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KOLEGJI-COLLEGE BIZNESI PRISTINA

STUDY PROGRAM IN LAW (LLB)

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

May 2021, Skopje



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TABLE OF CONTENTS

Contents

TABLE OF CONTENTS	2
1. INTRODUCTION	3
1.1. Context	3
1.2. Site visit schedule	4
1.3. A brief overview of the institution and program under evaluation	5
2. PROGRAM EVALUATION	6
2.1. Mission, objectives and administration	6
2.2. Quality management	9
2.3. Academic staff	13
2.4. Educational process content	16
2.5. Students	21
2.6. Research	24
2.7. Infrastructure and resources	27
3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET	30
4. APPENDICES (<i>if available</i>)	31



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

1. INTRODUCTION

1.1. Context

Date of site visit: 06th May 2021

Expert Team (ET) members:

- *Dr. Goce Naumovski*
- *Marija Vasilevska, Student expert*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Naim Gashi, Executive Director of KAA*
- *Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring*
- *Arianit Krasniqi, Senior Officer for Evaluation and Accreditation*
- *Leona Kovaci, Senior Officer for Evaluation and Monitoring*
- *Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring*

Sources of information for the Report (including additional requested resources):

- *Self-Evaluation Report, Law Program LLB*
- *Video submitted by the Faculty presenting its facilities*
- *Syllabuses*
- *Academic Staff CVs*
- *Certificate of competition of practical work*
- *Practical work diary*
- *Practice application*
- *Request for practical work*
- *Student performance appraisal form*
- *Information for the software program*
- *Contracts with partners*



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- *Examples from all surveys used for evaluation: Surveys/Questionnaires for students, academic staff, external stakeholders and alumni*
- *Activity plan for quality assurance at Biznesi college for the academic year 2020/2021*
- *The number of students and the number of graduated students in the last three years (at all programs);*
- *The number of students as advertised for the academic year 2020/21 (at all programs);*
- *Meeting minutes from the Commission for Curricula Development and Review,*
- *Regulation on Bachelor studies at Biznesi College in Prishtina*
- *Strategic Plan 2021-2024, of Biznesi College no.309-1 / 20*
- *Statute of the College*
- *Code of Ethics*
- *Regulation on quality assurance*
- *Internal Regulation of the Business College*
- *Regulation on scientific research work in Biznesi college*
- *The regulation of the College for intellectual property*

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018.*

1.2. Site visit schedule

Site Visit Program

06th of May

09.00 – 09.40	Meeting with the management of the faculty where the program is integrated (<i>no slide presentation is allowed, the meeting is intended as a free discussion</i>)
09:45 – 10:20	Meeting with quality assurance representatives and administrative staff
10:20 – 11:15	Lunch break
11:15 – 12:05	Meeting with the heads of the study program



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Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

12:10 – 12:40	Meeting with teaching staff
12:45 – 13:15	Meeting with employers of graduates
13:20 – 13:30	Internal meeting of KAA staff and experts
13:30 – 13:40	Closing meeting with the management of the faculty and program

1.3. A brief overview of the institution and program under evaluation

The Business College was established in 2004 in a form of a private institution of higher education in Prishtina, fully operated from the academic year 2005/6 and licensed by the Ministry of Education, Science and Technology in Kosovo. The College has also opened its branches in Gjakova, Vushtrri, and Prizren.

The Business College aims to provide educational, scientific, research activities, through modern teaching methods in the fields of economics, law and emergencies in building human capacity for the needs of the market economy in the country and beyond, according to its Strategic Plan 2021-2024. The College is built on the following values: scientific, research and innovation, through which it will affect the economic, social and community development of the country and the promotion of the College throughout the Republic of Kosovo, the region and broader. The College realizes its mission through teaching, scientific, administrative structures, as prescribed on its website. It promotes cooperation with the industry and their involvement in the development and revision of the study programs. The College's students are prepared to be capable for the labor market where research-based teaching and learning for each staff member and each of them will be committed to supporting each student so that they are able to face the challenges of society, as defined in the Self-Evaluation Report (SER).

