



AAB College, Pristina

Faculty of Law

Bachelor Program
General Law (LLB)

Reaccreditation

REPORT OF THE EXPERT TEAM

March 2025

DATE, PLACE

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INTRODUCTION

Date of the site visit: February 24, 2025

Expert Team (ET):

Prof. Dr. Johannes Falterbaum (Germany)

Dr. Nina Rotermund (Germany)

Asnate Upmace, PhD Student (Latvia)

Coordinators from Kosovo Accreditation Agency (KAA):

Shkelzen Gerxhaliu, Director of Department at KAA

Fjolle Ajeti, Senior Officer at KAA

Sources of information for the Report:

- *Self-Evaluation-Report (SER) submitted by the AAB College January 2025, including attaches documents (Syllabuses, CV's Academic staff, Financial Plan, Action Plan, List of mobilities, List of scientific publications)*
- *Information obtained during the site visit with the management of the faculty, teaching and administration staff, students, external stakeholders and employers of graduates*
- *Website of AAB College*
- *Visit of on-site facilities*
- *Additional Documents sent by KAA February 28, 2025*

Criteria used for institutional and program evaluations

- *Accreditation Manual (File No. 1, Article 24, page 36-50: Re/accreditation of Higher Education Institutions), February 2024 of the KAA*

Site visit schedule

Programme Accreditation Procedure at AAB College	
Programmes:	General Law, LLB (R)
Site visit on:	24 February 2025
Expert Team:	Dr. Nina Rotermund Prof. Dr. Johannes Falterbaum Asnate Upmace, PhD Student
Coordinators of the KAA:	Shkelzen Gerxhaliu, Director of Department at KAA Fjolle Ajeti, Senior Officer at KAA

Site Visit Program

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	Mentor Lecaj Besard Belegu
09:45 – 10:25	Meeting with quality assurance representatives and administrative staff	Furtuna Mehmeti Ganimete Ismajli Leron Berisha Mejreme Millaku
10:30 – 11:10	Meeting with the program holders of the study programme	Mentor Lecaj Artan Fejzullahu Isuf Jahmurrayaj Nora Osmani Albana Pasjaqa Vjosa Jonuzi Shala
11:15 – 12:15	Lunch break	
12:20 – 13:00	Visiting facilities	
13:05 – 13:45	Meeting with teaching staff	Arta Rama Bashkim Rrahmani Argona Kuci Egzonis Hajdari Naim Uka Granit Curri Veton Vula Albert Zogaj
13:45 – 14:25	Meeting with students	Aurora Spahiu Aorena Berisha Suela Hasani Jusuf Ibrahim Lejla Djekovic Ardita GASHI Drenuisha Pacaj Agnesa Bajraktari
14:30 – 15:10	Meeting with graduates	Virtute Krasniqi Natyre Osmani Albina Kryeziu, Leandrit Llunji Tringa Krasniqi Eljesa Emini

		Ervina Vojvoda Besarb Blakaj Arian Gega Ismail Dibrani, Neime Binaku-Isufi, Avdi Krasniqi Sadije Topjani Albina Rama
15:10 – 15:50	Meeting with employers of graduates and external stakeholders	
15:50 – 16:00	Internal meeting of KAA staff and experts	
16:00 – 16:10	Closing meeting with the management of the faculty and program	Mentor Lecaj Besard Belegu

Overall instructions for HEIs:

1. No presentations of any kind are allowed, as the meetings are intended to be free discussions
2. The students selected for the meeting should reflect a diversity in terms of fields of study, programme, study cycle, year of study, students with special needs if any, etc.
3. The teaching staff selected for the meeting should reflect a diversity in terms of faculties and programmes, full-time and part time, local and international, etc.
4. The students, graduates and employers of graduates should not be employed at the institution.
5. Anyone whose attendance won't be agreed in advance with KAA, and the Expert Team will be asked to leave the interview session.
6. Nametags are to be provided for all people attending the meetings.

A brief overview of the programme under evaluation

The Faculty of Law is an academic unit within the AAB College that offers three study programs: one at the bachelor's level (LLB Law), and two master's programs – LLM Civil Law and LLM Criminal Law in accordance with levels 6 and 7 of NQF/EQF respectively. The BA program lasts four (4) years and offers 240 ECTS credits (60 ECTS credits per academic year). On the other hand, LLM programs count 60 ECTS credits during one (1) academic year (with 30 ECTS credits per semester).

As the SER indicates, the Faculty of Law aims to develop the personality of students, engaging them in various discussions related to social and ethical issues and social responsibility. The Faculty of Law aims to promote the participation and engagement of students. The Faculty also wants to improve the learning process, thus contributing to building leadership skills, cooperation, and responsibility towards others.

