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Republika Kosova - Republic of Kosovo



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

***UNIVERSITY OF MITROVICA “ISA BOLETINI”
LAW PROGRAM***

RE-ACCREDITATION)

**FINAL
REPORT OF THE EXPERT TEAM**

Mitrovica, 22.03.2021



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1. INTRODUCTION

1.1. Context

Date of site visit: 22.03.2021

Expert Team (ET) members:

- *Prof. Dr. Peter Parycek, Danube University Krems, Austria*

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)*

Criteria used for program evaluation:

- *Accreditation-Manual KAA*



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1.2. Site visit schedule

09.00 – 09.40	Meeting with the management of the institution
09.45 – 10:45	Meeting with the heads of the study programme
10:50 – 11:30	Meeting with quality assurance representatives and administrative staff
11:30 – 12:20	Meeting with the teaching staff
12:20 – 13:00	Meeting with students
13:00 – 13:45	Lunch break
13:45 – 14.25	Meeting with graduates
14:30 – 15.10	Meeting with employers of graduates and external stakeholders
15:10 – 15.20	Internal meeting – Expert Team and KAA
15:20 – 15.30	Closing meeting with the management of the institution



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

*The **Vision** of the University of Mitrovica “Isa Boletini” (hereinafter UMIB) is to be a leading Higher Education Institution in the region, in education and scientific research and in preparing competitive professionals in areas unique to Kosovo and the region, in order to meet the requirements of the present and project the needs of the future, for the scientific-academic needs, the needs of the market economy, and institutional and diplomacy needs, focused on sustainable development and social welfare. (SER, p. 5)*

*The **Mission** of the University of Mitrovica “Isa Boletini” is to provide relevant and high-quality higher education for the preparation of cadres in unique fields for the labor market in Kosovo, region and beyond, committed to developing research, professional projects, professional advising, and to serve better on sustainable development, wellbeing, and social advancement. (SER, p. 5)*

*According to the Provisional Statute, approved by the Ministry of Education, Science and Technology, within the University of Mitrovica “Isa Boletini” (UMIB) **operates six faculties**: Faculty of Geosciences (FGS), Faculty of Food Technology (FFT), Faculty of Mechanical and Computer Engineering (FMCE), Faculty of Law (FL), Faculty of Economics (FE) and Faculty of Education (FE). Within these faculties, the total number of programs accredited at UMIB until September 2020 was 20 study programs at two levels: Bachelor and Master. A total of 127 professors and assistants are engaged in the teaching process at UMIB. Of them 102 are full-time professors and 25 contracted professors (part time): Of the full-time professors, 21 are full professors, 22 associate professors, 29 assistant professors, 29 assistants and 1 teacher. The ratio professor-students ratio in UMIB, for this academic year is 1:16. (SER, p. 6)*

*The **Faculty of Law of the University of Mitrovica “Isa Boletini”** was established on 04.07.2014, with decision no. 548/14, dated 04.07.2014, issued by the State Quality Council (SQC) of the Kosovo Accreditation Agency, respectively with the decision which improves the preliminary decision no. 165115, dated 17.03.2015. (SER, p. 13)*

*The Law Faculty operates in the space of the central campus at the University of Mitrovica “Isa Boletini”. Studies in this **program** are organised in one direction (**General Law**) for 7 (seven) semesters, while in the 8th (eighth) semester allowing students to profile in any of these modules: Public Law; Private Law. (SER p. 14)*

*According to **the labour market analysis**, conducted by many public entities (Agency of Statistics) and entities with non-governmental character, the requirements for legal*



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professionals, and their employment rate is satisfactory. If, for example, we see the study of ALLED II - Program “Harmonisation of Education and Training with the Needs of Labour Market”, funded by the European Union (EU) and the Austrian Development Cooperation (ADC), implemented by the Austrian Development Agency (ADA), the number of employees in all positions in the country, from the field of jurisprudence (law), reaches 50%. (SER, p. 17)

ET, thanks for the excellent organisation of the Online SV and the open discussion with all participants. COVID 19 is a challenge for the higher education sector, but also a perfect 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 taught on campus. In general, ET recommends analysing these experiences in detail and also collecting the expectations of the students. Future students will likely expect a good mix of asynchronous online content, synchronous online instruction, and traditional on-campus instruction. Especially for employed students, this will play an increasingly important role in their choice; the actual location of the university will play a secondary role. The critical challenge now is to build on the experience and derive strategic decisions from it.

