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Kosovo Accreditation Agency



University of Pristina

Faculty of Law

MASTER PROGRAMME CIVIL AND PROPERTY LAW

PROGRAMM RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

Report

May 2023

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TABLE OF CONTENTS

1. INTRODUCTION	3
1.1. Context	3
1.2. Site visit schedule	3
1.3. A brief overview of the institution under evaluation	4
1.4. General policy considerations and recommendations	4
2. PROGRAMM EVALUATION	6
2.1. Mission, objectives and administration	6
2.2. Quality management	9
2.3. Academic staff	14
2.4. Educational process content	18
2.5. Students	21
2.6. Research	24
2.7. Infrastructure and resources	28
3. OVERALL EVALUATION AND JUDGEMENTS OF THE EXPERT TEAM	31

1. INTRODUCTION

1.1. Context

Date of site visit: May 3rd, 2023

Expert Team (ET) members:

Dr. Peter Parycek

Fatimazahra Javadzade, Student Expert (online)

Coordinators from Kosovo Accreditation Agency (KAA):

Ilijana Ademaj Ahmeti, KAA Officer

Leona Kovaçi, KAA Officer

Sources of information for the Report:

- *Self-Evaluation Report (SER) submitted by UM*
- *Information obtained during the site visit with the management of the faculty, teaching and administrative staff, external stakeholders and employers of graduates*
- *Website of University of Pristina*
- *Visits of on-site facilities*

Criteria used for institutional and program evaluation

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

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	
09:45 – 10:25	Meeting with quality assurance representatives and administrative staff	
10:30 – 11:30	Meeting with the heads of the study programme Civil and Property Law, LLM (room 1)	Dr. Peter Parycek Fatimazahra Javadzade
10:30 – 11:30	Meeting with the heads of the study programme Contracts and Commercial Law, LLM (room 2)	Dr. Bertel De Groote Domagoj Svirig
11:30 – 12:30	Lunch break	
12:30 – 13:00	Visiting Facilities	
13:00 – 13:45	Meeting with teaching staff	
13:45 – 14:25	Meeting with students	
14:30 – 15:10	Meeting with graduates	
15:10 – 15:55	Meeting with employers of graduates and external stakeholders	

15:55 – 16:05	Internal meeting of KAA staff and experts	
16:05 – 16:15	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution under evaluation

Faculty of Law, established in 1961, is the first law faculty in Kosovo, offering undergraduate, master's, and doctoral programmes. The faculty has produced numerous professionals in various legal fields. It has undergone ongoing educational reform to align with international and European higher education standards. Currently, the Faculty of Law has over 4,399 active students at all levels. Faculty of Law plans to implement student mobility programs through Erasmus+ and Horizon 2020 higher education projects. Additionally, it offers doctorate studies in various legal fields, awarding students the scientific degree of Doctor of Legal Sciences (Dr.sc) upon completion.

The Faculty of Law describes the "Civil and Property Law" master's program as an innovative and advanced study scheme that combines a contemporary curriculum with research and practical elements. Initiated in the academic year 2009-2010 in partnership with the University of Graz's Faculty of Law under the WUS-Austria Project "Master Studies Development Program", the program has operated for twelve years at the University of Pristina. The program underscores the importance of the rule of law and legal certainty for property rights, which are critical to a functioning market economy. As the program seeks re-accreditation, it remains aligned with the guiding principles of the University of Pristina's Faculty of Law, whose primary aim is to train legal practitioners specializing in fields that align with market demands.

1.4. General policy considerations and recommendations

The fundamental quality of the report does not meet the current quality standards of the University of Pristina. References are often made to outdated standards, which can only be explained by a "copy-paste" approach. The provided references are not purposeful, changes to the content are not comprehensible, and the faculty's recent high-quality developments are only partially considered.

Therefore, the **Expert Team (ET) strongly recommends** that the Civil Law Department and program managers substantially improve the quality in the future, particularly in the following areas:

Adoption of Current Standards: The report needs to be updated to reflect current standards, signifying a genuine commitment to continuous improvement.

Detailed Faculty Information: Providing more in-depth information about the Civil Law Department or program faculty is crucial. This includes qualifications, areas of expertise, and contributions to the program and the field of law. This clarity will enhance understanding of the faculty's commitment to the program and its standards.

Program Update: Given its decade-long existence, the program needs a comprehensive review and update. This includes modifying or developing the curriculum, ensuring it remains current and dynamic, and adequately preparing students for today's evolving legal environment.

Clear References: All references should be clear, meaningful and contribute to understanding the content. Review and revision of these references are vital for maintaining the overall quality and clarity of the report.

Integration of Legal Clinics: Despite the emphasis on the development of legal clinics, it's not reflected in the master's program. It's highly recommended that the program incorporates the legal clinic concept into its curriculum, whether as a core or an elective course. This integration would provide students with practical experiences, enhancing their skill sets and employability.

Program and SER Alignment: Evident disconnect between the SER and the actual program content necessitates a thorough review and revision of the SER. Ensuring the SER's alignment with the actual program is crucial, and all faculty members, especially the program head, should be involved in its reading, writing, and review process.

