

## Introduction to the LEFIS subject area

The advent of the knowledge society has deeply affected the cultural, political and social structures of our world. The technological, interconnected and decentralized character of this society constitutes a challenge to traditional legal paradigms, in particular as concerns the policy and regulation models we are moving towards.

The new social and legal environment requires not only adequate regulative, political and theoretical responses but also specific teaching and learning methodologies, which enable students in Law, Engineering, Economy, Administrative Sciences to deal with it, but also including practitioners like jurists, engineers, economists, civil servants and other interested citizens. This shift must further cohere with the requirements of the European High Education Space and so be adapted to the societal needs and expectations

As a consequence of these facts, the **LEFIS Studies** (Legal Framework for the Information Society Studies) are focused on the proposal, development, analysis and application of national, European and trans-European legal issues that appear in the daily growth of the Information Society and have multi-disciplinary and inter-disciplinary approach because the Information Society affects to almost any human social activity.

Unlike many other areas of formal education, in the LEFIS field there exist previous attempts at harmonization at European level, Council of Europe. The most significant rules in this respect are:

- RESOLUTION (73) 23 on harmonization measures in the field of legal data processing in the member states of the Council of Europe
- RECOMMENDATION No. R (80) 3 of the Committee of Ministers to member states concerning teaching, research and training in the field of "computers and law"
- RECOMMENDATION No. R (92) 15 of the Committee of Ministers to member states concerning teaching, research and training in the field of law and information technology
- RECOMMENDATION No. R (95) 13 of the Committee of Ministers to member states on problems of criminal procedural law connected with information technology

According with these facts since 1999 a number of Universities, belonging to ten EU-member states, were working together in teaching and researching in Law & Computers, today LEFIS studies, as well as in designing study programs and courses in the field. Most of these courses are currently offered to graduate and post-graduate students in different subjects.

The Legal Framework for the Information Society Studies emerged as a result of the wide-ranging experience jointly carried out by all Universities and institutions LEFIS. With the purpose of making their activities public and strengthening the co-operation framework by inviting further universities and other institutions, firms or associations to join the initiative.

## Degree profiles

The LEFIS studies are offered until now, typically, in the mark of the degree profiles summarized in the next table:

Cycle	Typical degrees offered until now
<b>First cycle</b>	Graduate/Licentiate in Law. Graduate/Licentiate in Business and Management Graduate/Licentiate in ICT Operator in Law and Information Technology
<b>Second cycle</b>	Master in Information Technology Law Master in Law, with specialisation in ICT-Law Diploma of Specialized Studies in Law and Management of the ICT
<b>Third cycle</b>	Doctor in Computers and Law Doctor in Legal informatics
<b>Continuing education</b>	Professional update

The content of the LEFIS offer in every degree and cycle has very different extensions. It can be a module, a subject, a part of a subject, a cycle or extension and specialization of a cycle. It depends of the national or regional legislation, the rules of the University that presents the offer, the local context of the activities of each University and the learning outcomes and competences agreed by teachers and responsible authorities on university teaching of every country, according (or not yet) to the Bologna procedure of reform of the European High Education Space.

The basic TUNING definitions, used in this template, as well as all the TUNING proposals, are:

- Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a learning experience. They can refer to a single course unit or module or else to a period of studies, for example, a first or a second cycle programme. Learning outcomes specify the desired requirements for award of credit. They are formulated by academic staff.

- Competences represent a dynamic combination of knowledge, understanding, skills, abilities and values. Fostering these competences is the object of educational programmes. Competences will be formed in various course units and assessed at different stages. Competences are obtained by the student.
- Learning outcomes are expressed in terms of competences. Competences may be developed to a greater degree than the level required by the learning outcome.

Before the presentation of the LEFIS learning outcomes and competences, the next tables concrete by cycles the basic objectives and occupations of the profiles of several typical LEFIS teaching and learning offers.

