UBT College (Pristina)

Law, LLB, 240 ECTS (Re-accreditation)

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

Mai 2023

Republika e Kosovës
Republika Kosova - Republic of Kosovo

Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju

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1. INTRODUCTION

1.1. Context

Date of site visit: 5th Mai 2023

Expert Team (ET) members:

- *Dr. Bertel De Groote*
- *Juraj Bogat, Student Expert (online)*

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Coordinators from Kosovo Accreditation Agency (KAA):

- *Arianit Krasniqi, KAA Officer*
- *Shkelzen Gerxhaliu, KAA Officer*

Sources of information for the Report:

- *The Self-Evaluation Report (including all annexes, syllabi and teacher CV's), Batshelot (BSc) in Computer Science and Engineering (SER) with its annexes A - D.*
- *Online interviews with stakeholders (sitevisit)*
-

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of Kosovo Accreditation Agency, 2022*

1.2. Site visit schedule

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	**Jorida Xhafaj, Njomeza Zejnullahu, Egzona Osmanaj**
09.45 – 10.30	Meeting with quality assurance representatives and administrative staff	**Erlinda Ahmeti, Artan Tahiri, Izet Kelmendi, Mirlinda Jashanica, Ismije Pllana**
10:35 – 11:35	Meeting with the heads of the study programme Law LLB	**Jorida Xhafaj, Sevdai Morina, Ahmet Maloku, Bashkim Nuredini**
11:40 – 12.25	Meeting with teaching staff	Elmi Kelmendi, Xhavit Shala, Arian Kadriu, Veli

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		Lecaj, Enisa Haliti, Alfred Marleku, Ngadhnjim Brovina
12:25 – 13:25	Lunch break	
13:25 – 14:00	Visiting Facilities	
14:00 – 14:45	Meeting with students	**Yllka Suliqi. Delvina Shehu, Rita Martinaj, Tringa Berisha, Tringa Thaqi, Lyra Begolli, Hana Mehmetaj**
14:50 – 15:35	Meeting with graduates	**Rrona Pula, Aid Qerkini, Gerta Berisha, Besarta Pireva, Elsa Ibrahimi, Fjolla Fejza, Jon Ramadani**
15:40 – 16:20	Meeting with employers of graduates and external stakeholders	**Vjosa Shkodra, Arbena Rexhepi Shehu, Emrush Ujkani, Avni Gjocaj**
16:20 – 16:30	Internal meeting of KAA staff and experts	
16:30 – 16:40	Closing meeting with the management of the faculty and program	

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

The University for Business and Technology (UBT) was founded in Pristina, Kosovo in October 2004 by Prof. Dr. Edmond Hajrizi. It emerged from the Institute of Enterprise Engineering and Management (IEME), drawing upon its prior experience. UBT holds a license from the Ministry

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of Education, Science and Technology (MEST) and operates through its centers located in different cities in Kosovo.

UBT has received accreditation from the Kosovo Accreditation Agency (KAA) as a UBT College, and it has undergone several external accreditation procedures, both institutionally and at the program level.

The institution's philosophy revolves around providing internationally competitive programs in higher education and lifelong learning. UBT's program offerings are designed to address the demands of the education system, taking its supply side into account. It introduced essential innovative programs in fields such as law, political sciences, media and communication, mechatronics, energy efficiency, medical sciences, and integrated design. Additionally, UBT offers programs that cater to the existing demand in areas like international and European studies, economics, public policy, and medicine.

The institutional context in which UBT operates is characterized by a changing regulatory framework in higher education, a dual education system consisting of public and private institutions, and a high demand for higher education programs and certifications.

UBT's activities are guided by strategic goals and the development and review of their Strategy takes into account educational philosophy, national educational policies, and the socio-economic environment in which graduates will be employed.

Its Institutional Strategy is aligned with the surrounding educational environment and encompasses academic excellence, humanistic and entrepreneurial education.

UBT pays close attention to initiatives and developments within the European Union, such as the Lisbon Strategy, the Bologna Group, the European Network of Information Centers, EU Directives on Regulated Professions, and the European Qualification Framework. It also monitors the European Association of Quality Assurance in Higher Education for best practices in quality assurance.

In terms of higher education management, programs, services, and funding models, UBT regularly monitors the European University Association (EUA). For student and staff mobility if focuses on the EU Erasmus+ Initiative. Furthermore, UBT stays informed about research and

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industry cooperation through initiatives like Horizon 2020, the Western Balkans Research and Innovation Initiative, OECD SEE Reports, and the Regional Cooperation Council (RCC) Smart Growth Initiative.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of UBT's LLB in Law is focused on high quality of legal education, leading to excellence in professional capacities and societal contribution, based on innovative and excellent teaching and research.
The mission brings a 21st century academic environment, creating supportive and challenging opportunities for students and staff. It builds on a tradition of teamwork. UBT strives to be an active member in community, being a centre of intellectual and cultural activity, improving quality of life in the region.

Within this mission, the Faculty of Law wants to educate qualified professionals who contribute to the advancement of rule of law, growth and sustainable development through innovative processes (eg. balance of learning outcomes, assessment and leaning activity). Alumni must be creative and open to new initiatives. The Law Faculty sees a future in encouraging research in law, with regard to interdisciplinarity.

The mission of the program under review is in line with UBT's mission stressing highest quality legal education, by means of innovation, teaching/research excellence and being oriented to community. According to the SERV, graduates of the LLB-program are characterized by critical thinking, sense for legal analysis and innovative solutions.

The educational objectives (aimed a professional high performance) is in line with UBT's mission to contribute to society and prepare for leadership.

Consequently, the mission of the program under review is congruent with the mission of the faculty and at institutional level.

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As open to actual challenges of society it is recommended to the program management to assess whether an international/global outlook could not be more explicitly embedded in the ambitions of the program. The ambition of the program regarding innovativeness, in teaching content and approach, is positively noticed.

According to the SER 'learning outcomes', as well as context and teaching methods, are embedded in the applicable qualification frameworks in higher education, axed to technical and scientific/general competences.

The establishment of the learning outcomes – and didactic approaches - was, according to the SER, a stakeholder-inclusive process, whereby the voice of the professional field/labour market was heard.

