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UBT College

LLM in Civil Law and Property Rights, 60 ECTS
(re-accreditation)

REPORT OF THE EXPERT TEAM



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INTRODUCTION

1.1. Context

Date of site visit: 09.06.2022

Expert Team (ET) members:

- Professor Stephen Shute, University of Sussex, Brighton, England
(At the last minute, the student member, Horia-Şerban Onita, was, for good reasons which were beyond his control, unable to join the Expert Team.)

Coordinators from Kosovo Accreditation Agency (KAA):

- Shkelzen Gerxhaliu
- Flamur Abazaj

Sources of information for the Report:

- Self-Evaluation Report
- Staff CVs
- Syllabus
- Interviews During the Site Visit
- University Web-pages
- KAA Accreditation Manual

Additional requested documents:

- Accreditation Assessment Reports from Previous Evaluation

Criteria used for institutional and programme evaluations

- Mission, objectives and administration
- Quality management
- Academic staff
- Educational process
- Students
- Research



- Infrastructure and resources

1.2. Site visit schedule

The Expert Team had a series of online meetings with staff, students, graduates, and employers and stakeholders at UBT College on Thursday 9 June 2022. The meeting with senior members of the Faculty of Law included the Dean and the Vice-Dean. The schedule of the meetings was as follows:

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	
10:40 – 11:40	Meeting with the heads of the study programme	
11:40 – 12:25	Lunch break (provided at the evaluation site)	
12:25 – 13:10	Meeting with teaching staff	
13:15 – 14:00	Meeting with students	
14:05 – 14:50	Meeting with graduates	
14:55 – 15:40	Meeting with employers of graduates and external stakeholders	
15:40 – 15:50	Internal meeting of KAA staff and experts	
15:50 – 16:00	Closing meeting with the management of the faculty and program	



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1.3. A brief overview of the institution under evaluation

Established in Pristina in 2004 by Professor Dr Edmond Hajrizi, UBT College is accredited by the Kosovo Accreditation Agency. It also has branches in other cities in Kosovo. It has been through various external institutional and programme accreditation processes. Its philosophy is to offer internationally competitive programmes in higher education and lifelong learning. Its programmes are demand led. They cover areas such as law, political science, media and communication, mechatronics, energy efficiency, medical sciences, integrated design, International and European studies, economics, public policy, and medicine.

The institution's strategy is based on integrating academic excellence with entrepreneurial education. It is committed to student and staff mobility and follows developments in the European Union, including Erasmus+. It is also involved in the Western Balkans Research and Innovation Initiative.

The Masters programme in Civil Law and Property Rights is a specialist programme which is designed to provide students with a solid general theoretical understanding of property law (including intellectual property law), international trade law, and human rights law. It seeks to develop the critical thinking and research skills of the students. It is designed to ensure that the next generation of lawyers in Kosovo and in the broader region have the necessary practical skills to succeed in a competitive employment market and support the Kosovo economy. The programme builds on the Bachelor programme and is centred on enhancing the career prospects of its graduates, whether they work for government agencies, private law firms, or corporations, or as sole practitioners.

At this point, the Expert Team would like to make a comment on the Self-Evaluation Report. The Report contained a lot of the relevant information and was crucial in enabling the Expert Team reach its conclusion that all the relevant accreditation standards were met. However, the document was far more repetitive than in needed to be and was not always as well-expressed as it should have been. For the next accreditation in three years' time, the Expert Team **recommends** that the Faculty of Law and UBT College takes much more care to make the Self-Evaluation Report better, both in terms of avoiding repetition and in terms of brevity and clarity of expression.

PROGRAMME EVALUATION

2.1 Mission, Objectives and Administration

The stated mission of the Study Programme is to educate professionals and leaders in the core areas of private law and produce professionals and leaders who can contribute to the advancement of the rule of law, economic growth, and sustainable development through innovative teaching and excellent research for the benefit of people and their communities. The Study Programme is designed to equip students with knowledge of the latest developments in the field and aims to prepare qualified lawyers to enter the labour market so that they can contribute rapidly to shaping legal policy and enhancing

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the functioning of the legal system in the Republic of Kosovo and beyond. It seeks to ensure that every student has an education which allows them to attain their career goals. There can be no doubt that Kosovo requires legal experts with these capabilities. Indeed, without these lawyers, it would be hard for Kosovo to continue to develop as a country.

The Study Programme has 10 learning outcomes: (i) develop a thorough critical understanding of the key areas of advanced private law; (ii) develop good knowledge of the laws which govern private law, inheritance law, family law, property law, and competition law; (iii) compare these laws with similar laws elsewhere; (iv) evaluate the sources of these laws; (v) develop a creative approach to understanding these laws; (vi) develop advanced knowledge of key specialist areas, such as the law of obligations, trade law, arbitration law, intellectual property law, the law governing notaries, and cadastral law; (vii) develop a thorough knowledge of institution structures and procedures in these areas; (viii) develop the skills needed to manage teams; (ix) develop analytical and problem-solving skills in these areas; and (x) develop the skills needed to conduct research in these areas.

The LLM in Civil Law and Property Rights consists of a total of 60 ECTS credits. Students are given the opportunity to demonstrate their competences, knowledge, and research skills through seminars, research projects, and practical work, as well by drafting their Master Theses.

UBT College seeks to provide a dynamic and innovative academic environment which both challenges and supports its students and its faculty and staff. Building on a tradition of teamwork, it is committed to being an 'active member of community' which is 'driven by teaching and research excellence, intellectual interaction and creativity'. It has a prominent place in the intellectual and cultural life of Kosovo and is a contributor to the growth and strategic development of both Kosovo and broader region.

The Self-Evaluation Report explains that the goals of the Study Programme for the Masters in Civil Law and Property Rights are fully in line with the overall Mission Statement of the Faculty of Law which is 'to educate qualified professionals who contribute to the advancement of rule of law, growth and sustainable development through many innovative processes, including an effective balance of learning outcomes, assessment, and learning activity that are designed to produce lawyers who are creative and open to new ideas'. This, in turn, is in line with the mission of UBT College which is to drive innovation and be a leading contributor to growth and strategic development in Kosovo by preparing leaders for the 21st century. **Standard 1.1** is thus **met**.

