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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency



*(“Haxhi Zeka” University
Faculty of Law)*

**LL.M. IN CIVIL AND BUSINESS LAW PROGRAM
Accreditation**

REPORT OF THE EXPERT TEAM

11/03/2024, Peja

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1. INTRODUCTION

1.1. Context

Date of site visit:

Expert Team (ET) members:

- *Dr. Bertel De Groote*
- *Dr. Dunja Duic (online)*
- *Marko Komso, Student Expert*

Coordinators from Kosovo Accreditation Agency (KAA):

Milot Hasangjekaj, KAA Officer
Arianit Krasniqi, KAA Officer

Sources of information for the Report:

- *Self-evaluation report*
- *KAA Accreditation Manual*
- *Syllabuses*
- *Staff CVs*

Criteria used for institutional and program evaluations

- Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018
- Criteria of Relevance, Effectiveness, Impact, Sustainability and International Visibility

Additional documents requested by the expert team

1. Final list of courses and professors - if there is now change from SER;
2. Reports on the disciplinary procedures regarding students and staff 2019 – 2024;
3. List of 'law books' that were added to the library collection in a period of 3 years before the closure date of the SER;
4. List of 'law journals' that students can consult independently, in full text on campus or off campus;
5. List of the 'law journals' on paper that are available for consultation in the library;

6. Number of copies available in the library for each textbook that is mentioned as study material in the syllabi;
7. Detailed overview of the expenses for 'law sources' in the last 3 years before the date of closure of the SER;
8. Detailed budget plan for expenses for 'law sources' in the 3 years from the date of closure of the SER.

1.2. Site visit schedule

2. Site Visit Programme

Time	Meeting	Participants
09:30 - 10:30	Meeting with the management of the faculty where the programme is integrated	Prof. Dr. Avdullah Robaj – Dean Prof. Asoc. Dr. Orhan Çeku – Vice Dean for academic affairs Prof. Asoc. Dr. Petrit Nimani – Vice Dean for infrastructure and finance
10:30 - 11:15	Meeting with quality assurance representatives and administrative staff	Prof. Dr. Gani Asllani – Coordinator for quality assurance LLM. Era Mujaj – Secretary of Faculty Msc. Albana Belegu – Quality assurance officer MSc. Donika Kastrati – Officer for students affairs
11:15 - 12:15	Meeting with the head of the study programme	Prof. Asoc. Dr. Berat Aqifi

12:15 - 13:15	Lunch break	
13:15 - 13:55	Visiting Facilities	
13:55 - 14:40	Meeting with teaching staff	Prof. Dr. Sabiha Shala Prof. Dr. Afet Mamuti Prof. Ass. Dr. Gjylbehare Murati Prof. Ass. Dr. Mensur Morina
14:40 - 15:25	Meeting with employers of graduates and external stakeholders	Burhan Shaban – lawyer Blerim Baloku – Private enforcement agent Dionis Berisha – Fryti Audit
15:25 - 15:35	Internal meeting of KAA staff and experts	
15:35 - 15:45	Closing meeting with the management of the faculty and program	Prof. Dr. Avdullah Robaj – Dean Prof. Asoc. Dr. Orhan Çeku – Vice Dean for academic affairs Prof. Asoc. Dr. Petrit Nimani – Vice Dean for

		infrastructure and finance Prof. Asoc. Dr. Berat Aqifi
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2.1. A brief overview of the institution under evaluation

The "Haxhi Zeka" University, including its Faculty of Law, is geographically situated within the city of Peja, on the Dukagjin Plain. Peja serves as the primary administrative and commercial hub of the Dukagjin Plain. The Republic of Kosovo is demarcated into two primary regions: the Kosovo Plain to the east and the Dukagjin Plain. The Dukagjin Plain encompasses the flat expanse of the western region of Kosovo, spanning 70 kilometers in length and 43 kilometers in width. This plain is abundant in distinctive natural features. In the academic year 2010-2011, the Faculty of Law in Peja commenced its operations as an extension of the Faculty of Law at the University of Prishtina. Following the Assembly of Kosovo's resolution to establish Haxhi Zeka University in Peja in 2011, the Faculty of Law underwent a transition from being a branch of the University of Prishtina to an independent academic entity known as the Faculty of Law within Haxhi Zeka Public University in Peja. All study programs of the Faculty of Law are accredited based on the 4+1 model. The General Law Program for 4 years with 240 ECTS and Master Program "LL.M. in International and European Law" with 60 ECTS. The Faculty of Law offers teaching in two study programs : LLB (Bachelor) in General Law and LL.M. in International and European Law (Master)

Apart from the Faculty of Law, "Haxhi Zeka" University encompasses four additional faculties primarily focusing on programs in economics, business, management, tourism, environment, agribusiness, and related fields. Each faculty provides a comprehensive array of specialized legal studies tailored to these disciplines. Additionally, as per the strategic plan of HZU, there is a deliberate effort to progressively specialize the university with a particular focus on entrepreneurship. Under this plan, students will have the opportunity for self-directed diploma customization through internal mobility, regulated by internal legal protocols. "Haxhi Zeka" University has endorsed the Strategic Plan for 2023-2026 (see Annex 1) and has ratified its updated mission and vision. The revised mission statement now defines the identity of "Haxhi Zeka" University of Peja.

