



ESLG College

QUALITY ASSURANCE MANUAL

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1. INTRODUCTION

The Quality Assurance Manual (QAM) of College ESLG is a written document exhibiting the commitment of College ESLG to quality, which includes the following:

1. A comprehensive set of policy framework of quality assurance for the purpose of guiding the processes of quality assurance at College ESLG;
2. A full narrative description of conditions, instruments and procedures in place at College ESLG for the implementation and interaction of various respective quality assurance processes at College ESLG.

2. PURPOSE OF QUALITY ASSURANCE MANUAL

The sole purpose of Quality Assurance Manual is the following:

1. To provide a document, which describes the quality assurance system and quality assurance processes at College ESLG, including the statements identifying the commitment of College ESLG to uphold and apply the highest international and European academic standards;
2. To provide a full description of quality assurance processes and specific activities that are aimed at implementing the quality assurance processes at ESLG, including the tools that are used to carry out the respective processes and activities within those processes;
3. To foresee the procedures for quality assurance planning and improvement in teaching, learning, academic programs, research, and quality management and audit;
4. To provide a description of all control mechanisms used to carry out separate components of Quality Assurance System at College ESLG;
5. To secure a working document, which contains adequate control mechanisms that enable the retention of functionality of Quality Assurance System;
6. To outline the fundamental characteristics of College ESLG's strategic approach to quality management system;
7. To provide a description of quality assurance framework and outline the standards that guide academic processes, activities, and services at College ESLG;
8. To ensure mechanisms of commitment of senior management of College ESLG to the establishment and maintenance of effective quality management system;

3. QUALITY ASSURANCE AT COLLEGE ESLG

3.1. INTRODUCTION

In a today's global economy characterized by highly competitive dynamics, the quality assurance in higher education institutions has become an imperative both at a national Kosovo level but also international level.

The Quality Assurance is not a novice concept in Kosovo, it is becoming a norm every day in both public universities and private bearers of higher education. The quality assurance concept is an unquestionable issue, which guides the quality in universities and colleges and directly impacts on the balance of power dynamics among universities and colleges at both national and international level.

The quality assurance system outlines all activities and processes which are aimed at providing qualitative and effective services to students in all aspects such as teaching, learning, research, community service, and international cooperation.

The Quality Assurance concept determines the procedures of quality assurance system widely adopted by higher education institutions, national education system in Kosovo and other international accreditation agencies and mechanisms, which collectively aim to enhance and maintain the quality at higher education institutions.

Quality assurance is successful only if it becomes the widely accepted norm in the society and higher education institutions and it becomes inherent in the quality culture of the institution, which must be nurtured at all times in the institution.

3.2. BACKGROUND OF COLLEGE ESLG

College ESLG was founded in 2010 and has several Faculties:

- Faculty of Law;
- Faculty of Real Estate;

- Faculty of Energy;

The College has been subject to several assessments by the Kosovo Accreditation Agency so far:

- Institutional and Study Program Evaluation, thereby concluding by Decision No. 479/10 of 20 July 2010 of the State Council for Quality, by which the ESLG was accredited as an Institute, for the study programs: 1) Law LLB and 2) Law and Real Estate and Infrastructure Management (BA) for a one-year period between 1 October 2010 - 30 September 2011.
- Institutional and Study Program Evaluation, thereby concluding by Decision No. 013/191 of 11.07.2011 of the Ministry of Education, Science and Technology of the Republic of Kosovo, thereby reaccrating the ESLG as an Institute for the following study programs: 1) Law LLB and 2) Law and Real Estate and Infrastructure Management (BA) for a two-year period between 1 October 2011 – 30 September 2013
- Institutional and Study Program Evaluation, thereby concluding by Decision No. 504/13 of 08.07.2013 of the State Council for Quality, thereby reaccrating the ESLG Institute as a College at the institutional level, for the study programs: 1) Law LLB (reaccreditation) for the period 01.10.2013-30.09.2016; 2) Law and Real Estate and Infrastructure Management (BA) (reaccreditation) 01.10.2013-30.09.2016 and 3) Law and Real Estate and Infrastructure Management (MA) (accreditation) for a three-year period between 1 October 2013 – 30 September 2016.
- Study Program Evaluation, thereby concluding by Decision No. 647/15 of 07.07.2015 of the State Council for Quality, thereby accrediting study programs of College ESLG as follows: 1) Energy Management (BA) (accreditation) and 2) European Economic Law (LLM) (accreditation) for a three-year period between 1 October 2015 – 30 September 2018.
- Validation of study programs of European Faculty of Law of Nova Univerza Slovenia for implementation in Kosovo by College ESLG for the following study programs:
 - Law (LLB) with 180 ECTS credits for the period 01.10.2016 until 30.09.2020 extended by SCQ decision until 30.09.2021
 - Law and Management of Infrastructure and Real Estate with 180 ECTS credits for the period of 01.10.2016 until 30.09.2018 extended by SCQ decision until 30.09.2019;
- Institutional re-accreditation concluded by Decision No. of the State Council of Quality thereby granting institutional accreditation to ESLG College for the period 01.10.2016 until 30.09.2019 extended by Decision of SCQ until 30.09.2022;

