



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

University Haxhi Zeka in Peja

LLM in International and European Law, 60 ECTS
(re-accreditation)

REPORT OF THE EXPERT TEAM



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1. INTRODUCTION

1.1. Context

Date of site visit: 22.03.2022

Expert Team (ET) members:

- Professor Stephen Shute, University of Sussex, Brighton, England
- Student Expert: Giga Khositashvili, Ilia State University in Georgia

Coordinators from Kosovo Accreditation Agency (KAA):

- Leona Kovaçi
- Arianit Krasniqi
- Flamur Abazaj

Sources of information for the report:

- Self-Evaluation Report
- Staff CVs
- Syllabus
- Regulations for Postgraduate Studies
- Regulations for Quality Assurance and Quality Management
- Guidebook for Young Students
- Regulations for Student Elections
- Regulations for Student Parliament Work
- Code of Ethics
- Regulation for Academic Mobility of Students
- Annual Report for Library
- Interviews During the Site Visit
- University Web-pages
- KAA Accreditation Manual

Additional requested documents:

- Accreditation Assessment Reports from Previous Evaluations



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, and employers at the University Haxhi Zeka in Peja on Tuesday 22 March 2022. The meeting with senior members of the Faculty included the Dean; the Vice-Dean with responsibility for academic matters; the Vice-Dean with responsibility for finance and budgets; and the University Secretary. The schedule of the meetings was as follows:

Time	Meeting	Participants/Comments
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	(joint meeting)
09.50 – 10.35	Meeting with quality assurance representatives and administrative staff	(joint meeting)
10:40 – 11:40	Meeting with the heads of the study programme	
11:40 – 12.25	Lunch break	
12:25 – 13:10	Meeting with teaching staff	
13:15 – 14:00	Meeting with students	
14:05 – 14:50	Break	



14:50 – 15:00	Internal meeting of KAA staff and experts	
15:00 – 15:10	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution under evaluation

The University Haxhi Zeka in Peja was formed as an independent University in 2011. Its creation came as a result of a government policy in Kosovo to enhance learning opportunities for students by establishing free-standing universities in the different regions of the country. Previously, the University had been a component of the University of Prishtina and had a distinguished tradition of working in close partnership with the city and broader region. The new University has built on this history of engaging closely with employers and key organizations and stakeholders in the area, including community, cultural, and artistic institutions. When aligned to its attractive location, this approach has allowed the University to attract students not only from Peja but also from other Albanian-speaking countries. The Self-Evaluation Report states that the University is the third largest Public University in Kosovo. It has more than 11,000 students spread across five faculties. In all, there are 13 Study Programmes within the University at Bachelor and Masters level. The Self-Evaluation Report states that teaching is organized on a student-centred approach, with small groups, interactive teaching methods, and transparent assessment.

The Law Faculty at the University was founded in 2010. At that time, it was a branch of that University of Prishtina's Law Faculty. In 2011, the link with the University of Prishtina was severed and the Faculty became an independent unit within the University Haxhi Zeka in Peja. The Faculty offers one active Bachelor Study Programme in Law and one active Masters Study Programme in Law. The latter, the LLM in International and European law, is the subject of this reaccreditation process. (The BA Study Programme in Law is subject to a separate reaccreditation.) During the online meetings with Faculty managers, the Expert Team was told that, aside from this LLM, the other two Masters-level Study Programmes in Criminal Law and in Constitutional Law that used to be taught are no longer active.

The Faculty of Law has 1,596 students and 24 professors and teaching assistants: 10 of whom are full-time professors and 14 of whom are part-time. The Faculty has an administration office consisting of seven full-time administrative officers and two administrative officers on fixed-term contracts. The teaching facilities of the Faculty include modern classrooms and reading rooms. There are two large lecture theatres which can hold up to 150 students. There is also a mock courtroom, two reading rooms, library space, and a big meeting room.

The core mission of the Law Faculty is to offer a high-quality, professionally-oriented, Study Programmes: one in general law at the Bachelor level and one specialist Study Programme in



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International and European Law at Masters level. Through these Study Programmes, the Faculty aims to educate diverse, talented, students to become 'responsible leaders in a rapidly changing, interdependent world'. Its goal is to prepare graduates who will be ethical advocates for justice and the rule of law. In this way, it hopes to contribute to 'a deeper understanding of law and legal institutions through a commitment to research, scholarship and public service'. The Law Faculty's mission fits with the mission of the broader University Mission. The Mission Statement for the University was approved in 2019. It states that:

'The Haxhi Zeka University continues its positive academic and artistic tradition by creating an environment and transformative academic experience in order to realize the full potential of students. [It] applies advanced scientific standards and helps the economic development of the Peja region and the country in general.'

The University's ambition is to be:

'A modern and respected university, which offers quality teaching, research and artistic creativity, acts as a reliable partner for businesses, the community, and local and international institutions of higher education, as a promoter of regional development and supporter of sustainable development of Kosovo society in general.'

There is also a Strategy for the University which ran from 2017 to 2022. The Strategy was designed to turn the University into a fully-renewed institution which provides 'quality education with excellence' and serves as a 'scientific, artistic and professional education center' that prepares its student for the labour market to become leaders in their fields who contribute to the overall development of society.

Finally, it should be noted that the University aims to collaborate with international institutions of higher education for staff and student mobility and joint academic, scientific and professional projects and has a detailed internationalization strategy.