3. PROGRAM EVALUATION

The institutional evaluation consists of 7 subheadings through which the administration, organisation and management of the institution, as well as teaching and research are assessed.

3.1. Mission, Objectives and Administration

In the SER the vision is defined as follows: “The ‘Haxhi Zeka’ University continues its positive academic and artistic tradition, creates a transformative academic environment and experiences in order to realize the full potential of students, applies advanced scientific standards and helps the economic development of the Peja region and the country in general.

The mission statement reads: The mission of the Civil and Business Law Program is to contribute to the advanced study of civil law and business law in particular, focusing on legal research that will respond to structural changes in private law, business law, and social challenges and needs in the new legal environment. Through this Program, it will be possible to prepare lawyers with scientific knowledge and practical skills for civil and business law, so that graduates are ready to serve professionally in the legal system, but also in the private sector, at the national and international level.

According to the mission AAB has defined the following values:

- *Professional and academic integrity - We are open and honest in our actions;*
- *Inclusion and equality - We value diversity, inclusion, care, respect, and we welcome everyone;*
- *Freedom of expression and thought – We encourage and value freedom of expression and critical academic thought;*
- *Competitiveness - We have the desire and motivation to become more successful and distinctive;*
- *Community Service - We collaborate with interest groups to best respond to their needs*

According to the SER and site visit interviews the ET is convinced of the alignment of the study program with the mission statement of “The Haxhi Zeka University“. The mission statements are clearly defined in compliance with the overall mission statement of the University.

The ET was informed during the meetings professional advice and consultation was taken into account in the creation of the curricula of the programs. Didactic and research concepts are defined. Formal policies, guidelines and regulations are set. The Expert Team was informed

during the meetings that there is a strong need in Kosovo for this faculty programme, in the public and in the private sector as well. The same was said during all the meetings. As the ET was informed during the meetings professional advice and consultation was taken into account in the creation of the curricula of the programs. The overall feeling from the meeting is very positive and inspiring.

During the site visit, the ET engaged in an extensive discussion with the program representatives concerning the handling of ethical violations, whether by students or staff. Subsequently, the ET asked for further details, particularly reports on disciplinary actions taken against staff and students over the past five years. However, the ET did not receive the requested information, which is viewed as a significant cause for concern. This absence of data raises doubts about the presence of a robust and effectively functioning framework in this area.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.		X
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *ET suggests conducting a thorough analysis of student experiences and gathering the expectations of the students when preparing further vision and mission*
2. *The ET recommends to urgently develop and implement an effective framework regarding ethical behaviour by staff and students and expects serious efforts to create awareness regarding its existence in order to avoid the risk of (scientific) misconduct.*

3.2. Quality Management

The Self Evaluation Report (SER) outlines that all stakeholders withing the university undergo evaluation and that this covers the entire range of the University and its services. The evaluation have to assess the efficiency and effectiveness of the functioning of the university and the study programmes of the faculties.

According to the SER, quality management within the university has a normative basis. Moreover, the SER refers to a quality Assurance Strategy that was adopted in 2016 (with the support of an Erasmus+ project – revised for 2020-2024). It involves academic staff in the processes of evaluation, reporting and quality improvement in their sphere of activity.

All academic staff has to fill out ‘self-evaluation forms’(- (at least once per academic year). In general wordings it measures the satisfaction concerning the workplace. The data, gathered electronically by the quality coordinator is dealt with by the Quality Assurance and Evaluation Committee. It prepares a summarizing report and expresses recommendations. The validation is in the hands of the Quality Management and Assessment Council. It prepares a final report for the senior management and the latter is published on the website of the University.

Academic staff reports monthly about the teaching process. (presence of students, exam results,...).

Evaluation of the teaching activities may lead to improvements of the teaching process.

The rectoral Quality Assurance and Assessment Office, with the help of the Quality Assurance and Assessment coordinator (at faculty level) organize (periodic) evaluations (among others the student evaluations of professors). The assessment concerns study programme and the teaching process, research, administration etc;

The evaluation outcomes have to serv as a basis for the design of the study programme.

According to the Statute of the University all evaluations for quality assurance processes – including internal and external processes – initially serve to verify the fulfillment of standards, as well as for the implementation of adequate recommendations; Positive evaluation means motivation for further advancements, otherwise these evaluations are used to build appropriate measures in order to improve the performance. The results of quality assurance processes serve as a guide for university decision-making and strategic planning. The Quality Management and Assessment Council monitors on a regular basis the implementation of recommendations for improvement (following the PDCA cycle).

Regarding the input for the implementation of the quality assurance policy the SER mentions ‘student on teacher questionnaires’ as well as a ‘student on administration questionnaire’.

The results may lead to recommendations. It is unclear for the ET how binding these recommendations are considered to be. A summary of the results of the student questionnaires is published on the website of the University. The results are sent to the concerned professor as well as the dean of the faculty.

In order to monitor in how far study programmes are answering labour market needs, periodical ‘employer questionnaires’ are sent out as well. Apart from this, there are ‘alumni questionnaires’ as well. It gives a view on the satisfaction of the students about their study programme, especially in view of what is required in the professional field, as well.

