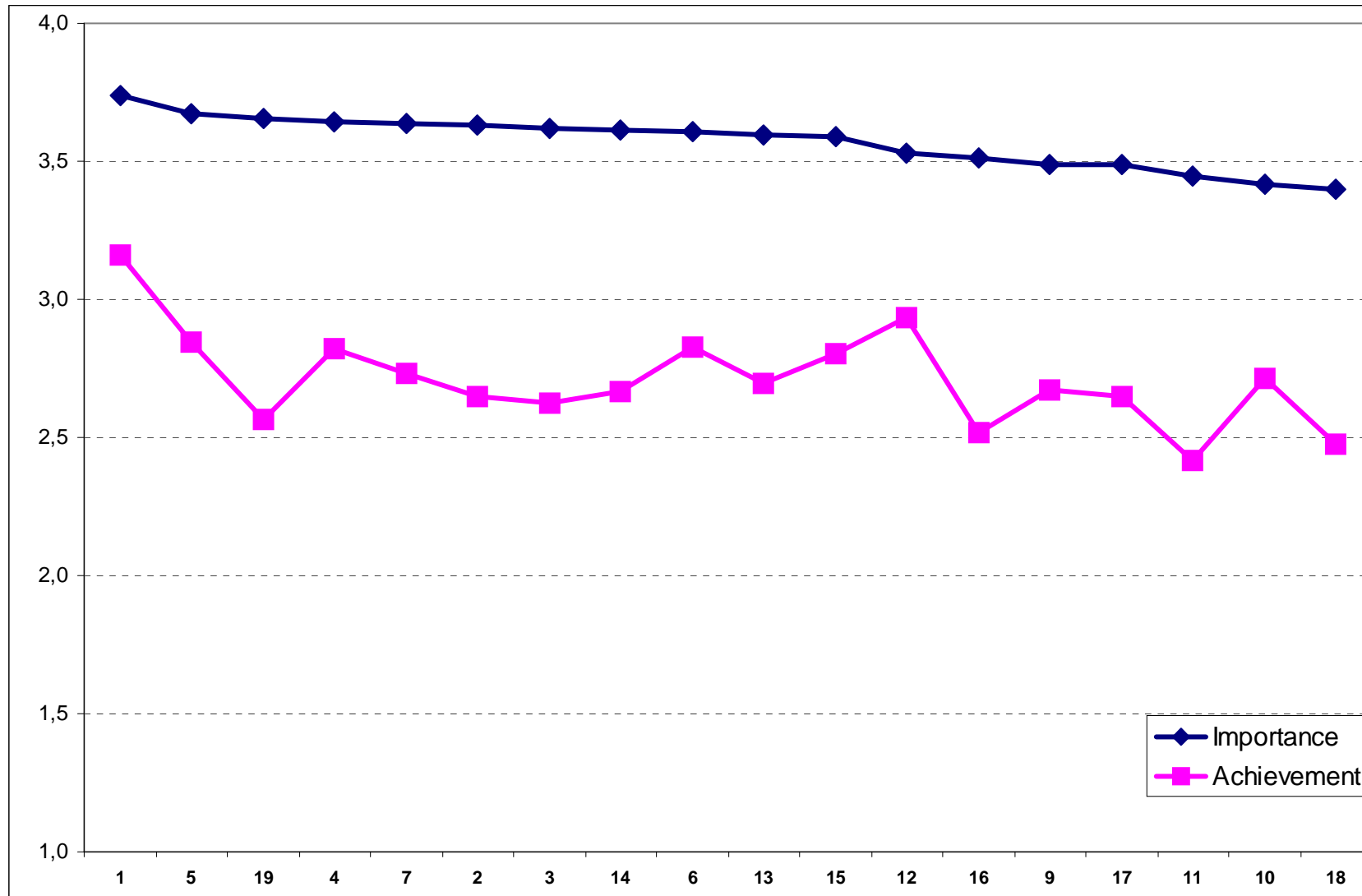


SPECIFIC Competences

#	Description	Ranking
18	Capacity to conduct life cycle assessment for products and systems.	0,1124
17	Skills in employing quality control techniques in managing materials, products, resources and services.	0,1854
11	Capacity to integrate legal, economic and financial aspects in decision-making in mechanical engineering projects.	0,2865
14	Skills in safety and risk management in mechanical engineering systems.	0,3775
16	Capacity to interact with multidisciplinary groups towards developing integrated solutions.	0,4382
10	Skills in selecting, mobilising and administering material resources, tools and equipment cost-effectively.	0,4871
6	Capacity to supervise, inspect and monitor mechanical engineering systems.	0,4935
8	Skills in evaluating the environmental and socio-economic impact of mechanical projects.	0,4979
12	Capacity for spatial abstraction, graphic representation and engineering drawings.	0,5259
7	Capacity to operate, maintain and rehabilitate mechanical engineering systems.	0,5502
9	Capacity to model and simulate mechanical engineering systems and processes.	0,5963
15	Skills in using information technologies, software and tools for mechanical engineering.	0,6612
19	Capacity to employ mechanical engineering skills to transform local natural resources...	0,7976
13	Providing mechanical engineering solutions to societal problems for sustainable development.	0,8876
5	Skills in planning and executing mechanical engineering projects.	1,1727
3	Capacity to create, innovate and contribute to technological development.	1,2432
2	Ability to identify, evaluate and implement the most appropriate technologies for the context in hand.	1,3559
4	Capacity to conceive, analyse, design and manufacture mechanical products and systems.	1,7846
1	Ability to apply knowledge of the basic and applied sciences of mechanical engineering.	2,3708

MECHANICAL ENG. GRADUATES

ratings



MECHANICAL ENG. GRADUATES

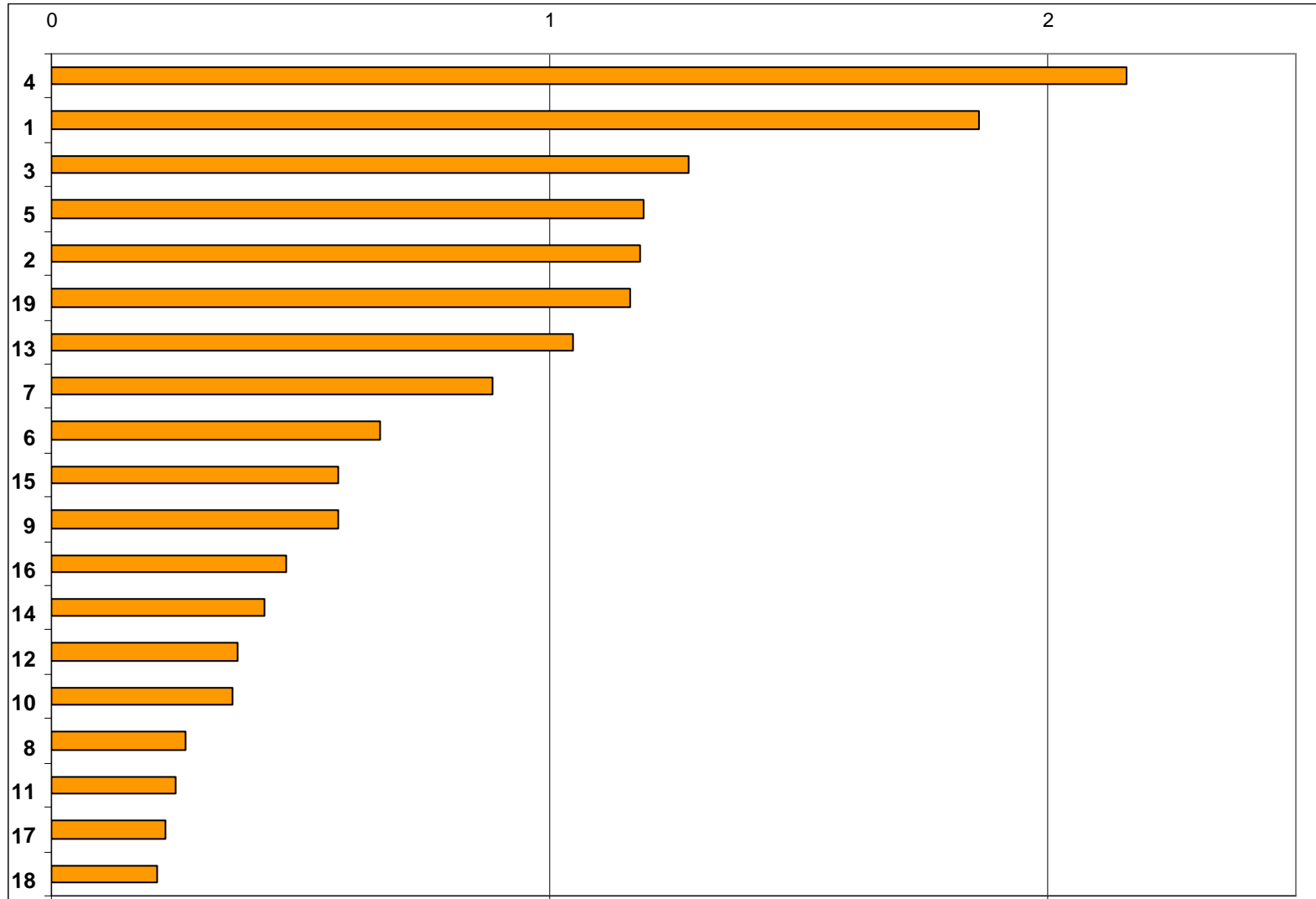
ratings



#	Description	Importance	Achievement
1	Ability to apply knowledge of the basic and applied sciences of mechanical engineering.	3,74	3,16
5	Skills in planning and executing mechanical engineering projects.	3,67	2,85
19	Capacity to employ mechanical engineering skills to transform local natural resources...	3,65	2,57
4	Capacity to conceive, analyse, design and manufacture mechanical products and systems.	3,64	2,82
7	Capacity to operate, maintain and rehabilitate mechanical engineering systems.	3,64	2,73
2	Ability to identify, evaluate and implement the most appropriate technologies for the context ir	3,63	2,65
3	Capacity to create, innovate and contribute to technological development.	3,62	2,63
14	Skills in safety and risk management in mechanical engineering systems.	3,62	2,67
6	Capacity to supervise, inspect and monitor mechanical engineering systems.	3,61	2,83
13	Providing mechanical engineering solutions to societal problems for sustainable development	3,60	2,70
15	Skills in using information technologies, software and tools for mechanical engineering.	3,59	2,81
12	Capacity for spatial abstraction, graphic representation and engineering drawings.	3,53	2,93
16	Capacity to interact with multidisciplinary groups towards developing integrated solutions.	3,51	2,52
9	Capacity to model and simulate mechanical engineering systems and processes.	3,49	2,67
17	Skills in employing quality control techniques in managing materials, products, resources and	3,49	2,65
11	Capacity to integrate legal, economic and financial aspects in decision-making in mechanical	3,45	2,42
10	Skills in selecting, mobilising and administering material resources, tools and equipment cost	3,42	2,72
18	Capacity to conduct life cycle assessment for products and systems.	3,40	2,47
8	Skills in evaluating the environmental and socio-economic impact of mechanical projects.	3,39	2,57

GRADUATES / MECHANICAL ENG.

rankings



SPECIFIC Competences

#	Description	Ranking
18	Capacity to conduct life cycle assessment for products and systems.	0,2117
17	Skills in employing quality control techniques in managing materials, products, resources and services.	0,2294
11	Capacity to integrate legal, economic and financial aspects in decision-making in mechanical engineering projects.	0,2500
8	Skills in evaluating the environmental and socio-economic impact of mechanical projects.	0,2692
10	Skills in selecting, mobilising and administering material resources, tools and equipment cost-effectively.	0,3630
12	Capacity for spatial abstraction, graphic representation and engineering drawings.	0,3745
14	Skills in safety and risk management in mechanical engineering systems.	0,4290
16	Capacity to interact with multidisciplinary groups towards developing integrated solutions.	0,4712
9	Capacity to model and simulate mechanical engineering systems and processes.	0,5769
15	Skills in using information technologies, software and tools for mechanical engineering.	0,5769
6	Capacity to supervise, inspect and monitor mechanical engineering systems.	0,6620
7	Capacity to operate, maintain and rehabilitate mechanical engineering systems.	0,8847
13	Providing mechanical engineering solutions to societal problems for sustainable development.	1,0481
19	Capacity to employ mechanical engineering skills to transform local natural resources...	1,1614
2	Ability to identify, evaluate and implement the most appropriate technologies for the context in hand.	1,1827
5	Skills in planning and executing mechanical engineering projects.	1,1889
3	Capacity to create, innovate and contribute to technological development.	1,2788
1	Ability to apply knowledge of the basic and applied sciences of mechanical engineering.	1,8630
4	Capacity to conceive, analyse, design and manufacture mechanical products and systems.	2,1606

MECHANICAL ENG.



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,63122405	1		
Students	0,80041083	0,65889467	1	
Graduates	0,76327757	0,65822254	0,78984635	1

ACHIEVEMENT

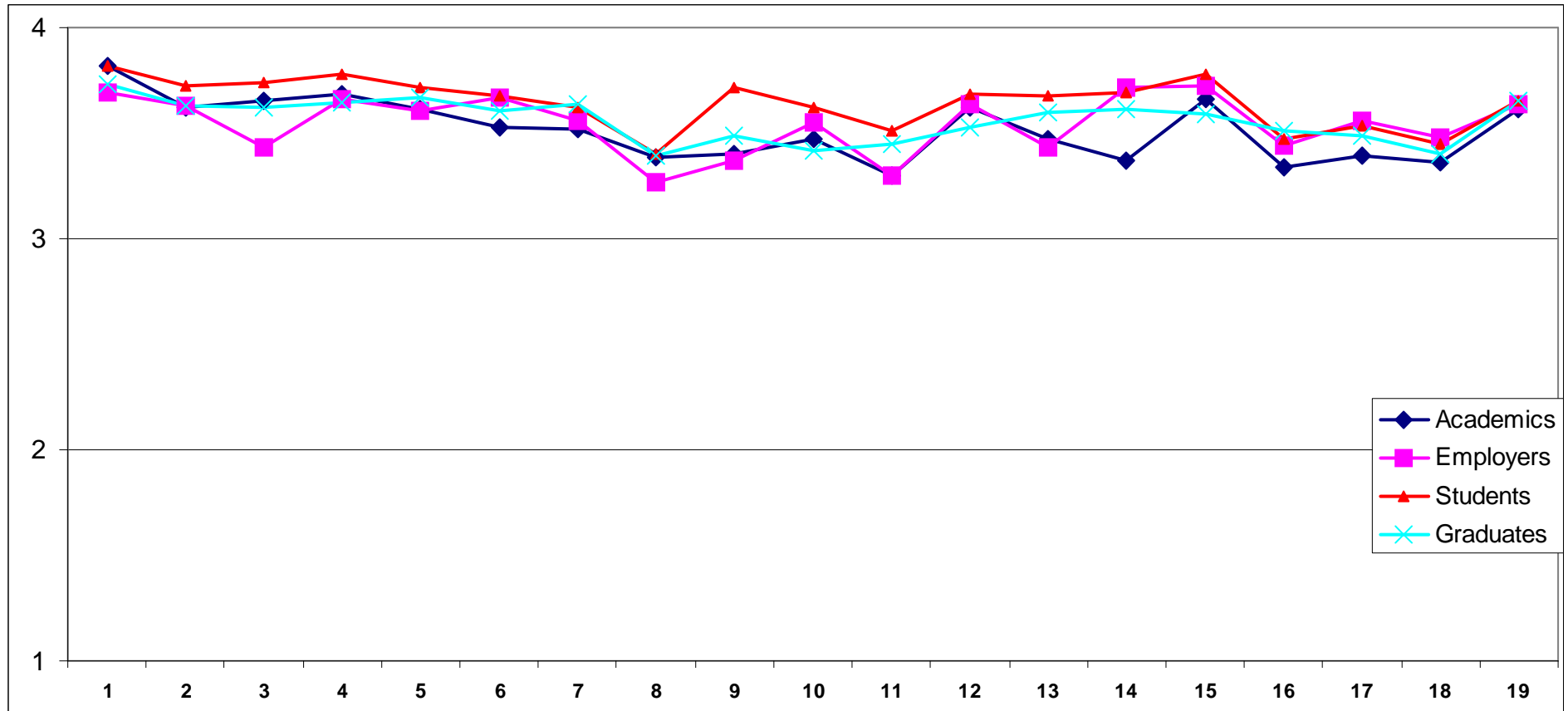
	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,83091468	1		
Students	0,76708109	0,70543241	1	
Graduates	0,89034788	0,83511011	0,89905409	1

RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,90180224	1		
Students	0,94383259	0,93808256	1	
Graduates	0,87870731	0,86888474	0,92862174	1

MECHANICAL ENG. ALL GROUPS

ratings

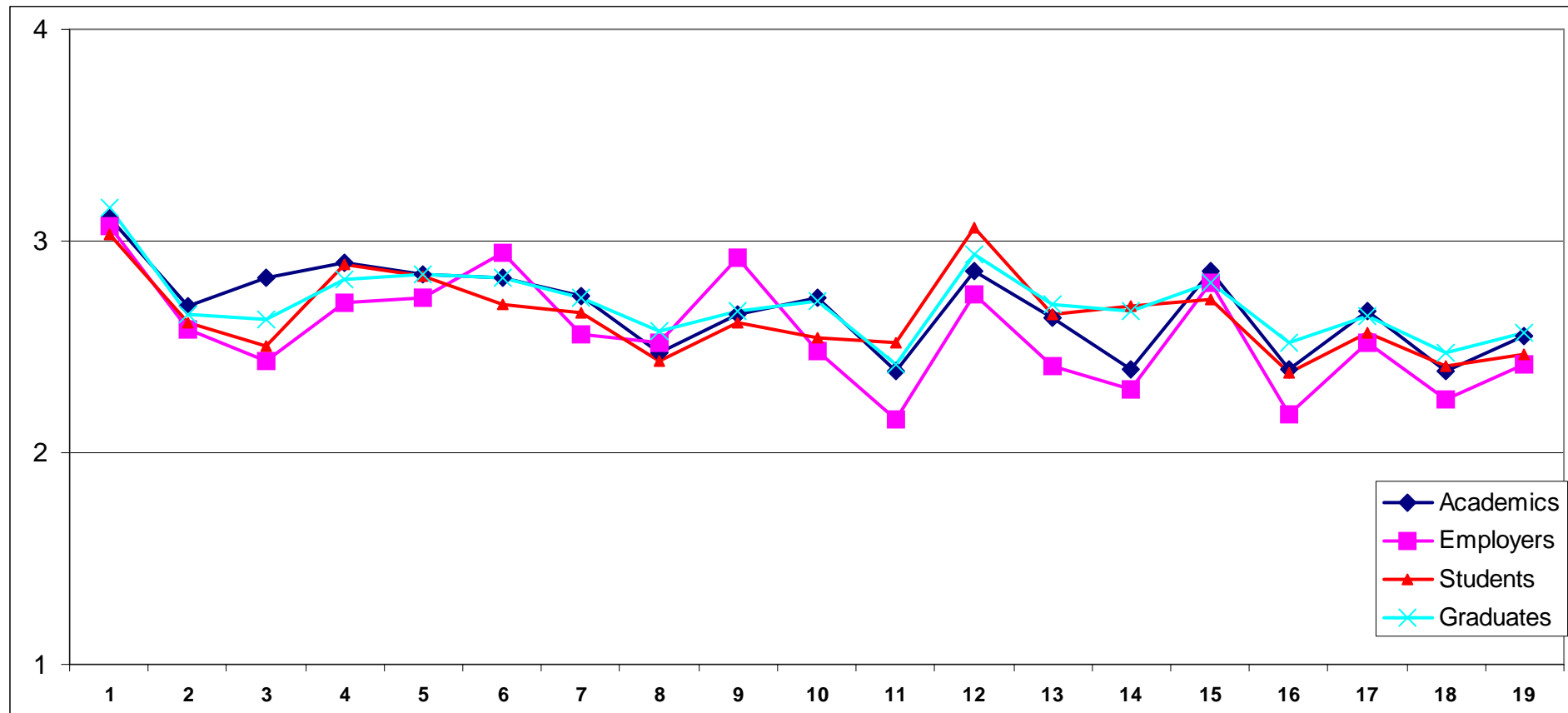


SPECIFIC competences

IMPORTANCE

MECHANICAL ENG. ALL GROUPS

ratings



SPECIFIC competences

ACHIEVEMENT

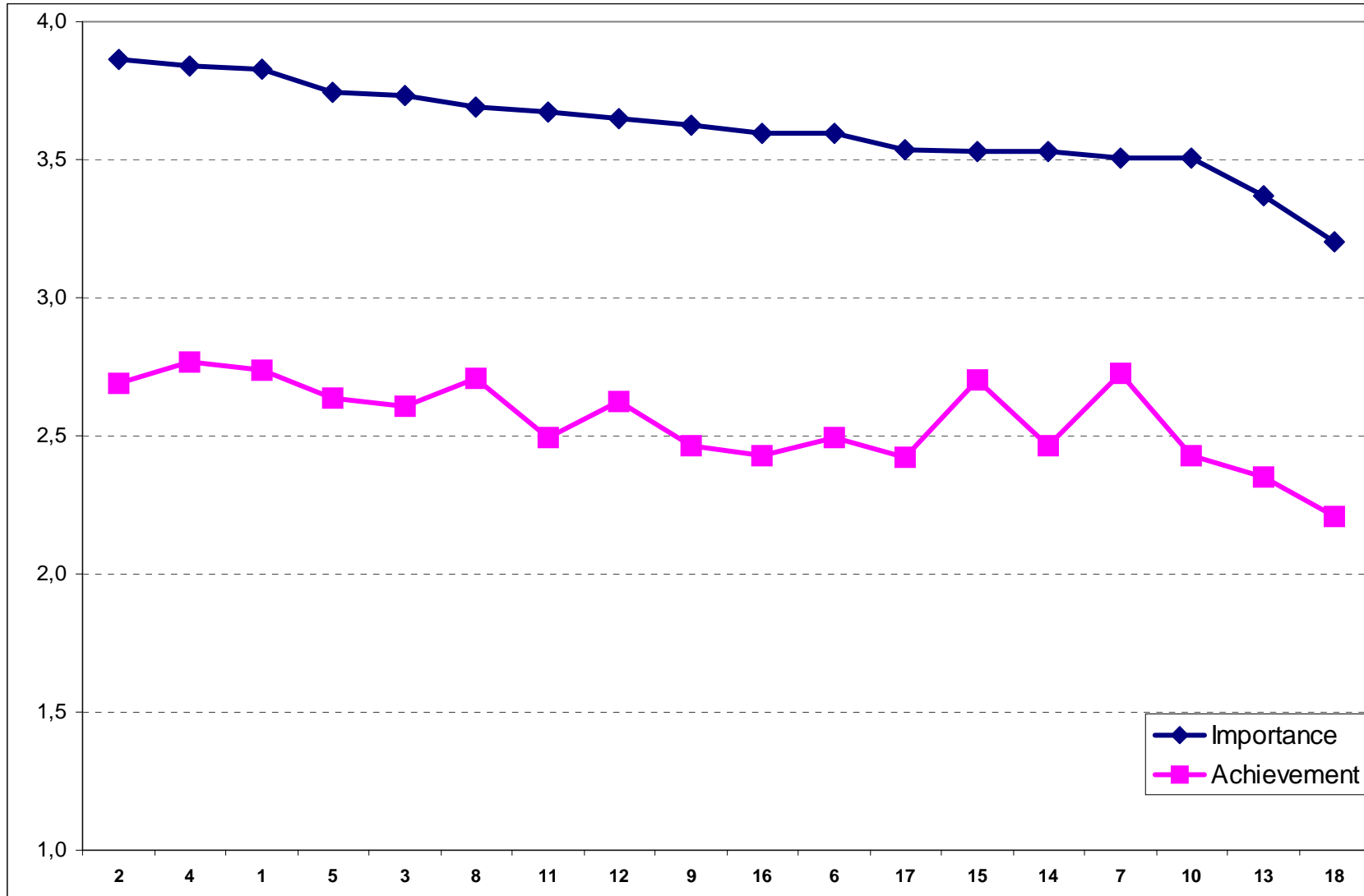
GENERIC COMPETENCES

MEDICINE

MEDICINE

ACADEMICS

ratings



Generic competences

MEDICINE

ACADEMICS

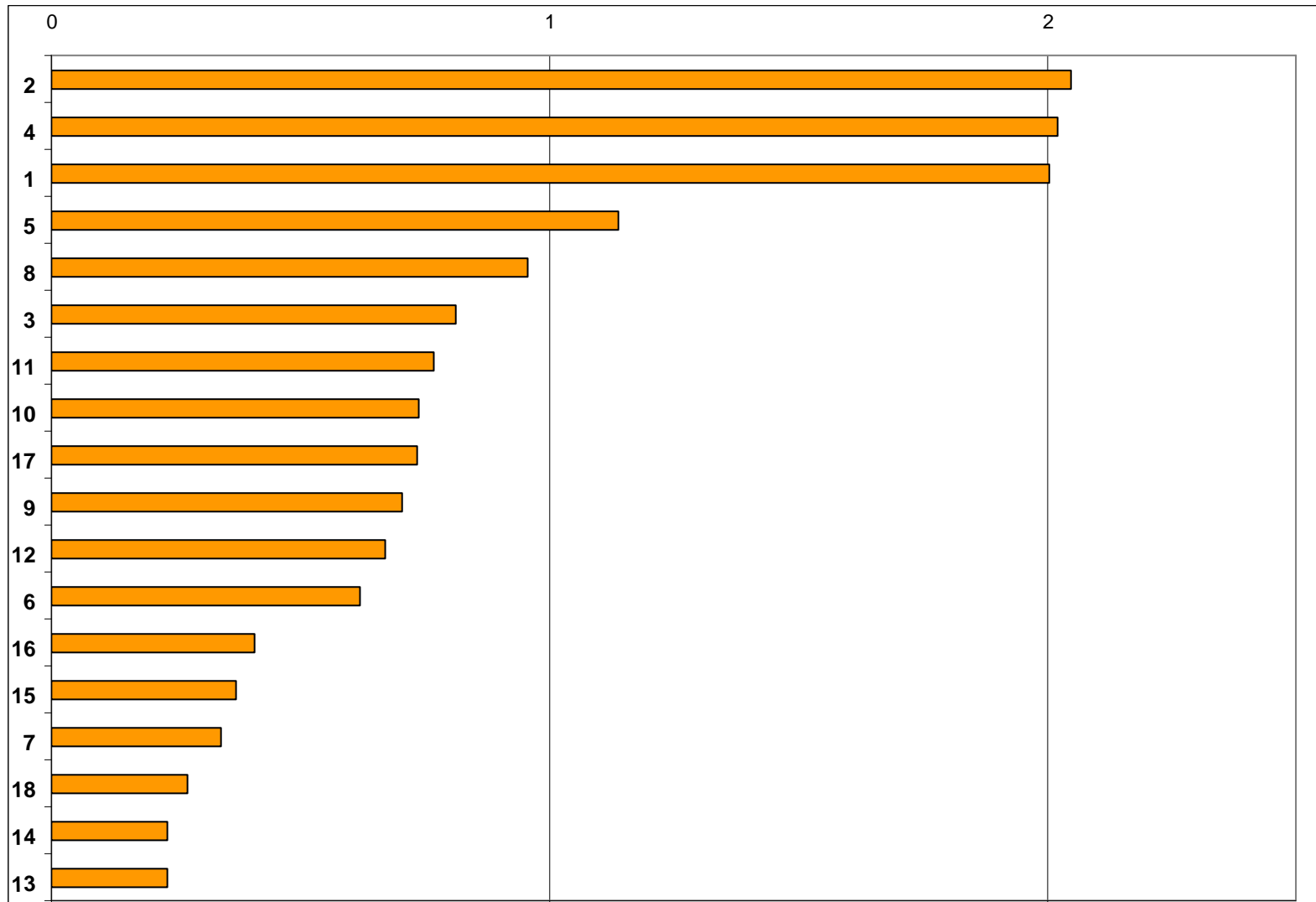
ratings



#	Description	Importance	Achievement
2	Professionalism, ethical values and commitment to UBUNTU	3,86	2,69
4	Ability to translate knowledge into practice	3,84	2,77
1	Ability for conceptual thinking, analysis and synthesis	3,83	2,74
5	Objective decision making and practical cost effective problem solving	3,74	2,64
3	Capacity for critical evaluation and self awareness	3,73	2,61
8	Ability to learn to learn and capacity for lifelong learning	3,69	2,71
11	Leadership, management and team work skills	3,67	2,50
12	Communication and interpersonal skills	3,65	2,63
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,63	2,46
16	Ability to evaluate, review and enhance quality	3,60	2,43
6	Capacity to use innovative and appropriate technologies	3,59	2,49
17	Self confidence, entrepreneurial spirit and skills	3,54	2,42
15	Ability to work independently	3,53	2,70
14	Ability to work in an intra and intercultural and/or international context	3,53	2,46
7	Ability to communicate effectively in official/ national and local language	3,51	2,73
10	Ability for creative and innovative thinking	3,51	2,43
13	Environmental and economic consciousness	3,37	2,35
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,21	2,21

ACADEMICS / MEDICINE

rankings



Generic Competences

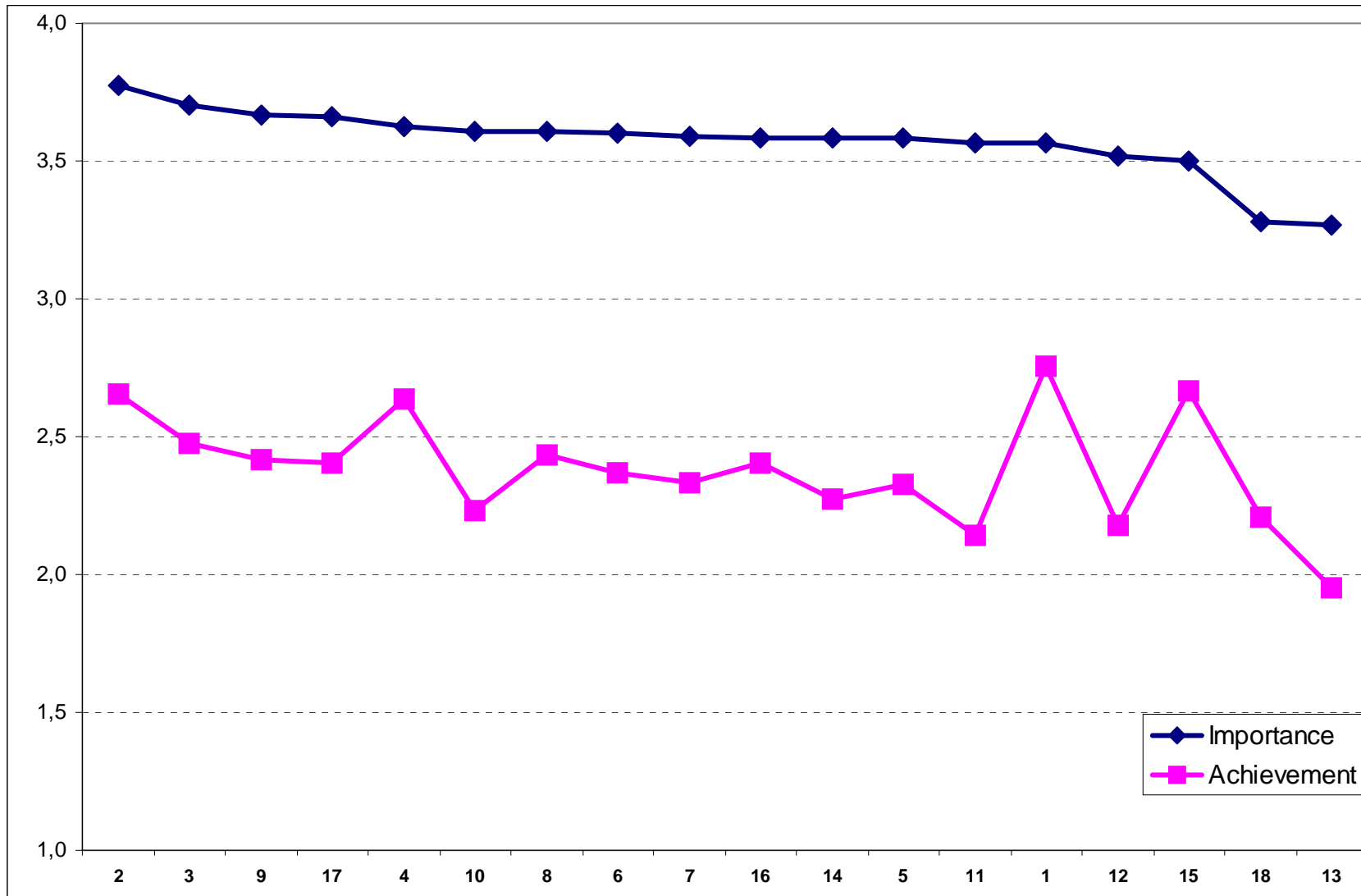


#	Description	Ranking
13	Environmental and economic consciousness	0,2333
14	Ability to work in an intra and intercultural and/or international context	0,2340
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,2725
7	Ability to communicate effectively in official/ national and local language	0,3397
15	Ability to work independently	0,3696
16	Ability to evaluate, review and enhance quality	0,4093
6	Capacity to use innovative and appropriate technologies	0,6197
12	Communication and interpersonal skills	0,6707
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,7035
17	Self confidence, entrepreneurial spirit and skills	0,7337
10	Ability for creative and innovative thinking	0,7392
11	Leadership, management and team work skills	0,7683
3	Capacity for critical evaluation and self awareness	0,8108
8	Ability to learn to learn and capacity for lifelong learning	0,9573
5	Objective decision making and practical cost effective problem solving	1,1402
1	Ability for conceptual thinking, analysis and synthesis	2,0058
4	Ability to translate knowledge into practice	2,0226
2	Professionalism, ethical values and commitment to UBUNTU	2,0488

MEDICINE

EMPLOYERS

ratings



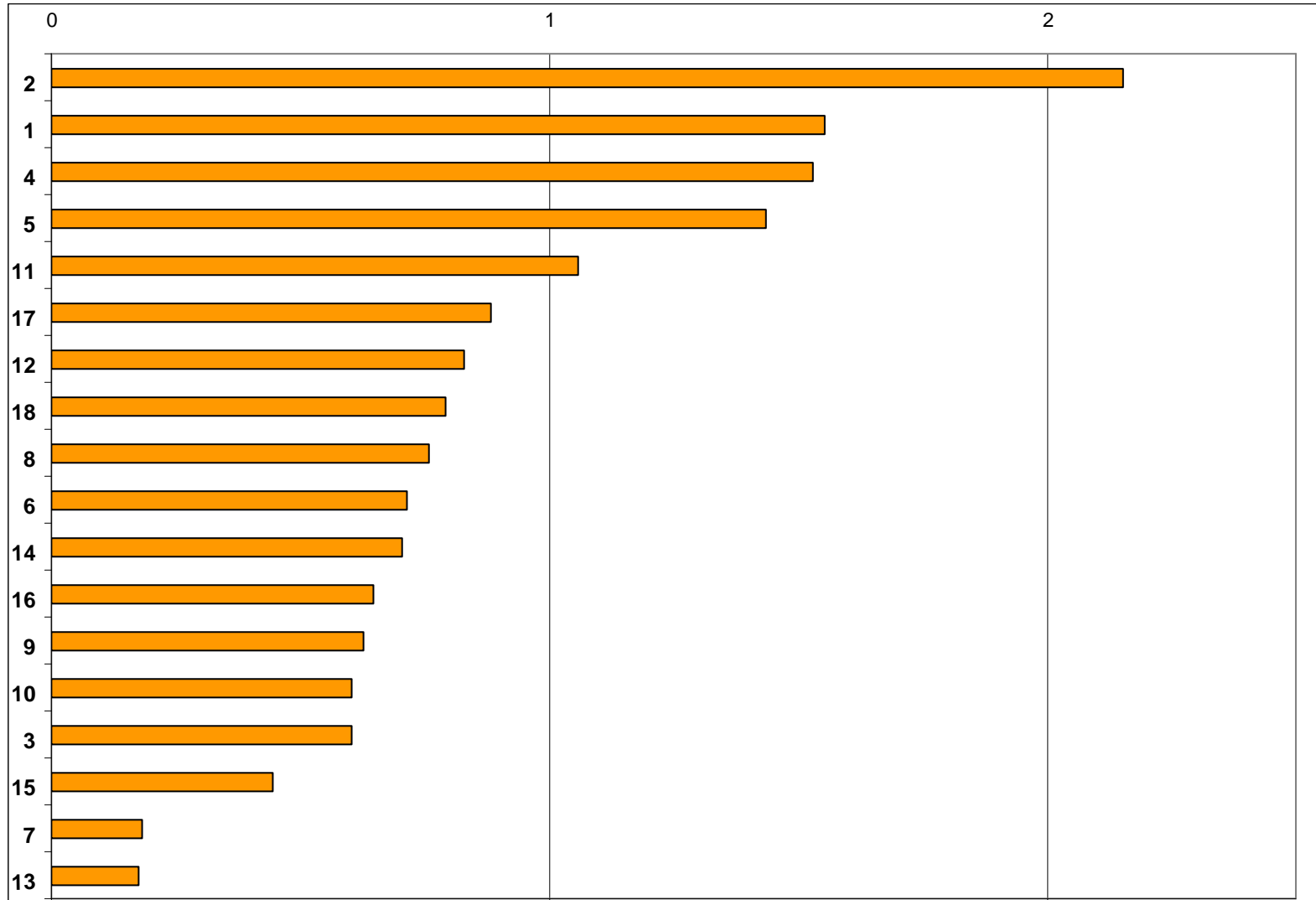
Generic competences



#	Description	Importance	Achievement
2	Professionalism, ethical values and commitment to UBUNTU	3,78	2,65
3	Capacity for critical evaluation and self awareness	3,70	2,48
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,66	2,42
17	Self confidence, entrepreneurial spirit and skills	3,66	2,41
4	Ability to translate knowledge into practice	3,63	2,64
10	Ability for creative and innovative thinking	3,61	2,23
8	Ability to learn to learn and capacity for lifelong learning	3,61	2,44
6	Capacity to use innovative and appropriate technologies	3,60	2,37
7	Ability to communicate effectively in official/ national and local language	3,59	2,33
16	Ability to evaluate, review and enhance quality	3,59	2,40
14	Ability to work in an intra and intercultural and/or international context	3,58	2,27
5	Objective decision making and practical cost effective problem solving	3,58	2,33
11	Leadership, management and team work skills	3,57	2,15
1	Ability for conceptual thinking, analysis and synthesis	3,57	2,76
12	Communication and interpersonal skills	3,52	2,18
15	Ability to work independently	3,50	2,67
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,28	2,21
13	Environmental and economic consciousness	3,27	1,95

EMPLOYERS / MEDICINE

rankings



Generic Competences

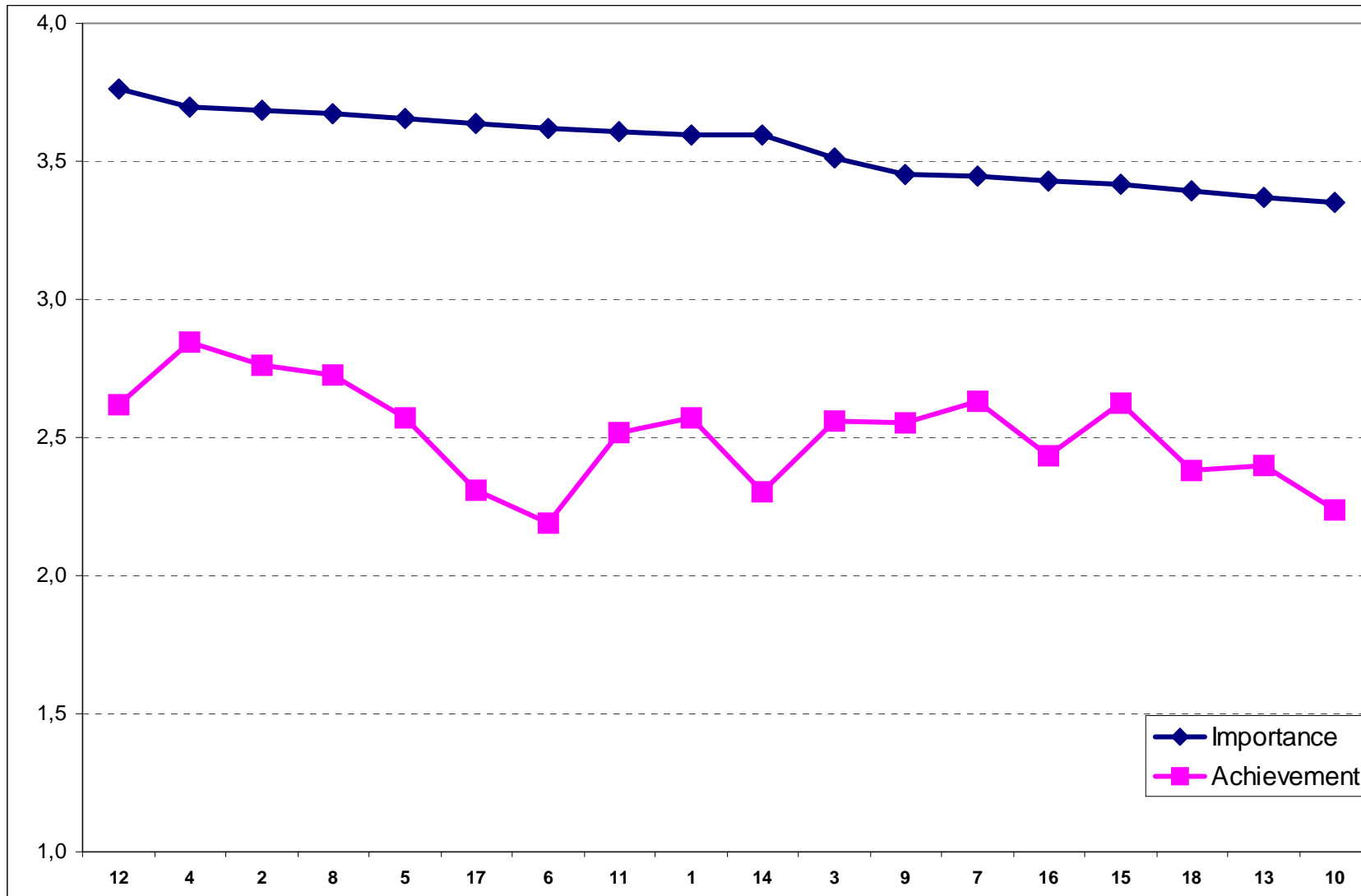


#	Description	Ranking
13	Environmental and economic consciousness	0,1767
7	Ability to communicate effectively in official/ national and local language	0,1818
15	Ability to work independently	0,4432
3	Capacity for critical evaluation and self awareness	0,6023
10	Ability for creative and innovative thinking	0,6042
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,6260
16	Ability to evaluate, review and enhance quality	0,6471
14	Ability to work in an intra and intercultural and/or international context	0,7053
6	Capacity to use innovative and appropriate technologies	0,7159
8	Ability to learn to learn and capacity for lifelong learning	0,7565
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,7909
12	Communication and interpersonal skills	0,8295
17	Self confidence, entrepreneurial spirit and skills	0,8841
11	Leadership, management and team work skills	1,0568
5	Objective decision making and practical cost effective problem solving	1,4339
4	Ability to translate knowledge into practice	1,5285
1	Ability for conceptual thinking, analysis and synthesis	1,5541
2	Professionalism, ethical values and commitment to UBUNTU	2,1517

