



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency



FAMA International College, Prishtina

Study Program **General Law LLB**

Accreditation

REPORT OF THE EXPERT TEAM

April 2025

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
INTRODUCTION	3
Site visit schedule	3
A brief overview of the programme under evaluation	5
PROGRAMME EVALUATION.....	5
1. MISSION, OBJECTIVES AND ADMINISTRATION	5
2. QUALITY MANAGEMENT	9
3. ACADEMIC STAFF	12
4. EDUCATIONAL PROCESS CONTENT	15
5. STUDENTS	21
6. RESEARCH.....	25
7. INFRASTRUCTURE AND RESOURCES.....	27
8. FINAL RECOMMENDATIONS	30

INTRODUCTION

Date of the site visit: February 25, 2025

Expert Team (ET):

Prof. Dr. Bertel De Groote

Prof. Dovile Gailiute-Janusone

Mr. Marija Vasilevska, student

Coordinators from Kosovo Accreditation Agency (KAA):

Naim Gashi, General Director

Olsa Ibrahim, KAA

Sources of information for the Report:

- *Self-Evaluation-Report (SER) submitted by FAMA International College, including annexes (Syllabuses, Academic staff CVs, internal regulations, etc.).*
- *Information obtained during the site visit with the management of the College, teaching and administration staff, external stakeholders and employers of graduates.*
- *Visit to on-site facilities.*
- *Additional documents sent by KAA on 3 March 2025.*

Criteria used for institutional and program evaluations

- *Accreditation Manual (File No. 1, Article 24, page 36-50: Re/accreditation of Higher Education Institutions), February 2024 of the KAA*

Site visit schedule

Programme Accreditation Procedure at Fama International College	
Program:	General Law, LLB
Site visit on:	25 February 2025
Expert Team:	Prof. Dr. Bertel De Groote, General Law, LLB Prof. Dovile Gailiute-Janusone,, General Law, LLB Ms. Marija Vasilevska, student, General Law, LLB
Coordinators of the KAA:	Naim Gashi, General Director Olsa Ibrahim, KAA

Site Visit Programme

Time	Meeting	Participants
-------------	----------------	---------------------

09:00 – 09:50	Meeting with the management of the faculty where the programme is integrated (joint meeting)	Prof. Ass. Bedri Drini Prof. Ass. Fitim Shishani Prof. Ass. Elvin Meka Prof. Ass. Nysret Demaku Prof. Ass. Driton Maliqi
09:55 – 10:35	Meeting with quality assurance representatives and administrative staff (joint meeting)	Quality Assurance Office Driton Zeqiraj, General Secretary Gjeral Maloku, Finance Director Valentin Rrasaj, Head of Logitics/IT
10:40 – 11:40	Lunch break	Restaurant Pishat, Prishtine
11:50 – 12:30	Visiting Facilities	
12:30 – 13:20	Meeting with the heads of the study programme	Prof. Ass. Denard Veshi Prof. Ass. Fitim Shishani Prof. Ass. Enida Bozheku Prof. Bahri Rexha
13:20 – 14:00	Meeting with teaching staff	Prof. Armend Podvorica Prof. Selviqe Halimi Prof. Safet Krasniqi
14:10 – 14:50	Meeting with employers of graduates and external stakeholders (joint meeting)	Valon Zeqiraj Dhurata Azemi Florian Petani Valdrin Olluri
14:50 – 15:00	Internal meeting of KAA staff and experts (joint meeting)	
15:00 – 15:05	Closing meeting with the management of the faculty and program (joint meeting)	Prof. Ass. Bedri Drini Prof. Ass. Fitim Shishani Prof. Ass. Elvin Meka Prof. Ass. Nysret Demaku Prof. Ass. Driton Maliqi

A brief overview of the programme under evaluation

Fama International College is registered as a private higher education in Kosovo in 2021. The College has been open on the grounds of its predecessor, Fama College, that finished its academic activities in 2020. FAMA College has been closed after two unsuccessful accreditation processes. However, in 2025 the Fama International College received institutional accreditation upon which the five bachelor level study programmes planned to be delivered in this college are in a process of accreditation.

The following five study programmes are under accreditation, 1) General Economics with specialization in a) Finance and Accounting, and 2) Management; 2) General Law; 3) General Psychology; 4) Social Care and Welfare BA and 5) Computer Science.

This accreditation process covers the assessment of the General Law Programme BA which is planned to be taught as part of the Faculty of Law. As described in the SER, the Faculty of Law is dedicated to fostering a culture of lifelong learning, encouraging students to continuously develop their knowledge and skills in the field of law. Its mission emphasizes justice as a fundamental tool for improving society and addressing social challenges, with a strong focus on teaching students that law serves as the primary means to combat injustice. Through its programs, the faculty strives to equip students with the expertise needed to contribute to a more just and equitable society.

The program General Law is a Bachelor program spread in four years studies in eight semesters. The SER reports that the studies will be taught at appropriate premises equipped to address the needs of the studies and all students. The Faculty of Law plans to enroll 180 students in this programme.

PROGRAMME EVALUATION

The programme evaluation consists of 7 standard areas through which the programme is evaluated.

1. MISSION, OBJECTIVES AND ADMINISTRATION

Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

The LLB-programme (Law) has a mission that is centred around continuous learning and development, justice as a 'social' instrument and a fairer, more equal society. According to the SER this is aligned to the mission of FAMA and its strategic objectives. It aims to provide in-

depth knowledge of the legal system and aims at theoretical as well as practical competences and skills.

When conceiving the programme, a broad field of stakeholders is consulted. The interviews during the accreditation visit seemed to support this claim.

The institution pretends to guarantee transparency regarding the study programme.

As the programme aims to prepare graduates for the ‘legal’ labour market, it provides students with theoretical and practical skills and knowledge. This is, according to the programme management, embedded in modular subjects, legal clinics and the course Professional Practice.

It is said that the programme answers needs of the community and the challenges it faces. Therefore, the programme claims to contribute to the development of an educational framework that serves the community and to the strengthening of professional capacities in the targeted area.

