

“DŽEMAL BIJEDIĆ” UNIVERSITY OF MOSTAR

FACULTY OF LAW

Project: EU Standards for Accreditation of Study Programs on BH Universities

Working group for production of SER

SELF-EVALUATION REPORT

Dr Suzana Bubić, professor

Dr Dubravka Husić, assistant professor

Dr Maja Čolaković, assistant professor

Dr Anita Duraković, assistant professor

Dr Rebeka Kotlo, senior assistant

MSc Šejla Maslo Čerkić, senior assistant

Amila Čiber, student

October, 2011

Contents

INTRODUCTION.....	3
Criterion 1. EDUCATIONAL GOALS	8
Indicator 1.1. Level and orientation	8
Indicator 1. 2. Specific demands for the area of Law	9
Criterion 2. CURRICULUM.....	12
Indicator 2.1. Correspondence between the aims and objectives and the curriculum	12
Indicator 2.2. Correspondence between academic and professional requirements.....	20
Indicator 2.3. Coherence of the curriculum.....	21
Indicator 2.4. Suitability for study	23
Indicator 2.5. Coherence of the learning structure and the content of the curriculum.....	24
Indicator 2.6. Final thesis of the first and second cycle	25
Criterion 3. HUMAN RESOURCES	26
Indicator 3.1. Quality of the teaching staff.....	26
Indicator 3.2. Harmonization of professional and academic requirements.....	26
Indicator 3.3. Number of full-time teaching staff	34
Criterion 4. STUDENTS	43
Indicator 4.1. Evaluation and testing.....	43
Indicator 4.2. Practical work	45
Indicator 4.3. Admission requirements	48
Indicator 4.4. Involvement of students in the improvement of teaching and learning processes.....	50
Indicator 4.5. Measures for promoting mobility, including the mutual recognition of credits	51
Indicator 4.6. Student counseling and consultations	52
Indicator 4.7. System of information and complaints	53
Criterion 5. PHYSICAL RESOURCES.....	56
Indicator 5.1. Material aspects	56
Criterion 6. INTERNAL QUALITY ASSURANCE.....	59
Indicator 6.1 Evaluation results.....	59
Indicator 6.2. Measures to improve the study program.....	60
Indicator 6.3. Inclusion of partners/colleagues, alumni and labour market/profession	61
Criterion 7. RESULTS	65
Indicator 7.1. Achieved level	65
Indicator 7.2. Learning outcomes.....	68
SWOT ANALYSIS	73
PLANS TO IMPROVE THE STUDY PROGRAM.....	78
ANNEX.....	79

INTRODUCTION

This Self-evaluation report has been made as one of the planned activities within the TEMPUS project „European Union standards for accreditation of study programs at BH universities” (158.853-TEMPUS-1-2009-1-BE-TEMPUS-SMGR). The Faculty of Law of the “Džemal Bijedić” University of Mostar applied its 1st cycle four-year study program for the pilot accreditation. (More about the project: www.esabih.ba).

After the project was presented, by the Decision of the Faculty Council number: 150-3-702/10 from 6.12.2010, Working group for production of the Self-evaluation report was appointed: 1. Dr Suzana Bubić, professor, 2. Dr Dubravka Husić, assistant professor, 3. Dr Maja Čolaković, assistant professor, 4. Dr Anita Duraković, assistant professor, 5. MSc Rebeka Kotlo, senior assistant, 6. MSc Šejla Maslo Čerkić, senior assistant, 7. Amila Ćiber, student.

The first modern higher education institution in Mostar was the Teacher Training School, established in 1950. Nine years later, Higher Technical School was founded, and in 1970 it grew into the Faculty of Mechanical Engineering. University of Sarajevo's departments of Faculty of Economics and Faculty of Law were established in Mostar in 1971, and as independent faculties they started working in 1976. These four institutions formed the “Džemal Bijedić” University of Mostar in 1977. The Faculty of Civil Engineering became a member of the University in 1978. Constituents of the University were the University Library and several institutes.

Since the beginning of aggression on Bosnia and Herzegovina in 1992, functioning of the University has been difficult, and in 1993 it lost all its facilities, equipment and significant part of the personnel. Since then, buildings of the University have been used by the University of Mostar (Sveučilište), established in 1993 as Croatian university. In academic year of 1993/1994 a small number of professors and associates continued the education process in the east part of the city under very difficult conditions. The teaching process took place on different locations, and for students that were not able to come to Mostar due to war effects dislocated lectures were organized in Jablanica and Konjic. Since September 1994 University has been situated in a former military camp that is now University campus.

In the post-war period, still in difficult conditions, University continued to develop. In academic year of 1997/1998 Agro-Mediterranean cultures study and study of Computer science and in 1999/2000 Language study were founded. These university studies, during 2002 and 2003, grew into Agro-Mediterranean Faculty, Faculty of Information Technologies and Faculty of Humanities. In 2001/2002 Faculty of Economics was transformed into Faculty of Business Management, and in 2002/2003 Pedagogical Academy into the Teacher Training Faculty. In 2010 Faculty of Business management was renamed Faculty of Economics. Today, the University consists of eight faculties: Agro-Mediterranean Faculty, Faculty of Economics, Faculty of Civil Engineering, Humanities Faculty, Faculty of Information Technologies, Faculty of Mechanical Engineering, Teacher Training Faculty and Faculty of Law.

In addition to the mentioned faculties, University consists of: University Library, Institute of engineering, as a part of Faculty of Mechanical Engineering, Civil Engineering Institute, as a part of Faculty of Civil Engineering, Educational Center with computer classrooms,

multimedia room for languages, internet classroom, Conference hall and International Center for Philosophy, Student Center, Multimedia Center, Quality Assurance Office, International Relations Office, University Tele-Information Center - UTIC, Center for career development. The Rectorate, all faculties, institutes and centers are located in the University campus in the north part of the city. Advantages of such location are numerous: more possibilities for efficient functioning of the University – easier and faster development of necessary infrastructure; there is enough space and capacity for new faculty buildings, institutes and student's accommodation; there are very attractive sports fields and other facilities necessary for students, as well as for University's employees. In addition to the advantages, unitary university campus has several disadvantages: great number of buildings is completely devastated, all buildings that are currently used by the University are not functional, because they are former military barracks; besides University, buildings in campus are also used by other subjects, whose area of functioning is incompatible with the University's functioning. Advantages of using the campus became evident in the few previous years. Buildings of Teacher Training, Agro - Mediterranean, Law and Civil Engineering faculties have been built and equipped, building extension of the Agro - Mediterranean Faculty has been done, Faculty of Economics and Faculty of Mechanical engineering have just moved into newly constructed buildings, building of the Institute for Biotechnology (part of the Agro-Mediterranean Faculty) is in progress.

Preparation activities for the reconstruction of the premises used by the University Library have been made, and there are preparation activities going on for reconstruction of Humanities Faculty building.

More information about the University: www.unmo.ba, and about the Faculty: www.pf.unmo.ba.

History of the study program (Faculty)

Faculty of Law was established in 1971 as a department of Law Faculty of University of Sarajevo. On 1st September 1976 it became an independent institution for education and scientific research. Between 1972 and 1993 the Faculty was located in one of the buildings of the former Western military camp, whose buildings were used by the University's faculties. In May 1993 space that had been used until then needed to be abandoned, so the Faculty was left with no equipment, library and everything else it had disposed of. In 1992, the Faculty was left without great number of teachers and associates, and in the summer of 1993, there was only one teacher left.

In 1998 and 1999 the Faculty took part in the European higher education reform process through TEMPUS projects „*A proposal for curriculum development and training in Human Rights*” (TEMPUS - Phare JEP-13257-98) and „*Developing curricula in transition, reconstructing and European studies*“ (TEMPUS - Phare Program AC-JEP 14061-99).

Law Faculty is a participating academic institution in Regional Master Program on EU Business Law. Faculties of Law from South Eastern Europe in cooperation with the German Agency for Technical Cooperation (GTZ) and Open Regional Fund for South East Europe - Legal Reform developed this Master Program. The legal focus of the program is on the broader aspect of European integration, also touching upon different economic and political aspects of the integration process and duly considering their legal and practical implications. Thereby, education in EU Business Law matters will be advanced and will contribute to extending the profile and the number of professionals, acquainted with the EU Business Law

and therefore competent, to actively participate in the implementation of the Acquis. (more info: <http://www.master-eubusinesslaw.org>)

Lack of our own teaching staff in the after-war period was overcome by engaging teachers from other faculties, primarily from Law Faculty of University of Sarajevo. Today we have 24 permanent employees, 18 of which are teaching staff, and 6 employees are administrative staff. One teacher is full professor, 3 teachers are in the title of associate professors and 6 teachers are in the title of assistant professor. As associates there are 4 senior assistants and 4 assistants. One teacher and 1 senior assistant from joint University departments are involved in the teaching process, as well as 7 teachers as external associates.

Faculty is situated in its own building, with area of 1080m², and it consists of: 3 classrooms, 14 cabinets, dean's office, secretariat, conference room, room for computer room and library. In the building that is used together with Faculty of Economics and Faculty of Humanities, 2 classrooms have been granted (for 1st and 2nd year classes), in addition to one teacher's office and 2 rooms for the Student Record Office, and one classroom that is going to be equipped and used as a courtroom.

Summarized review of the most important facts about the study program

The Faculty is doing scientific research and education on the field of law and other related sciences. Undergraduate study program (1st cycle) is organized as four-year study. The Faculty has, as most law faculties at public universities in Bosnia and Herzegovina, accepted the model: 4+1+3. In the period of finalizing this Report, the competition to enroll students in the 2nd cycle is open. Third cycle has not been introduced yet. It is necessary to provide all preconditions for its beginning, which is not going to be easy and simple.

Undergraduate study program has been created in the time of Faculty's establishment, and it has been innovated many times in the sense of modernization of the curriculum by introducing new courses with new legal areas included, and by expanding the curriculum of existing courses by areas that weren't included to the necessary extent.

Changes were made in accordance with efforts to train students for jobs and fulfilment of tasks that are going to be set before them after BH admission to the European Union, in international economic relations and trade.

Most important changes were made in academic 2006/2007 when some of the principles of the Bologna process were accepted, and some minor changes of this innovated teaching program were made in 2008/2009. During academic 2010/2011 further reform was conducted in accordance with the requirement to revise the curriculum every four years, which resulted in the adoption of revised curriculum implemented from academic 2011/2012.

In addition to this, during the previous academic year, Faculty created and adopted the curriculum for three-year professional undergraduate study «*Legal and organizational matters in public administration*» (degree of Bachelor of public administration, 180 ECTS). Due to the insufficient interest of candidates, teaching process at that study program was not organized in 2010/2011. The curriculum for this study program was innovated in 2010/2011, but no candidates applied for it for 2011/2012.

Four year undergraduate study toward a degree of Bachelor of Law (240 ECTS) is divided in eight semesters. During the study overall 55 courses are taught. Fifty of them are compulsory and 5 are elective courses. Elective courses are chosen from the list of 62 elective courses in total provided by the curriculum.

There are 60 ECTS per one study year, i.e. 30 ECTS in one semester. Minimum number of credits for individual course is 2 ECTS, and maximum is 6 ECTS.

According to the curriculum implemented until 2010/2012, by completing the four year undergraduate study program student obtains a degree of graduate jurist.

In addition to this, the curriculum includes a compulsory 21-day practical work in juridical or administrative bodies for forth-year students. The Faculty has so far organized this practice in Municipal Court in Mostar, or in other places in B&H, for students that are not permanently inhabited in Mostar. Survey conducted at the beginning of this academic year showed that a large number of students decided to perform their practical work in the court.

Experience and significance of the self evaluation process

With self-evaluation, as primary activity for quality assurance in educational process, we detect, critically analyze and estimate our study program, its advantages and disadvantages, indicate suggestions for quality improvement and make a foundation of the action plan for improvement of the situation.

Aware of the significance and importance of quality insurance in higher education, we understand the creation of self-evaluation report as necessary and useful instrument to: 1. speed-up the process of reform implementation and the teaching process' quality development, 2. develop quality culture and establish institutional mechanisms and development plans and activities in order to insure high standards of professional development in student-oriented teaching process, 3. further implement the Bologna process and 4. Successfully prepare for the forthcoming accreditation of study programs, all in accordance with requested standards.

The production of the Self-evaluation report included the analysis of already existing reports about the teaching staff's work and students' questionnaire made by the University Quality Assurance Office along with a conducted graduates' survey. Self-evaluation report created for the purposes of Council of Europe's project «Review of the Faculties of Law in B&H» (February 2004) was also used. Systematic collection of administrative data was carried out, planned and implemented activities were compared, students were surveyed and moderated talks were held with both students and teachers. Besides members of the Working group, all employees and students' representatives contributed to the production of SER. They took an active part in all stages of SER production by discussing and giving suggestions on different parts of SER at the Faculty Council meetings, and meetings with administrative staff.

Constant cooperation with competent University structures was kept for the purpose of production of SER, especially with the University Quality Assurance Office.

Tasks of the Working group for SER production were: 1. Creation of the methodology of work on the Self-evaluation report, including plan, program and schedule of activities with specific duties, 2. Coordination of all project activities, 3. Analysis of the relevant legal

framework, 4. Identification and analysis of the situation, 5. Collecting necessary data for the self evaluation of the study program, in accordance with adopted criteria, 6. Research on academic experience of students, teaching and administrative staff, 7. Analysis of the data and questionnaires, 8. Analysis of the research results in general – self-analysis – interpretation of the results, 9. Completing the self-evaluation questionnaires for the report, 10. Reporting to the Faculty Council on each part of the Self-evaluation report, 11. SWOT analysis – analysis of the situation and development opportunities, 12. Defining development goals, 13. Creating development plan in accordance with the suggested form, and 14. Production SER for external assessment.

Criterion 1. EDUCATIONAL GOALS

Indicator 1.1. Level and orientation

Main goal of the 1st cycle of the university study program Law is to shape the profile of an expert that would be capable for individual work in every area of law for which a law degree is required (and not to pass state or other bar). Knowledge and skills acquired during studies should be a quality foundation for passing these exams and continuing studies of the 2nd cycle. Educational goals are focused on overmastering competences, which can be general and specific, and general scientific and academic competences. At the same time, goals are also focused on overmastering practical knowledge.

The following **General competences** should be acquired during studies:

- acquired general and specific theoretical and practical knowledge and skills from several legal areas and ability to apply them efficiently in completing tasks required by the employer: preparing legal acts, solving cases and forming opinions, conclusions and making decisions and their arguing and presenting;
- ability to use different methods of legal regulation interpretation, development of critical and self-critical opinion and adoption of objective attitude;
- ability to identify the problem, decide on the most appropriate approach for its resolution, conduct correct analysis of a situation and synthesis of gathered data, as well as finding adequate solution by logic reasoning and creativity, both individually and in a team;
- ability to gather and process relevant information, present it and exchange by using overmastered legal terminology, efficient oral and written expression and developed abilities of communication on legal issues;
- promotion of highest standards of legal ethics, socially responsible opinion and critical relation to social events;
- development of affinity for lifelong learning and skills of studying necessary for continuing of study (2nd cycle) and generic skills necessary for employment and advancement.
- gained basic knowledge to use information technologies.

Educational goals are used to overmaster the following **General scientific and research competences**:

- developed affinities to scientific and research work, ability to pursue fundamental scientific and research work and search legal sources;
- knowing and being able to implement research methods that will enable gathering and processing relevant data necessary to form critical opinion and to estimate different scientific, social and ethical issues;
- ability to perceive a research problems and their solution in that or initiated further research;
- ability to present research conclusions and result in a clear and efficient way;
- initiative and independence in decision making process.

The following **specific competences** for the scientific area of Law are in focus of the educational goals:

- fundamental knowledge and understanding of legal norms and rules of profession and ability to identify specific law applicable in a specific situation;
- ability to identify a problem, its understanding through analysis of identified state and synthesis of gathered data and bringing efficient and explained solutions by applying contemporary methods and consolidated knowledge from several legal areas;
- continuous monitoring of legal regulations amendments, ability to identify their meaning, perceive and understand differences and similarities in relation to earlier solutions and efficient appliance in specific situations;
- qualify to combine knowledge acquired in different areas of law, successful conduction of administrative procedure, creation and analysis of administrative acts and other tasks in administrative organs, professional pursuance of jobs in judicial organs, companies, associations and organizations.

So far we have tried, with more or less success, to ensure acquirement of mentioned competences, except we were unable to do anything related to lifelong learning. This concept of learning, which is intended to enable gaining qualifications through flexible ways of studying, including part-time students, as well as learning through work, has not become integral part of educational system at the Faculty. We think that we could solve this problem by implementing lifelong learning concept in addition to establishing strong mechanisms of cooperation with the surrounding and with developed quality assurance system. We will undertake necessary activities in that direction.

Main goal of the 2nd cycle, intended for students who successfully complete their 1st cycle studies, is to produce experts capable of independent working on complicated legal tasks in the field of the study program:

- ability to integrate knowledge, to form opinions based on gathered data, with respect to social and ethical responsibility related to knowledge or opinion application;
- mastering generic skills necessary to find employment and progress in theoretical and applied research, and to develop new ideas and approaches through independent learning and development.
- to form a system of values to serve as basis for decision making in specific situations;
- ability to pursue scientific and research work and search legal sources, which will lead to deepening the candidate's knowledge and understanding of the study module;
- ability to work as a team member and a team leader.

Indicator 1. 2. Specific demands for the area of Law

Goals of the 1st cycle study program, harmonized with demands of profession and with demands and needs of the labour market, are gaining quality education in legal field and general juridical culture. Our goal is for a graduate to have solid knowledge, mainly on principles and sources of national, international and European law. That would enable him/her adjust to new situations in practice, and to analyze and successfully and efficiently solve

disputable situations by making adequate decisions. Reforming the curriculum, we have tried and still trying to qualify graduates for inclusion in international economic relations and trends, as well as to educate them to be professional enough to take part in the European Union integration process and to execute tasks in administration and judiciary in accordance with demands and standards of the EU. Graduates should be responsible professionals with high moral values, able to cope with new challenges in private and public sector, ready to contribute to society's development in general. In addition, the goal of the education is to use knowledge and skills acquired at the Faculty as a solid ground for continuous education, for preparation and passing professional exams, as well as for the 2nd cycle studies.

We have tried and we think that we have managed to harmonize determined goals with competences, i.e. we have created majority of necessary preconditions for our students to overmaster competences that determined goals are focused on.

While determining the goals of study program we had in mind the need for our graduates to be capable to be successfully included in international relations, whose subject are the country, public and private sector. The goal we have set up and that we have to achieve is to qualify our students to make decisions to adequately solve legal problems by using international documents, in addition to national regulations. We are aware that we can satisfy this need in the amount that international dimension of the study program is expressed through our curriculum (see 2.1.).

While determining the goals the focus was on enabling the graduates to overmaster professional skills and become quality juridical cadre with opportunities for employment, personal and professional advancement. Within the 1st cycle, as a basic academic study, we have also put an emphasis on development of intellectual abilities of graduates, development of abilities for scientific and research work and, so they could become a part of the academic community.

Students and teaching staff are acquainted with determined goals and they contribute to their accomplishments through their work.

Curriculum reforms' goal is gradual approaching the study programs in European countries, as well as following the latest scientific achievements. We found important to modernize the content of existing courses and introduce a number of new courses, such as: international criminal law, medical law, as well as other contents of contemporary significance (clinics, practical part of the classes etc.). With the changes we made we have tried to adjust contents related to national legal system with contents that we should be constantly including in our legal study: those related to the EU legal system and comparative law aspects. We tried to ensure a better quality of study and quality of jurists with changes we made within curriculum.

