Republika e Kosovës

Republika Kosova - Republic of Kosovo

Agjencia e Kosovës për Akreditim

Agencija Kosova za Akreditaciju

Kosovo Accreditation Agency

University of Pristina
Faculty of Law
MASTER'S PROGRAM OF CRIMINAL LAW

PROGRAMME RE-ACCREDITATION

FINAL
REPORT OF THE EXPERT TEAM

Report

June 2023

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1. INTRODUCTION

1.1. Context

Date of site visit: June 8th, 2023

Expert Team (ET) members:

Dr. Peter Parycek,
Giga Khositashvili, Student Expert (online)

Coordinators from Kosovo Accreditation Agency (KAA):

Leona Kovaçi, KAA Officer
Ilirjana Ademaj Ahmeti, KAA Officer

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

Criteria used for institutional and programme evaluation

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

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	
09:45 – 10:30	Meeting with quality assurance representatives and administrative staff	
10:45 – 11:45	Meeting with the heads of the study programme	
11:45 – 12.45	Lunch break (provided at the evaluation site)	
12:45 – 13:30	Meeting with teaching staff	
13:35 – 14:20	Meeting with students	
14:30 – 15:15	Meeting with graduates	
15:20 – 16:00	Meeting with employers of graduates and external stakeholders	
16:00 – 16:10	Internal meeting of KAA staff and experts	
16:10 – 16:20	Closing meeting with the management of the faculty and program	
16:20 – 16:40	Visiting Facilities	

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1.3. A brief overview of the institution under evaluation

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

1.4. General policy considerations and recommendations

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

Overall didactic approach: The overall didactic approach is identified as one of the major weaknesses of this program, a shortfall that is also apparent in other programs known to the ET. Therefore, the ET strongly recommends developing a shared didactic concept for the master's programs. This concept could be further refined within individual programs. Interactive methodologies such as Legal Clinics and Case Studies could be more prominent, potentially enhancing the programs' attractiveness. The interest of stakeholders in a well-balanced programme between theory and practice is high and is expected especially by the employers of the students. The program would likely improve its pedagogical effectiveness and stakeholder satisfaction by addressing balancing theory and practice.

Quality SER: The quality of the SER needs to be improved. References are often made to outdated standards, which can only be explained by a "copy-paste" approach. Therefore, the Expert Team (ET) strongly recommends that the Criminal Law Department and programme managers substantially improve the quality for future SER:

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

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Detailed Faculty Information: Providing comprehensive information regarding the Criminal Law Department and its faculty members is vital. The Evaluation Team (ET) has created a summary table of faculty members' publications. In future reports, structured information about the programme staff members should be provided, including their qualifications, areas of expertise, contributions to the program, and their impact on the law development. Providing such clear and detailed information provides a better understanding of the faculty's dedication to supporting the program's standards and advancing the field of criminal law.

Awareness and Responsibility: It needs to ensure that Department Heads and Programme Heads maintain an awareness of and high responsibility for ensuring that the SER accurately represents the program. It is critical that all faculty members, with a particular emphasis on the program, actively participate in the SER's composition, reading, and review process. This collective involvement reinforces the report's accuracy, ensuring it reflects the program's actual state and practices.

1.5. Comments

The ET thanks for the detailed analysis of the ET Report and the numerous comments. Given the extensive feedback, the ET recommends collecting and submitting the comments in a separate document. We appreciate the inherent agreement with the recommendations and most of the ET evaluation. The ET asks for your understanding that individual comments will not be referenced due to the following points:

1. The report yields a positive outcome and recommends the accreditation of the program. Hence, slight deviations in one or another point would not change the overall result.
2. The primary issue is the consistently poor quality of the SER, which needs substantial improvements for the following accreditation. The detailed comments will undoubtedly be constructive in preparing the next SER.
3. Content-wise, the positioning of the Legal Clinics could have been more understandable. The comments have clarified the Legal Clinics issue, and it has been announced that the curriculum will be adjusted. Nevertheless, the ET must evaluate based on the contents at this time; therefore, no modifications will be made in this area. However, there is great appreciation for the announced rapid adaptation of the curriculum and the subsequent development of the overarching learning concept.