The first accreditation of this Study Programme was in 2019. Since then, it has continued to develop. The Self-Evaluation Report explains that relevant academic and professional advice was considered when the intended learning outcomes were developed. Together with the content and teaching methods, they are based on, and consistent with, the Kosovo Qualification Framework and the Framework for Qualifications of the European Higher Education Area. They 'enable students to critically understand the key theories, principles and conceptual knowledge (knowledge under NQF 7), develop creative responses to problems (skills under NQF 7), manage teams (competencies under



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NQF 7), and plan and execute a research project (skills under NQF 7)'. The advice of key stakeholders was taken during their development.

The Study Programme is designed so that 40 per cent of the curriculum consists of practical case studies, guest speakers, simulations, and critical reviews. Research is included through the Masters Thesis. A curriculum mapping process was completed in the academic year 2021-2022 through which assurance was provided that all the learning outcomes of the Study Programme are aligned to the teaching and methods of assessment.

Case studies, project work, problem-based learning, and simulated learning all help to ensure that students actively participate in their pedagogy and guest and visiting speakers from the industry are also an important part of the teaching and learning process. The emphasis throughout is on developing practical and industry-relevant knowledge. Each of the courses has a detailed syllabus and all the relevant material, including required and recommended reading and assessments requirements, is made available to students before the course starts. There are good staff-student ratios and small class teaching.

In sum, the learning outcomes of the Study Programme meet the skills and competencies of the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area and reports on the performance of the Study Programme are reviewed regularly and necessary action is taken. **Standard 1.2** is thus **met**.

Standard 1.3 is also **met**. As the Self-Evaluation Report explains, the Study Programme benefits from the requirement to write research papers and produce a piece of in-depth research for Thesis. Moreover, the curriculum is closely linked to practice and is appropriately constructed: there are activities which enable students to apply in practice the theoretical knowledge they have gained during their studies.

Standard 1.4 is **met**. The Study Programme conforms to the Law on Higher Education in Kosovo and to UBT College's own academic policies, guidelines, and regulations. As the Self-Evaluation Report explains, there are formal policies, guidelines, and regulations which deal with recurring procedural or academic issues. These are made publicly available to staff and students. The Statutes of UBT College regulate the Board, Academic Council, Steering Committees, Rector, Vice-Rector, and Deans. They also govern the organisation of the College, including its Faculties, Departments, Institutes, and Branches, degrees awarded, Study Programmes, and admissions.

Standard 1.5 is **met**. The Self-Evaluation Report explains that UBT College has a clear legal framework in the form of its Code of Ethics which staff and students must observe. The Code safeguards the values of equality, integrity, impartiality, freedom of expression, rights and responsibilities, dignity and respect, and academic freedom, and regulates both teaching and research. There is a right of appeal. The evidence available to the Expert Team suggested that staff and students complied with these internal regulations relating to ethical conduct in all academic and administrative activities.

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The Study Programme is monitored on a regular basis. The Self-Evaluation Report explains that a 'Faculty Performance Assessment Framework' is used to track delivery against key performance indicators. Overall, the Expert Team was satisfied, from what it saw, that all policies, regulations, terms of reference, and statements of responsibility relating to the management and delivery of the Study Programme were reviewed at least once every two years and amended as required in the light of changing circumstances. **Standard 1.6** is thus **met**.

The SWOT analysis observes that not all students read the regulations and policies which may need explanations and interpretation.

It is therefore **recommended** that UBT College considers asking its students to sign a document at the beginning of the course indicating they have read and understood these documents and provide instruction in class for students on what they entail.

It is also **recommended** that UBT College ensures that sufficient resources are available to allow for detailed and thorough quantitative and qualitative review of the Study Programme as the student numbers grow.

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The Study Programme mission is in compliance with the overall mission statement of the institution.	X	
<i>Standard 1.2.</i> 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	
<i>Standard 1.3.</i> The Study Programme has a well-defined overarching didactic and research concept.	X	
<i>Standard 1.4.</i> 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	
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	



<p><i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the programme are reviewed at least once every two years and amended as required in the light of changing circumstances.</p>	<p>X</p>	
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Compliance level: Fully compliant.

ET recommendations:

1. *It is recommended that UBT College considers asking its students to sign a document at the beginning of the course indicating they have read and understood the relevant Regulations and policies and provides instruction in class for students on what they entail.*
2. *It is recommended that UBT College ensures that sufficient resources are available to allow for detailed and thorough quantitative and qualitative review of the Study Programme as the student numbers grow.*

2.2 Quality Management

UBT College has internal regulations which define the quality assurance procedures for all Study Programmes within the College. There is a process of continuous improvement and development. All staff have some responsibility for quality assurance within the College. This includes the Governing Body, the Rector, the Academic Council, the Quality Committee, the dedicated Quality Assurance Manager, the Deans, the Faculty Quality Sub-Committee, the Faculty Quality Assurance Co-ordinator, and all academic staff and students.

The Quality Assurance Manual sets out the processes involved. A five-member Quality Sub-Committee has responsibility for quality at Faculty level for all Study Programmes. As the Self-Evaluation Paper explains, the primary role of the Sub-Committee is ‘to regulate and oversee the academic and administrative service evaluation, quality improvement, preparation and supervision of the self-evaluation process, and preparation for the external evaluation of College UBT’. It also compares delivery against performance indicators and constructs improvement plans.

The Quality Assurance Coordinator collects course evaluations from students and carries out quantitative and qualitative analysis. This Coordinator also carries out surveys with alumni and industry. The Expert Team was satisfied that all staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity. **Standard 2.1** is thus **met**.

Standards 2.2, 2.3, 2.4, and 2.5 are also **met**. The evaluation processes and planning for improvement are integrated into the normal planning processes. The Expert Team was satisfied that quality evaluations provide an overview of quality issues for the Study Programme as well as of the different components within it; that quality assurance processes deal with all aspects of Programme planning



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and delivery, including services and resources provided by other parts of the institution; and that the evaluations consider inputs, processes, and outputs, with particular attention given to learning outcomes for students. The Expert Team was further satisfied that the Quality Assurance processes ensure both that required standards are met and that there is continuing improvement in performance. Where possible assessments are carried out by more than one examiner, which is good practice.

