



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency



AAB College, Pristina

Faculty of Law

Master Program **Civil Law (LLM)**

Reaccreditation

REPORT OF THE EXPERT TEAM

February 2025

TABLE OF CONTENTS

TABLE OF CONTENTS	2
INTRODUCTION	3
Site visit schedule	3
A brief overview of the programme under evaluation.....	5
PROGRAMME EVALUATION.....	6
1. MISSION, OBJECTIVES AND ADMINISTRATION.....	6
2. QUALITY MANAGEMENT	8
3. ACADEMIC STAFF.....	11
4. EDUCATIONAL PROCESS CONTENT	15
5. STUDENTS.....	19
6. RESEARCH	22
7. INFRASTRUCTURE AND RESOURCES.....	24
8. FINAL RECOMMENDATIONS.....	25

INTRODUCTION

Date of the site visit: February 6, 2025

Expert Team (ET):

Prof. Dr. Johannes Falterbaum (Germany)

Prof. Dr. Dovile Gailiute-Janusone (Lithuania)

Katerina Klimoska, Student expert (North Macedonia)

Coordinators from Kosovo Accreditation Agency (KAA):

Fjolle Ajeti, KAA Officer

Shkelzen Gerxhaliu, KAA Department Director

Sources of information for the Report:

- *Self-Evaluation-Report (SER) submitted by the AAB College in January 2025, including annexes (Syllabuses, Academic staff CVs, 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 on 11 February, 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

Time	Meeting	Participants
9:00 - 9:50	Meeting with the management of the faculty where the programs are integrated	Mentor Lecaj, Dean of the Faculty Besard Belegu, Coordinator for Teaching
09:55 – 10:35	Meeting with quality assurance representatives and administrative staff	Furtuna Mehmeti, QAO Office Ganimete Ismajli, QAO Coordinator

		Albulena Ramadani, Head of Administration Office Leron Berisha, Head of IT Office
10:40 – 11:40	Meeting with the program holders of the study program Civil Law, LLM, 60 ECTS Criminal Law, LLM, 60 ECTS	Egzsoni Hajdari Skender Gojani Veton Vula Mensut Ademi
11:40 – 12:40	Lunch break	
12:50 - 13:30	Visiting Facilities	
13:35 – 14:10	Meeting with teaching staff	Nora Osmani Albana Pasjaqa Isuf Jahmurataj Fatmir Qollakaj Emursh Kastrati Milot Krasniqi
14:15 – 14:55	Meeting with students	Jeton Peci Rita Imeri Erelinda Zogaj Laureta Dervodelli Saranda Dushku Fjolla Skeja Granit Dashevc Erodit Thaqi
15:00 – 15:40	Meeting with graduates	Valentin Krasniqi Shaban Jetullahu Arben Zeneli Blerta Ferizi Vesel Ismajli Sedat Gashi Bleona Krasniqi Nimet Demiri Erande Hyseni Avni Leci Ngadhnjim Arni
15:45 – 16:20	Meeting with employers of graduates and external stakeholders	Valbone Dermaku, OSBE Shehije Rudari Leci, Justice Academy Ardiana Bejtullahu, PRISIG Niman Hajdari, Ombudsperson Arnita Kalanderi, Ministry of Justice Morea Pula, American Chamber of Commerce Ismail Dibrari, Kosovo Corrective Service Isa Shala, Notary Chamber of Kosovo
16:20 – 16:30	Internal meeting of KAA staff and experts	
16:30 – 16:40	Closing meeting with the management of the faculty and program	Mentor Lecaj, Dean of the Faculty Besard Belegu, Coordinator for Teaching

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 as well improving 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 a 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 Master Program Civil Law (LLM) has been accredited since the year 2019. The last reaccreditation was in the year 2022.

PROGRAMME EVALUATION

The programme evaluation consists of 7 standard areas through which the programme is evaluated.

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)

Kosovo's current context, including the need to improve the administration of civil justice and to ensure fair and timely resolutions of civil matters, requires professionals equipped with profound knowledge and practical skills. LLM Civil Law program covers main aspects in the field, including international ones.

The content and structure of the LLM in Civil Law program is fully aligned with the mission and strategic goals of the Faculty of Law and AAB College. In all three levels the emphasis is put on the student-centered approach, quality of education, research, as well as the balance of theoretical and practical skills. The intended learning outcomes of LLM Civil Law program are also in line with the AAB College's mission and strategic goals.

