



Biznesi College, Prishtina

Study Program
Law LLB

Reaccreditation

REPORT OF THE EXPERT TEAM

March 2025

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INTRODUCTION

Date of the site visit: February 24, 2025

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Sources of information for the Report:

- *Self-Evaluation-Report (SER) submitted by the Biznesi College, including annexes (Syllabuses, Academic staff CVs, internal regulations, etc.).*
- *Information obtained during the site visit with the management of the faculty, teaching and administration staff, students, graduates, external stakeholders and employers of graduates.*
- *Website of Biznesi College.*
- *Visit to on-site facilities.*
- *Additional documents sent by KAA on 3 March 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
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	1.Shyqeri Kabashi 2.Afrim Alili 3.Atdhe Kabashi 4.Arben Sahiti
09.45 – 10.25	Meeting with quality assurance representatives and administrative staff	1.Arben Sahiti 2.Burim Morina 3.Ylber Krasniqi 4.Zejnullah Fetahu
10:30 – 11:20	Meeting with the heads of the study programme	Sedat Ismajli Muhamet Binaku

		Mitasin Beqiri Arben Agushi
11:25 – 12:30	Lunch break	
12:30 – 13.00	Visiting Facilities	
13:00 – 13:40	Meeting with teaching staff	1.Mustafë Kadriaj 2.Besim Kelmendi 3.Hiflobina Dërrmaku 4.Lulzim Farizi 5.Muhamet Spahiu
13:45 – 14:30	Meeting with students and graduates	1.Uarda Haxhidauti 2.Martine Laci 3.Xhelal Krasniqi 4.Sokol Ademaj 5.Fahridin Haxhifazliu 6.Nart Karjagdiu
14:35 – 15:15	Meeting with employers of graduates and external stakeholders	1.Driton Azemi 2.Kujtim Raçi 3.Miftar Mehani 4.Mahir Hasani 5.Valmir Hylenaj
15:15 – 15:25	Internal meeting of KAA staff and experts	
15:25 – 15:35	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

Biznesi College was established in 2004 as a private institution of higher education in Kosovo. Currently, Biznesi College offers studies in five bachelor level programs, including Law LLB and two programs of master level.

The study program Law LLB is designed in such a way as to equip students to achieve the qualification objectives, including knowledge, skills and competences in the field of Law. The aim of the SP Law LLB is to prepare the graduate to independently analyze, plan and implement solutions for the development, and integration of skills and competencies in the field of Law in private and public companies, in national, regional or international environments, to prepare students for studies in the disciplines at the bachelor's level and for professional work, and to offer students the opportunity to collaborate with professionals, to gain research experience or to obtain basic knowledge of the field.

The study program lasts four (4) years and offers 240 ECTS credits (60 ECTS credits per academic year, 30 ECTS per semester). In total 20 teaching staff members are engaged in the delivery of the study program, majority of them (13) have full-time contracts. For the last 3 academic years Law LLB study program has enrolled 50 new students (the maximum allowed quota) each year.

The Law LLB program of Biznesi College last time was accredited in 2021 for a period of 2 years (October 2021- September 2024). The program underwent evaluation in 2024, but it received a negative recommendation from the expert team.

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)

The ET assesses, based on the SER, that the Law LLB is in accordance with the College's mission and strategic objectives.

Moreover, there is a reference to the Standards framework of the Kosovo Agency for Accreditation, The National Qualifications Framework of Kosovo of the National Qualifications Authority and European Qualifications Framework.

It refers to the needs of the internal and external stakeholders.

The SER also makes reference to the public availability of the information and the fact that it's known by the community of the study program.

The Department offering the study program is committed to the mission of the College and has a three-layered mission, referring to education, science and community service. The law program's mission is aligned with it.

Unfortunately, the ET has to conclude that few information is given in the SER (Standard 1.1) on the strategic goals of the College and the law program.

The ET encourages the program to reflect thoroughly and with self-criticism on its identity, in view of its mission and strategic goals, taking into account the 'market' for study programs and its transposition in the program and its components.

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)

According to the SER, the program adheres to (academic) ethics and applies these values to students and staff. Each member of the community is responsible for the maintenance of academic integrity. The College rolled a policy out and adopted a code, both easily accessible to the public. The program links academic integrity to the legitimacy of the study program.

Because of the threatening character of integrity initiatives are taken to disseminate information on integrity (academic/administrative) and ethics.

Specific consultations for students on ethics are organized. This is especially important since students and academic staff have to adhere to the Code of Ethics.

According to the SER the program promotes equality and belonging, in line with the Code of Ethics.

During lectures information is given on ethics of learning/research.

For the ET it is not clear how actively and effectively bodies related to the study programme enforce the ethical standards.

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)

The ET notes that the SER strongly focuses on the open communication of the College to its stakeholders, while Standard 1.3 refers to information collection and the use of information for the management of the study programme. The SER hereby stresses the importance of the website as a tool to give transparency, accountability and building trust.

The ET learns that the idea of a ‘closed’ quality circle is important for improving the study programme. The ET learns that recommendations of external evaluators play a thriving role in this dynamic and encourages strongly not to mainly rely on external influence but to equally invest in an internally motivated concern for quality.

The ET misses the proof of a programme that gathers information and takes data-driven decisions. According to the ET the SER on Standard 1.2 gives insufficient proof of informed management with quality concern from within, but rather a reactive, externally driven study programme management. According to the SER it is important that the program ‘questions’ this in order to allow for the growth of a real culture of quality.

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 ET learns from the SER that student administration (Department of Student Services) and support service for the study programme are organized at the central level (serving all study programs). They play a student-empowering role.

The SER states that the institution, faculty, and administrators are available to help support a smooth transition and successful completion of students' educational goals.

Also, according to the SER, the general student administration service assists students in social, personal and emotional development, with the aim of encouraging intellectual and ethical growth.