Standard 2.6 is met. Survey data is collected from students, graduates, and employers, and the results of these evaluations are made publicly available. Questionnaires as tools for assessing quality are regularly and generally used and course evaluations by students are completed via Moodle. Survey data from students, staff, and stakeholders are gathered, stored, and processed in the institutional database. Statistical analysis is conducted to explore concerns, trends, and correlations.

In addition, **Standards 2.7** and **2.8** are **met**. The results of the internal Quality Assurance system are taken into consideration for further development of the Study Programme and this includes evaluation results, investigation of the student workload, academic success, and employment of graduates. The Self-Evaluation Report explains that the results of the internal quality assurance system are taken into account for further development of the Study Programme. There is a final Annual Faculty Self-Evaluation Report which is considered by the Quality Sub-Committee and the Faculty Council. This Report addresses improvement in teaching and learning; development of research and innovation; Faculty management and staff development; internationalisation and community service; and performance against KPIs. The Quality Management system not only secures quality but also nurtures innovation in teaching. There is also a rigorous course approval system. A regular periodic evaluation of Study Programmes is carried out by the Faculty once every three years. This fits with the external accreditation cycle. Programme learning outcomes, programme teaching, and learning methodology, assessment, and courses are reviewed, as are the outcomes for graduates. A consideration of the impact of the Study Programme on industry and the community forms part of the process, as does Programme self-evaluation, Programme strategy, and proposed revisions. The system is regulated by Standard Operating Procedures and may include external experts. The Quality Assurance arrangements for the Study Programme are also regularly evaluated and improved. The Self-Evaluation Report explains that UBT College ensures that reports on the overall quality of the Study Programme are prepared periodically (e.g., every three years) for consideration within the institution. Both strengths and weaknesses are examined.

However, the Expert Team had some reservations about the three-year cycle. While this fits with external accreditation, it is quite a long time to wait. The Expert Team, therefore, **recommends** that UBT college and the Faculty consider whether there is scope and resources to move to a two-year cycle for its periodic review of those Study Programmes which are still in an early phase of development; i.e., have been running six years or less.

There is also some indication that both students and graduates were experiencing 'survey fatigue'. The Expert Team therefore **recommends** that UBT College and the Faculty make greater use of other

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mechanisms for gathering feedback (such as active ad hoc focus groups, debates, benchmarking etc) and for measuring student satisfaction within the Quality Assurance system, together with a scoreboard of indicators across measures. Use of these other feedback mechanisms will also help with the problem identified in the Self-Evaluation Report that student answers are focused mainly on Programme implementation and do not provide specific opinion related to curriculum revision. And it will help with the problem identified in the Self-Evaluation Report that not all alumni and industry representatives participate in surveys. Finally, all the results of these feedback mechanisms should be presented in the scoreboard and made public.

The Expert Team also noted that the Self-Evaluation Report states that there are not sufficient exit interviews with students who leave the programme. The Expert Team therefore **recommends** that UBT College and the Faculty of Law puts in place a systematic mechanism for gathering this feedback.

Standard 2.9 is **met**. The Self-Evaluation Report states that the quality assurance arrangements for the Study Programme are regularly evaluated and improved and the Faculty implements regular internal and external audits to ensure that its governance and quality assurance policy is effective and there is a process of continuous improvement.

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 Programme 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 Programme as well as of different components within it; the evaluations consider inputs, processes, and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates, and employers; the results of these evaluations are made publicly available.	X	



<i>Standard 2.7.</i> Results of the internal quality assurance system have been taken into consideration for further development of the Study Programme. 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 Programme are prepared periodically (e.g., 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 Programme are themselves regularly evaluated and improved.	X	

Compliance level: Fully compliant.

Expert Team recommendations:

- 1. It is recommended that UBT College and the Faculty of Law consider whether there is scope and resources to move to a two-year cycle for its periodic review of those Study Programmes which are still in an early phase of development: i.e., have been running for less than six years.*
- 2. It is recommended that UBT College and the Faculty of Law make greater use of other mechanisms for gathering feedback (such as active ad hoc focus groups, debates, benchmarking etc) and for measuring student satisfaction within the Quality Assurance system, together with a scoreboard of indicators across measures, and make the scoreboard public.*
- 3. It is recommended that UBT College and the Faculty of Law put in place arrangements to ensure there is a systematic mechanism for gathering feedback from exit interviews with students who leave the Programme.*

2.3 Academic staff

Standards 3.1 and 3.2 are met. The Self-Evaluation Report explains that UBT College ensures that teaching staff comply with the legal requirements concerning the occupation of teaching positions according to the Kosovo Law on Higher Education as well as the UBT College’s rules and procedures governing academic titles and meet the terms of the Administrative Instruction on Accreditation. Those working in the Faculty of Law on the Study Programme for Civil Law and Property Rights are hired according to the provisions of that Administrative Instruction and comply with the rules pertaining to full-time/part time staff.

Standards 3.3, 3.4, 3.5 and 3.6 are also met. The Self-Evaluation Report confirmed that academic staff in the Faculty of Law do not hold, within a single academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution in which they carry out their activity. The Report also states that 89% of the academic staff teaching on the LLM in Civil Law and



