University of Pristina

Constitutional and Administrative Law, LLM, 60 ECTS (Re-accreditation)

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

May 2023

Republika e Kosovës
Republika Kosova - Republic of Kosovo

Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju

TABLE OF CONTENTS

1. INTRODUCTION

1.1. Context

Date of site visit: 18th May 2023

Expert Team (ET) members:

- *Dr. Bertel De Groote*
- *Horia Onita, Student Expert (online)*

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1

Coordinators from Kosovo Accreditation Agency (KAA):

- Arianit Krasniqi, KAA Officer

Sources of information for the Report:

- *The Self-Evaluation Report*
- *Interviews with stakeholders (sitevisit)*
- *Quality Assurance Regulation*
- *CVs of the academic staff.*
- *Expert recommendations during the previous reaccreditation process*
- *Handbook of Student*
- *Organigram of Faculty*
- *Program of the Office of the Dean, 2020-2024*
- *The Statute of The University of Prishtina "Hasan Prishtina"*
- *Syllabi of the subjects*

Additional documents/information

- *Percentage of students abandoning their studies;*
- *The quality assurance procedure;*
- *Examples of a complaint procedure made by students;*
- *List of companies with the signed cooperation agreement;*
- *List all major improvements in curriculum and syllabuses from the last re-accreditation process.*

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

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2

Site Visit Programme

Programme Accreditation Procedure at Faculty of Law, University of Prishtina "Hasan Prishtina"	
Programme:	**Constitutional and Administrative Law, LLM, 60 ECTS (Reaccreditation)**
Site visit on:	**18 May 2023**
Expert Team:	Dr. Bertel De Groote
	Horia Serban Onita, Student Expert (Online)
Coordinators of the KAA:	Arianit Krasniqi, KAA Officer

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	**1.Prof.Asoc.Dr.Avni Puka-Dean** **2.Prof.Ass.Dr.Muhamet Vokrri-Vice Dean** **3. Prof.Ass.Dr.Florent Muçaj-Vice Dean** **4. Miftar Shala-Secretary of the Faculty**
09.50 – 10.50	Meeting with the heads of the study programme Constitutional and Administrative Law, LLM	**Prof.Dr.Visar Morina**
10:55 – 11:35	Meeting with quality assurance representatives and administrative staff	**1. Besnik Loxha-Quality Assurance Office** **2. Ass.Valeza Ukaj-Coordinator for Academic Development** **3. Tasim Vehapi-Administrative Staff**
11:35 – 12:35	Lunch break	

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12:35 – 13:20	Meeting with teaching staff	1.Prof.Dr.Arsim Bajrami 2.Prof.Dr.Mirlinda Batalli-Zhubi 3.Prof.Asoc.Dr.Gjyljeta Mushkolaj 4.Prof.Ass.Dr.Islam Pepaj 5.Prof.Ass.Dr.Flamur Hyseni 6.Prof.Ass.Dr.Luz Balaj
13:25 – 14:05	Meeting with students	1.Valmir Sadiku 2.Gentrit Zeqiri 3.Mirjeta Plakiqi 4.Lirim Miftari 5.Shkëndie Bejta 6.Festim Tasholli 7.Mevlude Meholli
14:10 – 14:50	Meeting with graduates	1.Gzim Shala 2.Dardan Berisha
14:55 – 15:35	Meeting with employers of graduates and external stakeholders	1.A representative of the Constitutional Court 2. A representative of the Ombudsperson Institution 3. A representative of the Kosovo Judicial Council

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4

			4. A representative of the Youth Initiative for Human Rights (YIHR)/Kosovo
15:35 – 15:45		Internal meeting of KAA staff and experts	
15:45 – 15:55		Closing meeting with the management of the faculty and program	1.Prof.Asoc.Dr.Avni Puka-Dean 2.Prof.Ass.Dr.Muhamet Vokrri-Vice Dean 3. Prof.Ass.Dr.Florent Muçaj-Vice Dean 4. Miftar Shala-Secretary of the Faculty

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

The University of Pristina "Hasan Prishtina" (UP) is the largest public higher education institution in Kosovo. It consists of 14 academic units and takes responsibility for providing proper education to the young people of Kosovo. It has the mission to prepare them as citizens for the needs of Kosovo. The academic units include, among others, the Law Faculty. UP aims to advance knowledge, scientific research, and artistic creativity, while promoting citizen democracy and adhering to the highest standards of teaching, learning, and research. Innovation and excellence are two of the University's main objectives. It strives to maximal cooperation in higher education activities nationally and internationally. Moreover, it adheres to standards for sustainable development and aims for efficiency in the use of its resources. Its policy is aimed at integration in the European Higher Education Area/European Research Area.

The Faculty of Law – initially the Faculty of Law-Economics -, established in 1961, is the first law faculty in Kosovo and operates under the University of Pristina. It offers bachelor's, master's, and doctoral programs. The faculty faced challenges during the period from 1991 to

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5

1999, including attacks by Serbian forces, which disrupted the education process in the Albanian language. Albanian staff members were expulsed from the University premises. After the war in 1999, the faculty resumed its activities but had to rebuild its premises and infrastructure. Nowadays, the faculty continues its work in these premises, while renovating the infrastructure. A special transformation programme regarding the Faculty infrastructure started in 2021 and is gradually implemented.

The Law Faculty produced professionals who have contributed significantly to legal sciences, judiciary, administration, politics, and state-building.

The Faculty of Law has been undergoing continuous reforms to align its education system with advanced European and international higher education standards. It currently has over 4,399 active students in bachelor's, master's, and doctoral programs. In addition to the bachelor's program, the faculty offers master's programs in various legal fields such as Criminal Law, Civil Law, Constitutional-Administrative Law, Financial Law, International Law, Contracts and Commercial Law, all leading to the LL.M.-degree. There is also (as from 2021) an English-taught master's program in Advanced European Studies, and the Faculty is amidst the accreditation process of the English-taught master's program in Human Rights, International Criminal Law, and Transitional Justice, which is supported by the Council of Europe and open to international studies. The faculty also provides doctoral studies in several legal fields.

The Faculty of Law aims to enhance its programs, including potential student mobility programs under Erasmus+ and participation in projects related to higher education. The master programme under review was last accredited for the period 2017-2023.

The SER states that the SER was approved by the Council of the Faculty of Law on 10 May 2022.

Concerning the general description of the Faculty, according to the ET, there is still room for evolution with regard to gender diversity (in the student population). It would be good if the Faculty could reflect on this issue and explore how it can at best be addressed.

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6

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

According to the SER the Faculty of Law aims to prepare individuals who will contribute to the democratic and modern society. It makes continuous efforts to ensure qualitative, educational-professional and scientific improvement in many areas of law. The aim hereby is to prepare students to overcome the challenges that will be presented to them in legal and judicial life. For the Faculty of Law it is important to have a leading role in the development of education related to legal reform, scientific training, the training of cadres for judicial practice, for policy-making activities and for state administration. The Faculty presents that the entire teaching and scientific research activity that takes place at the faculty is based on higher standards in the process of teaching, learning and evaluating students' knowledge, without neglecting scientific research. The Faculty tries to fully incorporate the most advanced European standards of higher education in the framework of its mission.

The SER points out that the vision of UP is based on professionalism, integrity, quality in teaching and research. UP is oriented to the labour market and its needs and strives for mobility and academic career development. The Faculty has the aim to constantly increase the number of its partners and to join the European higher education network. In this regard quality standards are crucial.

