

COMPETENCIES AND LEARNING OUTCOMES IN LAW PROGRAMS

Liany Yelitza Hernández Granados¹, Eduardo Gabriel Osorio Sánchez², Raúl Prada Núñez³

¹ Assistant Professor at Universidad Francisco de Paula Santander. Junior Researcher Minciencias. Member of the Justice, Human Rights and Democracy Research Group - JHUSDEM. E-mail: lianyyetzirahg@ufps.edu.co. Orcid: <https://orcid.org/0000-0002-2503-1669>

² Assistant Professor at Universidad Francisco de Paula Santander. Associate Researcher Minciencias. Member of the Justice, Human Rights and Democracy Research Group - JHUSEDEM. E-mail: eduardogabrielos@ufps.edu.co. Orcid: <https://orcid.org/0000-0003-1977-085X>

³ Master in Mathematics Education. Associate Research Professor at the Universidad Francisco de Paula Santander. E-mail: raulprada@ufps.edu.co. Orcid: <https://orcid.org/0000-0001-6145-1786>

Abstract

This paper aims to demonstrate the construction of the specific competencies and learning outcomes of the Law program at the Universidad Francisco de Paula Santander. For this purpose, a mixed methodology with a sequential exploratory design was used, through the application of a survey to all the program's strata, the formation of focus groups and the study of the regulations, guidelines and international, national and institutional documentation on the specific competencies of Law, along with the theoretical and epistemological foundations, the mission, vision, graduate profile, pedagogical characteristics and curriculum of the Law program at the Universidad Francisco de Paula Santander. In this way, the general framework of competencies for lawyers was first addressed, followed by the definition of the specific competencies and learning outcomes of the program under study, establishing the competencies of Law and Society, Conflict Management and Legal Performance, with their respective learning outcomes.

Keywords: pedagogical practice; formative process; lawyers' competencies; quality of education.

Introduction

Higher education is constituted as the means for the formation of human capital with the capacity to solve the challenges of society, which implies the need to approach learning through competencies that allow the future professional to develop in specific and changing contexts (Contreras, 2011, p. 120). This implies the need to approach learning through competencies that allow the future professional to develop in specific and changing contexts, which is why the curriculum should be oriented towards competency-based training.

Thus, it was pertinent for the Law program of the Universidad Francisco de Paula Santander - UFPS- to establish the competencies to be developed in the training of lawyers, in line with the guidelines established by the Ministry of Education in Colombia. In response to this need, this

article was developed, based on the research conducted on the generic and specific competencies established in the Guidelines for Competency-Based Training in Higher Education and the National Qualifications Framework of the Ministry of National Education. In addition, the competencies established and evaluated in the saber pro-tests of the ICFES and the competencies mentioned in the Tuning project for Latin America. Once the competencies related to training in Law were established, teachers, students and graduates of the program were consulted through a survey conducted in the year 2022, where the degree of importance and compliance given to each of them was established, according to the Likert scale.

Consequently, the specific competencies and learning outcomes of lawyers in training at UFPS were defined, analyzing the results of the survey, together with the analysis of the institutional framework established in the Institutional Educational Project -PEI-, the Program Educational Project -PEP-, in line with the curriculum, academic activities, educational resources, teachers, infrastructure, mission, vision, graduate profile and generic competencies determined at the institutional level transversally to all programs of the Universidad Francisco de Paula Santander in the city of Cúcuta (Colombia). Focus groups were then conducted to define the specific competencies of the program, taking into account the Tuning report, the United Nations International Standard Industrial Classification of all economic activities, the single classification of occupations for Colombia and the DANE international standard classification of all economic activities.

Based on this, the specific competencies of Law and Society, Conflict Management and Legal Performance were established, each of which has its corresponding learning outcomes that respond to the theoretical and epistemological foundations of the program and the critical dialogic pedagogical model of the UFPS.

Methodology

This research process is based on a mixed research approach adopting a sequential exploratory level using primary sources such as students and teachers and secondary sources such as international, national and institutional documents.

In order to achieve the objective pursued, the design and use of a variety of instruments was carried out for data collection, which is detailed below: a) surveys were designed for teachers, students and graduates of the Law program; b) various focus groups were formed based on the philosophy of a semi-structured interview in which the participants were expected to contribute their arguments about the various elements under study; c) finally, matrices were designed to record information from secondary sources for the collection of relevant data associated with the regulations, guidelines and international, national and institutional documentation on the specific competencies of Law. All the instruments were validated by means of expert judgment integrated by the academic program's members of the Curricular Committee and by an expert in Statistics with experience in educational processes.

The sample consisted of 197 people, 115 students, 61 graduates and 21 professors from February 22 to 28, 2022 from the UFPS Law program.