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Property Rights are full-time and 96% of ECTS credits and teaching workload, including compulsory and elective subjects, are held by full-time Professors according to their field of specialisation. This accords with the requirement set out in **Standard 3.4** that 'at least 50% of the academic staff in the Study Programme are full-time employees, and account for at least 50% of the classes of the Study Programme'. The Self-Evaluation Report confirms that, in accordance with **Standard 3.5**, for each student group and for every 60 ECTS credits on the Study Programme, the Faculty of Law has employed at least one full-time academic member of staff with a PhD or equivalent title. It also confirms that the Faculty has met the requirements specified in the Administrative Instruction on Accreditation and that the employment status and qualifications of these staff have been approved by the National Quality Council. In accordance with **Standard 3.6**, the Self-Evaluation Report confirms that opportunities are provided for the professional development of teaching staff, with special assistance given to any who are facing difficulties. The Faculty of Law has a Staff Development Plan which is designed to provide a framework for improving the pedagogical skills of academic staff and securing their general academic advancement and development. The Strategy of the Faculty of Law and its Action Plan for the Implementation of the Strategy include these objectives as a central element. The Expert Team was pleased that research skills were given a strong emphasis in the Staff Development Plan as was improving the gender balance of the academic staff. The Expert Team also **commended** the Faculty for the priorities it had identified which had emerged from the consultation of senior members of staff within the institution. These are: (i) supporting the professional development of those in management roles within the institution; (ii) supporting managers in addressing performance issues; (iii) supporting staff in the professional development of lecturers and researchers; (iv) supporting e-learning activity; (v) supporting staff in technology and knowledge transfer. In the previous year, the focus had been on providing effective pedagogical skills and training, including student-centred learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project-based learning, E-learning, Assessment, and integrating key skills into the curriculum. Again, the Expert Team **commends** the Faculty of Law for adopting this focus.

Standards 3.7 and 3.8 are met. The Self-Evaluation Report explains that the responsibilities of all teaching staff include making themselves availability for consultations with students. There is a Faculty Council Academic Staff Workload Policy according to which workload allocation is implemented and approved for the Study Programme and made available to the staff. The Self-Evaluation Report also explains that academic staff evaluation is conducted regularly and makes use of self-evaluation and evaluation by students, peers, and managers. It takes place on a formal basis at least once each year and the results are made publicly available. The formal appraisal process supports the achievement of goals. The implementation of staff development plans by line managers focuses on future objectives. Appraisals are carried out in accordance with UBT College's Staff Appraisal and Development Policy. The Self-Evaluation Report observes that, at the end of each academic year, once all the staff appraisals have been completed, a report is prepared which provides a record of staff productivity in the areas of research, teaching, service, and administration. The Self-Evaluation Report notes that the 'Dean is responsible for performing the initial staff performance evaluation using a point-based numerical assessment of distribution of efforts in line with the performance criteria set

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in the Regulation for Staff Appraisal'. The Dean also receives information on staff performance taken from the Annual Quality Assurance Sub-Committee Report which itself takes data from student surveys. The final staff evaluation report is submitted to the UBT College's Academic Council Committee for Staff Selection, Promotion and Assessment.

Standard 3.9 is met. The strategies for quality enhancement include improving teaching and improving the quality of learning materials. UBT College has several quality assurance procedures to assess teaching quality. The outcome of these is discussed with staff members. All staff are required to produce Individual Professional Development Plans. The aim is to create a quality culture within UBT College such that both staff and students and other stakeholders are aware of their roles and responsibilities in relation to Programme quality.

Standard 3.10 is also met. UBT College has a retirement age limit of 65 after which Professors lose their full-time status but are used in advisory roles. The Self-Evaluation Report explains that currently no Professors over the age limit of 65 years are involved in the Study Programme in any advisory role and the retirement of Professors at 65 is in line with Kosovo practice and the structure of the State Funded Pension scheme. Each member of academic staff who reaches the retirement age of 65 changes their status from full-time Professor to part-time Professor.

However, there is a question whether it is wise, in a country where there appears to be a substantial shortage of high-quality academic staff with genuinely international research profiles, to force the retirement of all academic staff at 65. Many countries have now concluded that that is not only wasteful of talent but also age discriminatory.

The analysis in the Self-Evaluation Report correctly identifies a lack of Professors with full Professorship title. The Expert Team **recommends** that by the next accreditation, this issue is addressed.

The Self-Evaluation Report also says that 'individual development plans sometimes do not look at self-development of the staff from a critical point of view and do not reflect the real needs for improvement of the staff'. This should be an easy problem to fix. The Expert Team therefore **recommends** that UBT College and the Faculty of Law reflects on the issue and produces a plan to bring about change by the time of the next accreditation.

The Expert Team **recommends** that UBT College introduces an institution wide but Faculty-based 'Best Professor's Award' (if, as the Self Evaluation Report states, there is not one already).

Finally, the Expert Team is of the view that there is a real need for more visiting academic staff from outside Kosovo. The Expert Team therefore **recommends** that this weakness is addressed before the next accreditation.



Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> 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 Programme under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative Instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the Study Programme are full time employees, and account for at least 50% of the classes of the Study Programme.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the Study Programme, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	X	



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	
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Compliance level: Fully compliant.

ET recommendations:

1. *It is recommended that, by the next accreditation, UBT College and the Faculty of Law have taken steps to address the lack of Professors with a full Professorial title*
2. *It is recommended that UBT College and the Faculty of Law reflect on the steps they need to take to ensure that individual development plans look at the self-development of the staff from a critical point of view and reflect 'the real needs for improvement of the staff' and that both the College and the Faculty be in a position to demonstrate change in this area by the time of the next accreditation.*
3. *It is recommended that UBT College introduces an institution wide but Faculty-based 'Best Professor Award', if there is not one already.*
4. *It is recommended that the Faculty of Law takes urgent steps to ensure it has more visiting academic staff from outside Kosovo and that this weakness is addressed before the next accreditation.*
5. *It is recommended that the College and the Faculty and the State of Kosovo consider whether a more flexible approach might be adopted to the compulsory retirement of all full Professors at 65.*

2.4 Education Process Content

Standard 4.1 is met. The Study Programme is modelled on qualification objectives. It is designed to ensure graduates acquire the kind of specialised legal skills which are highly-valued by employers and there is a broad consensus regarding the importance of the LLM in Civil Law and Property Rights for the legal system in Kosovo, as employers and graduates that work in this field confirmed to us during the Site Visit. The LLM aims to equip students with extensive theoretical and practical knowledge of the core areas of private law and have good knowledge too about the European legal framework. It is comparable with other Study Programmes within the European Higher Education Area. Developed after extensive internal and external consultation, it was modelled on Leiden University's LLM in Civil Law; the Baltic International Academy's LLM in Private Law; and Amsterdam Law School's LLM in International Private Law. It seeks to develop skills which can be transferred. Graduates from the Study Programme will have excellent employment opportunities with private law-oriented law firms; multinational companies; national and local institutions responsible for private law legislation; and in academic research.



