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Agencija Kosova za Akreditaciju

Kosovo Accreditation Agency

University of Pristina

Contracts and Commercial Law, LLM, 60 ECTS (Re-accréditation)

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM

May 2023

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1. INTRODUCTION

1.1. Context

Date of site visit: 4th Mai 2023

Expert Team (ET) members:

- *Dr. Bertel De Groot*
- *Domagoj Svirig; Student Expert (online)*



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Coordinators from Kosovo Accreditation Agency (KAA):

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

Sources of information for the Report:

- *Online interviews with stakeholders (sitevisit)*
- *Quality Assurance Regulation*
- *UP website*
- *Videos of the faculty and the equipment.*
- *Academic Titles Draft Regulation - English version*
- *Code of Ethics*
- *Complaint procedures (Students appeals)*
- *Faculty decision-making bodies (Faculty Academic Council composition: CSE Commissions)*
- *CVs of the academic staff.*
- *Development Plan of the Faculty CSE 2021-2025;*
- *Survey of staff training 2021-2022*
- *Erasmus Project 2019-2023*
- *Handbook of Students*
- *Infrastructure*
- *Key performance indicators*
- *List of equipment - computer science lab*
- *List of staff*
- *Mobilities of last three years*
- *Organigram of Faculty*
- *Research plan 2021-2025*
- *Regulation for Student Registration*
- *Staff and Student Mobility lists*
- *Student incident report*



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- *Subcommittee on complaints*
 - *Subcommittee on Ethics*
 - *Technology and Educational Investments*
 - *Templates of the questionnaires for different stakeholder groups*
 - *Syllabi of the subjects*

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Additional documents

- *Number of students per group for lectures and laboratory or practical work;*
- *Percentage of students abandoning their studies;*
- *Number of students with disabilities enrolled with examples of flexible treatment offered to these students;*
- *The quality assurance procedure;*
- *Statistics regarding the transfer requests in the last three years;*
- *Details about the campus of the Faculty and library (2 documents);*
- *Detailed agenda of the re-accreditation meeting with the list of persons attending;*
- *List of community services conducted by teaching staff;*
- *Examples of a complaint procedure made by students;*
- *Examples of an Individual Professional Development plan;*
- *Regulation for staff Appraisal;*
- *Regulation on Assessment and Administration of Exams;*
- *Regulation on Research work and Publications;*
- *Annual Quality Assurance Sub-Committee Report;*
- *Screenshots of several Course plans available online for student on the online learning platform;*
- *List of companies with the signed cooperation agreement;*
- *Cooperation agreements;*
- *Intellectual property policy document;*
- *Law on copyright and related rights;*
- *Law on Scientific-Research Activities;*



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- *Teaching staff self evaluation template;*
- *Template of the Individual Professional Development Plan of the staff;*
- *Evaluation of Candidates;*
- *Regulation and procedure for staff recruitment;*
- *Staff employment procedure (template document);*
- *Number of graduates from the generation enrolled in 2016_2017;*

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- *Examples for procedure, policy, formula student admission;*
- *Regulation for student registration;*
- *List all major improvements in curriculum and syllabuses (BSc – CSE) 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

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	
09.45 – 10.25	Meeting with quality assurance representatives and administrative staff	
10:30 – 11:30	Meeting with the heads of the study programme Contracts and Commercial Law, LLM (room 2)	
11:30 – 12:30	Lunch break	
12:30 – 13.00	Visiting Facilities	
13:00 – 13:45	Meeting with teaching staff	



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13:45 – 14:25	Meeting with students	
14:30 – 15:10	Meeting with graduates	
15:10 – 15:55	Meeting with employers of graduates and external stakeholders	
15:55 – 16:05	Internal meeting of KAA staff and experts	
16:05 – 16:15	Closing meeting with the management of the faculty and program	

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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 worthy 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 hereby contributes to the promotion of citizen democracy. 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 Scientific 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 1999, including attacks by Serbian forces, which disrupted the education process in the Albanian language. Albanian staff members were expelled 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.



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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, for its drafting, preliminary discussions have been conducted regarding the needs of the programme. Students, external partners and internal working groups were involved in this process.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

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. In this regard quality standards are crucial.



