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FACULTY OF LAW

LLM in Advanced European Studies

(ACCREDITATION)

REPORT OF THE EXPERT TEAM

25th June 2021, Zagreb



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Izbris



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1. INTRODUCTION

1.1. Context

Date of site visit: 16 March 2020

Expert Team (ET) members:

- *Kristijan Kotarski, PhD, Assistant Professor in International Political Economy*
- *Marko Komšo (student expert)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Mr. Flamur Abazaj and Mr. Arianit Krasniqi*

Sources of information for the Report:

- *Self-evaluation report “LLM in Advanced European Studies”, 31st of May (updated version) including course catalogue*
- *KAA Accreditation Manual 11.07.2018*
- *Syllabuses*
- *Staff CVs (Full time, part time)*
- *Annexes: University of Pristina „Hasan Prishtina“ Faculty of Law Evaluation Form*



Requested documents:

- 1. Financial Overview- the sum allocated for research over the period of last five years coming from various sources (Ministry, University, EU funds, foreign think-tanks and foreign official entities)*
- 2. Proof of access to the anti-plagiarism software on behalf of the academic staff*
- 3. Documents pertained to research and academic mobility funding*
- 4. Updated syllabuses with completed lists of publication and teaching plans*
- 5. Consolidated list of all publications on behalf of professors included in the programme over the last five years + consolidated list of citations per very professor in the Google Scholar (it would be also preferable to include WoS citations)*
- 6. List of institutions (USAID, GIZ, etc.) who endorsed the programme and are intent on offering concrete assistance if the programme will be launched (and how they plan to support it)*
- 7. Precise list of internship partners and clear explanation of how the programme aims to ensure that at least 20% of the classes will have practical character*

Received documents:

- 1. Proof of access to the anti-plagiarism software on behalf of the academic staff (via Research Cult project)*
- 2. Several Memoranda of Understanding with foreign universities (University of Iowa, University of Pittsburgh School of Law, University of Helsinki, University of Milano Bicocca, Università degli Studi del Molise, University of Oslo, UNHCR, University of Vienna, James Madison University/European University Institute)*
- 3. Financial Overview - the sum allocated for research over the period of last five years coming from various sources (UP Budget for the last five years + HERAS + Agreement with the UP)*
- 4. Confirmation of participation in ANETREC project and its description (proof of participation in competitive international projects)*
- 5. List of institutions (USAID, GIZ, etc.) who endorsed the programme and are intent on offering concrete assistance if the programme will be launched (and how they plan to support it)*
- 6. List of all publications on behalf of professors included in the programme over the last five years*



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Criteria used for program evaluation:

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



1.2. Site visit schedule

Expert Team

- Kristijan Kotarski, PhD, Assistant Professor in International Political Economy
- Mr. Marko Komšo (Student Expert)

Coordinators of 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

24th May

09.00 – 09.40	Meeting with the management of the faculty where the programme is integrated (<i>no slide presentation is allowed, the meeting is intended as a free discussion</i>)
09.45 – 10:15	Meeting with quality assurance representatives and administrative staff
10:20 – 11:20	Meeting with the heads of the study programme
11:20 – 12:00	Lunch break
12.00 – 13:40	Meeting with teaching staff
12.45 – 13:30	Meeting with employers of graduates
13.35 – 13.45	Internal meeting of KAA staff and experts
13:50 – 14:00	Closing meeting with the management of the faculty and program



Nr.	Study programmes	Experts	Responsible persons of study programmes	
1	LLM in Advanced European Studies/MA (Accreditation)	Prof. Dr. Kristijan Kotarski Mr. Marko Komšo Student Expert	Prof.Dr. Enver Hasani	

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

LLM in Advanced European Studies is to be a part of The Faculty of Law, the latter being organized as an academic unit of the University of Pristina "HASAN PRISHTINA", the largest public higher education institution in Kosovo, since 1960. The aforementioned MA programme would comprise the 7th MA offered by Faculty of Law. The programme's execution is planned within two semesters format. The total number of ECTS credits to be accumulated during study time amounts to 60. In each semester students need to attend and complete 4 obligatory and 2 elective courses. In the first semester the number of credits to be accumulated is limited to 22 and in the second semester there are 23 ECTS credits necessary for orderly completion of classes. Those 45 ECTS credits are combined with additional 15 ECTS credits covering the final thesis. The self-evaluation report sent to reviewers is inconsistent with regard to planned allocation of ECTS credits per each semester (page 25 and 28). The programme will have 22+23+15 structure in terms of ECTS credits (22 ECTS in the first semester, 23 in the second semester and 15 ECTS credits for the final thesis).

According to the Erasmus Subject Area Codes (ESAC) the study programme is nested within the field European Studies. Unfortunately, the applicants for this programme did not state at any single page the planned number of students to be enrolled in academic year 2021/2022 and beyond. The student-to-teacher ratio is approximately 2:1 so this allows for individual treatment of enrolled students.

