



ESLG College

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

**ANNUAL SELF-EVALUATION REPORT BASED ON
QUALITY ASSURANCE MANUAL OF COLLEGE ESLG
2020-2021**

30.10.2021, PRISHTINA

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1. INTRODUCTION

1.1. A brief overview of the institution and programs

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
Aneksi i Kapmpusit të Inovacionit, Rruga Ibrahim Rugova
Lipjan Kosovo
Republic of Kosovo

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

- Management of Real Estate and Infrastructure (MA)

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. 1573/20 of State Council of Quality on re-accreditation of the master study program Management of Real Estate and Infrastructure (MA) for a three year period 01.10.2020-30.09.2023;
 - Study program evaluation concluded by Decision No. 3038/21 of State Council of Quality on accreditation of bachelor study program Management of Real Estate and Infrastructure (BA) for a three year period 01.10.2021-30.09.2024;

College ESLG has a cooperation agreement with New University in Slovenia called Association Agreement. The benefits of Association Agreement are the following:

- Joint development of the research activity and cooperation;
- Student and staff mobility;
- Development of joint study programs;
- Development of ECTS Recognition Schemes in support of student mobility;
- Habilitation of ESLG academic staff according to Nova Univerza Rules, which can be later used in the implementation of joint degree study programs;
- Use the IT and library system of Nova Univerza;
- Use of research equipment of the University in the implementation of joint research projects;

The Association Agreement between College ESLG and New University can be found in the link http://www.eukos.org/repository/docs/Association_Agreement_ESLG_-_Nova_Univerza.pdf

The Mission of College ESLG is to provide premier education in Kosovo with unique programs and unique teaching methodologies that contribute to economic growth, sustainable development, and advancement of teaching, learning, and research in the built environments.

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 TO GDP GROWTH, SUSTAINABLE DEVELOPMENT AND MANAGEMENT OF BUILT ENVIRONMENT FOR THE BETTERMENT OF SOCIETY, ENVIRONMENT AND CONSTRUCTION INDUSTRY.
- b. Strategic Goal 2: DEVELOP FULL-TIME ACADEMIC STAFF OF THE HIGHEST QUALITY IN TEACHING AND RESEARCH WITH SPECIAL EMPHASIS IN PLANNING AND MANAGEMENT OF BUILT ENVIRONMENT