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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 programme aims, according to the SER, to be ‘innovative’ in its approach to teaching and learning. It’s ambition is to be unique and standard-setting. The site visit made clear that in view of the study programme bears the unique character of the programme and the answer it aims to give to the needs for specific knowledge in society is great part of that aimed innovation. The link to society is also seen in the goal of the programme to establish relationships with relevant actors, at a national and an international level, to ensure quality. The programme goals, at least as stated in the SER, do not fully stress the clear international focus UP and the faculty express. Notwithstanding the interest for and openness to internationalisation it is recommended to reflect on the relevance of and opportunities for deepening this aspect in the global societal context.

The expert team is convinced that the programme’s learning results are in line with the applicable frameworks. The expert team praises the ‘comparative’ approach in drafting the programme and recommends the programme to benchmark the programme internationally on a structural and revolving basis, considering the strong connections with foreign higher education institutions staff members established.

The programme seems to be developed in a spirit of stakeholdership and is closely monitored by the ‘Civil Department’, nurturing the programme, which is in line with the need- and labour market-oriented programme philosophy. Notwithstanding the contacts of the programme with labour market, alumni and students, the programme is recommended to 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. Initiatives of the program in this regard have the ET’s full support.



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The SER as well as 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’. 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.

In the SER, the programme mentions the role of, inter alia, the master’s thesis for the research ambitions of the programme. In this regard, it is necessary to assess whether the master’s thesis in its current concept (having scientific and practical ambitions) and taking into account its weight in the programme (10 ECTS) is in line with the programme’s ambitions regarding research competences.

Both the SER and the annexed documents proved that UP and 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.



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All the internal regulations are revised periodically. In this process the students are involved. The Faculty took the effort to formalize the link with the labour market by appointing a vice dean for clinical studies and labour market matters and established, in view of the continuous review of the programme, and advisory group.

Standard	Compliance	
	Yes	No
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.		X
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	X	

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

Compliance level: Substantially compliant

ET recommendations:



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- 1. The programme is recommended to further 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.*
- 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 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 integrated in the process of reviewing the programme to guarantee that the programme keeps up with evolving international standards and practices.*

2.2. Quality management

The Self Evaluation Report (SER) outlines the procedures used for quality management at the university, however there is no evidence of using PCDA methodology (plan-check-do-act) on a structural basis. Although the SER states that evaluation and improvement planning are integrated into regular planning processes, no practical evidence was presented on site to demonstrate how this is accomplished or what the underlying concepts and methodologies used in Faculty quality assurance system are.

UP employs a set of questionnaires created as part of a European initiative, and the university 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. 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. Also, there is no evidence of surveys designed for alumni, employers and employees.

The self-report acknowledges (in its list of weaknesses in the SER) that there is a need for improvement in alumni tracking at the university (for example, creating a database). 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



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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. Tracking alumni can be invaluable in assessing their career progression three to five years after graduation. 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 its 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 expert(s) confirm that the collected data is used for ongoing development, with clear responsibilities assigned to the relevant parties. Although SER states that these activities are part of improvement plans, there is no evidence of that presented.

Based on the available documents and on-site discussions, the expert(s) note 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, including study content, workload and professional qualification.

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



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are analyzed by the faculty for academic staff, and information is provided regarding quality assurance measures, as well as ranking of plans to enhance quality.

Standard	Compliance	
	Yes	No
<i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	X	
<i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes.		X
<i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	X	
<i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	X	
<i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	X	
<i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.		X
<i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	X	
<i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.		X
<i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved.	X	



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Compliance level: Partially 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. The creation of a system for alumni tracking and its subsequent integration into institutionalized surveys.*
- 3. Publication of evaluation results from the general surveys on both Albanian and English. Have a section on web page that leads to results on English.*

2.3. Academic staff

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The Civil Law Department is the main supplier of subjects in the reviewed programme. According to the SER there are 12 ‘regular’ staff members. For the organization of the component ‘clinical teaching’ and certification programmes, though not part of the programme *sensu stricto*, external professors will be engaged, based on agreements with the cooperating organisations.

The procedure to select staff and to determine its 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.

