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Agencija Kosova za Akreditaciju

Kosovo Accreditation Agency

University Isa Boletini, Mitrovicë

Law, LLB 240 ECTS (Re-accreditation)

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

Aprily 2024

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1. INTRODUCTION

1.1. Context

Date of site visit: 12 March 2024

Expert Team (ET) members:

- Dr. Bertel De Groote
- Dr. Dunja Duic (online)



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-
- Marko Komso, student expert

Coordinators from Kosovo Accreditation Agency (KAA):

- *Milot Hasangjekaj, KAA Officer*
- *Arianit Krasniqi, KAA Officer*

Sources of information for the Report:

The ET based its report on the SER and its annexes (eg. syllabi, CV's of staff members) and the documents it refers to, as well as on its observations during the site visits (eg. during the interviews)

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Additional documents

- *Appendix 4 - Number of copies available in the library.xlsx*
- *Appendix 1 - List of books (three last years) Faculty of Law.xlsx*
- *Appendix 1.1 - Agreement with the National Library of Kosovo "Pjetër Bogdani".pdf*
- *Appendix 1.2 - List of books.pdf*
- *Appendix 2 - List of legal journals - online - Faculty of Law.docx*
- *Appendix 5 - Expenses for the purchase of books 2021-2023.pdf*
- *Appendix 5.1 - Books that were purchase during 2022.docx*
- *Appendix 5.2 - Contract for the purchase of books.pdf*
- *Appendix 6 - Budget planning for the purchase of books and scientific journals.pdf*
- *Appendix 6.1 - Budget planning for the purchase of books and scientific journals.pdf*
- *Appendix 6.2 - Request for purchase books Faculty of Law.pdf*



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List of Documents required by KAA.docx **Criteria used for program evaluation:**

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of Kosovo Accreditation Agency, 2021*

1.2. Site visit schedule

Time	Meeting	Participants
09:00 - 10:00	Meeting with the management of the faculty where the programme is integrated	Dean Islam Qerimi Vice Dean Arbnor Ajeti Head of the department Besnik Murati Acting secretary Bahrie Sadiku
10.00 - 10.45	Meeting with quality assurance representatives and administrative staff	Natyra Misini Zahir Çerkini Shpat Musliu Suzana Halilaj
11:45 - 12:45	Meeting with the head of the study programme	Islam Qerimi Arbnor Ajeti Besnik Murati Përparim Gruda
12:45 - 13:45	Lunch break	



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13:45 14:30	-	Visiting Facilities	
14:30 15:15	-	Meeting with teaching staff	Agron Beka Halil Bajrami Mimoza Aliu, Arta Dauti Xhemajl Veliqi Albulena Uka Jeton Hasani Argjent Behrami Milaim Mehmeti
15:15 16:00	-	Meeting with students	Bleona Mehल्ली Fatjona Musliu Shpetim Preteni Kaltrina Salihi, Donat Imeraj Valton Ujkani Arianit Tahiri
16:00 16:45	-	Meeting with alumni	Florijana Beka, Egzon Musa, Shkëndije Bejta Rigon Qarku Shëndrita Latifi Aida Istrefi Bardh Sylejmani



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16:45 17:30	-	Meeting with employers of graduates and external stakeholders	Shpëtim Peci - prosecutor Vesel Ismajli - judge Ganimete Xhelili - mediatory Fatmir Behrami - prosecutor Kushtrim Shyti - judge Besim Parduzi - lawyer Nebi Halili - correctional service
17:30 17:40	-	Internal meeting of KAA staff and experts	
17:40– 17:50		Closing meeting with the management of the faculty and program	Dean Islam Qerimi Vice Dean Arbnor Ajeti Head of the department Besnik Murati Acting secretary Bahrie Sadiku

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

The University "Isa Boletini" in Mitrovica (UIBM) aspires to be a leading educational and research institution in the region. They aim to prepare highly qualified professionals in unique fields relevant to Kosovo and the surrounding area. UIBM focuses on fulfilling both current and future needs in areas like scientific research, market economy, and social development.

Their mission is to deliver high-quality education, conduct scientific research, and provide professional guidance to students. UIBM prioritizes several values including mutual respect, honesty, diversity, creativity, and environmental responsibility.

UIBM is strongly developing, thereby relying on commitment, responsibility and its commitment to the transformative power of education. Since the last accreditation, UIBM worked on some major achievements (see SER, pp. 5-6).

University "Isa Boletini" in Mitrovica (UIBM) has a long history dating back to 1961. It started as a technical high school and gradually expanded to offer various engineering and science programs.

UIBM is now a public university with six faculties offering unique programs relevant to Kosovo's needs. They have been working on accreditation and currently have 16 accredited programs. The university is also developing its infrastructure, including a new campus with classrooms and student facilities.

The University "Isa Boletini" in Mitrovica (UIBM) has two main governing bodies: the Governing Council and the Senate.

- The Governing Council focuses on financial matters, including budget, personnel, and infrastructure. They develop strategic plans, manage resources, and plan the annual budget. They also set employment policies for the university.
- The Senate is the highest academic body. They make decisions on academic programs, development strategies, and quality assurance. They also elect leadership for academic units and award academic titles.

An advisory body called the Central Studies Committee supports the Senate with program development, external partnerships, and program implementation.



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Faculty councils manage academic matters within each faculty. They review and approve study programs, organize teaching and learning, and set up various committees. They are also responsible for quality assurance within their faculty.

With regard to ‘teaching, learning and curriculum’, the University strives continuously for quality in teaching. It prioritizes diverse teaching methods like lectures, practical exercises, and student engagement. Moreover, the University gives efforts to quality, investing in ongoing training, modern approaches, and encouraging research among staff and students.

The University strives for sufficient, adequate and up-to-date learning development resources, available in all programmes. It offers modern facilities, IT equipment, and online libraries to enhance learning. It creates an active learning environment by facilitating communication and encouraging student participation. The University provides resources for students with special needs and fosters connections between academic, professional, and social activities.