Educational goals are mostly harmonized with the "Basic qualification framework in Bosnia and Herzegovina" document.

While determining the goals we had in mind that they should be adjusted to demands and needs of legal profession. We think that we, not completely, managed to achieve this adjustment and that our graduates will be able to successfully perform jobs of a jurist in all areas of their future work. We try to offer quality legal education to our students, so that they would be able to contribute to consolidation of B&H as a country of law, with organized administrative organs functioning by principles of a rule-of-law state, competent judicial organs, satisfied needs of national market in accordance with the rules - national by origin, but with elements of globalization and Europeanization.

Criterion 2. CURRICULUM

In the process of creating the curriculum, attention was paid to the Bologna declaration principles, such as: enabling students' and teachers' mobility, international dimension, introduction of the ECTS credit transfer system, quality and recognition of qualifications.

Indicator 2.1. Correspondence between the aims and objectives and the curriculum

Aware that determined objectives can only be realised if they correspond to the content of the study program, the Faculty tried to create a curriculum that will enable the accomplishment of the study objectives and acquiring the final qualifications, i.e. the learning outcomes. This refers to both study cycles.

The first cycle curriculum, with its compulsory and optional courses, enables students to acquire general and specific theoretical and practical knowledge and skills in legal fields in which students may work in the future. The curriculum provides is intended to provide basic and contextual knowledge, as well as adopting essential legal values – rule of law, justice and fairness, and the idea of equity.

The following teaching methods are included in the curriculum: lectures, seminars, seminar papers, essays, study visits, etc. To a large extent, they can ensure the realisation of the following objectives: understanding the course content, developing the ability to critically think, analyse, conclude, evaluate and solve problems, find relevant sources of information, and process information (to appropriately use bibliography, data bases and information technologies). Practical skills are particularly stimulated and developed through work in lectures and seminars and especially through compulsory practice in the fourth year of study. The students have so far decided to do their practical training in the court - administrative and business entities were usually not selected. While doing their practical training in the court, the student were able to encounter real situations and disputes, to observe how they are solved and how decisions are made, and at the same time to test their own knowledge and skills.

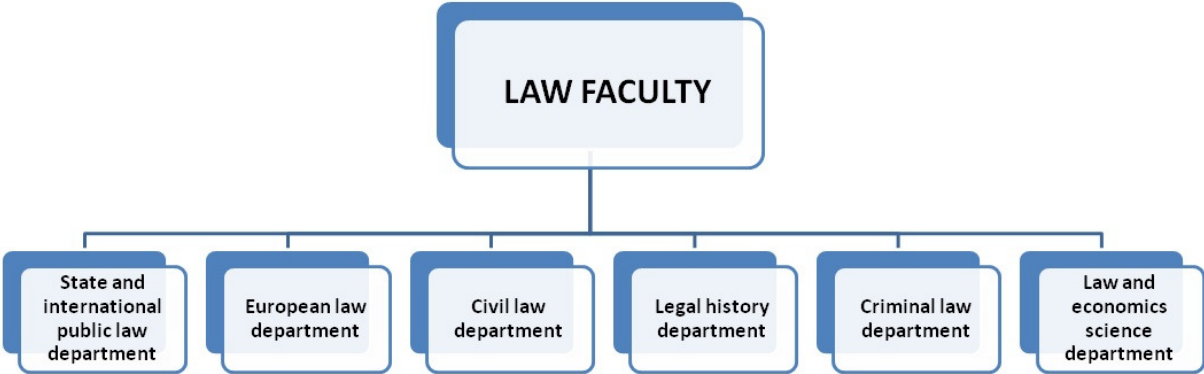
A number of students were involved in the work of several legal clinics, and providing free legal aid, which is of great importance for acquiring practical skills. These projects require the students and graduate students to take a far more active part. When providing legal aid, they have to be able to apply their knowledge and critically understand legal principles, to apply their skills in order to identify the problem and chose the best solution, to analyse the facts and to process the gathered data, to work in team and to stimulate logical thinking in problem solving. Unfortunately, these activities are available only to a number of students and they are not a part of the curriculum.

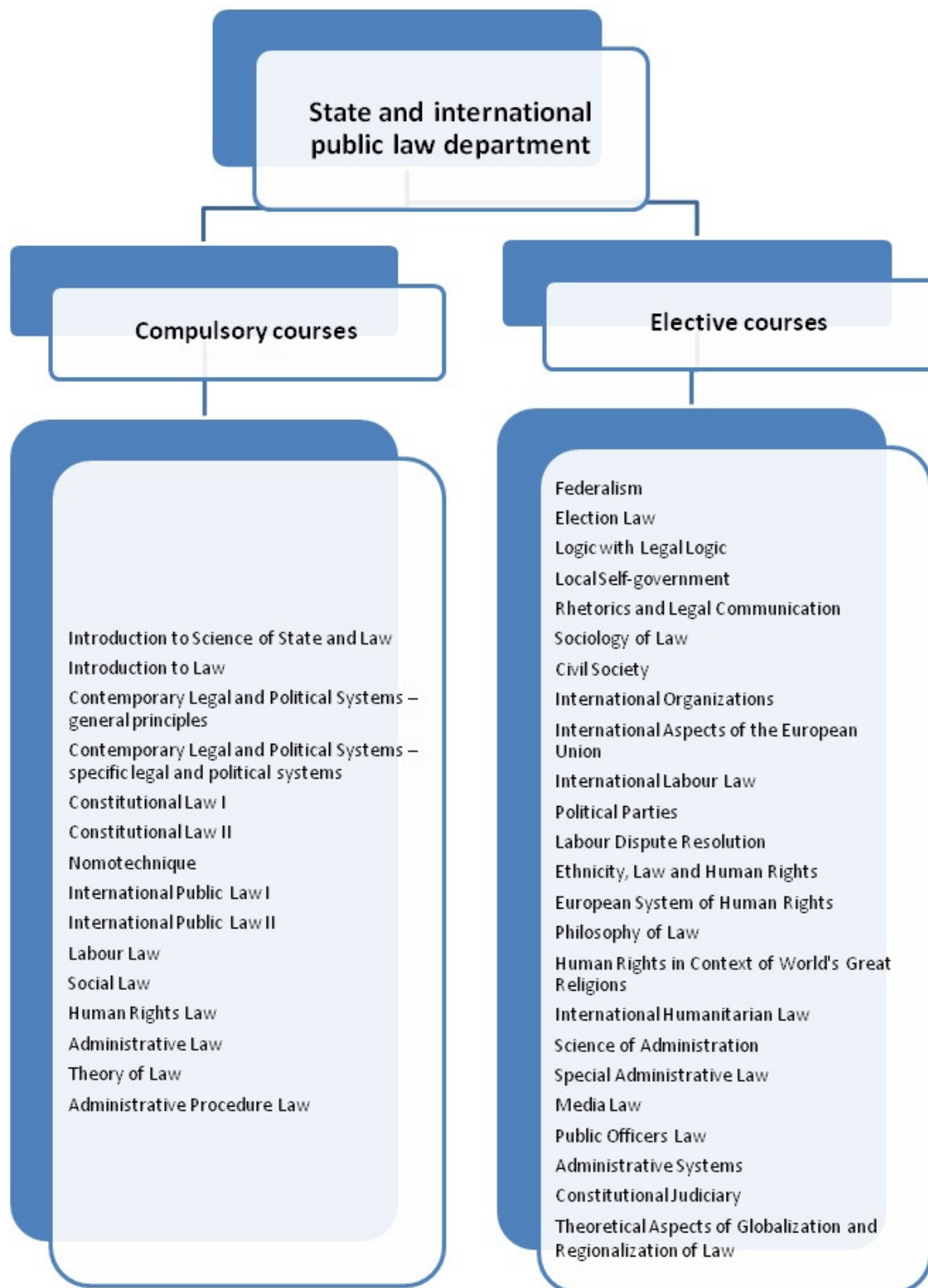
This kind of work should be included in the curriculum, but so far we haven't been able to do it. However, we are sure that we will be able to overcome this problem by organising moot courts. Federal Ministry of Education and Science has granted necessary funds to equip a classroom as a courtroom, within our project "Furnishing the courtroom" (listed in the Projects table 3.8. Criterion 3, Indicator 3.3.).

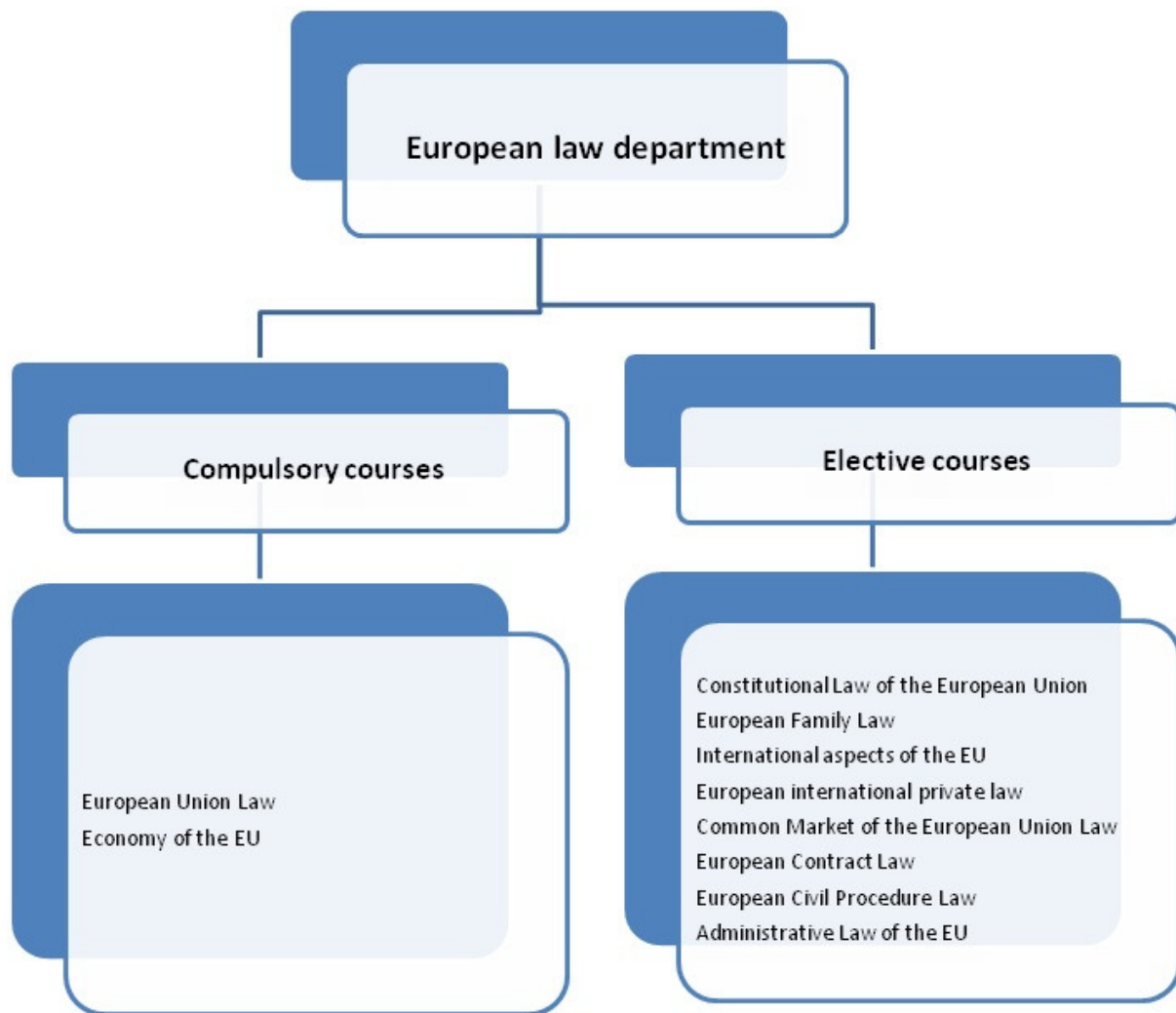
Therefore, as of next year we will have the necessary conditions for organizing such activities. The courtroom will be used in seminars for organising court simulations in all positive legal courses, with the participation of all students. So far, a limited number of students have been involved in similar activities. The Faculty will engage judges, lawyers and prosecutors, who will, along with the teaching staff, provide necessary clarifications and additional explanations concerning the judicial procedure. Therefore, all the procedural stages and actions will be clearer to students, who will, in this way, improve their necessary skills.

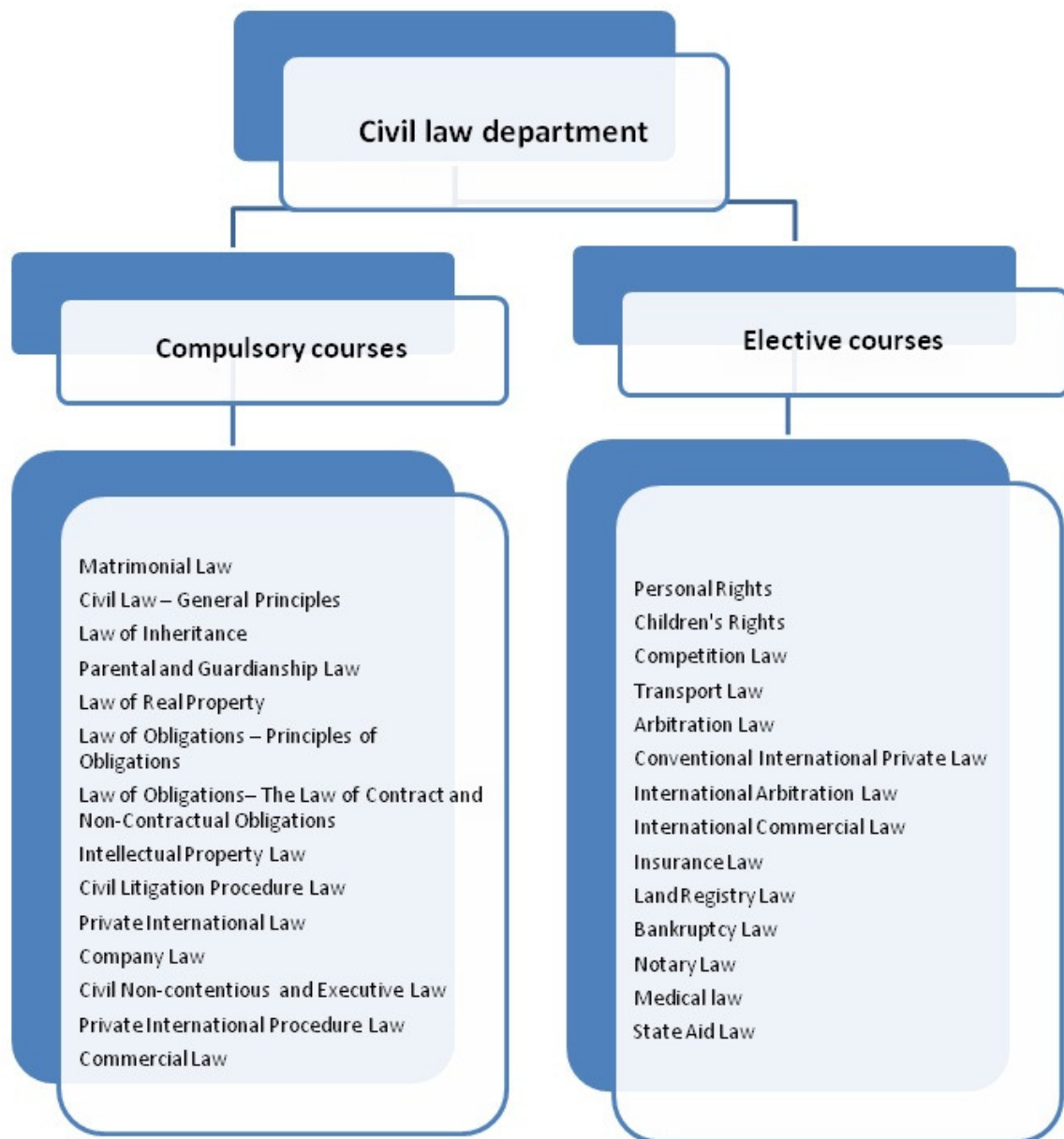
The reformed curriculum has 55 courses, 50 of which are compulsory. The list of optional courses has 62 courses. Each year a special list of elective courses that students can take is determined. The second-year students chose one, third-year and fourth students chose two courses. Once chosen, these courses are considered compulsory and the students are required to pass them. There are a total of five optional courses during the entire study. Compulsory courses are classified as follows: 28 positive legal courses, 9 legal theory courses, 6 legal history courses, 6 courses with economic aspect of law, and one general education course (Computer Science).