It is highly recommended that this stakeholder participation as well as feedback of academic peers (national/international) are as a structural perspective integrated in the program management. embedded in the management of the study program. Therefore, the program is strongly advised to consider, notwithstanding the existence of useful – albeit sometimes informal -contacts, installing mechanisms for continuous stakeholder engagement (from labour market and academia) in policy making and implementation. For the labour market the Program Indudstrial Board, that was involved in the drafting of the program, could be a vehicle that is worthwhile considering. As the program aims to be innovative, it is relevant to consider as well whether the learning outcomes translate properly this ambition to be a forerunner and prepare the program for future demands (on medium-term or long-term) to young graduates.

The learning outcomes are published on the website of the program and therefore transparent.

The program claims to have a well-defined concept in research and didactics, based as well on a theory and practice ratio. According to the Expert Team (ET) it is important that what is called 'practice' finds a strong theoretical base. The approach of methodology seems to be fit for the qualification level the program addresses.

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The SER mentions a range of research areas that are relevant and 'actual'. The program is invited to assess how to give interesting niche fields a prominent place in the program, as field for research activities of students or as (elective) subject in the program.

'Constructive' alignment is the keyword in the didactic concept of the program under review. The program is invited to stick to a rigorous mapping of outcomes, activities and assessment when further developing. Furthermore, the program can, based on the experience that 'Covid-19' brought in new teaching approaches, hereby also consider – taking into account threats and opportunities - to extend the use of distance learning in the blend of learning activities.

Though the program is, according to the SER, emphasizing practical and relevant industry knowledge, it is the opinion of the ET that, especially in an LLB-program, students must be given a thorough theoretical and methodological basis. It is the advice of the ET to consider to keep this fundamental approach as the baseline of the program.

As is mentioned in the SER, the research concept is that students mostly conduct their conceptual research in each of the courses. Later on, they will be assigned some empirical research (Thesis Seminar). In this regard, the SER mentions that commercialization of research output for the industry by including students is an important segment of the research concept of the program. First and second year students are involved in data collection and questionnaire distribution, whereas third year and fourth year students also in theoretical analysis and literature review and to a certain degree also in data interpretation. Moreover, the SER mentions that the research is done in close collaboration with law firms mainly addressing and exploring theoretically and conceptually various issues of interest for the firms without advanced quantitative and qualitative research analysis, which is reserved mainly for master students and not bachelor students.

Against this background, the ET wants to stress the importance that from the start of their studies on students are trained to have strong skills in the specificities of research in the field of law. The program therefore has to guarantee that involvement in 'commercial' research within the student's curriculum, mainly focuses on drafting skills, analysis of legal texts, case solving etc. rather than data collection and questionnaire distribution. As the interviews made

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clear that academic skills, such as academic reading and writing need extra attention, they have to be properly intertwined in the methodological track of the LLB.

According to the SER the main academic issues are dealt with in guidelines and regulations that are well accessible. Students are made acquainted with it during an 'induction course', which can be seen as a good initiative.

UBT has a Code of Ethics all members of the academic community have to comply to, in research, teaching, assessing. Academic and administrative matters fall within the scope of the code. Within the Law Faculty of Sub-Committee on Ethics is established. The Sub-Committee deals with the implementation and promotion of the ethical code and policies on diversity. Enforcement procedures regarding ethical issues are installed. Plagiarism is a relevant issue in this field and endorses all measures taken to fight it. Apart from this, the ET recommends the program management to prepare for the impact of new technologies (AI) and their challenges for integrity in research.

In view of the importance of ethics and an academic environment the ET recommends the program to assess how, in the major courses and at least in those directly related to research methodology, awareness regarding the importance of integrity can be raised. The ET hereby sustains the idea of assessing the possibility to install a Good Conduct Award or to organize other awareness-raising activities and to draft an 'accessible' and 'intelligible' vademecum that acquaints students and staff with the main regulations – in extenso regarding ethics – governing academic life.

The SER gives a broad overview of the structure of the management, hereby clarifying that 'procedures' regarding management and program delivery are regularly reviewed and if necessary, amended. Moreover, the SER points out that the Faculty monitors developments both in the internal and external environment. Regarding quality in education, the SER points out that the Quality Assurance Sub-Committee has been tasked to monitor the performance and produce quality enhancement measures at faculty level. It implements review and monitoring activities with the final objective to propose quality enhancing measures. Its Annual Quality Report is the basis for and improvement plan as part of the faculty's Annual Plan.

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The SER as well illustrates how recommendations of previous accreditation visits are integrated in the policy updates.

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.		

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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, and 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: Fully compliant

ET recommendations:

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1.   It is strongly advised to consider, notwithstanding the existence of useful – albeit sometimes informal -contacts, installing mechanisms for continuous stakeholder engagement (from labour market and academia) in policy making and implementation.

2.   It is recommended to the program management to assess whether an international/global outlook could not be more explicitly embedded in the ambitions of the program.

3.   It is recommendable to continuously assess how to give interesting niche fields a prominent place in the program, as field for research activities of students or as (elective) subject in the program.

4.   Constructive' alignment is the keyword in the didactic concept of the program under review. The program is invited to stick to a rigorous mapping of outcomes, activities and assessment when further developing. Furthermore, the program can, based on the experience that 'Covid-19' brought in new teaching approaches, hereby also consider – taking into account threats and opportunities - to extend the use of distance learning in the blend of learning activities.

5.   Though the program is, according to the SER, emphasizing practical and relevant industry knowledge, it is the opinion of the ET that, especially in an LLB-program, students must be given a thorough theoretical and methodological basis. It is the advice of the ET to consider to keep this fundamental approach as the baseline of the program.

6.   It is recommended to prepare for the impact of new technologies (AI) and their challenges for integrity in research.

2.2. Quality management

The quality management at this institution is outstanding. As a private institution, UBT is aware that the quality of the studies, working conditions, giving and receiving feedback to both the students and the professors is one of the top priorities in order to maintain its' positive impact on society.

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In the context of the accreditation process, it is commendable to observe that UBT Pristina and Law LLB have implemented internal evaluation processes that are conducted regularly and promptly. This proactive approach to self-assessment and continuous improvement is crucial in maintaining and enhancing the quality of the institution's programs and services.

By conducting evaluations on a regular basis, UBT Pristina demonstrates a commitment to staying informed about its performance and identifying areas for improvement. Regular evaluations allow the institution to monitor the effectiveness of its policies, practices, and resources, ensuring that they align with established standards and meet the evolving needs of students and stakeholders.