2. PROGRAMM EVALUATION

2.1. Mission, objectives and administration

The mission focuses on continuous improvement in legal education, professional development, and scientific research. With the majority of its staff involved in legal institutions, the faculty plays a leading role in legal reform, training, policymaking, and state administration. The mission core elements are deepening students' legal skills and understanding, encouraging innovation in civil law, and fostering national and international collaborations to improve education, research, and community service. (p. 18) The study program's mission is consistent with the mission, vision, and values of the University of Pristina, particularly the Faculty of Law. (Standard 1.1)

The University of Pristina (UP) emphasises improving the quality of its programs by concentrating on course-level aspects like syllabus and learning outcomes (p. 19), but Standard 1.2 focuses on the outcome of the entire study program, which should meet the demands of the job market and should prepare students for their chosen fields. Therefore, external stakeholders must be involved in this process. While the SER lacks detailed information regarding stakeholder engagement or academic peer feedback for improving learning outcomes, the faculty management and program head confirmed during the Site Visit (SV) that professional stakeholders were involved. The exchange was confirmed during meetings with graduate employers and external stakeholders. However, the SER's documentation quality is unsatisfactory and requires further clarity and completeness improvement. Furthermore, the ET got the impression that a standardised and formalised process for continuously measuring the learning outcome of the whole program is missing. (Standard 1.2)

The SER refers to the utilization of different didactic elements as indicated in the syllabi; however, a unifying didactic framework is not illustrated and seems not to be established. Furthermore, the management has consistently highlighted the development of legal clinics over the past two years, with a Vice Dean appointed to manage the courses. Despite this, it is observed that the master's program does not integrate this concept. This disconnect prompts a critical inquiry into the extent of the faculty's commitment to the legal clinic concept, considering it is not incorporated into the curriculum, even not as an elective. (Standard 1.3)

Based on the SER, the University of Pristina and the Faculty of Law have formal policies, guidelines, and regulations governing recurring procedural or academic issues, and these are made accessible to all faculty and students, conducted via the website. The quality of the section, which mainly relies on a list of regulations, meets the minimum acceptable

standards. The report, however, lacks an apparent response to an essential query from the student's perspective: how they can comprehensively find and understand the numerous policies. The SER does not adequately address this concern. (Standard 1.4)

Based on the SER, the University of Pristina and the Faculty of Law have regulations relating to ethical conduct in research, teaching, and assessment in all academic and administrative activities. During the site visit, the ET got the impression that staff and students were aware of these regulations. (Standard 1.5)

Based in the SER, the Faculty of Law's internal organization facilitates regular review and modification of program-related policies and regulations. Suggestions from the Civil Law Department meetings are forwarded to the Faculty Council for approval or further deliberation by central university entities such as the Governing Council, Senate, or the Central Studies Committee. Standard 1.6 explicitly refers to establishing a continuous improvement process that should be carried out at least every two years for the entire programme. In the ET's opinion, this process still needs to be formalised and established. (Standard 1.6)

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

Comments from expert to comments of UP:

The Faculty Management has compared various Expert Reports and expressed astonishment at differing results. The reason for the current evaluation is the significantly subordinate quality of SER. During discussions, the Evaluation Team identified some approving factors that prevented a more unsatisfactory evaluation. However, ultimately, the KAA standards must be addressed within the SER, which was not achieved in numerous cases. Therefore, there is a clear need for substantial improvements in writing the Self Evaluation Report/ Self-Assessment Report.

- Standard 1.2 main issue is that the SER does not offer how the overall learning outcomes are evaluated; the fact the establishment of an advisory board is not sufficient.
- Standard 1.3 What kind of didactic concept or which courses are selected is generally the decision of the faculty, department, or programme head; the central issue in 1.3 is the missing overarching didactic concept.
- Standard 1.4's main argument is the Student Handbook developed in 2022; if this includes a well-readable overview and links to the full-text standards, this can help meet the standard.

Compliance level: Partially compliant

ET recommendations:

ET strongly recommends improving the Quality of the SER.

ET recommends addressing Standard 1.2 adequately in future reports by providing more specific information about how relevant academic and professional advice is considered for defining program learning outcomes and how they align with the National Qualifications Framework and Qualifications Framework of the European Higher Education Area.

ET recommends addressing Standard 1.2 adequately to develop a standardised formalised process for continuously measuring the learning outcome of the whole program.

ET recommends developing an overarching didactic and research concept, which, e.g. includes a representation of theory and practice, an overall presentation of how the different didactic concepts relate to each other and how they are being applied in concrete ways. Standard 1.3

ET strongly recommends incorporating legal clinics as a mandatory subject or at least as an elective.

ET highly recommends establishing a continuous improvement process that should be carried out at least every two years for the entire programme.

ET recommends providing links to information and referred documents whenever possible, as this will make it easier for reviewers to access the sources of information and increase the transparency and credibility of a future report.

