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Republika Kosova - Republic of Kosovo



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

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***University “Ukshin Hoti” in Prizren  
LLM Intellectual Property Law***

***ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*25.03.2021, Prizren*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit (SV): 25.03.2021**

**Expert Team (ET) members:**

- *Peter Parycek*

**Coordinators from Kosovo Accreditation Agency (KAA):**

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

**Sources of information for the Report:**

- *Self-Evaluation Report (SER)*



## 1.2. Site visit schedule

09.00 – 09.40	Meeting with the management of the institution
09.45 – 10:50	Meeting with the heads of the study programme
10:55 – 11:35	Meeting with quality assurance representatives and administrative staff
11:35 – 12:30	Lunch break
12:30 – 13:20	Meeting with the teaching staff
13:25 – 13.55	Meeting with employers of graduates and external stakeholders
14:00 – 14.10	Internal meeting – Expert Team and KAA
14:10 – 14.20	Closing meeting with the management of the institution

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

*Within the University “Ukshin Hoti” Prizren (in further text referred as University), the Faculty of Law operates (in further text referred as FL), which was established in 2010 as an immediate need of market demand for specialists in the field of law, in Prizren region and more. The Bachelor program, General Law, offered by Faculty of Law of UPZ aims at the theoretical and practical training of students, realized through the provision of knowledge and basic concepts of the field of study. (SER, p. 4)*

*Faculty of Law has for mission the offer of quality education compatible with academic standards in the field of social labour, public administration and public finance, building research capacities which serve the community to advance skills and experiences for employment and social welfare. (SER, p. 6)*

*Vision Faculty of Law in University of Prizren “Ukshin Hoti”, as an institution of higher education aims to provide knowledge in the field of justice for students of the community where University gravitates in general.*

*Deepening cooperation with the central, local community, judicial bodies, prosecutor, executive and civil society. (SER, p. 6)*



*Statistics related with the number of graduated students (bachelor) from the period of establishment of Faculty of Law: 3393 and 593 graduated. (SER, p. 8 f.)*

ET, thanks for the excellent organization of the Online SV and the open discussion with all participants.

The quality of the SER was unfortunately not very high, this was reflected in the inconsistency of information in the chapters. In the first introductory chapter, reference is made to an incorrect program (BA Law), probably a copy-paste and insufficient quality control by the faculty. Likewise, the representation of the faculty is not consistent; in the tabular representation of the Faculty, 5 Assistants, 4 Prof Ass and 6 Prof Asoc are listed, in another table, are then 7 Prof Assoc, 3 Prof Ass and 4 Assoc.

COVID 19 is a challenge for the higher education sector, but also an excellent opportunity to learn what content will be provided to students in the future as asynchronous information in the form of video, audio or text via learning platforms; what kind of content will be taught online interactively; and what content will be conducted on campus.

## **2. PROGRAM EVALUATION**

### **2.1. Mission, objectives and administration**

The mission statement refers to the general importance of intellectual property but does not explain why this is relevant for the region. During the SV, it was stated that the Industry Board listed this as the highest priority. The faculty has chosen a niche topic, this is to be welcomed in principle, but the background and arguments for these considerations must be presented understandably. Unfortunately, this is not done in the SER and only partially answered in the SV. In addition, the focus of the curriculum is on the industry in the curriculum. This is in tension with the current economic development in the region. In the Meeting with employers of graduates and external stakeholders, two of the three participants estimated that the future is in digital start-ups and that the current developments look promising. In the SER itself, it is mentioned: *“The field of intellectual property is changing rapidly as technology evolves in the digital age.”* (SER, p. 15) More surprisingly, the digital perspective is almost not reflected in the current curriculum. As one of the main objectives, open innovation is mentioned, which is

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one way of creating innovation, surprisingly it is not part of the curriculum. (SER, p. 16). Objective consumer and employment protection (most likely employer will be meant) are also not reflected in the further description of the program. (*Standards 1.1/1.2*)

The SER states that teaching and learning are focused on encouraging active learning through case studies, project work, problem-based learning, and simulated learning. Based on the discussion with the faculty and bachelor graduates, this appears credible and corresponds to current didactic concepts. The elements are well described in the SER, p. 17 f. (*Standard 1.3*)

The presentation of *Standard 1.4* refers to the creation process and implementation process rather than recurring processes. *Standard 1.5 staff and students comply with internal regulations* is comprehensible. *Standard 1.6 regularly review* describes processes and also elements that are monitored.