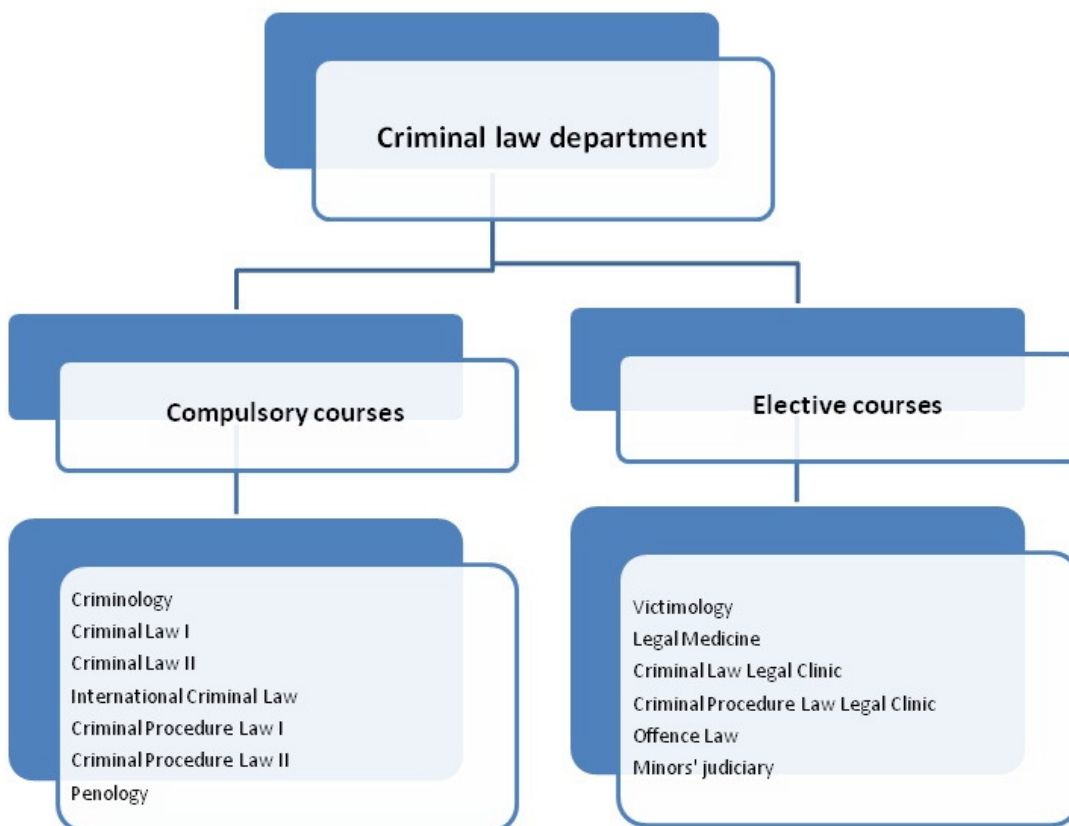
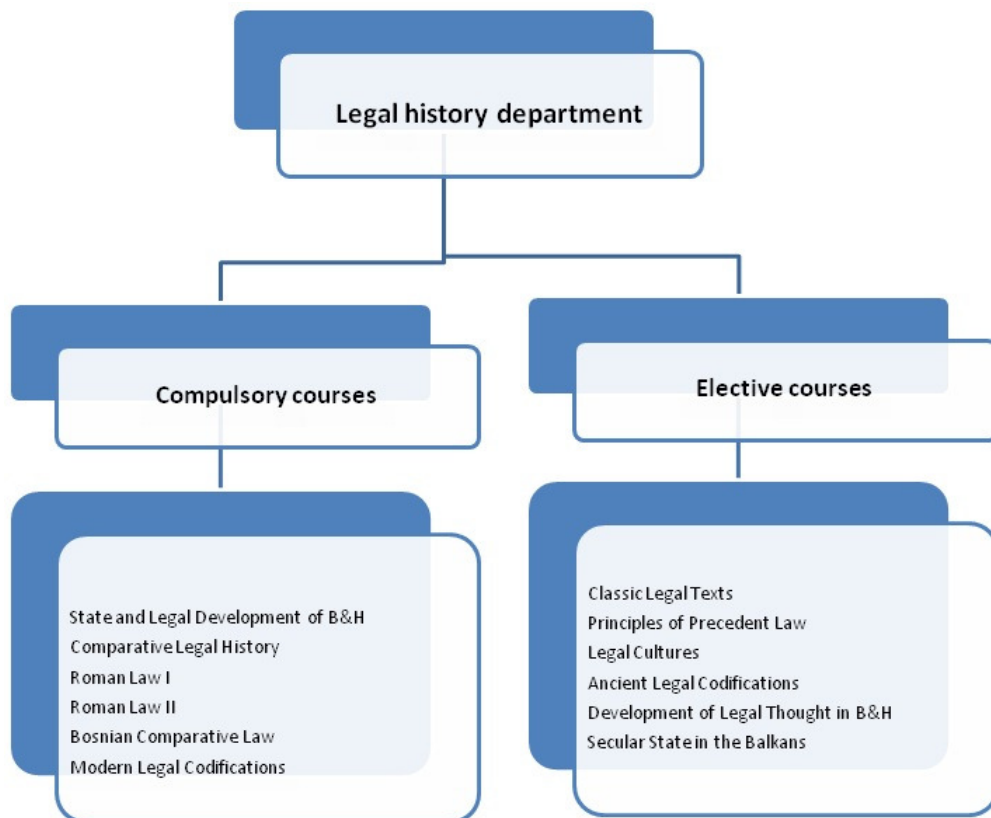
Structure of the study program

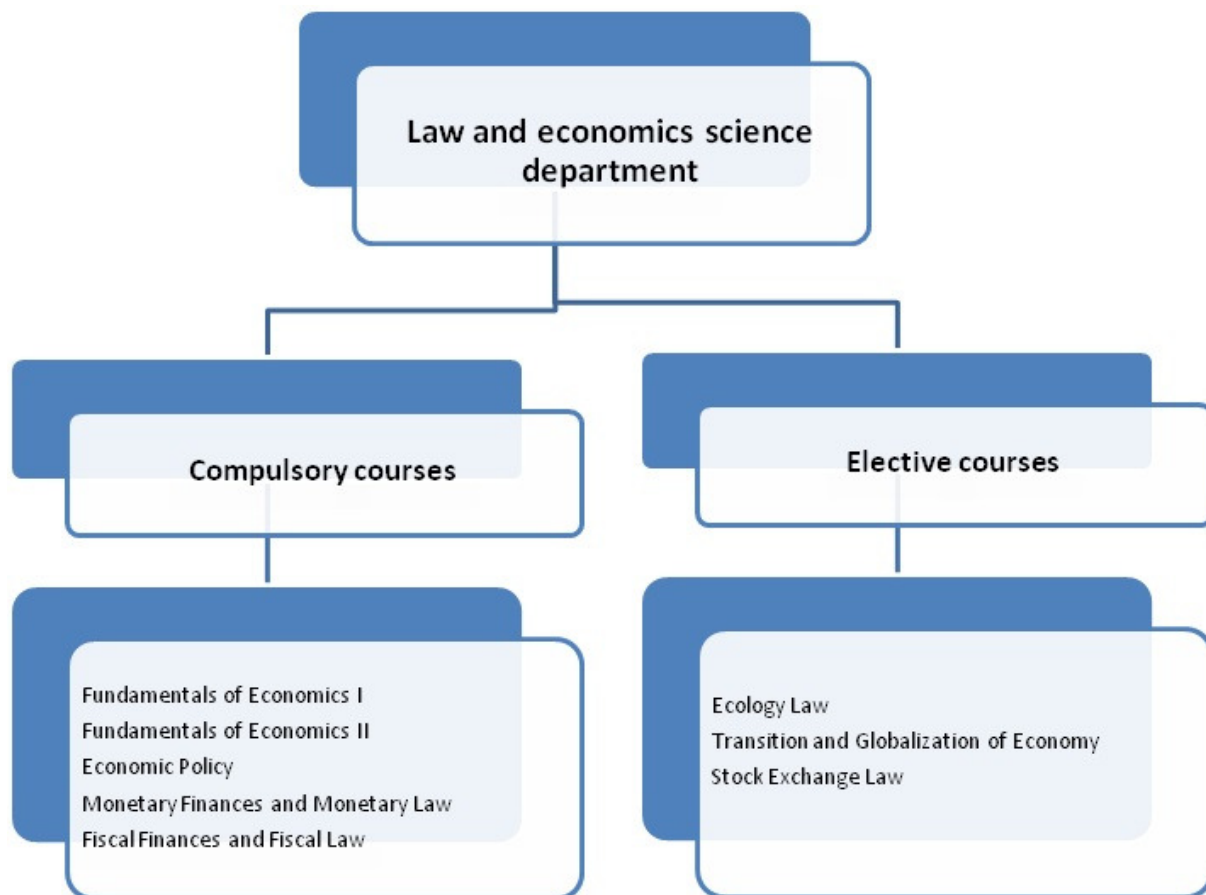












Interdisciplinary elements are present in legal history courses, courses with economic aspects of law and some legal theory courses (Contemporary Political and Legal systems- general principles and Contemporary Legal and Political Systems – specific legal and political systems). Elective courses are largely interdisciplinary as well.

The Faculty tried to review the course content by carefully defining learning outcomes, in order to ensure greater employment opportunities for graduate students, personal and professional advancement and improvement. By focus on the learning outcomes, we wanted to emphasize students’ intellectual abilities, but also to enable them to find employment in correspondence with their academic knowledge, ability to apply legal reasoning and legal rules to practical situations. We had in mind that capable and flexible lawyers are required to establish a democratic system and a rule-of-law state. They have to be able to perform tasks in various professions, to apply knowledge in different legal fields and to respect values of pluralism, tolerance and human rights.

In the last curriculum reform, 3rd and 4th year students’ specialization has not been implemented to a larger extent than we had in the previous period. Insufficient number of teaching staff who would teach more elective courses is the reason that prevented us from implementing the specialization. Students were not offered an opportunity to choose a group of courses, but only individual courses. Specialization can be achieved to some extent by

choosing five elective courses from the same field, and thus make an orientation toward a certain legal field.

One deficiency of the curriculum is that foreign language is not included in it. This course was excluded from the list of common courses financed by the University (our representative in the University Council was “against”). Due to the lack of funding that the Faculty was required to provide in order to keep the foreign language in the curriculum, the course is no longer offered to the students. Another reason was the problems identified in the performance of the teaching process so far. We are aware of the consequences of this measure and we will try to come up with a solution in the near future.

Progression in the 1st cycle is partially implemented. In the 1st year of study, students acquire fundamental knowledge on state and law within the following legal courses: Introduction to Science of State and Law, Introduction to Law, Roman law, and legal history courses. This knowledge is the basis for acquiring additional knowledge within the courses of the higher years. In civil law, after 3rd semester in which students take the course Civil Law – General Principles, students take the courses in real property law and law of inheritance in 4th semester, and in 5th and 6th semesters they have Obligation law. Knowledge in substantive law is completed with Business law in 7th semester. Knowledge on judicial procedure is the final stage in progression in civil law. In criminal law, after acquiring necessary knowledge in the substantive material law, students take the courses in criminal procedure law. The same is applied to administrative law area.

The international dimension of the study program is mostly reflected in the curriculum – several compulsory and elective courses entirely deal with international private and public law. Additionally, a large number of courses include an international dimension in studying a certain legal field or branch, since positive law of B&H is compared to regional legal systems and the EU law, as shown in the attached curriculum.

Other aspects of internationalisation are minimal. Few teachers and associates have been on different study programs abroad (in the last five years three teachers were on four study visits at the “Karl Francens” Faculty of Law in Graz, Austria).

In a few occasions, lectures have been given by foreign professors at our Faculty. However, these lectures are not included in the curriculum.

In the process of revising and implementing the curriculum, reforms have been made in order to meet the requirements (in knowledge and skills) in educating professional jurists – future judges, lawyers, professionals in public administration, business or politics. Informal contacts with graduate students and their employers, and the conducted survey show that the main objection regarding the curriculum is insufficient level of practical work and practical skills. Theoretical knowledge of graduate students is considered satisfactory and solid, but insufficient for efficient work and the employers’ requirements.

Our efforts in curriculum design reflect the need to follow contemporary trends, the requirements of the society and the students, professional bodies and other potential

employers. A special attention was paid to including the EU institutions and the EU substantial law in the teaching content. However, the amount of this content is not the same for all courses. Most teachers included European law in their teaching content in previous reform of the curriculum. Besides this, fundamental branches of the European law are dealt with in optional courses according to the previous and the latest curriculum reforms. These courses enable students to complete their knowledge of the European law and create a solid basis for further specialisation in this field, by continuing their study at the related II and third cycle. Compulsory courses in this field are Economy of the EU and the EU Law.

The correspondence between the curriculum and trends in economy is achieved through courses with economic aspects of law, and optional courses provide an opportunity to acquire specialized knowledge in several legal fields.

Two master study programs, organized in the last five years, have significantly contributed to accomplishing the learning objectives (listed in 1.1.) and acquiring final qualifications.

The 2nd cycle curriculum planned for 2011/2012 is also designed to enable the realisation of learning objectives and outcomes. It is intended to provide scientific and professional education to jurists, especially those who work in judiciary, business entities, financial and scientific institutions. The content of the curriculum will provide further specialization in the European legal context, through collaboration with legal practitioners and fluctuation of knowledge and its practical application. Student will be trained to correctly apply domestic and European law, and international agreements. They will also be ready to participate in the process of harmonization and coordination of fiscal and legal systems, by deepening their knowledge on financial institutions and financial market, on the role and function of central banks, on securities and securities market (law and economics science department).

The procedure for curriculum development, revision and innovation is dealt with in 2.3. It is important to emphasise the high level of the Faculty autonomy and flexibility in this process: minor changes of the curriculum (up to 30%) can be implemented immediately without the consent of the University Council. However, so far we have always obtained the consent of the Council in the process of the curriculum reform without any problems or obstacles.

The participation of relevant involved parties in the curriculum creation, reform and innovation – see 2.3.

Indicator 2.2. Correspondence between academic and professional requirements

The Faculty Council has adopted the reforms of the curriculum for the four-year undergraduate study program (1st cycle). New syllabi forms have also been introduced for all courses, both compulsory and elective with defined learning objectives and outcomes, didactic concept and methodology of learning and teaching.

The new curriculum implemented in 2011/12, particularly when compared to the previous one, defines the structure and the course content in the optimal way, according to the given conditions (human resources, physical aspect, education system, organisation context and social environment).

The following improvements have been made:

- Emphasis on the recent trends and fields within the existing courses,
- Constant update (which has been conducted to a large extent) in accordance with the new trends and changes in the legal and social system,
- Introduction of new elective courses in order to enable the students to improve their knowledge and their skills in accordance with their individual interests and affiliations, as well as the introduction of some new compulsory courses, essential for improving key skills of graduates,
- Stimulation and enhancement of research and scientific activities applicable in practical field.

Constant efforts are made by the Faculty to intensify and further develop the cooperation with different intuitions and bodies where students can use their practical skills. Besides the compulsory 3-week practical work for the fourth-year students in judicial administrative institutions, there are numerous activities within various educative and scientific projects implemented in collaboration with non-government organizations.

The above listed activities should be in line with the mission and the vision of the Faculty:

- educating experts within the 1st, 2nd and 3rd cycles in accordance with the requirements of the surrounding, with constant organizational, physical and methodological improvements,
- developing scientific activities and knowledge improvement,
- fostering flexibility and recognition of the Faculty, with efficiency of the study,
- introducing new educative content in correspondence with the market demands and international trends, particularly in the context of EU integration processes,
- implementing research projects with national companies,
- organising and participating in international conferences and publishing papers in relevant journals.

Indicator 2.3. Coherence of the curriculum

The reform of the curriculum is conducted once in four years, thus enabling constant efforts to improve the content and correct identified deficiencies. This procedure is in the competence of the Faculty Council, determined in the Article 21. of the Faculty Rules. The adopted curriculum reforms are effective as of academic 2011/2012. The Faculty has a standardized procedure of curriculum development, in which the Faculty departments conduct the largest part of the reform, as regulated in the Article 133. of the Rules. Each department makes a

proposal of necessary reforms related to their scope of courses, and a committee consisting of the department representatives discusses the proposals. The committee then makes a final proposal of the new curriculum or reforms of the existing one, and the Faculty Council discusses and adopts the proposal. This procedure implies the involvement of the entire academic staff, both teachers and associates, and students' representatives in the process of curriculum development and improvement. The Faculty Rules do not require consulting with external stakeholders (employers or alumni) in the curriculum reform. Therefore, these consultations have not been a routine so far.

In the process of the current curriculum reform, the focus of the departments was on the improvement of the content of the existing courses, updating the required reading and bibliography for each course, adjusting the system of evaluation and testing to the Bologna criteria, accenting the continuous evaluation aspect, and introducing new compulsory and elective courses.

Having this in mind, the reform was conducted in accordance with educational trends of relevant law faculties in the region, trends and novelties in legal theory and practice in B&H, the region and the EU, as well as the market demands. Considering the students' need, new compulsory courses have been introduced – International Criminal Law, Nomotechnique and Intellectual Property Law, and the list of elective courses has been updated with several new courses, as shown in the table of the new curriculum.

New syllabi forms have been created for each course, with revised objectives and learning outcomes, what will enable the creation of the table for the competence matrix.

What is also significant for this curriculum is that a large number of courses include an international aspect of a certain legal field or branch, as stated in 2.1.

Harmonisation of the curriculum with trends in economy has been achieved through the following courses: The Principles of Economy, Economic Policy, Fiscal Finances and Fiscal Law, Monetary Finances and Monetary Law, The Economic System of the EU, Commercial Law and Company Law, and elective courses provide the opportunity to acquire specific knowledge and skills in several legal fields.

Until recently, the curriculums within the University have been inter-connected by common courses taken in the first and second years of study. Those courses were Sociology, Sports and Health, and Computer Science. The program for these courses was the same for all study programs, and the exam taken at one study program was recognised at other study program. From this academic year Computer Science is the only common course.

The Faculty of Law has developed some courses which are included in the curricula of other study programs within the University. Such examples are the elective course The Media Law, taken by the Students of Communicology within the Humanities Faculty, titled Law and Responsibility of the Media.

A Faculty teacher is involved in the teaching process at the Teacher Training Faculty, Sociology department, in the course of Political Economy, as well as at The Faculty of Information Technologies, in the course of Fundamentals of Economics and Business. The programs for both of these courses were created within the four-year undergraduate study program at the Faculty of Law.

One of our teachers has also been involved in the course Fundamentals of Business Law within the undergraduate study program at the Faculty of Economics. The course contains the fundamentals on Civil, Obligation and Business Law.

In order to intensify the process of connecting the students from different study programs it is necessary to invest more effort in creating new common courses within the University. This is required if the University's goal is to enable its students to gain additional knowledge and skills in the fields which are not primary to their study programs, but are significant for complete legal education. These activities largely depend on the integration process at the University level, since, once completed, it will remove certain administrative obstacles in the way of stronger inter – faculty and inter-study program connecting.

Indicator 2.4. Suitability for study

The four – year study program at the Law Faculty has in total 240 ECTS points. The courses are distributed on eight semesters. The total number of points in a semester is 30, and 60 for one study year. In this respect, the program meets the formal requirements on the number of ECTS points for the first cycle, thus being in accordance with the determined national and university standards.

The number of courses in each semester is between six and eight. There are no elective courses in the first year of study, whereas in the second year there is one elective course (in IV semester). In the third and fourth year there are two elective courses (one in each semester). Compulsory courses have from one to six ECTS points, and elective courses have two ECTS points.

The points for each course have been calculated based on student's workload (weekly contact hours, study hours etc.)

The University has recently created a new syllabus form with a formula for calculation of the number of ECTS points. The formula is as follows:

Total workload for a course in semester:

$$\frac{(40 \times 15)h / sem}{30credits / sem} \times 5credits = 20h / credit \times 5credits = 100h$$

The total number of lectures and seminars according to the current curriculum is between 21 and 30 hours per week, or between 315 and 450 hours in a semester.

While reforming the curriculum, there were discussions whether there are too many courses and hours of classes per semester. Some analyses have shown that with the existing number of classes, there is no sufficient amount of time for students' individual work.

The Faculty does not provide ideal working and studying conditions, especially with insufficient didactical equipment, library fund and data bases access. In the past few years, there has been a significant improvement in the human resources area – the number of the full-time employed staff has been increased, thus overcoming one of the biggest problems in performance of the teaching and learning process. Physical deficiencies are partly supplemented by the personal engagement and creativity of the staff that motivates the students to take an active part in the teaching and learning process. Modern teaching methods and interactive teaching process are largely applied.

Weekly quota for academic staff (the number of teaching hours they have to perform) is eight hours for assistants, six hours for senior assistants, and four hours for teachers. This number does not include the time for preparation, consultations, activities related to students' seminar papers, tests' preparation and evaluation, oral and written examination etc. This quota has been determined by the University's Book of regulations and it defines academic staff's salary.

Indicator 2.5. Coherence of the learning structure and the content of the curriculum

The structure and the content of the curriculum have been revised in order to review the coherency and the correspondence with contemporary didactical approaches, learning objectives and outcomes.

The recent curriculum reform was intended to achieve a greater level of coherence of the learning structure and the content of the curriculum, as shown in the new syllabi forms. The syllabi include the data on the course teaching content, learning objectives and outcomes, student's workload, teaching methods, system of evaluation, and the system of quality assurance and students' progress monitoring, all of which can be used as an indicator to analyse the quality of the curriculum.

In order to fully implement the curriculum as a structured set of planned learning outcomes, given the context and the resources, the analysis of the previous curriculum and syllabi was conducted, and reforms were adopted based on identified deficiencies.

Contemporary teaching didactic methods, concepts and techniques are evidently present in the teaching process; there are innovations such as forming smaller study groups (students' team work and working with small groups of students), solving practical cases, stimulating discussion on certain issues and topics, writing and presenting essays, seminar papers, Power Point presentations etc.

Individual work and consultations with students are strongly encouraged, since they are the means of stimulating independent work. Some students are encouraged to take part in research projects as part of their assignments.

Indicator 2.6. Final thesis of the first and second cycle

The students of the first cycle (four-year undergraduate study program) were not required to write a final thesis. By passing their last exam in the fourth year they were considered graduate lawyers.