2. PROGRAMME EVALUATION

2.1. Mission, Objectives and Administration

The LL.M. consists of a total of 60 ECTS credits. There are six Mandatory Courses of five ECTS. There are also 14 Elective Courses of four ECTS. Students have to choose a total of two of these Elective Courses per semester. There is also Master thesis of 14 ECTS. The LL.M. Study Programme's mission is to provide students with a rigorous scientific and professional education which prepares them for a career in international law or working with international organisations. On graduation, the goal is to ensure students have the skill and knowledge needed 'to pursue and further develop their careers'.

There can be no doubt that Kosovo needs legal experts with the capabilities this Study Programme provides. Graduates who can contribute to the drafting of new legislation which meets the standards of international and European law are in high demand. Without these lawyers, it will be hard for Kosovo to continue to develop as a country.

A Study Programme which trains students in international economic law, international trade law, international investment law, and human and social rights, is thus extremely valuable to Kosovo. As the Self-Evaluation Report observes, the Study Programme also provides valuable training for paralegals, journalists, NGO workers, policy advisors, consultants, and lawyers, and those who work in business and finance. As the Self-Evaluation Report explains, this type of pedagogy is fully in line with the overall Mission Statement of the Faculty of Law and this Mission Statement is, in turn, in line with the overall Mission Statement and Strategy Documents of the University Haxhi Zeka in Peja. **Standard 1.1** is thus met.

The Study Programme and its learning outcomes have been created through a lengthy process of consultation with a wide range of stakeholders, national and international, as well as consultation with members of the Faculty of Law's Advisory Board. Key Performance Indicators (KPIs) have been established for the Study Programme based on the *Manual on Key Performance for Study Programmes*. An Annual Report on these KPIs is reviewed by Dean and the Faculty Council.

The learning outcomes meet the skills and competencies of the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. Reports on the performance of the Study Programme are submitted at the end of each semester to the Dean and Vice-Dean for Academic Affairs. On reviewing these documents, the Law Faculty's Council directs what actions, if any, must be taken by the Head of the Study Programme. **Standard 1.2** is thus met.

Standard 1.3 is also met. The curriculum is well-designed and closely linked to practice. As the Self-Evaluation Report explains, the curriculum includes internships and other activities which enable students to apply in practice the theoretical knowledge they have gained during their studies. The



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Study Programme is strengthened by the requirement to write research papers and the requirement to produce a piece of in-depth research for thesis.

The content of the Study Programme is regularly reviewed and, where necessary, adjusted to meet the needs of labour market in Kosovo and in the region. The absence of an electronic system for detecting plagiarism in the Albanian language is a weakness which needs to be remedied.

The assessment methods conform to the regulatory framework for Master Studies. Students have the right to lodge, with a 48-hour period, a complaint regarding their assessment to the Dean's Office. If such a complaint is made it will be considered by a Committee which consists of three professors. The decision of the Committee is final and cannot be appealed.

Standard 1.4 is met. The Study Programme conforms to the Law on Higher Education in Kosovo and to the University's own academic policies, guidelines, and regulations. This includes, for example, a programme of annual reports to the Rector which is then considered by the University's Council and submitted to the Ministry of Education, Science and Technology. The admission and enrolment of students to the LLM is governed by the University's Statute. The evaluation of the Study Programme and those who teach on it is also set out in the University's regulatory framework, including its *Regulations on Quality Assurance*. The University's Student Management System works appropriately. There are therefore formal policies, guidelines and regulations which deal with recurring procedural or academic issues and these are made publicly available to all staff and students.

Standard. 1.5 is met. The Self-Evaluation Report explains that the University has a clear legal framework in the form of its Statutes and its Ethics Code which governs ethical behaviour in teaching and research and all academic and supporting administrative activity is required to comply with that Code. There is also an Ethics Council which has been established by the University's Senate. Violations of the Code by academic staff are considered by a Disciplinary Committee within the Faculty of Law. Although the Code does not contain specific provisions for violations committed by management, this situation is about to be remedied.

The Ethics Council monitors compliance with the rules in the Ethics Code by academic staff and in delivering that responsibility it works closely with the Dean of the Law Faculty. The evidence available to the Expert Team is consistent with staff and students complying with the internal regulations relating to ethical conduct in research, teaching, and assessment in all academic and administrative activities.

The Study Programme is monitored on a regular basis and reports produced every six months. The Law Faculty has, as has been noted above, an Advisory Board. This consists of judges, prosecutors, notaries, Kosovo Police officers, lawyers, representatives of the People's Advocate, officials from the Office for Free Legal Aid, legal experts, NGO sectors, and external reviewers from other universities. It meets once a year to discuss the way the Study Programme is running and what challenges and

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obstacles it faces. The existence of this Board ensures that there is a critical self-assessment of the Programme not only by its Head of Programme but also by other external stakeholders.

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 are reviewed at least once every two years and amended as required in the light of changing circumstances. **Standard 1.6** is thus met.

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	
<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.	X	

Compliance level: Fully compliant.