There is therefore no doubt that a master's program with this content is generally useful. The academic and infrastructural capacities of AAB College are also capable to host the intended number of students. However, it should be noted that there are already similar programs at other universities and colleges in Kosovo and that a very large number of students is currently completing various law programs. On page 15 of the SER, it is described that the target number of 70 students in the master's program is based on an analysis of the labor market. However, the details of this analysis are not provided. Moreover, the labor market analysis was aimed at identifying the potential impact of the program on improving the employability of its graduates. However, the statistical data on employability is not collected, therefore, this aim is hardly achievable. According to the expert team, the priority is not to have more graduates of the master's program in Civil Law but rather the best possible quality (quality over quantity).

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)

In all academic and administrative activities at AAB College, unethical behavior and academic dishonesty are sanctioned through the Code of Ethics, the Code of Ethics of Scientific Research, and the Regulation on Disciplinary Procedure. All three of these documents apply to students, teaching staff, and administrative staff, as well as to any party that, in one form or another, creates a working relationship with AAB College.

At AAB College, the Turnitin platform is utilized to assess the originality of students' work, particularly when submitting master theses. According to the Code of Ethics, an acceptable level of plagiarism is set at 20%, which accounts for quoted phrases within the thesis work. If plagiarism exceeds 20%, the thesis cannot be graded, and the student will be required to revise and rewrite the paper.

To uphold institutional regulations regarding ethical behavior and academic honesty, the Ethics Committee is responsible for addressing cases of ethical violations and making initial decisions on all such matters.

The procedures and mechanisms for addressing academic plagiarism and dishonesty, as well as the use of Turnitin, are introduced in the course "Scientific Research Methods" (syllabus of the course includes separate topics on these matters).

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 analyse 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.

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)

The management of AAB College has been proved since more than ten years as the results of evaluation show. It was confirmed during on-site visit by students and graduates.

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, dozens of other offices 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.

The administrative staff of AAB undergoes regular training through the Center for Professional Development and Innovation (QAPI). As requested by the expert team additionally AAB College provided some examples of the trainings for administrative staff, which include IT, SDGs, HR and other aspects.

Support services for all College operations are planned at the institution level through the Development Plan.

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 has developed an action plan to address the recommendations from the preliminary external evaluation, in line with the requirements of the KAA (2022). Based on the recommendations provided by international experts, the Faculty drafted an initial plan to implement these activities over a five-year period. The Faculty has successfully completed most of the recommendations, taking into account their complexity and scope.

ET recommendations:

- 1. The Faculty of Law should work out a serious analyse of the labour market, regarding the actual programs of other universities and colleges in the field of Civil law.*

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)

AAB College established an internal quality assurance system in line with national regulations, ESG and other international standards. There is a quality assurance policy covering all aspects related to the delivery of the study program: teaching, learning, student services and other administrative services.

Internal quality assurance procedures for the study program are defined by internal regulations. AAB College in 2021 adopted the Quality Assurance Regulation, which defines internal quality assurance procedures, the scope of internal assessment, assessment mechanisms and instruments, and responsible bodies for quality assurance. Moreover, in 2023 AAB College

also adopted the Quality Assurance Guideline, which provides detailed descriptions of the quality assurance processes and procedures for both internal and external evaluations. Both documents are publicly accessible on the website of AAB College.

ABB College has established a Quality Assurance Office which operates at the central level, while a quality assurance coordinator functions at the faculty level. The Faculty of Law has its own quality assurance coordinator. During the on-site visit clear explanations were given regarding activities and collaboration between the Quality Assurance Office and the coordinator at the faculty. It should be noted that coordinator of the Faculty of Law also has teaching obligations (not in the program in question).

Quality assurance processes are carried out within a cycle of planning, implementation, control, and action (PDCA). For each element of the cycle AAB College has introduced measures and instruments.

Annual plans are introduced for the implementation of the quality assurance procedures for the study program, which include regular assessments through questionnaires, meetings with various stakeholders, etc. During the on-site visit various stakeholders confirmed their involvement in the revision of the study program through the participation in survey and focus groups meetings.

Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)

The development of the study program aligns with the mission and strategic goals of ABB College, as well as Faculty of Law.

Study programs undergo a review process on an annual basis and include input from various stakeholders (internal and external). According to Article 6 of the Regulation on Quality Assurance “The Senate is responsible for approving the internal quality assurance regulation as well as ensuring that every study program is subject to regular quality assessment prior to approval”. Quality Assurance Office, as well as the coordinator at the faculty level are also involved in the development of the study program.