MEDICINE

STUDENTS

ratings

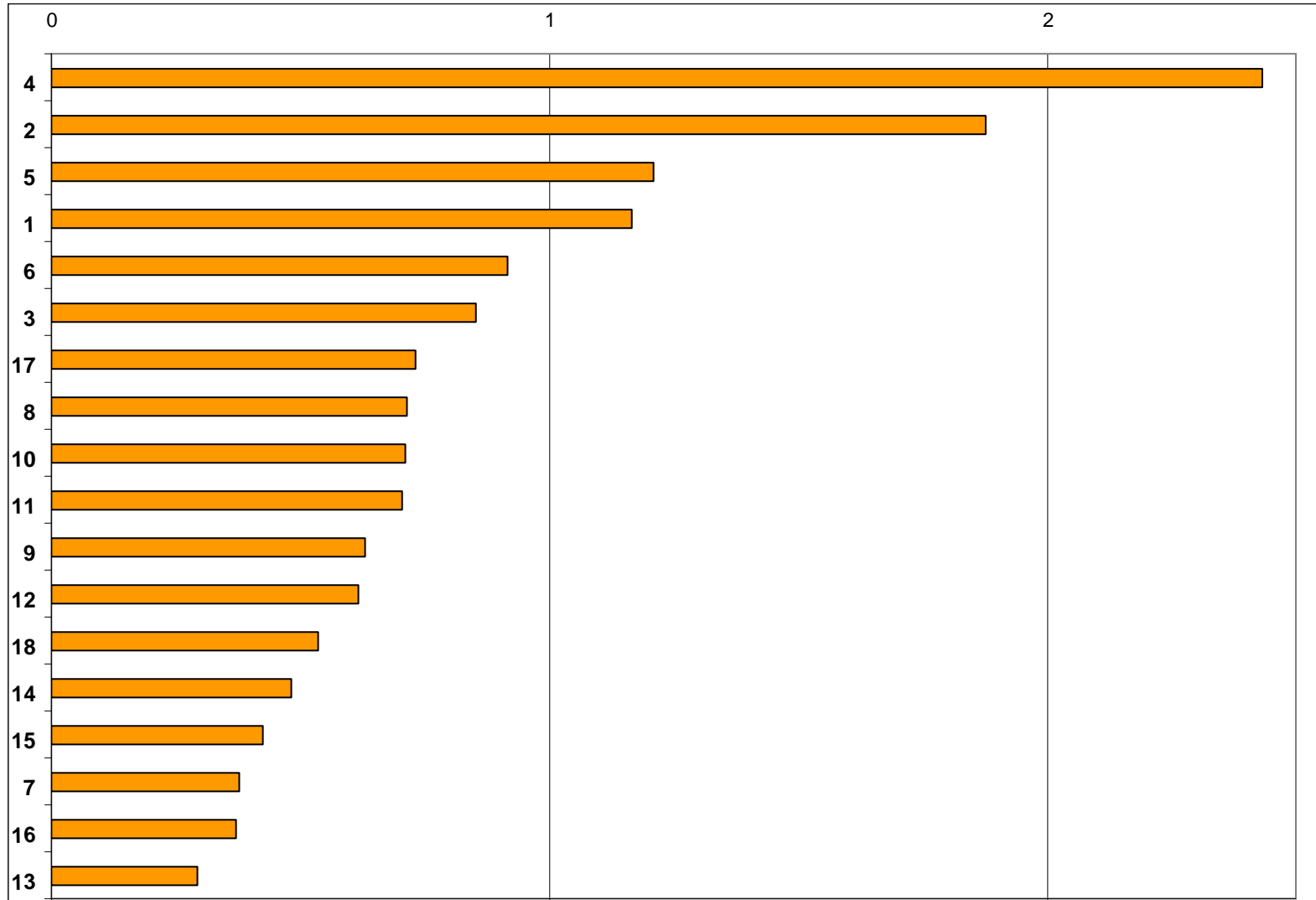


Generic competences

#	Description	Importance	Achievement
12	Communication and interpersonal skills	3,76	2,62
4	Ability to translate knowledge into practice	3,70	2,85
2	Professionalism, ethical values and commitment to UBUNTU	3,69	2,76
8	Ability to learn to learn and capacity for lifelong learning	3,67	2,72
5	Objective decision making and practical cost effective problem solving	3,65	2,57
17	Self confidence, entrepreneurial spirit and skills	3,64	2,31
6	Capacity to use innovative and appropriate technologies	3,62	2,19
11	Leadership, management and team work skills	3,61	2,52
1	Ability for conceptual thinking, analysis and synthesis	3,59	2,57
14	Ability to work in an intra and intercultural and/or international context	3,59	2,30
3	Capacity for critical evaluation and self awareness	3,51	2,56
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,46	2,55
7	Ability to communicate effectively in official/ national and local language	3,44	2,63
16	Ability to evaluate, review and enhance quality	3,43	2,44
15	Ability to work independently	3,42	2,63
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,39	2,38
13	Environmental and economic consciousness	3,37	2,40
10	Ability for creative and innovative thinking	3,35	2,24

STUDENTS / MEDICINE

rankings



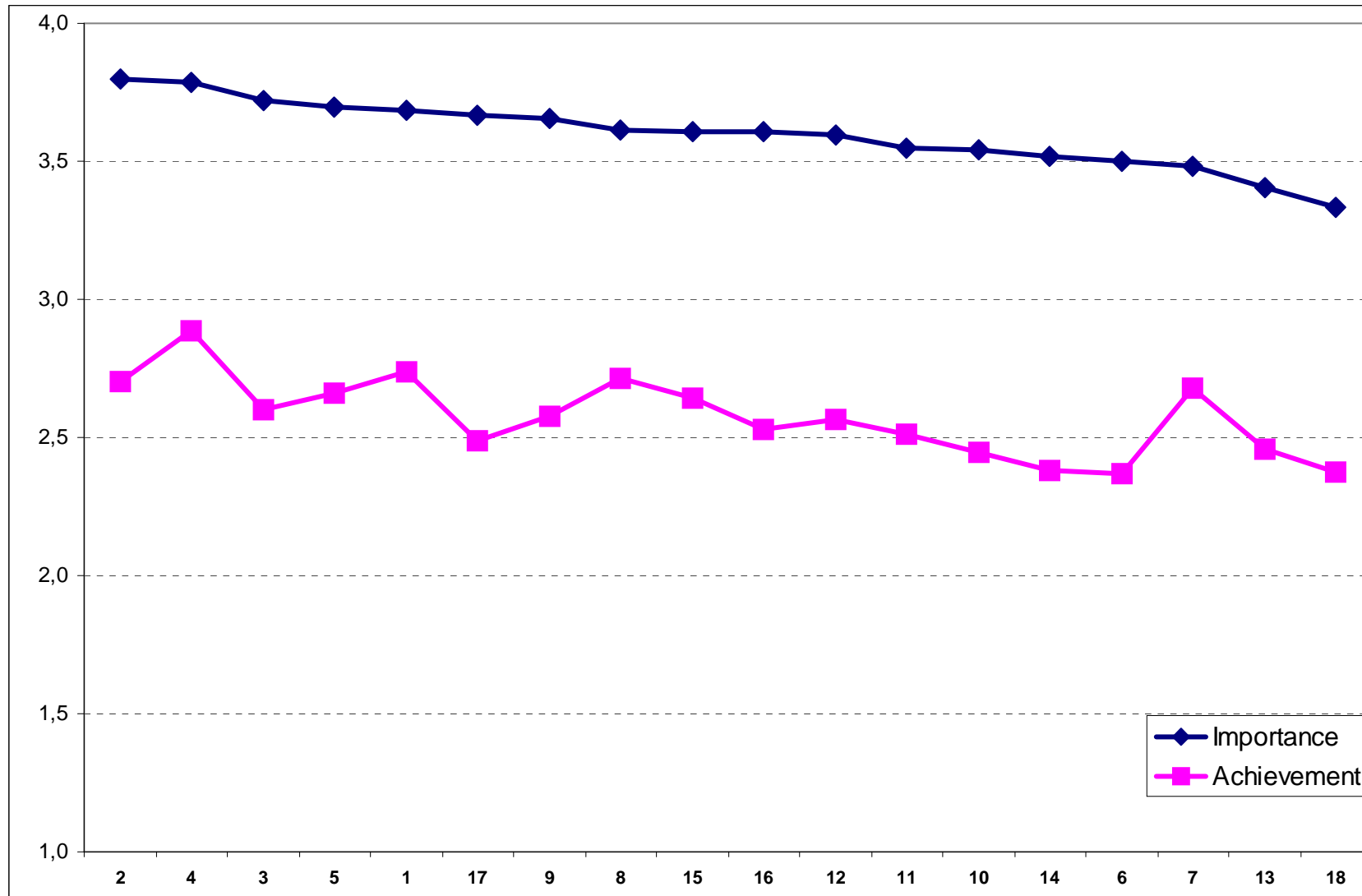
Generic Competences

#	Description	Ranking
13	Environmental and economic consciousness	0,2915
16	Ability to evaluate, review and enhance quality	0,3723
7	Ability to communicate effectively in official/ national and local language	0,3762
15	Ability to work independently	0,4236
14	Ability to work in an intra and intercultural and/or international context	0,4808
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,5348
12	Communication and interpersonal skills	0,6158
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,6309
11	Leadership, management and team work skills	0,7047
10	Ability for creative and innovative thinking	0,7107
8	Ability to learn to learn and capacity for lifelong learning	0,7148
17	Self confidence, entrepreneurial spirit and skills	0,7318
3	Capacity for critical evaluation and self awareness	0,8516
6	Capacity to use innovative and appropriate technologies	0,9163
1	Ability for conceptual thinking, analysis and synthesis	1,1654
5	Objective decision making and practical cost effective problem solving	1,2104
2	Professionalism, ethical values and commitment to UBUNTU	1,8768
4	Ability to translate knowledge into practice	2,4340

MEDICINE

GRADUATES

ratings



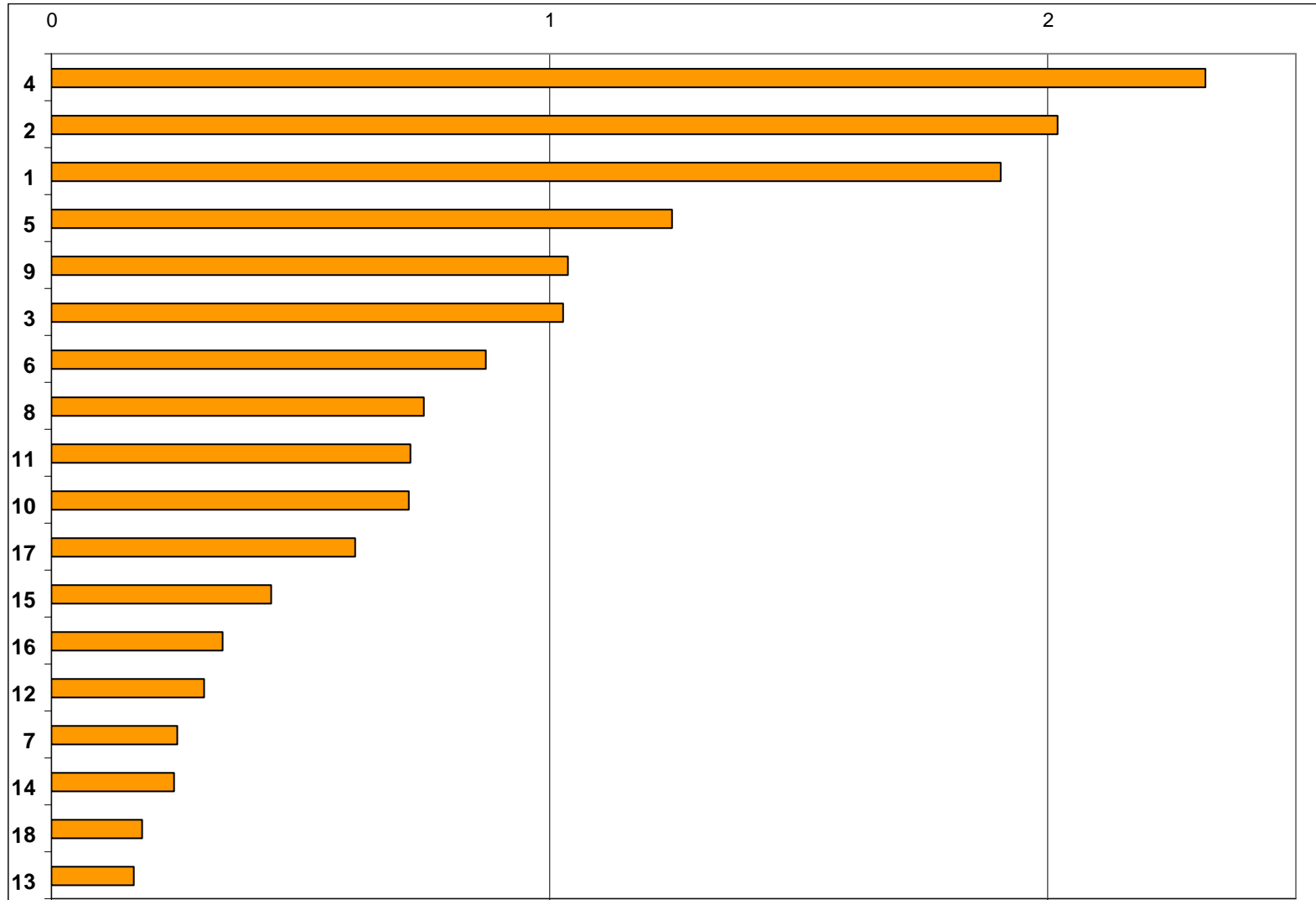
Generic competences



#	Description	Importance	Achievement
2	Professionalism, ethical values and commitment to UBUNTU	3,80	2,71
4	Ability to translate knowledge into practice	3,79	2,89
3	Capacity for critical evaluation and self awareness	3,72	2,60
5	Objective decision making and practical cost effective problem solving	3,70	2,66
1	Ability for conceptual thinking, analysis and synthesis	3,69	2,74
17	Self confidence, entrepreneurial spirit and skills	3,67	2,49
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,66	2,58
8	Ability to learn to learn and capacity for lifelong learning	3,61	2,71
15	Ability to work independently	3,61	2,64
16	Ability to evaluate, review and enhance quality	3,61	2,53
12	Communication and interpersonal skills	3,59	2,57
11	Leadership, management and team work skills	3,55	2,51
10	Ability for creative and innovative thinking	3,54	2,44
14	Ability to work in an intra and intercultural and/or international context	3,52	2,38
6	Capacity to use innovative and appropriate technologies	3,50	2,37
7	Ability to communicate effectively in official/ national and local language	3,48	2,68
13	Environmental and economic consciousness	3,41	2,46
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,33	2,37

GRADUATES / MEDICINE

rankings



Generic Competences

#	Description	Ranking
13	Environmental and economic consciousness	0,1643
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,1815
14	Ability to work in an intra and intercultural and/or international context	0,2467
7	Ability to communicate effectively in official/ national and local language	0,2534
12	Communication and interpersonal skills	0,3064
16	Ability to evaluate, review and enhance quality	0,3449
15	Ability to work independently	0,4400
17	Self confidence, entrepreneurial spirit and skills	0,6107
10	Ability for creative and innovative thinking	0,7164
11	Leadership, management and team work skills	0,7215
8	Ability to learn to learn and capacity for lifelong learning	0,7467
6	Capacity to use innovative and appropriate technologies	0,8732
3	Capacity for critical evaluation and self awareness	1,0264
9	Flexibility, adaptability and ability to anticipate and respond to new situations	1,0369
5	Objective decision making and practical cost effective problem solving	1,2467
1	Ability for conceptual thinking, analysis and synthesis	1,9085
2	Professionalism, ethical values and commitment to UBUNTU	2,0200
4	Ability to translate knowledge into practice	2,3171

MEDICINE



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,74727712	1		
<i>Students</i>	0,67394672	0,45435307	1	
<i>Graduates</i>	0,89842083	0,78669472	0,55210345	1

ACHIEVEMENT

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,67203921	1		
<i>Students</i>	0,76772216	0,50777256	1	
<i>Graduates</i>	0,86843033	0,67330537	0,90837492	1

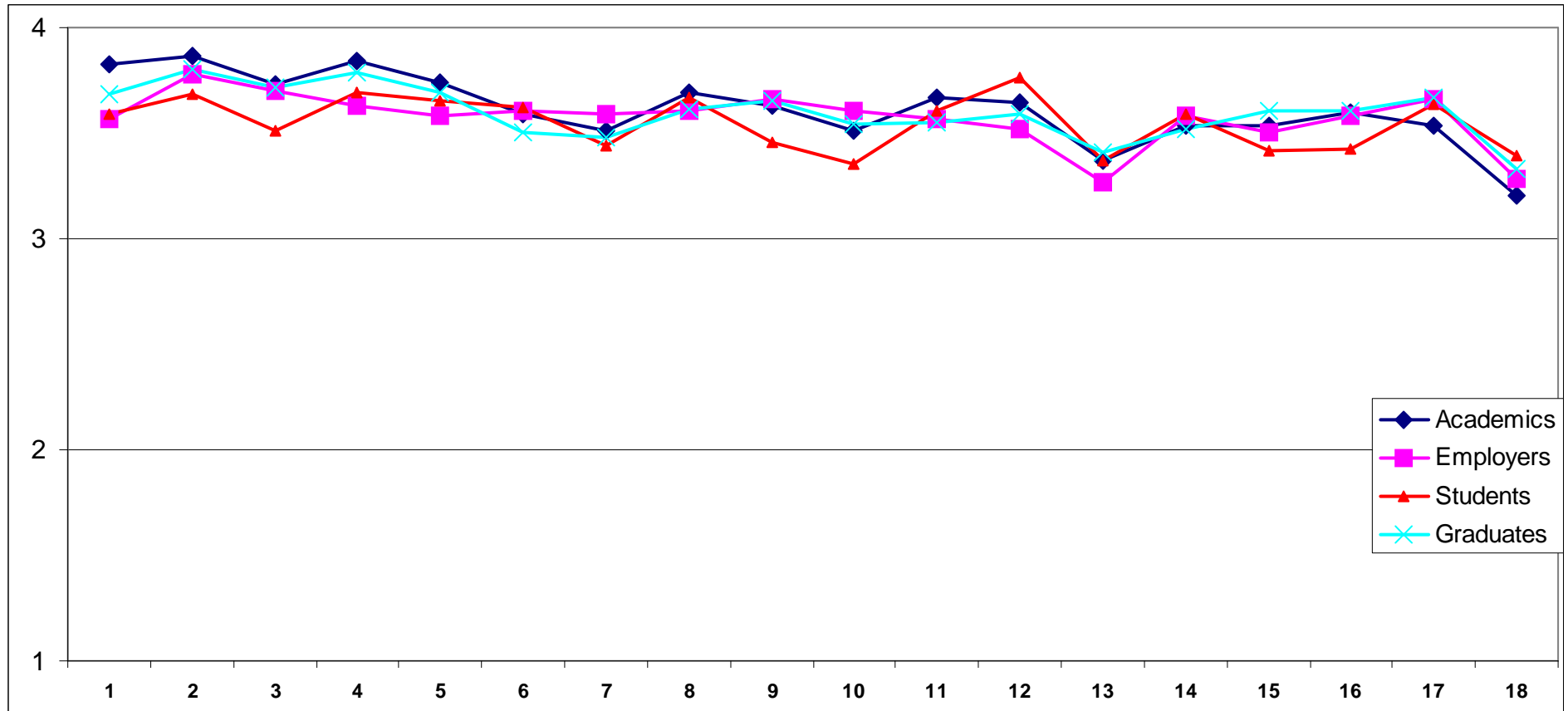
RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,88438722	1		
<i>Students</i>	0,89658148	0,83205864	1	
<i>Graduates</i>	0,96245241	0,82943005	0,92531953	1

MEDICINE

ALL GROUPS

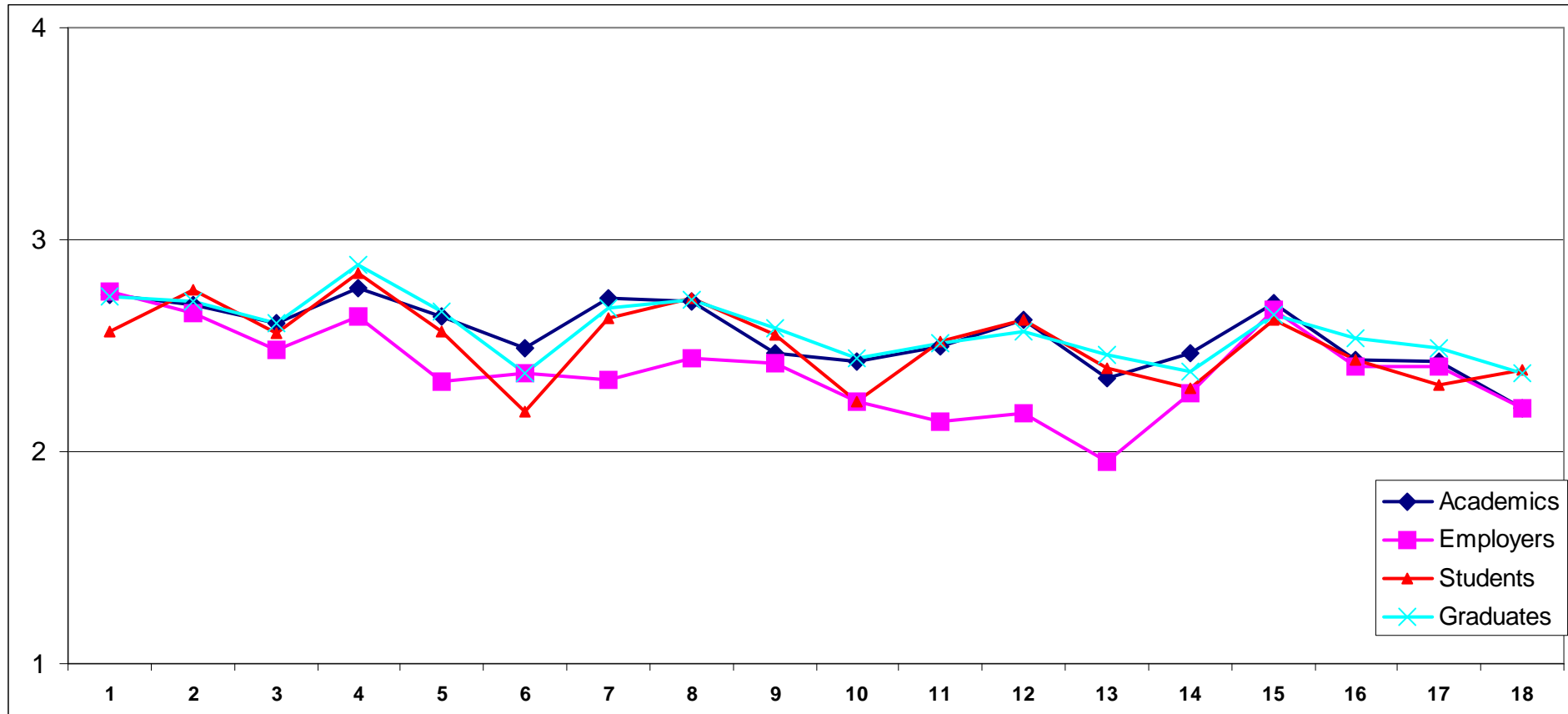
ratings



MEDICINE

ALL GROUPS

ratings



Generic competences

ACHIEVEMENT

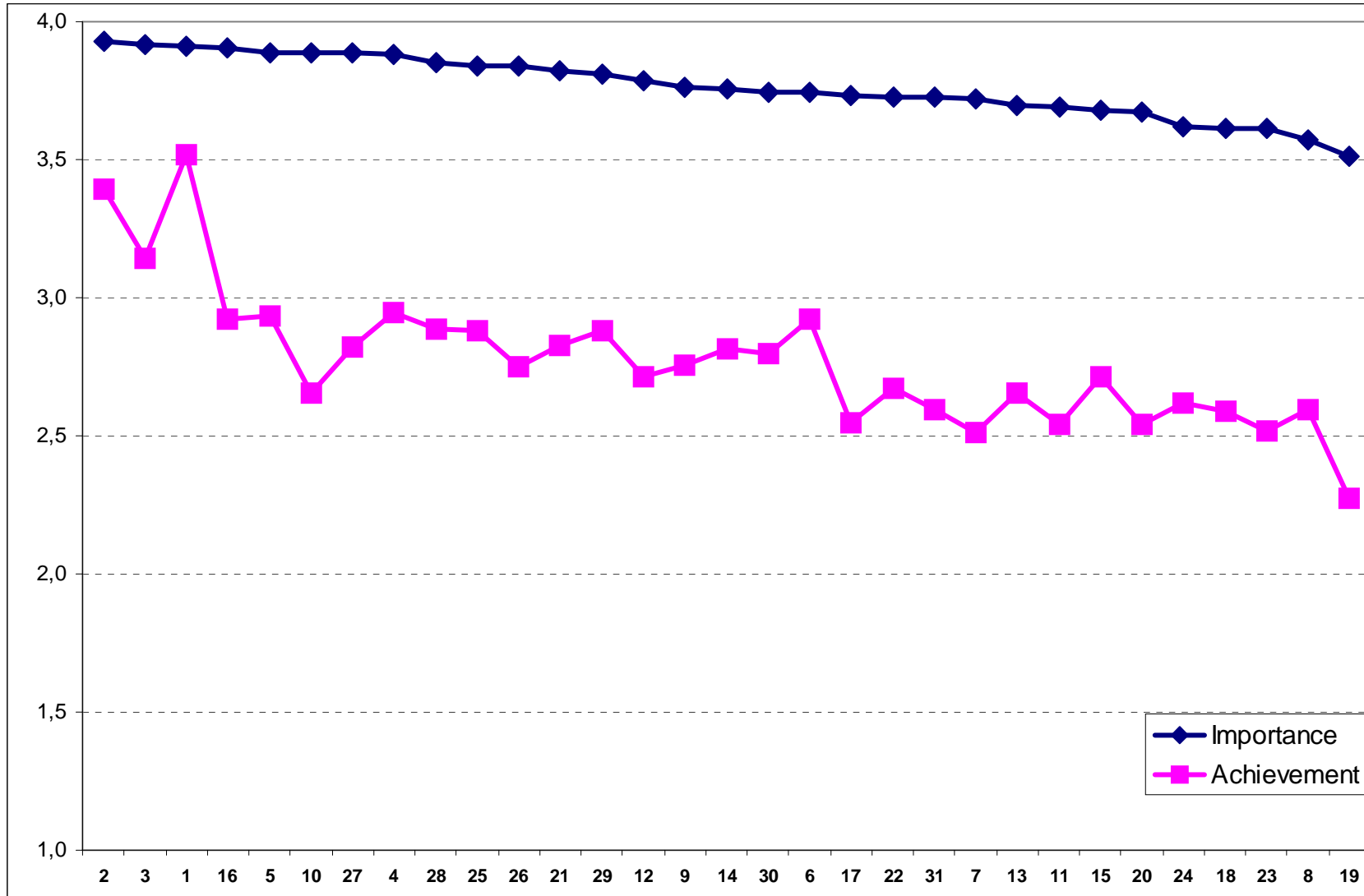
SPECIFIC COMPETENCES

MEDICINE

MEDICINE

ACADEMICS

ratings



SPECIFIC competences

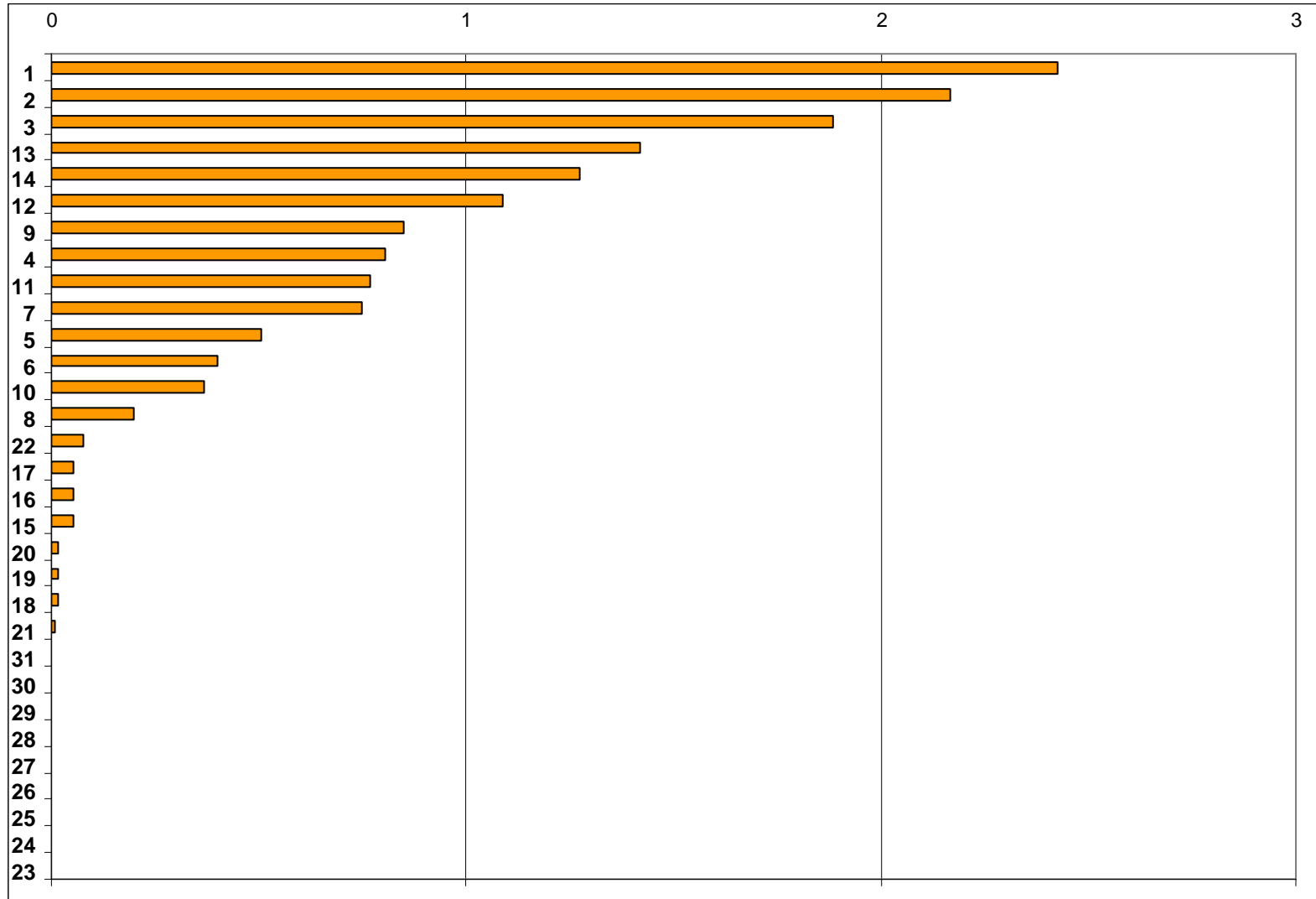
MEDICINE

ACADEMICS

ratings



#	Description	Importance	Achievement
2	1.2) carry out a full physical, clinical and symptomatic...	3,93	3,39
3	2) Assess clinical presentations, order investigations...	3,92	3,14
1	1.1) take a patient's history	3,91	3,52
16	12.2) probity and honesty,	3,91	2,92
5	4.1) match appropriate drugs and other therapies to the clinical context;	3,89	2,94
10	7) Apply ethical and legal principles in medical practice	3,88	2,65
27	14.1) capacity for analysis and synthesis;	3,88	2,82
4	3) Provide immediate care of medical emergencies...	3,88	2,95
28	14.2) capacity to learn (including lifelong self-directed learning);	3,85	2,89
25	13.5) ability to solve problems and to take decisions;	3,84	2,88
26	13.6) ability to work in a multi-disciplinary team and communicate with experts...	3,84	2,75
21	13.1) ability to recognise limits and ask for help;	3,82	2,83
29	14.3) capacity for applying knowledge in practice;	3,81	2,88
12	9) Apply the principles, skills and knowledge of evidence-based medicine	3,79	2,72
9	6) Communicate effectively and sensitively in a medical context	3,76	2,76
14	11) Recognise the health needs of the community and engage with...	3,75	2,81
30	14.4) ability to teach others;	3,75	2,80
6	4.2) in prescribing take careful account of the socio-economic context of the patient;	3,74	2,92
17	12.3) critical and self-critical awareness, reflective practice;	3,73	2,55
22	13.2) flexibility, capacity to deal with uncertainty and adapt to new situations;	3,73	2,67
31	14.5) research skills	3,72	2,59
7	4.3) understand, consider and explain drug-drug/food interaction	3,72	2,51
13	10) Use information, information technology and up to date, relevant...	3,70	2,65
11	8) Assess the psychological and social aspects of a patient's illness	3,69	2,54
15	12.1) interpersonal skills;	3,68	2,72
20	12.6) initiative;	3,67	2,54
24	13.4) ability to work autonomously;	3,62	2,62
18	12.4) empathy;	3,61	2,59
23	13.3) ability to lead;	3,61	2,52
8	5) Carry out a full range of standard practical procedures	3,57	2,60
19	12.5) creativity;	3,51	2,28

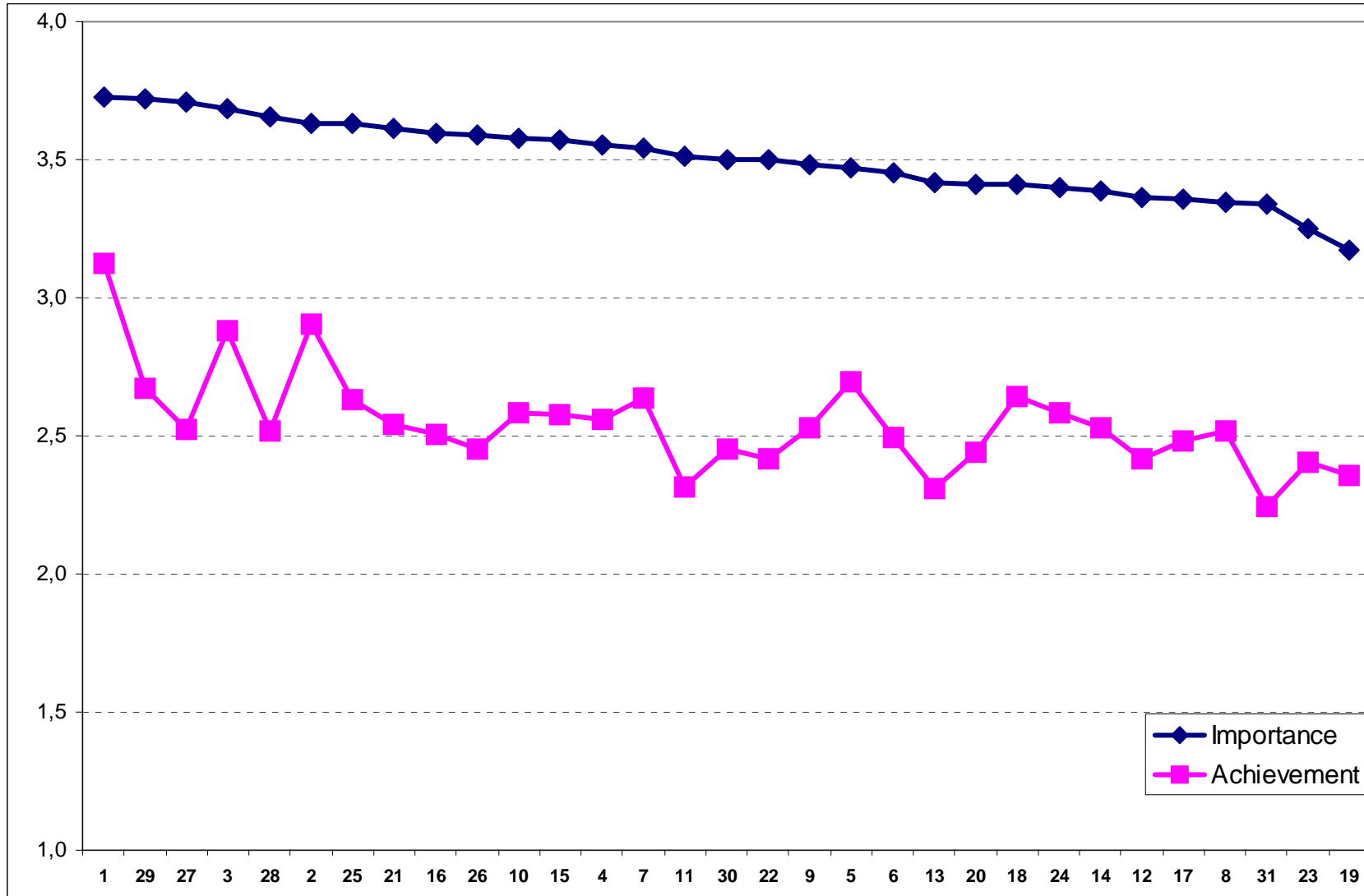


#	Description	Ranking
23	13.3) ability to lead;	0,0000
24	13.4) ability to work autonomously;	0,0000
25	13.5) ability to solve problems and to take decisions;	0,0000
26	13.6) ability to work in a multi-disciplinary team and communicate with experts...	0,0000
27	14.1) capacity for analysis and synthesis;	0,0000
28	14.2) capacity to learn (including lifelong self-directed learning);	0,0000
29	14.3) capacity for applying knowledge in practice;	0,0000
30	14.4) ability to teach others;	0,0000
31	14.5) research skills	0,0000
21	13.1) ability to recognise limits and ask for help;	0,0077
18	12.4) empathy;	0,0154
19	12.5) creativity;	0,0154
20	12.6) initiative;	0,0154
15	12.1) interpersonal skills;	0,0533
16	12.2) probity and honesty,	0,0533
17	12.3) critical and self-critical awareness, reflective practice;	0,0533
22	13.2) flexibility, capacity to deal with uncertainty and adapt to new situations;	0,0767
8	5) Carry out a full range of standard practical procedures	0,1976
10	7) Apply ethical and legal principles in medical practice	0,3667
6	4.2) in prescribing take careful account of the socio-economic context of the patient;	0,4000
5	4.1) match appropriate drugs and other therapies to the clinical context;	0,5056
7	4.3) understand, consider and explain drug-drug/food interaction	0,7475
11	8) Assess the psychological and social aspects of a patient's illness	0,7677
4	3) Provide immediate care of medical emergencies...	0,8029
9	6) Communicate effectively and sensitively in a medical context	0,8478
12	9) Apply the principles, skills and knowledge of evidence-based medicine	1,0886
14	11) Recognise the health needs of the community and engage with...	1,2726
13	10) Use information, information technology and up to date, relevant...	1,4193
3	2) Assess clinical presentations, order investigations...	1,8840
2	1.2) carry out a full physical, clinical and symptomatic...	2,1689
1	1.1) take a patient's history	2,4277