In charge of the programme are Prof. Dr. Enver Hasani and Prof. Ass. Dr. Flamur Mrasori. Permanent staff is composed of 15 members (4 Full Professors, 2 Associate Professor, 3 Assistant professors, 3 Doctor of science and 3 Assistants (LLM/ PhD candidates).



Therefore, out of 78 full time academic staff employed at the Faculty of Law, 15 of them are allocated to the MA programme under accreditation. According to the self-evaluation report, the basic mission of the study programme is *aims to offer in-depth knowledge of reasons for and processes of the integration into the European Union, the EU law, its policies and the politics around and about the EU. The relations between the EU and other international organizations and states remain the highlights of this program. The LLM masters in Advance European Studies aims to build knowledge and skills to understand the integration processes, as well as interpreting, applying and further researching the European policies and law. This international master's program focuses on the study of the European Union, starting from its history and the underlining theories and concepts.*

As can be learned from the self-evaluation report, MA in Advanced European Studies strives to achieving its mission through certain approaches. The most important of them include:

- Enabling students to deepen their knowledge on the history of EU integration, EU institution, EU legal and political system, the EU economic system, and the EU fundamental human rights
- Putting an emphasis on the link between theoretical inputs and practical outputs, especially as a part of the two semester long participation of students in legal clinic of the Faculty of Law, UP, which is obligatory
- Putting an emphasis on the private international law in the context of the EU, as well as on Kosovo's integration efforts from the legal perspective
- Intensive engagement in research
- Continuous training of academic staff

Adopting previously mentioned approaches should gradually raise the international visibility and relevance of the study programme, enhance learning outcomes, respond to the local labour market needs and aid Kosovo's perspective of Europeanisation.

Unfortunately, due to COVID-19 pandemic it was not possible to conduct a site visit and make even more detailed inquiry into the strengths, weaknesses, threats and opportunities facing this newly-proposed MA programme. However, the lengthy and exhaustive conversations with relevant stakeholders, as well as a thorough reading of the self-evaluation report provided external experts with the most important answers with regard to the current outline of the programme under accreditation. In the following pages we will give a detailed assessment of the programme in all seven areas according to the KAA's 2018 Accreditation manual.



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2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The first version of the self-evaluation report dating from 16th of May 2021 and sent to external reviewers was lacking in many respects, to put it mildly. In my complete academic career I have barely seen such an unprofessionally badly written self-evaluation report, which was in a desperate need for a thorough language and style editing. Even more important, in a document that was no more than 70 pages long, there was a scarcity of key information with regard to research capabilities and educational content of the programme. Under those conditions, the expert team would have certainly ban the programme from starting with enrollment. However, after accreditation meeting was held on 24th of May, the new management at the Faculty of Law realized the depth of the problem and put up additional effort which produced an improved version of the self-evaluation report totalling 151 pages. This version still has a significant amount of errors, blind spots and inconsistencies, but it conveys a more comprehensive view of the programme's mission, objectives and administration. Still, the production of the self-evaluation report could have been better coordinated and to the eye of external reviewer it seems as if nobody in charge of the programme did a final check and proofreading of the document.

The programme will be taught in English but it is not factually accurate that it will constitute the first English-taught programme in Kosovo. According to the information provided by programme's management the LLM in Advanced European Studies has been developed in full cooperation with the Erasmus + Office in Kosovo after the recommendation of the EU Office in Kosovo to develop such a program. After launching several complementary programmes such as: 1) Master (LLM) in constitutional and administrative law; 2) Master (LLM) in criminal law; 3) Master (LLM) in civil and property law; 4) Master (LLM) in international law; 5) Master in financial law; 6) Master in contract and commercial law, the programme under accreditation constitutes a logic addition to the existing programmes. Therefore, in relation to the standard 1.1 the study program mission is in compliance with the overall mission statement of the institution.

The very actors responsible for preparing programme's self-evaluation report provided information on the consultation process with key stakeholders in the phase covering the design of the programme itself. Some of them are: European Union Office in Kosovo, Konrad Adenaur Shtiftung office in Kosovo, GIZ Office in Kosovo, UNHCR, Council of Europe Office in Pristina, OSCE Mission in Kosovo, Balkan Policy Research Group (BPRG), Community Building Mitrovica, Pristina Institute for Political Studies. Hence, relevant academic and professional advice has been 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. Hence, the standard 1.2. has been substantially, but not fully addressed. External reviewers would have appreciated more precise and systematised description of learning outcomes stipulated on behalf of key stakeholders included in the consultation process.