According to the new Rules of Study at the 1st cycle (Article 30.), adopted on June 14th 2011, students are required to write and defend a final thesis. The procedure of the final thesis completion is to be specified in a separate rulebook Annex 1.

Law Faculty has initiated the procedure to amend the abovementioned provisions concerning the final thesis. The amendment would not “require the students to write and defend the final thesis” but give “the possibility to write and defend the final thesis”. If this proposal is adopted, the Faculty will not require the 1st cycle students to write the final thesis.

Criterion 3. HUMAN RESOURCES

Indicator 3.1. Quality of the teaching staff

Indicator 3.2. Harmonization of professional and academic requirements

Quality of the teaching staff, continuous teaching and scientific research improvement, and improvement of knowledge and development of scientific and research work of the teachers are basic prerequisites for achievement of a high level of teaching quality and its connection with science and research. Its goal is a study program focused on high quality education of students – future experts in accordance with needs of gaining knowledge, practical skills and competitive advantages, responding to the demands of the surrounding.

Therefore it is necessary regularly to monitor, analyze, estimate, discuss and improve quality of the teaching staff, causes and consequences of the condition (normative framework and important practical, actual determinants) and to create action plans, policy managements and good practices for their permanent improvement.

Teaching staff is required to submit annual activity reports for consideration and confirmation of the Faculty Council. The reports include teaching, scientific, vocational and professional achievements of teachers and associates in reporting period: teaching process, professional development, published works – publishing activities, participation in project implementation and other relevant activities of professional, technical and didactical development.

Updated data on qualification and expertise of the teaching/academic staff, except in regular annual work reports, are also included in an employee's personal file at the University level, biography in employee's file at the Faculty, and in Europass CV form. Moreover, the teaching staff's quality is also subject to analysis and assessment through surveying students and teachers. Work results of the teaching staff are analyzed through reports on student passing rate and average grade of students at particular courses.

Requirements and procedure for teaching and associate habilitation at the Faculty of Law at the "Džemal Bijedić" University of Mostar are standardized by Rules of the Faculty of Law, Law on the University, Statute of the "Džemal Bijedić" University of Mostar, Framework Law on Higher Education and the Rules on Minimal Conditions in the Procedure of Teachers' and Associates' academic advancement at "Džemal Bijedić" University of Mostar, that determine the qualifications that the teaching and associate staff have to possess. The teachers are habilitated in: assistant professor, associate professor and full professor, and associates in assistant and senior assistant title.

Conditions for teachers' academic advancement are:

- for assistant professor:

scientific degree of the Doctor of Sciences (PhD),

at least three mostly independent scientific works published in relevant publications and demonstrated results in the teaching process,

- for associate professor:

at least one elective period spent in the title of assistant professor,

published book,

at least five mostly independent scientific works published in relevant publications, results of own research in application,

demonstrated results in teaching work and

contribution to educating new teaching or scientific research staff

- for full professor:

at least one elective period spent in the title of associate professor,

at least two published books,

at least eight mostly independent scientific works published in recognized publications, demonstrated results in teaching and scientific work,

contribution to educating new teaching, or scientific research staff

contribution to the development and affirmation of scientific and professional area of its vocation.

Conditions for associate academic advancement are:

- for assistant:

adequate four-year university study program with at least 240 ECTS points,

minimum grade average of 8 during the studies,

proficiency in at least one world language.

- for senior assistant:

level of second cycle of studies (master) in corresponding area,

proficiency in one world language,

demonstrated tendency for teaching, scientific and research work.

Minimal conditions for teaching and associate advancement are given by Framework Law on Higher Education and Rules on Minimal Conditions in the Procedure of Teachers' and Associate's Habilitation at "Džemal Bijedić" University of Mostar. Other associates at the Faculty are students-assistants. A student with significant results in teaching-scientific process with an average grade of at least 8 can be engaged as a teacher's assistant (student-assistant).

Teaching and associate advancement in the same or higher title is awarded by the Faculty Council with previously given approval of the University Council. Academic advancement is based on a public competition that is, upon a proposition of the Council, announced by the Steering Committee of the Faculty. After the competition procedure has been finalized and a suggestion for advancement given the Council submits the proposal for advancement to the University Council for approval.

Proposition for academic advancement contains data for all candidates that participated in the competition, especially:

- general biographical details,
- details on professional and scientific degree of the candidate,
- overview and assessment of the scientific and professional works, with data on their publishing,
- assessment of pedagogical skills of the candidate and its contribution to advancing new teaching and scientific research staff,
- assessment of the results that are achieved by the candidate in teaching-scientific and scientific-research work,
- praises, recognitions and awards that the candidate has gained for his scientific and scientific-research work,
- explained proposition for the advancement.

Time for submission of the academic advancement propositions cannot be longer than 60 days from the day of the expiration of the deadline for submitting the competition application. The University is obliged to submit the approval to the Faculty, or decline the approval on allowing advancement in time period determined by the Law on the University and rules of the University. All teaching staff fulfils the conditions determined by the rules and pursues the tasks provided by the job description.

According to the data accessible in activity reports and biographies of the teaching staff, the growth of number and advancement of the teaching and associate staff is evident, especially in the last two years. Therefore it is a considerable contribution to the quality of the teaching process, enabling the regular class and practical lessons (seminars) holding and scientific and professional devotion and specialization of the teaching and associate staff for certain teaching courses and focus on scientific research and improvement in the area of their main courses.

In 2009/2010, 2010/2011 and the beginning of 2011/2012, seven senior assistants defended their doctoral thesis, five assistants defended their master thesis, two senior assistant have registered their doctoral theses, and they have been approved by the Faculty Council.

Six senior assistants have advanced to the position of assistant professor and three assistants in the title of senior assistant. One senior assistant is in the process of advancement to the position of assistant professor, and two assistants are in the final stage of the advancement procedure for the position of senior assistant.

Educational, professional, organizational and didactical skills are at satisfactory level and they are constantly improving. Teaching staff speaks at least one world language, it is skilled for computer work and usage of modern computer applications and internet technologies in classes and scientific-research work, it is engaged in the Faculty's and University's bodies and mostly has experience in organization and administration, as well as in team work.

Teachers and associates perform their activities within the teaching process properly (lectures, practical lessons (seminars), consultations, exams, assistance in written and oral exams, assistance in seminar paper writing, etc.).

Teachers are engaged as external associates at faculties of other public universities in Bosnia and Herzegovina and the region.

Number of classes and practical lessons (seminars) has been defined by the curriculum. Teachers' and associates' workload depends on the number of teaching courses they work on, year of study at which the course is taken, number of hours and number of students. According to the data from the Overview of the classes' coverage for academic year of 2010/2011, a teacher that holds classes at one course has weekly fund of 2, 3 or 4 classes. Teachers are engaged in two or more courses, including compulsory and elective courses. Associates' weekly number of classes depends in which year the course is taught, especially because of the fact that the students are divided in groups at practical lessons (seminars): first year in three groups, and second, third and fourth year in two groups. Associates' weekly workload by one course is 2 to 6 classes, and associates are mostly engaged in two or more courses in one semester.

By the Rules on Joint Foundations and Criteria for Formulation of Payments and Other Personal Acceptances of Employees at the "Džemal Bijedić" University of Mostar the following weekly number of classes is determined: for teacher 4, senior assistant 6 and for assistant 8. The Rules also determine the distribution of the remaining working hours, mostly on scientific-research work and professional development.

The distribution of working hours for the University teaching staff is defined in the following way:

Task	Working hours in percents
Teaching	50%
Consultations with teachers, assistants and students, mentorship of final thesis or seminar paper writing, attendance at the exams	10%
Work within the Faculty and University bodies	5%
Professional training and research work	25%
Other tasks	5%

Teaching and scientific work is shown by published scientific, professional works, participation as authors in scientific and professional conferences, monographs, textbooks and scripts writing, in accordance with the Faculty Rules.

Teachers and associates have rights and duties defined by the Framework Law on Higher Education, Law on University, and general acts of the University and the Faculty and they have to act by moral principles and professional ethics in their work, activities and behavior. According to the Faculty Rules, teachers have the right and the duty to, within a 40-hour working week:

- regularly hold classes according to the curriculum and the time-table,
- organize and perform teaching and scientific research work,
- make effort in advancing new teaching, scientific and associate staff,
- help and encourage participation of the students in teaching-scientific process and scientific-research work,
- publish a textbook or manual for teaching course for which they are habilitated,
- propose improvement of the teaching program,
- fulfil other tasks determined by relevant legal acts.

Duties of an assistant and a senior assistant within a 40-hour working week are to:

- under the teacher's supervision, and within the curriculum, work on their professional and scientific improvement,
- timely accomplish conditions for academic advancement,
- under the teacher's supervision perform seminars, practical lessons and participate in exam commissions,
- individually work with students in accordance with the defined schedule, towards helping them to acquire the teaching matter,
- fulfil other tasks defined by the Rules of the Faculty.

The University council decided to adopt "The Teachers' Ethics Code" on February 22, 2007. All teachers and associates employed by the University are required to sign the Code. The Code determines moral and ethical principles that are to be respected by teachers, associates, researchers and scientists who are involved in the teaching, artistic, research and scientific activity at the University. Annex 2.

The teaching-research and publishing activity has been intensified, as well as writing and publishing scientific and professional papers, textbooks and monographs. The participation of the teachers in raising young teaching and associate staff, engagement of teachers and associates in educational, scientific-research and professional projects, seminars, and counseling bodies is significant.

By the Rules of the Faculty of Law it has been regulated that the teaching-scientific work is to be organized at the Faculty towards improvement of scientific disciplines that are being taught in the teaching courses established by the curriculum of the undergraduate studies (1st cycle),

and which teachers and associates participate in, and the students can participate in, in accordance with their affinities and abilities.

Bodies of the Faculty are obligated to, within their authority, coordinate scientific and professional work at the Faculty and in the Faculty's science-teaching units and ensure the conditions for that work. Scientific-research work is carried out in accordance with the work program that is adopted by the Faculty Council.

Teachers and associates are required to implement the program of scientific-research work within their work obligations. Moreover, teachers and associates can spend part of their working hours outside the Faculty premises left after performed duties related to classes, exams and consultations, if the Faculty is not in ability to ensure all preconditions for their scientific-research work. The Council gives the approval for such activity.

During their research work, teachers and associates have a duty to inform the Faculty Council in written report about the results of their work, and at the end of the research to present the research results. Scientific-research is not initiated and materially helped by the Faculty sufficiently, mainly because of the lack of funding, poor and non-updated library fund, insufficient bonding of the Faculty with external subjects. However teachers and associates are encouraged to individual scientific-research engagement and participation in projects offered by other subjects, projects designed and applied for support, as well as projects realized in cooperation with the Faculty.

The Faculty has published its journal *Review for Law and Economics* since 2000, and so far 23 issues have been published. It consists of works whose authors are teachers and associates of the Faculty of Law, teachers, associates and students at postgraduate studies of other law faculties, and other faculties of social sciences in Bosnia and Herzegovina and the region, masters and doctors, and experts of national legal practice.

Projects that have been organized by the Human Rights Center Mostar since 2000, in cooperation with both Law faculties in Mostar, are especially significant for the study program, students' education and staff's advancement. Within the projects implemented in the cooperation with the Center, teaching staff is continuously gaining and developing new legal and practical knowledge, accepting new work methodologies, passing knowledge skills and enriching scientific research and publishing activity, and contributing to modern science and profession in specialized theoretical and especially legal and practical sense.

Faculty of Law cooperates with Human Rights Center, nongovernmental organization focused on quality improvement of law students' education and knowledge and skills of young graduates of law, offering of free legal aid, education of academic staff and law practitioners, legislation procedure, judicial and public sector reform in Bosnia and Herzegovina, and research of public policies and creation and publication of analyses. Through its educational, research and informational activities, analyzing, monitoring, reporting, counseling and publishing activity, this Center gives its contribution in the field of human rights and all legal

areas, with participation of teaching staff, students and graduate jurists of both law faculties in Mostar.

Related to the abovementioned, the following projects can be emphasized as the most significant ones:

„Legal counsel – Center for free legal aid at Human Rights Center Mostar” (“live clinics”), within which students and recently graduated jurists from both law faculties in Mostar, as participants in law clinics (project realized by Human Rights Center Mostar in cooperation with Law faculties in Mostar and under Open Society Fund Bosnia and Herzegovina sponsorship), under mentorship, with help and approval of professors with experience in clinical education of jurists, as well as law practitioners, offer free legal aid to socially vulnerable population categories. Project has been realized as a follow up to the Human Rights Center Mostar’s project “Clinical education of jurists for students of Faculty of Law from Dzemal Bijedic University of Mostar and students of Faculty of Law from University of Mostar (Sveučilište)“, sponsored by Open Society Fund Bosnia and Herzegovina – Soros Foundation, realized in cooperation with Law faculties since 2003, and has as its goal to give a significant contribution to modernization and quality improvement of future jurists’ education through removing noticed weaknesses of the curricula primarily neglect of practical education of law students for their future career and professional engagement, and enable students for their work in practice, which is being accomplished by adequately chosen methodology of work and realization of the idea of clinical education of students – future jurists. The accent of the project is that students gain and apply practical legal knowledge and skills through teaching process of law clinics on human rights, criminal procedure law, civil procedure law, public administration/public administration procedure law, labour and social law: workshops, scientific talks and round tables, study visits, legal practice and counseling with participation of academic mentors and law practitioners from B&H and the region, as well as experts from international organizations.

Human Rights Center Mostar’s project “Access to justice in Hercegovina-Neretva Canton – free legal aid”, financed by USAID JSDP II (September 2010 – May 2011) is focusing on area of offering free legal aid and:

existing legal framework, offering services of abstract and concrete legal aid to legal aid seekers, educating and informing those who offer as well as receivers of legal aid, target groups, and law students and public, as well as the members of Justice network in B&H, and if necessary, analysis and research on relevant legal framework and methodology and content of the work especially at the most common legal problems, as well as mutual relations of key actors: jurisprudence (Municipal and Cantonal Court in Mostar), NGO sector, especially Human Rights Center Mostar, academic community (two Law faculties in Mostar, teaching staff, students and recently graduated jurists), legal office (The Bar Association of the FBiH - Regional Bar Association Mostar), Ministry of Justice, public administration and local government of Hercegovina-Neretva Canton (HNK), Government of Hercegovina-Neretva Canton, Hercegovina-Neretva Cantonal Assembly, pleading and lobbying for adoption and/or improvement of legal acts (laws) and practice for improvement of this area, preparation and publication of the final summary report of all mentioned key actors in HNK with practical and

feasible recommendations for improvement of the in area of access to justice – free legal aid in Hercegovina-Neretva Canton. In this way direct binding of academic staff with relevant experts from practice is also secured, as well as access to need to enable students – future graduated jurists for labor market.

External associates from practice have been also engaged in the teaching process at the Faculty: Secretary of Constitutional Commission of the House of Peoples of the Parliamentary Assembly of Bosnia and Herzegovina, associate professor, doctor of law sciences; judge of The Cantonal court in Mostar, associate professor, doctor of law sciences; medical superintendant at the University clinic hospital in Mostar, assistant professor, doctor of medical sciences.

Through teaching process that is performed at the Faculty, external associates from practice provide practical knowledge for the students at the Faculty, concerning the fact that they have direct access to real situation and professional problems, needed practical knowledge and developed skills of practical education. Except the above mentioned, visits to the Cantonal court in Mostar are organized occasionally.

A number of teaching staff, as it is shown in the work reports, achieves international contacts and gains international academic experience during study visits, international projects and cooperation with relevant subjects outside of Bosnia and Herzegovina. The knowledge gained in that way is used in the teaching process, modernizing classes and teaching and research work, methodologically and content-wise.

Teachers are invited to participate as experts in various activities. One example is preparation of Report on Custody Rights and Family Law in Bosnia and Herzegovina – invitation by Fellow International Academy of Matrimonial Lawyers, Barrister at Law, Attorney at Law, Family Law International, Boulder (USA). The Report was written for the need of judicial procedure before the American court in the matter of international children abduction.

A number of teachers are permanent trainers for judges and prosecutors in Federation of B&H, within the training program organised by the Center for Education of Judges and Prosecutors in FB&H.

In Bosnia and Herzegovina, the concept of lifelong learning is not adequately normatively regulated, nor has it been implemented in practice. That particular field is identified as one of the weakest segments in implementation of the Bologna process in Bosnia and Herzegovina. However, the University and faculties within it are trying to overcome this problem through TEMPUS project “Centers for Curricula Modernization and Lifelong Learning - CCMLL”. Project’s goal is to establish and develop Centers for Curricula Modernization and Lifelong Learning - CCMLL at B&H universities.

The goals of the Center are to:

- support universities’ improvement,
- support universities’ integration and

- connect high education and labor market.

Other goals of the project are:

- establishment and promotion of blended learning as basic tool for lifelong learning and
- establishment of a social network for sharing knowledge between teachers and participants in lifelong learning process.

From each faculty it has been named one associate of the Center from teaching staff.

Conclusion to which we have come from all things mentioned is that:

- Continuous advancement of the teaching staff has been achieved,
- the number of the teaching and associate staff employed at the Faculty has increased,
- scientific research and publishing activity has been intensified,
- the interaction with the surrounding, relevant entities from practice and academic community, especially through projects of others, and participation in projects, seminars, counseling, training programs, has been improved.

Indicator 3.3. Number of full-time teaching staff

The number of employed teaching staff does not meet the requirements of the teaching process; therefore the engagement of part-time teachers is necessary. As shown in the Table 3.5, there has been a remarkable improvement in the number of employed teachers in the past five years covered in the report. The number of full-time teachers has been increased, which resulted in decrease of number of part-time teachers. In relation to 2009/2010, an increase in 2010/11 was by 100% (from 5 to 10 teachers). The increase is the result of academic advancing of our own assistant staff (6 senior assistants progressed to the title of assistant professors; one assistant professor terminated his employment). Besides ten full-time teachers, eight part-time teachers have been engaged in the teaching process in 2011/2012. In 2010/2011 the ratio between full-time and part-time teachers was 10:10, and in the three years before that it was 5:14.

Academic advancement of employed assistants to the title of teachers (professors) has resulted in the decrease of number of senior assistants. Small number of assistants puts the Faculty in an adverse situation. Four assistants have advanced to the title of senior assistant; one of them has just defended her doctoral thesis and should advance to the title of assistant professor soon.

Two assistants defended their master theses during the last academic year, and the procedure for their advancement is underway. The Faculty terminated the employment with an assistant who had not completed her postgraduate studies in required time. The Faculty soon, have only two assistants employed, employed in July 2011. In this moment, the Faculty has a need of at least five new assistants. However, unfavourable financial situation which the Faculty and the University face is a setback in the realisation of this plan. The total number of assistants is 8.

The assistant for the course Computer Science is a part-time assistant, fully employed by the Faculty of Economics.

The percentage of full-time teachers and associates in total teaching staff number in 2011/2012 is 66.66%, 55.55% of which are teachers (professors) – full professors – 10%, associate professor – 30%, assistant professors – 60%.

Age distribution of academic staff is quite satisfactory, as shown in the Table 3.7. Sex distribution of the staff is largely the result of a larger number of female students and their better study achievements. Only two males have applied for the position of an assistant so far. Out of 18 teachers and associates, there are only three males employed (18.7%).