MEDICINE

EMPLOYERS

ratings



SPECIFIC competences

MEDICINE

EMPLOYERS

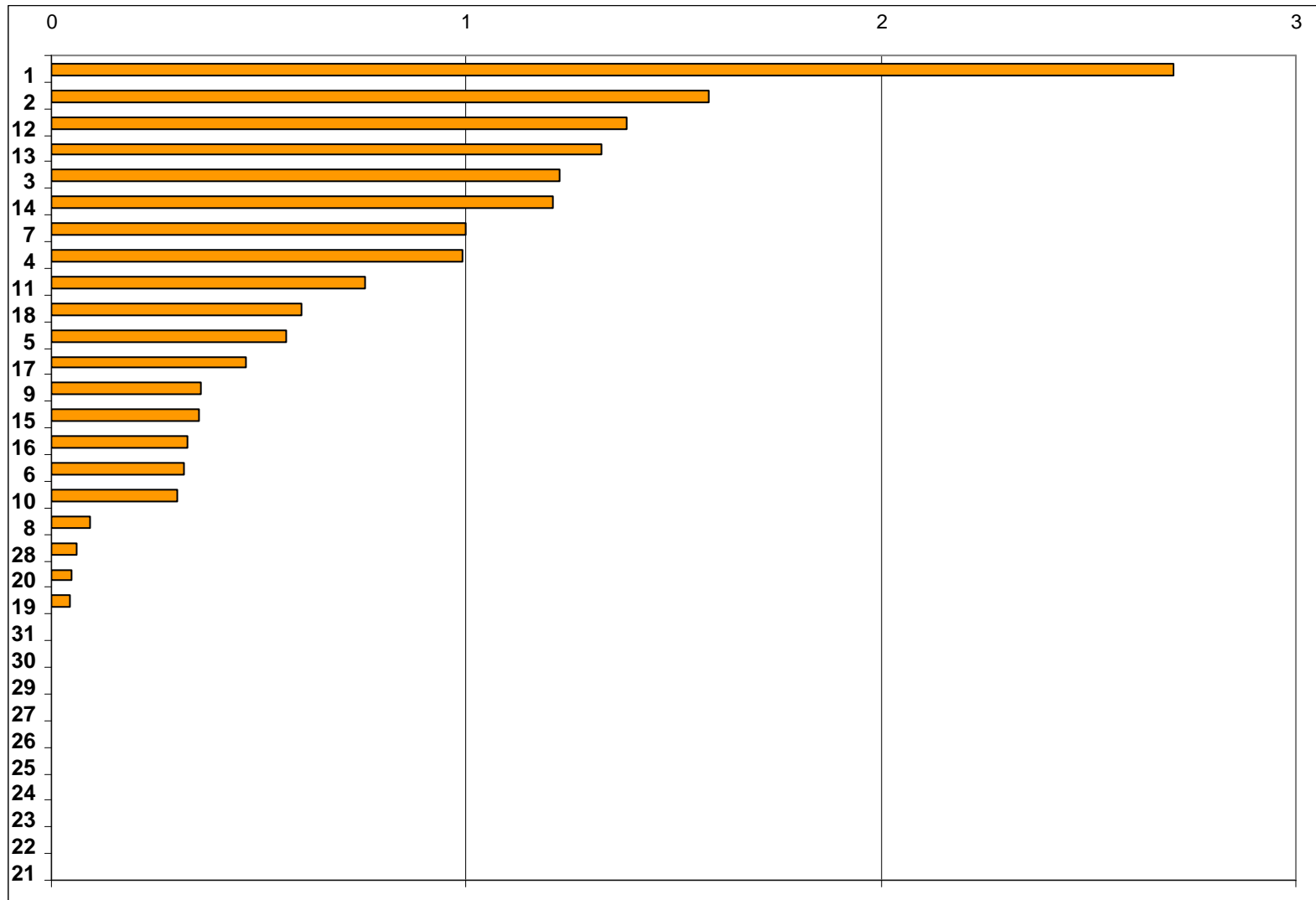
ratings



#	Description	Importance	Achievement
1	1.1) take a patient's history	3,73	3,12
29	14.3) capacity for applying knowledge in practice;	3,72	2,67
27	14.1) capacity for analysis and synthesis;	3,71	2,53
3	2) Assess clinical presentations, order investigations...	3,68	2,88
28	14.2) capacity to learn (including lifelong self-directed learning);	3,66	2,52
2	1.2) carry out a full physical, clinical and symptomatic...	3,63	2,91
25	13.5) ability to solve problems and to take decisions;	3,63	2,63
21	13.1) ability to recognise limits and ask for help;	3,61	2,54
16	12.2) probity and honesty,	3,59	2,51
26	13.6) ability to work in a multi-disciplinary team and communicate with experts...	3,59	2,45
10	7) Apply ethical and legal principles in medical practice	3,58	2,58
15	12.1) interpersonal skills;	3,57	2,58
4	3) Provide immediate care of medical emergencies...	3,55	2,56
7	4.3) understand, consider and explain drug-drug/food interaction	3,54	2,64
11	8) Assess the psychological and social aspects of a patient's illness	3,51	2,32
30	14.4) ability to teach others;	3,50	2,45
22	13.2) flexibility, capacity to deal with uncertainty and adapt to new situations;	3,50	2,42
9	6) Communicate effectively and sensitively in a medical context	3,48	2,53
5	4.1) match appropriate drugs and other therapies to the clinical context;	3,47	2,69
6	4.2) in prescribing take careful account of the socio-economic context of the patient;	3,45	2,50
13	10) Use information, information technology and up to date, relevant...	3,42	2,31
20	12.6) initiative;	3,41	2,44
18	12.4) empathy;	3,41	2,65
24	13.4) ability to work autonomously;	3,40	2,58
14	11) Recognise the health needs of the community and engage with...	3,39	2,53
12	9) Apply the principles, skills and knowledge of evidence-based medicine	3,36	2,42
17	12.3) critical and self-critical awareness, reflective practice;	3,36	2,48
8	5) Carry out a full range of standard practical procedures	3,35	2,52
31	14.5) research skills	3,34	2,25
23	13.3) ability to lead;	3,25	2,40
19	12.5) creativity;	3,17	2,35

EMPLOYERS / MEDICINE

rankings



SPECIFIC Competences

EMPLOYERS / MEDICINE

rankings

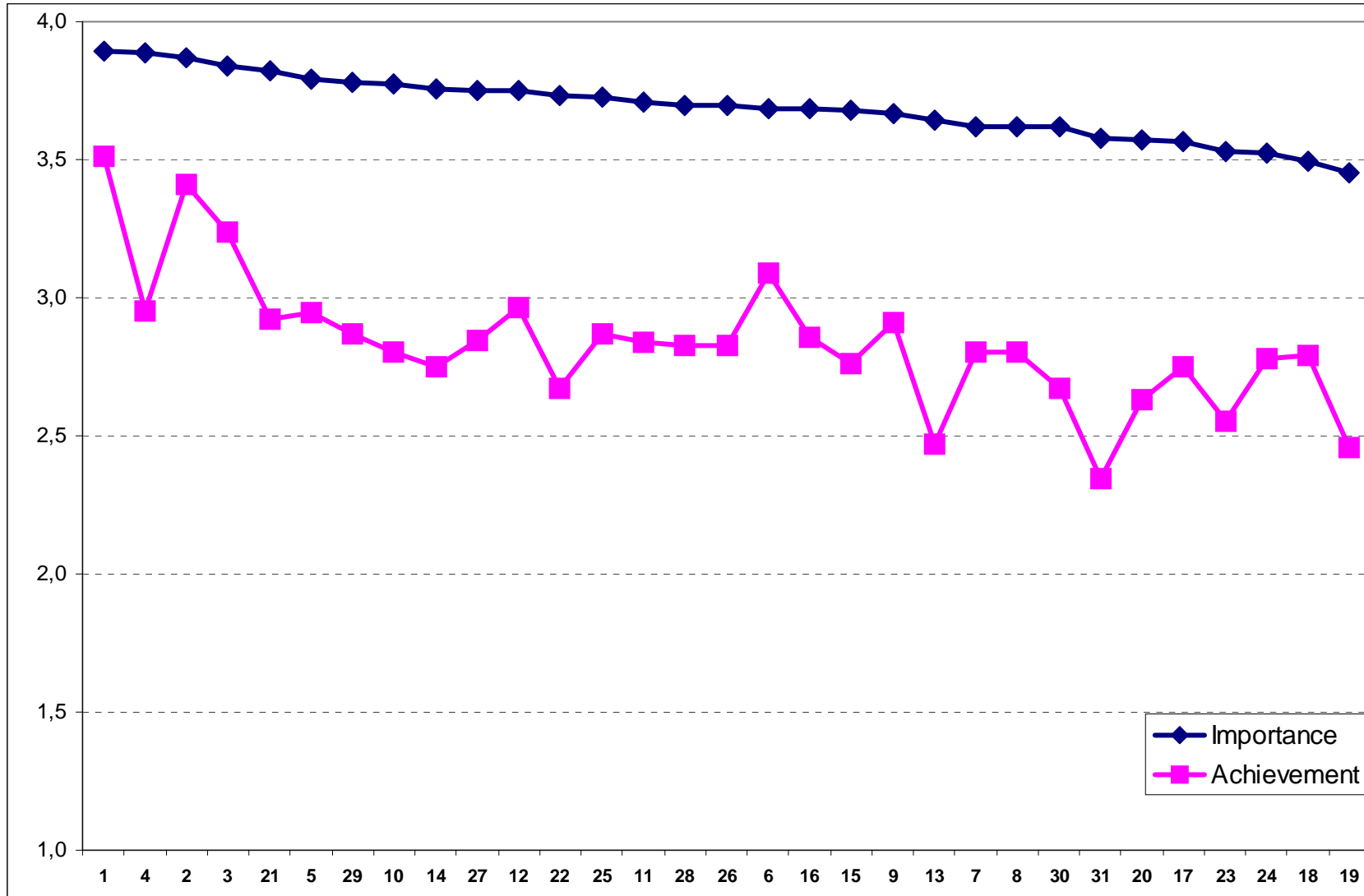


#	Description	Ranking
21	13.1) ability to recognise limits and ask for help;	0,0000
22	13.2) flexibility, capacity to deal with uncertainty and adapt to new situations;	0,0000
23	13.3) ability to lead;	0,0000
24	13.4) ability to work autonomously;	0,0000
25	13.5) ability to solve problems and to take decisions;	0,0000
26	13.6) ability to work in a multi-disciplinary team and communicate with experts...	0,0000
27	14.1) capacity for analysis and synthesis;	0,0000
29	14.3) capacity for applying knowledge in practice;	0,0000
30	14.4) ability to teach others;	0,0000
31	14.5) research skills	0,0000
19	12.5) creativity;	0,0447
20	12.6) initiative;	0,0482
28	14.2) capacity to learn (including lifelong self-directed learning);	0,0602
8	5) Carry out a full range of standard practical procedures	0,0949
10	7) Apply ethical and legal principles in medical practice	0,3052
6	4.2) in prescribing take careful account of the socio-economic context of the patient;	0,3188
16	12.2) probity and honesty,	0,3262
15	12.1) interpersonal skills;	0,3554
9	6) Communicate effectively and sensitively in a medical context	0,3614
17	12.3) critical and self-critical awareness, reflective practice;	0,4687
5	4.1) match appropriate drugs and other therapies to the clinical context;	0,5653
18	12.4) empathy;	0,6013
11	8) Assess the psychological and social aspects of a patient's illness	0,7552
4	3) Provide immediate care of medical emergencies...	0,9919
7	4.3) understand, consider and explain drug-drug/food interaction	0,9991
14	11) Recognise the health needs of the community and engage with...	1,2103
3	2) Assess clinical presentations, order investigations...	1,2240
13	10) Use information, information technology and up to date, relevant...	1,3253
12	9) Apply the principles, skills and knowledge of evidence-based medicine	1,3850
2	1.2) carry out a full physical, clinical and symptomatic...	1,5853
1	1.1) take a patient's history	2,7059

MEDICINE

STUDENTS

ratings

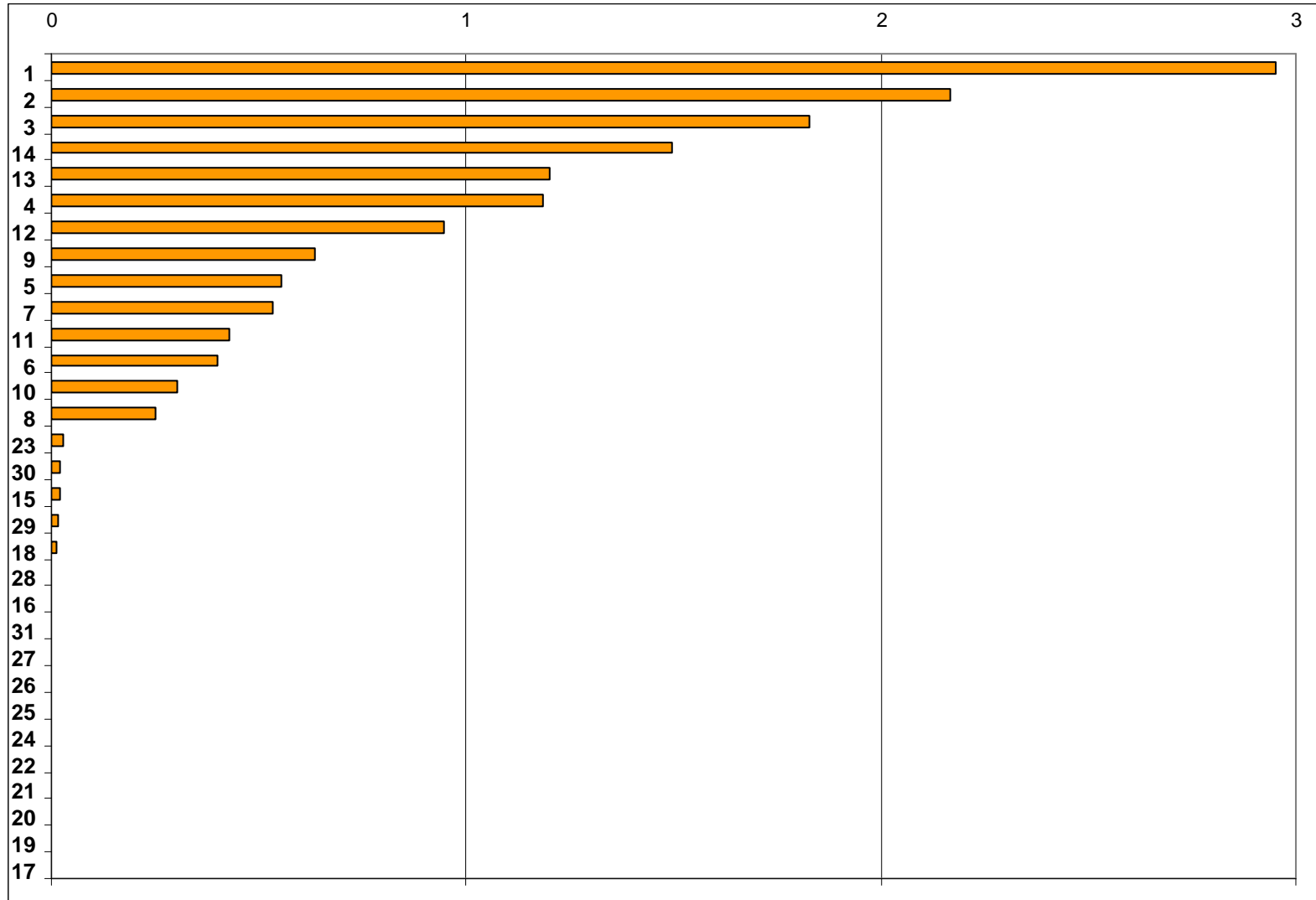


SPECIFIC competences

#	Description	Importance	Achievement
1	1.1) take a patient's history	3,90	3,51
4	3) Provide immediate care of medical emergencies...	3,88	2,95
2	1.2) carry out a full physical, clinical and symptomatic...	3,87	3,41
3	2) Assess clinical presentations, order investigations...	3,84	3,24
21	13.1) ability to recognise limits and ask for help;	3,82	2,92
5	4.1) match appropriate drugs and other therapies to the clinical context;	3,79	2,95
29	14.3) capacity for applying knowledge in practice;	3,78	2,87
10	7) Apply ethical and legal principles in medical practice	3,77	2,81
14	11) Recognise the health needs of the community and engage with...	3,75	2,75
27	14.1) capacity for analysis and synthesis;	3,75	2,84
12	9) Apply the principles, skills and knowledge of evidence-based medicine	3,75	2,97
22	13.2) flexibility, capacity to deal with uncertainty and adapt to new situations;	3,73	2,68
25	13.5) ability to solve problems and to take decisions;	3,73	2,87
11	8) Assess the psychological and social aspects of a patient's illness	3,71	2,84
28	14.2) capacity to learn (including lifelong self-directed learning);	3,69	2,83
26	13.6) ability to work in a multi-disciplinary team and communicate with experts...	3,69	2,83
6	4.2) in prescribing take careful account of the socio-economic context of the patient;	3,69	3,09
16	12.2) probity and honesty,	3,69	2,86
15	12.1) interpersonal skills;	3,68	2,76
9	6) Communicate effectively and sensitively in a medical context	3,67	2,91
13	10) Use information, information technology and up to date, relevant...	3,65	2,47
7	4.3) understand, consider and explain drug-drug/food interaction	3,62	2,81
8	5) Carry out a full range of standard practical procedures	3,62	2,80
30	14.4) ability to teach others;	3,62	2,67
31	14.5) research skills	3,58	2,35
20	12.6) initiative;	3,57	2,63
17	12.3) critical and self-critical awareness, reflective practice;	3,57	2,75
23	13.3) ability to lead;	3,53	2,55
24	13.4) ability to work autonomously;	3,53	2,78
18	12.4) empathy;	3,50	2,79
19	12.5) creativity;	3,45	2,46

STUDENTS / MEDICINE

rankings



SPECIFIC Competences

STUDENTS / MEDICINE

rankings

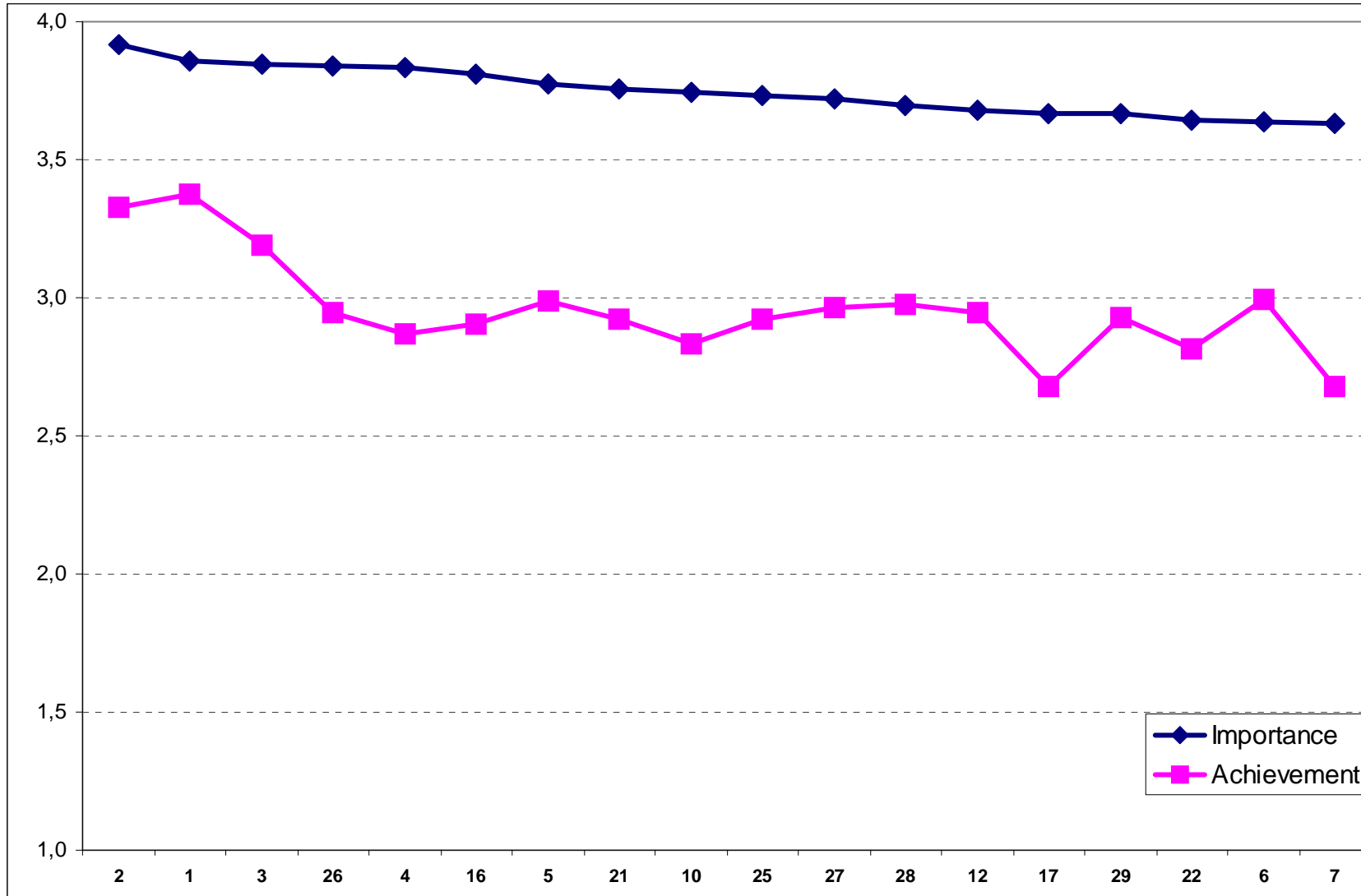


#	Description	Ranking
17	12.3) critical and self-critical awareness, reflective practice;	0,0000
19	12.5) creativity;	0,0000
20	12.6) initiative;	0,0000
21	13.1) ability to recognise limits and ask for help;	0,0000
22	13.2) flexibility, capacity to deal with uncertainty and adapt to new situations;	0,0000
24	13.4) ability to work autonomously;	0,0000
25	13.5) ability to solve problems and to take decisions;	0,0000
26	13.6) ability to work in a multi-disciplinary team and communicate with experts...	0,0000
27	14.1) capacity for analysis and synthesis;	0,0000
31	14.5) research skills	0,0000
16	12.2) probity and honesty,	0,0054
28	14.2) capacity to learn (including lifelong self-directed learning);	0,0054
18	12.4) empathy;	0,0109
29	14.3) capacity for applying knowledge in practice;	0,0165
15	12.1) interpersonal skills;	0,0217
30	14.4) ability to teach others;	0,0221
23	13.3) ability to lead;	0,0276
8	5) Carry out a full range of standard practical procedures	0,2513
10	7) Apply ethical and legal principles in medical practice	0,3046
6	4.2) in prescribing take careful account of the socio-economic context of the patient;	0,4013
11	8) Assess the psychological and social aspects of a patient's illness	0,4301
7	4.3) understand, consider and explain drug-drug/food interaction	0,5326
5	4.1) match appropriate drugs and other therapies to the clinical context;	0,5543
9	6) Communicate effectively and sensitively in a medical context	0,6364
12	9) Apply the principles, skills and knowledge of evidence-based medicine	0,9457
4	3) Provide immediate care of medical emergencies...	1,1848
13	10) Use information, information technology and up to date, relevant...	1,1997
14	11) Recognise the health needs of the community and engage with...	1,4953
3	2) Assess clinical presentations, order investigations...	1,8256
2	1.2) carry out a full physical, clinical and symptomatic...	2,1682
1	1.1) take a patient's history	2,9531

MEDICINE

GRADUATES

ratings



SPECIFIC competences

MEDICINE

GRADUATES

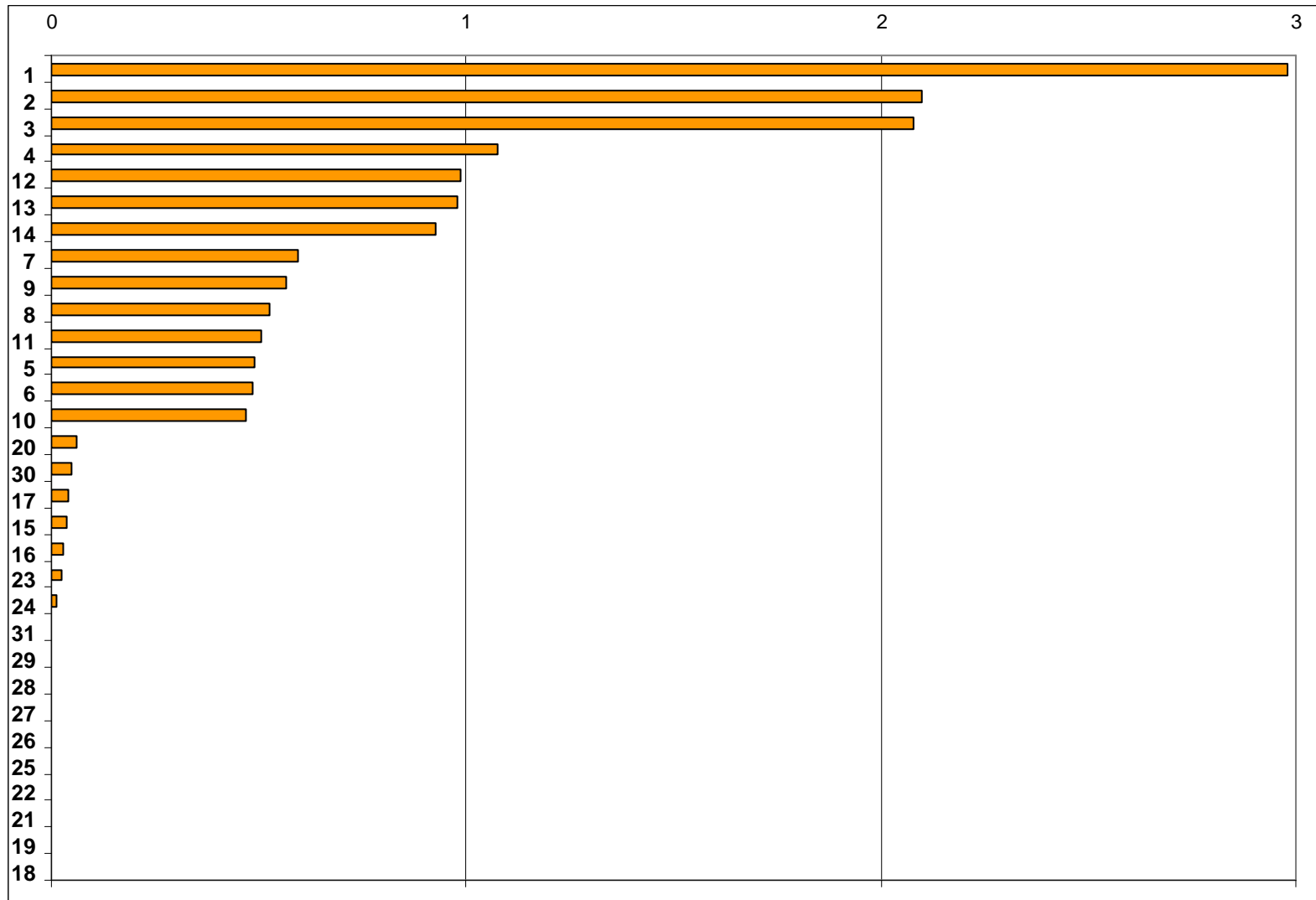
ratings



#	Description	Importance	Achievement
2	1.2) carry out a full physical, clinical and symptomatic...	3,92	3,33
1	1.1) take a patient's history	3,86	3,38
3	2) Assess clinical presentations, order investigations...	3,85	3,19
26	13.6) ability to work in a multi-disciplinary team and communicate with experts...	3,84	2,95
4	3) Provide immediate care of medical emergencies...	3,83	2,87
16	12.2) probity and honesty,	3,81	2,91
5	4.1) match appropriate drugs and other therapies to the clinical context;	3,77	2,99
21	13.1) ability to recognise limits and ask for help;	3,75	2,92
10	7) Apply ethical and legal principles in medical practice	3,74	2,83
25	13.5) ability to solve problems and to take decisions;	3,73	2,92
27	14.1) capacity for analysis and synthesis;	3,72	2,96
28	14.2) capacity to learn (including lifelong self-directed learning);	3,70	2,97
12	9) Apply the principles, skills and knowledge of evidence-based medicine	3,68	2,95
17	12.3) critical and self-critical awareness, reflective practice;	3,67	2,68
29	14.3) capacity for applying knowledge in practice;	3,67	2,93
22	13.2) flexibility, capacity to deal with uncertainty and adapt to new situations;	3,64	2,82
6	4.2) in prescribing take careful account of the socio-economic context of the patient;	3,64	3,00
7	4.3) understand, consider and explain drug-drug/food interaction	3,63	2,68
13	10) Use information, information technology and up to date, relevant...	3,62	2,78
9	6) Communicate effectively and sensitively in a medical context	3,61	2,93
20	12.6) initiative;	3,60	2,48
14	11) Recognise the health needs of the community and engage with...	3,59	2,56
30	14.4) ability to teach others;	3,58	2,63
18	12.4) empathy;	3,57	2,59
31	14.5) research skills	3,56	2,37
15	12.1) interpersonal skills;	3,56	2,73
11	8) Assess the psychological and social aspects of a patient's illness	3,56	2,82
19	12.5) creativity;	3,53	2,30
24	13.4) ability to work autonomously;	3,50	2,74
23	13.3) ability to lead;	3,50	2,60
8	5) Carry out a full range of standard practical procedures	3,49	2,68

GRADUATES / MEDICINE

rankings



SPECIFIC Competences

GRADUATES / MEDICINE

rankings



#	Description	Ranking
18	12.4) empathy;	0,0000
19	12.5) creativity;	0,0000
21	13.1) ability to recognise limits and ask for help;	0,0000
22	13.2) flexibility, capacity to deal with uncertainty and adapt to new situations;	0,0000
25	13.5) ability to solve problems and to take decisions;	0,0000
26	13.6) ability to work in a multi-disciplinary team and communicate with experts...	0,0000
27	14.1) capacity for analysis and synthesis;	0,0000
28	14.2) capacity to learn (including lifelong self-directed learning);	0,0000
29	14.3) capacity for applying knowledge in practice;	0,0000
31	14.5) research skills	0,0000
24	13.4) ability to work autonomously;	0,0119
23	13.3) ability to lead;	0,0237
16	12.2) probity and honesty,	0,0292
15	12.1) interpersonal skills;	0,0356
17	12.3) critical and self-critical awareness, reflective practice;	0,0410
30	14.4) ability to teach others;	0,0475
20	12.6) initiative;	0,0594
10	7) Apply ethical and legal principles in medical practice	0,4704
6	4.2) in prescribing take careful account of the socio-economic context of the patient;	0,4852
5	4.1) match appropriate drugs and other therapies to the clinical context;	0,4897
11	8) Assess the psychological and social aspects of a patient's illness	0,5034
8	5) Carry out a full range of standard practical procedures	0,5260
9	6) Communicate effectively and sensitively in a medical context	0,5650
7	4.3) understand, consider and explain drug-drug/food interaction	0,5931
14	11) Recognise the health needs of the community and engage with...	0,9242
13	10) Use information, information technology and up to date, relevant...	0,9785
12	9) Apply the principles, skills and knowledge of evidence-based medicine	0,9862
4	3) Provide immediate care of medical emergencies...	1,0759
3	2) Assess clinical presentations, order investigations...	2,0771
2	1.2) carry out a full physical, clinical and symptomatic...	2,0972
1	1.1) take a patient's history	2,9793

MEDICINE



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,79337474	1		
<i>Students</i>	0,84427424	0,73730371	1	
<i>Graduates</i>	0,90937925	0,70126229	0,7869842	1

ACHIEVEMENT

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,79460165	1		
<i>Students</i>	0,85874146	0,85393966	1	
<i>Graduates</i>	0,86611218	0,71248301	0,89304769	1

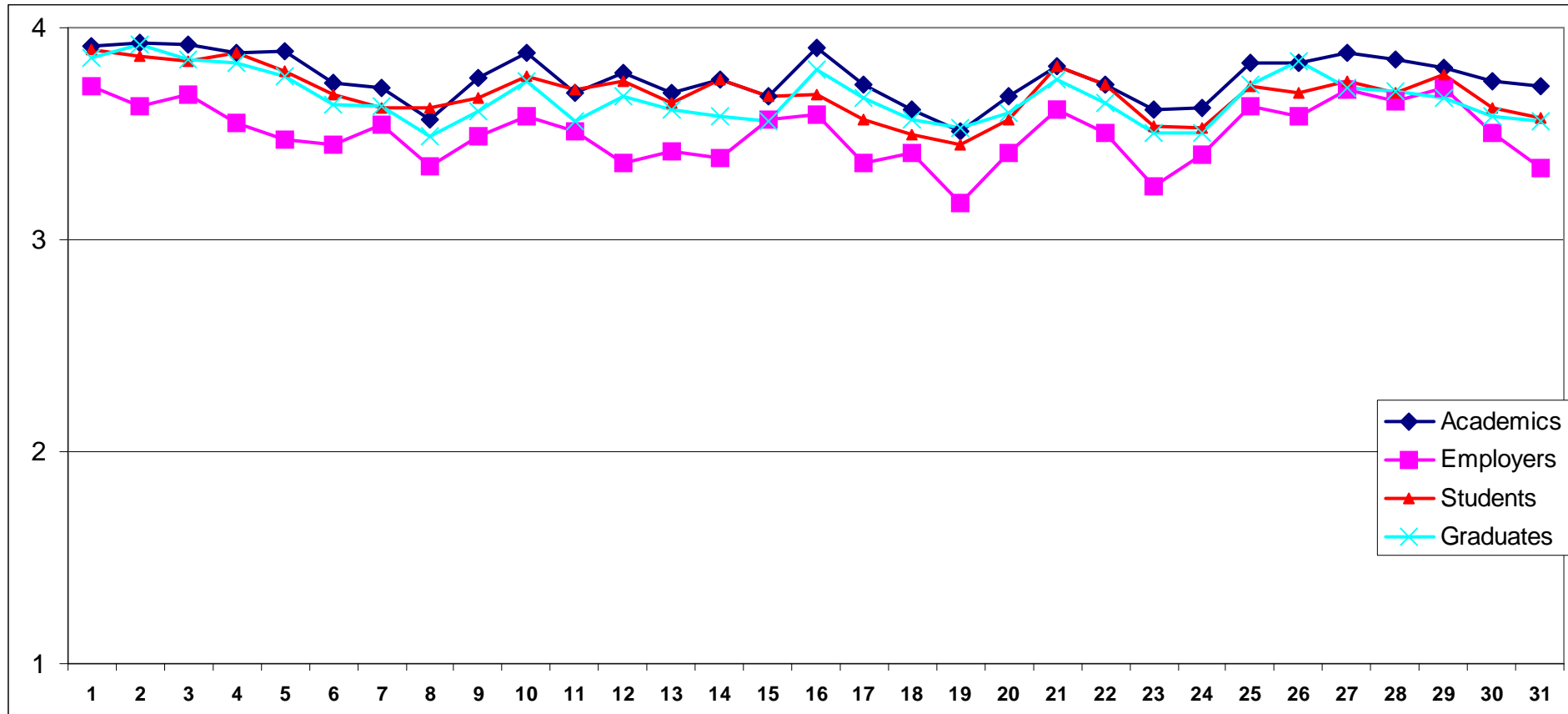
RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,9292806	1		
<i>Students</i>	0,97830731	0,93295051	1	
<i>Graduates</i>	0,96686811	0,91425738	0,98239797	1

MEDICINE

ALL GROUPS

ratings



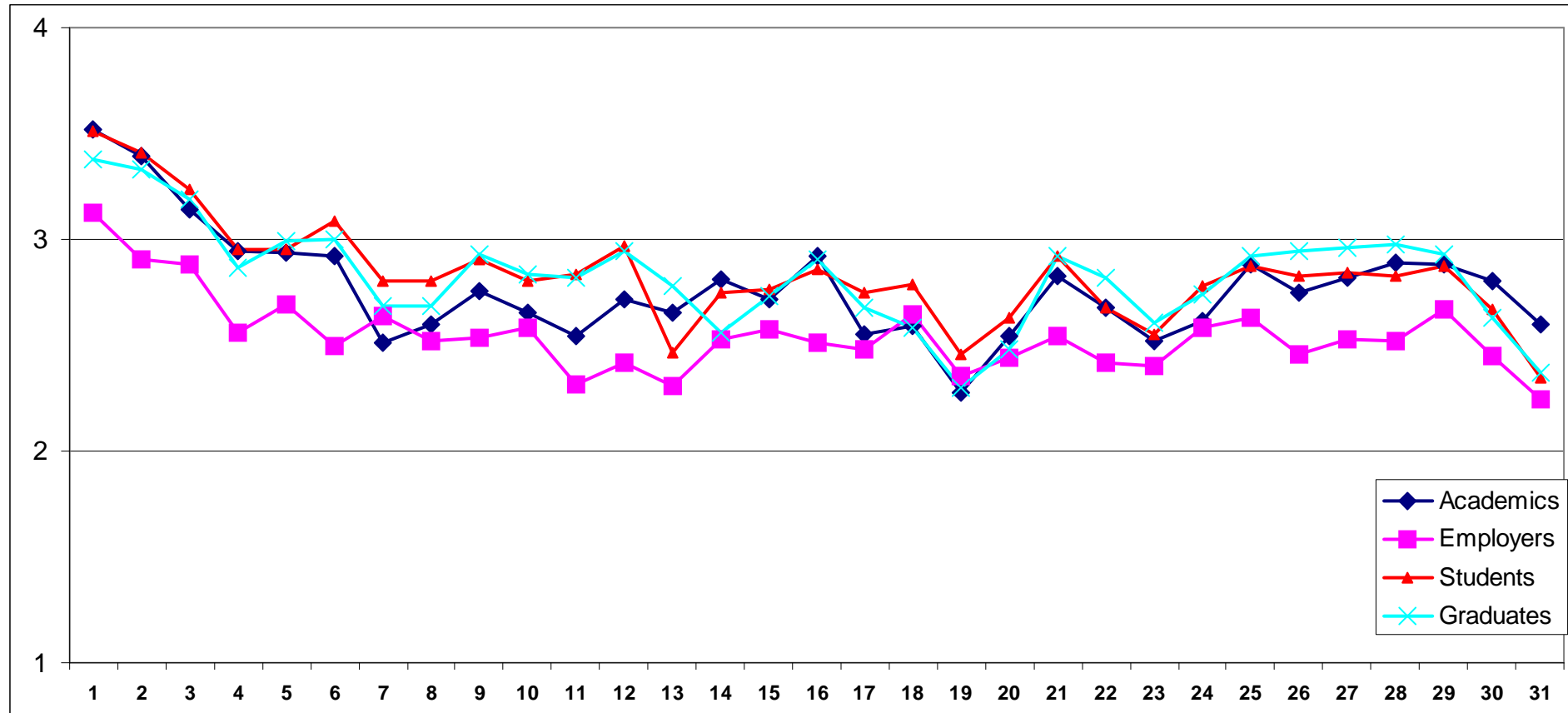
SPECIFIC competences

IMPORTANCE

MEDICINE

ALL GROUPS

ratings



SPECIFIC competences

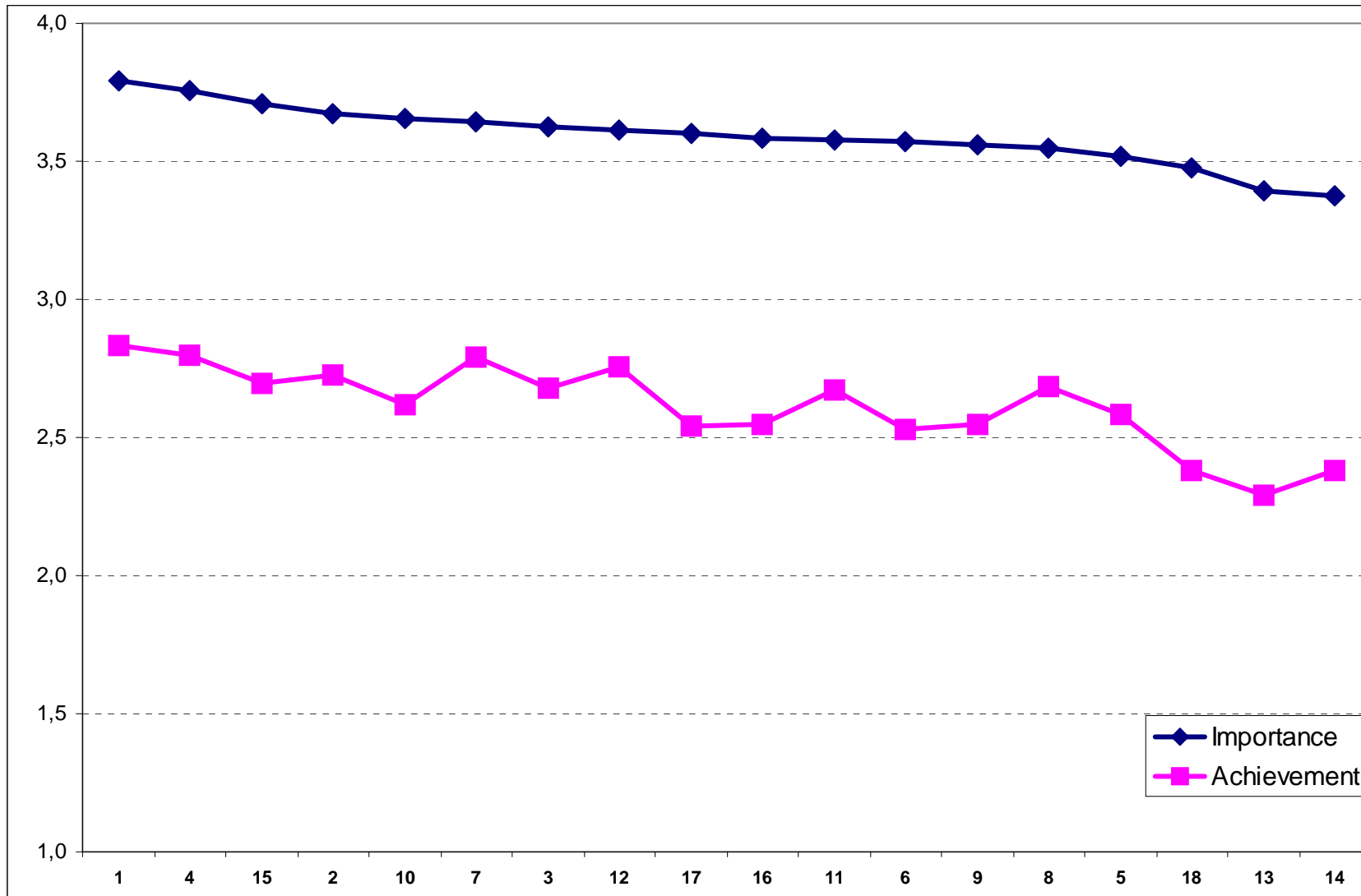
ACHIEVEMENT

GENERIC COMPETENCES

TEACHER EDUC.