According to the programme management analyses of societal/labour market needs led to the programme’s backbones

Standard 1.2 The study program Is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

The SER states that the General Law Study programme has been subjected to clear and documented procedures and mechanism to fight all kinds of unethical (academic) behaviour. In this regard, the existence of an ethical code must be pointed out.

Plagiarism will be fought against as the SER outlines the importance of a fair treatment of all students and academic integrity.

Students will be given a role in combatting discrimination or unfair treatment (via representation on the Faculty of Law Council). The academic community and other stakeholders will be informed – via different channels - on the ethical standards that prevail in the study programme.

Mechanisms to prohibit unethical behaviour will be implemented and their effectivity will be overseen. An Ethical Council will play an important role in this regard, not at least as its decisions will be disseminated.

Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

The SER refers to an information management system to enable a data-driven management of the study programme. Moreover, it allows the management to monitor the implementation of goals and activities, as the SER points out.

Concrete action plans are said to be developed to address shortcomings/challenges that may arise during the implementation of the study programme. For the time being it is not clear to the ET to what extent the plans are concrete and where exactly they are in the phase of realisation.

The programme management has the ambition to use the data information system to use a continuous quality improvement 'circle'. It also has to enhance the lasting relevance and effectiveness of the programme.

Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)

There is a commitment to provide sufficient and qualified administrative staff to achieve the study programme's goals and to meet the needs of students and academic staff. This concern will also be integrated in the development and review of policies that affect the study programme.

On the management level resources for administrative and student service needs. Moreover, standards will enhance quality and efficiency. Infrastructure for the study programme as well, will be top of mind during financial planning.

The administrative staff is part of the faculty's support staff. It is hierarchically under the responsibility of the General Secretary, who evaluates, proposes training. This must ensure adaptability of the staff and increasing competence. Skilled and sufficient staff must accommodate the students' study success.

The administrative staff facilitates a broad range of processes: the teaching and learning processes, the professional advancement of academic staff, administrative services regarding the study trajectory, logistical and technical issues, administrative obligations of academic staff, etc.

The administration has to support all aspects of teaching and learning in view of the academic goals of students and academic staff.

Although the SER mentions opportunities for training and professional development – including career advancement, increased responsibilities, etc. – it is for the ET not clear how

the professionalisation policy and the career advancement plan will exactly look like or what the concrete process to develop these frameworks will look like. Leadership development and/or digitalisation (as mentioned in the Strategic Plan) can be beacons in this regard. The ET encourages the programme to take this on since 'support' also greatly depends on people, *in extenso* on motivated, enthusiastic and skilled staff, that feels appreciated and co-owner of the study programme.

While analysing Standard 1.4 the ET noticed a remark in the SER on advice given by students and social responsibility but unfortunately does not immediately its link with the standard under review.

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

The General Law BSc programme is in the process of first accreditation. There are no previous recommendations for improvement of the study programme. Therefore, this standard is not applicable.

Although the ET shares the opinion that the standards are adequately met, attention has to be given on the concretisation of all envisaged actions (e.g. 1.3).

ET recommendations:

- 1. Though the programme, among others inspired by recommendations from the labour market, aims to focus on the professional practice in the programme, the ET, against the background of a fast-changing society, recommends to keep a clear focus on fundamentals and concepts, preparing students to make themselves acquainted with changing professional needs. The programme needs to determine its point of view on how to balance these programme policies before drafting the next SER in view of reaccreditation.*
- 2. To invest in efforts to make sure that all staff members 'embody' the objectives of the study programme and contribute to their implementation throughout the study programme. Within 18 months from the publication of the report, the programme has to make a well developed plan with actions to turn the staff members into ambassadors of the objectives and values of the study programme and within two years from the publication of the report, the a clear start has to be made in implementing (the first) initiatives.*
- 3. As the management emphasizes the importance of a high cognitive level in the learning outcomes and the learning process, it is recommended to bring all staff on the same page and to make this visible in the programme (components) and to the public. Within one year from the publication of the report, the it has to be defined and communicated to the staff what the management understands when striving to a high cognitive level.*

Within two years from the publication of the report action has to be taken to make this visible in the learning outcomes as well as to (clearly start to) integrate this in the learning process (teaching approach, assessment practices,...). In the next SER the programme has to address this topic explicitly.

- 4. The ET recommends the programme to consider seriously to very gradually expand the offer of elective courses – and probably even modules – in order to assure that the programme can take into account the experiences at the start of the programme implementation and allow the necessary time for the recruitment of qualified staff and their familiarity with the programme's DNA. Within two years from the publication of the report, the programme management has to make a documented exercise on the policy regarding electives/modules (and the (gradual ?) character of their offer to students. In view of this exercise a clear strategy has to be visible in the programme regarding the offer of electives/modules.*
- 5. Good as it is that the programme focuses on (academic) integrity, it is recommended to take in this context also the impact of GenAI on study programmes into account as well as to structurally give visibility to (academic) ethics, as well as research methodology in the study programme. Within two years from the publication of the report a policy has to be developed. This policy shall be based on a thorough analysis and research, taking into account the values and objectives of the programme, good practices from other study programmes, a dialogue with society, etc. By the time of the reaccreditation procedure initiatives to implement this policy have to be made and monitored.*

2. QUALITY MANAGEMENT

Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

According to the findings in the SER, the provided documents and the interviews during the site visit, the ET considers this standard is met. The QA-system, focused on assurance and improvement, is based on comprehensive policies and incorporated in the management framework. Procedures are adopted to install a data-driven quality cycle. It must guarantee and enhance the quality of the study programme that is subject to accreditation.

Key documents for the implementation of the quality assurance system are, among others, the Quality Assurance Regulation, Performance Planning and Evaluation Manual, Key Performance Indicators, and ECTS Guidelines. Each concerns a specific aspect of quality assurance (e.g. mechanisms, involved stakeholders and their respective roles, assessment of academic staff).