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In terms of standard 1.3 the programme is insufficiently developed and lacks well-defined didactic and research concept. Expert team considers the lack of clarity on how practical skills are to be conveyed to students as the most pressing issue that negatively affects programme's quality. Almost all syllabuses lack precise description how student-centred learning should be ensured. E.g. there is next to no reference to various workshops and simulations how EU institutions work, especially those in charge of interpreting and administering EU law. Students would significantly profit from this way of teaching. Additionally, it remains rather vague how students will be included in the legal clinic to gain practical competencies. In the opinion of expert team students should be required to both work with at least one client and write research seminar (policy paper) that should be presented to various policy-makers from Kosovo's state institutions that are in need of legal expertise. The programme's management should formalize the assessment of students' work with clients within the legal clinic. In the part on educational content expert team will give a more thorough assessment of the quality and compatibility of offered courses. However, there are some redundancies that impair both the structure and the scope of programme in terms of key learning outcomes. Overall, the curriculum of the programme needs a some restructuring in order to be fully consistent with its mission and this should be mandatory for the first re-accreditation process that will be due in three years time.

In sections spanning standards 1.4 and 1.5, which refer to formal policies, guidelines and regulations dealing with recurring procedural or academic issues, as well as internal regulations relating to ethical conduct in research and teaching, the Faculty of Law/LLM in Advanced European Studies did not provide additional information. E.g. only in several syllabuses there is the reference to the Code of Ethics and Behaviour. However, there is no sample of any document covering standards and procedures aimed at ethical conduct and academic integrity. External reviewers are aware that some of the procedure are coordinated at the University level, but still, external reviewers should have obtained more information in order to come to a fair assessment. It is praiseworthy that 7 professors have access to the anti-plagiarism software but given the fact that the programme will be implemented by 15 professors and teaching assistants, all of them should have access to anti-plagiarisms software. It is also not obvious from the presented materials how the academic staff is being involved in those procedures (assignments, etc.).

Since both experts participated in the re-accreditation process of another academic programme implemented at the University of Prishtina, they are aware that with regard to policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program, the MA programme is mostly reliant on the policies and frameworks of both the Faculty of Law and University of Prishtina. At the University level there are two regulatory legal instruments concerning the managing and reviewing process of the curriculums and study programs. This should be reinforced by the third legal instrument such as organising a study-level anonymous poll among current and former students, as well as external stakeholders every three years in order to ensure more responsiveness to the changing needs of the marketplace and broader social context. One should more profoundly use student-level and external



stakeholders' input as a part of a broader effort to cater to the changing educational landscape. Therefore, one can make a statement that the programme is mostly in line with academic standard 1.6.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission and 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 programme should adhere to its internationalisation mission by forging more project partnership with educational institutions abroad. ANETREC is a good example and based on this example, one should reinforce efforts in the coming years.*
- 2. The programme has numerous partnerships, as evidenced by presented Memoranda of Understanding. However, in the future, one also needs formal documents/contracts*



regulating cooperation between the MA programme and various societal stakeholders (foreign and domestic think-tanks, governmental institutions, media, etc.) This would make experts' judgement easier with regard to stakeholders' precise role in ensuring the programme's quality and integrity. More letters of support covering stakeholders' level of commitment to the programme are needed in the future.

- 3. The study programme should do more than just make normative statements with regard to staff members' desire to be part of European and global epistemic networks, as well as with regard to scarcely mentioned and vaguely elaborated KPI (key performance indicators). Programme's management should clearly elaborate targets in the domain of research (number of publications, citations and research grants over the course of e.g. five years), the employability of students, quantity and quality of partnerships with external stakeholders. One also needs to elaborate on concrete steps how to alleviate funding constraints, which is often mentioned in the SWOT analysis as one of the greatest obstacles to success of the academic programme.*
- 4. Fulfilment of all evaluation standards in the future must be substantiated through evidence-based, empirically testable statements, not normative statements. In that regard, in any future re-accreditation the programme's management should explicitly address standards in all seven categories, as stipulated by the Accreditation Manual of KAA.*
- 5. The programme should provide more extensive description on how it intends to ensure student-centred learning and let the practical skills sink in within the legal clinic format.*
- 6. The programme should ensure maximal transparency with regard to funding academic exchange programmes (accessible to both students and professors). This is all the more important since the programme's management itself identifies lack of funds for those purposes as one of the biggest weaknesses.*

2.2. Quality management

The system is centralized, and faculties within University of Pristina do not seem to have too much autonomy in planning evaluations and changes for improvement. The University conducts an evaluation process at the level of the institution, staff, and students. The electronic SEMS system enables the evaluation to be carried out and the results are available in a short period of time. In a conversation with the management of the institution and the person in charge of quality, we received a description of the system and its functioning related to the student assessment of each subject and teacher. After the results are obtained, they are forwarded to the institution and teachers. There is no organized discussion of the results at the level of institution after each



semestral evaluation, but it is generally kept at the level of teachers who have no obligation to discuss these results with students. Students have no insight into the results, and they are not made public, as it is prescribed in the regulation.

The use of evaluation results is maintained at the subject level and teachers are responsible for implementing the changes if they deem them necessary. In an interview with the management of the institution, we were introduced to the low response of students to evaluations, which led to the conclusion that they are not mandatory for students, but voluntary.