ET recommendations:



1. *It is recommended that the University continue to work on its website and ensures that the English language text remains as up-to-date as possible.*

2.2 Quality Management

According to the documentation submitted by the University, the Quality Assurance Office has responsibility for conducting assessments for academic staff and University administrative services. This Office also arranges for questionnaires to be sent to employers and alumni. During the interviews with students, employers and academic staff, it was confirmed that they are actively involved in this process by filling out the survey forms and providing feedback to the University. The collected data are analyzed by the Quality Assurance Office and further steps are then planned. The Expert Team was therefore 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.

There was a change to the structure of the University in 2009 when the Quality Assurance Office and the Quality Management and Evaluation Council were established. In addition, in each Faculty, there is a Quality and Evaluation Coordinator. All these units make up a team for internal quality assurance at the University. The detailed responsibilities for these units is explained in the University's *Strategic Plan*: 'Evaluate the Study Programme and Study Organization; Assessment of Quality of Teaching, Assessment of Teacher's Work and Scientific Research'.

The evaluation processes and planning for improvement are integrated into the normal planning procedures. The Expert Team was satisfied that QA processes deal with all aspects of Programme planning and delivery, including services and resources provided by other parts of the institution. The Expert Team was also satisfied that quality evaluations provide an overview of quality issues for the overall Study Programme as well as of different components within it and that the evaluations consider inputs, processes, and outputs, with particular attention being given to learning outcomes for students.

During the interviews with the QA representatives, it was determined that, besides managing the evaluation processes, they are responsible for Programme design and for providing support in course syllabus development, design of the assessment methods within the courses, and monitoring the academic achievements of the students within the course. The academic staff confirmed that the support they get from the QA team is oriented to their professional development. The Expert Team was satisfied that the quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance. **Standards 2.2, 2.3, 2.4, and 2.5** are therefore met.

Each year, the Quality and Evaluation Coordinator of the Law Faculty conducts an assessment of the stakeholders of the Study Programme and reports on the outcomes to the stakeholders for further discussion and interventions. In total, there are six different types of questionnaire that are designed



by the Quality Assurance Office and confirmed by the Senate of the University. The Alumni and Employers' Questionnaires are issued once a year, while the Students and Academic Staff Questionnaires are filled in each semester.

The Expert Team concluded that the quality assurance processes for the LLM ensure both that required standards are met and that there is continuing improvement in performance. The Expert Team were also satisfied that survey data were being collected from students and employers and that the results of these evaluations were made publicly available. During the site visit, the Expert Panel was not able to meet the alumni as the LLM Study Programme does not have any graduates yet.

In the interviews, it was confirmed that students and academic staff do participate in assessing the processes with the Questionnaires. After obtaining the data, the Quality Assurance Coordinator of the Faculty is responsible for writing an Annual Report on the Study Programme's implementation and submitting this to the Faculty Council. After examining all details, the Report is then sent to University Council.

In addition, there is a regular improvement in the LLM Programme based on the internal and external quality recommendations. The Expert Team therefore concluded the results of the internal quality assurance system were taken into consideration for further development of the Study Programme, including an investigation of student workload and academic success.

The Expert Team was also satisfied that the institution ensures that reports on the overall quality of the Study Programme are prepared periodically for consideration within the institution indicating its strengths and weaknesses. **Standards 2.6, 2.7, 2.8, and 2.9** are thus met.

The Expert Panel found that, although the questionnaires are used and data collected, the stakeholders were not as well informed as they might be about the changes and interventions made, or planned to be made, as a consequence. It is therefore the Expert Teams' recommendation that the outcomes of the questionnaires are better communicated to all interested parties.

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.

ET recommendations:

- 1. It is recommended that the changes/outcomes from the Questionnaires be communicated better to stakeholders of the Study Programme to enhance further their engagement.*
- 2. It is recommended that the University organises/arranges for all Questionnaires to be in an electronic format, using different e-tools. This will make the data easier to collect and analyse.*
- 3. It is recommended that Quality Assurance Office provides academic staff with training at least once and perhaps twice a year in how to design the learning outcomes and how to adapt to different teaching and assessment methods.*
- 4. It is recommended that Quality Assurance Office starts working on the policy related to distance learning/online learning as an emergency situation might arise again.*



2.3 Academic Staff

The Law Faculty employs both full-time and part-time Professors and teaching assistants. The processes for the selection and appointment of academic staff has been developed according to the Kosovo Law on Higher Education as well as the University's rules and procedures governing academic titles. All appointments are advertised publicly and subject to expert scrutiny.

Standard 3.1 is met. The minimum criterion for the appointment of an Assistant Professor is set out in the University's Regulations. It requires a doctorate or its equivalent as well as a record of publication and recognized teaching skills and a minimum of three years of experience of university-level teaching. These criteria are similar for promotion/appointment to Associate Professor and Full Professor titles, differing only in terms of the higher number of published scientific publications required and, for a 'regular Professor', previous experience of supervising doctoral students.

As the Self-Evaluation Report points out, this poses a challenge to the University's academic staff as there are still no Doctoral Studies Programmes at the University. There is an *Academic Staff Handbook* which describes the rights and obligations of academic staff. There is also an *Academic Development Plan* under which academic staff can put in a request annually for developmental support. (See **Performance Indicator 3.1.**)

Standard 3.2 is met. The teaching obligation for staff includes preparing and delivering lectures, preparing and assessing examinations and tests, and mentoring students who are preparing their LLM thesis. In addition, academic staff are involved in research and counselling students during a twice weekly two-hour office slot. Some academic staff also have managerial responsibilities. Academic staff in the Faculty were involved in the construction of the University's *Strategic Development Plan*. The Faculty is also producing its own *Strategy* and academic staff have been involved in its construction too.

