



ESLG College

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

(RE-ACCREDITATION)

SELF-EVALUATION REPORT

14.01.2023, PRISHTINA

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1. INTRODUCTION

2. BRIEF OVERVIEW OF THE INSTITUTION

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 Kampusit 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)
- Management of Real Estate and Infrastructure (BA)

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;
 - 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. 3038/2021 of State Council of Quality on accreditation of the bachelor study program Management of Real Estate and Infrastructure (BA) for a three year period 01.10.2021-30.09.2024;
 - Institutional evaluation concluded by Decision No. 653/22 of State Council of Quality on institutional re-accreditation for a three year period 01.10.2022-30.09.2025;

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

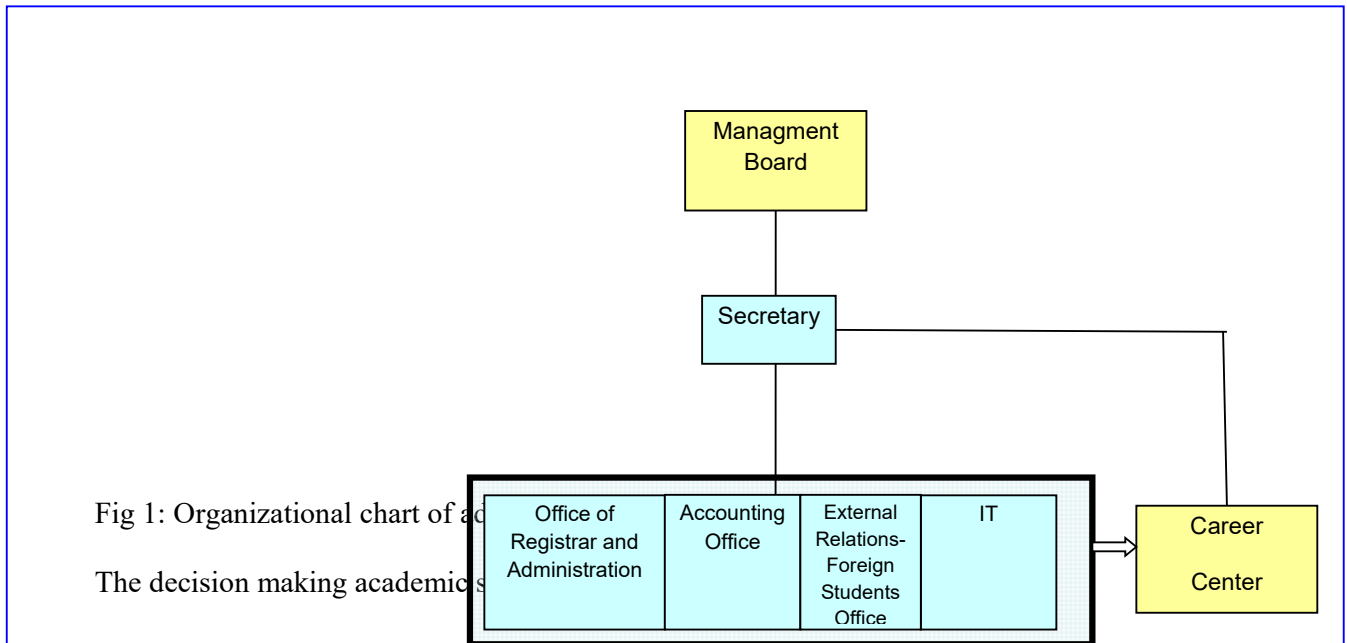


Fig 1: Organizational chart of administration of the College and the program is presented in Figure 1 below.