Generally, the self-evaluation report only provides a very limited range of information with regard to quality management. It identifies *sustainable funding to guarantee the continuous evaluation and quality management schemes* as its biggest threat. The same can be said of the sentence covering weaknesses: *Lack of availability of a valid statistical database for all types of analysis (e.g for comparing the success of study programs, employability, etc.)* All in all, there are no effective and well-thought plans to address identified threats and weaknesses over the coming years. Nevertheless, despite the scarcity of information the expert team can credibly claim that the programme's is substantially compliant as regards quality management. However, more information is needed in the course of future re-accreditation, especially when it comes to what has been done since the initial accreditation.

Standard	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.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Develop a model for using evaluation in processes for quality management improvement and integrate them as a part of a regular planning process*
2. *Increase transparency of evaluation results*
3. *Engage students in quality management processes*
4. *Engage other stakeholders in the programme evaluation such as public administration and business sector representatives, as well as former students*
5. *Develop and implement exit surveys for graduates*

2.3. Academic staff

In terms of standard 3.1 the self-evaluation report provides a paucity of relevant information. Besides offering basic information covering name and surname, as well as academic degree, of academic staff employed at the Faculty of Law (and allocated to the programme under accreditation), there are no additional information with regard to contract types for employment and their duration. Indeed, information important for assessing the workload (teaching, consultations, etc.) of academic programme is provided together with self-evaluation report. Nevertheless, in terms of overall transparency, it would be highly advisable to present complete workload of every single member of academic staff at all levels of studying and within all



programmes. This would definitely avoid potential deterioration in output quality, in case professors and teaching assistants have too much teaching obligations (in combinations with classes that are part of other programmes).

Therefore, this criterion has been only partially met. Based on conversation with representatives of the programme there is no major reason to doubt that the teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation (standard 3.2). Given the official regulatory framework set by the KAA and the Ministry of Education, Science and Technology, LLM in Advanced European Studies fulfils all the necessary criteria. did not provide necessary information as regards the fulfillment of standard 3.3. (whether academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time)). Therefore, the expert team cannot undoubtedly claim that the programme is in compliance with this standard. In terms of standard 3.4 one can without any doubt claim that the programme under accreditation has 100% academic staff involved in regular employment. Standard 3.5 is fully met.

In light of standard 3.6 opportunities are provided for additional professional development of teaching staff through many partnership agreements with various universities abroad. However, there are no precise and relevant information how the programme plans to support academic staff in their continuous commitment to achieving higher standards of academic rigour and excellence, besides stated intentions to work more closely with its academic partners. Namely, the programme's SWOT analysis states the following: *Insufficient financial resources to support the development of academic staff for cooperation and staff exchange with the universities of the region and beyond.* Therefore, standard 3.6 has been only partially met.

Curricula vitae of academic staff in charge of implementing the MA programme under re-accreditation testify to their continuous commitment to meeting this standard. Furthermore, the same inference can be mostly made about responsibilities of all teaching staff, especially full-time, pertained to their engagement in the academic community, availability for consultations with students and community service (standard 3.7). Nevertheless, before next re-accreditation the programme's management should compile and systematically present ways how academic staff is being integrated into the goal of community service.

Academic staff evaluation is conducted regularly and on a formal basis at least once each year. However, the problem remains how representative and effective those evaluations are, in light of the information obtained from the meetings with academic staff and students. Namely, the response rate can vary and there are no clear plans on how to improve programme's quality, given all the collected inputs. Hence, standard 3.8 is not met appropriately and does not take the page from the simple 'carrots and sticks approach'.

Standard 3.9 lacks actionable targets with regard to how to improve the quality of the



educational process (teaching strategies and educational content). E.g. SWOT analysis (page 24 and 25) comes up with several statements which are not verifiable and are not followed with a concrete roadmap how to enhance the quality of the programme over time, and the precise role of evaluation procedures in that effort.

- *Ethical, scientific and professional performance are considered in the evaluation and promotion of the academic staff*
- *Insufficient financial resources to support the development of academic staff for cooperation and staff exchange with the universities of the region and beyond.*
- *Participation in trainings on teaching skills, assessment skills and research skills should be taken into account in evaluation and promotion of academic staff.*

Finally, with regard to standard 3.10 we assess that the Faculty of Law and LLM in Advanced European Studies 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. However, next re-accreditation should provide precise evidence and short description of the procedure, as well as the number of professors who still teach, in spite of their formal status as of retirees.