TEACHER EDUC. ACADEMICS

ratings



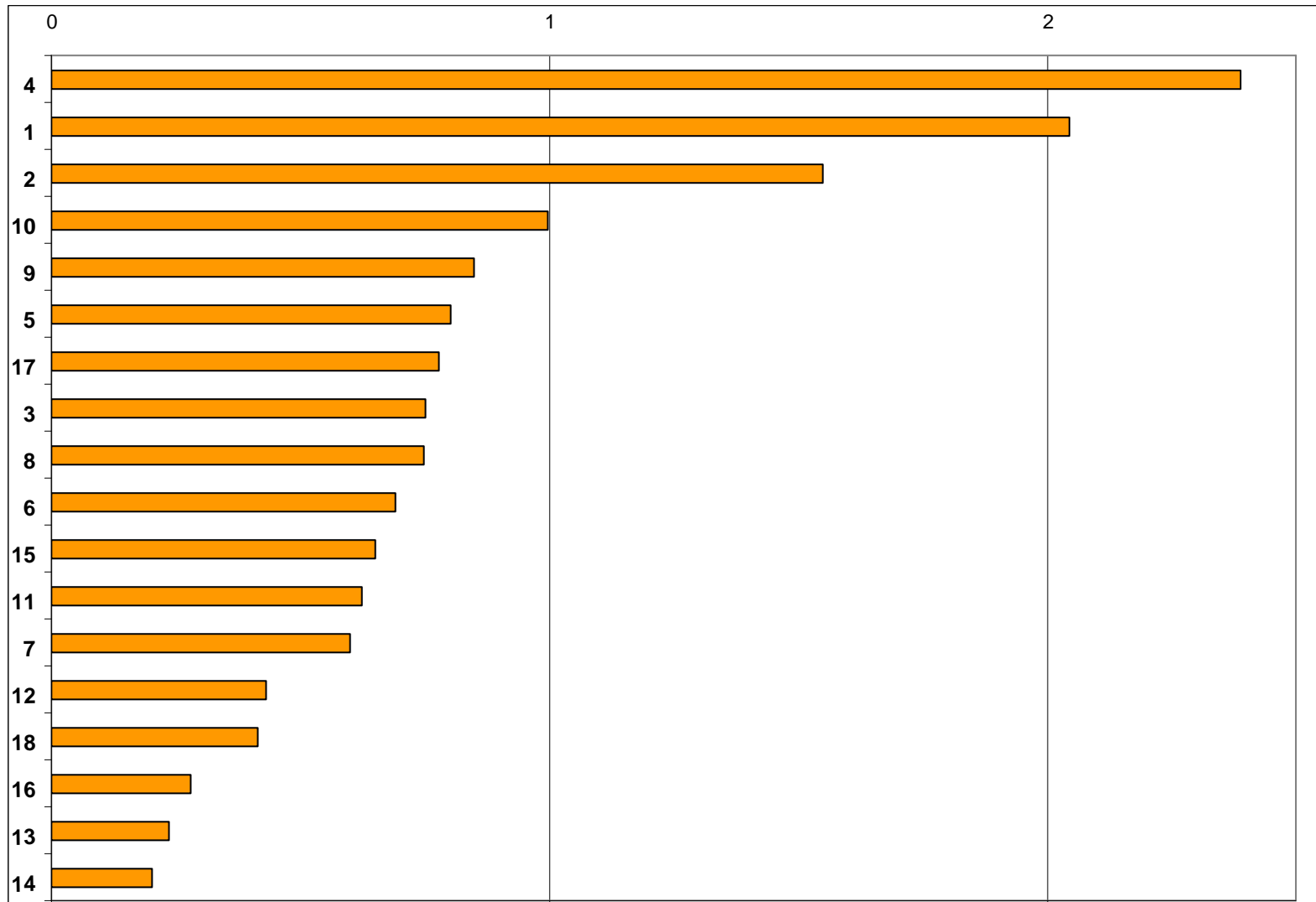
Generic competences

TEACHER EDUC. ACADEMICS

ratings



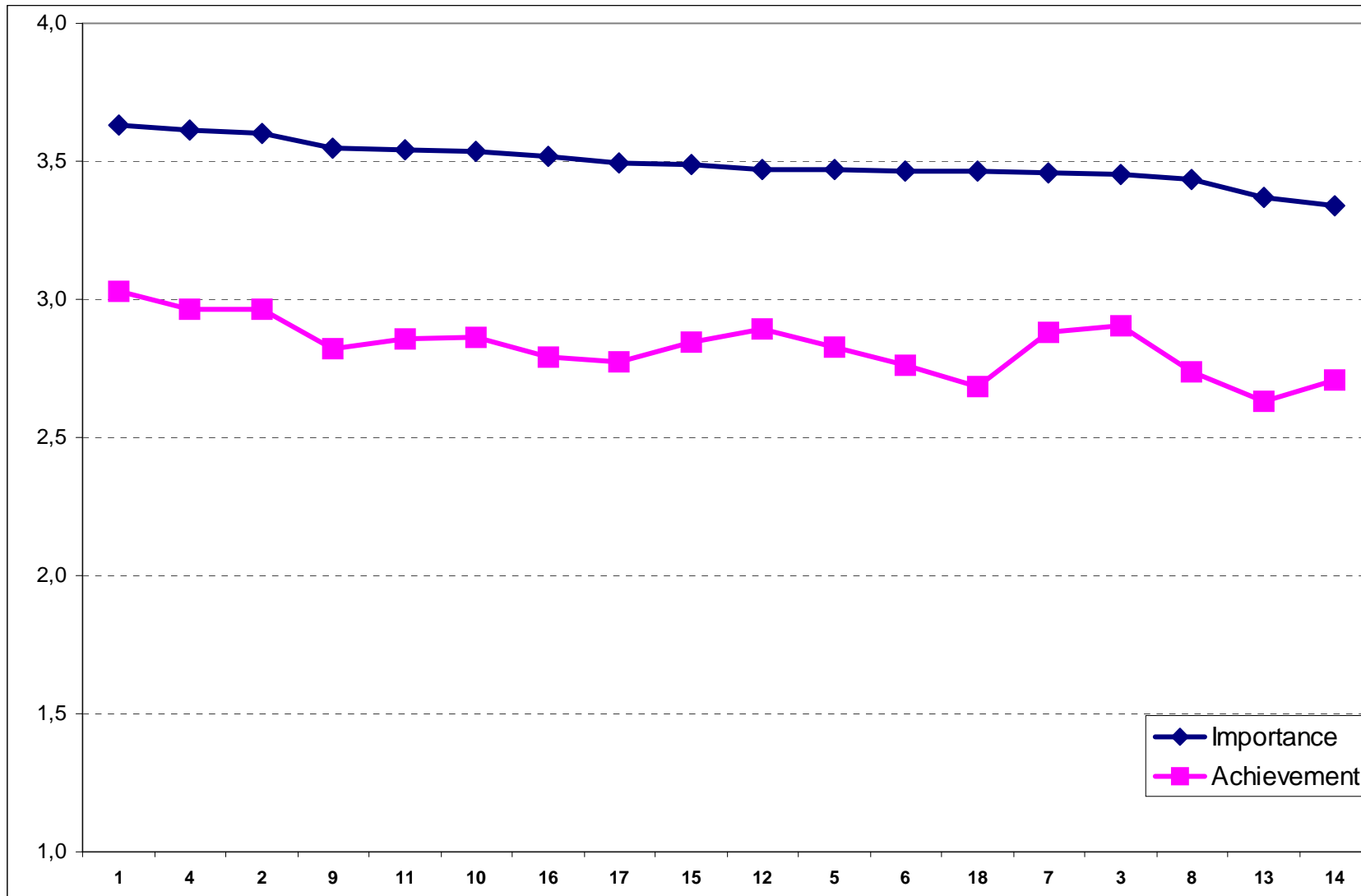
#	Description	Importance	Achievement
1	Ability for conceptual thinking, analysis and synthesis	3,79	2,84
4	Ability to translate knowledge into practice	3,76	2,80
15	Ability to work independently	3,71	2,70
2	Professionalism, ethical values and commitment to UBUNTU	3,67	2,73
10	Ability for creative and innovative thinking	3,65	2,62
7	Ability to communicate effectively in official/ national and local language	3,64	2,79
3	Capacity for critical evaluation and self awareness	3,62	2,68
12	Communication and interpersonal skills	3,61	2,76
17	Self confidence, entrepreneurial spirit and skills	3,60	2,54
16	Ability to evaluate, review and enhance quality	3,59	2,55
11	Leadership, management and team work skills	3,58	2,67
6	Capacity to use innovative and appropriate technologies	3,57	2,53
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,56	2,55
8	Ability to learn to learn and capacity for lifelong learning	3,55	2,69
5	Objective decision making and practical cost effective problem solving	3,52	2,58
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,47	2,38
13	Environmental and economic consciousness	3,39	2,29
14	Ability to work in an intra and intercultural and/or international context	3,37	2,38



#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,2018
13	Environmental and economic consciousness	0,2371
16	Ability to evaluate, review and enhance quality	0,2807
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,4159
12	Communication and interpersonal skills	0,4319
7	Ability to communicate effectively in official/ national and local language	0,5988
11	Leadership, management and team work skills	0,6218
15	Ability to work independently	0,6519
6	Capacity to use innovative and appropriate technologies	0,6894
8	Ability to learn to learn and capacity for lifelong learning	0,7469
3	Capacity for critical evaluation and self awareness	0,7510
17	Self confidence, entrepreneurial spirit and skills	0,7797
5	Objective decision making and practical cost effective problem solving	0,8023
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,8499
10	Ability for creative and innovative thinking	0,9984
2	Professionalism, ethical values and commitment to UBUNTU	1,5497
1	Ability for conceptual thinking, analysis and synthesis	2,0436
4	Ability to translate knowledge into practice	2,3900

TEACHER EDUC. EMPLOYERS

ratings



TEACHER EDUC. EMPLOYERS

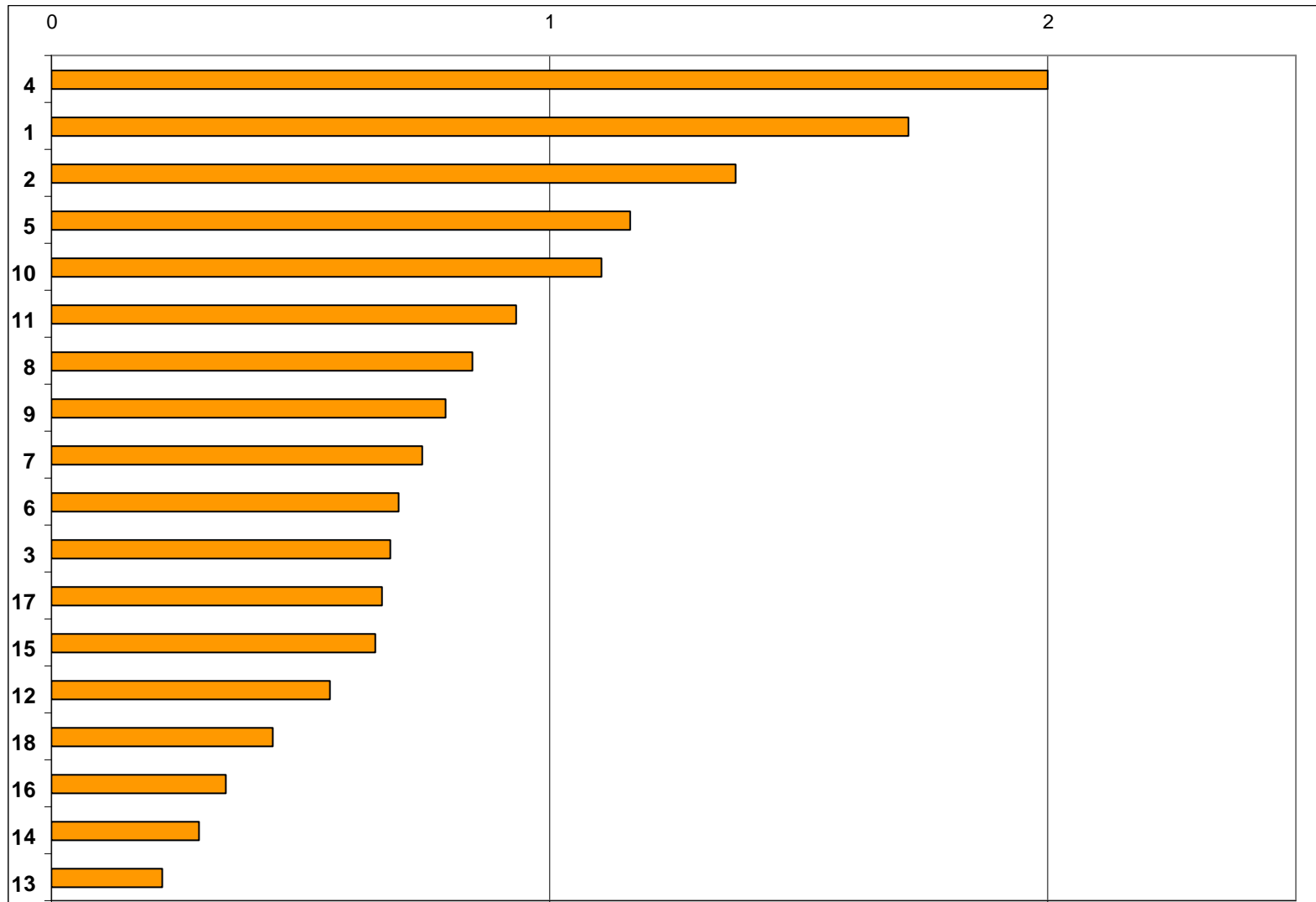
ratings



#	Description	Importance	Achievement
1	Ability for conceptual thinking, analysis and synthesis	3,63	3,03
4	Ability to translate knowledge into practice	3,61	2,96
2	Professionalism, ethical values and commitment to UBUNTU	3,60	2,96
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,55	2,82
11	Leadership, management and team work skills	3,54	2,86
10	Ability for creative and innovative thinking	3,54	2,86
16	Ability to evaluate, review and enhance quality	3,52	2,79
17	Self confidence, entrepreneurial spirit and skills	3,49	2,77
15	Ability to work independently	3,49	2,85
12	Communication and interpersonal skills	3,47	2,89
5	Objective decision making and practical cost effective problem solving	3,47	2,83
6	Capacity to use innovative and appropriate technologies	3,47	2,76
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,47	2,69
7	Ability to communicate effectively in official/ national and local language	3,46	2,88
3	Capacity for critical evaluation and self awareness	3,45	2,90
8	Ability to learn to learn and capacity for lifelong learning	3,44	2,74
13	Environmental and economic consciousness	3,37	2,63
14	Ability to work in an intra and intercultural and/or international context	3,34	2,71

EMPLOYERS / TEACHER EDUC.

rankings



Generic Competences

EMPLOYERS / TEACHER EDUC.

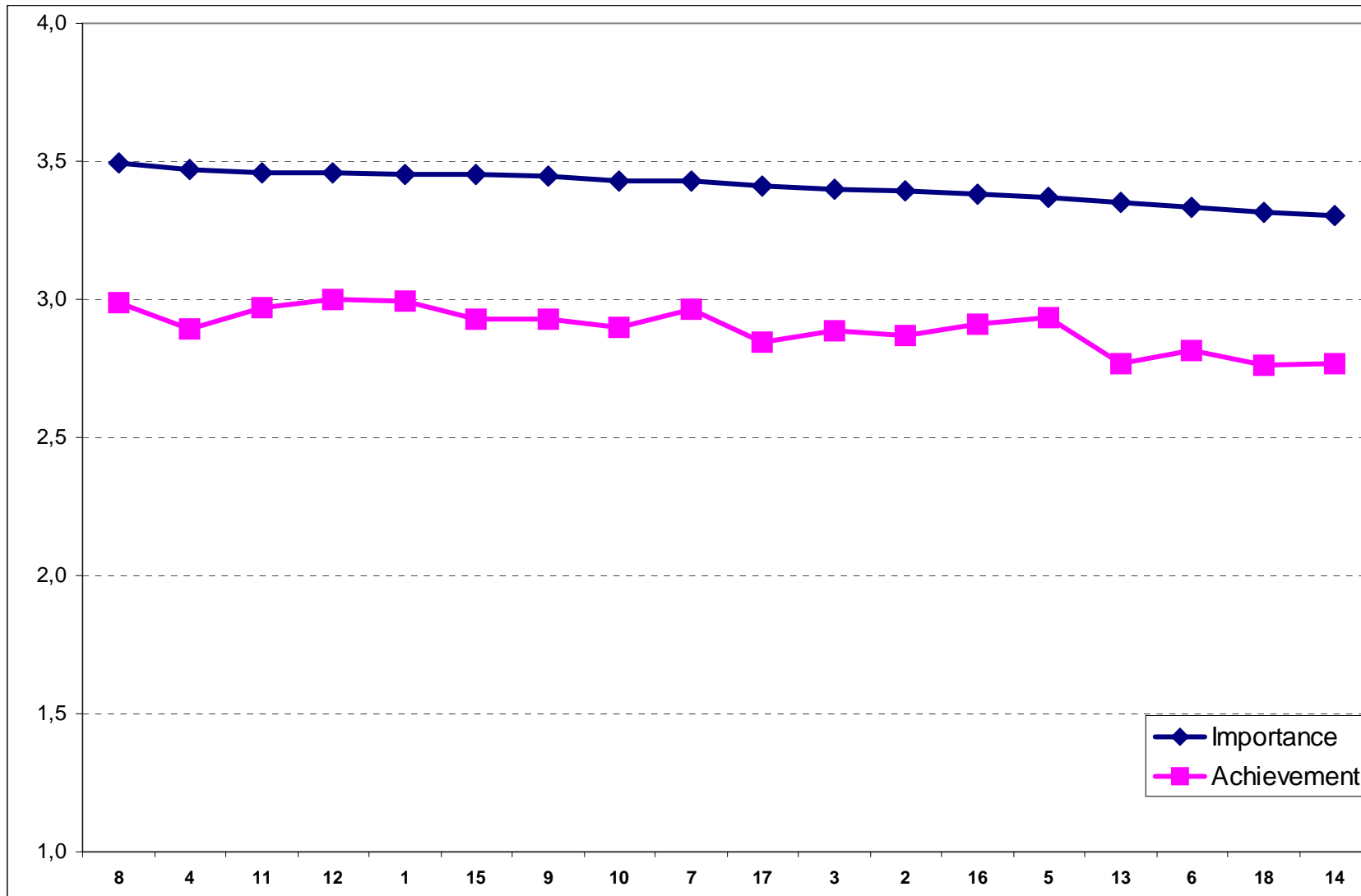
rankings



#	Description	Ranking
13	Environmental and economic consciousness	0,2233
14	Ability to work in an intra and intercultural and/or international context	0,2978
16	Ability to evaluate, review and enhance quality	0,3520
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,4464
12	Communication and interpersonal skills	0,5603
15	Ability to work independently	0,6519
17	Self confidence, entrepreneurial spirit and skills	0,6640
3	Capacity for critical evaluation and self awareness	0,6805
6	Capacity to use innovative and appropriate technologies	0,6985
7	Ability to communicate effectively in official/ national and local language	0,7451
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,7919
8	Ability to learn to learn and capacity for lifelong learning	0,8459
11	Leadership, management and team work skills	0,9343
10	Ability for creative and innovative thinking	1,1061
5	Objective decision making and practical cost effective problem solving	1,1628
2	Professionalism, ethical values and commitment to UBUNTU	1,3737
1	Ability for conceptual thinking, analysis and synthesis	1,7205
4	Ability to translate knowledge into practice	2,0014

TEACHER EDUC. STUDENTS

ratings



TEACHER EDUC. STUDENTS

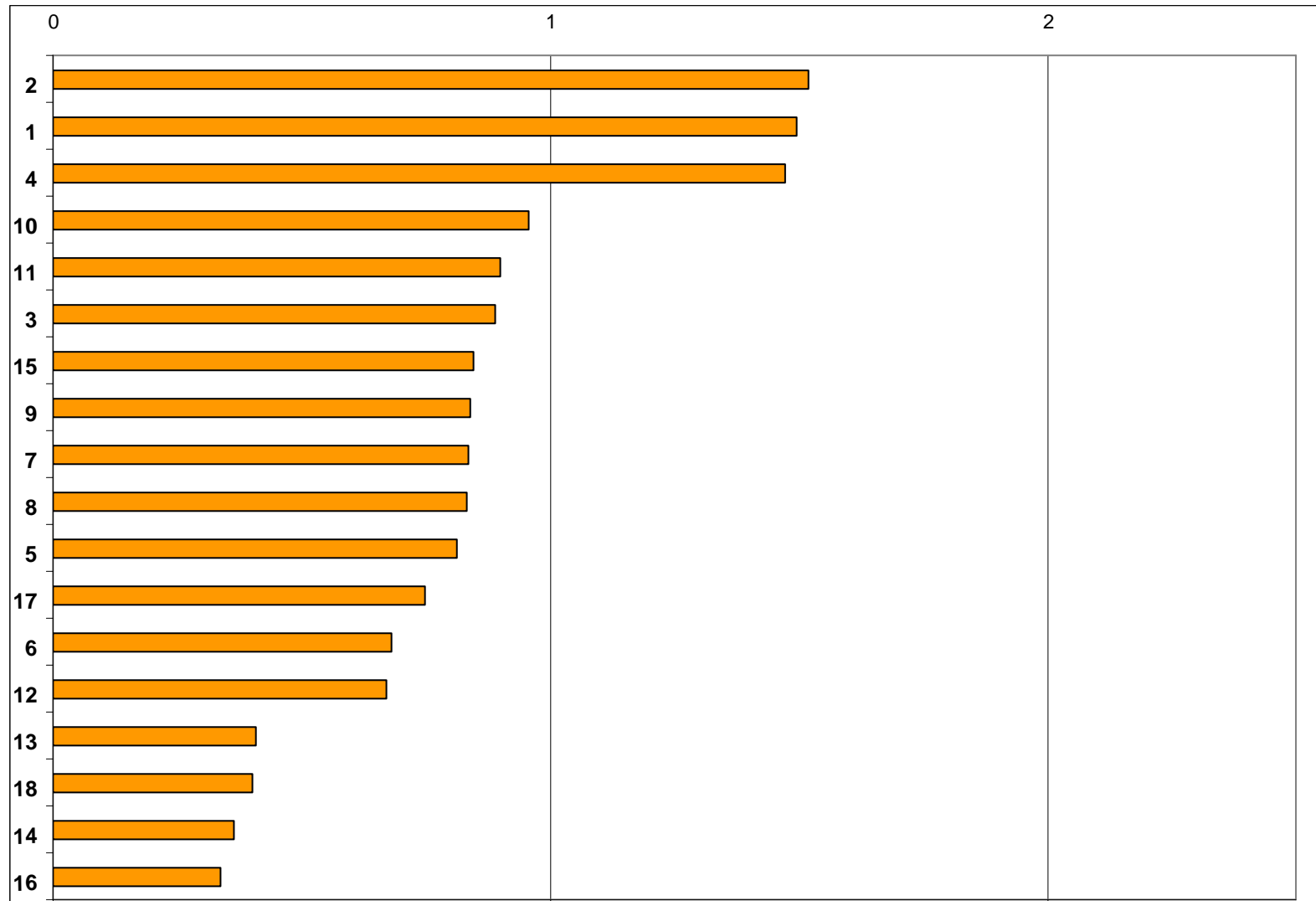
ratings



#	Description	Importance	Achievement
8	Ability to learn to learn and capacity for lifelong learning	3,49	2,99
4	Ability to translate knowledge into practice	3,47	2,89
11	Leadership, management and team work skills	3,46	2,97
12	Communication and interpersonal skills	3,46	3,00
1	Ability for conceptual thinking, analysis and synthesis	3,45	2,99
15	Ability to work independently	3,45	2,93
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,44	2,93
10	Ability for creative and innovative thinking	3,43	2,90
7	Ability to communicate effectively in official/ national and local language	3,43	2,96
17	Self confidence, entrepreneurial spirit and skills	3,41	2,84
3	Capacity for critical evaluation and self awareness	3,40	2,89
2	Professionalism, ethical values and commitment to UBUNTU	3,39	2,87
16	Ability to evaluate, review and enhance quality	3,38	2,91
5	Objective decision making and practical cost effective problem solving	3,37	2,93
13	Environmental and economic consciousness	3,35	2,77
6	Capacity to use innovative and appropriate technologies	3,33	2,81
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,32	2,76
14	Ability to work in an intra and intercultural and/or international context	3,30	2,77

STUDENTS / TEACHER EDUC.

rankings

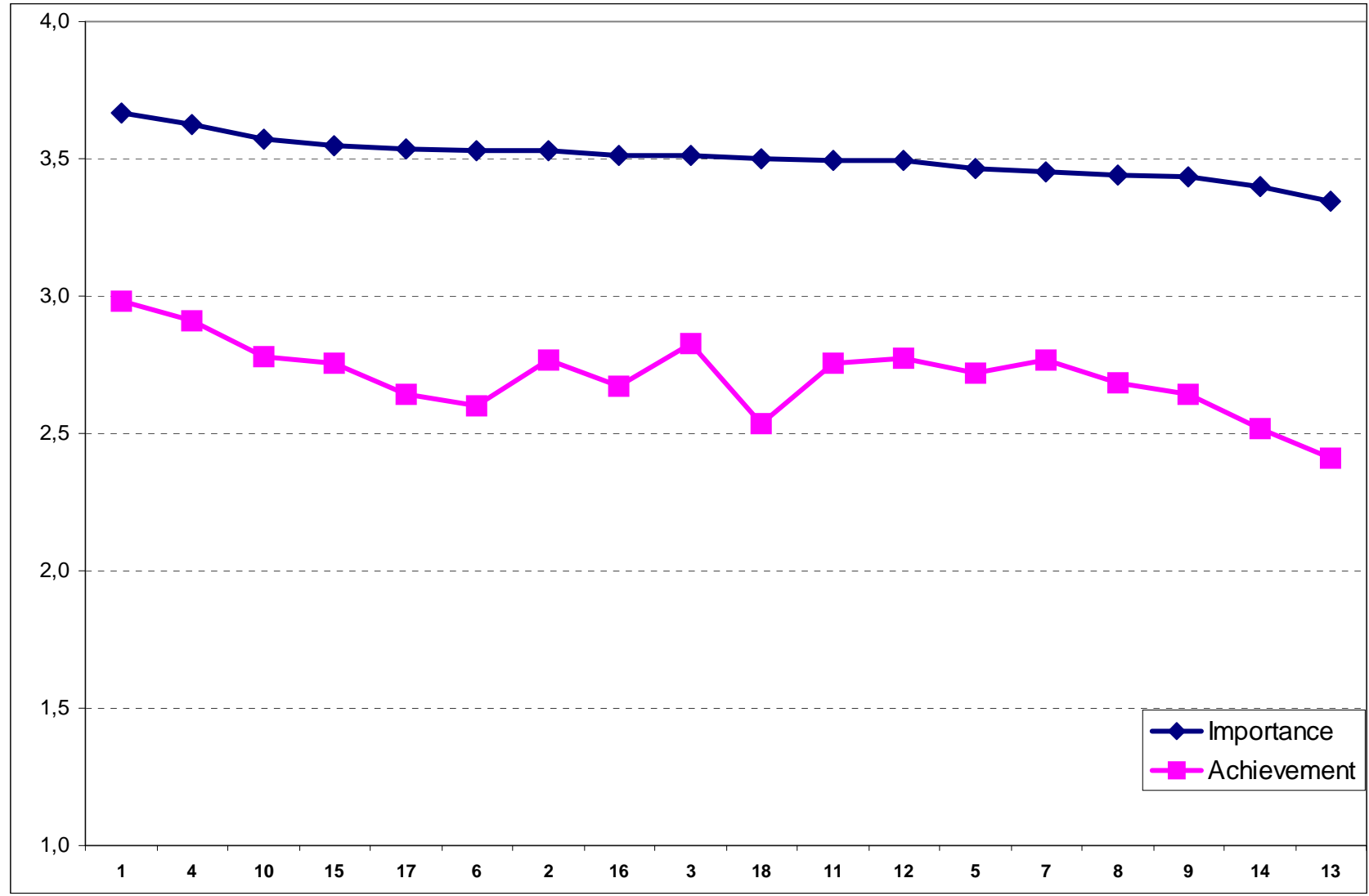


Generic Competences

#	Description	Ranking
16	Ability to evaluate, review and enhance quality	0,3359
14	Ability to work in an intra and intercultural and/or international context	0,3634
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,4008
13	Environmental and economic consciousness	0,4081
12	Communication and interpersonal skills	0,6706
6	Capacity to use innovative and appropriate technologies	0,6805
17	Self confidence, entrepreneurial spirit and skills	0,7491
5	Objective decision making and practical cost effective problem solving	0,8124
8	Ability to learn to learn and capacity for lifelong learning	0,8330
7	Ability to communicate effectively in official/ national and local language	0,8355
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,8401
15	Ability to work independently	0,8460
3	Capacity for critical evaluation and self awareness	0,8906
11	Leadership, management and team work skills	0,9003
10	Ability for creative and innovative thinking	0,9582
4	Ability to translate knowledge into practice	1,4709
1	Ability for conceptual thinking, analysis and synthesis	1,4943
2	Professionalism, ethical values and commitment to UBUNTU	1,5188

TEACHER EDUC. GRADUATES

ratings



Generic competences

TEACHER EDUC. GRADUATES

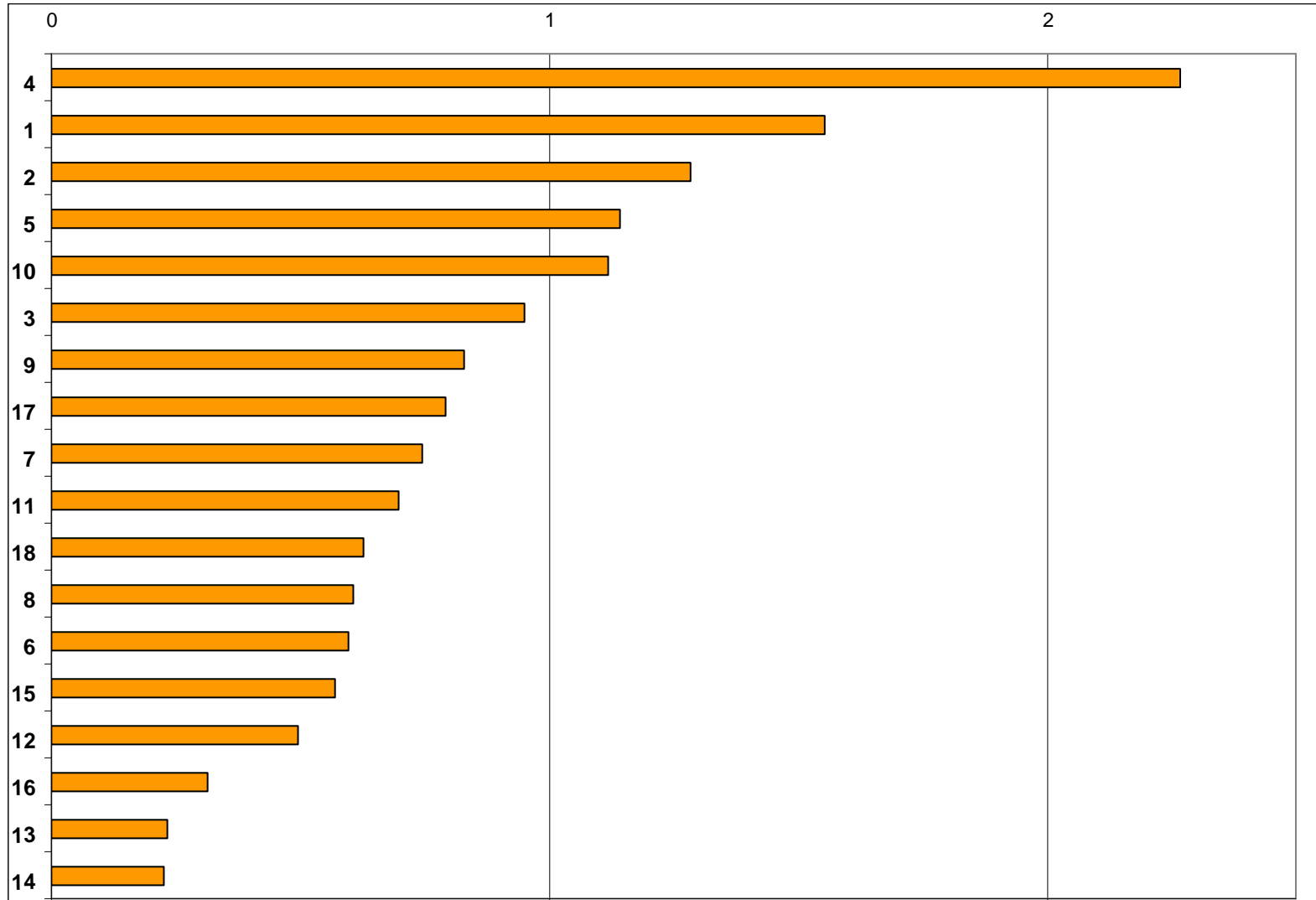
ratings



#	Description	Importance	Achievement
1	Ability for conceptual thinking, analysis and synthesis	3,66	2,98
4	Ability to translate knowledge into practice	3,62	2,91
10	Ability for creative and innovative thinking	3,57	2,78
15	Ability to work independently	3,55	2,75
17	Self confidence, entrepreneurial spirit and skills	3,54	2,64
6	Capacity to use innovative and appropriate technologies	3,53	2,60
2	Professionalism, ethical values and commitment to UBUNTU	3,53	2,77
16	Ability to evaluate, review and enhance quality	3,51	2,67
3	Capacity for critical evaluation and self awareness	3,51	2,83
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,50	2,53
11	Leadership, management and team work skills	3,50	2,76
12	Communication and interpersonal skills	3,49	2,77
5	Objective decision making and practical cost effective problem solving	3,46	2,72
7	Ability to communicate effectively in official/ national and local language	3,45	2,77
8	Ability to learn to learn and capacity for lifelong learning	3,44	2,68
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,43	2,64
14	Ability to work in an intra and intercultural and/or international context	3,40	2,52
13	Environmental and economic consciousness	3,35	2,41

GRADUATES / TEACHER EDUC.

rankings



Generic Competences

GRADUATES / TEACHER EDUC.

rankings



#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,2248
13	Environmental and economic consciousness	0,2326
16	Ability to evaluate, review and enhance quality	0,3122
12	Communication and interpersonal skills	0,4952
15	Ability to work independently	0,5701
6	Capacity to use innovative and appropriate technologies	0,5958
8	Ability to learn to learn and capacity for lifelong learning	0,6066
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,6282
11	Leadership, management and team work skills	0,6973
7	Ability to communicate effectively in official/ national and local language	0,7430
17	Self confidence, entrepreneurial spirit and skills	0,7903
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,8272
3	Capacity for critical evaluation and self awareness	0,9507
10	Ability for creative and innovative thinking	1,1196
5	Objective decision making and practical cost effective problem solving	1,1429
2	Professionalism, ethical values and commitment to UBUNTU	1,2844
1	Ability for conceptual thinking, analysis and synthesis	1,5545
4	Ability to translate knowledge into practice	2,2665

TEACHER EDUC.