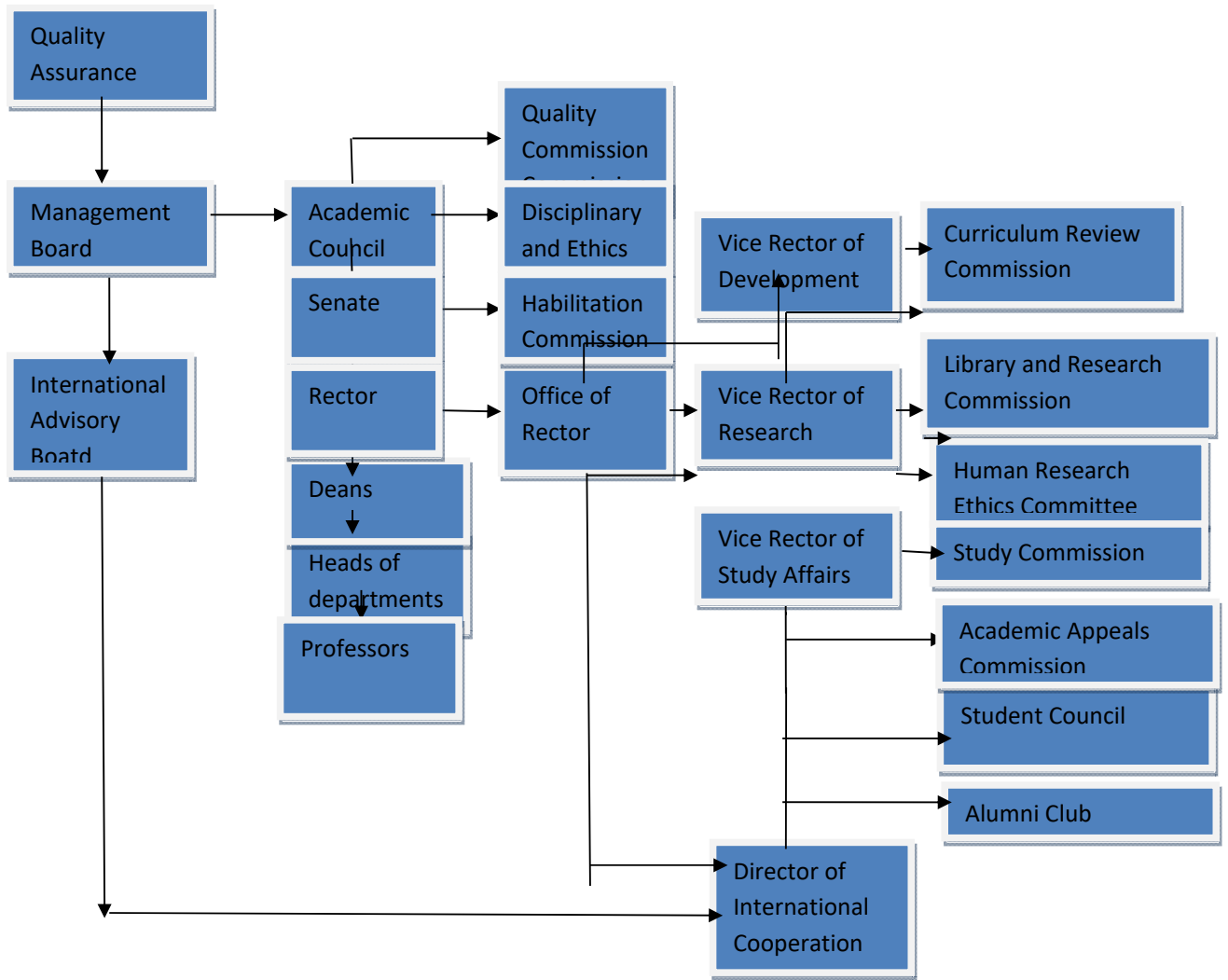


Fig 2: Organizational chart of academic decision-making structures

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

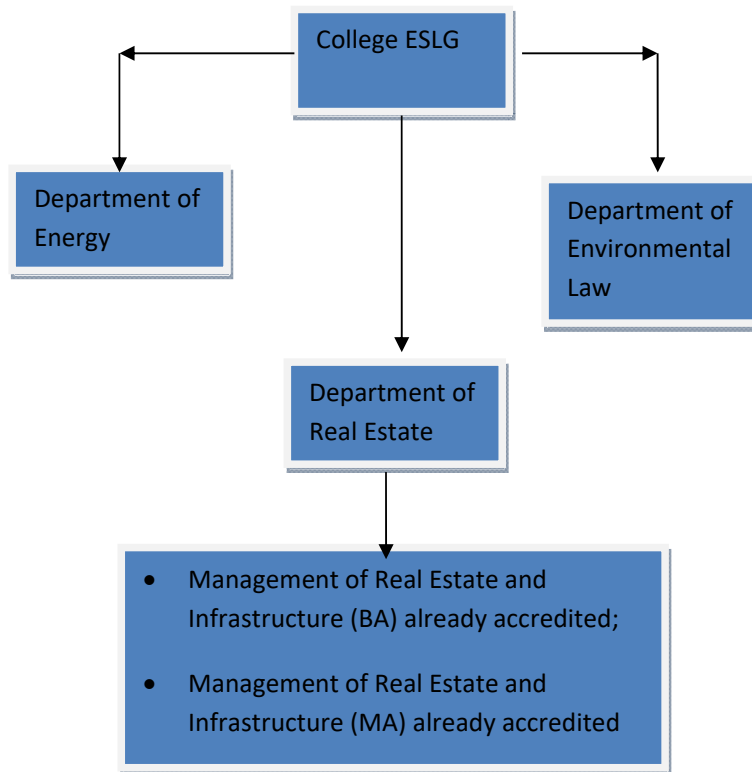


Fig 3: Current organizational thematic structure

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 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:

- 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 analyse 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.

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>

⁴ <https://data.consilium.europa.eu/doc/document/ST-8546-2019-INIT/en/pdf>

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.