In its mission UP expresses the strategic interest of its programmes in view of the development of the Republic of Kosovo. It hereby starts from academic development and research. Mobility programs, which the university wants to further invest in, must lead to competitiveness on the international market.

The values of the Law Faculty are in line with those of the University and inspire the mission and vision of the programme at stake in the accreditation.

The mission of the programme is to advance the knowledge and skills of students in the direction of constitutional and administrative law as well as to further strengthen the practical skills of constitutional interpretation and the constitutional protection of freedoms and fundamental rights in Kosovo context and beyond. Special attention is given to practical skills

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7

in administrative justice, which is very complex but an important dimension for the protection of the rights of individuals and rule of law in general.

The programme has the ambition to be unique and standard-setting. It is in line with the Faculty's goal to inspire the process of forming lawyers with strong professional competency in their area of specialization and with legal specialization that complies with market needs.

The programme goals, as stated in the SER, do not fully stress an international focus UP and the faculty express. It is, in view of the professional and academic ambitions of the programme, necessary to reflect on the relevance of and opportunities for deepening this aspect in the global societal context, as it is useful to train students in dealing with public law issues in a comparative approach and make them acquainted with state-building in an international institutional context. From this perspective the programme is recommended to clearly express itself on the role of 'internationalisation' in its mission and approach of education, as well as to better foster its cooperation with the Council of Europe.

The expert team is convinced that the programme's learning results are in line with the applicable frameworks. The expert team recognizes that academic and professional advice is taken into account when determining the learning outcomes. The ET recommends the programme to benchmark the programme internationally on a structural and revolving basis, as well as to structurally consult alumni, the labor market and to fully and meaningfully involve students in the decision-making to guarantee pro-actively that the programme keeps tracks of the evolutions in society as well as in the field of the specialization it addresses. The policy goal of the programme seems to be unclear, with both a professional and a scientific perspective in mind. In this context, it is important that the faculty reflects upon how to embedded each perspective into the programme so as it is relevant for diverse needs and career path of students.

According to the SER especially the students are involved in defining the learning outcomes and assuring that they are in line with the applicable qualification frameworks (see p. 17 SER). As mentioned, it is recommended to fully integrate all relevant stakeholders in the process of monitoring the learning outcomes.

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8

Notwithstanding the contacts of the programme with labour market, alumni and students, the programme should invest in a more structural way to involve its stakeholders in the programme (development) policy and prevail its role as forerunner in a society with fast changing needs. In this regard it is useful as well to mention the need to benchmark the programme on a structural basis with external/international academic stakeholders.

The ET recommends the programme to address the objectives as state at pp. 17-18 of the SER and assess whether their drafting could not better address field-specific and generic competences and skills, while they're now focused on tasks related to a specific professional context. It could be more useful to aim at competences, that could prepare students for certain tasks, hereby naming the competence rather than the task itself. In this regard, the ET notices that pp. 19-20 of the SER give more insight in the LLM's objectives, developing the keywords 'legal analysis', 'legal writing', 'legal research', 'increasing interpretative skills', 'ability to apply norm in practice' and 'knowledge of the fiel of the science of constitutional and administrative law'.

The interviews during the accreditation visit gave proof of the concept of the programme.

It has a clear scope, strives for active learning and aims for a high academic level, for which it is recognized by the labour market and the alumni. In this regard, the role of permanent evaluation in the programme, is a clear 'plus' as it is in line with the idea of 'constructive alignment'. Unfortunately, the SER does not clearly describe its didactic and research concept, but sticks to keywords and keyphrases, describing the components that help realizing the concept.

The ambition and efforts to combine a well-developed theoretical framework with a practice driven and competence-oriented approach is appreciated by the accreditation team and the programme's stakeholders. One may clearly encourage the programme to stick to that balance and carefully monitor it. As the faculty is investing in its premises it could be a good idea to see the opportunities this infrastructural project brings as a pillar in the implementation of the didactical concept.

With regard to this balance, the ET notices that the SER stresses on p. 19 the importance of research as dimension in the programme. This seems in line with the choice to add a

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9

methodological course to the programme (5 ECTS) and to address 14 ECTS to the master's thesis.

Both the SER and the annexed documents proved that the Faculty have formal policies, guidelines and regulations dealing with recurring procedural and academic issues. The so-called 'handbook' and the care that is taken by the programme about the selection of thesis subjects is worth mentioning. If the programme intends to take further steps about the master's thesis it could assess whether initiatives could be useful in harmonizing (the communication on) the process and the evaluation criteria, etc. Worth mentioning as well is the role of the students in drafting/reviewing the handbook, as it can inspire the programme to deal with students as co-creators.

Moreover, attention is given to regulations regarding 'ethics' and the programme is aware of 'plagiarism' and the challenges of AI. Correct steps are taken in this regard. In communication with students, especially in view of the master's thesis, it is worthwhile reiterating the importance of research integrity (eg. in a dedicated session for all master thesis students). Moreover, the future will force the programme to include the mentioned challenges in the assessment-policy. The ET recommends the programme to fully exploit the methodological course that is part of the the LLM in constitutional and administrative law to create awareness regarding research ethics.

All the internal regulations are revised periodically. In this process the students are involved, although the SER mainly focuses on p. 23 on student evaluations. The Faculty took the effort to formalize the link with the community stakeholders by appointing a vice dean for clinical studies and labour market matters (and to reconceptualize clinical teaching) and established, in view of the continuous review of the programme. This effort, though not directly addressing referring to standard 1.6, mentioned on p. 23 of the SER is recognized by the ET, as well as the mentioned engagement of external experts from the Council of Europe in reviewing the programme.

Standard	Compliance	
	Yes	No

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10

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.		X
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.		X

Standard 1.3. The study program has a well-defined overarching didactic and research concept.	X	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	X	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, and assessment in all academic and administrative activities.	X	
Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	X	

Compliance level: Partially compliant

ET recommendations:

1. *The programme is recommended to reflect on the role of 'internationalisation' in its mission and vision, given its relevance for the societal context and the required approach to complex legal problems it brings (comparative approach of subjects, addressing questions related to the influence of international public law organisations to national public law). Moreover, the programme is suggested to reflect on ways to implement it in the subjects offered, in opportunities for exchange for students or in initiatives qualified as 'internationalisation at home'.*

2. *In line with the Faculty's initiatives to connect with the labour market, the programme – disposing of valuable and active contacts with the labour market and alumni - is*

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11

highly recommended to consider ways to structurally embed all major stakeholders in the development and implementation of its educational and research policy and more specifically the study programme under review.

3. *It is recommendable to assess how international benchmarking by academic peers can at best be structurally integrated in the process of reviewing the programme to guarantee that the programme keeps up with evolving international standards and practices.*

4. *The programme is recommended to assess, in view of its ambitions, the programme's balace between apractical and a research-oriented approach and if necessary address the implementation of this balance in the programme design and didactical concept.*

2.2. Quality management

The Self Evaluation Report (SER) outlines the procedures used for quality management at the university, however there is little evidence of using PCDA methodology (plan-check-do-act) on a structural basis, despite evidence on sporadic implementation of the concept. We commend on the fact that there is a draft regulation at university level that would consistently improve the systematic nature of the QA evaluation process embedded into regular and strategical policy-making and look forward to the implementation of the revised concept of holistic assessment. Although the SER states that evaluation and improvement planning are integrated into regular planning processes, the ET still recommends treating the QA processes as an integral part of strategy and institutional planning.