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2. PROGRAMM EVALUATION

2.1. Mission, objectives and administration

The mission is a high-level view of the Criminal Law Program, stating that it aims to create specialists in criminal and that the programme aligns with the mission and vision of the university and the Faculty of Law; however, these values are not explicitly described and are too generic. Furthermore, it is stated that graduates will support a wide range of labour market needs within Kosovo's legal system and beyond. However, it does not mention how these needs have been measured nor how the success is measured. (Standard 1.1)

Regular meetings between the faculty management, the Head of the Criminal Department, and students are useful for assessing the effectiveness of the teaching and learning process. Nevertheless, the SER does not provide specific information on relevant academic and professional advice; this external perspective is needed to define the intended learning outcomes. It became evident during the meeting that the faculty and the department created strong collaboration with external stakeholders in particular with the employers of the students. However, the SER's documentation quality is unsatisfactory and requires further clarity and completeness improvement. Furthermore, the ET got the impression that a standardised and formalised process for continuously measuring the learning outcomes is missing. (Standard 1.2)

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

Based on the SER, the University of Pristina and the Faculty of Law have formal policies, guidelines, and regulations governing recurring procedural or academic issues, and these are made accessible to all faculty and students, conducted via the website. The quality of the section, which mainly relies on a list of regulations, meets the minimum acceptable standards. The report, however, lacks an apparent response to an essential query from the student's perspective: how they can comprehensively find and understand the numerous policies. The SER does not adequately address this issue. (Standard 1.4)

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

The SER describes several restorative practices the Faculty of Law implements to improve its programme continually. Regular meetings with students, held twice a year, form a part of this active feedback loop. Forming an advisory board composed of potential employer of the students further ensures that the programme stays relevant and aligned with market needs. While these activities are instrumental in programme development and enhancement, their utility in furthering the advancement of policies and regulations is limited. A more direct mechanism is needed to collect feedback and to further develop policies and regulations. (Standard 1.6)

	Compliance	
Standard	**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
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, 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:

> *ET strongly recommends improving mission and vision of the program, it is currently too generic and does not provide what and how.*

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

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

ET recommends developing an overarching didactic and research concept, which, e.g. includes a representation of theory and practice, an overall presentation of how the different didactic concepts relate to each other and how they are being applied in concrete ways. Legal clinic experiences, e.g., could be an element for developing this overarching didactic and research concept.

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

2.2. Quality management

The University of Pristina and the Faculty of Law have established a centralised quality assurance system that involves various mechanisms for assessing the teaching and learning process. The University of Pristina has issued a regulation for quality assurance and evaluation that includes the assessment of teaching and learning as an essential component. The Faculty of Law has appointed a Vice-dean for teaching and quality issues to provide an additional mechanism for quality assurance. To ensure the quality of teaching, the Dean of the Faculty of Law holds meetings with academic staff regularly, and the teaching process is supervised directly in the Electronic Student Management System (SEMS) by the Dean, the Vice-Dean for Quality, and the Rectorate of the University of Pristina. The Vice Dean for teaching and quality and the Faculty of Law's teaching office conduct monthly monitoring of teaching. SEMS allows professors to track attendance. Professors are evaluated and self-evaluated on a semester basis through the QMS, and student input is included. The academic staff's performance is discussed in the Faculty of Law's study committee, and evaluation results are shared with the quality committee. The SER describes the institutional accreditation process in detail (p. 43), which offers little added value or significance at this point, as it is a programme accreditation, so the ET assumes a copy-paste error. In the SV meetings, it was repeatedly confirmed that in case of preliminary results, a discussion with the lecturer is followed, in which measures for improvement are decided. During the SV, quality management highlights a new quality