In addition, this research was based on documentary analysis and the data collection technique called Focus Group, which was led by the program's Self-Evaluation Committee and aimed at discussing and establishing the program's specific competencies together with teachers, students and graduates.

Results

General Framework of Competencies for Lawyers

Regarding the notion of competence, Perrenoud (1999) points out that there is no clear and unanimous definition of this word, and the difficulty of defining it grows with the need to use it (Boterf, 1996). Accordingly, Tejada Fernandez (1999) alludes to the different approaches in conceptual diversity, analyzing the term in the professional field, stating that "competence refers to the functions, tasks or roles of a professional, to adequately and suitably develop his job, which are the result and object of a process of training and qualification," so that "it involves a whole set of knowledge, procedures and attitudes combined, coordinated and integrated, in the sense that the individual has to "know how to do" and "know how to be" for the professional exercise."

Martinez Clares & Echeverria Samanes (2009) discuss the changes in the requirements of the socio-labor scenario, explaining its transformation so that in the 60s and 70s, capabilities were demanded to perform tasks. In the 80s, the qualifications demanded included knowledge and skills. Then in the 90s, professional profiles were redefined in favor of competencies as results of the learning process, based on learning to learn, oriented to the development of people's knowledge and their ability to mobilize in real work situations (p. 33).

Thus, training in competencies is presented between cognitivism and constructivism, from how knowledge is acquired and applied under a gradual construction to the interrelation of knowledge, promoting autonomy and initiative of the learner (Fernandez March, 2010).¹ The learning process is based on the learner's autonomy and initiative, performing multiple actions, whether social, cognitive, cultural, affective, labor, productive, or directive, projecting his or her capacity to solve problems and continuous learning in a specific and changing context (Garcia Gonzalez et al., 2013, p. 6).²

Likewise, Stevenson (1995)³ alludes that skills must be put into practice by demonstrating ethical behavior based on principles, where the concept of competencies is associated with personal

¹ http://red-u.net/redu/documentos/vol8_n1_completo.pdf

² <https://www.eumed.net/rev/caribe/2013/10/index.html>

³ <https://www.tandfonline.com/doi/pdf/10.1080/0305787950470402>

characteristics that explain a quality work performance with the integration of knowledge, skills and attitudes (Gonzalez Maura & Gonzalez Tirados, 2008).⁴

In the specific context of university law education, transformations have been experienced due to technological, social and market changes, impacting on the kind of tasks expected to be performed by lawyers, so competencies become the basic element of the curriculum design (Coloma, 2012). Therefore, competencies have become the basic element of curriculum design (Goñi & Meseguer, 2010).

Accordingly, generic or transversal competencies are defined as the skills to be acquired by the student, which are common to any degree and independent of the study area. (Beneitone, et al., 2007). They can also be called macro-competences, key competencies or transversal competencies, which go beyond the limits of any profession and are potentially developed in all disciplines (Clavijo, 2015).⁵ At the same time, specific competencies refer to those competencies required in a given profession.

In this sense, Resolution 2768 of 2003 issued by the Ministry of Education states that the training of lawyers should aim at the acquisition of cognitive, investigative, interpretative, argumentative and communicative skills in the graduate, as well as conciliation, litigation and interdisciplinary work skills (Ministry of Education, 2003. No. 2, Art.2), along with the ability to effectively and autonomously resolve life situations in a changing and competitive world (Beneitone, et al., 2007).

In this context, and following the regulatory provisions of Decree 1330 of 2019 and Resolution 21795 of 2020, it became necessary to determine the competencies of the Law program of the Universidad Francisco de Paula Santander, for which the results of the survey conducted in 2022 were taken as inputs, carried out to the members of the academic community of the program (teachers, students, graduates), regarding the competencies to be developed in the formation of the law student, where the degree of importance and the degree of fulfillment given to each of these competencies was measured according to the Likert scale.

The survey applied to the university community of the program was based on the general competencies set out in the proposal of guidelines for competency-based training in higher education and the national qualifications framework of the Ministry of National Education - hereinafter also MNE -, as well as the generic competencies module of the ICFES saber pro tests for Law, and the generic competencies agreed for Latin America of the Tuning project, formulating those that should be assessed in the survey referred to.

⁴<https://redined.educacion.gob.es/xmlui/bitstream/handle/11162/23230/00520083000550.pdf?sequence=1&isAllowed=y>

⁵ <http://www.scielo.org.co/pdf/just/n27/n27a11.pdf>

General Competencies for Attorneys

Competency: Critical Thinking.