UP employs a set of questionnaires towards stakeholders in order to analyze their satisfaction, and the faculty has implemented a process to review these questionnaires regularly. The university employs a survey instrument as part of its course evaluation process, which students complete and is accessible to instructors and administrators. However, there is little systematic indication that the evaluation outcomes and their follow-up are discussed with the students. Apart from the course evaluation, the university administers other surveys, the results of which are utilized for internal quality management purposes but are not publicly disclosed. As a result, the transparency of these results is inadequate. Furthermore, the surveys are focusing on satisfaction rather than engagement, a.i. the capacity of students to shape their learning experience and the learning environment. Furthermore, while surveys are largely used as a data

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12

collection tool, it is unclear to what extent quantitative data is collected and used in quality assurance processes, together with their use for key performance indicators.

The ET acknowledges that in the SER it was mentioned that the need to involve external stakeholders is a weakness. After discussions with the faculty this has been translated as the perceived difficulty to engaged them in institutional activities. There is a need for improvement in alumni tracking at the university. It was noted during the visit that although the university maintains connections with alumni from smaller programs, there is a lack of institutional integration. Therefore, it is crucial to enhance efforts to engage graduates, such as establishing an alumni network, and conducting formal surveys of alumni or integrating them in the implementation of learning objectives. It is positive and it is evident from the SER and the list of evidence that when course evaluations reveal unsatisfactory results, appropriate measures are taken by the university. These measures and procedures are adequately documented.

There is enough evidence to conclude that Quality assurance processes that deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution, are regulated according to the Quality Assurance and Evaluation Regulation at the University of Prishtina. The Central Quality Assurance and Evaluation Commission oversees the assessment of university activities, with participation from all university stakeholder groups. It formulates a five-year and annual action plan that outlines the activities to be undertaken, including evaluations of academic units. Quality assessments are conducted to identify issues related to program quality. The Dean of the Academic Unit ensures that the academic development coordinator fulfills their responsibilities in conducting evaluations at the university and academic unit levels. After each evaluation activity, the Dean of the Academic Unit formulates an improvement plan and includes the necessary measures in the academic unit's annual budget. Based on available documentation and on-site discussions, the ET confirms that the collected data is used for ongoing development, with clear responsibilities assigned to the relevant parties.

The Faculty of Law provides in the SER concrete actions that have been taken, such as re-conceptualizing clinical teaching and implementing the Office/Centre for Clinical Studies, which includes certification programmes, in order to provide students with additional skills for the job market. In addition, it emphasises good cooperation with the advisory body. However,

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13

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 alumni data for employability.

The ET believes that the role of the QA management into the review of the syllabi and course description should be enhanced. We were informed that the QA managements' role was to analyse whether the resources mentioned in the descriptions were up to date, but we see a relevant role for the QA management as well for looking into how learning outcomes are written, how they are linked holistically with the mission of the programme etc.

Furthermore, we were informed during the site visit that 100% of students fill in the surveys at the end of the semester because they are compulsory. While this offers a representativity of answers, on the other hand it also raises the issue of accuracy, as students may be inclined to answer the questions superficially just because it is mandatory to do so. A better system should be reflected upon together with the student representatives.

Based on the available documents and on-site discussions, the ET notes that the collected data are utilized for continuous development. The relevant parties have well-defined responsibilities, which are being effectively carried out. Previous evaluation results have also led to corresponding adjustments to the study programs.

Program administrators receive reports for each course delivery, which specify any planned content that could not be covered and challenges faced in implementing planned strategies. After reviewing the course reports, suitable modifications are made to the teaching plans. Students evaluate the teaching quality of courses at the end of each semester. The course results are analyzed by the faculty for academic staff, and information is provided regarding quality assurance measures. However, there is no evidence or reports on how the public or university members are informed about quality development in a public report which point to a lack of transparency in that regard.

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

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14

Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.		X
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	X	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	

Compliance level: Substantially compliant

ET recommendations:

1. *Development of rigorous quality management system based on a proven quality management framework (PDCA-cycle - Plan-Do-Check-Act - approach) which is communicated to all stakeholders and which serves as a basis for participatory action involving all stakeholders.*
2. *Improve the use of different data collection tools apart from surveys, in order to gain insights and act upon multidimensional qualitative and qualitative data*

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15

3. *Include the QA management team into analyzing the syllabi not only on the up-to-date nature of resources, but other relevant information (e.g. writing learning outcomes)*

4. *Expand the paradigm of student surveys from satisfaction surveys to engagement surveys and expand cooperation with students from the lens of data providers to student partnership.*

5. *Treating the QA processes as an integral part of strategy and institutional planning.*

6. *Discuss evaluation outcomes and follow-up with all stakeholders.*

7. *The creation of a system for alumni tracking and its subsequent integration into institutionalized surveys.*

8. *A better system for collecting student answers in surveys should be designed together with student representatives, as a compulsory-participation model may offer inaccurate results.*

9. *Publication of evaluation results from the general surveys.*

10. *The expert team encourages further developing tools (active ad hoc focus groups, debates, benchmarking) within the QA system, together with a scoreboard of indicators to be monitored and by which tool. The standing and developments in the scoreboard should be public.*

11. *The expert team suggests a more realistic approach regarding strengths and weaknesses, since the SWOT within the self-evaluation report appears rather optimistic in comparison with the aspects raised in the discussions. A chart of consequences for different kind of results in the assessment and the actions which should be taken by the management should be considered.*

2.3. Academic staff

The Constitutional-Administrative Department is the main supplier of subjects in the reviewed programme. According to the SER there are 12 'regular' staff members (3 full professors, 3 associate professors, 6 assistant professors). Need-based, for instance for the organization of the component 'clinical teaching' and certification programmes, though not part of the programme under review *sensu stricto*, external professors will be engaged, based on agreements with the cooperating organisations.

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16

The procedure to select staff and to determine their duties is outlined in Regulations established by the University of Pristina.

The academic staff, linked to the programme, is regularly employed at the Faculty of Law of University Pristina. According to the SER there is no conflict with the existing limitation on the cumulation of academic staff positions. Academic staff can participate in projects outside the UP, which is subject to prior notification to the university/faculty. Upon monitoring of the engagement of the academic staff in other work it became clear that these engagements do not affect their primary work. Staff members fulfill the conditions to be appointed that are determined by the applicable regulations.

The ET recognizes that academic staff linked to the programme under review made a valuable contribution to drafting of legislation and thereby contributed to the advancement of the legal system an harmonization of the legal system with the legal system of the EU.

At least 90% of the academic staff in the reviewed program has a full-time appointment. The full-time academic staff cover over 50% of the study program classes. Moreover, the Constitutional-Administrative Department meets the requirement that for each group of students and per 60 ECTS, *in extenso* the LLM under review, there is at least one full time staff member with a PhD degree. According to the SER on p. 44 there are eleven professors with an academic title, which seems slightly different to the information on p. 42. The accreditation team reads on p. 44 that although the Constitutional-Administrative Department does not have staff engaged as external teaching Staff/associate, due to the fact that the current personnel available, is sufficient to cover the hours covered in the programme. Nevertheless the ET wonders whether external lecturers – as well as guest lecturers – could not contribute to the practical flavour in the programme and help it to keep up with the needs of society and the professional field, which is in line with the programme's mission. Therefore it is recommended to thoroughly reflect on the role external lecturers/guest lecturers can fulfill in the programme, whereby the programme can also reflect on their role as bridge with partners for the programme in society/the labour market and their contribution to a full-fledged practical component that is structurally embedded in the programme.