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management regulation, which will be introduced in October 2023, focusing on Performance Measurement by assessing student and faculty performance. This initiative broadens the scope of evaluation and will include labour market outcomes, faculty contributions to research, and participation in international activities. Data collection is an integral part of this performance measurement initiative. The process includes measures such as training in case of negative results and acknowledgement through awards for positive contributions. Additionally, a Monitoring Commission for quality in the rectorate will be established, which will oversee all faculties concerning teaching quality. This commission is an institutional mechanism for maintaining high academic standards across all faculties. These initiatives demonstrate a commitment to rigorous performance assessment, continuous improvement, and recognition of excellent work. These developments align well intending to deliver high-quality education and research. (Standard 2.1)

The Faculty of Law has a robust quality assurance system, which includes student evaluations of courses and professors, distribution of questionnaires at the end of each semester, and unlimited access for academic staff to the electronic system for student management. Student evaluations are a core element that provides an overview of the program's quality. However, it would be helpful if the report provided more specific information regarding how the results are implemented in the ongoing planning processes. The improvement processes play a particularly significant role in quality management and should be described more comprehensively in future Self Evaluation Reports. (Standard 2.2)

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

The academic staff at the Faculty of Law seems to be committed to providing quality education to the students, and the regular review and update of course plans based on student evaluations are commendable. However, the report could provide more information on the specific quality assurance mechanisms in place beyond the student evaluations and meetings with students. It would be beneficial to have a more comprehensive overview of the quality assurance processes, which includes information about inputs, processes, and outputs. (Standard 2.4)

The Quality Management System (QMS), with transparent access for all academic personnel, enables continuous improvement by providing the faculties and the professors with different assessment results. One of the primary evaluation instruments is

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questionnaires; therefore, the UP Senate has approved three quality evaluation instruments for academic and administrative activities: questionnaires for academic staff, administrative staff, and students. (Standard 2.5)

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

The Faculty of Law claims in the SER that assessment results, student load, academic success and academic success of the students are regularly reflected. However, it does not describe how this has had a tangible impact on the development of the programme. As a measure concerning employability, it is stated that through consultations with stakeholders, clinical teaching is considered necessary; based on this, the faculty has developed legal clinical teaching. Notably, this is cited as a measure for a programme, but the course is not part of the curriculum. During an intense discussion during the SV, it was stated that students can receive course credit, which is an atypical approach. Furthermore, the focus of standard 2.7 is much broader and more holistic, bringing together student evaluation, workload evaluation, which is crucial for the design of courses and programmes, and alums data for employability, to name the most important. As stated, the current quality assurance system mainly focuses on internal student evaluation. (Standard 2.7)

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

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The University of Pristina and the Faculty of Law are committed to continuously improving quality assurance through changing evaluation mechanisms, analysing data, and discussing results with staff, committees, and students. The results are also shared with the academic development office of the University. The University has started drafting regulations for academic staff performance. Furthermore, in this section, the content was probably taken 1:1 from the templates and not reflected on the programme; The ET fully understand 100% that specific standard content of the faculty is used for the SER. However specific derivations or measures of the own programme need to be presented in the written SER in a much higher quality. (Standard 2.9)

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

Compliance level: Partially compliant

ET recommendations:

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ET highly recommends that the Self Evaluation Report (SER) is be written and read by the heads of the programme and faculty members with careful attention to detail, ensuring its comprehensive understanding.

ET highly encourages the heads of the programme providing insights into the development of the programme, learnings, experiences, or fundamental change on the different levels, like content, didactic or processe. Despite stating various information, the report provides little or no evidence of the development and advancements.

ET highly recommends that the faculty management and the faculty to consider integrating legal clinics as a mandatory or at least as an elective course across all master's programs. This mandatory course could facilitate valuable cross-programme learning experiences among all Master-Programme students from all UP Law-Master-Programmes. Legal Clinics methodology could also be integrated in one of the existing mandatory courses or subsets of the methodology could be used in courses as an didactic element.

