UBT

LAW (LLB)

PROGRAMME RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

June 2023

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1. INTRODUCTION

1.1. Context

Date of site visit: 09 June 2023

Expert Team (ET) members:

- *Dr. Peter Parycek,*
- *Giga Khositashvili, Student Expert (online)*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Leona Kovaçi, KAA Officer*
- *Ilirjana Ademaj Ahmeti, KAA Officer*

Sources of information for the Report:

- Semester reviews of programs based on course evaluation by students 2020-2021; 2021-2022
- Annual review of programs of the Law Faculty against performance indicators
- Program and Faculty evaluation by alumni, which surveys are distributed electronically 2020-202; 2021-2022
- Program and Faculty evaluation by industry 2020-2021; 2021-2022
- Guide of Law Faculty for Constructive Alignment of Learning Outcomes with Learning Outcomes and Assessment Methods
- The Guideline for Syllabus Development and Review of College UBT
- Student Appeals Regulation at BPral College UBT
- The Regulation on Disciplinary Procedure at UBT College
- Guideline for Competence-Based Teaching Philosophy
- Guidelines for Student Assessment of UBT Law Faculty
- *Students Code of Ethics*
- *Interviews during the site visit*
- *Self-Evaluation Report*

Criteria used for institutional and program evaluations

Standards for institutional evaluation as outlined in the Accreditation Manual 2022 of the KAA

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1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	
09:45 – 10:30	Meeting with quality assurance representatives and administrative staff	
10:45 – 11:45	Meeting with the heads of the study programme	
11:45 – 12.45	Lunch break (provided at the evaluation site)	
12:45 – 13:30	Meeting with teaching staff	
13:35 – 14:20	Meeting with students	
14:30 – 15:15	Meeting with graduates	
15:20 – 16:00	Meeting with employers of graduates and external stakeholders	
16:00 – 16:10	Internal meeting of KAA staff and experts	
16:10 – 16:20	Closing meeting with the management of the faculty and program	
16:20 – 16:40	Visiting Facilities	

1.3. A brief overview of the institution under evaluation

UBT College was established in October 2004 in Pristina, Kosovo. The College holds the license of the Ministry of Education, Science and Technology (MEST) license No. 808/02-1 dated 18.10.2004, and it is also supported by its centres in various other cities in Kosovo.

Operating under the accreditation of the Kosovo Accreditation Agency, UBT's mission is to provide internationally competitive, lifelong learning programs that cater to the evolving demands of both the educational system and socio-economic development. UBT College delivers a wide array of study programs tailored to the needs of the economy and society. This includes innovative courses in law, political science, media and communication, mechatronics, energy efficiency, medical sciences, and integrated design. UBT's institutional strategy, based on the surrounding educational environment, integrates academic excellence, humanistic education, and entrepreneurial education, keeping abreast with initiatives and developments in European higher education, quality assurance, student and staff mobility, research, and industry cooperation.

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2. PROGRAM EVALUATION

2.1. Mission, Objectives and Administration

Basically considered, the mission of the Law LLB program at UBT College aligns well with the overall institutional mission, emphasizing the provision of high-quality legal education through innovation in teaching and research. From a critical point of view, both missions are very general and easily exchangeable. Positively highlighted are innovation topics such as learning outcomes, assessment, and learning activities and UBT try to balance these innovation aspects. (Standard 1.1)

Based on the SER, the Law LLB program is designed to align with both the Kosovo Qualification Framework and the Framework for Qualifications of the European Higher Education Area. Professional advice from stakeholders was considered in defining these outcomes, e.g. notary services, the judicial community, prosecutor's offices, legal practitioners, or international organizations like USAID, IFC, or the World Bank. During the SV this was confirmed. (Standard 1.2)

The program is designed with a 60:40 ratio of theory to practice. Practical engagement comprises 40% of the curriculum, covering case studies, project work, and legal essays. Students are encouraged to conduct conceptual and empirical research, but not as extensive as in the master's program. The didactic concept is designed to ensure active learning and achievement of the intended learning outcomes. The curriculum involves active teaching methods, including case studies, problem-based learning, legal debates, legal reasoning and writing, and guest lectures from industry professionals. However, the SER does not describe how this concept is ensured in practice, such as the training of teachers, the design of the Syllabi and the ongoing task of aligning the faculty members. (Standard 1.3)

UBT College has a set of formal policies and regulations in place to manage procedural and academic issues. The Statute of College UBT serves as the highest regulatory document addressing institutional organization, responsibilities of college bodies, student affairs, and more. The bachelor's studies are regulated by the Study Regulation of College UBT, detailing aspects like types of programs, enrollment, study plans, organization of lectures, examination procedures, student rights and obligations, student enrollment process or staff promotions process. The rights and procedures are available online in the student handbook. Most of the other links provided are not accessible online, although these references have been made available. (Standard 1.4)