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

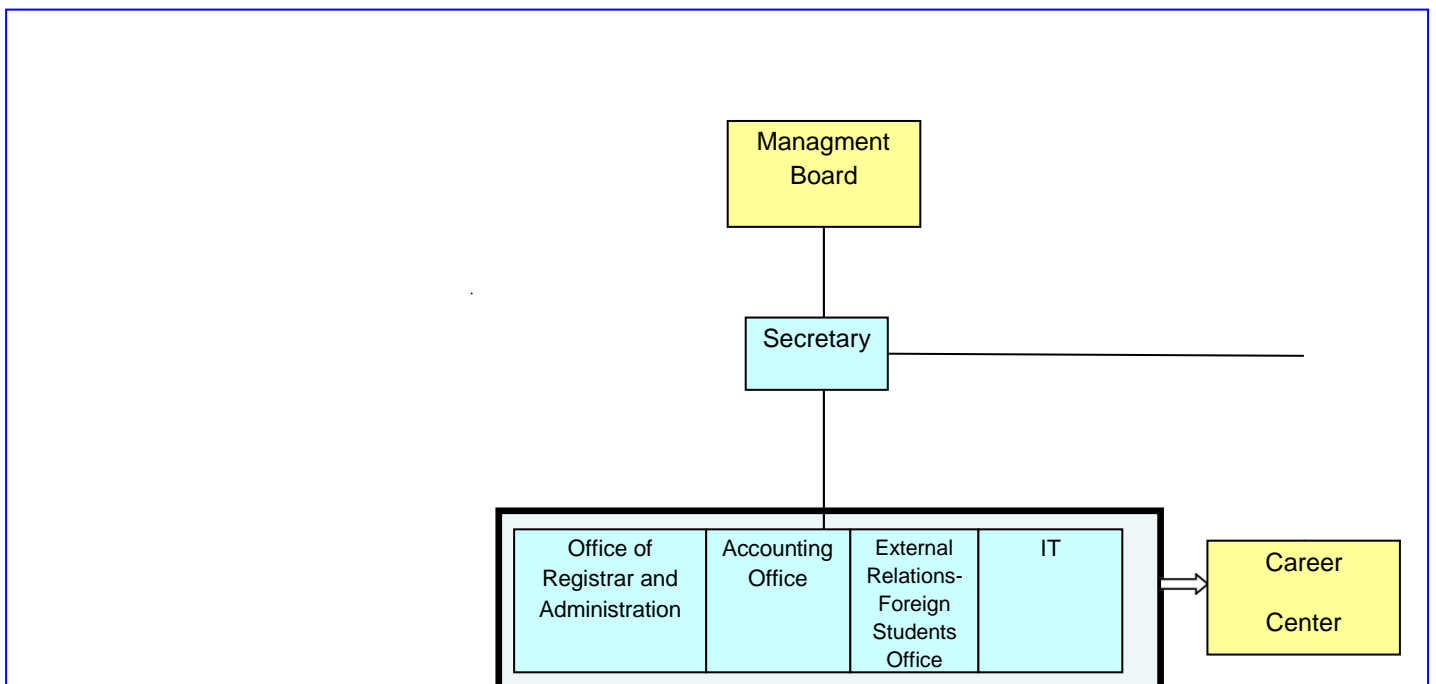


Fig 1: Organizational chart of administration

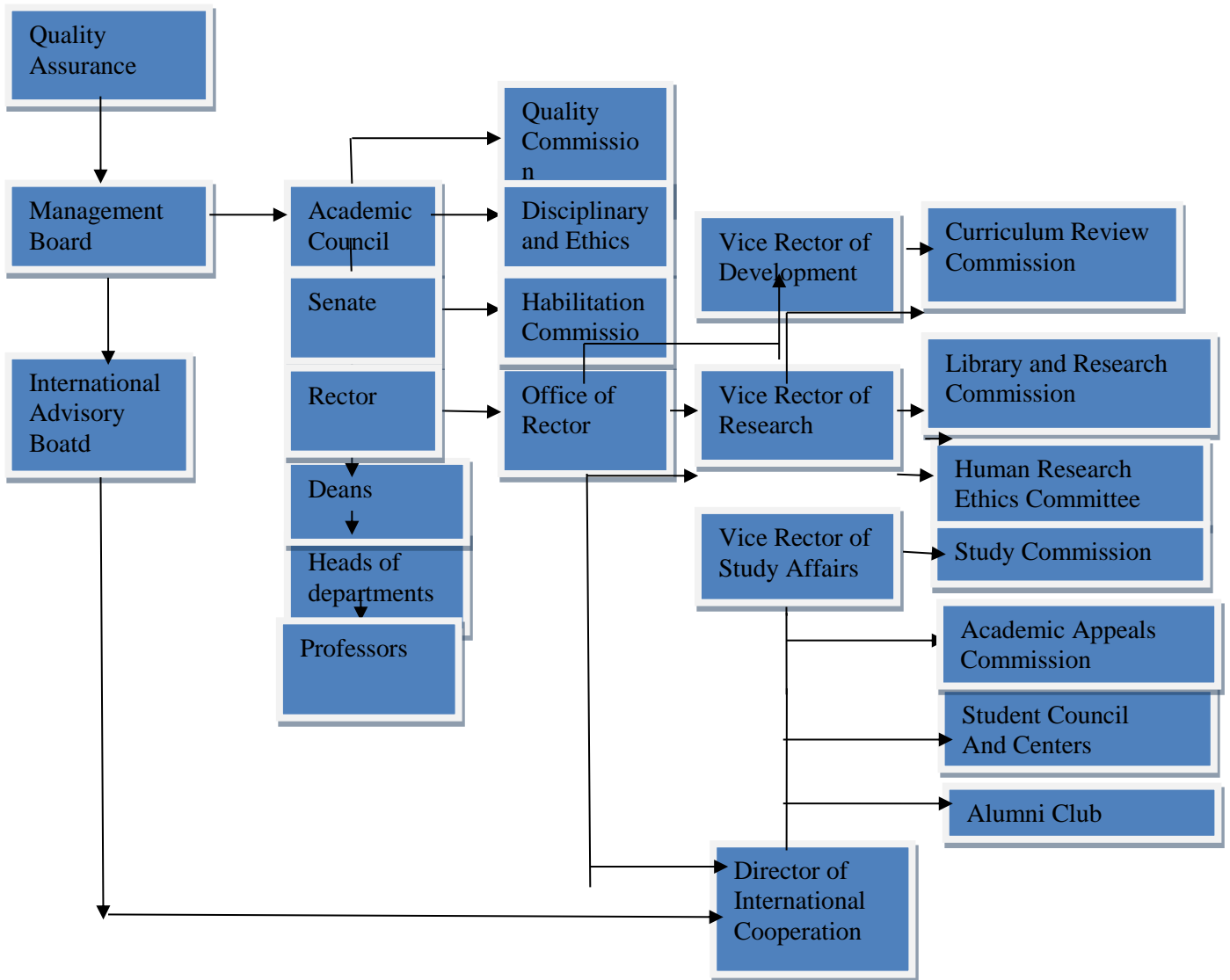
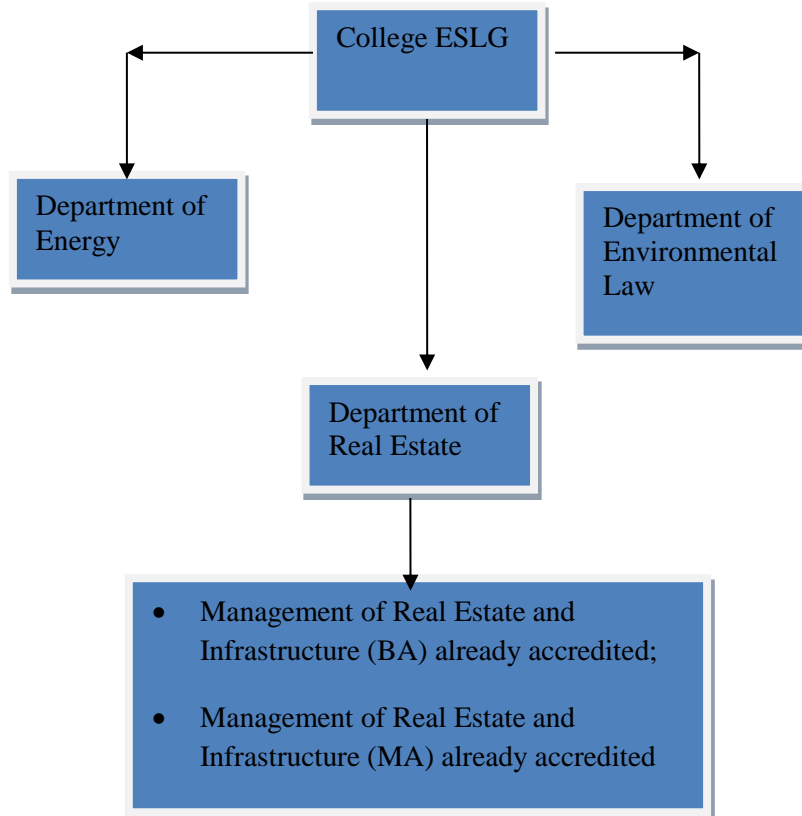


Fig 2: Organizational chart of academic decision-making structures

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

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



The students of College ESLG in the bachelor program 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 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 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 past programs belonged to middle socio-economic class of Kosovo and did not have any problems to finance their studies. Thus, for the bachelor program, 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 rate¹
- 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 2019²
- the third largest contributor to Kosovo GDP in 2019 after manufacturing and public administration³.
- 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 2018⁴

The teaching context at the program 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;
- Urban sprawl;
- Demographics and urban settlements;
- Social infrastructure;
- Urban transformation and sustainable cities;

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

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

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

- Real estate finance and investments;
- Real estate appraisal;
- Real estate recording;

Finally, the analytical skills are enhanced 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 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 bachelor 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 strives to nurture the innovation culture and start-up development among its bachelor students.