Institutionally, the QA system is managed by the Quality Assurance Office, with the support of dedicated Quality Assurance Coordinators at the study program level. The data-input is

dominated by surveys, taking into account different stakeholders (perspectives). Relevant for study programmes is the planning and evaluation of academic staff as well.

The programme clearly adheres to national and international quality standards and pretends to benchmark itself on respected programmes.

According to the SER, the study programme will actively support and facilitate internal quality management training for all its staff, with improvements in performance and outcomes being acknowledged. There will be stakeholder involvement – especially students are mentioned – and transparency will be a key value.

At programme level quality assessment will aim at the programme's goals and objectives. At programme level a vital role has to be played by the Quality Committee and a Quality Management Office, including representatives of all relevant stakeholders.

Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)

According to the SER, the design and development of the study programme involved all relevant stakeholders in defining properly the needs it has to answer. Moreover, the programme was conceived in line with the relevant quality frameworks.

All aspects of the organization of the study programme aims to adhere – according to the SER – to the most advanced education standards. The programme underwent the approval of the relevant 'internal bodies and stakeholders were involved via working groups during the conception phase. Lastly, the senior academic bodies gave their approval.

The SER foresees follow-up of the study programme, in order to guarantee continuous improvement in view of sustainable relevance.

According to the SER, all internal units (including students – inter alia represented in decision-marking bodies) will contribute to continuous, data-based, improvement.

Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

According to the SER, procedures for periodic monitoring and review of the study programme are established. In this regard, the college claims that a structural role for the stakeholders will be provided in the monitoring process. In the first place, as a new programme, the 'feasibility' has to be assessed. Regular analysis of the collected data must keep the programme 'up to

date'. The SER claims that the commitment to a process-driven approach to quality, fosters an environment of academic excellence and institutional accountability.

Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)

The SER states that regulations and guidelines regarding the study programme will be available to the public (accessibility via website publication). Transparency must lead to a broad understanding of the study programme. Accessible information will concern the admission requirements, the enrollment quota, the content and structure of the study programme, the methods of evaluation and the final qualification.

ET recommendations:

- 1. To invest in the empowerment of students (e.g. giving the student representation clear assignments to co-create, giving students sufficient feedback on topics they addressed, invite them to speak out in bodies,...), especially since student participation is addressed as a weakness. Within 18 months from the publication of the report initiatives have to be defined in this field and the next SER, in view of reaccreditation, has to report on the steps to implement them and the first experiences. Students have to be an important partner in this process.*
- 2. To reflect on ways to directly involve external stakeholders(' view) (alumni, labour market,...) in the bodies managing the study programme. Within two years from the publication of the report steps have to be taken in this regard and the SER in view of the reaccreditation has to report on them.*
- 3. To invest in a strong network of alumni since it is a strong platform for their engagement in the study programme. The SER in view of the reaccreditation procedure has to document the steps that are taken in this regard (development of policy, initiatives that are launched to enhance future alumni-involvement,...).*
- 4. To reflect on ways to benchmark the study programme to (foreign) academic peers on a structural/regular basis. Within two years from the publication of the report the programme has to make clear what the outcomes of the reflection are and what steps are (and will be) taken to structurally involve academic peers in the assessment of the programme.*
- 5. Though surveys are valuable instruments to gather feedback, it is recommended to also use qualitative feedback if relevant. Within two years the programme must have determined – based on a well-documented analysis – what techniques for qualitative feedback will be used for what aspects of the programme. Moreover a detailed plan and concrete steps have to be taken to set up these qualitative feedback mechanisms. It must be clear from the next SER on how the input of these feedback mechanisms is used in the programme development.*
- 6. To give 'quality officers' at programme level good training and substantial responsibilities, in cooperation with the programme management, in developing a*

culture of quality, since this ‘decentralisation’ helps to tailor the policies regarding quality to the programme’s characteristics. Within one year from the publication of the report a development plan must be developed and decided upon and in the next SER it must be showcased what concrete steps are taken in this regard and how the structural character giving training and decentralising responsibilities will be guaranteed.

7. *To highlight a positive ‘approach’ of quality assurance, using the available data to showcase best practices, acknowledge excellent teachers, etc. Within two years from the publication of the report initiatives have to be launched and the SER in view of the reaccreditation must outline the structural and sustainable character of the attention the study programme pays to this recommendation.*

3. ACADEMIC STAFF

Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

College declares that it recognizes the importance of building a robust academic and administrative staff structure. It also announces its commitment to a transparent, merit-based recruitment process in compliance with national legislation and internal guidelines. Article 74 of the Statute states that the selection of academic staff is conducted transparently based on public competition. Both central and departmental level bodies are involved in the selection procedure. Based on the proposals from the departments, the Senate announces competitions for the selection of academic staff according to need—once or twice a year, always before the start of the academic semester. If necessary, the Senate may announce additional competitions during the year. The competition lasts for 15 days. After the competition closes, the Rector, based on the proposals from the Teaching-Scientific Council of the Departments, forms a professional commission of at least three members to propose the selection of participants in the competition for the specified positions.

The Statute affirms the general procedure for the selection of the teaching staff; however, it does not specify the requirements and other details on this matter. As stated in Article 77 of the Statute the conditions for the selection of academic staff are the relevant qualifications and relevant work experience as stipulated in the regulations for the selection of teaching staff. Therefore, the adoption of the regulation is required.

Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)

Currently four (4) full-time and seven (7) part-time academic staff members are employed for the delivery of General Law LLB study program. Provided CVs of the full-time academic staff

confirm that they hold the scientific degree of Doctor of Science in the relevant fields and have previous teaching experience in other HEIs. CVs of the part-time academic staff were not provided, therefore, the ET cannot assess their qualifications. The analysis of CVs as well as publicly available information do not indicate that any of the teaching staff engaged in the study program covers more than two teaching positions, however, some are teaching in other HEIs abroad.

It could be concluded that the qualification of the full-time teaching staff members is adequate for the implementation of the study program and for performing scientific/professional activity at the required level. Since the College is in the process of recruiting qualified academic staff to deliver its study program, it should keep the key goal to ensure that at least 50% of academic staff are full-time employees and that every student group is mentored by a full-time staff member with a doctoral degree.