2.2. Quality management

The University of Pristina and the Faculty of Law have established a centralised quality assurance system that involves various mechanisms for assessing the teaching and learning process. The University of Pristina has issued a regulation for quality assurance and evaluation that includes the assessment of teaching and learning as an essential component. The Faculty of Law has appointed a Vice-dean for teaching and quality issues to provide an additional mechanism for quality assurance. To ensure the quality of teaching, the Dean of the Faculty of Law holds meetings with academic staff regularly, and the teaching process is supervised directly in the Electronic Student Management System (SEMS) by the Dean, the Vice-Dean for Quality, and the Rectorate of the University of Pristina. The Vice Dean for teaching and quality and the Faculty of Law's teaching office conduct monthly monitoring of teaching. SEMS allows professors to track attendance. Professors are evaluated and self-evaluated on a semester basis through the QMS, and student input is included. The academic staff's performance is discussed in the Faculty of Law's study committee, and evaluation results are shared with the quality committee. The SER describes the institutional accreditation process in detail (p. 43), which offers little added value or significance at this point, as it is a programme accreditation, so the ET assumes a copy-paste error. Based on the SER, the improvement process for the teaching process remains unclear and is not documented. In the SV meetings, it was repeatedly confirmed that in case of preliminary results, a discussion with the lecturer is followed, in which measures for improvement are decided. (Standard 2.1)

The Faculty of Law has a robust quality assurance system, which includes student evaluations of courses and professors, distribution of questionnaires at the end of each semester, and unlimited access for academic staff to the electronic system for student management. Student evaluations are a core element that provides an overview of the program's quality. However, it would be helpful if the report provided more specific information regarding how the results are implemented in the ongoing planning processes. The improvement processes play a particularly significant role in quality management, and it is imperative to enact these more comprehensively in future Self Evaluation Reports. Compared with other reports from the University of Pristina, this evaluation notes a noticeable absence of discussion on the evaluation of results and their internal discourse within the Faculty of Law (through study commissions or other ad hoc mechanisms). This

result amplifies concerns of a missing or insufficiently established continuous improvement process, concluding that the required standard is not fulfilled. (Standard 2.2)

The SER provides a good overview of student evaluations of lecturers, their teaching and course syllabi; also, during SV, the evaluation of courses has been highlighted in numerous meetings. Standard 2.3 is much broader, so the SER must offer comprehensive information on quality assurance processes that address all programme planning and delivery facets. (Standard 2.3)

The academic staff at the Faculty of Law seems to be committed to providing quality education to the students, and the regular review and update of course plans based on student evaluations are commendable. However, the report could provide more information on the specific quality assurance mechanisms in place beyond the student evaluations and meetings with students. Compared to the other UP reports, it can also be seen in this section of the SER that no activities were indicated for further development of the programme faculty or the programme. One or two measures were mentioned in the SV. However, the overall impression is that the last 10 years have only been used to a minor extent for the further development of the programme or the programme faculty. Furthermore the standard is to be understood far more broadly; therefore, a broad overview of the quality assurance and development process needs to be developed, which includes information about inputs, processes, and outputs. (Standard 2.4)

The Quality Management System (QMS), with transparent access for all academic personnel, enables continuous improvement by providing the faculties and the professors with different assessment results. One of the primary evaluation instruments is questionnaires; therefore, the UP Senate has approved three quality evaluation instruments for academic and administrative activities: questionnaires for academic staff, administrative staff, and students. Compared to the other UP reports, the new regulation for training academic staff is not mentioned. (Standard 2.5)

The quality assurance system at the Faculty of Law collects and provides data from different surveys but focuses primarily on students. Students evaluate professors, courses, and syllabi, while academic staff have access to the results to take concrete actions for improvement. The results of evaluations are accessible online. The Faculty of Law reaches labour market actors through cooperation agreements and establishing an advisory body, which seems not to be established as discussed. Additional activities by the heads of the study programme or the programme faculty have not been reported. Survey data of graduates has not been mentioned in the SER. (Standard 2.6)

The Faculty of Law claims in the SER that assessment results, student load, academic success and academic success of the students are regularly reflected. However, it does not describe how this has had a tangible impact on, for example, the new programme, nor does it give any further examples. As in the other sections, reference is made to the fact that professors adjust their syllabi continuously, but more is needed as a measure. As a measure concerning employability, it is stated that through consultations with stakeholders, clinical teaching is considered necessary; based on this, the faculty has developed legal clinical teaching. Notably, this is cited as a measure for a programme that does not offer this course. Unfortunately, this evidence indicates that the SER was not completely written and only partially read by the head of the programme and the faculty members. Furthermore, the focus of standard 2.7 is much broader and more holistic, bringing together student evaluation, workload evaluation, which is crucial for the design of courses and programmes, and alums data for employability, to name the most important. As stated, the current quality assurance system mainly focuses on internal student evaluation. (Standard 2.7)

During the site visit, quality assurance representatives and administrative staff offered a very positive and active impression, being very open-minded and intent on improving the teaching quality. To mention a few topics discussed: Enhancing the quality of education by enhancing the curriculum and practical activities. The curriculum and practical activities have been modified to provide students with a more engaging and interactive learning environment. In addition, seminars on didactics have been organised to provide faculty members with the skills and knowledge necessary to encourage student participation in classroom discussions. In addition, the Quality Management Office has also collaborated with Ohio University to conduct a three-day training session focusing on specific methods for enhancing student participation in discussions. Furthermore, of course, the quality management office provides different types of reports for each management level. Moreover, the ET has the impression that quality management is a strategic issue; However, for creating this evaluation result the site visit was crucial. The SER is offering only minimal information to this standard, and this leads to the result not fulfilled and to the recommendation to increase the written quality of the SER. (Standard 2.8)