Standard	Compliance	
	Yes	No
<i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i>	part.	
<i>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.</i>		X
<i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i>	part.	
<i>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.</i>	X	
<i>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.</i>	X	
<i>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.</i>	X	

**Compliance level:** Partially compliant



### **ET recommendations:**

1. *ET recommends a detailed revision of the decision-making rationale and its presentation in the mission.*
2. *ET has fundamental doubts about the selected industry focus's ability to contribute to the region substantially. ET therefore strongly recommends questioning the basic orientation.*

### **2.2. Quality management**

In general, the essential quality management processes are established, like regular evaluation of teaching quality and inclusion of external perspective through an established Industry-Council. Ongoing training is also regularly offered during the SV online teaching seminar, and research methods training was mentioned.

The faculty did great in managing COVID19 crises, no courses were dropped, and the management mentioned that all courses in the bachelor program were executed, and the whole faculty received training. Regarding the future of teaching, the management team and faculty members were quite conservative, and the ET had the impression that after COVID19, teaching could look like before COVID19. The perspective changed through the open and ongoing discussion during the different meetings. Nevertheless, a strategic plan for teaching post COVID19 is not existing.

Unfortunately, the quality of the SER is not sufficient, and all standards are described in a very generic way and offer not how quality management processes are part of the ongoing faculty and program development. The ET has the impression that the section was jointly developed by the dean, the heads of the study program and the quality management representatives. Quality management is a joint responsibility, which should be reflected in the SER.

In section *Standard 2.1*, numerous bodies are mentioned, but not how and if the self-assessment of all staff members is ensured. Apart from this improvement process is also not described.

*Standard 2.2*. cites the improvement plan as an ongoing process but does not describe what and when it is evaluated, and how the individual results are incorporated into the personal and team planning. Unfortunately, the descriptions are not sufficient in the current level of depth.



The section on *Standard 2.3.* also refers to the Quality Guidelines but does not present the what and the how. The section on *Standard 2.4.* describes student assessment procedures, procedures for continuous program monitoring, program evaluation procedures, staff development issues, and facilities. The selected components are relevant, but it is very generic and not linked to the faculty of law or do not offer concrete examples from the faculty of law or the existing bachelor of laws program.

In the section quality assurance processes and continuous improvement several steps are listed: “(1) *Stakeholder Engagement*, (2) *Faculty Strategy and Plans*, (3) *Faculty Management*, (4) *Teaching, Learning, and Research*, (5) *Practice Faculty Human Resources and Staff Development*, (6) *Public Information*.” (SER, p. 32). Based on these steps, an improvement plan for the next year is developed. SER provides no further details about what and how it is measured, how it is measured and how the results are incorporated into the ongoing development. During the SV, management presented two examples for this process, training for online teaching and methodology in research. ET respects the competencies of the faculty, but there is a high need for a more detailed description in the SER.

The institution conducts regular surveys with students, staff and stakeholders. (p. 32), but it is not described how they are made publicly available. (*Standard 2.6.*)

In section *Standard 2.7.* it is primarily referred to the three-year program evaluation, which is insufficient, a more elaborated ongoing development is needed. *Standard 2.7* and *2.8.* are also described in a very generic way.

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.		X
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.		X
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	part	



<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	part	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.		X
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.		X
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	part	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	part	

**Compliance level:** Non-compliant

**ET recommendations:**

1. *ET highly recommends a substantial revision of the section quality management by the dean and the heads of the study program(s) in strong collaboration with the quality management.*
2. *ET recommends establishing a strategic task force for the future of teaching after COVID 19.*
3. *ET recommends intensive discussion and development of mixed teaching methods (online, hybrid, in-class) and highly recommends designing an overall concept per semester and not delegating to the individual lecturer.*
4. *ET recommends rigorous evaluation of student's expectations for future teaching through surveys, focus groups and interviews and detailed evaluation of online teaching*
5. *ET recommends further online teaching training and ensuring that all faculty members have attended a least a one-day training.*