Since the last reaccreditation in 2022, the LLM Civil Law program has undergone a review process in accordance with internal regulations. The action plan has been provided as an additional document and shows that majority of recommendations have been implemented, including the introduction of new courses. The Teaching Council of the Faculty of Law and the Senate approved the program. The review process of the study program included consultations with key partners such as industry professionals, alumni, current students in the LLM Civil Law program, as well as a market needs analysis and a comparative analysis with similar programs in Kosovo, the region, and throughout Europe.

The Faculty of Law, in collaboration with the Quality Assurance Office, has developed key performance indicators that focus on teaching, learning, student services, student progress, academic success, etc. These indicators are monitored on a semester basis and reported through semester reports after the completion of each respective academic semester.

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)

ABB College every two years organizes surveys for the employers and industry to assess relevance of the study program to the needs of society, also to evaluate the knowledge, skills, and competencies of graduates acquired through the LLM Civil Law program and how these competencies and knowledge serve them in their workplace. During the site visit it was confirmed that the participation rate of such surveys is quite low. Therefore, meetings with employers and the industry serve better to get useful recommendations.

The student workload and learning outcomes are monitored through surveys. During the on-site visit it was explained that surveys for the students are compulsory. Taking into consideration recommendations from the experts in previous reaccreditation procedure of the study program LLM Civil Law, as well as consultations with students, AAB College has revised the student questionnaire by reducing the number of questions from 25 to 6. Moreover, to ensure that students read the questions and do not respond automatically, the time-limit for each question is installed. Besides surveys ad hoc formal meetings with students, focus group meetings are also organized.

The Quality Assurance Office conducts surveys and focus group meetings with all relevant stakeholders such as teaching staff, alumni, and employers, as a tool for collecting qualitative data. During the on-site visit various stakeholders confirmed their participation in the surveys or meetings. However, not all stakeholders are duly involved, the participation rate of employers, as well as graduates, is quite low. Therefore, during the on-site visit the idea to create a platform for alumni has been introduced.

After each assessment by the Quality Assurance Office, reports and action plans are drafted based on data collected from questionnaires. These summary reports, together with recommendations for improvement, are forwarded to the management of the Faculty and the College, which serve as a basis for improving study programs, improving student services, improving teaching and learning, etc.

On the website of AAB College general information about the activities and functions of the Quality Assurance Office is published, however, the information is not easily accessible, as it is in the section “About us”. Some reports on assessment of students are published on the

website (Albanian version), however, majority of them were prepared 2 or more years ago. Moreover, there is not any report on 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)

All regulations and institutional policies that govern the study program are published on the official website of AAB College. Information on pass rate, dropout rate, and graduate employment is not publicly available.

A separate section on the website is dedicated to the Faculty of Law and LLM Civil Law program. In the SER it is claimed that on this website information regarding admission criteria, registration quotas, learning outcomes, assessment methods, and other relevant information for the study program are published. However, on the website of LLM Civil Law program (even Albanian version) not all above mentioned information is provided.

ET recommendations:

- 1. To ensure that information about the Quality Assurance Office, its activities, documents in the field are easily accessible on the official website of AAB College.*
- 2. To ensure that results of the monitoring processes and the resulting action plans are communicated to all stakeholders and published on the website.*
- 3. To collect information on the employability rate of graduates.*
- 4. Although all regulations and institutional policies are publicly available on the website of AAB College, however, the list is quite long, therefore, it is not easy to find necessary documents. It is recommended to divide documents into sections for easier access (for instance, study procedure, quality assurance, assessment of learning outcomes, financial support, etc.).*
- 5. To update and regularly review the website of LLM Civil Law ensuring that accurate, relevant, and up-to-date information is provided.*
- 6. To publish information on pass rate, dropout rate, and graduate employment which is not publicly available.*

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 Statute of the ABB College sets the procedure for staff recruitment, which is specified by the Regulations for the selection, re-selection, and advancement of teaching staff. Prescribed processes are clear, objective and transparent, indicating in detail the procedure, terms for staff recruitment, as well as the complaint procedure. Both central (Senate) and Faculty level (Teaching Council) bodies are involved in the selection process.