Both questionnaires feed the programme with recommendations.

Regarding quality management, the SER also mentions regular meetings with ‘advisory bodies’ (meeting at least four times/year), aiming to provide suggestions for improving the programmes. Analogously, ‘focus groups’ are held with alumni (the focus groups are organised by the career development center).

All the evaluations (and proposals for recommendations) are handed over to the Central quality Assurances Office that prepares a report with the main findings to the Quality Management and Assessment Council, which prepares recommendations that are handed over to the management for decision-making.

The Quality Management and Assessment Council also takes care of the publication of the reports of the assessments on the website of the University.

According to the programme management, when conceiving the LL.M. under review, all the reports the quality office prepared have been consulted (student evaluations of lecturers, student success data, reports from the career offices). Meetings with ‘external’ partners were organised. According to the SER did led to specific choices to address their desiderata (information technology courses, clinical courses).

According to the SER, the Quality Assurance and Assessment Committee (at faculty level) is mandated to compile quality assurance reports for each programme separately; These reports are sent to the faculty council, after which they are sent to the Senate. The revision of the programmes (every three years) is also based on the time frame of the accreditation by the KAA.

The quality management system is, according to the SER, subject to systematical review (at least every two years) to ensure the consistency of actions and processes in quality assurance. Before approving acts concerning (modifications of) the quality assurance system, stakeholders (internal/external) are consulted.

Taking into account the available information as well as the information that was given during the site visit, the ET recommends to develop and implement a clear policy regarding the follow-up of the outcomes of the evaluation of the courses (Is professionalization/guidance available/mandatory? How is the quality of one's teaching practice part of the career development?). In this regard, also in general, the programme has to assess its offer of 'professionalisation initiatives' (and if necessary (jointly) deal with. Moreover, it is recommended to take position on the mandatory character (or not) of educational professionalization.

Moreover, the ET shares the opinion that a real quality culture, with a permanent quality loop, is still developing. At best, the programme management permanently monitors the quality data (from internal and external stakeholders), systematically questions whether they inspire to modifications and monitors the impact of these modification in order to finetune if necessary. Hereby, the external assessment of the study programme is no longer a major driver for quality assurance measures.

According to the ET, further steps can be taken to create ownership of the programme and the concern for its quality. The interviews did not convince the ET of the existence of a strong ownership of the programme. In this regard, it can be useful to actively communicate about and create awareness of the importance of a full-fledged quality assurance system.

Considering the growing importance of well-being, it is recommended to reflect on the need for the development and implementation of a policy framework in this regard, as part of the quality management system.

During the site visit, the ET got a lengthy discussion with the representatives of the programme regarding the approach of ethical breaches (by students or by staff). As a follow-up, the ET requested additional information, more specifically reports on the disciplinary procedures regarding staff and students for the previous 5 years. The ET did not receive additional information and reads this lack of information as a point of serious concern. It leads doubt regarding the existence of a well-developed and properly functioning framework in this regard.

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Fully compliant

ET recommendations:

- 1. The ET recommends the development and implementation of a clear policy regarding the follow-up of the outcomes of the evaluation in view of career development and professionalization.*
- 2. The ET recommends to assess the professionalization offer and if necessary invest in it (internally or with external partners) and/or in the awareness of its value.*
- 3. The ET recommends to continue to invest in a real quality culture, shared and carried out by all stakeholders, based on a proven quality management framework. Hereby 'quality' becomes an internal objective and is less driven by external assessments.*

4. *The ET recommends to invest in creating 'ownership' of the study programme and its quality.*
5. *The ET recommends to invest in a policy regarding well-being of students and staff. Moreover, the ET recommends to urgently develop and implement an effective framework regarding ethical behaviour by staff and students and expects serious efforts to create awareness regarding its existence in order to avoid the risk of (scientific) misconduct.*

3.3. Academic Staff

According to self-evaluation report the Faculty of Law employs both academic and administrative staff. Academic staff comprises full-time teachers under regular contracts and part-time teachers engaged as per course requirements. The general terms of employment for academic staff are governed by the Law on Labor in the Republic of Kosovo, with specific conditions outlined in the University Statute and the Regulation on selection procedures concerning the appointment, reappointment, and progression of regular academic staff at the HZU in Peja). Upon employment, regular academic staff sign an employment contract which includes their academic title for the subjects they will teach. Engaged staff's working conditions are determined by the Regulation on evaluation procedures for external associates at the HZU and are outlined in their employment contract, along with their obligations. Faculty of law has provided complete workload with all required information. Within the institutional visit it was brought to the attention of the experts group that there is the need for the employment of professor of civil law. Standard 3.1. has been met.

According to self-evaluation report the academic staff fulfill the requirements outlined in MEST Administrative Instruction on the Accreditation of Higher Education Institutions - Instruction No.15/2018, specifically Article 26 point 5.3. They possess appropriate academic and professional qualifications and are appointed through lawful procedures, including open and transparent competitions. Therefore, standard 3.2. has been met.