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,82389404	1		
Students	0,66747667	0,53375458	1	
Graduates	0,86296097	0,79942143	0,37693553	1

ACHIEVEMENT

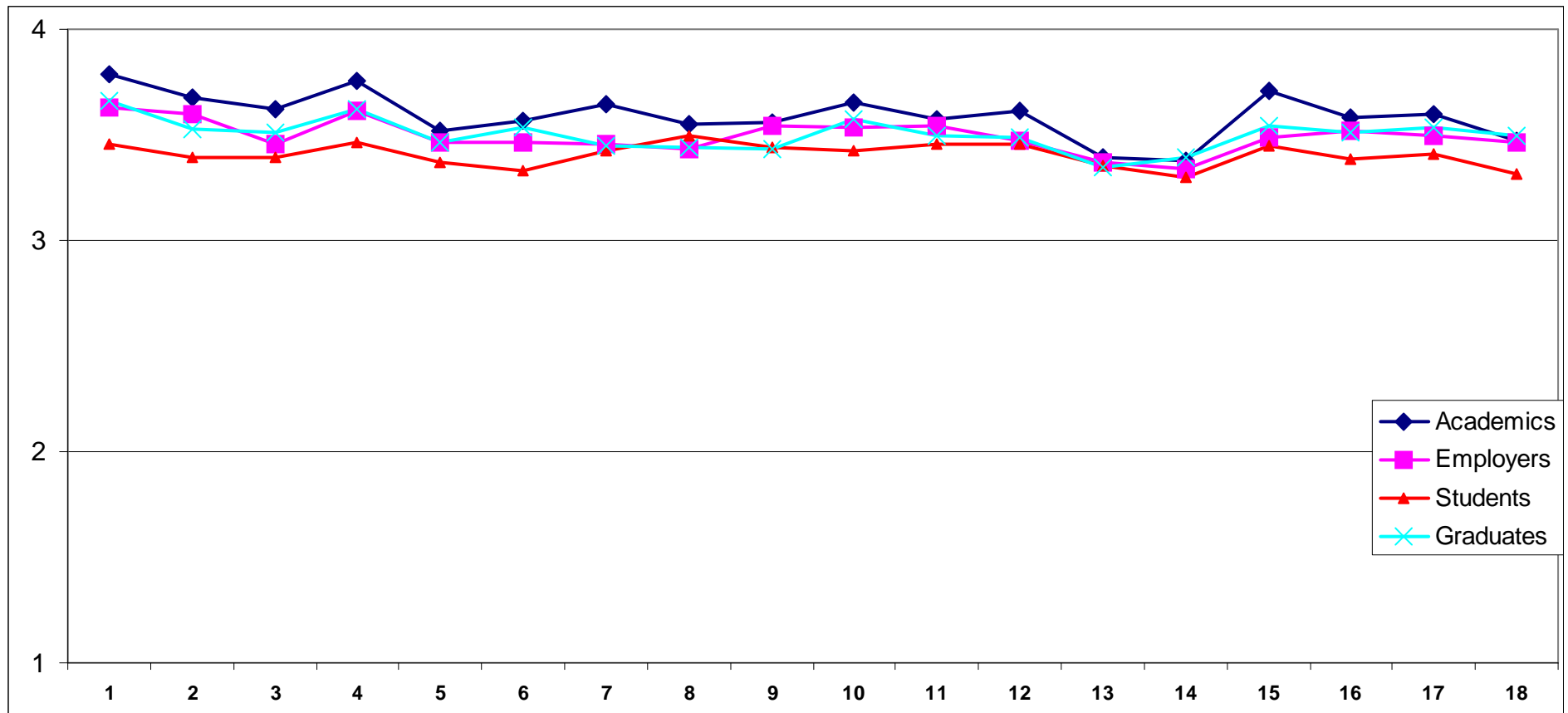
	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,8920048	1		
Students	0,81900699	0,63330116	1	
Graduates	0,92964684	0,95025038	0,72027707	1

RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,96113024	1		
Students	0,9245462	0,92727087	1	
Graduates	0,95352135	0,95656565	0,87078672	1

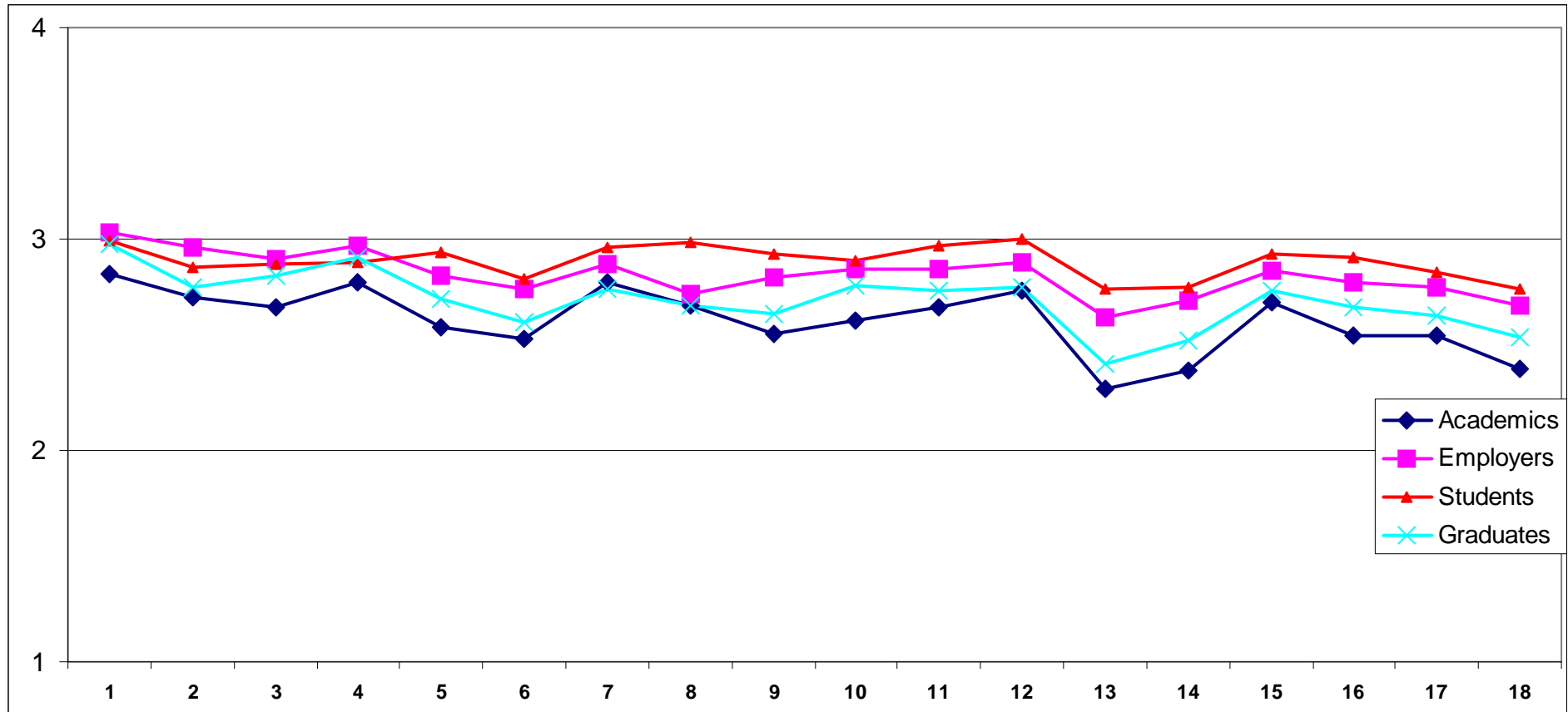
TEACHER EDUC. ALL GROUPS

ratings



Generic competences

IMPORTANCE

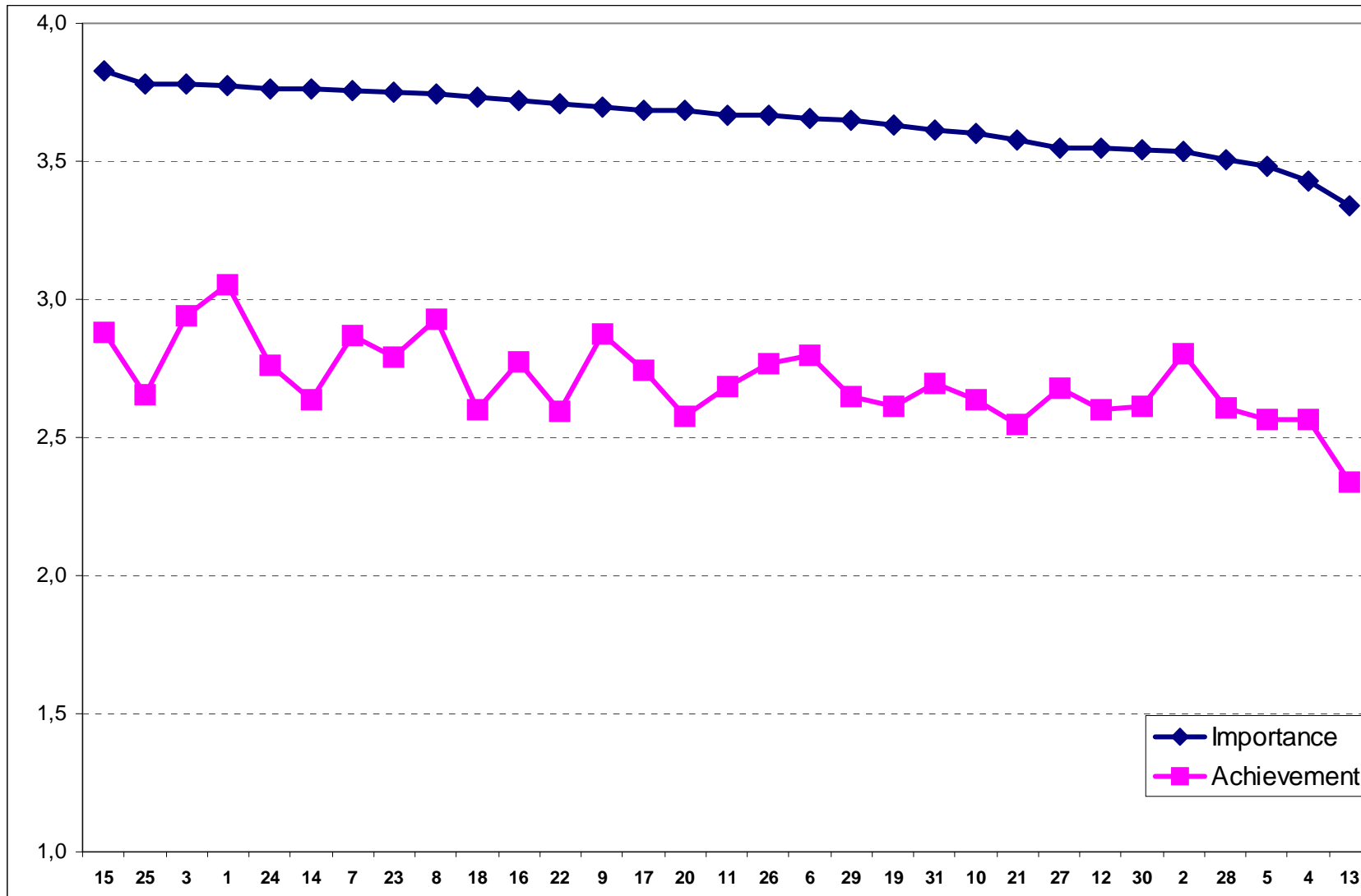


SPECIFIC COMPETENCES

TEACHER EDUC.

TEACHER EDUC. ACADEMICS

ratings



SPECIFIC competences

TEACHER EDUC. ACADEMICS

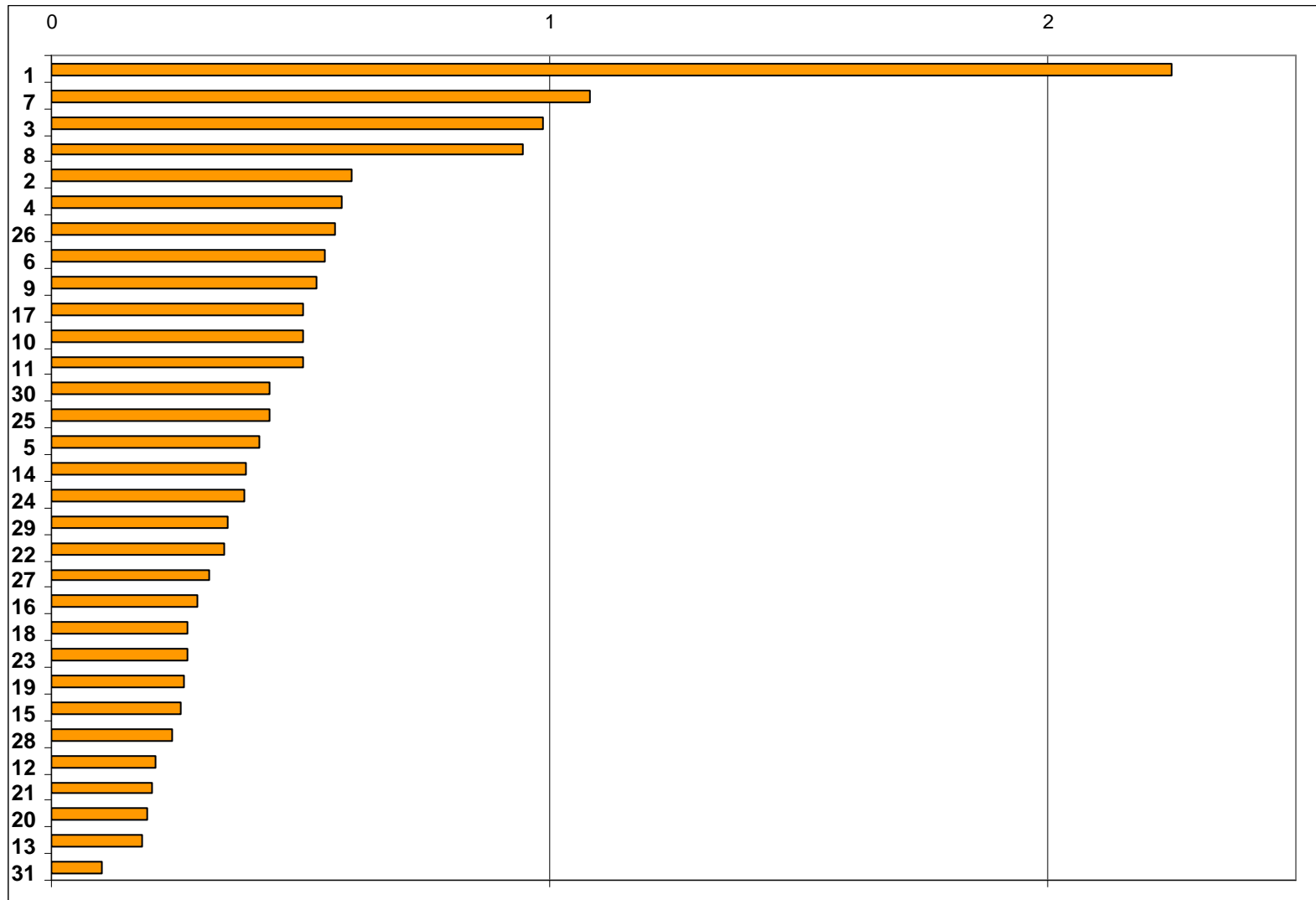
ratings



#	Description	Importance	Achievement
15	Use language appropriately in the classroom and in the subject	3,83	2,88
25	Continuously upgrade their own knowledge and skills	3,78	2,65
3	Pedagogical knowledge of specific subject areas	3,78	2,94
1	The subject(s) to be taught	3,78	3,05
24	Maintain equity and fairness among learners and promote inclusive education	3,76	2,76
14	Create conducive learning environments that encourage learning	3,76	2,64
7	Develop schemes of work and teaching plans	3,76	2,87
23	Adhere to the rules and regulations of the profession and institution	3,75	2,79
8	Select, adapt and use appropriate teaching methods and learning activities	3,75	2,93
18	Manage time effectively	3,73	2,60
16	Conceptualise, analyse situations to solve problems	3,72	2,77
22	Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc)	3,71	2,60
9	Use a range of assessment skills to set, mark and grade learners' achievement	3,70	2,88
17	Participate in basic educational research	3,69	2,75
20	Adapt to change	3,69	2,58
11	Identify and attend to learners' needs	3,67	2,68
26	Be a role model	3,66	2,77
6	The language(s) of instruction	3,66	2,80
29	Collaborate and network with others...	3,65	2,65
19	Critically reflect on their work to improve practice	3,63	2,61
31	Lead and manage groups	3,62	2,70
10	Develop and use teaching, learning and assessment materials...	3,60	2,63
21	Care for and support the well-being of all learners	3,58	2,55
27	Inspire self confidence and appreciation of cultural heritage in learners	3,55	2,68
12	Manage learners both inside and outside formal classroom contexts	3,55	2,60
30	Communicate effectively with different audiences...	3,54	2,61
2	The underlying principles of the foundations of education	3,54	2,80
28	Be sensitive to the feelings of others	3,51	2,61
5	National and institutional policies relating to education	3,48	2,57
4	The local and international social, political, economic...	3,43	2,56
13	Develop own and learners' entrepreneurial skills	3,34	2,34

ACADEMICS / TEACHER EDUC.

rankings



SPECIFIC Competences

ACADEMICS / TEACHER EDUC.

rankings

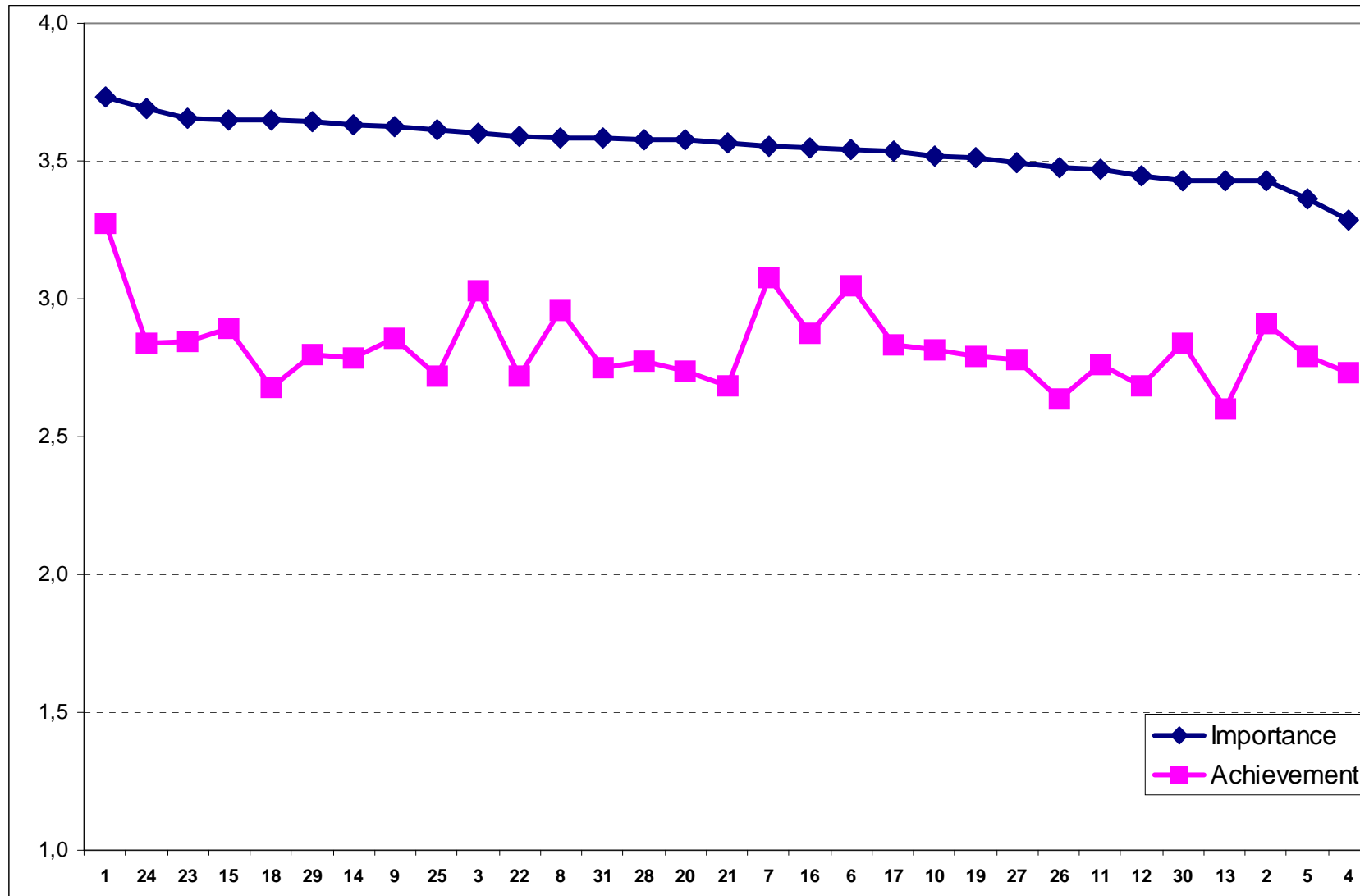


#	Description	Ranking
31	Lead and manage groups	0,0999
13	Develop own and learners' entrepreneurial skills	0,1806
20	Adapt to change	0,1937
21	Care for and support the well-being of all learners	0,2037
12	Manage learners both inside and outside formal classroom contexts	0,2080
28	Be sensitive to the feelings of others	0,2429
15	Use language appropriately in the classroom and in the subject	0,2580
19	Critically reflect on their work to improve practice	0,2673
23	Adhere to the rules and regulations of the profession and institution	0,2719
18	Manage time effectively	0,2731
16	Conceptualise, analyse situations to solve problems	0,2945
27	Inspire self confidence and appreciation of cultural heritage in learners	0,3165
22	Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc)	0,3459
29	Collaborate and network with others...	0,3527
24	Maintain equity and fairness among learners and promote inclusive education	0,3873
14	Create conducive learning environments that encourage learning	0,3905
5	National and institutional policies relating to education	0,4164
25	Continuously upgrade their own knowledge and skills	0,4375
30	Communicate effectively with different audiences...	0,4392
11	Identify and attend to learners' needs	0,5048
10	Develop and use teaching, learning and assessment materials...	0,5051
17	Participate in basic educational research	0,5069
9	Use a range of assessment skills to set, mark and grade learners' achievement	0,5323
6	The language(s) of instruction	0,5507
26	Be a role model	0,5708
4	The local and international social, political, economic...	0,5813
2	The underlying principles of the foundations of education	0,6020
8	Select, adapt and use appropriate teaching methods and learning activities	0,9453
3	Pedagogical knowledge of specific subject areas	0,9878
7	Develop schemes of work and teaching plans	1,0805
1	The subject(s) to be taught	2,2514

TEACHER EDUC.

EMPLOYERS

ratings



SPECIFIC competences

TEACHER EDUC. EMPLOYERS

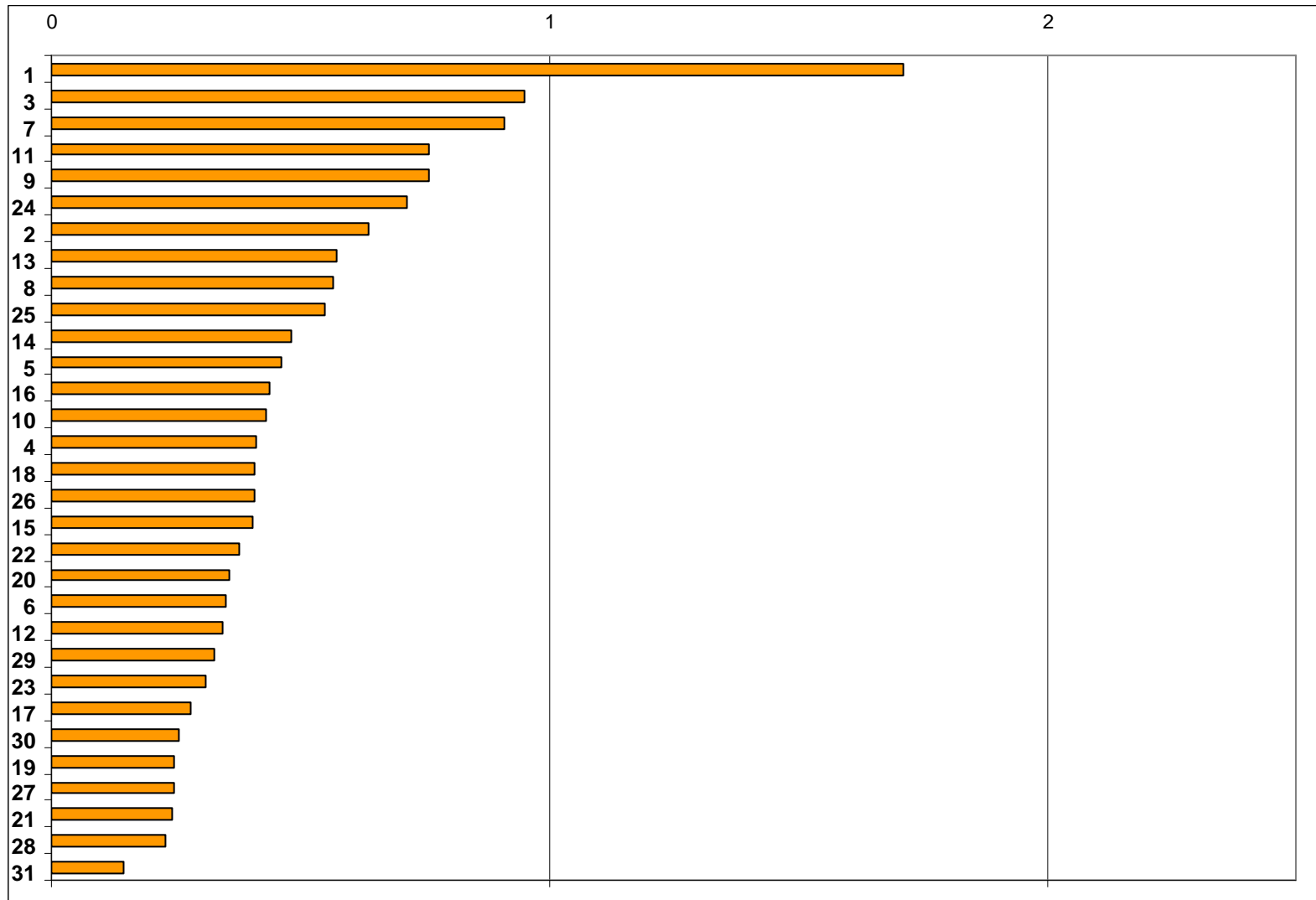
ratings



#	Description	Importance	Achievement
1	The subject(s) to be taught	3,73	3,27
24	Maintain equity and fairness among learners and promote inclusive education	3,69	2,84
23	Adhere to the rules and regulations of the profession and institution	3,66	2,85
15	Use language appropriately in the classroom and in the subject	3,65	2,89
18	Manage time effectively	3,65	2,68
29	Collaborate and network with others...	3,64	2,80
14	Create conducive learning environments that encourage learning	3,63	2,78
9	Use a range of assessment skills to set, mark and grade learners' achievement	3,62	2,86
25	Continuously upgrade their own knowledge and skills	3,61	2,72
3	Pedagogical knowledge of specific subject areas	3,60	3,03
22	Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc)	3,59	2,72
8	Select, adapt and use appropriate teaching methods and learning activities	3,58	2,96
31	Lead and manage groups	3,58	2,75
28	Be sensitive to the feelings of others	3,58	2,77
20	Adapt to change	3,57	2,74
21	Care for and support the well-being of all learners	3,56	2,69
7	Develop schemes of work and teaching plans	3,56	3,07
16	Conceptualise, analyse situations to solve problems	3,55	2,88
6	The language(s) of instruction	3,54	3,05
17	Participate in basic educational research	3,54	2,84
10	Develop and use teaching, learning and assessment materials...	3,52	2,81
19	Critically reflect on their work to improve practice	3,51	2,79
27	Inspire self confidence and appreciation of cultural heritage in learners	3,49	2,78
26	Be a role model	3,48	2,64
11	Identify and attend to learners' needs	3,47	2,76
12	Manage learners both inside and outside formal classroom contexts	3,44	2,69
30	Communicate effectively with different audiences...	3,43	2,84
13	Develop own and learners' entrepreneurial skills	3,43	2,60
2	The underlying principles of the foundations of education	3,43	2,91
5	National and institutional policies relating to education	3,36	2,79
4	The local and international social, political, economic...	3,29	2,73

EMPLOYERS / TEACHER EDUC.

rankings



SPECIFIC Competences

EMPLOYERS / TEACHER EDUC.

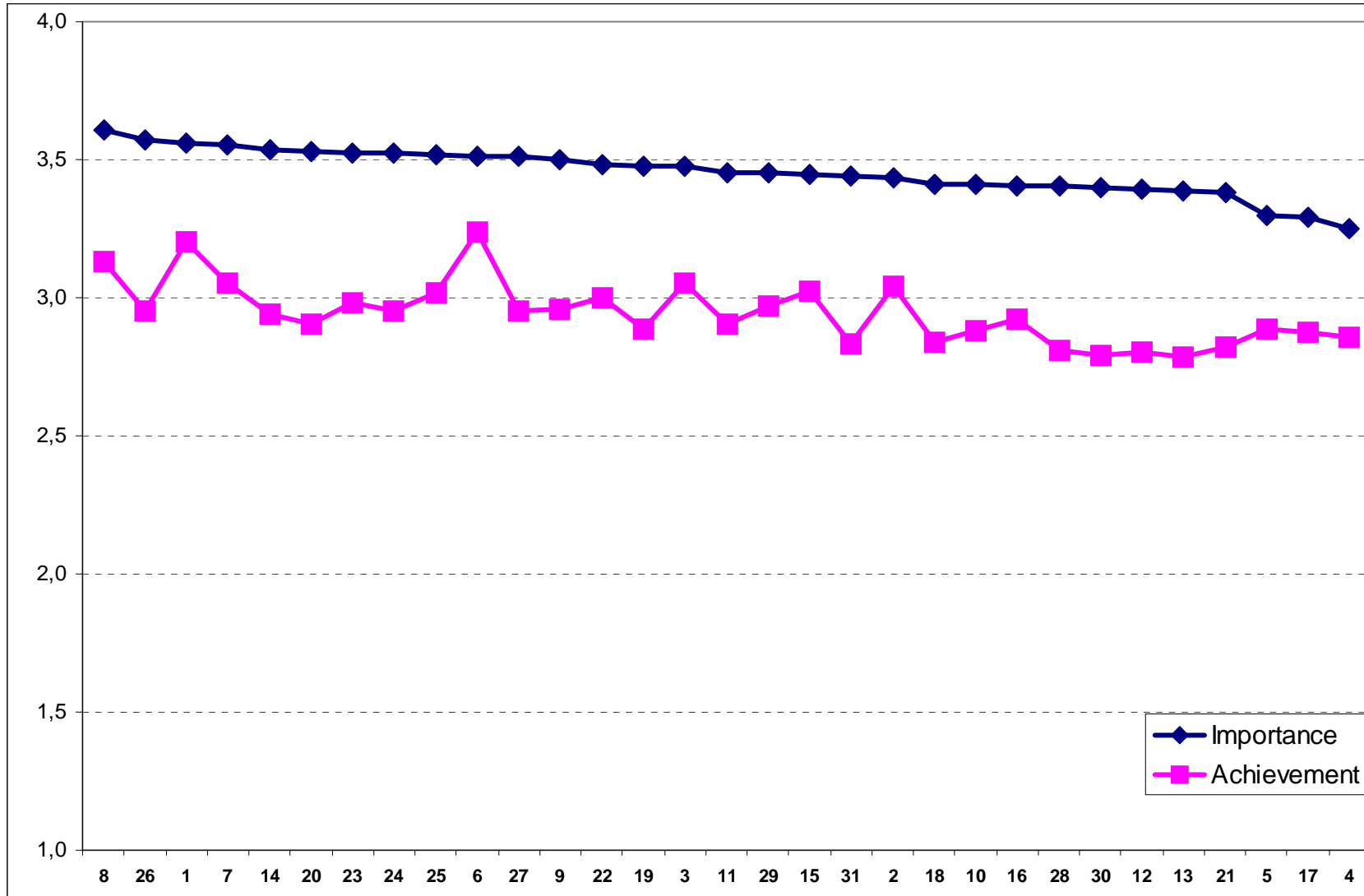
rankings



#	Description	Ranking
31	Lead and manage groups	0,1446
28	Be sensitive to the feelings of others	0,2285
21	Care for and support the well-being of all learners	0,2414
27	Inspire self confidence and appreciation of cultural heritage in learners	0,2447
19	Critically reflect on their work to improve practice	0,2471
30	Communicate effectively with different audiences...	0,2567
17	Participate in basic educational research	0,2782
23	Adhere to the rules and regulations of the profession and institution	0,3115
29	Collaborate and network with others...	0,3257
12	Manage learners both inside and outside formal classroom contexts	0,3427
6	The language(s) of instruction	0,3519
20	Adapt to change	0,3584
22	Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc)	0,3771
15	Use language appropriately in the classroom and in the subject	0,4042
26	Be a role model	0,4066
18	Manage time effectively	0,4087
4	The local and international social, political, economic...	0,4126
10	Develop and use teaching, learning and assessment materials...	0,4315
16	Conceptualise, analyse situations to solve problems	0,4374
5	National and institutional policies relating to education	0,4601
14	Create conducive learning environments that encourage learning	0,4824
25	Continuously upgrade their own knowledge and skills	0,5502
8	Select, adapt and use appropriate teaching methods and learning activities	0,5676
13	Develop own and learners' entrepreneurial skills	0,5713
2	The underlying principles of the foundations of education	0,6362
24	Maintain equity and fairness among learners and promote inclusive education	0,7141
9	Use a range of assessment skills to set, mark and grade learners' achievement	0,7566
11	Identify and attend to learners' needs	0,7579
7	Develop schemes of work and teaching plans	0,9107
3	Pedagogical knowledge of specific subject areas	0,9517
1	The subject(s) to be taught	1,7102

TEACHER EDUC. STUDENTS

ratings



SPECIFIC competences

TEACHER EDUC. STUDENTS

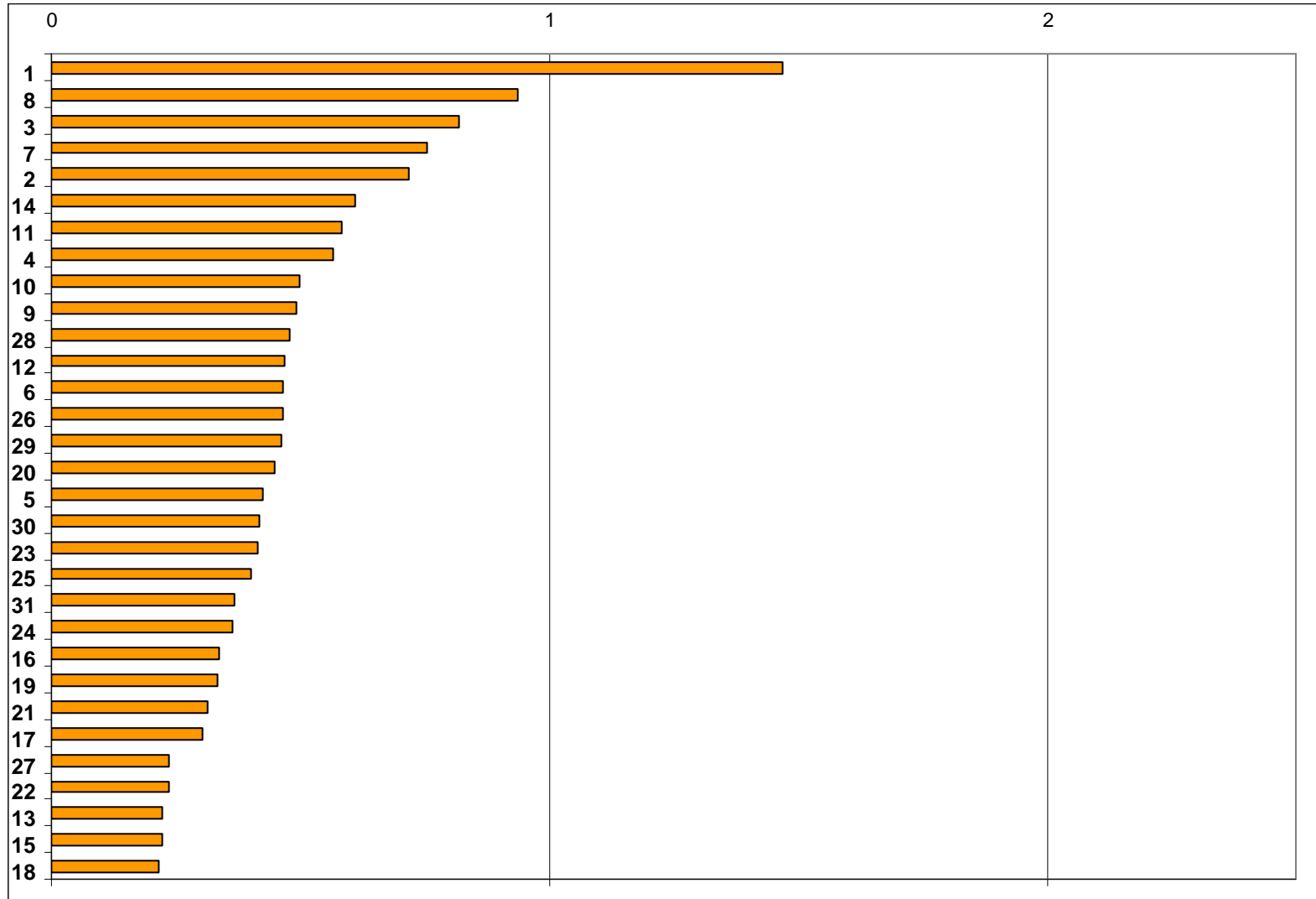
ratings



#	Description	Importance	Achievement
8	Select, adapt and use appropriate teaching methods and learning activities	3,61	3,13
26	Be a role model	3,57	2,95
1	The subject(s) to be taught	3,56	3,20
7	Develop schemes of work and teaching plans	3,55	3,05
14	Create conducive learning environments that encourage learning	3,54	2,94
20	Adapt to change	3,53	2,91
23	Adhere to the rules and regulations of the profession and institution	3,53	2,98
24	Maintain equity and fairness among learners and promote inclusive education	3,52	2,95
25	Continuously upgrade their own knowledge and skills	3,52	3,02
6	The language(s) of instruction	3,51	3,24
27	Inspire self confidence and appreciation of cultural heritage in learners	3,51	2,95
9	Use a range of assessment skills to set, mark and grade learners' achievement	3,50	2,96
22	Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc)	3,48	3,00
19	Critically reflect on their work to improve practice	3,48	2,89
3	Pedagogical knowledge of specific subject areas	3,48	3,05
11	Identify and attend to learners' needs	3,45	2,91
29	Collaborate and network with others...	3,45	2,97
15	Use language appropriately in the classroom and in the subject	3,45	3,02
31	Lead and manage groups	3,44	2,83
2	The underlying principles of the foundations of education	3,43	3,04
18	Manage time effectively	3,41	2,84
10	Develop and use teaching, learning and assessment materials...	3,41	2,88
16	Conceptualise, analyse situations to solve problems	3,41	2,92
28	Be sensitive to the feelings of others	3,40	2,81
30	Communicate effectively with different audiences...	3,40	2,79
12	Manage learners both inside and outside formal classroom contexts	3,39	2,80
13	Develop own and learners' entrepreneurial skills	3,39	2,79
21	Care for and support the well-being of all learners	3,38	2,82
5	National and institutional policies relating to education	3,30	2,89
17	Participate in basic educational research	3,29	2,88
4	The local and international social, political, economic...	3,25	2,86

STUDENTS / TEACHER EDUC.

rankings

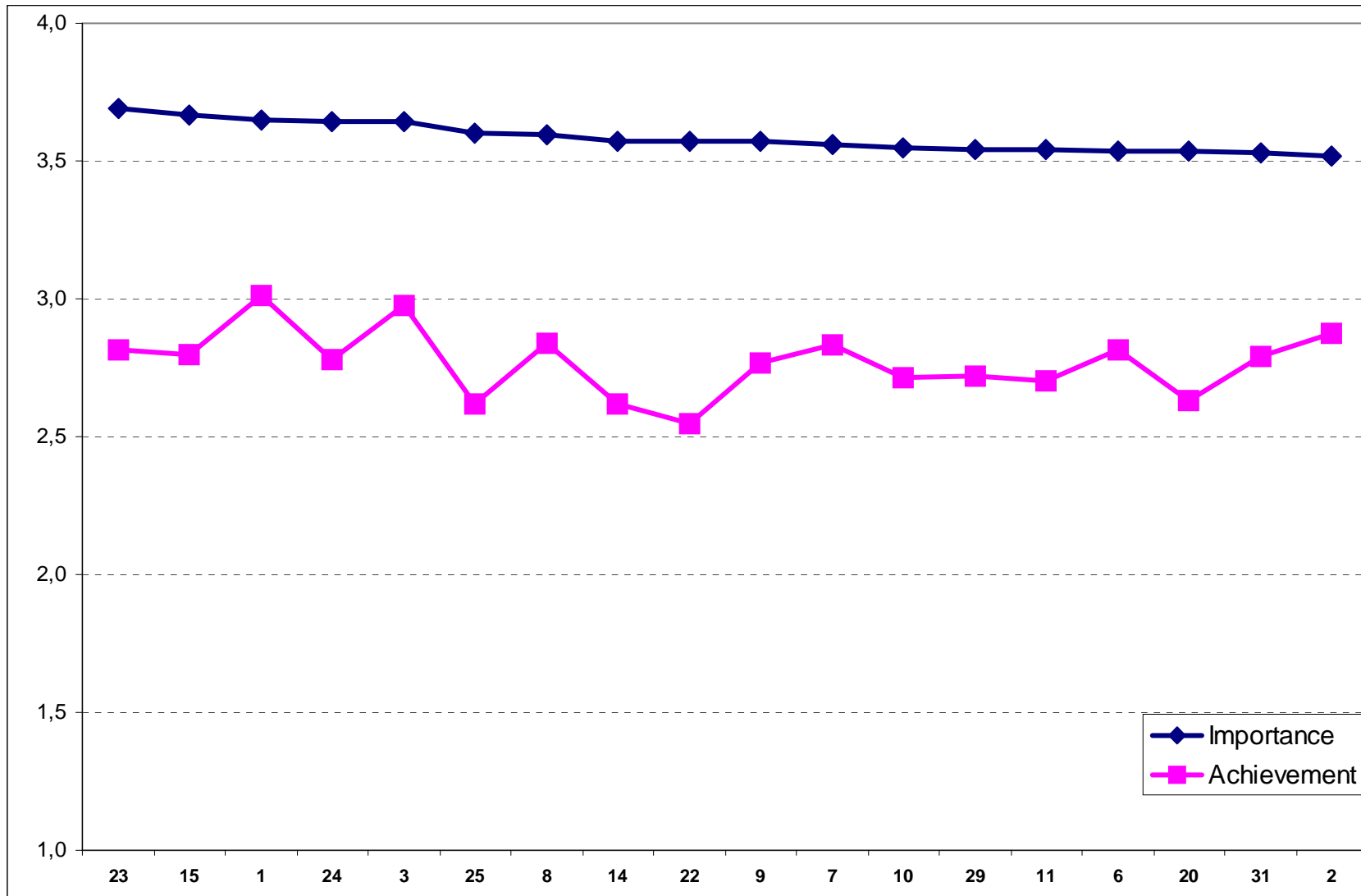


SPECIFIC Competences

#	Description	Ranking
18	Manage time effectively	0,2164
15	Use language appropriately in the classroom and in the subject	0,2222
13	Develop own and learners' entrepreneurial skills	0,2240
22	Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc)	0,2347
27	Inspire self confidence and appreciation of cultural heritage in learners	0,2373
17	Participate in basic educational research	0,3026
21	Care for and support the well-being of all learners	0,3127
19	Critically reflect on their work to improve practice	0,3347
16	Conceptualise, analyse situations to solve problems	0,3381
24	Maintain equity and fairness among learners and promote inclusive education	0,3648
31	Lead and manage groups	0,3680
25	Continuously upgrade their own knowledge and skills	0,4026
23	Adhere to the rules and regulations of the profession and institution	0,4156
30	Communicate effectively with different audiences...	0,4169
5	National and institutional policies relating to education	0,4262
20	Adapt to change	0,4486
29	Collaborate and network with others...	0,4621
26	Be a role model	0,4638
6	The language(s) of instruction	0,4647
12	Manage learners both inside and outside formal classroom contexts	0,4678
28	Be sensitive to the feelings of others	0,4785
9	Use a range of assessment skills to set, mark and grade learners' achievement	0,4932
10	Develop and use teaching, learning and assessment materials...	0,4994
4	The local and international social, political, economic...	0,5668
11	Identify and attend to learners' needs	0,5816
14	Create conducive learning environments that encourage learning	0,6101
2	The underlying principles of the foundations of education	0,7188
7	Develop schemes of work and teaching plans	0,7557
3	Pedagogical knowledge of specific subject areas	0,8200
8	Select, adapt and use appropriate teaching methods and learning activities	0,9374
1	The subject(s) to be taught	1,4692