Apart from the integration of an organigram in the SER, the ET has to point out that regarding this standard there is few substantiated information provided in the SER to allow the ET to clearly assess Standard 1.4, especially regarding the factual availability of administrative services, their framework and the use students make of it.

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 SER refers on each chapter to the follow-up of the recommendations of previous accreditation procedures.

For the ET it is somehow unclear whether these recommendations were seen as an opportunity to really to come real self-assessment. It is most remarkable that every recommendation was fully answered, especially since the evidence referred to not always making clear what real measures were taken and how the results were assessed and given follow-up. Though the ET was provided with additional information, this information does not enable the ET to conclude in any case whether the recommendations were really dealt with. Especially since recommendations don't have a strictly binding character, the ET hoped for a more mature (report on the) reflection and implementation of the recommendations.

ET recommendations:

1. *To take a mature approach to given recommendations: take them into account, reflect thoroughly on the decision (how) to implement them and do so in a structured and well documented approach that assesses the outcomes.*
2. *To develop a data-driven quality circle for the study program under review (within two years of the publication of the report, the system shall be up and running before the next accreditation).*
3. *To invest in clarifying and sharpening the program's profile and how to transpose that identity in the program and its day-to-day practice (within two years of the publication of the report).*
4. *To invest in an internal dynamic for program review and development, as study program review is still mainly externally thriven.*
5. *To clarify and if necessary, strengthen the visibility and enforcement of the program's care for (academic) ethics in the program and its components and in the organisation's structure (within two years of the publication of the report).*

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)

The ET reads in the SER that the quality assurance system aims to assure all interested parties that all college-activities are in accordance with the standards and the purpose. They facilitate continuous improvement and development.

According to the institutional frame for the quality-circle (PDCA) different bodies, at college level and at program level, are involved in the quality assurance/management related to the study program. The QA-system is said to be in line with the EHEA Standards and Guidelines.

The College has a policy – available to the public – on quality and regulations dealing with it, subjecting the program to all kind of relevant activities/events. According to the SER the community of the program is familiar with the policy.

Although the SER refers to QA-related bodies in which academic staff takes places, it is hard to assess to what extent a culture of quality is impersonated by all staff members and the academic community as a whole.

The SER refers to a process of self-evaluation, in which administrative and academic staff members take part (being part of the Program Learning Council).

Surveys, among students and academic peers (peer-to-peer evaluation), give important input for quality assurance.

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

The SER refers to the different steps taken to establish the study program, as well as the involved bodies. The study program, delivering first cycle studies, is linked to the 6th level. The SER also refers to clear program learning outcomes.

The SER refers to a validation process to guarantee that the review of the program brings improvements. The process includes feedback from the Committee on Curriculum Review, Change and Development on the program to discuss the review's recommendations. The review report is added to the Program Review Portfolio.

Study programs, including the one that is the subject of the accreditation, adhere to the most advanced education standards. Via working groups, stakeholders and internal bodies are involved in the conception of the study program.

Although the SER describes the approval process, the ET regrets that the SER hardly illustrates how the review procedure is applied to the program that is subject to accreditation and what its impact was.

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)

A systematic process of continuous improvement of the quality of the program throughout the period of its duration (3 years) is established. It has to sustainably guarantee the program's quality.

There is, according to the SER, a draft policy for reviews within the College. The policy is based on national/international standards and best practices. According to the SER, the policy sets out how the results of the reviews will be approved, processed and monitored (by study programs and by the College).

For Law LLB the monitoring/evaluation procedures (annual Program Monitoring and Review) must bring reflection and, if possible, optimisation (at program and College level).

Monitoring and reviewing the program, in view of quality improvement, is data-based (student feedback, statistics).

From the perspective of the review of the curriculum the Regulation on the development and review of curricula as well as the Manual for the Review, Amendment and Development of the Study Program are leading documents.

The SER refers to the main principles of monitoring and annual review, established in institutional policy documents. Especially worth mentioning is the ongoing character of the program review. Noteworthy are also the necessity to continuously involve the program community (especially students), the collective character of the review process, the need to base the review on a variety of sources, the openness to confront difficulties. Moreover, the Programme Review Guide determines what information has to be included in the Programme Review Report.

The SER also highlights the use of benchmarked standards for grading students.

On College level the Committee/Commission for Review, Change and Development of Curricula has a leading and initiating role in program (curriculum) amendments. Approval is given by the High Teaching and Scientific Council. Unclear for the ET is the exact role and impact of the program level, where the expertise seems to be gathered, in this regard. It is the ET's idea that initiative of the program (especially with regard to the Law Program) should be given a structural and substantial role in amending the program (bottom-up approach).

The Commission on Curriculum Review, Change and Development is also consulting with the senior management as program modifications may result in strategic issues (e.g. Regarding allocation of resources).

The ET acknowledges the efforts to streamline the review procedure. Unfortunately, it is not totally clear what the procedure meant in reality for the Law LLB Program. Unclear remains as well how and to what extent external academic peers and members of society are exactly integrated in the review process (although the SER mentions the selection of 'review teams', p. 30 SER and during the interviews an external stakeholder confirmed his involvement), as well as what the specific sources for the review are. For the ET it is relevant as well how engaged the different stakeholders in reality are and how it is dealt with their remarks. Lastly, the different roles of the 'review team' and the 'working group (on curriculum development), should at best be clarified as well.

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 SER states that the College as well as the program are committed to transparency and therefore publishes all relevant information on its redeveloped website. The information concerns (among others) study program information for prospective/current students, information on the 'profile' of the College for partners and associates, information on events

and activities for alumni and graduates, information on research, social impact, contribution to societal development and quality data.