2.1. Program first page: Management of Real Estate and Infrastructure (BA)

<i>Name of the institution</i>	BPRAL College ESLG
<i>Faculty/Department</i>	Real Estate
<i>Main Campus or Branch</i>	Main Campus
<i>The program applies to Branch</i>	No
<i>Name of the study program</i>	Management of Real Estate and Infrastructure (MA)
<i>Person responsible</i>	Prof. Dr. Visar Hoxha
<i>Accreditation/Reaccreditation</i>	Re-Accreditation
<i>NQF Qualification Level</i>	NQF Level 7
<i>Academic degree conferred</i>	Master of Arts in Management of Real Estate and Infrastructure
<i>ECTS</i>	120
<i>Program profile (specialization)</i>	Business studies/management sciences
<i>Erasmus Code</i>	04.0
<i>Type of study</i>	Full-time
<i>Number of students</i>	120
<i>Minimum duration of study</i>	2 years

3. MISSION, OBJECTIVES AND ADMINISTRATION

Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.

The mission of the 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 study program is available online in <http://www.eukos.org/?page=2,99>

The main strategic objective of the program is to advance holistic knowledge of real estate for sustainable urbanization in Kosovo through innovative research-based teaching.

The other strategic objective of the program under evaluation is to equip construction industry leaders and managers with the most up to date knowledge and skills of the industry in order to enable them to lead innovatively in their organizations, increase the performance, efficiency and sustainability of the sector of real estate in Kosovo and educate them on the relevance of construction and development of real estate in a sustainable manner by saving energy and being friendly with the environment.

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 for the benefit of community. The institutional mission is available online in <https://www.eukos.org/?page=2,132>

In response to the recommendation of Expert Evaluation Team assessing the program Management of Real Estate and Infrastructure (MA) in 2020 recommending “*ET recommends thoroughly revision of the existing College’s mission, which is currently not mentioning their primary teaching and research field, the construction industry*”, which can be seen on pages 8 and 27 of the Expert Evaluation Report in the link <https://drive.google.com/file/d/1uV5kdK4SkwOWxK-snI6aZUBCnCFvCfwS/view?usp=sharing> the College’s mission underwent a change, whereby the following paragraph was added: “*sustainable development, and advancement of teaching, learning, and research in the built environments*”. The final institutional mission statement was again subject to evaluation by Expert Evaluation Team in 2021 assessing the study program Management of Real Estate and Infrastructure (BA), whereby the EET assessed the mission standard as Fully Compliant and rendered no recommendations, which can be seen on page 7 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2020/10/ESLG_Management-of-Real-Estate-an-Infrastructure_BA.pdf implying that College ESLG successfully addressed the recommendation of the EET 2020.

Further, the mission of the institution has undergone a slight change since the institutional evaluation in 2022, whereby the Expert Evaluation Team assessing the institution recommended to “*refine the mission formulation to clearly include College’s community contribution*”, which can be seen on page 7 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf

In response to the experts' recommendation the wording for the benefit of the community has been added to clearly reflect the community's contribution of the ESLG's institutional mission.

The mission of the program corresponds to the overall mission of College ESLG in the way that the development of leaders in the construction and real estate industry 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 development of real estate and construction industry leaders 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 instilling in real estate leaders the values of sustainable construction that involves sustainable management of 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 the values of sustainable construction, energy efficiency, and environmental protection instilled in real estate leaders enhance the quality of urban living and are one step towards sustainable urbanization. Further, the mission of the program contributes to SDG 3 (Good Health and Well Being), because the values of sustainable construction, energy efficiency, and environmental protection directly contribute to the good health and well-being of occupants and communities. Further, the mission of the program corresponds with the institutional mission because the development of construction and real estate leaders with values of sustainable construction, energy efficiency, and environmental protection contribute in the future to the advancement of knowledge, innovation, and research in the built environments. Finally, the development of real estate leaders with values of sustainable construction contribute to the quality of living of community.

Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

The programme learning outcomes, content and teaching methods are designed on the basis of Kosovo Qualification Framework and the Framework for Qualifications of the European Higher Education Area. The program learning outcomes of the study program under evaluation are consistent with the Framework for Qualifications of the European Higher Education Area because the defined learning outcomes enable students to demonstrate knowledge and understanding, apply their knowledge and understanding, can communicate information, ideas, problems and solutions, and have developed those learning skills, which are all required learning outcomes under the Framework for Qualifications of the European Higher Education Area and Kosovo Qualifications Framework.

The program learning outcomes enable students to critically understand the key theories, principles and conceptual knowledge (knowledge under NQF 7), develop creative responses to problems (skills under NQF 7) and manage teams (competencies under NQF 7) and plan and execute a research project (skills under NQF 7) as foreseen by the Kosovo National Qualifications Framework.

In addition, the program learning outcomes enable students to achieve highly specialized knowledge, critically review knowledge gained in the field, manage and transform work and study that is complex, and takes responsibility to contribute to knowledge and practise, which are fully in line with learning outcomes foreseen for Level 7 by the Framework for Qualifications of the European Higher Education Area Level 7.