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17

The expert team acknowledges the role of the Centre for Excellence in Teaching in creating opportunities to professionalize the teaching staff. Though the SER states that a considerable number of the academic staff attended trainings organized by the Centre, it is highly advisable that all staff members, on a regular basis and especially at the moment that they're appointed and become responsible for a subject, attend staff trainings. Furthermore, opportunities for mobility and leaves for research are welcomed and the programme gets the experts' full support in its efforts to conclude agreements that create a framework, relevant for the programme, for these activities that allow staff to grow as a teacher and as a researcher and that can bring inspiring insights. The same goes for initiatives that allow foreign professors to visit UP and thereby cooperate in teaching/research and also help broaden students' horizon.

Academic staff is engaged in research, teaching, and service to the (academic) community. Just one example in this regard is the pro bono engagement for various professional issues related to public interest (conferences, counseling, expertise for drafting laws, professional working groups,…). The ET recognizes the appointment of a staff member of the Department to the Venice Commission of the Council of Europe (advisory body on constitutional matters). Moreover, consultations with students are a structural part of the workload and duties of academic staff at UP, according to the SER.

An evaluation system for academic staff, based on different evaluation instruments and relevant data, is installed. Although the SER states that the academic staff evaluates the staff, it is unclear for the ET to what extent individual staff member reflect on their own functioning and assess themselves. It is therefore hard to determine to what degree real self-evaluation is involved. Nonetheless the ET strongly believes in the value of self-assessment and encourages the programme to rely on it and conceive it as a pillar for the evaluation. It is the opinion of the ET that all steps taken to enhance awareness of the importance of a culture of quality in teaching have to be encouraged. According to the SER the results of the student evaluations are sent to the professors and are accessible to the respective professors. The results are discussed with the individual professors as well as in meetings of the management (eg. within the study committee, where student representatives have access to the results).

According to the SER quality improvement, aimed at teaching strategies and the quality of teaching materials, is structurally and continuously embedded in the strategy of the Faculty and

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18

leads to a range of initiatives, taken in view of the improvement of the academic staff and their teaching. Unfortunately, the SER mainly describes the components that are followed for quality improvement and supervision, rather than clarifying the underlying strategy and policy approach. Noteworthy is the creation of a special managerial position for quality assurance within the Faculty (Vice dean for learning and quality issues).

One of those initiatives, according to the SER, concerns the translation of textbooks (= teaching materials) that are prescribed for the study programme into Albanian. Helpful though this may be, it is strongly recommended to assess whether it is possible/valuable to assure that students must consult materials in English as well. In this regard, one might wonder whether the best contribution to the quality of teaching materials translating them, rather than investing in the development of genuine materials. Moreover, it is advisable to integrate quality enhancing measures in a global strategy approach on education quality.

Academic staff retire at age 65, but with the possibility of part-time employment even after retirement up to age 70.

Standard	Compliance	
	Yes	No
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	

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19

	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.		
Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	X	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	X	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	X	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	

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20

Standard 3.8. Academic staff evaluation is conducted regularly at least through self evaluation, students, peer and superiors' evaluations, and occurs on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.		X
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	X	

Compliance level: Fully compliant

ET recommendations:

1. Consider the possibility of investing in the drafting of study materials (in Albanian) and asses the need/desirability of the translation of study materials instead of offering course materials or even courses in English.

2. Develop a global and continuous strategy for the improvement of education quality, which addresses the need of continuous training of all teaching staff.Develop and implement a strategy to add perspectives to the programme, making structural use of mobility programmes/initiatives (physical/virtual) and guest lecturers. In this regard the value of smaller scale projects, such as (national/international) 'study visits' of staff and students has to be addressed as well.

3. The ET wonders whether external lecturers – as well as guest lecturers – could not contribute to the practical flavour in the programme and help keeping up with the needs of society and the professional field. Therefore it is recommended to thoroughly

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21

reflect on the role external lecturers/guest lecturers can fulfill in the programme, and especially how they can contribute to a full-fledged practical component (eg. clinical work, mock trial, project work,…) that is structurally embedded in the programme.

2.4. Educational Process Content

The LLM is open to students with a bachelor degree (accumulated: 240 ECTS credits). It aims to be multidisciplinary, incorporating aspects of or related to 'public law'. The SER states that the program is oriented towards encouraging and inspiring students to expand their knowledge through the study of the most specialized fields, both theoretical and practical, form the constitutional-administrative field, aiming to prepare lawyers-practitioners of justice competent in their field of specialization in harmony with the needs of the market. Thus, according to the SER, the programme fits with the institution's mission statement.

The ET recognizes the interdisciplinary approach of courses as 'environmental law'. As said in the SER the course is also in line met the SDG's. The ET encourages the programme to use the course as a lever to the development of an interdisciplinary research line and hub of expertise.

According to the SER, the programme is designed to be fully compliant with the applicable qualification framework.

The programme moreover claims that all subjects implement 'combined teaching methods'. Regarding testing and evaluation, various forms are applied. The ET reads that the learning and evaluation process is carried out through a systematic and step-by-step form of evaluation in order to achieve a maximum degree of engagement and higher performance throughout the year. Moreover, this form of teaching and learning contributes to the competence of students in the scientific, academic and practical fields.

Nevertheless, during the interviews at the occasion of the site visit the question popped up whether a practical-clinical approach to subjects that need a thorough theoretical foundation, since they bear a huge 'legal' complexity, could be more structurally embedded in the programme.On the other hand the ET recognizes that in the syllabi for the LLM's subjects a

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22

variety of teaching strategies, that bring students skills and generic competencies that are useful for their participation in professional life, are mentioned.

As a LLM the reviewed programme aims to give students the opportunity to deepen basic knowledge. The courses' credit numbers are based on course workload. Within the program flexibility is foreseen, especially regarding the number of exams. The study load for the students is logically divided over the two semesters.

When consulting the syllabi, the suggestion arises to invite the programme to a joint revision of them in a common and coordinated effort of the programme. Specific attention could be given to the course outcomes, against the background of the learning outcomes, to assure coherence in content and style as well as undoubted fulfillment of level 7 of the European Qualification Framework. Moreover, such a joint effort could help the programme to assess whether the used teaching and evaluation methods are optimally spread over the different subjects of which the programme is composed. Also, this could make the programme more thoughtful regarding the different competences (generic/specific) – and how they are assured - that are addressed in the subjects and how they jointly contribute to the learning outcomes.

According to the SER, the program is in line with the mentioned level 7.

The SER states that the programme refers to some programmes in EU-states and that it is, with respect to its context, constantly under review in order to adapt it to the latest developments in the domain. As said, the integration of 'environmental law' in the programme has the full support of the ET.

Moreover, the ET recognizes the clear choice the programme made for a subject regarding 'methodology'. As the ET learnt during the site visit that also methodological issues and research-related tasks are integrated in other subjects, it recommends the programme to assess all the research-related matters in the programme, including the master's thesis, and find out whether, and if so how, they can be optimally and coherently joint in a methodological research-line. Moreover, the ET recommends to assess whether this could as well allow the programme to address questions regarding research ethics and integrity in a structural way.

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23

Since collective labour law is a topic that could probably be easier linked to 'social law' the programme is invited to reflect on the question whether this should be an (obligatory) subject in a programme on constitutional-administrative law.

The subjects in the program form a coherent set. Obligatory subject and electives are combined, however the ET recommends that further role is offered for the elective courses, which currently offer only 6 ECTS. They allow to address specific and general competencies. The objectives (learning outcomes) they aim are in line with the taught subjects.

Nevertheless, the programme is invited to assess whether the learning outcomes, as mentioned in the SER (p. 55), are addressed in a balanced and coherent way in the different subjects, approached with the most suitable learning methods and suitably tested so that it is guaranteed that the learning outcomes are overall reached.