- Study Program Evaluation, concluded by Decision No. of State Council of Quality granting program accreditation to the master study program Law and Management of Real Estate and Infrastructure MA (120 ECTS) for a three year period 01.10.2016-30.09.2019 extended by decision of SCQ until 30.09.2020;
- Study program Evaluation, concluded by Decision No. of State Council of Quality granting program accreditation to the master study program Management of Real Estate and Infrastructure MA (120 ECTS) for a three year period 01.10.2020-30.09.2023.

3.3. BACKGROUND OF QUALITY ASSURANCE AT COLLEGE ESLG

In 2010, when College ESLG was founded, the attention was paid to quality assurance, however the quality assurance was mostly copy pasted from the sister institution at European Faculty of Law from Nova Gorica. Based on the principles of quality assurance processes of European Faculty of Law, College ESLG developed and built its own independent Quality Assurance System.

In 2011, the College ESLG established the Quality Assurance Office.

The Quality Assurance Office was responsible to handle and implement the quality assurance processes at College ESLG. The establishment of the quality assurance system at College ESLG, being adapted to the circumstances arising from the national legislation on higher education, assisted all the faculties and departments at College ESLG to enhance and improve their programs and design and update the curricula, teaching and learning processes, infrastructure and support services for the purpose of achieving national accreditation of study programs but international accreditation too through the Associate Member status in New University Slovenia.

The Quality Assurance Office supports the faculties and departments at College ESLG in order to design and approve high quality program and course curricula aimed at facilitating students in achieving the required competencies and learning outcomes at both program and course level, with special emphasis in refining interdisciplinary skills and competencies

In 2013, the Quality Commission was established for the purpose of handling internal quality assurance processes and providing guidance to faculties and department in implementing the quality assurance processes and in ensuring the quality assurance works, as well as approving internal quality reviews at both program, departmental, faculty, and institutional level.

3.4. QUALITY ASSURANCE COMMISSION

The Quality Assurance Commission at College ESLG is a part of organizational structure of College ESLG aiming to handle and implement internal quality assurance processes and activities of ESLG.

The Quality Assurance Commission of College ESLG is composed of the following members:

1. Head of Quality Assurance Commission, Member of academic staff;
2. Member of Quality Assurance Commission, Member of academic staff;
3. Member of Quality Assurance Commission, Member of academic staff;
4. Member of Quality Assurance Commission, Member of industrial board;
5. Member of Quality Assurance Commission, Student representative;
6. Member of Quality Assurance Commission, Student representative;
7. Member of Quality Assurance Commission, Member of Alumni Council;

The duties and responsibilities of the members of Quality Assurance Commission are as follows:

- a. To outline the criteria of internal quality audit that ensures the enhancement of quality assurance processes;
- b. To monitor and observe the quality of educational output each semester and after every academic year at program, department, faculty, and institutional level;
- c. To conduct on-site visits to Faculties and departments to observe the performance of educational processes;
- d. To approve the annual quality reviews at program, department, faculty, and institutional level conducted by Quality Assurance Office and develop and approve quality improvement plans and annual development plans based on quality reviews;
- e. To outline and review internal quality assurance benchmarks based on benchmarks of national and international accreditation (Kosovo Accreditation Agency and Slovenian Accreditation Agency mainly);
- f. To disseminate and nurture the quality culture among all academic and non-academic spheres of the College;
- g. To support peer-to-peer evaluation of teaching and educational process;
- h. To support self-criticism in self-assessment of achievement learning outcomes carried out at course, program, departmental, and institutional level.

3.5. QUALITY ASSURANCE SYSTEM

The Quality Assurance System at College ESLG is designed to achieve the quality objectives of College ESLG and offer a roadmap on what constitutes a good quality educational service.

The Quality Assurance System handles the three pillars:

- Quality Management;
- Quality Review;
- Quality Improvement;

The features of Quality Assurance System at College ESLG are:

- Internal Quality Assurance;
- External Quality Assurance;
- Quality Assurance and National and International Accreditation

4. INTERNAL QUALITY ASSURANCE SYSTEM

The Internal Quality Assurance System at College ESLG is the responsibility of the institution itself, including all academic staff, students, non-academic staff, and other stakeholders involved in providing and assuring the internal quality.