Type of Informant	Importance Level			Degree of Compliance		
	Little	Indifferent	High	Never	Sometimes	Always
Teachers	0%	5%	95%	0%	29%	71%
Students	2%	4%	95%	3%	22%	76%
Graduates	0%	2%	98%	5%	25%	71%

Competence: Personal Understanding.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Never	Sometimes	Always
Teachers	0%	0%	100%	0%	19%	81%
Students	0%	6%	94%	5%	23%	72%
Graduates	2%	5%	94%	8%	23%	69%

Competency: Creative Thinking.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	5%	95%	5%	33%	62%
Students	0%	6%	94%	5%	21%	74%
Graduates	2%	3%	95%	3%	33%	64%

Competency: Analytical and Synthetic Reasoning.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	5%	33%	62%
Students	1%	4%	95%	5%	16%	79%
Graduates	0%	3%	97%	7%	16%	77%

Competency: Problem Solving

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	10%	19%	72%

Students	0%	4%	96%	3%	21%	77%
Graduates	0%	3%	97%	5%	16%	79%

Competency: Civic Culture and Understanding of the Environment.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	5%	24%	71%
Students	0%	6%	94%	5%	19%	76%
Graduates	0%	7%	93%	7%	30%	64%

Competency: Communication

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	5%	33%	62%
Students	0%	4%	97%	5%	17%	77%
Graduates	0%	2%	98%	8%	15%	77%

Competency: Teamwork

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	0%	10%	91%
Students	0%	7%	93%	5%	14%	81%
Graduates	0%	2%	98%	5%	26%	69%

Competency: Quantitative Literacy.

Type of Informant	Importance Level			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	24%	19%	57%
Students	1%	10%	90%	11%	24%	64%
Graduates	3%	7%	90%	16%	28%	56%

Competency: Communication in English.

Type of Informant	Importance Level			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	0%	10%	91%
Students	0%	4%	97%	5%	17%	77%
Graduates	0%	2%	98%	8%	15%	77%

Teachers	0%	5%	95%	43%	24%	33%
Students	6%	11%	83%	36%	27%	37%
Graduates	2%	2%	97%	41%	23%	36%

Competency: Information Management

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	10%	29%	62%
Students	1%	5%	94%	8%	24%	68%
Graduates	0%	7%	93%	10%	33%	57%

Competency: Use of ICT

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	5%	29%	67%
Students	2%	6%	92%	7%	18%	75%
Graduates	2%	2%	97%	25%	23%	52%

Competency: Know how to learn

Type of Informant	Importance Level			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	5%	29%	67%
Students	1%	5%	94%	4%	25%	71%
Graduates	2%	0%	98%	7%	26%	67%

Competency: Recontextualize What Has Been Learned

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	10%	33%	57%
Students	1%	7%	92%	6%	21%	73%
Graduates	0%	5%	95%	10%	26%	64%

All the generic competencies presented for consideration were rated as highly important by the respondents, each reaching a rating of over 90%. In terms of the level of fulfillment of the competencies, those with the highest fulfillment were teamwork and personal understanding,

followed by critical thinking and problem-solving competencies with a constant satisfaction of 70%, followed by civic culture, understanding of the environment and communication, and then, with an average fulfillment of over 50%, the competencies of knowing how to learn, recontextualizing what has been learned and information management. On the other hand, quantitative literacy and using ICTs reach 50% compliance, with a low percentage of respondents considering that it is not applied. Finally, the competency with the lowest compliance is communication in English, where non-compliance predominates over occasional or full compliance.

It is pertinent to highlight that the survey applied for the generic competencies served as input for the construction of the specific competencies; however, at the institutional level, some general and transversal competencies were established for all the programs of the Universidad Francisco de Paula Santander, namely: Ethical and critical citizenship; Teamwork; Continuous Learning; Communication, Quantitative Literacy, which cover and include all those consulted in the survey referred to.

Specific Competencies for Attorneys in Training

Specific competencies are related to the knowledge and skills specific to a qualification. According to the Methodological Orientation Guide for the design of higher education programs based on sectorial catalogs of qualifications of the NQF, specific competencies are defined as “what a person must be able to demonstrate for performance in an occupation as a minimum” (Ministry of National Education, 2021, p. 83).

These competencies are composed of Competency Elements and Performance Criteria. Competency elements refer to an “action or behavior that a person must be able to do and demonstrate in a work situation of a given occupational field.” Performance criteria refer to the “required level of the competency elements for its satisfactory fulfillment and describe the results or achievements that are considered critical to evidence the competency” (Ministry of National Education, 2021, p. 32).

