



# *ESLG College*

***LAW AND MANAGEMENT OF REAL ESTATE AND  
INFRASTRUCTURE (BA) AND MANAGEMENT OF REAL  
ESTATE AND INFRASTRUCTURE (MA)***

**SELF-EVALUATION REPORT BASED ON QUALITY  
ASSURANCE MANUAL OF COLLEGE ESLG**

*27.10.2019, PRISHTINA*

## TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
1. INTRODUCTION .....	3
1.1. A brief overview of the institution and program under evaluation.....	3
2. ACADEMIC STANDARDS .....	11
3. QUALITY OF LEARNING OPPORTUNITIES .....	20
<b>5. RESEARCH .....</b>	<b>27</b>
<b>6. CONTRIBUTION TO PRIVATE SECTOR AND SOCIETY .....</b>	<b>29</b>
7. EFFECTIVENESS OF QUALITY MANAGEMENT SYSTEM .....	32

## 1. INTRODUCTION

### 1.1. A brief overview of the institution and program under evaluation

The ESLG College was established in 2009, by decision 01/2009 of the Managing Board of the European University in Kosovo. The ESLG College was accredited for the first time by decision No. 479/10 of 20 July 2010, as the ESLG Institute, for the following study programs: 1) Law LLB, and 2) Law and Real Estate and Infrastructure Management (BA), initially for a one-year period.

The ESLG College has only one centre, and no other campuses. Its location is in the following address:

ESLG College  
Nazim Gafurri 33  
10000 Prishtina  
Republic of Kosovo

Programs offered by the ESLG College in its centre are the following:

- Law (LLB)
- Law and Real Estate and Infrastructure Management (MA)

College ESLG has been acquired by the sole owner who is also the founder of UBT College Prof. Dr. Edmond Hajrizi and has become the part of UBT group with the sole purpose of creating domestic synergy with one of most successful Kosovan colleges UBT College especially through unique study programs offered by ESLG College in the field of real estate and Energy. For more information please follow the link <https://www.ubt-uni.net/en/follow-your-studies-at-eslg-ubt-study-practice-and-internationally-recognized-degrees/>

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 reaccrediting 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 reaccrediting 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;

College ESLG is an associate member of Nova Univerza in Nova Gorica in Slovenia. For the association agreement, please see the appendix (the association agreement). Also, please see the link at Nova Univerza website which describes the associated member status of College ESLG at Nova Univerza <https://www.nova.uni.si/index.php/sl/pridruzene-clanice/european-school-of-law-and-government>. College ESLG cannot become a full member or a Faculty of Nova Univerza since it needs to be established in Slovenia under Slovenian law. Hence, with associated member status it enjoys all the privileges and it respects all the standards of education as being a full member of Nova Univerza Slovenia.

The Mission of College ESLG is to provide premier education in Kosovo with unique programs and unique teaching methodologies.

For the implementation of the mission of College ESLG, the strategy of ESLG provides for the following strategic goals:

- a. Strategic Goal 1: DEVELOP UNIQUE STUDY PROGRAMS IN THE SECTORS THAT CONTRIBUTE MOSTLY TO GDP GROWTH OR WHERE THE EMPLOYMENT HAS BEEN MOSTLY GENERATED OR HAS THE BIGGEST POTENTIAL TO GENERATE EMPLOYMENT IN THE FUTURE.
- b. Strategic Goal 2: DEVELOP FULL-TIME ACADEMIC STAFF OF THE HIGHEST QUALITY IN TEACHING AND RESEARCH
- c. Strategic Goal 3: DEVELOP RESEARCH CAPACITY AT COLLEGE ESLG
- d. Strategic Goal 4: ADVANCING THE QUALITY ASSURANCE SYSTEM
- e. Strategic Goal 5: ADVANCE INTERNATIONAL COOPERATION
- f. Strategic Goal 6: FURTHERING COOPERATION WITH PRIVATE SECTOR AND COMMUNITY

The mission of the program is to offer premier education by developing applicable knowledge and unique skills that serve graduates and employers in the construction industry labor market, contributing to entrepreneurial spirit and sustainable growth of the industry.

The main strategic objective of the program is to develop unique skills and knowledge for effective and professional management of real estate legal matters, investments and transactions by becoming the change drivers of the industry.

The other strategic objective of the program under evaluation is to equip students with interdisciplinary skills that can be very easily transferable from one sector to another within the construction industry as one of the biggest contributor to GDP growth, FDI investment, and employment in Republic of Kosovo.

The College ESLG has three departments: 1) Department of European Union Law; 2) Department of Real Estate and 3) Department of Energy

The Department of Real Estate has the following mission: To provide premier education in real estate management and create the elitary managers and appraisers in the construction sector that will contribute to the saving of energy of the construction sector.

The unit's mission corresponds to the overall mission of College ESLG in the way that provision of premier education in Real Estate Management can be achieved only through the provision of unique teaching methodology and unique courses that are strongly linked with the labour market needs of the construction sector.

The Department of Energy has the following mission: To prepare the future leaders of energy sector in Kosovo

The unit's mission corresponds to the overall mission of College ESLG in the way that the preparation of future leaders in the energy sector can be achieved only through premier education, unique courses and programs and unique research-based teaching methodology.

The Department of Real Estate in its strategic development plan aims to have and develop the following study programs:

1. Management of Real Estate and Infrastructure (MA) (program under evaluation);
2. Management of Real Estate and Infrastructure (BA) (program under evaluation);

The Department of Energy in its strategic development plan aims to develop the following study programs:

1. M.Sc. in Sustainable Urban Development (program to be developed in the next accreditation round);
2. Energy Management (MA) (program to be developed in the future);
3. Sustainable Energy (MSc) with concentration on Energy Use in Buildings (program to be developed in the future);
4. MA in Sustainable Construction, technical elements prevalent joint degree with Nova Univerza (program to be developed in the future);

5. MA in Health Aspects of Sustainable Construction, health elements prevalent joint degree with Nova Univerza (program to be developed in the future);

The Department of European Union Law aims to develop the following study program:

- LL.M. in European Union Law (program to be developed in the future) as a continuation of the study program LL.M. in European Economic Law, which accreditation has ended.
- M.Sc. in Regulation (program to be developed as a joint degree with UBT);

The program under evaluation is offered by seven full time professors with PhDs and four part-time PhDs and eight lecturers with master degrees in real estate management (five of which are full time and four part-time). All the full-time academic staff cover around 70 % of ECTS credits of the study program.