The University of Pristina and the Faculty of Law are committed to continuously improving quality assurance through changing evaluation mechanisms, analysing data, and discussing results with staff, committees, and students. The results are also shared with the academic development office of the University. The University has started drafting regulations for academic staff performance. Furthermore, in this section, the content was probably taken 1:1 from the templates and not reflected on the programme; in this section, reference is

made to clinical teaching, which is not part of the curricula. The ET fully understand 100% that specific standard content of the faculty is used for the SER. However specific derivations or measures of the own programme need to be presented in the written SER in a much higher quality. (Standard 2.9)

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	
<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: Partially compliant

Comments UP: There may have been problems/misunderstandings in the communication of the program holder since he does not speak English. However, the host of the program and all the staff have participated in the writing of the SER. In addition, the Department has also organized a simulated defense of the SER, where all the staff were active.

Comments to the comments: The assessment is not due to the meetings conducted during the site visit but is a reflection of the poor quality of the written report. It is not conceivable that with the participation of all Department members, for example, no one will discover that old standards have been used. Additionally, it is problematic that the report contains minimal references to the Department and the faculty members teaching within the program. This lack of thoroughness and relevancy in the report is a significant concern that needs to be addressed for an accurate and comprehensive evaluation.

QM is centralized in many universities; still, there is a high obligation and responsibility for the faculties and departments to provide high-quality measures within the centralized framework, so faculty and departments need to ensure to participate within this framework, and this is the core reason why the ET have come to a different conclusion than in the other reports on similar programmes. The comments from UP are based on a detailed analysis and comprehensible arguments; this creative energy is missing in designing the SER, in which the details were not properly taken care of, and the perspective of the department and the programme are not reflected. The management of the faculty has compared with high precision the arguments of both reports. The ET recommends checking the SER of the different programmes; if so, a possible result could be a different quality of argumentation.

Based on the detailed argumentation the evaluation of standard 2.5 and 2.6 have been adapted.

ET recommendations:

ET highly recommends that the SER is be written and read by the heads of the programme and faculty members with careful attention to detail, ensuring its comprehensive understanding. The missing attention was particularly evident in the two references to legal clinics, which are offered neither as a compulsory nor as an elective course in the programme. During the SV meeting, it was stated that students are complimentary to attend the course from the bachelor programme outside the programme. This reference reveals that there is no / or only a fragile connection to the curriculum.

ET highly encourages the heads of the programme developing insights into the learning and changes if applicable; if not, or developing learning and changes for the overall program, faculty development, or process improvements. Despite stating various improvements, the report provides little or no evidence of the development and advancements.

ET highly recommends that the faculty management and the faculty to consider integrating legal clinics as a mandatory course across all master's programs. This mandatory course could facilitate valuable cross-programme learning experiences among all Master-Programme students from all UP Law-Master-Programmes.

ET considers that quality management is a strategic issue, based on the discussions during the site visit; however, this needs to be reflected in the quality of this self-evaluation report. Student evaluation is the primary focus of the SER, whereas other essential elements are not described in the same manner.

ET strongly recommends addressing each standard precisely, describing the concrete abstract element or process briefly, and then providing concrete examples of actions and changes.

ET strongly recommends improving the documentation of learning and improvement processes in future Self Evaluation Reports because these processes play a particularly significant role in quality management. (Standard 2.1/2.2)

ET strongly recommends providing a more detailed and comprehensive overview of Standard 2.3's core elements.

ET strongly recommends providing a more comprehensive overview of the quality assurance processes of Standard 2.4 in future reports; inputs, processes, and outputs should be included. A broader view would allow a greater comprehension of the specific quality assurance mechanisms beyond student evaluations and meetings.

ET strongly recommends the establishment of an advisory board or, if already in existence, to enhance its visibility by promoting its activities more effectively to ensure member awareness. (Standard 2.6)

ET strongly recommends providing a more detailed and comprehensive overview of Standard 2.7 and Standard 2.8's core elements.

2.3. Academic staff

The University of Pristina and the Faculty of Law provide full position descriptions and present information in tabular form for academic staff. Further information about name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities or research are not presented in the SER in this section. The people in charge have probably fallen back on old standards. Later, in chapter

4, there is a table with name, degree, and contract, but even this only provides some of the required information. (Standard 3.1)

According to the SER, all faculty members at the Faculty of Law obtained their academic titles in accordance with university regulations. SER does not provide further information on the publication performance of programme faculty members. (Standard 3.2)

The University of Prishtina has established clear policies to limit the coverage of more than two positions by academic personnel. Article 28 of the Law on Higher Education in the Republic of Kosovo allows for a second job for professors, determined by the University's statute. Additionally, the University of Prishtina Statute stipulates that full-time second jobs are not allowed. (Standard 3.3)

All 11 faculty members at the Faculty of Law are employed full-time (p. 41). (Standard 3.4)