Standards 3.3, 3.4, and 3.6 are met. All the academic staff involved in the Study Programme have a profile which matches with the courses they teach. As the Self-Evaluation Report explains, none of the academic staff who teach on the Study Programme has more than two teaching positions (one full-time and part-time) within a single academic year. Nine of the 12 Professors who teach on the Study Programme are full-time employees of the University. Only 80 students are enrolled each academic year and the size of this lecture group meets the relevant regulatory requirements. There is an approved *Manual for the Evaluation and Performance of the Academic Staff* which requires academic staff to submit an annual work plan which will be evaluated and outlines the forms to be used for their assessment.

Standards 3.6, 3.7, and 3.8 are met. Academic staff are recruited through an appropriate selection process and talented students are hired as teaching assistants to give them the opportunity to deliver seminars. The responsibilities of a full-time Professor include making themselves available for



consultation with students. They also contribute not only through their publications but also through other scholarly activity. Regular six-monthly student evaluations of the performance of teaching staff take place and the results are fed back to students and staff.

Standard 3.9 is met. The University's *Quality Assurance Strategy* is designed to promote an experience for students which is in line with European Standards. The Self-Evaluation Report states that the University is 'truly committed to support academic staff in becoming more effective teachers' by encouraging them to 'set learning goals, proximal goals, behavioural goals, or a combination thereof'. The commitment teaching staff show towards their students is highly-valued by the University and teaching staff are expected to use up-to-date materials and keep abreast of developments in new teaching methodologies and be open to improving and developing their pedagogical skills. The Self-Evaluation Report explains that there is a responsibility on the Head of the Study Programme and the other academics who teach on it to remain professionally competent and on top of developments in their discipline area. The Faculty has made English language proficiency an entry criteria for the LLM and the teaching material for the Study Programme is now generally offered mainly in English. This is to be commended.

Standard 3.10 is also met. The retirement of Professors at 65 is in line with Kosovo practice and the structure of the State Funded Pension scheme. 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.

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 program 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 program are full-time employees, and account for at least 50% of the classes of the study program.	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 program, the institution has employed at least one full-time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<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	
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Fully compliant.

ET recommendations:

- 1. It is recommended that the Faculty reflects on how it can best to respond to the requirement for appointment/promotion to Associate Professor or Full Professor that an academic must have had previous experience of supervising doctoral students in a University where there are still no Doctoral Studies Programmes.*
- 2. It is recommended that the Faculty considers how it can build on having made English language proficiency an entry criteria for the LLM and on having reached a position where the teaching material for the Study Programme is now generally offered mainly in English.*
- 3. It is recommended that the University 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 Educational Process Content

Standard 4.1 is met. The Study Programme is modelled on qualification objectives, including the capability of taking up adequate employment, contributing to civil society, and developing the students' personalities. The LLM in International and European Law is structured to prepare students for the workplace and offers specialist options in various key areas of International and European Law. It is also addressing issues of key concern to the region. These include the legacy of the Kosovo conflict, Kosovo's political status, and its state-building and peace-building processes, as well as transitional justice, human rights, and privatization. Kosovo's aspirations to acquire membership of international organizations and the European Union (EU) make the LLM even more relevant to the country. There is also a real need to train lawyers who can draft legislation with international standards in mind. As the Self-Evaluation Report notes, graduates from the Study Programme will have the legal, analytical, and argumentation skills needed for a wide variety of career paths in professional practice, government, international advocacy, international courts and tribunals, international organizations, multi-national consultancies, and journalism. There is regular engagement with a variety of external bodies to work to keep improving the learning outcomes of the Study Programme.

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. This Study Programme, apparently the first of its kind in Kosovo, meets the standard set by similar Programmes offered by some other Western universities. It emphasizes the importance of developing practical skills, with students taking up internships or field research in a variety of external institutions. Students are also offered training in conducting legal research. There are agreements with around 20 Universities from the region and EU. These are used to support student and staff mobility and for research purposes. The individual components provide adequate forms of teaching and learning and are combined in a way which achieves the specified qualification objectives. All academic staff have official University emails and 'all activities, including communications, student announcements and uploading of reading materials, are done via SEMS'.

Standards 4.3 and **4.4** are met. The disciplines within the curriculum have appropriate analytical syllabuses. Successful completion of the Study Programme provides students with knowledge, skills and competences which are in line with the National Qualifications Framework. 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 being compatible with the Study Programmes and curricula delivered in the EHEA. The LLM in European and International Law is a full-time Study Programme that lasts two semesters (one academic year) and the curriculum provides expertise across the three core areas: International Law; Human Rights law; and European Law. The curriculum is structured around a combination of mandatory and elective courses. Students are required to take three mandatory courses in each semester and to choose two elective courses each semester. There is also a thesis. Each course includes both lectures and teaching seminars. Mandatory courses aim to provide students with a comprehensive theoretical and practical knowledge of the key issues of



International Law and the EU Legal System.