Standard 4.2 is **met**. The Study Programme complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area (EHEA). It is based on the approach adopted by the National Qualifications Framework (NQF). The learning outcomes are set according to Level 7 of the NQF, providing practical and theoretical knowledge and developing student skills for: (i) independent research work within the field of study; (ii) the collection and interpretation of relevant data; and (iii) the application of problem-solving within the field.

Standard 4.3 is **met**. The disciplines within the curriculum are provided in a logical order and meet the definition of the general and specific competencies and are compatible with Study Programmes and curricula delivered within the EHEA. Students are assessed effectively on what they have learned.

Standards 4.4 and **4.5** are **met**. The curriculum has analytical syllabuses that comprise essential aspects such as the learning outcomes, distribution of the classes and seminars, students' assessment system, and the minimal bibliography. The Study Programme is offered in Albanian. However, it is **recommended** that the Faculty of Law works to enhance further the English language skills of the LLM students.

Standard 4.6 is **met**. The Self-Evaluation Report records that the LLM students receive an induction session prior to the commencement of each academic year. The Dean delivers the induction and the student handbook is distributed at the session and students receive general and programme-specific information including the learning outcomes, educational content, timetable, the assessment schedule, and an overview of the subjects being delivered that semester as well as the teaching and learning strategies. They also receive information on Faculty facilities, the assessment regulations, the student support that is available, the Code of Conduct, the student complaint and disciplinary procedures, and deferral information.

Under Standard 1 above, the Expert Team **recommended** that UBT College considers asking its students to sign a document at the beginning of the course indicating they have read and understood the documents on learning outcomes etc and provide instruction in class for students on what they entail.

Standards 4.7 and **4.8** are **met**. Teaching strategies are fit for the different types of learning outcomes the Study Programmes is intended to develop and strategies of teaching and assessment set out in Study Programme and course specifications are followed with flexibility to meet the needs of different groups of students. In addition, student assessments 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. The Self-Evaluation Report indicates that UBT College uses a Competency-Based Approach in curriculum development. The learning outcomes guide the development of curriculum, the teaching and learning methods, and other assessment methods. The teaching methods include case studies, project work, problem-based learning, research, legal evaluations and opinions, critical reviews, and interdisciplinary activity, as well as visits to courtrooms. Moreover, opportunities for interactive learning are reinforced through writing assignments, guest speakers, and group work. Students can challenge the grade awarded if they consider that the examination is not



carried out in accordance with the Regulations and UBT Statute. The objection is considered by the Vice-Dean for Teaching and Learning within 36 hours of awarding the grade. The Thesis Evaluation Committee, responsible for assessing the Thesis and conducting the exam, is appointed by the Vice-Dean for Teaching. Upon successfully completing all the exams and having met all the course requirements including the production and presentation of the Thesis, each student is awarded the degree.

Standards 4.9 and 4.10 are met. The Expert Team concluded that there was a reliable mechanism to verify the standards of student achievement. The Self-Evaluation Report provides assurance to the Expert Team that the Faculty of Law takes appropriate measures for students that encounter problems during the assessment.

Standards 4.11 and 4.12 are met. This is a Study Programme across one year, so there is no designated practice stage as such but students have visits to the courts and other justice bodies.

The Self-Evaluation Report identifies itself that a weakness of the Study Programme is that international practitioners and academics do not have much presence in the Study Programme. The Expert Team agrees that this needs to change. Under Standard 3 above, it was **recommended** that the Faculty of Law should take urgent steps to ensure it has more visiting academic staff from outside Kosovo and that this weakness be addressed before the next accreditation. This will help to internationalise the Study Programme and can be done, at least in part, with the assistance of existing international partners.

Standard	Compliance	
	YES	NO
<i>Standard 4.1.</i> The Study Programme is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
<i>Standard 4.2.</i> The Study Programme complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	



<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes Programmes are intended to develop. Strategies of teaching and assessment set out in Programme and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison, with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organizations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
<i>Standard 4.12.</i> In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units.	X	

Compliance level: Fully compliant.



ET recommendations:

1. *It is recommended that UBT College and the Faculty of Law take some steps to improve the English language skills of the Study Programme graduates by the time of the next accreditation.*
2. *It is recommended that the Faculty of Law provides some English lessons focused on legal vocabulary.*

2.5 Students

Standards 5.1 and 5.2 are met. There is a clear and formally adopted admission procedure for the Study Programme at institutional level. Admission requirements are consistently and fairly applied for all students. Procedures imply that all students enrolled in the Study Programme will possess a high school graduation diploma or other equivalent documents of study as applicants must prove that they have graduated from a BA in Law (240 ECTS) Study Programme. As the Self-Evaluation Report explains, student admission is regulated by the Faculty Council Admission Regulation and enrolment depends on the student having achieved that. Admission to the Study Programme is on the basis of a public call and, based on the results achieved and the submitted documents, the Program Coordinators create a list that specifies which candidates are eligible. The enrolment of non-graduates is possible but is based on their completing bridging courses delivered from July until October. Non-law graduates must pass the bridging exams if they want to continue with the regular semester that begins in October.

Standards 5.3 and 5.4 are met. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process and feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

As the Self-Evaluation Report notes, the Study Programme is student-centred and tailored to meeting the needs of the contemporary learner. As such, the teaching methods depend on a good teacher-student ratio. Both the Self-Evaluation Report and the Expert Team meetings confirmed that there was effective communication between staff and students. The Faculty of Law has established a set of criteria to help identify students at risk of not completing. This information is combined with an assessment of students' learning styles and abilities to identify appropriate pedagogical support. The Faculty of Law has also established a tutorial programme which is offered when it is needed by students. In addition to written comments, oral consultations are provided for students who have problems completing an assignment or activity on time.