On the other hand, the professional advice of the following stakeholders was considered during the definition of learning outcomes:

- Supervisory Board of Licensing of Real Estate Appraisers;
- Real estate appraisal companies;
- Real estate agencies;
- Construction companies;
- Infrastructure companies;
- Architecture bureaus;
- Sustainable facility management company;

All stakeholder representatives were involved in the Learning Outcomes Definition. The sessions were held electronically via email, where the draft with definition of learning outcomes was circulated from the members of Working Group on Definition of Learning Outcomes and Program Industrial Board. Each stakeholder provided feedback electronically with email and the final input was included by the Working Group, which was submitted to the Academic Council of College ESLG for approval. The Working Group took into account also the Bloom taxonomy to draft other learning outcomes that are not part of key knowledge, skills, and competencies provided for by the Kosovo National Qualifications Framework and Framework for Qualifications of the European Higher Education Area for Level 7 education.

In selection of interviewees that were consulted in the definition of Program Learning Outcomes, the purposive sampling was used. The purposive sample was as follows:

Name	Profession	Contact
Albana Shala	Chair of Supervisory Board of Licensing of Real Estate Appraisers and Head of Department of Property Taxes of Ministry of Finance	https://mf.rks-gov.net/page.aspx?id=2,66 and https://cms.pribank-ks.com/sq/2022/11/01/albana-shala-bunjaku-anetare/
Mendim Blakaj	CEO of real estate appraisal company MDM Real Estate	https://mdm-ks.com/rreth-nesh/
Edmond Belegu	CEO of ANEM Real Estate	https://anem-ks.com/en/agent/20-edmond-belegu.html
Halil Jahaj	CEO of ALFA I energy efficiency construction and infrastructure company	https://alfa-i.com/
Lulzim Zyla	Managing Partner of ELEN energy infrastructure company	https://elen-ks.com/wp-content/uploads/2022/12/Profili-elen-per-website-.pdf
Fahrush Azemi	CEO of AEK Kosova	https://www.facebook.com/aek.kosova

	architectural firm	
Besnik Vrella	CEO of Shtëpiaku FM Company	http://www.shtepiaku.com/

The consultations with the respective stakeholders mostly focused on definition of program learning outcomes, didactic methods used to achieve the program learning outcomes, and curriculum overview. Since the nature of online interviews with respective stakeholders was qualitative, the meaning saturation can be achieved in an amount of 91 % by the sixth interview as suggested by Hennink et al. (2017).¹

Upon consultations of Kosovo Qualifications Framework, Framework for Qualifications of European Higher Education Area, and respective stakeholders, the following intended learning outcomes of the study program were drafted:

On successful completion of this programme students should be able to:

1. Critically understand the key areas of property industry, property law, and sustainable forms of urban development and designs.
2. Critically review the real estate registration system.
3. Compare the different investment and real estate development projects, housing policies, and property registration systems in Kosovo and EU;
4. Evaluate the different categories of real estate negotiation agreements, development projects, and housing policies;
5. Develop creative responses to architectural forms, materials, and infrastructure that save energy and add value to real estate.
6. Achieve highly specialized and advanced knowledge in particular areas of property industry, sustainable materials, entrepreneurship, and real estate valuation;
7. Create systematic understanding of real estate appraisal methods, GIS application for real estate investments
8. Manage teams in providing critical analysis of phenomena, trends, and reforms in the real estate industry and take responsibility to contribute to knowledge in the field of real estate.
9. Advance analytical and problem-solving skills that can be applied in the problem-solving of complex real estate investment and infrastructure projects.
10. Plan and carry out research project in the area of real estate management;

Learning outcome 1 is fully in line with the Level 7 Learning Outcomes Guidelines of National Qualifications Framework (understand the key theories, principles and conceptual knowledge - knowledge). Additionally, Learning Outcome 4 is fully in line with the Level 7 of Learning Outcomes Guidelines of National Qualifications Framework (develop creative responses to problems – skills). Further, Learning Outcomes 8 and 10 are fully in line with the Level 7 Learning Outcomes Guidelines of National Qualifications Framework (manage teams and plan and execute research project – competencies). Finally Learning Outcome 10 is fully in line with the Level 7 Learning Outcomes Guidelines of National Qualifications Framework (plan and execute the research project).

Learning outcome 2 is fully in line with the Guidelines for Learning Outcomes of Framework for Qualifications of the European Higher Education Area Level 7 (critically review

¹ Hennink, M.M., Kaiser, B.N. and Marconi, V.C. (2017), "Code saturation versus meaning saturation: how many interviews are enough", *Qualitative Health Research*, Vol. 27 No. 4, pp. 591-608.

knowledge gained in the field). Learning Outcome 8 is fully in line with Guidelines for Learning Outcomes of Framework for Qualifications of the European Higher Education Area Level 7 (take responsibility to contribute to knowledge).