Especially noteworthy is the care about the students. The institution fosters a supportive and enriching environment for students. Their student-centered approach ensures that each individual receives personalized attention and guidance, nurturing their growth and success. Moreover, the expert committee would like to highlight the active involvement of students in the quality assurance committees. This approach is highly commendable as it reflects a genuine commitment to inclusivity, transparency, and student empowerment.

Finally, the expert committee finds that the standards are fully met in this chapter and is encouraging the institution to maintain this level of quality and to further increase it wherever it is possible.

Standard	Compliance	
	Yes	No

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Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	**X**	
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 program 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 program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	**X**	
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 are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	**X**	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	**X**	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	**X**	

Compliance level: Fully Compliant

ET recommendations:

- *Consider developing additional "support" program for excellent students to help them develop even further.*

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- *Consider introducing new topics into QA department, for example sustainability. Academic institutions not only produce professionals in their fields of study, but also people who bring change into the world.*

2.3. Academic staff

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According to the SER 35 full time/part time academic staff member are responsible for the LLB. Full-time members are subject to a tenure system. Part time staff member bring in labour field expertise. The CV's of the core staff member can be consulted online.

The gender diversity is increasing, though not at the desired level yet. Therefore, the ET encourages strongly to continue and further develop measures to bring diversity in the academic staff.

The SER states that most staff member are appointed full time and that their courses relate to their field of research/specialization. Moreover, the requirements regarding 'cumulation' of professional activities are met. The part-time academic staff bring, as renowned experts, practice-oriented expertise to the study program.

As far as this leads neither to the reduction of the number of full time staff members nor of the percentage of courses that are covered by full time academic staff, the ET recommends to maintain the efforts to attract highly qualified profiles with valuable expertise as part time academic staff, especially having an international background, mainly in order to develop research and offer (elective) subjects in future-oriented (niche) fields or to broaden the scope of the program (i.e. offering courses that address more generic competences or contribute to the interdisciplinary/comparative character of the program).

Consequently, the program is strongly recommended, in line with its own ambition, to strengthen the global perspective of the program by attracting international staff to (co-)lecture and/or contribute in research. In this regard, the management can ass well consider whether and how technology can help to tackle burdens. On the other hand, the ET gives a strong

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recommendation to continue the work to systematically send academic staff abroad as well (under exchange schemes, on a research leave, etc.) as it enriches teaching and will bring the program new ideas and insights. In this regard, the program can consider to integrate 'mobility' systematically in the career (development) plans of staff members.

The faculty meets the requirement that for every 60 ECTS credits in the study program under review there is a full time professor (with PhD), acting as 'bearer' of the program. Moreover, in the program under review, at least 50% of the academic staff are full time employees and account for at least 50% of the classes. Engaged staff was provided with full position descriptions and conditions of employment. An overview of qualifications, academic titles, contract duration, workload in teaching/research and administrative tasks is available for all academic staff members that are linked to the program.

Opportunities for additional professional development of teaching staff are integrated in the faculty's staff development plan (eg. provide a framework for improvement of pedagogical skills of academic staff).

The ET notes that support, regarding teaching and research, is adapted to the different phases of the academic career (formation phase, expansion phase, generativity). The support consists of workshops, consultations, learning groups, classroom observations etc. It aims to guide academic staff in progress – expressed in academic titles and the according remuneration – in their academic career and the support has to be read together with an expert recommendation to raise the number of staff member that are full professor. The ET advises UBT to continue its efforts to raise the number of full professors in the program.

Apart from that objective, the ET finds the idea of continuous development and the corresponding training offer interesting in itself interesting. The ET therefore recommends to integrate obligatory pedagogical training in the career plan of every member of the academic staff. Moreover, especially starting professors need to be coached/mentored and offered an obligatory basic training in teaching/pedagogic. As Covid-19 taught, skills regarding the use of IT in the teaching process must not be overlooked, especially taking into account the opportunities of the use of IT in the teaching process (i.e. blended learning, internationalisation@home,...). Furthermore, the ET recommends to consider the organization

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of an event for all academic staff, dedicated to pedagogical issues on a regular basis in order to raise awareness concerning the importance of permanent development. Similar actions could be considered regarding research, which could as well have a positive effect on the development of an academic/research community.

A regular evaluation of the academic staff is, according to the SER, implemented, in accordance with the Staff Appraisal and Development Policy, and is part of the career development. The ET notices in the SER that the fact that individual development plans should not be drafted annually, but have a more extended time horizon. The ET agrees on the fact that development in an academic context must be seen over a longer period than one year. Essential in this regard is the Staff Appraisal Review, a report that creates a record of staff productivity in the areas of research, teaching, service and administration. The dean performs the initial staff performance evaluation. He hereby receives also information from the Annual Quality Assurance Committee. This integrates the pedagogic component as a criterium for the staff appraisal. The introduction of a best professor award has the ET's full support, although it could as well be considered to honor exceptional quality in teaching and research, as well as dedication to service apart.

By means of different procedures (i.e. for ongoing monitoring of programs, for program evaluation, for staff selection, appointment, appraisal and development) quality assurance takes into account quality of teaching and substantive information is gathered in this regard. Moreover, in Individual Professional Development plans staff also integrate teaching and learning.

In accordance with the applicable legislation staff members at the each limit for retirement lose the status of full-time teachers. The ET reiterates the recommendation to invest in initiatives to make as much as possible use of the expertise of retired academic staff that is willing to contribute to the program and this within the existing legal framework. One might think of part-time appointments for specific courses, mentorship for academic staff, cooperation in research projects, etc. The contribution of retired staff members can have a positive impact of the development opportunities for full-time staff members. Moreover, it brings diversity, as well in skills and approaches to the program.

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Standard	Compliance	
	Yes	No
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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	

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	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.		
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	

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	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.		
Standard 3.8. Academic staff evaluation is conducted regularly at least through self evaluation, students, peer and superiors' evaluations, and occurs 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	

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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: Fully compliant

ET recommendations:

1.   As far as this leads neither to the reduction of the number of full time staff members nor of the percentage of courses that are covered by full time academic staff, the ET recommends to maintain the efforts to attract highly qualified profiles with valuable expertise as part time academic staff, especially having an international background, mainly in order to develop research and offer (elective) subjects in future-oriented (niche) fields or to broaden the scope of the program (i.e. offering courses that address more generic competences or contribute to the interdisciplinary/comparative character of the program).

