



LAW FACULTY

QUALITY ASSURANCE SUB-COMMITTEE

ANNUAL QUALITY IMPROVEMENT PLAN

September, 2022

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1. INTRODUCTION

The object of this report is to analyze the results of the student satisfaction level and the proposed mechanisms for improving some of the indicators.

The Sub-Committee on Quality of the Faculty of Law points out that in addition to the above average level of achievement of indicators, the object of analysis remains the indicators which are not only evaluated lower, but at the same time the same are underlined in the students' comments.

Based on Sub-Goal 4.2 of the 5 year Strategic Plan of the Faculty of Law which can be found online at <https://www.ubt-uni.net/wp-content/uploads/2021/10/Action-Plan-for-Implementation-of-5-year-strategy-Law-Faculty.pdf> according to which the student satisfaction threshold with the elements of teaching and pedagogy should be above 4.0 or 80%, the present quality report analyzes the satisfaction averages for each semester, each professor and each element of the questionnaire sent by the Central Quality Office of UBT College.

Additionally, based on the goals set by each professor within the Individual Development Plans in the part of the pedagogical category where the satisfaction threshold is set at 4.0, this report analyzes the satisfaction of each element and gives recommendations if the satisfaction is lower than 4.0. The development plans defined by each professor are in https://drive.google.com/drive/u/0/folders/11G-aXQCLf_Udvmx7bLOKIKJDq2IWmacr

2. FINDINGS

Overall, the above reports have shown a high level of student satisfaction with the teaching elements. Also, the second report has shown a high level of satisfaction in terms of elements related to the defined goals of each professor within the Individual Development Plans.

Despite the high satisfaction, the reports have identified several elements where there may be an increased focus in order to improve the quality, especially in the following aspects: teaching methods, promoting interactivity and collaboration with students.

1. **Lecture methods;**
2. **Encouragement of interaction; and**
3. **Cooperation with students;**
4. **Assessment methods;**

3. QUALITY IMPROVEMENT PLAN

The Sub-Committee on Quality of the Faculty of Law, after analyzing the satisfaction reports and findings, even from the previous academic years, shows that it is a novelty for high-level students to comment on the method of teaching. At this point, we consider that this is related to the high level of development of lessons through online classes and consequently the challenges faced by students. Also, there is an overlap in the way of perception by students of the question about the cooperation with the professor and that referred to the level of interactivity in the classroom.

Meanwhile, referring to the results of the question on assessment methods, we emphasize that the answers refer to only some of the activities developed during the semester (assessment in seminars, course assignments, or partial exams) and that most express the ratio between success level and claimed assessment. This indicator should be treated with caution to increase the level of clarity or transparency about the level of expected learning outcomes.

The sub-committee has analyzed the following data for each staff member and cross-referenced in different years and programs and finally recommends, in order to improve the quality, to take the following actions:

No.	Indicator	Actions	Timeline
1.	Lecture methods	<ol style="list-style-type: none">1. Reviewing the learning outcomes by each professor and identification of additional learning methods¹ that are better aligned with the achievement of these outcomes.2. Training related to lecture methods;2. Regular peer discussions among academic staff especially between those that received high satisfaction rates for the purpose of exchange of	Before the beginning of semester

¹ See the table, which represents different types of activities that can be used to achieve and assess various learning outcomes (adapted by reviewed Bloom taxonomy), available at <https://www.cmu.edu/teaching/assessment/basics/alignment.html>

		experiences between peers;	
2.	Encouragement of interaction	<ol style="list-style-type: none"> 1. Training for academic staff on Socratic teaching methods 2. Training on Deep Learning; 3. Encouragement of case study based teaching for students; 4. Aplikimi i aktiviteteve të mësimdhënies përmes reflektimit në grupe të vogla në klasë, ku studenti përgjigjet/shton informata të përvetësuar apo bazuar në përvojën e tyre; 5. Application of teaching activities through reflection in small groups in the classroom, where the student responds / adds information acquired or based on their experience; 6. Reflection on the quality of the comments and the evaluation given to the students for their answers; 7. Supporting students to improve expressive skills and stimulating students, which, 	Before the beginning of semester

		facilitate and encourage them to be active and responsive.	
3.	Cooperation with students	<ol style="list-style-type: none"> 1. Involvement of students in group work 2. Regular discussions between students and professors regarding the need for improvement and eventual changes; 3. Mbështetja e studentëve në problemet që parashtrojnë dhe rritja e nivelit të kujdesit apo interesimit mbi sfidat e tyre përmes evidentimit individual të mangesive që shfaqin, evidentimit të nivelit të njohurive me qëllim që të rritet motivimi. 4. Supporting students in the problems they pose and increasing the level of care or interest in their challenges through individual identification of shortcomings they show, identifying the level of 	During the semester

		knowledge in order to increase motivation.	
4	Assessment methods	<p>1. Increasing the transparency and level of clarity of students on the expected learning outcomes;</p> <p>2. Analysis by the Faculty Council of the level of implementation of consultations after the examination and approach of professor to consultations;</p>	
5	Add interdisciplinary courses that assist the smoother labor transition	1. During curriculum review process	During the review process
6	Consult the diverse industry stakeholders to design program learning outcomes and align them with learning activity that improve the career diversity opportunities of graduates.	<p>Organize consultations</p> <p>Workshop with focus groups</p>	2022-2023
7	<p>Increase placement opportunities with law enforcement and courts;</p> <p>Explore the opportunity to add the internship in the master program as obligatory;</p>	<p>2. Sign MoUs with relevant stakeholders</p> <p>3. Organize the Professional Practise course in Law LLB</p> <p>4. Organize the internship as a placement opportunity in master</p>	2022-2023
8	<i>Advance the skills of translation of practical skills to real initiatives through project-based work during studies that foresee action-taking;</i>	<p>5. Design PLOS and CLOs that boost initiative taking</p> <p>6. Develop didactic methods that</p>	2022-2023

		boost initiative taking	
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4. IMPLEMENTATION OF THE QUALITY IMPROVEMENT PLAN

The quality improvement plan shall be implemented upon approval by the Faculty Council. The Quality Sub-Committee shall implement the plan on a semester basis and shall report to the Faculty Council on the level of implementation.

QUALITY SUB-COMMITTEE

DATE: 16.09.2022

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