Learning Outcome 4 (evaluate), Learning Outcome 7 (create), and Learning Outcome 9 (analyse) were drafted in accordance with the Bloom taxonomy and the higher skills needed for Level 7 higher education programs.

Program learning outcomes are transparent to all stakeholders in <https://www.eukos.org/?page=2,93>

Program learning outcomes were formulated upon taking into account the opinion of stakeholders as described above using a mixed academia and industry Board as requested by Expert Evaluation Team 2020 assessing the master program, which can be seen on page 27 in the [link https://drive.google.com/file/d/1uV5kdK4SkwOWxK-snI6aZUBCnCfVcfwS/view?usp=sharing](https://drive.google.com/file/d/1uV5kdK4SkwOWxK-snI6aZUBCnCfVcfwS/view?usp=sharing)

Standard 1.3. The study program has a well-defined overarching didactic and research concept.

The study program has the ratio of 60 % to 40 % between theory and practice. The study program is designed to have 40 % of curricula covered with practical case studies, guest speakers, simulations, and critical reviews. Also the research part is included in the curricula in which students are able to conduct original and empirical research during studies and during diploma thesis in accordance with the Research Strategy of College ESLG 2021-2026, which is available online in https://www.eukos.org/repository/docs/Research_Strategy_of_College_ESLG_2021-2026.pdf in the following areas:

- 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 didactic concept is aligned with the learning outcomes. The constructive alignment of learning outcomes with teaching activity and assessment methods has been done in the academic year 2022-2023 for the study program Management of Real Estate and

Infrastructure (MA) in accordance with the guidelines set forth by the Guide for Constructive Alignment of Learning Outcomes with the Teaching Activity and Assessment Methods, which is available online in https://www.eukos.org/repository/docs/Guide_for_constructive_alignment_of_learning_outcomes_and_assessment_College_ESLG.pdf

Prior to constructive alignment which has been done in 2022-2023, the curriculum mapping has been carried out, whereby course learning outcomes are mapped with Program Learning Outcomes.

Students in the program participate in a variety of active teaching and learning methods designed to ensure active learning from students and achievement of learning outcomes. These include case studies, project work, problem-based learning, and simulated learning. Study, guest and visiting speakers from the industry are important features of the teaching and learning process. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, visiting speakers, and group work. The emphasis of the program is on practical and relevant industry knowledge. The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course has a detailed syllabus, which is more detailed than a course programme and describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules. The course learning outcomes are fully mapped with the program learning outcomes and constructively aligned with the teaching activity.

Students participate in a range of teaching and learning strategies that are designed to encourage active learning: A variety of teaching methods employed across all departments offer possibilities for active learning. These include case-studies, project work, problem-based learning, simulated learning, and research-based learning. Site visits and practice placements are important features of the teaching and learning process. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, visiting speakers, group work, and e-learning. The use of these teaching methods is enabled by a favourable teacher-student ratio and small classes. Our emphasis on practical and relevant industry knowledge is a key feature of educational programs. The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course has a detailed syllabus, which is more detailed than a course programme and describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules.

- Lectures – Lectures in most of the subjects are mostly practice-oriented that assume active participation in hands-on assignments and teamwork, which enables students to achieve the learning outcome 1 (Critically understand the key areas of property industry, property law, and sustainable forms of urban development and designs).
- Case study exercises – Case study exercises of different phenomena in civil and private law are carried out. In this case study exercises students carry out scenario

analysis and create various options and solutions to various problems from the field of real estate. In this way, students learn how to achieve learning outcome 5 (Develop creative responses to architectural forms and materials that save energy and add value to real estate) and Learning Outcome 7 (Create systematic understanding of real estate appraisal methods). The case study exercises especially in the course of Real Estate Appraisal enable the students to achieve the program learning outcome No. 7. Case study exercises in various courses also enable students to achieve the learning outcome 9 (Advance analytical and problem-solving skills that can be applied in the facility management of buildings in the operation phase).