<b>Name of professor</b>	<b>Academic Title</b>	<b>Status</b>	<b>ECTS covered</b>
Dr. Veli Lecaj	Lecturer	Full-time	12
Dr. Hazer Dana	Assistant professor	Full-time	12
Dr. Mersiha Kacamakovic	Lecturer	Full-time	10
Dr. Fuat Pallaska	Lecturer	Full-time	12
Dr. Visar Hoxha	Associate professor	Full-time	10
Dr. Islam Hasani	Assistant professor	Full-time	15
Dr. Christian Seidel	Lecturer	Full-time	4
Dr. Elvida Pallaska	Lecturer	Part-time	8
Dr. Sabri Sadiku	Associate professor	Part-time	5
Dr. Arzu Tuncer	Assistant professor	Part-time	6
Dr. Sirri Duger	Assistant professor	Part-time	8
M.Sc. Jehona Hoxha	Lecturer	Full-time	10
M.Sc. Sara Sadiku	Lecturer	Full-time	12
M.Sc. Edin Murati	Lecturer	Full-time	8
M.Sc. Elita Çeku	Lecturer	Full-time	5
M.Sc. Emblema Zeqiraj	Lecturer	Full-time	5
M.Sc. Mendim Blakaj	Lecturer	Part-time	6
M.Sc. Driton Haziri	Lecturer	Part-time	8
M.Sc. Besnik Vrella	Lecturer	Part-time	4
M.Sc. Albana Gjonbalaj	Lecturer	Part-time	8

Also, two other PhD candidates (M.Sc. Sihana Gjokolli and M.Sc. Elmi Konjusha) are expected to graduate in 2021 at Real Estate Management PHD program at Nova Univerza in Nova Gorica (sister university of College ESLG) and become full time staff of the real estate management bachelor program.

The organizational chart of administration of the College and the program is presented in Figure 1 below.

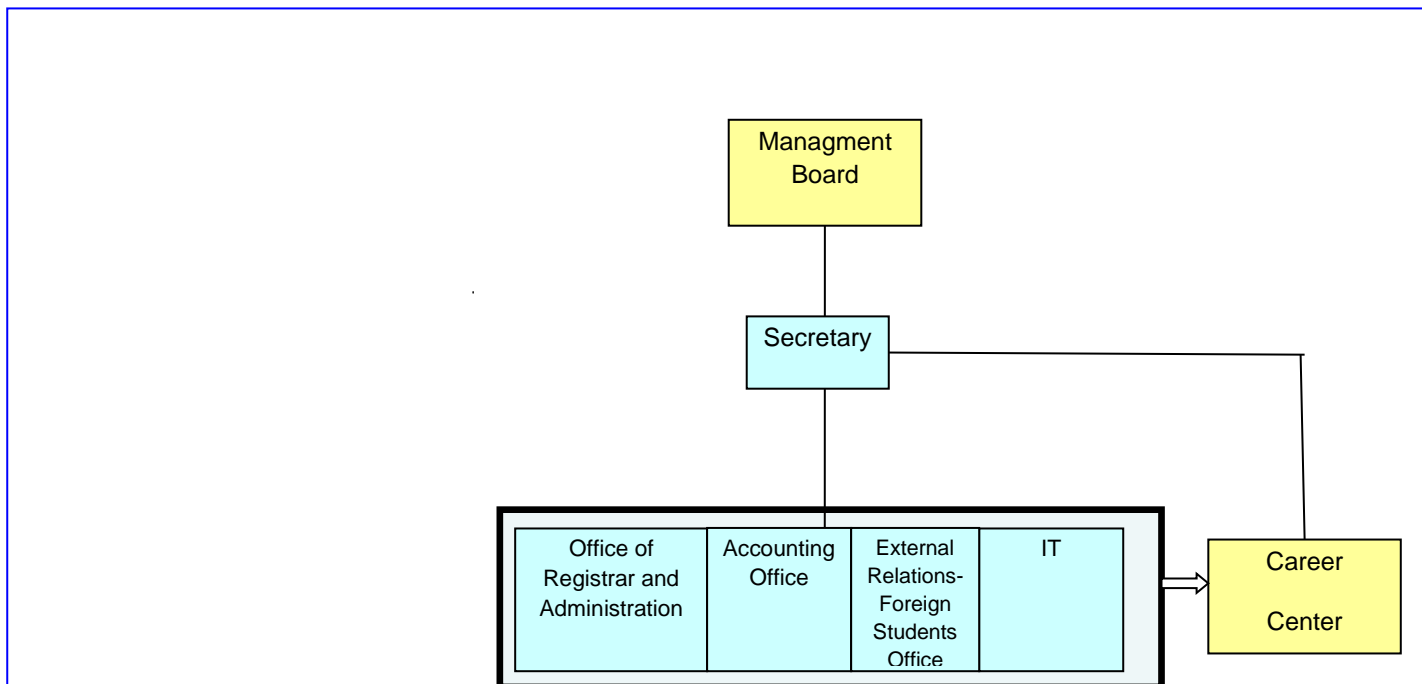


Fig 1: Organizational chart of administration

The decision making academic structures are presented in Figure 2 below.