The University of Pristina's Law Faculty employs a full-time doctorate-level professor for every 60 ECTS credits. The academic staff with 11 professors exceeds the Accreditation Agency's staff-to-credits ratio requirements. Therefore, for the 60 ECTS credit program, surpasses the minimum standards. During the SV meetings, students emphasised the good support. (Standard 3.5)

The University and Faculty have instituted several mechanisms to foster the academic staff's professional development and, therefore, founded the Center for Excellence and Teaching, which conducts training programs to enhance teaching skills. Each professor must attend at least two training sessions to advance to a higher academic rank (e.g., from Assistant Professor to Associate Professor). A significant portion of the Law Faculty has benefited from this initiative. During the SV meetings, the Centre for Excellence in Teaching was mentioned several times; there are compulsory seminars for all teachers and additional offers used by the people involved in the meetings. Additionally, numerous development opportunities are made available through international collaborations and programs offered by other international universities. Apart from the general framework, no further explicit activities are provided for the programme faculty. (Standard 3.6)

The academic staff engages in teaching, research, and student consultations. Professors are obliged to correctly set the time of consultations with students. Additionally, The academic staff is also involved in pro bono work for various issues of public interest, such as drafting legislation and strategies for the institutions of the Republic of Kosovo, such as the drafting of the Civil Code in Kosovo, a project which for the first time will finalize the Civil Code in Kosovo. During the site visit, these activities were mentioned in different meetings. (Standard 3.7)

The evaluation of academic staff is done using a Quality Management System (QMS) that allows students to provide anonymous feedback on attendance or professional competence at the end of the semester. The evaluation results are e-mailed to academic staff members and available via their SEMS accounts. The results are also discussed in management meetings and individually with academic staff members. Additionally, student representatives participate in the evaluation process. (Standard 3.8)

The University of Pristina and the Faculty of Law prioritise continuous quality improvement, with mechanisms in place to ensure it.

SER offers only a broad description without further examples from the Programme Faculty or the Civil Law Department, but no further information from the programme perspective. Considering the overall low quality of the SER, the question arises to what extent the obvious quality measures of the University and the Law Faculty are supported by the department. (Standard 3.9)

According to the SER, teachers who retire at the age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers. (p. 48) (Standard 3.10)

Standard	Compliance	
	Yes	No
<i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.		X
<i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
<i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	
<i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
<i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
<i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	

<i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
<i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
<i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
<i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Substantially compliant

Comments to the comments:

Standard 3.1: A reference is mentioned in the comments of UP, but it was still not findable. As mentioned as a general recommendation, important annexes must be easily accessible for ET, which is obviously not the case. However, in the standard, it is clearly described which information needs to be provided in the SER, and this is not the case.

Standard 3.9: It is not about offering trainings it is about the development of strategies and this is completely missing in the SER.

ET recommendations:

ET highly recommends that the Department of Civil Law and the heads of the programme reflect on the seriousness of their submitted SER; almost all of the responses refer to the Law Faculty and are thus correct according to the standards, but almost none of the critical elements are answered from programme or department perspective. According to the numerical system, the section is substantially compliant; based on the quality of Standard 3.1 or 3.9 presentations, the whole section should be judged as non-compliant.

ET generally recommends focusing on fewer partners and specific projects whose expected or actual impact is presented in the report.

ET recommends highlighting some measures specific to the programme and presenting them in the report. Currently, the measures in the report are written generically for all programmes.

2.4. Educational process content

The "Civil and Property Law" master's program at the University of Pristina has been successfully implemented for 12 years. This program was initially developed in collaboration with the University of Graz's Faculty of Law under the WUS-Austria Project "Master Studies Development Program". The program conforms to the guiding principles of the Faculty of Law of the University of Pristina and aims to produce competent lawyers specialized in civil and property law who can meet market needs. Graduates of this program should have the potential to respond to labour market needs in Kosovo, applying their knowledge in practice immediately upon completion. It is mentioned that the program responds to level six qualifications, which may be a translation issue, builds on level 6 of the European Qualification Framework, or offers level 7 for their students. It is stated that the design process involved the Civil Law Department, Dean's Office, students, stakeholders, and other relevant external actors. The involvement of stakeholders was confirmed in the meeting with "Meeting with employers of graduates and external stakeholders" by the representative of the Chamber of Notaries. She confirmed the inclusion of the course "Comparative family law" - which was discussed quite intensely during SV because it was not reasonable for the ET why this course was included, and in comparison, legal clinics as one strategic core element of the law faculty not. Furthermore, even in this section, old standards were incorporated into the report.