6. *ET recommends testing further possibilities for interactive online teaching through the combination of break-out rooms and online whiteboards like Miro, Mural, Conceptboard or similar tools.*
7. *ET recommends designing hybrid scenarios for the winter semester 2021.*
8. *ET recommends evaluating internal regulations about ensuring the possibilities of synchronous interactive online teaching, online examination etc., for post COVID19 mixed scenarios.*

### 2.3. Academic staff

An Overview table is offered in the SER; the high administration percentage is unusual and should be changed by management. The discussion during the meeting was very positive, with passion and willingness to further develop the faculty and the curriculum. The ET thanks all participants for the open, critical and appreciative discussion.

The quality of the SER and the further documents is insufficient. The CV folder contains CVs, which are not mentioned in SER, whilst CV files of staff members mentioned in the SER are missing.

The main problem is the lack of expertise and competencies in the domain of intellectual property, which is reflected in the following two tables.

Name	Qualification	Expertise based on publications and lecturing	Expertise in Civil Law and Property Law
<b>Arif Riza</b>	PhD	Senior Scientist with high expertise in criminal law, no experience in civil law or intellectual property law	No expertise
<b>Armend Podvorica</b>	PhD	Senior Scientist with high expertise in public law and legislation drafting	No expertise
<b>Halim Bajraktari</b>	PhD	Senior Scientist with high expertise in the area of human rights, criminal law; and additional expertise in private law and one publication about ownership of copyright	Second or third field of expertise

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<b>Dardan Vuniqi</b>	PhD	Junior Scientist, teaching assistant in the area of constitutional and administrative law and coordinator of legal clinic;	No expertise
<b>Muharrem Faiku</b>	PhD	CV file was broken; Online CV offers limited insights, no publications; lectures in the civil law domain	Expertise in civil law, no in-depth expertise in intellectual property law
<b>Berat Aqifi</b>		Senior Scientist, with high expertise in civil law, additional experience in teaching public law	High expertise in Civil law; no expertise in

#### Part-time

Name	Qualification	Expertise based on publications and lecturing	Expertise in Civil Law and Property Law
<b>Ardian Emini</b>	PhD	No information on the website	No expertise
<b>Samedin Krrabaj</b>	PhD	Data scientist expert	No expertise
<b>Kushtrim Braha</b>	PhD	PhD. in economics and management	No expertise
<b>Orhan Çeku</b>	PhD	Particular interest in the field of Criminalistics, Criminology, Cybercrime, Victimology and Security	No expertise

Further CVs have been provided:

- Driola Susuri, Junior Scientist, Master in constitutional and administrative law
- Kadri Kryeziu, Senior Expert, high expertise in the field of constitutional law and Human Rights
- Kastriote Vlahna, Junior Expert, expertise in civil law and one publication in copyright law
- Safet Krasnqi, Expert in penal law
- Simeana Beshi, Expert in tax law



Civil law and especially the capabilities in property law are limited. ET is aware that accreditation is needed for hiring new personal; however, the current law faculty, which is about 50 scientists, needs to establish higher competence before starting the accreditation process; at least a roadmap could be developed, which demonstrates a research focus in this area for establishing the required internal know-how. Especially staff development plan could reveal severity through PhD thesis or qualification agreements for assistant professors.

The SER delivers limited information and the quality needs to be improved. The main concern is the missing qualification of the current faculty in the field of intellectual property.

Standards	Compliance	
	Yes	No
<i>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.</i>	part	
<i>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.</i>	part	
<i>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.</i>	part	
<i>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.</i>	part	
<i>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.</i>	part	
<i>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</i>	part	
<i>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.</i>	part	
<i>Standard 3.8. Academic staff evaluation is conducted regularly at least through self- evaluation, students, peer and superiors' evaluations, and</i>	part	



<i>occur on a formal basis at least once each year. The results of the evaluation are made publicly available.</i>		
<i>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.</i>	part	
<i>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.</i>	part	

**Compliance level:** Non-compliant

**ET recommendations:**

1. The ET highly recommends developing a staff and research development roadmap which systematically creates competencies in the field of a potential master program;
2. The ET recommends incorporating digital-related topics, like GDPR, Digital Service Act or Data Governance or at least analyzing current programs at the intersection of law, innovation and technology.

