

**MELE**

Modernising European  
Legal Education



# TRANSVERSAL COMPETENCES IN LEGAL STUDIES

## Survey Results Report



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**Modernising European Legal Education**  
Transversal competences in legal studies  
Survey Results Report

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## Executive summary

The legal education is in a constant state of evolvement. The changes that occur in the curricula and the methods for their delivery are drawn by the changes in the societies and the legal frameworks on national, regional and international levels. The needs of the legal market change and the key question is how the legal education should respond to them.

What is and what should be a priority in the legal education of new generations of lawyers? How the legal education could and should respond to those ever-changing needs? This survey aims to provide a fraction of response to those questions having in mind the position of the teaching staff at the law faculties participating in the survey, including: University of Saarland, Faculty of Law (Germany), University of Belgrade, Faculty of Law (Serbia), University of Zagreb, Faculty of Law (Croatia), Cyril and Methodius University in Skopje, Justinianus Primus Faculty of Law (North Macedonia), University of Cádiz, Faculty of Law (Spain), Mykolas Romeris University in Vilnius, Faculty of Law (Lithuania), University of Tirana, Faculty of Law (Albania), University of Rijeka, Faculty of Law (Croatia), University of Split, Faculty of Law (Croatia), Josip Juraj Strossmayer University of Osijek, Faculty of Law (Croatia), University of Niš, Faculty of Law (Serbia), University of Sarajevo, Faculty of Law (Bosnia and Herzegovina), University of Zenica, Faculty of Law (Bosnia and Herzegovina).

The first key question to be answered by the survey was - are the teachers having the skills needed for achieving the education goals of the legal studies? The survey found that there is lack of opportunities for the teaching staff to develop their teaching skills (didactics) both for the traditional teaching methods and for the e-Learning methods. The interest of the teaching staff on the other hand is very high especially in the e-Learning methods.

The second question to be observed was - what the teaching staff finds as important to equip the students with in terms of the specific skills and to what extend this is found to be achieved? The survey has shown that there are differences in the position depending on the types of the studies having in mind the different systems of education that exist in the countries and universities encompassed with the survey. The development of competencies for legal synthesis, construction and communication of legal arguments are (still) high on the scale of importance. It is shown, however, that there is a discrepancy between the perceived importance of a transversal competence and to which level the capacities are being developed in the course of the studies. The survey reflects the positions of the faculties and the teaching staff as to what are the key transversal competencies that the students should develop in course of the studies. The mechanisms for involvement of the legal professionals in the development of the curriculum and their delivery exist, however, it cannot be established with certainty to which level the curriculum addresses the needs of the legal market and if the needs for development of specific sets of transversal competences are met.



## About the survey and the methodology

The Survey on Transversal Competences in Legal Studies was developed and carried out with the project Modernising European Legal Education (MELE)<sup>1</sup>. The survey aims to establish the status quo on the development of the transversal competencies within the legal studies<sup>2</sup> offered by the consortium members. The information obtained is to further and support the project activities.

In development of the survey methodology the researchers have taken into consideration the following:

- Difference in the structure of the studies of the participating faculties (consortium members and faculties that come under the SEELS);
- Different categories of staff employed/engaged by the faculties (academic staff and external teaching staff, young and experienced staff, level of the degree a staff member holds);
- The need to assess the level of importance vs. the level of development of competencies and skills in different cycles of studies.

As a result, it was decided two questionnaires to be developed: A. Survey on Transversal competences in Legal studies for the Faculty Management and B. Survey on Transversal competences in Legal studies for the Faculty Staff. For the purpose of validity of the data collected it was established that all of the faculties (13) need to provide answers to the survey for faculty management and at least 25% of the staff should respond to the Survey on Transversal competences in legal studies for the Faculty Staff.

### *A. Survey on Transversal competences in Legal studies for the Faculty Management*

This part of the survey aims to gather the following data:

1. General demographic data of the faculties participating in the activity: where the management provides basic data on the number and demographic structure of the staff;
2. Types of studies offered, duration of their accreditation, and the participation of the legal professionals in the design of the curricula and the delivery (role of career centres and similar): where the management provides description on the structure of the studies the respective faculty offers as well as description of exiting processes;
3. Assessment of the level of importance vs. the level of development of the key qualifications as per the level of studies (developed based on “The framework of qualifications for the European Higher Education Area”): where the management

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<sup>1</sup> Modernising Legal Education (MELE) is a project co-funded by the EU through the Erasmus+ program. It is a Strategic Partnership for the purpose of modernizing teaching methods in legal education.

<sup>2</sup> For this purpose, two of the consortium members do not participate in the survey.



assesses as per cycle of studies and as per adequate competence for the level of studies;

4. Existence of opportunities for development of transversal skills, cross-cutting subjects and mechanisms for encouragement of the students for broadening their knowledge beyond legal expertise: where the management provides information on the exiting tools and mechanisms.

#### *B. Survey on Transversal competences in Legal studies for the Faculty Staff*

This part of the survey aims to gather the following data from the teaching staff<sup>3</sup> (both academic and external staff):

1. General demographic data: where the respondents provide data on staff category they belong to (academic staff and external teaching staff; years of teaching experience; degree; general and level/cycle where they teach courses);
2. Status of preparedness in didactic and interest for development of didactical skills: where the respondents provide data on the availability of formal and non-formal training in didactics/teaching skills development, both for the traditional and e-Learning methods as well as their interest in (further) development of these skills;
3. Assessment of the level of importance vs. the level of development of the transversal competences for each cycle of studies: where each staff member is asked to provide their input in the level of importance and the level of development of set of 20 identified skills for the cycle of studies they are teaching;

Methods for development of transversal skills employed: where the responders are asked to assess the frequency of use of different transversal skills development methods and to additionally provide information on other methods used.

The questionnaires were disseminated among the faculty management and the faculty staff of the following academic institutions:

- University of Saarland, Faculty of Law (Germany),
- University of Belgrade, Faculty of Law (Serbia),
- University of Cádiz, Faculty of Law (Spain),
- University of Niš, Faculty of Law (Serbia),
- Josip Juraj Strossmayer University of Osijek, Faculty of Law (Croatia),
- University of Rijeka, Faculty of Law (Croatia),

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<sup>3</sup> The term ‘teaching staff’ includes all of the members of the teaching staff that participate in the delivery of the curricula, regardless of their formal position as employees or personnel that is contracted, who’s profession is solely or dominantly academic (hereinafter: academic staff) or persons that are otherwise engaged in the delivery of the curriculum but who’s profession is not dominantly academic and who only collaborate with the academic staff in the delivery of the curriculum (hereinafter: external teaching staff). It is to be noted that In Lithuania teaching staff is divided according to the employment position: teaching staff with tenure and teaching staff with contract. Therefore, in this survey, as for the teaching staff in Lithuania as “academic staff” information for teaching staff with tenure is included and for “external teaching staff” information for teaching staff with contract is included as well.





- Ss. Cyril and Methodius University in Skopje, Iustinianus Primus Faculty of Law (North Macedonia),
- University of Sarajevo, Faculty of Law (Bosnia and Herzegovina),
- University of Split, Faculty of Law (Croatia),
- University of Tirana, Faculty of Law (Albania),
- Mykolas Romeris University in Vilnius, Faculty of Law (Lithuania),
- University of Zagreb, Faculty of Law (Croatia),
- University of Zenica, Faculty of Law (Bosnia and Herzegovina).

The Faculty Management Questionnaires provided data for the status quo on the 1<sup>st</sup> of October 2021. The Faculty Staff questionnaires were open for input in the period 15.07.2021 - 15.12.2021.

All of the faculties included in the survey provided responses to the Faculty Management Survey. The response rate from the faculty staff at each faculty satisfied the needs of the response rate with a total of 275 responses. In the course of the analysis of the responses it was established that there are incomplete responses so they were not taken into consideration in the analysis. A total number of 260 responses were used.

The following researchers participated in the development of the survey and the analysis of the survey results:

- Dr. Neda Zdraveva, Full Professor; Centre for SEELS
- Dr. Anđelija Tasić, Associate Professor; Centre for SEELS/Faculty of Law, University of Niš
- Dr. Aleksandar Mojašević, Associate Professor; Centre for SEELS/Faculty of Law, University of Niš
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- Dr. Jonida Rystemaj, Lecturer; Centre for SEELS/Faculty of Law, University of Tirana
- Dr. Aida Mulalić, Associate Professor; Centre for SEELS/Faculty of Law, University of Zenica
- Dr. Masha Marochini Zrinski, Associate Professor; Centre for SEELS/Faculty of Law, University of Rijeka
- Dr. Maša Alijević, Associate Professor; Centre for SEELS/Faculty of Law, University of Zenica
- Dr. Enis Omerović, Associate Professor, Centre for SEELS/Faculty of Law, University of Zenica



- Stefan Stefanović, LL.M., PhD Student; Centre for SEELS/Faculty of Law, University of Niš

In the development of the methodology, contribution was provided by the team members within the MELE Project from all consortium partners:

- Dr. Thomas Giegerich, Full Professor; Saarland University, Europa-Institut
- Dr. Mareike Fröhlich LL.M., Research Associate; Saarland University, Europa-Institut
- Karoline Dolgowski LL.M., Research Associate; Saarland University, Europa-Institut
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- Dr. Bojana Čučković, Associate Professor; University of Belgrade, Faculty of Law
- Dr. Milena Đorđević, Assistant Professor; University of Belgrade, Faculty of Law
- Marija Vlajković, Teaching Assistant; University of Belgrade, Faculty of Law
- Dr. Isabel Zurita Martín, Full Professor; University of Cádiz, Faculty of Law
- Dr. Francisco Carrasco González, Associate Professor; University of Cádiz, Faculty of Law
- Dr. Antonio Álvarez del Cuillo, Associate Professor; University of Cádiz, Faculty of Labour Sciences
- Dr. Isabel Ribes Moreno, Assistant Professor; University of Cádiz, Faculty of Labour Sciences
- Dr. Jovan Zafiroski, Full Professor; Ss. Cyril and Methodius University, Faculty of Law "Iustinianus Primus"
- Dr. Julija Brsakoska Bazerkoska, Associate Professor; Ss. Cyril and Methodius University, Faculty of Law "Iustinianus Primus"
- Dr. Ilina Cenevska, Associate Professor; Ss. Cyril and Methodius University, Faculty of Law "Iustinianus Primus"
- Dr. Dovilė Gailiūtė-Janušonė, Associate Professor; Mykolas Romeris University Vilnius, Law School
- Dr. Ivana Kanceljak, Assistant Professor; University of Zagreb, Faculty of Law
- Dr. Juraj Brozović, Assistant; University of Zagreb, Faculty of Law.





## A. The Transversal competences in Legal Studies on Institutional Level

### 1. Demographics of the Law Faculties

The academic institutions participating in the survey gathered total number of 1.447 teaching staff members, out of which 928 persons (64%) are academic teaching staff and 519 (36%) are external teaching staff. From the responding faculties, 9 have both academic and external teaching staff delivering the curricula<sup>4</sup>.

Figure 1. Structure of Academic Staff

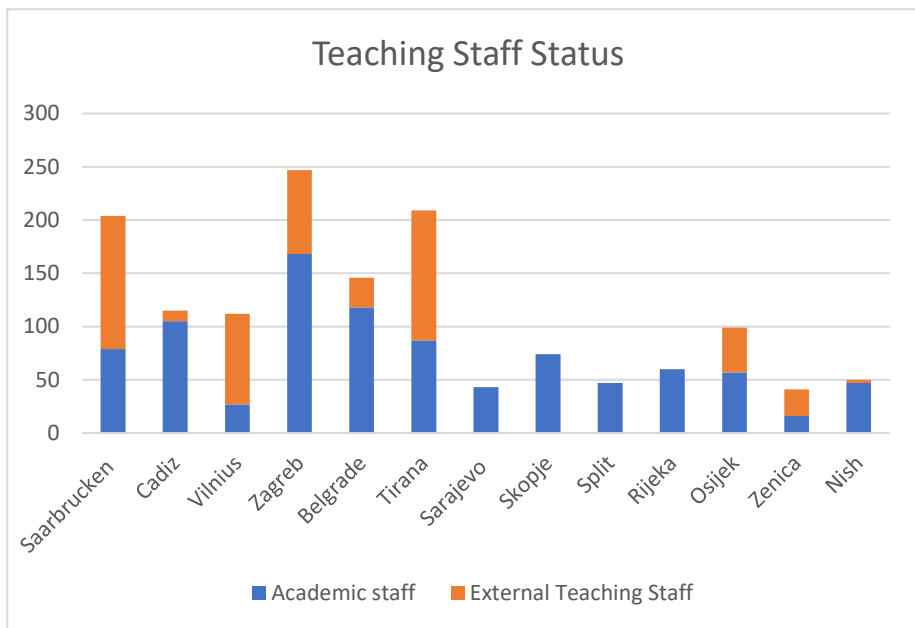
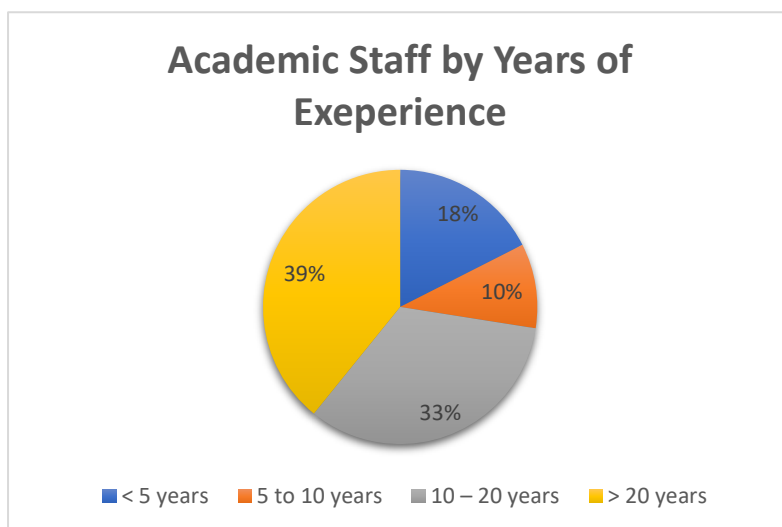


Figure 2. Structure of Academic Staff



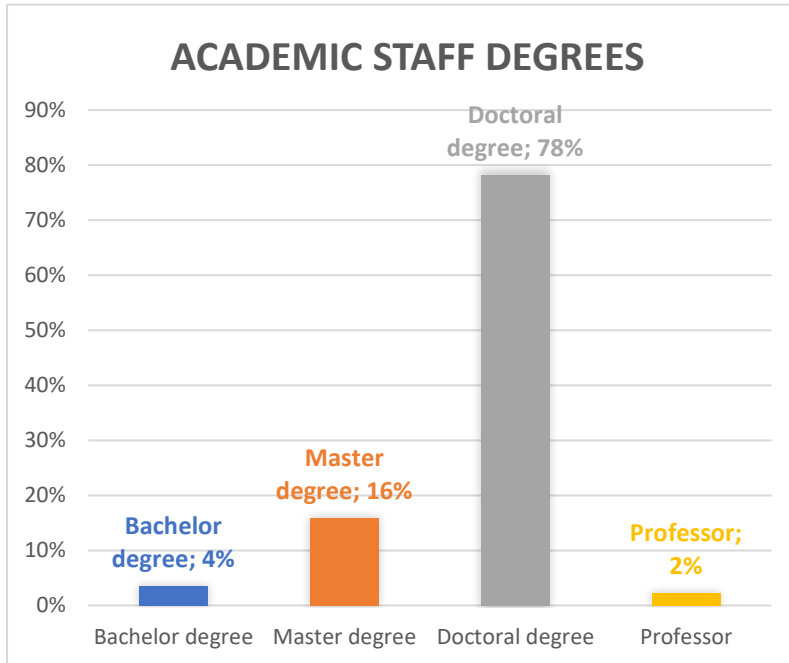
The structure of the academic staff in terms of their experience (based on the answers from 12 of the 13 faculties) is in favour of the senior teaching staff (experience over 20 years) with 39.17% of the academic staff, followed by the staff with experience between 10 and 20 years – one third of the teaching staff (33.33%) of the academic staff. The staff with experience between 5 and 10 years

<sup>4</sup> It is to be noted that at some of the faculties participating in the survey the legal studies are not the only program offered and delivered, although they are dominant. The number represents the total number of teaching staff in all study programmes in all cycles.



represents almost 10% of the total staff, while those with experience of less than 5 years equal 17.52%. Conclusive data of this kind is not available for the external teaching staff (4 from 9 responded) and it is only indicative that the external staff members are those with more experience in teaching.

Figure 3. Academic staff degrees



When it comes to the degree the teaching staff hold, over 78% of the academic staff in all faculties has a doctoral degree, while 16% has a master degree. Only 3.5% of the academic staff is with bachelor's degree. Professors' degree (degree with habilitation, specific for Germany) is held by the 2.3% of the academic staff calculated in all responding faculties. The indicative data on the structure of the external teaching staff (data

available from 8 of the 9 respondents) is in favour of those with doctoral degree - 52% and 41% are with master's degree.

As per the data of the faculties' management, 54% of the academic staff are females and 46% of staff are males. The data for the external teaching staff is similar - 53% females and 47% males. There is no information on the non-binary persons or persons who prefer not to answer this question.

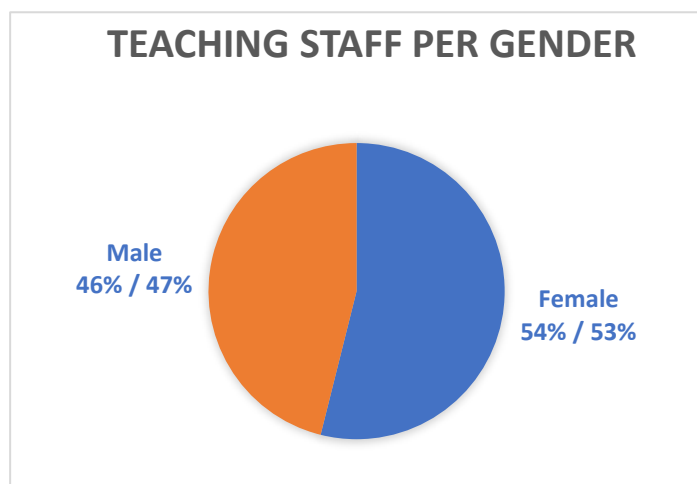


Figure 4. Teaching staff per gender

## 2. The Legal Studies and Their Accreditation

The Law faculties are organising their studies as per the legislation applicable to higher (legal) education.