For the University, the review and evaluation of programmes is a dynamic process, in collaboration with experts and taking into account labour market demands and the university's mission.

UIBM utilizes data from internal and external evaluations to improve all aspects of teaching, learning, and program development.

Isa Boletini University (UIBM) in Mitrovica uses automated methods to compare their study programs to Kosovo's labor market needs every three years.

Here's how it works:

- Data on job postings in various fields is collected from "Portal Pune," a website listing official job openings in Kosovo. These fields match the programs offered by UIBM.
- UIBM program syllabuses are also included in the analysis.
- Text comparison techniques are applied to both the job postings and syllabuses.
- An algorithm cleans the text data (removes duplicates, special characters) and converts it to numerical values for comparison.
- The result is a percentage "fit" score showing how well each program aligns with current job market demands.



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This method was initially developed in a UIBM staff member's doctoral dissertation. The next evaluation is scheduled for summer 2023 to assess if program adjustments based on past recommendations have improved alignment with labor market needs.

Established in 2014, the Faculty of Law at Isa Boletini University in Mitrovica has undergone successful reaccreditations, most recently in 2021. The Faculty aims to prepare students for future careers in law, offering a challenging and comprehensive program.

Key Achievements since 2021:

- Increased number of employed graduates and academic staff with international experience.
- Growing internationalization efforts.
- Rise in student participation in practical work and international legal competitions.
- Establishment of a psychological support center and an Ombudsperson position.
- Improved student involvement in decision-making and increased scholarship opportunities.
- Digitized administrative and academic services with campus-wide internet access.
- Expanded learning spaces with a second library and additional facilities.
- Enhanced student life with new sports fields, dining facilities, and dormitories.

The Faculty offers a 4-year program (240 ECTS) with a single track for the first seven semesters (General Law). In the eighth semester, students can choose to specialize in either Public Law or Private Law.

Labor market analysis indicates a positive outlook for legal professionals with a satisfactory employment rate.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The KAA has accreditation standards which defines the framework of evaluation. The Self Evaluation Report (SER) of University "Isa Boletini" in Mitrovica follows the structure of the Accreditation Manual, briefly referring to the compliance of each standard. The SER it is



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clearly written, and includes all of the necessary points needed for the reaccreditation process in sufficient detail.

The chapters are showing the dedication of the University to further improve the study programme using the meeting with the expert team as an opportunity in the process. The ET was fairly impressed by the outcomes of the meetings.

The vision reads: The vision of University "Isa Boletini" in Mitrovica (hereafter UIBM)¹ is to be a leading higher education institution in the region in education and scientific research, in the preparation of competitive staff in fields which are unique to Kosovo and the region, in fulfilling current needs, also projecting future needs for scientific-academic needs, market economy, institutions and diplomacy, focused on sustainable development and social welfare. The mission reads: The mission of UIBM is to provide quality teaching for the preparation of cadres in fields unique to Kosovo and the region, dedicated to providing scientific research, professional counselling and other professional activities that ensure well-being and social advancement.

The mission statements are clearly defined in compliance with the overall mission statement of University "Isa Boletini" in Mitrovica.

The values on which the activity of UIBM is based are:

- * Mutual responsibility and respect
- * Justice and honesty
- * Integrity and accountability
- * Diversity and well-being
- * Creativity and intellectual freedom
- * Caring for the environment and society

In talking to the heads of the study programme and representatives of employers of graduates and external stakeholders, the expert team noticed that graduates from the University are properly prepared to work in their respected fields.



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The administrative and academic staff is enthusiastic and ready to implement any recommendations. The learning outcomes are at a decent level as far as the expert team opinion is considered. The programme meets well the criteria of the National Qualifications Framework. The study programme provides a well-defined overarching didactic concept. It also trains to create professional and intellectual capacities, capable of taking civic responsibility on social processes. As the ET was informed during the meetings professional advice and consultation was taken into account in the creation of the curricula of the programs. The Board of the Faculty supports the study programme from the practical aspects of the professional field, which is fairly beneficial for the study programme. Formal policies, guidelines and regulations are set. Code of Ethics is established for academic and administrative staff and students. Continuous evaluation of students and academic staff is an important feature in the implementation of the study programme. During the site visit, the academic staff confirmed that there is a appropriate program for checking graduate plagiarism. During the meetings the ET was informed that there were no hard breaches of faculty policies.

Upon request for additional information the expert team was informed that in the last five years no cases were brought before the Disciplinary Commission for students and staff. The expert team appreciates this outcome and hopes it doesn't mean that the disciplinary codes are poorly enforced. Therefore it suggests the FL to stay aware of the importance of an ethical behaviour of all members of the academic community.

Standard 1.1: The study program's mission aligns with the institution's overarching mission statement.

Standard 1.2: Relevant academic and professional advice is taken into account when establishing the intended learning outcomes, which are consistent with both the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

Standard 1.3: The study program has a clearly defined overarching didactic and research concept.

Standard 1.4: Formal policies, guidelines, and regulations addressing recurring procedural or academic matters are in place and accessible to all faculty and students.



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Standard 1.5: Both staff and students adhere to internal regulations regarding ethical conduct in research, teaching, and assessment across all academic and administrative endeavors.

Standard 1.6: All policies, regulations, terms of reference, and responsibilities related to program management and delivery undergo biennial reviews and necessary adjustments in response to evolving circumstances.

Standard	Compliance	
	Yes	No
<i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution.		
<i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.		
<i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept.		
<i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.		
<i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.		
<i>Standard 1.6.</i> 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.		

Compliance level: Fully compliant

ET recommendations:



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1. *A detailed strategic research development plan should be prepared.*

2.2. Quality management

The Self Evaluation Report (SER) outlines that all academic staff – in harmony with the quality office – participates in self-evaluation. The self-evaluation (qualitative and quantitative) and the data from the student evaluation are submitted to the dean. Together with the evaluation by the latter, the information is published (in summary) on the website. The summary is prepared in the form of a report by the Quality Assurance Office. Student evaluation is anonymous via the electronic platform for communication with the students. The data lead to improvement plans, reflecting the individual improvement plans for the staff members as well.