In accordance with the Statute, the Faculty of Law consists of the Teaching Council, the Dean, the Coordinator for Teaching, and the Quality Assurance Coordinator. The faculty also includes a number of assistants and coordinators for student affairs and student internships.

The Faculty of Law employs administrative officers who are responsible only for the students of the faculty and support the learning process of students and teaching staff. In addition to administrative officials, AAB College has digitized most of the administration's services. A wide range of services and communication between students, teaching staff, and the Dean's Office is conducted through the electronic platform E-SERVICE. This platform integrates the accounts of students, teaching staff, and administration.

In terms of research, the Faculty of Law has made significant progress. One of the strategic objectives of AAB College is scientific research and at the institutional level great efforts have been made to improve the quality of scientific research and other activities related to research. Based on the Regulation on Grants, in the last three years, all members of the teaching staff have been supported for the publication of scientific works on the Web of Science (WoS) and Scopus platforms.

The Bachelor Program General Law (LLB) has been accredited since the year 2005. The last reaccreditation was in the year 2020 with a reaccreditation for five years and approved for max. 320 enrolled students per year.

The expert team acknowledges that the SER is written with care and in an accessible language/format. It addresses clearly the criteria that have to be evaluated for reaccreditation.

PROGRAMME EVALUATION

1. MISSION, OBJECTIVES AND ADMINISTRATION

Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

In a society like the Republic of Kosovo, it is still important to continue building and consolidating the institutions at all levels after a longer period of transition. So, lawyers play a key role in strengthening the state and public administration. Being among the first to engage in the processes of lawmaking and implementation, they are responsible for laying the foundations of the rule of law and advancing democratic standards.

In the context of the Republic of Kosovo, where aspirations for integration into the European Union are clear and where the rule of law processes are still developing, the importance of a well-prepared and committed legal framework is vital. This includes not only the

implementation of existing laws but also the ability to address new challenges arising in an increasingly dynamic world. Kosovo's current situation, particularly the challenges related to the rule of law, the fight against corruption, the protection of minority rights, and sustainable economic development, requires professionals equipped to tackle these issues.

On the other hand, it should be noted that in the Republic of Kosovo there are numerous programs of General Law at other universities and colleges. Currently more lawyers are graduated than are required for the labour market. The goal of evaluation of the Law Programs is therefore not increasing the number of students but ensuring the best possible quality.

As presented in the Self-Evaluation-Report (SER), the strategy and goals of the program are in total good. Moreover, they are properly aligned on institutional, faculty and program level and well reflected in the learning outcomes. The information is presented in a clear and coherent way in the SER. The expert team is convinced that the program is thoughtfully embedded in the institution and contributes to the strategic objectives of the institution and faculty. The necessary information is duly accessible (website). Nevertheless, further consideration should be given to the number of students required for the labour market.

As can be seen from the student numbers submitted as additional documents from AAB College, the college has not been at full capacity in recent years. The number of enrolled students has dropped continuously over the past five years. In the academic year 2020/2021 368 students were enrolled, while in academic year 2022/2023 240 and in the academic year 2024/2025 only 180. Considering the demand on the labour market, the declining number of school graduates in Kosovo and the small number of students currently enrolled, the number of 320 students, as planned by the AAB College for the program appears to be significantly too high.

The document "Labour market analysis" submitted by AAB College as an additional document cannot change this assessment of the expert team: This document is not a serious analysis of the labour market needs. In particular, a survey of students regarding the popularity of their study program cannot provide reliable information about their future employment. The expert team has no doubts that there will be a need for well-trained lawyers in the future; the only thing that matters is the required quantity.

In the context of reaccreditation, it is not relevant that branches of the university in Ferizaj and in Gjakova were closed, but rather the number of study places ultimately filled in the reviewed program.

Considering as well the excellent facilities and sufficient academic staff of AAB College, the expert team agrees to accept a maximum of 250 students per year. The future will show if there will be sufficient demand. The expert team considers this number to be very high,

considering the reality of the labour market and societal needs in the Republic of Kosovo.

Standard 1.2 The study program is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

The college has submitted as appendix “Code of Ethics”, “Code of Ethics of Scientific Research” and “Regulation for Disciplinary Procedure”. These detailed documents provide evidence that the required standards are being met. This was also confirmed by discussions with those responsible persons while the site visit. The expert team suggests the program management to also reflect on a policy regarding the use of Generative Artificial Intelligence, its impact on assessment and learning objectives and the questions it brings regarding academic integrity.

Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

AAB College has an advanced electronic system that serves to collect, manage, and analyze various data related to the study programs. The primary platform for registering and analysing academic data is E- SERVICE, while several additional electronic platforms are utilized for storing and collecting data related to research activities, partnerships, mobilities, projects, and more.

The student attendance in lectures and exercises is regularly monitored by the Dean and the Rectorate. Data on student progress and success reports are reviewed during the Faculty Teaching Council meetings after each examination term. Reports concerning research activities, internationalization, and collaborations with local and international partners are generated by the relevant offices and discussed in meetings led by the Rector or vice-rectors for timely intervention when necessary. For the expert team it is important that the management of the Faculty and the program are properly involved in these discussions.

The Faculty of Law operates based on an annual work plan, which is developed in accordance with AAB's Strategic Plan and approved by the Rectorate. This plan encompasses activities related to the learning process, research, internationalization, and partnerships, all of which are monitored by the Rectorate for implementation.

Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and

community service. (ESG 1.6)

During the site visit, the expert Team perceived that AAB College, as one of the biggest colleges in the Republic of Kosovo, is proud of providing a professional and student- centred support system, that sets a benchmark among higher education institutions in Kosovo. AAB stands out for its commitment to students, demonstrated through the provision of good professional services and the constant availability of administrative staff to address student needs.

Support services for all College operations are planned at the institution level through the Development Plan, Objective 5 Learning Environment, which foresees: "to develop an enabling environment for quality teaching, studies and research through the creation of functional spaces, provision of the most advanced resources and ensuring the efficient management of learning spaces.". To reach this objectives, work plans are established. Their execution is monitored at the level of the Rectorate.

The Faculty of Law has two administrative officers who are responsible only for the students of the faculty and support the learning process of students and academic staff. In addition to administrative officers, other offices (staffed with regularly trained – internally and externally - staff members) support the learning process, academic staff, and students, such as the Central Administration, Software Development Office, IT Support Office, Transfer Office, Career Office, Diploma Office, etc.

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

The Faculty of Law, in accordance with the requirements of the Kosovo Accreditation Agency (KAA), has developed an action plan to address the recommendations from the latest external evaluation in 2020. This detailed action ("Follow up Plan") was attached as appendix of the SER. 22 recommendations from the previous reaccreditation process are expounded, including the intended actions and the actual status of it. For the expert team it is not possible to control it in detail but every recommendation is marked as "implemented" or "completed". So, this condition seems to be sufficiently met.

ET recommendations:

1. *The faculty has to analyse seriously the need for lawyers in the Republic of Kosovo for the next years.*
2. *The faculty has to work out a strategy plan respecting a lower number of students in the program.*

2. QUALITY MANAGEMENT

Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

For ensuring and improving the quality of educationi and in view of a quality culture, there is a functional quality assurance system. It complies with the applicable regulation on local, national and international level. AAB College has established a ‘Regulation on Quality Assurance’ that details the main principles, structures, duties and responsibilities. There is also the ‘Quality Assurance Guideline’ that describes the actual quality assurance processes, their application and regularity. Both documents refer to the principles in the European Higher Education Area and the procedures and requirements by the Kosovo Accreditation Agency (KAA). Both documents are publicly available on the KAA website.

The activities mentioned in the Quality Assurance Guideline are related to and sufficiently cover the whole program implementation cycle – learning process, harmonization and standardization of syllabuses, infrastructure and administrative services, including the electronic platform, student success, employment. Quality assurance gradually extends to research, internationalisation and inter-institutional cooperation.

The Quality Assurance Office operates at the central level, while the faculty has a quality assurance cordinator. Both are actively collaborating in view of the implementation of internal assessment processes.

The LLB General Law is implemented at the Faculty of Law that has all formal structures in line with the Regulation, namely a designated quality assurance coordinator supported by the central Quality Assurance office. According to the PDCA-methodology, qaulity assurance, is integrated as a normal process in the daily operation. Quality assurance is not only externally driven.

AAB College’s internal quality assurance system covers a wide range of stakeholders – students, academic staff, administrative staff, graduates and industry with graduate employers in particular. The expert team was impressed by the level of expertise and commitment to continuous quality improvement expressed by the quality assurance staff the expert team met. During the site visit, the expert team learned that overall quality assurance processes are taken seriously at AAB. However, the expert team also felt that the Quality Assurance Office should be given a more important and formal role in the strategic decisions related to program development, for example, in approving/confirming the student quota proposed to the program. These quota can be based on verifiable quantitative data rather than an assumption.