Also, the programme has to assure the coherence between the learning outcomes as drafted on pp. 55 et following of the SER and the drafting used at p. 17 of the SER. The differences the ET notices may lead to confusion regarding the programme's objectives.

The programme, though designed in its origin to be taught in English, is in Albanian (according to the SER in the absence of participating foreign students).

Since the importance of the English language was stressed – also during interviews (site visit) - it is necessary to assess whether it would be possible and relevant to offer a more substantial number of (obligatory/elective) courses in English in the program. It would facilitate opportunities to exchange mobility, raise students' awareness of the importance of a comparative approach or the relvance of the study of jurisprudence at international for a, etc.

The value of more 'international'/'comparative' flavour in the study programme – that could also give access to 'actual' (niche)topics - has to be analysed thoroughly by the management of the programme. If a more global approach turns out to be advisable, the necessary reform of the programme should be prepared.

Most of the academic staff has an adequate knowledge of English.

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24

For students who have not the Albanian language as their mother tongue language training will, according to the SER, be organised.

The SER gives sufficient proof of the fact that students are – for instance at the start of the lectures – informed about the learning outcomes and their relevance.

In the SER the process of holding interactive lectures is linked to the special role teachers of the programme under review devote to student-lecture partnership (see p. 72).

It leads to motivation and commitment of the students. Students also have higher levels of expectation for success and the values/goals of the courses. The student-professor ratio of 1 to 4,5 is said to constitute a real basis for the realization for the objectives of the course and the communication between students and professors (p. 72 of the SER).

There is, according to the SER, mutual respect and a culture of 'ethics', which contributes to the quality of the learning environment. The interaction during the learning process increased the internal motivation and leads to a higher learning commitment. Moreover, there is a positive attitude towards lectures and classes.

The SER stresses the use of different teaching strategies in view of different learning outcomes.

Although the SER states that the lecture method is relatively unaffected by changes in class size or the infrastructure configuration, since the lectures do not strongly rely on technology, it is recommend to further assess the opportunities technology could bring to the programme, especially taking into account the experience that is learnt form the Covid-context, for instance regarding a 'hybrid' set-up or a 'blended' teaching approach, that is sustained by technology.

The SER states the importance of 'combined teaching' methods, combining theoretical and practical work, 'visual' and 'interactive' teaching strategies as well as 'simulation and practical problem solving'. Regarding the latter the ET recommends the programme to explore the possibility to structurally/obligatory embed, for all students, a practical-clinical component in the programme, taking into account the advantages linked to it, the programme mentions itself

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25

in the SER (on pp. 73-74). Interesting is the statement in the SER regarding 'visual lecture methods' that presentations might not be overloaded. It leads the team to the recommendation to train lecturers well in the use of presentation software and make them aware of the pedagogical pitfalls when using it.

Unclear to the ET is how well the programme addresses the needs of different student groups (eg. autodidact students, students who learn more when they put theory into practice, and so on). Nevertheless, the ET sees different assessment strategies, albeit not clear how flexibly they are applied, eg. in view of specific needs. The SER might have been more clear in this regard. Unclear it is as well how well this is addressed in a policy framework. The same goes for the question how well 'excellent' students are addressed, since neither the SER nor the interview documented this thoroughly.

Regarding evaluation mechanisms the information in the 'syllabi' is crucial. The SER stresses the importance of fairness as well.

The ET unfortunately can only partly link the section in the SER under Standard 4.9 (pp. 76-77) regarding evaluations by the students to the Standard itself.

A framework to deal with inconsistencies in assessment or inadequate assessment seems to in place, thought the information in the SER in this regard is rather scarce.

The SER states that practical work is included in the curriculum for 20% and in each subject (the SER hereby mentions for instance 'study visits'). It also highlights its advantages and addresses the aimed outcomes. To assess practical activities 'activity reports' are used. Internships, which are according to the ET closer to the notion 'practice stage' in Standard 4.11, seem extra-curricular. The same goes for 'clinical training' in the programme under review.
To enable internships, agreements are in force with a number of relevant institutions/organisations.

Interesting though these agreements for cooperation may be, it is necessary to reflect on ways to structurally bind them in the LLM-programme to guarantee all students a 'practical'

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26

component. One may strongly recommend the Faculty to assess whether the legal clinics of the Faculty can be a lever in this regard.

Standard	Compliance	
	Yes	No
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.	X	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.	X	
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To list at least 7 learning outcomes for the study program under evaluation.	X	

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27

		X
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation		
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	n.a.	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.	X	

		X
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.		

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28

Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	X	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	n.a.	

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29

	X	
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.		

Compliance level: Substantially compliant

ET recommendations:

1. *Globally revise the syllabi and more specifically the course outcomes, against the background of the learning outcomes, to assure coherence in content and style as well as fulfillment of level 7 of the European Qualification Framework. Take this as an occasion to harmonize and actualise the syllabi and jointly consider the spread of teaching and evaluation methods over the different subjects in the programme.*

2. *The programme is recommended to assess whether the learning outcomesare addressed in a balanced and coherent way in the different subjects, approached with the most suitable learning methods and suitably tested so that it is guaranteed that the learning outcomes are reached on an overall basis*

3. *.It is recommended to assess how the course in 'environmental law', which fits in the SDG's, can be seen as a lever for the development of an interdisciplinary research line and hub of expertise. On the other hand, the programme is recommended to assess the status of 'collective labour law' as an (obligatory) subject in the programme.*

4. *In general, the ET recommends the programme to assess the balance between obligatory and elective courses – for which cooperation with 'external' lecturers could be relevant - in the programme as well as the possibility to thematically bundle elective courses (in a 'major' for instance).The ET suggest increasing the number of elective courses.*

5. *The programme is recommended, since it made a clear choice for a subject regarding 'methodology', to assess whether and how all the research-related matters in the programme, including the master's thesis, could be optimally joint in a methodological learning line.*

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30

6. *Assess the possibility and relevance to offer a more substantial number of (obligatory/elective) courses in English as well as to consider the value of more comparative/international subjects in the programme, especially in view of the importance that was given to it during the interviews.*

7. *Find ways to structurally integrate a full-fledged 'practical' component in the study programme and assess in this regard whether and how the Faculty's legal clinics can contribute to this objective.*

8. *The ET recommends proposing a facultative introductory course in English legal terminology for students.*

9. *Include references on local administration governing bodies from an administrative law perspective, in contrast with national administration*

2.5. Students

The formal regulations regarding the admission procedures are set in the law, as well as in the applicable provisions at university level. In order to be eligible for admission, candidates need to have completed basic studies (bachelor) with 240 ECTS credits (four years of study).

The admission procedures and policies at the university are well-documented and implemented in the study programs. The dean of the academic unit, in consultation with the department heads, prepares a proposal for admission quotas for regular and part-time students in Bachelor's, Master's, and Doctorate programs, considering the previous admission processes, graduation reports, and the demand for studying at the Faculty of Law. Once approved by the University of Prishtina Senate, the Rectorate announces the conditions and competition for admission of prospective students. The Faculty of Law then conducts the admission exams based on the announced competition. The university has established clear admission requirements for candidates and made them publicly available.

The study group for the LLM is adequately sized in order to promote effective and interactive learning.

The Faculty has specific practices for giving feedback and support for students, including additional consultations or additional hours when students request. Furthermore, teachers have regular consultation hours announced for mentoring. In terms of offering flexible approaches

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31

for students in special need, it is mentioned that students have the right to enter the exam early and after the deadline. For a more broad range of cases, despite without knowing the exact degree of flexibility, the regulations mention that the Senate allows additional, non-regular exam deadlines for up to two exams within the deadline.