2.   The program is strongly recommended, in line with its own ambition, to strengthen the global perspective of the program by attracting international staff to (co-)lecture and/or contribute in research. In this regard, the management can ass well consider whether and how technology can help to tackle burdens. On the other hand, the ET gives a strong recommendation to continue the work to systematically send academic staff abroad as well (under exchange schemes, on a research leave, etc.) as it enriches teaching and will bring the program new ideas and insights. In this regard, the program can consider to integrate 'mobility' systematically in the career (development) plans of staff members.

3.   It is recommended to integrate obligatory pedagogical training in the career plan of every member of the academic staff. Moreover, especially starting professors need to be coached/mentored and offered an obligatory basic training in teaching/pedagogic. As Covid-19 taught, skills regarding the use of IT in the teaching process must not be overlooked, especially taking into account the opportunities of the use of IT in the teaching process (i.e. blended learning, internationalisation@home,...). Furthermore, the ET recommends to consider the organization of an event for all academic staff, dedicated to pedagogical issues on a

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regular basis in order to raise awareness concerning the importance of permanent development. Similar actions could be considered regarding research, which could as well have a positive effect on the development of an academic/research community.
4.   The ET reiterates the recommendation to invest in initiatives to make as much as possible use of the expertise of retired academic staff that is willing to contribute to the program and this within the existing legal framework. One might think of part-time appointments for specific courses, mentorship for academic staff, cooperation in research projects, etc.

2.4. Educational Process Content

The LLB wants to equip students with comprehensive theoretical and practical knowledge of different essential areas of law.

It aims the competence to use sources of law, to have profound knowledge of the legal system in an national/international perspective. Also, graduates have to be able to solve legal problems like a young lawyer does. Graduates must be competent in legal research and be able to write/Edit documents of legal nature at a basis level. According to the ET these objectives are a valid starting point for LLM-studies.

According to the ET the program answers qualification objectives (at bachelor level). The aimed competences help contributing to the civil society. They fit the program in the qualification frameworks of Kosovo and the European Higher Education Area.

As was pointed out, the program is inspired by a multi-faceted group, consisting of professors in differ fields of law to which stakeholders form the professional field gave advise.

The LLB is, according to the SER, benchmarked with other bachelor programs of European Higher Education Area Institutions. Also, the SER states that the degree offers access to many fields career options, especially – though not exclusively – in the legal sector. The program answers to labour market needs and shortages, as the SER points out.

The program components are combined logically and they are chosen and structured in view of the learning outcomes. They furthermore enable adequate teaching and learning approaches.

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The program has the objective of contributing to professionalism and competence and wants to address areas of specialization in which knowledge is lacking. It is a combination of traditional elements of law programs but wants to address new course trends as well. In the main areas of law general knowledge is provided by the course subjects;

The courses are outlined in detailed syllabi that are available to the students before the start of the course. According to the SER a lot of emphasis is put on active learning approaches that also have to enhance problem solving skills.

As the SER mentions the importance of 'real life learning' the ET approves the learning modes the program has chosen, but at the same time stresses the importance of structurally embedding these more 'clinical' approaches in courses – especially in the higher years – in order to guarantee these learning experiences to all students.

'Project learning summary', mentioned as a deep learning approach, is endorsed by the ET.

According to the ET the subjects are offered in logical flow and address general and specific competences. Moreover, as said before, they're analogous to what is delivered in the EHEA. Transferability of skills and knowledge is taken into account.

The ET finds out that enough learning outcomes are listed for the program under review.

For the offered subjects syllabi are available. They are drafted according to the minimum requirements that are determined by the Academic Council. According to the SER course learning outcomes are mapped with program learning outcomes. Moreover, the mapping of the outcomes and the teaching activities and assessments is done. In this regard, for the ET, the allocation of 1 course learning outcome to 1 credit – following the SER as an answer to the call for linking study credits with workload and learning outcomes – remains unclear. The ET therefore recommends the program management to thoroughly motivate and reconsider the choice to link a learning outcome to one credit, although ECTS essentially express workload for students.

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Students, who assume as well responsibility for reaching the learning outcomes, are partners in the learning process. They're introduced to their study journey and their role and responsibilities during and 'induction session' and information that that is gathered and made accessible in a 'student handbook'.

This handbook, as well as other relevant information (eg. appeals regulation, regulation on disciplinary procedure) are online available as well.

Nevertheless, the regulatory framework for students and the services they have to address to in case of difficulties they encounter during their study career, are complex. The ET recommends the program to seriously consider the establishment of a single point of contact or to nominate an ombudsperson, students encountering difficulties can easily address. It will further express the idea of partnerships.

The SER does, according the ET, not clearly specify whether strategies of teaching and assessment are followed with flexibility to meet the needs of different groups of students.

This, however, does not withstand that the program chooses for a wide variety of teaching methods, which can address different learning styles that fit and can address the variety of student characteristics.

Student assessment is strictly regulated. The program opts for a mix of permanent evaluation and a final exam. The student is informed in this regard in the syllabus. Within the faculty guidelines for assessments are existing. The relation between the assessment components and 'chances' are also regulated. Feedback/Feed forward is foreseen for research assignments as part of continuous assessment.

Within the faculty quality guidelines for assessments are established. A framework is established for objections to assessment results etc.

For the thesis seminar a script is developed and the attribution of thematic areas, in cooperation with business partners, is organized. Topics on writing a conceptual research are taught and practiced in tasks. Alongside the course meetings, students every week write a part of their

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thesis. Five course bearers are responsible for the subject and its grading. The ET praises the approach to speed up the process of graduation, but strongly stresses that the program must at any time guarantee not to give in on research skills the students have to obtain. It is a risk that might exist by subdividing the assignment in multiple partial tasks instead of learning students to deal in a rather independent way with one comprehensively formulated assignment.

A grading policy exists and numerical grading is based on a national scale.

Measures and regulations exist to maintain integrity – as well of the student as of the teacher - during the assessment process. Also the possibility the object to a grade and to retake an exam is regulated by the faculty. The ET recommends the program, since the SER states that students have a lot of (individual)writing tasks, to reflect on the position it has to take on the effects emerging technologies (eg. AI) may have on assessment.