Standard 2.2 The study program is subject to a process of design and approval

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established by the HEI. (ESG 1.2)

As confirmed during the site visit, the program design and revision process followed the standard structure that is applied at the AAB College, including input from the internal academic community and external stakeholders (See program revision, mentioned in SER, p. 22). The starting point are annual review processes. Key performance indicators allow a continuous follow up of the study program.

As this is an existing study program, the expert team has focused on the revision processes. The major elements of program revision (such as the content revision), staff allocation and training, refinement of the learning outcomes and teaching methods, take place with the involvement of the quality assurance staff and in a consistent manner.

The reported dropout rate is low, and the graduation/enrollment rate is very high, both backed up by the student-centered philosophy of the AAB College and the individual approach to every student.

However, the approach to the labor market analysis and prognosing the student intake deserves some criticism. While the expert team believes that AAB College offers high-quality studies and can indeed be praised for its highly student-centric attitude, competition for admission is an important element to ensure good quality of the student intake. The additional statistical information provided to the expert team misses out the important component of the total student application statistics that forms the basis for enrollment, and in the opinion of the expert team (not refuted by the information at hand), the possibility to enroll all applicants is not a credible reason for increasing the student number.

Regarding the already mentioned KPI's, a list of established indicators was provided. However, the work on collecting and monitoring this information on program level still needs to be done. The establishment of Key Performance Indicators was recommended by the previous external expert team, therefore, the current expert team also notes and recognises this positive development over time. Nonetheless, the expert team urges the program to implement the process on collecting and monitoring the necessary information and concretely using it as a guiding instrument ('dashboard').

Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

Different methodologies are used to periodically assess the program's relevance and the student experience. The collected data lead to recommendations, submitted to the management of the faculty. They can be taken into account when the program is conceived and implemented.

The quality assurance mechanisms defined by the Quality Assurance Guideline include harmonization and standardization of the syllabuses, monitoring the implementation of the syllabus by the academic staff and monitoring student success reports.

The expert team received convincing evidence that the student feedback in the Faculty of Law is collected and analysed regularly. When comparing the summary reports from 2023 and 2024, the expert team was also able to see general improvements in the reporting, namely the 2024 summary report includes an action plan with activities to be completed based on the survey results, the timeframe and the responsibilities, whereas the 2023 does not. Evidence was also provided on the existence of the student focus groups and the student evaluation of the teaching staff. The expert team found the structure and content for collecting relevant feedback and suggestions for improvement appropriate.

There is no specific mechanism for analyzing the workload, however, the questions on workload are included in the subject questionnaires.

The expert team was also presented a summary from the employers/industry survey. As mentioned by the AAB College during the site visit, the response rate of employers/industry representatives to these surveys is very low and, therefore, the feedback received is not representative.

While these mechanisms are also defined by the Quality Assurance Guideline, the expert team did not learn of any reports where the feedback by administrative and academic staff would be analysed. This is regrettable.

The progress of operationalizing (turning into specific actions with a timeframe and allocated responsibility) the feedback received through questionnaires and focus groups is clearly visible by the example of the student survey summary report from 2024. However, this practice should be extended to feedback from all stakeholders and the mechanism for obtaining reasonable feedback from employers/industry should be reconsidered.

From the perspective of the expert team, there would definitely be value in producing yearly summary reports on program level, including the KPI results and disseminating them to all program stakeholders.

The expert team was provided with copies of the available quality assurance reports, and some of these reports were available also on the AAB College website. From the AAB College website, the expert team also learned that there are reports on the administrative staff feedback too, but not for the Faculty of Law.

Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)

The study program is advertised on the AAB College website. The specialization “Criminalistics” is advertised as a separate study program. The quality assurance arrangements and main documents regulating the study process are also available on the website, however, from the perspective of usability, they are not easy to find. It would be suggested to test the webpage navigation with the actual users of the website to make the navigation more fit for purpose.

The public information on the study program is generally up to date, however, the webpage prematurely includes the 320 study places that are requested and still subject to approval by the Kosovo Accreditation Agency.

The public entry on the study program does not include any information on pass rate, dropout rate and employment, as required by the KAA standards.

ET recommendations:

1. It is recommended to ensure proper functioning of the web page and public accessibility of all the regulations and information demanded under 2.4. substandard.
2. It is recommended to apply a unified approach across the AAB College in analyzing the feedback from different stakeholder groups and in composing the summary reports, to ensure that the publicly available information complies with the statements made in the Quality Assurance Guideline.
3. It is recommended to establish a process where the quality assurance office would be actively involved in defining and revising the student quota for each study programme.
4. It is recommended to further intensify the work on key performance indicators on program level and use these data both for summary reports and also for initiating relevant actions.