In the last three years **2,910 students** were enrolled in the College in all offered programs, according to the documents provided to the experts' team.

The Business College offers bachelor and master studies programs. The bachelor-level programs are the following: Banks and Finance in Business; Emergency Management; Law LLB; Management and Economics. The master level programs are the following: Emergency Management and Management and Finances.

The Law Program (LLB) which is the subject of this accreditation process is a 4 years program that aims *to prepare students with the required specific competencies in accordance with the requirements of the private or public organizations*. Moreover, it aims to place graduates and



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Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
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future leaders, graduates who have problem-solving skills and make a difference in the justice system.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the Biznesi College is focused on providing educational, scientific, research activities, through modern teaching methods in the fields of economics, law and emergencies in building human capacity for the needs of the market economy in the country and beyond. On the other side, the mission of the Law Program (LLB) is to place graduates and future leaders, who have problem-solving skills and make a difference in the Justice system. Through this program students will have the opportunity to think and act as managers in the field of law, as prescribed in the Self-Evaluation Report (SER). Preparing students with the required specific competencies in accordance with the requirements needed for working in private or public organizations is one of the main orientation of the particular program. In general it can be concluded that the both missions are in the same line. When asked about the missions and their relations between the both missions, during the site visit, the management team confirmed that *the mission of the program is really short and connected with the education, science and community services. The institutional objectives that are set are the biggest institutes the dedication and the staff commitment are giving us the opportunity to achieve the mission of the institution.*

However, the program's mission lack specific and detailed orientation that will lead the experts to the conclusions that the both missions are in the same line. The mission of the program needs further specification and revision in order to provide fully compliance and to contribute towards the mission of the College.

The learning outcomes are in line with the Level VI of the National Qualification Framework and the Qualifications Framework of the European Higher Education Area, as it can be concluded from the limited information provided in the SER. In particular, SER evaluates that the particular program operates based on College's regulations that are in line with the both Frameworks.

The framework for Qualifications of the European Higher Education Area describes the qualifications for students to be awarded for 4 years`studies as the following:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;

- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences and
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

If we compare the program`s goals vs the requirements of the above mentioned Framework we can not conclude that they are in the same line. This can be result from the lack of specification of the program`s goal and mission. The program`s learning outcomes are prescribed as following: the lesson offers students the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other theoretical and practical professional and scientific attributes in the fields of law. In addition to this, the management team highlighted that they started to harmonized their program`s objectives and the learning outcomes with the new National qualification framework with its changes from 2020.

Moreover, the report shares that relevant academic and professional advice is considered when defining the intended learning outcomes. In particular, the program is designed at *a high level of compliance with similar programs of the University of Ljubljana, University of Split and several other Colleges in Europe*, as prescribed in the SER. The same was confirmed by the representatives from the College that the experts` met. However, there is no specific market needs` research/analysis conducted by the College. Consultations and feedback from the industry are received, but in the process of implementation of the program not in advance.

Having all the above listed in mind, the experts would like to highlight the need of further specification of the program`s learning outcomes so that they can be more connected with the both Frameworks.

From the SER, the additionally provided documents, and the information provided during the site visit it can be concluded that the study program has a limited didactic and research concept.



Republika e Kosovës
 Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
 Agencija Kosova za Akreditaciju
 Kosovo Accreditation Agency

The academic staff and the management confirmed their willingness and strong commitment for a student-centered learning, but not in the international concept of this type of learning. However, no specific proves can be foreseen in this regard.

The College has formal policies, guidelines and regulations dealing with recurring procedural or academic issues. The most important documents for regulations are the Regulation for basic bachelor studies and the Code of Ethics.