Though it is not clear for the ET in how far other staff categories are involved in the self-evaluations and improvement processes, they impact education quality as well. It is therefore advisable to integrate them in the improvement and evaluation processes as well, albeit taking into account their specific roles and responsibilities. In this regard, the ET, welcomes that at least, according to the SER, LF conducted an evaluation of the quality of all program components on a regular basis, and an overall assessment of the LF programme was made after two years of its implementation. This assessment serves as the basis for the distribution and administration planning of programme components for its continuity. A variety of instruments – that go beyond students, but address a range of internal and external stakeholders - are developed and implemented to measure the quality of education.

Essential for the programme is the faculty's Key Performance Indicators document.

According to the SER, the evaluation and subsequent improvement initiatives (improvement plans, individual plans and work plans) are part of the normal planning processes in the Faculty of Law (FL).

According to the SER, the quality assurance system is based on the regulation for quality assurance and assessment. This document defines the internal quality procedures, the scope of



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internal assessment, the tools/mechanisms of assessment and the bodies that are responsible for quality assurance.

This leads to an instrumentarium that provides the LF with a clear view on different aspects of education quality (input – process – output). As said, the instrumentarium also gives input from the labour market and alumni. It gives the LF a view on the appropriateness of the intended learning outcomes and the degree to which they have been achieved. The results of the subjects as well as the outcomes of the programme are thus reviewed as well.

The SER refers to a matrix of program and course results. This assists in the logical distribution of the didactic concept and the student workload. The ET welcomes this, and recommends to include in the matrix also how objectives of a subject are evaluated. This assures the alignment from programme and subject outcomes of evaluation practices and teaching approaches.

As the SER also refers to strategies for the future and an assessment of the past two years of online learning, completed with focus groups and the student grades, the ET recommends the programme to invest in the development and implementation of an encompassing strategy on blended and hybrid learning. The ET also recommends to invest in the follow-up of the policy's results, accompanied with policy corrections if desirable.

On the basis of the results of the diverse measurement tools, the dean can draft an improvement plan and monitor it (eg. co-teaching). For professors and assistants, according to the SER, there is an opportunity to be part of relevant trainings or visits in order to exchange experiences. Moreover, staff training can be organised by the management in case of specific requirements. Lastly, teachers of related fields cooperate to ensure coherence in view of effective and efficient learning.

The ET recommends to assess the offer for pedagogical professional development (and if needed, invest in upgrading it) and to assess whether participating in it could not be mandatory to a certain extent, especially in case of individual weaknesses in teaching (based on the measurement tools).

The ET recognizes the measures that have been taken on the basis of results obtained from evaluation processes (see pp. 59 et ss. SER). Nevertheless, the ET wonders whether a structural quality loop is in place, whereby performance indicators – in view of the FL's



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objectives – lead to an assessment that is the basis for actions that are then again subject of follow-up.

When assessing the quality of its education, the LF, according to the SER, reaches out to external stakeholder (labour market, alumni), using a mix of quantitative and qualitative methodologies. The results are discussed with the stakeholders. Though these results are helpful in order to make necessary improvements, the ET recommends the programme management to structurally address them and dedicate a fixed agenda point to them in every meeting of the programme management. This doesn't mean that suggestions of stakeholders, results of questionnaires automatically have to lead to changes in the educational approach. It means that they have to be subject, on a structural basis, of reflection and discussion by the programme management. The ET recognizes and welcomes that this seems to take place – according to the SER - at the staff level as the staff take responsibility for reviewing the syllabus, updating the literature, etc. (upon approval of the faculty's study commission).

LF conducted a quality assessment of all program components on a regular basis. An overall evaluation of the FJ program was performed after two years of its implementation. Monitoring, assessment, policy coordination, reporting, and feedback are realized by FJ through mechanisms and instruments integrated into the regular work to implement the program as a whole. All these findings enable the drafting of a report that includes the strengths and areas needed for improvement, enabling the FL to reflect on the quality of the program and its amendment/change or improvement. Based on all these analyses, and other national reports, LF decides on the application for re-accreditation or accreditation of a new program. In this regard, the ET – recognizing that there is a periodical overall quality check – recommends to clearly detach it from the accreditation procedure and to create, based on an internal drive, a full-fledged quality framework, that is based on a dashboard that allows to continuously inform on the overall programme quality.

The ET recognizes that the quality assurance procedures are themselves subject to regular checks and eventual revisions.

Alongside the aforementioned, and based on the SER and the interviews during the site-visit, the ET notes that external stakeholders could be better engaged in the quality framework of the faculty. The ET therefore recommends the programme management to do so by engaging



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them in the learning process as well as structurally involving them in a reflection group or advisory board. Apart from that, also informal input can be valuable and engage the external stakeholders in a community with the LF, based on the programme at stake. Exemplary for the ET was the fact that during the interview with the stakeholder there was at best little awareness about the existence and role of the advisory group some interviewees take part in and the interview didn't give proof of a very active advisory group. This brings the ET to the conclusion that if the involvement of external stakeholders in the policy of the FL is limited, not only the stakeholders are accountable. Apart from that, the ET shares the opinion that this anyhow has to be addressed by the FL.

The ET recommends the programme to invest in the role of English – and the knowledge of the language, from the side of students as well as of academic staff – as it hampers mobility and internationalisation. Both are open to enhancement.

The ET recommends the programme management to invest in communication with and among the staff. Improvements in 'internal communication' (involving full-time and part-time staff members) creates ownership, which strengthens quality.