3. ACADEMIC STAFF

Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

The Accreditation Manual of KAA requires that for each group of students and for each 60 ECTS, the HEI must employ at least one full-time academic staff who holds a Ph.D. degree and possesses certification in case their studies were completed abroad. Additionally, every academic staff assigned as a responsible person in a BA-level study program must have at least one scientific publication published on the SCOPUS or WoS platforms, a criterion fulfilled for the LLB General Law program.

AAB College has created a special statute “Regulations for the selection, re-selection, and advancement of academic staff”. Article 59 of this Statute stipulates that based on the proposals of the Faculties, the Senate announces competitions for the election and re-election of academic staff ensuring that the candidate selection process is conducted transparently and through a public competition. To ensure the best selection of candidates, the Teaching Councils establish review commissions, which draw up review reports for each candidate. These reports are first approved by the Teaching Council of the Faculty, followed by the Studies Committee, and finally by the Senate of AAB College. Academic staff receives a description of their duties and employment conditions.

Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)

The Faculty of Law employs a total of 40 academic staff members, 25 of whom have full-time employment contracts, while the rest are engaged part-time. Of the regular staff, 21 professors hold the academic degree of Dr. Sc., and the remaining staff members are pursuing doctoral studies. This means that over 50% of the academic staff in the study program have full-time employment contracts. No staff member is engaged in more than one other educational institution.

In the General Law study program of AAB College full-time academic staff members cover more than 50% of the courses within the curriculum. That is in accordance with the Administrative Instruction on Accreditation of Higher Education Institutions in Kosovo.

The student-to-academic staff ratio in the LLB General Law program is 1:30, which fully complies with all local legislative requirements as well as international standards. Regarding a lower number of students this ratio is actually better.

The expert team notices that there are sufficient program holders for the LLB General Law. Faculty members teach subjects in line with their recognized expertise. The teaching load of a faculty member is 6 to 8 teaching hours, allowing time for the other academic duties.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

The Regulation on Election, Re-election, and Academic Advancement outlines the advancement process in the AAB College. This regulation aligns with the legal requirements established by the Ministry of Education, Science, and Technology (MEST) and Kosovo

Accreditation Agency (KAA). It stipulates that the contributions of academic staff are evaluated based on their work in research, teaching, and community service.

The SER explains that for the advancement in academic titles, academic staff members must meet specific criteria related to their scientific publications. For example, candidates must have published as the first author or corresponding author in journals indexed by SCOPUS or the Web of Science (WoS). Specifically, to achieve the title of Assistant Professor, a candidate must have at least one scientific paper; for Associate Professor, a minimum of three main papers is required; and for the title of Full Professor, a candidate must have five main papers published in the aforementioned journals.

The SER does not comprehensively address how the criteria for advancement/reappointment (referring to academic excellence) aligns with the institutional strategic goals.

Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)

Regarding professional and academic development, AAB College has established the Center for Professional Training and Innovation (QAPI), which offers certified professional training and support services for academic staff. QAPI offers programs for professional advancement in the components of didactics of higher education, scientific research projects and methodology, and the management of higher education organizations. Training is offered at a basic, professional or advanced level.

In the previous academic year were conducted the following training courses:

- Training on "Evaluation of scientific articles" organized by QAPI, 2024.
- Training on "Project planning" organized by QAPI, 2024.
- Training on "Advanced projects planning" organized by QAPI, 2023.
- Training on "Assessment of students based on competence and grade construction" organized by QAPI, 2023.
- Training on "Integration of research into teaching processes" organized by QAPI, 2023.
- Training on "Higher education methodology from the perspective of adult learning principles" organized by QAPI, 2023
- Training on "Communication and connection of research with public policies" organized by QAPI 2023
- Training on "Ethical code of conduct for administration staff and others," organized by QAPI 2023

New academic staff is trained as well (teaching competences, standard operating procedures). Participation in international activities is encouraged. Staff is also supported by the Vice Rector's Office for Scientific Research and the Scientific Commission and the Office for Projects in research activities and projects.

This shows that this standard seems to be fulfilled.

Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)

In the SER the Faculty of Law of AAB College ensures to engage several external collaborators who serve as lecturers in the LLB General Law programs and come from Kosovo's justice sector. When hiring academic staff, the Faculty of Law ensures that all external associates possess the necessary qualifications and expertise to effectively deliver the program and achieve the intended learning outcomes.

ET recommendations:

4. EDUCATIONAL PROCESS CONTENT

Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)

To formulate the intended learning outcomes of the LLB General Law, the faculty uses active language that clarifies expectations and ensures that students' and lecturers' goals in the course are aligned. According to Bloom's Taxonomy, the learning outcomes focus on the level 3-5 (applying, analyzing and evaluating) to an extent that can be expected of law graduates who have to be able to interpret and evaluate complex legal situations.

