

# Tuning Legal Studies in Europe

## Preliminary Results

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# The Pre-Bologna Era

- The Erasmus/Socrates programme (1987)
- The Metz-Conference on Legal Studies in Europe (1995)
- The European Law Faculties Association (1996)
- The CICERO-thematic network (1997)



Defining the European core law curriculum  
(harmonisation)

without much success!

# The Bologna Process

- Harmonising the framework of higher education (3+2+3)
- ECTS as an accumulation system
- Focus on learning outcome
  - The ‘quality’ of a graduate, i.e. the various competences (generic and specific) she has achieved by following the prescribed learning path in higher education, and
  - The level of these competences
- Rather than focus on the exact content and duration of courses and subjects in the individual university programme

## The Salamanca Declaration of 2001:

“European higher education institutions recognise that their students need and demand qualifications which they can use effectively for the purpose of their studies and careers all over Europe. ... Higher education institutions endorse the move towards a compatible qualification framework ...”

# Tuning

- Focus on generic and subject-specific competences
- Facilitates academic recognition
- Quality assurance
- Compatibility
- Convergence rather than harmonisation

# Methodology

- Competences ranked – based on the opinion of academics, graduates, and employers
- Statistical evidence?
- A tool for understanding, comparing, and assessing
- A source of inspiration

# Four Questionnaires

- Employers – generic competences
- Graduates – generic competences
- Academics – specific competences
- Academics – generic competences

# Generic Competences, part I

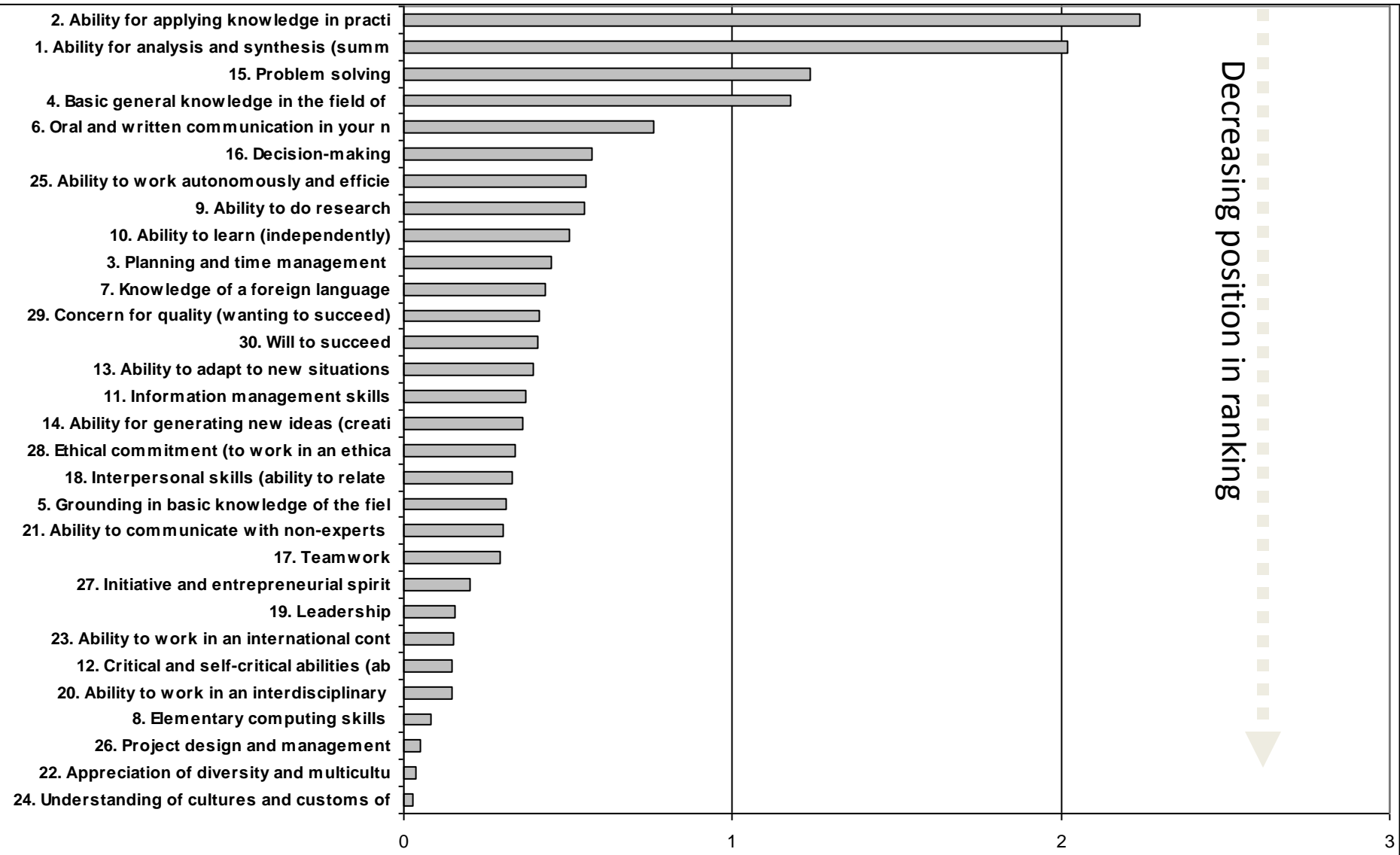
1. Ability to analyse and synthesis
2. Ability to apply knowledge in practice
3. Planning and time management
4. Basic general knowledge in the field of law
5. Grounding in basic knowledge of the field of employment in practice
6. Oral and written communication in your native language
7. Knowledge of a foreign language
8. Elementary computing skills
9. Ability to do research
10. Ability to learn (independently)
11. Information management skills (ability to retrieve and analyse information from different sources)
12. Ability to give and receive criticism about your performance
13. Ability to adapt to new situations
14. Ability to generate new ideas (creativity)
15. Problem solving