On the other hand, students of College ESLG in the master program usually come from construction sector and are current owners, managers and professional staff of construction and infrastructure companies. Students of the master program also come from the ranks of licensed real estate appraisers and from architectural bureaus. In addition, students also are graduates with law degree that would like to diversify their skills in the real estate management industry. Also, students in the master program come from the Real Estate bachelor program at ESLG College and also from the other Energy Management (BA) program. The students of the program are also officials that work in Municipal Cadastral Offices and Departments of Urbanism of various municipalities throughout Kosovo. The students of College ESLG are also newly graduates from Faculty of Economics, Faculty of Architecture and Civil Engineering of University of Prishtina and other respective Colleges especially from UBT College.

The substantial part of students group of College ESLG pertain to middle socio-economic class of Kosovo and do not have any problems to finance their studies. In addition, a part of students are also owners and managers of construction companies, belonging to the upper income class.

The real estate management master program targets the construction sector managers and 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 rate⁴
- 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 2019⁵
- the third largest contributor to Kosovo GDP in 2019 after manufacturing and public administration⁶.
- youth represent 27% of the total workforce in the construction sector

⁴ <http://ask.rks-gov.net/en/kosovo-agency-of-statistics/add-news/labor-force-survey-in-kosovo-q2-2018>

⁵ <https://tradingeconomics.com/kosovo/gdp-from-construction>

⁶ <https://tradingeconomics.com/kosovo/gdp-from-construction>

- FDI has shifted to real estate and construction amounting to 95 % of the total FDI inflows in 2018⁷

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

- Research skills;
- Group work skills;
- Innovation skills;
- Analytical skills;

The research skills are enhanced through research-based teaching and evaluation, whereas group work skills are enhanced through group research in various innovative topics related to the overall Research Plan of the College and of the study program in question.

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

- Facilities management;
- Sustainable construction;
- 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;

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.

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

In order to best support learning the curriculum development at 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, research and utility of these concepts.

The master 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 and sustainability 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 College ESLG attempts to expose students to innovation culture and start-up development in the construction management, facility management, sustainability, and energy management sector.

The curriculum development at College ESLG also tries to nurture intellectual excitement and academic rigor by identifying new courses and thematic areas within the course growing directly from academic faculty research.

⁷ <https://data.consilium.europa.eu/doc/document/ST-8546-2019-INIT/en/pdf>

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 performed the learning outcomes self-assessment for each course, which in addition to course learning outcomes assessment also self-assess the achievement of program learning outcomes and contribution of each course to the achievement of each separate learning outcome.

Since the study program Management of Real Estate and Infrastructure (BA) just commenced in academic year 2021-2022, the program was not subjected to learning outcomes achievement assessment. The program Learning Outcomes Evaluation is performed as in the link http://www.eukos.org/repository/docs/Program_Learning_Outcomes_for_Bachelor_Program_2020.pdf only for the purposes of external accreditation procedure.

Nevertheless, for the master study program the bearers of the course filled all Course Learning Outcomes Self-Assessment Forms and provided the necessary recommendations for better achievement of learning outcomes especially for the academic year 2020-2021.

The self-assessment forms for master program are filled and published online in the link http://www.eukos.org/repository/docs/CLO_Assessment_Forms_2020-2021.pdf

The self-assessment forms for bachelor program cannot be filled since the bachelor program is a new program, which began its implementation in the new format as newly accredited from 2021-2022.

The program learning outcomes achievement review has been conducted only for master level in 2020-2021 and for bachelor only program learning outcomes evaluation has been made, given the fact that the study program Management of Real Estate and Infrastructure is a new study program, which began only in the academic year 2021-2022.

The Annual report on the achievement of program learning outcomes drawn from Course Learning Outcomes Self-Assessments filled by each professor for the year 2020-2021 is published in the link http://www.eukos.org/repository/docs/Annual_Report_on_Program_Learning_Outcomes_Achievement_2020-2021.pdf

The following recommendations were provided for the achievement of program learning outcomes for the master study program in the academic year 2020-2021:

RECOMMENDATIONS FOR ACHIEVEMENT OF PROGRAM LEARNING OUTCOMES

Program LO	Recommendation
Understand laws, rules and regulations of the real estate industry after the completion of the Law of Real Estate and Infrastructure course	Constructing a larger and more complex case study of the Harvard Law School of HBS type, which includes more intricate issues.
Learn when to apply quantitative versus qualitative methods or a combination of both	More sample writings are taken and more standards are analyzed.
Describe how architectural designs, sustainable buildings, and sustainable urban development can add value to real estate by saving energy.	It is recommended to adapt the exercises to real estate managers. More exercises with software and assignment of a strong assistant who is a graduated architectural engineer
Understand different forms of sustainable urban development and design	Use more case studies in the video documentary format from Coursera, EdX and Netflix and deliver them in a physical format with lots of follow-up discussions in small groups in class.
Learn how to implement innovative Projects related to real estate and infrastructure development	Besides Excel more study visits to be organized.
Understand how the use of sustainable building materials can add value to real estate and save energy;	Continue with the Interdisciplinary Activity as an Assessment Method in combination with the course Energy Buildings and other courses of Professor Islam Hasani.
Critically assess energy systems implemented in a building;	Continue with the Interdisciplinary Activity as an Assessment Method in combination with the course Building Materials and other courses of Professor Islam Hasani.
Understand strategic positioning of Entrepreneurial Opportunities in real estate development	Role playing introduced and in combination with other courses. Perhaps in combination with the interdisciplinary activity
Learn how to implement quantitative investment techniques in real estate, infrastructure and other fields in Kosovo	Introduce Excel and other programs

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:

- Insert course intended learning outcomes and the contribution of each course to the general program learning outcomes;
- Insert the measurement method of achievement of course/program learning outcomes;
- Insert the standard of achievement of each learning outcome;
- Insert a narrative brief report of the actual result of achievement;
- Insert a narrative brief report of the analysis of why the learning outcome has been or has been not achieved;
- 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;

The self-assessment forms contain the following elements and the forms are downloadable from the [link](http://www.eukos.org/repository/docs/CLO_Assessment_Forms_2020-2021.pdf)

Only in the elective course of Real Estate Development, the CLO Self-Assessment was not filled perhaps due to the fact that the professor was a novice in writing the CLO Self Assessment Form.