According to the self-evaluation report the Statute of the HZU stipulates that a second full-time job is not allowed. None of the academic staff involved in this program hold more than two teaching positions, which may consist of one full-time and one part-time role, during a single academic year. Additionally, there are academic staff members who are responsible for only one teaching position. Standard 3.3. has been met.

Of total academic staff 81% are employed full-time, there is no doubt that the program being accredited fully meets standard 3.4. Additionally, Standard 3.5 is also fully met, since all the academic staff engaged in the program have a doctorate title.

According to self-evaluation report, the Center for Excellence was established at the "Haxhi Zeka" University in Peja with aim to help providing training to regular academic staff for the advancement of academic capacities and the development of teaching systems, but there was

no evidence of the participation of the professor and staff in the training. Moreover, the program's SWOT analysis states the following: lack of mobility of academic staff and insufficient financial resources to support academic staff for academic mobility. Therefore, standard 3.6 has been only partially met.

According to the self-evaluation report, before the start of each academic year, a consultation timetable is devised to ensure that regular staff members set aside specific time slots for student consultations. This schedule is made accessible through both the institution's website and notice board. Teachers remain accessible to students for consultations and guidance pertaining to courses and scientific research throughout the designated times. Teachers are required to conduct consultation hours for students. Each academic staff member must allocate at least two (2) hours per week for consultations, designating a specific day for this purpose. (Standard 3.7. is satisfied).

The assessment of academic staff by students is conducted through the "Student on Teacher" questionnaire. These questionnaires aim to assess teaching effectiveness and pinpoint areas for improvement in future instruction. This evaluation occurs twice per academic year (semester) in electronic format, ensuring complete confidentiality. The summarized results are subsequently disclosed on the university's website. Similarly, academic staff evaluation by their superiors is carried out using the "Dean on Teacher" questionnaire. This tool allows the dean (head of the academic unit) to evaluate each staff member's dedication to their duties and responsibilities. (Standard 3.8 is satisfied).

Strategies for quality enhancement include improving the teaching strategies and quality of learning materials are provided in SER, nonetheless literature provided in the syllabuses is mostly older than 10 to 5 years, it should be updated. (Standard has been partially met)

Finally, with regard to standard 3.10, the program complies with the requirements that teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

Standard	Compliance	
	Yes	No
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	

<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

ET recommendations:

1. Define and prescribe clear criteria and budget for additional professional development of teaching staff.

2. Improve quality of learning materials (include publications that are recent, not older than 5 years)
3. Ensure that there is no lacking of professional staff in field of the civil law
4. Define and prescribe procedure regulating workload information reports on annual basis with the obligation of each teaching staff member to submit workload report by the end of the academic year
5. Define and prescribe procedure regulating training of academic staff for the advancement of academic capacities and the development of teaching systems

3.4. Educational Process Content

According to the SER, the programme is in line with level the applicable Qualification Network (national as well as European). Nevertheless, as far as the ET correctly assesses the syllabi, the programme management is given to advice not the hesitate in approaching the topics in an academically challenging way, preparing students to complex legal issues, confronting them with uncertainty. The importance of 'interdisciplinarity' is mentioned in the SER. In how far the programme itself meets this criterium is not clear for the Expert Team (ET) yet. The elective course on 'green entrepreneurship' is, at least at first sight, the only clear example of multidisciplinary sensu stricto. The ET notices 'Scientific Research Work Methodology' as a mandatory course in the programme. It recommends to structurally 'connect' this with the Master Thesis and to clearly address the legal disciplines the LL.M. covers in it.

The objective of the programme is the preparation of new generations of lawyers with new knowledge and practical skills that they will use to contribute to the improvement of jurisprudence and legal practice in the country. Therefore the programme promotes the intellectual and personal development of the legal community in the Kosovo, especially in the private and business field. The programme mentions a 60/40 key to balance the theoretical and practical approach. The ET recommends the management of the programme to visibly and systematically guard this 'balance' in the LL.M.

Taking into account the interviews held and the information in the file Standard 4.1. is considered to be met.

The programme aims for interactive teaching, making use of examples and case studies. It has to enhance the ability of logical reasoning. Moreover, the programme has to stimulate interest and creativity.

The LL.M. in civil and business law is a 60 ECTS-programme (one year). Although the SER defines clear objectives the LL.M. has to address, neither the available information nor the interviews reassured that the programme will at this stage be able to be a platform for student exchange and integrate the students in research activities.

For the programme management a mix of substantive and procedural knowledge is characteristic for the programme, as well as courses on information technology and law (be it an elective course). The management highlights as well the opportunity for the students to design their own degree.

Taking into account the course table of the study programme, the ET has the opinion that a clearer focus could add value to the programme. According to the ET it would even be worthwhile considering to narrow the programme down to a business law or a civil law master. In this regard, the ET has the impression that the programme is strongly influenced by the available expertise of the staff, albeit that the ET is not convinced of the actual scientific coverage of the civil law branch. The programme management is convince that since funding issues are solved, soon 2 new professors in civil law can be appointed. A profound benchmarking study and analysis of the societal needs could make the programme more convincing. For the ET it is not clear whether the 'business (law)' core is really characteristic for the programme. Apart from that the answers that were given to ET during the site visit urge to express a remaining concern regarding the integration of 'research' and academic competences/research skills in the programme. For the ET it is clear that this aspect needs the programme management's specific attention when implementing the programme.