Unclear for the ET is the existence of an organized feedback, as part of the learning process, after a subject is graded. The ET strongly advises the program to invest in a culture of feedback on the results a student obtained in a subject's assessment, as it may enhance the learning process to have insight in a score and what it tells about the competences that were demonstrated and how that score could be improved.

According to the SER the faculty takes measures to 'help' students who are at risk of not passing. One could suggest the program to also institutionalize a program that allows excelling students to further develop their talents.

Also, there are procedures and policies available concerning inconsistent assessments.

Though the program claims in the SER that the practical approach of it is realized in every week's meeting for each subject as well as in seminars, there is not a 'practice stage' in the strict sense of the word. The same goes for the 'clinic education' and the 'simulation moot courts' that are mentioned in the SER. Apart from this, the ET also wants to point out that two clinical courses in the program are electives. The ET links this to the recommendation to consider the possibility to integrate the clinical course as an obligatory part of the program.

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In order to organize 'practice stages' – which are not mandatory - the faculty set up cooperations with labor market linked organizations and institutions. The ET recommends to further development the network of partnerships that help creating an 'authentic' learning environment, thereby also aiming at cooperations with foreign partners since it could lead to opportunities for students to have an international practice experience.

Based on the interviews during the site visit the ET recommends the program to continue its efforts – that are recognized by the ET - to address new and upcoming challenges for law and society in its course offer. Examples that were given touch on sustainability, as well as transnational issues that require a clear comparative approach. Such an exercise could as well create opportunities for internationalization of the portfolio of subjects. Alongside this exercise, the ET recommends as well to assess the possibility to offer some of the courses in a foreign language (English) as it could be helpful to prepare students to function in a growingly global labeour market environment or to invite professors from abroad. Moreover, it is recommended to assess whether taxation, ethics etc. are topics that belong to a bachelor program and whether the characterization of a course as optional or obligatory is always fitting (eg. academic writing, bankruptcy,…).

With regards to internationalization it is strongly recommended to explore opportunities to increase student exchange (incoming/outgoing). In this context, the program is encouraged to invest in its efforts to create a dual degree program with a foreign partner.

Standard	Compliance	
	Yes	No

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	X	
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.		

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	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.		
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 list at least 7 learning outcomes for the study program under evaluation.	X	

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		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		
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	

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	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.		
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	
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 inconsistently assessed.	X	

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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.	n.a.	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

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Compliance level: Substantially compliant

ET recommendations:

1.   The program management is recommended to thoroughly motivate and reconsider the choice to link a learning outcome to one credit, although ECTS essentially express workload for students.
2.   Since the SER states that students have a lot of (individual)writing tasks, it is recommended to reflect on the position it has to take on the effects emerging technologies (eg. AI) may have on assessment.
3.   It is strongly advised to invest in a culture of feedback on the results a student obtained in a subject's assessment, as it may enhance the learning process to have insight in a score and what it tells about the competences that were demonstrated and how that score could be improved.
4.   It is recommended to consider the possibility to integrate the clinical course as an obligatory part of the program for all students.

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5. It is recommended to further development the network of partnerships that help creating an 'authentic' learning environment, thereby also aiming at cooperations with foreign partners since it could lead to opportunities for students to have an international practice experience.

6. It is recommended to continue the efforts – that are recognized by the ET - to address new and upcoming challenges for law and society in the course offer. Such an exercise could as well create opportunities for internationalization of the portfolio of subjects. Alongside this exercise, the ET recommends as well to assess the possibility to offer some of the courses in a foreign language (English) as it could be helpful to prepare students to function in a growingly global labour market environment or to invite professors from abroad. Moreover, it is recommended to assess whether taxation, ethics etc. are topics belonging to a bachelor program and whether the characterization of a course as optional or obligatory is always fitting (eg. academic writing, bankruptcy,…).

7. With regards to internationalization it is strongly recommended to explore opportunities to increase student exchange (incoming/outgoing). In this context, the program is encouraged to invest in its efforts to create a dual degree program with a foreign partner.

2.5. Students

By establishing a transparent admission process, UBT Pristina provides a clear understanding of the criteria and requirements for prospective applicants. This transparency enables applicants to have a comprehensive understanding of the steps involved, the qualifications sought, and any additional documentation needed to complete their application.

The absence of reported disputes regarding student rights at UBT signifies a positive institutional environment where student rights are respected and protected. It indicates that the institution has effective policies, procedures, and support mechanisms in place to address any potential violations of student rights.

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While it is acknowledged that the scholarship fee at Law LLB may be relatively high compared to national standards, a positive aspect is that the faculty has mechanisms in place to decrease the fee based on various criteria. This demonstrates the institution's commitment to ensuring accessibility and affordability for students from diverse backgrounds.

It is impressive to note that the university has dedicated funds specifically allocated for scholarship fees. This proactive measure demonstrates the institution's commitment to supporting students financially and making education more accessible to a broader range of individuals.

By setting aside funds for scholarship fees, the university recognizes the importance of providing financial assistance to students who may face economic challenges in pursuing their education. These funds can help alleviate the burden of tuition fees and contribute to creating a more inclusive and equitable learning environment.

The expert committee acknowledges that the absence of any record of student failures at Law LLB raises some concerns. While it may initially seem positive, it is indeed a double-edged sword that requires careful consideration. While the expert committee got a detailed overview of the mechanisms which are set in action in order to help students, it seems statistically improbable that no student ever failed to finish their studies and graduate. Implicitly, that means that students who kept their status as an active student eventually got to graduation and then went to labor market as people who are not actually fit for their profession. Please note that this is just an assumption, and it will not carry and major weight on the final decision, but it is certainly something to look into. in order to assure that quantity does never jeopardize quality and that production does never jeopardize integrity.

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**	

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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 documents.	**X**	
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: Fully compliant

ET recommendations:

1) *Revise the "no-failure" policy to guarantee on a long-term basis academic integrity and graduates that reached all the learning outcomes of the program academic integrity.*

2) *Lack of dormitory or secured housing for students seems challenging at the moment. This kind of accommodation would also benefit not only domestic students, but also the international ones, as well as guest teachers.*

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3) *Mobility is one of the crown jewels during the studies – it provides students with opportunities for both personal and professional growth. While the management of the faculty stated they put effort into accomplishing this, continuous and devoted efforts are always needed in this regard.*

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2.6. Research

According to the SER, the research plan of the program under review is part of the research strategy of the faculty. There are some interesting objectives to be noted: participation with foreign/domestic research institutes, build critical mass in research areas (using contract research and consulting), develop clusters, establish Journal of Legal Studies and Political Sciences. According to the SER there are enough resources foreseen to reach these objectives by 2026.