- Critical reviews – Critical reviews are a didactic concept through which the professor attempts to have students be involved in critical review of real estate registration system. Students will be able to interpret the framework of real estate registration system and critically review and appraise the system. With critical reviews, the students will be able to achieve the Learning Outcome 2 (Critically review the real estate registration system).
- Evaluations and opinions – During the classes, the students will be engaged in group work whereby they evaluate the real estate negotiation agreements and provide create creative solutions for the improvement of legal wording of real estate agreements used during negotiations. Evaluations and opinions are a strong didactic concept to achieve the Learning Outcome 4 (Evaluate the different categories of real estate negotiation agreements).
- Policy memo – Policy memo is a strong didactic concept through which students are asked to provide creative responses to the improvement of architectural forms and materials that save energy. Policy memos as a didactic concept are exercised as if they were submitted to construction companies, zoning decision-makers, and energy efficiency decision-makers. Policy memo is a didactic concept that serves to achieve Learning Outcome 5 (Develop creative responses to architectural forms and materials that save energy and add value to real estate)
- Research skills - Students participate in an active research project of the College ESLG either as an assignment or real research project in which academic staff is involved. Then if the research project is successful and published in an impact factor journal, the successful students will serve as co-authors of the published peer-to-peer article. This enhances the research skills of students and enhances collaboration between professors and students in the innovative research areas of real estate interdisciplinary fields. Students will also be able to be involved in contract research of the College, through which they will achieve the Learning Outcome 10 (Plan and carry out research project in the area of real estate management). The research can also be of comparative nature through which students will achieve the Learning Outcome 3 (Compare the different investment and real estate development projects).
- Study visits and guest speakers – Through study visits in highly specialized real estate firms and through guest speakers from the ranks of renowned industry members students will be able to achieve the learning outcome 6 (Achieve highly specialized and advanced knowledge in particular areas of property industry, sustainable materials, entrepreneurship, and real estate valuation).

- Interdisciplinary activity – Interdisciplinary activities are used in the courses where interdisciplinary facets of the real estate management are included. Students are divided into groups, through which they manage teams in critically analysing the phenomena, trends and reforms in the real estate industry. The Interdisciplinary Activity is done gradually in the class, which culminates with the Project Activity Report. This didactic method enables students to achieve the program learning outcome 8 (Manage teams in providing critical analysis of phenomena, trends, and reforms in the real estate industry and take responsibility to contribute to knowledge in the field of real estate).
- Monte Carlo Simulation – Monte Carlo Simulations are used in developing the skills of students in problem-solving of complex real estate investment and infrastructure projects. Monte Carlo Simulations are a didactic concept used to achieve the Learning Outcome 9 (Advance analytical and problem-solving skills that can be applied in the problem-solving of complex real estate investment and infrastructure projects)

The research concept of the study program under evaluation is that students mostly conduct their empirical and comparative research in each of the courses. Students develop empirical research skills through essay assignments in each class and later they perform more advanced research in the diploma thesis. Students also perform in collaboration with course bearers also research for the industry in the following thematic areas:

:

- 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 industry through its representatives in the Program Industrial Board generate feedback about the research that the program staff and students can do for them in the abovementioned fields. Students are involved in the research projects done for the industry, which on many occasions is also commercialised.

Also the research concept of the program revolves around master diploma thesis, which in many instances is to be completed upon recommendations of the industry.

Commercialization of research output for the industry by including students is an important segment of the research concept of the program under evaluation.

The research is also done in close collaboration with law firms mainly addressing and exploring qualitatively various issues of interest for the firms in the field of real estate.

The research integrity at the College for both students and professors is regulated with the Research Integrity Policy of College ESLG available online in the website in the link http://www.eukos.org/repository/docs/Research_Integrity_Policy_of_College_ESLG.pdf

The research concept was described above in response to the recommendation of Expert Evaluation Team 2020 assessing the master program, which can be seen on page 27 in the link <https://drive.google.com/file/d/1uV5kdK4SkwOWxK-snI6aZUBCnCFvcfwS/view?usp=sharing>

Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.

The highest regulatory document of College ESLG, which regulates and addresses recurring procedural or academic issues at institutional and program level is the Statute of College ESLG. The statute of College ESLG regulates the issue of autonomy of the institution, the organization of college, the college units such as faculties or departments, the Alumni Club. The Statute of College regulates the issues of college bodies such as Management Board, Academic Council, Senate, Student Council, and College Commissions as described in the introduction part of the present SER. Further the Statute regulates the responsibilities of Management Board, Academic Council, Senate, Rector, Vice-Rector and respective Deans. The composition of Student Council is also regulated by the Statute of College ESLG. The statute explains also the types of commissions and their respective responsibilities such as Disciplinary and Ethics Commission, Habilitation Commission, Study Commission, and Quality Commission. The Statute also regulates the issue of study programs, academic degrees, composition of study programs, and study obligations and duration in terms of years and ECTS credits. Also the ECTS credits that can be accumulated through internships. To this end, the Statute of College ESLG also provides for types of studies (regular and part-time) and transfer between study programs. The Statute also provides for the language of instruction, the start and the end of academic year (01 October – 30 September). The Statute also explains for types of enrolment and progress and advancement from one year to another. Also, the Statute provides for types of academic titles that can be awarded by College ESLG independently to its own academic staff such as Assistant, Lecturer, Assistant Professor, and Professor in accordance with the Kosovo applicable law. Statute of College ESLG is transparent and available online in the website http://www.eukos.org/repository/docs/COLLEGE_STATUTE.pdf