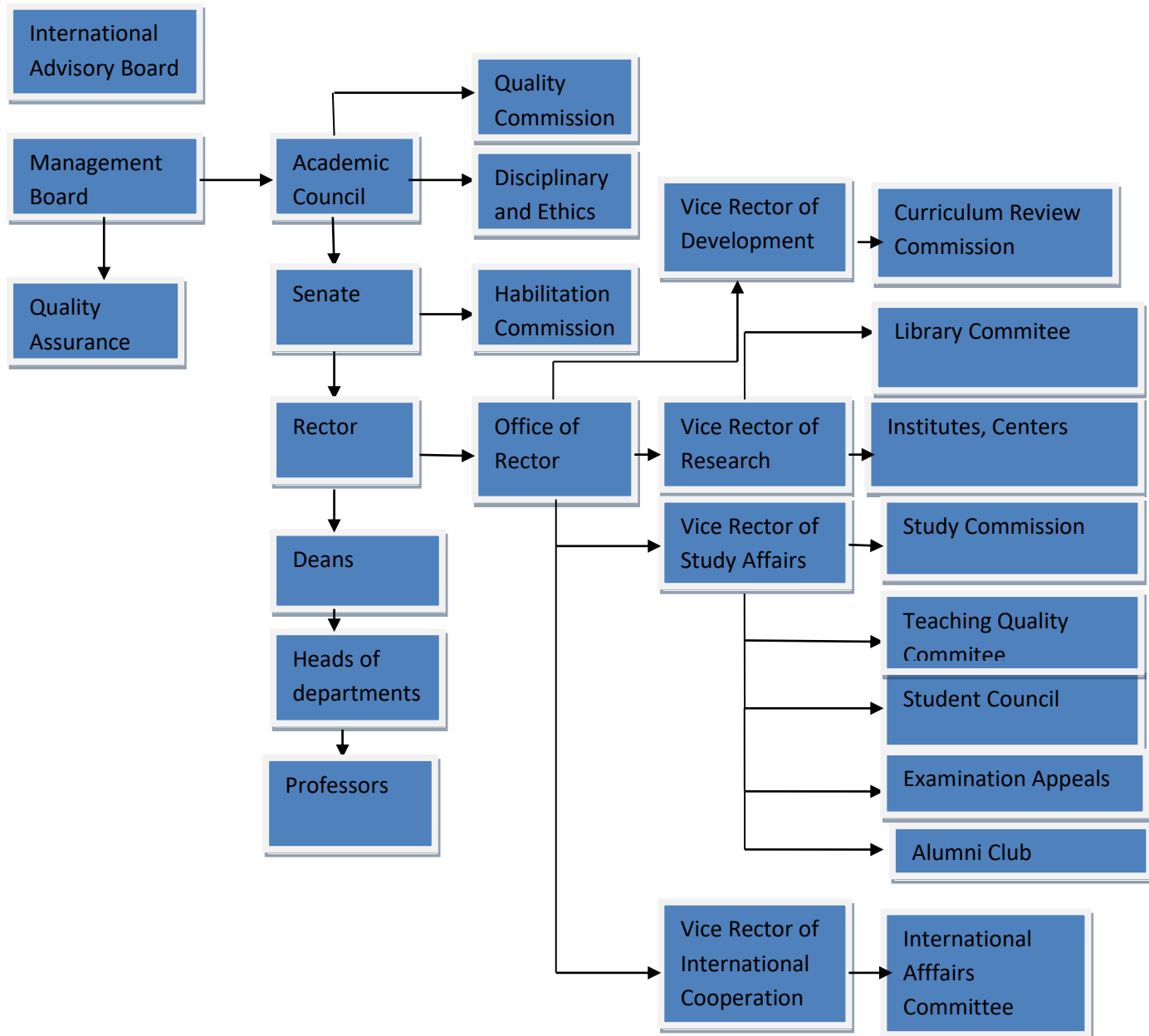


Fig 2: Organizational chart of academic decision-making structures

The current thematic organization of College ESLG is presented in Figure 3.



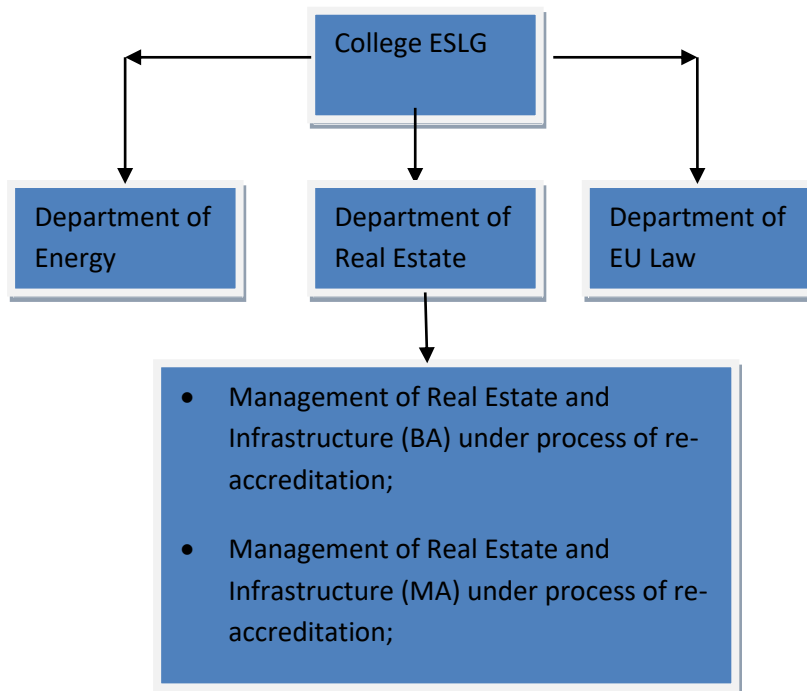


Fig 3: Current organizational thematic structure

The students of College ESLG in the bachelor program under evaluation usually come from the secondary schools (social science gymnasia, and exact science gymnasia throughout the country) and also from other professional secondary schools from the field of law, economy, and technical professional schools with the secondary school specialization in architecture, civil engineering, and transportation infrastructure. A part of students of the bachelor program under evaluation come also from private secondary schools in Kosovo (Prishtina High School, American School of Kosova, Millenium).

The substantial part of students group of College ESLG in the program under evaluation belong to middle socio-economic class of Kosovo and do not have any problems to finance their studies. In addition, a part of students come from private secondary schools, hence pursuing quality private higher education in a unique study program with unique teaching methodologies is not problematic from the study financing perspective.

The real estate management bachelor program also targets the children of family owned businesses in the construction sector who will be the successors of managing their businesses in the future.

The key facts about the construction sector of Kosovo are presented below:

- Third biggest employer in 2018 after trading sector and education in Kosovo with 11.7 % employment rate<sup>1</sup>
- GDP From Construction in Kosovo averaged 101.49 EUR Million from 2011 until 2019, reaching an all time high of 195.70 EUR Million in the second quarter of 2019<sup>2</sup>
- the third largest contributor to Kosovo GDP in 2019 after manufacturing and public administration<sup>3</sup>.

<sup>1</sup> <http://ask.rks-gov.net/en/kosovo-agency-of-statistics/add-news/labor-force-survey-in-kosovo-q2-2018>

<sup>2</sup> <https://tradingeconomics.com/kosovo/gdp-from-construction>

<sup>3</sup> <https://tradingeconomics.com/kosovo/gdp-from-construction>

- youth represent 27% of the total workforce in the construction sector
- FDI has shifted to real estate and construction amounting to 95 % of the total FDI inflows in 2018<sup>4</sup>

The teaching context at the program under evaluation focuses on enhancing the following skills of students:

- Essay and research writing skills;
- Group work skills;
- Innovation skills;
- Analytical skills;

The essay and research writing skills are enhanced through essay topics and research assignments that are given from course bearers in various innovative topics related to the overall Research Plan of the College.

Innovation skills are enhanced through group applied projects in innovative thematic areas such as:

- Facilities management;
- Law of property and infrastructure;
- Interdisciplinary real estate studies;
- Sustainability and protection of environment;
- Real estate markets and real estate marketability;
- Housing and urban studies;
- Real estate finance and investments;
- Real estate appraisal;
- Real estate recording;

Finally, the analytical skills are enhanced through Socratic teaching methodology with case studies provided to students, who in groups analyze cases before discussion of topics in class or the case studies are provided in class, students have the time to prepare for them and use instructions of professor in the class and prepare for discussion questions in the next class.

The learning process focuses on case study-based learning defined by strict learning outcomes. In addition to case study-based learning, the essay writing, conceptual research and project group work learning is nurtured at College ESLG in the program under evaluation as opposed to memorization of concepts and definitions.

In order to best support learning the curriculum development at bachelor program level aims to reinforce pivotal concepts and multidisciplinary themes, provide opportunities for students to actively engage with the content and provide real life examples from case studies and practical utility of these concepts.

The curriculum at College ESLG focuses on competency-based approach, inclusive teaching, and utility of technological software when needed to solve real life real estate management problems. The inclusion of entrepreneurial skills into higher education in Kosovo is becoming increasingly important to meet unemployment challenges of Kosovo; therefore, the curriculum of bachelor program under evaluation strives to nurture the innovation culture and start-up development among its bachelor students.

## 2. ACADEMIC STANDARDS

### *Standard 1: Learning Outcomes*

*Standard 1.1 The achievement of learning outcomes should be measured by using an achievement matrix to document the correspondence between the learning outcomes and course/program.*

College ESLG performs the learning outcomes self-assessment for each course, which in addition to course learning outcomes assessment also self-assesses the achievement of program learning outcomes and contribution of each course to the achievement of each separate learning outcome.