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

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

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

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

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

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

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2.3. Academic staff

The Criminal Department provide List of academic personnel in two tables, which cover, name, surname, academic title, employment contract, subject engaged in). Further information about workload for teaching, consulting, administrative activities, or research are not presented in the SER in this section. The people in charge have probably used old standards. (Standard 3.1)

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

The Governing Council's decision on academic staff workload has led to changes in faculty roles. Faculty of Law professors holding second jobs have become external collaborators to avoid conflict with primary academic responsibilities. The Law Faculty has carefully monitored external staff members' engagements to ensure primary academic work is not affected. In notable cases within the Criminal Chair, a staff member resigned from a position in the Prime Minister's Office, and the Deputy Minister of Justice stepped down, all to comply with the university's regulations and prioritize academic duties. These actions underscore the commitment to balance external responsibilities and primary academic work. (Standard 3.3)

All 100% of the faculty members at the Chair of Criminal Justice are employed full-time. (Standard 3.4)

The University of Pristina's Law Faculty employs a full-time doctorate-level professor for every 60 ECTS credits. The academic staff with 8 professors exceeds the Accreditation Agency's staff-to-credits ratio requirements. Therefore, for the 60 ECTS credit program, surpasses the minimum standards. (Standard 3.5)

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

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The academic staff engages in various commissions and working groups at the university and faculty level, teaching and research activities and student consultations. Professors are obliged to set the time of consultations with students. Additionally, the academic staff is also involved in pro bono work for various issues of public interest, such as drafting legislation and strategies for the institutions of the Republic of Kosovo, such as Draft Law on Higher Education, the Criminal Code of the Republic of Kosovo, the Code of Criminal Procedure. During the SV, free legal aid activities at the Center for legal clinics have been mentioned (Standard 3.7)

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

The SER offers only a broad description of activities from course syllabus plan improvement to Participation of academic staff in conferences and training. However, no further details are offered on how this is implemented or ensured. The quality measure of translating learning material from English to Albanian must be investigated. ET highly recommends incorporating or increasing the number of English-speaking courses. The Programme Heads or the Criminal Law Department offer no further information or examples of strategic quality improvement activities or achievements from the programme perspective. Considering the overall low quality of the SER, the question arises to what extent the department supports the apparent quality measures of the University and the Law Faculty. (Standard 3.9)

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

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	
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	
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 occur 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: Substantially compliant

ET recommendations:

ET highly recommends that the Department of Criminal Law and the heads of the programme reflect on the "seriousness" of their submitted SER; almost all of the responses refer to the Law Faculty and are thus correct according to the standards, but almost none of the critical elements are answered from programme or department perspective. According to the numerical system, the section is substantially compliant; Standard 3.1 or 3.9 are critical standards and an in general the awareness and responsibility needs to be increased.

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

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

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2.4. Educational process content

The Study Programme is modelled on qualification objectives, including the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality. The study program is structured to prepare students for workplace and offers specialist options in various key areas of Criminal Law. It is also addressing issues of key concern to the region. There is also a real need to train lowers who can be involved in varies field of public and private sector. As the Self-Evaluation Report notes, graduates from the study program will have the theoretical, practical, analytical and argumentation skills needed for a wide variety of career paths in professional. There is regular engagement with a variety of external bodies to work to keep improving the learning outcomes of the study program. (Standard 4.1)

The Study Programme complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. This study program, apparently the first of its kind in Kosovo, meets the standard set by similar programs offered by some other Western universities. It emphasizes the importance in developing the practical skills, with students taking up internships or field research in variety of external institutions. The program consists of 120 credits which is divided into four semesters, starting with theoretical subjects in the fourth semester students have to write the MA thesis and have to take a mandatory practical component. The individual components provide for adequate forms of teaching and learning program and are combined in a way which achieves the specified qualification objectives. All of the academic staff have official University emails, and 'all activities including communications, student announcements and uploading of reading materials are done via study information system. (Standard 4.2)