ET recommendations:

1. *The ET – amongst others referring the program, according to the SER, deals with recommendations of previous ET's – recommends to develop, implement and strictly monitor mature action plans, taking into account recommendations of external bodies as well as challenges highlighted during internal quality reviews.*
2. *To foster a self-critical approach of students and staff members at all levels, whereby the program and all its stakeholders cherish the idea that the program can only get better if it is properly challenged. In this regard, it is recommended to strive for a culture of quality, whereby the driver for quality is a genuine, internal dynamic, rather than an external and cyclical quality assurance framework. Quality assurance shall be seen as an ongoing process, not for its own sake but for the sake of the program.*
3. *While the College expresses the ambition to offer accredited master studies, the ET recommends to reflect thoroughly on the need to invest with priority in the robustness of the quality (framework) for the program under review, rather than taking up a new challenge. The assessment of the robustness, and if necessary reinforcement, of the quality (framework) of the program has to take place within eighteen months of the publication of the report.*
4. *To assess the quality of the program with clear performance indicators and a mix of quantitative and qualitative tools. Indicators and tools should be selected/developed – and their choice motivated - within eighteen months of the publication of the program. The next SER has to give proof of the use of the indicators and tools.*
5. *In order to stimulate a culture of quality, the ET recommends to invest in grassroots projects, to acknowledge quality and to showcase and document 'best practices'. From the publication of the report every year an initiative has to be defined, launched and consequently monitored.*
6. *To invite/visit one/some foreign peer institutions (or staff members in those institutions) to exchange ideas on quality assurance and have the program assessed by critical friends. Moreover, it is recommended to invest in the training and professionalization of key persons in the program's quality assurance. A work plan has to be developed within one year from the publication of the report. Within two years an exchange has to take place and before the next visit a report on the exchange and a reflection on the position of the program regarding the results of the exchange has to be ready before a next accreditation visit.*
7. *To stress the role of the program (management) itself in the evaluation and review of the program as well as in its reform. Moreover, the ET recommends to reflect on the effectiveness of the role – informal as well as structural - of external stakeholders in the review and modification of the study programme. A substantial role for students as cocreating partners can at best be the subject of reflection and determination as well. The program has to express its views (including a detailed plan on the implementation*

of the measures it inspired to) in a policy document within eighteen months from the publication of the report.

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)

Regulation on the selection procedure in scientific teaching title, teaching title, teaching-professional and associate title sets the procedure for staff recruitment. Prescribed processes are clear, objective and transparent, indicating in detail the procedure, terms for staff recruitment, as well as the complaint procedure for the candidates. Both central (Hight Teaching Scientific Council) and Faculty level (dean) bodies are involved in the selection procedure.

Candidate selection procedure is conducted through a public competition. Announcements are published on the website of the Biznesi College and in the media for 15 days. Announcements indicate the position, functions, as well as the working conditions.

The College has defined the following requirements for applicants for academic staff positions: for the position of lecturer, he/she can apply if he/she has a PhD or Doctor of Science degree, has published in scientific journals and has published scientific books or teaching materials related to teaching subject. Moreover, it is required that the candidate independently be able to hold course lectures, exercises and seminars, as well as be able to lead the scientific work of students and conduct scientific research.

The Evaluation Committee might decide whether there is a need to organize a demonstration of lectures, workshops, exercises, laboratory work or other pedagogical activities of applicants for the position of teacher or assistant.

In the SER it is claimed that the Dean of the College concludes employment contracts with approved candidates for a period of 3 years. However, the table indicating accredited bearers of Law LLB, as well as staff from other study programs, show that some teaching staff has contracts for five years. Therefore, provided information is not accurate.

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)

In total 20 members of teaching staff are teaching in the Law LLB study program. 13 out of them have full-time employment contracts in the study program Law LLB, 4 – are full-time teachers in other study programs, remaining 3 – part-time teaching staff. Therefore, more than 50% of the teaching staff who are involved in delivering the study program, are full-time

employees. 15 teaching staff members involved in the study program hold the academic degree of Dr. Sc.

It should be mentioned that submitted CVs of the teaching staff are prepared inaccurately, provided information in the SER does not always correspond with the information in the CVs. For instance, some teaching staff in their CVs indicate that they are working as lecturers, whereas, in the SER they are indicated as assistant professors, including the head of the study program. Moreover, from the information in some CVs it is not even clear if these persons are still working in Biznesi College. Some CVs belong to persons who are not indicated in the table as teaching staff in the Law LLB study program.

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. Some teaching staff are teaching in the higher education institutions outside Kosovo. Part-time employees are practicing lawyers in the field (for instance, chief state prosecutor, legal advisor). Duration of teaching experience varies, some teaching staff members have already been teaching at Biznesi College for more than 10, some started 1-2 years ago. In general, the qualification of the teaching staff members is adequate for the implementation of the study program and for performing scientific/professional activity at the required level.

In the SER it is claimed that the teaching staff of SP Law LLB consists of assistant professors and assistants. However, information provided in the Table 3 “Full-time teachers in the SP Law LLB” shows that there are at least 2 professors. Moreover, some teachers in their CVs indicate that they are lecturers.

Majority of teaching staff members are teaching more than 3 study courses in the Law LLB study program, some even 5-6 courses. However, the analysis of information provided in the SER and in CVs reveals differences in teaching courses, therefore, it is not clear how many, and which courses each teaching staff is teaching. It should be noted that some teaching staff deliver classes in different fields of law, for instance, Constitutional Law, Administrative Procedure Law, Labor Law, Civil Law Clinic. For the expert team it raises doubts about the quality of teaching, research and distribution of teaching workload. Although the ratio of students to full-time academics for the study program is 1:16 and meets the requirements.

The head, deputy head and bearers of the Law LLB study program hold the academic degree of Dr. Sc. And are full-time employees. Although, as it was mentioned above, the expert team has no evidence that they all hold academic degrees (as information in CVs is not clear), however, since they have been approved by the Board of the Accreditation Agency, the expert team trusts this decision.