The SER further states, "The program is multidisciplinary in the sense that it includes various and numerous aspects of civil law and such that are related to different theoretical and practical segments, ..." The curriculum offers no single non-law course, so it is a pure law program and not an inter- or multi-transdisciplinary programme which would not be critical as long as it is coherently argued; nor does the programme offer practical legal clinics. as mentioned in the chapter before the quality of the SER and the argumentation is very generic and offers only limited specific information. (Standard 4.1)

The Self-Evaluation Report (SER) does not consider the National Qualifications Framework (NQR); hence, it does not comply with Standard 4.2

The SER describes the students' capabilities upon program completion, but it lacks information on the logical sequence and progression of the courses. (Standard 4.3)

Syllabi are available and well written. (Standard 4.4)

The SER provides evidence that students are informed about the learning outcomes and their relevance at the beginning of the lectures. However, the effectiveness and influence of the dialogue process described in the SER cannot be accurately assessed. (Standard 4.6)

The SER offers typical methods but does not provide teaching strategies which fit to the different types of learning outcomes. (Standard 4.7)

The program effectively uses varied assessment mechanisms to confirm student learning outcomes, including class participation, legal research, case studies, seminar work, legal document creation, presentations, and midterm and final evaluations. These methods are detailed in the syllabi, ensuring students are aware of the evaluation process from the start of the course. The University's Statute and the Regulation for Master of Science Studies govern a grading system that ranges between 5 and 10. (Standard 4.8, 4.9)

The program has mechanisms in place to address inadequate student achievement or inconsistent assessment standards. Remedial actions include scheduling additional hours or fostering professor-student communication for problem identification. Inconsistencies in evaluations are addressed through the Dean's Office intervention and dialogue with the concerned professor. (4.10)

Each subject within this essential program incorporates a practical component, including the "Civil Legal Clinic" course, which focuses on the practical aspects of various civil law fields. The course is organized by the professor, with legal professionals invited to handle the practical side of civil documents in several course weeks, involving judges, lawyers, or notaries. The course is not listed in the programme, which is discussed in the preceding chapters and is not reasonable for the ET Team. Nevertheless, most of the students work or gain practical experience during or after their master's studies, made possible through cooperation agreements between the faculty and public and private institutions in Kosovo, which has been confirmed several times during the SV. (4.11)

To facilitate practical stages and enhance student outcomes, the University and its Faculty of Law have established numerous cooperation agreements with various local and international institutions and organizations in the academic and professional field. (4.12)

Standard	Compliance	
	Yes	No
Learning Outcomes 4.1 – 4.7 Student assessment 4.8-4.10 Practice stages 4.11-4.12		
<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		X

program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.		
<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
<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.	n.a.	
<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 followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.		X

<p>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. *To be inserted the overview of the program (with all areas to be filled out)</p>	X	
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Compliance level: Substantially compliant

Comments to the comment: I highly recommend critically reading the SER.

- Standard 4.2 is one paragraph without mentioning National Qualifications Framework.
- Standard 4.3 it is insufficient to refer to the Syllabus – an overall flow needs to be described.
- Standard 4.11: As mentioned before, finally, it is the faculty's decision how much practice is interwoven, but it needs to be transparent and well-argued, and this is not the case

ET recommendations:

ET recommends incorporating interdisciplinary or transdisciplinary elements; or to find well-presented argumentation for a disciplinary approach.

ET recommends conducting a comprehensive review of the course outcomes, aligning them with the learning outcomes to ensure consistency in content, style, and compliance with level 7 of the Qualification Framework.

ET recommends incorporating practical legal clinics to provide a more comprehensive and practical education.

ET recommends including a clear description of the logical sequence and progression of courses within the program.

ET recommends incorporating the "Civil Legal Clinic" course or other similar practical activities in the program's listed curriculum. This formal inclusion will ensure transparency, structured learning and that students are formally credited for their practical experience.

2.5. Students

As been dictated “There is an officially accepted procedure at the institutional level that the study program follows when organizing the recruitment of students” (Student standard 5.1)

The University of Pristina, Civil law faculty indicated that “The admission of students to master's studies is done through a public competition which is published on the website of the university and the faculty” (SER p68). The procedure for admitting students for master program regulated by Regulation No. 2/922 and 2/640 according to SER p.68. (Standard 5.1)

The students who apply for master program in Pristina university should possess bachelor with 240 credits and additionally should be able to pass the exam with higher score, according to the requirements of MEST. Additionally, SER p.69 mentioned that Diplomas obtained outside the state of Kosovo must be certified by the Ministry of Education, Science and Technology. (Standard 5.2)

According to SER p.69 “The Civil Law Department has 11 of the academic staff who are available to students in lectures and exercises”. Also reported that “The division of students into groups in master's studies is determined by the Regulation on Personal Income” (SER p.69). In online meeting with Civil law students and teaching staff mentioned that the class environment is sufficiently interactive in general and professors include activities such as: working on projects with professors and interactions in class online and face to face classes, which the report confirms the standard 5.3. (Standard 5.3)

From online meeting with Civil law students and teaching staff is eligible to say that for feedback to students, standard 5.4 is regulated. In order to feedback professors, choose options such as: holding intermediate and final exams, solving cases, interactions and exercises and conducting researches for students which is also confirming standard in SER p.70.4. Professors are available in case of needs of students even if not physically present, students can get their needs asked through contacting by email. (Standard 5.4)

Students of Civil law in Pristina university possess journals through the year that records all the activities and recordings stay in SEMS the website which each student and professor have their own account. This journal was said to be very beneficial for students themselves in UNDP. (Standard 5.5)

As reported in the meeting the system of Civil law faculty for the deadline is flexible, and as it is mentioned “Thus, the Senate of the University may allow additional exam deadlines. First of all, the student can ask once to extend the duration of studies for one or two years” SER p.71. (Standard 5.6)