Standard 4.5 is met. The LLM requires a total of 60 ECTS credits and the ECTS credits for elective courses do not exceed half of the ECTS credits for the course. The Self-Evaluation Report explains that courses consist of lectures, seminars, exercises, and assignments. A mix of assessment methods is used. The Study Programme consists of six mandatory courses and eight elective courses. Depending on their workload, courses have four and five ECTS credit. Some courses have more exercise and practical work and some less. Candidates are expected to get 12 ECTS from the diploma thesis, 30 ECTS from obligatory courses and 16 ECTS from elective courses. The Self-evaluation Report observes that a special feature of the Study Programme is that two Professors teach the same course and include an interdisciplinary element. As noted above, although the Study Programme is offered in Albanian, much of the reading material is in English and almost all Professors can teach in English. In addition, lectures by International Visiting Professors will be in English. This is a real strength and is something on which the Law Faculty and the broader University should continue to build.

Standard 4.6 is met. The Self-Evaluation Report states that the Law Faculty has established a policy for building a genuine student-Professor partnership in which the Professor and the student take joint responsibility for achieving the learning outcomes. According to the Self-Evaluation Report, the University supports teaching staff to update their skills in teaching and learning. In addition, the Study Programme aims to have 80 student per year and creates seminar groups with even fewer students to guarantee the quality of the teaching and learning is not damaged. During the interviews with students, they confirmed that smaller groups are effective and they are satisfied with this. Learning outcomes are explained and discussed with students and their relevance to the students' development is explained.

Standards 4.7 and **4.8** are met. Teaching strategies are fit for the different types of learning outcomes that the Programme wishes to develop and strategies of teaching and assessment are set out in Programme and course specifications and then followed with flexibility to meet the needs of different groups of students. Student assessment mechanisms are conducted fairly and objectively and are appropriate for the different forms of learning sought. They are clearly communicated to students at the beginning of courses.

Standard 4.9 is met. 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 and comparable between the courses offered within the Programme and with other Study Programmes at highly-regarded institutions. The assessment methods are pre-defined and stated in the course syllabus in advance. The assessment activities are designed according to the course content and take account of the principles of academic integrity. During the interviews, the students said the course syllabus is available to them via web-pages, so they can get information regarding the course any time.

Standards 4.10 and **4.12** are met. Policies and procedures do include actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed. Students highlighted that they can submit a complaint within two days of being informed about their

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grades. The University has signed some memoranda and contracts with the local organizations dealing with the law or providing services related to it.

Standard 4.11 is not met. The practical component is still developing. If a student obtains an internship in an organization, it will be assessed and monitored to include the practical component of the Programme. During the interviews with the Head of the Study Programme and Faculty Managers, it was said a few times that practice is something they are going to enhance in the Study Programme. Due to this, some ongoing activities are managed at the Faculty level.

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 Programmes and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the Study Programme 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. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the Study Programme under evaluation.	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 Programme.	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 Programmes 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 Programme.		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 the University designs professional development courses for Faculty members in teaching methods and assessment strategies, in order to upskill them in topics related to pedagogy and didactics.*
- 2. It is recommended that the Faculty diversifies the assessment methods and forms and incorporates the principles of academic integrity into them to guarantee the quality of teaching and learning.*
- 3. It is recommended the Faculty Administration/Programme Management finalises the incorporation of practice into the Study Programme, with accordance of local legislation rules.*



2.5 Students

Standard 5.1 is met. There is a clear and formally adopted admissions procedure that the Study Programme uses when organizing student recruitment. Admissions requirements are consistently and fairly applied for all applicants. According to the University's procedures, the entrance exam for the LLM Study Programme consists of an exam related to the content of International Law (mostly open-ended questions) and writing an essay in English, in order to determine the foreign language level.

In addition, applicants must provide proof that they have graduated from a BA Programme. All students stated that they went through those procedures. **Standard 5.2** is thus met as the procedures mean that all students enrolled in the Study Programme will possess a high-school graduation diploma or other equivalent document of study. During the interviews with Faculty Managers and the Head of the Programme, it was revealed there is competition in recent years to recruit new students. For this reason, the administration decided to take into account the students' previous learning achievements, plus the grades they get in the entry exam, and only after that finalize the list of the accepted students.

Standard 5.3 is met. The study groups are tailored to ensure an effective and interactive teaching and learning process. The maximum number of the students each year on the LLM Programme is 80, which means in some classes there might be maximum of 80 students. But when it comes to seminars, they are usually conducted in a smaller group. During the interviews with students, the Expert Team tried to find out whether students felt comfortable with the number of the classmates. They confirmed that the groups are not overloaded.

Standard 5.4 is **not met**. During the interviews, students as well as academic staff stated that they provide feedback on each and every activity relating to the courses. However, the forms and types of the feedback were not defined. Some students mentioned that lecturers also give general feedback on the commonly-made mistakes during the classes. Students are able to submit a complaint about grades within the two days after getting them. However, there was not any example that the students could recall.

Standards 5.5, 5.6, and 5.7 are met. The results obtained by the students throughout the study cycles are certified by the academic record. All of the grades are saved in the information system. This makes it possible to create analyses and also makes a record for the individual student. There is flexible treatment of students in special situations: the Study Programme offers peer-to-peer consultations to students who required extra support from the teaching staff. In addition, individual study plans are designed if there is a need for that. Finally, records of student completion rates are kept for all courses and for the Study Programme as a whole and included among quality indicators.