This section will analyze the responses of teachers, students and graduates regarding the specific competencies of UFPS law professionals, both in terms of their level of importance and degree of compliance. As noted above, the instrument applied was based on the Tuning report (2007), which presents a whole range of specific competencies for the qualification of Law.

Once these competencies were analyzed, a relationship or equivalence with the general competencies of the “Guidelines for Competency-Based Training in Higher Education” of the Ministry of National Education (2009), with the generic competency modules measured in the saber pro (Ministry of National Education, 2021) and with specific modules of the saber pro 2022-

1 tests for the basic core of knowledge associated to the law programs, which were identified in the present research, as can be seen in the following table:

Specific Competency (Tuning, 2007)	Equivalence or Relationship Ministry of National Education		Equivalency or Ratio Saber Pro Tests
	Group	Competition	
Know, interpret and apply the general principles of Law, the philosophical, theoretical and normative foundations of the national and international legal system.	Abstract Thinking Skills	Critical Thinking	Generic Competence: Critical Reading
Ability to analyze a wide variety of complex works related to Law and synthesize their arguments in a precise manner.			
Demonstrate critical awareness in the analysis of the legal system.			
The ability to decide whether the factual circumstances are sufficiently clear to be able to make a decision based on Law, are competencies that are found in the following areas			
Act in a loyal, diligent and transparent manner in the defense of the interests of the people it represents.	Abstract of thought	Interpersonal Understanding	N/A
Ability to face new situations and contribute to the creation of legal institutions and solutions in general and particular cases.	Abstract of thought	Creative Thinking	N/A

Ability to reason, argue and act legally in different instances.	Abstract of thought	Analytical and synthetic reasoning	N/A
Ability to dialogue and debate from a legal perspective, understanding the different points of view and articulating them in order to propose a reasonable solution.	Abstract of thought	troubleshooting	Specific module number 3 of the saber pro 2022-1 tests with respect to the basic core of knowledge associated with the law programs
Ability to consider the relevance of the use of alternative means of conflict resolution.			
Ability to make reasoned legal decisions			
Conflict Management			
Seek fairness and equity in all situations in which it intervenes.	Knowledge and Practical Competencies (Necessary for the deployment of the abstract competencies)	Citizen culture and understanding of the environment	N/A
To be committed to human rights and to the social and democratic rule of Law.			
Adequately understand the political, social, economic, personal and psychological phenomena -among others- considering them in the interpretation and application of the Law			
Ability to write texts and express oneself orally in fluent and technical language, using precise and clear legal terms.	Knowledge and Practical Competencies (Necessary for the deployment of the abstract competencies)	Communication	Specific module number 2 of the saber pro 2022-1 tests with respect to the basic core of knowledge associated with the law programs
Legal Communication			
Working as a Team	Knowledge and Practical	Teamwork	N/A

	Competencies (Necessary for the deployment of the abstract competencies)		
Logic, hermeneutics and legal argumentation skills	Knowledge and Practical Competencies (Necessary for the deployment of the abstract competencies)	Quantitative Literacy	Generic competence: quantitative reasoning
Knowledge of a foreign language that allows efficient performance in the legal field (English, Portuguese and French).	Knowledge and Practical Competencies (Necessary for the deployment of the abstract competencies)	Communication in English	Generic Competence: English
Ability to apply scientific research criteria in their professional activity.	Knowledge and Practical Competencies (Necessary for deployment of the abstract competencies)	Information Management	specific module number 1 of the saber pro 2022-1 tests with respect to the basic core of knowledge associated with law programs
Legal Research			
Ability to use the necessary technology to search for relevant information for professional performance and updating.	Knowledge and Practical Competencies (Necessary for deployment of the abstract competencies)	Use of ICTs	N/A
Be aware of the ethical dimension of the legal professions and the social responsibility of the law	Drivers for the development of generic competencies	Know how to learn	N/A

graduate, and act accordingly.			
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Table 1. Competencies

Source: Tuning Report - Ministry of National Education
Own elaboration

Concerning the specific competencies assessed in the instrument, the following statistical data can be found:

Competence. Know, interpret and apply the general principles of Law, the philosophical, theoretical and normative foundations of the national and international legal system.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	0%	33%	67%
Students	0%		97%		9%	
Graduates		5%	94%		16%	

Competence. Ability to analyze a wide diversity of complex works related to Law and synthesize their arguments precisely, in the students and graduates of Law of the UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	5%	95%	0%	43%	57%
Students	0%	4%	97%	5%	20%	75%
Graduates	0%	0%	100%	5%		71%

Competence. Demonstrate critical awareness in the analysis of the legal system in the students and graduates of Law of the UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	5%	95%	0%	29%	71%
Students	0%	4%	96%		16%	83%
Graduates	0%	0%	100%		23%	71%

Competence. Ability to decide whether the factual circumstances are sufficiently clear to adopt a decision based on Law in the students and graduates of Law of the UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	0%	29%	71%
Students	0%	4%	96%		20%	77%
Graduates	0%		98%	5%		71%

As can be observed, the respondents consider that these specific competencies are important to a high degree for the training of students in the UFPS Law program and their degree of fulfillment is considered to be mostly fulfilled. However, it is worth highlighting how the teachers surveyed tend to consider, to a medium degree, the fulfillment of the competencies of “analyzing a wide diversity of complex works for law and synthesizing their arguments in a precise manner” in contrast with the perception of students and graduates.