The Law Faculty employs at least one full-time professor (regular employment relationship) for each subject/credit. Moreover, the Civil Law Department meets the requirement that for each group of students and that for each student group and per 60 ECTS, in extenso the LLM



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under review, there is at least one full time staff member with a PhD degree. The accreditation team welcomes the announcement, given the existing full-time staff/student ratio as mentioned in the SER, that new academic staff members will soon be hired. This will strengthen the programme's teaching and research capacities.

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 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 participation of professors of the Civil Department in the working group for the drafting of the Civil Code. 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. Self-evaluation is one of the pillars for the evaluation, together with evaluations by the students and the evaluation by the dean. 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 quality improvement, aimed at teaching strategies and the quality of teaching materials, is structurally embedded in the strategy of the Faculty and leads to a range of initiatives, taken in view of the improvement of the academic staff. One of those initiatives, according to the SER, concerns the translation of textbooks 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.



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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

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Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	X	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.	X	
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	X	



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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	

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Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	X	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self evaluation, students, peer and superiors' evaluations, and occurs on a formal basis at least once each year. The results of the evaluation are made publicly available.	X	



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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.*
- 3. Develop and implement a strategy to add perspectives to the programme, making structural use of mobility programmes/initiatives (physical/virtual) and guest lecturers.*

2.4. Educational Process Content

The LLM targets, according to the SER, students with a bachelor degree (accumulated: 240 ECTS credits). It aims to be multidisciplinary, incorporating aspects of or related to commercial law. As a LLM it 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.



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When consulting the syllabi, the suggestion arises to invite the programme to a joint revision of 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.

According to the SER, the program is in line with the mentioned level 7. To reach the required level, students are given access to respectable electronic databases, teaching is IT-sustained and efforts are made to upgrade and upscale the IT equipment. Worth mentioning is a request to EULEX for domain-relevant materials. To facilitate the study process infrastructural renovations, such as the building of an open library, are on their way. The SER states that the academic staff has excellent skills to use the most sophisticated teaching tools.

The subjects in the program form a coherent set. They allow to address specific and general competencies. The 9 objectives (learning outcomes) they aim are in line with the taught subjects. Nevertheless, the learning outcomes as set out in the SER (p. 50), can at best be revisited. The fact that learning outcomes want to answer the current demands of the labour market and address the latest developments in the relevant sectors, does for instance not require to address specific professional groups in the learning outcomes neither tasks graduates will probably have to fulfill. It is a strong recommendation to reflect on the formulation of the learning outcomes, whereby an idea could be to focus on competences and the development of skills that will allow students to answer the needs, as qualified lawyers, of different professions and fulfill the tasks an LLM-graduated will be assigned with. Such an approach will contribute to the strength of the program from within. The labour market can assist in this regard, mainly be helping to define the competence-profile of young professionals in law.

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 SER itself stresses the importance of the English language, which also lead to an elective language course in the program, 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 better prepare students to function in a global environment, facilitate opportunities to exchange mobility, etc. Moreover, as was also raised during the interviews, it



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could be a good instruction language for courses that bring an international perspective or deal with actual topics. The value of more ‘international’/‘comparative’ flavour in the study programme – as for instance mentioned during the interviews with stakeholders representing the labour market and students – 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. 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. Though the ‘dialogue’ described in this regard in the SER is said to be an important aspect because it represents the basis for reviewing the intended results with the different courses and adapting them to the students’ needs, it is hard to assess how effective and influential this process is.

The same goes for the extra energy that is said to go to ‘excellent’ students as neither the SER nor the interviews allow to document this thoroughly. Appraisal goes to the role of student in competitions and fora.

The language level in English with most of the academic staff is by any means sufficient.

The programme stresses that teaching and assessment strategies are followed flexibly to meet the needs of distinct groups (eg. autodidact students, students who learn more when they put theory into practice, and so on) of students. The program combines theory and practice in teaching and uses different evaluation methods. Permanent evaluation as well as final exams are foreseen. A flexible approach is possible in view of specific needs.

Though the mentioned flexibility can without any doubt be useful, one might recommend foreseeing a policy framework for this approach. Moreover, insofar this is not yet done, it could be recommended to structurally map the teaching and assessment strategies with the learning



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outcomes. For the moment, the SER mainly stresses the alignment of teaching and assessing to the student (sub)groups.

