



**LAW FACULTY**

**ACTION PLAN**

**FOR**

**QUALITY IMPROVEMENT**

**October 2021**

The need to develop an Action Plan for Quality Improvement in response to the accreditation processes in the Law Faculty and the monitoring and evaluation processes reported from the Quality Assurance Sub-Committee of Law Faculty during the previous year. This plan is in accordance with the institutional and Faculty Strategic Plan 2021-2026 and the Annual Action Plan.

For this purpose, are analyzed the results from the students' survey, Faculty Council Annual Report, and the recommendations from meetings with students' representatives.

The Quality Assurance Sub-Committee, after scrutinized the results and combined them with the Faculty mission, has reformulated the following actions, as part of the continuous improvement process adopted in the following programmes:

1. LLB in Law
2. LLM in Civil Law and Property Rights
3. LLM in International and European Business Law
4. LLM in Law: Computer Criminology and Forensic
5. LLM in Criminal Law

This was done taking into consideration the following facts:

1. Accreditation by the KAA of the programs and their recommendations;
2. The enlargement of the faculty programs in bachelor and master level;
3. General arrangements for teaching and learning quality;
4. Management of the quality;
5. Employment market needs and trends;

**The main actions designed for the following academic year are:**

## **A. Student Learning Outcome**

The offered programs meet KAA standards and students' knowledge of them is evaluated based on class assignments, individual work, course work, group work evaluations, mid and final exams, etc. Common assignments are reviewed by faculty every academic year based on the data collected and administrated from the faculty management. They are used data to make changes to courses or curriculum, in accordance with accreditation guidelines.

In July 2021, the Faculty reviewed student learning outcomes/ common assignment data. The strengths and areas of improvement at indicated below.

Students from LLB in Law program and also in master programs met expected outcomes with scores ranging from above average at 75.%.

Sub-committee for quality assurance suggests providing more instructing and extracurricular activities, including guest speakers in some courses, practice of legal writing skills, case study discussions, etc.

The faculty will consider these recommendations and make course syllabuses changes if necessary. This will ensure the constructive alignment of course learning outcomes with teaching activity and student assessments.

## **B. Guiding standards for assessment**

Since the assessment is important and determines the level of accomplishments of students, we consider that developing at the faculty level, guiding principles or standards for assessment. It will ensure that each exam or midterm test is useful, appropriate, effective, and acceptable. The standards and related guidelines identify the issues to consider when exercising the competent evaluation reflect more consistently the scale and percentage of marks being allocated.

The guiding standard would include the purpose of the assessment, learning targets or expectations, the method for conducting the assessment, how to involve students in the assessment process how to communicate the assessment results.

Also, this can help to achieve more valuable feedback on assignments and the possibility to increase reporting in each of the courses.

### **C. Develop monitoring mechanisms**

Students provide their perceptions of major aspects of the program by completing the end-of-semester survey, which is based on a scale ranging from 1 to 5. Considering the results from the last year their perceptions of major aspects of the program were positive (4.67 points).

A small number of students cited course schedule and the possibility to increase interactivity in the class discussions.

It is suggested and planned also in the annual action plan to intensify the monitoring mechanisms and performance indicators for gauging the teaching and learning quality.

### **D. Increase Graduated Students' Level**

Based on the data related to students, who have completed their courses' obligations and have the thesis preparation are still at a high level.

Concerning this issue, we recommend the establishment of two requirements. Draft of a plan from the beginning from the student in collaboration with his/her mentor and to develop effective reporting procedure, reflected in an accessible scheme with updated data. The last ones will increase clearness on students, who don't respect the plan and the moment necessary to take steps.

### **E. Student engagement in research**

Ensuring the establishment of students' engagement in different research projects and processes to support the research. This will increase students' awareness of their future specialization or interests, their motivation and increase the visibility of related endeavors of the Faculty.

<b>Areas of improvement</b>	<b>Annual actions</b>	<b>Timeframe</b>	<b>Responsible actors</b>	<b>Performance metric</b>
<b>Constructive alignment of course learning outcomes with teaching activity and student assessment</b>	<ul style="list-style-type: none"> <li>- Training organization;</li> <li>- Foreseen and inviting guest speakers during courses;</li> <li>- The practice of legal writing skills;</li> <li>- Case study discussions;</li> <li>- Review of syllabuses</li> </ul>	October 2021 for the winter semester and March 2022 for Spring Semester	All professors	Syllabuses are constructively aligned
<b>Guiding standards for assessment</b>	Draft the guidelines of principles for assessment	July 2022	Faculty and the QA sub-committee	<ul style="list-style-type: none"> <li>- Each exam or midterm test is useful, appropriate, effective, and acceptable;</li> <li>- Data collection</li> </ul>

<p><b>Develop monitoring mechanisms</b></p>	<ul style="list-style-type: none"> <li>- Identify the monitoring mechanisms;</li> <li>- Identify who will be engaged in monitoring;</li> <li>- Define the reporting form;</li> </ul>	<p>December. 2021</p>	<p>Faculty Council and QA Sub-committee</p>	<p>Periodic measurement of the teaching and learning quality.</p>
<p><b>Increase Graduated Students' Level</b></p>	<ul style="list-style-type: none"> <li>- Draft of a template and apply thesis drafting plan;</li> <li>- Develop an effective reporting procedure, reflected in an accessible scheme with updated data.</li> </ul>	<p>May 2022</p>	<p>Faculty Council</p>	<p>The reporting process will increase clearness on students who don't respect the plan and when the moment</p>
<p><b>Student engagement in research</b></p>	<p>Plan drafting to establish the number of students engaged in different research projects and processes.</p>	<p>November 2021</p>	<p>Faculty members and Research sub-Committee</p>	<p>Increased students' awareness of their future specialization or interests, their motivation, and increase the visibility of</p>

				related endeavors of the Faculty.
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**Quality Assurance sub-committee:**

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