Since the College is in the process of recruitment, it is not clear how many courses each academic staff will teach. However, the College should ensure that academic staff maintain a balanced workload that allows for professional development, research, and community service in addition to their teaching duties. The academic workload is supposed to align with relevant legislation and bylaws, regulations issued by competent bodies. The teacher-student ratio should meet the requirements.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

The College offers equal opportunities for education and professional advancement regardless of ethnic, linguistic, racial, political, religious, gender, social status, or personal status. (Article 8 of the Statute). The College aims to implement clear and transparent promotion policies based on merit and excellence. These policies will align with national legislation and institutional strategic goals. Promotion criteria will include teaching effectiveness, research productivity, professional development, and student feedback. A long-term operational plan will guide staff development, supporting the growth of academic staff while aligning with the College's mission.

Currently the College does not have any regulation which would specify the requirements and procedure for the promotion of academic staff.

Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)

The College is committed to support the professional development of all teachers and assistants, through training and assignments that help develop skills and gain experience, create and exchange knowledge by teaching and learning at the same time.

In the SER it is also claimed that academic staff who manage to publish scientific papers in international scientific journals indexed in the SCOPUS and Web of Science databases (SCIE, SSCI, AHCI) will be stimulate financially. However, no detailed information on this financial support is provided.

The academic staff will plan and organize their individual teaching activities, scientific work and community contribution activities through the drafting of an Individual Development Plan. This plan will be submitted to the Dean of the Faculty of Law, while the Dean monitors and controls the fulfillment of the teachers' planned activities on a continuous basis. Statute or any other regulation does not specify these activities. Therefore, the procedure and outcomes of such monitoring, as well as evaluation of the academic staff, should be clarified.

SER does not present any information on the planned mobilities of the academic staff.

Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)

The Faculty of Law plans to employ external collaborators. The selection and procedure for the engagement of part-time external collaborators will be regulated by the Regulation on the Procedures for the Engagement of External Collaborators with Honors.

ET recommendations:

- 1. To adopt regulations in the field (within 12 months from publication of the report): Regulation for the selection of academic staff (mentioned in Article 77 of the Statute); Regulation for the promotion of academic staff; regulation for the evaluation of academic staff; Regulation on the Procedures for the Engagement of External Collaborators with Honors.*
- 2. To ensure that the workload of academic staff is balanced, leaving time for research and other activities as well.*
- 3. To ensure the training courses for academic staff development are sufficiently specific with regard to the needs.*
- 4. To ensure opportunities for international mobility of academic staff of the study program and their involvement in international projects.*

4. EDUCATIONAL PROCESS CONTENT

Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)

In the SER it is claimed that the Faculty of Law of FAMA International College has implemented the Bologna system and the Dublin descriptors as a basis for formulating learning outcomes for students. The program aims to endow students with scientific research skills, increase their potential for employment and self-employment, and advance their academic and professional development. Essentially, this program prepares young lawyers with in-depth knowledge and practical skills, giving them the opportunity to contribute to the improvement of jurisprudence and legal practice in Kosovo.

Intended learning outcomes for the General Law LLB study program are aligned with the mission of the Faculty of Law, as well as with the general goals and objectives of the study program. They are of the indicated level of studies and include the development of generic and specific competencies, and are divided into knowledge, skills, and competences. Learning outcomes are well-structured and comprehensive, covering key competencies necessary for legal education. They encompass fundamental areas of law (Constitutional, Civil, Criminal, etc.), ensuring students gain broad legal knowledge. The inclusion of Kosovo's legal system and its relationship with international and European law is essential for contextual understanding. Practical application of knowledge is also emphasized.

The ET would recommend considering some improvements in the structure and wording of the learning outcomes. They could be made more specific by incorporating Bloom's Taxonomy levels (e.g., distinguish between "understanding", "analyzing", and "evaluating" legal norms). While legal research is mentioned, it would be beneficial to explicitly state the ability to engage in statutory interpretation, case law analysis, and comparative legal research. Moreover, one of the aims of the program is to endow students with specific research skills. The term "learning skills" is more like a general concept covering various areas of skills, including communication, collaboration, research, critical thinking, organizational and other skills. Therefore, it is suggested to modify the section of learning outcomes related to acquiring advanced skills, demonstrating mastery and innovation in problem-solving within a field of law. According to the ET, this also allows the management to reflect on the 'critical thinking' (during the interview with the management the ET learnt that this is a crucial objective), in the programme (outcomes, assessment, pedagogical approach). The programme management is also invited to be aware of evolutions that may affect the programme's ability to assure these academic competencies.

Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)

Learning outcomes are in line with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area, respectively level six (6) of the NQF, ensuring students acquire the necessary knowledge, skills, and competencies expected of a graduate-level legal professional. Learning outcomes cover essential branches of law, legal sources, and institutional frameworks, integrates Kosovo's legal system with international and European law, as well as recognizes historical, social, and economic contexts. They cover problem-solving, teamwork, ethical considerations, and decision-making, encourage professional autonomy and responsibility.

Learning outcomes could be improved by emphasizing critical thinking (see 4.1), adaptability, and legal innovations (e.g., technology in law). Also clarifying how students demonstrate research and analytical skills in a structured legal research process (in a changing environment). Moreover, references to lifelong learning and continuous legal education, which are essential for professional growth could be included.

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

The General Law LLB study program lasts four years (8 semesters). Each semester contains 30 ECTS credits, while during one academic year the student can earn a total of 60 ECTS. The courses within the curriculum are provided in a logical flow, starting with the general/introductory courses during the first academic year and continuing with specialized legal courses in following academic years. Although the mapping of competences on course level against the program learning outcomes has not been done in the SER, analysis of the curriculum and syllabuses show that the core disciplines necessary for achieving the learning outcomes and acquiring competencies in the respective fields are adequately covered by the program courses. Nonetheless, this mapping activity is highly useful to monitor structurally whether outcomes, pedagogical approaches and assessments are in line.