The purposes of internal quality assurance system are:

- Internal Purpose, which aims to improve and further develop all educational processes as well as hold accountable all related stakeholders in ensuring effective achievement of the College mission and its strategic objectives.
- External Purpose, which follows-up on national and international quality assurance standards and national and international accreditation processes and procedures;

4.1. QUALITY MANAGEMENT

The Internal Quality Assurance System at College ESLG must have all the tools to perform the effective monitoring, evaluation, and quality improvement based on the elements of planning, doing, checking, and acting upon it.

The Internal Quality Management system is responsible for the following:

- Maintaining and enhancing the standards of teaching, learning, research, and contribution to the society and private sector;
- Evaluating the quality assurance instruments, which aim at improving the quality services at the institutional, faculty, department, and program level;
- Managing quality reviews and internal audit processes, which are carried out on all levels and are part of total quality management concept

4.2. QUALITY REVIEW

The Internal Quality Review is made based on the following evaluations as set forth by the Regulation on Internal Self-Evaluation and External Self-Evaluation of College ESLG:

- Annual quality review based on general, outcome, and process indicators;
- Annual quality review based on annual program evaluation conducted by students against indicators such as program content, teaching and Assessment, treatment of students and learning support, and overall evaluation of outcomes.

- Annual quality review based on annual program evaluation conducted by academic staff.
- Annual quality review based on annual program evaluation conducted by alumni if the program is already accredited against indicators such as preparation and success in labor market and acquired knowledge and skills.
- Annual quality review based on annual program evaluation conducted by industry.
- Annual quality review based on achievement of course and program learning outcomes. The quality review is based on Learning Outcomes Achievement Self-Assessment conducted by each course bearer separately.

Annual quality reviews as fragmented reports are based on course questionnaires filled by students, program questionnaires filled by students, academic staff, alumni, and industry.

All these reviews become part of comprehensive Annual Internal Self-Evaluation Report under the standard of Effectiveness of Quality Management of the Quality Assurance Manual of College ESLG

The Annual Internal Self-Evaluation Report is drafted by Quality Assurance Office and is approved by the Quality Commission, in which staff, students, alumni, and industry are represented.

4.3. QUALITY IMPROVEMENT

Upon the approval of Annual Internal Self Evaluation Report by the Quality Commission, the quality improvement strategy is drafted and approved by the quality Commission, in which strategic objectives are set based on the standards set forth by the Quality Assurance Manual.

The Quality Improvement Strategy contains specific strategic goals and sub-goals based on the findings for improvement in the Internal Annual Self-Evaluation Report. The strategic goals are grouped together based on the internal standards set forth by the present Quality Assurance Manual.

Upon approval of Quality Improvement Strategy, the action plan for implementation of Quality Improvement Strategy is drafted and approved, which contains strategic objectives for improvement of quality, activities performed for their fulfilment, timeframe, responsible actors, and performance metrics to measure the fulfilment of quality improvement strategic goals.

5. INTERNAL EVALUATION AREAS: STANDARDS

The Quality Assurance Commission performs the internal quality evaluation on the following areas:

- a. Academic standards;
- b. Quality of learning opportunities;
- c. Research;
- d. Contribution to society and private sector;
- e. Effectiveness of quality management

5.1. ACADEMIC STANDARDS

Standard 1: Learning Outcomes

The achievement of learning outcomes should be measured by using an achievement matrix to document the correspondence between the learning outcomes and course/program.

The achievement matrix is filled in the form of self-assessment by each course bearer and must contain the following:

- a. Insert course intended learning outcomes and the contribution of each course to the general program learning outcomes;
- b. Insert the measurement method of achievement of course/program learning outcomes;
- c. Insert the standard of achievement of each learning outcome;
- d. Insert a narrative brief report of the actual result of achievement;
- e. Insert a narrative brief report of the analysis of why the learning outcome has been or has been not achieved;
- f. Draw a recommendation of methods, tools, and aides that can assist the professor and students in achieving each course learning outcome separately and program learning outcome;

Standard 2: Curriculum and Program Design

Indicators for curriculum and program design are presented below:

- a. The study program should be designed in the manner that it meets the program objectives, learning outcomes of the program and contribute to the achievement of the mission of the College and avoid any “mission creep” during the implementation of the mission;
- b. The qualification resulting from a program must be clearly specified and refer clearly to national qualification framework.
- c. Program must clearly outline the fundamental knowledge, skills, and attitudes of the program graduates e must describe the essential knowledge, skills and attitudes required by graduates.
- d. The course and program curriculum must be designed in the manner which enables the alignment of teaching and assessment methods to the achievement of intended learning outcomes.
- e. The staff members which are rendered a task to develop the new curriculum of the course and program or modify an existing one must accomplish this task in consultation with various stakeholders such as students, alumni, private sector, and other stakeholders and should not work in isolation;