In the SER, the ET reads that the special quality of the study programme is the link to practice and mentions 'internships' – for which agreements with labour market stakeholders are made - in this regard. Moreover, legal clinics are mentioned, where practicing lawyers play an important role. Lastly, internships at the faculty itself are mentioned.

Taking this into account, it is for the ET important that the programme management structurally and mandatory embeds a substantial 'practice experience' in the LL.M. under review for all students (going beyond the elective course 'judicial practice skills' for instance).

The programme disposes of course syllabi that are prepared by the teachers and drafted in line with the qualification level.

The ET notices and regrets that the programme is offered exclusively in Albanian. An offer of (mandatory) courses in English would facilitate 'exchange', prepare better for a growingly 'international' professional context, etc. The ET invites the programme management to thoroughly address this idea and assess its pro's and con's. Since the programme is offered exclusively in Albanian it is recommendable to have more (recent) study material in this language (esp. for mandatory courses).

The LL.M. communicates transparently to the students, whereby the syllabi contain the learning outcomes that are effectively assessed during the evaluation activities. In this regard, the ET recommends the programme management to assess systematically whether the learning activities serve the course objectives and whether the later are themselves guaranteed in the evaluation of the students.

The course information is properly made available to the students, as the ET notes.

According to the SER technological means are widely used to facilitate the teaching process.

Although the SER refers to a wide range of teaching methods, whereby the ET highlights the necessity to use them in a functional mix to address the aimed competences and programme objectives. As the SER mentions the role of the Centre for Excellence in teaching, the ET to systematically involve this Centre when rolling out the programme under review.

The assessment-mix is transparent for the students – and based on continuous evaluation and exams/colloquia. The efforts the study programme takes are calculated in accordance with the ECTS credit system and fit within the relevant regulatory framework.

The ET recommends the management to carefully monitor the study progress and especially take care of the influence of the master's thesis in this regard, as well as taking into account that the programme is designed as a one-year programme.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
<i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	

<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		X
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

Compliance level: Substantially compliant

ET recommendations:

1. Since the programme is designed as a ‘one year’ programme, the ET recommends to carefully monitor the study progress – and if necessary take the appropriate measures - and especially take care of the influence of the master’s thesis in this regard. , as well as taking into account that the programme is designed as a one-year programme.

2. The ET recommends the programme to assess thoroughly the 'interdisciplinary/multidisciplinary' character of the study programme and if necessary address it more systematically in the programme and its mandatory components.
3. The SER mentions a 60/40 balance between theory and practice in the programme under review. The ET recommends to monitor this balance and its visibility systematically.
4. The ET recommends strongly to monitor whether the programme, at this stage, fulfills its role as a platform for exchange and integrates students sufficiently in research activities. If not, the management shall without any delay address this issue.
5. The ET invites the programme urgently to assess whether a 'clearer focus' could enhance the programme's value, whereby a choice for either business or civil law could even be considerable.
6. Notwithstanding the value of the elective course 'Judicial practice skills' the ET recommends to urgently assess the possibility to make a 'substantial' practice experience (via internship, legal clinic,...) mandatory for all LL.M.-students.
7. The ET recommends to address the possibility of offering the LL.M. at least partially in English. Moreover, if the programme is exclusively offered in Albanian availability of recent study material in the instruction language is of major importance.
8. The ET recommends the programme management to systematically involve the Centre of Excellence when rolling out the programme under review. Moreover, in order to 'assure' that the programme meets its objectives, the management shall take structural care of the alignment of the programme objectives, the outcomes of the courses, their pedagogical and assessment approaches.

3.5. Students

The evaluation process at the "The 'Haxhi Zeka' University Faculty of Law has affirmed the existence of comprehensive information beyond the pre-supplied documents, showcasing institution-wide arrangements for student admissions, rights of representation, and soliciting student feedback through 'satisfaction surveys.' The students are provided with clear expectations of their studies, their responsibilities, and the support available should issues arise. The Faculty of Law furnishes students with detailed Guidelines for Students, encompassing enrollment procedures, program specifics, and teaching-related activities. High school graduation diplomas are mandatory for all enrolled students. The academic records certify students' progress throughout their study cycles, with completion rates analyzed for individual courses and the entire program, serving as quality benchmarks.

Both the Faculty Council and the Ethics Committee include student representation. The existence of a student union ensures student voices are heard through regular elections. Student rights and obligations are readily accessible via the faculty's website or by consulting administrative staff.

To maintain academic integrity, the faculty employs plagiarism detection software for submitted papers, including seminar papers. Non-Kosovo candidates, those who completed their bachelor's studies outside Kosovo, must provide MEST's recognition decision when applying.

The program's student intake may fluctuate based on employer demand and student interest in the program.