TEACHER EDUC. GRADUATES

ratings



SPECIFIC competences

TEACHER EDUC. GRADUATES

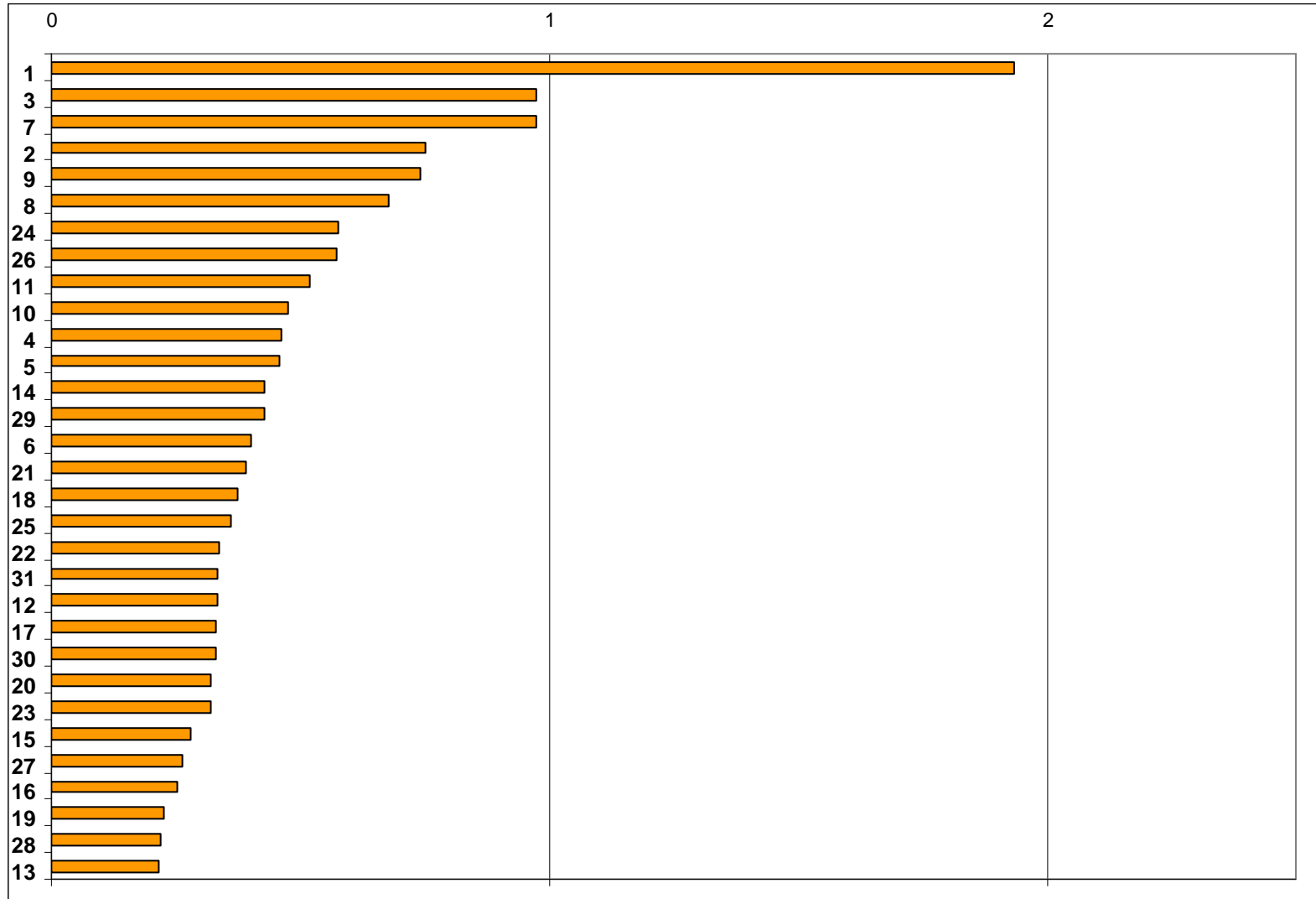
ratings



#	Description	Importance	Achievement
23	Adhere to the rules and regulations of the profession and institution	3,69	2,82
15	Use language appropriately in the classroom and in the subject	3,67	2,80
1	The subject(s) to be taught	3,65	3,01
24	Maintain equity and fairness among learners and promote inclusive education	3,65	2,78
3	Pedagogical knowledge of specific subject areas	3,64	2,97
25	Continuously upgrade their own knowledge and skills	3,60	2,62
8	Select, adapt and use appropriate teaching methods and learning activities	3,60	2,84
14	Create conducive learning environments that encourage learning	3,57	2,62
22	Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc)	3,57	2,55
9	Use a range of assessment skills to set, mark and grade learners' achievement	3,57	2,77
7	Develop schemes of work and teaching plans	3,56	2,84
10	Develop and use teaching, learning and assessment materials...	3,55	2,72
29	Collaborate and network with others...	3,54	2,72
11	Identify and attend to learners' needs	3,54	2,70
6	The language(s) of instruction	3,54	2,82
20	Adapt to change	3,54	2,63
31	Lead and manage groups	3,53	2,79
2	The underlying principles of the foundations of education	3,52	2,87
17	Participate in basic educational research	3,51	2,69
26	Be a role model	3,50	2,72
18	Manage time effectively	3,49	2,65
16	Conceptualise, analyse situations to solve problems	3,49	2,77
28	Be sensitive to the feelings of others	3,46	2,70
21	Care for and support the well-being of all learners	3,45	2,51
12	Manage learners both inside and outside formal classroom contexts	3,44	2,60
5	National and institutional policies relating to education	3,41	2,58
13	Develop own and learners' entrepreneurial skills	3,41	2,46
30	Communicate effectively with different audiences...	3,39	2,68
27	Inspire self confidence and appreciation of cultural heritage in learners	3,38	2,62
19	Critically reflect on their work to improve practice	3,35	2,60
4	The local and international social, political, economic...	3,31	2,63

GRADUATES / TEACHER EDUC.

rankings



SPECIFIC Competences

GRADUATES / TEACHER EDUC.

rankings



#	Description	Ranking
13	Develop own and learners' entrepreneurial skills	0,2144
28	Be sensitive to the feelings of others	0,2181
19	Critically reflect on their work to improve practice	0,2259
16	Conceptualise, analyse situations to solve problems	0,2513
27	Inspire self confidence and appreciation of cultural heritage in learners	0,2623
15	Use language appropriately in the classroom and in the subject	0,2792
23	Adhere to the rules and regulations of the profession and institution	0,3189
20	Adapt to change	0,3203
30	Communicate effectively with different audiences...	0,3302
17	Participate in basic educational research	0,3318
12	Manage learners both inside and outside formal classroom contexts	0,3320
31	Lead and manage groups	0,3346
22	Respect socio-cultural diversities (religious; ethnic; linguistic; gender; economic etc)	0,3367
25	Continuously upgrade their own knowledge and skills	0,3603
18	Manage time effectively	0,3752
21	Care for and support the well-being of all learners	0,3911
6	The language(s) of instruction	0,4007
29	Collaborate and network with others...	0,4284
14	Create conducive learning environments that encourage learning	0,4287
5	National and institutional policies relating to education	0,4593
4	The local and international social, political, economic...	0,4619
10	Develop and use teaching, learning and assessment materials...	0,4757
11	Identify and attend to learners' needs	0,5190
26	Be a role model	0,5719
24	Maintain equity and fairness among learners and promote inclusive education	0,5778
8	Select, adapt and use appropriate teaching methods and learning activities	0,6785
9	Use a range of assessment skills to set, mark and grade learners' achievement	0,7419
2	The underlying principles of the foundations of education	0,7530
7	Develop schemes of work and teaching plans	0,9728
3	Pedagogical knowledge of specific subject areas	0,9733
1	The subject(s) to be taught	1,9338

TEACHER EDUC.



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,7941856	1		
<i>Students</i>	0,63038214	0,60277582	1	
<i>Graduates</i>	0,80785688	0,78678267	0,58800936	1

ACHIEVEMENT

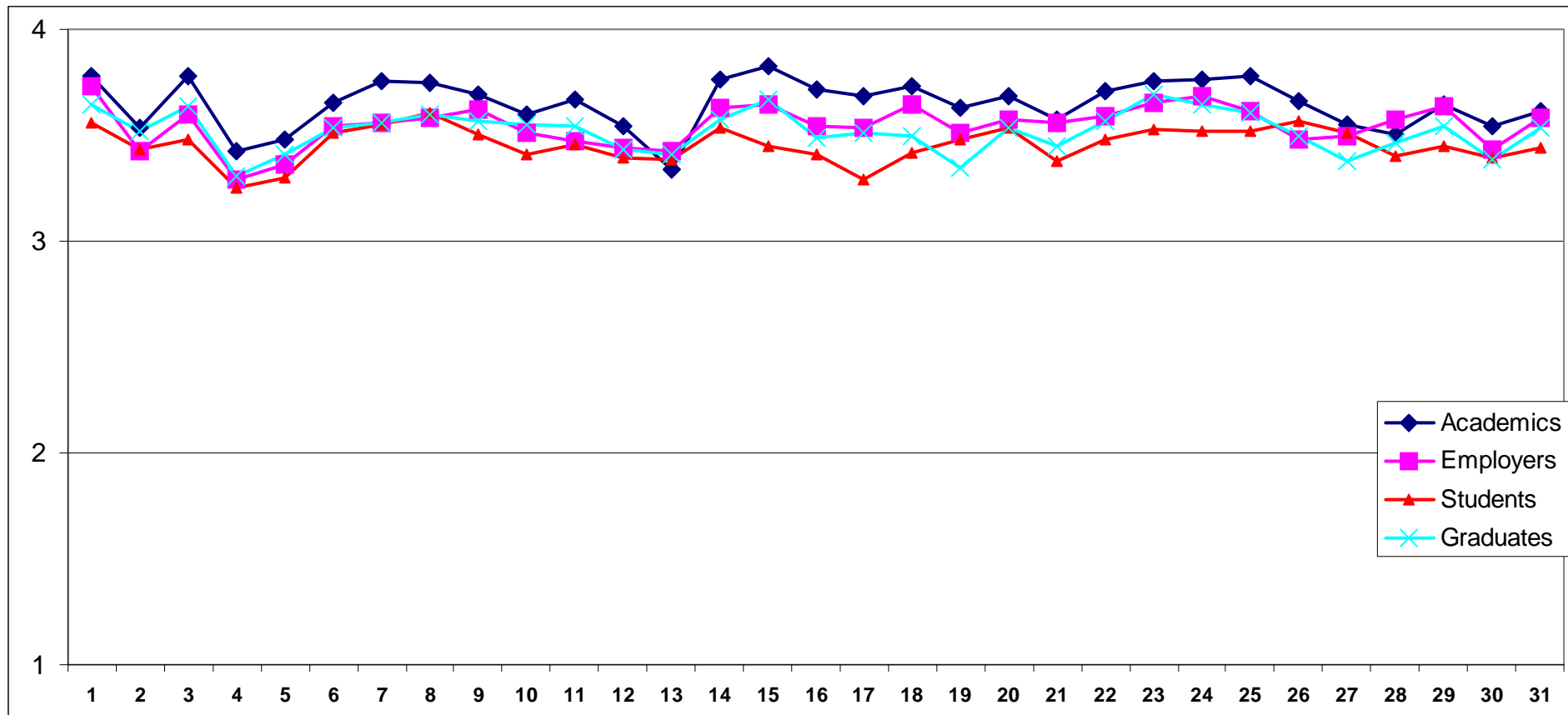
	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,82705865	1		
<i>Students</i>	0,76351253	0,77117073	1	
<i>Graduates</i>	0,91383147	0,83683053	0,6780882	1

RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1			
<i>Employers</i>	0,88020992	1		
<i>Students</i>	0,90826493	0,80396353	1	
<i>Graduates</i>	0,95171274	0,92417772	0,89707871	1

TEACHER EDUC. ALL GROUPS

ratings

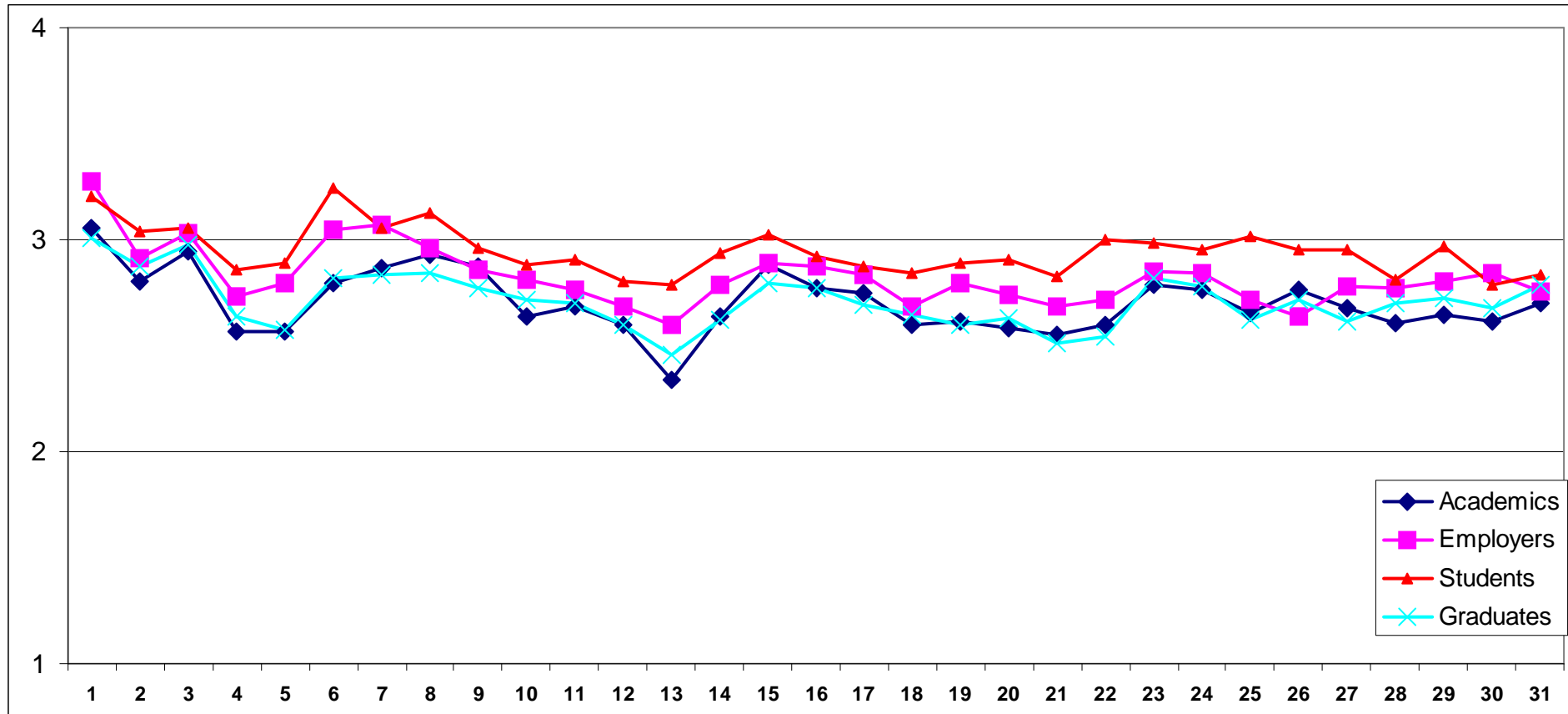


SPECIFIC competences

IMPORTANCE

TEACHER EDUC. ALL GROUPS

ratings

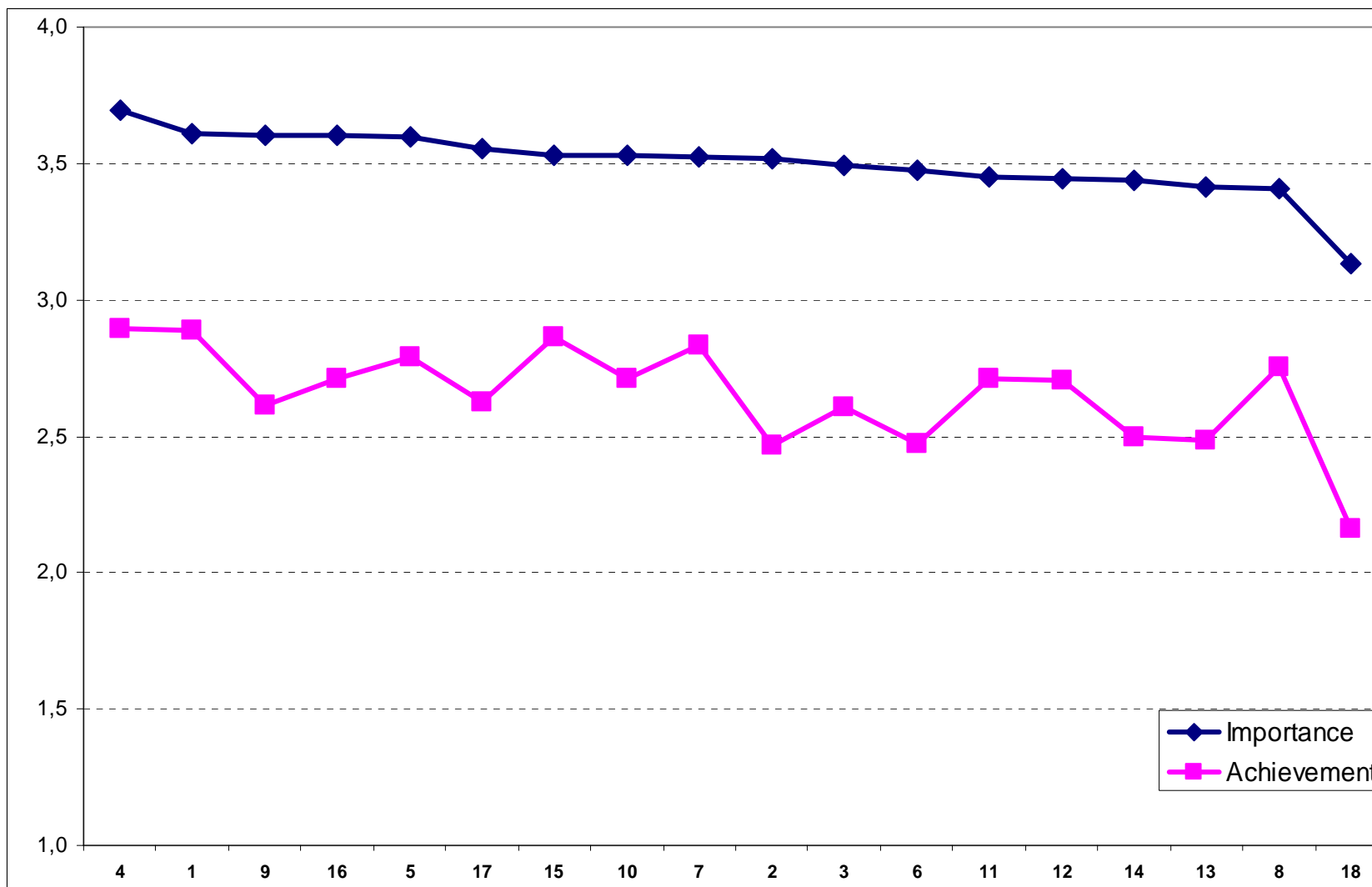


SPECIFIC competences

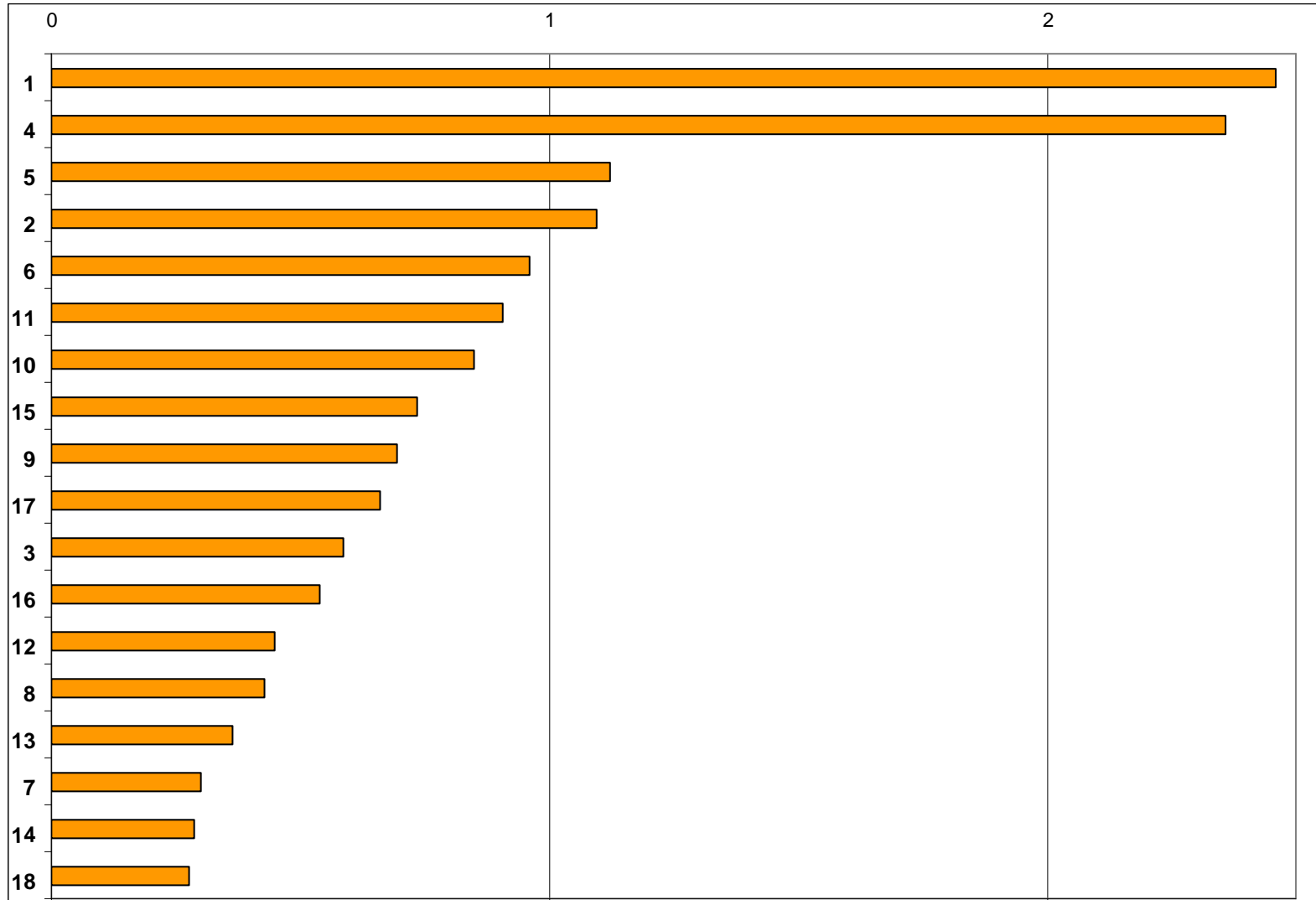
ACHIEVEMENT

GENERIC COMPETENCES

CIVIL ENGINEERING



#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,70	2,89
1	Ability for conceptual thinking, analysis and synthesis	3,61	2,89
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,60	2,62
16	Ability to evaluate, review and enhance quality	3,60	2,71
5	Objective decision making and practical cost effective problem solving	3,60	2,79
17	Self confidence, entrepreneurial spirit and skills	3,55	2,62
15	Ability to work independently	3,53	2,86
10	Ability for creative and innovative thinking	3,53	2,71
7	Ability to communicate effectively in official/ national and local language	3,53	2,83
2	Professionalism, ethical values and commitment to UBUNTU	3,52	2,46
3	Capacity for critical evaluation and self awareness	3,49	2,60
6	Capacity to use innovative and appropriate technologies	3,48	2,47
11	Leadership, management and team work skills	3,45	2,71
12	Communication and interpersonal skills	3,45	2,70
14	Ability to work in an intra and intercultural and/or international context	3,44	2,50
13	Environmental and economic consciousness	3,42	2,48
8	Ability to learn to learn and capacity for lifelong learning	3,41	2,75
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,13	2,16



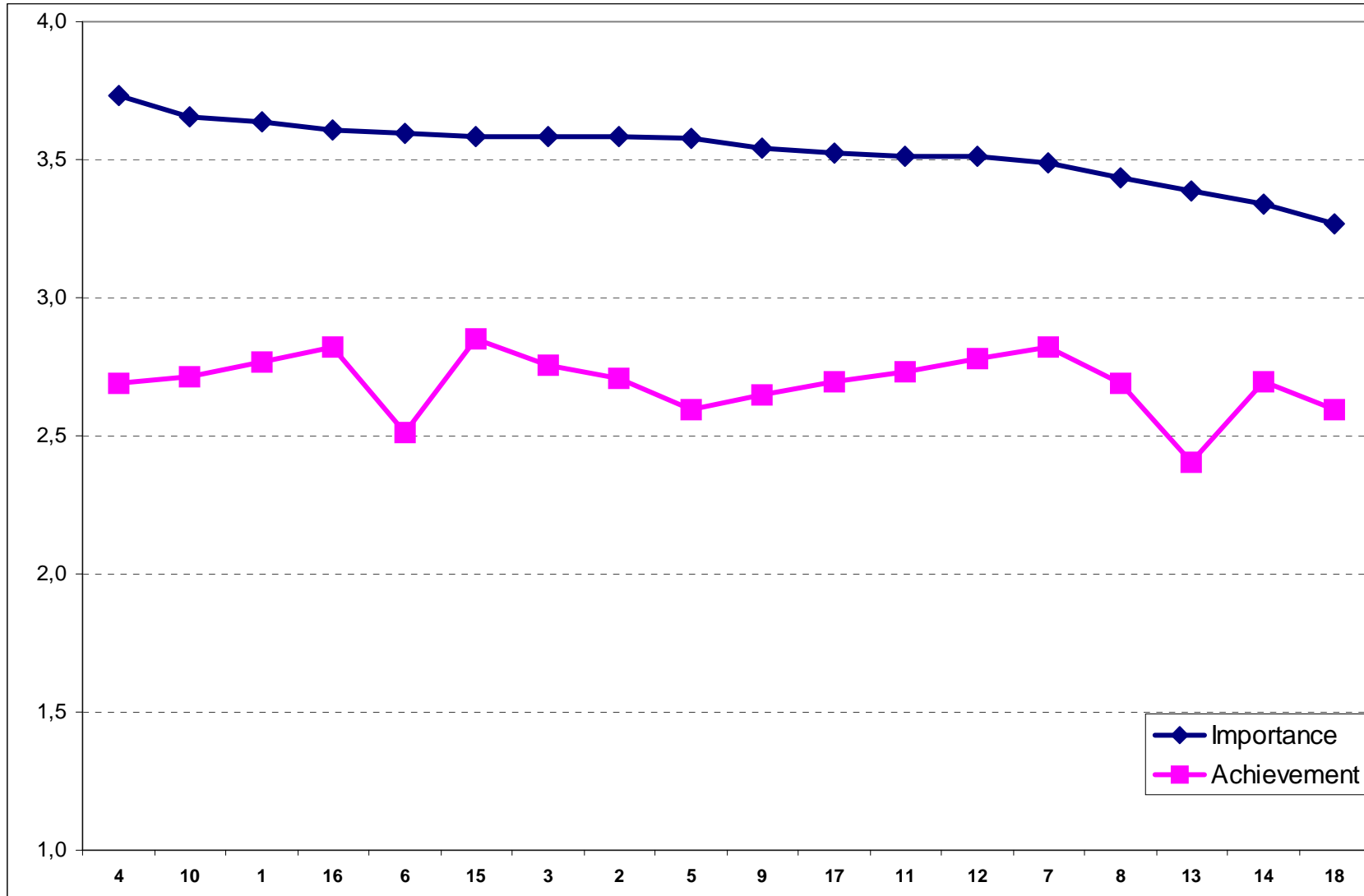


#	Description	Ranking
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,2776
14	Ability to work in an intra and intercultural and/or international context	0,2861
7	Ability to communicate effectively in official/ national and local language	0,2994
13	Environmental and economic consciousness	0,3633
8	Ability to learn to learn and capacity for lifelong learning	0,4270
12	Communication and interpersonal skills	0,4494
16	Ability to evaluate, review and enhance quality	0,5378
3	Capacity for critical evaluation and self awareness	0,5876
17	Self confidence, entrepreneurial spirit and skills	0,6587
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,6954
15	Ability to work independently	0,7335
10	Ability for creative and innovative thinking	0,8485
11	Leadership, management and team work skills	0,9059
6	Capacity to use innovative and appropriate technologies	0,9592
2	Professionalism, ethical values and commitment to UBUNTU	1,0963
5	Objective decision making and practical cost effective problem solving	1,1203
4	Ability to translate knowledge into practice	2,3599
1	Ability for conceptual thinking, analysis and synthesis	2,4583

CIVIL ENG.

EMPLOYERS

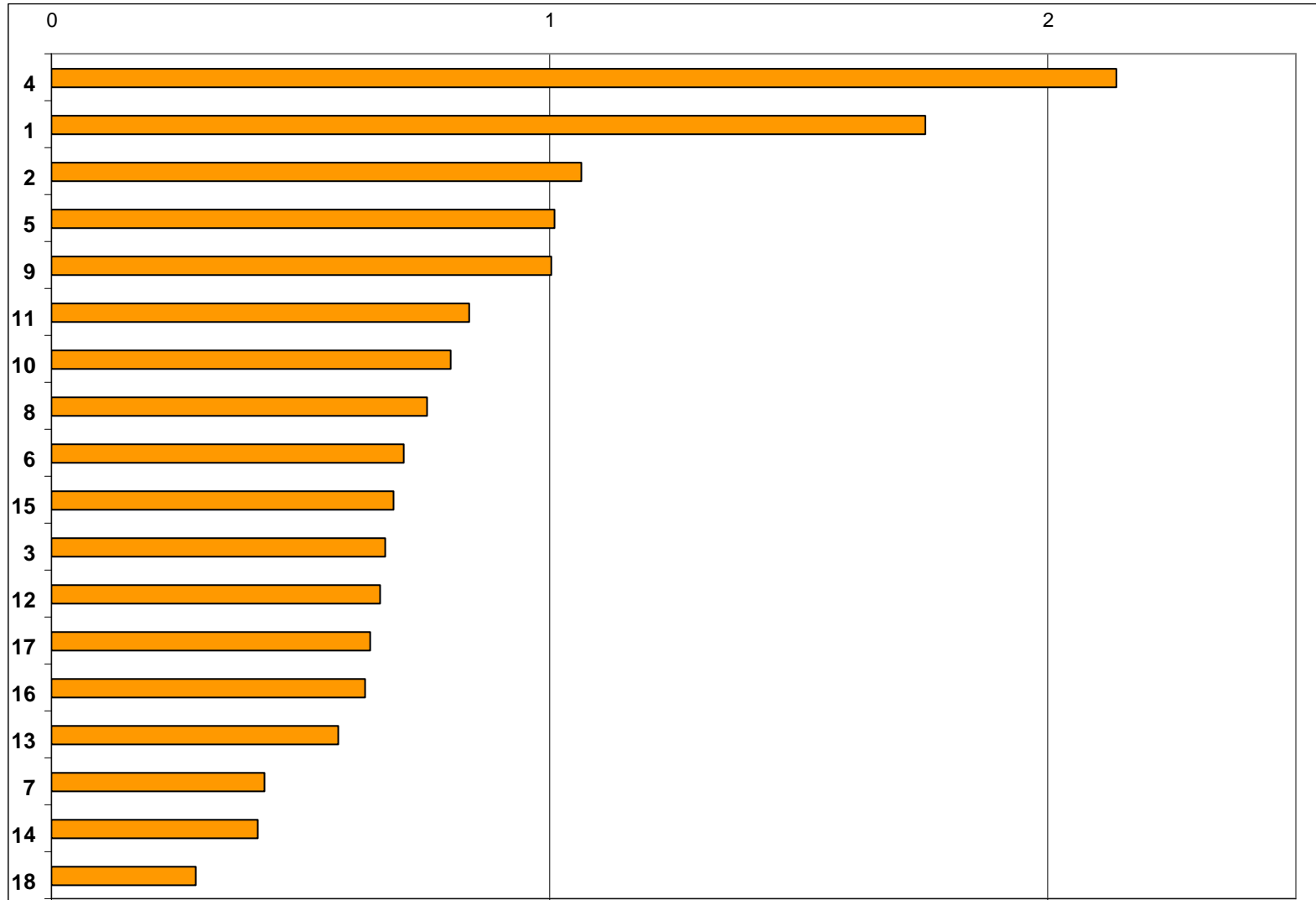
ratings



#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,73	2,69
10	Ability for creative and innovative thinking	3,66	2,72
1	Ability for conceptual thinking, analysis and synthesis	3,64	2,77
16	Ability to evaluate, review and enhance quality	3,61	2,82
6	Capacity to use innovative and appropriate technologies	3,60	2,51
15	Ability to work independently	3,58	2,85
3	Capacity for critical evaluation and self awareness	3,58	2,76
2	Professionalism, ethical values and commitment to UBUNTU	3,58	2,71
5	Objective decision making and practical cost effective problem solving	3,58	2,60
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,54	2,65
17	Self confidence, entrepreneurial spirit and skills	3,53	2,70
11	Leadership, management and team work skills	3,51	2,73
12	Communication and interpersonal skills	3,51	2,78
7	Ability to communicate effectively in official/ national and local language	3,49	2,82
8	Ability to learn to learn and capacity for lifelong learning	3,43	2,69
13	Environmental and economic consciousness	3,39	2,40
14	Ability to work in an intra and intercultural and/or international context	3,34	2,70
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,27	2,59

EMPLOYERS / CIVIL ENG.

rankings



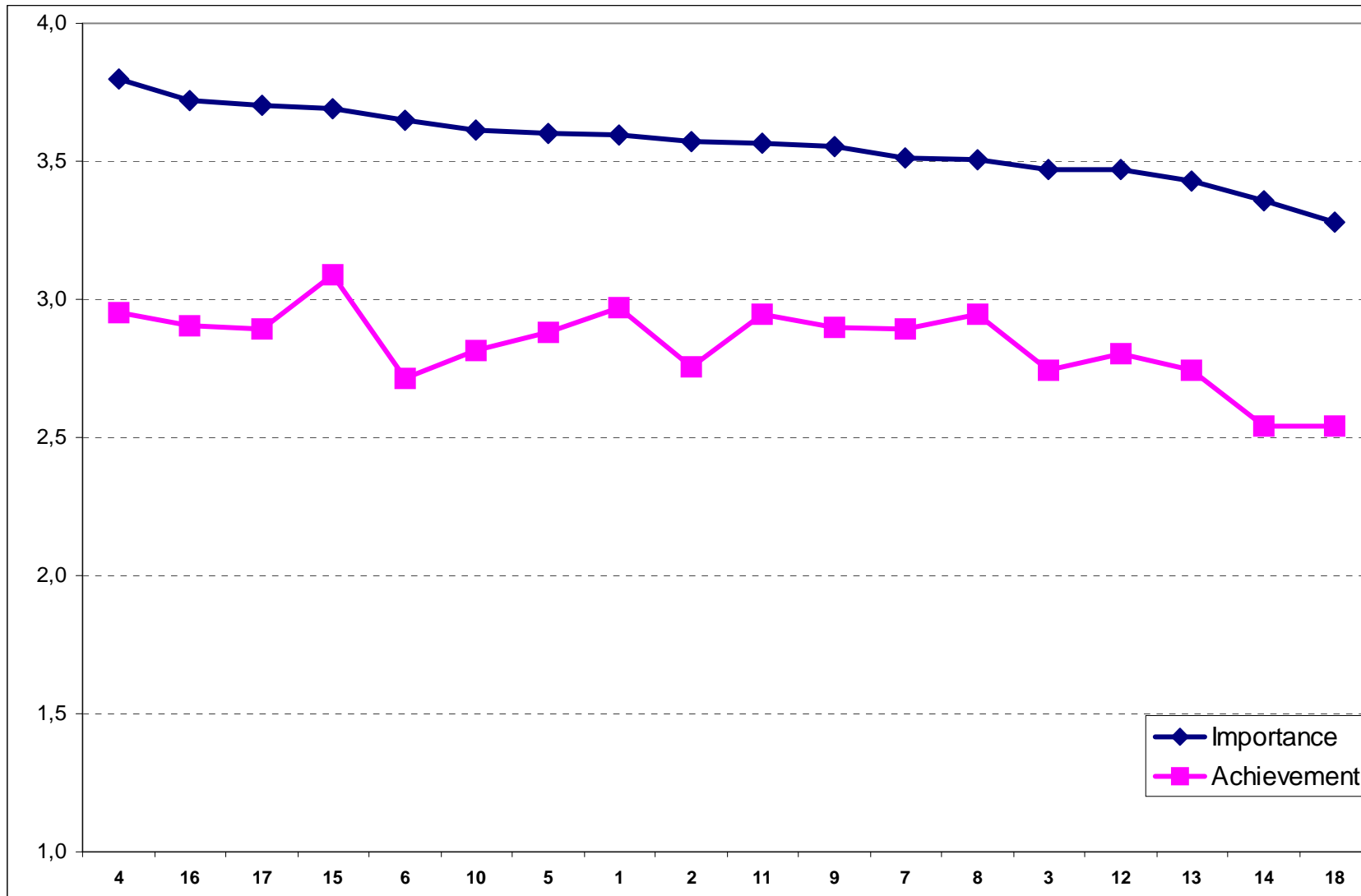
Generic Competences

#	Description	Ranking
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,2881
14	Ability to work in an intra and intercultural and/or international context	0,4160
7	Ability to communicate effectively in official/ national and local language	0,4271
13	Environmental and economic consciousness	0,5755
16	Ability to evaluate, review and enhance quality	0,6287
17	Self confidence, entrepreneurial spirit and skills	0,6412
12	Communication and interpersonal skills	0,6591
3	Capacity for critical evaluation and self awareness	0,6691
15	Ability to work independently	0,6890
6	Capacity to use innovative and appropriate technologies	0,7062
8	Ability to learn to learn and capacity for lifelong learning	0,7541
10	Ability for creative and innovative thinking	0,8004
11	Leadership, management and team work skills	0,8399
9	Flexibility, adaptability and ability to anticipate and respond to new situations	1,0034
5	Objective decision making and practical cost effective problem solving	1,0105
2	Professionalism, ethical values and commitment to UBUNTU	1,0637
1	Ability for conceptual thinking, analysis and synthesis	1,7567
4	Ability to translate knowledge into practice	2,1380

CIVIL ENG.