The Study Regulation of College ESLG regulate the organisation and running of courses and academic studies at master level. The volume of studies of Management of Real Estate and Infrastructure (MA) is 120 ECTS earned through theoretical and practical classes, independent work, and diploma thesis research. All these activities are accomplished during the 2-year programme (4 semesters). Studies are carried out in accordance with the Study Regulation of College ESLG and Statute of College ESLG. The study regulation also

explains enrolment procedures, advancing to next year, and faster advancement, repetition of academic year, conditional enrolment into higher year, student status (termination of student status and graduation year status), continuation of studies after cessation, and completion of studies, deciding on a topic and choosing a mentor for final diploma thesis, mentorship, preparation and submission of diploma work, defense of thesis and procedure for diploma thesis defense, and plagiarism statement. The Study Regulation also stipulates in its subsequent chapters the issues of Revocation of academic and scientific degree, Examination and evaluation of knowledge and examination regulations, Disciplinary responsibility of students, Awards and commendations, Carrying out academic requirements as a citizen, and International exchange of students. Study Regulation of College ESLG, where all procedures are explained can be found in http://www.eukos.org/repository/docs/Study_Regulation_of_College_ESLG_01.10.2015.pdf

In this regard, student assessment is regulated by by Regulation on Evaluation and Progress of Students. Student evaluation is continuous and evaluation method is clearly defined by each professor in the course syllabus. Student has the right to three examinations in total. In reexamination, percentages acquired by continuous evaluation are reset, and only the percentage acquired in the reexamination shall be considered for the grade in reexamination. The regulation is available online in <http://www.eukos.org/?page=2,150>

The process of assessment and selection of assessment types are guided by Guidelines for Student Assessment of College ESLG. The Guidelines for Student Assessment are available online in http://www.eukos.org/repository/docs/Guidelines_for_Student_Assessment_ESLG.pdf

The administration of exams is regulated by Regulation on administration and assessment of exams which is transparent in http://www.eukos.org/repository/docs/Regulation_on_Administration_of_Exam_and_Assesment.pdf

Students who contest the grade have the right to appeals procedure, which is regulated and described in details in <http://www.eukos.org/?page=2,151>

The Grading Policy of College ESLG is regulated by Grading Policy, which is available online in <http://www.eukos.org/?page=2,158>

With regards to diploma thesis, the procedure of diploma thesis and format of diploma thesis is regulated in details by the Regulation on Diploma Thesis BA and MA, which is available online in <http://www.eukos.org/?page=2,153>

In relation to academic process, an important policy and guideline is the Academic Integrity Policy of College ESLG, which regulates the academic integrity standards related to academic staff, students, plagiarism, cheating, academic interference, facilitation of academic integrity violations, misconduct in research, responsibility to file an accusation for academic integrity violation, and disciplinary authorities. The Policy is available online in <http://www.eukos.org/?page=2,133>

The written work of students and plagiarism that may arise during written work is regulated by Plagiarism Prevention Policy that is available online in http://www.eukos.org/repository/docs/Plagiarism_prevention_policy_final.pdf

An important element related to academic process is also the research process, which is used as part of student work, diploma thesis, and professor work, which integrity is regulated by Research Integrity Policy of College ESLG that regulates the following:

- obligations and responsibilities of researcher community at College ESLG;
- misconduct in research, which defined separately also in the Academic Integrity Policy of College ESLG;
- procedures that must be initiated when there is reasonable grounds to suspect of misconduct in research;

The Research Integrity Policy is available online in [http://www.eukos.org/repository/docs/Research Integrity Policy of College ESLG.pdf](http://www.eukos.org/repository/docs/Research_Integrity_Policy_of_College_ESLG.pdf)

The quality assurance processes at program level deal with all the aspects of program planning and delivery, hence they are designed to enhance service and programme delivery, which include review of quality procedures, governance, teaching and research at the program/department, student admission, progression and graduation, staff selection, recruitment and development, student support services, physical infrastructure and equipment, and public awareness about the mission of the study program.

The College ESLG has procedures for design, review and approval of new and existing programmes as provided for by Regulation and procedure of development/review and approval of new and existing curricula. Student representatives, academic staff, and industry representatives are involved in the processes of design, review, and approval of new and existing curricula. The Regulation on Design, Review and Approval of New and Existing Programmes is available online in <http://www.eukos.org/?page=2,136>

The quality assurance system and processes are guided by the Quality Assurance Manual of College ESLG. The College ESLG does a periodic internal program evaluation and Self evaluation report in accordance with the standards set out in the Quality Assurance Manual of ESLG. The Quality Assurance Manual of College ESLG can be found in [http://www.eukos.org/repository/docs/Quality Assurance Manual of College ESLG.pdf](http://www.eukos.org/repository/docs/Quality_Assurance_Manual_of_College_ESLG.pdf) , whereas the self-evaluation procedure is carried out in accordance with the Regulation on Evaluation and Self-Evaluation of College ESLG, which is available online in <http://www.eukos.org/?page=2,136>