Despite there are types of assistance mentioned in the SER, it was difficult for the ET to find on the website a comprehensive list for these assistance methods or a regulation that would comprise them all in an accessible manner for students. The ET recommends improving the information provision towards students on the assistance methods, as well as creating a policy that includes short-term and mid-term assistance both on preventive (if there are signs of non-achievement) and corrective side.

The university has implemented an Electronic Management System for Students (SEMS) and made relevant documentation available for public viewing. This system records students' individual achievements and attendance in their courses. From the documentation available, it is apparent that the university utilizes a highly advanced and modern IT-based system, which was confirmed on site visit.

The course syllabus provides students with information about the exam's number, date, and evaluation criteria. The academic year consists of three regular exam periods, and the university offers flexible treatment to students in exceptional circumstances. For instance, students who have lodged a complaint or are part of a specific study program may be assessed by an examination committee in addition to regular exams.

According to the available documents and after the discussions at the university, the evaluators can also state that the lecturers are accessible to the students and can be approached for problems. Students also appreciated the innovative learning and teaching methods, such as the socratic method, as well as the wide range of assessment methods. All rights and obligations of students are publicly available. The assessments during the semesters, including the elaboration of research papers, support students in preparing for the master thesis.

The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

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32

For students in need of support, there are several bodies within both the faculty and the university with defalcated responsibilities. The ET considers that it would be appropriate to invest in a single point of contact or an ombudsman for students who encounter difficulties. On the other side, one weakness pointed out by students was the lack of foras for presenting their research activities (e.g. conferences), as well as the lack of positive incentives for academic and scientific results, such as a prizes. The ET believes that the faculty should create a policy for supporting student participation in research activities, regularly organizing conferences where students can present their papers and establish a system of rewards for outstanding results.

There are some weaknesses on Masters level that were confirmed by both students and alumni, for example lack of connection between students and alumni. Also, weakness that was raised during discussion is lack of software for plagiarism detection of texts using Albanian sources, especially in new circumstances like language models (ChatGPT). It is important for the university to implement a system to verify academic works and final papers for any instances of plagiarism. This includes checking corresponding examination papers and theses and taking necessary actions to address any detected plagiarism. Moreover, it is important to stress in all courses, especially methodological ones and those in which students must draft papers, the importance of research integrity and ethical research behaviour.

Standard	Compliance	
	Yes	No
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	X	
Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.	X	
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	X	
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	X	

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33

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

Compliance level: Fully compliant

ET recommendations:
1. Invest in a single point of contact or an ombudsman for students who encounter difficulties.
2. The ET recommends improving the information provision towards students on the assistance methods, as well as creating a policy that includes short-term and mid-term assistance both on preventive (if there are signs of non-achievement) and corrective side, including for improving graduation on time.
3. The ET believes that the faculty should create a policy for supporting student participation in research activities, regularly organizing conferences where students can present their papers and establish a system of rewards for outstanding results.
4. Create more flexible paths by embedding internships into the curricula, providing more assistant staff to personalize the learning experience and offering institutionalized academic counselling to students and

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34

2.6. Research

According to the SER, UP and the Faculty of Law have created clear objectives regarding scientific development and resources, including relevant resources to develop scientific research within and beyond the programme. According to the SER, UP and the Faculty of Law make efforts to increase the capacities of the institutes in this regard. The SER refers to the Institute for Legal Studies and Research and its concrete projects (pp.97-98 SER – referring to clinical programs in the field of administrative and constitutional law as well as study visits to relevant institutions and organisations). It thus mentions the involvement of students in research projects and agreements with external donors.

A magazine, published by the Faculty (E Drejta) is referred to as a research window for academic staff and students. The magazine is structurally embedded in the doctoral programme. The digitization of the magazine is funded from the regular annual research budget of the Faculty. It must link the magazine to indexes in important international databases. Master students are encouraged to publish related to legal issues form the field of administrative and constitutional law in the magazine.

The Office of the Dean defined research objectives and strategies (SER, p. 99).

The ET recognizes in this regard, inter alia, the establishment of a structure that coordinates the efforts of academic personnel to discuss, develop and strengthen scientific activity at the individual and collective level or the establishment of initiatives to discuss scientific work. Moreover, the ET notices the use of opportunities for benefiting from scientific funds inside/outside the country and bringing together researchers in competition groups, or the promotion of meritful academic staff, the development of an annual program of scientific conferences and thematic tables or ad hoc roundtables.

Moreover, the initiative was taken to re-establish the Center for Human Rights, International Criminal Law and Transnational Justice and transform it into a research mechanism for the faculty. Cooperation agreements create a framework for scientific and academic cooperation (exchange, joint research projects, co-mentoring of PhD-students, organisation of conferences).

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35

The SER as well mentions a Cooperation Agreement with the University of Milan-Bicocca, with the aim of promoting and strengthening academic and scientific cooperation through exchange.

Scientific research is, according to the SER, an important duty of the academic staff and is outweighed with teaching responsibilities (see p. 100 SER).

Staff who have published in a Scopus/WoS-indexed journal, present the paper in the Faculty/Department and can apply for funding of the paper. Moreover, UP created policies for the support of personnel, also regarding research and scientific projects (internal announcement by UP for academic staff to support research and scientific projects).

The 'rank' of academic staff is linked to clear publication conditions. There is a clear and rather severe policy on what is recognized as a scientific publication. It is inspired by international standards (Scopus, WoS) and in line with AKA-requirements. Scientific outcomes are also presented on conferences and symposia.

Academic staff members are active, publishing researchers – whereby they publish in respectable journals: Scopus, WoS, with impact factor in: DOAJ, EBSCO, world cat, HeinOnline - and have often obtained scientific degrees abroad. The track record can be consulted/accessed via the staff member's CV on the website of the faculty. Publications and scientific expertise are distributed in and available for the needs of society.

A Memorandum of Cooperation with the Assembly assures the availability of the research and scientific expertise of the academic staff for the needs of the Assembly.

It is the Faculty's ambition to increase scientific cooperation and research through cooperation memoranda, strengthening these components and creating joint research policies.

Regarding the programme under review, academic staff not only publishes in relevant and well-established journals, but is also engaged in research programs with broad interest (Encyclopedic Legal Dictionary, publication of Commentaries, help in drafting laws of special importance for the rule of law,…)

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36

The research activities of the programme's academic staff are validated through publications, scientific cooperation – which the Faculty wants to strengthen – of which the Memorandum of Understanding with the Rene Cassin Foundation is a good example, since it brings opportunities for students as well.

Academic staff is 'active' and, taking into account the CV's (a revised list of academic activities was handed to the ET after the delivery of the draft report), most produced at least an average of one 'publication' over the last three year's period. The ET notices that the information in the SER was not necessary self-explanatory – referring to a five year period (pp. 106 et seq. under Standard 6.7) – and was not undoubtedly related to the CV's. In this regard a standard CV-format, fit for the standards, could lead to higher transparency and trust.

Academic staff also considers the rules regarding the 'affiliation' that must be mentioned when publishing. Moreover, there are strict rules regarding the publications of books/materials by academic staff of the Law Faculty on its behalf. From the point of view of academic freedom this is not without relevance.

Literature for the relevant subjects is published under the logo of the institution.

Academic staff members have a teaching assignment in the field of their specialization (eg. PhD) and research. They are expected to include their research in the subject syllabus. This helps realizing the necessary link between research and teaching.

According to the SER, students are engaged in research activities and the Faculty of Law invests in creating opportunities for students to be involved in research projects, to write essays, to engage in mobility or in virtual internships.