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	
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.	X	
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: Substantially compliant

ET recommendations:

- 1. It would be highly advisable to establish a database covering precise workload of every single staff member (teaching hours, number of supervised students, etc.). In the long run this should lead to a more equitable and transparent distribution of work within the programme. Furthermore, this would also bear a positive impact on the quality of teaching and supervision process.*
- 2. The programme lacks clear strategy comprising attainable key performance indicators*



and realistic time trials in terms of adopting new teaching methods

3. *The programme should also clearly stipulate its human resources policy, especially if the programme is keen on expanding the number of permanent staff by means of external and project-based financing*
4. *Upgrade the current framework that ensures that evaluations covering students and external stakeholders have a considerable impact on staff promotion and adaptation of the study programme to the changing realities*
5. *Precise description of future efforts aimed at tackling the identified threat of having insufficient funds with regard to visiting scholarships and expanding the cooperation with other compatible programmes abroad.*
6. *Basically, academic staff is of good quality, with good balance between more experienced and younger members of academic staff. Furthermore, the majority of professors finished their studies at respectable foreign universities. Those strengths should be preserved and even enhanced in the future.*

2.4. Educational process content

The curriculum covers a broad range of qualifications and skills required to work in public, private and civil society sector. However, those skills are not logically presented at all times, some skills are clearly missing and there is too much of an overlap between various courses. Reform of the programme's curriculum is needed in order to better balance legal, economic and political aspects of European integration.

In terms of formally measuring a work load expected from students across various courses one wishes for more consistency. It is not reasonable to create two groups of obligatory courses with a different number of ECTS credits. Furthermore, all comparable courses (both elective and obligatory ones) should have the same workload, as expressed in work hours. However, that is not always the case. E.g. *The EU Common Foreign and Security Policy* stipulates 116.5 work hours (4 ECTS credits), while other courses carrying 4 ECTS credits all have 100.5 work hours.

The current format has too much redundancy. E.g., some concepts are taught across several courses and some courses itself are redundant (International Relations of the European Union, The European Union Common Foreign and Security Policy, Advanced Theory of International Relations). At times one gets the impression that this is the programme aimed at future diplomats or foreign policy specialists instead of future experts in international and EU law. Furthermore, Research Methodology and Legal Writing course needs more emphasis on quantitative and qualitative methods. Furthermore, the syllabus for the aforementioned subject does not offer any precise information on the basic methods in social sciences that will be taught, as well as software



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packages which are a technical requirement for that process (software packages accessible both to students and professors).

The programme would clearly profit from courses which cover newly-emerging forms of law that are crucial for the digital, green and globally-interconnected world of the 21st century. In that regard, instead of two superfluous courses covering IR (international relations) the programme needs to introduce courses: *EU Trade Law and Policy* and *IT and Digital Law*. EU is the biggest trading block in the world with 46 active FTAs (free trade agreements) and students should be introduced to this vast array of important knowledge. In that regard, the programme will at least cover one aspect of EU's policy-making in the domain of economics. It is hardly fathomable that the programme lacks some of the competencies that would merge legal and economic knowledge with regard to economic dimension of integration. Finally, in a world of increased technological competition, which requires the process of setting new standards and legal frameworks governing AI, social networks, autonomous vehicles, robots, etc., the students should be equipped with core competencies for this new world.

Far more emphasis should be put on interactive teaching strategies which enable student-centred learning (workshops, simulations, etc.) E.g. simulation is mentioned only once throughout the self-evaluation report, within the syllabus course *European Union and Kosovo*. Unfortunately, this kind of student-teaching would nicely align with two other courses covering how EU institutions function: *European Union Institutions* and *Introduction to the European Union Legal System*. In that regard, one cannot fully claim that standard 4.7 is sufficiently met. Furthermore, it is reasonable to show flexibility with regard to the assessment of students' performance, especially when it comes to students with disabilities or marginalized background. However, three course (*History and Politics of the European Integration*, *European Union Institutions* and *International Relations of the EU*) bend this flexibility too much since they claim that active students shall be excused from the final examination. This introduces too much of an arbitrariness to the process, which should be avoided at all cost. Active students should be rewarded with additional points, which can boost their final examination score, but all students should be obliged to go through the same basic evaluation process. While 9 out of 12 courses offered satisfy the standard 4.8 *Student assessment mechanisms are conducted fairly and objectively*, this cannot be said about the aforementioned three courses.

Overall, reviewers cannot unequivocally claim that the programme under accreditation fulfills standards 4.1 and 4.2. One wishes far more action on that front.

The self-evaluation report states the following: *Among others, as specified further in the*

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program, the proactive engagement of students in practical work through internships within a defined legal clinic program, research projects, seminars and guest speakers gives them the opportunity to familiarize with the everyday challenges and acquire skills to comprehend policy choices and address necessary solutions. External reviewers are puzzled by the formulation *Legal clinic internship requirements.* Internships generally represents a short-term work experience offered by companies and other organizations for students. It is a process that evolves in an environment that is external to the Faculty or University, but is closely monitored and evaluated by the latter entity. External experts are not informed whether internships and participation in the Faculty's legal clinic work as substitutes or complementaries. Legal clinic experience should have been explained in a more detailed manner. Therefore, standard 4.11 is not sufficiently established. Nevertheless, as this is newly-introduced programme, there is at least hope that the Faculty has some foundation to build on. Given the vast number of presented cooperation agreements to both reviewers one can claim that standard 4.12 (*In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units*) is guaranteed.