There are twenty-four employees at the Faculty, 18 teachers and associates (75%), and 6 administration officers and technical support staff (25%). However, 7 administration officers employed by the University provide services for the Faculty as well (as part of the integrated university process). Since they provide services for the Faculty, they were calculated in the total number of administration staff shown in the Table 3.3. The ratio between academic and administration and technical support staff would then be 18:13 – 58.06% is academic and 41.94% is administration and technical support staff. The University employs 53.85% of administrative and technical support staff, and the Faculty employs 46.15%

I List of names of full time academic staff (with the title and sex)

1. Dr Suzana Bubić, Full professor, F
2. Dr Mirjana Nadaždin-Defterdarević, Associate professor, F
3. Dr Osman Pajić, Associate professor, M
4. Dr Edin Rizvanović, Associate professor, M
5. Dr Dubravka Vojinović, Assistant professor, F
6. Dr Amra Mahmutagić, Assistant professor, F
7. Dr Maja Čolaković, Assistant professor, F
8. Dr Alena Huseinbegović, Assistant professor, F
9. Dr Anita Duraković, Assistant professor, F
10. Dr Amra Jašarbegović, Assistant professor, F
11. Dr Rebeka Kotlo, Senior assistant, F
12. Nerma Čolaković-Prguda, M.Sc., Senior assistant, F
13. Denis Pajić, Senior assistant, M.Sc., M
14. Šejla Maslo Čerkić, M.Sc., Senior assistant, F
15. Lana Bubalo, Assistant, M.Sc., F
16. Ramajana Demirović, M.Sc., Assistant, F
17. Emina Hasanagić, Assistant, F
18. Sunčica Vežzović, Assistant, F

II List of names of part-time academic staff (with the title)

1. Dr Zvonimir Tomić, Full professor, M
2. Dr Hajrija Sijerčić – Čolić, Full professor, F
3. Dr Vesna Kazazić, Full professor, F
4. Dr Nurko Pobrić, Associate professor, M
5. Dr Mustafa Hadžiomerović, Assistant professor, M
6. Dr Muharem Kozić, Assistant professor, M
7. Sabina Šehić, M.Sc., Senior assistant, F
8. Ivo Rozić, Assistant professor, M
9. Snježana Pehar, Assistant professor, F

III Relevant publications for the study program:

1-Compulsory literature

1. Osman Pajić, „Osnovi ekonomije I“, IC štamparija, Mostar, 2008.
2. Osman Pajić, „Osnovi ekonomije II“, Mostar, IC štamparija, 2007.
3. Nerimana Traljić, Suzana Bubić, „Bračno pravo“, Sarajevo, Pravni fakultet Univerziteta u Sarajevu, 2007.
4. Suzana Bubić, Nerimana Traljić, „Roditeljsko i starateljsko pravo“, Sarajevo, Pravni fakultet Univerziteta u Sarajevu, 2007.
5. Mirjana Nadaždin Defterdarević, Pravo medija: nužnost ograničene slobode, Mostar, Slovo, 2006.

2- Additional (recommended) literature

1. Mirjana Nadaždin Defterdarević, „Evropska konvencija prema praksi Evropskog suda za ljudska prava“, Mostar, 2007.
2. Alena Huseinbegović, „Osiguranje lica – životno osiguranje, osiguranje od posljedica nezgode“, monografija, Pravni fakultet Univerziteta „Džemal Bijedić“ u Mostaru, 2008.
3. Enes Bikić, Zastupanje u domaćem pravu i principima Evropskog ugovornog prava, Pravni fakultet Univerziteta „Džemal Bijedić“ u Mostaru, 2008.
4. Sejo M. Žuljević, „Uprava Razvoj, diferencijacija, integracija“, Lawrenceville, 2006.
5. Edin Rizvanović, Državna pomoć u zemljama Evropske unije: iskustva za Bosnu i Hercegovinu, Fojnica, 2005.
6. Mirjana Nadaždin Defterdarević, Pravo na informisanje u društvima u tranziciji s posebnim osvrtom na države nastale na prostoru bivše Jugoslavije, Mostar, Pravni fakultet Univerziteta "Džemal Bijedić" u Mostaru, 2004.
7. Edin Rizvanović, Osnovi poslovnog prava, univerzitetski udžbenik, Ekonomski fakultet Univerziteta „Džemal Bijedić“ u Mostaru, Mostar, 2011.

3- Research papers

1. Group of authors, Procjena razvoja demokratije u Bosni i Hercegovini, Sarajevo : Fond otvoreno društvo Bosne i Hercegovine, 2006 (Rebeka Kotlo i Edin Hodžić (koautorstvo), „Pristupačnosti i osjetljivost vlasti“ i Rebeka Kotlo „Demokratska uloga političkih stranaka“, autorski prilog/rad)
2. Group of authors, Proces odlučivanja u Parlamentarnoj skupštini Bosne i Hercegovine : stanje, komparativna rješenja, prijedlozi“ Sarajevo, Fondacija "Konrad Adenauer",
3. Predstavništvo u Bosni i Hercegovini, 2009. (senior assistant Amra Jašarbegović, M.Sc. – autorski prilog/rad „Intervencija Visokog predstavnika od 19.10.2007. godine)
4. Nedžad Duvnjak, doc.dr., Amra Jašarbegović Ogledi o Dejtonskoj Bosni i Hercegovini, Pravni fakultet Univerziteta u Sarajevu, Sarajevo, 2004., monografija (autorski prilog/rad, Amra Jašarbegović, „Položaj i ovlaštenja Visokog predstavnika u BiH)
5. Group of authors, „Ljudska prava u Bosni i Hercegovini 2008. - Pravo, praksa i međunarodni standardi ljudskih prava sa ispitivanjem javnog mnijenja“ Centar za ljudska prava Univerziteta u Sarajevu, 2009., Rebeka Kotlo, M.Sc. (koautorstvo), autorski prilog/rad „Pravo na slobodu mirnog okupljanja i sloboda udruživanja“, izdanje na b/h/s i engleskom jeziku.
6. Group of authors, „Studija sistema nacionalnog integriteta“, Transparency International BiH 2007, (koautorstvo), autorski prilog/rad, Rebeka Kotlo, „Regionalna i lokalna vlast“, izdanje b/h/s i na engleskom jeziku
7. Rebeka Kotlo, «Uloga nevladinih organizacija u izgradnji povjerenja i dobre vladavine u Mostaru», individualni istraživački rad - studija, Fond otvoreno društvo BiH – Soros fondacija, kroz Program podrške istraživanjima u oblasti javnih politika, www.soros.org.ba, maj 2005., 85 stranica, na bosanskom i engleskom jeziku
8. Suzana Bubić, Neki aspekti prava na pošteno suđenje u građanskim predmetima, u: Pristup pravdi u Bosni i Hercegovini, Besplatna pravna pomoć: poseban osvrt na Hercegovačko-neretvanski Kanton, Centar za ljudska prava u Mostaru, Mostar 2011, (str.83-97.)
9. Rebeka Kotlo, Autorski prilog, rad „Pravni okvir pristupa pravdi – besplatne pravne pomoći u BiH, sa posebnim osvrtom na Hercegovačko-neretvanski kanton i evropske standarde“, str 33.-42. u: Pristup pravdi u Bosni i Hercegovini i besplatna pravna pomoć: poseban osvrt na Hercegovačko-neretvanski kanton“, Centar za ljudska prava u Mostaru, 2011.

III Joint publications by the Faculty academic staff

1. Vesna Kazazić, Mirjana Nadaždin Defterdarević, Rebeka Kotlo, „Ljudska prava“, Praktikum, Edicija Pravni praktikumi Centra za ljudska prava u Mostaru, Centar za ljudska prava u Mostaru, Mostar, 2009.

2. Suzana Bubić, Jozo Čizmić, „Građansko procesno pravo“, Praktikum, Centar za ljudska prava u Mostaru, Edicija Pravni praktikumi Centra za ljudska prava u Mostaru, Mostar, 2009.
3. Mustafa – Sejo Žuljević, Snježana Pehar, Upravno pravo“, Edicija Pravni praktikumi Centra za ljudska prava u Mostaru, Centar za ljudska prava u Mostaru, Mostar, 2009.
4. Mirjana Nadaždin Defterdarević, Rebeka Kotlo „Problemi djece i omladine u kontekstu ljudskih prava u Bosni i Hercegovini“, Nezavisni biro za humanitarna pitanja BiH (IBHI – BiH), 2006., izdanje b/h/s i na engleskom jeziku (koautorstvo), autorski prilog/rad, Prof.dr. Mirjana Nadaždin Defterdarević, „Prava djeteta kao pretpostavka za odrastanje u građanina – ljudska prava i dječija prava u kontekstu pravopolitičkih rješenja u Bosni i Hercegovini“, (koautorstvo), autorski prilog/rad, Rebeka Kotlo, „Prava i status djece i omladine s posebnim potrebama u Hercegovačko-neretvanskom kantonu: teorija i praksa, sa osvrtom na ulogu nevladinog sektora“.
5. Koautorski prilog, rad „, Pristup pravdi – besplatna pravna pomoć u HNK: uloga i (moguća) saradnja pravosuđa, organa uprave, Institucije ombudsmena i nevladinog sektora“, Nina Čulanić, Rebeka Kotlo, Ivana Stipanović, str. 55.– 66. u Pristup pravdi u Bosni i Hercegovini i besplatna pravna pomoć: poseban osvrt na Hercegovačko-neretvanski kanton“, Centar za ljudska prava u Mostaru, 2011.
6. Koautorski prilog, rad „Besplatna pravna pomoć u Hercegovačko-neretvanskom kantonu: Uloga nevladinih organizacija“, Rebeka Kotlo, Ivana Stipanović, str. 95.-112., u “Pristup pravdi u Bosni i Hercegovini – Zbirka analiza javnih politika iz oblasti pravosuđa”, Mreža pravde u Bosni i Hercegovini, maj 2011, na bosanskom i engleskom jeziku

IV Doctoral theses defended at the Faculty in the last five years (academic staff and other candidates)

1. Dubravka Husić, M.Sc., „Žrtve prisilnih migracija i njihov položaj u međunarodnom pravu“, 2009.
2. Maja Čolaković, M.Sc., „Pravo na tjelesni integritet kao lično pravo, sa posebnim osvrtom na ovlaštenje čovjeka na raspolaganje dijelovima vlastitog tijela“, 2010.
3. Amra Mahmutagić, M.Sc., „Vjerska dimenzija privatnog prava u Bosni i Hercegovini između dva svjetska rata“, 2010.
4. Alena Huseinbegović, M.Sc., „Načela civilnog izvršnog postupka, 2010.
5. Anita Duraković, M.Sc., „Međunarodno privatno pravo razvoda braka u Evropskoj uniji i u Bosni i Hercegovini“, 2010.
6. Amra Jašarbegović, M.Sc. „Ustavno-sudska zaštita ljudskih prava i osnovnih sloboda“, 2010.
7. Ahmet Šantić, M.Sc., Izborno pravo Bosne i Hercegovine u kontekstu izbornih sistema savremenih evropskih država“, 2009.
8. Enes Bikić, M.Sc., „Ugovorno zastupanje u domaćem pravu i principima Evropskog ugovornog prava“, Mostar, 2005.

List of scientific and professional papers of the Faculty academic staff, published in the last five years is in the Annex 3.

Table 3.1. Staff academic and non-academic

Years	Full prof.	Associate prof.	Assistant prof.	Senior assis. and assist.	Research assist.	Others	Total of academic staff	Non-academic staff
2011/12	4	5	9	9	-	-	27	13 (10+3)
2010/11	6	5	9	7	-	-	27	13 (10+3)
2009/10	9	6	4	15	-	-	34	13 (10+3)
2008/09	8	7	4	15	-	-	34	13 (10+3)
2007/08	6	10	4	14	-	-	34	8 (6+2)
2006/07	3	8	8	13	-	-	32	8 (6+2)

Table 3.2. Student versus staff and graduates versus staff ratio

Years	Number of academic staff	Number of students	Number of graduates	Student/staff members	Graduates/staff members
2011/12	27	550	91	20,37:1	3,37:1
2010/11	27	539	86	19,96:1	3,18:1
2009/10	34	594	70	17,47:1	2,05:1
2008/09	34	684	79	20,11:1	2,32:1
2007/08	34	761	85	22,38:1	2,5:1
2006/07	32	775	79	24,21:1	2,46:1

Table 3.3. Administration versus academic staff ratio

Years	Academic staff	Administration staff/technical
2011/12	27	13 (10+3)
2010/11	27	13 (10+3)
2009/10	34	13 (10+3)
2008/09	34	13 (10+3)
2007/08	34	8 (6+2)
2006/07	32	8 (6+2)

Table 3.4. Student versus administration ratio

Years	Number of students	Administration staff/ technical staff
2011/12	550	13 (10+3)
2010/11	539	13 (10+3)
2009/10	594	13 (10+3)
2008/09	684	13 (10+3)
2007/08	761	8 (6+2)
2006/07	775	8 (6+2)

Table 3.5. Full time versus part time academic staff ratio

Years	Full time teaching staff	Part-time teaching staff
2011/12	18	9
2010/11	16	11
2009/10	18	16
2008/09	18	16
2007/08	18	16
2006/07	16	16

Table 3.6. Administrative staff

<i>Title</i>	Faculty	High school	Secondary school	Others	Supportive staff	<i>Total</i>
2011.	2+4	1	2+5	-	1 +3	6+12

Table 3.7. Age distribution of academic staff

Years	20-30	31-40	41-50	51-60	61-70
	7	6	6	5	3

Table 3.8. List of projects

No	Name of project	Type of project		Start/end	Number of teaching staff involved in the project
		Project of relevant Ministries	International projects		
1	Legal Counselling Centre – Centre for free legal aid within the Human Rights Centre in Mostar („live clinics”)		Human Rights Center in Mostar, Open Society Fund Bosnia and Herzegovina – Soros Foundation, Sarajevo B&H, and New York	2009. -	2
2	Clinical Education of Jurists” for students of “Džemal Bijedić” University and Sveučilište of Mostar		Human Rights Center in Mostar, Open Society Fund Bosnia and Herzegovina – Soros Foundation, Sarajevo B&H, and New York	2003 - 2009	9
3	“Access to Justice in Herzegovina – Neretva Canton – free legal aid”		Human Rights Center in Mostar USAID JSDP II	2010/2011	2
4	Equipment procurement (joint project with the Humanities Faculty)	Federal Ministry of Education and Science		2009/10	5
5	Financial support for the publishing of <i>Review for Law and Economics</i>	Federal Ministry of Education and Science		2010/2011 and 2011/20112	5

6	The analysis of the students' passive role and measures for the quality improvement of the teaching process in accordance with the Bologna process	Federal Ministry of Education and Science		2010 and 2011 (14 months)	5
7	Postgraduate study program – Business Law of the EU		GTZ, Open Regional Fund for SE Europe, “Legal Reform”, law faculties of SE Europe	2009/2010 (implementation in progress)	4
8	Furnishing the courtroom	Federal Ministry of Education and Science		2011/2012	3
9	Furnishing two classrooms	Federal Ministry of Education and Science		2011/2012	3
10	Intellectual Property Rights (IPR) Protection in Bosnia and Herzegovina – Publishing of Manual for Citing of Scientific and Professional Papers		USAID	2011	1
TOTAL: 10					

Criterion 4. STUDENTS

Indicator 4.1. Evaluation and testing

According to the Rules of the Faculty of Law (Article 86.), in the beginning of each school year, the Faculty has a duty to inform the students on their duties, rights, and the curriculum. The informing procedure includes the presentation of the curriculum and the Faculty Rules, the course content, and the exam questions. Examination timetable must be presented at least 15 days before the examination period.

The evaluation and testing system in a four-year undergraduate study program (1st cycle) is conducted in the following way:

The exams are taken for each course separately in accordance with the curriculum that the student was enrolled to. According to the Rules of study for the 1st cycle (Article 17.), regular examination periods are in January-February, June-July and September. There are two examination terms in January-February, June-July and one term in September. Students can take exams in both terms of one examination period, with the minimum pause of 15 days between two examinations of the same course.

The Rules allow the Faculty Council to decide to organize an additional examination period in October, with one examination term. The Council also determines the eligibility criteria for this term.

Exams for one-semester courses are organized at the end of the semester in which they were taken. According to the Rules of study for the 1st cycle, a student has the right to review his/her written exam within 24 hours from announcing the grade. If the student feels there were errors in examination or evaluations, he/she submits a request to review the paper and Dean forms a commission to decide on the grounds of the request and make the final decision within 48 hours (Article 15.).

If a student is dissatisfied with the grade, and according to him/her, there were no errors in examination or evaluation he/she can ask to retake the exam within 24 hours from announcing the grade. Re-examination will be done in the following examination term (Article 16.)

Oral, written or combined exams are taken before the course teacher. The combination of oral and written examination contributes to improvement of both literal and oral skills of students, future jurists.

A comprehensive examination has been replaced with a cumulative form of evaluation which includes preliminary exams, quizzes, seminar papers, essays, case studies, as well as final exams. These forms of students' activities are particularly implemented in senior years, thus

the teaching process is more dynamic, and there are more opportunities for practical work and improving acquired knowledge and skills.

The final mark is thus determined, not only according to the results of the final exam, but it is also based on knowledge and skills shown continually through the mentioned forms of evaluation.

Students are expected to successfully adopt fundamental concepts and institutes of each course, and to be able to interpret and apply them correctly. They are also required to demonstrate theoretical and practical knowledge necessary to interpret specific points of a legal field and to be able to deal with practical legal problems.

According to the Faculty Rules and the Rules of Study for the 1st cycle (Article 107.), students are graded from 5 to 10, with 6 as the lowest passing grade. The results of the oral exam are presented immediately, and the results of the written exams are announced within 7 days.

Syllabi define evaluation procedure for each course. In order to pass the first or the second preliminary exam, students are required to obtain a minimum of 55% of the total number of points. If a student fails the first part of the exam (midterm exam), organized during a semester, he/she takes the complete exam at the end of the semester, with maximum score of 85. Part-time students can achieve a maximum of 100 points by taking the final exam. However, they can choose to take their exam as full-time students.

Table 4.1. Evaluation system for full-time students:

	Points	Percentage
1st midterm exam (1st part of the exam)	40	40%
2nd midterm exam (2nd part of the exam)	45	45%
Attendance and activity (lectures)	5	5%
Attendance and activity (seminars)	5	5%
Seminar paper	5	5%
Total	100	100%

Note: Course teachers can distribute the 15 points for pre-exam activities (attendance, activity and seminar paper) in a different way.

Table 4.2. Evaluation system for part-time students:

	Points	Percentage
1st part of the exam	45	45%
2nd part of the exam	55	55%
Total	100	100%

Minimum number of points to pass the midterm exams (1st and 2nd part) is:

Table 4.3.

Status	Minimum number of points to pass an exam		
	1st midterm (1 st part)	2 nd midterm (2 nd part)	Total
Full-time	22	25	47
Part-time	25	30	55

Minimum number of points for a passing grade for the complete exam is 55 (55%).

Evaluation scale is as follows:

Table 4.4.

Points	Grade
55 - 64	6
65 - 74	7
75- 84	8
85 - 94	9
95 - 100	10

Course teachers present the evaluation procedure (final exam, midterm exams, and quizzes) and the evaluation criteria. The dates of preliminary (midterm) tests and quizzes are announced on the notice board at least seven days before. The results are announced on the notice board as well, within seven days.

As shown in the evaluation system each course evaluation is divided into two exams. Upon the completion of the midterm exam, the analysis of the results is done by students and the teacher. Students have the right to review their written tests.

A final grade is in the first place based on student's knowledge and skills, their continual engagement in dealing with the course content and problem solving. However, additional criteria are taken into account such as diligence or regular attendance.