Standard 5.8 is **not met**. Effective procedures are not universally being used to ensure that work submitted by students is original. The University states that plagiarism is checked in the Master thesis



or research publication of the students. However, it was not clear to the Expert Team which system is used. According to Self-Evaluation Report, the software is being installed and is not fully functioning yet. The Expert Team tried to find out whether the software is used in ongoing activities within the courses and not only in thesis. As it turned out, the software is not being used in weekly assignments. Moreover, there was not a single case/example of plagiarism having been detected that any of the academic staff or student could recall. The sanctions are described in the *Code of Ethics* but students are not really familiar with that. It is recommended that the Faculty reflects hard on how best to communicate the procedures and sanctions to students.

Standards 5.9 and **5.10** are met. Students are familiar with their rights and the way they are regulated. They mentioned a few cases of getting extra support from the teaching staff, with consultations and peer-to-peer meetings. In general, they are very satisfied with the way they are treated both by academic and administrative staff. Although none of the students panel the Expert Team met was a transfer student, there is the opportunity for inter-university transfer, as well as moving to University of Pristina under an agreement that existed with that University.

Standard 5.11 is met. Academic staff are available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

The Expert Team was also interested in the career development support students are getting from the University. There is a Career Development Centre, through which students get announcements of the jobs as well as having the chance to attend training in effective interviewing, preparation of CVs, etc. Almost all the students the Expert Team met wanted more activities related to internationalization, both visiting lecturers and international students visiting the University. They also wanted the possibility of outward mobility. The Expert Team recommends the University enhances the activities in this regard.

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: Substantially compliant.

ET recommendations:

- 1. It is recommended that the Faculty reflects on how to deliver individual, effective, and timely feedback on the activities delivered within the course, in order to guarantee students understand their mistakes and know how to improve their work.*
- 2. It is recommended that the University designs clear policies regarding academic integrity and designs activities to prevent cases of plagiarism. As well as using similarity detection software, student support from academic services should also be in place.*
- 3. It is recommended that the Faculty communicates all the regulatory documents and rules to students more effectively (Code of Ethics, Students' Rights etc) in order to ensure they are familiar with the details.*
- 4. It is recommended that the Faculty continue to enhance its plagiarism detection processes, including using electronic systems for detecting plagiarism in both the English and the Albanian language.*



5. *It is recommended that the Faculty increases the number of the international projects to create even more possibilities for students to be internationally mobile.*
6. *It is recommended that the Faculty invites international colleagues to conduct a class or two, in order to give a chance to students to benefit from internationalisation.*

2.6 Research

Standard 6.1 is met. The Study Programme does have defined research objectives. These reflect the *Development Plan* of the University. The Mission of the Law Faculty for research is aligned to the Mission of the University's *Research Strategy* and to the University's *Development Strategy 2020-2024*. Applied research, and involving students in research, is given a special focus by the Law Faculty. Some of the teaching staff in the Faculty are actively engaged in research and this then informs both the content and teaching on the LLM. The ambitions of the University's *Research Strategy* are commendable. For example, Outcome 4, of that *Strategy* is for high levels of participation by academic staff in international scientific conferences and for frequent international scientific conferences to be organized by the University. However, although some academic staff in the Faculty of Law are participating in research projects funded by the Western universities and international associations, this is still very much in its infancy and only a minority of academic staff gain access to this type of funding. Travel restrictions are also an issue, as is financial support. Annual individual plans are part of the evaluation process for academic staff and the *Development Strategy 2020-2024* envisages each Professor publishing at least one article per year and participating in at least one international conference. But there is further work to do to ensure the *quality* of (*all of*) these outputs and engagements is raised. The Annual International Conference on Law and Arts (ICLA), which has been arranged on three occasions jointly with the Faculty of Arts, is a welcome development and provides something on which the Faculty should build.

There is a question over whether sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives. The Law Faculty says in the Self-Evaluation Report that it continuously promotes, supports, and monitors the research activities of its academic staff. Article 164 of the University's Statutes guarantees sabbatical leave to academic staff every fifth year of service to the University at full salary for the purposes of conducting research, or enhancing teaching, or both. Academic staff with under five years' service can also be guaranteed a sabbatical of up to one year but unpaid. Nonetheless, this is an area which needs further work, as noted later in this section.

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. The key thing, however, is to ensure, not just that the paperwork is appropriate and that sound, clear, processes are in place but that these have genuine purchase on the *quality* of the research outputs from the Law Faculty. It is in this latter regard that the Expert Team

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has doubts, while recognising the challenges and limitations that the Law Faculty (and indeed the broader University) faces.

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. But, as the Self-Evaluation Report also rightly admits, research remains ‘a big challenge’ for the University in general ‘due to lack of sufficient fund and infrastructural resources that supports research activities’. It was wise for the Self-Evaluation Report to be honest about this point, and the virtual site visit confirmed the challenges that exist. It is clear that the University’s Council is working to address some of these issues through the creation of a financial support scheme. But there needs to be further attention to this area.

Standard 6.5 is met. The University is taking steps to provide support for publications and conferences and the Law Faculty provides opportunities for both academic staff and students to develop their research skills. The Self-Evaluation Report states that, over the last three years, academic staff in the Law Faculty have published ‘around 50 scientific publications in prestigious international scientific journals/platforms, such as: SCOPUS, WEB of Science, EBSCO, Worldcat and in other scientific journals’ and obtained ‘several scientific and applied research projects’. This shows that the academic and research staff in the Law Faculty are publishing their work in ‘speciality magazines’ and are presenting their research at ‘conferences, sessions, symposiums, seminars etc’. But there is no doubt that there is more to do in this area.