Staff, students, and academic personnel at UBT College are required to adhere to the Code of Ethics (integrity, cooperation, responsibility, knowledge, or academic freedom). The Code of Ethics describes the operation of the Ethics Committee and the Faculty Ethics Sub-Committee, which are responsible for handling any code violations. All regulations and

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guidelines related to ethical conduct are readily accessible online to all college community members. (Standard 1.5)

According to the SER, all policies, regulations, terms of reference, and statements of responsibility related to managing and delivering programs at UBT College are regularly reviewed and updated as necessary. These documents are assessed at least once every two years, ensuring they remain effective, up-to-date, and compliant with changing legal requirements and educational standards. In the SER, examples are given of modifications to the mission's content based on the recommendations from one of the accreditation processes and examples that have led to process changes that are set out in the policies. (Standard 1.6)

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	X	
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.		X
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: Substantially compliant

ET recommendations:
1. *ET recommends developing measures that ensure the implementation and further development of the overarching didactic concept, such as joint workshops in the faculty, training, and continuous evaluation.*

2. *ET recommends developing and offering regular training sessions for academic and administrative staff on the various policies, regulations, and procedures.*

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3. *ET recommends continuing with the regular review and update of all policies, regulations, terms of reference, and statements of responsibility.*

2.2. Quality Management

According to the submitted documents, the Quality Assurance Office has responsibility for conducting assessments for academic staff and 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 Sub-Committee at the faculty level 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 met)

At the College level, the Academic Council assumes the primary responsibility to defend the academic standards and makes recommendations with regards to academic matters. The Quality Committee's primary role is to regulate and oversee the academic and administrative service evaluation, quality improvement, preparation and supervision of the self-evaluation process, and preparation for the external evaluation of College UBT. All these units make up a team for internal quality assurance.

The evaluation processes and planning for improvement are integrated into the normal planning processes. 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.

During the interviews with the QA representatives, it was determined that, besides managing the evaluation processes, they are responsible for Program design and for providing support in course syllabus development, design of the activities within the courses, and monitoring the academic achievements of the students within the course. However, the expert team noted that particular attention was not given enough to the assessment of learning outcomes. Thus, it is recommended the QA Sub-Committee organizes a training session for academic staff in the topics of effective assessment of student's learning outcomes. 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, 2.5 are met, and 2.4 is not.)

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Each year, the Quality and Evaluation Coordinator of the Law Faculty conducts assessment of the stakeholders of the Study Program and reports on the outcomes to the stakeholders for further discussion and interventions. In total, there are four different types of questionnaire that are designed by the QA Sub-Committee and confirmed by the Academic Council. 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 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.

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 to for writing an Annual Report on the Study Program'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 LLB Program 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 and 2.8, 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. In addition to this, expert team recommends the institution reviews the existing mechanisms related to internal QA with an eye to its further improvement. Standard 2.9 is not met.

Standard	Compliance	
	Yes	No
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	

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Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
Standard 2.3. Quality assurance processes deal with all aspects of Programme planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. 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
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates, and employers; the results of these evaluations are made publicly available.	X	
Standard 2.7. 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	
Standard 2.8. 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	
Standard 2.9. The quality assurance arrangements for the Programme are themselves regularly evaluated and improved.		X

Compliance level: Partially 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 QA Office provide 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.*
3. *It is recommended that QA Office start working on the policy related to distance learning/online learning as an emergency situation might arise again.*

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2.3. Academic Staff

The provided table lists the name, gender, qualification, full or part time, duration of the contract, and percentage of time dedicated to teaching, administration, research, and community service for each staff member. Note that the percentages for each individual should sum to 100%. The programme faculty consists, based on the table, of 26 full-time and 9 part-time staff members. The majority of the faculty members are highly qualified, with almost most of them holding a PhD. Some members also have M.Sc. or "PHD Cand", which implies a focus on faculty development, which is a promising development. The tenure system for full-time staff members is firmly established (SER, p. 39), but its application is too extensive. A more balanced distribution is needed among Full Professors (1), Associate Professors (2), and Assistant Professors (13). Particularly, there is a need to increase the number of Full Professors to a minimum of three in key legal disciplines such as Civil Law, Criminal Law, and Constitutional and Public Law.

The 2020 recommendation concerning developing skills at the intersection of law and technology still needs to be fulfilled (Recommendation 2020: IT and Telecommunication Law, Legal Information Technology). Also, a significant recommendation was to employ full-time staff in Civil Law, Roman Law, Criminal Procedure Law, Business Law, and Industrial Property Law. This has been addressed with the appointment of four Assistant Professors and one Associate Professor, which may account for the current imbalance.
Observing the promising trajectory, ET recommends increasing the number of Full-Time Full Professors to rectify this imbalance.