Based on the proposals of the Faculties, the Senate announces competitions for the election and re-election of teaching staff ensuring that the candidate selection process is conducted transparently and through a public competition. Announcements are published on the website of the ABB College for 15 days. Announcements indicate the position, functions, as well as the working 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 teaching staff members, 8 out of them are teaching the LLM Civil Law program. 7 teaching staff members have full-time employment contracts, remaining 1 – part-time contract. Therefore, more than 50% of the teaching staff, who are involved in delivering the study program, are full-time employees. All teaching staff members involved in the study program hold the academic degree of Dr. Sc. The analysis of CVs as well as publicly available information do not indicate that any of the teaching staff engaged in the study program covers more than two teaching positions at HEIs in Kosovo, however, one professor is teaching at University in North Macedonia. Duration of teaching experience varies, some teaching staff members have already been teaching for more than 10, some – have started 3-5 years ago. In general, qualification of the teaching staff members is adequate for the for the implementation of the study program and for performing scientific/professional activity at the required level.

Majority of teaching staff members involved in LLM Civil Law are teaching 2 study courses. Analysis of CVs reveals that many of them are also teaching other courses in LLB Law program. In SER, it is claimed that each teaching staff member has a teaching load of 6-8 hours per week throughout the program. However, the analysis of CVs of the teaching staff members reveals that many of them are teaching 4 and more different study courses.

Faculty of Law has assigned 2 (1+1) program holders, they both hold the academic degree of Dr. Sc. with full-time employment.

The information on teaching staff provided in the SER is general, covering all teaching staff employed by the Faculty of Law, but not the ones who are teaching in the LLM Civil Law program. It is claimed that in the LLM Civil Law program teaching staff to student ratio is 1:20. However, if we consider upon experts' request provided additional information, there are 7 teaching staff who are full-time employers and teach in the program in question. Numbers of the students show that for the academic year 2024/2025 46 students have been enrolled. Therefore, the teaching staff to student ration is even better. However, it should be taken into consideration as it was pointed out earlier that majority of teaching staff also are teaching in other study programs. According to the internal regulations of AAB College, to ensure a fair distribution of the teaching staff's mentoring workload, no staff member may mentor more than 10 candidates at the same time. Therefore, LLM Civil Law program there are enough teaching staff employed to mentor efficiently all students.

Analysis of provided list of publications, as well as information in CVs of the teaching staff reveals that 4 of the teaching staff are publishing annually in the field of civil law, also have Scopus or/and WoS publications. However, the remaining 4 in the last five years have published only 1-2 publications. Teaching staff actively participate in various conferences with presentations in the field of civil law.

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, Reelection, and Academic Advancement outlines the advancement process in the AAB College. It stipulates that the contributions of teaching staff are evaluated based on their work in research, teaching, and community service. For the advancement in academic titles, teaching staff members must meet specific criteria related to their scientific publications (depending on the academic title, certain number of publications in journals, indexed by Scopus or WoS, is required). In addition to the scientific contribution, candidates must demonstrate high pedagogical skills for each academic title, including positive evaluations or feedback from the teaching activity.

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)

The Faculty of Law operates according to an annual work plan that focuses on training and professional development for teaching staff. This plan outlines the number of training sessions,

academic exchanges, study visits for staff, and other collaborative activities with local and international partners.

AAB College has established the Center for Professional Training and Innovation (QAPI), which offers certified professional training and support services for teaching staff. Recently organized trainings covered various aspects: professional development skills (for instance, “Project planning”), skills related to testing and assessment methods (for instance “Assessment of students based on competence and grade construction”), method of preparation and delivery of teaching and assessment (for instance, “Higher education methodology from the perspective of adult learning principles), development of research skills (for instance, “Evaluation of scientific articles”). However, information on how many teaching staff members from the Faculty of Law participated in these training courses is not provided.

QAPI also organizes training for new teaching staff who engage in teaching for the first time to strengthen their teaching competencies. Moreover, training is also carried out by the IT Office as well as the General Secretary. The teaching staff receives all information on available institutional support, including criteria for scientific papers, performance evaluation, and other important academic elements from the Vice Rector's Office for Quality and Academic Affairs. In The SER (p. 26) it is indicated that the teaching staff is encouraged to participate in international activities through projects and Erasmus+ exchange programs. The entire teaching staff of the faculty is involved in projects that include study visits or participation in international weeks at partner universities. However, the list of mobilities provided in the annex shows that this statement is far from the reality. Only 6 teaching staff members of the Faculty of Law have participated in mobilities. Moreover, only 2 of them is involved in the teaching in the LLM Civil Law program.