Standards 5.5, 5.6 and 5.7 are met. As demonstrated by the Self-Evaluation Report, the results obtained by the students throughout the study cycles are certified by the academic record; there is flexible treatment of students in special situations; and records of student completion rates are kept for all courses and for the Study Programme as a whole and included among quality indicators.



The Self-Evaluation Report explains that exams are mandatory for all compulsory and elective courses and written exams are determined by the course leader and the course committee. The practical part of an exam can be taken separately from the theoretical part. The content of the exam is determined by the syllabus of the course, while the exam method, evaluation, and duration is regulated by the Faculty Council. The exam log and applications are administered using the Student Management Information System (SMIS).

Standard 5.8. is met. UBT College has policies to ensure that students avoid plagiarism. The Self-Evaluation Report explains that students sign a written statement attesting to the authenticity of their written work prior to submitting it and the Faculty of Law uses a plagiarism detection programme (Turnitin) to detect potential violations. The Faculty Code of Ethics regulates the standards of student conduct, including written assignments and a subcommittee is charged with promoting ethical behaviour in teaching, learning, research, and projects. Alleged violations of the Code are dealt with by the Sub-Committee. The Student Handbook includes tips and guidance on ethical behaviour.

Standards 5.9 and 5.10 are met. Students' rights and obligations are made publicly available, promoted to all those concerned, and enforced equitably, and these include the right to academic appeals. Students' rights and responsibilities are specified in the Students Handbook which is openly available. Students' transfer between higher education institutions, Faculties and Study Programmes are clearly regulated in formal internal documents and are well explained in the Self-Evaluation Report. As physical student mobility is hard in the context of a one-year Study Programme, it is **recommended** that at least some virtual mobilities or events should be promoted.

Standard 5.11 is met. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning. During the online meeting with students, it was confirmed that there were sufficient opportunities to meet academic staff and that the scheduled consultation times worked well and advice was available when it was asked for and students can consult with their Professors for at least two hours per week.

As noted above, the Self-Evaluation Report explains that the College operates a tutoring system to give advice and support to students on issues related to learning support. The system offers counselling and support to students during three phases: (1) first phase: upon the registration process students receive individual and group briefings on the mission statement and vision of the institution as well as a briefing about the curriculum; (2) in the second phase students are entitled to monthly meetings with tutors to ease their communication and interaction with course supervisors; and (3) in the third phase students are advised and provided individual consultations about their areas of concentration, career orientation, and support for further study or job placement.

Standard	Compliance	
	YES	NO



<i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the Study Programme 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 Programme 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 Study Programme and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the Study Programme 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 are 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. It is recommended that UBT College ensures that students are provided with adequate support in the use of Turnitin.*
- 2. It is recommended that the Faculty of Law works to increase student attendance at international events, such as conferences, through virtual means.*



2.6 Research

Standard 6.1 is **met**. The Study Programme has defined research objectives which reflect policies in the Research Development Plan of the College. The Self-Evaluation Report observes that the Research Plan for the Study Programme is part of the Faculty's Research Strategy 20121-2026. The goals of that Strategy are to: (i) participate in research projects with serious foreign and domestic research institutions; (ii) build critical mass in research areas through strengthening contract research and the consulting arm of the College; (iii) establish a research fund for academic staff in the Faculty of Law from research grants, private sector monies, and the College's own funds; (iv) emphasise excellence of research and scholarly activity using both quantitative and qualitative metrics; (v) strengthen the Lead Scholar and Young Scholar Research Grant scheme; (vi) develop research projects in thematic areas in consultation with industry; (vii) facilitate cooperation with external stakeholders, such as notaries, enforcement companies, judges, prosecutors, and the private sector, to leverage additional expertise and resources for Faculty of Law research projects; (viii) develop group research clusters and build the Faculty's reputation as a comprehensive, interdisciplinary, legal research centre; (ix) build and maintain shared research facilities and support staff in other Faculties and institutes to enhance interdisciplinary legal research; (x) engage Faculty and establish an Advisory Committee within the Faculty to oversee the process of enhancement of research and scholarship; (xi) establish a Journal of Legal Studies and Political Sciences in cooperation with the Faculty of Political Sciences. These are all sound objectives. Making sure they deliver demonstrable uplifts in the quality of research outputs will of course be more of a challenge, although the Self-Evaluation Report states that 'sufficient financial, logistic and human resources' will be made available to achieve these objectives.

Each member of academic staff if the Faculty develops an individual research plan which must be in line with the Research Clusters, research objectives, and research performance indicators contained in the Faculty's Research Strategy and in the accompanying Five-Year Action Plan. These indicators are: research income from international projects; contract research; consulting and grants; number of publications in total and on average per staff member per year; number of publications in Web of Science on average per staff member per year; number of publications in SCOPUS on average per staff member per year; number of publications in EBSCO, WorldCat, and DOAJ on average per staff member per year; number of Professors benefiting from Lead and Young Scholar Programme; and number of research cooperation projects with industry.

Standards 6.2 and **6.3** are **met**. Expectations for the involvement of teaching staff in research and scholarly activities are specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria. There are also policies defining what is recognized as research and there are benchmarks which are set against international standards and established norms in the field of study of the Programme.



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Kosova za Akreditaciju
Kosovo Accreditation Agency

As the Self-Evaluation Report observes, the expectations for teaching staffs' involvement in research and scholarly activities are clearly specified and performance is considered in staff evaluations and is also reflected in promotion criteria. UBT College's Regulations explain that all UBT academic staff, including those involved in the LLM in Civil Law and Property Rights, are required to participate in research and post their publications on the Knowledge Centre platform. It is the Dean's responsibility to ensure that mechanisms for the allocation of workloads are approved and implemented properly and made available to staff in accordance with UBT College's Staff Workload Policy. The Policy includes a principle that a requirement to undertake research is a career expectation and over time this work will be balanced as appropriate with the other obligations of academic staff, including significant administrative responsibilities. There is also a principle according to which the Dean allocates teaching and other responsibilities in the light of the research record of academic staff.