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 evaluation of the performance of the full-time and part-time academic staff in SP Law LLB is based on the Manual for evaluation of teaching performance, study program and the College and is carried out once a year. The staff evaluation process is in detailed prescribed by the Manual and covers four aspects: educational process, research-scientific work, administrative activities in the institution and professional activities in the community. Both qualitative and quantitative indicators are taken into consideration. In the evaluation process various stakeholders are involved, including dean, Central evaluation commission and students. The results of the feedback are taken into account in the evaluation procedure.

In the SER it is stated that the advancement and reappointment of regular and engaged academic staff in the SP is enabled through the academic staff evaluation procedure. In this way, it is intended that this process aligns with the mission and strategic plan of the higher education institution and the mission of the study program. Based on the evaluation results, a recommendation is made by the Dean regarding the promotion or extension of the employment contract.

The above-mentioned Manual specifies that teacher evaluation results are part of all promotion procedures (promotion to a higher academic grade, promotion to a retained position, etc.). The relevant regulation for the promotion of academic staff will specify the minimum level of evaluation required for promotion to a certain degree. The College will promote staff following evidence of high performance in teaching, scientific publications, intercollegiate relations, and contribution to the College and the community.

The evaluation procedure could be declared objective and transparent, however, the procedure for the promotion of academic staff is not very clear. The Manual refers to the regulation which should specify the requirements for the promotion. However, the mentioned regulation is not provided as an annex, and its provisions are not included in the SER. Therefore, the expert team has no evidence that such regulation has been adopted and the requirements for the promotion are not clear.

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)

In September 2024 the Program 2030 For professional development of the educational and administrative staff of Biznesi College – Prishtina was adopted. The purpose of this program is to examine the status of professional development priorities, policies and practices. During the conducted interviews with the academic staff three main priorities for the trainings were defined: 1. Scientific Research; 2. Teaching and Learning; 3. Course specialization, followed by career development, leadership skills and foreign language training.

During the academic years 2021/2024 various trainings for the academic staff were organized (3-5 trainings per year), covering the above-mentioned priorities. However, information on how many academic staff members teaching in SP Law LLB, participated in these trainings is not provided.

In the SER it is claimed that the College provides training programs for new academic staff (new professors and assistants) in the first two years of work in order to support them. However, more detailed information is not provided.

In the SER information on the international activities of the academic staff was not indicated. Additionally provided list of mobilities of outgoing staff shows that there is a room for improvement in this field. During the academic year only 2-4 academic staff members have used mobilities. In total 11 teachers were involved, however, at least 3 of them are not teaching in this program anymore. Almost half of the visits (5 out of 11) were delivered in the neighboring countries (Albania, Montenegro, North Macedonia).

There is no information in the SER on how Biznesi College supports the academic staff in the development of their research programs through different mechanisms. Information provided on the “Research” standard show the intent of the College to allocate financial funds for research activities from the next academic year.

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 delivery of SP Law LLB there are 3 teaching staff who work on a part-time basis. At the same time, they are practicing lawyers in the study program related field (for instance, chief state prosecutor, legal advisor).

ET recommendations:

1. *To ensure accuracy of the information regarding academic titles, scientific titles of the academic staff, courses which they teach, workload, etc.*
2. *To ensure the high quality of taught courses by the experts in the field who also conduct research in the same field. It is hardly possible to achieve high quality and good results with 5-6 different subjects taught by the same academic staff.*
3. *To clarify requirements for the promotion of the academic staff. Within 12 months from publication of the report to adopt (if not yet adopted) in the Manual mentioned regulation for the promotion of academic staff which would specify the minimum level of evaluation required for promotion to a certain degree*
4. *To increase international mobility of teaching staff of the study program and their involvement in international projects.*

5. *To ensure that all teaching staff engaged in the study program are involved in professional development programs.*
6. *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)

Information provided in the SER regarding learning outcomes is quite general, elaborating on general procedures for all study programs and not focusing on the study program in question – Law LLB. Therefore, for the analysis of the learning outcomes of this study program information has been taken from the official website of Biznesi College.

Learning outcomes of the study program are divided into several groups covering aspects of knowledge, skills and competences. However, learning outcomes are not formulated clearly, precisely, the chosen structure and wording is not appropriate. Learning outcomes should be written from the student perspective and describe what students are expected to know and be able to do after graduation from the study program. For instance, the first learning outcome on the academic education states “To prepare graduates as professionals in LLB Law”. It is rather the goal of the program, but not the learning outcome.

Learning outcomes (if considering the concepts and not the wording and structure) are aligned with the mission and objectives of Biznesi College. 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.

Study program Law LLB was designed after conducting a comparison with the Law Programs of Universities and Colleges in the country and abroad. The greatest similarity is with the Faculty of Law of the University of Prishtina (over 81%).

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 stated in the SER that Learning outcomes at Biznesi College are in line with the National Qualifications Framework (NQF), the Qualifications Framework of the European Higher Education Area (EHEA) and the European Qualifications Framework (EQF) for lifelong learning. However, again only general information is provided about requirements set in the

above-mentioned documents without specific analysis of the learning outcomes of Law LLB study program.

In the SER it is claimed that learning outcomes of SP Law LLB “are accessible, relevant, timely, sustainable, concise and clearly understood by graduate students and employers”. Expert team does not agree with this statement, as it was already underlined in the analysis of standard 4.1.

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 aim of the SP Law LLB is to prepare the graduate to independently analyze, plan and implement solutions for the development, and integration of skills and competencies in the field of Law in private and public companies, in national, regional or international environments, to prepare students for studies in the disciplines at the bachelor's level and for professional work, and to offer students the opportunity to collaborate with professionals, to gain research experience or to obtain basic knowledge of the field.