Recommendation:

- *ET recommends analysing these experiences in detail and also collecting the expectations of the students. Future students will likely expect a good mix of asynchronous online content, synchronous online instruction, and traditional on-campus instruction. Especially for employed students, this will play an increasingly important role in their choice; the actual location of the university will play a secondary role. The critical challenge now is to build on the experience and derive strategic decisions from it.*



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

COVID 19 was a challenge concerning hardware, software and academic staff training. UMIT and the law faculty initiated staff member training, and they were able to teach all classes. Also, students have been trained for online learning. Heads of the study program evaluated the achievement of learning outcomes and constantly adapted to increase online engagement. The final exams were organised on campus. Soon, they will develop a well-balanced mix of in-class and online training.

The working conditions have been massively improved; the old campus was in an old engine fabric, with broken windows and pollution issues; so, the teaching and working circumstances were challenging. They moved to a new building on a campus of 18000 square meters, a new library courtroom.

The faculty has improved; two new full professors and two staff members have been promoted to Associate Professors. 60% of UMBI students are employed, and students are attending student international exchange programs.

*“.. through a software, designed by Prof. Januzaj (part of his doctoral dissertation), has measured his program with the needs of the labour market, in which case it turns out that the curriculum of the LF program fits to 69% of the labour market measure.”
(SER, p. 18)*

The overarching didactic and research concept is based on the national framework. It is part of the curriculum development and incorporates practical issues, like legal clinics and exercises. And the research concept focuses on research cooperation with students. (p. 23)

National and international training has been conducted, e.g. with the University of Ohio. During the meeting, the training on drafting a teaching syllabus and training in online teaching was highlighted.

UMIB established a graduate office and alumni training; alumni can attend courses and update their knowledge through a platform. They further founded working and training groups, created lectures with judges and prosecutors, and students were successful in national law competitions.



Raise research funds, two research fund streams, one by the university and one by the ministry of education. The faculty was able to establish different cooperation with Croatia, Max Plank Institute,

Law faculty developed a mission through the participation of students, graduates and public society. The final draft has been approved through the Council. The SER provides numerous digital sources for the different drafting stages. ET congratulates on the participation and development process. (Standard 1.1) The inclusion of external stakeholders could or should be highlighted. (Standard 1.2)

Based on the evaluation, the faculty of law, in cooperation with quality office training, are organised. The learning outcomes are discussed once an academic year with students. Law faculty provided training on the European Credit Transfer System (ECTS) and designing syllabus for faculty members.

Law faculty provided insights into their defined overarching didactic and research concept (SER, p. 23 and Strategic Plan Document). The quality of the documents and documentation is relatively high, but the number of guidelines is high. UMIB developed 33 different guidelines and acts, which is a pretty high number. (Standard 1.3) It is noted in the SER that these guidelines are also repeatedly addressed in the various meetings. For the students, however, a condensed summary could be beneficial.

Standard	Compliance	
	Yes	No
<i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i>	X	
<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>	X	
<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: Fully compliant

ET recommendations:

- 1. ET recommends establishing a strategic task force for the future of teaching after COVID 19.*
- 2. 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.*
- 3. ET recommends developing a document with the essential rules for ethical conduct for students and evaluating if guidelines and acts could be reduced, at least for students.*

2.2. Quality management

The quality management processes are described in a concise way and provide additional links to further documents for each standard in a very transparent way. The brief sections provide strong links, examples to the law faculty and the program. All standards are addressed and provide a clear overview.

Quality assurance delivers different indicators and instruments. An action plan is developed by quality assurance and the dean based on the evaluation results. (p. 31) Based on the discussion, no inefficient have been evaluated. The ET had the impression that the standards are also practised, and most of the elements were mentioned during the different meetings with academic staff members, students and graduates. In the meetings with management and academic staff, several general recommendations were mentioned, e.g., the necessity of increasing MoU, improving the library or student evaluation forms or improving foreign languages for academic staff.



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

Compliance level: Fully compliant

All KAA standards are fully compliant; nevertheless, the ET recommends focusing on one of the most critical strategy questions: the future of teaching. The quality management office has a curial role in developing and questioning the future of teaching by laying the foundations with quantitative and quantitative analyses of online teaching and student expectations.