The disciplines within the curriculum have appropriate analytical syllabuses. Successful completion of the study program provides students with knowledge, skills and competences in line with the National Qualifications Framework. 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. The given program is a full-time study program that lasts four semesters (two academic years) and the curriculum provides expertise across the core areas of Criminal Law. The curriculum is structured around a combination of mandatory and elective courses. Each course includes both lectures and teaching seminars. Mandatory courses aim to provide students with a comprehensive theoretical and practical knowledge of the key issues of Criminal Law. (Standard 4.3, 4.4)

The Self-Evaluation Report explains that courses consist of lectures, seminars, exercises, and assignments. A mix of assessment methods is used. although the Study Programme is offered in Albanian, much of the reading material is in English and the majority of professors can teach

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in English. In addition to this, it worth mentioning that applicants have to pass the English language exam when getting on this study program, otherwise they will not be enrolled. (Standard 4.5)

The Self-Evaluation Report states that the Faculty of Law has established a policy for building a genuine student-professor partnership in which the professor and the student take joint responsibility for achieving the learning outcomes. According to the SER, the university supports teaching staff to update their skills in teaching and learning. In addition, the study program aims to have 50 student per year, and create seminar groups with even less students, to guarantee the quality of the teaching and learning is not damaged. During the interviews with graduates of the similar study program, they confirmed that smaller groups are being effective and they are satisfied with this. Learning outcomes are explained and discussed with students and their relevance to the students' development is explained. (Standard 4.6)

Teaching strategies are fit for the different types of learning outcomes that the program wishes to develop and strategies of teaching and assessment are set out in program and course specifications and then followed with flexibility to meet the needs of different groups of students. Student assessment mechanisms are conducted fairly and objectively and are appropriate for the different forms of learning sought. They are clearly communicated to students at the beginning of courses. The assessment strategies and forms differ from course to course and it is depended whether it a practical or more theorical field. (Standard 4.7, 4.8)

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 the program, and in comparison, with other Study Program at highly regarded institutions. The assessment methods are pre-defined and stated in the course syllabus in advance. The assessment activities are designed according to the course content and take account of the principles of academic integrity. During the interviews, the graduates said the course syllabus were available to them via web-pages, so they can get information regarding the course any time. (Standard 4.9)

Policies and procedures do include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed. Graduates highlighted that they can submit a complaint within two days of being informed about their grades. In addition to this, the academic staff also stated during the interviews that the mechanisms of appeals are on place. The University has signed some memoranda and contracts with the local organizations dealing with the Law in general and Public Sector/non-governmental organizations. (Standard 4.10, 4.12)

According to the SER almost all courses have embedded a practical component into their content, in addition to this there is a Legal Clinic where students take the practice. The Faculty

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of Law has a good connection with the employers and during the site visit expert team was able to meet the representatives of the organization, the interviews confirmed their engagement in the given study program. (Standard 4.11)

Standard Learning Outcomes 4.1 – 4.7 Student assessment 4.8-4.10 Practice stages 4.11-4.12	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 be listed 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	
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	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and	X	

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assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.		
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	X	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	X	
Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA 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. *To be inserted the overview of the program (with all areas to be filled out)*	X	

Compliance level: Fully compliant

ET recommendations:

2.5 Students

There is a clear and formally adopted admission procedure that the Study Program uses when organizing student recruitment. Admission requirements are consistently and fairly applied for all applicants. According to the University's procedures, the entrance exam consists of an exam related to the content of Criminal Law (mostly open-ended questions) and few questions in English, in order to determine the foreign language level. (Standard 5.1)

In addition, applicants must provide proof that they have graduated from a BA Program. All students stated that they went through those procedures. All students enrolled in the Study Program will possess a high school graduation diploma or other equivalent document of study. During the interviews with Faculty managers and the Head of the Program, it was revealed