The study program Law LLB lasts four (4) years and offers 240 ECTS credits (60 ECTS credits per academic year). The courses within the curriculum are provided in a logical flow, starting with the general/introductory courses during the first academic year and continuing with specialized legal courses in following academic years. Although mapping of competences on course level against the program learning outcomes has not been done in the SER, analysis of the curriculum and syllabuses show that the core disciplines necessary for achieving the learning outcomes and acquiring competencies in the respective fields are adequately covered by the program courses.

Each semester 2 elective courses are included from which students must choose one. Some choices raise doubts, for instance, in III semester students have to choose from Law English II and Criminal Law Clinic. The learning outcomes of these courses are quite different; therefore, students would gain different skills and knowledge. Moreover, if Biznesi College is interested to promote internationalization (not only with mobilities abroad, but also internationalization at home), it should consider keeping Law English II as a compulsory course. The other example could be in V semester when students have to choose from International Organizations and Academic writing methodology. Again, the courses are of different categories. Moreover, students already during II semester have a compulsory course on Academic writing. Therefore, the updates of elective courses should be considered, and the program has to clearly outline the differences between the courses in academic writing.

It should be noted that all information in the syllabuses has been translated into English, including the bibliography, although, analysis of basic and additional literature reveals that

majority of indicated sources are in Albanian. It is advisable at least as additional literature to indicate sources in English. Moreover, almost only books or textbooks are indicated in the bibliography, however, keeping in mind that books are not published so often, it is advisable to indicate the most 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. However, it is advisable (as it was recommended by the last expert team as well) to have – at least – (an) elective course(s) in English.

The ET notices the strong focus on public law – especially criminal law *sensu lato* – and wonders whether, in view of the demands of the professional field, civil law and especially economic law is sufficiently integrated in the compulsory subjects. Regarding the electives, it is not clear to the ET whether the portfolio is driven by a guiding principle or labour market demands, rather than by available expertise.

During the on-site meeting students and external stakeholders raised some ideas that the ET gladly brings to the attention of the study program, as it can help to reflect on the study program in view of the needs of today/tomorrow. Addressing new technologies and the issues arising from them, investing more in tax law and accounting and law of enforcement are just a few examples.

Apart from that, the ET shares the idea that it could also help the program to address the question whether interdisciplinary problems have to be addressed more significantly or whether aspects of sustainability or community servicing could/should be better addressed.

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)

Members from industry and experts in the field participate in the work of the Committee for Review, Change and Development of Curricula. Their suggestions and recommendations are taken into consideration to a great extent during the revision and development of the curricula. During the on-site visit one representative of external stakeholders confirmed his participation in the activities of the above-mentioned committee. Moreover, some other representatives of employers stated that they give recommendations in unofficial meetings with representatives of Biznesi College.

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)

During VII semester students have a compulsory subject “Practical work” (internship), which aims to involve students in legal institutions as part of their practical work, which is an excellent way to prepare students with direct experience in the legal field. During the internship, each student prepares a report on the practical lesson, which must contain a number of thematic units. Moreover, the employer also has to fill in a report on the student’s performance. Based on the reports, the professor responsible for the course is evaluating students. SER does not provide any information on the regulation for practice. Expected learning outcomes are presented in the syllabus of the course. The ET recommends the programme to structurally monitor that the assignments during the internship meet academic requirements the program aims for, and that the student gives proof of thorough reflection on his/her assignments and the way he/she fulfilled them.

During the on-site visit representatives of employers confirmed that they provide places for the internships and are satisfied with the knowledge and skills of students from Biznesi College. Some also confirmed that they have agreements or MoUs signed with the College.

SP Law LLB in its own structure has courses in which the practical learning of students is planned within the syllabuses. Analysis of syllabuses revealed that many courses include objectives related to practical knowledge, practical skills, especially, courses on legal clinics. Majority of courses also entail practical work activities. The ET stresses the importance of a good balance between practical skills and a strong theoretical base.

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

For its teaching and learning strategies, Biznesi College has adopted the student-centered approach, promoting the values of equality and inclusion of the student in all educational activities and including the student at every stage from program design, provision, assessment and evaluation. Number of active and collaborative learning methodologies have been adopted within the Study Program, which include challenge-based learning, team-based learning, and experiential learning, all prioritize the individual student's needs, experiences, and learning preferences, thereby fostering an environment that is conducive for engagement and promotes student success. These learning methodologies are reflected in the syllabuses of various courses taught in the study program. Also, during the on-site visit, it was confirmed that various interactive teaching methods are used during classes, moreover, lectures are linked to the real life examples. Students expressed their satisfaction with communication with professors.

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.

In 2024, Biznesi College has approved the Flexible Teaching Manual that favors the concept of teaching and learning with the student-centered approach and give students more control over their learning by offering them the space to explore their interests and opportunities. In this regard, it is outlined that the program, focusing on student-centered instruction, invests in lifelong learning, independent problem-solving and critical thinking. However, for the ET it is not always clear how (effectively) this is realised.

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 Law LLB study program has clearly defined learning outcomes and conditions for the realization of teaching and training activities of the module. Additionally, clear performance and assessment criteria have been set, where assessment is always based on learning outcomes. Syllabuses are approved by the High Teaching Scientific Council. They are publicly available on the website of the College and have to be updated before the beginning of new semester.

At Biznesi College, two forms of student assessment are used:

1. Summative assessment, which is applied at the end of the study of the subject.
2. Formative assessment, which evaluates student learning over time. Formative assessment includes presentation and group work; individual presentation; case study, papers, tests and other activities.

Analysis of syllabuses confirms that various assessment methods are used. In the majority of courses, the same standard methods are used, but for instance, courses with more practical orientation (Criminal Law Clinic, Civil Law Clinic) use different assessment methods (for instance, participation in real cases, simulations, etc.).