When it comes to the undergraduate/bachelor studies the legal education in Croatia and Albania<sup>5</sup> is organised as integrated studies - undergraduate studies in duration of 10 semesters, where at the end the students obtain the diploma Master of Laws with 300 ECTS. As per the current system of German education, the Saarland University offers General Legal Studies (Studiengang Rechtswissenschaft), first state examination (Erstes juristisches Staatsexamen) - that requires four years of study at the university and a subsequent two-year practical legal training apprenticeship ("Referendariat"). In Bosnia and Herzegovina and Serbia the bachelor studies are organised as four-year studies with 240 ECTS. In Lithuania the bachelor studies are of 210 ECTS and the duration depends if the student is full-time (7 semesters) or part-time (10 semesters). In North Macedonia the legal studies are organised as per the classical "Bologna model" of 3 years. The participating faculties are offering master and specialization studies. The specialization studies, typical for the Croatian law faculties, usually are in duration of 2 semesters and 60 ECTS. The master studies have different duration. Most of the faculties offer 1 year master studies in duration of 2 semesters and 60 ECTS, but there are also master studies in duration of 4 semesters or 120 ECTS. The graduate - doctoral studies are organised as per the traditional model for preparation of doctoral dissertation (Germany) or as 3 years i.e., 180 ECTS doctoral studies.

All of the studies are subject to accreditation as per the national accreditation rules. The leading idea of the accreditation process being internal within the university, or external by competent national bodies, is to assure the quality of the studies in their development and their delivery. The duration of the accreditation depends on the different systems, ranging from 3 to 8 years. Internal and external evaluation processes are part of the accreditation and re-accreditation of the legal studies on the different levels.

### 3. The Legal Practice and the Legal Studies

The legal practice participates in the development and delivery of the legal studies at all of the faculties in different format.

Most of the systems foresee creation of bodies on faculty or university level with participation of practitioners. The idea of these bodies is that the (legal) practice participates in the creation of the study programmes and/or their assessment and improvement, and those requirements are usually defined in the applicable legislation (this is not the case only for Bosnia and Herzegovina).

The second mechanism that exists and brings the legal practice and practical experiences at the faculties is through the teaching process. For example, classes are combined by direct cooperation with external lecturers - experienced lawyers (judges, prosecutors, barristers, public notaries, enforcement agents, corporate lawyers etc.) and delivered jointly. Further special visits to different institutions are organised for the students. Opportunities for development of the practical skills via practical training are organised as obligatory or elective curricular and extracurricular activities. For example, in Serbia and Croatia practical training

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<sup>5</sup> As of academic 2018/2019 the legal studies in Albania are organized as integrated studies. Prior to that the model was of 3 years bachelor studies with 2 years master studies or in total 300 ECTS

via internships at public institutions, legal institutions or companies or via different forms of legal clinics and moot courts is obligatory for the students.

#### 4. The qualifications and their development

The descriptors set in the Framework of Qualifications for the European Higher Education Area<sup>6</sup> were used as a base for the assessment of the level of development of specific qualifications at a certain level of studies vs. the perception of the importance of the specific descriptor as assessed by the faculty management. The faculties were asked to assess the level of importance of a specific competence (on a scale from 1 to 5 where 1 = not at all important, 2 = somewhat important, 3 = important, 4 = very important and 5 = extremely important) and the level of development (on a scale from 1 to 5 where 1 = none, 2 = weak, 3 = considerable, 4 = strong, 5 = very strong).

The qualification for the **First cycle - Bachelor's level** (typically includes 180-240 ECTS) were assessed by the faculty management of the participating faculties in the following fashion:

Figure 5. First cycle - Bachelor's level

Qualifications	Importance (average)	Level of development (average)
1. <b>Advanced knowledge and understanding in the field of study, involving a critical understanding of theories and principles.</b>	4.43	4
2. <b>Skills to apply knowledge and understanding in a manner that indicates a professional approach to work or vocation, and competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</b>	4.71	4.29
3. <b>Ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant -social, scientific or ethical issues.</b>	4.57	4
4. <b>Skills to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</b>	4.43	3.86
5. <b>Learning skills that are necessary to continue to undertake further study with a high degree of autonomy.</b>	4.57	4

The results show that there is a discrepancy between the perceived level of importance of development of the competencies and their actual development in course of the studies,

<sup>6</sup> The Bergen Conference of European Ministers Responsible for Higher Education 19-20 May 2005 adopted the overarching framework for qualifications in the EHEA, comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles. Available at [http://ehea.info/media.ehea.info/file/WG\\_Frameworks\\_qualification/85/2/Framework\\_qualificationsforEHEA-May2005\\_587852.pdf](http://ehea.info/media.ehea.info/file/WG_Frameworks_qualification/85/2/Framework_qualificationsforEHEA-May2005_587852.pdf)



however it is not seen as large. As seen, in average it is found that for the first cycle of studies it is most important to develop skills to apply knowledge and understanding in a manner that indicates a professional approach to work or vocation, and competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study. **Still, although this skill is found to be of extreme importance (average score 4.71) the level of its development is assessed only as strong (average score 4.29).**

The qualifications for the **Second cycle - Master's level** (typically includes 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2nd cycle) and **Integrated studies** (typically 300 ECTS or 10 semesters)/**German state exam degree** were assessed by the faculty management of the participating faculties in the following fashion:

Figure 6. Second cycle & Integrated studies/German state exam degree

Qualifications	Importance (average)	Level of development (average)
1. <b>Knowledge and understanding that is founded upon and extends and/or enhances the knowledge typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.</b>	4.5	4.17
2. <b>Ability to apply knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.</b>	4.67	4.08
3. <b>Ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.</b>	4.67	4.08
4. <b>Skills to communicate conclusions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously.</b>	4.75	4.17
5. <b>Learning skills to allow to continue to study in a manner that may be largely self-directed or autonomous.</b>	4.5	4.25

The data from the participating faculties<sup>7</sup> in regard to the importance of the set of qualifications for the second cycle of studies, finds all of them as extremely important (average above 4.5) while as the most important to be developed is the skill to communicate conclusions, and the knowledge and rationale underpinning these, to specialist and nonspecialist audiences clearly and unambiguously. Still, although perceived as extremely

<sup>7</sup> The faculties offering integrated studies/German state exam studies were asked to provide input in this part, together with those offering separate master studies leading to total 300 ECTS. Data was not provided from the Law Faculty in Tirana.



important (average score 4.75), this skill is not equally highly assessed on the scale for the level of development (average score 4.17).

The qualifications for the **Third cycle - PhD** (A typical number of credits is not prescribed for this cycle, it includes all forms for obtaining a PhD) were assessed by the faculty management of the participating faculties in the following fashion:

Figure 7. Third cycle - PhD (A typical number of credits is not prescribed for this cycle, it includes all forms for obtaining a PhD)

Qualifications	Importance (average)	Level of development (average)
<b>1. Systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;</b>	4.91	4.55
<b>2. Demonstrated ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;</b>	5	4.73
<b>3. Ability to make a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication.</b>	5	4.63
<b>4. Capability of critical analysis, evaluation and synthesis of new and complex ideas.</b>	4.81	4.55
<b>5. Ability to communicate with peers, the larger scholarly community and with society in general about the areas of expertise.</b>	4.91	4.64
<b>6. Capability to promote, within an academic and professional context, technological, social or cultural advancement in a knowledge-based society henceforth.</b>	4.82	4.36

When it comes to the qualifications (to be) obtained in the course of the doctoral studies it is to be noted that all faculties<sup>8</sup> find the level of importance much higher compared to the other cycles. At the same time, it is found that the level of development of the qualification is perceived as higher, thus the discrepancy between the level of importance and the level of development is lower on the overall level. From the set of qualifications, it is found that it is most important to develop the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity and at the same time these skills are considered as very strongly developed, together with the ability to make a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication.

All of the faculties offer different opportunities to further develop the competencies/transversal skills of the students. The following types of opportunities exist:

<sup>8</sup> Except for the Saarland and the Tirana faculties



Figure 8. Opportunities to develop competencies/transversal skills of students

Opportunity	Status
Legal Clinics	They exist in all of the participating schools in a different format. The main aim is to provide free legal aid to the target groups in different legal fields mostly dealing with persons in specific needs (such as refugees, venerable/marginalized groups, persons in need of information in criminal procedures etc). They involve participation of the students under guidance/mentorship of professors.
Participation of practitioners in the delivery of curriculum	Practitioners are involved in the delivery of the curriculum mainly as external teaching staff delivering courses in their field of expertise and through organization of special classes/programs for the students. This exists in all participating faculties.
Practical courses	Most of the participating faculties organise forms of practical courses for the students as part of the curricula or extra-curricular activities. The courses are in different format but the main idea is to offer development of a set of skills needed for the (specific) legal profession.
Debate clubs	There are different forms of learning opportunities for advancing debate/public speaking skills. They are not used as often and usually are not a constant form at the faculties.
Internships	Depending on the types of the studies the internships range from mandatory (for example for the German State Exam) to opportunity that the faculties make available in cooperation with different institutions, organisations and companies.
Moot Courts	Moot Courts exist at all faculties in different forms - through organization of different formats of mock trials as part of the teaching of different subjects where such would be adequate and applicable, through organisation of teams for different national and international Moot Court competitions (most in international law, international commercial arbitration, investment law etc) and they are seen as one of the most adequate mechanisms allowing students to apply the theory in practice and develop specific set of skills.
Summer Schools / Courses	The summer schools/courses exist at the faculties usually as an ad-hoc opportunity within projects/programs. There are faculties where these type of education events are on an on-gong rolling bases.

### 5. New and Innovative Cross-cutting Subjects

One of the mechanisms for introduction and development of a specific set of specific transversal skills is the introduction of new and innovative cross-cutting subjects that go beyond the traditional legal studies. In most of the participating faculties these subjects exist in the second cycle / master studies.

These cross-cutting courses are in the following areas:

- Technology, Internet, Digitalization including courses on:
  - First cycle, obligatory courses: Law and Information Technology, Law and Technology, Logic and Artificial Intelligence



- Second cycle/Masters, obligatory courses/modules: Internet law
- Second cycle/master level, elective courses/modules: The digital single market; Legal Internet Project; Procedural issues of e-justice; Technical basics of e-justice; The Protection of Privacy in the Digital Age- A challenge for Europe and the world, Privacytech: Privacy, Security and Technology, E-Governance and Administrative Law, Cyber Crime
- Environment, including courses:
  - First cycle, elective courses/modules: Environment Law
  - Integrated studies/Second cycle/master level, elective courses/modules: Environment Law, European Environment Law, Trade and Environment, GATT, TBT and SBS; Environment and Sustainable Development, Maritime Protection Law, Maritime Carriage of Nuclear Materials
- Gender, Equality, Human Rights, including courses:
  - First cycle, elective courses: Law and Gender, Anti-discrimination Law, Labour and Social Policy Law, EU Internal Market and Human Rights
  - Integrated studies, elective courses: Bioethics and Human Rights, Women's Rights, Antidiscrimination Labour Law and Social Security Law,
- Law and Economics, including courses:
  - First cycle/Integrated studies, obligatory courses: Political Economy, Economic Policy, Economics, Applied Economics

## B. The Transversal competences in Legal Studies - perceptions of the Teaching Staff

### 1. Demographics

Total number of 260 teaching staff members participated in the survey providing their insight and perception on different topics. Of them, 234 or 90% are academic teaching staff members and 26 or 10% are external teaching staff. Having in mind the total number of staff at the participating faculties - total 17.96% of the staff members participated in the survey, representing over 25% of the total academic staff and 5.01% of the total external teaching staff. The response rate of the external academic staff is considered low compared to the overall number of external teaching staff for relevant conclusive findings and comparisons based on the status of the staff.

Figure 9. Teaching staff status

<b>Teaching staff status</b>				
	<b>Total respondents</b>	<b>% from respondents</b>	<b>Total in all</b>	<b>% from all</b>
Academic staff	234	90.00%	928	25.22%
External Teaching Staff	26	10.00%	519	5.01%
<b>Grand Total</b>	<b>260</b>	<b>100.00%</b>	<b>1447</b>	<b>17.96 %</b>

Most of the respondents, both the academic and external staff, are those who are considered senior teaching staff. From the academic staff respondents most are those having between 10 and 20 years of teaching experience (41.5%) followed by the senior academic staff with over 20 years of teaching experience (32%). The academic staff with less than 10 years of teaching experience constitutes around 26% of the respondents.

Figure 10. Years of teaching experience of academic staff

<b>Years of teaching experience - academic staff</b>		
	<b>Total respondents</b>	<b>% from respondents</b>
< 5 years	35	14.96%
5 to 10 years	27	11.54%
10 - 20 years	97	41.45%
> 20 years	75	32.05%
<b>Grand Total</b>	<b>234</b>	<b>100.00%</b>

When it comes to the external teaching staff respondents most of them are within the group of over 20 years of teaching experience, followed by the staff with 10 to 20 years (38%). Approximately 19% of the respondents who are external teaching staff have experience of less than 10 years.



Figure 11. Years of teaching experience of external teaching staff

<b>Years of teaching experience - external teaching staff</b>		
	<b>Total respondents</b>	<b>% from respondents</b>
< 5 years	1	3.85%
5 to 10 years	4	15.38%
10 - 20 years	10	38.46%
> 20 years	11	42.31%
<b>Grand Total</b>	<b>26</b>	<b>100.00%</b>

In terms of the degree, both in the case of the academic staff and the external teaching staff, most respondents are those holding a doctoral degree. Within the academic staff respondents, they constitute over 75%, while within the external teaching staff 50%. A total number of 17 respondents have a professor's degree (German system). Less than 20% of the respondents are those having a master or a bachelor degree.

Figure 12. Degree of academic staff

<b>Degree - academic staff</b>		
	<b>Total</b>	<b>% from respondents</b>
Bachelor degree	10	4.27%
Master degree	41	17.52%
Doctoral degree	174	74.36%
Priv.Doiz.Dr. Habilitation and Professor	9	3.85%
<b>Grand Total</b>	<b>234</b>	<b>100.00%</b>

Figure 13. Degree of external teaching staff

<b>Degree - external teaching staff</b>		
	<b>Total</b>	<b>% from respondents</b>
Bachelor degree	1	3.85%
Master degree	4	15.38%
Doctoral degree	13	50.00%
Priv.Doiz.Dr. Habilitation and Professor	8	30.77%
<b>Grand Total</b>	<b>26</b>	<b>100.00%</b>

When it comes to gender, dominantly we have female respondents, which reflects the overall gender structure at the faculties. Thus, total 142 of 260 respondents are female or as per their status 132 academic staff and 10 external staff. Total number of 110 respondents are male i.e., 40% of the academic staff respondents and close to 58% of the external teaching staff. Two members of the staff are non-binary persons and 6 prefer not to answer.

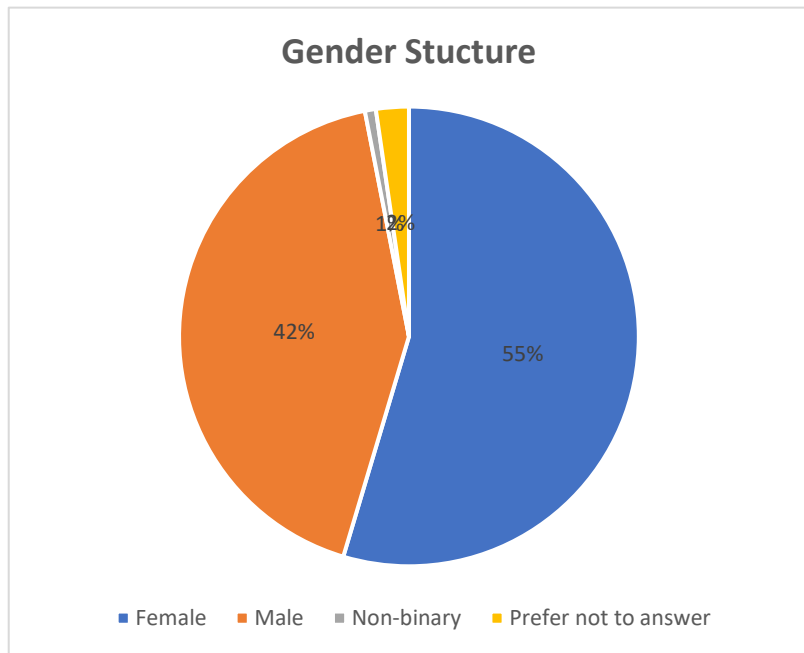


Figure 14. Gender structure of respondents

Figure 15. Gender structure per staff

Gender	Academic Staff		External Staff	
	Total	% from respondents	Total	% from respondents
Female	132	56.41%	10	38.46%
Male	95	40.60%	15	57.69%
Non-binary	1	0.43%	1	3.85%
Prefer not to answer	6	2.56%		0.00%
<b>Grand Total</b>	<b>234</b>	<b>100.00%</b>	<b>26</b>	<b>100.00%</b>

The teaching staff participating in the survey usually teaches in more than one cycle / type of studies. Most of the respondents (25%) said that they teach on all three cycles of studies and 19% of them on integrated studies or equivalent, corresponding to the manner in which they are organized: 5 of 15 of the participating faculties offer integrated studies. Teaching both on integrated studies and 2<sup>nd</sup> cycle/master studies are 16% of the respondents and those teaching on 1<sup>st</sup> and 2<sup>nd</sup> cycle of studies are 14%.

Figure 16. Level of courses

Level of courses	Total	% from all respondents
1st cycle	49	19%
2nd cycle	16	6%
Integrated 1st & 2nd cycle or equivalent	42	16%
3rd cycle / PhD studies	3	1%
1st cycle and & 2nd cycle	37	14%
1st cycle and & Integrated studies	8	3%
1st cycle and 3rd cycle	2	1%



2nd cycle + Integrated studies	2	1%
2nd cycle and 3rd cycle	1	0%
Integrated studies and 3rd cycle	2	1%
1st cycle and 2nd cycle and Integrated studies	7	3%
1st cycle and 2nd cycle and 3rd cycle	66	25%
1st cycle and Integrated studies and 3rd	4	2%
2nd cycle and Integrated studies and 3rd cycle	1	0%
All cycles	20	8%
<b>Total</b>	<b>260</b>	<b>100.00%</b>

The teaching staff who participated in the survey usually does not teach in one field of the law. Most of respondents teach in the field of Private Law (36%) while the least represented in the survey are the staff coming from the field of Criminal Law (10%).