The percentages of time spent on teaching, administration, research, and community service vary among faculty members. However, teaching and research generally take up most of their time, with administrative duties and community service taking up less. This is generally consistent with international norms, as university faculty are often expected to balance teaching, research, and service. The part-time staff have higher percentages in teaching (ranging from 55% to 70%), which is common in academia, as part-time or adjunct faculty are often primarily involved in teaching.

The data shows an encouraging trend in gender balance in UBT's Law program. The representation of female academic staff has increased from 15% in 2020 to 30% in 2022. In the core full-time staff, it has more than doubled from 15% to 34% over the same period. This progress aligns with UBT's goal to achieve a 50%-50% gender balance by 2026. The SER also provides an overview about developments based on the recommendations of 2020. (Standard 3.1)

The e-Accreditation System, which is managed by the Kosovo Accreditation Agency, was used to do verification on the list. The faculty maintains a staff ratio of 75% full-time to 25%

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part-time. The CVs provide further details, which sufficiently describe the professional background. The 2020 recommendations to attract guest professors outside Kosovo have been implemented. Three associates from Slovenian Universities have been successfully attracted. Furthermore, full-time professors teach 85% of ECTS credits, reflecting their specialized fields of expertise. (Standard 3.2, 3.3, 3.4)

According to the SER, for each student group and for every 60 ECTS credits in the study program, there is one full-time staff member with a PhD employed. he four staff members include Dr. Jorida Xhafaj, Dr. Sevdai Morina, Dr. Ahmet Maloku, and Dr. Bashkim Nuredini, each responsible for 60 ECTS credits. (Standard 3.5)

The Law Faculty provides opportunities for the professional development of its teaching staff through a comprehensive Staff Development Plan, such as improvement of pedagogical skills, advancement to higher academic titles, sponsorship of doctorate and post-doctorate studies, or research skills development. The Staff Development Plan aligns with the Strategic Plan of the Law Faculty, with both documents available online for reference. The Faculty supports development through three phases: formation, expansion, and generativity, providing specific support in learning and teaching, research practices, pre-tenure leadership, and life-work balance for early career professors. The same level of support is continued and evolved through the expansion and generativity phases. In response to an expert evaluation recommendation, expansion phase support has been offered to Associate Professors Dr. Ahmet Maloku and Dr. Behar Selimi to meet the requirements for full professorial titles. (Standard 3.6)

The Law Faculty has a workload allocation policy, considering staff roles in administration, research, professional service, and community service, as also provided in the table. p. 37f. Staff contribute to the academic community through training, representing the faculty, and supporting student, while community service includes serving on committees, facilitating student community involvement, and conducting workshops. (Standard 3.7)

The Law Faculty at UBT carries out annual staff appraisals, involving performance review and goal achievement assessments, aligned with UBT's policies. The Dean initiates the appraisal process, which includes input from various sources, and the staff member can comment before the final evaluation. In response to an external recommendation, the Faculty Council introduced the Annual Best Professor Award. The award is based on various factors, such as student satisfaction and scholarly contribution, and is valued at 2,000 EUR. The inaugural evaluation will commence in September 2023. (Standard 3.8)

The SER includes various processes such as "Procedures for ongoing monitoring of programmes," "Procedures for programme evaluation," and "Procedures for selection, appointment, appraisal and development of staff." These processes are well-established based on the discussions. However, this standard focuses on further developing teaching strategies

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and learning materials. Therefore, while the mentioned processes provide a good starting point, it remains open as to how the results will be linked to continuously further develop strategies in these areas. (Standard 3.9)

According to the SER, teachers who retire at the age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers. (Standard 3.10)

Standard	Compliance	
	Yes	No
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

ET recommendations:

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1. *The ET recommends rectifying the imbalance among Full Professors, Associate Professors, and Assistant Professors by increasing the number of Full Professors, especially in key legal disciplines like Civil Law, Criminal Law, and Constitutional and Public Law.*
2. *The ET recommends implementing the 2020 suggestion concerning the development of skills at the intersection of law and technology. Furthermore, a continued focus on ongoing faculty development is essential to ensure the competency of the staff and address future academic needs.*
3. *The ET recommends continuing and expanding the successful initiative to attract guest professors outside Kosovo. This measure should be pursued, considering the benefits of incorporating international and cross-cultural academic perspectives.*
4. *The ET recommends the continuation of support for staff development at all stages of their careers. In particular, Associate Professors should be provided additional support to meet the requirements for full professorial titles.*
5. *The ET recommends continuously updating teaching and learning strategies based on outcomes from quality assurance procedures, feedback from staff and students, and evolving academic and industry needs.*

2.4. Educational Process Content

The study program is structured to prepare students for workplace and offers specialist options in various key areas of Law. It is also addressing issues of key concern to the region. The Study Program is modelled on qualification objectives, including the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality. There is also a real need to train lowers who can be involved in varies field of public and private sector. As the Self-Evaluation Report notes, graduates from the study program will have the theoretical, practical, analytical and argumentation skills needed for a wide variety of career paths in professional.