To develop the study program, AAB College benchmarked the LL.B. General Law against universities in Kosovo, like University of Pristina or with the South East European University in Macedonia to ensure international comparability and alignment with global academic standards. This comparison is an adequate way to benchmark the LL.B., given the similar regulatory frameworks and labour market demands in Kosovo and its closer region.

However, it seems to be a narrow approach given the claim of international comparability. The faculty should be aware of the potential for diversity and innovation that lies in looking for benchmarks beyond Kosovo and its neighbouring countries. Broadening the comparison group will open more perspectives and allow for a strategic positioning of the LL.B General Law in Kosovo.

Apart from that, the program has duly formulated learning outcomes, developing general and specific competences in the main fields of law as well as a general legal framework. Their training also relates to general academic competences and defines a skillset. The program gives proper focus and the required outcomes for the specialisation in ‘criminalistics’. The learning outcomes are aligned with the program’s goals and objectives (See SER, p. 31).

Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)

The faculty defines the learning outcomes for the Bachelor of General Law (LLB.) distinguishing components of knowledge, skills and competencies at level VI of the National Qualifications Framework. They consider the standards and guidelines of the Kosovo Accreditation Agency (KAA), the National Qualification Framework (NQF) and international practices, including the ECTS Users’ Guide to the required amount to offer a comprehensive legal education. A comparison between the National Qualifications Framework (NQF) and the learning outcomes reveals a well-aligned congruence.

Students will be equipped with basic and advanced knowledge in civil, criminal, constitutional, administrative, and international law. Students develop the ability to analyze legal structures, interpret judicial decisions, and assess national and international legal frameworks. The curriculum also emphasizes comparative legal analysis, legal drafting, and proficiency in legal argumentation.

For example, students are trained to apply legal reasoning to different cases, adhere to ethical and professional standards in decision-making, and conduct legal investigations. Group work and pro-contra discussions are used to engage students in critical discussions and legal problem-solving based on evidence.

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

The structure of the curriculum is comprehensive and convincing, though with rather limited attention to potentially relevant ‘peripheral’ disciplines. The curriculum offers introductory courses in civil law, criminal law, administrative-constitutional law and international law. They provide sequential courses that build on introductory knowledge. New trends are included with courses on Cybercrime, Gender Equality and Justice. In context of a legal education that intends to produce legal professionals, the faculty pays sufficient attention to teaching students the necessary knowledge and practical skills. Additionally, students who specialize in Criminalistics gain expertise in forensic methods, crime scene investigation, and evidence analysis, ensuring their proficiency in legal and ethical forensic procedures.

Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

The LLB General Law program is academic in nature and not subject to local regulatory requirements. Therefore, Standard 4.4 is not applicable.

Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)

The LLB General Law incorporates practical training through two courses, namely Civil Law Clinic and Criminal Law Clinic. Each course has a structured syllabus outlining the student workload, defining practical training requirements, and establishing assessment methods to ensure effective learning outcomes. Nevertheless, the expert team wonders why the faculty does not offer an administrative law clinic since public service is also an employer of graduates.

Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)

The LL.B. General Law program follows a student-centered approach, combining theoretical legal education with practical application to develop critical thinking and problem-solving skills. During the interviews, students and graduates confirmed that they are motivated to actively participate in class. Lecturers reported that they discuss their syllabus with students and are open for their input and wishes.

Teaching methods include lectures, practical exercises, interactive learning, research projects,

mock trials, and legal clinics, with a strong focus on real case studies from Kosovo's justice system. Additionally, the program integrates practical work in real legal environments, enabling students to apply legal principles, handle cases, and gain hands-on experience, ensuring a comprehensive and practice-oriented legal education.

Students said that they attend language courses, in particular Legal English, in the first two semesters. To foster the internationalization of the study program and AAB College in general, the expert team thinks that elective courses or interdisciplinary courses could be instructed in English.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)

Each course of the LL.B. General Law has a syllabus outlining learning outcomes, assessment methods, teaching formats, and recommended literature. Assessment methods are defined at both the course and institutional levels, following the Assessment Regulation, which is accessible via the website and E-Service platform.

Summative assessments include final exams, oral exams, presentations, seminar papers, and moot court simulations, ensuring comprehensive evaluation of students' knowledge and practical skills. Formative assessments, such as quizzes, in-class assignments, direct questioning, essays, and seminar workshops, provide ongoing feedback and support skill development. Student complaints and appeals are regulated by the Statute and Bachelor Studies Regulation, ensuring fair treatment in academic and administrative matters.

Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)

Students in the LL.B. General Law program take six courses per semester, each ranging from 4 to 6 ECTS, with 1 ECTS equivalent to 25 hours of learning. The ECTS workload includes lectures, seminars, independent study, project work, exams, and other academic activities, supporting a student-centered learning approach. Student's workload remains consistent throughout their studies, requiring them to complete six exams per semester. AAB College follows the European Credit Transfer and Accumulation System (ECTS), ensuring that courses and credits are internationally recognized and transferable.

ET recommendations:

- 1. The Law Faculty standardizes its benchmarking and conducts a comparison analysis with European universities to include more perspectives and allow for a strategic positioning of the LL.B. General Law in Kosovo.*

2. *AAB College introduces an Administrative Law Clinic.*
3. *The Faculty of Law offers elective courses or interdisciplinary courses instructed in English language.*

5. STUDENTS

Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

An enrollment procedure – including an appeal – is at hand. According to the Regulations for Bachelor Studies, the conditions for application are:

- successful completion of primary and secondary school with at least 12 years of schooling certified by a relevant diploma;
- successful completion of the National Matura Test according to the criteria defined by the Ministry of Education, Science, and Technology, which is proven by relevant evidence;
- successful completion of the selection procedure;
- completion of the file with formal documentation as defined by MEST.

As confirmed by the interviewed students, the application process is not complicated and the students did not have doubts about being accepted to the program. The institution organizes information sessions for high school students on the program (and application) and makes a student handbook available.

Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

Student progress is confined in the Regulation for Bachelor Studies. This approach has to support the competence acquisition.

Entering and maintaining student progression data is the responsibility of each teaching staff member and the results are stored in the electronic database. The student completion rate on the programme level overall has been quite high (based on the graduation data for the student cohort enrolled in 2020/2021). Student progress results are subject to discussion in order to identify difficulties and propose measures for improvement, while maintaining the required academic level. There is a mechanism for monitoring the student success reports that has to be implemented at least twice a year but the expert team did not learn of any reports resulting from this process.

As confirmed both by the students and the teaching staff members, the teaching staff members are expected to follow the progress of every student and interfere or notify the administration in case of any doubts.

There is a high rate of student transfer to AAB College from other universities in Kosovo, in particular, the University of Prishtina. During the meeting with students, the expert team learned that the main reason for transfer is the student-centered approach implemented at the AAB College. For a number of students, this was also the main decisive factor for applying to AAB College as their first choice. The students met by the expert team confirmed that the transfer is allowed from the second semester to the fifth semester and the student achievements that will be transferred are agreed with the Transfer Office.

Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)

The expert team learned about the outgoing exchange possibilities for the national students (of which students are informed). As the study programme is implemented in Albanian, unfortunately no incoming exchange possibilities are offered. A regulatory framework for exchange is available.

Although internationalization is a strategic priority of the AAB College, the actual number of exchanges are quite low and needs to be assessed/jacked up, given the high number of students in the study program. The importance of sustainable cooperation with partners is highlighted by the expert team. All students who have benefited from exchange have used the ERASMUS+ exchange program.

The institutions chosen for exchange have been the same for several students, indicating a good level of cooperation and probably a tendency to choose countries with a similar socio-economic situation.

To strengthen this dimension, which is necessary given the institution's ambitions, it would be important both to improve the English language skills of the students and also look for more opportunities for "internationalization at home"

Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)

As confirmed during the site visit, the AAB College operates in a student-centred manner and puts a lot of effort in ensuring competitive conditions for students, if compared with other universities in the closer region and Kosovo in general.

For all study programmes, AAB College uses the E-SERVICE system, where the staff publishes the relevant materials for easier and more dynamic access. There is even a designated quality assurance mechanism - Monitoring of the electronic platform for materials uploaded electronically by academic staff - for ensuring that the platform is used and the materials are available to students.

As this is a full-time bachelor study programme, implemented in Albanian only, no specific support mechanisms in addition to IT support, career support and support directly related to study process have been deemed necessary.

ET recommendations:

1. It is recommended to promote student exchange with support mechanisms and a higher English component to the study program and also look for opportunities to “internationalise at home”.
2. Produce internal reports on student progression and success through the study courses for study programme level in order to identify areas for improvement.

6. RESEARCH

Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.

The LL.B. General Law program aligns its research priorities with AAB College's mission to advance higher education and academic research. The Faculty of Law focuses on legal reforms in Kosovo, criminal justice, and innovations in civil law within Kosovo's positive law. These research priorities are realized through interdisciplinary research groups, conferences, and peer-reviewed projects. To enhance research capacity, faculty members participate in training programs, international exchanges (HORIZON, ERASMUS), and collaborative research initiatives with (global) institutions. Sufficient funding is available.