Standard 3: Student-centered teaching and learning

The indicators against which the student centered teaching and learning shall be measured are presented below:

- a. Student-centered teaching and learning is implemented in order to pursue student’s motivation and contribute to the process of self-reflection and engagement of students in the learning;
- b. Student-centered teaching and learning should meet students’ needs by making possible the implementation of flexible learning paths and methods for the learner;

Standard 4: Student Assessment

The indicators against which the student assessment shall be measured are presented below:

- a. Assessors at College ESLG must be familiar with the testing and examination as foreseen by the Assessment Regulation of College ESLG;
- b. All staff members must comply with the testing and assessment regulation of College ESLG and abide by the Grading Policy of College ESLG;
- c. College ESLG must issue Guidelines for Effective Student Assessment and all staff members should follow these guidelines;
- d. The student assessment must enable the students to demonstrate to which extent the intended learning outcomes have been achieved.

Standard 5: Student Progression and Achievement

The indicators against which the student progression shall be measured are presented below:

- a. The Faculty must collect, monitor and act upon data on student progression;
- b. The Faculty must hold student hearings with both students facing challenges in student progression and excellent students in order to have the transfer of positive experiences from excellent students to students facing student progression challenges;
- c. The curriculum of the course and program should be designed in the manner that enables a smooth student progression;

5.2. QUALITY OF LEARNING OPPORTUNITIES

Standard 1: Teaching Staff

The indicators against which the teaching staff shall be measured are presented below:

- a. The teaching staff must have a full knowledge and understand the subject in which they teach;
- b. The teaching staff must have the necessary pedagogical skills and experience in order to ensure a smooth transfer of knowledge to students;

- c. The College must offer to the teaching staff opportunities to further develop the teaching and pedagogical capacity;
- d. The Faculty must provide the academic staff with opportunities for professional development through the following:
 - Trainings on teaching, learning, assessment, and learning outcomes achievement methods;
 - National and international conferences on pedagogy and teaching capacity building;

Standard 2: Learning Resources and Student Support

The indicators against which the learning resources and student support staff shall be measured are presented below:

- a. The students are provided with academic and general support in order to progress and transition satisfactorily through the program and address academic challenges they face;
- b. The resources available for student learning support are adequate for the program delivered;
- c. Facilities are used in an adequate manner to support the learning of students;
- d. Academic staff is competent to teach and facilitate learning in their field of expertise;
- e. Faculty ensures that academic, support, technical, and administrative staff meet requirements of standards designed for effective learning and teaching;
- f. Students show satisfaction with general facilities and other infrastructure (library, software, and other electronic aides);

5.3. RESEARCH

Standard 1: Research and other scholarly activities

The indicators against which the research and scholarly activities shall be measured are presented below:

- a. The scientific research and other scholarly activities are relevant to the mission of the College, Faculty, department or study program;
- b. The research and other scholarly activities must focus on the following aspects:

- Effectiveness of research plans and scale of scholarly activity;
- Distinguishing research areas that are unique for the academic unit or institution;
- The research and scholarly activities must relate to the other academic activities of College ESLG.

5.4. CONTRIBUTION TO SOCIETY AND PRIVATE SECTOR

Standard: Industry and stakeholder Involvement

The indicators against which the research and scholarly activities shall be measured are presented below:

- a. The concept of integrated industry and stakeholder involvement and participation must be applied in the entire process of learning and teaching to achieve the high level of quality assurance.
- b. The quality assurance system must ensure that the Faculty/Department/Program, guided by the mission of institution/faculty/department/program significantly contributes to the industry and community it belongs in particular and general society in general;
- c. College ESLG assesses the level of success in the industry and stakeholder involvement and participation in the following areas:
 - The contribution that Faculty makes to the industry and other stakeholders;
 - The scope of activities that are relevant to the implementation of ESLG's mission and its strategic goals;
 - Evidence of adequate and effective examples of industry/stakeholder/community involvement

5.5. EFFECTIVENESS OF QUALITY MANAGEMENT

Standard 1: Effectiveness of Quality Management

The indicators against which the effectiveness of quality management system shall be measured are presented below:

- a. **Governance and Leadership:** The quality assurance system must be sufficiently capable to manage existing academic activities and respond to change dynamics;
- b. **Self-Evaluation:** Self-evaluation, internal quality reviews, and quality improvement plans must be open, transparent and support continuous improvement at program/department/faculty/institutional level;
- c. **Effective management of stakeholders' feedback:** Effective mechanisms must be designed for receiving, processing and responding to stakeholder feedback. These effective and adequate stakeholder feedback mechanisms should ensure that strengths are promoted and weaknesses are duly addressed with high level of accountability