Standards 6.6 and **6.7** are met. Academic staff are cooperating with a few academics at some other European universities and with legal practitioners from relevant institutions of Kosovo, such as the Agency for Free Legal Aid, the Courts, the Prosecution Service, and the Bar Association. But it is a challenge to ensure that, in line with **Standard 6.7**, each academic staff member produces (at least an average) one research publication per year, *if* one includes the need for that publication to be of high-quality at a genuinely international level.

Standard 6.8 and **6.9** are met. Academic and research staff in the Law Faculty publish under the name of the institution to which they are affiliated as full-time staff. As the Self-Evaluation Report observes, this can be easily verified through online databases or a google scholar search. Research is also, as the Self-Evaluation Report explains, conducted in accordance with the legal provisions established by the University and existing laws that govern intellectual property. There are policies for the ownership of intellectual property and clear procedures for the commercialization of ideas developed by staff and students. The University has revised its *Code of Ethics*. The *Code* deals with issue of the ownership and there is ‘a special *Code of Ethics for Research*’. The Self-Evaluation Report states that the *Code of Ethics* contains ‘clear provisions regarding the academic dishonesty of academic staff especially in their scientific work’ and notes that ‘the entire academic and research community has a duty to apply the principles, norms, standards and ethics of research during their respective scientific research work, and to minimize the risks and breaches of integrity’. The *Code* requires ‘the protection of intellectual honesty’ and sets out the ‘personal responsibilities of academic and research staff for their actions on

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a range of practices that characterize responsible research behaviour'. Academic staff in the Law Faculty are, the Self-Evaluation Report states, aware that intellectual property in their research is owned by the University. The Self-Evaluation Report also draws attention to the fact that a Council of Ethics has been established with 'the authority to observe the implementation of the provisions of the *Code of Ethics*' and 'to propose to the Rector the disciplinary measures provided for in the Regulations'. The commercialization of ideas developed by academic staff is governed by clear rules through the *Regulation on Publication*. This *Regulation* defines the terms and procedures for publishing, re-publishing, and translating basic texts and other publications (monographs and periodicals).

Standard 6.10 is also met. Students are engaged in research projects and other activities. Students are involved in research through the Masters thesis. The Self-Evaluation Report notes that, as presented in the LLM syllabus, teaching staff share with students the findings from their research and scientific activities that are relevant to their teaching area. Moreover, students are constantly updated with scholarly work that covers specific areas of International and EU law. There are also some opportunities for international internship and exchange: the students we spoke to were enthusiastic about the availability of international exchanges and internships but not all students are able to take advantage of them of course. The Self-Evaluation Report further notes that academic staff develop joint research with students, training them to apply empirical research methods. Since 2021, two volunteer students have been 'committed to researching in the field of human rights and in the field of International Law and Humanitarian Law'. The Self-Evaluation Report also notes that students are 'engaged on conference round table and research projects'. Students are supported by the academic staff to organise seminars, mainly in Human Rights Law, domestic violence, and International Humanitarian Law. This is welcome, as is the fact the Faculty of Law is developing its own Scientific Journal which will be supported by Erasmus +. The collaboration with Sapienza University of Rome in Italy is a further positive step, as is the collaboration with Graz University in Austria. But there is no doubt that there is more to do in this area

The formal Standards in this area are met. Nonetheless, there is an important caveat. The Expert Team would observe that, because of the importance of research to the LLM in International and European Law, 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. The Self-Evaluation Report honestly draws attention to the fact that there are 'insufficient funds for scientific research'; 'limited access to the international databases of scientific journals'; and a 'lack of a reputable national journal'. The Faculty of Law also needs to improve the training it makes available in research methods and the time it makes available for research. Regular (and rigorous) review of performance and support for research is essential. It is 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> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	



Standard 6.10. Students are engaged in research projects and other activities.	X	
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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 improves the training it makes available in research methods and the time it makes available for research.*
3. *It is recommended that the Faculty 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.*
4. *It is recommended that the Faculty 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 and epidemiological reasons, the Expert Team was not able to conduct its site visit offline. However, the University submitted all the required information regarding the infrastructure and the equipment. As stated in Self-Evaluation Report, there is enough technical equipment as well physical space at the Faculty of Law to deliver this Study Programme with maxim of 80 students in each year. The techniques, books, and other material resources are up-to-date and the Faculty Management told us that the renovation of the study building is being planned in 2022. Currently, all the building is equipped with WiFi connectivity which makes it easy to deliver classes.

Standard 7.2 is **not met**. There is a financial plan at the level of the Study Programme but, without a risk management strategy, the Expert Team is not convinced that this is sufficient to ensure the sustainability of the Study Programme for the next minimum three years. The Faculty presented the financial plan designed for this Study Programme delivery, stating that getting 80 students annually means they will get funds from the Ministry of Education and Sciences. The financial document is based on this income, while (as expected) the biggest expenditure comes from salaries of the staff. There is an amount devoted to library resource development in the budget. The Expert Team thinks that the financial planning does not take sufficient account of risk and the way the University and the Faculty will mitigate these risks to ensure that appropriate delivery and processes are not interrupted. The Expert Team therefore recommend that a risk management strategy is included in the budget planning for the next three years.