STUDENTS

ratings

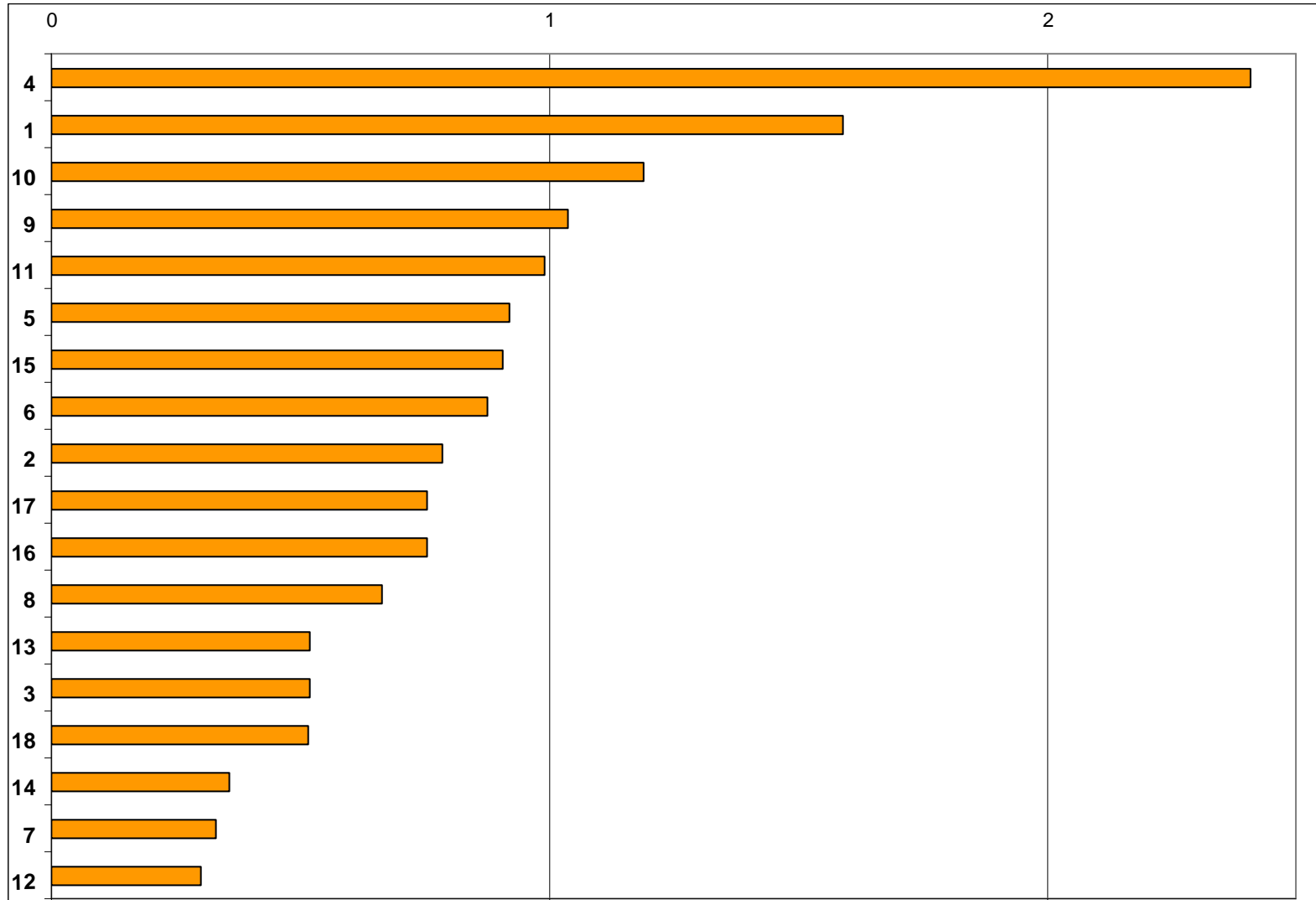


Generic competences

#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,80	2,95
16	Ability to evaluate, review and enhance quality	3,72	2,90
17	Self confidence, entrepreneurial spirit and skills	3,70	2,89
15	Ability to work independently	3,69	3,09
6	Capacity to use innovative and appropriate technologies	3,65	2,71
10	Ability for creative and innovative thinking	3,61	2,82
5	Objective decision making and practical cost effective problem solving	3,60	2,88
1	Ability for conceptual thinking, analysis and synthesis	3,60	2,97
2	Professionalism, ethical values and commitment to UBUNTU	3,57	2,75
11	Leadership, management and team work skills	3,57	2,95
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,55	2,90
7	Ability to communicate effectively in official/ national and local language	3,51	2,89
8	Ability to learn to learn and capacity for lifelong learning	3,51	2,95
3	Capacity for critical evaluation and self awareness	3,47	2,75
12	Communication and interpersonal skills	3,47	2,80
13	Environmental and economic consciousness	3,43	2,75
14	Ability to work in an intra and intercultural and/or international context	3,36	2,54
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,28	2,54

STUDENTS / CIVIL ENG.

rankings



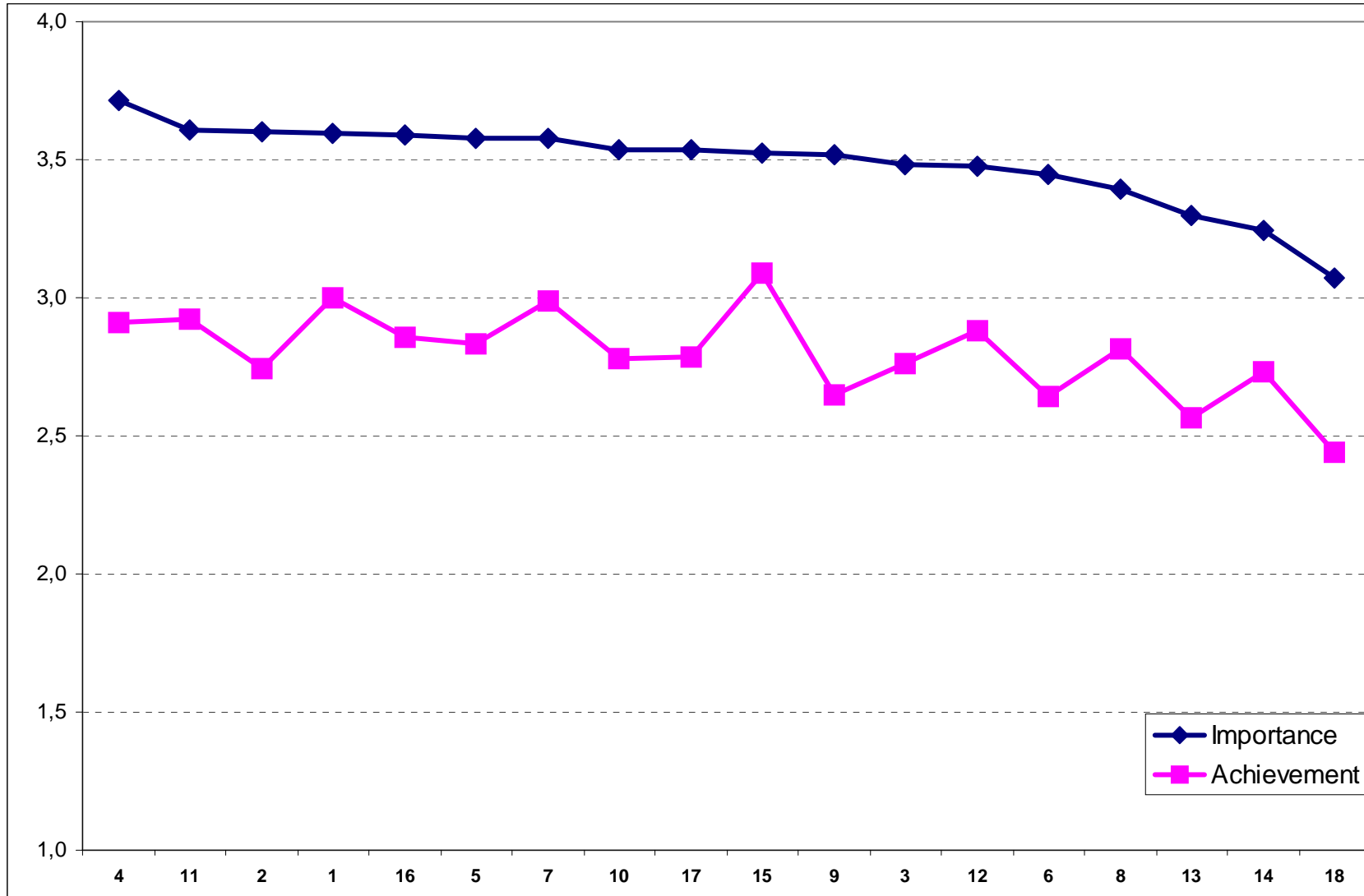
Generic Competences

#	Description	Ranking
12	Communication and interpersonal skills	0,3010
7	Ability to communicate effectively in official/ national and local language	0,3318
14	Ability to work in an intra and intercultural and/or international context	0,3571
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,5142
3	Capacity for critical evaluation and self awareness	0,5204
13	Environmental and economic consciousness	0,5205
8	Ability to learn to learn and capacity for lifelong learning	0,6638
16	Ability to evaluate, review and enhance quality	0,7553
17	Self confidence, entrepreneurial spirit and skills	0,7556
2	Professionalism, ethical values and commitment to UBUNTU	0,7857
6	Capacity to use innovative and appropriate technologies	0,8760
15	Ability to work independently	0,9057
5	Objective decision making and practical cost effective problem solving	0,9184
11	Leadership, management and team work skills	0,9898
9	Flexibility, adaptability and ability to anticipate and respond to new situations	1,0380
10	Ability for creative and innovative thinking	1,1894
1	Ability for conceptual thinking, analysis and synthesis	1,5912
4	Ability to translate knowledge into practice	2,4100

CIVIL ENG.

GRADUATES

ratings

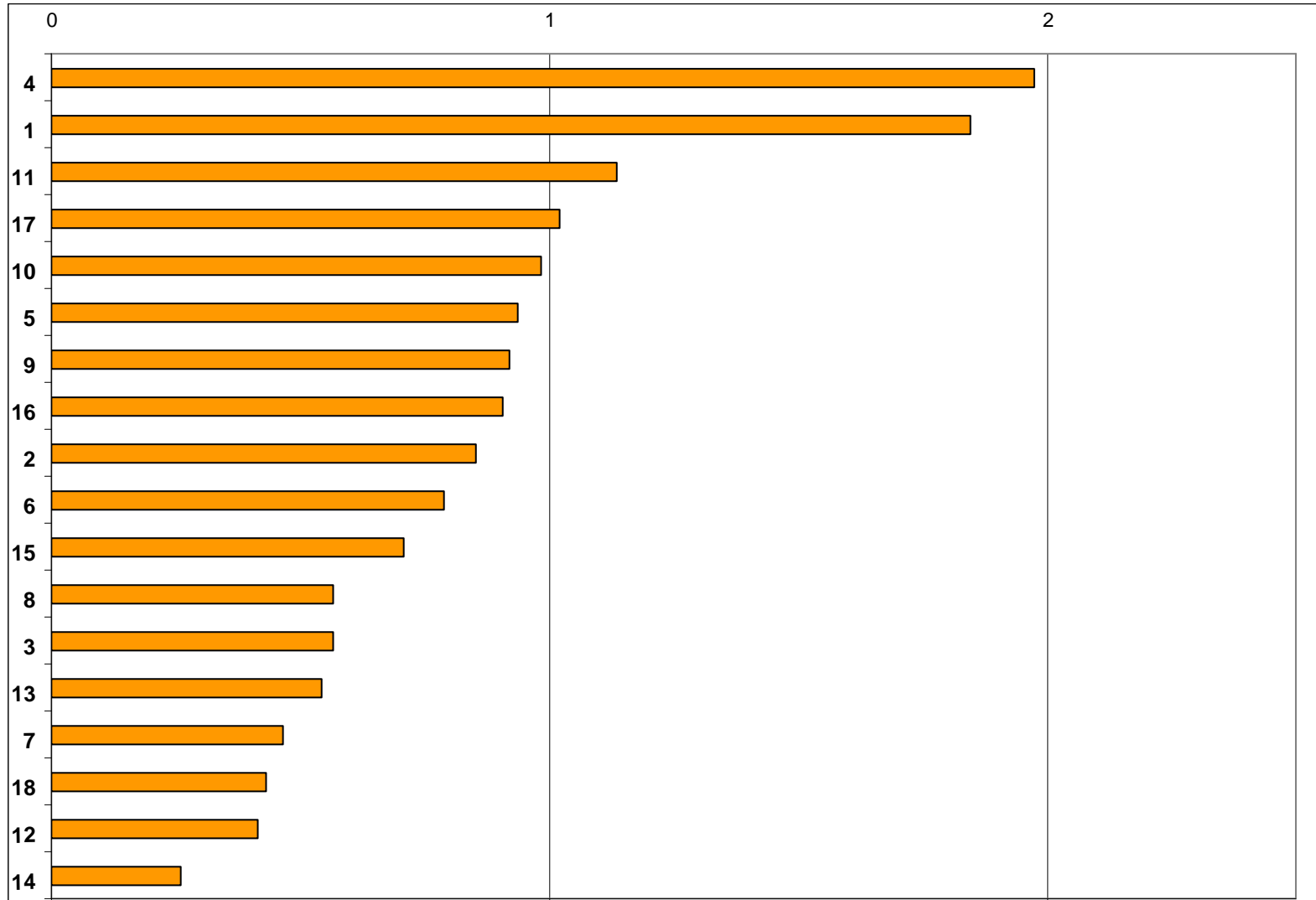


Generic competences

#	Description	Importance	Achievement
4	Ability to translate knowledge into practice	3,72	2,91
11	Leadership, management and team work skills	3,61	2,93
2	Professionalism, ethical values and commitment to UBUNTU	3,60	2,75
1	Ability for conceptual thinking, analysis and synthesis	3,60	3,00
16	Ability to evaluate, review and enhance quality	3,59	2,86
5	Objective decision making and practical cost effective problem solving	3,58	2,84
7	Ability to communicate effectively in official/ national and local language	3,58	2,99
10	Ability for creative and innovative thinking	3,54	2,78
17	Self confidence, entrepreneurial spirit and skills	3,53	2,79
15	Ability to work independently	3,52	3,09
9	Flexibility, adaptability and ability to anticipate and respond to new situations	3,52	2,65
3	Capacity for critical evaluation and self awareness	3,48	2,76
12	Communication and interpersonal skills	3,47	2,88
6	Capacity to use innovative and appropriate technologies	3,45	2,64
8	Ability to learn to learn and capacity for lifelong learning	3,39	2,81
13	Environmental and economic consciousness	3,29	2,57
14	Ability to work in an intra and intercultural and/or international context	3,25	2,73
18	Commitment to preserve and to add value to the African identity and cultural heritage	3,07	2,44

GRADUATES / CIVIL ENG.

rankings



Generic Competences

#	Description	Ranking
14	Ability to work in an intra and intercultural and/or international context	0,2582
12	Communication and interpersonal skills	0,4146
18	Commitment to preserve and to add value to the African identity and cultural heritage	0,4325
7	Ability to communicate effectively in official/ national and local language	0,4644
13	Environmental and economic consciousness	0,5427
3	Capacity for critical evaluation and self awareness	0,5654
8	Ability to learn to learn and capacity for lifelong learning	0,5671
15	Ability to work independently	0,7078
6	Capacity to use innovative and appropriate technologies	0,7887
2	Professionalism, ethical values and commitment to UBUNTU	0,8537
16	Ability to evaluate, review and enhance quality	0,9075
9	Flexibility, adaptability and ability to anticipate and respond to new situations	0,9183
5	Objective decision making and practical cost effective problem solving	0,9375
10	Ability for creative and innovative thinking	0,9836
17	Self confidence, entrepreneurial spirit and skills	1,0208
11	Leadership, management and team work skills	1,1343
1	Ability for conceptual thinking, analysis and synthesis	1,8471
4	Ability to translate knowledge into practice	1,9739

CIVIL ENG.



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,84114864	1		
Students	0,80843699	0,85914511	1	
Graduates	0,87624203	0,88307466	0,82413881	1

ACHIEVEMENT

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,56081336	1		
Students	0,85456529	0,47120721	1	
Graduates	0,89873696	0,76788151	0,78217439	1

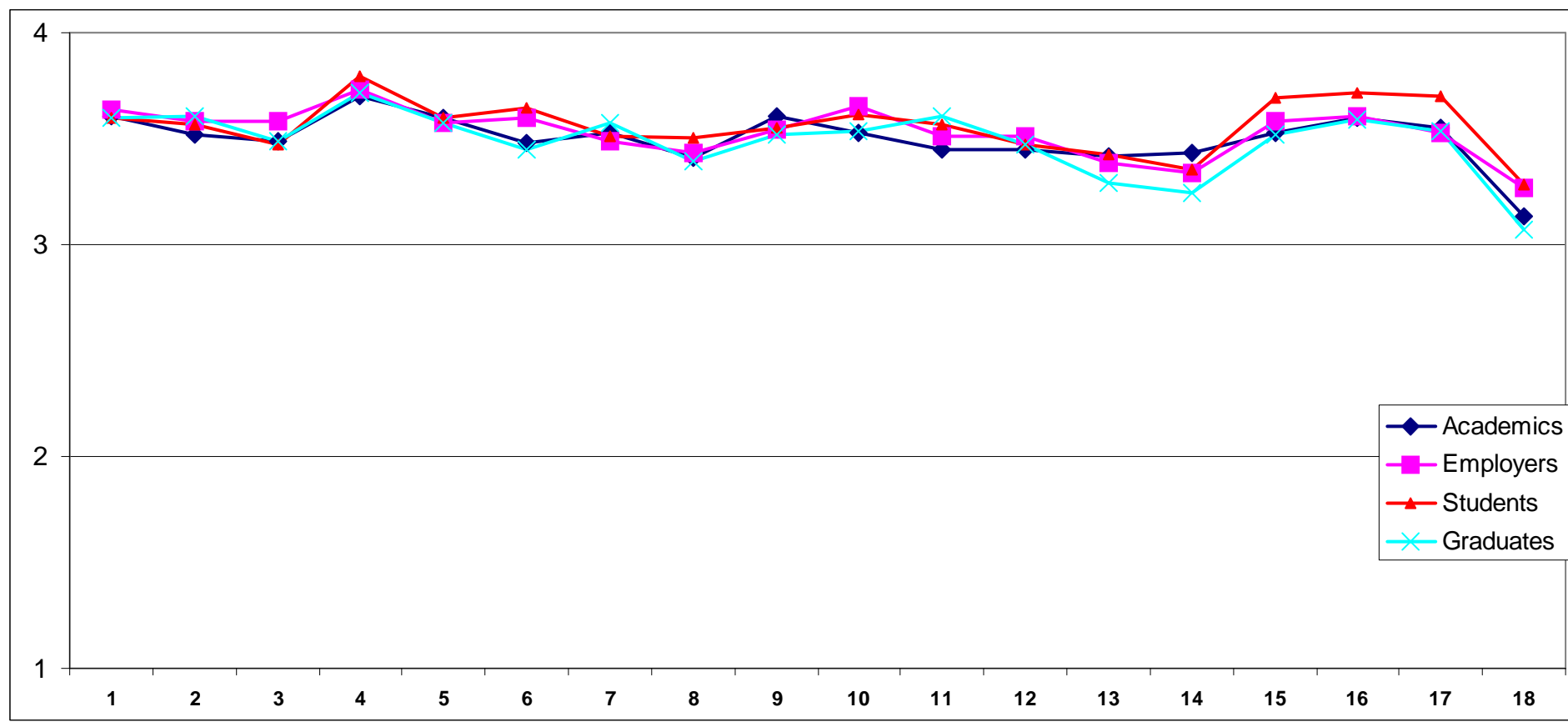
RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,95415419	1		
Students	0,8967824	0,91821061	1	
Graduates	0,93730614	0,91666738	0,93711473	1

CIVIL ENG.

ALL GROUPS

ratings



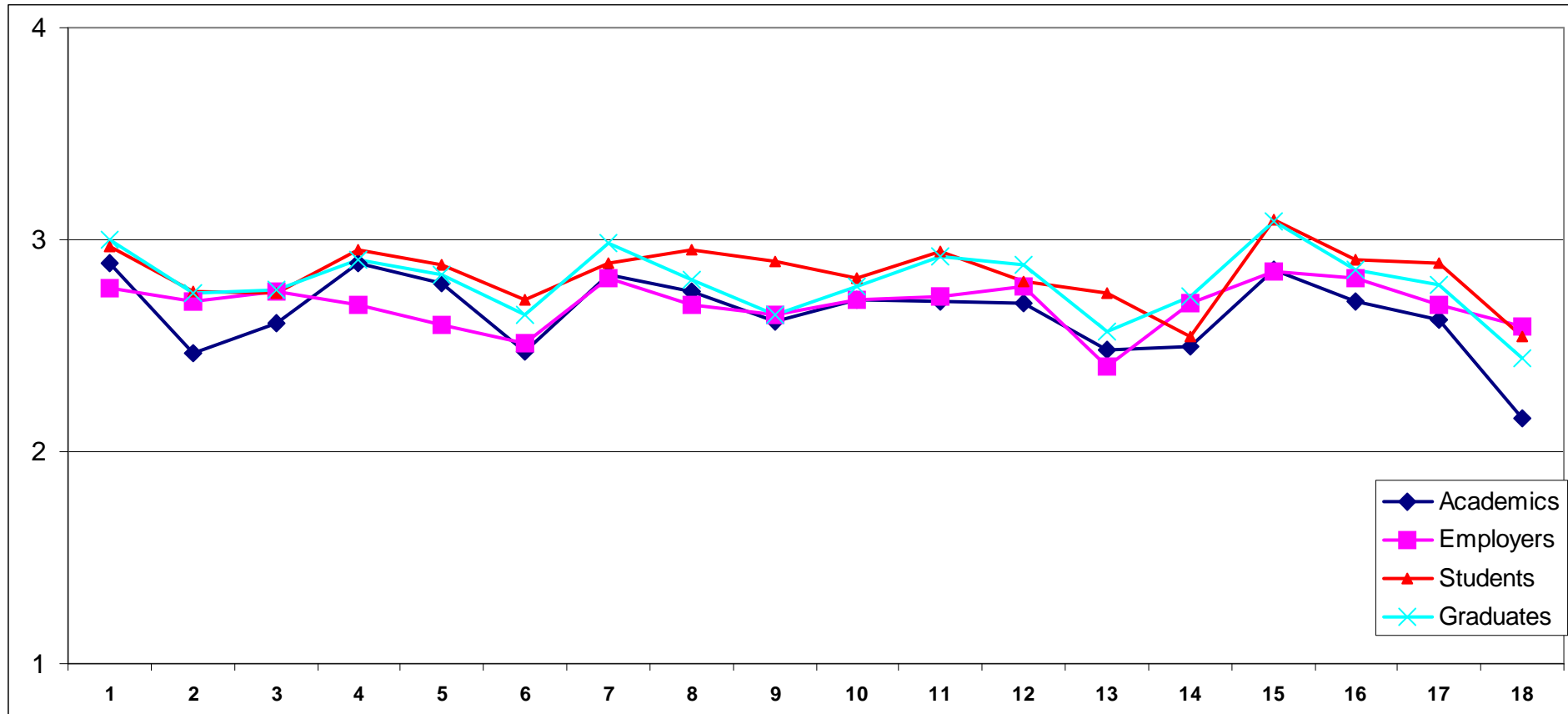
Generic competences

IMPORTANCE

CIVIL ENG.

ALL GROUPS

ratings



Generic competences

ACHIEVEMENT

SPECIFIC COMPETENCES

CIVIL ENGINEERING

CIVIL ENG.

ACADEMICS

ratings



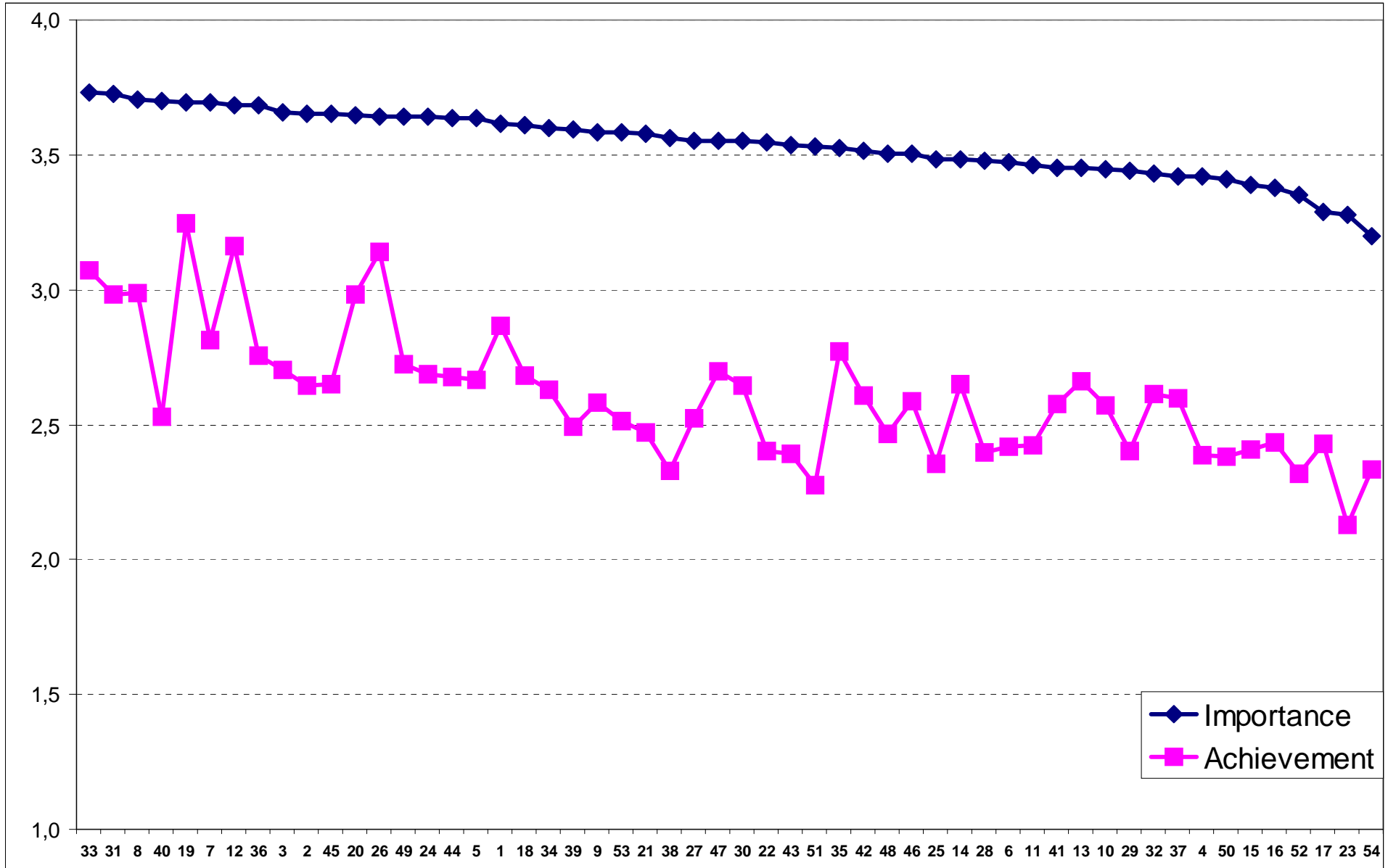
#	Description	Importance	Achievement
33	Ability of translating, interpreting of data and/or drawings into actual construction	3,73	3,07
31	Ability of translating, interpreting of data and/or drawings into actual construction	3,72	2,98
8	Ability to analyse, reconfigure and apply relevant drawings, data and technologies	3,71	2,99
40	Ability to reconstruct, maintain, rehabilitate, renovate Ability/skills to supervise construction	3,70	2,53
19	Ability to calculate design parameters (Mathematical skills)	3,70	3,24
7	Ability to transmit project requirements into sketches and explain it to clients	3,69	2,81
12	Ability to design	3,69	3,16
36	Ability to coordinate, supervise and control	3,68	2,76
3	Skills in cost, quality and time optimization	3,66	2,70
2	Ability to identify different options (e.g. the need to demolish...)	3,65	2,65
45	Ability to control construction	3,65	2,65
20	Ability to analyse (mathematical and abstract background as basis for decision making)	3,65	2,98
26	Ability to calculate and quantify	3,64	3,14
49	Skills in handling data / information (survey data, soil information ...)	3,64	2,73
24	Skills in handling data / information (survey data, soil information ...)	3,64	2,69
44	Ability to supervise/manage	3,63	2,67
5	Skills in cost, quality and time optimization	3,63	2,67
1	Ability to identify the need for construction of any type and structure (new, old)	3,62	2,86
18	Skills in cost, quality and time optimization	3,61	2,68
34	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,60	2,63
39	Knowledge of maintenance of infrastructure	3,59	2,49
9	Ability to coordinate, supervise and control	3,59	2,58
53	Skills to address defects and quality issues	3,58	2,52
21	Ability to program (to plan the process and allocate resources)	3,58	2,47
38	Commitment to health and safety	3,56	2,33
27	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,55	2,52
47	Skills in cost, quality and time optimization	3,55	2,70
30	Skills in cost, quality and time optimization	3,55	2,65
22	Knowledge about national and international construction standards	3,55	2,40
43	Skills in developing new construction technologies and materials	3,54	2,39
51	Skills to finalize financial implications and legal responsibilities	3,53	2,28
35	Knowledge on basic Construction management principles	3,52	2,77
42	Capacity to test the quality of building materials	3,52	2,61
48	Capacity to introduce health and safety measures in construction and materials	3,50	2,47
46	Quality management/ Skills in quality control techniques	3,50	2,59
25	Knowledge of maintenance of infrastructure	3,48	2,36
14	Capacity to test the quality of building materials	3,48	2,65
28	Understanding contractual and financial management aspects as well as of insurance and guarantees aspects	3,48	2,40
6	Knowledge about the context and challenges of environment and development	3,47	2,42
11	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,46	2,43
41	Ability to program (to plan the process and allocate resources)	3,45	2,58
13	Knowledge of plant and equipment	3,45	2,66
10	Capacity to model and simulate systems, structures, projects and processes	3,44	2,57
29	Ability to program (to plan the process and allocate resources)	3,44	2,40
32	Knowledge of plant and equipment	3,43	2,61
37	Knowledge of plant and equipment	3,42	2,60
4	Skills in Environmental and Social Impact Assessment	3,42	2,39
50	Skills to deal with dispute resolutions	3,41	2,38
15	Skills in research on appropriate technologies	3,39	2,41
16	Skills in developing new construction technologies and materials	3,38	2,43
52	Skills to deal with dispute resolutions	3,35	2,32
17	Skills of testing materials and technologies	3,29	2,43
23	Ability to identify appropriate legal frameworks	3,28	2,13
54	Skills in commissioning	3,20	2,33

SPECIFIC competences

CIVIL ENG.

ACADEMICS

ratings



ACADEMICS / CIVIL ENG.

rankings

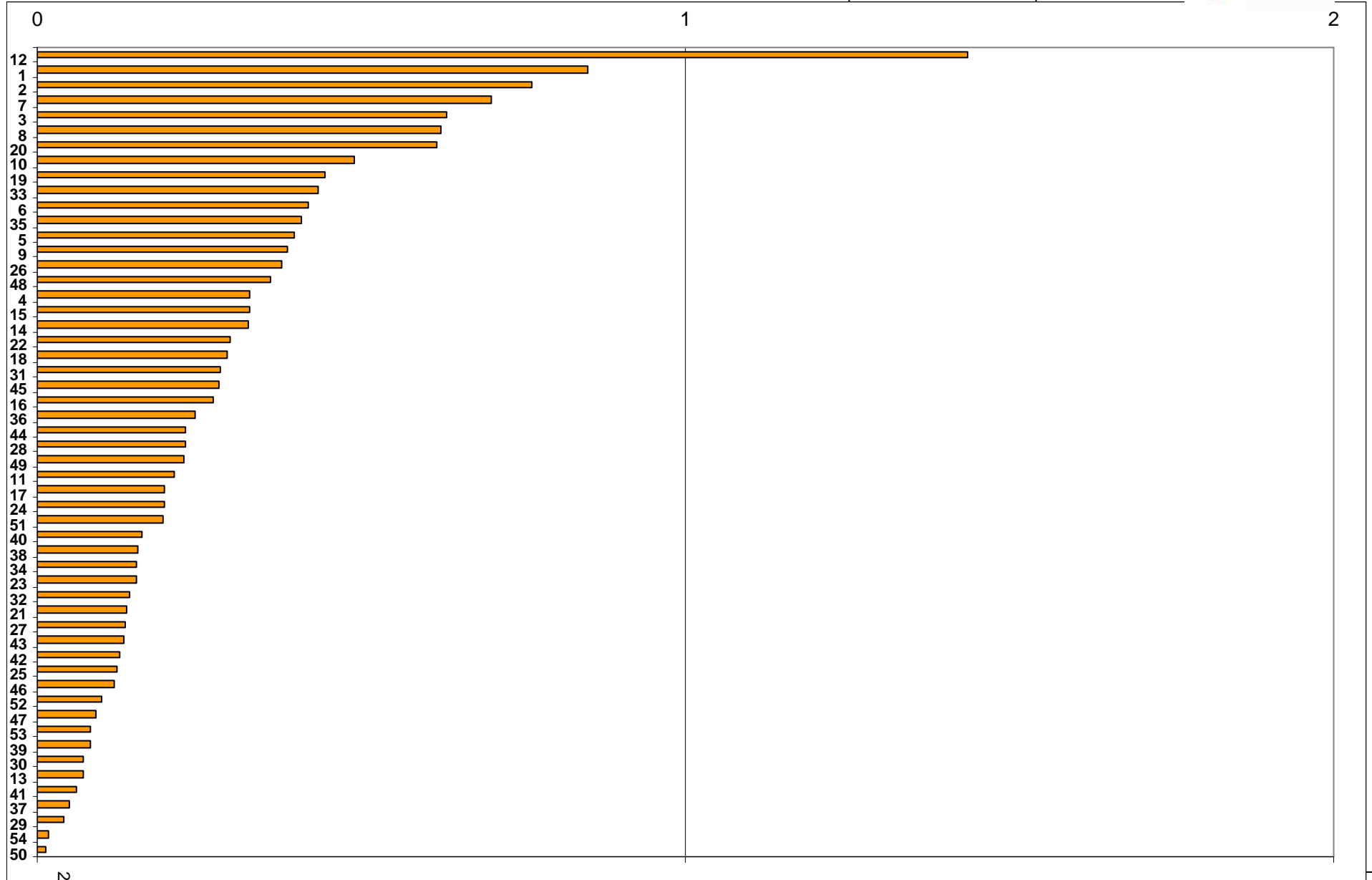


#	Description	Ranking
50	Skills to deal with dispute resolutions	0,0128
54	Skills in commissioning	0,0172
29	Ability to program (to plan the process and allocate resources)	0,0407
37	Knowledge of plant and equipment	0,0488
41	Ability to program (to plan the process and allocate resources)	0,0595
13	Knowledge of plant and equipment	0,0709
30	Skills in cost, quality and time optimization	0,0711
39	Knowledge of maintenance of infrastructure	0,0813
53	Skills to address defects and quality issues	0,0822
47	Skills in cost, quality and time optimization	0,0907
52	Skills to deal with dispute resolutions	0,0992
46	Quality management/ Skills in quality control techniques	0,1176
25	Knowledge of maintenance of infrastructure	0,1220
42	Capacity to test the quality of building materials	0,1279
43	Skills in developing new construction technologies and materials	0,1341
27	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,1365
21	Ability to program (to plan the process and allocate resources)	0,1382
32	Knowledge of plant and equipment	0,1414
23	Ability to identify appropriate legal frameworks	0,1520
34	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,1520
38	Commitment to health and safety	0,1545
40	Ability to reconstruct, maintain, rehabilitate, renovate Ability/skills to supervise construction	0,1626
51	Skills to finalize financial implications and legal responsibilities	0,1943
24	Skills in handling data / information (survey data, soil information ...)	0,1952
17	Skills of testing materials and technologies	0,1959
11	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,2114
49	Skills in handling data / information (survey data, soil information ...)	0,2263
28	Understanding contractual and financial management aspects as well as of insurance and guarantees aspects	0,2276
44	Ability to supervise/manage	0,2276
36	Ability to coordinate, supervise and control	0,2439
16	Skills in developing new construction technologies and materials	0,2723
45	Ability to control construction	0,2809
31	Ability of translating, interpreting of data and/or drawings into actual construction	0,2823
18	Skills in cost, quality and time optimization	0,2934
22	Knowledge about national and international construction standards	0,2984
14	Capacity to test the quality of building materials	0,3252
15	Skills in research on appropriate technologies	0,3274
4	Skills in Environmental and Social Impact Assessment	0,3281
48	Capacity to introduce health and safety measures in construction and materials	0,3609
26	Ability to calculate and quantify	0,3772
9	Ability to coordinate, supervise and control	0,3853
5	Skills in cost, quality and time optimization	0,3958
35	Knowledge on basic Construction management principles	0,4081
6	Knowledge about the context and challenges of environment and development	0,4190
33	Ability of translating, interpreting of data and/or drawings into actual construction	0,4341
19	Ability to calculate design parameters (Mathematical skills)	0,4450
10	Capacity to model and simulate systems, structures, projects and processes	0,4898
20	Ability to analyse (mathematical and abstract background as basis for decision making)	0,6161
8	Ability to analyse, reconfigure and apply relevant drawings, data and technologies	0,6233
3	Skills in cost, quality and time optimization	0,6312
7	Ability to transmit project requirements into sketches and explain it to clients	0,7011
2	Ability to identify different options (e.g. the need to demolish...)	0,7633
1	Ability to identify the need for construction of any type and structure (new, old)	0,8500
12	Ability to design	1,4364

SPECIFIC Competences

ACADEMICS / CIVIL ENG.

rankings



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SPECIFIC Competences

CIVIL ENG.

EMPLOYERS

ratings



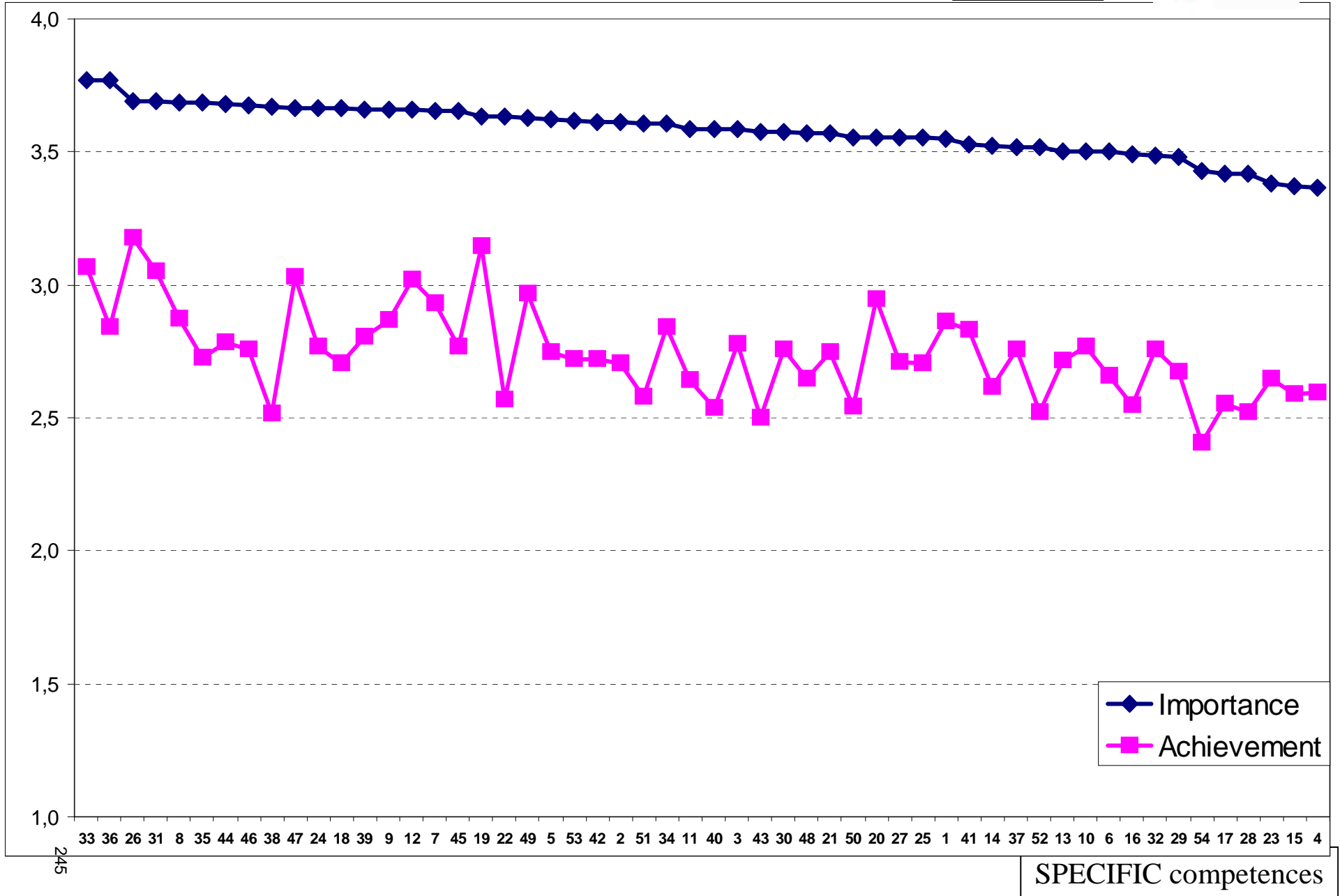
#	Description	Importance	Achievement
33	Ability of translating, interpreting of data and/or drawings into actual construction	3,77	3,06
36	Ability to coordinate, supervise and control	3,77	2,84
26	Ability to calculate and quantify	3,69	3,18
31	Ability of translating, interpreting of data and/or drawings into actual construction	3,69	3,05
8	Ability to analyse, reconfigure and apply relevant drawings, data and technologies	3,68	2,88
35	Knowledge on basic Construction management principles	3,68	2,73
44	Ability to supervise/manage	3,68	2,78
46	Quality management/ Skills in quality control techniques	3,67	2,76
38	Commitment to health and safety	3,67	2,51
47	Skills in cost, quality and time optimization	3,67	3,03
24	Skills in handling data / information (survey data, soil information ...)	3,67	2,77
18	Skills in cost, quality and time optimization	3,66	2,71
39	Knowledge of maintenance of infrastructure	3,66	2,80
9	Ability to coordinate, supervise and control	3,66	2,87
12	Ability to design	3,66	3,02
7	Ability to transmit project requirements into sketches and explain it to clients	3,66	2,93
45	Ability to control construction	3,65	2,77
19	Ability to calculate design parameters (Mathematical skills)	3,63	3,15
22	Knowledge about national and international construction standards	3,63	2,57
49	Skills in handling data / information (survey data, soil information ...)	3,63	2,97
5	Skills in cost, quality and time optimization	3,63	2,75
53	Skills to address defects and quality issues	3,62	2,72
42	Capacity to test the quality of building materials	3,61	2,72
2	Ability to identify different options (e.g. the need to demolish...)	3,61	2,71
51	Skills to finalize financial implications and legal responsibilities	3,61	2,58
34	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,60	2,84
11	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,59	2,64
40	Ability to reconstruct, maintain, rehabilitate, renovate Ability/skills to supervise construction	3,59	2,54
3	Skills in cost, quality and time optimization	3,58	2,78
43	Skills in developing new construction technologies and materials	3,58	2,50
30	Skills in cost, quality and time optimization	3,58	2,76
48	Capacity to introduce health and safety measures in construction and materials	3,57	2,65
21	Ability to program (to plan the process and allocate resources)	3,57	2,75
50	Skills to deal with dispute resolutions	3,56	2,54
20	Ability to analyse (mathematical and abstract background as basis for decision making)	3,55	2,94
27	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,55	2,71
25	Knowledge of maintenance of infrastructure	3,55	2,71
1	Ability to identify the need for construction of any type and structure (new, old)	3,55	2,86
41	Ability to program (to plan the process and allocate resources)	3,53	2,83
14	Capacity to test the quality of building materials	3,52	2,62
37	Knowledge of plant and equipment	3,52	2,76
52	Skills to deal with dispute resolutions	3,51	2,52
13	Knowledge of plant and equipment	3,50	2,72
10	Capacity to model and simulate systems, structures, projects and processes	3,50	2,77
6	Knowledge about the context and challenges of environment and development	3,50	2,66
16	Skills in developing new construction technologies and materials	3,49	2,54
32	Knowledge of plant and equipment	3,49	2,76
29	Ability to program (to plan the process and allocate resources)	3,48	2,68
54	Skills in commissioning	3,43	2,41
17	Skills of testing materials and technologies	3,42	2,55
28	Understanding contractual and financial management aspects as well as of insurance and guarantees aspects	3,42	2,52
23	Ability to identify appropriate legal frameworks	3,38	2,65
15	Skills in research on appropriate technologies	3,37	2,59
4	Skills in Environmental and Social Impact Assessment	3,37	2,60

SPECIFIC competences

CIVIL ENG.