The self-assessment forms for bachelor program are filled and published online in the link [http://www.eukos.org/repository/docs/Learning\\_Outcomes\\_Self\\_Assesment\\_Forms\\_Bachelor\\_College\\_ESLG.pdf](http://www.eukos.org/repository/docs/Learning_Outcomes_Self_Assesment_Forms_Bachelor_College_ESLG.pdf)

The self-assessment forms for master program are filled and published online in the link [http://www.eukos.org/repository/docs/Learning\\_Outcomes\\_Assesment\\_Forms\\_Kolegji\\_ESL\\_G\\_2018-2019.pdf](http://www.eukos.org/repository/docs/Learning_Outcomes_Assesment_Forms_Kolegji_ESL_G_2018-2019.pdf)

The program learning outcomes achievement review is conducted for both bachelor and master level.

For bachelor level, it is published in the link [http://www.eukos.org/repository/docs/Annual\\_Report\\_on\\_Program\\_Learning\\_Outcomes\\_Achievement\\_Bachelor\\_program.pdf](http://www.eukos.org/repository/docs/Annual_Report_on_Program_Learning_Outcomes_Achievement_Bachelor_program.pdf)

For master level, it is published in the link [http://www.eukos.org/repository/docs/Annual\\_Report\\_on\\_Program\\_Learning\\_Outcomes\\_Achievement\\_Master\\_program.pdf](http://www.eukos.org/repository/docs/Annual_Report_on_Program_Learning_Outcomes_Achievement_Master_program.pdf)

*Standard 1.2. The achievement matrix is filled in the form of self-assessment by each course bearer and must contain the following:*

College ESLG performs on a program level the assessment of course and program learning outcomes achievement matrix filled in the form of self-assessment, which is filled by each course bearer.

The achievement matrix contains 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;

SWOT analysis against Standard 1 of Learning Outcomes is presented below in Table 1.

**Table 1: SWOT Analysis against Learning Outcomes**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• College ESLG performs the Learning Outcomes Self Assessment for both study programs;</li> <li>• Subsequently, College ESLG compiles an annual report on the achievement of program learning outcomes;</li> <li>• It is the first College in Kosovo, which performs course learning outcomes self-assessment in a self-critical way and also performs program learning outcomes achievement report.</li> <li>• Quality improvement plan is subsequently drawn based on both course learning outcomes self-assessment and annual report on program learning outcomes achievement followed by a development plan on how to address the quality improvement plan recommendations;</li> </ul>	<ul style="list-style-type: none"> <li>• Some professors are not sufficiently self-critical;</li> <li>• Not all staff participated in the Learning Outcomes Matrix Self-Assessment;</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Make it mandatory in the academic staff engagement contract that they should do subject self-evaluation in both languages, perform Learning Outcomes Matrix Self-Assessment, and prepare a quality improvement plan for the subject he/she teaches.</li> <li>• Introduction of training for new staff on Learning Outcomes Matrix Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Not all professors understand the concept of Learning Outcomes Matrix Self-Assessment;</li> <li>• Difficulties in performing the Learning Outcomes Self-Assessment for the first time;</li> </ul>

## **Standard 2: Curriculum and Program Design**

Standard 2.1. 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;

The study program of Law and Management of real Estate and Infrastructure (BA) is designed in the way to meet the program objectives. The learning outcomes of the program are well designed and very well achievable. The mission of the study program in bachelor is The mission of the program is to offer premier education by developing applicable knowledge and unique skills that serve graduates and employers in the construction industry labor market, contributing to entrepreneurial spirit and sustainable growth of the industry.

The mission of the program corresponds to the overall mission of College ESLG in the way that applicable knowledge and unique skills that serve graduates and employers in the construction industry labor market, contributing to entrepreneurial spirit and sustainable growth of the industry can be developed only through provision of premier education in the field of Real Estate Management through unique teaching methodology and unique courses that are strongly linked with the labour market needs of the construction sector.

The mission of the master program is to develop leaders of the future in the construction and real estate industry in Kosovo by instilling in them also the values of sustainable construction, energy efficiency, and environmental protection.

The mission of the program corresponds to the overall mission of College ESLG in the way that the leaders of the future in the construction and real estate industry in Kosovo can be developed only through provision of premier education in Real Estate Management through unique teaching methodology and unique courses that are strongly linked with the labour market needs of the construction sector.

Standard 2.2. The qualification resulting from a program must be clearly specified and refer clearly to national qualification framework.

The qualification from bachelor program is clearly specified and it is Bachelor of Arts in Law and Management of Real Estate and Infrastructure (BA). It corresponds with level 6 of National Qualification Framework.

The qualification from master program is clearly specified and it is Master of Arts in Management of Real Estate and Infrastructure (MA). It corresponds with level 7 of National Qualification Framework.

Standard 2.3. Program must clearly outline the fundamental knowledge, skills, and attitudes of the program graduates and must describe the essential knowledge, skills and attitudes required by graduates.

Both programs clearly outline the knowledge, skills, and attitudes that program graduates should have. Both programs describe the essential knowledge, skills and attitudes required by graduates and all these information are published online and are transparent for all stakeholders.

Standard 2.4. 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.

Both courses and program are designed in the manner that enables an alignment of teaching and assessment methods, which contributes to the achievement of intended learning outcomes. This can be seen in the program curricula and course syllabi. The program information of bachelor program can be seen in the link <http://www.eukos.org/?page=2,34>, whereas the program structure with all course syllabi that shows how the teaching and assessment methods are aligned to enable the smooth achievement of intended learning outcomes can be seen in the link <http://www.eukos.org/?page=2,35>

The program information of master program can be seen in the link <http://www.eukos.org/?page=2,99> and program structure with course syllabi that shows how the teaching and assessment methods are aligned to enable the smooth achievement of intended learning outcomes can be seen in the link <http://www.eukos.org/?page=2,95>

Standard 2.5. 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;

The Senate decision tasks the Curriculum Review Committee to modify the existing programs in consultation with all stakeholders such as student representatives, alumni, private sector, and all academic staff.

The procedure of review/modification of existing programs is done in compliance with the Regulation and procedure of development/review and approval of new and existing curricula and can be seen in the link [http://eukos.org/repository/docs/Procedure\\_of\\_approval\\_of\\_review\\_of\\_curricula\\_2019-2020.pdf](http://eukos.org/repository/docs/Procedure_of_approval_of_review_of_curricula_2019-2020.pdf)

Any modification of the existing curriculum must have the approval of all Academic council and not just the Senate. Senate just brings the decision to task the Curriculum Review Committee, which includes members from Student Council and members from the Industry Board. In the case of review of study programs of College ESLG, members of Industrial Board Mr. Gent Sejdiu and Mr. Bajram Hoxha were actively involved.

The SWOT analysis against curriculum and program design standard is presented in Table 2.