The research clusters help structuring individual research plans academic staff members develop. The plans have to fit in the mentioned strategy. The ET endorses the use of five-yearly individual research plans to allow staff member to give structure to there research activities and ambitions. They hereby use indicators that are in conformity with the mentioned research strategy.

All academic staff have to participate in research and publish their work on the UBT journal. Publications are posted in the platform Knowledge Centre.

There is a mechanism for the allocation of workload, in which the requirement (or opportunity ?) to undertake research is integrated. In order to allow staff members to build a strong research portfolio and research network, the ET recommends to consider to allocate as much research time as possible to academic staff in early stages of their career, whereby senior staff can be allocated more time for service and teaching duties. Moreover, junior academic staff can at best be stimulated to invest as much as possible in their research profile from the start of their career on.

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Academic 'promotion', linked with a compensation scheme, is depending on the research outcomes of an academic staff member. Apart from that, for academic staff there are minimum yearly output criteria.

The yearly appraisal review of a staff member is also linked to its research output/activity. As said the individual development plan is hereby taken into account as well.

In order to be promoted, 'credible' criteria are used. Thereto comes that publication criteria are used to maintain 'productivity' once an academic title is obtained. The ET recommends the use of standardized CV's for academic staff, that are made available online. This enhances transparency as it facilitates to check whether research KPI's are met by individual academic staff members. Taken the lack of transparency regarding research output – which leads to possible incongruence between the overview of staff publications given in the SER and the publications enumerated in the CV of staff members - , as mentioned above into account, the ET has the opinion that the requirements regarding research output of the academic staff of the program under review are approximately met. Anyhow, the ET thinks it is necessary to strictly follow up, and act accordingly, whether the requirements concerning research output are met and documented by the academic staff.

For the publication and presentation of research findings specialist journals and well established publishing houses are used, as well as conferences etc. domestically or abroad. In this context, it is worth noting that UBT organizes a conference and papers presented there are often, after peer review, published in UBT journal.

Regarding research output, the SER included a benchmark exercise, which is endorsed by the ET and seems a informative instrument to help developing policies in research support for academics. It proves the necessity of the recommendation that was already made to especially focus junior academics who face burdens in 'starting up' their research lines.

Apart from the decision the faculty took to hire and advisor to strengthen research output, the ET recommends to seriously consider to coach and guide staff in applying for research funding

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(one could imagine hiring a coordinator), to bring researchers together in research entities, as well as to (financially) sustain interdisciplinary research cooperation.

Furthermore, it can be interesting to develop a policy that structurally facilitates and encourages research leaves as well as to use mobility schemes to invite foreign professors for research cooperation

Academic staff is teaching in fields that are related to their research interests and integrate their output in the reading materials. Research assignments are linked to the research activities of teaching staff and students' research output can be validated (eg. participation in UBT Annual Conference). Students can be involved in research projects of academic staff.

In line with research ethics, policies are installed on ownership for intellectual property and acknowledgements for contribution.

Regarding student engagement in research, which is one standards to be checked, the program mentions in its SER that it is important to engage students in knowledge construction. The SER shows that the higher education institution has a clear view on the link between research and teaching and outlines examples of this link. A research attitude is according to the ET also important in preparation of further study paths (LLM). The ET recommends the program to further develop initiatives to link teaching and research in line of the examples given in the SER (p. 75) and especially invest in drafting and implementing an agenda and action plan. The ET especially favours initiatives that allow students to share research outcomes (eg. a student conference) and that bind assignments (eg. research seminar) in existing research lines within the faculty.

Standard	Compliance	
	Yes	No

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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	

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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	

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Standard 6.8.(1) Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.10. Students are engaged in research projects and other activities.	X	

Compliance level: Substantially compliant

ET recommendations:

<div align="center">Kosovo Accreditation Agency</div>

1. *It is recommended to further develop initiatives to link teaching and research in line of the examples given in the SER (p. 75) and especially invest in drafting and implementing an agenda and action plan. The ET especially favours initiatives that allow students to share research outcomes (eg. a student conference) and that bind assignments (eg. research seminar) in existing research lines within the faculty.*
2. *It is recommended to develop a policy that structurally facilitates and encourages research leaves as well as to use mobility schemes to invite foreign professors for research cooperation.*
3. *It is recommended to seriously consider to coach and guide staff in applying for research funding (one could imagine hiring a coordinator), to bring researchers together in research entities, as well as to (financially) sustain interdisciplinary research cooperation.*
4. *The use of standardized CV's for academic staff, that are made available online, is recommended. This enhances transparency as it facilitates to check whether research KPI's are met by individual academic staff members.*

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5. *It is recommended to seriously consider to allocate as much research time as possible to academic staff in early stages of their career, whereby senior staff can be allocated more time for service and teaching duties.*

2.7. Infrastructure and resources

The SER claims that premises, human resources and equipment are ensured for the long-term implementation of the study program in a qualitative way.

Core infrastructure and auditoria are fit to the teaching process. The ET has the opinion that a lot of the infrastructure that is mentioned in the SER is not necessarily relevant for the program under review. As the SER mentions a dormitory on the Innovation Campus, it is recommended to guarantee affordable housing for LLB-students in law that are in need of housing, thereby considering that a housing project can also have a positive effect on community building among students. On top of that, it would allow to host incoming students and thereby contribute to internationalization.

The SER offers a financial plan, significantly relying on tuition fees, that demonstrates financial sustainability for the next minimum three years. Unfortunately it is based on the approval to increase the number of students to enroll. Although it was stressed during the interviews that there is a high demand for graduates, the ET is not fully convinced on the basis of the arguments that were expressed that a higher number of incoming students is an urgent societal need. From this perspective, the budget that was set out in the SER somehow needs to be revisited.

In order to be less depending on tuition fees and maximize the means to invest in teaching and research initiatives, the ET encourages the efforts to maximize its project funding.

To enhance its financial sustainability, UBT plans to develop consulting service in property and contractual law for the construction industry as well as the provision of training for the Bar Exam.

The projected expenditures are in line with the revenue part of the budgetary planning, albeit that the student number UBT relies on is quite ambitious.

