



**FACULTY OF LAW**

## **Quality Improvement Plan**

**September, 2024**

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## **1. Introduction**

This quality improvement plan is grounded in the annual quality report and aims to analyze student satisfaction levels, proposing mechanisms to enhance specific indicators. It aligns with Sub-Objective 4.2 of the Faculty of Law's 5-year Strategic Plan, accessible online at UBT College Strategic Plan. The target is to maintain a student satisfaction threshold for teaching and pedagogical elements above 4.0 (or 80%).

The annual quality report evaluates satisfaction averages by semester, professor, and each questionnaire element from the Central Quality Office of UBT College. Additionally, individual professor goals from their Individual Development Plans are analyzed, focusing on pedagogical aspects, with a satisfaction threshold of 4.0. Where satisfaction scores fall below this benchmark, specific recommendations are provided.

Enhancing quality is pivotal for fostering a richer learning experience for our students. Through our evaluations of faculty performance and recognition of low student participation in assessment processes, we have identified several challenges that must be addressed to improve teaching quality across all study levels.

This plan seeks to strengthen the impact of teaching on our students' academic and professional skill development. Through strategic actions and ongoing monitoring, we are dedicated to enhancing the teaching experience and cultivating a supportive environment conducive to our students' academic success. The subsequent sections of this report will outline the planned actions, implementation timelines, and the Quality Subcommittee's efforts to monitor and report on the progress of this quality improvement initiative.

## 2. FINDINGS FROM THE SEMESTER QUALITY REPORTS

This improvement plan has been developed based on the conclusions and recommendations of the semesterly quality report of the Faculty of Law in UBT.

This section of the report focuses on comparing and analyzing key aspects of the student experience in the two bachelor's programs in Prishtina and Prizren. The analysis is based on survey results collected during the summer semester to determine student satisfaction levels and their perceptions of various course aspects. This direct feedback from students provides a clear and fair perspective on the quality offered by each program and the study experience in both UBT departments.

Semester	LLB in Law (Prishtine)	LLB in Law (Prizren)
1	4.14	5.0
2	4.30	4.93
3	5.00	3.85
4	4.1	4.67
5	3.76	3.18
6	4.87	4.85
7	4.50	/
8-Criminal Specialization	4.76	/
8-Civil Specialization	4.01	/

The satisfaction level in the first year (Semesters 1 and 2) is higher in the Law program in Prizren compared to Prishtina. In the third semester, the satisfaction level in Prishtina is higher than in Prizren, while in the fourth semester, the satisfaction level in Prizren is slightly higher than in Prishtina.

In semesters 5 and 6, the satisfaction level is almost the same in both programs in Prizren and Prishtina.

### Comparison between the two master's programs

This section of the report focuses on comparing and analyzing key aspects of student experience in the two master's programs in Prishtina.

The analysis is based on survey results collected during the summer semester to determine student satisfaction levels and their perceptions of various aspects of the courses. This direct feedback from students provides a clear and fair perspective on the quality offered by each program and the overall study experience in both master's programs.

Following this, specific survey results are presented and analyzed to provide a comprehensive understanding of the comparisons and differences in student experiences between the two master's programs.

<b>Semester</b>	<b>Civil and Property Law (LLM)</b>	<b>Criminal Law (LLM)</b>
<b>1</b>	4.96	4.83
<b>2</b>	4.58	4.13

In comparing Semester 2 of the LLM programs, it can be observed that the satisfaction level in the LLM Criminal Law program is lower. However, student satisfaction with the implementation of all aspects in the master's programs remains above the 4.0 threshold. No aspect falls below 4.0, which is the quality performance indicator according to the Faculty's Strategic Plan, Objective 4.2.

**RECOMMENDATION:** To improve aspects that raise the overall average to 4.5 in the LLM Criminal Law program, focus on the following areas:

- Teaching methods;
- Interactivity;
- Assessment methods.

### 3. Plan for Quality Improvement at the Law Faculty at UBT

The implementation of these steps outlined in the table below will help advance the quality of teaching and increase student participation in the assessment processes.

No.	Indicator	Action Plan	Time
1.	Methods of teaching	<ul style="list-style-type: none"> <li>- Incorporating practical examples in lectures to illustrate legal concepts. Encouraging open discussions to foster participation and exchange of ideas. Utilizing technology to make lectures more interactive (e.g., video presentations, etc.).</li> <li>- Organizing training sessions for professors on appropriate assessment methods. Bringing in field experts to develop training sessions for teaching methods.</li> <li>- Regular discussions among professors, especially those with higher levels of satisfaction, to exchange experiences.</li> </ul>	Before the start of the semester and throughout its duration.
2.	Promotion of Interactivity	<ul style="list-style-type: none"> <li>- Organizing group discussions to debate specific topics, legal cases, or current issues, encouraging active participation of students and idea exchange;</li> <li>- Incorporating case studies and role-playing in lectures to help students apply theoretical concepts to practical situations and develop problem-solving skills.</li> <li>- Planning group work sessions to solve complex legal issues or prepare materials for projects, fostering collaboration and knowledge exchange among students.</li> </ul>	Before the start of the semester and throughout its duration
3.		<ul style="list-style-type: none"> <li>- Reviewing the assessment strategy to tailor it to the students' needs.</li> </ul>	

	Methods of assessment	<ul style="list-style-type: none"> <li>- Creating clear and defined rubrics for assessment criteria for each student task or assignment, ensuring consistency and transparency in assessment.</li> <li>- Defining and communicating clear criteria for grades and respective levels of assessment, providing clear explanations to students about their performance.</li> <li>- Utilizing technology to facilitate online assessment of assignments, including electronic submission of work, and providing prompt feedback through communication platforms.</li> </ul>	Before the start of the semester
4.	Collaboration with students	<ul style="list-style-type: none"> <li>- Scheduling weekly office hours that are easily accessible for students.</li> <li>- Planning social and academic activities outside of regular class hours, such as workshops, conferences, and visits to legal institutions, to increase student engagement and foster relationships between students and professors.</li> </ul>	Throughout the semester
5.	Behaving appropriately towards students	<ul style="list-style-type: none"> <li>- Ensuring that professors respect the scheduled lecture and consultation hours to ensure that students have the opportunity to seek assistance and progress with their academic work.</li> <li>- Defining and communicating clear and fair criteria for assessing students' work, including grading criteria, deadlines for assignments, and criteria for reviewing assignments.</li> <li>- Ensuring that communication with students is direct and open, addressing their questions and requests accurately and promptly.</li> <li>- Encouraging students to express their thoughts and to respect their opinions during academic discussions and any other interaction in class.</li> </ul>	Throughout the semester

#### **4. The implementation of the improvement plan**

This plan to improve quality will be put into action immediately upon approval by the Faculty Council. The Quality Subcommittee will monitor the implementation of this plan and report on its progress on a semester basis to the Faculty Council. The timing for undertaking each action may vary depending on the availability of resources and the time needed to prepare and implement each action. However, it is important that the majority of these actions start immediately at the beginning of the semesters to ensure a rapid improvement in the quality of teaching. Organizing informative sessions for students can be done before the start of the semesters to ensure maximum student participation.