ET recommendations:



1. *ET recommends rigorous evaluation of student's expectations for future teaching through surveys, focus groups and interviews and detailed evaluation of online teaching.*
2. *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.*
3. *ET recommends designing hybrid scenarios for the winter semester 2021.*
4. *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

The exchange during the meeting was quite good and inspiring. The SER offers consistent information about the Faculty, and the CVs are fully corresponding with the presented data of the SER. The faculty is a good mixture of senior and junior scientist and lecturer. All of them cover courses and subjects of their research focus and or their professional background. The following table is based on the available information and reflects the well-selected faculty:

Name	Study Subject	Expertise in the respective study subject based on academic degree, publications and lecturing	Exp	Pub
Agron Beka	Criminal law	Senior scientist, published several books and papers in the related area	Yes	Yes
Islam Qerimi	Criminal law	Senior scientist with remarkable publication list, with at least 3 publications 2020	Yes	Yes
Halil Bajrami	Economy	Senior scientist I the field of business management and economics, last papers published 2019	Yes	Part
Përparim Gruda	Constitutional & administrative law	Senior scientist with good publication list, last two publications in 2018	Yes	Part
Arta Dauti	Civil law	Junior scientist, published two papers in 2020 in the field of civil law	Yes	Yes
Mimoza Aliu	Civil law	Junior scientist, published in national journals one in 2018 and one 2019	Yes	Yes
Zahir Çerkini	Constitutional & administrative law	Junior scientist with a quite good publication list based on academic years, last publication 2020.	Yes	Yes
Arbnor Ajeti	Civil law	Junior scientist, published at least two papers in civil procedure law; attended a high number of training.	Yes	Yes
Besnik Murati	International law	Professional expert in the field of mediation, published several papers, last paper 2017	Yes	No



Xhemajl Veliqi	Criminal law	Phd Candidate, with two publications, last on 2018	Yes	Part
Beqir Sadikaj	Legal sociology	Senior scientist with experience in publishing, last publication was a while ago.	Yes	No
Bashkim Preteni	Civil law	Junior scientist with a quite good publication list based on academic years, last publication 2021.	Yes	Yes
Ylber Januzaj	Computing	Senior scientist with a good publication list, last publication 2019	Yes	Yes
Milaim Mehmeti	Economy	Junior scientist in the field of economy, last publication 2019	Yes	Yes

The publication output could be a bit higher but is appropriate under the given circumstances, and some members of the faculty are developing tremendous output and have high potential.

One weakness is the inclusion of students into the research process, which is challenging in a bachelor program, especially if no thesis is required. As already mentioned during the SV discussion, it was impossible to find out how it is done in practice. Research integration is an important issue and standard, and it potentially improves the research output.

The support for personal development is given and was not criticized during the meeting. In the SER and also during the SV, special training has been highlighted: Legal Pedagogy Training from Northern Ohio University is quite remarkable, and the training on syllabus drafting methodology are positive developments. (Standard 3.6)

In the meetings, it was not possible to work out concrete examples to further develop the teaching strategies. For the area of quality of learning material, it was stated that EU content and legislation were translated. This example, in particular, is disappointing because the English language is becoming increasingly important for graduates and the law faculty due to the numerous EU regulations, which lawyers will have to deal with in the near future. (Standard 3.9)

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,</i>	X	



<i>workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.</i>		
<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>	X	
<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>	X	
<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>	X	
<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>	X	
<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>	X	
<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>	X	
<i>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.</i>	X	
<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>	X	

Compliance level: Fully compliant

ET recommendations:

- ET recommends providing one or two concrete brief described examples of improvements and changes, e.g., Standard 3.9.*

2.4. Educational process content



The quality of the SER is generally very high, and the presentation of the study programme is also stringent in itself.

Students, alumni, potential employers, public institutions and other stakeholders were involved in the programme development. The SER emphasises that it is an independent and unique programme. Knowing the usual BA law programmes at other institutions, the programme's core is still very traditional. The typical clustering of core law topics in the third semester is the same as in all other programmes in the country.

A positive highlight is the curriculum comparison with the University of Zagreb, University of Sarajevo, University of Ljubljana, Maastricht University and Freie University - Berlin. (SER p. 63). The conservative curriculum is reflected in the comparison result: the highest consensus is given with the curriculum of the University of Sarajevo with 83.6% and the least with the programme of the Free University of Berlin with 63.93%. (p. 66)

Nevertheless, the program only contains one EU law course. There are no other courses with European law, not even electives, which is incomprehensible given the aspired EU accession. The Kosovar legal system faces a massive transformation, which must be carried out before becoming an EU-Member state.

With EU membership, there is also a need for excellent English skills, which are generally not very well developed in the region, as was unfortunately also shown in the online SV; none of the meetings could be held in English. There is NOT a single English course in the curricula itself; what can be found is an elective "Foreign Language I" and "Foreign Language II" in the first two semesters.

The ever-increasing digitalisation of law is also not reflected in the programme, with only one elective on internet law in the fourth semester.

Because of the imminent EU-Membership, it is irresponsible not to include more elements in the very traditional curriculum and not to introduce English as a compulsory subject.