The teaching staff receives support from the Vice Rector's Office for Scientific Research and the Scientific Commission to facilitate scientific work and research projects. Moreover, during the site visit teaching staff members confirmed the possibility to get funding for the publications in the journals indexed in Scopus or WoS.

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)

The Faculty of Law engages several external collaborators as lecturers for its master's programs, drawing from professionals in Kosovo's justice sector. However, SER does not provide any example of such cooperation.

ET recommendations:

1. *To include more female teaching staff to keep gender balance in the study program. Currently out of 10 teaching staff teaching in the study program, only 2 are female.*
2. *To organize language courses (especially, English) to the teaching staff (also administrative staff).*
3. *To increase international mobility of teaching staff of the study program and their involvement in international projects.*
4. *To ensure that all teaching staff engaged in the study program are involved in professional development programs.*
5. *To involve external associates practicing in the field in the teaching process (not necessary through employment).*

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)

The SER shows a detailed plan for the LLM Program Civil Law.

Program Objective 1: Provide students with advanced theoretical and practical knowledge of civil law;	
LO	<ul style="list-style-type: none"> - Demonstrates advanced, integrated, and specialized knowledge of civil law, including property law, contract law, family law, trademarks, banking law, and European private law. - Critically analyzes and evaluates complex legal issues and offers qualitative solutions to contemporary civil law challenges. - Synthesizes and critically reflects on complex legal information, concepts, and theories to generate new insights and perspectives in the field of civil law.
Program Objective 2: Equip students with robust research skills, enabling them to conduct independent, high-quality legal research using scientific methodologies and interdisciplinary approaches;	
LO	<ul style="list-style-type: none"> - Applies original and innovative ideas within a research context, addressing issues in areas such as international commercial arbitration, bankruptcy, and mediation. - Investigates, evaluates, and creatively applies existing knowledge in civil law to develop innovative approaches to legal dilemmas. - Designs and implements independent research projects, incorporating advanced research methodologies and drafts the master thesis.
Program Objective 3: Install strong ethical values and a deep understanding of professional responsibilities in students	
LO	<ul style="list-style-type: none"> - Demonstrates adherence to legal and professional ethics, maintaining high ethical standards in the decision-making process and in professional advancement. - Integrates interdisciplinary knowledge from fields such as IT law, contested procedures, and research methodology to tackle multidisciplinary problems in civil law.
Program Objective 4: Develop students' ability to communicate complex legal issues clearly and persuasively;	

15

<ul style="list-style-type: none"> - Demonstrates advanced verbal and written communication skills by articulating clear, persuasive, and well-reasoned arguments on civil law issues. - Effectively interprets and communicates legal knowledge, conclusions, and solutions with sound arguments and justifications to diverse audiences. - Utilizes modern information technology tools to collect, analyze, and disseminate research findings effectively within academic, professional, and public contexts. 	
Program Objective 5: cultivate leadership, organizational, and teamwork skills, enabling students to take on personal and professional responsibilities.	
LO	<ul style="list-style-type: none"> - Demonstrates organizational and leadership skills by effectively managing responsibilities in individual and group settings, including leading multidisciplinary teams. - Analyses and critically evaluates reports, case studies, and scientific articles to formulate logical conclusions and present practical, evidence-based recommendations. - Takes responsibility for managing and completing tasks independently while collaborating effectively in multidisciplinary teams.

There are no doubts that the study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices. They are aligned with the mission and strategic goals of AAB College, as well as Faculty of Law and are publicly available. The intended learning outcomes are aligned with the general goals and objectives of the study program and focus on excellence in education, research and development of practical skills. The program's intended learning outcomes are written from a student perspective, they describe what a graduate of the study program will know and will be able to do. Learning outcomes are categorized into knowledge, skills, and competencies.

The LLM in Civil Law program has undergone a comparative process with a selected number of universities operating in Kosovo, the region, and beyond, including public, public-private, and private universities.

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

It is proved that the study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. The intended learning outcomes of the study program are aligned with the level and profile of qualification gained, and they avoid overlapping. LLM Civil Law is the only program in this field offered at AAB College.

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)

As it is indicated in the SER, the program is built upon three main pillars: European Private Law, International Commercial Arbitration, and Property Law. The program's structure ensures that these core disciplines build upon one another, allowing students to progressively deepen their knowledge and skills. The interdisciplinary approach enhances their ability to integrate knowledge from fields such as banking law, IT law, and mediation, addressing complex civil law issues with innovative solutions in national and international contexts.