There are existing internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities. In specific, the Code of Ethics among the other regulations for ethical behaviours in its article number 29 defines the intellectual property as it follows: *Traditional products of scientific activity which are considered as unlimited property of their author, such as scientific journals, textbooks, monographs and those created without the use of College resources will be the author's unlimited property. Any form of unauthorized reproduction in written by the author is prohibited.* Additionally, the article number 30 from the Code of Ethics dig deeper in the specification of the Academic plagiarism. The College does not have an electronic system for checking the originality of the academic staff or students' work. During the site visit the experts learned that the College has an agreement with the Institute for Scientific Research and Development Ulcinj, through which the originality of the scientific work is checked, but not obligatory. Moreover, the management of the College during the site visit shared that the Code of Ethic is presented in many discussions among different parts of the college. The academic and administrative staff and students are all aware about it and its regulations. Until now they did not have any problems or challenged with following the regulations prescribed in the Code of Ethics.

Finally, the College's website contains most of the needed information regarding the study program (syllabuses, lesson plans, and others).

The frequency of revision and required amendments of the policies, regulations, terms of reference, and statements of responsibility relating to the management and delivery of the program is annual, as specified in the SER and in the Manual for evaluation of teaching performance, study program and college on page 9. On the other side, during the site visit the experts were informed that the review is conducted every second year. However, during the site visit no one pointed out what was specifically changed due to the annual review process. The management should find ways to address this and be motivated to change things based on the review procedures.

<i>Standard</i>	<i>Compliance</i>
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Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

	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: Partially Compliant

ET recommendations:

- 1. The mission of the Program needs further specification and revision in order to provide fully compliance and contribution to the mission of the College.*
- 2. There is a need for further specification of the program's learning outcomes in order to be more connected with the both Frameworks.*
- 3. The management team should find ways to follow up on the review processes and regularly conduct the needed changes in the program.*

2.2. Quality management

The College's main regulations regarding the quality management can be found in the following documents: Statute of the College and Regulation on quality assurance. The quality assurance



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Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

office is responsible for the quality management. They are reporting directly to the Dean of the College.

The main tools used for evaluation and checking the quality are surveys distributed to the academic staff, external stakeholders, and academic staff.

According to SER (page 13):

- *This process of self-evaluation is carried out by the Office for quality assurance according to the dynamics foreseen at each semester end (before the exam term) the whole process is supervised by the Vice Dean for Teaching.*
- *The quality office drafts the evaluation report, proposes the necessary measures and submits it to the Vice Dean for teaching. The study program provider in accordance with the proposals identifies all the advantages and disadvantages of the program, and the same are taken into account in the program review procedures. Results and recommendations for improvement are based on the Statute of the College (Article 76) which regulates quality assessments to achieve objectives, tailor work and economize the measures taken.*

The provided information does not confirm whether all staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity. On the other side, one weakness mentioned in SER (page 16) is the *hesitation of stakeholders (academic staff, administrative staff, students) during the survey in the quality assurance process*. In other words, academic and administrative staff is not totally prepared for being actively involved in quality assurance processes. In addition to these, Article 48 in the Statute of the College deals with *The rights and duties of academic and administrative staff* which at the date of the evaluation do not include clear obligations on self-evaluation and improvement in their area of expertise. All trainings that were mentioned during the online site visit as applied to the academic staff revealed the interest in digital platforms for teaching. At the same time, teaching staff participating in the meeting confirmed that they did not make any changes in their learning outcomes and objectives as they did not have students and it was not the case.

SER (page 14) shows that *at both levels there are responsible persons, the Quality Assurance Office and the Quality Assurance Coordinator who permanently follow the changes at the level of the Institution and the study program based on relevant quality assurance documents*. Out of all provided documents and information can be concluded that quality assurance processes covers all aspects of program planning and delivery, including services and resources provided by other parts of the institution.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

At the evaluation date, the current quality assurance procedures and mechanisms include responsibilities and duties at different management level and also committees. According to SER (page 14) main issues considered are: the content of the program in the light of recent research, ensuring that the program is up to date; teaching workload, progress and providing students with knowledge; the effectiveness of assessment procedures for students; the expectations, needs and satisfaction of students regarding the program. The same can be concluded from the surveys provided as additional documents to the experts` team.

Unfortunately, there is no clear evidence on how the conclusions in these reports are considered and how the performance of the program can be effectively improved. The program management has no tool to apply or to check the program performance as the current report is institutionally managed without any distribution of the respondents on program level and study cycle. Therefore, the ET is reserved in considering that assurance processes ensure both that required standards are met and that there is continuing improvement in performance in the absence of clear evidence.