**2.4. Educational process content**

The current proposal is a one-year master for primary bachelor in laws graduates, which is quite common. During the SV it was mentioned that the program is also open to graduates with alternative backgrounds, which is critical. First typical graduates from other disciplines usually have a bachelor e degree with six semester and 180 credits; in combination with the one-year master, they would not be eligible for PhD studies. And secondly, the knowledge gap is too big within the study group for a specialist law program.

The content of the SER is quite limited, with very brief and generic answers concerning the standards. The curriculum itself is pretty old-fashioned regarding the current digital developments; it includes almost no digital or technology-related content, only a very generic optional IT-Law course, which also seems to be taught in the bachelor program. More and more essential topics like intellectual property law in the field of software, digital cloud services or data are not covered by the program. The subjects do not deliver an overall arching concept.

In combination with the current missing expertise in the faculty, the whole program should be revised entirely. As a starting point, an analysis of existing leading programs should be started, e.g., KU Leuven's Advanced Master in IP & IT Law. The University of Prizren covers computer science, and this combination should be strategically used.



*Standard 4.1* cites “Digital Ownership”, which is not covered through the current courses. *Standard 4.2 National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area* are not met; the courses are often taught in law bachelors programs and therefore a repetition – a one-year specialized program must provide much more in-depth content and methodologically much more vital conceptualization elements. *Standard 4.3* a logical flow is not comprehensible, and some courses seem arbitrarily selected. Syllabi are provided, but the quality is inadequate, the structure of the syllabi is not consistent; the overall impression is that the content has been copied from existing programs. *Standard 4.4. Standard 4.5 language of instruction* is mentioned that it is not applicable, due to the current development and the political rapprochement with the EU and the associated legal implications, ET highly recommends training in English language and teaching at least one or two subjects in English language.

Standards	Compliance	
	Yes	No
<i>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.</i>		X
<i>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.</i>		X
<i>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.</i>		X
<i>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</i>		X



<i>each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.</i>		
<i>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.</i>	(X)	
<i>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.</i>	part	
<i>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.</i>	part	
<i>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.</i>	X	
<i>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.</i>	part	
<i>Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or students inconsistently assessed.</i>	X	
<i>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 ECTS 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.</i>	X	
<i>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.</i>	X	

**Compliance level:** Non-compliant



**ET recommendations:**

1. *The ET highly recommends analysis of existing leading programs that combine current worldwide digital developments, which have been accelerated through COV119 and are now penetrating all business sectors, e.g., KU Leuven's Advanced Master IP & IT Law. The University of Prizren covers computer science, which would be a tremendous strategic opportunity.*
2. *The ET Highly recommends developing an overarching study program concept that reflects how the courses contribute to the program goals.*
3. *The ET highly recommends enrolment only for bachelor of laws graduates or a at least a 30 credits bridge semester; preferable would be a complete one-year program as a requirement for non-law bachelor graduates.*
4. *Due to the current development and the political rapprochement with the EU and the associated legal implications, ET highly recommends training in English language and teaching at least one or two subjects in English language.*
5. *The ET highly recommends increasing the quality of the course description (Syllabi).*

**2.5. Students**

The discussion with the law-bachelor graduates was refreshing and inspiring; two of the students spoke fluently English and were highly reflective. Overall, they highlighted the high level of practical orientation, the availability and responsiveness of lectors. They would highly appreciate a law master program and would be interested in studying the program. The typical university processes and the inclusion into decision-making processes are established; they appreciate to be heard. They see potential in improving facilities and would appreciate it if the examinations could be distributed over the semester.

During the SV, it was unclear if students with non-law-degrees are eligible for enrolment in the program; refer to recommendation 3 chapter 2.4. The SER offers mixed information, but finally, the ET concludes that it is a pure consecutive law master program for law graduates only.