Figure 17. Legal fields

The broader legal field of the course(s)	Number of respondents	In % from total
General (Legal) Topics (History of Law, Sociology of Law, Theory of Law, Philosophy of Law, Law and Economics etc.)	64	24.62%
Public Law (Administrative Law, Constitutional Law, Tax Law, etc.)	58	22.31%
Private Law (Civil Law, Civil Procedure Law, Roman Law, Commercial Law, Labour Law etc.)	93	35.77%
International Law & European Law	63	24.23%
Criminal Law (Substantive and Procedural)	25	9.62%

## 2. The Teaching Skills of the Staff and Their Development

One of the questions that arose with the development of the project and the survey was “Who teaches the teachers how to teach?”. Therefore, a part of the survey was dedicated to the issues of the didactic skills and their development. This was particularly important having in mind the need for adjustment of the teaching approaches and methods during the COVID-19 pandemic.

*The overall conclusion that could be drawn is that the universities/faculties are not providing formal training in didactics/teaching skills to the staff. There are some non-formal training possibilities. Still, it is noted that most of the teaching staff members participating in the survey have some sort of training in didactics and are working on their own on the development of their teaching skills. It is also noted that on questions referring to provision of training by the faculties/universities survey respondents from same faculties have different answers. We find that the reason behind this could be related to the dissemination of information.*





When asked “Is your university/faculty providing formal training in didactics/development of teaching skills to the teaching staff as obligatory activity for teaching staff?” two thirds of the respondents said “no”.

Formal training was provided to 88 of the respondents at 12 from the 13 participating faculties. In Zagreb there were no activities of this kind. Most of the respondents who obtained formal training by their faculty/university come from Tirana (20), followed by Osijek (16) and Sarajevo (14).

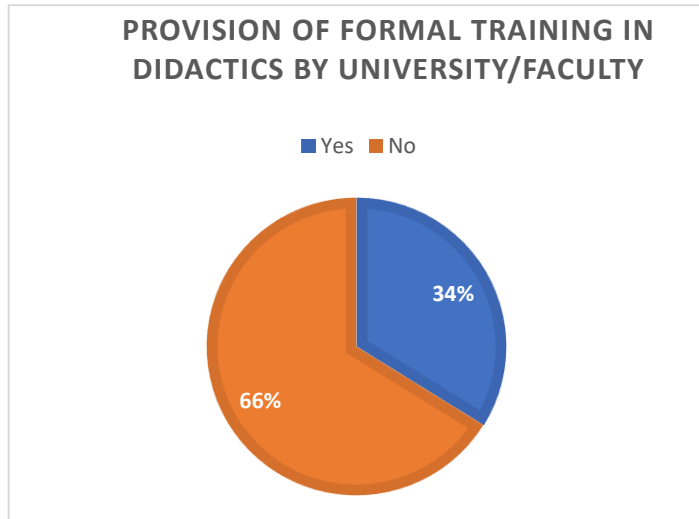
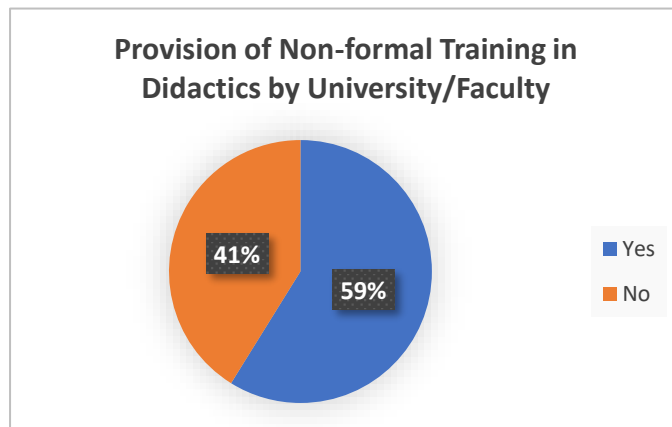


Figure 18. Formal training in didactics by university/faculty (%)



Non-formal training is also scarce at the universities/faculties, but is still available to the teaching staff at all of the participating faculties. Total number of 153 respondents stated that there is non-formal training provided by the universities/faculties. Most of them come from the Cádiz University (26), followed by Tirana (20) and Saarland and Sarajevo (16 each).

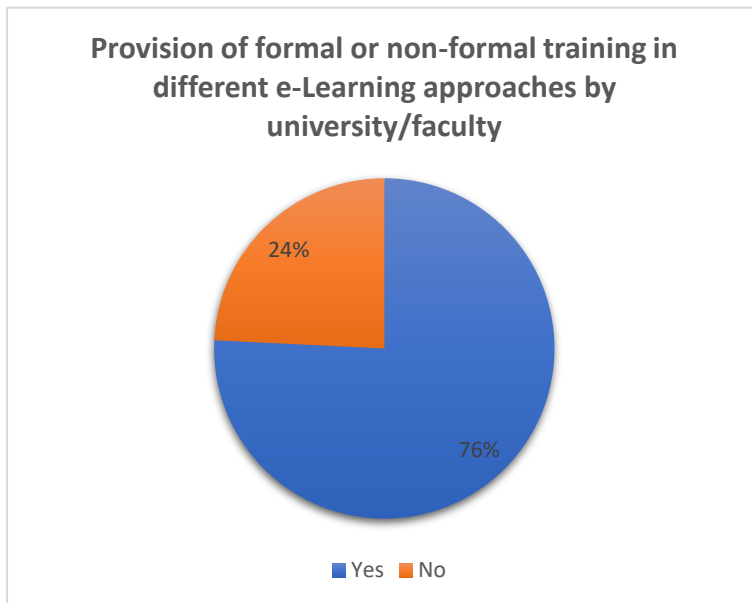
Figure 19. Non-formal training in didactics by university/faculty (%)

Regarding the issue of the individual teaching skills and their development, most of the respondents undertook only non-formal training or self-training activities. Thus, 189 out of 260 respondents or close to 73%, have participated in programs for development of their teaching skills.

Figure 20. Formal and non-formal training in didactics/development of teaching skills

	Formal education/training in didactics/development of teaching skills		Non-formal education/training in didactics/development of teaching skills including self-training	
	Total	% from respondents	Total	% from respondents
Yes	112	43.08%	189	72.69%
No	148	56.92%	71	27.31%
<b>Grand Total</b>	<b>260</b>	<b>100.00%</b>	<b>260</b>	<b>100.00%</b>

Figure 21. Formal/non-formal training in E-learning by university/faculty

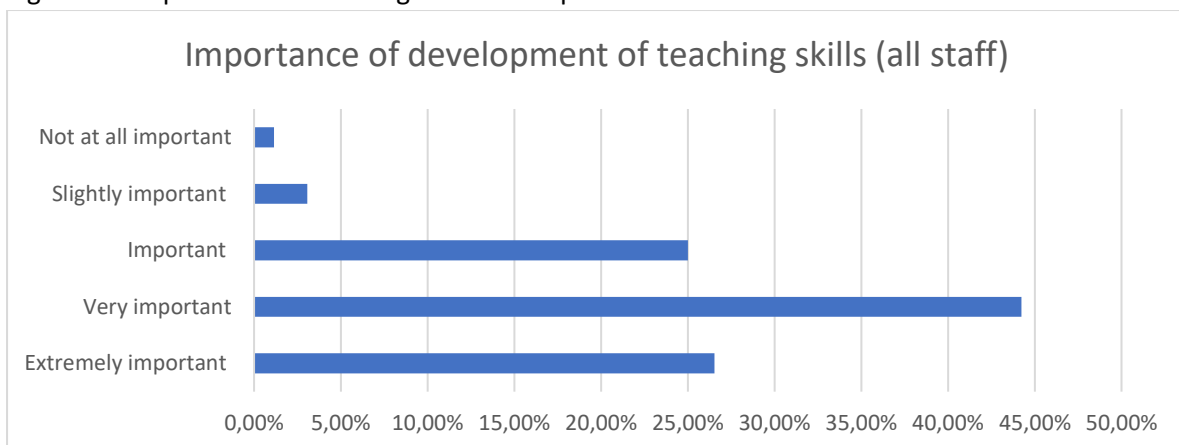


In regard to the e-Learning approaches it is to be noted that there are more opportunities offered by the universities/faculties and more teaching staff have participated in activities leading to the development of their e-Learning skills. Thus, such opportunities are offered in all of the faculties/universities (197 of 260 respondents coming from all of the participating faculties said that such training is offered by their university).

At the same time, over 75% of the respondents (196) stated that they have formal or non-formal education/training in different e-Learning approaches including self-training.

The development of the teaching skills is perceived as highly important for the achievement of the education goals in the courses that the teaching staff, both academic and external, deliver. Thus, over 70% of the total number of respondents find this to be highly important with almost 27% considering the development of the teaching skills as extremely important and over 44% as very important. It is followed with 25% of the respondents considering the development as important. Less than 5% of the respondents find the development of their teaching skills of no relevance for the achievement of the educational goals of the courses they deliver.

Figure 22. Importance of teaching skills development



The distribution is different when staff is divided to academic staff and external staff. Thus, one can see that the development of the teaching skills is more important for the academic staff than for the external teaching staff.

Figure 23. Assessment of importance of teaching skills development



<b>How do you assess the importance of the development of your teaching skills in achievement of the education goals in the course you deliver?</b>				
	<b>Academic Staff</b>		<b>External Teaching Staff</b>	
	<b>Total</b>	<b>% from respondents</b>	<b>Total</b>	<b>% from respondents</b>
Extremely important	64	27.35%	5	19.23%
Very important	107	45.73%	8	30.77%
Important	54	23.08%	11	42.31%
Slightly important	7	2.99%	1	3.85%
Not at all important	2	0.85%	1	3.85%
<b>Grand Total</b>	<b>234</b>	<b>100.00%</b>	<b>26</b>	<b>100.00%</b>

### 3. Importance vs. Development of Competencies in view of the Teaching Staff

Having in mind the different educational goals of the studies and the qualifications the students are expected to have at the end of a cycle of studies, a set of 20 competencies were selected and the teaching staff was asked to determine the level of their importance (on a scale from 1 to 5 where 1 = not at all important, 2 = somewhat important, 3 = important, 4 = very important and 5 = extremely important) and the level of development (on a scale from 1 to 5 where 1 = none, 2 = weak, 3 = considerable, 4 = strong, 5 = very strong). The list included the following competencies:

1. Capacity for analysis and synthesis in general terms
2. Capacity for legal analysis and synthesis
3. Capacity to construct a valid legal argument
4. Research skills
5. Capacity for applying knowledge in practice
6. Oral/written communication of legal arguments
7. Knowledge of a legal terminology in second language
8. Ability to communicate with non-experts in legal field
9. Elementary computing skills
10. Information management skills
11. Critical and self-critical thinking abilities
12. Capacity for generating new ideas (creativity)
13. Problem solving
14. Decision-making
15. Ability to work autonomously
16. Ability to work in team/interdisciplinary team
17. Leadership
18. Ethical commitment
19. Appreciation of diversity and multiculturalism
20. Ability to work in an international context

The teaching staff was asked to assess the level of importance and the level of development in the different types of studies where they deliver their courses divided into the following categories:



1. 1<sup>st</sup> cycle of studies/bachelor studies (6 to 8 semesters, 180 ECTS to 240 ECTS)
2. 2<sup>nd</sup> cycles of studies/ master studies (2 to 4 semesters, 60 ECTS to 120 ECTS)
3. Integrated studies/German state exam (up to 10 semesters, 300 ECTS if applicable)
4. 3<sup>rd</sup> cycle of studies (6 semesters, 180 ECTS) or doctoral studies

When analysing the results only the responses from the teaching staff who deliver classes on the respective type/level of studies were taken into consideration as follows:

Figure 24. Level of studies

Studies	No. of respondents	In % from all respondents
First cycle of studies	193	74.23%
Second cycle of studies	150	57.69%
Integrated studies / German State Exam	89	34.23%
Third cycle of studies / PhD	89	34.23%

*The general conclusion that could be drawn here is that there is a discrepancy between what is considered importance of a competence and the level to which it is developed in the given studies. Further, there are differences between which competence is considered specifically important for a given cycle of studies. Overall, the competencies related to the specificities of the legal profession (such as but not limited to legal analysis and synthesis and construction of legal argument) are found as most important for all level of studies. Still, in the same time it is found that the perceived level of their development does not match the perceived level of their importance by the teaching staff.*

### 3.1. First cycle of studies

All of the given competencies, by the teaching staff assessing the given competencies, in average were assessed as very important. At the same time, it is found that the perceived level of development of these competencies does not match the perceived level of importance, in some cases having significant discrepancies.

When it comes to the **capacity for analysis and synthesis in general terms** over 88% of the respondents found it highly important (45.26% extremely important and 43.16% very important). Just above 10% of the respondents find it important. An insignificant percentage of the respondents find that the capacity for analysis and synthesis in general terms is of low importance. The level of development however does not match the level of importance. For 60% of the respondents this capacity is highly developed and for close to 30% it is developed in average in course of studies. Slightly over 10% find that the capacity for analysis and synthesis in general terms is on the lower level of development.

Figure 25. Capacity of analysis and synthesis

1. Capacity for analysis and synthesis in general terms			
	Importance	Level of development	
5 - extremely important	45.26%	24.87%	5 - very strong



4 - very important	43.16%	35.45%	4 - strong
3 - important	10.53%	28.57%	3 - considerable
2 - somewhat important	1.05%	8.99%	2 - weak
1 - not at all important	0.00%	2.12%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.55%	2.07%	No response (from the total)

The **capacity for legal analysis and synthesis** as a specific competence is much more important than the one for general analysis and synthesis, as seen by the teaching staff. Thus over 95% of the respondents find it highly important (62.50% as extremely important and 34.24% as very important). 60% of the respondents find that the capacity for legal analysis and synthesis is highly developed (26% find it very strong and 34% find it strong). For approximately 30% it is considerable and over 10% find it on a lower scale of development.

Figure 26. Capacity for legal analysis and synthesis

2. Capacity for legal analysis and synthesis			
	Importance	Level of development	
5 - extremely important	62.50%	25.81%	5 - very strong
4 - very important	34.24%	33.87%	4 - strong
3 - important	2.17%	29.03%	3 - considerable
2 - somewhat important	1.09%	8.60%	2 - weak
1 - not at all important	0.00%	2.69%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.66%	3.63%	No response (from the total)

Similarly, the **capacity to construct a valid legal argument** is highly important for 93% of the respondents, with 66% finding it extremely important and 27% very important. Average importance holds 6% of the respondents. The discrepancy between the importance and the level of developed is significant. 60% of the respondents find that the level of development high, while for 25% it is average and for 15% it is low.

Figure 27. Capacity to construct valid legal arguments

3. Capacity to construct a valid legal argument			
	Importance	Level of development	
5 - extremely important	65.97%	25.67%	5 - very strong
4 - very important	27.23%	34.22%	4 - strong
3 - important	6.28%	25.13%	3 - considerable
2 - somewhat important	0.52%	10.70%	2 - weak
1 - not at all important	0.00%	4.28%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.04%	3.11%	No response (from the total)

The **development of the research skills** is not found as important as the analysis and synthesis skills and argument construction for the first cycle of studies. Highly important is for slightly over 70% of the respondents (38.62% find it extremely important and 31.75% very



important). In the same time, it is observed as highly developed for less than 45% of the respondents. Over 25% find that the level of development of the research skills in first cycle of studies is low.

Figure 28. Research skills

4. Research skills			
	Importance	Level of development	
5 - extremely important	38.62%	19.68%	5 - very strong
4 - very important	31.75%	25.00%	4 - strong
3 - important	23.28%	29.79%	3 - considerable
2 - somewhat important	5.82%	19.15%	2 - weak
1 - not at all important	0.53%	6.38%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	2.07%	2.59%	No response (from the total)

Developing students' **capacities for applying the knowledge in practice** during the studies is found to be highly important for nearly 90% of the respondents (56% find it extremely important and 33% find it very important). In the same time only 57% find that it is being highly developed in course of the studies (for 22% it is very strong and for 36% strong).

Figure 29. Capacity for applying knowledge in practice

5. Capacity for applying knowledge in practice			
	Importance	Level of development	
5 - extremely important	56.08%	21.51%	5 – very strong
4 – very important	33.33%	36.02%	4 – strong
3 - important	9.52%	24.73%	3 – considerable
2 – somewhat important	1.06%	13.98%	2 – weak
1 – not at all important	0.00%	3.76%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	2.07%	3.63%	No response (from the total)

The development of skills for **communication of legal arguments** is highly important for nearly 90% of the respondents, but less than 60% of them find it highly developed. The level of development is considerable for over 23% of the respondents with close to 20% finding it low.

Figure 30. Oral/written communication of legal arguments

6. Oral/written communication of legal arguments			
	Importance	Level of development	
5 – extremely important	58.12%	23.12%	5 – very strong
4 – very important	36.65%	34.95%	4 – strong
3 - important	5.24%	23.12%	3 - considerable
2 - somewhat important	0.00%	16.13%	2 - weak
1 - not at all important	0.00%	2.69%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.04%	3.63%	No response (from the total)





In the set of communication capacities, the importance of **knowledge of legal terminology in second language** is highly important for close to 63% of the respondents (30% find it extremely important and 33% find it very important). Contrary to that, less than 40% find it highly developed (for 12% it is very strong and for 27% it is strong).

Figure 31. Knowledge of legal terminology

7. Knowledge of a legal terminology in second language			
	Importance	Level of development	
5 - extremely important	30.00%	11.83%	5 - very strong
4 - very important	32.63%	26.88%	4 - strong
3 - important	26.84%	23.66%	3 - considerable
2 - somewhat important	10.00%	26.34%	2 - weak
1 - not at all important	0.53%	11.29%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.55%	3.63%	No response (from the total)

It seems that there is an average level of development of the **abilities for communication with non-experts in the legal field** and in the same time it is not found to be as highly important as other skills. Thus, 39% of the respondents find that it is a very important skill. On the scale of development equal 27% find it strongly i.e., considerably developed.