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The program is encouraged to maintain its projected hiring decisions (SER, p. 85) as it enhances its research and teaching capacity and robustness. The same goes for the planned Young Scholar Research Support Grant;

Moreover, the investments that are planned in quality assurance – and especially in developing qualitative data gathering and analysis – are welcomed as well. The same goes for the implementation of the Strategy for Inclusion of Students with Special Needs that is, according to the SER, budgeted.

According to the ET for the submitted program adequate spaces for the educational process are available, of which the institution is the owner. There are sufficient lecture rooms available and these are properly equipped. Nevertheless, as the program stresses the importance of the practical component of the curriculum the ET recommends to draft a plan to invest in rooms that are specifically designed for interactive teaching and cooperative teaching approaches in a hybrid/blended setting. Moreover, the program is recommended to assess the need for spaces where students can meet to discuss and work in teams, and take action in this regard. Moreover, the need for spaces where students can gather during leisure time and where the feeling to belong together to a faculty is enhanced, has to be considered. For staff members/researchers as well adequate office space, that invites to cooperation and exchange, must be considered. It is recommended to integrate the above in a master plan for infrastructure. Lastly, when investing in infrastructure, it is recommended to be guided by an ambition of environmental sustainability.

Since the site visit showed a relatively limited collection of law books, regardless of the language, it is recommended to continue to invest in updating and expanding the collection. Hereby, the program has to consider to further shift to electronic sources, available on distance. In this regards, the options of project funding and expanding cooperation with external partners (eg. agreements on interlibrary loans,…), have to be considered thoroughly. The library concept itself can be evaluated and, if useful, turned to a space for reading, studying and working.

Since, to the knowledge of the ET, the facilities at the campus are not for the exclusive use of the program under review, it is hard to assess whether the percentages on occupation set by the

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KAA are met. Nevertheless, the overall impression was the there is enough space available to organize the teaching activities. Regarding the book stock and the availability of electronic materials, the ET is more hesitant, especially as the program stresses the importance of (individual) research students have to fulfill during their studies.

Regarding students with disabilities, the ET recognizes the efforts of the higher education institution. Nevertheless, it recommends to strongly focus on the inclusion of students with learning disabilities, especially in developing a facilitating framework for assessment activities.

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	

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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 softwar**e 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	

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Standard 7.4. **The number of seats** in the lecture rooms, seminar rooms and laboratories must be r**elated 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: a) a number of seats in the reading rooms corresponding to **at least 10% of the total number of students** in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, **out of which at least 50% should represent book titles** or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.		X

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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.   *It is recommended to draft a plan to invest in rooms that are specifically designed for interactive teaching and cooperative teaching approaches in a hybrid/blended setting. Moreover, the program is recommended to assess the need for spaces where students can meet to discuss and work in teams, and take action in this regard. Moreover, the need for spaces where students can gather during leisure time and where the feeling to belong together to a faculty is enhanced, has to be considered. For staff members/researchers as well adequate office space, that invites to cooperation and exchange, must be considered. It is recommended to integrate the above in a master plan for infrastructure. Lastly, when investing in infrastructure, it is recommended to be guided by an ambition of environmental sustainability.*

2.   *It is recommended to continue to invest in updating and expanding the collection. Hereby, the program has to consider to further shift to electronic sources, available on distance. In this regards, the options of project funding and expanding cooperation with external partners (eg. agreements on interlibrary loans,…), have to be considered thoroughly. The library concept itself can be evaluated and, if useful, turned to a space for reading, studying and working.*

3.   *It is recommended to strongly focus on the inclusion of students with learning disabilities, especially in developing a facilitating framework for assessment activities.*

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3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Based on the research of the extensive documentation submitted and a(n) (online) visit to the Law Faculty, and more precisely the programme under review, the Expert Team for the re-accreditation process prepared this report based on the defined Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA (updated 2021) and gave an overview of the current situation.

The ET disposed of an elaborate and insightful SER that gave a good view of the program, though at some occasions it seems to be copied from another program's SER (eg. p. 59) and that did not always directly related to the standards.

Overall, the study programme under review has a solid quality and gives serious efforts to answer the needs it intends to address. It seems to have to ambition to further improve and hereto expand its network. The ET wants encourage the program in this ambition and sustains its orientation to the needs of society when offering education to talented youngsters. The ET furthermore advises the programme to continuously be aware of the fast pace with which its context evolves. Stakeholders – academic stakeholders as well as industry partners and graduates – are important information channels in this regard. Lastly, the ET wants to stress the importance for the study program to invest in its own international network and perspective, as well of the global mind of students and researchers.

The ET formulated some recommendations as they can guide the programme in its ambition to further enhance the programme under review. The recommendations are repeated underneath:

- It is strongly advised to consider, notwithstanding the existence of useful – albeit sometimes informal -contacts, installing mechanisms for continuous stakeholder engagement (from labour market and academia) in policy making and implementation.
- It is recommended to the program management to assess whether an international/global outlook could not be more explicitly embedded in the ambitions of the program.
- It is recommendable to continuously assess how to give interesting niche fields a prominent place in the program, as field for research activities of students or as (elective) subject in the program.

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● Constructive' alignment is the keyword in the didactic concept of the program under review. The program is invited to stick to a rigorous mapping of outcomes, activities and assessment when further developing. Furthermore, the program can, based on the experience that 'Covid-19' brought in new teaching approaches, hereby also consider – taking into account threats and opportunities - to extend the use of distance learning in the blend of learning activities.

● Though the program is, according to the SER, emphasizing practical and relevant industry knowledge, it is the opinion of the ET that, especially in an LLB-program, students must be given a thorough theoretical and methodological basis. It is the advice of the ET to consider to keep this fundamental approach as the baseline of the program.

● It is recommended to prepare for the impact of new technologies (AI) and their challenges for integrity in research.

● Consider developing additional "support" program for excellent students to help them develop even further.

● Consider introducing new topics into QA department, for example sustainability. Academic institutions not only produce professionals in their fields of study, but also people who bring change into the world.

● As far as this leads neither to the reduction of the number of full time staff members nor of the percentage of courses that are covered by full time academic staff, the ET recommends to maintain the efforts to attract highly qualified profiles with valuable expertise as part time academic staff, especially having an international background, mainly in order to develop research and offer (elective) subjects in future-oriented (niche) fields or to broaden the scope of the program (i.e. offering courses that address more generic competences or contribute to the interdisciplinary/comparative character of the program).