Students continuously receive formative feedback during lectures, seminars, consultations, or via email.

The Regulation on Bachelor Studies (Annex 4.7.1 to the SER), defines students' rights to file complaints regarding rule violations during exams and to appeal final results in Articles 28 and 29.

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. Each semester students collect 30 ECTS. The number of credits for each course ranges from 5 to 7 ECTS (except for the Practical work, which offers 3 ECTS). The student's learning load is calculated in a way that students would spend around 40 hours per week on commitments.

Academic year contains 30 weeks of lectures and 8 weeks of the period of preparation and exams. Student engagement in the program during an academic year is calculated for all teaching subjects (courses) and other learning or research activities.

ET recommendations:

1. *Within 6 months from publication of the report to clarify learning outcomes that they would be clear and precise, the wording would correspond to the requirements for the learning outcomes.*
2. *Within 12 months from publication of the report to adopt regulation for practice that includes the expected learning outcomes, rights and responsibilities of all involved parties and templates for all documents necessary for completing practice (if not adopted yet, since no information has been provided).*
3. *To explore the opportunities to update the curriculum or add elective courses that will make the program unique, such as AI in Law, Environmental Law and others.*
4. *To consider including elective course(s) in English language.*
5. *To make sure that elective courses are comparable in acquired knowledge, gained skills and competences and are not repeating compulsory courses.*
6. *Within 12 months from publication of the report to ensure that all syllabuses include references to relevant literature in both English and Albanian and would include not only books and textbooks, but relevant articles in the field as well.*

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)

The study program Law LLB within Biznesi College has had an enrolment quota of 50 students over the past three years. However, the SER and discussions during the on-site visit confirmed that interest in the program consistently exceeds this quota, with an average of around 85 applications annually over the same period (as per additional information to the SER submitted upon ET's request).

When asked about what sets this Law program apart from others, representatives from the College emphasized its distinctiveness. According to the SER, the program was originally designed by comparing its draft curriculum with LLB Law study programs from both national and international universities. Students who met with the expert team stated that they chose this program primarily because of the professionalism of its staff, which they found to be a key differentiating factor compared to other programs.

All general and specific criteria that candidates must meet when applying for any study program are clearly outlined in the College's announced public competition. During the registration process, the Central Registration Commission strictly adheres to the established

procedures, ensuring that all criteria and acceptance requirements defined in the Competition are correctly applied.

Biznesi College has developed and follows an admissions policy that aligns with its mission, facilitating a structured and transparent enrollment process, as prescribed in the SER. The registration procedure for the Law program includes several steps: submission of an enrollment application, an entrance exam, preliminary results, the right to appeal, and the publication of the final list.

Article 8 of the Regulation for Bachelor Studies (Annex 4.7.1.) provides further clarification on the admission procedure. According to this article, the College is open to applicants from the Republic of Kosovo, transfer students from universities or other higher education institutions both domestically and internationally, as well as foreign students. Application form, info for the deadlines, admission and registration, funding, accommodation and the Student handbook are available and easily accessible on the College's website.

Taking all available information into account, it can be concluded that the admission policies—including requirements, criteria, and procedures—are clearly defined and publicly accessible. The Expert Team recommends the development of a comprehensive promotional and communication strategy to enhance student admissions. By leveraging the existing effective processes for collecting and analyzing reliable student data, targeted promotion efforts would help the College expand its reach and attract a broader pool of prospective 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)

The College has an automated online system (SEMS) which is used for collection and providing access to data, various announcements, course registrations, courses by semester offered by study programs, as described in the SER. The SEMS is used for following the progression data and regularly collecting data. Moreover, through the SER the staff can see the list of grades, dates of exams, calculate the average, schedule of lectures, participation in lectures, dates of exams, teachers of subjects, etc.

The student handbook has been presented as a tool for ensuring the students' completion in the SER. Its usage has been confirmed by the students and graduates during the on-site visit. The student handbook is available online on the College's website. However, the Student Handbook offers limited information for the students offered at the College and it is more like a promotional flyer rather than a document listing the students' obligations.

The Students Satisfactory Survey can be also foreseen as a tool to ensure the students' completion of the study program since it collects data on Enrolment, consultations and student

support, Sources of learning outcomes and Teaching and learning process. In addition, there is a graduate's questionnaire designed to assess the long-term impact of the higher education (submitted as an Annex to the SER). Having all this in mind it can be concluded that the College has a system and tools for collecting student progression data.

In the annex submitted to the SER upon the request of the ET the College specifies that the dropout rate cannot be calculated or applied because some students remain passive in the form of studies and do not declare the continuation of the studies, unregistration from the program or dropout. On the other side available data in this document are showing an average of 90% graduation rate in the last three years. This information has been shared by the Management of the College as well during the meeting with them as part of the on-site visit. However, neither the SER, nor the meetings during the site visit did show any specific example on how the student progression data is analysed and any measures undertaken to base on those analysis.

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

Satisfaction surveys are used to monitor the effectiveness and relevance of student services. The College continuously provides academic advising, career planning, employment guidance, and personal or psychological counselling, ensuring students have easy access to these resources.

The College's Policy on Co-Curricular and Extracurricular Activities (Annex 5.3.1. to the SER) defines and outlines expectations for implementing these activities to offer students a well-rounded educational experience. This regulation categorizes curricular, co-curricular, and extracurricular activities.

College advisors are available to support prospective students throughout the admission process.

Student responsibilities and rights are outlined in the Code of Ethics (Annex 1.2.2.), specifically in Article 27. This article states that students must not engage in plagiarism, disrupt the learning process, or neglect their academic obligations. Intellectual property and academic integrity are further addressed in Articles 29 and 30 of the Code of Ethics. The College management has implemented plagiarism detection software, and the institution's website features the "Compilatio" system for plagiarism recognition (Annex 9 of the SER). Additionally, plagiarism policies are governed by the Academic Integrity Policy, which is annexed to the SER. Further raising awareness on this topic should be implemented among the students and the staff.