Standard 4.3 has been satisfied since all syllabuses mention at least 3-4 learning outcomes. Standard 4.4. is also met, especially in light of an updated self-evaluation report. Since almost all academic staff either studied abroad or has publications in English, there shouldn't be any language barriers to teaching. The same can be said about prospective students who certainly have enough of proficiency in English in the fifth year of their study (standard 4.5).

Standard 4.6 refers to the student-teacher relationship as a partnership in which each assumes the responsibility of reaching the learning outcomes. Based on meetings and conversations with academic staff one can get the impression that professors take the ownership of the learning process and invest considerable amount of energy in sticking to this standard. However, as this is a newly-introduced programme, the next re-accreditation shall take sufficient care of feedback on behalf of students, whether this standard has been upheld during their study.

After taking into account all the syllabuses one can conclude that the programme is in accordance with standard 4.9. 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 comparable institutions.

Standard 4.10 is met and policies and procedures that include actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed are



in place.

Standard	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.		X
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.	X	
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.	X	
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.	X	
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
Standard 4.8. 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	
Standard 4.9. 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	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. 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	X
Standard 4.12. 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: Partially compliant

ET recommendations:

- 1. Reform of the programme's curriculum is needed in order to better balance legal, economic and political aspects of European integration and public administration. The current format is not satisfactory from the standpoint of interdisciplinarity. At times, external experts get the impression that certain courses are part of the curriculum just in order to satisfy the form and in some cases are primarily modelled on academic staff's preferences instead of a broader assessment of what makes a congruent and cutting-edge programme, tailored to the needs of Kosovo's goal of European integration.*
- 2. More emphasis should be put on interactive teaching strategies which enable student-centred learning (workshops, simulations, etc.)*



3. *The practical and generic skills offered to students should be better aligned with Kosovo's overarching goal of reaching a higher levels of Europeanisation. Increased absorption capacity of pre-accession and post-accession programmes financed by diverse EU funds, as well as successful positioning of Kosovo's strategic goals within the wider context of European integration would be far easier if more emphasis were put on key public policies covered by EU budget and EU decision-making processes such as: agricultural, cohesion, educational, scientific, cultural, transportation, climate policy, etc.*

2.5. Students

Students are informed through the course syllabuses on the evaluation criteria, grading and exam structure. Also, one academic year encompasses three regular exam periods. There is a flexible student treatment if a particular situation arises. Student evaluations are conducted once a semester. There is no program that checks if the papers submitted by students are plagiarized. The Faculty Council and the Ethics Committee both have at least one student member. There is a student union, and the elections are held once a year. All rights and obligations of students are publicly available on the website, or they can ask the Faculty's staff. The students' transfer between higher education institutions is regulated by formal documents. The lecturers are accessible to the students via email or physically for consultations which can be arranged based on individual needs. According to stipulated academic requirements, all students enrolled in the study programme possess a high school graduation diploma, as well as academic diploma. There is the plan that results obtained by the students throughout the study cycles are certified by the academic record and analysis considering the student completion rates are produced for all courses and the programme as a whole and included among quality indicators. During the re-accreditation external experts should examine whether this goal will be accomplished.

Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organizing students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	



<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.		
<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	
<i>Standard 5.9.</i> 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	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> 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. The University is strongly recommended to ensure access to the software for plagiarism checking to all members of the academic staff.*
- 2. The programme should clearly elaborate the planned size of study groups to ensure effective teaching, especially within the practical component of the proposed programme.*

2.6. Research

Generally, most of the academic staff had managed to publish at least one of their scientific papers/book chapters with internationally prestigious publishers (Oxford University Press, Cambridge University Press, Springer, Routledge, De Gruyter, Elsevier, etc.) Unfortunately, even after reviewers insistence to re-send updated and systematised list of quotations in Google



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Scholar/WoS/Scopus, per each member of the academic staff and within one readable table, the programme's management has failed to do that. The list of published papers per each member of the academic staff is rather sloppy and there was no centralised coordination to ensure font and style consistency which is also indicative of how the self-evaluation report has been written in a rush. Therefore, the reviewers were not able to get the full overview of research impact on behalf of the teaching staff. There can be no word that the study program has well-defined scientific/applied research objectives since the basic prerequisite for that is having a detailed account of the existing research impact.

The self-evaluation report with regard to research is pretty much silent on how to boost research performance of the academic staff, how to ensure their continued connectedness with various regional and European epistemic communities and how to ensure appropriate funding. There is barely a word written on how to alleviate key identified weaknesses, which are the following ones:

- *Lack of access to many databases of relevant scientific journals for students;*
- *Weak prior research skills of most students;*
- *Lack of dedicated funds to fund independent scientific research;*
- *Limited printed sources in many courses of the programme.*

All in all, standard 6.1 was not addressed in an appropriate manner and there is more information needed on that count in the future.