### Degree profiles (First cycle)

Objectives:

Offered degree	Objectives
<b>Graduate/Licentiate in Law</b>	The formation of professionals experts in interpretation and application of juridical texts
<b>Graduate/Licentiate in Business and Management</b>	The formation of professionals involved in the economic, planning and human resource management aspects of a business organization
<b>Graduate/Licentiate in ICT</b>	The formation of professionals able to work in research, design and development of software and information and communication systems
<b>Operator in Law and Information technology</b>	To provide the market with law operators able to integrate legal knowledge with ICT capabilities and insight to manage the penetration of ICT in any sector of law studies and practices

Occupations:

Offered degree	Occupations
<b>Graduate/Licentiate in Law</b>	Lawyers, Judges, Notaries, Barristers, Property Registers
<b>Graduate/Licentiate in Business and Management</b>	Positions in operations, management/logistic; sale and marketing organization; human resources management; finance and accounting
<b>Graduate/Licentiate in ICT</b>	Engineering in Computers and Telecommunications
<b>Operator in Law and Information technology</b>	Support to computer law professionals; digitally supported co-operation in the drafting of rules and regulations; design and evaluation of information system for the judiciary sector, the enterprises, the public administration

### Degree profiles (Second cycle)

Objectives:

Offered degree	Objectives
<b>Master in Information Technology Law</b>	To enable the graduate to cope with the various questions concerning IT Law. Therefore, it is not just teaching the existing legal frameworks on IT Law, but also encouraging critical appraisal of them.
<b>Master in Laws, with specialization in ICT Law</b>	Learning in: Information Technology Law, Communications Law and Fundamental Concepts of ICT
<b>Diploma of Specialized Studies in Law and Management of the ICT</b>	To acquire high level competence in ICT Law, attending to the necessary interdisciplinary requirements to know the management and the techniques of the ICT

Occupations:

Offered degree	Occupations
<b>Master in Information Technology Law</b>	To prepare the students for multijurisdictional practice in the increasingly important field of IT law, as well as enhancing performance in traditional fields of law through introduction to modern legal techniques and solutions provided by IT
<b>Master in Laws, with specialization in ICT Law</b>	To provide legal knowledge in order to successfully accompany the evolution towards a global and networked information society
<b>Diploma of Specialized Studies in Law and Management of the ICT</b>	To acquire a specialization for the Labour market

### Degree profiles (Continuing education)

Objectives and occupations:

Offered degree	Objectives and occupations
<b>JuriTIC</b>	Views on legal issues raised by ICT
<b>Expertise in enforcing criminal cyber law</b>	Barristers, lawyers working in public administrations or private undertakings, regulators,... and, in general, practitioners in ICT law

### Role of subject area in other degree programs

The LEFIS studies are a part also of another degree programs. These programs are special for several institutions. Their proposals are not accepted generally.

This is the case, for example, in the next Master studies:

- Technologies and Materialities of Globalization  
Module of the Cluster Three: GLOBALIZATION in the Master International Development Law and Human Rights.- Warwick University

- Legal aspects of the e commerce  
Module of the Master in Electronic Management of Business Administration.- U. of Zaragoza

The same case is in the next Graduate Studies:

- Graduate in Public Administration  
Subject Computers and Law.- U. of Zaragoza

## Learning outcomes & competences-level cycle descriptors

The content of the LEFIS offer depends of the learning outcomes & competences-level cycle descriptors on the subject studies.

The generic and subject specific key competences that have been established in the questionnaires and the answers that the LEFIS members (teachers, students and firms and industries) have carried out and fulfilled to know these competences from begin of October 2005 until today are presented in the next pages. Persons that live in all Europe gave basically the answers.

## Questionnaires

The initial list of generic competences (see table 1) has been adopted according to the proposals related with university studies, that the TUNING initiative has made (from the year 2000). The results of the answers in relation with generic competences are that students and firms have opted by a list of general competences that differ in their opinion of the list of general competences that provide the traditional university studies (see in this respect tables 2 and 3). This is the general result on these questionnaires, The same that is put in relation by other questionnaires with respect to other studies. The general conclusion is the too theoretical approach to the needs of the work market that the European Universities made until this time. This is a common proposal and one of the most important weaknesses of the university teaching that the Bologna procedure of reform of the High Education in Europe would like to solve.