The SER as well mentions the international legal clinic for the protection of refugees, as well as the possibility for more than 100 students to be included in practical court work (program 'Justice Activity', with the support of USAID) and monitoring of sessions. Apart from that reference is made to small grants offered via HERAS+ and the ANETREC-project that published a student publication. Interesting as the efforts of the faculty may be, for the expert

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37

team it is hard to assess by means of the SER in how far students of the reviewed master programme are involved and how structurally the mentioned initiatives are intertwined in the programme under review. It is a clear duty of the programme to invest in creating structural links between the projects, cooperation agreements, etc. the faculty and its staff is involved in and the programme and its students.

Standard	Compliance	
	Yes	No
Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.	X	
Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	X	

Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	

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38

Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field	X	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.10. Students are engaged in research projects and other activities.	X	

Compliance level: Fully compliant

ET recommendations:
1. *Develop a policy and strategies that help academic staff to balance the different components of their academic duties in view of their personal academic ambitions, their career phase as well as the faculty's research ambitions; give them follow-up and guidance in their personal, academic development plan.*
2. *Further invest in funding opportunities for research mobility and structurally enable 'leaves' for research and/or academic development.*
3. *Invest in dissemination activities on research (topics) within the Faculty (such as brown bag session, a research event,…) as well as in stimulating researchers to cooperate. Initiatives to valorize research of staff and excellent student research can be explored.*
4. *Assess the possibilities to structurally link the master's thesis to the research lines of the academic staff members guiding them.*

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39

2.7. Infrastructure and resources

Though the infrastructure of the faculty was only partially used during the 'Covid-period', the programme under review claims that physical space to organize the courses 'physically' is not an issue. Moreover, during the 'Covid-period', the faculty proved its ability to organize courses 'online', making use of modern technology. In this regard, the suggestion arises to exploit the experience gained with IT-sustained teaching during the 'Covid-period' and explore the opportunities and challenges of hybrid teaching approaches and blended learning.

The faculty addresses the issue of comfortable space for teaching and learning, due to the fact that the Faculty of Law shares a building with the Faculty of Economy, with the construction, on short term for a new building for the Faculty of Economy. While sharing the building, the organization of teaching came with considerable efforts

Also, the Faculty claims that the demand for classrooms for smaller groups of students can be met. The Faculty is convinced that teaching and research activities can be done in overall qualitative circumstances regarding infrastructure.

Thanks to the project 'Transformation of Spaces of the Faculty of Law Project' (from the academic year 2020/2021), renovation projects are set up, aiming to create spaces for lounging and reading and adapting the infrastructure to students with special needs. The project plans and its design originate from an interesting cooperation with the architecture students of UP.

It is a recommendation to continue to gradually invest in the renovation of the infrastructure of the faculty and to continue to cooperate in this regard with the Architecture Faculty. The project should at best consider the University's ambition to be sustainable and aim for adaptive infrastructure, that is fit for innovative and IT-sustained learning (eg. hybrid classes).

Also, the infrastructure should consider the needs of staff members and stimulate their cooperation (eg. about research). If possible, the Faculty shall integrate in its infrastructure projects the need to be able to organize conferences, host lifelong learning activities etc. as they

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40

can lead to funding opportunities, create a scientific forum or strengthen the relations with society/industry.

According to the SER, a financial plan guarantees the sustainability of the study programme for the next three years. The budget of the Faculty includes the budget allowed by the Governing Council of the University, donations from donors and project income. The budget plan clearly defines the expenses that must be covered. The Faculty has, according to the SER, a three-year plan that shows budget stability and proves that the Faculty has enough resources. As the SER refers to project funding as well (for instance ENEMLOS clinic, a budget that makes it possible to purchase IT infrastructure, books, etc.), it is clear that the Faculty is encouraged to further develop 'alternative' funding channels, with respect for its values.

Apart form the 'structural' funding, there are – as was pointed out during the interviews - essential project-related resources (eg. for strengthening the legal clinics).

The faculty has, apart from the available 'immovables'(facilities owned in Pristina), its website as an asset (with a link to 'MyCourt'), as well as an electronic student management system/quality management system. In SEMS, the Quality Management System is integrated.

For students with special needs, a mobile platform was built in 2022.

The SER also mentions a donation from the European Mission for the study of EULEX law, which contains data which are necessary for the teaching process.

The SER states that the library's infrastructure – consisting of designaed reading areas as well - and collection meet the standards. The reading room meets the necessary conditions, according to the SER, including the capacity required for the active number of students in the program under review.

The SER refers to other offices that can be used for group work of students and to a hall, built for group work, in the new spaces. For group work the professors' hall as well as the courtroom of the Faculty can be used. For doctoral students a room serves as a research office.

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41

As libraries tend to be used as spaces to study, to work on group assignments as well, the faculty is recommended to cleverly think of the design of a library for the future, considering as well the shift to online/distant consultation of sources.

In this regard, although the value of up-to-date books (in Albanian as in foreign languages) leads no doubt, is it important to continue to invest in a broad access to national/international electronic sources. For the management, it is a major duty to continuously assure access to relevant sources, especially for the study of a 'literature-driven' field as law. As the library's quality is a crucial basis for the programme's quality, it is necessary to include the improvement of the availability of 'sources' in funding requests and cooperation plans.

For the time being, according to the SER, the sources (online/physically) present at the Faculty of Law guantee sufficient availability of sources for the needs of the study program under review.

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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42

Standard 7.3. The higher education institution must **demonstrate** with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, **for the next at least three years:** a) **owned or rented spaces** adequate for the educational process; b) **owned or rented laboratories,** with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; c) **adequate softwar**e for the disciplines of study included in the curriculum, **with utilisation licence;** d) **library** equipped with **reading rooms, group work rooms and its own book stock** according to the disciplines included in the curricula.	X	

Standard 7.4. **The number of seats** in the lecture rooms, seminar rooms and laboratories must be r**elated to the study groups' size** (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to **at least 10% of the total number of students** in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, **out of which at least 50% should represent book titles** or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	X	

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43

Standard 7.6. **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:

1.   *As Covid-19 illustrated the importance of IT in the teaching process, consider, when renovating premises, the needs of future-oriented and flexible teaching approaches (eg. recording classes, hybrid teaching,…). Moreover, reflect on the opportunities the skills developed during the Covid-period, could have for improving teaching approaches.*

2.   *Continue to gradually invest in the infrastructure of the faculty and focus hereby on sustainability and innovative learning and working.*

3.   *Invest in infrastructure that accommodates researchers and stimulates their cooperation.*

4.   *Take a modern approach on the library and its functions; keep expanding it, hereby structurally guaranteeing a sound mix of books and electronic sources.*

5.   *Provide a formal strategy for inclusion of students with disabilities which is not limited to physical accessibility.*

3.   OVERALL EVALUATION AND RECOMMENDATION OF THE ET

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

The ET allows itself a general remark on the SER report, as it sometimes lacked the expected 'reflective' approach and could sometimes have been more specific and referring to the standards with more concrete data. Apart from that, the use of a standardized CV for all

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44

academic staff would make the 'scientific' production more transparent and its check therefore more reliable.

Overall, the study programme under review, characterized by 'tradition', has a solid quality and sufficiently answers the needs it intends to address. It seems to have to ambition to further improve and hereto expand its network with (international) academic partners as well as other stakeholders in society. The ET wants encourage the programme in this ambition and recognizes the efforts to gather funding to enable its initiatives, with respect for its academic standard and mission. The ET furthermore advises the programme to continuously be aware of the fast pace with which its context evolves. Stakeholders – academic stakeholders as well as partners and graduates – are important information channels in this regard and shall be pro-actively consulted.