Regarding evaluation mechanisms the information in the ‘syllabi’ is crucial. Feedback and consultation is, according to the SER, foreseen and measures are taken to assess objectively. The feedback is also part of an instructional growth process. The ET can’t but stress the importance of feedback and feed-forward.

Different evaluation systems are combined with a final exam at the end of the semester. Consistent standards for grading are used. Students are informed about the criteria for grading and the knowledge they must prove. The assessment methods correspond to the teaching methods, according to the SER, and active participation of students is always considered. If this is not yet done systematically, the program management could visualize the link between the teaching method (and preferably the thought subject content) with the characteristics of the assessment (method/content).

A framework to deal with inconsistencies in assessment or inadequate assessment is in place.

Though the program states that practical work is included in its curriculum, internships seem extra-curricular. These internships are managed by the Dean’s Office in coordination with the Career Center, whereby the outcomes are communicated to the students. The Faculty monitors practical work opportunities that are offered by external collaborators (eg. in two ‘certification programmes’).

To enable internships, agreements are in force with a number of relevant institutions/organisations. The SER mentions a cooperation that the Faculty negotiates with ‘Innovation Center Kosovo’. It will enable the involvement of students of the master’s programme Contract and Commercial law (as well as bachelor students) in providing support through the provision of *pro bono* legal advice to start-ups and existing companies that have potential for growth.

Moreover, there is a partnership with the University of Pittsburgh School of Law in applying for a USAID grand aimed at connecting with the private sector to strengthen higher education.



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Moreover, the INL/AC-grant will provide practical work opportunities for students via the legal clinics of the Faculty of Law.

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

The choice of offered subjects is coherent and electives allow choices to the students. It is not totally clear whether a language course should be part of a master programme. Moreover, it is recommended to assess whether the programme answers new topics relevant to business law, forthcoming of developments in technology, societal changes and internationalization. Lastly it is recommended to assess whether the number of credits attributed to the master’s thesis allows for an analysis at master level and whether the two approaches that are foreseen for the thesis guarantee a proper balance of high-level research skills and a practical problem-based approach.

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	

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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	
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation		X



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<p>Standard 4.5. If the language of instruction is <u>other than Albanian</u>, 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.</p>	n.a.	
<p>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.</p>	X	

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<p>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.</p>	X	
<p>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.</p>	X	



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Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or 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.	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	X	

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Compliance level: Fully compliant

ET recommendations:

- 1. Globally revise 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.*
- 2. Reflect on the formulation of the learning outcomes that are now linked to specific professions and consider to rather focus on competences and skills that will allow students to practice as an LLM-graduate.*
- 3. 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 and to evaluate whether the programme answers the needs of modern business life, taking for instance into account the impact of technology etc.*
- 4. Consider bringing 'electives' together in a thematic track (major).*
- 5. Find ways to structurally integrate a 'practical' component in the study programme and assess in this regard whether and how the Faculty's legal clinics can contribute to this objective.*
- 6. Closely monitor whether the master's thesis finds a proper balance – in view of level 7 of the European Qualification Framework - between advanced research competences and problem solving skills in a practical context, hereby as well taking into account the number of ECTS attributed to it.*

2.5. Students

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



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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. During the visit, it was stated by all parties involved that everything is clear on this standard - a transparent points system is used to assess applicants, with the aim of identifying qualified candidates.

Concerning study groups - to promote effective and interactive learning, students are organized in study groups. On first- and second-year large lectures are held for some courses, while smaller seminars with a more discussion-based format are offered for others. After that, most lectures and seminars are in smaller groups.

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.

Discussion with student strongly implies that students are well informed on their obligations, and rights – they are aware that they are allowed to take an exam for up to three attempts. If the student is unable to pass the exam after the third attempt, an evaluation is conducted by a commission. If the student still fails to pass the exam after the fourth attempt, they will fail the entire academic year automatically. All procedures are in place, and everything is well documented. 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.



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All rights and obligations of students are publicly available. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

There are some weaknesses on Masters level that were confirmed by both students and alumni. For example, lack of space for student associations, lack of connection between students and alumni, non-active student associations and underdeveloped campus facilities are all issues that need to be addressed.

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



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<i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	X	
<i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	X	
<i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.	X	

Compliance level: Fully compliant

ET recommendations:

- 1. Develop model of connecting students with alumni for different benefits: advancement in career, better connections after students finish program, etc.*

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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. It 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.