## Generic competences

List of generic competences	
1.	Ability to work in an interdisciplinary team
2.	Appreciation of diversity and multiculturalism
3.	Basic knowledge of the field of study
4.	Basic knowledge of the profession
5.	Capacity for analysis and synthesis
6.	Capacity for applying knowledge in practice
7.	Capacity for generating new ideas (creativity)
8.	Capacity to adapt to new situations
9.	Capacity to learn
10.	Critical and self-critical abilities
11.	Decision-making
12.	Elementary computing skills (word processing, database, other utilities)
13.	Ethical commitment
14.	Interpersonal skills
15.	Knowledge of a second language
16.	Oral and written communication in your native language
17.	Research skills

Table 1

List of generic competences ordered by the LEFIS members: employers

Ranking of Generic Competences LEFIS: Professional importance, the opinion of the employers		
	Professional importance	University level
1	Will to succeed	Appreciation of diversity and multiculturalism
2	Planning and time management	Will to succeed
3	Concern for quality	Grounding in basic knowledge of the profession in practice
4	Capacity for analysis and synthesis	Oral and written communication in your native language
5	Capacity for applying knowledge in practice	Information management skills (ability to retrieve and analyse information from different sources)
6	Elementary computing skills	Elementary computing skills
7	Capacity to learn	Capacity to learn
8	Capacity to adapt to new situations	Ethical commitment
9	Problem solving	Concern for quality
10	Ability to work in an international context	Critical and self-critical abilities
11	Ethical commitment	Capacity to adapt to new situations
12	Basic general knowledge in the field of study	Problem solving
13	Grounding in basic knowledge of the profession in practice	Ability to work in an international context
14	Oral and written communication in your native language	Understanding of cultures and customs of other countries
15	Knowledge of a second language	Initiative and entrepreneurial spirit
16	Teamwork	Capacity for analysis and synthesis
17	Interpersonal skills	Capacity for applying knowledge in practice
18	Ability to communicate with non-experts (in the field)	Planning and time management
19	Appreciation of diversity and multiculturalism	Knowledge of a second language
20	Initiative and entrepreneurial spirit	Decision-making

21	Research skills	Teamwork
22	Information management skills (ability to retrieve and analyse information from different sources)	Ability to work autonomously
23	Critical and self-critical abilities	Basic general knowledge in the field of study
24	Capacity for generating new ideas (creativity)	Research skills
25	Decision-making	Capacity for generating new ideas (creativity)
26	Leadership	Ability to work in an interdisciplinary team
27	Ability to work in an interdisciplinary team	Ability to communicate with non-experts (in the field)
28	Ability to work autonomously	Project design and management
29	Project design and management	Interpersonal skills
30	Understanding of cultures and customs of other countries	Leadership

Table 2

List of generic competences ordered by the LEFIS members: graduates

Ranking of Generic Competences LEFIS: Professional importance, the opinion of the graduates		
	Professional importance	University level
1	Capacity to learn	Basic general knowledge in the field of study
2	Elementary computing skills	Concern for quality
3	Will to succeed	Ability to work autonomously
4	Information management skills (ability to retrieve and analyse information from different sources)	Teamwork
5	Capacity to adapt to new situations	Will to succeed
6	Concern for quality	Oral and written communication in your native language
7	Problem solving	Capacity to adapt to new situations
8	Oral and written communication in your native language	Capacity to learn
9	Ability to work autonomously	Elementary computing skills
10	Teamwork	Information management skills (ability to retrieve and analyse information from different sources)
11	Capacity for applying knowledge in practice	Problem solving
12	Basic general knowledge in the field of study	Ethical commitment
13	Capacity for analysis and synthesis	Capacity for generating new ideas (creativity)
14	Planning and time management	Capacity for applying knowledge in practice
15	Capacity for generating new ideas (creativity)	Capacity for analysis and synthesis
16	Ability to work in an international context	Decision-making
17	Knowledge of a second language	Planning and time management
18	Decision-making	Critical and self-critical abilities
19	Ethical commitment	Ability to work in an international context
20	Interpersonal skills	Project design and management
21	Research skills	Research skills
22	Project design and management	Interpersonal skills
23	Grounding in basic knowledge of the profession in practice	Knowledge of a second language
24	Ability to work in an interdisciplinary team	Ability to work in an interdisciplinary team
25	Critical and self-critical abilities	Ability to communicate with non-experts (in the field)
26	Leadership	Grounding in basic knowledge of the profession in practice
27	Understanding of cultures and customs of other countries	Understanding of cultures and customs of other countries
28	Initiative and entrepreneurial spirit	Leadership
29	Appreciation of diversity and multiculturalism	Initiative and entrepreneurial spirit
30	Ability to communicate with non-experts (in the field)	Appreciation of diversity and multiculturalism

Table 3

### Specific LEFIS competences

The list of generic competences (Table 1) has been proposed to the LEFIS teachers also, at the same time that was proposed to them a list of specific competences (see Table 4) for the LEFIS studies, elaborated and approved in different discussions by the LEFIS members.