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:

- The programme is recommended to reflect on the role of 'internationalisation' in its mission and vision, given its relevance for the societal context and the required approach to complex legal problems it brings (comparative approach of subjects, addressing questions related to the influence of international public law organisations to national public law). Moreover, the programme is suggested to reflect on ways to implement it in the subjects offered, in opportunities for exchange for students or in initiatives qualified as 'internationalisation at home'.
- In line with the Faculty's initiatives to connect with the labour market, the programme – disposing of valuable and active contacts with the labour market and alumni - is highly recommended to consider ways to structurally embed all major stakeholders in the development and implementation of its educational and research policy and more specifically the study programme under review.
- It is recommendable to assess how international benchmarking by academic peers can at best be structurally integrated in the process of reviewing the programme to guarantee that the programme keeps up with evolving international standards and practices.
- The programme is recommended to assess, in view of its ambitions, the programme's balace between apractical and a research-oriented approach and if necessary address the implementation of this balance in the programme design and didactical concept.

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45

- Development of rigorous quality management system based on a proven quality management framework (PDCA-cycle - Plan-Do-Check-Act - approach) which is communicated to all stakeholders and which serves as a basis for participatory action involving all stakeholders.
- Use a diverse range of data collection tools, apart from surveys, to gain access to insights into qualitative and quantitative data.
- Include the QA management team into analyzing the syllabi not only on the up-to-date nature of resources, but other relevant information (e.g. writing learning outcomes)
- Expand the paradigm of student surveys from satisfaction surveys to engagement surveys and expand cooperation with students from the lens of data providers to student partnership.
- Treating the QA processes as an integral part of strategy and institutional planning.
- Discuss evaluation outcomes and follow-up with all stakeholders.
- The creation of a system for alumni tracking and its subsequent integration into institutionalized surveys.
- A better system for collecting student answers in surveys should be designed together with student representatives, as a compulsory-participation model may offer inaccurate results.
- Publication of evaluation results from the general surveys.
- The expert team encourages further developing tools (active ad hoc focus groups, debates, benchmarking) within the QA system, together with a scoreboard of indicators to be monitored and by which tool. The standing and developments in the scoreboard should be public.
- The expert team suggests a more realistic approach regarding strengths and weaknesses, since the SWOT within the self-evaluation report appears rather optimistic in comparison with the aspects raised in the discussions. A chart of consequences for different kind of results in the assessment and the actions which should be taken by the management should be considered.
- Consider the possibility of investing in the drafting of study materials (in Albanian) and asses the need/desirability of the translation of study materials instead of offering course materials or even courses in English.
- Develop a global and continuous strategy for the improvement of education quality, which addresses the need of continuous training of all teaching staff.

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46

- Develop and implement a strategy to add perspectives to the programme, making structural use of mobility programmes/initiatives (physical/virtual) and guest lecturers. In this regard the value of smaller scale projects, such as (national/international) 'study visits' of staff and students has to be addressed as well.

- The ET wonders whether external lecturers – as well as guest lecturers – could not contribute to the practical flavour in the programme and help keeping up with the needs of society and the professional field. Therefore it is recommended to thoroughly reflect on the role external lecturers/guest lecturers can fulfill in the programme, and especially how they can contribute to a full-fledged practical component (eg. clinical work, mock trial, project work,…) that is structurally embedded in the programme.

- Globally revise the syllabi and more specifically the course outcomes, against the background of the learning outcomes, to assure coherence in content and style as well as fulfillment of level 7 of the European Qualification Framework. Take this as an occasion to harmonize and actualise the syllabi and jointly consider the spread of teaching and evaluation methods over the different subjects in the programme.

- The programme is recommended to assess whether the learning outcomesare addressed in a balanced and coherent way in the different subjects, approached with the most suitable learning methods and suitably tested so that it is guaranteed that the learning outcomes are reached on an overall basis

- .It is recommended to assess how the course in 'environmental law', which fits in the SDG's, can be seen as a lever for the development of an interdisciplinary research line and hub of expertise. On the other hand, the programme is recommended to assess the status of 'collective labour law' as an (obligatory) subject in the programme.

- In general, the ET recommends the programme to assess the balance between obligatory and elective courses – for which cooperation with 'external' lecturers could be relevant - in the programme as well as the possibility to thematically bundle elective courses (in a 'major' for instance). The ET suggest increasing the number of elective courses.

- The programme is recommended, since it made a clear choice for a subject regarding 'methodology', to assess whether and how all the research-related matters in the programme, including the master's thesis, could be optimally joint in a methodological learning line.

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47

- Assess the possibility and relevance to offer a more substantial number of (obligatory/elective) courses in English as well as to consider the value of more comparative/international subjects in the programme, especially in view of the importance that was given to it during the interviews.

- Find ways to structurally integrate a full-fledged 'practical' component in the study programme and assess in this regard whether and how the Faculty's legal clinics can contribute to this objective.

- The ET recommends proposing a facultative introductory course in English legal terminology for students.

- Include references on local administration governing bodies from an administrative law perspective, in contrast with national administration

- Invest in a single point of contact or an ombudsman for students who encounter difficulties.

- The ET recommends improving the information provision towards students on the assistance methods, as well as creating a policy that includes short-term and mid-term assistance both on preventive (if there are signs of non-achievement) and corrective side, including for improving graduation on time.

- The ET believes that the faculty should create a policy for supporting student participation in research activities, regularly organizing conferences where students can present their papers and establish a system of rewards for outstanding results.

- Create more flexible paths by embedding internships into the curricula, providing more assistant staff to personalize the learning experience and offering institutionalized academic counselling to students and

- Develop a policy and strategies that help academic staff to balance the different components of their academic duties in view of their personal academic ambitions, their career phase as well as the faculty's research ambitions; give them follow-up and guidance in their personal, academic development plan.

- Further invest in funding opportunities for research mobility and structurally enable 'leaves for research and/or academic development.

- Invest in dissemination activities on research (topics) within the Faculty (such as brown bag session, a research event,…) as well as in stimulating researchers to cooperate. Initiatives to valorize research of staff and excellent student research can be explored.

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48

- Assess the possibilities to structurally link the master's thesis to the research lines of the academic staff members guiding them.

- As Covid-19 illustrated the importance of IT in the teaching process, consider, when renovating premises, the needs of future-oriented and flexible teaching approaches (eg. recording classes, hybrid teaching,…). Moreover, reflect on the opportunities the skills developed during the Covid-period, could have for improving teaching approaches.
- Continue to gradually invest in the infrastructure of the faculty and focus hereby on sustainability and innovative learning and working.
- Invest in infrastructure that accommodates researchers and stimulates their cooperation.
- Take a modern approach on the library and its functions; keep expanding it, hereby structurally guaranteeing a sound mix of books and electronic sources.
- Provide a formal strategy for inclusion of students with disabilities which is not limited to physical accessibility.

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

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

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49

Overall Compliance	Fully compliant

In conclusion, the Expert Team considers that the study program LLM Contract and Commercial Law offered by the Faculty of Law is substantially compliant with the standards included in the KAA Accreditation Manual, and therefore, recommends to accredit the study program for a duration of 5 years with a total number of 35 students to be enrolled per academic year in the program

Expert Team

Chair

(Signature)	**Bertel De Groote**	07/06/2023
	(Print Name)	(Date)

Student Member

(Signature)	**Horia Onita**	07/06/2023
	(Print Name)	(Date)

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50