Standards 6.2, 6.3, 6.4 and 6.5 are sufficiently established. Unfortunately, there was no precise information with regard to standard 6.6 that measures whether the research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation. Hence, reviewers cannot claim that this standard has been ensured. Standards 6.7 and 6.8 have been guaranteed. On the other hand, there is no precise information with regard to standard 6.9. Hence, it also cannot be claimed that it is firmly established. Finally, in terms of standard 6.10 there is undoubtedly the paucity of information on how the students are engaged in research activities that go beyond the remit of conforming to the assessment standards whether students have successfully passed the examination procedure. There is no mentioning of the fact that students are able to participate in internationally competitive or nationally-funded research projects, especially projects developed in partnerships with other Kosovar institutions of higher education or governmental institutions. It is to be seen whether bilateral exchange programmes can be leveraged into participation in research programmes.



<i>Standard</i>	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 6.8.</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 6.9.</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 6.10.</i> Students are engaged in research projects and other activities		X

Compliance level: Partially compliant

ET recommendations:

1. In order to achieve better visibility and international reach, there should be a separate webpage with listed publications of programme's staff as well as their CVs in English and Albanian.

2. The programme should invest more energy in becoming a part of international research networks for two main reasons. First, tackling the problem of budgetary constraints for innovative research agenda. Second, enabling dissemination of best-practices that would significantly improve the quality of research output, and as a consequence the quality of teaching.

3. The program should develop and implement measures for the better involvement of students in research projects. It would be advisable to do that in cooperation with other study programmes in Kosovo such as political science, economics, etc. In that regard the idea of establishing an interdisciplinary empirical research centre comprising multiple stakeholders comes in as a handy tool to gather and give opportunity to students with particularly well-developed analytical skills. Students could play a significant role in collecting data, creating various databases and conducting an early-stage research, especially those students willing to enrol PhD programmes at a later date.

4. The programme should also have a clear policy and precise formula for grant allocation



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between Faculty of Law/LLM in Advanced European Studies on the one hand, as well as individual researchers on the other hand. Financial incentives could play a great motivational role for early and mid-career researchers willing to dedicate significant amount of their time to managing and participating in various national and international research projects. This could prove as a win-win situation for both individual researchers and all academic staff involved in the programme implementation.

5. Identified weaknesses and threats in the self-evaluation report should be clearly addressed.



2.7. Infrastructure and resources

It should be mentioned that with regard to the learning resources and facilities, the evaluation was made on the basis of the information received from the institution via photos and videos and those declared by the participants in the meetings during the online accreditation. Unfortunately, the expert team did not have the opportunity to visit University in person. Therefore, we strongly recommend to the future re-accreditation expert team to meticulously check facts on the ground during their visit.

Infrastructure of Faculty of Law is mostly adequate to develop a programme of this magnitude and specialisation. A programme of this size and format necessitates rather basic infrastructural implication, i.e. mid-sized to small-sized classrooms equipped with basic electronic equipment that enables a stable and reliable teaching environment. Nevertheless, the programme's management did not provide credible plan how to ensure the financial sustainability of the programme, based on the imperative to boost research and academic mobility funding. The submitted list of approved research grants over the past 5 years to the tune of 51.000,00 EUR is definitely not convincing. Furthermore, some of the equipment will become obsolete in the 3-4 years time so it is of essence that external experts are clear on how the programme's management will master this process. Furthermore, external experts could not assess or obtain relevant information with regard to the number of physical copies of books on the syllabuses' reading lists in the library and/or whether all books mentioned in the syllabuses are available to students.

There is no fully equipped computer lab but professors said during the accreditation that they are going to bring all the materials needed to organize effective teaching. The overall professor / student ratio could not be assessed due to missing information. Ethical, scientific, and professional performance are considered in the evaluation and promotion of the academic staff. One of the problems is not having financial resources to support the development of academic staff for cooperation and staff exchange with the universities of the region and beyond but the professors and management said that they will have more subscriptions to scientific databases in the future, to expand the range of viable research activities for professors and students alike. One of the identified threats is the lack of funds with regard to visiting professorships and expanding the cooperation with other sister programs but the management said that they will develop a system to improve that. However, a clear roadmap on how to reach the point B from point A would be highly commendable and necessary.



<i>Standard</i>	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 utilization 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 (series, 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 50% should represent book titles or speciality courses of recognized publishers, from the last 10 years;		X



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.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: Substantially compliant

Based on the KAA manual, the infrastructure of vital importance to the successful implementation of the programme is substantially compliant. Identified standards are mostly fulfilled, apart from having a clear financial plan in English, as well as a credible proof that all the literature mentioned in syllabuses is available to students and that there are sufficient copies available. There is no mentioning of the available software packages which are essential for the methods teaching and its application in research ventures.