List of specific LEFIS competences	
1.	Understanding of the Characteristics of the Information Society
2.	Understanding of the Information Technology Law
3.	Understanding of the ICT and the Changing Legal Professions in The Information Society
4.	Understanding of Professional ICT practice and business structure
5.	Investigative Social Science Methods
6.	Accessing legal texts
7.	Interpretation of legal texts in context
8.	Application of legal texts in context
9.	Understanding of the physical and virtual structure of the internet
10.	Understanding systems and networks security basics
11.	Understanding the role of electronic administration in Government
12.	Understanding of electronic signature
13.	Understanding of data protection
14.	Understanding of ICT Soft Law (e.g. Codes Of Practices)
15.	Producing Written Reports
16.	Presenting information visually and orally
17.	Using ICT in research
18.	Presenting information via multimedia

Table 4

## LEFIS Answers

We present here the LEFIS answers to the questionnaires from these three perspectives or models:

- First.- The summary of the answers of teachers and industries of continuing education referred to LEFIS subject specific competences and generic competences, in comparison. The results are specified and ordered by the importance of the competence for the person that gives the answer: from most to least importance.
- Second.- The summary of the answers given to the questionnaires by LEFIS teachers and industries of different specialization by cycle of teaching. The results are specified and ordered by the importance of the competence for the person that gives the answer: from most to least importance.
- Third.- The summary results of the answers given to the questionnaires by LEFIS teachers and industries according to their teaching by cycle and the area of teaching that they made in the general studies where they teach. This is the studies of Law, Management and Business or Information and Communication Technologies. The results are specified and ordered by the importance of the competence for the person that gives the answer: from most to least importance.

### LEFIS subject specific and generic competences

We present here the answers of teachers and industries of continuing education referred to LEFIS subject specific competences and generic competences, in comparison. The results are specified and ordered by the importance of the competence for the person that gives the answer: from most to least importance.

Subject specific competences	Generic competences
1. Presenting information visually and orally	1. Decision-making
2. Producing Written Reports	2. Elementary computing skills (word processing, database, other utilities)
3. Using ICT in research	3. Critical and self-critical abilities
4. Understanding of the Characteristics of the Information Society	4. Ethical commitment
5. Understanding of Professional ICT practice and business structure	5. Interpersonal skills
6. Understanding of data protection	6. Oral and written communication in your native language
7. Understanding of Information Technology Law	7. Knowledge of a second language
8. Interpretation of legal texts in context	8. Research skills
9. Application of legal texts in context	9. Ability to work in an interdisciplinary team
10. Understanding of electronic signature	10. Capacity for generating new ideas (creativity)
11. Accessing legal texts	11. Basic knowledge of the profession
12. Understanding the ICT and the Changing Legal Professions in The Information Society	12. Appreciation of diversity and multiculturalism
13. Understanding the role of electronic administration in Government	13. Capacity for analysis and synthesis
14. Presenting information via multimedia	14. Capacity to learn
15. Understanding systems and networks security basics	15. Basic knowledge of the field of study
16. Understanding of ICT Soft Law (e.g. Codes Of Practices)	16. Capacity for applying knowledge in practice
17. Understanding the physical and virtual structure of the internet	17. Capacity to adapt to new situations
18. Investigative Social Science Methods	

### LEFIS subject specific and generic competences by cycle

The next are the generic results by cycles (first cycle, second cycle and continuing education) of the answers given to the questionnaires by LEFIS teachers and industries of different specialization by thematic area and cycle of teaching. The results are specified and ordered by importance: from most to least

#### First cycle

Subject specific competences	Generic competences
1. Presenting information visually and orally	1. Decision-making
2. Producing Written Reports	2. Elementary computing skills (word processing, database, other utilities)
3. Using ICT in research	3. Interpersonal skills
4. Understanding of data protection	4. Critical and self-critical abilities
5. Understanding of the Characteristics of the Information Society	5. Ethical commitment
6. Understanding of Professional ICT practice and business structure	6. Ability to work in an interdisciplinary team
7. Application of legal texts in context	7. Oral and written communication in your native language
8. Interpretation of legal texts in context	8. Basic knowledge of the profession
9. Understanding of electronic signature	9. Knowledge of a second language
10. Presenting information via multimedia	10. Research skills
11. Understanding of the Information Technology Law	11. Capacity for generating new ideas (creativity)
12. Accessing legal texts	12. Appreciation of diversity and multiculturalism
13. Understanding the ICT and the Changing Legal	13. Basic knowledge of the field of study