Course "European Private Law" has some similarities and overlapping with some topics with the course "Private International Law", which is taught in the fourth year of bachelor General Law program. Therefore, it is important to ensure that courses in LLM Civil program are of a graduate level.

Almost half of provided syllabuses were in Albanian, but with existing technologies it was possible to get translations and to understand the content, learning outcomes, assessment, literature and other information. It should be noted that not all syllabuses indicate literature in English (for instance, Comparative Family Law, Mediation), moreover, some indicated quite old sources. Even though, textbooks are not published so often, but it is still possible to find relevant articles, analysing newest issues in the field.

The study program is comparable with similar study programs abroad and enables graduate students horizontal and vertical mobility and employability in the European and global market. As it is already the case in other master's programs in the Republic of Kosovo, AAB College should also offer individual courses in English in this program under reaccreditation. Not only should technical terms be explained, but individual content-related courses should also be held totally in English language. This corresponds to the wishes of the teaching staff, as well the students, as the Expert Team was able to clearly determine during the meetings with these groups during the on-site visit.

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)

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)

LLM Civil Law program does not include practical work (traineeship) as a separate course. Practical aspects are incorporated through the teaching methods of majority of courses in the study program, also through the master thesis, which can have some practical aspects. During

17

on-site meeting it was confirmed by the students that teaching staff applies some practical teaching methods and assignments, although some graduates indicated the need for more practical aspects in the study program.

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

The study program has a didactic concept which supports students in achieving the program learning outcomes. Student-centered approach enables a comprehensive learning experience, emphasizing active student engagement, individualized learning, and the development of critical thinking, communication, and transferable skills. During on-site meeting students expressed their satisfaction with applied teaching methods, which include discussions, group projects, and other activities which require critical thinking.

Continues feedback and reflection also plays an important role in this study program. In every course, regular opportunities for students to reflect on their learning, combined with constructive feedback from lecturers, are key to promoting continuous improvement.

E-student platform is used to facilitate teaching and learning process for the students and teaching staff.

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 in the LLM Civil Law program has clearly defined learning outcomes and conditions for the realization of teaching and training activities of the module (although almost half of provided syllabuses were in Albanian, it was still possible to translate them and understand the requirements). Additionally, clear performance and assessment criteria have been set, where assessment is always based on learning outcomes. Syllabuses as well as Institutional Assessment regulation are accessible to the students on e-platforms.

AAB College encourages a diversity of assessment methods suitable within the legal field. Provided syllabuses as forms of assessment include mid-term exam, seminar paper, active participation, mock trial, etc.

Students continuously receive formative feedback during lectures, seminars, teaching hours, or via email addresses. Students also receive written feedback on their papers and assignments through email or via the E-Service platform.

Complaints are provided for in the Statute and the Regulation for Master Study. According to the statute, students have the right to file complaints on academic issues related to lectures, assessment, as well as administrative and technical matters, and to be treated fairly and without discrimination in case of any initiated appeal and/or procedural process against them.

18

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

Learning outcomes are evaluated in terms of student workload and expressed in ECTS. In Winter semester includes six courses, while in Summer semester – three courses, including the preparation of the master's thesis. The number of credits for each course ranges from 4 to 6 ECTS, and 1 ECTS is equivalent to 25 hours of teaching. Since it LLM Civil Law program for one year it is a quite high burden on the students to prepare their master thesis on time. However, statistical data show that around 70-80% of enrolled students have graduated this study program.

ET recommendations:

- 1. To guarantee that study courses are not overlapping courses taught in the bachelor level.*
- 2. To ensure that all syllabuses include relevant literature, both in Albanian and in English.*
- 3. To consider including courses or at least some parts of the courses in English.*

5. STUDENTS

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

The College/faculty has made sure to properly respond to the requirements and standards concerning student admission policies and rules. Following the procedures, defined deadlines, required documents, and clearly established conditions are part of the steps through which the College/faculty strives to meet the required standards. To enrol in the second-cycle studies, applicants must have completed first-cycle studies with an appropriate number of ECTS credits (for one-year second-cycle studies, first-cycle studies with 240 ECTS are required). Those without the appropriate undergraduate studies take differential exams. Those dissatisfied with the competition results can appeal. It is commendable that the University/faculty organizes open days for newly enrolled students to introduce them to their studies and colleagues.

However, in the process of aligning with European standards and achieving better results, not only as a College/faculty, but also as added value for society's development, further improvements are needed in the "Students" standard area.