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there is competition in recent years to recruit new students. For this reason, the administration decided to consider the students' previous learning achievements, plus the grades they get in the entry exam and only after that finalize the list of the accepted students. (Standard 5.2)

The study groups will be tailored so as to ensure an effective and interactive teaching and learning process. The maximum number of the students each year on the given study program is 50, but when it comes to seminars, they are usually conducted in a smaller group. During the interviews with graduates of the similar program, the Expert Team tried to find out whether students felt comfortable with the number of the classmates. They confirmed that the groups are not overloaded. (Standard 5.3)

During the interviews, academic staff stated that they provide feedback on each and every activity relating to the courses. The expert panel double checked it with students, they mentioned that they got both verbal and written feedback form their professors. Some mentioned that lecturers also give general feedback on the commonly made mistakes during the classes. According to the regulations students are able to submit a compliant about grades within the two days after getting them. (Standard 5.4)

According to the SER, as well as the outcomes of the interviews with the staff members shows that the results obtained by the students throughout the study cycles are certified by the academic record. All of the grades are saved in the information system. This makes it possible to create analyses and also make a record for the individual student. There is flexible treatment of students in special situations: The Study Program offers peer-to-peer consultations to students who required extra support from the teaching staff. In addition, individual study plans are designed if there is a need for that. Finally, records of student completion rates are kept for all courses and for the Study Program as a whole and included among quality indicators. (Standard 5.5, Standard 5.6, 5.7)

Effective procedures are universally being used to ensure that work submitted by students is original. The University states that the plagiarism is checked in the Master thesis or research publication of the students. During the interviews with graduates the expert panel tried to find out if the students were familiar with the principles of academic integrity, as it turned out, they have an information in general but could not recall any case neither from their practice nor something from their classmates of detecting the plagiarism. (Standard 5.8)

During the interview's student mentioned that there is extra support from the teaching staff, with consultations and peer to peer meetings. In general, the graduates are very satisfied with the way they are treated both from academic and administrative staff. According to the SER there is an opportunity for inter-university transfer in accordance with the rules and regulations establish by the university. (Standard 5.9, 5.10)

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Academic staff are available at sufficient scheduled times for consultation and advice to students. The interviews of the academic staff indicated that the adequate tutorial assistance is provided to ensure understanding and ability to apply learning. (Standard 5.11)

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	
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:

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2.5. Research

The Office of the Dean of the Faculty of Law defined research objectives, like, including developing an annual plan, building a competitive system for research projects, organising conferences and roundtables, and promoting academic personnel who achieve significant scientific results. Therefore, the faculty established the Institute for Legal Studies and Research, which actively develops concrete projects and involves students in research activities. Therefore, the faculty allocated sufficient financial, logistical, and human resources, such as budget provisions for research and the digitisation of the "E Drejta"/"The Law" magazine, and external donor support like the agreement with UNDP.

Furthermore, the faculty created the "Center for Human Rights, International Criminal Law and Transitional Justice," which will serve as a significant research mechanism for the Faculty of Law, ideally supporting the study program. They signed a cooperation agreement with the University of Milan-Bicocca to promote and strengthen academic and scientific cooperation in various research areas.

Nevertheless, in the SER, the alignment with the research objectives of the University of Pristina needs to be clarified, it is stated that they created them, but it needs to be explained how they align. The research activities have increased significantly over the last years, based on the SV meetings, but the alignment and the sufficient resources documentation should be elaborated more sufficient way in the SER. (Standard 6.1)

The Statute of the University of Pristina identifies scientific research as an explicit obligation for all faculty members. It prioritises research by releasing faculty from teaching duties when they are engaged in research. Therefore, they have policies in place for evaluating the research and academic work of the academic staff, including the consideration of internationally valued indexes for selection and promotion. The research policy also encourages research and scientific activities by providing financial assistance to academic personnel who publish articles in journals indexed by Scopus and Web of Science. In addition, an internal announcement was made stimulating academic staff to support individual or group research and scientific projects, emphasising the institution's commitment to research and academic activities. (Standard 6.2)