EMPLOYERS

ratings



EMPLOYERS / CIVIL ENG.

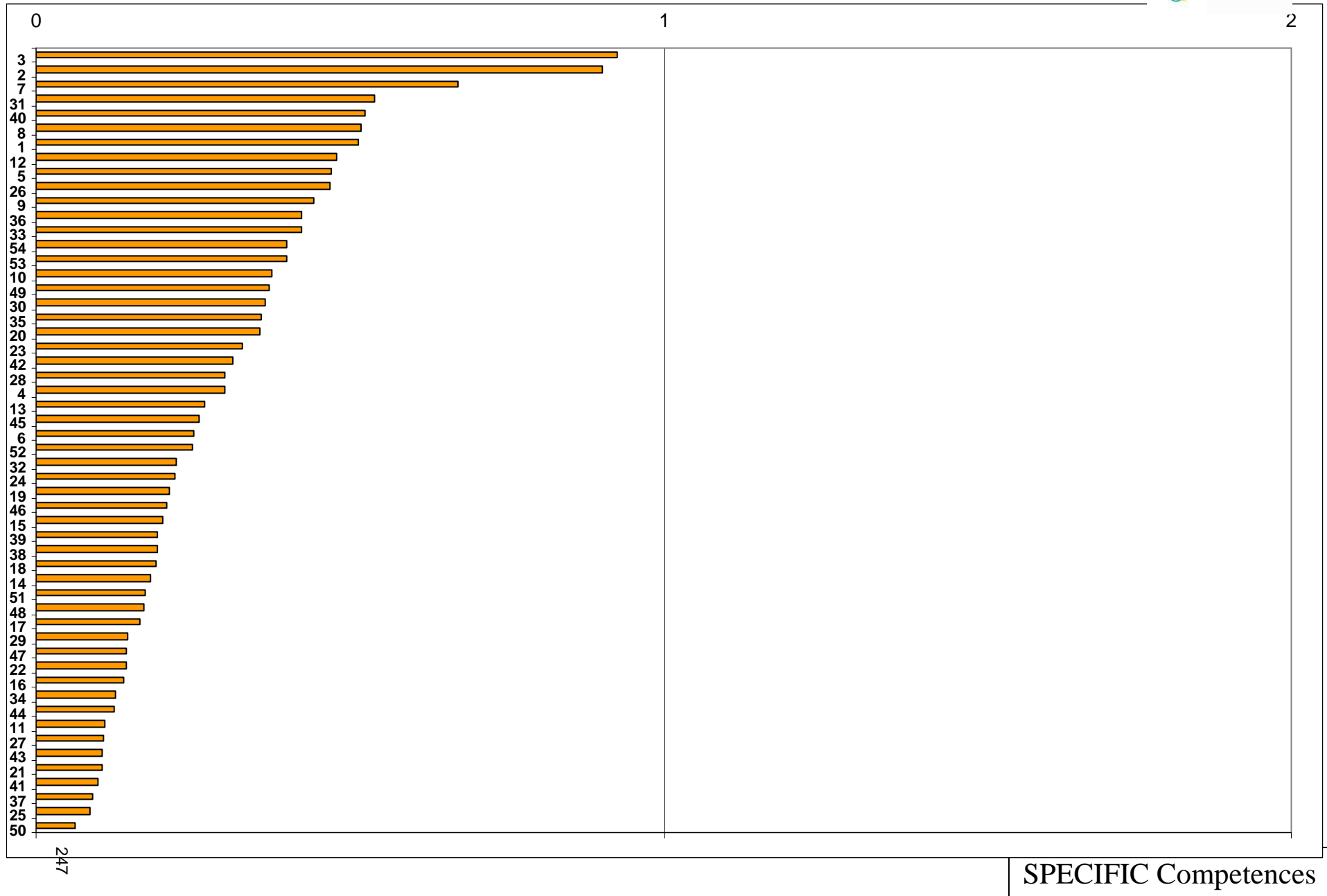
rankings



#	Description	Ranking
50	Skills to deal with dispute resolutions	0,0624
25	Knowledge of maintenance of infrastructure	0,0865
37	Knowledge of plant and equipment	0,0906
41	Ability to program (to plan the process and allocate resources)	0,0981
21	Ability to program (to plan the process and allocate resources)	0,1058
43	Skills in developing new construction technologies and materials	0,1058
27	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,1082
11	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,1103
44	Ability to supervise/manage	0,1250
34	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,1262
16	Skills in developing new construction technologies and materials	0,1391
22	Knowledge about national and international construction standards	0,1436
47	Skills in cost, quality and time optimization	0,1442
29	Ability to program (to plan the process and allocate resources)	0,1467
17	Skills of testing materials and technologies	0,1654
48	Capacity to introduce health and safety measures in construction and materials	0,1721
51	Skills to finalize financial implications and legal responsibilities	0,1750
14	Capacity to test the quality of building materials	0,1827
18	Skills in cost, quality and time optimization	0,1903
38	Commitment to health and safety	0,1923
39	Knowledge of maintenance of infrastructure	0,1923
15	Skills in research on appropriate technologies	0,2027
46	Quality management/ Skills in quality control techniques	0,2075
19	Ability to calculate design parameters (Mathematical skills)	0,2128
24	Skills in handling data / information (survey data, soil information ...)	0,2212
32	Knowledge of plant and equipment	0,2230
52	Skills to deal with dispute resolutions	0,2500
6	Knowledge about the context and challenges of environment and development	0,2514
45	Ability to control construction	0,2596
13	Knowledge of plant and equipment	0,2683
4	Skills in Environmental and Social Impact Assessment	0,3012
28	Understanding contractual and financial management aspects as well as of insurance and guarantees aspects	0,3012
42	Capacity to test the quality of building materials	0,3129
23	Ability to identify appropriate legal frameworks	0,3289
20	Ability to analyse (mathematical and abstract background as basis for decision making)	0,3571
35	Knowledge on basic Construction management principles	0,3583
30	Skills in cost, quality and time optimization	0,3650
49	Skills in handling data / information (survey data, soil information ...)	0,3725
10	Capacity to model and simulate systems, structures, projects and processes	0,3750
53	Skills to address defects and quality issues	0,3996
54	Skills in commissioning	0,3996
33	Ability of translating, interpreting of data and/or drawings into actual construction	0,4231
36	Ability to coordinate, supervise and control	0,4231
9	Ability to coordinate, supervise and control	0,4423
26	Ability to calculate and quantify	0,4682
5	Skills in cost, quality and time optimization	0,4712
12	Ability to design	0,4784
1	Ability to identify the need for construction of any type and structure (new, old)	0,5128
8	Ability to analyse, reconfigure and apply relevant drawings, data and technologies	0,5170
40	Ability to reconstruct, maintain, rehabilitate, renovate Ability/skills to supervise construction	0,5235
31	Ability of translating, interpreting of data and/or drawings into actual construction	0,5395
7	Ability to transmit project requirements into sketches and explain it to clients	0,6716
2	Ability to identify different options (e.g. the need to demolish...)	0,9015
3	Skills in cost, quality and time optimization	0,9252

EMPLOYERS / CIVIL ENG.

rankings



CIVIL ENG.

STUDENTS

ratings



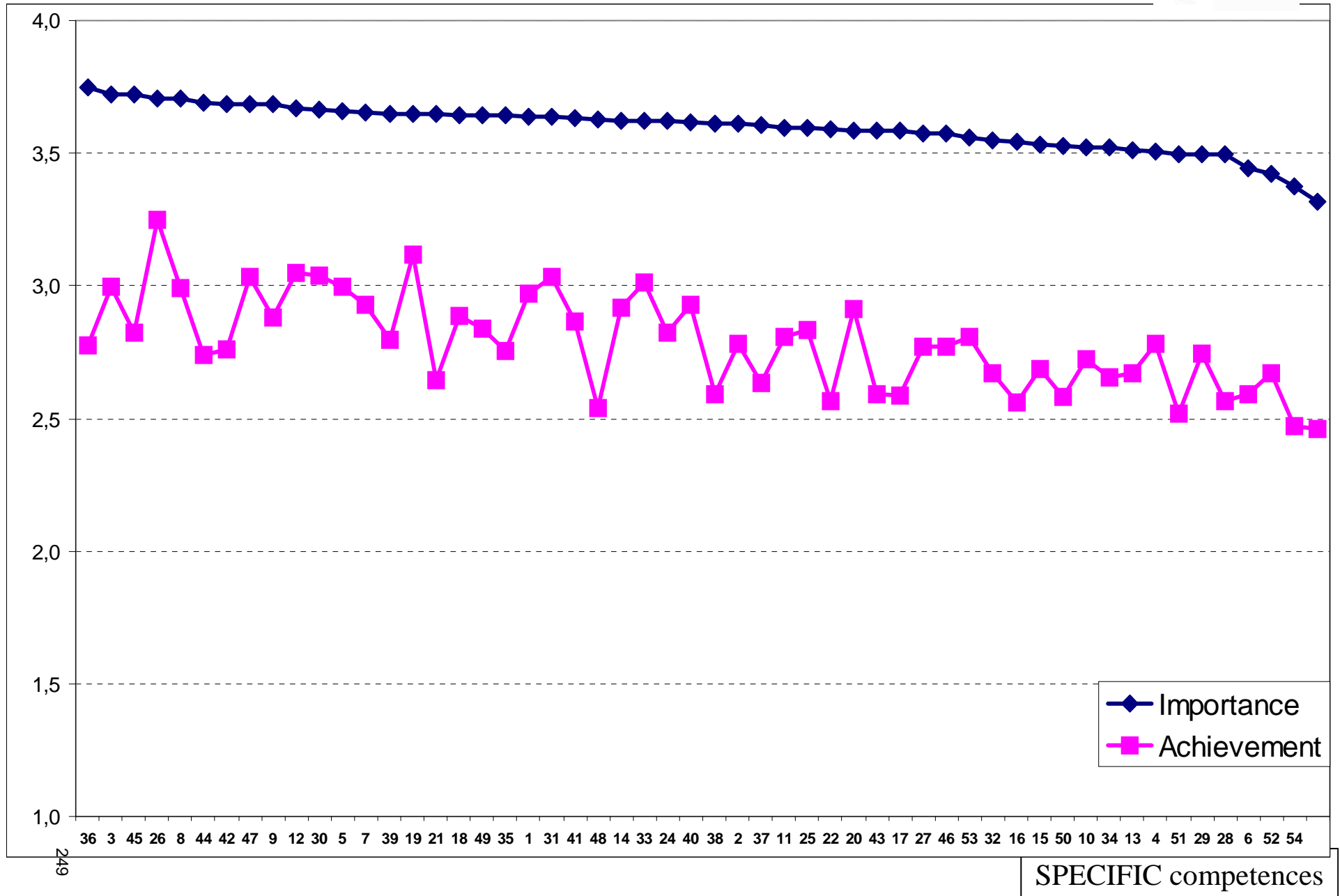
#	Description	Importance	Achievement
36	Ability to coordinate, supervise and control	3,75	2,77
3	Skills in cost, quality and time optimization	3,72	3,00
45	Ability to control construction	3,72	2,82
26	Ability to calculate and quantify	3,71	3,25
8	Ability to analyse, reconfigure and apply relevant drawings, data and technologies	3,70	2,99
44	Ability to supervise/manage	3,69	2,74
42	Capacity to test the quality of building materials	3,69	2,76
47	Skills in cost, quality and time optimization	3,69	3,03
9	Ability to coordinate, supervise and control	3,68	2,88
12	Ability to design	3,67	3,05
30	Skills in cost, quality and time optimization	3,66	3,04
5	Skills in cost, quality and time optimization	3,66	3,00
7	Ability to transmit project requirements into sketches and explain it to clients	3,65	2,93
39	Knowledge of maintenance of infrastructure	3,65	2,80
19	Ability to calculate design parameters (Mathematical skills)	3,65	3,11
21	Ability to program (to plan the process and allocate resources)	3,65	2,65
18	Skills in cost, quality and time optimization	3,65	2,89
49	Skills in handling data / information (survey data, soil information ...)	3,64	2,84
35	Knowledge on basic Construction management principles	3,64	2,75
1	Ability to identify the need for construction of any type and structure (new, old)	3,64	2,97
31	Ability of translating, interpreting of data and/or drawings into actual construction	3,64	3,03
41	Ability to program (to plan the process and allocate resources)	3,63	2,87
48	Capacity to introduce health and safety measures in construction and materials	3,63	2,54
14	Capacity to test the quality of building materials	3,62	2,92
33	Ability of translating, interpreting of data and/or drawings into actual construction	3,62	3,01
24	Skills in handling data / information (survey data, soil information ...)	3,62	2,82
40	Ability to reconstruct, maintain, rehabilitate, renovate Ability/skills to supervise construction	3,62	2,93
38	Commitment to health and safety	3,61	2,59
2	Ability to identify different options (e.g. the need to demolish...)	3,61	2,78
37	Knowledge of plant and equipment	3,61	2,63
11	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,60	2,81
25	Knowledge of maintenance of infrastructure	3,59	2,84
22	Knowledge about national and international construction standards	3,59	2,57
20	Ability to analyse (mathematical and abstract background as basis for decision making)	3,59	2,91
43	Skills in developing new construction technologies and materials	3,59	2,59
17	Skills of testing materials and technologies	3,58	2,59
27	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,58	2,77
46	Quality management/ Skills in quality control techniques	3,58	2,77
53	Skills to address defects and quality issues	3,56	2,81
32	Knowledge of plant and equipment	3,55	2,67
16	Skills in developing new construction technologies and materials	3,54	2,56
15	Skills in research on appropriate technologies	3,53	2,68
50	Skills to deal with dispute resolutions	3,53	2,58
10	Capacity to model and simulate systems, structures, projects and processes	3,52	2,73
34	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,52	2,66
13	Knowledge of plant and equipment	3,51	2,67
4	Skills in Environmental and Social Impact Assessment	3,51	2,78
51	Skills to finalize financial implications and legal responsibilities	3,50	2,52
29	Ability to program (to plan the process and allocate resources)	3,50	2,74
28	Understanding contractual and financial management aspects as well as of insurance and guarantees aspects	3,49	2,56
6	Knowledge about the context and challenges of environment and development	3,44	2,59
52	Skills to deal with dispute resolutions	3,42	2,67
54	Skills in commissioning	3,38	2,47
23	Ability to identify appropriate legal frameworks	3,32	2,46

SPECIFIC competences

CIVIL ENG.

STUDENTS

ratings



SPECIFIC competences

STUDENTS / CIVIL ENG.

rankings

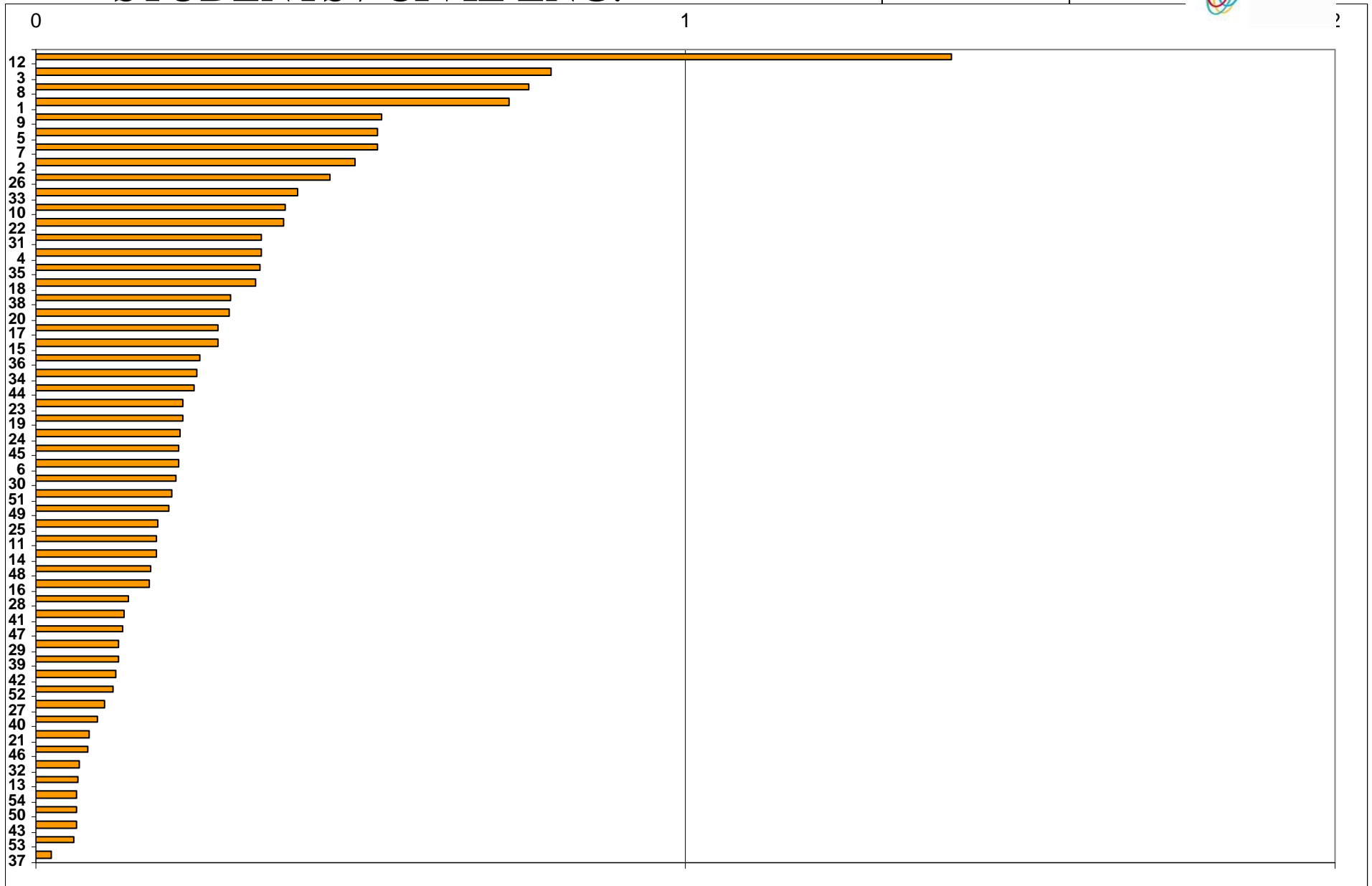


#	Description	Ranking
37	Knowledge of plant and equipment	0,0238
53	Skills to address defects and quality issues	0,0571
43	Skills in developing new construction technologies and materials	0,0618
50	Skills to deal with dispute resolutions	0,0619
54	Skills in commissioning	0,0627
13	Knowledge of plant and equipment	0,0656
32	Knowledge of plant and equipment	0,0667
46	Quality management/ Skills in quality control techniques	0,0797
21	Ability to program (to plan the process and allocate resources)	0,0821
40	Ability to reconstruct, maintain, rehabilitate, renovate Ability/skills to supervise construction	0,0952
27	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,1048
52	Skills to deal with dispute resolutions	0,1190
42	Capacity to test the quality of building materials	0,1223
39	Knowledge of maintenance of infrastructure	0,1266
29	Ability to program (to plan the process and allocate resources)	0,1281
47	Skills in cost, quality and time optimization	0,1333
41	Ability to program (to plan the process and allocate resources)	0,1363
28	Understanding contractual and financial management aspects as well as of insurance and guarantees aspects	0,1429
16	Skills in developing new construction technologies and materials	0,1736
48	Capacity to introduce health and safety measures in construction and materials	0,1765
14	Capacity to test the quality of building materials	0,1852
11	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,1857
25	Knowledge of maintenance of infrastructure	0,1878
49	Skills in handling data / information (survey data, soil information ...)	0,2049
51	Skills to finalize financial implications and legal responsibilities	0,2087
30	Skills in cost, quality and time optimization	0,2157
6	Knowledge about the context and challenges of environment and development	0,2190
45	Ability to control construction	0,2190
24	Skills in handling data / information (survey data, soil information ...)	0,2224
19	Ability to calculate design parameters (Mathematical skills)	0,2263
23	Ability to identify appropriate legal frameworks	0,2273
44	Ability to supervise/manage	0,2425
34	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,2479
36	Ability to coordinate, supervise and control	0,2521
15	Skills in research on appropriate technologies	0,2808
17	Skills of testing materials and technologies	0,2808
20	Ability to analyse (mathematical and abstract background as basis for decision making)	0,2982
38	Commitment to health and safety	0,2990
18	Skills in cost, quality and time optimization	0,3380
35	Knowledge on basic Construction management principles	0,3443
4	Skills in Environmental and Social Impact Assessment	0,3469
31	Ability of translating, interpreting of data and/or drawings into actual construction	0,3477
22	Knowledge about national and international construction standards	0,3820
10	Capacity to model and simulate systems, structures, projects and processes	0,3839
33	Ability of translating, interpreting of data and/or drawings into actual construction	0,4029
26	Ability to calculate and quantify	0,4534
2	Ability to identify different options (e.g. the need to demolish...)	0,4915
7	Ability to transmit project requirements into sketches and explain it to clients	0,5265
5	Skills in cost, quality and time optimization	0,5266
9	Ability to coordinate, supervise and control	0,5314
1	Ability to identify the need for construction of any type and structure (new, old)	0,7290
8	Ability to analyse, reconfigure and apply relevant drawings, data and technologies	0,7577
3	Skills in cost, quality and time optimization	0,7929
12	Ability to design	1,4086

SPECIFIC Competences

STUDENTS / CIVIL ENG.

rankings



CIVIL ENG.

GRADUATES

ratings



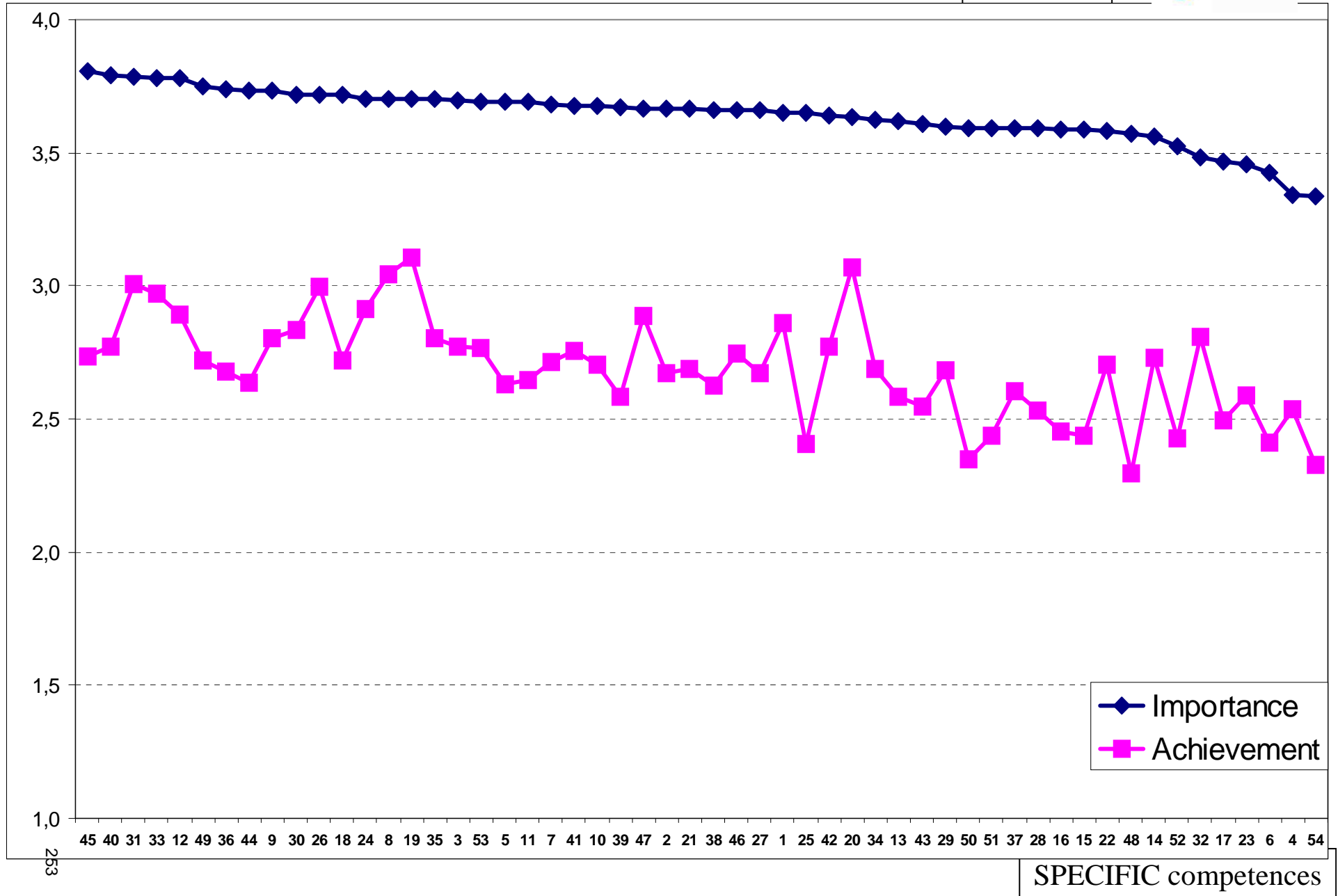
#	Description	Importance	Achievement
45	Ability to control construction	3,80	2,73
40	Ability to reconstruct, maintain, rehabilitate, renovate Ability/skills to supervise construction	3,79	2,77
31	Ability of translating, interpreting of data and/or drawings into actual construction	3,78	3,01
33	Ability of translating, interpreting of data and/or drawings into actual construction	3,78	2,97
12	Ability to design	3,78	2,89
49	Skills in handling data / information (survey data, soil information ...)	3,75	2,72
36	Ability to coordinate, supervise and control	3,74	2,68
44	Ability to supervise/manage	3,74	2,63
9	Ability to coordinate, supervise and control	3,73	2,81
30	Skills in cost, quality and time optimization	3,72	2,83
26	Ability to calculate and quantify	3,72	3,00
18	Skills in cost, quality and time optimization	3,72	2,72
24	Skills in handling data / information (survey data, soil information ...)	3,70	2,91
8	Ability to analyse, reconfigure and apply relevant drawings, data and technologies	3,70	3,04
19	Ability to calculate design parameters (Mathematical skills)	3,70	3,11
35	Knowledge on basic Construction management principles	3,70	2,80
3	Skills in cost, quality and time optimization	3,70	2,77
53	Skills to address defects and quality issues	3,69	2,77
5	Skills in cost, quality and time optimization	3,69	2,63
11	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,69	2,65
7	Ability to transmit project requirements into sketches and explain it to clients	3,68	2,72
41	Ability to program (to plan the process and allocate resources)	3,68	2,75
10	Capacity to model and simulate systems, structures, projects and processes	3,68	2,70
39	Knowledge of maintenance of infrastructure	3,67	2,59
47	Skills in cost, quality and time optimization	3,67	2,89
2	Ability to identify different options (e.g. the need to demolish...)	3,67	2,67
21	Ability to program (to plan the process and allocate resources)	3,67	2,69
38	Commitment to health and safety	3,66	2,62
46	Quality management/ Skills in quality control techniques	3,66	2,75
27	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,66	2,67
1	Ability to identify the need for construction of any type and structure (new, old)	3,65	2,86
25	Knowledge of maintenance of infrastructure	3,65	2,41
42	Capacity to test the quality of building materials	3,64	2,77
20	Ability to analyse (mathematical and abstract background as basis for decision making)	3,63	3,07
34	Ability to effective and professional interaction with other professions and to come to integrate solutions	3,62	2,69
13	Knowledge of plant and equipment	3,62	2,58
43	Skills in developing new construction technologies and materials	3,61	2,55
29	Ability to program (to plan the process and allocate resources)	3,60	2,69
50	Skills to deal with dispute resolutions	3,59	2,35
51	Skills to finalize financial implications and legal responsibilities	3,59	2,44
37	Knowledge of plant and equipment	3,59	2,61
28	Understanding contractual and financial management aspects as well as of insurance and guarantees aspects	3,59	2,53
16	Skills in developing new construction technologies and materials	3,59	2,45
15	Skills in research on appropriate technologies	3,58	2,44
22	Knowledge about national and international construction standards	3,58	2,70
48	Capacity to introduce health and safety measures in construction and materials	3,57	2,30
14	Capacity to test the quality of building materials	3,56	2,73
52	Skills to deal with dispute resolutions	3,53	2,42
32	Knowledge of plant and equipment	3,48	2,81
17	Skills of testing materials and technologies	3,46	2,49
23	Ability to identify appropriate legal frameworks	3,45	2,59
6	Knowledge about the context and challenges of environment and development	3,43	2,41
4	Skills in Environmental and Social Impact Assessment	3,34	2,53
54	Skills in commissioning	3,34	2,33

SPECIFIC competences

CIVIL ENG.

GRADUATES

ratings



GRADUATES / CIVIL ENG.

rankings

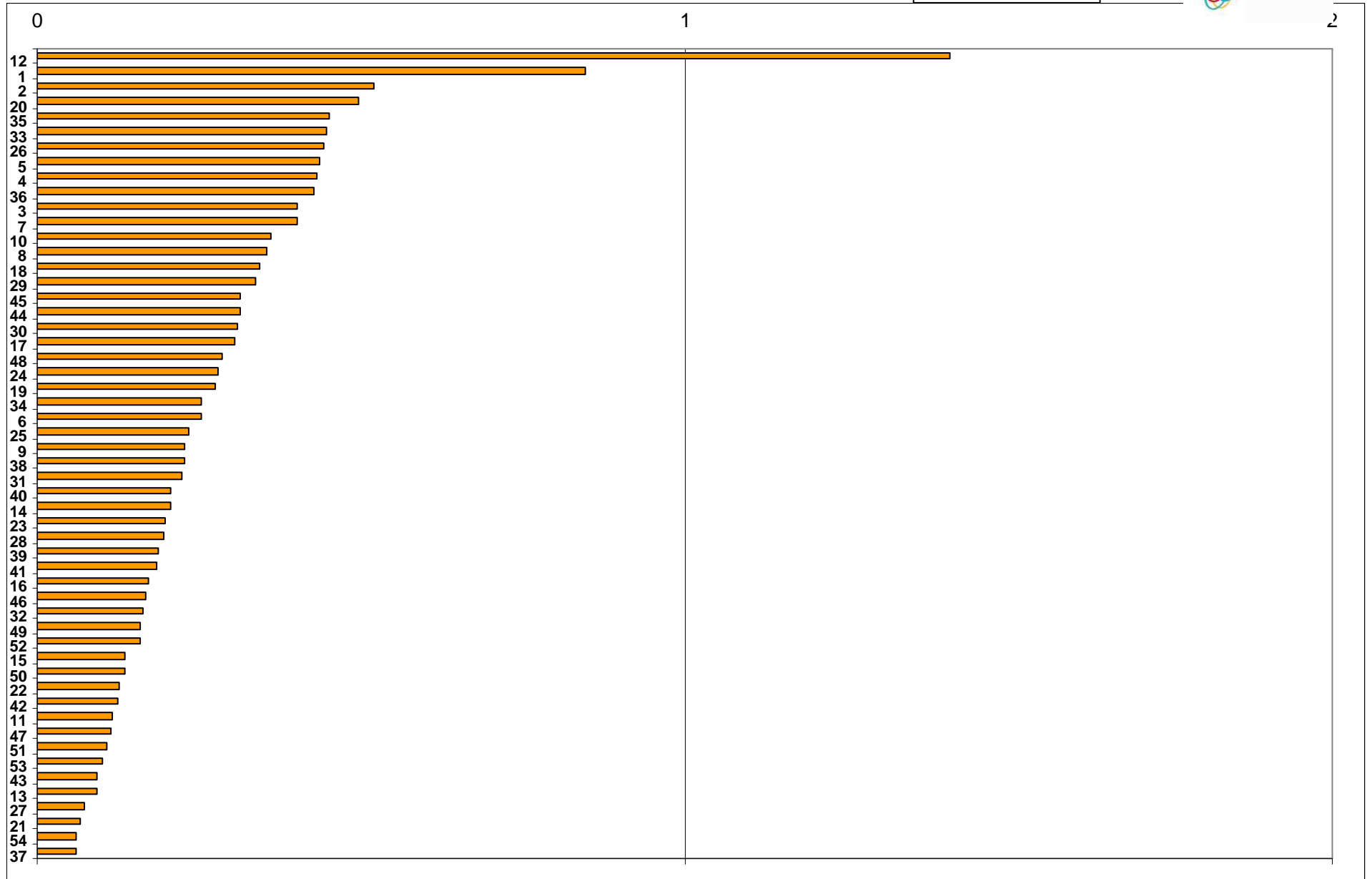


#	Description	Ranking
37	Knowledge of plant and equipment	0,0600
54	Skills in commissioning	0,0601
21	Ability to program (to plan the process and allocate resources)	0,0667
27	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,0726
13	Knowledge of plant and equipment	0,0933
43	Skills in developing new construction technologies and materials	0,0933
53	Skills to address defects and quality issues	0,1000
51	Skills to finalize financial implications and legal responsibilities	0,1077
47	Skills in cost, quality and time optimization	0,1133
11	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,1157
42	Capacity to test the quality of building materials	0,1239
22	Knowledge about national and international construction standards	0,1272
50	Skills to deal with dispute resolutions	0,1345
15	Skills in research on appropriate technologies	0,1346
52	Skills to deal with dispute resolutions	0,1581
49	Skills in handling data / information (survey data, soil information ...)	0,1600
32	Knowledge of plant and equipment	0,1640
46	Quality management/ Skills in quality control techniques	0,1667
16	Skills in developing new construction technologies and materials	0,1718
41	Ability to program (to plan the process and allocate resources)	0,1848
39	Knowledge of maintenance of infrastructure	0,1875
28	Understanding contractual and financial management aspects as well as of insurance and guarantees aspects	0,1945
23	Ability to identify appropriate legal frameworks	0,1978
14	Capacity to test the quality of building materials	0,2055
40	Ability to reconstruct, maintain, rehabilitate, renovate Ability/skills to supervise construction	0,2067
31	Ability of translating, interpreting of data and/or drawings into actual construction	0,2225
38	Commitment to health and safety	0,2267
9	Ability to coordinate, supervise and control	0,2269
25	Knowledge of maintenance of infrastructure	0,2333
6	Knowledge about the context and challenges of environment and development	0,2526
34	Ability to effective and professional interaction with other professions and to come to integrate solutions	0,2543
19	Ability to calculate design parameters (Mathematical skills)	0,2741
24	Skills in handling data / information (survey data, soil information ...)	0,2788
48	Capacity to introduce health and safety measures in construction and materials	0,2849
17	Skills of testing materials and technologies	0,3055
30	Skills in cost, quality and time optimization	0,3104
44	Ability to supervise/manage	0,3133
45	Ability to control construction	0,3133
29	Ability to program (to plan the process and allocate resources)	0,3370
18	Skills in cost, quality and time optimization	0,3432
8	Ability to analyse, reconfigure and apply relevant drawings, data and technologies	0,3551
10	Capacity to model and simulate systems, structures, projects and processes	0,3611
7	Ability to transmit project requirements into sketches and explain it to clients	0,4014
3	Skills in cost, quality and time optimization	0,4021
36	Ability to coordinate, supervise and control	0,4267
4	Skills in Environmental and Social Impact Assessment	0,4324
5	Skills in cost, quality and time optimization	0,4368
26	Ability to calculate and quantify	0,4432
33	Ability of translating, interpreting of data and/or drawings into actual construction	0,4479
35	Knowledge on basic Construction management principles	0,4507
20	Ability to analyse (mathematical and abstract background as basis for decision making)	0,4962
2	Ability to identify different options (e.g. the need to demolish...)	0,5203
1	Ability to identify the need for construction of any type and structure (new, old)	0,8468
12	Ability to design	1,4095

SPECIFIC Competences

GRADUATES / CIVIL ENG.

rankings



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SPECIFIC Competences

CIVIL ENG.



CORRELATIONS AMONG GROUPS

IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,79856383	1		
Students	0,74144741	0,71861917	1	
Graduates	0,80795272	0,77553424	0,74796751	1

ACHIEVEMENT

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,863059	1		
Students	0,80825887	0,77738019	1	
Graduates	0,81972592	0,77971783	0,77862665	1

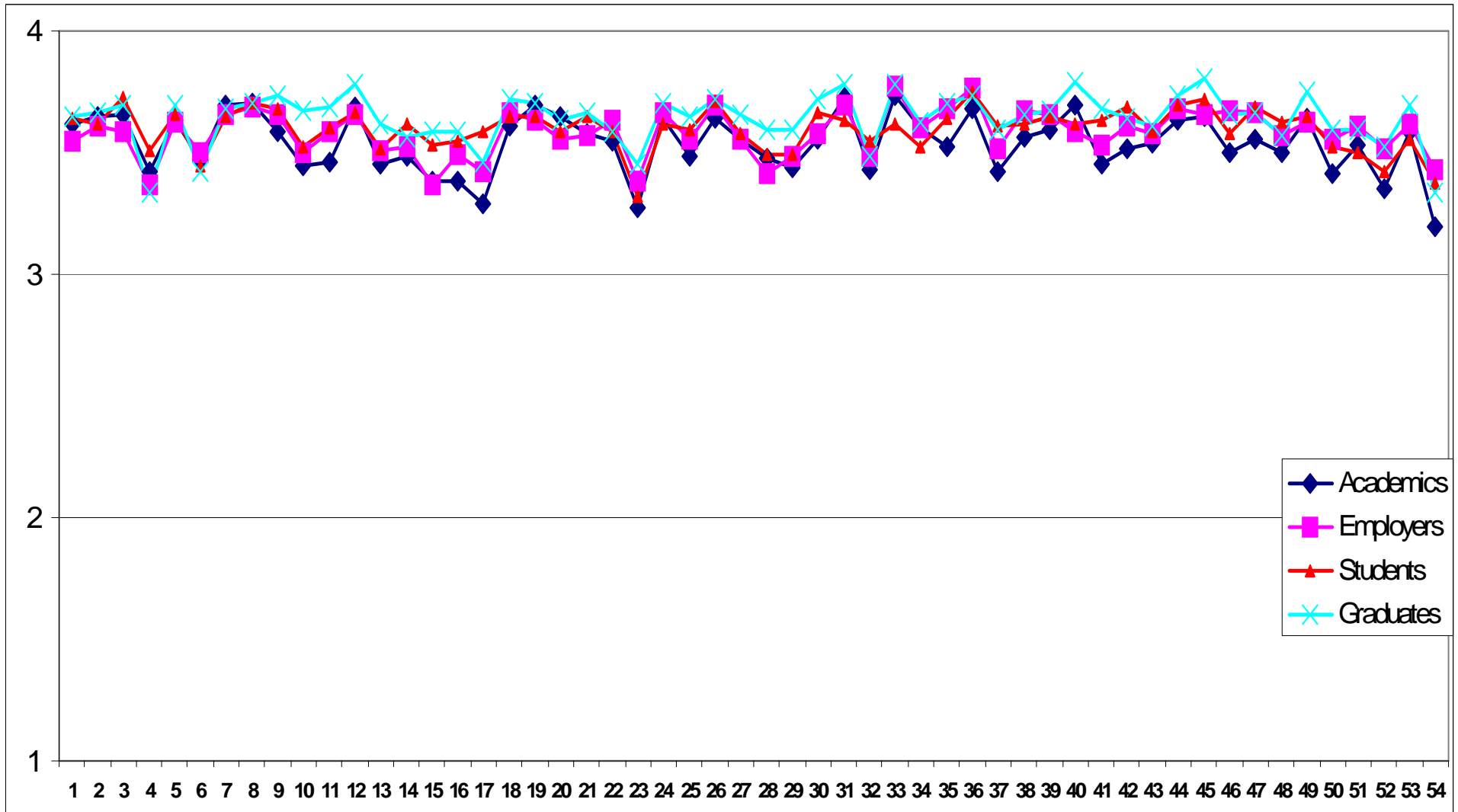
RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
Academics	1			
Employers	0,60031501	1		
Students	0,90631302	0,60028041	1	
Graduates	0,87024727	0,47376693	0,8582573	1

CIVIL ENG.

ALL GROUPS

ratings



CIVIL ENG.

ALL GROUPS

ratings