Competence. To act in a loyal, diligent and transparent way in defense of the interests of the people it represents, in the students and graduates of the UFPS-Cúcuta Law School.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	0%	10%	91%
Students	0%		98%	4%	9%	88%
Graduates	0%		98%	0%	20%	

Competence. Ability to face new situations and contribute to creating institutions and legal solutions in general and particular cases in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	5%		76%
Students		4%	96%	4%	10%	85%
Graduates	0%		98%		21%	75%

Competence. Ability to reason, argue and act legally in different instances, in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Importance Level			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	5%		76%
Students	0%	4%	96%	4%	16%	

Graduates	0%	0%	100%	8%	18%	74%
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Competence. Ability to dialogue and debate from a legal perspective, understanding the different points of view and articulating them to propose a reasonable solution in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	0%		81%
Students	0%		97%		13%	84%
Graduates	0%		98%	5%	16%	79%

Competence. Ability to consider the relevance of alternative means of conflict resolution in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	5%	14%	81%
Students	0%	4%	97%		11%	86%
Graduates	0%	0%	100%	10%		75%

Competence. Ability to make reasoned legal decisions in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	5%	24%	71%
Students	0%		99%		13%	86%
Graduates	0%	0%	100%	5%	12%	84%

Competence. Conflict Management Competence in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	5%	14%	81%
Students	0%	4%	97%		17%	81%
Graduates	0%	0%	100%	8%	21%	71%

Competence. Seek justice and equity in all situations in which it intervenes in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Importance Level			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	0%	5%	95%
Students		4%	93%		11%	86%
Graduates	0%		98%	5%	16%	79%

Competence. To be committed to human rights and the social and democratic rule of Law, in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	0%	5%	95%
Students		4%	96%		10%	87%
Graduates	0%	0%	100%	8%	12%	

Competence. Adequately understand the political, social, economic, personal and psychological phenomena -among others- considering them in the interpretation and application of the Law in the students and graduates of Law of the UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	0%	14%	86%
Students		4%	95%			75%
Graduates	0%	0%	100%	11%	10%	79%

Competence. Ability to write texts and express oneself orally in fluent and technical language, using precise and clear legal terms, in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferen t	High	Little	Indifferen t	Always
Teachers	0%	0%	100%	5%	33%	62%
Students			97%	4%	18%	77%
Graduates	0%	0%	100%	12%	16%	72%

Competence. Competence in Legal Communication in the students and graduates of Law of the UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	0%	38%	62%
Students	0%		94%	4%	16%	
Graduates	0%	0%	100%	8%		77%

As can be seen, the university community considers that these specific competencies are important to a high degree for the formation of the students of the Law program of the UFPS, some have a maximum degree of the indifference of 6% and the consideration is constantly attributed by the students. Likewise, although it can be considered that their degree of fulfillment is mainly perceived as always fulfilled, it cannot fail to highlight that the teachers consulted tend to a medium or indifferent degree of fulfillment for some competencies, such as communication, with 62% of those who consider that they are always fulfilled and with an indifferent degree or even a little close to 40%.

Competence. Teamwork in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	0%		81%
Students	0%	5%	95%		10%	86%
Graduates	0%		97%		18%	75%

Competence. The capacity of logic, hermeneutics and legal argumentation in the students and graduates of Law of the UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	0%	33%	67%
Students			93%			78%
Graduates	0%	5%	95%	8%	16%	75%

Both competencies are considered highly important, which are always fulfilled in a percentage higher than 75%, except for the teaching staff in terms of hermeneutics and legal argumentation, with 67%.

Competence. To know a foreign language that allows efficient performance in the legal field (English, Portuguese and French) in the students and graduates of Law of the UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	10%	91%	43%	24%	33%
Students	4%	5%	91%	29%		57%
Graduates			94%	46%	13%	41%

In a very different trend from the percentages found so far, the specific competence of knowing a foreign language that allows efficient performance in the legal field (English, Portuguese and French), although considered by the respondents as highly important, is perceived as a competence that is rarely and indifferently fulfilled, with only 57% of the students surveyed considering that it is always fulfilled.