Curriculum is comparable to similar studies in University of Vienna, University of Tallinn and few more, that were used while making a comparison. (Standard 4.1 is met).
The study program complies with the National Qualifications Framework and the European Qualifications Framework for Higher Education. Three qualification cycles are defined in the framework of qualifications and the European Credit Transfer and Accumulation System (ECTS). An academic year corresponds to 60 points of ECTS credits. The awarding of ECTS and the appropriate hours of study are documented in SER and supplements. This aligns with the Bologna declaration standards. 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, with focus on student participation in projects and laboratory work. (Standard 4.2 is met)

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The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies. Framework for Qualifications of the EHEA depicts that qualifications that signify completion of the first cycle (BSc degree) are awarded to students who:

1. Understand and summarize the gained knowledge in the areas of national and international law and be able to assess legislation according to applicable standards of the hierarchy of norms;
2. Explain and review the legal doctrine and interpret the Kosovo legal framework;
3. Demonstrate an understanding and be able to interpret legal norms from civil, criminal, administrative, commercial, and constitutional law;
4. Learn to effectively outline, draft, and write legal documents IRAC method (Issue, Rule, Analyze, and Conclusion) and prepare oral arguments to solve different legal questions;
5. Summarize judicial decisions from the field of civil, criminal, administrative, commercial, and constitutional law;
6. Gather, analyse, and interpret legal questions of civil, criminal, administrative, commercial, and constitutional law of Kosovo and international legal framework;
7. Apply and implement the gained knowledge through practical engagement and exercise in legal clinics, court simulations (moot court competitions), and study visits in the courts and prosecutorial offices of different instances, and attorney's offices;
8. Communicate in writing and orally appropriately and in an analytical manner that will enable solving questions esteeming from legal disputes and other issues arising from different areas of national and international law;
9. Work in teams in/with competent law enforcement authorities (police, prosecutors' offices, courts), NGOs, and private sector;
10. Execute research projects involving the analysis and interpretation of legal regulation of Kosovo legislation in the legal field.

This follows abovementioned qualifications for a BSc graduate. (Standard 4.3 is met)

Syllabi of the study program are uniform and are comprised of the general information on the course, contents, objectives, learning outcomes (LO), weekly agenda, basic and additional literature, teaching methodologies, distribution of student workload in connection to ECTS, assessment system and, if applicable, academic policies.
LO are mainly show what will the student demonstrate in order to prove the achievement of the LO. However, a number of courses still use verbs as know, understand, appreciate etc. which are not suitable for writing LO instead of more precise verbs as analyze, describe, to make, compare etc. According to the SER a matrix of LO on the course level and study program level exist, however it was not submitted and neither is accessible in the web-page. The institution submitted the guide on alignment of program learning outcomes with course, but the actual file for this program could not be presented. (Standard 4.4 is not met)
The syllabi, along with LO are provided to students up front at the beginning of each semester, and also publicly available. LO are explained on the course and class level. Students and teachers collaborate in reaching the LO – not only in direct teaching and performing tasks, but also in providing timely feedback and discussions (Standard 4.6 is met).

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According to the SER the academic staff is using different teaching methods in order to guarantee the teaching and learning is being conducted effectively. The panel team double checked this during the interviews with both students and faculty members. As it was identified the classes are being conducted in small groups and teachers are applying the variety of teaching methods, depended on the aim of the course, in some cases the classes are being conducted at the labs (Standard 4.7 is met)

The faculty members state that assessment methods are designed well in advance before the course starts and are given in detailed in the course syllabus, the methods vary from course to course, in some cases there are quizzes, while others use oral exams. All the assessment activities are being conducted at the university, only few are given as a home task. The expert panel double checked this information with students and found out that the syllabuses are accessible into the information system that the university using and students can check the assessment methods as well as the course content into the system. Students state that there is a rule of compliant with regard of grading, and if they don't agree on the grade, they can address to Dean within the two working days. One student described his example of using the mechanism, although his grade was not changed but he gave a try (Standard 4.8 is met)
Based on the assessing the learning outcomes of students, they are given the ECTS credits in accordance to the courses they were enrolled with. According to academic staff the course assessment consists of mid-term and final exams, assignments, projects and oral presentations are used as a part of the overall assessment. (Standard 4.9 is met)