Figure 32. Ability to communicate with non-legal expert

8. Ability to communicate with non-experts in legal field			
	Importance	Level of development	
5 - extremely important	26.70%	14.97%	5 - very strong
4 - very important	38.74%	27.27%	4 - strong
3 - important	30.89%	27.27%	3 - considerable
2 - somewhat important	2.62%	23.53%	2 - weak
1 - not at all important	1.05%	6.95%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.04%	3.11%	No response (from the total)

The development of **elementary computing skills** is **not** found to be very important for the students of the first cycle of studies. Approximately 70% of the teaching staff find it highly important (for 38% it is extremely important and for 34% it is very important), while for 43% it is strongly developed (16% very strong and 27% strong). For 34% of the respondents the level of development is considerably strong making the discrepancy very large.

Figure 33. Computing skills

9. Elementary computing skills (word processing, database, other utilities)			
	Importance	Level of development	
5 - extremely important	37.70%	16.13%	5 - very strong
4 - very important	33.51%	27.42%	4 - strong
3 - important	24.08%	34.41%	3 - considerable
2 - somewhat important	4.71%	16.67%	2 - weak
1 - not at all important	0.00%	5.38%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.04%	3.63%	No response (from the total)



The **Information management skills (ability to retrieve and analyse information from different legal sources)** are considered highly important for over 65% of the teaching staff. In comparison, less than 50% finds them to be strongly developed, while 31% finds that they are on a considerable level of development.

Figure 34. Information management skills

<b>10. Information management skills (ability to retrieve and analyse information from different legal sources)</b>			
	<b>Importance</b>	<b>Level of development</b>	
5 - extremely important	43.16%	19.46%	5 - very strong
4 - very important	38.95%	28.11%	4 - strong
3 - important	13.68%	31.35%	3 - considerable
2 - somewhat important	4.21%	15.68%	2 - weak
1 - not at all important	0.00%	5.41%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.55%	4.15%	No response (from the total)

One of the most important capacities to be developed in the first cycle of legal studies is the **ability for critical and self-critical thinking**. 90% of the teaching staff finds it is highly important (for 62% it is extremely important and for 28% it is very important). For 9% it is important, and only 1% finds it of low importance. Still, this ability is seen as being strongly developed by 58% of the teaching staff (29% find it very strong and strong equally). For 24% it is considerably high in the development while for 19% the level of development is low (14% find it weak and for 4% it is not being developed at all).

Figure 35. Critical and self-critical thinking abilities

<b>11. Critical and self-critical thinking abilities</b>			
	<b>Importance</b>	<b>Level of development</b>	
5 - extremely important	61.58%	28.88%	5 - very strong
4 - very important	28.42%	28.88%	4 - strong
3 - important	8.95%	23.53%	3 - considerable
2 - somewhat important	1.05%	14.44%	2 - weak
1 - not at all important	0.00%	4.28%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.55%	3.11%	No response (from the total)

**Creativity seen as a capacity for generating new ideas** is of importance to be developed for 78% of the respondents. 50% of them find that it is being developed strongly in the first cycle of studies. For 25% of the respondents the level of development is low to none.

Figure 36. Creativity

<b>12. Capacity for generating new ideas (creativity)</b>			
	<b>Importance</b>	<b>Level of development</b>	
5 - extremely important	37.70%	18.18%	5 - very strong
4 - very important	39.79%	32.09%	4 - strong



3 – important	18.32%	25.13%	3 – considerable
2 - somewhat important	4.19%	20.32%	2 – weak
1 - not at all important	0.00%	4.28%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.04%	3.11%	No response (from the total)

Over 90% of the respondents finds that it is highly important to develop the **problem-solving** capacities of the students in the first cycle of studies (equally 45.26% chose extremely important and very important). For less than 60% of the respondents this is reflected in the practice as only 24% of teaching staff find that the development of these capacities in course of first cycle of studies is very strong and 37% find it strong.

Figure 37. Problem-solving

13. Problem solving			
	Importance	Level of development	
5 - extremely important	45.26%	24.19%	5 - very strong
4 - very important	45.26%	37.10%	4 – strong
3 - important	9.47%	23.12%	3 – considerable
2 - somewhat important	0.00%	13.44%	2 – weak
1 - not at all important	0.00%	2.15%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.55%	3.63%	No response (from the total)

Having capacities for decision making is of high importance to close to 80% of the teaching staff. In this sense 34% find the decision-making capacities extremely important and 44% as very important. In contrast, only 18% of the teach staff find that the level of development of these capacities is very strong and 28% find it strong. For 27% of the teaching staff the development of these capacities is low.

Figure 38. Decision-making

14. Decision-making			
	Importance	Level of development	
5 - extremely important	33.69%	17.74%	5 - very strong
4 - very important	44.39%	28.49%	4 - strong
3 - important	21.39%	26.34%	3 - considerable
2 - somewhat important	0.53%	22.04%	2 - weak
1 - not at all important	0.00%	5.38%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.11%	3.63%	No response (from the total)

The **ability to work autonomously** is of importance to be developed for approximately for 85% of the respondents (38% find it extremely important and 46% very important). It is in fact strongly developed in the opinion of 59% of the teaching staff (25% find it very strong and 34% find it strong).

Figure 39. Ability to work autonomously

15. Ability to work autonomously			
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	Importance	Level of development	
5 - extremely important	38.42%	25.27%	5 - very strong
4 - very important	46.32%	34.41%	4 - strong
3 - important	12.63%	25.27%	3 - considerable
2 - somewhat important	2.63%	11.83%	2 - weak
1 - not at all important	0.00%	3.23%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.55%	3.63%	No response (from the total)

The team work is not seen as important in a traditional legal practice set-up. However, the modern legal profession requires new approaches. The teaching staff finds that it is of high importance to develop the **ability to work in a team/interdisciplinary team**. Thus, for 32% of the respondents is of extreme importance, for 49% is very important and for 15% important. Less than 5% finds it of low importance. In the same time, the process of development of this ability is falling behind. In the opinion of only half of the respondents it is being strongly developed (19% finds it very strong, 31% finds it strong and 33% finds it considerable).

Figure 40. Team work

16. Ability to work in team/interdisciplinary team			
	Importance	Level of development	
5 - extremely important	31.94%	18.82%	5 - very strong
4 - very important	48.69%	30.65%	4 - strong
3 - important	14.66%	33.33%	3 - considerable
2 - somewhat important	4.71%	12.37%	2 - weak
1 - not at all important	0.00%	4.84%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.04%	3.63%	No response (from the total)

Although the legal profession requires skills for leading and managing cases, people, institutions, the development of the **leadership skills** is not seen as very important. A bit over half of the teaching staff finds the development of leadership in course of first cycle highly important (15% extremely important and 37% very important). For 34% they are being strongly developed (12% very strong and 22% strong).

Figure 41. Leadership

17. Leadership			
	Importance	Level of development	
5 - extremely important	14.74%	12.37%	5 - very strong
4 - very important	37.37%	21.51%	4 - strong
3 - important	35.26%	30.65%	3 - considerable
2 - somewhat important	11.05%	27.42%	2 - weak
1 - not at all important	1.58%	8.06%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.55%	3.63%	No response (from the total)

The legal professionals are expected to have high **ethical commitment**. The development of this capacity is extremely important for 61% of the teaching staff and very important for 26%. In the same time, 37% of the teaching staff find it to be very strong developed and 28% strong.



Figure 42. Ethical commitment

18. Ethical commitment			
	Importance	Level of development	
5 - extremely important	61.17%	36.56%	5 - very strong
4 - very important	26.06%	27.96%	4 - strong
3 - important	10.64%	20.43%	3 - considerable
2 - somewhat important	2.13%	10.22%	2 - weak
1 - not at all important	0.00%	4.84%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	2.59%	3.63%	No response (from the total)

For 78% of the teaching staff developing **appreciation of diversity and multiculturalism** in the course of the first cycle of studies is highly important (for 46% it is extremely important and for 32% very important) and for 20% important. Only 2% of the respondents find it to be of low importance. In the same time the 33% of the staff find it to be very strongly developed and 28% strong and for 22% it is considerable.

Figure 43. Appreciation of diversity and multiculturalism

19. Appreciation of diversity and multiculturalism			
	Importance	Level of development	
5 - extremely important	46.15%	32.80%	5 - very strong
4 - very important	31.87%	28.49%	4 - strong
3 - important	19.78%	22.04%	3 - considerable
2 - somewhat important	1.10%	11.83%	2 - weak
1 - not at all important	1.10%	4.84%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	5.70%	3.63%	No response (from the total)

Having in mind the internationalisation of the legal profession the teaching staff was asked to assess the importance vs. the level of development of the **Ability to work in an international context**. Thus, this is of high importance for 67% of the teaching staff (28% finding it extremely important and 39% very important). Strongly developed in the course of the first cycle of studies is for 45% of the staff (20% find it very strong and 25% strong) while for 24% it is considerable.

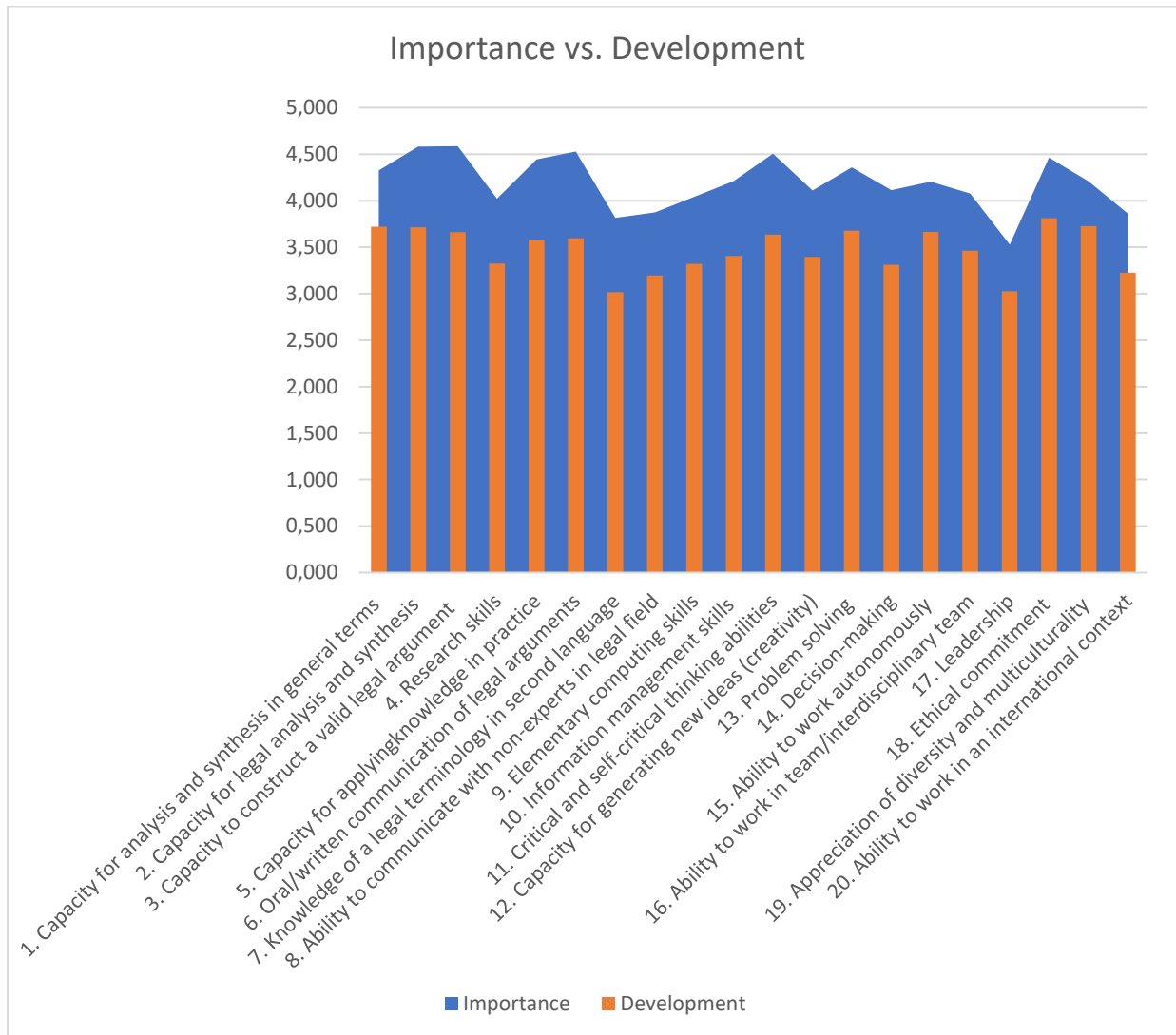
Figure 44. Ability to work in international context

20. Ability to work in an international context			
	Importance	Level of development	
5 - extremely important	28.42%	19.89%	5 - very strong
4 - very important	38.95%	24.73%	4 - strong
3 - important	23.68%	23.66%	3 - considerable
2 - somewhat important	8.42%	21.51%	2 - weak
1 - not at all important	0.53%	10.22%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	1.55%	3.63%	No response (from the total)



As seen from the results above for all of the skills and capacities developed in the course of the first cycle of studies there is a discrepancy between the perceived level of importance and level to which they are being developed in course of the first cycle of studies.

Figure 45. Competence vs. development



It is to be noted that the highest discrepancy between the perceived importance of the development of a certain capacity and how it is actually being developed is within the set of capacities that are considered to be one of the most important.

Thus, four of the 20 listed capacities are considered as most important to be developed in the first cycle of studies: capacity to construct valid legal argument, capacity for legal analysis and synthesis, oral/written communication of legal arguments and critical and self-critical thinking abilities. Least important, although still high on the scale of importance having in mind the average score, are the ability to communicate with non-experts in legal field, ability to work in an international context, knowledge of a legal terminology in second language and leadership skills.

Figure 46. Capacity - importance

Capacity	Importance (average scores)
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3. Capacity to construct a valid legal argument	4.586
2. Capacity for legal analysis and synthesis	4.582
6. Oral/written communication of legal arguments	4.529
11. Critical and self-critical thinking abilities	4.505
18. Ethical commitment	4.463
5. Capacity for applying knowledge in practice	4.444
13. Problem solving	4.358
1. Capacity for analysis and synthesis in general terms	4.326
10. Information management skills	4.211
19. Appreciation of diversity and multiculturalism	4.209
15. Ability to work autonomously	4.205
14. Decision-making	4.112
12. Capacity for generating new ideas (creativity)	4.110
16. Ability to work in team/interdisciplinary team	4.079
9. Elementary computing skills	4.042
4. Research skills	4.021
8. Ability to communicate with non-experts in legal field	3.874
20. Ability to work in an international context	3.863
7. Knowledge of a legal terminology in second language	3.816
17. Leadership	3.526

None of the capacities/skills is found to be developed as “very strong” in course of the first cycle of studies (none has an average score over 4.5). One can consider as most developed with an average score above 3.7 (to be considered and strong in development) the following: Ethical commitment, Appreciation of diversity and multiculturalism, Capacity for analysis and synthesis in general terms and capacity for legal analysis and synthesis

Figure 47. Capacity - development

Capacity	Development (average scores)
18. Ethical commitment	3.812
19. Appreciation of diversity and multiculturalism	3.726
1. Capacity for analysis and synthesis in general terms	3.720
2. Capacity for legal analysis and synthesis	3.715
13. Problem solving	3.677
15. Ability to work autonomously	3.667
3. Capacity to construct a valid legal argument	3.663
11. Critical and self-critical thinking abilities	3.636
6. Oral/written communication of legal arguments	3.597
5. Capacity for applying knowledge in practice	3.575
16. Ability to work in team/interdisciplinary team	3.462
10. Information management skills	3.405
12. Capacity for generating new ideas (creativity)	3.396
4. Research skills	3.324
9. Elementary computing skills	3.323
14. Decision-making	3.312
20. Ability to work in an international context	3.226
8. Ability to communicate with non-experts in legal field	3.198



17. Leadership	3.027
7. Knowledge of a legal terminology in second language	3.016

The discrepancy is highest with the one of the core competencies in terms of perceived importance. Thus, although the development of the skills oral/written communication of legal arguments is considered as extremely important (average score 4.529) one, on the scale of development it falls behind for one point with average score of 3.597 i.e., discrepancy of 0.932. The situation is similar for the capacity to construct valid legal argument and the capacity to apply the knowledge in practice.

Figure 48. Capacity – discrepancy importance vs. development

Capacity	Discrepancy Importance vs. Development (average scores)
6. Oral/written communication of legal arguments	0.932
3. Capacity to construct a valid legal argument	0.923
5. Capacity for applying knowledge in practice	0.869
11. Critical and self-critical thinking abilities	0.869
2. Capacity for legal analysis and synthesis	0.866
10. Information management skills	0.805
14. Decision-making	0.800
7. Knowledge of a legal terminology in second language	0.800
9. Elementary computing skills	0.719
12. Capacity for generating new ideas (creativity)	0.714
4. Research skills	0.697
13. Problem solving	0.680
8. Ability to communicate with non-experts in legal field	0.676
18. Ethical commitment	0.651
20. Ability to work in an international context	0.637
16. Ability to work in team/interdisciplinary team	0.616
1. Capacity for analysis and synthesis in general terms	0.607
15. Ability to work autonomously	0.539
17. Leadership	0.499
19. Appreciation of diversity and multiculturalism	0.483



### 3.2. Second cycle of studies

The second cycle of studies or the master studies aims to further develop the qualifications of the students. Again, the given competencies were assessed as highly important and in average could be considered very important. In the same time, it is found that the level of development is lower than the level of perceived importance.

The capacity **for analysis and synthesis in general terms** is considered as highly important for the second cycle/master studies by 91% of the respondents (55.10% extremely important and 36.05% very important). The rest of over 9% of the respondents find it as important. There are no respondents that find the capacity for analysis and synthesis in general terms of low importance. The level of development however does not match the level of importance. For 73% of the respondents this capacity is highly developed and for 23% it is considerably developed in course of the studies. Very low percentage of the respondents finds that the capacity for analysis and synthesis in general terms is on the lower level of development. Both the level of importance and the level of development of the **capacity for analysis and synthesis in general terms** in the second cycle of studies/ master studies is higher than in the first cycle.