According to the SER, the University of Pristina has established publication policies and recognition standards in internationally known platforms such as SCOPUS (Elsevier) and Web of Sciences, which are aligned with those of the Kosovo Agency for Accreditation (KAA), which promotes quality improvement through the identification of relevant databases for scientific publication. In addition, papers published on platforms such as EBSCO, WorldCat, and DOAJ before June 2020 will be considered until June 2023. In addition, they have aligned their research policies Staff members of the Faculty of Law present their research at conferences and scientific symposia, demonstrating adherence to

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international standards for research dissemination. During these SV meetings, it was noted that agreements with academic staff members must obligatorily comply with the new policies and minimum requirements. However, the document does not provide explicit evidence of these obligations being enforced or monitored. Overall, the SER could benefit from more precise explanations or evidence for these regulations; details or specific examples would increase transparency and help ensure accountability to its stated policies and regulations. (Standard 6.3)

	Name/ Surname	Analyzed based on KAA standards	Publications
1	Avni Puka	Three current publications, two of which are indexed. Publications cover the teaching subjects.	Criminalization of Animal Cruelty in Context: An Albanian Perspective, Zbornik Pravnog fakulteta uZagrebu (Collected Papers of Zagreb Law Faculty) Vol.71.No.6, 2021 (Corresponding Author), https://doi.org/10.3935/zpfz.71.6.05 (Scopus); The "Struggle" to Dissolve the Kosovo Specialist Chambers in The Hague: Stuck between Constitutional Text and Mission to Pursue Justice , The Law & Practice of International Courts and Tribunals, 2021 (First Author),https://brill.com/view/journals/lape/20/3/article-p548_5.xml (Web of Science, Scopus);
2	Azem Hajdari	Three current publications, all of them are local. Publications cover the teaching subjects.	Confiscation of unlawfully acquired assets, with special emphasis on Kosovo, Zbornik radova Pravnog Fakulteta u Splitu; Fraud in the Comparative Perspective of Civil and Criminal Law with Special Focus in Kosovo; Brawijaya Law Journal; The specifics of the illegal drug trafficking in Kosovo; Zbornik radova Pravnog Fakulteta u Splitu; Role and Position of the Defendant in the Plea Agreement; Brawijaya Law Journal
3	Jupolli Bashkim	No publication, one guest lecture; it is stated that it will be published. Publications cover the teaching subjects.	"The accused's right to information before the Kosovo Special Chambers (KSC)". Paper with the same title to be published! Guest Lecture – Norwegian Centre for Human Rights. University of Oslo. Norway
4	Tahiraj Flutura	Three local publications; one published in 2015; no international paper. Publications cover the teaching subjects.	Incorporation of the Negociated Pleas of Guilty in Kosovo Legislation and its Application in Practice, Acta Universitatis Danubis, Juridica,, AUDJ,vol 14, No2/2018, pp 74-84; Criminal Sanctions Against Official Corruption and other Offences Against Official Duty Offenders in Kosovo for the Period 2008-2015; Acta Universitatis Danubis, Juridica,; AUDJ, vol 13, No 2/2017, pp44-60; The Challenges Facing Domestic Violence Victims in Kosovo; Acta Universitatis Danubis, Juridica,; AUDJ, vol.11,no.2/2015,pp.55-66
5	Sheremeti Furtuna	Two international publications but not indexed. Publications cover the teaching subjects.	Kosovo and Transitional Justice The pursuit of justice after large scale-conflict (liber) ROUTLEDGE; (shtepia botuese) 2021 232 faqe Did non-violent resistance fail in Kosovo? British Journal of Criminology2017/58/218-236
6	Demolli Haki	Two international publications but not indexed. Publications	"Kosovo's Legislation and Other Mechanisms on Counterterrorism" Studia Europejskie-Studies in European Affairs; March, 2021, Warszawa,