Professions in The Information Society	
14. Understanding the role of electronic administration in Government	14. Capacity to learn
15. Understanding systems and networks security basics	15. Capacity for applying knowledge in practice
16. Investigative Social Science Methods	16. Capacity to adapt to new situations
17. Understanding of ICT Soft Law (e.g. Codes Of Practices)	17. Capacity for analysis and synthesis
18. Understanding the physical and virtual structure of the Internet	

### Second cycle

Subject specific competences	Generic competences
1. Understanding of the Information Technology Law	1. Decision-making
2. Understanding the Characteristics of the Information Society	2. Critical and self-critical abilities
3. Understanding of Professional ICT practice and business structure	3. Elementary computing skills (word processing, database, other utilities)
4. Understanding of data protection	4. Ethical commitment
5. Producing Written Reports	5. Interpersonal skills
6. Presenting information visually and orally	6. Oral and written communication in your native language
7. Using ICT in research	7. Capacity for generating new ideas (creativity)
8. Interpretation of legal texts in context	8. Knowledge of a second language
9. Application of legal texts in context	9. Research skills
10. Understanding the ICT and the Changing Legal Professions in The Information Society	10. Appreciation of diversity and multiculturalism
11. Understanding the role of electronic administration in Government	11. Capacity for analysis and synthesis
12. Understanding of ICT Soft Law (e.g. Codes Of Practices)	12. Ability to work in an interdisciplinary team
13. Accessing legal texts	13. Capacity for applying knowledge in practice
14. Understanding of electronic signature	14. Capacity to learn
15. Understanding systems and networks security basics	15. Capacity to adapt to new situations
16. Understanding the physical and virtual structure of the internet	16. Basic knowledge of the profession
17. Presenting information via multimedia	17. Basic knowledge of the field of study
18. Investigative Social Science Methods	

### Continuing education

Subject specific competences	Generic competences
1. Understanding the Characteristics of the Information Society	1. Capacity for analysis and synthesis
2. Understanding of electronic signature	2. Decision-making
3. Producing Written Reports	3. Elementary computing skills (word processing, database, other utilities)
4. Presenting information visually and orally	4. Ethical commitment
5. Understanding of the Information Technology Law	5. Critical and self-critical abilities
6. Using ICT in research	6. Capacity to learn
7. Accessing legal texts	7. Research skills
8. Understanding of data protection	8. Interpersonal skills
9. Presenting information via multimedia	9. Knowledge of a second language
10. Understanding the ICT and the Changing Legal Professions in The Information Society	10. Oral and written communication in your native language
11. Understanding of Professional ICT practice and business structure	11. Capacity for applying knowledge in practice
12. Interpretation of legal texts in context	12. Basic knowledge of the profession
13. Application of legal texts in context	13. Capacity to adapt to new situations
14. Understanding the physical and virtual structure of the internet	14. Basic knowledge of the field of study
15. Understanding the role of electronic administration in Government	15. Capacity for generating new ideas (creativity)
16. Understanding of ICT Soft Law (e.g. Codes Of Practices)	16. Ability to work in an interdisciplinary team
17. Understanding systems and networks security basics	17. Appreciation of diversity and multiculturalism
18. Investigative Social Science Methods	

### LEFIS subject specific and generic competences by cycle and area of teaching

The next are the answers on generic and specific competences specified and ordered (by importance: from most to least) by LEFIS teachers according to their teaching by cycle (first, second and continuing education) and the teaching that they made in the general studies or area where they teach. This is if the studies are on Law, Management and Business or Information and Communication Technologies. We must remind that the LEFIS studies are normally part of other studies.