Survey data is being collected from students, graduates and different stakeholders; the results of these evaluations are made publicly available with the exception of the alumni, but the report on their perceptions was provided to the ET as additional documents. None of these reports contain the distribution of the responses among programs.

According to SER (page 16): *The Biznesi College conducts regular periodic reviews of the study program once every three years. Regular periodic review not only takes place as part of the accreditation process, but also ensures that the study program is tailored to the needs of students and the needs of the labor market. Regular periodic review specifically examines the learning outcomes of the study program, teaching and learning methodology, assessment and examination methods, research and subject curriculum in particular.* This information was confirmed on the meeting with the representatives from the QA office. In addition to this, the experts would like to highlight that different documents are providing different information for the frequency of the review processes. The Manual for evaluation of teaching performance, study program and college on page 9 points out the annual review.

At the date of the visit, the experts` could not find evidence that the quality assurance arrangements for the program are themselves regularly evaluated and improved. Most of the quality assurance documents, although elaborated at an institutional level, were quite recent, since 2020 or even 2021. This standard would need some time to be proven as met or not. Therefore, ET considers this standard as not applicable for the date of the evaluation.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

<i>Standard</i>	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.		X
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. 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	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
Standard 2.7. 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
Standard 2.8. 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	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	N/A	N/A

Compliance level: Partially Compliant

ET recommendations:

1. *Include in the internal procedures the obligation for all staff to participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity – academic and administrative staff;*
2. *Create an annual training program (of few days) based on the exchange of best practices with other Universities in Kosovo;*



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Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

3. *Cooperate with the Quality Assurance Office to include in all the surveys the evaluation results, investigation of the student workload, academic success and employment of graduates that can be provide for program level.*
4. *Incorporate different tools for measuring the quality and collecting feedback from different target groups (students, academic staff, external stakeholders, Alumni and others).*
5. *There is a need of specification of the frequency of the review in all documents and regulations for the seek of consistency.*

2.3. Academic staff

The expert`s team has analysed the composition of the academic staff, their qualifications, including the field of specializations and particularly the area in which they have earned their Ph.D. degree. From the presented CVs it appears that from the full-time staff a low number of professors have Ph.D. in Legal Sciences compared to the lecturers are either holders or Ph.D. candidates in other areas /political science, international relations, management, security studies etc/.

Consequently, during the site visit the expert has clearly expressed the evident under representation of full-time staff with Ph.D. in Law degrees, as well as the tendency of professors with Ph.D. degrees in political sciences, management, etc degrees to teach legal courses. This challenge should be addressed as soon as possible since it is an impediment in providing adequate quality in the delivery of legal courses in accordance with the standards. Future assessment should verify if this task has been realized in due course.

The academic staff has outlined that there are available funds by the College for development of academic activities (Publications, Trainings, Seminars and Workshops, Development Projects, Conferences).

Academic staff evaluation is conducted regularly through survey distributed to the students at least once each year. The results of the evaluation are made publicly available through the report from the evaluation published online.



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

The willingness for establishing a good cooperation between the professors and the students was highlighted during the site visit and in all provided documents. The professors are conducting consultation hours to support the students and tutorial system is also established.

<i>Standard</i>	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.	Partially	



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Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	Partially	
Standard 3.3. 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	
Standard 3.4. 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	
Standard 3.5. 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	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
Standard 3.7. 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
Standard 3.8. 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	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. 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: Partially Compliant

ET recommendations:

1. It would be beneficial to hire full time staff at the positions of professors in the following areas that will contribute for accomplishing standards for teaching and research within the institution: Criminal Law, Civil Law (Property Law, Law of Obligations, Family Law, Inheritance Law), Roman Law, History of Law, Intellectual Property Law (Industrial Property Law, Copyright and Related Rights).

2. Early-stage researchers (ESR), including lecturers and assistant lectures should be encouraged to specialize in private law disciplines in order to achieve appropriate balance of staff with diverse legal backgrounds.