Figure 49. Capacity for analysis and synthesis

1. Capacity for analysis and synthesis in general terms			
	Importance	Level of development	
5 - extremely important	55.10%	30.43%	5 - very strong
4 - very important	36.05%	42.75%	4 - strong
3 - important	8.84%	23.19%	3 - considerable
2 - somewhat important	0.00%	2.90%	2 - weak
1 - not at all important	0.00%	0.72%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	2.00%	8.00%	No response (from the total)

For 96% of the teaching staff the development of the **capacity for legal analysis and synthesis** as a specific competence is highly important and for 78% of them it is strongly developed in the course of the studies. Compared to the first cycle of studies, the level of importance is similar but the level of development is perceived as higher.

Figure 50. Capacity for legal analysis and synthesis

2. Capacity for legal analysis and synthesis			
	Importance	Level of development	
5 - extremely important	68.06%	36.76%	5 - very strong
4 - very important	27.78%	41.18%	4 - strong
3 - important	4.17%	16.91%	3 - considerable
2 - somewhat important	0.00%	4.41%	2 - weak
1 - not at all important	0.00%	0.74%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.00%	9.33%	No response (from the total)



The **capacity to construct a valid legal argument** is highly important for 95% of the respondents, with 69% finding it extremely important and 26% as very important. Average importance holds for 6% of the respondents. The discrepancy between the importance and the level of developed is significant, still lower than compared to the first cycle of studies. Thus, 72% of the respondents find that the level of development high (only 60% found this for the first cycle), while for 20% find it is average and for 15% it is low.

Figure 51. Capacity to construct legal arguments

3. Capacity to construct a valid legal argument			
	Importance	Level of development	
5 - extremely important	68.75%	38.52%	5 - very strong
4 - very important	25.69%	33.33%	4 - strong
3 - important	5.56%	20.74%	3 - considerable
2 - somewhat important	0.00%	6.67%	2 - weak
1 - not at all important	0.00%	0.74%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.00%	10.00%	No response (from the total)

The **development of the research skills** in the second cycle of studies is highly important for 87% of the teaching staff. In comparison to the first cycle of studies, 70% of the teaching staff found this as highly important. 66% of the teaching staff finds that it is being strongly developed in the course of second cycle/master studies and this is significantly higher than in the first cycle (less than 45% of the respondents found this).

Figure 52. Research skills

4. Research skills			
	Importance	Level of development	
5 - extremely important	54.48%	27.01%	5 - very strong
4 - very important	33.10%	39.42%	4 - strong
3 - important	11.03%	23.36%	3 - considerable
2 - somewhat important	1.38%	9.49%	2 - weak
1 - not at all important	0.00%	0.73%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.33%	8.67%	No response (from the total)

The development of the **capacities for applying the knowledge in practice** is found as highly important for over 93% of the respondents (63% find it extremely important and for 30% it is very important). At the same time, 70% of the teaching staff finds that it is being highly developed in course of the studies, which is higher than in the first cycle.

Figure 53. Capacity for applying knowledge in practice

5. Capacity for applying knowledge in practice			
	Importance	Level of development	
5 - extremely important	63.19%	32.35%	5 - very strong
4 - very important	29.86%	37.50%	4 - strong
3 - important	5.56%	17.65%	3 - considerable



2 - somewhat important	1.39%	11.76%	2 - weak
1 - not at all important	0.00%	0.74%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.00%	9.33%	No response (from the total)

The development of skills for **communication of legal arguments** is highly important for close to 93% of the respondents, more than the first cycle of studies. However, only 70% of them find it being strongly developed, which is still higher when compared to the first cycle of studies.

Figure 54. Oral/written communication of legal arguments

6. Oral/written communication of legal arguments			
	Importance	Level of development	
5 - extremely important	68.06%	37.04%	5 - very strong
4 - very important	25.00%	33.33%	4 - strong
3 - important	4.86%	22.96%	3 - considerable
2 - somewhat important	2.08%	6.67%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.00%	10.00%	No response (from the total)

The importance of **knowing legal terminology in second language** is highly important for second cycle/master studies for 75% of the respondents. On the other hand, only 57% of them find that it is being strongly developed. Again, both the level of importance and the level of development are higher than first cycle of studies.

Figure 55. Knowledge of legal terminology

7. Knowledge of a legal terminology in second language			
	Importance	Level of development	
5 - extremely important	44.83%	21.32%	5 - very strong
4 - very important	30.34%	36.03%	4 - strong
3 - important	21.38%	27.21%	3 - considerable
2 - somewhat important	2.76%	12.50%	2 - weak
1 - not at all important	0.69%	2.94%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.33%	9.33%	No response (from the total)

For 73% of the teaching staff the development of the abilities for communication with non-experts in the legal field are of high importance for the master students. Again, the level of development is significantly lower, only 50% finds these abilities being strongly developed.

Figure 56. Ability to communicate with non-legal experts

8. Ability to communicate with non-experts in legal field			
	Importance	Level of development	
5 - extremely important	39.58%	22.06%	5 - very strong
4 - very important	33.33%	28.68%	4 - strong
3 - important	22.22%	33.09%	3 - considerable
2 - somewhat important	4.17%	11.76%	2 - weak



1 - not at all important	0.69%	4.41%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.00%	9.33%	No response (from the total)

The development of **elementary computing skills** is found to be more important for the master students than the students of first cycle of studies. Approximately 76% of the teaching staff in the second cycle compared to 70% of the teaching staff in the first cycle find it highly important (for 41% it is extremely important and for 35% it is very important). In the same time, it is considered by more teaching staff as being in the higher scales of development – 57% in the second cycle find it as strongly developed compared to the 43% in first cycle.

Figure 57. Computing skills

9. Elementary computing skills (word processing, database, other utilities)			
	Importance	Level of development	
5 - extremely important	41.38%	25.74%	5 - very strong
4 - very important	35.17%	30.88%	4 - strong
3 - important	17.93%	28.68%	3 - considerable
2 - somewhat important	4.83%	8.82%	2 - weak
1 - not at all important	0.69%	5.88%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.33%	9.33%	No response (from the total)

The **information management skills (ability to retrieve and analyse information from different legal sources)** are considered highly important for over 86% of the teaching staff which is considerably higher than the 65% of the teaching staff finding this for the first cycle of studies. Still, only 70% of the teaching staff find these skills being strongly developed which is more than in the first cycle (less than 50% finds them to be strongly developed).

Figure 58. Information management skills

10. Information management skills (ability to retrieve and analyse information from different legal sources)			
	Importance	Level of development	
5 - extremely important	49.66%	24.26%	5 - very strong
4 - very important	36.55%	36.03%	4 - strong
3 - important	8.28%	30.88%	3 - considerable
2 - somewhat important	5.52%	8.09%	2 - weak
1 - not at all important	0.00%	0.74%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.33%	9.33%	No response (from the total)

The **ability for critical and self-critical thinking** for 95% of the teaching staff is of higher importance (for 68% it is extremely important and for 27% it is very important). It is seen as being strongly developed by 70% of the teaching staff (35% finds it very strong and strong equally). Both the importance and the level of development are higher than the first cycle of studies.

Figure 59. Critical and self-critical thinking abilities



11. Critical and self-critical thinking abilities			
	Importance	Level of development	
5 - extremely important	68.06%	35.04%	5 - very strong
4 - very important	27.08%	35.04%	4 - strong
3 - important	3.47%	21.17%	3 - considerable
2 - somewhat important	1.39%	8.76%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.00%	8.67%	No response (from the total)

The **capacity for generating new ideas (creativity)** is of importance to be developed for over 89% of the teaching staff in second cycle of studies compared to the 68% of the respondents for first cycle of studies. Of them, 58% find that it is being developed strongly in the master studies (compared to 40% for the first cycle of studies)

Figure 60. Creativity

12. Capacity for generating new ideas (creativity)			
	Importance	Level of development	
5 - extremely important	53.79%	24.82%	5 - very strong
4 - very important	34.48%	32.85%	4 - strong
3 - important	11.72%	30.66%	3 - considerable
2 - somewhat important	0.00%	10.95%	2 - weak
1 - not at all important	0.00%	0.73%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.33%	8.67%	No response (from the total)

Development of the **problem-solving** capacities of the students in second cycle of studies is of high importance for 90% of the teaching staff, which holds similar position as those for the first cycle of studies. For less than 66% of the respondents these capacities are being strongly developed. The situation is similar as for the first cycle of studies.

Figure 61. Problem solving

13. Problem solving			
	Importance	Level of development	
5 - extremely important	53.10%	32.85%	5 - very strong
4 - very important	36.55%	32.85%	4 - strong
3 - important	8.28%	22.63%	3 - considerable
2 - somewhat important	2.07%	10.95%	2 - weak
1 - not at all important	0.00%	0.73%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.33%	9.33%	No response (from the total)

The decision-making skills are of high importance to close to 90% of the teaching staff on master studies, which is more than for the first cycle of studies (80% of the respondents found this for the first cycle of studies). The discrepancy in the level of development is high as for





the first cycle of studies – only 54% of the respondents find that these skills are being strongly developed.

Figure 62. Decision-making

14. Decision-making			
	Importance	Level of development	
5 - extremely important	40.69%	25.00%	5 - very strong
4 - very important	37.93%	28.68%	4 - strong
3 - important	17.93%	30.88%	3 - considerable
2 - somewhat important	2.07%	13.97%	2 - weak
1 - not at all important	1.38%	1.47%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.33%	9.33%	No response (from the total)

The **Ability to work autonomously** is of importance to be developed for close to 91% of the teaching staff on master studies (compared to 75% of the respondents for the first cycle). It is seen as strongly developed by 74% of the respondents, which is higher compared to the first cycle of studies (where only 59% found it strongly developed).

Figure 63. Ability to work autonomously

15. Ability to work autonomously			
	Importance	Level of development	
5 - extremely important	54.48%	30.66%	5 - very strong
4 - very important	37.24%	43.07%	4 - strong
3 - important	8.28%	21.90%	3 - considerable
2 - somewhat important	0.00%	4.38%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.33%	8.67%	No response (from the total)

The **ability to work in a team/interdisciplinary team** as a skill to be developed in course of master studies is highly important to 82% of the teaching staff which is similar to the first cycle of studies (81% found it is of high importance). Again, it is not as strongly developed as found important with only 61% of the teaching staff finding the development on a higher level (in the first cycle it was 50% of the teaching staff holding this position).

Figure 64. Team work

16. Ability to work in team/interdisciplinary team			
	Importance	Level of development	
5 - extremely important	46.21%	23.36%	5 - very strong
4 - very important	35.86%	37.96%	4 - strong
3 - important	15.17%	25.55%	3 - considerable
2 - somewhat important	0.00%	9.49%	2 - weak
1 - not at all important	2.76%	3.65%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.45%	9.49%	No response (from the total)



Compared to the first cycle of studies, the **leadership** is more important for the master studies teaching staff, but still not significantly high. Total of 64% of the teaching staff find the development of leadership skills to be of high importance. For 44% of the staff the leadership skills are being strongly developed in course of the master studies.

Figure 65. Leadership

17. Leadership			
	Importance	Level of development	
5 - extremely important	31.72%	16.06%	5 - very strong
4 - very important	33.79%	27.74%	4 - strong
3 - important	26.21%	36.50%	3 - considerable
2 - somewhat important	6.21%	14.60%	2 - weak
1 - not at all important	2.07%	5.11%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	3.33%	8.67%	No response (from the total)

The **ethical commitment** is seen as of high importance for the master students by 90% of the teaching staff which is a bit higher than the first cycle (87% of the teaching staff considered this). At the same time, it is considered as being strongly developed by 70% of the staff.

Figure 66. Ethical commitment

18. Ethical commitment			
	Importance	Level of development	
5 - extremely important	62.94%	37.04%	5 - very strong
4 - very important	26.57%	33.33%	4 - strong
3 - important	9.09%	20.74%	3 - considerable
2 - somewhat important	1.40%	6.67%	2 - weak
1 - not at all important	0.00%	2.22%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.67%	10.00%	No response (from the total)

**Appreciation of diversity and multiculturality** as a capacity the master students should have, is observed as the one of high importance for 82% of the teaching staff (78% found it highly important for the first cycle of studies). For 64% of them the level of development matches the level of importance.

Figure 67. Appreciation of diversity and multiculturality

19. Appreciation of diversity and multiculturality			
	Importance	Level of development	
5 - extremely important	47.55%	31.39%	5 - very strong
4 - very important	34.27%	32.85%	4 - strong
3 - important	12.59%	27.74%	3 - considerable
2 - somewhat important	4.90%	5.11%	2 - weak
1 - not at all important	0.70%	2.92%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.67%	8.67%	No response (from the total)

It doesn't come as a surprise that for 82% of the teaching staff it is of high importance the students on second cycle/master studies to have the **ability to work in an international**



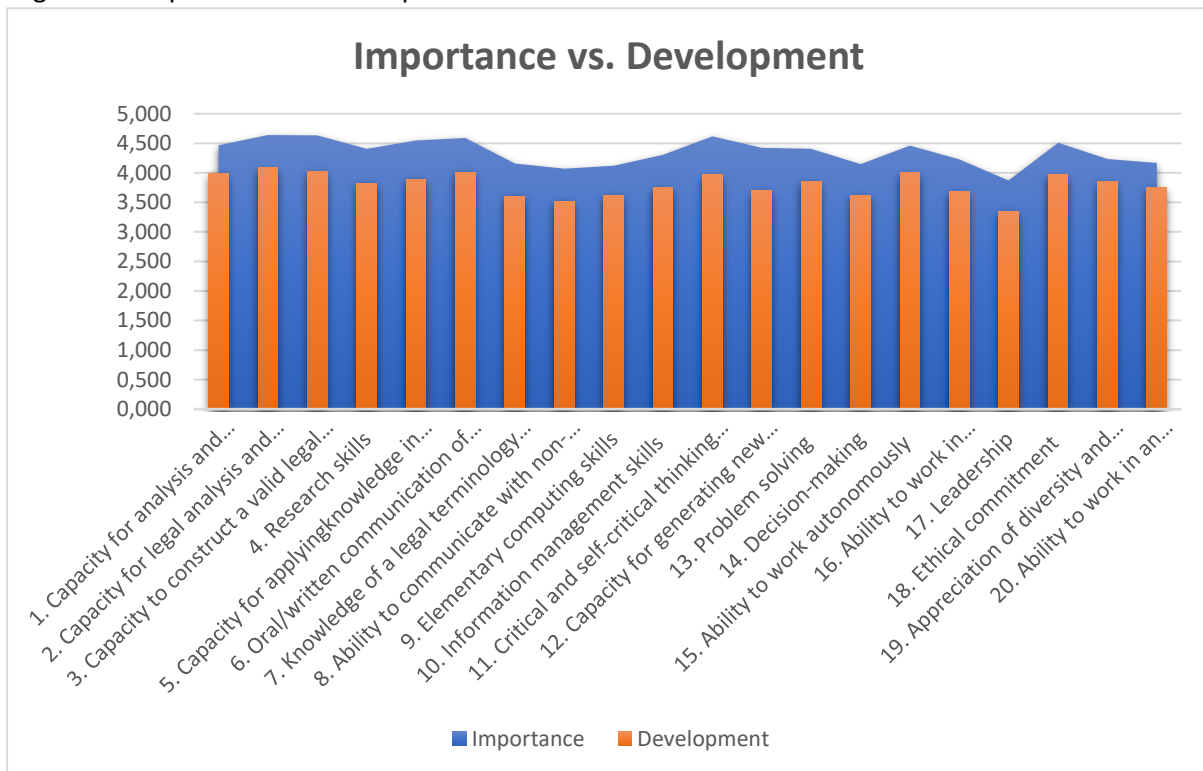
**context.** This is higher than the first cycle of studies where it was found of high importance for 67% of the teaching staff. This ability is strongly developed in the master studies by the opinion of 62% of the respondents, again higher than in the first cycle of studies.

Figure 68. Ability to work in international context

20. Ability to work in an international context			
	Importance	Level of development	
5 - extremely important	41.67%	28.89%	5 - very strong
4 - very important	39.58%	33.33%	4 - strong
3 - important	13.89%	25.19%	3 - considerable
2 - somewhat important	3.47%	9.63%	2 - weak
1 - not at all important	1.39%	2.96%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	4.00%	10.00%	No response (from the total)

The results presented above show that there is again a discrepancy between the perceived level of importance to develop certain capacity and the level to which it is being developed in course of the teaching.

Figure 69. Importance vs. development



The outlook of the discrepancy changes for the second cycle master /studies both in terms of where it could be found higher and the values of the differences.

Thus, for the second cycle of studies it is highest for the capacity for generating new ideas that on its own merits is not found as an extremely important skill to be developed. Still the



discrepancy between the perceived level of importance and the level of development in the core legal profession capacities that are perceived as highly important is high.