Recommendation: In the induction course when hiring the new staff, include the ways how the CLO Self-Assessment Form must be filled

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 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 program learning outcomes are in full compliance with the National Qualifications Framework and European Higher Education Area Qualifications Framework. The learning outcomes have been defined by using input from all industry representatives represented in the Program Industrial Board. The mission of the study

program in bachelor is to prepare real estate professionals that play a key role in the development of the built environment as well as in the enhancement of the quality of urban living through the transformation and effective management of real estate, construction, and infrastructure resources.

The Mission of the institution is to provide premier education in Kosovo with unique programs and unique teaching methodologies that contribute to economic growth, sustainable development, and advancement of teaching, learning, and research in the built environments.

The mission of the program corresponds to the overall mission of College ESLG in the way that the preparation of real estate professionals that play a key role in the enhancement of quality of urban living through the transformation and effective management of real estate and construction can be achieved only through provision of premier education with unique study program such as real estate program. Also, the mission of the program corresponds with the institutional mission because the enhancement of the quality of living through the preparation of real estate professionals that participate in the transformation and effective management of real estate and construction resources contributes to the economic growth of the country, bearing in mind that the construction and real estate industry is one of the strongest in Kosovo. In addition, the mission of the program contributes to the sustainable development component of the institutional mission especially with regards to Sustainable Development Goal 6 (clean water and sanitation), because the program mission aims at effective management infrastructure resources, including water and sanitation. To this end, the mission program contributes to the sustainable development component of institutional mission, especially the Sustainable Development Goal 11 (sustainable cities and communities), because transformation and professional management of real estate and infrastructure resources that enhance the quality of urban living is one step forward sustainable cities and communities in the future. Further, the mission of the program contributes to SDG 3 (Good Health and Well Being), because the transformation of quality of urban living directly contributes to the good health and well-being of occupants and communities. Finally, the mission of the program corresponds with the institutional mission because the preparation of real estate professionals that play a key role in the development of built environment and enhancement of quality of urban living will contribute in the future to the advancement of knowledge, innovation, and research in the built environments.

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 and that contribute to economic growth, sustainable development, and advancement of teaching, learning, and research in the built environments, especially with regards to sustainable urbanization.

From the student evaluation of the whole master program for the academic year 2020-2021 the following aspects were found as most satisfying for the students with respect to program content and related to the achievement of the program mission:

- contents and quality of mandatory and elective courses, including learning outcomes;
- Clearly defined course outcomes, i.e. which knowledge and skills the students should have acquired by the end of the course, resulting from adequate and effective mapping of program learning outcomes with course learning outcomes, and constructive alignment of course learning outcomes with Learning Activity and Assessment Methods;

The program student evaluation for the academic year 2020-2021 can be found in the link http://www.eukos.org/repository/docs/Review_of_study_program_from_students_perspective_2020-2021.pdf

Additionally, from the alumni evaluation of the whole master program for the academic year 2020-2021 the following aspects were found as most satisfying for the alumni with respect to the skills achieved and which are related to the program mission:

- environmental awareness, perhaps because nearly all courses include a sustainability component in it and the key program learning outcome is sustainability, including the strong component in the mission statement of the program and also of the institution.

The alumni evaluation can be found in the link http://www.eukos.org/repository/docs/Alumni_review_2020-2021.pdf

This shows that the realization of program mission that is to create leaders that will contribute to the sustainable development and sustainable urbanization is achieved very well and there is no mission creep with respect to realization of master study program mission.

Recommendation: Develop an Innovation Award Program for students with the best innovation project in the field of real estate development;

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 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>

The constructive alignment of learning outcomes with learning activity and teaching methods was done according to the Guidelines for Constructive Alignment of Learning Outcomes and Learning Activity and Assessment Methods http://www.eukos.org/repository/docs/Guide_for_constructive_alignment_of_learning_outcomes_and_assessment_College_ESLG.pdf

Nevertheless, the constructive alignment was not properly done for the master study program since the old approved program learning outcomes are not fully in compliance with the Kosovo National Qualifications Framework and EHEA Qualifications Framework using the following verbs:

- Critically understand;
- Critically review;
- Compare;
- Evaluate;
- Develop creative responses;
- Achieve highly specialized and advanced knowledge;
- Create systematic understanding;
- Manage teams in providing critical analysis of phenomena, trends, and reforms;
- Advance analytical and problem-solving skills;
- Plan and carry out research project;

The bachelor program learning outcomes have been designed properly according to Kosovo National Qualifications Framework and EHEA Qualifications Framework during the accreditation procedure using the verbs:

- Demonstrate;
- Understand;
- Learn to effectively plan;
- Gather and interpret data;
- Apply different methods;
- Communicate;

- Critically evaluate;
- Work in teams;
- Critically analyse;

The properly designed program learning outcomes of the bachelor program are available online in <http://www.eukos.org/?page=2,28>

Additionally, the course syllabi were designed by properly aligning the didactic methods to program and course learning outcomes in accordance with the Guidelines for Constructive Alignment of Learning Outcomes and Learning Activity and Assessment Methods [http://www.eukos.org/repository/docs/Guide for constructive alignment of learning outcomes and assessment College ESLG.pdf](http://www.eukos.org/repository/docs/Guide%20for%20constructive%20alignment%20of%20learning%20outcomes%20and%20assessment%20College%20ESLG.pdf)

Constructively aligned learning activity and assessment methods with course and program learning outcomes can be seen in the course syllabi of each respective course, which are downloadable in the program structure of the bachelor program in the link <http://www.eukos.org/?page=2,35>

Recommendations:

- *Amend program learning outcomes in accordance with the verbs used in Kosovo National Qualifications Framework and EHEA Qualifications Framework (Critically understand; Critically review; Compare; Evaluate; Develop creative responses; Achieve highly specialized and advanced knowledge; Create systematic understanding; Manage teams in providing critical analysis of phenomena, trends, and reforms; Advance analytical and problem-solving skills; Plan and carry out research project);*
- *Upon amendment of program learning outcomes, revise the course learning outcomes and revise the syllabi for each respective course;*
- *Align constructively the learning activity of each course and assessment methods with learning outcomes;*

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 approval of new program 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://www.eukos.org/repository/docs/Procedure of approval of review of curricula 2020.pdf>

Any approval of the new program and 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 approval of new study programs of College ESLG, members of Program Industrial Board were actively involved especially in the design of learning outcomes of the whole program.