According to the SER and the interview outcomes there is a rule of making complaint regarding the grades students are getting. Students confirmed they can address to Dean within the two days after being informed the grades. In some cases, faculty member states that they have practice of designing individual study plans as well as additional consultation with students require more support. In some cases, they commented on changing few elements into the syllabus for the following semester, as students have found some difficulties, the example academic staff recalled was related to the mandatory literature and its accessibility, due to this it was changed in the next semester. (Standard 4.10 is met)

The expert panel asked how the internships were organized and found out that after completing the internship or practical activities in the organization, the hours they spent there are being calculated into the ECTS credits. Students pointed out that they are informed regarding this before they go to the internships. There are several agreements with the private organizations who are guarantee the internships for the students will be hosted by them. In addition to this, due to the field specific requirements the program head is negotiating with the governmental entities to further create the opportunities for students. (Standards 4.11 and 4.12 are met)

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Standard	Compliance	
Learning Outcomes 4.1 – 4.7 **Student assessment 4.8-4.10** **Practice stages 4.11-4.12**	**Yes**	**No**
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.		X
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	n.a.	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	X	
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	

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Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	X	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organizations/practical training units. *To be inserted the overview of the program (with all areas to be filled out)*	X	

Compliance level: Substantial compliant

ET recommendations:

1. *It is recommended the analysis of the Learning Outcomes on the course level and rewrite if necessary using more precise and measurable verbs*

2. *It is recommended to create a matrix how do course learning outcomes contribute to accomplishment of the study program learning outcomes*

3. *It is recommended the professional development training is delivered for faculty members to enhance their skills in designing assessment methods considering the principles of the Academic Integrity are met.*

2.5. Students

According to the regulations for Bachelors Studies at the Institution when applying the study program applicants must have a school diploma together with the grading of the school even they have not passed the Matura Exam. This rule is in accordance with the requirements designed by the Ministry of Education and Science and each applicant is assessed based on their school grade or Matura grades and entry exam success. (Standard 5.1 is met)

When submitting the applications together with birth certificate and high school grades the applicants need to submit the high school diploma and two photos. Expert panel had a chance

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to double check those details with students and they state to have gone through this procedure. (Standard 5.2 is met)

Students state that the number of the students during the classes are divided in a way it doesn't affect the quality of teaching and learning. According to the university regulations, the number of the students in theoretical classes might be fifty and more, but in practical classes students are divided into smaller groups. During the interviews students confirmed the above mentioned. The expert panels declare that these numbers will not have any negative influence on the teaching process. (Standard 5.3 is met)

During the interviews with faculty members it was identified that the outcomes of the assessment activities are communicated with students through the information system institution is using, the panel tried to find out how long does it take for instructor to grade the students work, according to the responses it varies from subject to subject and can be from two to three or four days. The same was confirmed during the interviews with students.
The expert panel found out that all the grades are recorded in the study management system, that creates individual records for each student. In addition to this, after defencing the BA thesis together with it all the grading on printed materials are kept in the faculty administration. (Standards 5.4 and 5.5 are met).

The administrative staff representative together with the academic staff confirmed that there is a practice of creating individual study plans for students who need it. One example recalled during the interview was the students participating into the exchange programs, for them the exams might take place a bit earlier or a bit late.
As stated into the SER the student's completion rates are being monitored and kept into the study management system. The administrative staff during the interviews declare that this data is being analysed and used in planning further activities to enhance the quality of teaching and learning. (Standards 5.6 and 5.7 are met)

According to the SER and interviews with academic staff the institution is using the similarity detection software to guarantee the principles of academic integrity are met. However, this practice is not implemented in the courses under the program and is more oriented on the final theses. Neither students, nor academic staff can recall any example of plagiarism they detected during their studies. The expert panel believes there is a necessity to conduct trainings for academic staff in plagiarism related issues, as well as the usage of the systems should be mandatory in each and every subject where students have a writing assignment. In addition to this, students could not remember any training/service regarding the principles of academic integrity they got during their studies. It is extremely important that those activities are being enhanced during the implementation of study program. (Standard 5.8 is not met)

During the interviews with students it was stated that they are familiar with the student's self-government/students' body who represent them in different councils at the university level. In addition to this student are familiar with their right and state that every single regulation is freely available for them. As it turned out, students are familiar with the rules related to mobility either in the institution or outside of the university. There is a chance for students to change their profession and prolong their studies in different field. Those regulations are in

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accordance with the rules adopted by the Ministry of Education and Science. (Standards 5.9 and 5.10 are met)

During the interviews with students the panel noted that there is a Career Development Centre at the institution, with the responsibility to provide information regarding different possibilities of employment or internships. In addition to this, all lecturers have a mandatory consultation with minimum two hours weekly. As it was noted those consultations are being used to support students in different task related to home assignments and exams. Students declare that lecturers often share the possibilities for the internship to be conducted. (Standard 5.11 is met)