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.		X
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.	X	
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall 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	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	



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<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	X	
<i>Standard 2.7.</i> Results of the internal quality assurance system 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	
<i>Standard 2.8.</i> 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	
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *It is recommended to include in the matrix of programme and course results the evaluation of the objectives of a subject as well. It leads to a systematic view on the alignment of the education process and assures that the programme realizes all its objectives.*
2. *The ET recommends to develop and subsequently implement an encompassing strategy on blended and hybrid learning.*
3. *The ET recommends to assess the offer for (pedagogical) professional development. If necessary investments in this field have to be made. Moreover it is recommended to assess whether assisting in professionalization activities has to be mandatory (and if so, to what extent).*
4. *The ET recommends to structurally address data on quality of education in programme management's meetings.*
5. *The ET recommends to develop a system that 'continuously' monitors the overall programme quality, evolving to a full-fledged and internally driven quality framework.*
6. *It is recommended to actively engage external partners in the quality management on a structural basis, for instance by integrating them in the learning process as well as by involving them in an advisory group.*



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7. *The ET recommends the programme to invest in the role of English – and the knowledge of the language, from the side of students as well as of academic staff – in view of mobility and internationalisation.*
 8. *The ET recommends the programme management to invest in communication with and among the staff.*

2.3. Academic staff

According to self-evaluation report the Faculty of Law employs both academic and administrative staff. The procedures and terms of employment adhere to the regulations stipulated in the Law on Higher Education, the Labour Law, the Statute of the University, Regulation no. 3013 issued on 21.12.2023, outlining the selection, advancement, and appointment criteria for academic personnel at the University "Isa Boletini" in Mitrovica, as well as the guidelines provided by the Ministry of Education, Science, and Technology. The recruitment process commences with the public announcement of the vacancy for the relevant position. Following the submission of applications by candidates, the selection process unfolds in two stages: initially within the faculty for the identification of the successful candidate, followed by a second phase within the central bodies of the University. Upon the conclusion of the vacancy procedures and the selection of academic personnel, the Senate of the University issues a decision regarding the academic title for the advertised subjects, and subsequently, an employment contract is signed. This contract delineates the duties and responsibilities of the academic staff. Faculty of law has provided complete workload with all required information. Standard 3.1. has been met. As a remark, the ET wants to express a concern based on the interview with the teaching staff. The ET appreciates the ‘dynamic’ it recognizes in young high potentials – able of functioning at a respectable level. It advises the programme management not to overburden them with responsibilities and tasks, but to rather reassure that the ‘thrive’ is evenly present among staff members.

The Law Faculty's full-time academic staff holds qualifications such as Doctorate and LLM in specific fields, along with academic titles including Associate Professor, Assistant Professor, and Assistant, as per the legal criteria outlined in Administrative Instruction No. 15/2018 concerning the Accreditation of Higher Education Institutions in the Republic of Kosovo, issued on 28.09.2018. According to the self-evaluation report currently there are no full time professors at the Faculty. Standard 3.2. has been met.



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According to the self-evaluation report All full-time academic staff members at Faculty of Law, comprising 9 individuals with doctoral degrees and 1 assistant, primarily work within Faculty of Law. Among them, only one holds an honorary position for the academic year 2020/2021. Additionally, LF has engaged (part-time) 3 individuals with doctoral degrees and 1 assistant for the academic year 2020/2021. All the academic staff has a regular contract with the Faculty of Law. Standard 3.3. has been met.

Of total academic staff 80.33% are regular staff of the Faculty of Law, standard 3.4 has been fully met. Additionally, Standard 3.5 is also fully met, since all the academic staff engaged in the program have a doctorate title.

According to self-evaluation report, the Faculty of Law has received the impute for additional professional development from the questionnaires conducted by OQA by students for academic staff, from self-evaluation for academic staff and from management for academic staff. The academic staff has the opportunity to attend various trainings for vocational training which have been organized inside and outside the university. Two members of the academic staff participated in academic mobility within the framework of ERASMUS. Although effort is seen, it was indicated during the interviews and in SWOT analysis there is small number of exchange of academic staff with other universities and it is obvious that there is small number of academic staff that is included in academic mobility. Therefore, standard 3.6 has been only partially met.

According to the self-evaluation report, the full-time staff is committed to the following responsibilities: teaching for a range of 6 to 10 hours per week, conducting consultations with students for a minimum of 2 to 6 hours per week, an essential component of each course, engaging in student evaluation procedures, undertaking research activities, participating in university structures and contributing to the community through activities such as training sessions, conferences, and professional analyses. The Faculty of Law staff actively contributes to the community by fulfilling these responsibilities.. (Standard 3.7. is satisfied).

The assessment of academic staff is conducted collaboratively with the Quality Coordinator of the LF and the Quality Office at UMIB, following the Package of instruments for quality measurement. This includes various evaluations: self-evaluation by the staff at the conclusion of each semester, evaluation by students for academic staff members at the end of each semester, evaluation by the dean for the academic staff. Moreover, insights into strengths and weaknesses are garnered from qualitative instruments for quality measurement, which



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encompass Peer-to-peer evaluation, Regular meetings among academic staff, and Faculty bodies and working group sessions.. (Standard 3.8 is satisfied).

According to SER, based on the evaluation outcomes and recommendations, specific changes and enhancements are devised, focusing on further training in teaching methodology and enhancing staff collaboration with both internal and external organizations affiliated with UMIB. In efforts to enhance the academic staff, Faculty of law arranges: workshops, conferences, training sessions etc. During interview teaching staff confirmed participation in this activities. The academic staff conducts periodic reviews of syllabi at the outset of each academic year within the study committee. (Standard 3. 9. has been met)

Regarding standard 3.10, the program adheres to the stipulations ensuring that teachers who retire at the age limit or for other reasons forfeit their status as full-time teachers and are recognized as part-time teachers.