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		cover the teaching subjects.	Poland"Religious Extremism as Social Phenomenon"SOCRATES Rīgas Stradiņa universitātes Juridiskās fakultātes elektroniskais juridisko zinātnisko rakstu žurnāls / SOCRATES Rīga Stradiņš University Faculty of Law Electronic Scientific Journal of Law 3(15):37-52 January, 2019, Riga, Latvia
7	Nita Shala	One current publication that is not indexed; the others are older than three years. Publications cover the teaching subjects.	Criminalization of Animal Cruelty in Context: An Albanian Perspective, Zagreb Law Faculty Collected Papers, 2021, vol. 71, no. 6.; Author of the Report "Assessment on socio-economic motivation factors of cannabis cultivation in Albania and related alternative development models", 2017; Author of the Report "Penal Policy of Court of Serious Crimes in Albania in dealing with organized crime". I provided my input on the issues related to: delays in criminal proceedings, and detention as security measure, 2016.
8	Gashi Rexhep	One recent publication, the others older and non international. Publications cover the teaching subjects.	1.Child trafficking: Legal-Criminal, Criminological and Victimological Aspects Academy of Sciences and Arts of Kosovo, Social Studies 9, Prishtina 2022, no. 9.; Probation in Europe – Kosovo, (with coauthor) Confederation of European Probation (CEP), online: 2014, p. 40.; Internal organization of Kosovo Probation Service and its activity. Journal for juridical and social issues, E drejta - Law, Prishtina 2014, no.1-4, fq. 59-85.

According to the SER, the faculty members of the department have diverse academic backgrounds, with degrees from universities within the country, the European Union (12 staff members), the United States (4 staff members), and other countries (5). Only one member, Avni Puka, published the required number of publications, one per year on average over the last three years. All other seven members do not meet the standard, even not with local publications. The publication performance of the program's faculty or staff members is highly critical and urgently needs action. Participation in conferences and engagement with the scientific national and international community is evident through conferences, sessions, symposia, seminars, etc. (Standard 6.4, 6.5).

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

As analysed for Standard 6.4 and 6.5, only the head of the programme, Avni Puka, almost fulfils the publication requirements publishing one scientific article yearly in high-ranking journals over the past three years. There is, therefore, a significant need for improvement in publication performance. Recognising that traditional legal studies may find publishing in high-ranking journal publications challenging, a progressive research strategy in cooperation with social science could lead to improvements. As a result, the ET encourages the faculty to incorporate and embrace social sciences further. This approach can foster

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systemic understanding for effective regulation, potentially ease attaining high-ranking journal publications through social science methodologies, and provide a solid foundation for master's programs, which often possess strong thematic and interdisciplinary orientations. (Standard 6.7)

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

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

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

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

Standard	Compliance	
	Yes	No
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	

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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 6.9/6.8. 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 6.10. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	X	
Standard 6.11. Students are engaged in research projects and other activities.	X	

Compliance level: Substantially compliant

ET recommendations:

ET highly recommends improving the publication performance in listed or high-ranking journals. Therefore, individual goal agreements to achieve the publication objective should be

ET highly recommends incorporating and embracing social science mythologies into the field of law to foster necessary systemic understanding for effective regulation, potentially to ease attaining high-ranking journal publications through social science methodologies, and to provide a solid foundation for master's programs, which often possess strong thematic and interdisciplinary orientation.

ET highly recommends providing comprehensive information about the academic staff, including their qualifications, expertise, and specific contributions to the program.

2.6. Infrastructure and resources

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

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

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

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

Standard	Compliance	
	Yes	No
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:	X	

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

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

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

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

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3. OVERALL EVALUATION AND JUDGEMENTS OF THE EXPERT TEAM

As shown above the compliance levels per general areas are:

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

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

Expert Team

Chair

	Prof. Peter Parycek, PhD.	**25-6-2023**
(Signature)	(Print Name)	(Date)

Member

	Giga Khositashvili	**25-6-2023**
(Signature)	(Print Name)	(Date)

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