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

Table 2: SWOT Analysis against Curriculum and Program Design

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • All missions of both study programs correspond to the institutional mission and avoid mission creep from the main mission objectives of the institution; • Programs describe the essential knowledge, skills and attitudes required by graduates and all these information are published online and are transparent for all stakeholders. • Course and program curriculum is designed to enable smooth 	
<p>achievement of learning outcomes;</p> <ul style="list-style-type: none"> • Also, teaching and assessment methods are aligned with the smooth achievement of learning outcomes; • Curriculum Review Committee includes all stakeholders such as students, staff, and industry in the review/modification of the program; • The revised/modified program is approved finally by all Academic Council and not just senate, showing high level of democratic governance; 	
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Establish a mechanism of enforcing the participation of alumni in the Curriculum Review Committee; 	<ul style="list-style-type: none"> • 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;

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.

In the Annual Report on achievement of program learning outcomes available in http://www.eukos.org/repository/docs/Annual_Report_on_Program_Learning_Outcomes_Achievement_2020-2021.pdf , it is recommended to continue with the Interdisciplinary Activity in four courses:

- Sustainable building materials;
- Energy Buildings;
- Entrepreneurship in Real Estate;
- Quantitative Techniques of Investment in Real Estate;

Recommendation: Continue with IA Activity in the above-mentioned courses involving two professors in Spring Semester 2021/2022

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.

Recommendation: Expand the IA Activity in the other course Real Estate Development, which is taught in Spring Semester 2021/2022;

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

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Interdisciplinary activity is a unique teaching method designed to pursue student motivation and contribute to the self-reflection of students; • Through Interdisciplinary activity students create flexible learning paths. • Flexible learning paths established also in research-based teaching; 	<ul style="list-style-type: none"> • Interdisciplinary Activity which forsee 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;
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Expand interdisciplinary activity to all disciplines and courses of both programs in the short-term and across all programs in the mid-term; • Professors of different disciplines need training especially in coordination of various disciplinary activities in tackling challenges of a single wider real estate phenomenon; 	<ul style="list-style-type: none"> • Professors of different disciplines and industry representatives may hesitate to be involved in the process;

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>

In the Student Evaluation of the whole program, the students recommended to increase the number off exam periods, and strengthen access to additional mentors and tutors where excellent students tutor their peers with sub-optimal achievement during examination preparation. The Program Evaluation by Students can be found in <http://www.eukos.org/repository/docs/Review of study program from students perspective 2020-2021.pdf>

Recommendations:

- *Establish a committee that observes whether the assessment methods suggested by the Guidelines for Student Assessment and Guide for Constructive Alignment of Learning Outcomes with Learning Activity and Assessment Methods are applied by staff members accordingly for the year 2021-2022;*
- *Review the Statute of College ESLG and increase the number of extraordinary exam periods;*
- *Strengthen access to additional mentors and tutors via different programs. One program is Learning to Learn Tutors Program, where excellent students tutor their peers with sub-optimal achievement;*

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 student assessment forms are evaluated in the Learning Outcomes Achievement Self-Assessment, which have been filled and published online in the link for the master study program http://www.eukos.org/repository/docs/CLO_Assessment_Forms_2020-2021.pdf

The assessment of measures foreseen for achievement of learning outcomes is not made for the brand new study program such as Management of Real Estate and Infrastructure (BA).

For master level, the report on the findings related to the effectiveness of measures and assessment tools used for achievement of learning outcomes is published in the link

http://www.eukos.org/repository/docs/Annual_Report_on_Program_Learning_Outcomes_Achievement_2020-2021.pdf

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

Table 4: SWOT Analysis against Student Assessment

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

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.

The Annual Review for 2020-2021 is published online in http://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2020-2021.pdf

The annual review is drawn from semester reviews, in which findings are included in the annual report with respect to each specific aspect related to the delivery of the course.

According to the Annual Report, the student satisfaction with the courses is higher than 4.5 in

both semesters and also the students achieved progression and transition to the second year 100 %, in addition to 10 % of drop-out rate which occurred after the first semester due to different reasons laid out by students in their exit interviews with QA Office, which was mostly finances due to pandemics.

The following recommendations are to assist the progression and achievement of students.

Recommendations:

- *Increase virtual learning via videos, digitalization, and other forms;*
- *Respond faster to students' queries via email;*
- *Update course materials faster at the outset of the semester and place it in the E-library;*
- *Be more responsive to students' queries during class lectures and exercises;*

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.

The student hearings were held in April 2021 and the report on that can be seen in the link http://www.eukos.org/repository/docs/Student_Hearings_English.pdf

Recommendations:

- *Inclusion of more case studies in the subjects;*
- *Increase interaction during online teaching. Perhaps hybrid teaching in 2021/2022 is a recommended format of course delivery;*
- *Combination of online and physical lectures and exercises in the format 50-50%;*
- *Increase the student interest with documentaries, mini-quizzes;*
- *Raising the debates of discussions;*
- *Increase the level of academic freedom of students in expressing themselves, which is related to responding to students' concerns in class that was evaluated by students in both semesters of academic year 2020-2021;*

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.