Standards 7.3 and 7.4 are met. Based on the evidence in the Self-Evaluation Report, the number of seats in lecture rooms and seminar rooms available to students reflects the number of students studying the LLM.

However, the Expert Team concluded that **Standards 7.5 and 7.6** were **not met**. The Faculty library is open nine hours a week. Students state that they use library often, borrowing some textbooks. However, when asking whether they had used any academic database that might be accessible in the library, no one could name any. In addition to this, no student could remember any academic service that the library was offering them. It is therefore recommended that library design a training session for students (in information seeking, referencing, etc) and also promotes the usage of academic databases widely. The Faculty claims that the infrastructure is currently partially adapted to students with special needs but they are planning to make the adjustments in the coming year when the building is renovated. It is recommended that all the facilities should be adapted for people with different needs.

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 speciality 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 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;</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: Partially compliant.

ET recommendations:

1. *It is recommended the University’s and the Faculty’s financial planning also includes a risk management strategy with regard to income and expenditure which will guarantee that financial sustainability is achieved.*
2. *It is recommended that the income streams from the LLM Study Programme are diversified and some funds are earmarked for international research and capacity building projects.*
3. *It is recommended better student support services are designed in the library (information seeking; working with sources; referencing etc) and the training is delivered for students.*
4. *It is recommended all the infrastructure is designed for students with special needs.*

3 FINAL RECOMMENDATION OF THE EXPERT TEAM

The Expert Team would like to thank the Faculty of Law for their engagement with us 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	Substantially Compliant
6: Research	Fully Compliant
7: Infrastructure and Resources	Partially 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 80 for Three Years.

The Expert Team makes the following 24 Recommendations which must be considered fully by the Faculty of Law and the broader University:

- 1. It is recommended that the University continue to work on its website and ensures that the English language text remains as up-to-date as possible.*
- 2. It is recommended that the changes/outcomes from the Questionnaires be communicated better to stakeholders of the Study Programme to enhance further their engagement.*
- 3. It is recommended that the University organises/arranges for all Questionnaires to be in an electronic format, using different e-tools. This will make the data easier to collect and analyse.*
- 4. It is recommended that Quality Assurance Office provides academic staff with training at least once and perhaps twice a year in how to design the learning outcomes and how to adapt to different teaching and assessment methods.*
- 5. It is recommended that Quality Assurance Office starts working on the policy related to distance learning/online learning as an emergency situation might arise again.*
- 6. It is recommended that the Faculty reflects on how it can best to respond to the requirement for appointment/promotion to Associate Professor or Full Professor that an academic must have had previous experience of supervising doctoral students in a University where there are still no Doctoral Studies Programmes.*
- 7. It is recommended that the Faculty considers how it can build on having made English language proficiency an entry criteria for the LLM and on having reached a position where the teaching material for the Study Programme is now generally offered mainly in English.*



8. *It is recommended that the University 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.*
9. *It is recommended that the University designs professional development courses for Faculty members in teaching methods and assessment strategies, in order to upskill them in topics related to pedagogy and didactics.*
10. *It is recommended that the Faculty diversifies the assessment methods and forms and incorporates the principles of academic integrity into them to guarantee the quality of teaching and learning.*
11. *It is recommended the Faculty Administration/Programme Management finalises the incorporation of practice into the Study Programme, with accordance of local legislation rules. It is recommended that the Faculty reflects on how to deliver individual, effective, and timely feedback on the activities delivered within the course, in order to guarantee students understand their mistakes and know how to improve their work.*
12. *It is recommended that the University designs clear policies regarding academic integrity and designs activities to prevent cases of plagiarism. As well as using similarity detection software, student support from academic services should also be in place.*
13. *It is recommended that the Faculty communicates all the regulatory documents and rules to students more effectively (Code of Ethics, Students' Rights etc) in order to ensure they are familiar with the details.*
14. *It is recommended that the Faculty continue to enhance its plagiarism detection processes, including using electronic systems for detecting plagiarism in both the English and the Albanian language.*
15. *It is recommended that the Faculty increases the number of the international projects to create even more possibilities for students to be internationally mobile.*
16. *It is recommended that the Faculty invites international colleagues to conduct a class or two, in order to give a chance to students to benefit from internationalisation.*
17. *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.*
18. *It is recommended that the Faculty improves the training it makes available in research methods and the time it makes available for research.*
19. *It is recommended that the Faculty 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.*



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20. *It is recommended that the Faculty pays close attention to the **quality of the research outputs of its academic staff** to ensure they are recognised as of genuinely international standard.*
21. *It is recommended the University's and the Faculty's financial planning also includes a risk management strategy with regard to income and expenditure which will guarantee that financial sustainability is achieved.*
22. *It is recommended that the income streams from the LLM Study Programme are diversified and some funds are earmarked for international research and capacity building projects.*
23. *It is recommended better student support services are designed in the library (information seeking; working with sources; referencing etc) and the training is delivered for students.*
24. *It is recommended all the infrastructure is designed for students with special needs.*



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Expert Team

Member

Stephen Shute

Stephen Shute

15 April 2022

(Signature)

(Print Name)

(Date)

Member

Giga Khositashvili

15 April 2022

(Signature)

(Print Name)

(Date)