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The Office of the Dean defined research objectives and strategies. 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). Cooperation led to the application for (research) funds (Visegrad Fund – project related to Green Economy; negotiation of funding options with the US Embassy).

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

Staff can apply – with students – for funding for innovative projects in research. Research contributions are exchanged via intra-faculty/chair presentations and lead to an application for financing of the paper. Academic staff can apply for grants with the Ministry of Education, Science, Technology and Innovation (eg. short-term mobility).

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 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.

Academic staff is ‘active’ and almost all produced at least an average of one ‘publication’ over the last three year’s period. 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.

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



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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. 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 team it is hard to assess by means of the SER in how far students of the review 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	

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Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	X	
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Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.	X	
Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	X	
Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	X	
Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		X
Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	X	
Standard 6.8.(1) Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	X	
Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.10. Students are engaged in research projects and other activities.	X	

Compliance level: Fully compliant

ET recommendations:

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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, ...).*
 4. *Assess the possibilities to structurally link the master's thesis to the research lines of the academic staff members guiding them.*

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.

Also, the Faculty claims that the demand for classrooms for smaller groups of students can be met.

Thanks to the project 'Transformation of Spaces of the Faculty of Law Project', 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.



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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).

According to the SER, a financial plan guarantees the sustainability of the study programme for the next three years.

Apart from 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', its website as an asset (with a link to 'MyCourt'), as well as an electronic student management system/quality management system.

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

The SER states that the library's infrastructure and collection meet the standards. 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.



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

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Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	X	
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<p>Standard 7.5. The education institution’s libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	X	
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p>	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.*



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3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

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

The ET 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 with more concrete data. Apart from that, the use of a standardized CV for all academic staff would make the ‘scientific’ production more transparent and its check therefore more reliable.

Overall, the study programme under review has a solid quality and answers the needs it intends to address. It seems to have to ambition to further improve and hereto expand its network. The ET wants encourage the programme in this ambition. The ET furthermore advises the programme to continuously be aware of the fast pace with which its context evolves. Stakeholders – academic stakeholders as well as industry partners and graduates – are important information channels in this regard.

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.
- 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



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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 integrated in the process of reviewing the programme to guarantee that the programme keeps up with evolving international standards and practices.
- 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.
- The creation of a system for alumni tracking and its subsequent integration into institutionalized surveys.
- Publication of evaluation results from the general surveys.
- Consider the possibility of investing in the drafting of study materials (in Albanian) and assess 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.
- Develop and implement a strategy to add perspectives to the programme, making structural use of mobility programmes/initiatives (physical/virtual) and guest lecturers.
- Globally revise 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.
- Reflect on the formulation of the learning outcomes that are now linked to specific professions and consider to rather focus on competences and skills that will allow students to practice as an LLM-graduate.
- 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 and to evaluate whether the



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programme answers the needs of modern business life, taking for instance into account the impact of technology etc.

- Consider bringing ‘electives’ together in a thematic track (major).
- Find ways to structurally integrate a ‘practical’ component in the study programme and assess in this regard whether and how the Faculty’s legal clinics can contribute to this objective.
- Closely monitor whether the master’s thesis finds a proper balance – in view of level 7 of the European Qualification Framework - between advanced research competences and problem solving skills in a practical context, hereby as well taking into account the number of ECTS attributed to it.
- It is highly advisable for the university to implement a system to verify academic works and final papers for any instances of plagiarism. This should involve checking corresponding examination papers and theses, and taking necessary actions to address any detected plagiarism.
 - Develop a policy and strategies that help academic staff to balance the different components of their academic duties in 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) withing the Faculty (such as brown bag session, a research event,...).
 - Assess the possibilities to structurally link the master’s thesis to the research lines of the academic staff members guiding them.

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



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

*According to the expert team's evaluation, the program "Bachelor of Laws, LLB" is **"fully compliant"** with the standards included in the KAA Accreditation manual and, therefore, the expert team recommends **accrediting** the institution for the **duration of five years** and a **maximum number of students of 40**.*

Expert Team

Chair

Bertel De Groot

23.05.2023

(Signature)

(Print Name)

(Date)



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju

Student Member

(Signature)

Domagoj Švigir

(Print Name)

23.05.2023

(Date)