**Law, first cycle**

Subject specific competences	Generic competences
1. Application of legal texts in context	1. Decision-making
2. Understanding of the Information Technology Law	2. Oral and written communication in your native language
3. Accessing legal texts	3. Ethical commitment
4. Interpretation of legal texts in context	4. Elementary computing skills (word processing, database, other utilities)
5. Presenting information visually and orally	5. Interpersonal skills
6. Using ICT in research	6. Basic knowledge of the profession
7. Understanding the Characteristics of the Information Society	7. Critical and self-critical abilities
8. Understanding the ICT and the Changing Legal Professions in The Information Society	8. Knowledge of a second language
9. Understanding of Professional ICT practice and business structure	9. Basic knowledge of the field of study
10. Understanding of data protection	10. Capacity to learn
11. Producing Written Reports	11. Ability to work in an interdisciplinary team
12. Understanding the physical and virtual structure of the internet	12. Research skills
13. Understanding of electronic signature	13. Appreciation of diversity and multiculturalism
14. Presenting information via multimedia	14. Capacity for generating new ideas (creativity)
15. Systems and networks security basics	15. Capacity to adapt to new situations
16. Understanding the role of electronic administration in Government	16. Capacity for analysis and synthesis
17. Investigative Social Science Methods	17. Capacity for applying knowledge in practice
18. Understanding of ICT Soft Law (e.g. Codes Of Practices)	

**Law, second cycle**

Subject specific competences	Generic competences
1. Understanding the Information Technology Law	1. Critical and self-critical abilities
2. Understanding the Characteristics of the Information Society	2. Elementary computing skills (word processing, database, other utilities)
3. Understanding of Professional ICT practice and business structure	3. Decision-making
4. Interpretation of legal texts in context	4. Ethical commitment
5. Application of legal texts in context	5. Interpersonal skills
6. Producing Written Reports	6. Capacity for analysis and synthesis
7. Presenting information visually and orally	7. Capacity for generating new ideas (creativity)
8. Understanding of data protection	8. Oral and written communication in your native language
9. Understanding of ICT Soft Law (e.g. Codes Of Practices)	9. Knowledge of a second language
10. Using ICT in research	10. Appreciation of diversity and multiculturalism
11. Understanding the ICT and the Changing Legal Professions in The Information Society	11. Capacity for applying knowledge in practice
12. Accessing legal texts	12. Research skills
13. Understanding the physical and virtual structure of the internet	13. Capacity to learn
14. Understanding the role of electronic administration in Government	14. Basic knowledge of the profession
15. Understanding systems and networks security basics	15. Capacity to adapt to new situations
16. Presenting information via multimedia	16. Ability to work in an interdisciplinary team
17. Investigative Social Science Methods	17. Basic knowledge of the field of study
18. Understanding of electronic signature	

**Law, continuing education**

Subject specific competences	Generic competences
1. Understanding the Characteristics of the Information Society	1. Elementary computing skills (word processing, database, other utilities)
2. Understanding of electronic signature	2. Capacity to learn
3. Understanding of the Information Technology Law	3. Decision-making
4. Accessing legal texts	4. Ethical commitment
5. Producing Written Reports	5. Capacity for analysis and synthesis
6. Using ICT in research	6. Knowledge of a second language
7. Interpretation of legal texts in context	7. Basic knowledge of the profession
8. Application of legal texts in context	8. Capacity to adapt to new situations
9. Understanding the role of electronic administration in Government	9. Critical and self-critical abilities
10. Understanding of data protection	10. Capacity for generating new ideas (creativity)
11. Understanding of ICT Soft Law (e.g. Codes Of Practices)	11. Interpersonal skills
12. Presenting information visually and orally	12. Ability to work in an interdisciplinary team
13. Presenting information via multimedia	13. Oral and written communication in your native language
14. Understanding the ICT and the Changing Legal	14. Research skills

Professions in The Information Society	
15. Understanding of Professional ICT practice and business structure	15. Appreciation of diversity and multiculturalism
16. Understanding the physical and virtual structure of the internet	16. Basic knowledge of the field of study
17. Investigative Social Science Methods	17. Capacity for applying knowledge in practice
18. Understanding systems and networks security basics	