Students reported that an introductory session is held at the beginning of each academic year to inform them of their rights. The College should ensure that the students' rights and

obligations are in detail explained in this session follow up with regular and continuous reminder for the students about them.

The SER also specifies the existence of appeal and compliance procedures for students. The Regulation on Bachelor Studies (Annex 4.7.1 to the SER), defines students' rights to file complaints regarding rule violations during exams and to appeal final results in Articles 28 and 29. However, both articles use the term "complaint" in their descriptions, despite the title distinguishing between "complaint" and "appeal." It is crucial to differentiate these two levels of recourse clearly.

The SER provides limited information for internalization efforts and actions of the College. The annex provided by the College upon the ET request shows quite a small number of incoming and outgoing students. In average three students per year in the last three years have been using the international exchange mobility programs spending time abroad in higher education institution in Albania, Montenegro, Poland, Slovenia, Latvia, Germany, North Macedonia and Slovenia. One of the students whom the ET met during the site visit has also been part of the international exchange programme. The Student handbook has also a part specifically focused on international cooperation with organization and higher education institutions. However, the College should increase its efforts and make a detailed plan for increasing the number of outgoing and incoming students. Strategic and appropriate measures to improve procedures of international exchange should be undertaken. Finally, the College provides information on how many students enrolled in the study program participated in international mobility for up to three months and more than three months in the period of the last five years (incoming and outgoing mobility).

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 SER and discussions during the on-site visit provided insights into the College's strong commitment to placing students at the center of the teaching and learning process. During the on-site visit, academic staff shared various approaches and methods they use to ensure student-centered learning. The College's management reaffirmed this commitment, highlighting ongoing efforts to make the curriculum more practical and applicable.

The ET recommends further enhancing interdisciplinary approaches by integrating elements from different programs within the College and other disciplines. As an industry representative pointed out, there is a growing demand for graduates with knowledge of tax law, which could be addressed through interdisciplinary learning. Additionally, incorporating innovative teaching and learning methods, including the use of artificial intelligence (AI) in law and

environmental law, presents valuable opportunities for the College to enhance its academic offerings.

The SER also outlines various student support services, including mental health assistance for managing stress, anxiety, and other concerns. Career support services are available to help students with professional development. Additionally, the College provides financial support through scholarships and discounts, as outlined in the Regulation on Financial Support. These include merit-based scholarships, success-based scholarships, social assistance, and scholarships for students with special needs.

ET recommendations:

- 1. To put more effort on internationalization of students, to create a detailed plan in the next one year for increasing the number of outgoing and incoming students. Strategic and appropriate measures to improve procedures of international exchange should be undertaken.*
- 2. To enhance interdisciplinary learning by integrating courses and content from different programs taught within the Biznesi College and other disciplines while fostering collaboration between departments to develop interdisciplinary projects and case studies in the next year.*
- 3. To incorporate tax law modules within business and finance-related programs to meet industry demands as elective courses or workshops to equip students with relevant legal and financial knowledge as per the industry demands in the next year.*
- 4. To implement new technologies in teaching, such as AI-driven legal analysis and digital case studies, to enhance engagement and practical learning. Utilize interactive learning techniques, including simulations, gamification, and digital platforms, to improve student understanding and retention. Make a plan for that in the next six months and start by including the tools in the next year.*

6. RESEARCH

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

Biznesi College has drafted a strategic plan for the period of 2024-2028, in which institutional objective 2 focuses on the support of in-depth scientific research. College has also adopted Regulation on research and scientific work, Policy for scientific research and Regulation on intellectual property.

In the Policy for scientific research, it is indicated that College is deeply committed for creating and promoting of culture committed for providing and supporting high quality research. For this reason, a Research Development Plan should be created. In the SER it is claimed that “within the framework of the Study Program, a dynamic Plan is drawn up every year for the development of projects and research of the academic staff of the SP Law LLB. <...> The defined topics are related to the relevant field and affect the program in an interdisciplinary way.” However, such a plan was only mentioned, and no details were provided on the objectives and priorities for the research, it was not included as an annex. Therefore, there is no evidence that such a plan was adopted.

Moreover, recommendation to adopt such plan has been provided by the team of experts after the last visit in 2024. In the additionally provided detailed information how the recommendations of the experts have been implemented next to the recommendation on the research development plan for the study program, the reference is made to the general documents mentioned above (Policy and Regulation). It also states, “the 2030 Program on professional development of teaching and administrative staff of Biznesi College emphasizes the obligation that each faculty must draft an Annual activity plan where which specific research objectives are foreseen to which they must adhere.” However, this does not correspond to the recommendation of the experts, which required research development plan for the study program.

From the next academic year financial resources have been determined for the implementation of the plan, including resources for the publishing, participation in conferences, cooperation visits, etc. The positive side is that the number of dedicated resources should triple in three years, however, there are doubts about the practical implementation of such plan.

Therefore, there are no clearly identified research priorities neither in the central level, nor in the study program level.

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.

Regulation on Review and Involvement of the Academic Staff in the Scientific Research Work requires participation of the academic staff in scientific activities, including publishing scientific papers, participating in conferences, symposiums, etc. In the SER it is claimed that the mentioned Regulation requires publications in international scientific journals with an impact factor in Scopus and DOJI, EBSCO, WORLD CAT WEB OF SCIENCE. However, analysis of the Regulation does not prove this statement. There is only general requirement of the high scientific quality of scientific papers.

Research activities are one of the criteria for the evaluation of the academic staff, as well as their promotion. Both quantitative and qualitative criteria are considered.