Competence. Ability to apply scientific research criteria in their professional activity, in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	5%	38%	57%
Students	0%	8%	92%	10%	11%	78%
Graduates			95%	12%	21%	67%

Competence. Competence in Legal Research in the students and graduates of Law of the UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	10%	24%	67%
Students		4%	96%		20%	74%
Graduates	0%		97%	12%	18%	71%

According to the respondents' answers, the competence of ability to apply scientific research criteria in their professional activity is considered high. Degree of compliance, although the majority is considered as always (teachers 57%, students 78% and graduates 67%), it should not be overlooked that among teachers there is a tendency to consider a degree of compliance as indifferent and little around 43%, together with the tendency of graduates around 33%.

Regarding the specific competency of Legal Research, the survey shows that this is considered of high importance and is perceived as a competency that is always fulfilled in a high percentage, although with a lower percentage in the teaching group (67%).

Competence. Ability to use the necessary technology to search for relevant information for the performance and professional updating of the students and graduates of Law of the UFPS-Cúcuta.

Type of Informant	Level of Importance			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	5%	29%	67%
Students	0%	4%	96%		14%	83%
Graduates		0%	98%	13%		72%

On the other hand, the specific competency of the ability to use the necessary technology in the search for relevant information for professional performance and updating, the survey indicates that this specific competency is considered of high importance and perceived as a competency that is always fulfilled in a high percentage, although again with a lower percentage in the teaching group (67%).

Competence. To be aware of the ethical dimension of the legal professions and the social responsibility of the law graduate, and to act accordingly in the students and graduates of Law at UFPS-Cúcuta.

Type of Informant	Importance Level			Degree of Compliance		
	Little	Indifferent	High	Little	Indifferent	Always
Teachers	0%	0%	100%	0%	5%	95%
Students	0%		99%	4%	11%	85%
Graduates			97%	5%		89%

Finally, the competency of being aware of the ethical dimension of the legal profession and the social responsibility of the law graduate, and acting accordingly, is considered of high importance and perceived as a competency that is always fulfilled in a high percentage.

Definition of Specific Competencies and Learning Outcomes for Lawyers in Training at UFPS

Based on the input product of the instrument applied to the university community of the UFPS Law program, we proceeded to review the institutional framework that the University has developed in the Institutional Educational Project PEI (UFPS, 2021) and the Educational Project of the Law program -PEP-.(Law, 2022)in coherence with the mission, the vision, the graduate profile and the generic competencies established at the institutional level:

ITEM	Institutional Educational Project PEI Educational Project WBS Program/Curriculum Update
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UFPS MISSION	The Universidad Francisco de Paula Santander is a Public Institution of Higher Education, oriented to continuous improvement and quality in the processes of teaching, research and extension within the framework of face-to-face, distance and virtual methodological strategies, whose fundamental purpose is the comprehensive training of professionals committed to solving environmental problems, in search of sustainable development of the region.
UFPS VISION	In the year 2025, we will be a high-quality accredited university, recognized for excellence and efficiency in the exercise of our mission functions with a global focus, placing value on the potential of the university community and participating in the changes of the environment through the transfer of knowledge and innovation, contributing to the sustainable development of society.
UFPS TARGET CHALLENGER	To be recognized nationally as an institution of higher education for the quality in the training of professionals and the commitment to continuous improvement in pursuit of excellence in its teaching, research and social projection processes.
PEI UFPS	<p>The undergraduate programs at UFPS allow the development of competencies derived from a process of theoretical and practical learning in a specific area of science. It involves research and permanent interaction with the regional, national and international context to respond accurately to the challenges and programs that arise.</p> <hr/> <p>The conception of the pedagogical approach:</p> <ul style="list-style-type: none">*Questions as a fundamental pedagogical tool for the development of critical thinking.*The approach of real problems based on students' experiences as active social group participants.*Case studies based on the review of state of the art on problematic issues, inquiry and preparation of the problematic issues of the class, permanent discussions, writing texts, creative proposals, ingenious responses of students to the resolution of critical problems, problem-based teaching (EBP), portfolio methodology, the investigative seminar or German, the use of learning guides.
MISSION LAW	The Law program of the Universidad Francisco de Paula Santander trains integral professionals with a humanistic, ethical, critical and social sense, committed to the solution of environmental problems, in search of sustainable development of the region, through an interdisciplinary process that promotes research and extension in the field of Law.