Each semester 4 elective courses are included from which students must choose one. The large number of elective courses on the one hand gives opportunities for students to specialize in certain areas but on the other hand the inclusion of some courses raises doubts about their necessity. For instance, during first semester students may choose a course "Introduction to civil law", during the second semester – "Introduction to criminal law". However, during the third semester students will have mandatory core courses on Civil Law and Criminal Law. Therefore, the inclusion of introductory courses is doubtful and overlapping the mandatory courses. Their place and content (isn't it better to offer more specialized topics in an elective

after having taught a mandatory introduction) need attention. In this regard a more pyramidal approach could be inspirational. It is for instance hard to understand that a fundamental subject as ‘law of obligations’ is situated in the 6th semester, while consumption and consumer rights is for instance an elective in the first semester. Moreover, for a general law curriculum it is meaningful to reflect on the role of economic law (corporate law, insolvency law, etc.) and law of goods, inheritance, a specific course on torts etc. in the programme, whereby it could be meaningful – also in view of efficiency – to reflect on the ratio mandatory/elective courses. Maybe elective courses can be concentrated in higher semesters and thematically clustered (idea of a major ?).

Other examples as well lead to doubts about the place of some of the courses in the curriculum structure. For instance, course “International law of human rights” will be taught in the second semester, course “International organizations” will be taught in the third semester. Whereas a general course “Public international law” will be taught only in fifth semester. Both above-mentioned courses are specialized courses and require general knowledge of Public international law. Therefore, it is recommended to consider changes in places of some courses.

It is also recommended to consider including more interdisciplinary courses, covering the relevant aspects of globalization, sustainability, digitalization, etc.

The study program is comparable with similar study programs abroad and enables graduate students horizontal and vertical mobility and employability in the European and global market. However, it is advisable to have – at least – (an) elective course(s) in English.

It should be noted that all information in the syllabuses has been translated into English, including the bibliography, although, analysis of basic and additional literature reveals that majority of indicated sources are in Albanian. It is advisable at least as additional literature to indicate sources in English. Moreover, almost only books or textbooks are indicated in the bibliography, however, keeping in mind that books are not published so often, it is advisable to indicate the most relevant articles, analyzing newest issues in the field.

The role of foreign languages, whether English or German, as a subject or as the language to teach another subject can, according to the ET, at best be monitored over the coming years, taking into account the teaching staff, the student population, the demands of society and the ambition that was expressed during the interviews to the international orientation of the programme.

Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

The study program of the Faculty of Law at FAMA International College has been developed and implemented taking into account the recommendations given by professional associations and the opinion of professional chambers in the field of justice. This includes aspects of the possibility of passing the licensing exams (Jurisprudence) and the suitability of the qualifications to the legal and professional requirements of the country.

Faculty of Law has signed agreements with key institutions of the justice system in Kosovo, such as the Kosovo Judicial Council, the Kosovo Prosecutorial Council, and the Kosovo Chamber of Advocates, which provide practical experience and proper preparation to pass the licensing exams and begin a professional career in the legal field. This pragmatic approach may, according to the ET, not lead to a programme this is built in view of facilitating access to a profession, but must be built on a autonomous approach of outcomes.

Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)

During the last (8th) semester students have a mandatory course “Professional practice”, which aims to develop students' practical and professional skills within the context of the legal system. The course aims to enable students to apply theoretical knowledge in work environments, strengthening their analytical, research, and interpretative competencies.

The details of the internship are provided in the syllabus. The first week takes place at the College, where the professor presents important aspects of the practice and provides guidance on applying theoretical knowledge in professional environments. From the second to the seventh week, students engage in professional practice at institutions such as courts, prosecutors' offices, or other institutions, following and analyzing the processes that take place. The eighth week is dedicated to evaluating the experiences accumulated up until that point. From the ninth to the fourteenth week, students continue their professional practice. In the fifteenth week, students submit and present their final practice reports, which are evaluated by the academic staff and the institutional mentor.

Students are awarded 6 ECTS for the internship, the same amount as for the majority of other courses. And it raises doubts on the distribution of workload. As it is stated in the syllabus the intership would last for the entire semester (15 weeks), however, at the same time students would have to attend classes and to study 4 mandatory courses. In the syllabus provided calculation of students' workload is not clear. From indicated hours dedicated to various activities, the impression is that students will spend more time for the preparation than for acctual activities in various institutions. Therefore, clarifications on the workload of students for the professional practice course as well the correlation with workload in other courses is required.

Expected learning outcomes are presented in the syllabus of the course. However, College has not developed a regulation for practice that includes the rights and responsibilities of all involved parties and templates for all documents necessary for completing practice. The ET recommends the program to structurally monitor that the assignments during the internship meet academic requirements the program aims for, and that the student gives proof of thorough reflection on his/her assignments and the way he/she fulfilled them. In this regard it is crucial to invest in communication with the ‘hosts’ of an internship in order to get them on the right track regarding the scope of the assignments as well as to clearly instruct students regarding the report (and its reflective perspective) regarding the internship.

The Faculty of Law is planning to cooperate with various key institutions, ensuring that students have the opportunity to engage directly in practical processes and develop their professional skills.

Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)

In the SER it is claimed that the study program at the Faculty of Law will be implemented through a student-centered methodology, which aims to actively involve students in the learning process, engaging them in order to develop the skills necessary to be successful professionals in the field of law. The program is oriented not only towards the development of theoretical knowledge, but also towards the application of this knowledge through practical activities and critical reflection, which are important for the development of students as capable and responsible individuals.

A key element of the program is the close relationship between students and teachers. The Faculty of Law promotes a climate that encourages collaboration and the assessment of students as individuals and as future legal professionals. Lectures and practical activities take place in an environment where students are encouraged to express their opinions and contribute to the teaching process, thus creating an open and inclusive environment. In this regard, the ET mentions that the management during the interview stressed the ‘project oriented’ character of the programme and thinks that it’s well worth considering what it exactly means and to outline its implementation.