For all standards, compliance is marked as "Yes" based on the SER and on-site discussions that were held, except for 5.3, 5.4, and 5.5 where it is marked as N/A due to the inability to decide if yes or no because of the standards not applying to this program.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	N/A	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	N/A	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	N/A	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	X	

Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Fully compliant

ET recommendations:

1. Ensure that the anti-plagiarism system is implemented in a consistent manner and includes all written assignments

3.6. Research

The program at the Faculty of Law of Haxhi Zeka University is meticulously aligned with the Strategic Plan for Scientific Research and Artistic Activity (2023-2026). This alignment guarantees that the research aims of the program are congruent with the overarching objectives and requirements of scientific research within the university. Concurrently, the program has been tailored to fit the goals and focal points outlined by the Institute for Science and Art (as per the Statute of the Institute for Science and Art at Haxhi Zeka University), entailing the establishment of shared objectives and fostering interdisciplinary research collaborations. The 2023-2026 HZU Strategic Plan also stipulates that each professor must publish at least one scientific paper per year and participate in an international conference financially supported by the HZU budget. In accordance with the self-evaluation report it is clear that there is lack of stable support from the Government for financing the implementation of the University's Research Strategy." Standard 6.1. has partially been met.

In the self-evaluation report it was not provided the information that expectations for teaching staff involvement in research and scholarly activities are clearly specified, and that performance in relation to these expectations is considered in staff evaluation and promotion criteria. Standard 6.2 has not been met.

Faculty of Law of Haxhi Zeka University scientific and research activities are outlined according to the UHZ Strategic Plan (2023 – 2026), as well as the Strategy on scientific research and artistic activity 2023 – 2026 and the Regulation on scientific research and artistic activity . Additionally, alignment with the individual development plan is ensured. Standard 6.3 has been met.

The academic staff has a proven track record of research results on the same topics as their teaching activity. The scholarly output of academic staff members has been disseminated through publications in esteemed databases such as SCOPUS and Web of Science. Furthermore, their contributions have been showcased in reputable databases like DOAJ, EBSCO, World Cat, and HeinOnline, among others. Nevertheless, it's recommended that the academic staff standardize their lists of published works. The provided materials made it challenging to trace published papers due to variations in data submission formats and outdated information across different professors. Despite these challenges, Standard 6.4 has been fulfilled.

The curriculum vitae (CV) of the academic staff within the Faculty of Law illustrates their publications in both locally and international. Furthermore, it highlights the dissemination of the faculty members' scholarly work through presentations at conferences. Although according to the SER there is University database for research, the expert team suggests to the Faculty and Program management the establishment of an internal database containing information on published papers, conference presentations, symposia participation, seminars, contracts, expertise, consultations, and collaborations with domestic and/or foreign partners. It is recommended to gather this data from all academic staff members annually and maintain it in a local database. Such a database would serve as a valuable tool for the Faculty management to track the accomplishments of the academic staff and provide crucial insights for future reaccreditation procedures. This approach ensures compliance with Standard 6.5.

The self-evaluation report did not provide the evidence of Scientific Research Office and the database for the activities of the academic staff, also the criteria for research validation was not provided. 6.5. has not been met.

In accordance with SER,, each academic staff member has contributed one scientific paper to international journals indexed on platforms such as WEB OF SCIENCE or SCOPUS, and has participated in one international scientific conference within the academic year. Standard 6.7. has been met.

The academic and research staff associated with the institution in Kosovo publish their work under the institution's name, indicating their full-time commitment. Additionally, they integrate details about their research and scholarly endeavors pertinent to the courses they instruct, as demonstrated by the course syllabi. Standards 6.8 and 6.9 have been ensured.

University ensures that scientific research activities for the entire academic community are conducted with adherence to the principle of academic freedom. The institution mandates the academic and research community to uphold the fundamental principles of academic integrity as outlined in the Scientific Research Ethics and Integrity Code. Researchers are responsible for ensuring that any contracts or agreements regarding publication or use of research results comply with intellectual property and copyright laws. Copyright protection is also addressed in the Scientific Research Ethics and Integrity Code and Law No. 04.L-065 on Copyright and Related Rights. Standard 6.10 has been met.

Finally, standard 6.11. has been addressed stressing that two volunteer students have undertaken research projects in the areas of human rights and international law, including humanitarian law. Since 2022, a total of 27 students have participated in the Real Legal Clinic, with an additional 7 currently involved in applied research. Faculty members have collaborated with students on co-publishing and co-presenting at scientific conferences. Additionally, students actively participate in round tables and research projects. Standard 6.11 has been met.

Standard	Compliance	
	Yes	No
<i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		X
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.		X
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.		X

<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9/6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

Compliance level: Substantially compliant

ET recommendations:

1. Establish stable budget for research work and publication
2. Adopt action plan to serve as a tool designed to outline specific steps, tasks and goals necessary to achieve a particular objective from HZU Strategic plan
3. Clearly specify expectations for teaching staff involvement in research and scholarly activities are clearly specified.
4. Define criteria to validate performance in relation to research and scholar activities in staff evaluation and promotion criteria
5. Create internal database with information about published papers, conferences
6. Adopt Action plan for the scientific research plan and flow indicators and performance on yearly bases.