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Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

3. The areas of criminal law, civil law and historical legal sciences staff should be enhanced in terms of further development. Encouraging ESR in this field through development of opportunities should be provided.

4. Adoption of an appropriate strategy for future employment in terms of providing balance of specialized academic staff from all legal disciplines, having in mind the gender balance as well.

2.4. Educational process content

Analysis of the SER and the interviews conducted during the site visit indicate that the program under evaluation is a typical LLB program. Each semester students will have to choose an elective course apart from the mandatory courses they have based on the overviews indicated below. By choosing an elective course student will complete a required credits requirement per semester.

Its main characteristics are outlined in the table below:

Name of the study program	Management and Economics
Qualification level according to NQF (with abbreviations BA, MA, PhD, doctoral program, university course, certificate or professional diploma)	BA
Academic degree and diploma title in full and short form	Bachelor in Law
Erasmus Subject Area Codes (ESAC)	10.0
Profile of the academic program (specialization)	Constitutional – Administrative, Criminal – Law, Civil – Law and Financial - Law
Minimum duration of studies	4 years
Target group of the offer	All those who meet the legal requirements
Form of study (full-time, studying while at work, remote study, etc.)	full-time, studying while at work (part-time)
Number of ECTS credits (total and per year)	240/ 60
	Year I, Semester I Economics - C

16



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Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Modules /Subjects (titles)	<p>Legal English - C Basiss of judicial system - C Legal statistics - C Legal informatics - E Semester II Basics of law - C International law on human rights - C Academic writing - C European law - C Parliamentary theory and practice- E Legal sociology - E</p> <p>Year II, Semester III Constitutional law - C Forensics - C General criminal law - C Family and heritage law - C Criminal policy - E Semester IV Civil law - C Applied economics - C Administrative law - C Special criminal law - C Civil legal clinic - E Legal English II - E</p> <p>Year III, Semester V International public law - C Law on obligations - C International organizations – C Administrative Procedure - C Finances and financial law - C Semester VI Labor law - C Criminal proceedings law - C International private law - C</p>
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Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

	Local administration - E Arbitration law -E Organized crime - E Year IV, Semester VII Civil proceedings law - C Methodology and legal writing - C Criminal sanction execution - C Trade law - C Law on insurance - E Semester VIII Criminal law on juveniles - C Criminal proceedings law – special part C Victimology - C International criminal law - C Theory of international relations - E International humanitarian law - E
Number of study places	150
Head of study program	Dr.Sc.Muhamet Rracaj-Pergjegjës i programi Dr.Sc. Arben Agushi Dr.Sc.Sejdefa Gjafqë Dr.sc.Mitasin Beqiri
Permanent scientific / artistic staff (Number by personnel categories)	Dr.Lulzim Farizi Dr.Nexhmije Kabashi Dr.Mustaf Kadriaj Dr.Ramadan Beqiri Dr .Agim Kastrati
Tuition fee	800 Euro per academic year

It is the expert view that the program could be improved in order to be fully comparable to similar European programs and in order to students to qualify for the labour market needs, striving to enhance indirectly the quality of studies in the law field in Kosovo and beyond.

The non-legal disciplines and the courses for skills are well developed. Links with the interdisciplinarity research activities are especially valuable in this sense.



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Republika Kosova - Republic of Kosovo



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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

The analysis of the content of the courses, the approach of the syllabi and the interviews with the academic staff have designated the following discrepancies that could appear due to fragmentation and/or overlapping of the content or emerging from other circumstances:

- a) It seems that the concept in the structure of the civil law component is not consistent since it hesitates between the Pandect and Intuitional systematic approach. Furthermore, it lacks clearly developed pillars of civil law. Furthermore, Property and Contract Law components should be strengthened.
- b) Lack of “Roman Law” and “History of Law” compulsory courses in the 1st Year might affect the acquirement of general theoretical knowledge of the civil law system.
- c) Presence of some professors that teach political sciences and legal sciences.
- d) There is a predominance of public law /political science/international law and non-legal disciplines within the compulsory courses. This reflects the academic backgrounds of the majority of the academic staff, particularly their Ph.D. fields and it leaves an impression that the curriculum design was influenced by this criterion, rather than the typical legal approach for undergraduate (LLB) programs.
- e) There is underrepresentation of *Intellectual Property Law (Industrial Property Law, Copyright and Related Rights)* as well as *Legal Rhetoric & Legal Argumentation related courses*.