The research-based learning is more emphasized in the master program Management of Real Estate and Infrastructure (MA)

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

Table 5: SWOT Analysis against Student Progression and Achievement

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • 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; • 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; • Assessment methods promote continuous progress of students and are designed towards smooth progression of students on a course and program level; 	<ul style="list-style-type: none"> • 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;
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • 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;

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. The coverage of ECTS credits by academic staff in the study program Management of Real Estate and Infrastructure (BA) is presented below:

Name of professor	Academic Title	Status	ECTS covered	Specialization	Teaching
Dr. Veli Lecaj	Assistant Professor	Full-time	6	Law and economy	Introduction to Law
Dr. Hazer Dana	Assistant professor	Full-time	30	Land consolidation, geography	Registration of real estate and urban planning, Urban Sprawl, Demographics and Settlements, Social Infrastructure, Urban Transformation and Sustainable Cities
Dr. Mersiha Kacamakovic	Lecturer	Full-time	10	Management	Introduction to Management, E-business in real estate
Dr. Fuat Pallaska	Lecturer	Full-time	12	Sustainable refurbishment	Energy buildings, Infrastructure management
Dr. Visar Hoxha	Associate professor	Full-time	10	Sustainability and real estate appraisal	Real estate appraisal I and Buildings Insurance
Dr. Islam Hasani	Assistant professor	Full-time	15	Banking and finance	Economics, leasing, and PPP
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	Diploma thesis
Dr. Sirri Duger	Assistant professor	Part-time	4	Intellectual property law and administrative procedure	Infrastructure and real estate policies
M.Sc. Jehona Hoxha	Lecturer	Full-time	6	Law and real estate	Research methods
M.Sc. Sara	Lecturer	Part-	12	Finance and	Accounting

Sadiku			time		accounting	
M.Sc. Edin Murati	Lecturer	Full-time	8	Real estate and infrastructure	Energy Infrastructure and Transport Infrastructure	
M.Sc. Elita Çeku	Lecturer	Full-time	5	Real estate management	Marketing of real estate	
M.Sc. Emblema Zeqiraj	Lecturer	Part-time	5	Human Resources	HR management	
M.Sc. Mendim Blakaj	Lecturer	Part-time	6	Real estate appraisal	Real estate appraisal II	
M.Sc. Driton Haziri	Lecturer	Part-time	8	Real estate management and land surveying	Municipal infrastructure	
M.Sc. Besnik Vrella	Lecturer	Part-time	4	Facility management	Facility management	

The coverage of ECTS credits by academic staff in the study program Management of Real Estate and Infrastructure (MA) is presented below:

Name of professor	Academic Title	Status	ECTS covered	Specialization	Teaching
Dr. Veli Lecaj	Assistant Professor	Full-time	6	Law and economy	Law of property and infrastructure
Dr. Hazer Dana	Assistant professor	Full-time	6	Land consolidation, geography	Registration of real estate
Dr. Mersiha Kacamakovic	Lecturer	Full-time	18	Management	Economics of real estate and real estate development
Dr. Fuat Pallaska	Lecturer	Full-time	6	Sustainable refurbishment	Energy buildings
Dr. Visar Hoxha	Associate professor	Full-time	18	Sustainability and real estate appraisal	Sustainable urban design, Sustainable Materials, and Infrastructure
Dr. Islam Hasani	Assistant professor	Full-time	18	Banking and finance	Entrepreneurship, Innovative projects execution, Mass valuation
Dr. Christian	Lecturer	Full-	6	Intellectual	Intellectual

Seidel		time		property law	property rights
Dr. Elvida Pallaska	Lecturer	Part-time	6	Architecture	Sustainable architecture
Dr. Sabri Sadiku	Associate professor	Part-time	6	Mathematics and statistics	Quantitative investment techniques
Dr. Arzu Tuncer	Assistant professor	Part-time	6	Business and maritime law	Diploma thesis
Dr. Sirri Duger	Assistant professor	Part-time	4	Intellectual property law and administrative procedure	Infrastructure and real estate policies

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.

Some of the staff participated in the following pedagogical trainings organized by College ESLG in cooperation with the Faculty of Law of UBT:

- Interactive teaching and Socratic Teaching Methods May 2021;
- Constructive Alignment of LO with Learning Activity and Assessment Methods June 2021;

Recommendation:

- Organize a training on Stimulating Deep Learning of Students;
- Organize a training on developing DELTA skills for students as highly evaluated by McKinsey and Global;

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 2020-2021 are:

- Interactive teaching and Socratic Teaching Methods May 2021;
- Constructive Alignment of LO with Learning Activity and Assessment Methods June 2021;

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;

The trainings on interactive teaching and constructive alignment of LO with learning activity and assessment methods enable academic staff to develop professionally in teaching, learning, assessment, and LO achievement methods.

From the staff evaluation of the program delivery for academic year 2020-2021, which can be found online in http://www.eukos.org/repository/docs/Staff_review_2020-2021.pdf the recommendation was provided by staff to receive support in better mapping the course resources to effective achievement of course learning outcomes.

Recommendation:

- *Organize a training in mapping course resources to the effective achievement of course and program learning outcomes;*

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

Table 6: SWOT Analysis against teaching staff

STRENGTHS	WEAKNESSES
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<ul style="list-style-type: none"> • All the teaching staff are specialized in the courses they teach; • Teaching staff promotes innovatory teaching methodologies and pedagogical skills are refined and promoted further institutionally and are linked with Habilitation Rules for academic staff; • 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; 	<ul style="list-style-type: none"> • No training held for online learning and recording video lectures to adapt to new changing dynamics of e-learning and blended learning;
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Introduce blended learning trainings for teaching staff; 	<ul style="list-style-type: none"> • Due to social life pressure of bachelor students, the transformation to digital learning may be a challenge in the short-term;

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.

Also students in their evaluation of the program in the section of Learning Support and Treatment Support, evaluated the need for access to additional mentors and tutors.

Recommendation:

- *Strengthen access to additional mentors and tutors via different programs. One program is Learning to Learn Tutors Program, where excellent students tutor their peers with sub-optimal achievement;*

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. The support for case-based teaching, project work and debating skills was provided. 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.