Indicator 4.2. Practical work

Having in mind the necessity of practical legal training of students for quality engagement in professional field upon the end of studies, the Faculty has intensified the following work methodology by continuously cooperating with the surrounding– judicial and non-government sectors.

- application of work methods with smaller groups of students for establishment of better interaction between teachers and students,
- students' education focused on solving hypothetical cases towards deepening of specialized theoretical knowledge and analytic contemplation,
- solving given legal problems for developing skills of applying acquirements on practical cases – application and practice of the law,
- analysis of the cases from legal practice so that an insight could be achieved and skills of critical overview on procedure of solving the case and functioning of the legal system, protection and realization of rights and possibilities of legal acting could be developed,
- additional research of certain topics related to practical application of legal skills.

Some examples of practical work, which include educational study visits and meetings, are worth mentioning:

Practical activities within the elective course Children's Rights:

1. Visit to the Ombudsman's Office in Mostar in order to learn about children's rights respect and violation in practice
2. Visit to the Home for children without parental care in order to learn more about their situation and to identify the possibilities for its improvement
3. Visit to the School for children with special needs in order to learn about their protection and the respect of their rights, recognized in both international and national human rights documents.
4. Visit to the Social Work Centre in order to learn about children's rights implementation in practice, identify potential problems and their solutions.

Listed activities are part of the course's syllabus, with remark that activity number 3. was not organised in 2010/11.

Practical activities for Criminal Procedure Law I and II, and Penology:

1. Law Faculties competition "Moot Court Competition before the European Court for Human Rights" in association with American Bar Association – Rule of Law Initiative, Mostar, December 2007.
2. Visits to the Court of B&H and the Prosecutors Office of B&H, Witness Assistance Department (2007-2011).
3. Visits to the Internal Affairs Ministry of Herzegovina-Neretva Canton – Expertise Department (2007-2011).
4. Visits to the Prosecutor's Office of the Herzegovina-Neretva Canton (2007-2008)
5. Visits to the Municipal and Cantonal Court sin Mostar (2007-2011)
6. Visits to the Correctional Facility with medium security in Mostar (2010-2011)

7. Students' court hearing simulation in Mostar (2007-2010). Simulations are held in the Faculty classroom, and in 2007, the simulation was organised in the Municipal Court premises.
8. Moot court competitions before the International Criminal Court (2010-2011). The competitions took place in Poland.

Work in seminars requires the students to write indictments, verdicts, appeals and other petitions, and solve problems – hypothetical cases.

The Faculty also implements a three-week compulsory practice for fourth -year students that is organized in judicial and administrative bodies in Mostar and other cities in Bosnia and Herzegovina. This activity enables the students to gain practical knowledge and skills, and to evaluate the possibility of practical application of knowledge gained during their studies.

Records are kept on completed compulsory practice and the students who successfully complete the practice are issued a certificate, which is one of the conditions for verification of the semester.

For students who are not from Mostar it is possible to complete the practice in the place they live in, in order to ease the completion of the practice to them.

During the practice at the Municipality Court of Mostar, where practice is conducted for the majority of students, students get a direct insight into legal practice and they learn about the work of the court, beginning with writing office, they follow proceedings and they deepen their knowledge about civil, non-contentious and executive procedure from the legal-practicing aspect.

In the last curriculum reform special attention was dedicated to practical-legal aspects and educational methods. The amount of practical work and further implementation and valuation of practical work in the teaching process has also been discussed.

Continuously cooperating with the Human Rights Center in Mostar, non-government organization with focus on education of law students and jurists, since 2000., through active participation, mutual support, memorandums on cooperation and line of projects of the Center, the Faculty offers the students, and graduates numerous possibilities of legal-practice education and specialization, and development of their knowledge, teaching and professional skills and capacities.

Several projects of particular significance for the improvement of practical skills are listed in the annex along with the Report of the President of the Municipal Court in Mostar on students' completed practice. Annex 4.

Project "Clinical education of jurists for students of Faculty of Law from Džemal Bijedić University of Mostar and students of the Faculty of Law from University of Mostar (Sveučilište)", sponsored by the Open Society Fund Bosnia and Herzegovina – Soros Foundation. (see 3.3. and Annex)

Follow –up of this project is Legal Counseling Centre– the Center for free legal aid at Human Rights Center Mostar (“live clinics”), Legal Counseling Centre has been operating – the Center for free legal aid at Human Rights Center Mostar (“live clinics”) (See 3.3. and Annex) Human Rights Centre’s project “Access to justice in HNK – free legal aid”, financed by USAID JSDP II, with focus on free legal aid is also significant improvement of practical skills. (See 3.3. and Annex)

In addition to mentioned projects and programs, in cooperation with UNICEF, Faculty of Law has organized a legal clinic on refugee law, using methodology characteristic for clinical education of the jurists, and organized study visits and visits to other bodies and organizations in B&H relevant for practical education of law students.

Indicator 4.3. Admission requirements

A full –time student's status at both undergraduate and graduate levels is obtained by enrolling in a year or a semester. The requirements for the enrolment in the first year of study are determined in a public competition to enrol, in accordance with the provisions of the Law on University, University Statute (Articles 8., 25., 26., 120., 121., 122., 123., and 188.) and the Rules of Study at “Džemal Bijedić” University in Mostar (Articles 15., 20. and 22).

The following groups have the right to participate in the competition: B&H citizens with a four- year secondary education diploma, foreign nationals and stateless persons with a foreign secondary school diploma.

The competition is announced in the media in each year in June. The decision on the competition annunciation is rendered by the University Council. The competition is open for all the faculties at the same time.

Prior to the competition opening, the Faculty Council decides on the number of students to enrol in the study programme. The number is decided based on the interest for the law studies in a given period, the unemployment date of graduate lawyers obtained from the regional employment office and with the approval of the Ministry of Education and Science in Herzegovina-Neretva Canton.

After the decision on the competition opening has been adopted, the Faculty Council forms a committee for admission of students in the first year of study. The committee has two academic members and one administrative staff member. The committee has to make a ranking list of the students who applied for admission, according to the competition criteria: general success (grade average) in secondary school and specific success achieved in mother tongue and history, two courses of significance for the Faculty. The points are awarded to each candidate based on both criteria, according to the competition requirements. The ranking list of the candidates is in the Annex 5.

An additional criteria for ranking the students was an admission exam (a written exam testing mother tongue and history), but such an exam has not been organised in the past few years. The committee for students' admission in the first year of study submits a report to the Faculty Council which decides on the minimum number of points sufficient for the admission and adopts the list of successful candidates. The decision is announced on the Faculty notice board. The candidates can appeal within a determined period of time, after which the Faculty Council decides on a final list of admitted candidates.

If a sufficient number of candidates do not apply in June, or if all the candidates do not have a minimum number of points for the admission, a second competition is opened in September, with the same procedure as in the first admission term.

Conducted analyses have shown that the majority of candidates in the previous period were high-school graduates and certain vocational school graduates, such as the secondary nursing school and secondary school with economic orientation. The curriculum is to some extent in accordance with students' previously acquired knowledge/ teaching process in their secondary education. In the case of high-school graduates this level is significantly higher than in the case of vocational schools graduates. Statistical analysis of candidates who applied and were admitted in 2011/2012 is in the Annex 6.

Students who did not study Latin language during their secondary education attend classes and take exams in Latin during the first year of study.

According to the Faculty Rules (Articles 80, 89, 90. and 95.), the following duties must be fulfilled in order to enrol in the next year of study:

- Regular attendance and participation in lectures and seminars,
- Completion of one seminar paper related to a compulsory course of student's choice,
- Maximum of 2 two-semester or 4 one-semester courses which are not successfully passed until the 30th of September of the previous year of study.

Full-time students may repeat their enrolment up to two times, and only one time if it is the same year of study. A student who has lost the right to a full-time study can continue his/her studies as a part-time student. A student who has not fulfilled the requirements for the enrolment in the next year of study must repeat the enrolment in the same year.

According to the "Džemal Bijedić" University Rules of study for the 1st cycle (Article 21.), applicable to the generation of students enrolled in the academic 2011/2012, students enrol in the next year of study depending on the ECTS credits acquired during the previous year of study. Students can enrol in the next year of study if they have not passed up to three courses or not acquired up to 12 ECTS credits. If a minimal number of ECTS credits are not obtained, a student must repeat his/her enrolment in the same year of study.

A student enrolled in an undergraduate study is issued a document (student's course and grade book) by the Faculty to confirm his/her student's status. The number of this document

corresponds to the student's number in the Register book and his/her file. It contains data on the semesters in which the students enrolled and on courses attended in each semester. Regular attendance is confirmed at the end of the semester by a signature of all course teachers. The course and grade book also contains information on student's seminar papers and passed exams with grades.

Indicator 4.4. Involvement of students in the improvement of teaching and learning processes

Students participate in the creation of the curriculum in several ways:

- a) Each study year is represented in the Faculty Council by one member who can vote on all matters in the Council's competence, in the same way as all the other members – teachers and associates. Since the Council is responsible for determining the curriculum, all students – the members of the Faculty Council can take part in the discussion on the curriculum proposal.
- b) Students' representatives are also allowed to initiate the discussion on problems and deficiencies in curriculum implementation and to propose measures to overcome them.
- c) Students can also make suggestions related to the curriculum during the teaching process, through discussion with the course teachers and associates.
- d) Students took an active part in the evaluation and self-evaluation procedure within the Council of Europe's project *Law Faculty Review in B&H* in 2004. Their representatives participated in the preparatory activities for the self-evaluation process along with the other members of the self-evaluation team – academic and administrative staff. They had separate meetings with the team of foreign experts, and they also met with them within the self-evaluation team.

Besides being represented in the Faculty Council, students have their representatives in professional and managerial bodies. The Students' Union (<http://www.unijamo.ba>), which represents all the faculties of the University, delegates its members in the Faculty Council (two students) and the University Senate (five students), where they have the same right to vote as all the other members. Students' representatives also participate in the work of the University Board for Quality Assurance (details on the Board in 6.1.).

Students participate in the evaluation of the curriculum through completing a survey on the quality of the teaching process (lectures and seminars). The survey is conducted once a year, each year in alternating semesters. The processing of the survey is conducted in accordance with the Rules on students' evaluation of the teaching quality and proceeding in accordance with the conducted evaluation (details in 6.3.).

The Board for Quality Assurance has been established at the University. The members of the Board are Faculties' representatives (usually Vice deans for academic affairs), University managerial representatives, administrative staff and students.

The teaching process improvement is also achieved by engaging student- assistants (TAs) in the teaching process. In order to be an assistant, a student must have achieved significant results in the course of his/her studies with minimum grade point average of 8. He/She can be assigned to certain tasks in the teaching and scientific process under the mentorship of the course teacher. The Faculty Council decides on engaging a student-assistant upon the proposal of the course teacher.

In 2010/2011, there were three student-assistants involved in the teaching process (conducting seminars) in the following courses: The Law of Obligations – the principles of obligations (General part), The Law of Obligations – The Law of Contract and Non-Contract Obligations (Special part), Evolution of the State and Law in B&H, and Criminology.

The improvement of the teaching process can also be related to students' participation in various conferences and competitions in the legal field. In the past years, students have participated in projects such as: Otvoreni parlament (The Open Parliament), organized by the Omladinska informativna agencija (Youth Information Agency) and the OSCE, Model International Criminal Court (MCCI) –International Criminal Court simulation organized in Poland by MCCI University and the Kreisau-Initiative Berlin, for the past three years.

In 2007, the student took part in Pravinijada – regional meeting of law students.

The Association of Law Students was active in the previous years, but unfortunately it no longer exists.

Indicator 4.5. Measures for promoting mobility, including the mutual recognition of credits

In order to strengthen the inter-university cooperation and to promote mobility of both academic staff and students, “Džemal Bijedić” University of Mostar, and Law Faculty as its member, has signed bilateral agreements with the following universities: University in Granada, Spain, Novi Sad University, Serbia, Akdeniz University in Antalya, Turkey, University of Kragujevac, Serbia, University of Novi Pazar, Serbia, UMB Norwegian University of Life Sciences, Norway, Alexandria University, Egypt, Jyväskylä University, Finland, University of Ljubljana, Slovenia, Mediteran, University of Podgorica, Monte Negro, Joanneum Gessellschaft mbH University of Applied Sciences Graz, Austria, The National and Kapadistrian University of Athens, Greece, University of Trier, Germany, International University of Sarajevo, B&H, University of Verona, Italy, Alexander Dubcek Trencin University, Slovakia, University of Prishtina, Kosovo, Italian universities – a network of Italian and B&H universities.

The University International Relations Office provides assistance to students who apply for various international students' mobility programmes such as UEP, JoinEu See, Basileus, EM“ – STEM, EMIN etc. Therefore, an institutional framework which enables mobility has been established within the University and the Faculty. However, this activity has been minimal in the previous period. The reasons for this are the following: the ECTS has not been fully

implemented so far, even though the Faculty adopted the ECTS for 2010/11, awarding each course a certain number of points based on students workload calculation. The University has created all the necessary documents for ECTS recognition – The Learning Agreement, The Transcript of Records, Student Application Form, Home University Diploma and Diploma Supplement. In this way the first steps have been taken in the process of creating a system of ECTS transfer and recognition. Besides, The Rules of study in the 1st and 2nd cycles deal with students' mobility in Articles 27., 28., and 29. for the 1st Cycle, and Articles 31., 32., and 33. for the 2nd cycle. The University has adopted the Rulebook on the content of official documents issued by the University, which is a necessary tool for ECTS recognition.

However, the University has not yet adopted an ECTS Guide, meaning there are no unified criteria for credit transfer and recognition. These are the major obstacles in promoting students' mobility.

Another obstacle to mobility is that the Faculty has so far not been able to organize classes in foreign languages for foreign students who would be interested in studying here.

Students' mobility has so far been performed in the form of students' transfer from other law faculties in B&H, Serbia, Croatia and Montenegro. The Faculty Council decides on the recognition of taken courses upon a proposal of the course teacher who examines the curriculum of the course. The recognition and the admission to a certain year of study has so far depended on the examination of the curriculum and the number of taken (passed) courses, not according to the number of obtained ECTS points.

Law students have taken part in different international activities so far. They were the participants of the Model International Criminal Court (MICC) in Krzywow, Poland twice, achieving significant results, International students' conference of Model United Nations (MOSTIMUN), seminars and students' conferences. Even though these activities do not represent mobility in the sense of attending classes at other higher education institutions, they do show that our students are interested in different forms of training, education and improvement outside their home institution.

Indicator 4.6. Student counseling and consultations

According to the Framework Law on Higher Education “students have the following rights: “... to individual consultations and mentor work“, „ ... to timely and correct informing on all issues regarding their studies.”

(See:

www.fmon.gov.ba/images/okvirni%20zakon%20o%20visokom%20obrazovanju%20u%20bih.pdf, Article 89.)

According to the Statute of the „Džemal Bijedić“ University of Mostar (revised text, April 2004., Article 128.) “Teachers and associates are required to ensure, apart from regular classes, adequate “drop-in hours” for students to help them acquire the teaching matter, to

offer them assistance and mentorship in writing seminar papers and practical work, as well as other ways of assistance during their studies.” .“ (see: www.unmo.ba/dokumenti.aspx)

According to the Faculty Rules (Article 53.) „Duties of an assistant and a senior assistant ... are to: ... individually work with students with defined schedule, towards helping them in acquiring the teaching matter”, in Article 95. “Students have the right and duty to: ... have individual consultations with teachers and associates in order to obtain additional knowledge and work instructions”. (See: <http://www.pf.unmo.ba/pravila.aspx>)

Teaching staff have oral consultations on a regular basis with students during previously determined and announced hours. E-mail correspondence and phone contacting with students is also part of the communicating routine.

Consultations are intended to support the students in acquiring and clarifying the teaching matter, to supervise their work on seminar papers, and to inform them on all issues of significance for the course, and the study program in general. Students' Record Office informs the students, according to its authorities, about issues regarding the study program. Since the Faculty does not yet appoint academic tutors/mentors to student groups, the teaching staff also offers the students additional information, if needed.

The Faculty is currently in the process of finalizing the activities and legal defining of position, duties and significance of tutors/mentors for certain groups of students. The mentors/tutors will provide more efficiency in informing and dealing with all kinds of students' issues, problems and matters.

Indicator 4.7. System of information and complaints

a) Information

The procedure of informing the students has been standardized by the Faculty Rules. The Faculty is obligated, at the beginning of the academic year, to inform the students about their rights and duties defined in the Rules and with the curriculum.

The students are informed about their rights and duties in the following ways:

1. by a meeting that is organized with all the students at the beginning of the academic year, in order to inform them on the content of the Rules and the curriculum.

In addition to that, the curriculum is, according with the Article 24. of the Rules, announced at the notice board and the web page of the Faculty. Besides that, when enrolling in the study program all students receive the Student Guide that contains basic information about the Faculty, Excerpt of the Rules of the Faculty, information on the curriculum, with details about course teachers, associates and literature.

2. by announcing the list of examination matter of the course. At the beginning of each academic year, the students are provided with the list of thematic areas upon which the teaching matter will be acquired and the examination will be conducted (Article 87.).

3. by announcing the schedule of classes (timetable) at the notice board and the web page of the Faculty at the beginning of each semester.

4. by announcing the examination timetable for each examination period no later than 15 days before its beginning (Article 86.).

Related to informing the students about the examination results, the Rules define the teacher's duty to allow the student an insight into their written exam upon their request, at the time determined by the teacher, not later than one day before the oral examination (Article 108/4).

b) Right to complain and acting upon complaints

A student has the right to express his/her disagreement with the grade achieved at the examination. If he/she is dissatisfied with the grade and considers that he/she is not evaluated adequately, he/she has the right, within 24 hours from announcing the grade, to submit to the dean an explained written request to be examined by a commission. In order to ensure the impartial approach and to evaluate the grounds of the request, dean obtains necessary information from both the student and the teacher who evaluated the paper.

If dean determines that the request is well founded, he/she makes a decision on forming a commission that will evaluate the student.

The commission consists of the course teacher and two teachers from the same or related area. The teacher that has made the previous examination cannot be the president of the Commission. Re-examination must be organized within three days from the submission of the request. The commission's grade is final. (Article 109.).

c) Student support

In official Faculty acts student support is not standardized. Nevertheless, it is provided in practice. At the University level, the Career Center has been established, where students can get help and advice about the Center's activities and more. Furthermore, students can get necessary advice and support at the University International Relations Office.

All teachers and associates are ready to welcome the students for conversation at any time and to offer them support if needed. Students know that they can contact them, bring up problems related not only to their studies, but also those to their private life. Dean, vice deans, the secretary and the employees of the Students' Record Office are also always willing to help.

The most successful students receive certificates, diplomas and awards for the success achieved during their studies. Students with a minimum grade average of 8 are awarded certificates, and students with a minimum grade average of 9 receive a diploma and money prize. A special diploma is awarded to „the student of the generation” with the highest grade average, not lower than 9 (Faculty Rules, Articles 118.-120.). Students with average grade determined by the University Senate receive gold, silver and bronze medals of the University. These awards are usually valued by employers in ranking the applicants for a job, and always for an assistant’s job at the Faculty.