From the information given at the meeting, students of the Civil Law program’s records throughout the year are stored on SEMS. It is also eligible to say that the Faculty of Civil Law takes all the data as a basis and includes them in the program performance indicators document according to SER p.72 & p.72 “Various statistics are reported through SEMS,

including: total number of students, number of enrolled students, number of students by gender, number of active students, number of students who drop out, students who graduate, student grading, statis FJ processes the resulting statistical data about student progress, success, dropout rates, and student satisfaction with the study program and uses it to evaluate the program”. (Standard 5.7)

The system for plagiarism is taken strictly in Civil law faculty. As it indicated professors have access to electronic applications that automatically determine the originality of research projects that allows them to detect AI or plagiaristic projects that are submitted by students which confirms the standard 5.8. According to SER p.72 “Students have created the Eika Club, a forum which proclaims the originality of the students' original work and the general awareness of the students in this field”. Online meeting reports also confirmed this. (Standard 5.8)

The obligation or rights of Civil Law students of Pristina university are always announced through emails, the web page studentet.juridiku@uni-pr.edu and social media, so students are well informed about everything according to meeting and SER p.73. (Standard 5.9)

For transfer students’ information get announced publicly and conditions are being informed but according to SER p.72 “considering that this program is unique in Kosovo and is only 1 year (two semesters), it is difficult to transfer studies from outside the university”. (Standard 5.10)

As been mentioned before professors and teaching staff are very helpful to Civil law faculty students regarding to their needs, It has also been written in SER p.73 “The consultation schedule is part of the syllabus and is simultaneously announced on the doors of each academic staff cabinet. Also, students can request an additional term for consultations with students through a written request (email)” which confirms standard 5.11. (Standard 5.11)

Standard	Compliance	
	Yes	No
<i>Standard 5.1.</i> 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	
<i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
<i>Standard 5.3.</i> The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	

<i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	
<i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record.	X	
<i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	X	
<i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	X	
<i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original.	X	
<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Fully compliant

ET recommendations:

- *Addition of new course subjects.*
- *More elaboration on topics.*
- *Professors attend more in critical thought discussions.*
- *Increasing the accessibility of libraries.*

2.6. Research

The Office of the Dean of the Faculty of Law defined research objectives, like, including developing an annual plan, building a competitive system for research projects, organising conferences and roundtables, and promoting academic personnel who achieve significant scientific results. Therefore, the faculty established the Institute for Legal Studies and Research, which actively develops concrete projects and involves students in research activities. Therefore, the faculty allocated sufficient financial, logistical, and human resources, such as budget provisions for research and the digitisation of the "E Drejta"/"The Law" magazine. They signed a cooperation agreement with the University of Milan-Bicocca to promote and strengthen academic and scientific cooperation in various research areas. In the SER, the alignment with the research objectives of the University of Pristina needs to be clarified, it is stated that they created them, but it needs to be explained how they align. The research activities have increased over the last years, based on the SV

meetings, but the alignment and the sufficient resources documentation should be elaborated more in the SER. (Standard 6.1)

The Statute of the University of Pristina identifies scientific research as an explicit obligation for all faculty members. Therefore, the faculty has policies in place for evaluating the research and academic work of the academic staff, including the consideration of internationally valued indexes for selection and promotion. Compared to other SER it is astonishing that only the formal information is provided, but no reference is made to the programme and their teaching staff members. (Standard 6.2)

According to the SER, the University of Pristina has established regulations for selection procedures of an appointment, reappointment, and advancement of academic staff, including publication recognition standards in internationally known platforms such as SCOPUS (Elsevier) and Web of Sciences. In addition, papers published on platforms such as EBSCO, WorldCat, and DOAJ before June 2020 will be considered until June 2023. Staff members of the Faculty of Law present their research at conferences and scientific symposia, demonstrating adherence to international standards for research dissemination. (Standard 6.3)

The SER fails to offer detailed information about the academic staff, just stating their existence and providing two Google Scholar profile links without additional context. This shortfall mirrors the overall insufficient quality of the SER, particularly in failing to meet this crucial standard. (Standard 6.4)

Evaluating the profiles of the program faculty reveals that all have published in areas relevant to their respective courses. Participation in conferences and engagement with the scientific community is also evident in the C.V.s (Standard 6.5).

These C.V.s further reflect how faculty members effectively disseminate their knowledge to society, which has been consistently emphasised during SV meetings and is well-documented in the documents. The faculty has also significantly contributed to society by institutional establishing legal clinics and free legal aid services (Standard 6.6).