Figure 70. Discrepancy importance vs. development

<b>Competence</b>	<b>Discrepancy Importance vs. Development (average scores)</b>
19. Appreciation of diversity and multiculturality	0.384
20. Ability to work in an international context	0.411
15. Ability to work autonomously	0.462
1. Capacity for analysis and synthesis in general terms	0.470
9. Elementary computing skills	0.500
17. Leadership	0.519
14. Decision-making	0.527
13. Problem solving	0.546
8. Ability to communicate with non-experts in legal field	0.547
18. Ethical commitment	0.548
16. Ability to work in team/interdisciplinary team	0.549
2. Capacity for legal analysis and synthesis	0.551
10. Information management skills	0.553
7. Knowledge of a legal terminology in second language	0.556
4. Research skills	0.582
6. Oral/written communication of legal arguments	0.583
3. Capacity to construct a valid legal argument	0.610
11. Critical and self-critical thinking abilities	0.655
5. Capacity for applying knowledge in practice	0.659
12. Capacity for generating new ideas (creativity)	0.720

When assessing the perceived importance of the set of skills for the second cycle one can notice an increase of the number of capacities/skills that could be considered as extremely important by the teaching staff (having an average score of above 4.5). In this group we have the capacities needed for the legal profession per se (capacity for legal analysis and synthesis, capacity to construct a valid legal argument and oral/written communication of legal arguments), the capacity for applying knowledge in practice, but also the more abstract ones such as the critical and self-critical thinking abilities and the ethical commitment

Figure 71. Competence - importance

<b>Competence</b>	<b>Importance (Average score)</b>
2. Capacity for legal analysis and synthesis	4.639
3. Capacity to construct a valid legal argument	4.632
11. Critical and self-critical thinking abilities	4.618
6. Oral/written communication of legal arguments	4.590
5. Capacity for applying knowledge in practice	4.549



18. Ethical commitment	4.510
1. Capacity for analysis and synthesis in general terms	4.463
15. Ability to work autonomously	4.462
12. Capacity for generating new ideas (creativity)	4.421
4. Research skills	4.407
13. Problem solving	4.407
10. Information management skills	4.303
19. Appreciation of diversity and multiculturalism	4.231
16. Ability to work in team/interdisciplinary team	4.228
20. Ability to work in an international context	4.167
7. Knowledge of a legal terminology in second language	4.159
14. Decision-making	4.145
9. Elementary computing skills	4.117
8. Ability to communicate with non-experts in legal field	4.069
17. Leadership	3.869

In terms of development of the set of skills, again there is none that could be considered as being strongly developed (none is above 4.5 in average). The number of those to be considered as strongly developed (above 3.5 in average) is higher than in the first cycle of studies, but still over 3.7 as average score we have the ones related to the core competencies (capacity for analysis and synthesis in general terms and capacity for legal analysis and synthesis) and even with higher development of the soft skills such as the ethical commitment and appreciation of diversity and multiculturalism.

Figure 72. Competence - development

<b>Competence</b>	<b>Development (Average score)</b>
18. Ethical commitment	3.812
19. Appreciation of diversity and multiculturalism	3.726
1. Capacity for analysis and synthesis in general terms	3.720
2. Capacity for legal analysis and synthesis	3.715
13. Problem solving	3.677
15. Ability to work autonomously	3.667
3. Capacity to construct a valid legal argument	3.663
11. Critical and self-critical thinking abilities	3.636
6. Oral/written communication of legal arguments	3.597
5. Capacity for applying knowledge in practice	3.575
16. Ability to work in team/interdisciplinary team	3.462
10. Information management skills	3.405
12. Capacity for generating new ideas (creativity)	3.396
4. Research skills	3.324
9. Elementary computing skills	3.323
14. Decision-making	3.312
20. Ability to work in an international context	3.226
8. Ability to communicate with non-experts in legal field	3.198
17. Leadership	3.027
7. Knowledge of a legal terminology in second language	3.016

### 3.3. Integrated studies / German State Exam Studies

The integrated studies of the first and second cycle are specific to the Croatian legal education system and the studies for first state exam are offered by German universities. Having in mind the specific educational goals there are to be achieved in course of the studies and upon their completion the position of the teaching staff on these studies in regard to the set of transversal skills was separately analysed. It is to be noted that compared to the other cycles the number of 'no responses' to certain questions is a bit higher.

The development of **capacity for analysis and synthesis in general terms** is considered as one of the priorities of the integrated studies. A total of 95% of the teaching staff on these studies find it highly important (56.34% extremely important and 38.03% very important). This score is higher compared to the one for second cycle/master the level of development is high for 85% of the teaching staff, making the discrepancy between the importance and the development lower than the one shown in the second cycle of studies.

Figure 73. Capacity for analysis and synthesis

1. Capacity for analysis and synthesis in general terms			
	Importance	Level of development	
5 - extremely important	56.34%	39.39%	5 - very strong
4 - very important	38.03%	45.45%	4 - strong
3 - important	4.23%	13.64%	3 - considerable
2 - somewhat important	1.41%	1.52%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	25.84%	No response (from the total)

For 96% of the teaching staff the development of the **capacity for legal analysis and synthesis** as a specific competence is highly important and for 84% of them it is strongly developed in course of the studies. The number of teaching staff finding this capacity highly important for the integrated studies is the same as for the second cycle of studies, but the discrepancy is lower (78% of the teaching staff in second cycle found it strongly developed).

Figure 74. Capacity for legal analysis and synthesis

2. Capacity for legal analysis and synthesis			
	Importance	Level of development	
5 - extremely important	71.83%	47.06%	5 - very strong
4 - very important	23.94%	36.76%	4 - strong
3 - important	4.23%	11.76%	3 - considerable
2 - somewhat important	0.00%	4.41%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	23.60%	No response (from the total)

The **capacity to construct a valid legal argument** is highly important for 94% of the respondents, with 76% finding it extremely important and 18% very important. This score is



1% lower compared to the second cycle but it is to be noted that the number of staff finding it extremely important is higher (76% at integrated studies and 68% at second cycle). The discrepancy between the importance and the level of development exists, but it is lower than the one existing in the case of second cycle of studies. Namely, in integrated studies 83% of the teaching staff find that the capacity to construct a valid legal argument is strongly developed at integrated studies, while this is the case for 72% of the teaching staff in the second cycle).

Figure 75. Capacity to construct legal arguments

3. Capacity to construct a valid legal argument			
	Importance	Level of development	
5 - extremely important	76.06%	42.65%	5 - very strong
4 - very important	18.31%	39.71%	4 - strong
3 - important	4.23%	11.76%	3 - considerable
2 - somewhat important	1.41%	2.94%	2 - weak
1 - not at all important	0.00%	2.94%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	23.60%	No response (from the total)

The **development of the research skills** in the integrated studies/German State Exam studies is highly important for 84 % of the teaching staff. In comparison to the second cycle of studies, 87% of the teaching staff found this highly important. 67% of the teaching staff finds that it is strongly developed in course of integrated studies, being slightly higher compared to the second cycle (where 66% find this to be the case).

Figure 77. Research skills

4. Research skills			
	Importance	Level of development	
5 - extremely important	47.14%	20.59%	5 - very strong
4 - very important	37.14%	45.59%	4 - strong
3 - important	14.29%	25.00%	3 - considerable
2 - somewhat important	1.43%	5.88%	2 - weak
1 - not at all important	0.00%	2.94%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	21.35%	23.60%	No response (from the total)

The **capacity for applying the knowledge in practice** is found as highly important for over 90% of the respondents (63.38 % find it extremely important and for 27.76% it is very important). This score is lower when compared to the second cycle of studies where 93% of the teaching staff found this of high importance. The discrepancy between the perceived importance and the perceived level of development in the same time - 70% of the teaching staff find that is being highly developed in course of the studies.

Figure 78. Capacity for applying knowledge in practice

5. Capacity for applying knowledge in practice		
	Importance	Level of development





5 - extremely important	63.38%	29.85%	5 - very strong
4 - very important	26.76%	47.76%	4 - strong
3 - important	5.63%	17.91%	3 - considerable
2 - somewhat important	4.23%	4.48%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	24.72%	No response (from the total)

The development of skills for **communication of legal arguments** is highly important for over 95% of the respondents (65.22% find it extremely important and 30.43% find it very important) which is higher than in the second cycle of studies (90% of the teaching staff). It is to be noted that discrepancy is in fact higher as 71% of the staff finds it highly developed (compared to the second cycle where the difference was in 20 percentile points).

Figure 79. Oral/written communication of legal arguments

6. Oral/written communication of legal arguments			
	Importance	Level of development	
5 - extremely important	65.22%	34.33%	5 - very strong
4 - very important	30.43%	37.31%	4 - strong
3 - important	2.90%	20.90%	3 - considerable
2 - somewhat important	1.45%	7.46%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	22.47%	24.72%	No response (from the total)

The importance of **knowing legal terminology in second language** is highly important for 74% of the teaching staff in these studies (for the second cycle/master studies it was for 75% of the respondents). On the other hand, only 53% of them find that it is being strongly developed, having a decrease compared to the data for the second cycle of studies.

Figure 80. Knowledge of legal terminology

7. Knowledge of a legal terminology in second language			
	Importance	Level of development	
5 - extremely important	29.58%	13.24%	5 - very strong
4 - very important	43.66%	39.71%	4 - strong
3 - important	16.90%	25.00%	3 - considerable
2 - somewhat important	9.86%	17.65%	2 - weak
1 - not at all important	0.00%	4.41%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	23.60%	No response (from the total)

For 78% of the teaching staff the development of the **abilities for communication with non-experts in the legal field** are of high importance for the integrated studies / German state exam studies (compared to 73% for the master studies). Again, the level of development is significantly lower than the level of importance with only 51% of the staff finding it highly developed (similar to the data for the master studies/second cycle where this was the case for 50% of the staff).

Figure 81. Ability to communicate with non-legal experts

<b>8. Ability to communicate with non-experts in legal field</b>			
	<b>Importance</b>	<b>Level of development</b>	
5 - extremely important	28.57%	19.12%	5 - very strong
4 - very important	48.57%	32.35%	4 - strong
3 - important	15.71%	25.00%	3 - considerable
2 - somewhat important	5.71%	14.71%	2 - weak
1 - not at all important	1.43%	8.82%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	21.35%	23.60%	No response (from the total)

The development of **elementary computing skills** is found to be of high importance by 76% of the respondents teaching on integrated/German state exam studies (the same as for the second cycle of studies). At the same time, it is considered by less of the teaching staff as being in the higher scales of development – 47% for the integrated studies compared to 57% in the second cycle.

Figure 82. Computing skills

<b>9. Elementary computing skills (word processing, database, other utilities)</b>			
	<b>Importance</b>	<b>Level of development</b>	
5 - extremely important	28.17%	17.65%	5 - very strong
4 - very important	47.89%	29.41%	4 - strong
3 - important	15.49%	23.53%	3 - considerable
2 - somewhat important	7.04%	16.18%	2 - weak
1 - not at all important	1.41%	13.24%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	23.60%	No response (from the total)

The **information management skills (ability to retrieve and analyse information from different legal sources)** are considered to be highly important for over 86% of the teaching staff (same as for the second cycle). However, the percentage of the teaching staff finding it highly developed is lower. Thus, for the integrated studies it is 56% while 70% of the teaching staff find these skills being strongly developed within the second cycle of studies.

Figure 83. Information management skills

<b>10. Information management skills (ability to retrieve and analyse information from different legal sources)</b>			
	<b>Importance</b>	<b>Level of development</b>	
5 - extremely important	36.62%	19.40%	5 - very strong
4 - very important	49.30%	37.31%	4 - strong
3 - important	11.27%	25.37%	3 - considerable
2 - somewhat important	2.82%	13.43%	2 - weak
1 - not at all important	0.00%	4.48%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	24.72%	No response (from the total)



The **ability for critical and self-critical thinking** is of high importance for 90% of the teaching staff (compared to 95% for the master studies). It is seen as being strongly developed by 75% of the teaching staff (compared to 70% for the master studies/ second cycle) making the discrepancy lower.

Figure 84. Critical and self-critical thinking abilities

11. Critical and self-critical thinking abilities			
	Importance	Level of development	
5 - extremely important	61.43%	30.88%	5 - very strong
4 - very important	28.57%	44.12%	4 - strong
3 - important	10.00%	19.12%	3 - considerable
2 - somewhat important	0.00%	5.88%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	21.35%	23.60%	No response (from the total)

The **capacity for generating new ideas (creativity)** is of high importance to be developed for over 86% of the teaching staff (compared to 89% of the teaching staff on second cycle of studies and 68% of the respondents for first cycle of studies). The percentage of those finding it to be strongly developed with the integrated studies/German state exam studies is also higher– 63% compared to 58% for the second cycle of studies.

Figure 85. Creativity

12. Capacity for generating new ideas (creativity)			
	Importance	Level of development	
5 - extremely important	47.14%	27.94%	5 - very strong
4 - very important	38.57%	35.29%	4 - strong
3 - important	12.86%	27.94%	3 - considerable
2 - somewhat important	1.43%	8.82%	2 - weak
1 - not at all important	0.00%	0.00%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	21.35%	23.60%	No response (from the total)

The capacities for **problem-solving** of the students in integrated studies/German state exam studies are of high importance for 94% of the teaching staff, which is higher than the one for the second cycle of studies. The percentage of those findings as it being strongly developed is also higher – 77% in total compared to 66% for the second cycle of studies who find it to be very strong/strong.

Figure 86. Problem solving

13. Problem solving			
	Importance	Level of development	
5 - extremely important	66.20%	27.94%	5 - very strong
4 - very important	28.17%	48.53%	4 - strong
3 - important	5.63%	17.65%	3 - considerable
2 - somewhat important	0.00%	4.41%	2 - weak



1 - not at all important	0.00%	1.47%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	23.60%	No response (from the total)

The **decision-making skills** are of high importance to close to 82% of the teaching staff which is lower compared to the 90% of the teaching staff in master studies/ second cycle studies, making it closer to the position of the teaching staff in the first cycle of studies (80% of the respondents found this for the first cycle of studies). The discrepancy in the level of development is lower as well, having in mind that 65% of the staff found the decision-making capacities being strongly developed in course of the integrated studies.

Figure 87. Decision-making

14. Decision-making			
	Importance	Level of development	
5 - extremely important	50.70%	23.53%	5 - very strong
4 - very important	30.99%	41.18%	4 - strong
3 - important	18.31%	23.53%	3 - considerable
2 - somewhat important	0.00%	10.29%	2 - weak
1 - not at all important	0.00%	1.47%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	23.60%	No response (from the total)

The **ability to work autonomously** is highly important to be developed for 92% of the teaching staff, similar as for the second cycle of studies where this is the position of 91% of the staff. Still, it is much higher than the 75% of the respondents for the first cycle. It is seen as strongly developed by 77% of the respondents (compared to the 74% of the respondents for the second cycle of studies and the 59% for the first cycle)

Figure 88. Ability to work autonomously

15. Ability to work autonomously			
	Importance	Level of development	
5 - extremely important	54.93%	25.37%	5 - very strong
4 - very important	36.62%	52.24%	4 - strong
3 - important	7.04%	16.42%	3 - considerable
2 - somewhat important	1.41%	2.99%	2 - weak
1 - not at all important	0.00%	2.99%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	24.72%	No response (from the total)

The **ability to work in a team/interdisciplinary team** as a skill to be developed in course of integrated studies/German state exam legal studies is of high importance to 87% of the teaching staff (compared to master studies/second cycle of studies is highly important to 82% of the respondents and for the first cycle of studies it is the case for 81%). Again, it is not as strongly developed as it is found important, with 68% finding it strongly developed (compared to 61% of the teaching staff for the second cycle and 50% of the teaching staff holding this position at the first cycle of studies)



Figure 89. Team work

16. Ability to work in team/interdisciplinary team			
	Importance	Level of development	
5 - extremely important	44.29%	25.00%	5 - very strong
4 - very important	42.86%	42.65%	4 - strong
3 - important	10.00%	20.59%	3 - considerable
2 - somewhat important	1.43%	8.82%	2 - weak
1 - not at all important	1.43%	2.94%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	21.35%	23.60%	No response (from the total)

**Leadership** as a skill to be developed in course of the integrated studies/German state exam legal studies is highly important for 69% of the teaching staff (for the second cycle this percentage is 64%). The same goes as for the second cycle, as for 44% of the staff the leadership skills are being viewed as strongly developed, however this makes the discrepancy higher here.

Figure 90. Leadership

17. Leadership			
	Importance	Level of development	
5 - extremely important	28.17%	16.42%	5 - very strong
4 - very important	40.85%	28.36%	4 - strong
3 - important	25.35%	31.34%	3 - considerable
2 - somewhat important	5.63%	14.93%	2 - weak
1 - not at all important	0.00%	8.96%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	20.22%	24.72%	No response (from the total)

**Ethical commitment** is seen as of high importance for the students by 92% of the teaching staff (in comparison to 90% of the teaching staff of second cycle who find this to be highly important). It is considered as being strongly developed by 80% of the teaching staff making a big difference compared to the second cycle of studies (70% of the staff found it strongly developed).

Figure 91. Ethical commitment

18. Ethical commitment			
	Importance	Level of development	
5 - extremely important	68.12%	48.53%	5 - very strong
4 - very important	24.64%	30.88%	4 - strong
3 - important	7.25%	13.24%	3 - considerable
2 - somewhat important	0.00%	5.88%	2 - weak
1 - not at all important	0.00%	1.47%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	22.47%	23.60%	No response (from the total)

When it comes to the **appreciation of diversity and multiculturalism**, 79% of the teaching staff on integrated studies/German state exam studies find it as a capacity that should be of high importance (compared to 82% of the teaching staff for the second cycle and 78% for the first



cycle). It is found to be strongly developed (very strong and strong) by 75% of the staff making the discrepancy rather low.

Figure 92. Appreciation of diversity and multiculturality

19. Appreciation of diversity and multiculturality			
	Importance	Level of development	
5 - extremely important	52.86%	35.29%	5 - very strong
4 - very important	25.71%	39.71%	4 - strong
3 - important	15.71%	10.29%	3 - considerable
2 - somewhat important	2.86%	7.35%	2 - weak
1 - not at all important	2.86%	7.35%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	21.35%	23.60%	No response (from the total)

For 74% of the teaching staff, it is of high importance for the students on integrated studies/German state exam legal studies to have the **ability to work in an international context** (for 82% of the teaching staff on the second cycle/master studies) . In the opinion of 61% of the respondents this ability is being strongly developed (compared to 62% of the respondents for the master studies/ second cycle studies).

Figure 93. Ability to work in international context

20. Ability to work in an international context			
	Importance	Level of development	
5 - extremely important	40.58%	32.84%	5 - very strong
4 - very important	33.33%	28.36%	4 - strong
3 - important	23.19%	16.42%	3 - considerable
2 - somewhat important	1.45%	14.93%	2 - weak
1 - not at all important	1.45%	7.46%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	22.47%	24.72%	No response (from the total)

The priorities of importance in the integrated studies/German state exam studies in general do not differ as much from the first and the second cycle of studies.

The ones that are considered to be classical skills for the legal profession have precedent over the soft skills.