Criterion 5. PHYSICAL RESOURCES

Indicator 5.1. Material aspects

For meeting the requirements of this study programme, the Faculty uses: two classrooms (teaching rooms) for the first and second year students, located in the building that the Faculty uses together with The Faculty of Economics and The Humanities Faculty. One office for part-time teachers and the Students' Office are also located in this building. The construction of the new Faculty building was completed in 2007. It has three classrooms (teaching rooms) for the third and fourth year students, and postgraduate students, teachers' and assistants' offices (14 offices), Dean's office, three premises for the secretary's office, faculty library and conference room. The total area of the space which the Faculty uses is 1430 m², of which 533 m² is classroom space and 600 m² is office space (the rest – 277 m² are halls, toilettes, cleaner's room etc.) Available space is used in a most efficient way – classes are held during the whole day and on Saturdays (mostly by part-time teachers). Dean and vice deans determine the timetable, having in mind the needs of both students and academic staff, in accordance with the teaching process.

Therefore, the available classroom space per first-year student is 1.23 m², 1.40 m² per second-year student, 1.22 m² per third-year student and 1.32 m² per fourth-year student. The available classroom space per teacher/associate is 39.15 m².

The available office space per teacher is 13.65 m² and 10.61 m² per administration officer. Besides the space used by the Faculty administration officer and technical support, there is extra 150 m² of University space used by the University employees who provide certain administrative and technical services for the Law Faculty (staff of the International Relations Office, Quality Assurance Office, University Information Centre and Accounting Office).

Contemporary teaching methods and means, including Power Point presentations, are used in the teaching process. Projectors have been installed in all classrooms, some of which were purchased by the Faculty and some from the Federal Ministry of Education and Science funds. The following is used in the teaching process: 6 laptops, 5 overhead projectors, 3 photocopiers, 2 portable projectors and a scanner. Some teachers and associates use their personal laptops in the teaching process.

Each teacher and associate has a PC with Internet access in their office, from which they are able to access scientific and library databases, especially Ebscohost which has free access. Twenty-two computers are used by the second-year students in the Computer Science course. There are also two *studomats* – public computers in the Faculty hall that students can use. All students can use their personal laptops and other devices with wireless technology to access Internet and library databases (Ebscohost is also free for them). There is a University Multimedia Centre open daily from 1.00 pm to 7.00 pm which students can use.

Students can borrow books from the University Library with 8 500 monograph titles, 25 000 books, 4500 masters, doctoral and graduate theses. Over 70% of available fund is in local languages, and 30% is in English and German. The University Library, with a reading room is located in the University campus, has a total area of 108 m², and working hours are from 7.30 – 2.30 pm on week days and every first and third Saturday of the month from 7:30 am until 1 pm.

In 2008, Federal Ministry of Education and Science provided special-purpose funds in the amount of KM 25.113,00 for implementation of the project „*Equipment procurement for the Internet room and library*”. A part of the funds was used for library furnishing (purchasing of furniture and books), and the furnishing of the Internet room has not commenced so far. The Faculty Library has 600 titles (books, practicums, collections of papers and journals). Course books written in Bosnian, Croatian and Serbian make up most of the library funds (22 titles), and 7 titles are in English and German. There is a limited number of national and foreign journals, mainly donated to the Faculty. Working hours are from 10:30 pm to 12:00 pm on week days. Details on the Students's Centre, Univesity Library, and information system are in the Annex 7.

Further equipment procurement and improvement of working conditions of staff and students are necessary. However it primarily depends on available funds. Current Faculty budget is only sufficient for basic needs and financing the expenses of part-time teachers. Since 2008, payments for part-time teachers have completely been made from Faculty's own resources obtained from tuition fees and other fees paid by students.

Expenses for part-time teachers engaged in the 1st study programme in the academic 2009/2010 were KM 58.812,00, and in 2010/2011 they were KM 38.216,47. The amount for part-time teachers was decreased since several teachers have completed their academic advancement procedure and they took over the courses that were taught by part-time teachers. Remuneration for each part-time teacher is determined in relation to the number of teaching hours, with a teaching hour rate: assistant professor KM 39.37, associate professor KM 43.05, and full professor KM 45.67

Total amount of the Faculty income in last year was KM 950.000,00 and the expenditures for the same period were KM 920.000,00. Reason for this unfavourable financial situation is that we do not receive sufficient amount from Hercegovina-Neretva Canton that is obligated to finance the University. Furthermore, the Faculty has to transfer part of its funds received form students' tuitions and other payments for the University's financing. Tuition fees are determined by the University Senate, and they have not been increased in the past years. Decision on tuition fees of students who enrol at higher education institutions within the “Džemal Bijedić” University in Mostar in 2011/2012 (number 100-1-994/11, adopted on September, 12 2011), and Decision on financial payments to the University (100-1-995/11 adopted on September, 12 2011) are in the Annex 8.

Table review of numbers of titles in University and Faculty libraries, and available space per student and teacher

Table 5.1. Faculty Library

No.	Faculty Library	Number
1.	Books in Serbian, Croatian and Bosnian language	114 titles (books:82, textbooks: 32)
2.	Journals in Serbian, Bosnian and Croatian language	58 titles
3.	Books in foreign languages	62 titles
4.	Journals in foreign languages	14 titles
5.	Handbooks in native languages	62 titles
6.	Handbooks in foreign languages	44 titles
7.	Master's theses	22 titles
8.	Doctoral theses	7 titles
Total		383

Total number of books in native languages: 1107

Total number of books in foreign languages: 164

Total: 1271

Table 5.2. University Library and computer rooms

No.	University Library	Number
1.	Volumes	8.500 titles*
2.	Textbooks	8.500 titles (Law: c. 600)
3.	Journals	15 (Law: 2)
4.	Computers for students	3
5.	Computers for assistants and library staff	3

*Library fund is not classified by volumes and textbooks, most of the 8,500 titles are textbooks.

Table 5.3. Teaching rooms versus number of students per year

Years	m ²
First year	1,23m ²
Second year	1,40m ²
Third year	1,22m ²
Forth Year	1,32m ²

Table 5.4. Teaching rooms versus number of teaching staff

Total m ²	39,15m ²
----------------------	---------------------

Criterion 6. INTERNAL QUALITY ASSURANCE

“Džemal Bijedić” University of Mostar, as a teaching, scientific, research and professional institution serves the citizens of Herzegovina-Neretva Canton, Bosnia-Herzegovina and the world. The main goals of quality in the work of the University are reflected in the following: serving the citizens through teaching process, research work and providing other intellectual services; assisting the students in achieving their optimal potential; attracting, employing, fostering the development of quality teaching and other staff; capacity expansion and curriculum improvement in accordance with the requirements of external stakeholders; reinforcement of teaching, library, laboratory, IT and other capacities of the University; expanding the cooperation with the surrounding through improvement of students’ quality, teaching process, research and services; expanding the cooperation with national and foreign educational and scientific-research institutions in all fields, with the goal of becoming part of world trends in education and development; intensifying activity in international research projects.

Indicator 6.1 Evaluation results

The University Quality Assurance Office was established in September 2006. Main goals of the Office are conducting the internal evaluation and the evaluation of other institutions upon request, organizing and conducting the accreditation of University, and providing technical support from the field of quality assurance to the faculties. The main target of the QAO is building and dissemination of quality culture.

The Office coordinates the activities and projects directly or indirectly related to quality assurance in higher education, both internal (Information system for internal quality assurance at “Džemal Bijedić” University of Mostar and University of Tuzla; Student evaluation of teaching process 2006/07, 2007/08, 2008/09 and 2009/10; Strategic development of “Džemal Bijedić” University of Mostar etc.), and those in which the University is a partner. The Office has taken an active part in several Tempus projects (Quality Assurance at Universities in B&H; From Quality Assurance to Strategy Development; Strategic Management of Higher Education Institutions Based on Integrated Quality Assurance System; Modernisation and Reconstruction of University Management and Structure; EU Standards for Accreditation of Study Programs on BH Universities etc.), the projects of The Council of Europe, The European Commission, WUS Austria, ADA etc.

Quality assurance at the University represents its strategic commitment, in accordance with the document *The Principles of the University Strategy of Development (Osnove strategije razvoja Univerziteta)*. Establishment of the position of vice-rector for teaching process and quality has been planned. However, this activity has not been finalized yet.

The policy of quality development has been adopted at the University. It includes: strategic goals in QAO development; system of quality document drafting; identification, measuring and monitoring key performance indicators within the integrated university; institutional positioning and strengthening the Quality Assurance Office; development of information system of quality assurance; developing and improving the internal evaluation process; development of the analysis, examination and evaluation system within the University; the cooperation between the Quality Assurance Office and the surrounding; strengthening the role of students in the internal quality assurance system; development of international cooperation and projects; development of document management system; dissemination of information and awareness rising of the subjects in the higher education field on importance of quality assurance; creation of the web site related to quality assurance; respecting the standards and guidelines for quality assurance in the field of higher education in B&H; providing the support to science and scientific-research activities; creation and dissemination of quality culture.

The Board for Quality Assurance has recently been established at the University. The Board members are faculty representatives (the majority are vice deans responsible for teaching process), as well as the representatives of the University management, administration staff and students.

The Agency for Development of Higher Education and Quality Assurance starts with the institution accreditation in August, 2011. *The Criteria for the accreditation of higher education institutions in B&H* have been adopted on national level for the implementation of this activity. The accreditation of study programmes will be started upon the completion of institution accreditation. The criteria for neither this accreditation nor distance learning programmes have been determined yet.

Quality assurance system has not been developed in the same way or the same volume at all faculties yet. This system has not been completely developed at the Law Faculty. However, certain elements have been implemented in practice for a longer period of time (academic staff annual reports analysis; students examination progress analysis; graduate students survey; periodical curriculum revision, etc. – in detail 6.3.)

Indicator 6.2. Measures to improve the study program

One process of evaluation and self-evaluation has already been conducted at the Faculty of Law within the Council of Europe project *Review of the Faculties of Law in Bosnia and Herzegovina* in 2004. It was very useful for The Faculty of Law to participate in this project, since many deficiencies in the Faculty organization had been detected. The self-evaluation and evaluation process was helpful to both teaching and administrative Faculty staff, as well as its students. They were able to create a clearer picture about the position, goals and duties of the Faculty. It has also stimulated the reform process, i.e. the implementation of the Bologna process at the Faculty. Dealing with the detected deficiencies and applying the

recommendations of the evaluation team were the first steps in creating the quality assurance system at the Faculty.

Activities undertaken in response to the findings and recommendations of the evaluation team helped in achieving the following: modernization of study programme, innovation of the curriculum through introducing one-semester courses and new optional courses; study programme reform through applying the Bologna elements such as implementation of the ECTS, adjusting the duration of cycles in higher education to European standards; increase of students' and teaching staff's national and international mobility; improving the Faculty organization, especially the human resource sector and technical training for the teaching and research work.

Activities to further improve the curriculum of the four-year undergraduate study are in projection for the following months. They should result in establishing the preconditions for distance-learning elements.

The implementation of the above-mentioned measures and activities is the responsibility of Faculty departments, the Faculty Council, Faculty management and the entire teaching staff. Quality reform of the study programme and its efficient application is not possible without the active participation of all teachers and associates.

Faculty department is a teaching, scientific and professional unit that joins teachers and associates of a group of related courses. Among its other competences, the department proposes and analyses the content of teaching courses, analysis and monitoring of teaching process, analysis of teachers' and associates' work, providing the opinions and proposals on curricula to the Faculty Council etc. The department proposals are discussed and adopted by the Faculty Council, responsible for the monitoring of the curriculum application, initiating the procedure for its revision, and determining the proposal of the new curriculum.

Indicator 6.3. Inclusion of partners/colleagues, alumni and labour market/profession

Internal quality assurance is achieved through the following:

- Once during the academic year, in alternating semesters, a student survey is conducted on the quality of the teaching process (lectures and seminars), in accordance with the Rules on students' evaluation of the teaching quality and proceeding in accordance with the conducted evaluation. The survey is conducted in all courses in the semester. It is organized by the University Rectorate and the Quality Assurance Office is responsible for its implementation. Students selected by the Quality Assurance Office conduct the survey. The results of the survey are presented to each teacher and associate and complete results for the Faculty are presented to Dean.

- Once a year (upon the completion of the academic year), a report on students' passing rate for each course is made, as well as the cumulative report. The reports include information on passing rate and the average grade for full-time and part-time students individually and cumulatively. The report is discussed and adopted by the Faculty Council. Courses with extremely low passing rate are identified, after which the cause and possible measures for improvement are discussed with the respective teacher and the students. Example of the report is in the Annex 9.
- In the past years, graduate students have been surveyed on the quality of their completed studies. The survey has been organized and conducted by the Faculty, and analysed by the Faculty management.
- The evaluation of the quality of undergraduate studies and the study program is performed in statistic reports periodically made by the Students' Office. This report is presented to the competent ministry of education and the Federal Bureau of Statistics. This report, among other information, includes the number of graduates and drop-out rate. A copy of the report is in the Annex 10.
- Once a year (upon the completion of the academic year) all teachers and associates make an activity report, with the information about their teaching activities, scientific and research work, professional training and extra-curricular activities. These reports are discussed and adopted by the Faculty Council. A copy of the report is in the Annex 11.
- In accordance with the Faculty Rules, a review of the four-year undergraduate study program curriculum is conducted once in four years. The review is based on the experience gained from its implementation. The content of the curriculum is subject to changes in order to modernize and harmonize with the current scientific theories and the requirements of the legal practice. The innovation of the curriculum is discussed within each department, as well as in the thematic session of the Faculty Council. The innovation is achieved by replacing the "out-of-date" courses with other, contemporary ones. The courses which are identified as useful and interesting for the current economic, legal and political situation in Bosnia and Herzegovina area included in the curriculum. The innovation of the four-year undergraduate study programme curriculum also implies the reform of the course content and increase or decrease of the number of study hours for certain courses. The decision on the curriculum revision is rendered by the Faculty Council and approved by the University Council.

The last curriculum revision was conducted in 2010/2011 in accordance with the periodical curriculum reform requirement. It resulted in the revised curriculum applied as of 2011/2012.

During the curriculum reform conducted in 2006/2007 two-semester courses were divided one-semester courses. New compulsory courses on human rights, legal and economic system of the EU were introduced, and the number of elective courses was increased.

- The Faculty management monitors the three-week compulsory practical work for the fourth-year students, which is performed in judicial and administrative institutions in Mostar, and other cities in B&H. The Faculty management corresponds with the management of the institution where the practical work takes place in order to learn about the activities and tasks of the students, the impressions of the staff about the students and the learned skills, and their abilities to apply them. The management also talks with the students about their impressions and gained skills and knowledge. The primary goal of these interviews is to determine the possibility of practical application of knowledge obtained during their studies. The findings are helpful in the evaluation of the quality of studying and its improvement.
- Students are involved in the evaluation of the quality of studying within their membership in the Faculty Council. Four students – one representative for each year, are members of the Faculty Council with the right to vote. They can also initiate the discussion on the problems and shortcomings related to the curriculum implementation, and propose the possible solutions.
- So far, the Faculty has not conducted a more systematic survey of graduates who are employed and with certain experience in their field of work, nor have their employers been surveyed. This error is to be corrected within the implementation of this project, with the intention to continue with the survey after the completion of the project.
- The Faculty has communicated and collaborated with its graduate students and their employers in different ways:
 - a) Some of our graduate students have enrolled in the postgraduate studies at the Faculty, which can be an indicator that they are satisfied with the quality of undergraduate studies and the obtained knowledge.
 - b) Implementing the joint projects of the Faculty, graduate students and their employers (cantonal and federal ministries of education, various non-governmental organizations etc.). Unfortunately, these contacts are only occasional, and in the future the Faculty will try to establish a permanent relation with most graduates in order to learn more about the practical applicability of knowledge obtained during their studying and to improve the quality of studying.

Among significant projects, there are *Clinical education of lawyers for the students of the law faculties of "Džemal Bijedić" University and the University of Mostar*, funded by the Open Society Fund Bosnia and Herzegovina – Soros

Foundation, and it has been implemented since 2003; *Legal Counselling Centre – Centre for free legal aid within the Human Rights Centre in Mostar* “ (“live clinics”) in collaboration with the law faculties in Mostar, funded by the Open Society Fund B&H; and *Access to Justice in Herzegovina – Neretva Canton – free legal aid*, implemented by the Human Rights Centre and financed by USAID JSDP II.

Unfortunately, there is no Alumni Association of Faculty of Law. It may be why the Faculty does not have better collaboration with its graduate students and their employers.

Criterion 7. RESULTS

Indicator 7.1. Achieved level

Achieved learning outcomes are described in detail in the following Criteria and Indicators:

- Quality of the final thesis – Indicator 2.6. Final thesis of the 1st cycle
- Quality of the practical training – Indicator 4.2. Practical lessons with Annexes
- Realisations in terms of internationalisation of the education: participation of students (number and percentage of students, ratio of incoming to outgoing students) and staff in international exchange programs – Indicator 2.1.
- The extent to which the recent developments in a certain field have been included in the curriculum – Indicator 2.1.
- Coherence of the curriculum – indicator 2.3.
- Measures to promote mobility and the recognition of credits – Indicator 4.5.

The Faculty has identified the necessity to intensify the collaboration with the surrounding (graduates and employers) and thus conducted a survey of graduates and employers. The survey, which will in the future be conducted on a regular basis, will help in including the graduates and their employers in the process of the curriculum reform, improvement of the teaching process and the quality of the study program, and further professional development. The results of the survey are discussed by the Faculty Council, and in accordance with the conclusions, measures to improve and develop action plans will be defined.

The results of the survey show the content and level of employment, satisfaction of the graduates about the study program and their employment, and appreciation of the graduates by the professional field.

The graduates' questionnaire includes the following: data on professional career (employment), evaluation of professional competences (quality of the study program, advantages and disadvantages of the program, reason for choosing this program, readiness to help improve the quality of study and the ways to do that), education after graduation (postgraduate studies, 2nd cycle). Annex 12. Graduates' questionnaire and Employers' questionnaire.

The employers' questionnaire contains data on the employer, evaluation of the graduate's professional competences (adequacy of the education for working in the professional field, evaluation of level of skills and knowledge of the graduate, disadvantages and deficiencies of the study program). It also includes suggestions to improve the quality of the study program and willingness to intensify the collaboration with the Faculty.

One survey of graduates and their employers was completed in October 2011. It was conducted among 11 graduates – former students of the Faculty who graduated between 2002 and 2006, and 12 graduates who graduated between 2007 and 2011.

Three employers who employ the graduates from 2002-2006 completed the questionnaire, and five employers who employ the graduates from 2007-2011 completed the questionnaire.

The surveyed graduates are employed by courts, prosecutors offices, legal firms, public notaries' offices, ministries, public and private companies.

Satisfaction about the employment (on a scale from 1 – the lowest to 5 – the highest) is in average between 3 and 5. The factors evaluated are quality of employment, salary, possibility of promotion. This result can provide a general impression.

Almost all surveyed graduates would choose our study program because of “high level of professional competences of the lecturers, one of the best study programs that improves constantly, availability and affability of the staff and the quality of study“.

According to the results, some of the advantages of the study program are “learning and improving both basic and complex legal principles, developing communication and conversation skills in front of a large auditorium, training in various tasks of the professional field, knowing and applying law and other acts, providing theoretical knowledge”.

The surveyed graduates listed the following deficiencies of their education: “lack of practical work – practical application of theoretical knowledge, development of practical skills, and insufficient level of foreign language studying”.

Some of the reasons to study at the Faculty were: “the Faculty has a good relationship with students and good quality of study”. These were graded with highest marks.

Some surveyed graduates and employers are willing to contribute to the improvement of the quality of study and to continue their education at postgraduate level (2nd cycle).

The surveyed employers think that the education of their employees – former students of the Faculty – is adequate.