ET recommendations:

1. *The ET recommends a fully equipped computer lab and more funding for academic purposes.*
2. *The passage of a clear statement and a plan on how to ensure financial sustainability of the programme under accreditation, especially with regard to research.*
3. *List of software packages available to students and professors to conduct high-quality academic research.*
4. *Make more efforts to connect library with European university libraries network to offer more e-sources to teachers and students.*
5. *Offer broader range of available databases and journal subscriptions.*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

In conclusion, the Expert Team considers that the LLM in Advanced European Studies study programme offered by University of Prishtina is substantially compliant with the standards included in the KAA's Accreditation Manual. If one takes all standards into account, this programme fulfills 75% of them. This positions programme at the lower range of 'substantially compliant' categorisation. However, by identifying key recommendations as espoused in this report, as well as by the steady commitment to their implementation, reaching the fully compliant grade by the time of the next re-accreditation should be set as an ambitious goal.

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

The following recommendations need to be considered in relation to programme's future re-accreditation:

1. The first version of the self-evaluation report was full of grammatical, translation, spelling and formatting errors, easily observed across all sections. The report did not provide basic information on the educational content offered and research track-record of the academic staff. This kind of document simply cannot be tolerated in the future since reviewers had to read self-evaluation twice (the first and the second, extended version). The second version was indeed better but it was still missing some key information. Overall, all seven



categories of standards under evaluation were rather short and did not address how in detail how to the programme's management intends to face weaknesses, opportunities and major threats. Furthermore, some strengths (such as a good publication track record of the academic staff) were not presented to reviewers in a clear and systematised manner.

2. For achieving greater publicity about departmental research activities, it is recommended that a separate faculty home page with Research section, identifying priority research directions for each Programme is created. Information about student opportunities for applying for independent research grants and funds from the external donors should be included into the same dedicated area; as well as clear policies for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program are provided. The same is true also for other homepage sections, more detailed information on at least two languages (including English) is strongly recommended.
3. It is of utmost importance to establish a database covering precise workload of every single staff member (teaching hours, participation in scientific projects, number of supervised students, etc.). In the long run this should lead to more equitable and transparent distribution of work within the programme. Furthermore, it would also bear a positive impact on the quality of teaching and supervision process.
4. Reform of the programme's curriculum is needed in order to better balance legal, economic and political aspects of European integration. The current format has too much redundancy. E.g. some concepts are taught across several courses and some courses itself are redundant (International Relations of the European Union, The European Union Common Foreign and Security Policy, Advanced Theory of International Relations). At times one gets the impression that this is the programme aimed at future diplomats or foreign policy specialists instead of future experts in international law. Furthermore, Research Methodology and Legal Writing course needs more emphasis on quantitative and qualitative methods. Furthermore, the syllabus does not offer any precise social sciences methods taught, as well as software packages which are a technical requirement for that process. The programme would clearly profit from courses which cover newly-emerging forms of law that are crucial for the digital, green and globally-interconnected world of the 21st century. In that regard, instead of two superfluous courses covering IR the programme needs to introduce courses: *EU Trade Law and Policy* and *IT and Digital Law*.



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5. Far more emphasis should be put on interactive teaching strategies which enable student-centred learning (workshops, simulations, etc.)
 6. The University is strongly recommended to enable access to software for plagiarism checking to all members of the academic staff.
 7. Legal clinic as a key avenue for offering practical skills to students both need a more precise and transparent framework for knowledge production, dissemination and final evaluation.
 8. Students and external stakeholders should be better engaged in quality management processes and evaluation needs more transparency, primarily in terms of publicly published results and concrete steps to alleviate potential underperformance on behalf of certain staff members.
 9. The programme lacks a clear strategy with attainable key performance indicators and realistic time trials. Normative statements should be supplanted by clear KPI and proposed tools to meet them.
 10. The programme should ensure a broader access to cutting-edge scientific literature (subscription to various databases). It should also try to increase a production of textbooks which are obligatory for programme's courses, co-authored by academic staff .

All in all, we recommend to accredit the above study programme for a duration of **three** years with **30-35** students to be enrolled in the programme. The programme is far from perfect and it needs much upgrading over the coming years. However, we deem that the programme fulfilled at least 70% of standards, as required by the KAA's Manual, and that it should be given a chance for a launch. Therefore, we hope that in three years time the programme will make a significant progress, according to the recommendations issued on behalf of the expert team, and constitute a respectable programme tailored to the needs of students from Kosovo and South-East Europe. In that regard, we appeal to future reviewers to look at this evaluation report as a benchmark in order to more easily track the achieved progress. Sticking to the *status quo* would simply not be an acceptable option. Finally, we hope that the overall quality improvement of the programme will reflect positively on Kosovo's path to European integration. Indeed, high-quality legal expertise is of utmost importance and the programme should ensure it.



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Expert Team Members

Kristijan Kotarski, PhD, Assistant Professor

.....
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03.07.2021.

Marko Komšo (student expert)

.....
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Marko Komšo

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