The expert panel also noted that the students wish to participate in the international exchange programs, but the variety of the options is not that big at this time. Although all of the students spoke Albanian by the end of the session they spoke up unto English and noted that prefer not to use English as they do not have practice of speaking that much. Expert panel believe that exchange programs on both students and staff level will positively influence this.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	X	
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.		X
Standard 5.9. 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	
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal	X	

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documents.		
Standard 5.11. 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: Substantial compliant

ET recommendations:

1. *It is recommended to fully implement the similarity detection software in each and every subject where there are writing assignments.*
2. *It is recommended student support academic services are designed for supporting them preventing plagiarism and in general, raise awareness about cheating.*
3. *It is recommended the number of the international collaboration projects are increased and more possibilities are created for students to make mobilities in EU.*

2.6. Research

The LLB study program at UBT Law Faculty has a well-defined and comprehensive research strategy for 2021-2026, which involves collaboration with domestic and foreign institutions, interdisciplinary research, and industry-informed themes. According to the SER, adequate financial, logistic, and human resources are allocated to meet the proposed research objectives. Each faculty member is required to align their individual research plans with the faculty's research objectives. Key performance indicators, including research income, the number and reach of publications, and the number of research cooperation projects, have been established to track the implementation of the research strategy. (Standard 6.1)

At UBT's Law Faculty, the expectations for teaching staff regarding research and scholarly activities are explicitly stated. They are obligated to engage in research and publication activities as per the "Regulation on Research Work and Publications" policy. This policy is used during staff evaluations and promotions. The minimum requirement for research activities is at least one publication per year for both full-time and part-time staff. However, for promotion to a higher academic rank, staff members must publish more frequently. The faculty's appraisal process evaluates staff productivity in research, teaching, and other scholarly activities, influencing promotion decisions. Validation of research is achieved through scientific publications in various outlets including the UBT Journal, peer-reviewed books by reputable publishers, articles in UBT's Academic Council-approved journals, and publications indexed in databases like Clarivate, Scopus, EBSCO, DOAJ, WorldCat, or other UBT-approved databases. (Standard 6.2, 6.3)

Egzona Osmanaj	Osmanaj,E., (2021) Restriction of Testamentary Freedom-Comparative Aspects: Journal Perspectives of Law and Public Administration; Bucharest Vol. 10, Issue. 1, (March 2021): 95-101. / Osmanaj, E.,Jashari,A. (2021) The impact of Covid-19 on the	2021, 3 papers; one international and two conference

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	implementation of the competition law in relation to cooperation between competitors. Annual UBT Conference ICLAW 2021, 30-31 October 2021, Prishtina, Kosovo. / Jashari, A.,E.,Osmanaj.(2021) Covid 19, as circumstances for non-implementation of the "pacta sunt servanda" principle. In Rule of Law, Governance and Society In The Time Of Pandemic. Book of Porceeedings of 2nd Online International Scientific Conference on Social and Legal Sciences (OISCSLS '20). 33-45, 7/2021.	papers. No paper found in 2022. And none of them indexed at Scopus.
Jorida Xhafaj	Xhafaj, J., Hoxha, V. and Beka, Q.,(2021) "The legal governance of online learning and the higher education institutions' approach in Kosovo" Journal of Governance and Regulation ISSN – 2306-6784, 2022 / Xhafaj, J, HAziri F., "Domestic Violence in Kosovo 2010-2019", in" Justicia" International Journal of Legal Sciences, Vol. 9/No.15-16 2021 (accepted 2020) / Xhafaj, J, (2019)"The Right to Be Forgotten: A Controversial Topic Under the General Data Protection Regulation Referring in the international conference on "Legal Science: Functions, Significance and Future in Legal Systems" Latvia, Riga; / Xhafaj, J (2019) "The financial implications of the to be forgotten", referring to the 15th International ASECU Conference, Sofia 2019, Bulgaria;	One paper 2022 which is indexed at Scopus. 2 further journal publications and one conference paper
Njomëza Zejnullahu	Challenges in the Implementation of Public Procurement Contracts and in Corruption: Evidence from Kosovo Jahmurataj, I.Zejnullahu, N.European Procurement and Public Private Partnership Law Reviewthis link is disabled, 2022, 17(4), pp. 250–257 / Principal-agent problems in publicly owned enterprises: The failure of the shareholder Zejnullahu, N. Journal of Governance and Regulationthis link is disabled, 2021, 10(4), pp. 70–83 / Personal data protection in Kosovo, three years of failure Zejnullahu, N. European Data Protection Law Reviewthis link is disabled, 2020, 6(2), pp. 308–313	Three Journal papers indexed at Scopus, 2020, 2021, 2022
Sevdai Morina	Sevdai Morina, "Acting on Behalf of Another Without Consent as a Source of the Right of Obligations in the Republic of Kosovo", Academic Journal of Interdisciplinary Studies www.richtmann.org, Vol 10. No. 6, November 2021, faqe 295-305, E-ISSN 2281-4612 ISSN 2281-3993, Richtmann Publishing Ltd. Registered In England and Wales / Altin Maliqi, Sevdai Morina, "Ownership Role of Intellectual Property in Kosovo" 2nd Call For Papers 10th UBT Annual International Conference, IC – LAW 2021, October 29-30, Pristina, Kosovo / Sevdai Morina, "Theoretical survey on defining civil liability for external contractual damage in the Republic of Kosovo, Albania and some other EU countries", European Journal Economics, Law and Social Sciences, IIPCCL Publishing, Graz-Austria, Vol. 4 No. 1 January, 2020, faqe 140-146, ISSN 2519-128	Two journal papers, one is indexed and a conference paper
Xhavit Shala	No publication listed on the website; not found at Scopus; Google Scholar some publications found local and international peer reviewed from 2022/2021/2020/2019	
Visar Hoxha	Decision-making biases in property investments in Prishtina, Kosovo Hoxha, V., Hasani, I.Journal of Property Investment and Financethis link is disabled, 2023, 41(2), pp. 155–181 / Gender differences of color preferences for interior spaces in the residential built environment in Prishtina, Kosovo Hoxha, V.et al Facilitiesthis link is disabled, 2023, 41(3-4), pp. 157–184 / Role of sustainable refurbishment in the perception of quality of life of residential building occupants in Prishtina, Kosovo Hoxha, V., Pallaska, F. International Journal of Building Pathology and Adaptation, 2023	20 Documents at Scpus, h Index of 6; three appers 2023
Behar Selimi	Minority veto rights in Kosovo's democracy Selimi, B. Age of Human	Two indexed