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>	partly*	
<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>	partly*	
<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>	partly*	
<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 each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.</i>	partly*	
<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>	X	
<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>	X	
<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>	X	
<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 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.</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/organizations/practical training units.</i>	X	

** In respect to the EU-Membership preparations, it is critical not to include more elements in the very traditional curriculum. And within the respective subjects/syllabi, there is also modest or no EU relevant content at all.*

Compliance level: Substantially compliant

ET recommendations:

- *ET strongly recommends modernizing the program and orienting it towards leading European programs, e.g. TalTech.*
- *ET strongly recommends increasing EU content in the program.*
- *ET strongly recommends increasing EU content within respective courses.*
- *ET strongly recommends introducing English as a compulsory subject. The English language is necessary for analyzing the EU legal framework and international student exchange, which is one of the main improvements repeatedly raised by students.*
- *ET strongly recommends teaching two to three courses in English to apply the language and create exchange opportunities for incoming Erasmus students.*
- *ET recommends strengthening IT Law and making the course compulsory.*



2.5. Students

Both students and graduates are delighted with the faculty and the individual staff members. They emphasised that their opinions are taken into account and integrated into decision-making processes; explicitly, the strategy process and program development process was mentioned. During the COVID19 crisis, students were involved in the decision-making processes, and they also actively support the university.

The switch to online classes worked very well, and almost all courses were held.

One of the students is a member of the quality assessment committee. Quality results are published on the university's website; in the case of negative feedback, the integrity of the staff members is always preserved.

The SER offers comprehensive and valuable information for the standards, and numerous additional detailed documents are online available.

<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: Fully compliant

2.6. Research

The SER offers detailed information and additional documents for covering the research standards. The research development plan (Appendix 6.1.1.) is complex with concrete results, indicators and concrete measures. The documents quality confirms the excellent work of the quality management of the faculty and the university.

Regarding the research plan, the biggest shortcoming is the lack of research focus; a dedicated research focus for the faculty is missing. Research is conducted through individual initiatives and less through joint research activities within the faculty or together with students. The second shortcoming is the lack of internal cooperation; unfortunately, there are no cross-faculty research projects, which would be a great opportunity, mainly because UMIB also has further faculties, like mechanical and computer engineering of food technology or economics. A minor aspect is the high numbers of research objectives in the research strategy, sometimes less is more.

The faculty members have an overall good track record in their respective fields, as provided in this report's table in chapter 2.3 academic staff and the SER p. 94f. Almost all faculty members have fulfilled the designated minimum of one publication within the last three years. UMIBI expanded the relevant publication platforms by a decision of the senate; in the case of the law faculty, this step is justifiable because, in the field of law, the national and regional



journals are the usual venues for publications; because of their focus on the Albanian language, these journals are often not listed on Web of Science, Scopus or WorldCat.

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 recognised as research, consistent with international standards and established norms in the field of study of the program.</i>		
<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>	part	
<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 commercialisation of ideas developed by staff and students.</i>	X	
<i>Standard 6.11. Students are engaged in research projects and other activities.</i>	X	



Compliance level: Substantially compliant

ET recommendations:

1. *ET highly recommends developing research focal points.*
2. *ET highly recommends establishing cross-faculty research by the faculty*
3. *ET highly recommends establishing cross-faculty funded projects and research groups by UMBI.*
4. *ET recommends evaluating to establish a design school similar to the D-School at Stanford University to bring students from different faculties together in a design course to solve problems in a prototypical way.*
5. *ET recommends expanding the funded teaching research projects.*

2.7. Infrastructure and resources

Infrastructure has been improved considerably in recent years. The documentation of the necessary standards is also excellent in this section.

<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 utilisation licence;	X	



d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		
<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	
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

ET recommendations:

1. *ET recommends continuing the improvement of the online library and online access.*
2. *ET recommends evaluating joined agreements with other higher education institutions for journal paper access.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

ET congratulates to the high standards of quality management, documentation and transparency. Unfortunately, the online conversations and the flow of discussion have suffered greatly due to the need for translation throughout. ET recommends improving English language skills or using professional interpreters.



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Kosovo Accreditation Agency

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.

In conclusion, the Expert Team considers that the study program Bachelor of Laws (LL.B.) offered by University of Mitrovica is substantially compliant with the standards included in the KAA Accreditation manual and, therefore, recommends to accredit the study program for a duration of 3 years with a number of 80 students to be enrolled in the program.

Expert Team

Chair

(Signature)

(Print Name)

(Date)

Member

(Signature)

(Print Name)

(Date)

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Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Member

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