VISION LAW	The Law program of the Universidad Francisco de Paula Santander will be recognized for its academic, research and social outreach qualities and for the formation of professional leaders of integrity who stand out in the different areas of performance, contributing to the solution of the problems of the region and the country.
PROFILE OF GRADUATION	The lawyers trained at UFPS are highly qualified professionals of integrity, with a humanistic, ethical, critical and social sense, committed to solving environmental problems, innovators in search of sustainable development of the region, peaceful coexistence and the promotion of human dignity. In the same sense, they are professionals trained to face the challenges posed by the practice of Law, having academic preparation to know theoretically and perform in practice from different areas or fields of Law, advocating for dialogue and tolerance in the framework of a capacity for autonomous, interdisciplinary and collaborative work, with a pluralistic vision in pursuit of the ideal of justice of the Social State of Law.

Table 2. Institutional Framework and the Law Program UFPS
Own elaboration

The generic competencies and learning outcomes adopted by the UFPS can be seen in the following table:

Code	Generic Competencies UFPS	Learning outcomes UFPS
CG1. Continuous Reasoning	Solve problems involving quantitative information and mathematical objects in different formats (texts, tables, graphs, charts, diagrams, schemes) that allow a citizen to take an active and informed part in social, cultural, political, administrative, economic, educational and labor contexts.	Apply mathematical knowledge and skills to solve problems arising in everyday and professional contexts involving quantitative information.
CG2. Communicative	Communicate effectively in the native language and in a second language with a variety of audiences using diverse media	Effectively use oral and written communication through reports, papers, presentations, exhibitions, or work meetings. Communicate through frequently used and professional expressions in a

		second language.
CG3. Citizenship, Ethics and Criticism	To recognize ethics, social responsibility and citizen commitment from a critical and self-critical vision, assuming their actions as active social subjects of rights, so that they can fully exercise citizenship, respecting the principles and values built in community, with a sense of justice in the sustainable care of the environment.	Demonstrate ethical behavior in diverse contexts based on universal principles and values, analyzing the different perspectives present in diverse environments where the rights and duties of the citizen are involved.
CG4. Teamwork	The ability to function effectively in teams whose members collectively provide leadership, create a collaborative and inclusive environment, set goals, plan tasks and accomplish objectives.	Work together and collaboratively with other peers in diverse roles seeking to solve problems in diverse contexts.
CG5. Continuous Learning	Demonstrate dynamic actions of constantly updating and adapting to a changing environment, applied to professional and personal life. It is about being in permanent training.	Demonstrate the skills necessary for lifelong and life-wide learning.

Table 3. Competencies and Learning Outcomes UFPS

Source: Own elaboration.

In the process, it was taken into account that the curriculum, academic activities, educational means, professors and infrastructure of the program respond coherently to the kind of competencies that law students at UFPS should have for their work and social performance, as well as the guidelines established by the MNC (Ministry of National Education, 2021).

Based on the results of the survey conducted among the academic community and the documentary inputs on general and specific competencies found in the Ministry of National Education, the Tuning Report (Beneitone, P., Esquetini, C., González, J., Marty-Maletá, M., Siufi, G., & Wagenaar, R., 2007), the United Nations International Standard Industrial Classification of all economic activities (ISIC) (United Nations, 2009), the Single Classification of Occupations for Colombia (Ministry of Labor - DANE - SENA, 2021) and the International Standard Classification of all economic activities (DANE, 2020), focus groups were held, led by the Program's Self-evaluation Committee, where teachers, students and graduates participated and defined three (3) specific competencies of the program.

First, an expanded list of competencies was drawn up, organized according to the guidelines

established in the NQF, classified as general, key (including basic and transversal competencies⁶) and specific competencies⁷ and based on this broad list of competencies, the guiding question was answered: What would you modify, add or eliminate from the proposal?

Based on this exercise, three (3) specific competencies of the UFPS Law program were defined.

No	Specific Competencies
CE1. Law and society.	Analyze Law as a set of institutions of diverse nature, reflecting dynamic, plural, heterogeneous and homogeneous societies and democratic.
CE2. Conflict management.	Manage conflicts from a legal and interdisciplinary perspective using judicial mechanisms or alternative conflict resolution mechanisms.
CE3. Legal action.	Act legally and technically in different administrative or judicial instances with the due use of actions, means and procedures.

Table 4. Specific Competencies of the UFPS Law Program

Source: Own elaboration.

Once the specific competencies of the Law program were determined, the authors proceeded to construct the specific learning outcomes, which were based on Bloom's taxonomy according to the institutional guidelines of the UFPS. In this regard, it is worth highlighting that the learning outcomes are defined by Article 2 of Agreement 02 of 2020, issued by the National Council of Higher Education, as "express statements of what a student is expected to know and demonstrate at the time of completing their academic program" (National Council of Higher Education, 2020).