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- The program is strongly recommended, in line with its own ambition, to strengthen the global perspective of the program by attracting international staff to (co-)lecture and/or contribute in research. In this regard, the management can ass well consider whether and how technology can help to tackle burdens. On the other hand, the ET gives a strong recommendation to continue the work to systematically send academic staff abroad as well (under exchange schemes, on a research leave, etc.) as it enriches teaching and will bring the program new ideas and insights. In this regard, the program can consider to integrate 'mobility' systematically in the career (development) plans of staff members.

- It is recommended to integrate obligatory pedagogical training in the career plan of every member of the academic staff. Moreover, especially starting professors need to be coached/mentored and offered an obligatory basic training in teaching/pedagogic. As Covid-19 taught, skills regarding the use of IT in the teaching process must not be overlooked, especially taking into account the opportunities of the use of IT in the teaching process (i.e. blended learning, internationalisation@home,...). Furthermore, the ET recommends to consider the organization of an event for all academic staff, dedicated to pedagogical issues on a regular basis in order to raise awareness concerning the importance of permanent development. Similar actions could be considered regarding research, which could as well have a positive effect on the development of an academic/research community.

- The ET reiterates the recommendation to invest in initiatives to make as much as possible use of the expertise of retired academic staff that is willing to contribute to the program and this within the existing legal framework. One might think of part-time appointments for specific courses, mentorship for academic staff, cooperation in research projects, etc.

- The program management is recommended to thoroughly motivate and reconsider the choice to link a learning outcome to one credit, although ECTS essentially express workload for students.

- Since the SER states that students have a lot of (individual)writing tasks, it is recommended to reflect on the position it has to take on the effects emerging technologies (eg. AI) may have on assessment.

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- It is strongly advised to invest in a culture of feedback on the results a student obtained in a subject's assessment, as it may enhance the learning process to have insight in a score and what it tells about the competences that were demonstrated and how that score could be improved.
- It is recommended to consider the possibility to integrate the clinical course as an obligatory part of the program for all students.
- It is recommended to further development the network of partnerships that help creating an 'authentic' learning environment, thereby also aiming at cooperations with foreign partners since it could lead to opportunities for students to have an international practice experience.
- It is recommended to continue the efforts – that are recognized by the ET - to address new and upcoming challenges for law and society in the course offer. Such an exercise could as well create opportunities for internationalization of the portfolio of subjects. Alongside this exercise, the ET recommends as well to assess the possibility to offer some of the courses in a foreign language (English) as it could be helpful to prepare students to function in a growingly global labour market environment or to invite professors from abroad. Moreover, it is recommended to assess whether taxation, ethics etc. are topics belonging to a bachelor program and whether the characterization of a course as optional or obligatory is always fitting (eg. academic writing, bankruptcy,…).
- With regards to internationalization it is strongly recommended to explore opportunities to increase student exchange (incoming/outgoing). In this context, the program is encouraged to invest in its efforts to create a dual degree program with a foreign partner.

- Revise the "no-failure" policy to guarantee on a long-term basis academic integrity and graduates that reached all the learning outcomes of the program academic integrity.
- Lack of dormitory or secured housing for students seems challenging at the moment. This kind of accommodation would also benefit not only domestic students, but also the international ones, as well as guest teachers.
- Mobility is one of the crown jewels during the studies – it provides students with opportunities for both personal and professional growth. While the management of the faculty stated they put effort into accomplishing this, continuous and devoted efforts are always needed in this regard.

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- It is recommended to further develop initiatives to link teaching and research in line of the examples given in the SER (p. 75) and especially invest in drafting and implementing an agenda and action plan. The ET especially favours initiatives that allow students to share research outcomes (eg. a student conference) and that bind assignments (eg. research seminar) in existing research lines within the faculty.
- It is recommended to develop a policy that structurally facilitates and encourages research leaves as well as to use mobility schemes to invite foreign professors for research cooperation.
- It is recommended to seriously consider to coach and guide staff in applying for research funding (one could imagine hiring a coordinator), to bring researchers together in research entities, as well as to (financially) sustain interdisciplinary research cooperation.
- The use of standardized CV's for academic staff, that are made available online, is recommended. This enhances transparency as it facilitates to check whether research KPI's are met by individual academic staff members.
- It is recommended to seriously consider to allocate as much research time as possible to academic staff in early stages of their career, whereby senior staff can be allocated more time for service and teaching duties.

- It is recommended to draft a plan to invest in rooms that are specifically designed for interactive teaching and cooperative teaching approaches in a hybrid/blended setting. Moreover, the program is recommended to assess the need for spaces where students can meet to discuss and work in teams, and take action in this regard. Moreover, the need for spaces where students can gather during leisure time and where the feeling to belong together to a faculty is enhanced, has to be considered. For staff members/researchers as well adequate office space, that invites to cooperation and exchange, must be considered. It is recommended to integrate the above in a master plan for infrastructure. Lastly, when investing in infrastructure, it is recommended to be guided by an ambition of environmental sustainability.
- It is recommended to continue to invest in updating and expanding the collection. Hereby, the program has to consider to further shift to electronic sources, available on distance. In this regards, the options of project funding and expanding cooperation

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with external partners (eg. agreements on interlibrary loans,…), have to be considered thoroughly. The library concept itself can be evaluated and, if useful, turned to a space for reading, studying and working.
- It is recommended to strongly focus on the inclusion of students with learning disabilities, especially in developing a facilitating framework for assessment activities.

Considering the documentation provided and discussions with the program development team, the ET gave the following compliance levels:

Standard	Compliance Level
Mission, objectives and administration	Fully compliant
Quality management	Fully compliant
Academic Staff	Fully compliant
Educational Process Content	Substantially compliant
Students	Fully compliant
Research	Substantially compliant
Infrastructure and resources	Substantially compliant
Overall Compliance	Substantially compliant

In conclusion, the Expert Team considers that the study program LLM Contract and Commercial Law offered by the Faculty of Law is **substantially compliant** with the standards included in the KAA Accreditation Manual, and therefore, recommends **to accredit** the study program for a duration of **3 years** with a total number of **70 students** to be enrolled in the program.

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Expert Team

Chair

	Bertel De Groote	29.05.2023.
(Signature)	(Print Name)	(Date)

Student Member

	Juraj Bogat	29.05.2023.
(Signature)	(Print Name)	(Date)

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