Video documentaries and course support was provided from Coursera and EdX. Subscriptions to students of ESLG were provided for Coursera.

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.

Management of real estate and infrastructure (BA)

Name of professor	Academic Title	Status	ECTS covered	Specialization	Teaching
Dr. Veli Lecaj	Assistant Professor	Full-time	6	Law and economy	Introduction to Law
Dr. Hazer Dana	Assistant professor	Full-time	30	Land consolidation, geography	Registration of real estate and urban planning, Urban Sprawl, Demographics and Settlements, Social Infrastructure, Urban Transformation and Sustainable Cities
Dr. Mersiha Kacamakovic	Lecturer	Full-time	10	Management	Introduction to Management, E-business in real estate
Dr. Fuat Pallaska	Lecturer	Full-time	12	Sustainable refurbishment	Energy buildings, Infrastructure management

Dr. Visar Hoxha	Associate professor	Full-time	10	Sustainability and real estate	Real estate appraisal I and
				appraisal	Buildings Insurance
Dr. Islam Hasani	Assistant professor	Full-time	15	Banking and finance	Economics, leasing, and PPP
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	Diploma thesis
Dr. Sirri Duger	Assistant professor	Part-time	4	Intellectual property law and administrative procedure	Infrastructure and real estate policies
M.Sc. Jehona Hoxha	Lecturer	Full-time	6	Law and real estate	Research methods
M.Sc. Sara Sadiku	Lecturer	Part-time	12	Finance and accounting	Accounting
M.Sc. Edin Murati	Lecturer	Full-time	8	Real estate and infrastructure	Energy Infrastructure and Transport Infrastructure
M.Sc. Elita Çeku	Lecturer	Full-time	5	Real estate management	Marketing of real estate
M.Sc. Emblema Zeqiraj	Lecturer	Part-time	5	Human Resources	HR management
M.Sc. Mendim Blakaj	Lecturer	Part-time	6	Real estate appraisal	Real estate appraisal II
M.Sc. Driton Haziri	Lecturer	Part-time	8	Real estate management and land surveying	Municipal infrastructure
M.Sc. Besnik Vrella	Lecturer	Part-time	4	Facility management	Facility management

Management of Real Estate and Infrastructure (MA)

Name of professor	Academic Title	Status	ECTS covered	Specialization	Teaching
Dr. Veli Lecaj	Assistant Professor	Full-time	6	Law and economy	Law of property and infrastructure
Dr. Hazer Dana	Assistant professor	Full-time	6	Land consolidation, geography	Registration of real estate
Dr. Mersiha Kacamakovic	Lecturer	Full-time	18	Management	Economics of real estate and real estate development
Dr. Fuat Pallaska	Lecturer	Full-time	6	Sustainable refurbishment	Energy buildings
Dr. Visar Hoxha	Associate professor	Full-time	18	Sustainability and real estate appraisal	Sustainable urban design, Sustainable Materials, and Infrastructure
Dr. Islam Hasani	Assistant professor	Full-time	18	Banking and finance	Entrepreneurship, Innovative projects execution, Mass valuation
Dr. Christian Seidel	Lecturer	Full-time	6	Intellectual property law	Intellectual property rights
Dr. Elvida Pallaska	Lecturer	Part-time	6	Architecture	Sustainable architecture
Dr. Sabri Sadiku	Associate professor	Part-time	6	Mathematics and statistics	Quantitative investment techniques
Dr. Arzu Tuncer	Assistant professor	Part-time	6	Business and maritime law	Diploma thesis
Dr. Sirri Duger	Assistant professor	Part-time	4	Intellectual property law and administrative procedure	Infrastructure and real estate policies

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.

Since the program of Management of Real Estate and Infrastructure (BA) is a new program under evaluation and does not have students, no annual review was performed. The Annual Review was done only for students enrolled in the study program Management of Real Estate and Infrastructure (MA) for academic year 2020-2021;

Achievements against General Indicators Academic Year 2020-2021

Indicators	Standards	Achievement	Reason
Average grade of students enrolled	80 % of students enrolled have an average grade in university studies higher than 8.5	90 %	N/A
Teaching quality, measure by evaluation forms	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0	4.80	N/A
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	4.76	N/A
Level of satisfaction with teaching resources by students and	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0	4.75	N/A

professors			
Average attendance	80 %	90 %	N/A
Group sizes	50 MA	45	
Student retention	90 %	90 %	NA
Abandonment of studies	10 %	10 %	NA
Library use	80 %	90 %	
e-book and journal use	80 %	90 %	
Transition between study years	90 % of students meet conditions for the next year	100 %	
Average duration of studies up to graduation	2.5 years	3 years	Pandemics
PhD staff percentage at Master studies, in terms of ECTS covered	100 %	100 %	
Industry surveys on program student quality	Average satisfaction by industry representatives of construction sector of higher than 4.0 from 1.0 to 5.0 scale	4.30	

Outcome Indicators for the program in 2020-2021

No.	Type of indicator	Standard	Achievement
1	Total Number of Students	100	95
2	Annual Student Intake	50	48
3	Number of program Students as % of total Students	30 %	35 %
4	Graduation Rate in 2.5 years	80 %	73 %
5	Employment rate	70 %	72 %
5	Student Survival and Drop-Out Rate	10 %	10 %
6	Student Satisfaction Rate	70 %	95 %
7	Staff Satisfaction Rate	70 %	85 %
8	Research output of professors and assistants	1 per year	0.8 publication
9	Number of partnerships with industry	2	2
10	Number of students continuing PhD students	10 %	10 %

Process Indicators for the program in 2020-2021

No.	Type of indicator	Standard	Achievement
1	Academic Staff-student ratio	1/4	22:90
2	Student-class ratio	50:1	30:1
3	Student-computer ratio	5:1	6:1
4	Student-book ratio	1:3	1:3
5	Student attendance rate	70 %	90 %
6	Teaching Plan implementation rate	80 %	95 %
7	Student transition rate	90 %	100 %
8	Student attainment rate	90 %	90 %
9	Staff research rate	1 publication	0.8 publication
10	Syllabus – Learning Outcome Compatibility/Achievement Rate	70 %	85 %

The general indicators shown in the table above show the excellent satisfaction of students especially with teaching resources, which is in the period 2020-2021 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 for the master study program.