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	Rights Journal, 2019, (12), pp. 148–157 / CONSTITUTIONAL INTERPRETATION OR CONSTRUCTION OF THE GOVERNMENT-FORMATION PROCESS IN KOSOVO | TUMAČENJE USTAVA I USTAVNA KONSTRUKCIJA FORMIRANJA VLADE NA KOSOVU Selimi, B. , Jashari, M. Zbornik Pravnog Fakulteta u Zagrebuthis link is disabled, 2021, 71(6), pp. 867–896	papers at Scopus
Enisa Mustafa Haliti	No publications found in the CV and on the website; two local publications (goggle doc)	
Albulena Ukimeraj	No publications found in the CV and on the website and google doc?	
Ngadhënjim Brovina	The regional context of intelligence services in the parliamentary system: a comparative study of the Western Balkans, Journal of Intelligence History	One indexed publication 11 papers all published at the UBT Conference and Dritero Arifi(?)
Myrvete Shala	Bashkim Bellaqa & Xhavit Shala "Function of organisation end business trends in Kosovo" Book of Proceedings SCfSD21, International Scientific Conference "Scientific Challenges for Sustainable Development – SCfSD21" Struga, 02 July 2021 / Bashkim Bellaqa &Arif Krasniqi & Xhavit Shala: "INFLUENCE OF LEADERSHIP ON ORGANIZATIONAL EFFECTIVENESS OF COMMERCIAL BANKS AND POLITICAL PARTIES - KOSOVO Case", International Journal of Finance & Banking Studies, Vol 9 No 3, 2020: 01-14 ISSN: 2147-4486 IJFBS, VOL 9 NO 3 ISSN: 2147-4486 Contents available at www.ssbfnet.com/ojs / Bashkim Bellaqa &Xhavit Shala& Dea Bellaqa, Labor market and management of gender based decision making: Kosovo case study, INTERNATIONAL JOURNAL OF RESEARCH IN BUSINESS AND SOCIAL SCIENCE 8(6)(2019) 80-87 Research in Business & Social Science IJRBS VOL 8 NO 6 ISSN: 2147-4478	3 journal papers 2019/2020/2021 6 papers form 2019 to 2022; UBT International Conference

Based on the analysis of selcetd staff members, the following assessment is conducted: The academics' research aligns with their teaching activities, evident in their publications related to their respective fields. (Standard 6.4) The faculty consistently publish their research work in speciality magazines, journals, conferences, and seminars, with several demonstrating international reach. AS also is demonstrated with a detailed table p. 67 SER and a detailed additional document provided via weblink. (Standard 6.5) Research validation is shown through the publication of scientific and applied research articles, as well as participation in conferences and seminars. (Standard 6.6) Almost all academic staff members have produced at least an average of one publication or research outcome per year for the past three years, though some exceptions are noted. The provide table by UBT is quit more positive in the analyses, but nevertheless, only one person is not fulfilling three publications per year; this could be matter of which timeframe was used for the table. UBT also provides further analysis and comparison with Norwegian: 37.5% of total publications in Scopus and Web of Science, shows that male Full Professors at UBT are matching the Norwegian output. The Dean of the Law Faculty notably exceeds this average. To enhance the WoS and SCOPUS publication output, especially for Associate Professors and male Assistant Professors, the UBT Law Faculty has implemented the Lead Scholar Support Grant and expansion phase