Figure 94. Capacity - importance

Capacity	Importance (average scores)
3. Capacity to construct a valid legal argument	4.690
2. Capacity for legal analysis and synthesis	4.676
18. Ethical commitment	4.609
13. Problem solving	4.606
6. Oral/written communication of legal arguments	4.594
11. Critical and self-critical thinking abilities	4.514
1. Capacity for analysis and synthesis in general terms	4.493
5. Capacity for applying knowledge in practice	4.493





15. Ability to work autonomously	4.451
14. Decision-making	4.324
12. Capacity for generating new ideas (creativity)	4.314
4. Research skills	4.300
16. Ability to work in team/interdisciplinary team	4.271
19. Appreciation of diversity and multiculturalism	4.229
10. Information management skills	4.197
20. Ability to work in an international context	4.101
8. Ability to communicate with non-experts in legal field	3.971
9. Elementary computing skills	3.944
7. Knowledge of a legal terminology in second language	3.930
17. Leadership	3.915

In terms of their development in course of the studies, those related to the legal profession or directly connected to performance of tasks of what is considered to be a traditional work of a lawyer, are being more developed again.

Figure 95. Capacity - development

Capacity	Development (average scores)
2. Capacity for legal analysis and synthesis	4.265
1. Capacity for analysis and synthesis in general terms	4.227
18. Ethical commitment	4.191
3. Capacity to construct a valid legal argument	4.162
5. Capacity for applying knowledge in practice	4.030
11. Critical and self-critical thinking abilities	4.000
6. Oral/written communication of legal arguments	3.985
13. Problem solving	3.971
15. Ability to work autonomously	3.940
19. Appreciation of diversity and multiculturalism	3.882
12. Capacity for generating new ideas (creativity)	3.824
16. Ability to work in team/interdisciplinary team	3.779
4. Research skills	3.750
14. Decision-making	3.750
20. Ability to work in an international context	3.642
10. Information management skills	3.537
7. Knowledge of a legal terminology in second language	3.397
8. Ability to communicate with non-experts in legal field	3.382
17. Leadership	3.284
9. Elementary computing skills	3.221

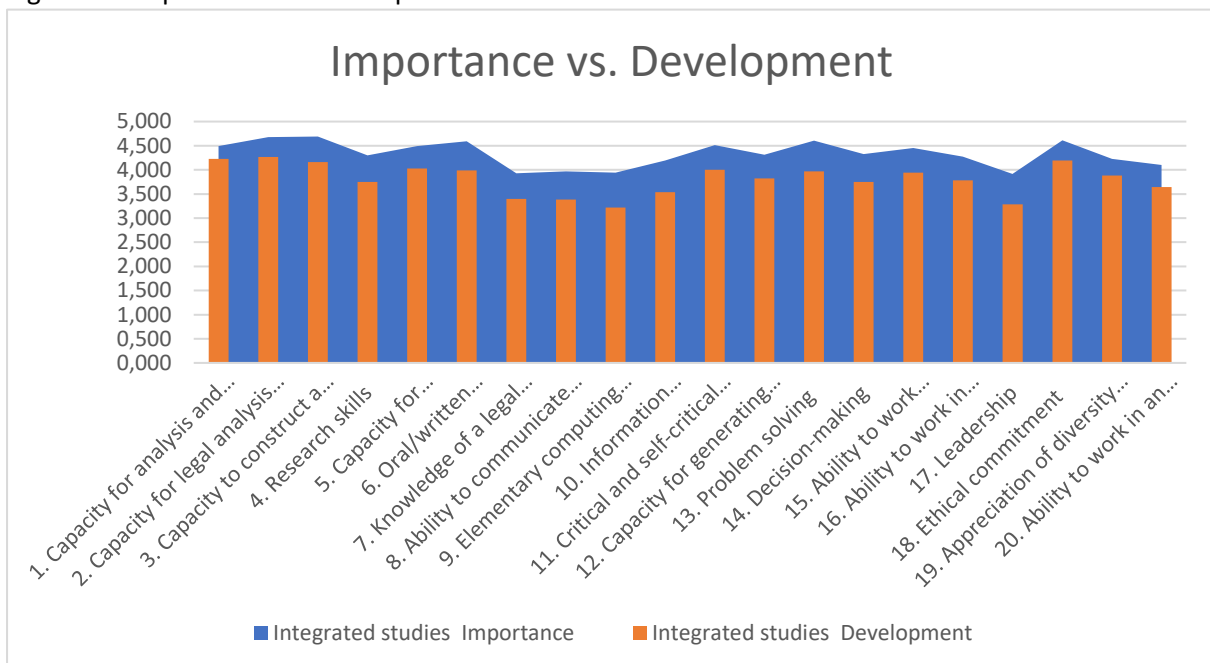
The discrepancy exists between the perceived level of importance and level of development. However, it is to be noted that for those competencies which are considered to be core ones for the legal profession, this discrepancy is not as large as the one presented for the second cycle of studies.

Figure 96. Competence – discrepancy importance vs. development



Competence	Discrepancy in Importance vs. Development (average scores)
1. Capacity for analysis and synthesis in general terms	0.266
19. Appreciation of diversity and multiculturality	0.346
2. Capacity for legal analysis and synthesis	0.411
18. Ethical commitment	0.418
20. Ability to work in an international context	0.460
5. Capacity for applying knowledge in practice	0.463
12. Capacity for generating new ideas (creativity)	0.491
16. Ability to work in team/interdisciplinary team	0.492
15. Ability to work autonomously	0.510
11. Critical and self-critical thinking abilities	0.514
3. Capacity to construct a valid legal argument	0.528
7. Knowledge of a legal terminology in second language	0.533
4. Research skills	0.550
14. Decision-making	0.574
8. Ability to communicate with non-experts in legal field	0.589
6. Oral/written communication of legal arguments	0.609
17. Leadership	0.632
13. Problem solving	0.635
10. Information management skills	0.660
9. Elementary computing skills	0.723

Figure 97. importance vs. development





### 3.4. Doctoral studies

The final stage of legal education is the doctoral studies or preparation of doctoral dissertation depending on the system. Whatever the approach may be the system should equip the students/PhD candidates with knowledge and skills - qualifications expected for this level of education.

The development of **capacity for analysis and synthesis in general terms** is considered as one of the key priorities of the teaching staff at the doctoral level. A total of 98% of the teaching staff in these studies find it highly important (for 88% it is extremely important and for 10% very important). This score is higher compared to all of the previous cycles of studies. For 86% of the teaching staff this capacity is being strongly developed with doctoral studies.

Figure 98. Capacity for analysis and synthesis

1. Capacity for analysis and synthesis in general terms			
	Importance		Level of development
5 - extremely important	87.67%	52.86%	5 - very strong
4 - very important	9.59%	32.86%	4 - strong
3 - important	1.37%	12.86%	3 - considerable
2 - somewhat important	1.37%	1.43%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	17.98%	21.35%	No response (from the total)

For 97% of the teaching staff the development of the **capacity for legal analysis and synthesis** as a specific competence is highly important and for 83% of them it is strongly developed in course of doctoral studies.

Figure 99. Capacity for legal analysis and synthesis

2. Capacity for legal analysis and synthesis			
	Importance		Level of development
5 - extremely important	89.19%	55.07%	5 - very strong
4 - very important	8.11%	27.54%	4 - strong
3 - important	2.70%	15.94%	3 - considerable
2 - somewhat important	0.00%	1.45%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	22.47%	No response (from the total)

The **capacity to construct a valid legal argument** is highly important for 94% of the respondents, with over 86% finding it extremely important and 8% very important. For 83% of the teaching staff the development of this capacity is achieved in course of the studies.

Figure 100. Capacity to construct legal arguments

3. Capacity to construct a valid legal argument			
	Importance		Level of development
5 - extremely important	86.30%	52.94%	5 - very strong
4 - very important	8.22%	25.00%	4 - strong



3 - important	4.11%	16.18%	3 - considerable
2 - somewhat important	0.00%	4.41%	2 - weak
1 - not at all important	1.37%	1.47%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	17.98%	23.60%	No response (from the total)

The **development of the research skills** in the third cycle of studies is highly important for 99 % of the teaching staff. In comparison to the second cycle of studies where 87% of the teaching staff found this highly important. 81% of the teaching staff finds that it is being strongly developed in course of the doctoral studies.

Figure 101. Research skills

4. Research skills			
	Importance		Level of development
5 - extremely important	90.54%	52.17%	5 - very strong
4 - very important	8.11%	27.54%	4 - strong
3 - important	1.35%	18.84%	3 - considerable
2 - somewhat important	0.00%	1.45%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	22.47%	No response (from the total)

The **capacity for applying the knowledge in practice** ranks high with 95% of the respondents finding it highly important. This score is higher compared to the second cycle of studies where 93% of the teaching staff found this of high importance. Still, only 76% of the staff finds it to be strongly developed.

Figure 102. Capacity for applying knowledge in practice

5. Capacity for applying knowledge in practice			
	Importance		Level of development
5 - extremely important	62.50%	35.71%	5 - very strong
4 - very important	31.94%	40.00%	4 - strong
3 - important	5.56%	15.71%	3 - considerable
2 - somewhat important	0.00%	7.14%	2 - weak
1 - not at all important	0.00%	1.43%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	19.10%	21.35%	No response (from the total)

The development of skills for oral or written **communication of legal arguments** is highly important for almost all of the teachers. Still, less than 77% find that it is being strongly developed within the third cycle of studies making the discrepancy rather high.

Figure 103. Oral/written communication of legal arguments

6. Oral/written communication of legal arguments			
	Importance		Level of development
5 - extremely important	80.56%	48.53%	5 - very strong



4 - very important	18.06%	27.94%	4 - strong
3 - important	1.39%	22.06%	3 - considerable
2 - somewhat important	0.00%	1.47%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	19.10%	23.60%	No response (from the total)

The importance of **knowing legal terminology in second language** is not as high compared to the other skills, as 69 % of the teaching staff finding it extremely important and 23% very important. Form the survey participants, 72% find that this skill is being developed with the course of the third cycle.

Figure 104. Knowledge of legal terminology

7. Knowledge of a legal terminology in second language			
	Importance	Level of development	
5 - extremely important	68.92%	38.57%	5 - very strong
4 - very important	22.97%	32.86%	4 - strong
3 - important	8.11%	24.29%	3 - considerable
2 - somewhat important	0.00%	2.86%	2 - weak
1 - not at all important	0.00%	1.43%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

For 78% of the teaching staff the development of the **abilities for communication with non-experts in the legal field** are of high importance for the doctoral student (compared to 78% for the integrated studies/German state exam studies and to 73% for the master studies). Again, the level of development is lower that the level of importance with only 61% of the staff finding it highly developed.

Figure 105. Ability to communicate with non-legal experts

8. Ability to communicate with non-experts in legal field			
	Importance	Level of development	
5 - extremely important	50.00%	30.00%	5 - very strong
4 - very important	28.38%	31.43%	4 - strong
3 - important	13.51%	25.71%	3 - considerable
2 - somewhat important	5.41%	8.57%	2 - weak
1 - not at all important	2.70%	4.29%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

The development of **elementary computing skills** is found to be highly important for the third cycle by 90% of the teaching staff. 76% of them find that the level of development matches the level of importance.

Figure 106. Computing skills

9. Elementary computing skills (word processing, database, other utilities)
---



	Importance	Level of development	
5 - extremely important	62.16%	32.86%	5 - very strong
4 - very important	28.38%	42.86%	4 - strong
3 - important	6.76%	15.71%	3 - considerable
2 - somewhat important	2.70%	7.14%	2 - weak
1 - not at all important	0.00%	1.43%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

The **information management skills (ability to retrieve and analyse information from different legal sources)** are considered highly important by 96% of the teaching staff, making it quite higher when the data gathered for the same question for previous cycles of studies is concerned. Some discrepancy exists when compared to the perception for the level of development – 80% of the staff finds it to be strongly developed in course of the third cycle.

Figure 107. Information management skills

10. Information management skills (ability to retrieve and analyse information from different legal sources)			
	Importance	Level of development	
5 - extremely important	72.97%	44.29%	5 - very strong
4 - very important	22.97%	35.71%	4 - strong
3 - important	4.05%	18.57%	3 - considerable
2 - somewhat important	0.00%	1.43%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

All of the teaching staff (100.00%) find the **ability for critical and self-critical thinking** of high importance (85% finding it extremely important and 15% finding it very important). Still, only 74% of them find that it is being strongly developed in course of the studies.

Figure 108. Critical and self-critical thinking abilities

11. Critical and self-critical thinking abilities			
	Importance	Level of development	
5 - extremely important	85.14%	47.14%	5 - very strong
4 - very important	14.86%	27.14%	4 - strong
3 - important	0.00%	22.86%	3 - considerable
2 - somewhat important	0.00%	2.86%	2 - weak
1 - not at all important	0.00%	0.00%	1 - none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

The **capacity for generating new ideas (creativity)** is of high importance to be developed for over 88% of the teaching staff (compared to 89% of the teaching staff in the second cycle of studies and 68% of the respondents for the first cycle of studies). The percentage of those



finding it to be strongly developed with the doctoral studies is also high – 74% find it to be strongly developed.

Figure 109. Creativity

12. Capacity for generating new ideas (creativity)			
	Importance	Level of development	
5 - extremely important	80.82%	43.48%	5 - very strong
4 - very important	17.81%	31.88%	4 - strong
3 - important	1.37%	21.74%	3 - considerable
2 - somewhat important	0.00%	2.90%	2 - weak
1 - not at all important	0.00%	0.00%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	17.98%	22.47%	No response (from the total)

The capacities for **problem-solving** of the students in the third cycle is of high importance for 96% of the teaching staff. In the opinion of 77% it is being strongly developed.

Figure 110. Problem solving

13. Problem solving			
	Importance	Level of development	
5 - extremely important	74.32%	42.86%	5 - very strong
4 - very important	21.62%	34.29%	4 - strong
3 - important	4.05%	15.71%	3 - considerable
2 - somewhat important	0.00%	7.14%	2 - weak
1 - not at all important	0.00%	0.00%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

The **decision-making skills** are considered of high importance by 85% of the teaching staff - that is lower than the 90% of the teaching staff on master studies/second cycle studies. At the same time 69% of the staff find these skills to be strongly developed in course of the doctoral studies.

Figure 111. Decision making

14. Decision-making			
	Importance	Level of development	
5 - extremely important	58.11%	35.71%	5 - very strong
4 - very important	27.03%	32.86%	4 – strong
3 - important	13.51%	22.86%	3 – considerable
2 - somewhat important	1.35%	8.57%	2 – weak
1 - not at all important	0.00%	0.00%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

The **ability to work autonomously** is one of the capacities that are high on the list with 99% of the staff finding it highly important. At the same time, 85% of them are finding that in the course of doctoral studies this skill is being strongly developed.



Figure 112. Ability to work autonomously

15. Ability to work autonomously			
	Importance	Level of development	
5 - extremely important	83.56%	47.83%	5 - very strong
4 - very important	15.07%	33.33%	4 – strong
3 - important	1.37%	15.94%	3 – considerable
2 - somewhat important	0.00%	2.90%	2 – weak
1 - not at all important	0.00%	0.00%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	17.98%	22.47%	No response (from the total)

Compared to the ability to work independently, the **ability to work in a team/interdisciplinary team** as a skill to be developed in course of doctoral studies is not found as highly important. It is of high importance for 75% of the teaching staff with 10% finding it of low importance. By 77% of the respondents, it is found that this ability is being strongly developed within the doctoral studies.

Figure 113. Team work

16. Ability to work in team/interdisciplinary team			
	Importance	Level of development	
5 - extremely important	51.35%	32.86%	5 - very strong
4 - very important	24.32%	34.29%	4 – strong
3 - important	14.86%	21.43%	3 – considerable
2 - somewhat important	6.76%	5.71%	2 – weak
1 - not at all important	2.70%	5.71%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

**Leadership** as a skill to be developed in course of the doctoral studies is highly important for 68%, making it less important than most of the other capacities. In the opinion of 62% of the teaching staff the level of its development is high.

Figure 114. Leadership

17. Leadership			
	Importance	Level of development	
5 - extremely important	37.84%	22.86%	5 - very strong
4 - very important	29.73%	38.57%	4 – strong
3 - important	21.62%	21.43%	3 – considerable
2 - somewhat important	5.41%	10.00%	2 – weak
1 - not at all important	5.41%	7.14%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

**Ethical commitment** ranks high on the scale of importance with 94% of the teaching staff finding it highly important (in comparison 90% of the teaching staff of second cycle find this highly important). It is considered as being strongly developed by 77% of the teaching staff making a difference compared to the second cycle of studies (where 70% of the staff found it strongly developed).





Figure 115. Ethical commitment

18. Ethical commitment			
	Importance	Level of development	
5 - extremely important	76.39%	52.86%	5 - very strong
4 - very important	18.06%	24.29%	4 – strong
3 - important	4.17%	17.14%	3 – considerable
2 - somewhat important	1.39%	4.29%	2 – weak
1 - not at all important	0.00%	1.43%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	19.10%	21.35%	No response (from the total)

When it comes to the **appreciation of diversity and multiculturalism**, 80% of the teaching staff finds it as a capacity that should be of high importance in the doctoral studies (compared to 82% of the teaching staff for second cycle and 78% for first cycle). It is found to be strongly developed (very strong and strong) by 65% of the teaching staff.

Figure 116. Appreciation of diversity and multiculturalism

19. Appreciation of diversity and multiculturalism			
	Importance	Level of development	
5 - extremely important	56.76%	38.57%	5 - very strong
4 - very important	22.97%	25.71%	4 – strong
3 - important	12.16%	22.86%	3 – considerable
2 - somewhat important	5.41%	7.14%	2 – weak
1 - not at all important	2.70%	5.71%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	16.85%	21.35%	No response (from the total)

The **ability to work in an international context** is of high importance for the doctoral studies for 81% of the respondents (compared to 82% of the teaching staff on second cycle/master studies). It is being strongly developed in the opinion of 65% of the teaching staff (compared to 62% of the respondent for the master studies).

Figure 117. Ability to work in international context

20. Ability to work in an international context			
	Importance	Level of development	
5 - extremely important	61.64%	38.57%	5 - very strong
4 - very important	19.18%	25.71%	4 – strong
3 - important	12.33%	27.14%	3 – considerable
2 - somewhat important	4.11%	2.86%	2 – weak
1 - not at all important	2.74%	5.71%	1 – none
Total (from respondents)	100.00%	100.00%	Total (from respondents)
No response (from the total)	17.98%	21.35%	No response (from the total)

As seen above, many of the listed capacities have very high importance for the teaching staff, in average higher than as in the other cycles.