# Generic Competences, part II

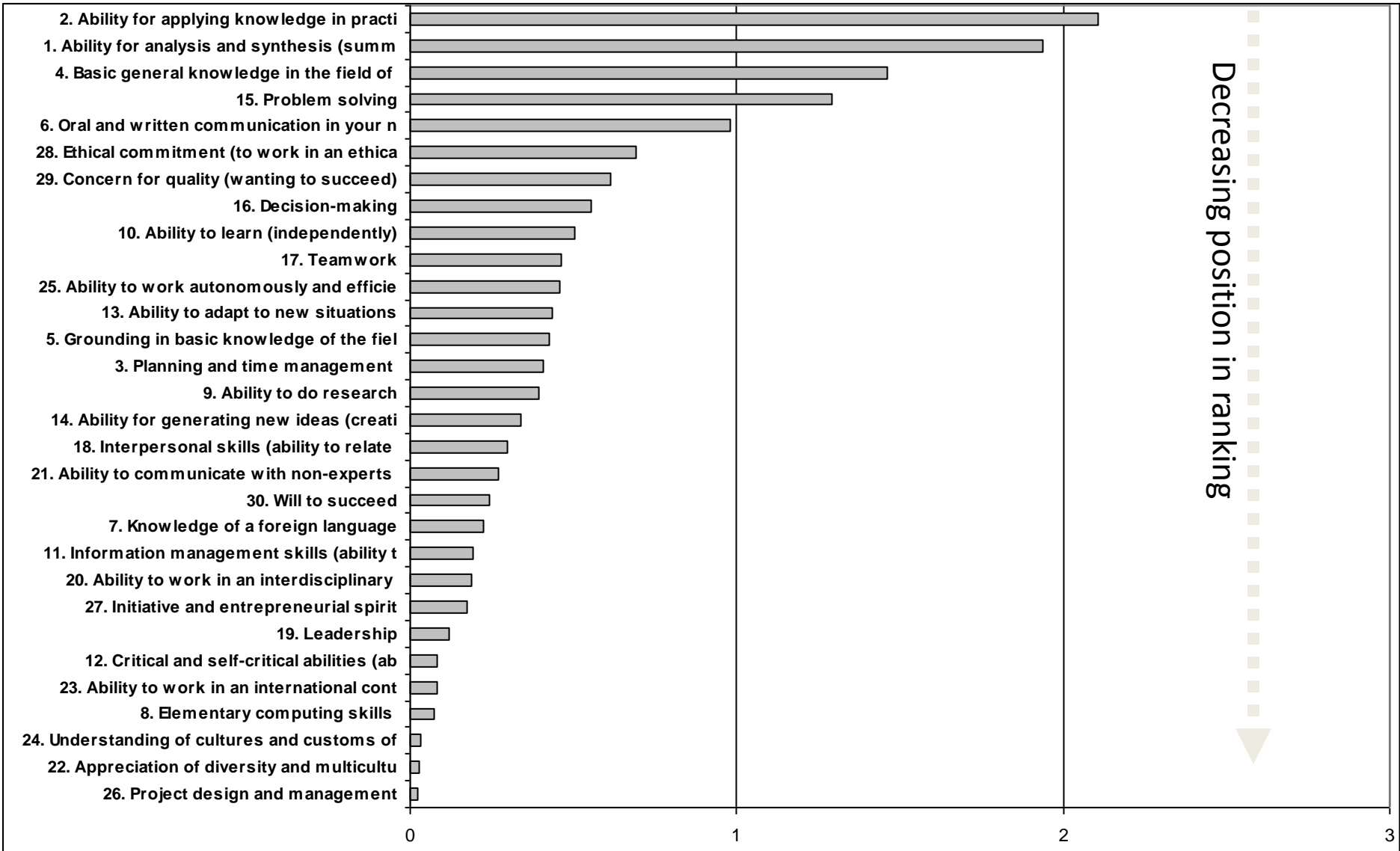
16. Decision-making
17. Teamwork
18. Interpersonal skills
19. Leadership
20. Ability to work in an interdisciplinary team
21. Ability to communicate with non-experts (in the field)
22. Appreciation of diversity and multiculturalism
23. Ability to work in an international context
24. Understanding of cultures and customs of other countries
25. Ability to work autonomously and efficiently
26. Project design and management
27. Initiative and entrepreneurial spirit
28. Ethical commitment
29. Concern for quality
30. Will to succeed

# GRADUATES: Generic competences ranking



Ordered by average ranking position

# EMPLOYERS: Generic competences ranking



Ordered by average ranking position

## ORDERED COMPETENCES EMPLOYERS

- 26 Project design and management
- 22 Appreciation of diversity and multiculturality
- 24 Understanding of cultures and customs of other countries
- 8 Elementary computing skills
- 23 Ability to work in an international context
- 12 Critical and self-critical abilities
- 19 Leadership
- 27 Initiative and entrepreneurial spirit
- 20 Ability to work in an interdisciplinary team
- 11 Information management skills
- 7 Knowledge of a foreign language
- 30 Will to succeed
- 21 Ability to communicate with non-experts (in the field)
- 18 Interpersonal skills (ability to relate to other people)
- 14 Ability for generating new ideas (creativity)
- 9 Ability to do research
- 3 Planning and time management
- 5 Grounding in basic knowledge of the field of employment in practice
- 13 Ability to adapt to new situations
- 25 Ability to work autonomously and efficiently
- 17 Teamwork
- 10 Ability to learn (independently)
- 16 Decision-making
- 29 Concern for quality (wanting to succeed)
- 28 Ethical commitment (to work in an ethical way)
- 6 Oral and written communication in your native language
- 15 Problem solving
- 4 Basic general knowledge in the field of law
- 1 Ability for analysis and synthesis (summarising)
- 2 Ability for applying knowledge in practice