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the	X	



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institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.		
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.		X
<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: substantially compliant

ET recommendations:

- 1. Define and prescribe clear criteria and budget for additional professional development of teaching staff.*
- 2. Increase number of exchange of academic staff with other university through ERASMUS or other forms of funding*
- 3. Define and prescribe procedure regulating workload information reports on annual basis with the obligation of each teaching staff member to submit workload report by the end of the academic year*

2.4. Educational Process Content



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According to self-evaluation report this program functions both as a training platform for young lawyers and doubles as a research centre. The foundational knowledge acquired during the basic studies within this program equips individuals for various roles in the market, academia, judiciary, prosecution, advocacy, administration, notarial practice, research institutes, as well as in public and private enterprises within the country, region, and abroad. Additionally, it contributes to the educational process by nurturing future justice professionals. In light of the suggestions provided during the previous accreditation process and in alignment with strategic planning objectives, Faculty of Law has revised the program curriculum and introduced the following enhancements: the inclusion of English language as a mandatory subject, the integration of Internet Law as a mandatory component, all syllabuses have been revised, four of the curriculum subjects, in addition to the Albanian language, are also offered for lectures in the English language and the positioning of subjects by years has been redesigned, respecting the student's workload. The curriculum encompasses a diverse array of qualifications and skills necessary for employment in the public, private, and civil society sectors. Nonetheless, it would be advisable for the program to introduce legal clinics as mandatory courses so that students can acquire practical knowledge and skills. Experts gathered the impression during discussions that clinics are held sporadically and involve a small number of students. Additionally, upon reviewing the curriculum, it appears that there are as many as 5 compulsory courses in the field of criminal law and victimology, which should be reduced. According to the ET, the programme management has to reflect about a programme that offers all 'major' fields of law in a logical flow (eg. humanitarian law after public international law) and well-balanced volume. In this regard, international benchmarking can be inspiring. Standard 4.1 is met. Nevertheless, though English language is a mandatory course, the ET recommends to reflect offering some mandatory subjects in English. This choice can be in line with the subject itself – having an international scope – and contributes to language knowledge. Moreover it could probably be a lever for exchange (incoming/outgoing) and add an international flavour to the programme. Also, the ET highlights the importance of structurally embedding academic skills in the programme, whereby students are step-by-step trained in doing research. In this regard the ET thinks it could be worthwhile to consider a Bachelor Thesis to challenge the students to integrate the skills and competences they acquired.

According to the SER and syllabuses of the courses that are provided students enrolled in the Faculty of Law LLB program develop competencies in comprehending, analyzing, designing, comparing, and applying legal knowledge, aligning with the sixth level of study as defined by the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. Every course offered in the Faculty of law curriculum is



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tailored to the program's outcomes and objectives, clearly outlining the anticipated results for each subject, taking into account credit load, assessment methods, and teaching approaches. Standard 4.2 is met.

Standard 4.3 has been satisfied since 9 learning outcomes for the program of study under assessment are listed. The learning outcomes of all courses are clearly defined and meet general and specific competencies of the program and they are compatibility with study program learning outcomes.

The entire curriculum includes objectives, basic thematic content, learning outcomes, class distribution, seminars and applied activities, student evaluation system and minimum bibliography. Additional specificity that needs to be endorsed is the fact that in all the syllabi there is detail class distribution and specific ECTS calculation from which workload of students can be easily understood. During the interviews expert team was informed that students will benefit from course dedicated to environmental law. Standard 4.4. is also met.

At Faculty of law, all classes are in Albanian, and thus far, there have been no instances of students unfamiliar with this language. Nevertheless, considering the academic staff's qualifications as indicated in their CVs, LF is equipped to provide instruction in other foreign languages like Serbian, English, and German if the need arises. (Standard 4.5 has been satisfied).

According to self-evaluation report the syllabus evolves through a dynamic process, adapting according to the requirements and assessments conducted by the faculty, consistently prioritizing quality. Its approval is granted by the Study Commission of Faculty of Law. At the outset of each semester, every teacher explicitly outlines the learning objectives for their respective subjects. They elucidate how these objectives contribute to students' growth, linking them to the acquisition of essential competencies and skills necessary for success in the job market. This statement was confirmed by students during the visit of expert group. (Standard 4.6 has been satisfied)

The central focus of the teaching strategy revolves around placing students at the centre. This principle is implemented through various methods, including interactive lectures, collaborative learning in small teams, and the demonstration of practical cases derived from jurisprudence. Moreover, according to the SER, several actions have been implemented recently to enhance teaching strategies. These include providing staff with training in teaching methodologies and research methods, updating syllabi with new literature,



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integrating staff members' works into relevant course materials, ensuring accurate allocation of ECTS credits and student workload calculation, evaluating subject outcomes using program result matrices, offering training for online learning, adopting a flexible approach to blended learning, conducting regular consultation sessions, and promptly notifying students of any changes to schedules or other academic agendas. (Standard 4.7 has been satisfied).

According to the self-evaluation report, the assessment components used by the faculty are : essay writing; classroom testing; PowerPoint presentations (or similar), Recordings of interviews / role plays especially in the clinical subject, observation of practical work; presentations with evaluation questions, professional discussions, seminar works; drafting of legal acts; group work; homework. The control of student knowledge is accomplished through a structured system of student evaluation for every subject outlined in the curriculum. Alongside the final examination, students undergo continual assessment throughout the semester in each subject. The student's grasp of the material is regularly assessed through various means such as partial exams, seminar assignments, participation in exercises and lectures, completion of homework, and active engagement in the learning process. The expert team did not procure precise evidence regarding the methods through which students are informed about assessment mechanisms, but there was no complain from students in this regard. (Standard 4.8 has been satisfied).

After thoroughly analyzing all the courses, it is evident that the program adheres to standard 4.9. The program utilizes effective methods that are both valid and reliable in evaluating student performance. The expectations for different grades remain consistent throughout, ensuring uniformity across the program's courses. Additionally, these standards are comparable to those of similar study programs at other institutions.

According to SER in cases when the standards of student achievement are not fulfilled (met), are insufficient, or are assessed (evaluated) inconsistently, in this case reaction is made through the faculty council where measures are taken. The procedure for lodging a complaint against the exam result was not described in the self evaluation report , SER states : “Students, in case of dissatisfaction with their assessment, have the right to appeal against the received grade”. (Standard 4.10 has not been partially satisfied).