**Table 2: SWOT Analysis against Curriculum and Program Design**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• All missions of both study programs correspond to the institutional mission and avoid mission creep from the main mission objectives of the institution;</li> <li>• Programs describe the essential knowledge, skills and attitudes required by graduates and all these information are published online and are transparent for all stakeholders.</li> <li>• Course and program curriculum is designed to enable smooth achievement of learning outcomes;</li> <li>• Also, teaching and assessment methods are aligned with the smooth achievement of learning outcomes;</li> <li>• Curriculum Review Committee includes all stakeholders such as students, staff, and industry in the review/modification of the program;</li> <li>• The revised/modified program is approved finally by all Academic Council and not just senate, showing high level of democratic governance;</li> </ul>	<ul style="list-style-type: none"> <li>• In Curriculum Review Committee although invited the alumni representatives did not take part in this round of curriculum review in 2019/2020 based on ESLG Internal Quality Manual;</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Establish a mechanism of enforcing the participation of alumni in the Curriculum Review Committee;</li> </ul>	<ul style="list-style-type: none"> <li>• Threats from mission creep challenges in the future when developing new programs in the future to adapt to new market demands and dynamics in Kosovo and the region;</li> </ul>

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### Standard 3: Student-centered teaching and learning

Standard 3.1 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;

Student-centered teaching and learning is implemented through various teaching methods. One of the unique teaching methods enabling that is called Interdisciplinary Activity. Through Interdisciplinary Activity the student motivation is achieved and students create flexible learning paths that suits their educational outcomes.

Student 3.2. Student-centered teaching and learning should meet students’ needs by making possible the implementation of flexible learning paths and methods for the learner;

Students create flexible learning paths and methods that enable smooth learning. Course instructors are not just spectators but they are great helpers in the design and implementation of flexible learning paths of students. Not only this is done through case-based teaching in which students participate in the design and selection of case studies, but also in the research-based teaching students create their learning paths to study from the topics and literature reviews of their choice and from the topics, which are of interest to them.

SWOT Analysis against the achievement of Standard 3: Student-centred teaching and learning is presented in Table 3.

**Table 3: SWOT Analysis against Student-centered teaching and learning**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• Interdisciplinary activity is a unique teaching method designed to pursue student motivation and contribute to the self-reflection of students;</li> <li>• Through Interdisciplinary activity students create flexible learning paths.</li> <li>• Flexible learning paths established also in research-based teaching;</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary Activity which forses the design of flexible learning paths for students in addressing the phenomenon from the disciplines they want has been used only as a pilot project in some of the courses and not widely;</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Expand interdisciplinary activity to all disciplines and courses of both programs in the short-term and across all programs in the mid-term;</li> <li>• Professors of different disciplines need training especially in coordination of various disciplinary activities in tackling</li> </ul>	<ul style="list-style-type: none"> <li>• Professors of different disciplines and industry representatives may hesitate to be involved in the process;</li> </ul>



challenges of a single wider real estate phenomenon;	
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#### **Standard 4: Student Assessment**

Standard 4.1. Assessors at College ESLG must be familiar with the testing and examination as foreseen by the Assessment Regulation of College ESLG;

All professors are informed about main regulations such as Study Regulation of College ESLG, Regulation on Diploma Thesis, Regulation on Evaluation and Progress of Students.

All these regulations are published online in the website of College ESLG and all assessors are informed that they should regulations. Also, before they start work, an induction course is held to inform course instructors about the specific provisions of regulations related to assessment and final diploma work.

Standard 4.2. All staff members must comply with the testing and assessment regulation of College ESLG and abide by the Grading Policy of College ESLG

All staff members are informed about the specific regulations on assessment of College ESLG and Study Regulations as all of these are published online. Also the Grading Policy is published online in <http://www.eukos.org/?page=2,158> and also Examination Appeals Procedure in <http://www.eukos.org/?page=2,151>

Standard 4.3. College ESLG must issue Guidelines for Effective Student Assessment and all staff members should follow these guidelines

College ESLG has published Guidelines for Effective Student Assessment and all staff members are informed that they must abide by these Guidelines. The Guidelines are published online so all stakeholders can view them and can be found in the link [http://www.eukos.org/repository/docs/Guidelines\\_for\\_Student\\_Assessment\\_ESLG.pdf](http://www.eukos.org/repository/docs/Guidelines_for_Student_Assessment_ESLG.pdf)

Standard 4.4. The student assessment must enable the students to demonstrate to which extent the intended learning outcomes have been achieved.

The student assessment tools used in various courses by different professors enables the achievement of intended learning outcomes and demonstrates the achievement of these learning outcomes.

The SWOT analysis of achievement of Student Assessment standard is presented in Table 4.

**Table 4: SWOT Analysis against Student Assessment**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• Study Regulation is very modern taken from Nova Univerza;</li> <li>• Study Regulation, Assessment Regulations, and Regulation on Diploma Theses are all available online;</li> <li>• Grading Policy and Examinations Appeals Procedure is transparent online and all internal stakeholders are very well informed;</li> <li>• College ESLG possesses effective guidelines for student assessment;</li> </ul>	<ul style="list-style-type: none"> <li>• Not all professors are informed about effective guidelines for student assessment;</li> <li>• Not all assessment methods are mapped with learning outcomes on a course level;</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Introduce a mechanism for mapping student assessment methods to achievement of each learning outcome on a course level;</li> </ul>	<ul style="list-style-type: none"> <li>• Professors may not be skilled enough to apply effective assessment methods mapped to achievement of learning outcomes;</li> </ul>

## Standard 5: Student Progression and Achievement

### Standard 5.1. The Faculty must collect, monitor and act upon data on student progression

The Faculty collects information, monitors and acts upon data on student progression. The student progression is measured against general indicators of success and is part of annual program reviews, which are subsequently turned into quality improvement plans, which is a measure of acting upon student progression. All the data, monitoring and action plans are published under the section of Quality Management of the website of College ESLG.

Student 5.2. 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;

College ESLG already holds Student Hearings not only with students who face challenges but also with the excellent students with the wider purposive sample. Excellent students then

serve as good tutors and transfer good practices of learning to students who face problems and challenges in the learning process.

Standard 5.3. The curriculum of the course and program should be designed in the manner that enables a smooth student progression;

The curriculum of the program and course syllabi are designed around problem-based learning and research-based learning, project work, and promote the continuous assessment work, that enables students’ smooth student progression in the course but also in the program.

SWOT analysis of achievement of student progression and achievement standard is presented in Table 5.

**Table 5: SWOT Analysis against Student Progression and Achievement**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• College collects and monitors all kinds of data related to student progression and achievement and runs various SPSS analysis and correlation matrices to relate the progression of students with various factors before making any decision on how to improve student progression and achievement;</li> <li>• College ESLG holds student hearings as a qualitative interview technique with wider purposive sample to see how the transfer of good practices can take place from excellent students to students facing challenges in progression;</li> <li>• Assessment methods promote continuous progress of students and are designed towards smooth progression of students on a course and program level;</li> </ul>	<ul style="list-style-type: none"> <li>• No correlation tests are run to test student progression with types of schools from which students come at bachelor level or types of professions that students come from to master level;</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Introduce a testing mechanism that runs correlation matrices between student progression and types of schools, cities, previous background of students and other factors in order to enable better recruitment;</li> </ul>	<ul style="list-style-type: none"> <li>• Information revealing correlations between student progression and various backgrounds may be deemed as discriminatory by human rights organizations if made available online to all stakeholders;</li> </ul>

### 3. QUALITY OF LEARNING OPPORTUNITIES

#### *Standard 1. Teaching staff.*

Standard 1.1. The teaching staff must have a full knowledge and understand the subject in which they teach;

All the teaching staff are specialized in the courses they teach. In the table below the last two columns show the difference between specialization of the staff and the courses in which they teach.