<i>Standard</i>	Compliance	
	Yes	No
Standard 4.1. 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.	Partial	
Standard 4.2. 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	
Standard 4.3. 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.	Partial	



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Standard 4.4. 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.	Partial	
Standard 4.5. 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	N/A	N/A
Standard 4.6. 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	
Standard 4.7. 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	

Compliance level: Substantially Compliant

ET recommendations:

1.Regarding the above discrepancies the institution should consider redesign of the curriculum through following a more comprehensive model in the civil law part. Also, introducing a compulsory course on Roman Law is advised, as well as a course on History of Law/Legal Tradition. These changes would correspond to the nature of the Kosovo legal system (pertinent to the Continental/Civil Law legal family).

2.Having in mind the relevant EU reports that outline the raising awareness of the protection of industrial property rights and copyright and related rights,¹it would be valuable to design and implement a compulsory course on Intellectual Property Law.

4.,Given the potentials of the academic staff and the labour market needs, there is a solid basis for enhancing legal clinic forms and regional moot court activities, possibly through the support.

¹ https://ec.europa.eu/neighbourhood-enlargement/sites/default/files/kosovo_report_2020.pdf#page=77&zoom=100,90,992



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

5. The LLB program management and the University/Law Faculty top level management could consider including additional innovative elements in the syllabi, such as in the case of sports law, transitional justice, fight against corruption, protection of copyright and industrial property rights, counterfeiting, economic/financial crime, particularly through internships of students and regional Southeast European initiatives.

2.5. Students

The experts` team did not meet students during the site visit. All the conclusions listed below are results of the observations and evaluation of the available information provided in the SER, additionally provided documents and information collected during the site visit. The partnerships and good cooperation between the academic staff and the students as a principle was noted during the site visit.

The College has formally adopted admission procedures at the institutional level for the students` recruitment. The Regulation on bachelor studies in Biznesi College is the main document where these regulations are included. The Article number 8 and 36 from the particular document specifies the conditions for admission for studies at the bachelor level. 200 students per year are enrolled in the last three academic years in the particular program. During the site visit the representatives from the College pointed out that the interest for the program is very high and they believe that in the next two years they will have more new students. Moreover, the College plans to organize promotional activities in the highschools for recruiting more students for the particular program. On the other side the number of students that graduated is really low. The College should take serious measures to address this issue.

In addition to this, the same document in its articles 42-44 regulates the students` transfer between higher education institutions, faculties and study programs. A basic for such transfer is the credits obtain. Moreover, the articles specifies in details who is responsible for the decisions for the transfer, the documents needed for the transfer and all other technicalities for the transfer.

The SER provides an information that the study program is organized in small groups in order to provide opportunities for students to discuss, design, present, exercise and work together with their professors. The same information was confirmed during the site visit.

The automated online system (SEMS) provides an opportunity for keeping track record of grades, information, schedule, and all students` information. It allows students to access their data,



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

information, enrollment in courses, courses according to semesters offered by the College. The results of the exams certified by the academic records are also kept in that system.

The results of assessments to students on their performance is given through the electronic system and the consultation hours, as the experts` team was informed. However, no specific evidences for the feedback on the performance and assessments` results were provided.

Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program to all examinations in a provisional form as prescribed in the Regulation for Bachelor studies. However, the experts did not receive a confirmation or any example for this. The same situation is for the students` rights and obligations and the right to academic appeals. The College should undertake serious measures and activities to promote all regulations prescribed within the Regulations. Eventhough they are publicly available on the College`s website, still the students should be regularly informed and notified for them.