Faculty of Law offers in the program three legal clinics that are all elective courses. However, it is strongly recommended that the program implement mandatory legal clinics to provide students with valuable practical knowledge and skills. During discussions, experts noted that



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clinics are currently held inconsistently and involve only a limited number of students. This suggests that there is a need for a more structured approach to ensure broader student participation and consistent exposure to practical legal experiences. Integrating legal clinics as compulsory courses would enhance the overall learning experience and better prepare students for real-world legal practice. (Standard 4.9. has not been met)

As per the self-evaluation report, the Faculty of Law has established cooperative agreements with justice institutions to facilitate student internships. These partnerships provide valuable insights into labor market demands, aiding in the continuous updating of the curriculum and the development of new study programs. Ultimately, such collaborations are expected to improve students' employability. While progress has been achieved in this area, there is a call for a more strategic, formal, and coordinated approach to bolster these connections. It is imperative to expand the number of institutions with which contracts are concluded to facilitate the practical stage of the educational process effectively.

Standard	Compliance	
	Yes	No
<i>Standard 4.1.</i> 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	
<i>Standard 4.2.</i> 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	
<i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.	X	



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<i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	X	
<i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	X	
<i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	
<i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes 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	
<i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
<i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
<i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed.		X
<i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are		X



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

Compliance level: Substantially compliant

ET recommendations:

1. *Introduce legal clinics as mandatory courses*
2. *Reduce mandatory courses in the field of criminal law and victimology and assure that all major fields are properly and evenly addressed in a logical flow.*
3. *Introduce a course dedicated to environmental law*
4. *Ensure transparent procedure for lodging a complaint against the exam result*
5. *Expand the number of institutions with which contracts are concluded to facilitate the practical stage of the educational process effectively*
6. *Reflect on the inclusion of some mandatory courses in English.*

2.5. Students

Students are informed through the course syllabuses on the evaluation criteria, grading and exam structure. Also, one academic year encompasses regular exam periods. Student evaluations are conducted once a semester. There is a program that checks if the papers submitted by students are plagiarized. The Faculty bodies have at least one student member. There is a student union, and the elections are held regularly. All rights and obligations of students are publicly available on the website, or they can ask the Faculty's staff. The students' transfer between higher education institutions is regulated by formal documents.



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The lecturers are accessible to the students via email or physically for consultations which can be arranged based on individual needs. According to stipulated academic requirements, all students enrolled in the study program possess a high school graduation diploma.

The student numbers (enrolled vs graduated) are not mentioned in the SER, and it is practically not possible to evaluate the procession of student numbers year by year based on this data. In talks during the meetings, the ET received different answers which are similar.

Standard 5.1: A clearly defined and formally adopted admission procedure exists at the institutional level, which the study program adheres to during student recruitment. Admission requirements are consistently and equitably applied to all applicants.

Standard 5.2: All students enrolled in the study program possess a high school graduation diploma or equivalent document as per MEST requirements.

Standard 5.3: Study groups are sized appropriately to facilitate effective and interactive teaching and learning experiences.

Standard 5.4: Timely feedback on student performance and assessment results is provided, accompanied by support mechanisms if necessary.

Standard 5.5: Student achievements throughout the study cycles are documented and certified in academic records.

Standard 5.6: Provision for flexible treatment of students in special circumstances is ensured, including accommodation of deadlines and formal requirements for program participation and examinations.



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Standard 5.7: Records of student completion rates for individual courses and the program overall are maintained and considered as part of quality assessment.

Standard 5.8: Effective measures are implemented to uphold the originality of student work submissions.

Standard 5.9: Students' rights and responsibilities, including the right to academic appeals, are publicly accessible, promoted, and enforced equitably.

Standard 5.10: Processes for student transfers between higher education institutions, faculties, and study programs are clearly regulated in formal internal documents.

Standard 5.11: Academic staff members are available during scheduled times for consultation and guidance to students. Sufficient tutorial support is provided to ensure comprehension and application of learning.

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	



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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:

none



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2.6. Research

According to SER, the program at the Faculty of Law he LF has designed its research objectives in the Research Plan. The academic staff of Faculty of Law receives backing from UIBM support schemes for their scientific research endeavors. Under these schemes, 70% of the cost for each published paper in journals listed on platforms like Web of Science and Scopus is covered. Additionally, UIBM provides support for participation in scientific conferences. The expert team doesn't understand why there's emphasis on paying for publications in WoS and Scopus, considering that both databases contain a large number of open-access journals where publication fees are not required. The expert team recommends publishing in journals where publication fees are not charged and which have a high impact factor. Standard 6.1. has partially been met.

According to the Statute of UIBM and its promotion regulations, there are clear criteria outlining the required number of publications for each faculty member to attain academic advancement. These expectations serve as the foundation for the academic staff. As per the rules outlined in UIBM's Regulations for Promotion and Advancement, every faculty member is anticipated to publish a minimum of one academic paper annually. Standard 6.2. has been met.

According to the self- evaluation report research conducted at Faculty of Law is based in policies established by UMIB as an institution incorporating the University's Statute, regulations on advancement, and the guidelines provided by MEST. The expert team believes it would be advisable to adopt a Strategic Plan as well as a Strategy on scientific research at the university and faculty levels to achieve the goal of establishing clear policies for defining what is recognized as research consistent with international standards. Standard 6.3 has been partially met. Although the Faculty is strongly bound by quantitative criteria regarding publications, the ET invites and encourages the Faculty to integrate in its research policy the societal impact it strives for as well. This requires a broader perspective on research value and might at present not automatically fit in the conditions the Faculty is bound by.

The academic staff demonstrates a consistent history of conducting research aligned with their teaching subjects. Their scholarly work has been shared through publications in respected databases like SCOPUS and Web of Science. Additionally, their contributions are



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featured in reputable databases such as DOAJ, EBSCO, WorldCat, and HeinOnline, among others. As a result, standard 6.4 has been met.