The highest in importance for the doctoral studies is the development of the research skills of the students, understandable when having in mind that one of the key qualifications the



doctoral studies should provide are those related to research capacities. Development of the capacities for analysis and synthesis both in general terms and in legal ones follows, together with the individual working and creativity. In general, it is noted that a higher number of the set skills are considered to be highly important (with average score above 4.5) than the other levels of studies.

Figure 118. Capacity - importance

<b>Capacity</b>	<b>Importance (average scores)</b>
4. Research skills	4.892
2. Capacity for legal analysis and synthesis	4.865
1. Capacity for analysis and synthesis in general terms	4.861
11. Critical and self-critical thinking abilities	4.851
15. Ability to work autonomously	4.822
12. Capacity for generating new ideas (creativity)	4.795
6. Oral/written communication of legal arguments	4.792
3. Capacity to construct a valid legal argument	4.781
13. Problem solving	4.703
18. Ethical commitment	4.694
10. Information management skills	4.689
7. Knowledge of a legal terminology in second language	4.608
5. Capacity for applying knowledge in practice	4.569
9. Elementary computing skills	4.500
14. Decision-making	4.419
20. Ability to work in an international context	4.329
19. Appreciation of diversity and multiculturality	4.257
8. Ability to communicate with non-experts in legal field	4.176
16. Ability to work in team/interdisciplinary team	4.149
17. Leadership	3.892

When it comes to the development of the set of skills, it is also to be noticed that the teaching staff finds that in doctoral studies a higher level of development of the capacities is achieved when compared to the other cycles. Thus, very strong development of the critical and self-critical abilities are achieved and the number of the ones that are strongly developed is higher.

Figure 119. Capacity - development

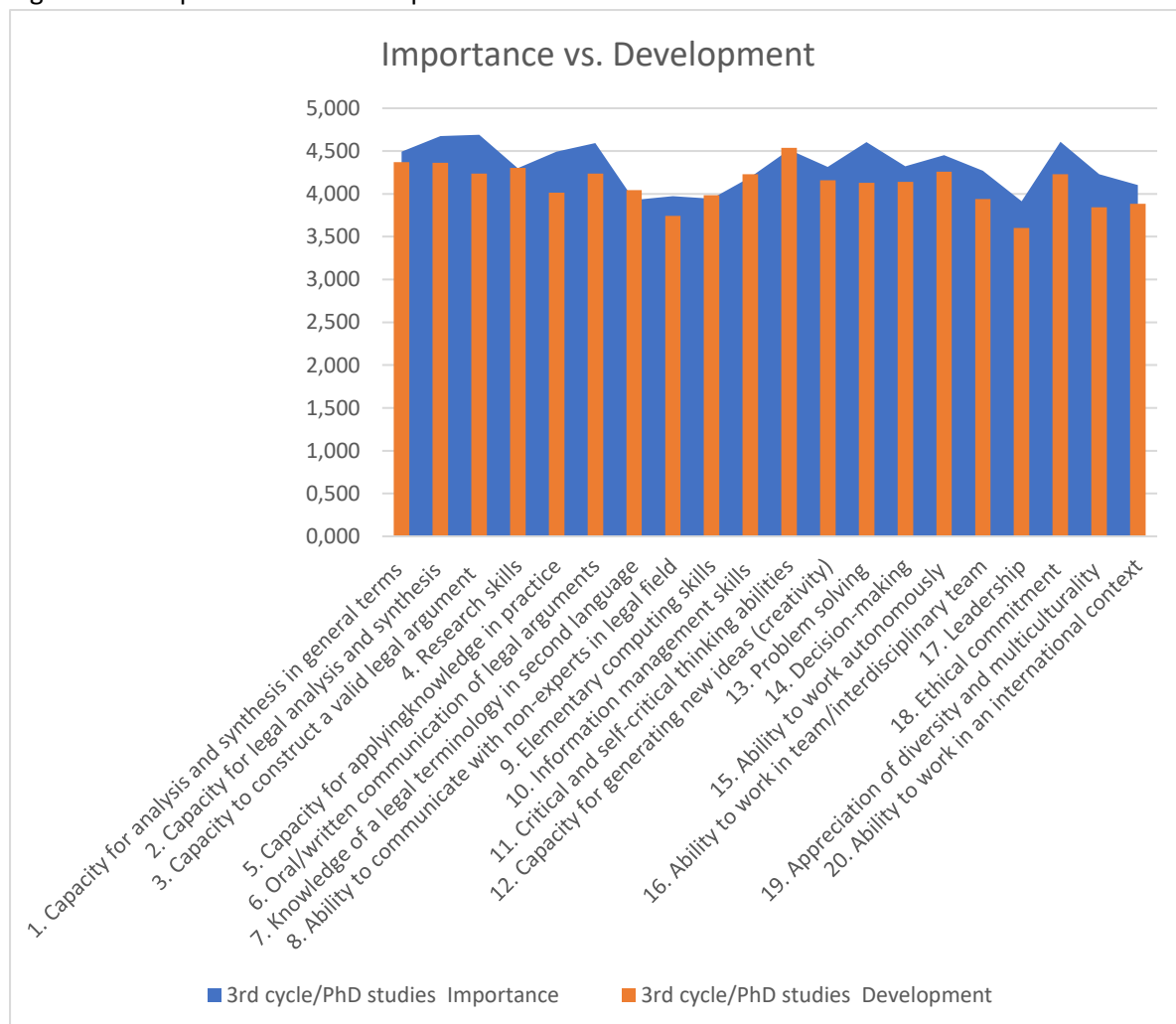
<b>Capacity</b>	<b>Development (average scores)</b>
11. Critical and self-critical thinking abilities	4.537
1. Capacity for analysis and synthesis in general terms	4.371
2. Capacity for legal analysis and synthesis	4.362
4. Research skills	4.304
15. Ability to work autonomously	4.261
3. Capacity to construct a valid legal argument	4.235
6. Oral/written communication of legal arguments	4.235
10. Information management skills	4.229
18. Ethical commitment	4.229
12. Capacity for generating new ideas (creativity)	4.159



14. Decision-making	4.141
13. Problem solving	4.129
7. Knowledge of a legal terminology in second language	4.043
5. Capacity for applying knowledge in practice	4.014
9. Elementary computing skills	3.986
16. Ability to work in team/interdisciplinary team	3.939
20. Ability to work in an international context	3.886
19. Appreciation of diversity and multiculturality	3.843
8. Ability to communicate with non-experts in legal field	3.743
17. Leadership	3.600

Still, discrepancy exists between the perceived level of importance and the achieved level of development of the set of skills.

Figure 120. Importance vs. development



### 3.5. Overall trends



When the set of skills is analysed from the perspective of the position of each skill for the different level of studies, both in terms of how they are perceived in terms of their importance and the level to which they are developed, two tendencies are observed:

- The classical capacities for the legal profession – legal analysis and synthesis, construction of valid legal arguments and their communication are considered as highly important for all levels of legal education. It is also considered that they are being strongly developed in the course of the education.
- The importance of each of the specific capacities rises with the rise of the level of studies. Rise in the level of development could also be observed in the course of the studies.

Figure 121. Importance of capacities

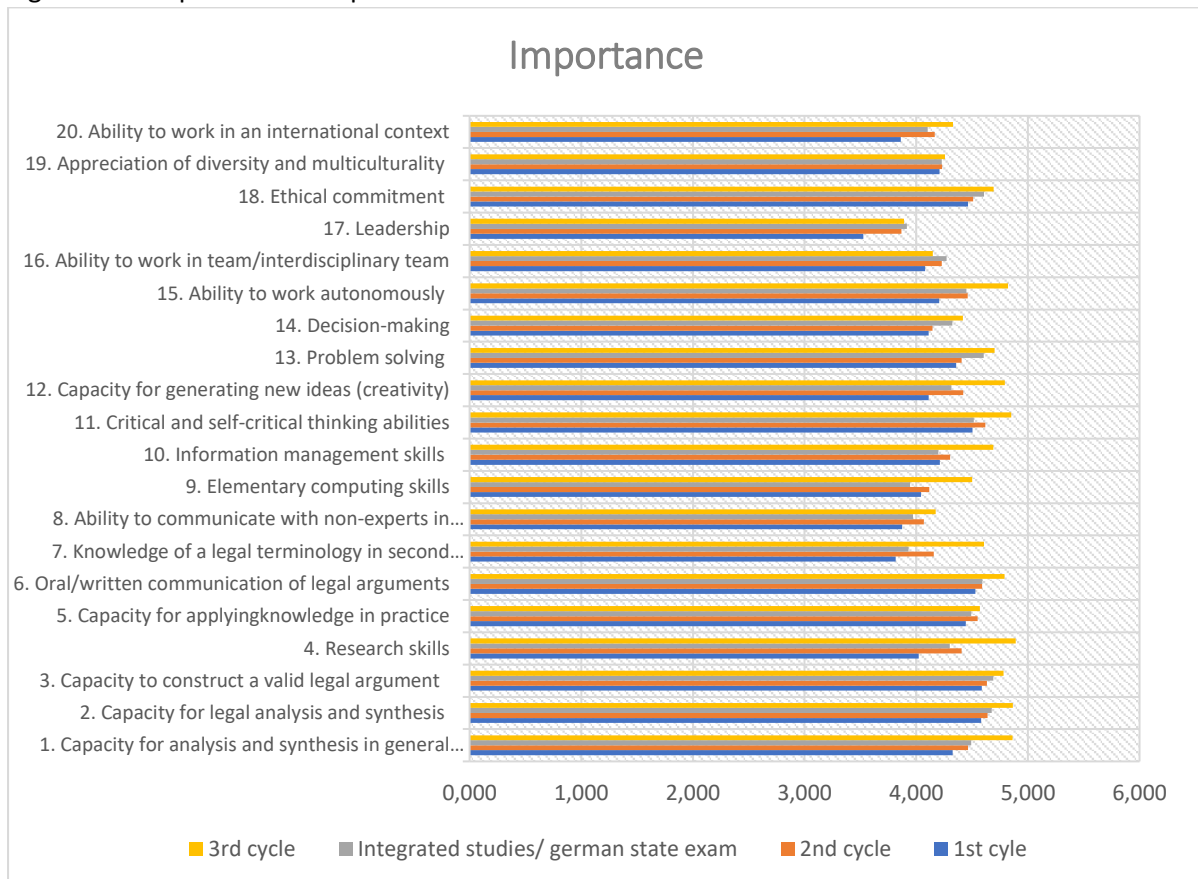


Figure 122 Capacity per level of studies

Capacity	1st cyle	2nd cycle	Integrated studies/ German state exam	3rd cycle



1. Capacity for analysis and synthesis in general terms	4.326	4.463	4.493	4.861
2. Capacity for legal analysis and synthesis	4.582	4.639	4.676	4.865
3. Capacity to construct a valid legal argument	4.586	4.632	4.690	4.781
4. Research skills	4.021	4.407	4.300	4.892
5. Capacity for applying knowledge in practice	4.444	4.549	4.493	4.569
6. Oral/written communication of legal arguments	4.529	4.590	4.594	4.792
7. Knowledge of a legal terminology in second language	3.816	4.159	3.930	4.608
8. Ability to communicate with non-experts in legal field	3.874	4.069	3.971	4.176
9. Elementary computing skills	4.042	4.117	3.944	4.500
10. Information management skills	4.211	4.303	4.197	4.689
11. Critical and self-critical thinking abilities	4.505	4.618	4.514	4.851
12. Capacity for generating new ideas (creativity)	4.110	4.421	4.314	4.795
13. Problem solving	4.358	4.407	4.606	4.703
14. Decision-making	4.112	4.145	4.324	4.419
15. Ability to work autonomously	4.205	4.462	4.451	4.822
16. Ability to work in team/interdisciplinary team	4.079	4.228	4.271	4.149
17. Leadership	3.526	3.869	3.915	3.892
18. Ethical commitment	4.463	4.510	4.609	4.694
19. Appreciation of diversity and multiculturalism	4.209	4.231	4.229	4.257
20. Ability to work in an international context	3.863	4.167	4.101	4.329

Figure 123. Development

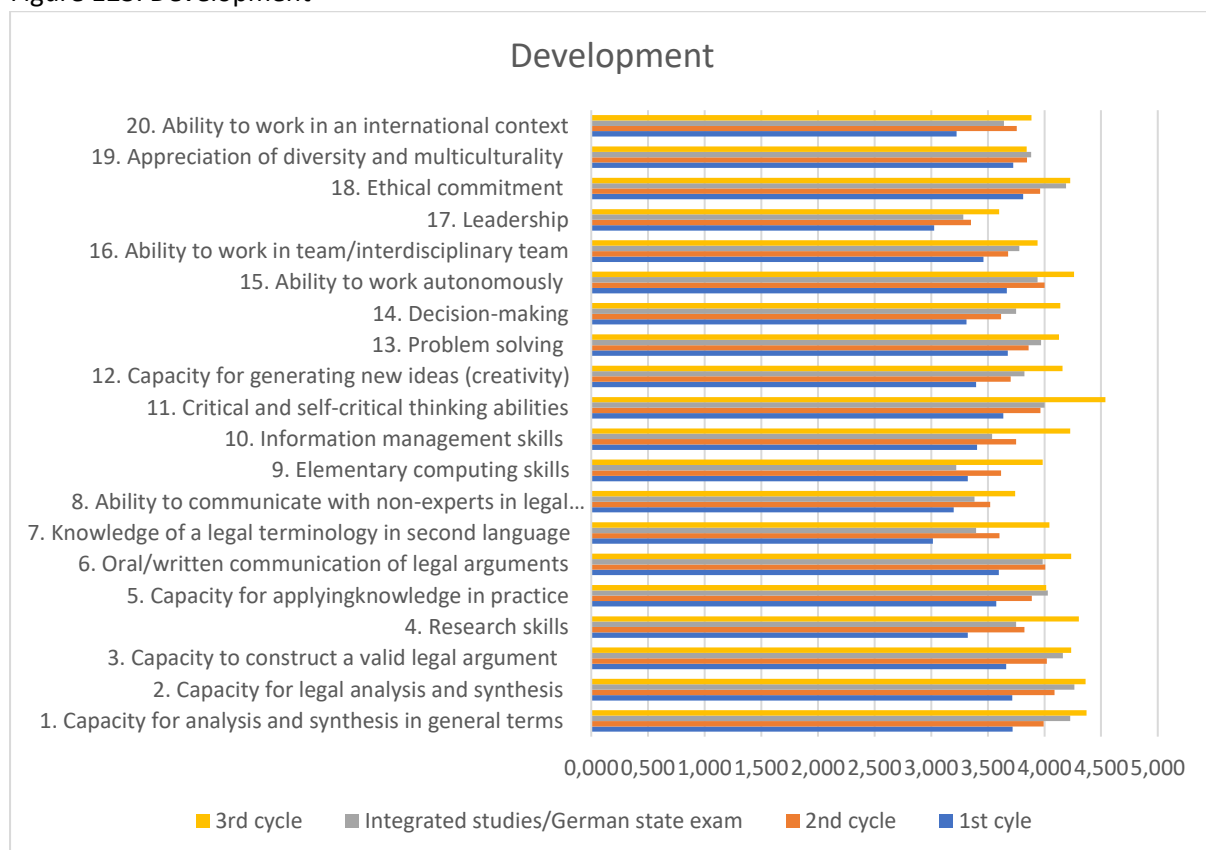


Figure 124. Development per level of studies

Development	1st cycle	2nd cycle	Integrated studies/German state exam	3rd cycle
1. Capacity for analysis and synthesis in general terms	3.720	3.993	4.227	4.371
2. Capacity for legal analysis and synthesis	3.715	4.088	4.265	4.362



3. Capacity to construct a valid legal argument	3.663	4.022	4.162	4.235
4. Research skills	3.324	3.825	3.750	4.304
5. Capacity for applying knowledge in practice	3.575	3.890	4.030	4.014
6. Oral/written communication of legal arguments	3.597	4.007	3.985	4.235
7. Knowledge of a legal terminology in second language	3.016	3.603	3.397	4.043
8. Ability to communicate with non-experts in legal field	3.198	3.522	3.382	3.743
9. Elementary computing skills	3.323	3.618	3.221	3.986
10. Information management skills	3.405	3.750	3.537	4.229
11. Critical and self-critical thinking abilities	3.636	3.964	4.000	4.537
12. Capacity for generating new ideas (creativity)	3.396	3.701	3.824	4.159
13. Problem solving	3.677	3.861	3.971	4.129
14. Decision-making	3.312	3.618	3.750	4.141
15. Ability to work autonomously	3.667	4.000	3.940	4.261
16. Ability to work in team/interdisciplinary team	3.462	3.679	3.779	3.939
17. Leadership	3.027	3.350	3.284	3.600
18. Ethical commitment	3.812	3.963	4.191	4.229
19. Appreciation of diversity and multiculturalism	3.726	3.847	3.882	3.843
20. Ability to work in an international context	3.226	3.756	3.642	3.886

#### 4. Teaching methods

The teaching staff is choosing the teaching method for the delivery of the curricula as per their finding of adequacy for the legal discipline. The teaching methods are chosen and used so as to support the achievements of the learning goals and objectives for the specific subject.

From the aspect of the project interest, we have set to see what are the most commonly used teaching methods. The participants were asked to select the frequency of use of certain method on a scale from 1 to 5 (where 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely and 1 = Never). All of the provided options for teaching methods are used with different frequency. The most used method are the case-studies with an average score of 4.122 equalling to - often, followed by group discussions (4.066). It is to be noted that priority is given to individual research (used often, with average score of 3.878) to team work research (also used often but less frequently with an average score of 3.502). Simulations and negotiations as methods are used least frequently which could be attributed to their specific format and adequacy only for certain legal disciplines.

Figure 125. Teaching methods





<b>Teaching Method</b>	<b>Frequency score (average)</b>
Case studies	4.122
Group discussions	4.066
Individual oral presentations	3.977
Individual research	3.878
Individual pptx presentations	3.771
Data-bases search	3.630
Team work research	3.502
Essay writing	3.329
Role play	3.146
Simulations	2.680
Negotiations	2.176