In the future, the student admission competition should include inclusivity and internationalization. Quotas and conditions for enrolling international students should be considered, not just from neighboring countries with Albanian origin but also from around the region and world. For this purpose, it is necessary to further equip the administrative service, at least with one more professional administrative worker, to take care of internationalization. Additionally, the AAB College should offer study programs in English (for international students) and elective courses in English (for local students).

Furthermore, quotas and special conditions for students from underrepresented communities, families with lower incomes, and students with disabilities should be established. In this way, the AAB College would not only give students in disadvantaged positions, a chance to study but also develop its societal responsibility even further.

AAB College could participate in education fairs not only in Kosovo but also in the region and beyond. The expert team also encourages the organization of open days and presentations of the College in high schools across Kosovo. This way, not only local youth will be informed in time, but also potential international students.

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)

AAB College has provided a good electronic platform that supports various activities within the faculties, including the process of distributing self-evaluation questionnaires for students and teaching staff. In the SER it is claimed that upon receiving the results, measures are taken for unsatisfactory results. However, the documents provided to the expert team do not clearly show whether and what measures have been taken regarding certain aspects. The documents also do not clearly show whether the administrative staff is included in the self-evaluation process, given that the questionnaires for students contain questions only regarding the teaching staff. If this is missing, it is necessary to include these aspects in the questionnaire in the future. The expert team strongly recommend that monitoring results be regularly presented to students and staff.

AAB College has established a transfer procedure for students from other higher education institutions who wish to continue their studies at this College. The administrative staff should assist students wishing to transfer, ensuring an efficient process.

It is also necessary for the faculty of Law or the program holders to establish a practice of inviting professionals, through which students will not only gain additional practical knowledge but also become aware of the future of their profession.

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

Since this is a second-cycle study program lasting one year, it is difficult for the students to use long term mobilities (for one semester studies). However, students could use various opportunities for short term mobilities (summer/winter schools, intensive programs, travelling visits, etc.). This indicates that more efforts should be made to ensure good awareness of students about mobility opportunities. Kosovo has the opportunity to participate in various EU programs, especially Erasmus+, which the expert team strongly encourage AAB College to focus on. This further indicates the need for training for both academic and administrative staff at the Faculty of Law, in order to provide accurate and timely information to students about these opportunities. Moreover, invitation of foreign visiting professors/experts and classes in English would give a sense of internationalization for students who for various reasons are not able to go even on short-term mobilities (internationalization at home).

There are no foreign students at the faculty, which does not mean that management should not find solutions for attracting them in the future. First, the institution's structures need to be developed (such as the possibility of offering programs in English, administrative and academic support for this process).

AAB College should make efforts to participate in European University Alliances, from which it will gain not only knowledge and new ways of building capacity but also opportunities. Although the Alliances are already established, there are still ways to collaborate with them.

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)

The College/Faculty has made efforts through various resources to make students' studies more efficient and friendly. Through the e-platform services, students can complete most activities,

which is commendable. Some students shared experiences with tutoring, which should be applied in the future through tutoring, mentoring, or advising students for easier mastery of tasks and challenges. Students recognize the College/Faculty as a partner, which gives a positive image of the management and staff's efforts. However, it must be emphasized that there is no impression of a diverse student population, and a plan and steps need to be made in the near future.

Students have representatives in the College/faculty's bodies, through which they express their requests. Whether this is done efficiently enough and whether it fulfils the purpose of their existence must be assessed in the future. More meetings should be organized at the level of student representatives and students, where students will be informed about certain changes and new decisions. During on-site visit students expressed their need for more green spaces on the campus, more social activities, and continuous information about them.

As a concluded impression and assessment concerning Standard are 5 “Students”, it can be said that the College/Faculty is making significant efforts and investments to ensure that students have an efficient and effective study experience, aiming to acquire new knowledge and competencies. However, to build a college that fosters the development of critical thinking, innovation, social responsibility, and connection with the outside world, the recommendations bellow are introduced.