The curriculum vitae (CV) of the Faculty of Law's academic staff showcases their publications both locally and internationally, as well as their participation in conference presentations. The expert team advises the Faculty to establish an internal database containing information on published papers, conference presentations, participation in symposia, seminars, contracts, expertise, consultations, and collaborations with domestic and/or foreign partners. It is recommended to collect this data from all academic staff members annually and maintain it in a local database. Such a database would serve as a valuable tool for Faculty management to monitor the achievements of academic staff and provide essential insights for future reaccreditation processes. This approach ensures compliance with Standard 6.5, which has been fulfilled.

The academic staff's research contributions are primarily evidenced by their scientific publications and the respective journals or publishing houses where they are published. Standard 6.6. has been met. In accordance with self-evaluation report, each academic staff member has submitted one scientific paper to international journals indexed on platforms like Web of Science or Scopus, and has engaged in one international scientific conference during the academic year. Standard 6.7 has been achieved.

The academic and research staff affiliated with the Faculty of Law publish their work under the institution's banner, signifying their full-time dedication. Moreover, they incorporate information regarding their research and scholarly pursuits relevant to the courses they teach, as evidenced by the course syllabi. Standards 6.8 and 6.9 have been upheld.

Standard 6.10 has not been addressed in self- evaluation report, therefore expert team can not conclude that it is achieved.

Finally, according to SER ,students have been involved in various scientific activities, including conferences, roundtables, seminars, and discussions, as outlined in SER. Standard 6.11 has been met.

Standard	Compliance	
	Yes	No



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<i>Standard 6.1.</i> 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
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.		X
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
<i>Standard 6.6.</i> Research is validated through scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.	X	
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.	X	
<i>Standard 6.9/6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.		X



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

ET recommendations:

1. *Establish stable budget for research work and publication*
2. *Publishing in journals where publication fees are not charged and which have a high impact factor*
3. *Adopt a Strategic Plan as well as a Strategy on scientific research at the university and faculty levels*
4. *Adopt Action plan for the scientific research plan and flow indicators and performance on yearly bases.*
5. *Create internal database with information about published papers, conferences*
6. *Establish policies for ownership of intellectual property and set out clear procedures for commercialization of ideas developed by staff and students.*

2.7. Infrastructure and resources

According to the SER, the infrastructure and resources of the LF, create a context that is fit for teaching and learning (teaching classes, amphitheatres, library/computer room, cabinets, technological tools).

The SER announces an operational dormitory and canteen for students (2024). Moreover, it refers to sports fields, built since the re-accreditation of 2021. Reference is made as well to a recreation corner, that was realized together with the students (Student Parliament).

According to the SER there is sufficient academic and administrative staff to cover the programme. Staff members are moreover infrastructurally sustained.

The SER states the following: “All the classrooms have a new inverter and are equipped with necessary and appropriate tools for the teaching process such as: tables, projectors, laptops and other didactic tools.” Nevertheless, in view of the policy the programme develops – in the



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aftermath of the Covid-19-period – regarding IT-supported, blended and hybrid teaching, the ET recommends to invest in the necessary tools (hardware/software) in order to allow for this educational processes. Moreover, in order to promote an active learning approach, it is recommended to also infrastructurally guarantee the best accommodating circumstances.

Financially, the funding of the study programme is sustainable for at least the next three years. Funding is managed by the MEST and Ministry of Finance. Apart from this there are tuition fees as well. The financial plan of the LF is based on the financial policies of the University. The Office for Budget and Finance organizes budget hearings with academic units regarding the harmonization of requirements (priorities) based on budget limits set by the MoF and MEST, and in cooperation with the Rector proposes the budget for approval by the Steering Council. The University is not an independent budget unit.

The premises of the LF are in the hands of the University and at full capacity available for the faculty. The site visit made clear that the space, and to a sufficient extent the equipment, meets the standards for an appropriate educational process.

There is sufficient ‘seating capacity’ in view of the curriculum in the lecture halls/seminar rooms. Regarding the IT equipment, the ET recommends to guarantee projection equipment in every room and to organize the interior of the rooms as much as possible in view of a modern, active teaching approach.

The library is equipped with enough seating capacity (also for individual work). The ET recommends the Faculty to reflect on the need of spaces for team work (in view of the ‘effective’ educational approach) and to assess whether and how these can be integrated in the library, without disturbing students working/studying in silence. Anyhow, the ET got the impression that the library did not attract many students to work or study/consult academic literature. The ET recommends the Faculty to seriously assess this (as it is possible that students access all relevant sources off-site), as this was striking for the ET for whom the library is seen as a crucial space in an academic context, providing education based on and inspiring to research activities and competences.



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According to the SER, the basic literature of each subject of the Faculty of Law curriculum can be found in the library. Moreover, the SER states: “In addition, UIBM has an agreement with the National Library of Kosovo that ensures our students with access to approximately 700,000 book titles and also improves access to online libraries, while local libraries in municipality of Vushtrri, Mitrovica and Skenderaj provide free services to students of UIBM. There are also 30 computers placed in the library which can be used by students for learning.”

Though the seating capacity in the library is sufficient, the ET requested, during the site visit, information about the number of copies of textbooks mentioned in the syllabi as essential information that was available in the copy. The ET got some concerns in this regard during the visit of the library. Unfortunately, the additional information did not solve the issue, since the additional information give a very diverse image, whereby the ET is not convinced that for all subjects sufficient information is available.

Apart from that, and taking into account the uncertainty the University leaves to the ET regarding the impact of the agreement with the National Library of Kosovo, the ET has serious concerns regarding the availability of sufficient (e-)books to organize a law programme at an academic level – albeit a bachelor programme – and to allow serious research by students and staff in the subject fields. Within this context the ET also has concerns regarding the academic training the students receive, in order to prepare them to independent legal problem solving.