### Business and management, first cycle

Subject specific competences	Generic competences
1. Presenting information visually and orally	1. Decision-making
2. Producing Written Reports	2. Elementary computing skills (word processing, database, other utilities)
3. Using ICT in research	3. Basic knowledge of the profession
4. Understanding of data protection	4. Critical and self-critical abilities
5. Understanding of Professional ICT practice and business structure	5. Knowledge of a second language
6. Presenting information via multimedia	6. Ethical commitment
7. Understanding the Characteristics of the Information Society	7. Ability to work in an interdisciplinary team
8. Interpretation of legal texts in context	8. Research skills
9. Application of legal texts in context	9. Interpersonal skills
10. Investigative Social Science Methods	10. Capacity for generating new ideas (creativity)
11. Understanding systems and networks security basics	11. Basic knowledge of the field of study
12. Understanding of electronic signature	12. Appreciation of diversity and multiculturalism
13. Information Technology Law	13. Oral and written communication in your native language
14. Understanding the ICT and the Changing Legal Professions in The Information Society	14. Capacity for applying knowledge in practice
15. Accessing legal texts	15. Capacity to learn
16. Understanding the role of electronic administration in Government	16. Capacity to adapt to new situations
17. Understanding of ICT Soft Law (e.g. Codes Of Practices)	17. Capacity for analysis and synthesis
18. Understanding the physical and virtual structure of the internet	

### Business and management, second cycle

Subject specific competences	Generic competences
1. Understanding the ICT and the Changing Legal Professions in The Information Society	1. Decision-making
2. Understanding the Information Technology Law	2. Interpersonal skills
3. Understanding of Professional ICT practice and business structure	3. Oral and written communication in your native language
4. Interpretation of legal texts in context	4. Critical and self-critical abilities
5. Application of legal texts in context	5. Ethical commitment
6. Understanding of electronic signature	6. Elementary computing skills (word processing, database, other utilities)
7. Understanding the Characteristics of the Information Society	7. Basic knowledge of the field of study
8. Understanding systems and networks security basics	8. Research skills
9. Understanding the role of electronic administration in Government	9. Capacity for generating new ideas (creativity)
10. Understanding of data protection	10. Knowledge of a second language
11. Producing Written Reports	11. Ability to work in an interdisciplinary team
12. Presenting information visually and orally	12. Capacity to adapt to new situations
13. Using ICT in research	13. Appreciation of diversity and multiculturalism
14. Presenting information via multimedia	14. Basic knowledge of the profession
15. Investigative Social Science Methods	15. Capacity for analysis and synthesis
16. Accessing legal texts	16. Capacity to learn
17. Understanding the physical and virtual structure of the internet	17. Capacity for applying knowledge in practice
18. Understanding of ICT Soft Law (e.g. Codes Of Practices)	

### ICT, first cycle

Subject specific competences	Generic competences
1. Understanding of electronic signature	1. Elementary computing skills (word processing, database, other utilities)
2. Presenting information visually and orally	2. Decision-making
3. Understanding the Characteristics of the Information Society	3. Interpersonal skills
4. Understanding of data protection	4. Critical and self-critical abilities



5. Producing Written Reports	5. Ability to work in an interdisciplinary team
6. Understanding of Professional ICT practice and business structure	6. Ethical commitment
7. Understanding the role of electronic administration in Government	7. Appreciation of diversity and multiculturalism
8. Using ICT in research	8. Oral and written communication in your native language
9. Understanding systems and networks security basics	9. Capacity for generating new ideas (creativity)
10. Understanding the Information Technology Law	10. Research skills
11. Understanding of ICT Soft Law (e.g. Codes Of Practices)	11. Knowledge of a second language
12. Presenting information via multimedia	12. Basic knowledge of the profession
13. Understanding the ICT and the Changing Legal Professions in The Information Society	13. Capacity to learn
14. Investigative Social Science Methods	14. Basic knowledge of the field of study
15. Accessing legal texts	15. Capacity for applying knowledge in practice
16. Application of legal texts in context	16. Capacity for analysis and synthesis
17. Interpretation of legal texts in context	17. Capacity to adapt to new situations
18. Understanding the physical and virtual structure of the internet	