The College does not have a software for ensuring originality of the students` work. The anti-plagiarism is regulated in the College`s Code of Ethics in articles 29 and 30. The College has signed agreement with the Institute for Scientific Research and Development Ulcinj giving them an obligation for checking the originality of the students` work. However, the checking is not obligatory. Based on that the experts can not conclude that there are effective procedures being used to ensure that work submitted by students is original.

Academic staff are available for consultations with the students. Consultation hours are included as regular activities in the academic staff`s obligations, as the experts` team were informed during the site visit. The academic staff confirmed that they have mandatory consultations twice per week with students. Due to Covid-19, during the last year the consultaions were conducted online. In addition, a tutorial system is developed. Every academic staff is assigned as tutor to different student.

The employers of the graduates that the experts` team met highlighted the good cooperation with the College. They shared that they are regularly employing students from the particular program. On the other side, the management team shared that 70% of students who graduates from the particular program are employed.

Alumni Center is formed, as it can be seen on the College`s website (<https://bit.ly/2RCUrwA>). The Alumni Center aims to maintain communication and keeping connection with the Alumni and graduates. Different online activities, information for open job opportunities and internships, career change and building a professional network are realized through the Alumni Center.

22



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Finally, the experts` team can conclude that the College in general is taking care of the position of the students and ensuring the quality and effectiveness of their studies. However, there are some serious issues and challenges that needs contiuous acitivation from the management team.

<i>Standard</i>	<i>Compliance</i>	
	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 posses 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.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.		X
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
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	X	

23



formal internal documents.		
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: Substantially Compliant

ET recommendations:

1. *The College should take serious measures to address the low number of graduates in the last three years. A plan for following the students and identification of the issues that are leading to such numbers is an urgent.*
2. *The College should continuously promote the regulations, rights and obligations among the students, not only publishing the regulations on its website.*
3. *The College should ensure that plagiarism check is obligatory.*

2.6. Research

The College has a responsible person from the management team for the research things. In specific, the Vice Dean of Education and Science through the Dynamic Plan for the development of projects and research are following the academic staff's research activities. The same plan specifies the objectives of research for the given period of time. Moreover, several additional documents regulate the research. However, they are all very general and are not addressing all expected parts of a particular standard.

The Manual for evaluation of teaching performance, study program, and College covers regulation for expectations for the academic staff's involvement in research and specification for the performance in relation to the research activities conducted by the academic staff. The Manual specifies that 25% of the performance evaluation of the academic staff is for evaluation of the scientific publications and participation in conferences.

The same documents in its article titled organizing the evaluation process through reports specifies the following: *The report of scientific publications and participation in local or international scientific conferences is realized by the Central Commission for Quality Assurance at the level of the College based on factual evidence, related to:*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

3.1. Publishing at least 1 (one) scientific paper on the platforms according to the Administrative Instruction of MEST no. 01/2018 on the principles of recognition of international platforms and peer-reviewed journals (Web of Science, Scopus, EBSCO, World Cat, DOAJ) (15%); and
3.2. Participation or publications in at least 1 (one) conference, congress and workshop (5%).

The SER provides an information regarding the planned budget for scientific research and journal, participation in conferences, publication of books, and visits of cooperation in institutions. Moreover, the SER provides a specific table that includes information for all publications by academic staff, and provides information that each academic staff publishes under the name of the College.

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 as it can be concluded from the internal document called Policy for Scientific Research at Business College. The document is regulating the recognition of the research on a College level.

The document Intellectual property regulations specify the regulations in terms of intellectual rights expectations on a College level.

However, the ET did not find specific proves that the academic staff are motivated to include in their teaching activities more about their research relevant to their courses. The same situation is with the encouragement of students` engagement in research projects.