As pointed out by the Universidad Francisco de Paula Santander (2022), these statements imply a review of the theoretical foundations of the academic program, bearing in mind the critical dialogic approach of the UFPS and in coherence with the integral formation of the students. Therefore, "the learning outcomes will be aligned with the graduate profile proposed by the institution and the specific program" (p. 4).

In this way, for formulating the program's learning outcomes, the guidelines established by the

⁶According to the NQF (2021) the basic competencies "correspond to the standards defined by the Ministry of National Education related to: Communication (oral and written in mother tongue and a second language); Competence in mathematics; Scientific competencies (Natural and social sciences) and Citizenship competencies". On the other hand, the transversal competencies "include other competencies that respond to the social needs of the country: Skills in the use of ICT; Entrepreneurial and business culture; Protection of health and environment and research and innovation capacity".

⁷The NQF (2021) states that qualifications are "composed of a set of specific competencies, which have recognition and meaning in employment, education, training and lifelong learning".

Academic Vice-Rector of the UFPS were taken into account, bearing in mind the following structure (Universidad Francisco de Paula Santander, 2022).



Figure 1. Construction of Learning Outcomes.

Source: UFPS (2022)

Based on the above guidelines, the learning outcomes of the Law program are established:

Code	Specific Competencies	Code	Learning Outcome
CE1. Law and Society	Analyze Law as a set of institutions of diverse nature, reflecting dynamic, plural, heterogeneous and heterogeneous societies. democratic.	RA1	Contrast socio-legal information by seeking systematic solutions that contribute to the development of their environment.
CE2. Conflict management	Manage conflicts from a legal and interdisciplinary perspective using judicial mechanisms or alternative conflict resolution mechanisms.	RA2	To create strategies aimed at resolving the different conflicts that arise in society from a legal and interdisciplinary perspective.
CE3. Legal action	Act legally and technically in different administrative or judicial instances with the due use of actions, means and procedures.	RA3 RA4	Use the techniques, processes and legal instruments to act in different administrative and judicial instances. Prepare documents and oral arguments for the management of judicial and administrative processes.

Table 5. Specific competencies and learning outcomes of the UFPS Law program.

Source: Own elaboration.

Conclusions

This research work establishes the descriptive, analytical and constructive process that was advanced by the Law program of the Francisco de Paula Santander University of Cúcuta to

structure the specific competencies of the program and its learning outcomes, in line with Decree 1330 of 2019 and Resolution No. 21795 of 2020, issued by the Ministry of National Education.

At the time of determining the generic and specific competencies that lawyers should have in order to face the challenges they face in a plural, democratic and changing society, it was found that there was a precise equivalence between the competencies consulted in the survey applied to the university community of the program and the generic competency modules measured in the saber protests, as well as the specific modules of the saber pro 2022-1 tests for the basic core of knowledge associated with law programs.

On the other hand, it was evidenced that the institutional framework of the UFPS, composed of the generic competencies and their learning outcomes, comprehensively supported the formative component of the university student through quantitative reasoning, the handling of a second language, teamwork, continuous learning and his role as an ethical and critical citizen.

These inputs allowed the law program, according to its theoretical and epistemological foundation, to determine specific competencies that will complement the generic institutional component of the UFPS and are aimed at the lawyer of the UFPS, can analyze the Law as a set of institutions of diverse nature, reflecting dynamic, plural, heterogeneous and democratic societies; manage conflicts from a legal and interdisciplinary perspective, using judicial mechanisms or alternative mechanisms of conflict resolution; and act legally and technically in different administrative or judicial instances with the proper use of actions, means and procedures. Therefore, it is necessary to emphasize the collective and dynamic construction of these competencies, with the participation of all the university strata, the consultation, research and self-evaluation that was developed for their determination.

Thus, the process of identification, construction and analysis of the specific competencies of the UFPS Law program and its corresponding learning outcomes, framed in this research, allowed to have competencies directly related to the curriculum proposed for the new validity of the qualified registration, academic activities, educational media, faculty profiles and infrastructure of the program, responding to the kind of competencies and learning outcomes that law students at UFPS must have and demonstrate for their work and social performance, as “integral and highly qualified professionals, with a humanistic, ethical, critical and social sense, committed to solving environmental problems, innovative in search of sustainable development of the region, peaceful coexistence and the promotion of human dignity,” in line with the graduate profile that has been designed for the program.

In addition to this, the specific competencies and learning outcomes that were established, together with the generic competencies and learning outcomes foreseen institutionally by the UFPS,

respond to the guidelines of the National Qualifications Framework, according to the different typologies proposed by the framework: general, specific, key (basic and transversal).

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