<b>Name of professor</b>	<b>Academic Title</b>	<b>Status</b>	<b>ECTS covered</b>	<b>Specialization</b>	<b>Teaching</b>
Dr. Veli Lecaj	Lecturer	Full-time	12	Law and economy	Commercial Law and business law
Dr. Hazer Dana	Assistant professor	Full-time	12	Land consolidation, geography	Registration of real estate and urban planning
Dr. Mersiha Kacamakovic	Lecturer	Full-time	10	Management	Introduction to Management
Dr. Fuat Pallaska	Lecturer	Full-time	12	Sustainable refurbishment	Energy buildings
Dr. Visar Hoxha	Associate professor	Full-time	10	Sustainability and real estate appraisal	Real estate appraisal courses and sustainability courses
Dr. Islam Hasani	Assistant professor	Full-time	15	Banking and finance	Entrepreneurship and project finance courses
Dr. Christian Seidel	Lecturer	Full-time	4	Intellectual property law	Property Law
Dr. Elvida Pallaska	Lecturer	Part-time	8	Architecture	Sustainable architecture
Dr. Sabri Sadiku	Associate professor	Part-time	5	Mathematics and statistics	Financial mathematics and quantitative investment techniques
Dr. Arzu Tuncer	Assistant professor	Part-time	6	Business and maritime law	Business law
Dr. Sirri Duger	Assistant	Part-	8	Intellectual	Administrative

	professor	time			property law and administrative procedure	procedure
M.Sc. Jehona Hoxha	Lecturer	Full-time	10		Law and real estate	Research methods and EU infrastructure policies
M.Sc. Sara Sadiku	Lecturer	Full-time	12		Finance and accounting	Accounting
M.Sc. Edin Murati	Lecturer	Full-time	8		Real estate and infrastructure	Infrastructure courses
M.Sc. Elita Çeku	Lecturer	Full-time	5		Real estate management	Marketing of real estate
M.Sc. Emblema Zeqiraj	Lecturer	Full-time	5		Human Resources	HR management
M.Sc. Mendim Blakaj	Lecturer	Part-time	6		Real estate appraisal	Real estate appraisal
M.Sc. Driton Haziri	Lecturer	Part-time	8		Real estate management and land surveying	Real estate registration
M.Sc. Besnik Vrella	Lecturer	Part-time	4		Facility management	Facility management
M.Sc. Albana Gjonbalaj	Lecturer	Part-time	8		Sustainable architecture	Sustainable architecture

Standard 1.2. The teaching staff must have the necessary pedagogical skills and experience in order to ensure a smooth transfer of knowledge to students;

All the teaching staff in the selection and recruitment process and staff selection procedures should demonstrate ability in pedagogical skills. Also pedagogical skills are necessary skills for promotion to higher academic titles of academic staff according to Habilitation Regulation.

Standard 1.3. The College must offer to the teaching staff opportunities to further develop the teaching and pedagogical capacity

College ESLG offers training opportunities under Staff Development Policy and Habilitation Rules for promotion of staff to higher titles.

Training list conducted during the period 2017-2020 is available online in [http://www.eukos.org/repository/docs/Training\\_List\\_ESLG.pdf](http://www.eukos.org/repository/docs/Training_List_ESLG.pdf)

Standard 1.4. 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;

From the list of training of ESLG held during 2017-2020, it can be seen that the trainings on Socratic teaching, training on learning outcomes achievement, and training on digital teaching are the main ones.

International conference/training was organized with Ohio Northern University on Socratic on 15<sup>th</sup> of November 2018 on Pedagogical Teaching, which can be found here [http://www.eukos.org/repository/docs/Standardi\\_5.3\\_Trajnimi\\_i\\_Nothern\\_Ohio\\_University\\_Training\\_per\\_profesoret\\_e\\_ESLG\\_mbi\\_metodat\\_sokratike.pdf](http://www.eukos.org/repository/docs/Standardi_5.3_Trajnimi_i_Nothern_Ohio_University_Training_per_profesoret_e_ESLG_mbi_metodat_sokratike.pdf)

SWOT analysis of achievement of teaching staff standard is presented in Table 6.

**Table 6: SWOT Analysis against teaching staff**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• All the teaching staff are specialized in the courses they teach;</li> <li>• Teaching staff promotes innovatory teaching methodologies and pedagogical skills are refined and promoted further institutionally and are linked with Habilitation Rules for academic staff;</li> <li>• Training opportunities on learning outcomes, digital skills, and socratic case-study based teaching are part of promotion to higher titles standards under Habilitation Rules and have an important weight in decision-making;</li> </ul>	<ul style="list-style-type: none"> <li>• No training held for online learning and recording video lectures to adapt to new changing dynamics of e-learning and blended learning;</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Introduce blended learning trainings for teaching staff;</li> </ul>	<ul style="list-style-type: none"> <li>• Due to social life pressure of bachelor students, the transformation to digital learning may be a challenge in the short-term;</li> </ul>

## Standard 2: Learning Resources and Student Support

Standard 2.1. 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

Students are provided with the academic and general support to address their academic challenges. They are provided with an opportunity to have student hearings with quality management to point out the challenges they face in the learning process. Also tutorship support is provided when they face problems during the course work and especially additional tutorship work in the preparation of diploma thesis.

Standard 2.2 The resources available for student learning support are adequate for the program delivered;

The facilities are used in an adequate manner to support the learning of students. Classrooms were large enough to support case-based teaching, project work and debating skills. Also, the use of digital aides and software was used to provide support to students in their learning process especially with regards to the mastering of contemporary digital skills.

Standard 2.3. Academic staff is competent to teach and facilitate learning in their field of expertise

The list of academic staff below shows the expertise and specialization of each separate staff member and the courses in which they teach.