The program operates under AAB's Regulation on Research and Scientific Activities, ensuring research contributes to social, cultural, and economic development. The Office of the Vice Rector for Science oversees the research strategy, while a Scientific Committee and Grant Regulation supports faculty publications in SCOPUS and WoS journals. Recent scientific conferences have addressed gender studies, human rights, security, and sustainable development, reinforcing AAB's commitment to impactful legal research.

Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.

At AAB College, research development follows internal regulations, encompassing faculty-led

thematic research, collaborations through Research Centers, and individual academic contributions.

The college meets the MEST No. 01/2018 criteria for publishing in recognized international journals such as Web of Science, SCOPUS, DOAJ and EBSCO, ensuring compliance with accreditation standards.

According to the KAA Accreditation Manual, only academic staff with at least one publication in these platforms qualify as responsible for study programs. Faculty of Law staff meet these criteria, and their research participation is considered in academic advancement and performance evaluations. The LL.B. General Law program remains an academic, not professional curriculum, so specific qualification requirements for professional programs do not apply.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

The Faculty of Law at AAB College is dedicated to internationalization through academic mobility, industry partnerships, and global collaboration. Key objectives include participation in international projects, such as Erasmus+ exchanges, study visits, and internships, bridging academic learning with real-world experience. During the interview, lecturers reported that they are connected with European partners, such as University of CAEN, France, Masaryk University, Brno, Czech Republic and Radboud University, Nijmegen.

The Faculty of Law actively fosters cooperation with public and private institutions to enhance student employability. Through Erasmus+ programs, bachelor students as well as academic staff benefit from international study and teaching exchanges, gaining exposure to diverse academic and cultural environments. Lecturers are also involved as external experts for public institutions in Kosovo.

Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.

During the site visit, the lecturers elaborated how they integrate their working and research experience in their teachings. They include their research publications in their course syllabi to discuss the outcomes with students. Thus, students learn to handle authentic situations. The involvement of students in research projects is yet to be standardized. The expert team

encourages the Faculty of Law and AAB College to standardize the procedure of student involvement and to provide the necessary transparency for students and staff to understand the application process, their respective roles and the necessary ethics of scientific practice.

ET recommendations:

- 1. AAB College standardizes the procedure of student involvement in research projects and provides the necessary transparency for students and staff to understand the application process, their respective roles and the necessary ethics of scientific practice.*

7. INFRASTRUCTURE AND RESOURCES

Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)

AAB College on its Pristina campus is well-equipped in terms of classroom, big lecture halls and study rooms. For the LL.B. General Law, a courtroom and a Forensic Science laboratory are available. The equipment is up to the standards and beneficial for students to gain practical experience. An elevator is under construction to allow students with physical impairments to access each level of the building.

Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)

The Faculty of Law has two libraries available to students, which are open six days a week, from morning until evening. The libraries are equipped with reading rooms, group work rooms, and individual study rooms. Access to the relevant databases (J-STOR, DOAJ Journals, EUR-Lex platform, Cambridge journals) is provided.

At AAB College, the university library is located in the basement to make it a place for peace and retreat. The library has a dedicated head managing the books and processes. Although the argumentation for its location is understandable, the library still appeared to be “outsourced” to the basement. The expert team thinks that the library has more potential and can become a more attractive meeting and study place offering a peaceful surrounding. It should be more attached to AAB College as a place that supports the curriculum and the research of the faculties and its students.

Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)

AAB College maintains a stable and strategically aligned financial plan, structured over a three-year period. Its primary sources of income include tuition fees, sponsorship funding, and

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revenue from various projects, ensuring financial sustainability and support for institutional objectives.

ET recommendations:

1. *AAB College develops a marketing strategy to promote the library to become a dynamic and inspiring hub for learning, collaboration, and academic exchange.*

8. FINAL RECOMMENDATIONS

As shown above, the compliance levels per general areas are:

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

According to the expert team's evaluation, the Bachelor Program "General Law (LLB)" is "Fully compliant" with the standards included in the KAA Accreditation manual and, therefore, the expert team recommends accrediting the program for the duration of five years and admitting maximum 250 students to the programme per year.

Expert Team

Chair

Joh. Falck -

Prof. Dr. Johannes Falterbaum

March 12, 2025

(Signature)

(Print Name)

(Date)

Member

Nina Rotermund

Dr. Nina Rotermund

March 12, 2025

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(Print Name)

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Member



Asnate Upmace

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Bertel De Groote

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