To ensure that students have the opportunity to develop and fully understand the results of their assessments, academic staff provides regular consultation opportunities. This process allows students to receive additional information and guidance to improve their performance and to understand in detail what they can adjust or develop further. This method aims to keep students engaged and motivated at every stage of the teaching and learning process, thus improving the learning process and ensuring their academic and professional success.

It is planned that various teaching methods will be applied, including case studies, work in groups, etc. Although the analysis of the syllabuses does not confirm that in all courses interactive teaching methods will be applied.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)

The Statute and Regulations for bachelor studies provide for written or verbal or combined assessment. The teacher is obliged to respect the framework of the relevant Statute and Regulations while maintaining the autonomy of assessment. The course teacher is obliged to communicate the assessment methodology to students at the beginning of the semester.

Most teachers use continuous assessment as an efficient mechanism for assessing the knowledge, skills and competencies acquired during the respective semester. Usually, within a semester, two mid-term exams (tests) are organized for the respective subject. Continuous assessment, in addition to testing, includes participation in lectures, discussion and completion of various tasks, participation in study visits, seminar/research papers, presentation of papers, etc.

Analysis of syllabuses reveals that in majority courses the same standard assessment methods are used, and they do not include activities mentioned for the continuous assessment. Majority of syllabuses include first and second tests, homework assignments, regular attendance and activities, final exam. Even courses with more practical orientation (for instance, Criminal Law Clinic, Civil Law Clinic, Administrative Law Clinic) use the same assessment methods, which are not in compliance with the learning outcomes of these courses. During the interviews, the ET also noted the importance of a clear definition of the different assessment-components and their respective weights (p. 39 SER) and suggest checking all syllabi in this regard.

Currently syllabuses are not publicly available.

Article 135 of the Statute states that detailed provisions regarding exams, student requests and appeals regarding exams, are specified in the College's examination regulations. However, since this regulation is not provided as an annex and is not presented in the SER, the ET has the impression that it is not adopted.

Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)

Assessment criteria are based on collected points which are transferred to the grades. Learning outcomes are evaluated in terms of student workload and expressed in ECTS. Each semester students collect 30 ECTS. The number of credits for each course ranges from 4 to 6 ECTS.

ET recommendations:

1. *Within 6 months from publication of the report to modify learning outcomes by incorporating Bloom's Taxonomy levels (e.g., distinguish between "understanding", "analyzing", and "evaluating" legal norms), emphasizing research skills, clarifying learning skills.*
2. *Within 6 months from publication of the report to make sure that elective courses are not repeating mandatory courses.*
3. *To consider including elective course(s) in English language.*
4. *To consider modifying the places in semesters of some courses to guarantee that students acquired the required knowledge for the specialized courses.*
5. *To consider including more interdisciplinary courses, covering the relevant aspects of globalization, sustainability, digitalization, etc.*
6. *Within 12 months from publication of the report to ensure that all syllabuses include references to relevant literature in both English and Albanian and would include not only books and textbooks, but relevant articles in the field as well.*
7. *Within 12 months from publication of the report to adopt regulation for practice that includes the expected learning outcomes, rights and responsibilities of all involved parties and templates for all documents necessary for completing practice.*
8. *Within 12 months from publication of the report to clarify the workload of students for the professional practice course.*
9. *Within 6 months from publication of the report to adopt examination regulation, which would guarantee appeal procedure for the students.*
10. *Within 6 months from publication of the report (at least for the first-year courses) to clarify assessment criteria depending on the learning outcomes of each course.*

5. STUDENTS

The conclusions and findings for this Standard are based on the information and data included in the SER, its respective Annexes, the meetings during the site visit and the report from the institutional accreditation process, due to the absence of enrolled students (first time accreditation process). Most of the information provided in the SER are presented as future plans and commitments.

Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

The number of new students admitted to the General Bachelor's Degree in Law at Fama International College is determined by the KAA through an admission exam. The College plans to enroll 180 students per year for this programme, derived from an analysis of the educational market and employment potential in the Republic of Kosovo, as reported in the additional clarifications submitted to the ET. The College has established clear and transparent

admission requirements, which include prior education and qualifications as key criteria. These requirements are publicly available, ensuring accessibility for all prospective students.

To support students in their academic journey, an orientation program will be organized at the beginning of each academic year. This ensures that newly enrolled students fully understand the services and facilities available to them, the institution's policies and procedures, as well as their rights and responsibilities. The College is committed to providing full support throughout the study program to enhance student success. A comprehensive Student Handbook will also serve as a guide for the newly enrolled students. It will be published on the College's website and made available throughout the institution as a brochure, offered free of charge to students and prospective applicants. However, the absence of a functional website raises concerns about the visibility of admission-related information and the overall publicity of the call for students. Despite this, the College management remains confident that there will be strong interest in the program and a steady influx of students.

Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

To support students from enrolment to graduation, student data management will be handled electronically through the College's management system. This includes registration, grading, exam submissions, and administrative fee payments, all while maintaining strict privacy standards for student information.

Academic integrity is a core principle at the College. Plagiarism, as defined in the College's Code of Ethics, refers to the appropriation or copying of an idea, result, written work, or any other form—either in whole or in part—without proper citation. The institution will uphold high ethical standards to ensure students develop original and well-researched academic work. The management team during the site visit declared that usage of the Turnitin on antiplagiarism system is planned.

The mission of Fama College is to empower students with the knowledge, skills, and values necessary to excel in their personal and professional lives. Through a commitment to academic excellence, innovative research, and community engagement, the College fosters a diverse and inclusive learning environment that encourages critical thinking and lifelong learning.

To facilitate academic success, the College seeks to establish mechanisms to inform students about faculty availability, including consultation hours. While this system is not yet operational due to the absence of enrolled students, it demonstrates the institution's readiness to support student-teacher engagement once accreditation is granted.

Fama International College is fully prepared to provide students with the necessary academic and administrative support, ensuring a high-quality educational experience in line with its mission and values.

Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)

Fama College has shown a strong commitment to support students and implement a student centred learning. The information provided within the SER and the ones shared during the site meetings ensured the willingness of the management, academic and administrative staff for putting the students in the centre of the teaching and learning processes. Examples of this are the existence and planning of the Legal Clinics including Civil Law Clinic, Criminal Law Clinic, Administrative Law Clinic, International Law Clinic, and Constitutional Law Clinic as a way to incorporating practical learning into the curriculum. Beyond their role as academic courses, these clinics are conducted weekly in collaboration with external partners, enhancing students' ability to integrate theoretical knowledge with practical applications. In addition by combining theory with practice, the program aims to increase student interest by addressing their academic and professional aspirations. Faculty members are required to offer consultation hours at least once a week, ensuring continuous student support. Furthermore, the College is committed to establishing agreements with relevant institutions to facilitate practical learning experiences. Finally, the College has developed a Business Plan that includes a market needs assessment and a SWOT Analysis (Annex 10) to ensure the program aligns with professional demands.

Commitments to support the participation of the students in international exchange programmes and providing support to them have been identified through the work of the Office for International Cooperation, information for the College's participation in international projects and staff and management efforts for internalization.

In addition to the structured academic framework at Fama International College, students will have the opportunity to participate in international exchange programs with partner universities, as reported in the SER. These initiatives lay the foundation for a successful career by providing global exposure. Students will also benefit from bachelor's and master's study opportunities at other European universities through ERASMUS and other academic projects. The College ensures students are well-informed about such opportunities through periodic information sessions and public calls. Additionally, the College has outlined a strategy and commitment to offer foreign language courses for international students, reflecting its commitment to diversity and global engagement. Finally, The College has created an Institutional Collaboration Plan (Annex 11), which serves as a foundation for establishing partnerships, though it currently lacks specific action steps. Plans are underway to support students in international mobility programs also through the creation of an Office for International Cooperation.

One of the challenges identified in the SER is that the success of student support services heavily depends on recruiting experienced staff and securing funding for scholarships and extracurricular activities. Addressing these challenges is crucial for maintaining the quality and accessibility of support services.

Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)

Fama International College is committed to providing comprehensive support services that enhance students' academic, personal, and professional development. The College will offer academic counselling to guide students through coursework and program requirements, career planning and employment advice to assist with job placement and professional growth, as well as personal and psychological counselling services to support students' mental well-being. Additionally, financial aid in the form of scholarships will be available to ensure financial accessibility. To further enrich student life, the College will actively inform enrolled students in the Faculty of Law about extracurricular activities and fund a variety of cultural, sports, recreational, and other events, fostering a dynamic and engaging student community. Recognizing the importance of quality support, the institution is committed to employing qualified professional, administrative, and technical staff to provide continuous academic and personal assistance. The Student Handbook will also provide clear guidance on institutional processes covering all phases of the student lifecycle, including admission, academic progression, and certification. This handbook will also outline key regulations, rights, responsibilities, and organizational details, ensuring accessible information on academic and administrative matters. Through these initiatives, Fama International College aims to create a well-rounded educational environment where students receive the necessary academic, personal, and professional support to succeed in their studies and future careers.

ET recommendations:

- 1. Complete the College website during the next three months to provide students with timely and comprehensive information.*
- 2. Enhance efforts to internationalize the studies by expanding opportunities for international exchange programs in the next six months.*
- 3. Implement new technologies in teaching, such as AI-driven legal analysis and digital case studies, to enhance engagement and practical learning in the next six months. Utilize interactive learning techniques, including simulations, gamification, and digital platforms, to improve student understanding and retention by the end of 2025.*
- 4. Explore the opportunities to update the curriculum or add elective courses that will make the programme unique, such as AI in Law, Environmental Law by the end of 2025.*

6. RESEARCH

Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.

Although the College is in its early stages, it is committed to establishing a strong research culture in alignment with its institutional mission and vision.

The College has developed a Research strategy that is fully aligned with its institutional mission to foster knowledge creation, innovation, and development in its community. The strategy is outlined in a comprehensive action plan that includes key performance indicators (KPIs) for research development, aimed at both supporting academic excellence and providing solutions to societal challenges.

The College is in the process of establishing a Research and Development Center that should support research activities within the institution. According to the Action plan 2025 the Center should be launched until June 2025.

The General Law Program develops a research work plan based on a college-level orientation plan. The program will organize research teams according to fields, aiming at interdisciplinary teams and in conjunction with the work of institutes. The program will apply with at least one project per year to local funds. The program aims to connect scientific research with the needs of the community. The results of the research will be in the service of society. Currently the plan in the field of Law was not presented, therefore, the ET encourages the Faculty of Law to adopt such plan and to indicate research priorities.

Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.

In the SER it is claimed that through the Regulation on Scientific Research Activities of the FAMA International College, it will be possible to increase the participation of staff in scientific research work, stimulating them both financially, but also by making participation and a minimum of publications on an annual basis mandatory. This will also be the goal of the General Law program. Since such Regulation is not provided as an annex, the ET has no evidence that it has already been adopted.

Provided CVs of the full-time academic staff confirm that they hold the scientific degree of Doctor of Science in the relevant fields and have previous teaching experience in other HEIs. CVs of the part-time academic staff were not provided; therefore, the ET cannot assess their qualifications.

Information collected from the list of publications as well as from CVs of the academic staff engaged in the General Law LLB reveal that academic staff, including part-time, have a track record of research, including publications in journals indexed in Scopus/WoS. Neither from the information provided in the SER or CVs, nor from syllabuses, it is not clear which courses will be taught by the currently employed full-time and part-time academic staff. The analysis of the list of publications reveals the field of research interests of majority of academic staff. However, some academic staff are covering very different fields of law in their research. For instance, prof. Denard Veshi has publications in the fields of refugee, migration law, as well as various aspects of civil and family law.

Academic staff widely present their research results at various national and international conferences.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

The College is planning to establish the Industrial Advisory Board, which would help to increase the level of cooperation with institutions and business entities. The industrial board will help the College to build a better image, to connect the industrial perspective to college programs, to accumulate research grants, projects designed by students and to organize student internships. The Chairman of the Advisory Board will be a lawyer.