15 out of 20 teaching staff members involved in the study program Law LLB hold the academic degree of Dr. Sc. CVs of the remaining three staff show that they hold master's degree, however, information about two staff could not be identified since their CVs were not provided.

It should be mentioned that information provided in the table with a list of publications of the teaching staff lacks accuracy: many links are not working, the names are written with errors, many different formats are used, incorrect titles are provided, etc.

Information collected from the list of publications as well as from CVs of the academic staff engaged in the SP Law LLB reveal that majority of them have a track record of research in their respective fields, including publications in journals indexed in Scopus/WoS. However, several aspects should be underlined. Firstly, due to a wide range of courses taught by majority of academic staff, it is hardly possible to have publications in all fields, especially, in cases when the taught courses are not closely related (for instance, prof. ass. Sedat Ismajli). Secondly, some academic staff, who are also teaching in other universities abroad, in their publications put affiliation with other HEI and not Biznesi College (for instance, Sejdefa Gjafce). Moreover, the analysis of list of publications also shows that many publications are dedicated to the legal issues in North Macedonia.

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.

Biznesi College publishes the scientific magazine twice a year, also publishes books prepared with reviews. The works and publications are presented at scientific conferences within Kosovo and in the region as well as in the private sector of the industry in Kosovo. Two academic staff members engaged in the study program have served as experts for the state institutions.

There is no information about the involvement of academic staff engaged in the study program in national or international projects. Although additionally provided information about the projects in the Biznesi College reveal that the College was implementing 4 projects, however, the indicated projects are relevant for the College in general, but not for the study program Law LLB.

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.

Majority of teaching staff engaged in SP Law LLB have a track record of research in their respective fields. Analysis of the syllabuses show that many of their publications are included in the bibliography lists of various courses taught in the study program.

In the SER it is claimed that students and professors of the Law LLB study program are encouraged to conduct research and publish together. However, provided examples show the involvement of only one student in such activities.

ET recommendations:

1. *Within 6 months from publication of the report to adopt a detailed research development plan that clearly outlines the specific research objectives, research priorities for the study program Law LLB.*
2. *Within 6 months from publication of the report to update Regulation on Review and Involvement of the Academic Staff in the Scientific Research Work including more detailed requirements, especially on the publication of research papers in international scientific journals with high impact.*
3. *For the academic staff engaged in the SP Law LLB to consider collaborations in research arrangements with colleagues from other HEIs from Kosovo and abroad.*
4. *To put more effort to involve students in the research activities.*

7. INFRASTRUCTURE AND RESOURCES

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

The management of the College proudly announced their new premises and equipment. The SER reports about appropriate computer equipment available and accessible to teaching, staff and students throughout the College. The appropriateness of ensuring computer equipment is regularly assessed through surveys or other means.

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

The College has a Central Library with reading rooms and a suitable space for the use of literature. The Library is equipped with books in Albanian language; books in foreign languages, scientific journals in Albanian language; scientific journals in foreign languages (English); various scripts etc., as shared in the SER. The SER also shares information for the existence of facilities to make the learning resources easily usable for students, followed by computer equipment and updated software. The College ensures access to digital libraries (databases, journals) and clarification on accessible legal books collections (JSTOR Archival Journals and Primary Sources Collection, ACM Digital Library, ASTM Compass, Cambridge University Press, Duke University Press, Edward Elgar Publishing, European Respiratory Society, IOPscience Extra, IWA Publishing Journals, Mathematical Sciences Publishers Journals, Open Book Publishers E-books, OpenEdition Journals and The Company of

Biologists' Journals), as reported in the annex number 8 of the SER. Finally, the College students have access to the Kosovo national Library based on an agreement for cooperation between the Library and the College (Annex 8.1).

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

The SER informs about the existence of a sustainable financial plan as one of the College's strengths. The available financial plan presents expenses on an annual level that covers salaries for the academic staff and administration, rent fees, scientific research, technological devices, trainings, publishing books, building capacities, cooperation visits, participation in conferences, material costs, scholarships for the students and reserve capital. Annex six presents four internationally funded projects currently active and implemented by the College. However, the financial plan presented in the SER is based on a scenario that the number of students will be doubled in the next years. ET would recommend developing a more detailed plan that will not be based on such big increase as a tool for ensuring stability. The College should explore opportunities to cooperate and initiate research projects with the industry through which additional funds could be obtained.

ET recommendations:

1. *To create a detailed financial plan that will not be based on such a big increase of students as a tool for ensuring stability in the next six months.*
2. *To explore possibilities and draft a plan for cooperating with the industry in research projects that could lead to an increase of the external funding in the next six months.*

8. FINAL RECOMMENDATIONS

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

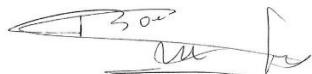
Standard	Compliance level
1. Mission, objectives and administration	Partially compliant
2. Quality management	Substantially compliant
3. Academic staff	Substantially compliant
4. Educational process content	Substantially compliant
5. Students	Substantially compliant
6. Research	Partially compliant
7.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

According to the expert team's evaluation, the study program Law LLB is "Substantially compliant" with the standards included in the KAA Accreditation manual and, therefore, the expert team recommends accrediting the programme for the duration of three years and admitting maximum 50 students to the programme per year.

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

Expert Team

Chair



Prof. Dr. Bertel De Groote

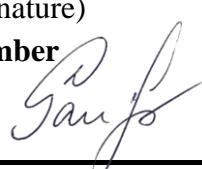
25 March, 2025

(Signature)

(Print Name)

(Date)

Member



Prof. Dr. Dovile Gailiute-Janusone

25 March, 2025

(Signature)

(Print Name)

(Date)

Member



Marija Vasilevska

25 March, 2025

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(Print Name)

(Date)