Name of professor	Academic Title	Status	ECTS covered	Specialization	Teaching
Dr. Veli Lecaj	Lecturer	Full-time	12	Law and economy	Commercial Law and business law
Dr. Hazer Dana	Assistant professor	Full-time	12	Land consolidation, geography	Registration of real estate and urban planning
Dr. Mersiha Kacamakovic	Lecturer	Full-time	10	Management	Introduction to Management
Dr. Fuat Pallaska	Lecturer	Full-time	12	Sustainable refurbishment	Energy buildings
Dr. Visar Hoxha	Associate professor	Full-time	10	Sustainability and real estate	Real estate appraisal courses

					appraisal	and sustainability courses
Dr. Islam Hasani	Assistant professor	Full-time	15		Banking and finance	Entrepreneurship and project finance courses
Dr. Christian Seidel	Lecturer	Full-time	4		Intellectual property law	Property Law
Dr. Elvida Pallaska	Lecturer	Part-time	8		Architecture	Sustainable architecture
Dr. Sabri Sadiku	Associate professor	Part-time	5		Mathematics and statistics	Financial mathematics and quantitative investment techniques
Dr. Arzu Tuncer	Assistant professor	Part-time	6		Business and maritime law	Business law
Dr. Sirri Duger	Assistant professor	Part-time	8		Intellectual property law and administrative procedure	Administrative procedure
M.Sc. Jehona Hoxha	Lecturer	Full-time	10		Law and real estate	Research methods and EU infrastructure policies
M.Sc. Sara Sadiku	Lecturer	Full-time	12		Finance and accounting	Accounting
M.Sc. Edin Murati	Lecturer	Full-time	8		Real estate and infrastructure	Infrastructure courses
M.Sc. Elita Çeku	Lecturer	Full-time	5		Real estate management	Marketing of real estate
M.Sc. Emblema Zeqiraj	Lecturer	Full-time	5		Human Resources	HR management
M.Sc. Mendim Blakaj	Lecturer	Part-time	6		Real estate appraisal	Real estate appraisal
M.Sc. Driton Haziri	Lecturer	Part-time	8		Real estate management and land surveying	Real estate registration
M.Sc. Besnik Vrella	Lecturer	Part-time	4		Facility management	Facility management
M.Sc. Albana Gjonbalaj	Lecturer	Part-time	8		Sustainable architecture	Sustainable architecture



Also specializations of professors can be seen by their selected highlights and teaching and research expertise, which can be found in their online biographies published online in the section Faculty and Staff in the link <http://www.eukos.org/?page=2.6>

Standard 2.4. Faculty ensures that academic, support, technical, and administrative staff meet requirements of standards designed for effective learning and teaching;

The Faculty ensures that all academic, support, technical, and administrative staff meet the minimum standards that support effective learning and teaching. The biographies of academic staff, administrative and technical staff can show that.

Standard 2.5. Students show satisfaction with general facilities and other infrastructure (library, software, and other electronic aides);

Students show general high satisfaction with facilities, infrastructure, library and other aides. This is shown by the general satisfaction of students in course surveys showed in the electronic grading system and is transparent in Annual Quality Reviews of the program, when the performance of the program is compared against important indicators, some of which are also the satisfaction with infrastructure.

The general indicators are outlined in the table below:

<b>Indicators</b>	<b>Standards</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Teaching quality, measure by evaluation forms	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0	4.0	4.5	4.80	4.73
Lecturer evaluation of student learning of the course	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0	4.0	4.0	4.80	4.65
Level of satisfaction with teaching resources by students and professors	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0	4.5	4.0	4.5	4.2
Library use	80 %	80 %	85 %	85 %	85 %
e-book and journal use	80 %	70 %	70 %	70 %	70 %

The general indicators shown in the table above show the excellent satisfaction of students especially with teaching resources, which is in the period 2014-2018 higher than the standard 4.0. Also, the library use rate and e-book and journal use rate shows the excellent satisfaction of students with the learning resources.

SWOT analysis of achievement of Learning Resources and Student Support standard is presented in Table 7.

**Table 7: SWOT Analysis against Learning Resources and Student Support**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• Excellent tutorship for completion of diploma thesis and completion of research-based coursework;</li> <li>• Coursera for Campus a new learning resource added;</li> <li>• Academic staff specialized to facilitate learning in the courses they teach;</li> <li>• Average satisfaction with the grade higher than 4.0 with learning resources illustrated in Annual Quality Reviews of programs;</li> <li>• Library use-rate and e-book rate show excellent satisfaction of students with learning resources;</li> </ul>	<ul style="list-style-type: none"> <li>• No resources for full online learning as a proprietary e-learning system. Instead G-Suite for Education, Coursera for Campus, and ESLG's E-library are used as separate resources and are not integrated into one single resource;</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Integrate all these resources into a single e-learning resource;</li> </ul>	<ul style="list-style-type: none"> <li>• Some professors may resist in short-term to adapt to new e-learning changing social dynamics;</li> </ul>

## 5. RESEARCH

### *Standard 1. Research and other scholarly activities*

*Standard 1.1* The scientific research and other scholarly activities are relevant to the mission of the College, Faculty, department or study program;

The program research plan is part of the ESLG institutional research strategy. The main objectives of the strategy relate to establishing the research centre, establish the journal of real estate and facility management, motivate the development of research through conceptual research writing assignments within the bachelor program in the first two years and enhancement into empirical research in the third year of studies, enhance the research through building relationships and partnerships with stakeholders in the construction and real estate management industry, civil society, international organizations and donors, academia, and public sector to increase combined research capacity and foster knowledge transfer both out and into the College ESLG, Department of Real Estate and when applicable also to bachelor program, as well as create an integrated research and studies quality assurance framework compliant with international best practice, support programmes in delivering on research element and strengthen the link between research and teaching.

The main innovative research areas of the program under evaluation are as follows:

Innovation skills at College ESLG are enhanced through group empirical research (using well defined research methodology) in innovative thematic areas such as:

- Facilities management;
- Sustainable construction;
- Sustainable architecture;
- Social infrastructure;
- Interdisciplinary real estate studies;
- Living environment;
- Blockchain in real estate;
- Sustainability and protection of environment;
- Real estate markets and real estate marketability;
- Housing and urban studies;
- Applicability and economic viability of advanced material technologies in Kosovo buildings;
- Kosovo climate adapted low-energy envelope technologies;
- Real estate recording standards;
- Developments in the local and international legislation in real estate and construction management;

The research thematic areas of both study programs are in line with the mission of the study program, department and College ESLG. Each of the thematic area is a unique research

methodology which is in line with the mission of the College ESLG to offer premier education in unique study programs with unique teaching methods, one of which is also a research-based teaching in unique thematic research areas.

Standard 1.2 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.

The research plans are effective, have unique thematic areas and are linked with the Habilitation Rules for promotion of academic staff to higher titles, especially of the tenured staff.

The research areas are distinguishing for the College, department and for each study program in particular.

The research and scholarly activities are part of research-based teaching at College ESLG and are a vital part of pedagogical and teaching process too.

SWOT analysis of achievement of Research and Scholarly activities standard is presented in Table 8.

**Table 8: SWOT Analysis against Research and Scholarly Activities**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• Research thematic areas are unique and linked with the mission of the institution;</li> <li>• The research plans are effective, have unique thematic areas and are linked with the Habilitation Rules for promotion of academic staff to higher titles, especially of the tenured staff.</li> <li>• The research areas are distinguishing for the College, department and for each study program in particular.</li> <li>• The research and scholarly activities are part of research-based teaching at College ESLG and are a vital part of pedagogical and teaching process too.</li> <li>• Young Researcher Development</li> </ul>	<ul style="list-style-type: none"> <li>• No sufficient impact factor publications in research thematic areas in multi disciplinary fields;</li> <li>• Lead Scholar Development Support Grant was not able to sufficiently promote work across disciplines within the Department of Real Estate among various senior professors;</li> </ul>

Support Grant culminating in four joint publications in 2019; <ul style="list-style-type: none"> <li>• Lead Scholar Development Support Grant;</li> </ul>	
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Strengthen Young Researcher Development Program and strengthen the Lead Scholar Development Program to promote joint scientific work of senior professors across disciplines;</li> </ul>	<ul style="list-style-type: none"> <li>• Cross-disciplinary joint research may be challenging in short-term due to pressure dynamics by department head research interests;</li> </ul>

## 6. CONTRIBUTION TO PRIVATE SECTOR AND SOCIETY

### *Standard 1. Industry and stakeholder Involvement*

*Standard 1.1.* 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.