Information about the research and scholarly activities for each member of staff is used as a source of information for the promotion applications they submit. The minimum for research and scholarly activity is at least one publication per year as specified under the contract for both full-time and part-time academic staff. The publication can be a journal article, conference proceeding, book chapter, or publication in professional magazine. However, should staff want promotion to a higher academic title with better pay, they should participate and publish more under standards set out in the College's Regulation on Standards for Election into Higher Academic Titles.

The Expert Team **commends** UBT College and the Faculty of Law for all these efforts but notes that there is still further work to do to ensure the quality of the outputs and research engagements from the Faculty of Law are further enhanced.

Standard 6.4 is **met**. The Self-Evaluation Report provides CVs for the teaching staff. These show that, in general, the academic staff involved in delivering the Study Programme have a record of research which connects with the topics they teach. **Standard 6.5** is also **met**. The College is taking steps to provide support for publications and conferences and the Faculty of Law provides opportunities for both academic staff and students to develop their research skills. Academic staff in the Faculty of Law are publishing their work in 'specialty magazines' and are presenting their research at 'conferences, sessions, symposiums, seminars etc'. But, as indicated above, there is no doubt that there is more the Faculty of Law and UBT College generally need to do in this area, although these weaknesses are not unique to UBT College and are also found in other Kosovo Higher Education Institutions.

Standards 6.6 and **6.7** are **met**. Academic staff are cooperating with a few academics elsewhere and with legal practitioners from relevant institutions in Kosovo. But it is a challenge to ensure that, in line with **Standard 6.7**, each academic staff member produces (at least an average of) one research publication per year, *if* one includes the need for that publication to be of high-quality at a genuinely international level.

Standards 6.8, 6.9, and 6.10 are **met**. Academic staff in the Law Faculty publish under the name of the institution, Kosovo College UBT, to which they are affiliated as full-time staff. As the Self-Evaluation

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report explains, the College expects its academic staff to have their own Google Scholar and Research Gate accounts, opened through their official email addresses, so their publications can be tracked through these platforms. Research is also conducted in accordance with the legal provisions established by the College and existing laws that govern intellectual property. College policies have been established for ownership of intellectual property and there are clear procedures for the commercialization of ideas developed by staff and students. The Self-Evaluation Report explains that any breach or violation of intellectual property rights is punishable under the College’s Code of Ethics. And, under the College’s Intellectual Property policies, if there is any commercialization of ideas which were developed by staff and students, the intellectual property owner is the staff and student unless the research is funded by a research grant provided by the College in which case all the intellectual property rights belong to the College.

Standard 6.11 is also **met**. Students are engaged in research projects and other activities and are involved in research through the Masters Thesis. Many of the processes of research are embedded in the curriculum for the Study Programme. Students studying the LLM in Civil Law and Property rights are required to do exploratory or empirical research using an adequate research methodology. After their defence of their Thesis and graduation, they are encouraged to apply for acceptance to UBT College’s Annual Conference, in order for the research to be validated in the conference proceedings. There is a writing assignment in the syllabus of each course, either completed individually or as part of group work. Graduates of the Study Programme told the Expert Team during a meeting as part of the Site Visit that all Masters Theses were published on the College’ website. If that is correct, the Expert Team **commends** it as an example of best practice.

However, it remains the case that only a minority of academic staff gain access to external research funding and there is no doubt that there is a long way to go before the Faculty of Law can claim to have a genuinely international research profile. It is very important therefore that the Faculty of Law moves to a position where not only the paperwork is appropriate but the *quality* of the research outputs improve. While recognising the challenges and limitations that the Law Faculty and indeed the broader College face in this regard, the Expert Team **recommends** that this is prioritised over the next accreditation period. The Faculty of Law needs to continue to drive forward its research mission and enhance the opportunities it provides for its staff to be involved in research, putting energy and resources into this area. It is also good practice to ensure that all research staff produce not just an annual research plan but take a longer-term perspective, via a five-year research proposal, in which they set out what they are looking to achieve during that longer period and what support they might need for that, including any additional training needs they might have.

Standard	Compliance	
	Yes	No



<i>Standard 6.1.</i> The Study Programme 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 Programme.	X	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	



Standard 6.11. Students are engaged in research projects and other activities.	X	
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Compliance level: Fully compliant.

ET recommendations:

1. *It is recommended that the Faculty of Law continues to drive forward its research mission and enhance the opportunities it provides for its staff to be involved in research.*
2. *It is recommended that the Faculty of Law introduces a process whereby all research staff produce not just an annual research plan but take a longer-term perspective, via a five-year research proposal, in which they set out what they are looking to achieve during that longer period and what support they might need for that, including any additional training needs they might have.*
3. *It is recommended that the Faculty of Law pays close attention to the **quality of the research outputs of its academic staff** to ensure they are recognised as of genuinely international standard.*

2.7 Infrastructure and Resources

Standard 7.1 is met. The adequate long-term implementation of the Study Programme is ensured as regards premises, human resources, and equipment. Due to the pandemic, of course, the Expert Team was not able to conduct a site visit offline. However, UBT College submitted all the required information regarding the infrastructure and the equipment.

The infrastructure of UBT College, and accordingly of the LLM Study Programme, is fit for purpose. The resources are modern, digitized, adapted to student needs, and diverse. There are sufficient rooms for lectures and seminars, and they are equipped adequately. All the teaching rooms have computers, internet connectivity, and fixed projectors. The Faculty of Law has good premises which include a reception area where information is available from a receptionist, academic staff and administrative staff offices, a Law Library, a photocopy office, an information technology office, and a room for clinical and other practice sessions. The College more generally has a good Library and provides students with access to electronic academic platforms such as J-store, EBSO, UBT Koha, and Sage Journals. There is also a Student Centre, a Careers Centre, and a Centre for Transfer of Technology (CTT). The finances of both the College and the Faculty are stable and sustainable.

Standard 7.2 is met. There is a financial plan at the level of the Study Programme that would demonstrate the sustainability of the Study Programme for the next period. The Self-Evaluation Report states that the plan is for the Study Programme ‘to operate on zero profit basis, which is the organizational culture of UBT’. **Standards 7.3, 7.4, and 7.5 are also met.** The number of seats in lecture rooms and seminar rooms available to students reflects the number of students studying on the LLM.