<i>Standard</i>	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 organising 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.	X	
<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:** Substantially compliant

**ET recommendations:**

- ET recommends checking to what extent the exams could be spread over the semester.*

**2.6. Research**

The faculty members have an overall good track record in their respective fields, but limited research in civil law and almost no papers in the field of intellectual property right, as



mentioned in chapter 2.4 *Educational process content*. From the perspective of the expert's opinion and experience, one of the most critical standards is not fulfilled. (*Standard 6.4*) Therefore, Standards 6.6, 6.7 and 6.8 are fulfilled from their personal research perspective but not in the respective field of the program.

*Standard 6.3* is not sufficiently documented; the SER provides a bullet point list, which seems to be copied from other reports. In the SER, international journals are mentioned, referring to Scopus and Web of Science; this is in the field of law rather untypical. Typical legal research is published in local and regional law journals, which are not mentioned at all. Conferences are mentioned but not the specific focus.

A very similar impression has the ET about the inclusion of students into the research process; during the SV, ET tried several times to determine how students are included, especially master students have the potential for substantial research. An overarching research concept is missing. The description of the standards is well-written but provides no information on the field of law and seems to be copied from a different report. (*Standard 6.9 and 6.11*)

Standards	Compliance	
	Yes	No
<i>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.</i>	X	
<i>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.</i>	X	
<i>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.</i>		X
<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>		X
<i>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.</i>		X*



<i>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.</i>		X*
<i>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.</i>		X*
<i>Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.</i>		X*
<i>Standard 6.9. 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.</i>		X
<i>Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i>	X	
<i>Standard 6.11. Students are engaged in research projects and other activities.</i>		X

The standards marked with an asterisk\* are fulfilled from their personal research perspective but not in the respective field of the program.

**Compliance level:** Non-compliant

**ET recommendations:**

- 1. ET highly recommends developing a research focus in the law faculty before submitting a program for accreditation.*
- 2. ET highly recommends developing an overarching research concept for the master program, which ensures including (at least some of) students in the research process.*
- 3. ET highly recommends jointly writing and developing the SER between the faculty and the quality management for establishing a solid link to the program.*

**2.7. Infrastructure and resources**

ET thanks the campus for providing the video and congratulates Management on the significant improvements to the facilities.

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



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<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	
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**Compliance level:** Fully compliant

**ET recommendations:**

- 1. ET highly recommends reflecting on the future of teaching and working (on-campus/online/hybrid) and the impact on the needs of the campus in the future.*



### 3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

ET thanks for the open discussion and recommends using the existing high potential of the faculty to develop a strong research focus as a strong fundament for future master programs.

ET would like to congratulate the entire team for successfully mastering the COVID19 crisis. On this basis, the strategic question of the future of teaching now needs to be addressed and not to return too quickly to the mode before COVID19. ET recommends looking at this question as an opportunity, e.g., developing mixed models; discussing entirely online models for employed students; or acceptance testing through offering the same content in two different didactic models.

#### ***ET response to the comments by University Ukshin Hoti***

*A discussion on the individual standards can always be possessed, and further arguments should be considered. However, in this particular case, ET asks for an understanding of the final evaluation result due to three fundamental considerations.*

*Firstly, the SER has fundamental weaknesses; particularly, the context of the specific programme and the faculty is often missing. General standards need to be put into the context of the programme and outlined in the SER; this was unfortunately not the case in many sections of the report. The requirements for self-evaluation have been continuously elaborated in the last few years; an appropriate quality can now only be achieved through close cooperation between members of the faculty and quality management.*

*Secondly, the individual faculty members are highly qualified scholars, but unfortunately not in the respective field of the program.*

*As a legal informatics and information law researcher, the ET has a digitisation lens on the respective issues. Still, it needs to be noted that the recommendation for a more advanced curriculum is not crucial; it is an opportunity space. The third main issue is the lack of European Union law, which is highly critical in the field of intellectual property law.*

*I request the valued colleagues to reflect openly and seriously on these three major issues.*



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*In conclusion, the Expert Team considers that the study program LLM Intellectual Property Law offered by University “Ukshin Hoti” in Prizren is non-compliant with the standards included in the KAA Accreditation manual and, therefore, recommends not to accredit the study program.*

**Expert Team**

**Peter Parycek**

**27.04.2021**

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(Signature)

(Print Name)

(Date)