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support programs. The faculty is planning to provide additional support, targeting WoS and SCOPUS journals. (Standard 6.7) The majority of the academic and research staff publish under the name of their affiliated institution in Kosovo, demonstrating a strong association with their institution. (Standard 6.8) Further initiatives may be needed for staff with fewer or no recent publications to ensure consistency across all academic staff. Some staff members excel in research publications, notably Visar Hoxha, contributing significantly to the institution's research profile.

UBT College enforces adherence to all ethical and legal norms in research, including intellectual property rights and contractual obligations with publishers. The college owns the intellectual property rights if the research is grant-funded. All contributors, regardless of their involvement level, are recognized. (Standard 6.10) According the SER, students are involved in research projects. Particularly worthy of note is the research project led by Professor Jorida Xhafaj, which has resulted in SCOPUS-indexed publications. (Standard 6.11)

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
Standard 6.9/6.8. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research	X	

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developments in the field.		
Standard 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.11. Students are engaged in research projects and other activities.	X	

Compliance level: Fully compliant

ET recommendations:
1. *The ET recommends strengthening support for faculty research; the programs, such as the Lead Scholar Support Grant and expansion phase support, have been effective, but there is room for enhancement. Additional supports could be established to improve publication output in WoS and SCOPUS journals, particularly for Associate Professors and male Assistant Professors.*

2. *The ET recommends addressing research output inconsistencies. While most academic staff members manage at least one publication annually, a few do not. The ET recommends that these individuals receive further support or interventions to ensure a uniform research output across all faculty members.*

3. *The ET recommends, like in the report 2020, enhancing the interdisciplinary research with other university departments /specially economics or technology.*

2.7. Infrastructure and Resources

In the SER, there may have been an error in the Facilities section, where Dukagjini Campus and UBT Campus Lipjan near Pristina were listed, but not the campus in Prizren.

The facilities on the Prizren campus are sufficiently available for the teaching of law. In addition to the traditional seminar rooms of various sizes, there is also a room available for simulating court proceedings. In addition to the faculty, administrative staff is available. (Standard 7.1)

The current financial plan relies on increasing student numbers and successfully acquired European projects. The plan heavily depends on tuition fees and project wins. If these fail to meet projections, the faculty may need to revise the strategic plan or diversify their income sources. Contingency strategies, like broadening income sources and improving student recruitment and retention, are crucial for the program's ongoing financial stability. This is

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particularly important as the number of potential students is generally expected to decrease in the coming years due to the demographic situation in Kosovo. (Standard 7.2)

Based on the site visit, the Law Faculty of UBT is sufficient equipped with IT resources. UBT's Scholar Management Information System (SMIS) facilitates information access for students and management staff, effectively monitoring academic processes. The UBT library needs to be sufficiently equipped with books. However, the digital accesses, including Scopus and Web of Science, are convincing; the contracts concluded with the publishers were contributed as additional documents. Further documents on the Prizren site are not available (Standard 7.3, 7.5)

Based on the site visit, the number of seats in the lecture rooms and seminar rooms are sufficient for the intended number of students. (Standard 7.4)

The current premises and equipment at the Prizren site are not suitable for students with special needs. (Standard 7.6)

Standard	Compliance	
	Yes	No
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	X	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		X
Standard 7.4. 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	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs:	X	

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a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;		
b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;		
c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;		
d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;		
e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.		X

Compliance level: Substantially compliant

ET recommendations:

1. *To ensure the accuracy of the Self-Evaluation Report (SER), all campuses, including the Prizren campus, should be appropriately listed under the facilities section.*

2. *The ET recommends developing student recruitment and retention strategies, given the demographic trend in Kosovo.*

3. *The ET recommends enhancing the physical book collections of the UBT library to complement the robust digital resources. Further information and documents about the Prizren site should also be readily accessible.*

4. *The ET recommends maintaining the appropriate number of seats in lecture and seminar rooms to cater to the projected student population.*

5. *The ET recommends improving the accessibility of the Prizren site for students with special needs. All facilities should be reviewed and adjusted to meet accessibility standards, promoting an inclusive learning environment for all students.*

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3. FINAL RECOMMENDATION OF THE ET

As shown above the compliance levels per general areas are:

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

*According to the expert team's evaluation, the "**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 a **maximum number of students of 50**.*

Expert Team

Member

Peter Parycek

(Signature)	(Print Name)	(Date)

Member

Giga Khositashvili   **20.06.2023**

(Signature)	(Print Name)	(Date)

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