Students also have access to a Library which in terms of facilities it is comparable to international standards. The number of seats in reading rooms and the number of seats in group work rooms corresponds readily to 10% of the total number of students for the LLM program in Civil Law and Property Rights. Also, the teaching materials cover at least 50% of the subjects and/or disciplines which are foreseen within the curriculum of the Study Programme.

Standard 7.6 is met. According to the Self-Evaluation Report, UBT has the infrastructure to facilitate studies for people with special needs. However, the Expert Team **recommends** that, for the next accreditation, more detail is provided on exactly how the College meets this standard. With so little detail in the current Self-Evaluation report, the Expert Team was in some difficulty in assessing compliance with this Standard. It is also **recommended** that the College and the Faculty of Law should provide a formal strategy for inclusion of students with disabilities.

Standard	Compliance	
	YES	NO
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also considered.	X	
<i>Standard 7.2.</i> There is a financial plan at the level of the Study Programme 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 Programme 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 specialty disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	



<p><i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the Study Programmes:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the Study Programme;</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the Study Programme;</p> <p>c) their own book stock from Albanian and foreign specialty literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or specialty courses of recognised publishers, from the last 10 years;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	X	
<p><i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the Study Programme is adapted to students with special needs.</p>	X	

Compliance level: Fully compliant.

ET recommendations:

- 1. It is recommended that, for the next accreditation, more detail is provided in the Self-Evaluation Report on exactly how the College meets this Standard 7.6.*
- 2. It is recommended that the College and the Faculty of Law should provide a formal strategy for inclusion of students with disabilities.*



3. FINAL RECOMMENDATION OF THE EXPERT TEAM

The Expert Team would like to thank both the Faculty of Law and UBT College more generally for their engagement during the re-accreditation process and for care and attention that was given to the Self-Evaluation Report.

Having considered all the documentation provided and discussed it during the day-long virtual visit, the Expert Team has come to the following conclusions:

Standard	Compliance Level
1: Mission, Objectives and Administration	Fully Compliant
2: Quality management	Fully Compliant
3: Academic Staff	Fully Compliant
4: Education Process Content	Fully Compliant
5: Students	Fully Compliant
6: Research	Fully Compliant
7: Infrastructure and Resources	Fully Compliant
Overall Compliance	Fully Compliant

The Overall Compliance is assessed by the Expert Team as at the level of Fully Compliant.

The Student Quota recommended is 50 for Three Years.

The Expert Team makes the following 20 **Recommendations** which must be considered fully by the Faculty of Law and the broader College:

- 1. It is recommended that the Faculty of Law and UBT College takes care for the next accreditation to improve the Self-Evaluation Report, both in terms of avoiding repetition and in terms of brevity and clarity of expression.*
- 2. It is recommended that UBT College considers asking its students to sign a document at the beginning of the course indicating they have read and understood the relevant Regulations and policies; and it is recommended that UBT College provide instruction in class for students on what these entail.*
- 3. It is recommended that UBT College ensures that sufficient resources are available to allow for detailed and thorough quantitative and qualitative review of the Study Programme as the student numbers grow.*
- 4. It is recommended that UBT college and the Faculty of Law consider whether there is scope and resources to move to a two-year cycle for its periodic review of those Study Programmes which are still in an early phase of development: i.e., have been running for six years or less.*
- 5. It is recommended that UBT College and the Faculty of Law make greater use of other mechanisms for gathering feedback (such as active ad hoc focus groups, debates, benchmarking etc) and for measuring student satisfaction within the Quality Assurance system, together with a scoreboard of indicators across measures, and make the scoreboard*

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public.

6. *It is recommended that UBT College and the Faculty of Law put in place arrangements to ensure there is a systematic mechanism for gathering feedback from exit interviews with students who leave the programme.*
7. *It is recommended that, by the next accreditation, UBT College and the Faculty of Law have taken steps to address the lack of Professors with a full Professorial title*
8. *It is recommended that UBT College and the Faculty of Law reflect on the steps it needs to take to ensure that individual development plans look at the self-development of staff from a critical point of view and reflect 'the real needs for improvement of the staff' and that both the College and the Faculty be in a position to demonstrate change in this area by the time of the next accreditation.*
9. *It is recommended that UBT College introduces an institution-wide but Faculty-based 'Best Professor Award', if there is not one already.*
10. *It is recommended that the Faculty of Law takes urgent steps to ensure it has more visiting academic staff from outside Kosovo and that this weakness be addressed before the next accreditation.*
11. *It is recommended that the College and the Faculty and the State of Kosovo consider whether a more flexible approach might be adopted to the compulsory retirement of all full Professors at 65.*
12. *It is recommended that UBT College and the Faculty of Law take some steps to improve the English language skills of the Study Programme graduates by the time of the next accreditation.*
13. *It is recommended that the Faculty of Law provides some English lessons focused on legal vocabulary.*
14. *It is recommended that UBT College ensures that students are provided with adequate support in the use of Turnitin.*
15. *It is recommended that the Faculty of Law works to increase student attendance at international events, such as conferences, through virtual means.*
16. *It is recommended that the Faculty of Law continues to drive forward its research mission and enhances the opportunities it provides for its staff to be involved in research.*
17. *It is recommended that the Faculty of Law introduces a process whereby all research staff produce not just an annual research plan but take a longer-term perspective, via a five-year research proposal, in which they set out what they are looking to achieve during that longer period and what support they might need for that, including any additional training needs they might have.*
18. *It is recommended that the Faculty of Law pays close attention to the **quality of the research outputs of its academic staff** to ensure they are recognised as of genuinely international standard.*
19. *It is recommended that, for the next accreditation, more detail is provided in the Self-Evaluation Report on exactly how the College meets Standard 7.6.*
20. *It is recommended that the College and the Faculty of Law should provide a formal strategy for inclusion of students with disabilities.*

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Kosovo Accreditation Agency

Expert Team

Member

Stephen Shute

Stephen Shute

24 June 2022

(Signature)

(Print Name)

(Date)



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Expert Team

Members

Professor Dr Stephen Shute

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Signature

Stephen Shute

24 June 2022