3.7. Infrastructure and Resources

According to the SER, the University (HZU) conducts its activity in several different facilities. They have a total of 5734m² usable area. For the law faculty there is 2041 m² in the 'E' area (of the EST area), currently used by the Law Faculty and Faculty of Arts. Momentarily, infrastructure is vacated by the Faculty of Arts. As a consequence there will be a separate work place for all staff members. According to the SER the facility of the Law Faculty is

renovated, optimizing the working and teaching conditions. Student representatives have a separate office.

Within the building there are 2 amphitheaters, a classroom, a room for legal clinic and a courtroom.

As the programme stresses the importance of generic competences, the ET recommends to provide spaces where students can do teamwork on group assignments. Moreover, the site visit inspires the ET to recommend to make more and structural use of the courtroom and legal clinic (real legal clinic?), since the programme stresses the importance of being practice oriented.

The buildings are sufficiently maintained and clean. The buildings are equipped with the necessary electronic equipment.

The ET recommends to assess whether the facilities allow hybrid teaching/blended learning. Moreover, the programme has to take position in this regard and align its policy on IT-sustained teaching and the technical conditions.

The programme prepared a financial plan for the years 2024-2025, 2025-2026 and 2026-2027. The budget is said to be ambitious and includes the necessary funds for the realization of the planned activities. On a staff level, it is necessary to ensure extra resources in the field of 'civil law'. The ET is given the guarantee that this is budgeted and that the concerned staff will soon be recruited.

The HZU has its own campus with rooms for learning, administration and research.

According to the SER, the library has its own reserves of books according to the disciplines included in the curriculum. The Faculty library has approximately 500 book titles that are relevant for the law faculty. Although this number seems fair, it concerns the ET, taking into account that the accreditation of a master programme is at stake. Recent, international and specialized titles are necessary for this ambition, especially considering the research

orientation/academic orientation that has to be given to a master programme. Moreover, the said books are not only linked to the fields covered by the LL.M. under review.

The ET therefore recommends major efforts to bring the faculty library up to the standards of a, research-based, specialized master programme. In this regard, the ET recommends to be aware of the procurement of electronic book copies.

Regarding the number of copies available of the textbooks that are mentioned in the syllabi as study material, the ET discovers a noticeable diversity. The ET recommends to tackle this diversity and to assure that for all of the concerned textbooks a sufficient number of copies are available.

Moreover, the SER, the site visit and the additional information do not reassure the ET regarding the availability of sufficient electronic law sources (the SER contains a list of online literature platforms, but it was, even in the additional information given by HZU, not clear for the ET what relevant journal titles/case law access is exactly available for the students), that are easily available to students. This availability is necessary however in the framework of a master programme and the academic ambitions it has. Therefore, the ET strongly recommends to assess the availability of relevant online sources as a basis for decisions regarding budget allocation to enforce the (e-)library. In this regard, cooperations with external partners can also be explored. Moreover, the use of specialized (national/international) sources has to be integrated in the courses of the programme under review, especially the Master Thesis. The library, according to the ET, has to be integrated in the study programmes of the university, from the 1st bachelor year on.

Where the library is open to group work, the infrastructure has to be organized in such a way that group work does not hamper students who want to work/read individually.

Infrastructurally, efforts are made to make the building accessible for students with special needs. Unfortunately, these efforts are limited to the ground floor. This raises, according to the ET, doubts regarding the factual accessibility of all relevant infrastructure. The ET welcomes the plan to facilitate access to the toilets to persons with special needs as well as the consideration of investments in technology for assistance in the learning process for students with impairments.

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		X
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (self-evaluation reporties, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least		X

50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
<i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i>	X	

Compliance level: Substantially compliant

ET recommendations:

1. *The ET recommends to provide spaces where students can do teamwork on group assignments. As far as students can do so in the library, group work may not interfere with students who want to work individually.*
2. *The ET recommends to make more and structural use of the courtroom and legal clinic.*
3. *The ET recommends to assess whether the facilities allow hybrid teaching/blended learning. Moreover, the programme has to take position in this regard and align its policy on IT-sustained teaching and the technical conditions.*
4. *The library is a point of major concern for the ET. The ET urges to bring the library up to the standards of a, research-based, specialized master programme. This will require investments in recent, specialized, high quality (e-)books with an international as well as a national focus.*
5. *The ET recommends to guarantee a sufficient number of copies of all the textbooks linked to the programme under review.*
6. *The ET addresses the investment in the availability of sufficient, high quality, electronic law sources as a paramount necessity. These sources must be easily accessible for the students and their use must be structurally and substantially integrated in the study programme.*
7. *The ET stresses the importance of investments in accessibility of the entire building for persons with disabilities as well as regarding the participation of students with impairments in the learning process.*

4. FINAL RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the LLM in Civil and Business Law study program offered by “Haxhi Zeka” University is **substantially compliant** with the standards included in the KAA’s Accreditation Manual. In summary, the ET, considers the consolidation of the programme – an aspect that was not truly convincing during the site visit - a major working point for the management. The expert team recommends accrediting the institution for the **duration of three years**.