ET Recommendations:

- 1. Faculty should put more efforts in the internationalization of its students (internationalization at home as an alternative to long-term or short-term mobilities).*
- 2. To provide opportunities for short-term student mobility.*
- 3. To organize events outside the mandatory curriculum.*
- 4. Faculty should plan possible resources for future engagement of administrative staff for internationalization.*
- 5. Faculty should put attention in improving inclusion of students belonging to vulnerable groups and minorities, as well with disabilities.*

6. RESEARCH

Research is the focus of a chapter in AAB College's strategic plan. In this regard, the Faculty of Law has set the following strategic research priorities:

Priority 1: Ongoing legal reforms in Kosovo

Priority 2: Modalities of criminal law and justice in Kosovo

Priority 3: Innovations in civil law within Kosovo's positive law

The Faculty of Law has established a series of objectives that contribute to fulfilling the faculty's research priorities, while simultaneously aligning with the overall focus on research development as outlined in Chapter 2 of AAB's Strategic Plan.

According to internal regulations, the development of research and scientific inquiries at AAB College involves the following:

1. thematic research conducted by the faculties, culminating in scientific conferences;
2. research efforts led by Research Centers and faculties, independently or in collaboration with other partners;
3. individual research and scientific contributions from the teaching staff.

In terms of publishing scientific papers, AAB College fulfils the criteria outlined in the Administrative Instruction of MEST No. 01/2018, which establishes principles for the recognition of International Peer-Reviewed Journals. The platforms and journals recognized under this instruction, which are assessed with a coefficient of 1, include Web of Science, Scopus, EBSCO, WorldCat, and DOAJ. Furthermore, based on the KAA's Accreditation Manual, only teaching staff who have at least one scientific publication — either as first author or corresponding author on these platforms, are formally recognized as responsible individuals for the study program for the purposes of accreditation.

The proof of scientific publications of the full-time Professors of AAB College was provided by an appendix which was attached to the SER. The publication list is above average compared to other universities in the Republic of Kosovo. This corresponds to international standards.

The SER shows that the Faculty of Law is involved in three international research projects. This is good. However, research projects should be developed as well related to the Master Program under reaccreditation.

In accordance with the SER, the faculty has “planned” research collaboration with students and has also designed a program for this. Those responsible for the Master's program should

make progress in implementing it. This also corresponds to a wish of the students, as the Expert Team could find out at the meeting with the students.

ET recommendations:

1. *International Research Programs should be developed concerning the Civil Law Program.*
2. *Those responsible for the Master programs should make progress regarding the involvement of students in research.*

7. INFRASTRUCTURE AND RESOURCES

AAB College is not only one of the largest universities in the Republic of Kosovo but is also recognized for its quality. This is also clearly reflected in the college's facilities. The rooms are very generous in terms of size and quality. Without any doubts it is possible to realize the Master Program with facilities.

Faculty of Law has two libraries available to students six days a week, from morning until evening. Each library features reading rooms, group workrooms, and individual study rooms. The number of reading seats in the library is aligned with the enrolment of students in the LLM Civil Law program. Similarly, the capacity of the group workrooms is adequate for the number of students enrolled in the same program.

There is also no shortage of technical equipment. Quite often this is not the case in the Republik.

In terms of the library, an improvement is generally desirable. The College should make progress in acquisition of international books. But the college has a good electronic system through which international literature can be easily accessed in scanned form. The Expert Team checked whether five titles from the syllabus were accessible via the library. This was absolutely the case.

Based on the 3-year financial plan attached to the SER, there is no doubt that AAB College is financially able to finance the Master Program in Civil Law. As well the 5-year financial plan for the master Program shows a solid base for the program.

With regard to the needs of people with special needs, it should be noted that the entire building is accessible via elevators and escalators.

ET recommendations:

1. *The AAB College should acquire more international books.*

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	Substantially compliant
4. Educational process content	Fully compliant
5. Students	Substantially compliant
6. Research	Fully compliant
7. Infrastructure and resources	Fully compliant
Overall compliance	Fully compliant

According to the expert team's evaluation, the Master Program "Civil Law (LLM)" is "Fully compliant" with the standards included in the KAA Accreditation manual and, therefore, the expert team recommends accrediting the programme for the duration of five years and admitting maximum 35 students to the programme per year.

AAB College has to report on the implementation of the recommendations in one year.

Expert Team

Chair



Prof. Dr. Johannes Falterbaum

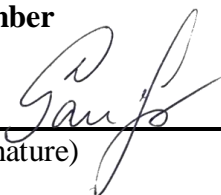
March 10, 2025

(Signature)

(Print Name)

(Date)

Member



Prof. Dr. Dovile Gailiute-Janusone

March 10, 2025

(Signature)

(Print Name)

(Date)

Member



Katerina Klimoska

March 10, 2025

(Signature)

(Print Name)

(Date)