These concerns are also confirmed by the list of available journals (online) the University handed over to the ET. It mentions 9 titles. For the ET it speaks for itself that this raises questions and therefore the ET urgently recommends the FL to invest in its library (maybe in cooperation with other academic institutions as partner). Thereby the FL can focus on the development of an online library, that apart from national sources, guarantees access to important international titles in the programme’s subject fields. Moreover, the ET shares the opinion that it is crucial to integrate the library in the study programme, whereby students are methodologically trained to make effective use of the library. During the interviews, the ET did not receive strong evidence that students are intensively taught how to access law sources and integrate them in their studies and research tasks. Also regarding the acquisition of recent books – with the exclusion of textbooks – the ET is not convinced. Taking into account the budget planning in this regard, the ET, though aware of budget restraints, thinks that it is



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useful to reconsider the foreseen budget as well as how it is allocated, considering the importance of (electronic) journals. Anyhow, the ET is aware of the fact that budgetary decisions in this regard, also have to be in line with the educational policy to make sure that students also (learn to) use the available resources. The ET sees no reason to doubt the seriousness with which the FL will address this issue, but nevertheless wants to underline the importance of its recommendations in this regard. The interviews with the teaching staff confirmed the concerns of the ET.

The infrastructure is suitable for students with special needs. The ET recommends the FL to assess whether barriers for students with learning impairments are properly addressed and if not, to reflect on measures that could be taken in this regard.

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 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	
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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: 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	
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Compliance level: Substantially compliant

ET recommendations:

1. *Regarding the IT equipment, the ET recommends to guarantee projection equipment in every room and to organize the interior of the rooms as much as possible in view of a modern, active teaching approach.*
2. *The ET recommends the Faculty to reflect on the need of spaces for team work and to assess whether and how these can be integrated in the library, without disturbing students working/studying in silence.*
3. *The ET strongly recommends the FL to assess its investments in a library that is up to academic standards and meeting the expected needs of law students and researchers in law. Moreover, the FL is recommended to integrate the library in the research-based study programme, whereby students are learnt to/have to use the library intensively to obtain the necessary (academic/research) competences. A prerequisite is, according to the ET, an accurate, contemporary collection of (text)books and high-level (electronic) national and international journals.*
4. *It is recommended to assess whether barriers for students with learning impairments are properly addressed and if not, to reflect on measures that could be taken in this regard.*

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.



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Overall, the study programme under review has a solid quality and answers the needs it intends to address.

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.

Mission, objectives and administration

- A detailed strategic research development plan should be prepared.

Quality management

- It is recommended to include in the matrix of programme and course results the evaluation of the objectives of a subject as well. It leads to a systematic view on the alignment of the education process and assures that the programme realizes all its objectives.
- The ET recommends to develop and subsequently implement an encompassing strategy on blended and hybrid learning.
- The ET recommends to assess the offer for (pedagogical) professional development. If necessary investments in this field have to be made. Moreover it is recommended to assess whether assisting in professionalization activities has to be mandatory (and if so, to what extent).
- The ET recommends to structurally address data on quality of education in programme management's meetings.
- The ET recommends to develop a system that 'continuously' monitors the overall programme quality, evolving to a full-fledged and internally driven quality framework.
- It is recommended to actively engage external partners in the quality management on a structural basis, for instance by integrating them in the learning process as well as by involving them in an advisory group.
- The ET recommends the programme to invest in the role of English – and the knowledge of the language, from the side of students as well as of academic staff – in view of mobility and internationalisation.



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- The ET recommends the programme management to invest in communication with and among the staff.

Academic staff

- Define and prescribe clear criteria and budget for additional professional development of teaching staff.
- Increase number of exchange of academic staff with other university through ERASMUS or other forms of funding
- Define and prescribe procedure regulating workload information reports on annual basis with the obligation of each teaching staff member to submit workload report by the end of the academic year

Educational process content

- Introduce legal clinics as mandatory courses
- Reduce mandatory courses in the field of criminal law and victimology and assure that all major fields are properly and evenly addressed in a logical flow.
- Introduce a course dedicated to environmental law
- Ensure transparent procedure for lodging a complaint against the exam result
- Expand the number of institutions with which contracts are concluded to facilitate the practical stage of the educational process effectively
- Reflect on the inclusion of some mandatory courses in English

Students

none

Research

- Establish stable budget for research work and publication



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- Publishing in journals where publication fees are not charged and which have a high impact factor
 - Adopt a Strategic Plan as well as a Strategy on scientific research at the university and faculty levels
 - Adopt Action plan for the scientific research plan and flow indicators and performance on yearly bases.
 - Create internal database with information about published papers, conferences
 - Establish policies for ownership of intellectual property and set out clear procedures for commercialization of ideas developed by staff and students.

Infrastructure and resources

- *Regarding the IT equipment, the ET recommends to guarantee projection equipment in every room and to organize the interior of the rooms as much as possible in view of a modern, active teaching approach.*
- *The ET recommends the Faculty to reflect on the need of spaces for team work and to assess whether and how these can be integrated in the library, without disturbing students working/studying in silence.*
- *The ET strongly recommends the FL to assess its investments in a library that is up to academic standards and meeting the expected needs of law students and researchers in law. Moreover, the FL is recommended to integrate the library in the research-based study programme, whereby students are learnt to/have to use the library intensively to obtain the necessary (academic/research) competences. A prerequisite is, according to the ET, an accurate, contemporary collection of (text)books and high-level (electronic) national and international journals.*
- *It is recommended to assess whether barriers for students with learning impairments are properly addressed and if not, to reflect on measures that could be taken in this regard.*

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



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

*According to the expert team's evaluation, the program "Law, LLB (240 ECTS)" is "substantially compliant" with the standards included in the KAA Accreditation manual and, therefore, the expert team recommends **accrediting** the institution for the **duration of three years** and a **maximum number of students of 80**.*

Expert Team

Chair

Bertel De Groote

03.04.2024

(Signature)

(Print Name)

(Date)



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Academic Expert (online)

Dunja Duic

03.04.2024

(Signature)

(Print Name)

(Date)

Student Member

Marko Komso

03.04.2024

(Signature)

(Print Name)

(Date)