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

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Excellent tutorship for completion of diploma thesis and completion of research-based coursework; • Coursera for Campus a new learning resource added; • Academic staff specialized to facilitate learning in the courses they teach; • Average satisfaction with the grade higher than 4.0 with learning resources illustrated in Annual Quality Reviews of programs; • Library use-rate and e-book rate show excellent satisfaction of students with learning resources; 	<ul style="list-style-type: none"> • 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;
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Integrate all these resources into a single e-learning resource; 	<ul style="list-style-type: none"> • Some professors may resist in short-term to adapt to new e-learning changing social dynamics;

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 that contribute to

economic growth, sustainable development and advancement of teaching, learning, and research in the built environments. One unique teaching methodology is research-based teaching in unique thematic research areas that contribute to the advancement of research in the built environment.

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.

Recommendation: Increase the research output of College's staff in year 2021-2022

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

Table 8: SWOT Analysis against Research and Scholarly Activities

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Research thematic areas are unique and linked with the mission of the institution; • 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. 	<ul style="list-style-type: none"> • No sufficient impact factor publications in research thematic areas in multi disciplinary fields; • Lead Scholar Development Support Grant was not able to sufficiently promote work across disciplines within the Department of Real Estate among various senior professors;
<ul style="list-style-type: none"> • Young Researcher Development Support Grant; • Lead Scholar Development Support Grant; 	
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Strengthen Young Researcher Development Program and strengthen the Lead Scholar Development Program to promote joint scientific work of senior professors across disciplines; 	<ul style="list-style-type: none"> • Cross-disciplinary joint research may be challenging in short-term due to pressure dynamics by department head research interests;

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.

The feedback of the industry especially through the Program Industrial Board in the adoption of the new study program Management of Real Estate and Infrastructure (BA) with special emphasis on the formulation and definition of learning outcomes can be seen in the link [http://www.eukos.org/repository/docs/Procedure of approval of review of curricula 2020.pdf](http://www.eukos.org/repository/docs/Procedure_of_approval_of_review_of_curricula_2020.pdf)

The industry is involved also in the Annual Program Review as it can be seen in the link [http://www.eukos.org/repository/docs/Master Program Review 2019-2020.pdf](http://www.eukos.org/repository/docs/Master_Program_Review_2019-2020.pdf) where industry approves the findings related to the employability of graduates.

Also, the industry evaluated the master study program through annual survey and findings are very satisfactory as they can be seen in the link http://www.eukos.org/repository/docs/Industry_review_2020-2021.pdf

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.

The following recommendations arose from the industry survey of the program for academic year 2020-2021.

RECOMMENDATION:

- *More practical visits in the 2021/2022 which lacked due to pandemics;*
- *More guest speakers that will address issues that boost performance of construction businesses directly;*
- *Hybrid teaching in which guest speakers and projects with industry are key;*

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 contributes 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 especially for the master program since the bachelor program is a new program accreditation.

- Alumni report master in http://www.eukos.org/repository/docs/Alumni_Report_MA_2020.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

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

Table 9: SWOT Analysis against Industry and Stakeholder involvement

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • 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; • 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; • 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; • ESLG graduates achieving best results in Real Estate Appraisal Licensing Exam; 	<ul style="list-style-type: none"> • NGOs involved in sustainability were not sufficiently involved so far;
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Establish a better NGO involvement mechanism in educational processes of the College; 	<ul style="list-style-type: none"> • 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;

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;

Quality reviews are conducted as separate reports and are published in the website of College ESLG. All these fragmented reports become integral part of Annual Internal Self-Evaluation Report based on Quality Assurance Manual of College ESLG. Subsequently, the strategy for improvement is drafted supported by an Annual Action Plan.

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>

The following reviews are done annually:

Semester reviews:

- Winter Semester 2020-2021 that is available online in http://www.eukos.org/repository/docs/Semestral_quality_review_Winter_Semester_2020-2021.doc.pdf
- Spring Semester 2020-2021 that is available online in http://www.eukos.org/repository/docs/Semestral_quality_review_Spring_Semester_2020-2021.pdf

Annual review that includes the findings and recommendations of semester reviews:

- Annual review 2020-2021 that is available online in http://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2020-2021.pdf

The following reviews are done for 2020-2021 before as fragmented reports become part of holistic Annual Internal Self Evaluation Report based on Quality Assurance Manual of ESLG:

- Master program quality review based on students program evaluation 2020-2021, which can be seen in the link http://www.eukos.org/repository/docs/Review_of_study_program_from_students_perspective_2020-2021.pdf
- Master program quality review based on academic staff evaluation 2020-2021, which can be seen in the link http://www.eukos.org/repository/docs/Staff_review_2020-2021.pdf
- Master program quality review based on alumni evaluation 2020-2021, which can be seen in the link http://www.eukos.org/repository/docs/Alumni_review_2020-2021.pdf
- Master program quality review based on industry evaluation, which is approved and signed by Industry Council representatives at College ESLG, which can be seen in the link http://www.eukos.org/repository/docs/Industry_review_2020-2021.pdf

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.

Recommendation:

- *Strengthen the exit and qualitative review training for QA Office;*
- *Organize a training in Multivariate Statistical Analysis for QA Commission;*

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

Table 10: SWOT Analysis against Effectiveness of Quality Management

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Quality reviews are very effective and reflect different stakeholder views; • 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; • All reviews are transparent including the course evaluation forms, which show students that their voice is very important and heard; • Qualitative feedback also offered by stakeholders; • Program evaluations completed from students, staff, alumni and industry; • Program evaluations are mandatory for students and staff and pop up after login; 	
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Establish a better alumni tracking mechanism and design better surveys with them; 	<ul style="list-style-type: none"> • Private construction sector companies hesitate to provide feedback and do not respond in large numbers;