Standard	Compliance Level
Mission, objectives and administration	Substantially compliant
Quality management	Fully compliant
Academic Staff	Substantially compliant
Educational Process Content	Substantially compliant
Students	Fully compliant
Research	Substantially compliant
Infrastructure and resources	Substantially compliant
Overall Compliance	Substantially compliant

Compliance level: Substantially compliant

Student quota recommended/ Five Years : 25 students

Recommendations :

The ET suggests conducting a thorough analysis of student experiences and gathering the expectations of the students when preparing further vision and mission

The ET recommends to urgently develop and implement an effective framework regarding ethical behaviour by staff and students and expects serious efforts to create awareness regarding its existence in order to avoid the risk of (scientific) misconduct.

The ET recommends the development and implementation of a clear policy regarding the follow-up of the outcomes of the evaluation in view of career development and professionalization.

The ET recommends to assess the professionalization offer and if necessary invest in it (internally or with external partners) and/or in the awareness of its value.

The ET recommends to continue to invest in a real quality culture, shared and carried out by all stakeholders, based on a proven quality management framework. Hereby 'quality' becomes an internal objective and is less driven by external assessments.

The ET recommends to invest in creating 'ownership' of the study programme and its quality.

The ET recommends to invest in a policy regarding well-being of students and staff. Moreover, the ET recommends to urgently develop and implement an effective framework regarding ethical behaviour by staff and students and expects serious efforts to create awareness regarding its existence in order to avoid the risk of (scientific) misconduct.

The ET recommends to define and prescribe clear criteria and budget for additional professional development of teaching staff.

The ET recommends to improve quality of learning materials (include publications that are recent, not older than 5 years)

The ET recommends to ensure that there is no lacking of professional staff in field of the civil law

The ET recommends to define and prescribe procedure regulating workload information reports on annual basis with the obligation of each teaching staff member to submit workload report by the end of the academic year

The ET recommends to define and prescribe procedure regulating training of academic staff for the advancement of academic capacities and the development of teaching systems

Since the programme is designed as a 'one year' programme, the ET recommends to carefully monitor the study progress – and if necessary take the appropriate measures - and especially take care of the influence of the master's thesis in this regard. , as well as taking into account that the programme is designed as a one-year programme.

The ET recommends the programme to assess thoroughly the 'interdisciplinary/multidisciplinary' character of the study programme and if necessary address it more systematically in the programme and its mandatory components.

The SER mentions a 60/40 balance between theory and practice in the programme under review. The ET recommends to monitor this balance and its visibility systematically.

The ET recommends strongly to monitor whether the programme, at this stage, fulfills its role as a platform for exchange and integrates students sufficiently in research activities. If not, the management shall without any delay address this issue.

The ET invites the programme urgently to assess whether a 'clearer focus' could enhance the programme's value, whereby a choice for either business or civil law could even be considerable.

Notwithstanding the value of the elective course 'Judicial practice skills' the ET recommends to urgently assess the possibility to make a 'substantial' practice experience (via internship, legal clinic,...) mandatory for all LL.M.-students.

The ET recommends to address the possibility of offering the LL.M. at least partially in English. Moreover, if the programme is exclusively offered in Albanian availability of recent study material in the instruction language is of major importance.

The ET recommends the programme management to systematically involve the Centre of Excellence when rolling out the programme under review. Moreover, in order to 'assure' that the programme meets its objectives, the management shall take structural care of the alignment of the programme objectives, the outcomes of the courses, their pedagogical and assessment approaches.

The ET recommends Ensure that the anti-plagiarism system is implemented in a consistent manner and includes all written assignments

The ET recommends to establish stable budget for research work and publication

The ET recommends to adopt action plan to serve as a tool designed to outline specific steps, tasks and goals necessary to achieve a particular objective from HZU Strategic plan

The ET recommends to clearly specify expectations for teaching staff involvement in research and scholarly activities are clearly specified.

The ET recommends to define criteria to validate performance in relation to research and scholar activities in staff evaluation and promotion criteria

The ET recommends to create internal database with information about published papers, conferences

The ET recommends to adopt Action plan for the scientific research plan and flow indicators and performance on yearly bases.

The ET recommends to provide spaces where students can do teamwork on group assignments. As far as students can do so in the library, group work may not interfere with students who want to work individually.

The ET recommends to make more and structural use of the courtroom and legal clinic.

The ET recommends to assess whether the facilities allow hybrid teaching/blended learning. Moreover, the programme has to take position in this regard and align its policy on IT-sustained teaching and the technical conditions.

The library is a point of major concern for the ET. The ET urges to bring the library up to the standards of a, research-based, specialized master programme. This will require investments in recent, specialized, high quality (e-)books with an international as well as a national focus.

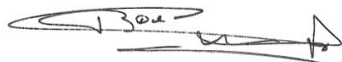
The ET recommends to guarantee a sufficient number of copies of all the textbooks linked to the programme under review.

The ET addresses the investment in the availability of sufficient, high quality, electronic law sources as a paramount necessity. These sources must be easily accessible for the students and their use must be structurally and substantially integrated in the study programme.

The ET stresses the importance of investments in accessibility of the entire building for persons with disabilities as well as regarding the participation of students with impairments in the learning process.

Expert Team

Chair



Bertel De Groote

03.04.2024

(Signature)

(Print Name)

(Date)

Academic Expert (online)



Dunja Duic

03.04.2024

(Signature)

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Student Member



Marko Komso

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