Both industry and other stakeholders are involved in QA processes through surveys, annual quality reviews, SWOT analysis with members of industry, and feedback provided during the curriculum review/modification process.

Industry involvement is also very high in practical placements of students, research-based work of students in diploma thesis aligned with research interests of the industry, site visits to infrastructure sites, and industry speakers or emeritus professors from among the industry.

*Standard 1.2.* 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;

The programs of real estate, department of real estate and Faculty of Real Estate significantly contribute to the industry ESLG College's programs in Real Estate Management bachelor's and master's level are unique programs with competitive advantage for the local and regional market. They are dedicated to the construction and real estate sector, which according to statistics from the World Bank and the International Monetary Fund contributes about 25% to the gross domestic product of Kosovo, is the third largest employer in Kosovo and the largest absorber of foreign direct investment during 2015-2019 according to the Agency for Promotion of Foreign Investments of Kosovo. Real estate management programs are

accredited by the Kosovo Accreditation Agency but are also accredited by the Slovenian Accreditation Agency, given that ESLG College is an associate member of the New University in Slovenia, a university that holds Slovenian accreditation and pending British accreditation.

Study programs are contemporary and incorporate both interdisciplinary and multidisciplinary aspects that make these programs unique. The curricula are designed to create interdisciplinary and transferable skills in students who are considered to be the skills of 21st century young professionals, hence they contribute immensely to the society and community of Kosovo.

Standard 1.3. 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

The contribution that Faculty makes the industry and other stakeholders can be assessed by the following alumni reports and the success of the graduates in the industry. The alumni reports are found in the links below:

- Alumni report bachelor in [http://www.eukos.org/repository/docs/Alumni\\_Report\\_BA.pdf](http://www.eukos.org/repository/docs/Alumni_Report_BA.pdf)
- Alumni report master in [http://www.eukos.org/repository/docs/Alumni\\_Report\\_MA.pdf](http://www.eukos.org/repository/docs/Alumni_Report_MA.pdf)

The contribution of the Faculty to the industry is achieved also by the number of licensed real estate appraisers from among the ranks of the graduates of real estate programs and results in the best knowledge, competencies, skills, and ethics shown in the Licensing Exam as can be seen in the Letter of Support and Recommendation by the Chairman of the Supervisory Board of Licensing of Real Estate Appraisers in [http://www.eukos.org/repository/docs/Letter\\_of\\_support\\_by\\_Chairman\\_of\\_Supervisory Board for Licensing.PDF](http://www.eukos.org/repository/docs/Letter_of_support_by_Chairman_of_Supervisory_Board_for_Licensing.PDF)

SWOT analysis of achievement of industry and stakeholder involvement standard is presented in Table 9.

**Table 9: SWOT Analysis against Industry and Stakeholder involvement**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• High involvement of industry and other stakeholders in quality assurance processes, program design and review, and practical placement of students and research-based teaching at master level;</li> <li>• Contribution of study programs to GDP growth of Kosovo, bearing in mind that construction sector is the largest contributor to GDP of Kosovo and largest FDI absorber during period 2015-2019;</li> <li>• Contribution of study programs to the industry is high as shown by high success of alumni in the labour market and entrepreneurial endeavours as indicated by Alumni reports for both bachelor and master programs;</li> <li>• ESLG graduates achieving best results in Real Estate Appraisal Licensing Exam;</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs involved in sustainability were not sufficiently involved so far;</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Establish a better NGO involvement mechanism in educational processes of the College;</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure dynamics for NGOs to select those topics of interest where short-term donor funds are allocated such as employment generation, private sector support and less on sustainability and environmental protection;</li> </ul>

## 7. EFFECTIVENESS OF QUALITY MANAGEMENT SYSTEM

### Standard 1: Effectiveness of Quality Management

Standard 1.1. Governance and Leadership: The quality assurance system must be sufficiently capable to manage existing academic activities and respond to change dynamics;

The QA is linked as a separate office directly to the Management and leadership of the institution. QA system is sufficiently capable to manage existing activities and respond to change dynamics. All annual quality reviews, and other quality reviews performed from different stakeholder perspective (students, staff, alumni, industry) enable the programs to respond faster to change dynamics.

Standard 1.2. 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;

All quality reviews and quality improvement plans are transparent and open in the website of College ESLG. In addition to quality reviews and quality improvement plans, also development plans and strategic plans are transparent and all stakeholders can view and contribute to them.

College ESLG is the only institution that performs the self-evaluation report based on the standards of its Quality Assurance Manual in addition to the Manual of Kosovo Accreditation Agency.

All these reviews are transparent in the Quality Management section of the website of College in the link <http://www.eukos.org/?page=2,136>

Standard 1.3. 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

Staff, students, alumni and industry conduct program surveys and are involved in SWOT analysis consultative meetings in which they offer quantitative and qualitative feedback. The



stakeholder feedback mechanisms positively reinforces the strengths of QA system and duly addresses the weaknesses with high level of accountability and transparency, since every feedback is transparent and online. Even course surveys filled by students are online and transparent and every instructor and stakeholder can see them.

SWOT analysis of achievement of effectiveness of quality management standard is presented in Table 10.

**Table 10: SWOT Analysis against Effectiveness of Quality Management**

<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<ul style="list-style-type: none"> <li>• Quality reviews are very effective and reflect different stakeholder views;</li> <li>• College ESLG is the only institution that conducts self-evaluation report against its own internal standards as provided by ESLG Quality Manual and not only based on KAA Accreditation Manual when required for accreditation;</li> <li>• All reviews are transparent including the course evaluation forms, which show students that their voice is very important and heard;</li> <li>• Qualitative feedback also offered by stakeholders;</li> <li>• Program evaluations completed from students, staff, alumni and industry;</li> <li>• Program evaluations are mandatory for students and staff and pop up after login;</li> </ul>	<ul style="list-style-type: none"> <li>• No mechanism for establishing correlation tests to run deeper factor analysis that would contribute to greater success;</li> <li>• Alumni and industry surveys are not mandatory in Electronic Grading System and no way how to enforce better survey participation by alumni and industry;</li> </ul>
<b>OPPORTUNITIES</b>	<b>THREATS</b>
<ul style="list-style-type: none"> <li>• Establish a better alumni tracking mechanism and design better surveys with them;</li> </ul>	<ul style="list-style-type: none"> <li>• Private construction sector companies hesitate to provide feedback and do not respond in large numbers;</li> </ul>