### ICT, second cycle

Subject specific competences	Generic competences
1. Understanding of data protection	1. Decision-making
2. Using ICT in research	2. Critical and self-critical abilities
3. Presenting information visually and orally	3. Knowledge of a second language
4. Producing Written Reports	4. Ethical commitment
5. Understanding the Characteristics of the Information Society	5. Research skills
6. Understanding the Information Technology Law	6. Interpersonal skills
7. Understanding of electronic signature	7. Appreciation of diversity and multiculturalism
8. Understanding of Professional ICT practice and business structure	8. Ability to work in an interdisciplinary team
9. Understanding the role of electronic administration in Government	9. Elementary computing skills (word processing, database, other utilities)
10. Accessing legal texts	10. Oral and written communication in your native language
11. Understanding systems and networks security basics	11. Capacity for generating new ideas (creativity)
12. Understanding of ICT Soft Law (e.g. Codes Of Practices)	12. Capacity for applying knowledge in practice
13. Understanding the ICT and the Changing Legal Professions in The Information Society	13. Basic knowledge of the field of study
14. Interpretation of legal texts in context	14. Capacity to learn
15. Understanding the physical and virtual structure of the internet	15. Capacity for analysis and synthesis
16. Presenting information via multimedia	16. Capacity to adapt to new situations
17. Application of legal texts in context	17. Basic knowledge of the profession
18. Investigative Social Science Methods	

### ICT, continuing education

Subject specific competences	Generic competences
1. Presenting information visually and orally	1. Capacity for analysis and synthesis
2. The Characteristics of the Information Society	2. Research skills
3. Producing Written Reports	3. Capacity for applying knowledge in practice
4. Understanding of Information Technology Law	4. Decision-making
5. Understanding the ICT and the Changing Legal Professions in The Information Society	5. Oral and written communication in your native language
6. Understanding of Professional ICT practice and business structure	6. Ethical commitment
7. Understanding the physical and virtual structure of the internet	7. Interpersonal skills
8. Understanding of electronic signature	8. Critical and self-critical abilities
9. Understanding of data protection	9. Elementary computing skills (word processing, database, other utilities)
10. Using ICT in research	10. Basic knowledge of the field of study
11. Presenting information via multimedia	11. Knowledge of a second language
12. Accessing legal texts	12. Capacity to learn
13. Interpretation of legal texts in context	13. Appreciation of diversity and multiculturalism
14. Application of legal texts in context	14. Ability to work in an interdisciplinary team
15. Understanding systems and networks security basics	15. Capacity for generating new ideas (creativity)
16. Understanding the role of electronic administration in Government	16. Basic knowledge of the profession
17. Understanding of ICT Soft Law (e.g. Codes Of Practices)	17. Capacity to adapt to new situations
18. Investigative Social Science Methods	

## Workload and ECTS

The workload of the typical degree programmes expressed in ECTS-credits (ECTS is the same as European Credit Transfer System) is:

- First cycle (180+60 (professional formation))
- Second cycle (60-120)
- Third cycle (180)
- Continuing education: no significant

Other modules have very different workload and their equivalent in ECTS. It must be noted that the global workload of an academic year of study is equal to 60 credits.

A concrete course in LEFIS studies can have during a semester 4, 5 or 6 ECTS workload, for example. A complementary module can have 30 ECTS workload.

This is that the LEFIS studies are expressed in the typical form of all the European studies. The workload depends of the adopted rules in each country or Universities where the subjects are taught

The most significant trends and differences within European higher education area in the LEFIS subject area are the next:

- First cycle.- The teaching on LEFIS subjects has complementary character normally. The only exception is Bologna where it possible to made a cycle: to obtain the title of Graduate in Computers and Law
- Second cycle.- The LEFIS teaching guides to obtain a Master to specialize to the participants. The Masters are not offered by all Universities.
- There is teaching on third cycle that conduces to obtain the title of Doctor
- Continuing education.- Update and special training. This is a generic and old offer of the LEFIS partners. It is common that the LEFIS partners participate and organize courses for lawyers or civil servants (also judges, organizations of consumers...), for example, of duration not measurable by the use of ECTS.

## Quality enhancement

The **quality enhancement system** in LEFIS has three different elements:

- the LEFIS accreditation system,
- the rules of the LEFIS accreditation system and
- the external advisors system

The **LEFIS accreditation system** has as basic elements:

- the activities of the workgroups (first cycle, second cycle and continuing education),
- the activities of the steering committee network (Tuning and Equalite' committees) and
- the decisions of the LEFIS Assembly

The **rules of the LEFIS accreditation system** have as contents:

- the Council of Europe decisions
- the decisions of the different quality entities existent in the different European countries,
- the Tuning proposals on quality, and
- the rules approved by the LEFIS accreditation system, basically:
  - Generic competences
  - Subject competences
  - Learning outcomes

A Tuning advisor and an external reviewer are the initial independent **external advisor quality system** for LEFIS.