## ORDERED COMPETENCES GRADUATES

- 24 Understanding of cultures and customs of other countries
- 22 Appreciation of diversity and multiculturality
- 26 Project design and management
- 8 Elementary computing skills
- 20 Ability to work in an interdisciplinary team
- 12 Critical and self-critical abilities
- 23 Ability to work in an international context
- 19 Leadership
- 27 Initiative and entrepreneurial spirit
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- 21 Ability to communicate with non-experts (in the field)
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- 25 Ability to work autonomously and efficiently
- 16 Decision-making
- 6 Oral and written communication in your native language
- 4 Basic general knowledge in the field of law
- 15 Problem solving
- 1 Ability for analysis and synthesis (summarising)
- 2 Ability for applying knowledge in practice

FROM LEAST TO MOST IMPORTANT

# Most Important Generic Competences

## EMPLOYERS

- 2 Ability for applying knowledge in practice
- 1 Ability for analysis and synthesis (summarising)
- 4 Basic general knowledge in the field of law
- 15 Problem solving
- 6 Oral and written communication in your native language

## GRADUATES

- 2 Ability for applying knowledge in practice
- 1 Ability for analysis and synthesis (summarising)
- 15 Problem solving
- 4 Basic general knowledge in the field of law
- 6 Oral and written communication in your native language

# Less Important Generic Competences

## EMPLOYERS

- 23** Ability to work in an international context
- 8** Elementary computing skills
- 24** Understanding of cultures and customs of other countries
- 22** Appreciation of diversity and multiculturalism
- 26** Project design and management

## GRADUATES

- 20** Ability to work in an interdisciplinary team
- 8** Elementary computing skills
- 26** Project design and management
- 22** Appreciation of diversity and multiculturalism
- 24** Understanding of cultures and customs of other countries

# Specific Competences, part I

1. Demonstrate knowledge of principal features of the legal system including general familiarity with its institutions and procedures
2. Demonstrate knowledge of legal principles and values in a wide range of topics extending beyond the core curriculum
3. Demonstrate some in-depth knowledge of specialist areas
4. Demonstrate critical awareness in the analysis of the legal order
5. Ability to identify and apply primary legal sources
6. Ability to identify and apply all legal sources of relevance for a specific legal issue
7. Ability to identify societal concerns and values behind legal principles and rules
8. Ability to identify contemporary debates and engage with these while accurately reporting the applicable law
9. Ability to make a distinction between reasoning founded on law and policy-based arguments
10. Ability to identify and work with principal aspects of a foreign legal system
11. Ability to act independently in planning and undertaking complex legal tasks
12. Ability to identify and comprehend legal issues
13. Ability to identify relevant legal (including procedural) issues from a large body of unstructured facts
14. Ability to create new or imaginative solutions through approaching a problem by using legal material in different ways
15. Ability to decide whether factual circumstances are sufficiently elucidated for a legal decision

# Specific Competences, part II

16. Ability to render a reasoned legal decision
17. Ability to draft legal provisions (legislation, contracts)
18. Ability to conduct legal research for giving legal advice
19. Ability to be aware of the need for a multidisciplinary view of legal problems
20. Ability to conduct academic legal research
21. Ability to present knowledge with range of professional presentation skills (oral and written)
22. Ability to write fluent and technically sophisticated prose, using legal terminology accurately
23. Ability to read a range of complex works within and about law and to summarise their arguments accurately
24. Ability to work in cross-disciplinary teams as the legal expert of the team and contribute effectively to its task
25. Ability to advise an interested person on the possible outcome of a case, and outline alternative strategies leading to different solutions
26. Ability to identify and collate relevant statistical or numerical information and use it in a report
27. Ability to use relevant IT-tools, i.e. word-processing, standard information retrieval systems, web-resources, and ability to specify technological tools needed for personal support
28. Ability to reflect on own learning
29. Ability to seek and make use of feedback
30. Awareness of the ethic dimension of legal work
31. Ability to use a foreign legal language



# ACADEMIC SPECIFIC COMPETENCES