Academic staff engaged in the study program is involved in identifying and utilizing expertise and providing research and development services to the community. In the SER it is claimed that members of the Faculty of Law's academic staff have contributed to various fields with their expertise in developing activities for the benefit of the community. However, no examples of such contributions were provided.

College will conducted trainings for academic staff to build capacities for project proposals in order to encourage the intensification of cooperation with colleagues from other Universities.

Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.

Majority of teaching staff engaged in SP Law LLB have a track record of research in their respective fields (which could be identified). Analysis of the syllabuses show that their publications are included in the bibliography lists of various courses taught in the study program.

There is no information in the SER on the students of General Law LLB study program engagement in research activities with the academic staff.

ET recommendations:

- 1. Within 12 months from publication of the report to adopt a detailed research development plan that clearly outlines the specific research objectives, research priorities for the study program General Law LLB.*
- 2. Within 6 months from publication of the report to adopt Regulation on Scientific Research Activities of the FAMA International College.*
- 3. For the academic staff engaged in the SP Law LLB to consider collaborations in research arrangements with colleagues from other HEIs from Kosovo and abroad.*
- 4. Within 2 years from publication of the report To prepare strategy on how to involve students in the research activities.*

7. INFRASTRUCTURE AND RESOURCES

Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)

The Fama International College has adequate premises and solid equipment for its current educational activities and research. Additionally, the institution has access to another building on the outskirts of the city, which can in the future (after reconstruction) accommodate a larger number of students as enrolment increases, supporting future growth and expansion of its academic offerings. The College documents on premises and equipment (property deeds, lease contracts, inventories, invoices etc.) are valid for a minimum of five years – in this case, the College owns premises. The College has solidly equipped laboratories that meet the needs of all compulsory courses in the curriculum, including those with analytical components, and are supported by up-to-date IT technologies. The College has adequate software for the courses of study programs included in the curriculum, with a valid license. The space, equipment, and infrastructure at the College, including laboratories, IT services, and work facilities, are appropriate for the delivery of the institution's study programs and support the achievement of the intended learning outcomes. This is further demonstrated by documentation proving the institution's right to use the premises and equipment, as well as the optimal number of students to be enrolled in relation to the available resources. There is a possibility to optimize premises for students with special needs, such as toilets. The College ensures that academic staff members have sufficient office space to support their teaching and administrative duties. The institution provides facilities for cultural and other extracurricular activities to promote student engagement and well-being.

Adequate food service facilities are being built to meet the needs of both staff and students, ensuring a comfortable campus environment. A senior staff member has been assigned the responsibility for overseeing and developing the infrastructure and resources to support the institution's growth and operational needs.

Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)
The College's library is equipped with reading rooms and a diverse book stock tailored to the disciplines included in the curricula, supporting a collaborative learning environment. This infrastructure enables students to engage in individual and group study, enhancing their academic experience.

The library ensures that the number of seats in the reading rooms is sufficient, meeting the requirement of at least 10% of the total number of students in each study program, providing ample space for study and research. This thoughtful allocation of space promotes an effective learning environment for all students.

Similarly, the College's library ensures that the number of seats in the group work rooms meets the 10% requirement, fostering collaborative learning and teamwork among students. This provision supports the dynamic needs of students working together on academic projects and assignments.

The library's book stock includes both – to a lesser extent – domestic and foreign specialty literature, covering all courses within the curricula, with at least 50% of the books representing recent titles from recognized publishers. This diverse and up-to-date collection ensures students have access to relevant, high-quality resources for their studies.

The College's library maintains a sufficient number of books to cover the academic needs of all students, ensuring that students can access necessary resources to support their coursework and research. The availability of a comprehensive collection contributes to a rich learning environment.

The library offers a range of domestic and foreign electronic resources, ensuring that students have access to up-to-date information in line with the institution's mission. This access to a variety of digital resources supports the academic and research needs of students across all programs. Nevertheless, if the programme wants to fully develop as a research-based programme and enable relevant research from staff and/or with students, it is important to invest in a broad range of high quality international (electronic) sources.

The library and its services are planned to be accessible beyond regular class hours, accommodating the diverse schedules and study habits of students. This extended availability, combined with reliable systems to track book borrowing and returns, enhances the overall library experience and ensures efficient resource management.

Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)

Fama International College has a financial plan at the level of the study program which demonstrates the sustainability of the study programs for the next five years. The main source of income represents student fees.

The College also envisages to some extent income from the projects – this sum is not very high and at the moment it is not clear what projects are/will be in focus and whether the plan will be realistic.

The same can be said about other financial resources that are considered for the use for study programs development and improvement. This planning is not specified enough, but it is clear there are resources at the institution to use, if necessary.

ET recommendations:

- 1. Within the next 12 months prioritize optimizing the College premises and infrastructure to better accommodate students with special needs, including enhancing accessibility features such as accessible toilets and ensuring that all spaces are fully inclusive. While the College has made significant strides in planning for expansion and providing adequate facilities, focusing on inclusivity will ensure that all students, regardless of physical ability, have equal access to educational resources and campus services.*

8. FINAL RECOMMENDATIONS

As shown above, the compliance levels per general areas are:

Standard	Compliance level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Fully compliant
3. Academic staff	Substantially compliant
4. Educational process content	Partially compliant
5. Students	Substantially compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Fully compliant
Overall compliance	Substantially compliant

According to the expert team's evaluation, the study programme General Law LLB is "Substantially compliant" with the standards included in the KAA Accreditation manual and, therefore, the expert team recommends accrediting the programme for the duration of three years and admitting maximum 50 students to the programme per year. FAMA International College has to report on the implementation of the recommendations in one year.

Expert Team

Chair



Prof. Dr. Bertel De Groote

1 April, 2025

(Signature)

(Print Name)

(Date)

Member



Prof. Dr. Dovile Gailiute-Janusone

1 April, 2025

(Signature)

(Print Name)

(Date)

Member



Marija Vasilevska

1 April, 2025

(Signature)

(Print Name)

(Date)