Following skills and competences were evaluated with highest grades by the surveyed employers: theoretical knowledge, abstract thinking, commitment to work, team work, communication skills, independent problem solving, initiative, foreign language skills.

Practical skills and practical classes were graded with lowest grades.

Employers would hire the graduates of the Faculty again and they would recommend them to other employers.

Employers are generally willing to help improve the quality of study in advice, offering professional practice and giving lectures in their professional field. They are also interested in intensifying or establishing permanent collaboration with the Faculty through encouraging their employees' to enrol in the postgraduate studies (2nd cycle), joint research and scientific projects, involving their employees in specialized courses and trainings, organizing joint professional conferences, supporting the graduates in finding employment.

Graduates have several possibilities to improve their practical legal skills and to prepare for the labour market. Graduates are involved in the free legal aid projects, within which they provide free legal advice to socially disadvantaged population under the supervision of legal practitioners and law professors at the Legal Counselling Centre - Free Legal Aid Centre (legal clinics and "live" clinics) of the Human Rights Centre in Mostar. The Centre is an NGO with which both law faculties in Mostar have cooperated for several years.

Furthermore, in terms of preparing graduates for the labour market, activities of the Career Centre are important. The Centre was established within the University in 2008. It helps students identify employment opportunities, develop skills for efficient job searching by using some of the Centre's mechanisms, data bases of jobs and employers, special individual and group professional advising programs.

Career Centre is the University's strategic tool and a systematic approach of connecting with the labour market and local, national and international companies.

The Goals of the Centre are:

- To create a service that will provide better chances for graduates to find a good and promising employment,
- To create a service that will support students and graduates in becoming aware of their hidden potentials, and in actively planning and deciding on future career options,
- To create a network with companies, private and public institutions,
- To create a service of use to the following stakeholders; students, faculties, the University, companies, local community, state authorities etc.

Primary focus of the Centre is on:

- Enabling students to develop their career defining and job searching skills, based on a wide spectre of materials, services and programs,
- Enabling students to make decisions concerning their career, to explore the possibilities of the labour market and to develop skills necessary for the labour market,
- Training students to develop skills related to writing CVs and cover letters, job interviews, and independent job searching,
- Developing and using important tools which will be useful to students: data bases of jobs and employers, training in writing CVs and cover letters, training in job interview procedure, etc.,

- Linking students and employers by presentations of employers, cooperation related to practical students' work and internships, acting as job-finding service, etc.,
- Creating a students' data base to be the basis for selection for internships, open employment positions, etc.
- Assisting students in choosing their career by gathering, analyzing and publishing information on trends in the labour market. Annex 13. Career Centre Activity Report

Indicator 7.2. Learning outcomes

Learning outcomes realisation is monitored in the following ways:

The Students' passing rate report is made after the completion of each academic year, individually for each course, and cumulatively for all courses. The reports include information on passing rate and the average grade for full-time and part-time students individually and cumulatively.

The report is discussed and adopted by the Faculty Council. Courses with extremely low passing rate are identified, after which the cause and possible measures for improvement are discussed with the respective teacher and the students. Example of the Students' passing rate report for individual course (for one examination term, and annual course report), and Cumulative passing rate report are in the Annex 14.

The evaluation of the quality of undergraduate studies (1st cycle) and the study program is performed in statistic reports periodically made by the Students' Office. This report is presented to the competent ministry of education and the Federal Bureau of Statistics. This report, among other information, includes the number of graduates and drop-out rate.

A copy of the report is in the Annex 15.

A copy of the list of admitted candidates in the 1st year of study in one academic year is in the Annex 16.

Admission requirements and admission procedure is described in Indicator 4.3. The analysis of the candidates who applied and were admitted to the Faculty leads to certain conclusions about their quality. The copy of the analysis is in the Annex 17.

1. Drop-out rate

Drop-out rate for 2007, 2008, and 2009, is presented cumulatively for four study years, and per each study year for 2010 and 2011.

Note: Data for 2011 were obtained on 1 October 2011.

Table 7.1.

Year	Drop-out rate
2007	57
2008	47
2009	31

Table 7.2.

Drop – out rate		
	2010	2011
Year 1	4	19
Year 2	4	5
Year 3	1	2
Year 4	1	2

2. Number of candidates who defended their master and doctoral theses

Table. 7.3.

	2007	2008	2009	2010
Master	-	-	2	4
Doctoral	1	1	2	3

3. Number of graduates

Table 7.4.

Graduates			
	2007	2008	2009
Graduate jurist 4-year degree	85	79	70
Administrative jurist 2-year degree	19	11	27
Jurist 2-year degree	40	38	22

4. Report on average study duration

Data for 2010 and 2011 are more complete and therefore it is possible to determine the average study duration.

Table 7.5.

Status/year		Graduates			Duration of study			Transfers from other HE institutions		
		M	F	Total	M	F	Total	M	F	Total
2010	4-year degree	24	62	86	6,25	5,58	5,76	5	9	14
	2-year degree	14	12	26	6,09	6,12	6,15	0	0	0
2011	4-year degree	19	51	70	5,7	5,81	5,79	5	6	11
	2-year degree	12	9	21	5,83	7,93	6,75	3	2	5

Note: Students who transferred from other higher education institutions are not included in the average duration of study, since it was not possible to calculate their entire study duration.

Statistical data on students, monitored and generated from the University Information System, are presented in the following tables for 2010/2011. Statistical data for earlier years are included in the Annex 18.

5. Students' age distribution

Table 7.6.

	< 20	20 - 25	25 - 35	> 35	TOTAL
Four-year study program	9	297	138	43	487

6. Students' sex distribution

Table 7.7.

	FEMALE	MALE	TOTAL
Four-year study program	323	164	487

7. Students' number and status (full-time, self-financing, part-time, DL)

Table 7.8.

		FULL-TIME			SELF-FINANCING			PART-TIME			DL			
		year	1	P	TOTAL	1	P	TOTAL	1	P	TOTAL	1	P	TOTAL
Four-year study program		2	0	0	0	0	0	0	2	0	2	0	0	0
		Total	0	0	0	0	0	0	2	0	2	0	0	0
	General legal program	1	0	17	17	0	9	9	0	10	10	0	0	0
		2	66	21	87	6	9	15	15	21	36	0	0	0
		3	49	11	60	4	4	8	9	46	55	0	0	0
		4	60	38	98	4	5	9	27	55	82	0	0	0
		TOTAL	175	87	262	14	27	41	51	132	183	0	0	0

8. Number of students per country

P- students who enroll in the same year more than once

1 – students who enroll in the same year once

Table 7.9.

		Full-time			Self-financing			Part-time			DL			
		Year	1	P*	total	1	P	total	1	P	total	1	P	total
Data not available		4	0	0	0	0	0	0	0	1	1	0	0	0
		total	0	0	0	0	0	0	0	1	1	0	0	0
	TOTAL	0	0	0	0	0	0	0	1	1	0	0	0	
Bosnia and Herzegovina	Hercegbosanski	2	0	0	0	0	0	0	0	1	1	0	0	0
		3	1	0	1	0	0	0	0	1	1	0	0	0
		4	0	0	0	0	0	0	3	1	4	0	0	0
		total	1	0	1	0	0	0	3	3	6	0	0	0
	Hercegovina-Neretvanski	1	77	15	92	0	5	5	10	9	19	0	0	0
		2	54	18	72	8	9	17	12	15	27	0	0	0
		3	42	7	49	3	4	7	7	35	42	0	0	0
		4	46	30	76	4	5	9	12	43	55	0	0	0
		total	219	70	289	15	23	38	41	102	143	0	0	0

Kanton Sarajevo	1	1	0	1	0	0	0	4	1	5	0	0	0	
	2	0	1	1	0	0	0	0	2	2	0	0	0	
	Canton Sarajevo	3	0	0	0	0	0	0	0	3	3	0	0	0
		4	0	0	0	0	0	0	0	5	5	0	0	0
	total	1	1	2	0	0	0	4	11	15	0	0	0	0
Republika Srpska	1	4	1	5	0	2	2	4	1	5	0	0	0	
	2	2	0	2	0	0	0	4	0	4	0	0	0	
	3	2	1	3	0	0	0	0	3	3	0	0	0	
	4	2	1	3	0	0	0	6	2	8	0	0	0	
	total	10	3	13	0	2	2	14	6	20	0	0	0	0
Srednjobosanski Central Bosnia Cantoni	1	9	1	10	0	1	1	0	0	0	0	0	0	
	2	9	2	11	0	0	0	1	2	3	0	0	0	
	3	4	3	7	1	0	1	1	2	3	0	0	0	
	4	12	7	19	0	0	0	5	2	7	0	0	0	
	total	34	13	47	1	1	2	7	6	13	0	0	0	0
Tuzlanski Tuzla Canton	4	0	0	0	0	0	0	1	1	2	0	0	0	
	SUM	0	0	0	0	0	0	1	1	2	0	0	0	
Unsko-sanski Una-Sana Canton	1	1	0	1	0	0	0	0	0	0	0	0	0	
	total	1	0	1	0	0	0	0	0	0	0	0	0	
Zapadno hercegovački West Herzegovina Canton	2	0	0	0	0	0	0	2	1	3	0	0	0	
	3	0	0	0	0	0	0	1	1	2	0	0	0	
	total	0	0	0	0	0	0	3	2	5	0	0	0	
Zeničko- dobojski Zenica – Dobo Canton	1	1	0	1	0	1	1	2	0	2	0	0	0	
	2	1	0	1	0	0	0	1	0	1	0	0	0	
	total	2	0	2	0	1	1	3	0	3	0	0	0	
TOTAL			268	87	355	16	27	43	76	131	207	0	0	0
Republika Hrvatska Croatia	1	0	0	0	0	0	0	0	1	1	0	0	0	
	3	0	0	0	0	0	0	0	1	1	0	0	0	
	total	0	0	0	0	0	0	0	2	2	0	0	0	
	TOTAL		0	0	0	0	0	0	2	2	0	0	0	

SWOT ANALYSIS

SWOT	Educational goals and learning outcomes	Curriculum
INTERNAL STRENGTHS	<p>Clearly defined educational goals and learning outcomes for each course and study program</p> <p>Defined competences (general and specific) that are in accordance with educational goals</p> <p>Existence of Dean's two-year Work plan</p> <p>Clear vision and mission of the Faculty with which educational goals are harmonized</p> <p>Teaching staff is devoted to forming students' ability for critical thinking</p>	<p>Curriculum is created in accordance with the Bologna principles</p> <p>Active participation of students in the Faculty's teaching and extra-curricular activities</p> <p>New work methods introduced by accepting the new syllabus concept</p> <p>Regular and standardized curriculum reform procedure</p> <p>Study program is in accordance with new trends and labour market demands</p> <p>Strong cooperation with NGO sector in education and research</p> <p>Courses developed at the Faculty are included in curriculum of other study programs</p> <p>Quality assurance elements exist at the Faculty (surveys, analyses, reports etc.)</p> <p>Teaching process is conducted in accordance with contemporary didactical concept</p> <p>Excellent communication between teachers and students</p> <p>Graduates' knowledge is confirmed in the labour market</p>
INTERNAL WEAKNESSES	<p>Insufficiently developed practical skills of students</p> <p>Insufficiently developed cooperation with subjects of importance for students' legal practice</p> <p>The process of creation of long-term development strategy is still not finalized, it is underway</p>	<p>Insufficient number of scientific and research publications in indexed journals and conferences</p> <p>Insufficient amount of practical work in 2nd and 3rd years of study</p> <p>Insufficient engagement of scientific and professional capacities of teaching staff involved in practical work</p> <p>Classes in English are not organized and there is no course English language</p> <p>Insufficient involvement of employers, alumni or graduates in curriculum creation</p> <p>Students are not given a possibility to specialize by opting for a group of courses instead of elective courses</p>

OPPORTUNITIES	Possibility to intensify cooperation with relevant external stakeholders Wider range of international cooperation Distance learning Lifelong learning Institute for Legal Sciences	Better communication with the surrounding in implementing research projects Openness and willingness to cooperate with the surrounding, based on conducted curriculum Availability of projects funded from the European Commission funds Connecting with other BH universities through joint projects Connecting with foreign universities through joint projects Promoting international scholarships and mobility opportunities Introducing the 3 rd cycle of study
THREATS	Poor funding of science, education and research on all levels of authorities Inadequate and unharmonized legislative Increasing number of private law faculties	Insufficient cantonal and entity funding of textbooks and other teaching publications publishing

SWOT	Human resources	Students
INTERNAL STRENGTHS	Clear employment and academic advancement criteria Increasing number of teaching staff Competent teaching staff High percentage of young teaching cadre Advancement and scientific and professional improvement of teaching staff Participation in national and international professional and scientific conferences Number of published papers and textbooks Code of teachers' ethics is in force Teachers' involvement in other study programs at the University Availability of teachers and associates to students	Student –oriented teaching Students are involved in decision making process Students participate in curriculum creation Students are informed on the curriculum and relevant procedures Clear and transparent admission procedure Student have an opportunity to become teaching assistants (students-assistants) There is a system of rewarding for successful students Students can become members of students' organizations and take part in various extracurricular activities Low tuition fees in comparison with other faculties Interactive teaching due to a smaller number of students Good communication and collaboration among students Participation in students' conferences, seminars and competitions

<p>INTERNAL WEAKNESSES</p>	<p>Insufficient number of permanent teaching staff Insufficient motivation mechanisms for scientific and research work Insufficient level of international cooperation and mobility of teachers in both directions No program for methodological training for young associates Rather poor interfaculty connection</p>	<p>No students' mobility in both directions Insufficient students' involvement scientific and research activities No Alumni association</p>
<p>OPPORTUNITIES</p>	<p>Affiliations with similar institutions in the region and the EU Availability of research and scientific funding Opportunities for experts and guest professors involvement</p>	<p>Wide scope of employment opportunities Availability of international scholarships Signed agreements with several universities/faculties – opportunities for mobility</p>
<p>THREATS</p>	<p>Limited possibilities for employment of new teaching staff Teaching staff may leave to work at private faculties No regulations on economic relations of the University and its members Unresolved issues of financing and founders' rights of the University No development vision of science and research at cantonal level and Canton's current bad treatment of the University Insufficient funding of science and research</p>	<p>Students' standard is unsatisfactory Insufficient scholarship possibilities provided by competent authorities and institutions Inadequate and unharmonized legal framework related to diploma recognition and study period Students may leave to study at private law faculties Decreased number of students due to lower birth rate</p>

SWOT	Physical resources	Internal quality assurance
INTERNAL STRENGTHS	Location of the Faculty (University campus) New Faculty building Multimedia students' centre Faculty and University libraries and reading rooms Adequate computer equipment for teaching process Contemporary didactical tools <i>Studomat</i> – public computer for students in the Faculty hall Premises are used in an optimal way Project to equip a moot court room is in progress Free wireless internet connection Development of information system Computer room for the course computer Science at the University level is being equipped University development strategy with strategic projects to improve physical resources	Clear vision – building and expanding quality culture Quality policy is created at the University level in accordance with the ENQA standards and BH standard in higher education Quality Assurance Office has been established at the University level Faculty processes and procedures are regulated by rulebooks and other acts Elements of quality assurance system have been established University Quality Assurance Board has been established System of evaluation and accompanying software tools Quality assurance guidelines have been adopted Mechanisms of monitoring staff's and students' advancement Involvement of stakeholders in internal quality assurance processes has been secured at the University level Monitoring of key indicators of quality Experience in self-evaluation processes of the study program
INTERNAL WEAKNESSES	Rather poor availability of data bases and digital libraries No subscriptions to foreign and national journals (no funds) Inadequate space capacities of the University library	Irregular surveying of graduated and employers No Rulebook on quality - in adoption procedure No involvement of external stakeholders in quality assurance
OPPORTUNITIES	Opportunity to establish the Institute for Legal Sciences Establishment of DL Centre Establishment of Lifelong Learning Centre	Institutional accreditation Study program accreditation Intensifying cooperation with Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina Possibility of standardization in Faculty's administrative sector

THREATS	<p>Low level of economic development in B&H No funds for implementation of strategic projects</p>	<p>Complex accreditation issue Underdeveloped external evaluation system Insufficient understanding of necessity of quality elements implementations by the University/Faculty</p>
----------------	---	--

SWOT	Results
INTERNAL STRENGTHS	<p>Updated and more complete statistics owing to the development of information system Updated data are used for analyses and meeting of the Faculty bodies Evaluation system of graduates and employers has been established Availability of information on studying (Students' Guide, web site etc.) Solid theoretical knowledge</p>
INTERNAL WEAKNESSES	<p>Insufficient practical skills according to graduates and employers</p>
OPPORTUNITIES	<p>Graduates and employers are willing to cooperate with the Faculty Institute for Legal Sciences in service of local community</p>
THREATS	<p>Inadequate and unharmonized legal framework No cantonal law on higher education</p>

PLANS TO IMPROVE THE STUDY PROGRAM
in accordance with the project Criteria and SWOT analysis

The plan will be created and managed and its implementation will be monitored by a team including Dean, vice deans and heads of departments, with the participation of other employees and students, if necessary.

The following list of planned activities will be implemented depending on the evaluation of the results of the plan. Modifications will be made and new activities added, if necessary.

1. Finalize the creation of long-term strategy of the Faculty development (2012-2014)
2. Establish the Institute for Legal Sciences (2012-2016)
3. Amend the provisions of the Faculty Rules related to students' compulsory practical work (end of June 2012)
4. Increase the number of institutions and bodies where practical work is conducted, sign memorandum of collaboration with those institutions and bodies to determine the right and duties, along with a program for practical work, to be added as an attachments (2012 – 2013)
5. Create the competence matrix (end of October 2012)
6. Initiate the establishment of cooperation with 3 law faculties in the region within three years (2012-2015)
7. Create a DL platform within 5 years (2012-2017)
8. Make a plan for establishing and further developing lifelong learning concept, based on the results of the TEMPUS CCMLL project, within 4 years (2012-2016)
9. Initiate the establishment of Alumni association in the following year (2012)
10. Establish a working group, including students, to coordinate activities on preparing project proposals. Make a strategy and financing plan to improve the teaching process, scientific, research and publishing activity (2012)
11. In accordance with the teaching staff capacities, offer a number of courses to be taught in a foreign language (2015)

12. Establish an advisory body for curriculum development and quality assurance within 3 years. The body will include the Faculty representatives, students and external stakeholders (2012-2015)
13. Begin publishing the *Yearbook* of Law Faculty, besides the already existing *Review for Law and Economics* (2013-2015)
14. Besides publishing two issues per year of Publish the 3rd thematic issue of *Review for Law and Economics* - Current legal issues for that year, with significant theoretical and legal-practical topics from several legal areas (2011-2015)
15. Organize scientific meeting – symposium (2012-2013)
16. Create and implement training programs – seminars for nongovernmental sector, authorities and economy representatives (2012-2015)
17. Develop cooperation and education projects with legal practitioners, towards practical lectures to students and legal-practicing improvement of teaching staff (2011-2015),
18. Initiate and implement proposals of scientific research and educational projects that would be financed from our own resources and/or by submission of projects' proposals for other subjects – potential sponsors financing (2011-2015)
19. Engage in development of interfaculty and interuniversity teaching and research project cooperation, especially with social sciences and humanities faculties (2011-2015)
20. Support individual initiatives for teaching research and publishing activity of teaching staff (especially project initiatives) in cooperation and with financial and professional support of other subjects, and in accordance with academic freedoms, ensuring necessary time and available work resources (2011-2015)
21. Improve mobility of students and teaching staff (2012-2016)

ANNEX