Standard 6.7, in which the activities of each member were listed, was well prepared. These do not always correspond to the requirements for publications in high-ranking journals, but the number and the subject matter are sufficient. However, not one faculty member was able to meet the criteria of publishing one scientific article yearly in high-ranking journals over the past three years. Recognising that traditional legal studies may find achieving high-ranking journal publications challenging, this requirement could be overlooked. There is, therefore, a significant need for improvement in publication performance. As a result, the ET encourages the faculty to incorporate and embrace social sciences further. This approach can foster systemic understanding for effective regulation, potentially ease attaining high-ranking journal publications through social science methodologies, and

provide a solid foundation for master's programs, which often possess strong thematic and interdisciplinary orientations. (Standard 6.7)

University of Pristina's publication regulation ensures that the Faculty of Law's academic staff publish works on behalf of the institution. The regulation outlines a procedure involving decisions and review committees (Standard 6.8)

Faculty of Law's academic staff hold teaching positions based on their specialisation and have completed at least doctoral studies. They teach and conduct research in their fields, incorporating their findings into the syllabus as literature. During annual revisions, staff are encouraged to include their scientific works and research in course syllabuses. (Standard 6.9)

Intellectual property protection is emphasised in the Faculty of Law's Statute and falls under the University of Pristina's Governing Council's purview. With support from the Heras Plus project, a working group has drafted a regulation for open access to the University's scientific infrastructure, which is awaiting the Governing Council's approval and outlines clear policies for intellectual property protection. (Standard 6.10)

The Faculty of Law actively engages students in research projects, conferences, essay writing, practical work, and mobility programs, both nationally and internationally. Partnerships with organisations like UNDP, USAID, and the Council of Europe provide ample opportunities for students to participate in projects related to the rule of law, legal clinics, and internships. Students also benefit from mobility programs at universities in the U.S. and Europe and are involved in various research grants and publications. (Standard 6.11)

Standard	Compliance	
	Yes	No
<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	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities.	X	

Compliance level: Substantially compliant

Comment to the comment: I highly recommend critically reading the SER. The quality of the information for 6.4 is insufficient.

ET recommendations:

ET highly recommends improving the quality of the SER. Providing more proper insights into the program's academic resources and faculty strengths is crucial.

ET highly recommends providing comprehensive information about the academic staff, including their qualifications, expertise, and specific contributions to the program, rather than simply stating their existence and providing links to two Google Scholar profiles.

ET highly recommends improving the publication performance in high-ranking journals. Therefore, individual goal agreements to achieve the publication objectives.

ET highly recommends incorporating and embracing social science mythologies into the field of law to foster necessary systemic understanding for effective regulation, potentially to ease attaining high-ranking journal publications through social science

methodologies, and to provide a solid foundation for master's programs, which often possess strong thematic and interdisciplinary orientation.

2.7. Infrastructure and resources

The ET is impressed by the recent developments in improving the faculty's infrastructure. In 2021, the Faculty of Law started a unique program of transforming its spaces, creating modern facilities for students, including areas for students with special needs, which the ET identified during the visit. There are also very positive expectations that the Faculty of Economics of the University will move to another location, which means activating several additional infrastructures for the Faculty of Law. Despite this challenge, the teaching schedule is now adapted from 8:30 to 20 for some days of the week to accommodate the teaching needs. (Standard 7.1)

Furthermore, the faculty is investing in other student facilities, such as workspaces, reading spaces and libraries (43,300 euros in total for 2021 and 170,000 euros planned for 2022). Another investment planned is the renovation of the simulation courtroom of the faculty. The strong commitment from the faculty management, as well as the support of the international partners, offers guarantees of the financial stability and sustainability of the program. Therefore, the E.C. concludes that the faculty thoroughly planned and invested its resources to enhance the quality of learning and teaching. The investment applies to both physical and human resources. (Standard 7.2)

The faculty has 12 lecture rooms, an adequate capacity, and the largest amphitheatre has more than 300 places. There is also adequate digital equipment, with 97 computers in total. During the SV, the ET also had the chance to evaluate the library. Within the library, there is also a reading room for students, accessible from 08:30 to 20, and rooms for group work of students. Other unique rooms include one for doctoral students and a research office. Through acquisition, partnerships and donation, the faculty has a relevant book collection with speciality courses in Albanian and English. International organisations, which have contributed to books and collections in the past, are expected to do similarly and support the faculty with the books and journals. (Standard 7.3, 7.4, 7.5)

Regarding accessibility for students with special needs, efforts have been made to improve physical infrastructure. (Standard 7.6)

Standard	Compliance	
	Yes	No
<i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	X	

<i>Standard 7.2.</i> 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	
<i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study 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	
<i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
<i>Standard 7.5.</i> 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	
<i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.	X	

Compliance level: Fully compliant

ET recommendations:

The ET recommends considering additional human resources for the future in case CoE's capacity to support would be more limited.

The ET recommends adapting access for students with special needs to learning and teaching through adapted methods, learning resources and assessment.

The ET recommends expanding and promoting student access to foreign publications online, preferably from home.

3. OVERALL EVALUATION AND JUDGEMENTS OF THE EXPERT TEAM

As shown above the compliance levels per general areas are:

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

*According to the expert team's evaluation, the **Master Programme "Civil and Property Law"** is "**substantially compliant**" with the standards included in the KAA Accreditation manual and, therefore, the expert team recommends **accrediting** the programme for the **duration of three year** and a **maximum number of students of 40**.*

Expert Team

Chair



Prof. Peter Parycek, PhD.

3-6-2023

(Signature)

(Print Name)

(Date)

Member

Zahra Javadzade

3-6-2023

(Signature)

(Print Name)

(Date)