<i>Standard</i>	<i>Compliance</i>	
	Yes	No
Standard 6.1. 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
Standard 6.2. 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	



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Standard 6.3. 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	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
Standard 6.5. 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	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. 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	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
Standard 6.8. 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
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.10. Students are engaged in research projects and other activities.		X

Compliance level: Substantially Compliant

ET recommendations:

- 1. The academic staff should explore different methods and realize activities for involvement of the students in research projects and other activities.*
- 2. The academic staff should continuously be encouraged to include in their teaching activities information for their research activities.*



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

2.7. Infrastructure and resources

The BIZNESI College, operates in the usable area of the 4,500 m², in its branch in Prizren, out of which 2,500 m² indoor and 2,000 m² outdoor environment. The SER, the video, and the photos available on the College`s website are showing sufficiently equipped infrastructural places. In specific, the SER listed 15 teaching rooms, 4 exercise rooms, one informatics room, one reading room, one library, two academic personnel offices, one SR Office, one quality evaluation office, and one administrative service office. The biggest room has a place for 160 seats. A table with technical equipment shows that the College has enough equipment. A contract for the spaces suitable for the educational process valid until 2024 is provided in the SER`s appendixes.

The SER provides tables with the revenues and expenses for the academic year 2021/22; 2022/23 and 2023/24. From the provided tables it can be concluded that the anticipated revenues are growing from academic year to academic year. In parallel with this, the other expenses are growings among which the salaries. However, it is interesting to observe that the College plans to increase its profit in the next years.

However, from the information provided above can be concluded that the College manages to ensure a limited but long-term implementation of the study program.

The college`s library has an available area of 50 m² and the reading room with an area of 60 m². The SER specified that the reading room has 40 seats; a number of places in the group work rooms correspond to at least 10% of the total number of students in the study program; exercise room 50 seats; their stock of books from the literature of Albanian and foreign specialties, sufficient to cover the disciplines within the curricula, of which at least 50% must represent book titles or specialty courses of well-known publicists, from the last 10 years.

In addition to the libraries, the *“program uses the clinic and adequate equipment for all mandatory disciplines within curriculum which includes analytical teaching activities such as legal clinic and the halls that are within the Biznesi College”*, as reported in the SER.

CMD software for study disciplines with a license is used for which an agreement as a proof is provided.

The rich library is pointed out as one of the strengths in the SER`s SWOT analysis. From the SER it can be concluded that there are more Albanian languages than English language books. More



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

than 3,000 titles of books in the field of economics, information technology, law, emergencies and other fields are available in the library with an electronic library catalog.

The College`s website provides information that in addition to the library the students have the opportunity to use electronic resources from the international research databases (e-Library). In particular access to the following e-Libraries are provided: OECD-Library; Edward Elgar Publishing; DUKE University press; BioONE; ECONBIZ; OED-Oxford English Dictionary; The World Bank Group; IOP Electronic Journals; DOAB-Directory of Open Access Book; NJEM-The New England Journal of Medicine and International Monetary Fund eLibrary. (<https://bit.ly/3bGWvdE>)

There is no proves that the facilities are adapted to students with special needs.

<i>Standard</i>	Compliance	
	Yes	No
Standard 7.1. 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	
Standard 7.2. 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	
Standard 7.3. 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;	X	



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
Standard 7.5. 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 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.	X	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		X

Compliance level: Substantially Compliant

ET recommendations:

1. The management should consider the need for premises' adaptation to students with special needs.



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The Expert Team is thankful for all provided documents and information. However, the SER might have contained more specific and detailed information together with an analytical SWOT that might help the College in its further development. The Expert Team acknowledges the management team for their self-awareness during the site visit for the things that need improvement. There is still a need to go further as described in the sections above. The College has posted a clear basis in terms of regulations. However, they all need further specification and alignment between themselves and within the mission and vision of the College and the program.

This program has potential for both students and the academic staff. However, more work jointly with the industry is needed.

In conclusion, the Expert Team considers that the study program LLB. offered by Business College is *Substantially Compliant* with the standards included in the *KAA Accreditation manual* and, therefore, recommends accrediting the study program for a duration of 3 years with several 50 students to be enrolled in the program.

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



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Overall Compliance

Substantially Compliant

4. APPENDICES (if available)

N/A

Expert Team

Chair

Goce Naumovski

24/05/21

(Signature)

(Print Name)

(Date)

Member

Marija Vasilevska

24/05/21

(Signature)

(Print Name)

(Date)