The application procedures for students are regulated by the Regulation on Admission and Transfer of Students to Master studies, which regulates the admission to first year, admission to second year and transfer from other accredited study programs. The Regulation is available online in [https://www.eukos.org/repository/docs/Regulation \(MA\) of admission and transfer.pdf](https://www.eukos.org/repository/docs/Regulation_(MA)_of_admission_and_transfer.pdf)

Further, the application procedure is described in <http://www.eukos.org/?page=2,204> , whereas tuition fees are described in <http://www.eukos.org/?page=2,125> . The scholarships policy is described in <http://www.eukos.org/?page=2,143>

Students have the right to appeal against the unsuccessful decision on admission. The appeals procedure is regulated by Admission Appeals procedure available online in <http://www.eukos.org/?page=2,127>

The College ESLG also regulates the application procedure for students with disabilities, which is available online in <http://www.eukos.org/?page=2,126>

Both prospective and existing students have access to all program information and program structure online, where all program structure and course syllabi can be downloaded online with all academic staff foreseen to teach every course. Program information that include the program objectives, the mission of the program, and learning outcomes is available online in <https://www.eukos.org/?page=2,99> . On the other hand, the program structure from which all course syllabi can be downloaded is available in <https://www.eukos.org/?page=2,95>

Students can also click to see the CV of each professor, in which all the CV and publications of professor are presented, including the consultation hours for students.

On the other hand issues related to staff development, staff workload, staff selection procedures and staff application are regulated with policies and respective procedures.

The staff promotion is regulated by ESLG's Regulation on Standards for Election into Higher Academic Titles, which is available online in <https://drive.google.com/file/d/1vSA9wTPoSvXmkdz8Xsf7DMZZwaP1fO1M/view>

On the other hand, staff workload policy is regulated by the Staff Workload Policy that is available online in [http://www.eukos.org/repository/docs/College ESLG Faculty Workload Policy Regulation .pdf](http://www.eukos.org/repository/docs/College_ESLG_Faculty_Workload_Policy_Regulation.pdf)

The staff appraisal is regulated by Staff Appraisal and Development Policy, Staff Appraisal and Development Policy in [http://www.eukos.org/repository/docs/Staff Appraisal and Development Policy.pdf](http://www.eukos.org/repository/docs/Staff_Appraisal_and_Development_Policy.pdf) which regulates the performance appraisal criteria and development.

Further, the staff application procedure is described and is available online in <http://www.eukos.org/?page=2,206>

Staff selection procedures are described in the website and are transparent in the link <http://www.eukos.org/?page=2,167>

A comprehensive set of policies and regulations that regulate all the rights and responsibilities of staff, recruitment processes, supervision, performance evaluation, promotion, support processes, and professional development are all included in the Staff Handbook of College ESLG, which is available to both academic staff, administrative, and all stakeholders online in the link <http://www.eukos.org/?page=2,231>

The rights of staff are as follows:

- Right to academic freedom described in <http://www.eukos.org/?page=2,247>
- Right to promotion described in <http://www.eukos.org/?page=2,239>

- Right to determined compensation scheme described in <http://www.eukos.org/?page=2,240>
- Right to staff recognition described in <http://www.eukos.org/?page=2,243>
- Right to Professor Emeritus Recognition Title described in <http://www.eukos.org/?page=2,246>
- Right to Sabbatical Leave described in <http://www.eukos.org/?page=2,238>
- Right to be protected from discrimination and harassment described in <http://www.eukos.org/?page=2,244>

Responsibilities of staff included in the Staff Handbook are:

- Responsibility to disclose the conflict of interest described in <http://www.eukos.org/?page=2,233>
- Maintaining student discipline described in <http://www.eukos.org/?page=2,234>
- Responsibility not to discriminate and harass others described in <http://www.eukos.org/?page=2,244>

As part of staff development stages, College ESLG foresees the following staff development stages: a) formation phase, b) expansion phase for mid-career professors, and c) generativity for late career faculty staff. These phases are described in <http://www.eukos.org/?page=2,207>

The Staff Development opportunities are also explored and identified as part of the procedure described in the Staff Handbook called Post-Tenure Review. The Post-Tenure Review procedure is described in <http://www.eukos.org/?page=2,245>

The issues related to organization and association of students is regulated by the Regulation of Student Council that is available online in https://www.eukos.org/repository/docs/Regulation_of_Student_Council.pdf, whereas the election of Student Council is regulated by Regulation of Election of Student Council, which is available online in https://www.eukos.org/repository/docs/Regulation_of_Election_of_Student_Council.pdf

Student rights and responsibilities are described here in <https://www.eukos.org/?page=2,209>

The detailed overview of regulations and policies is described in Standard 1.4 in response to the recommendation of Expert Evaluation Team 2020 assessing the master program, which can be seen on page 27 in the link <https://drive.google.com/file/d/1uV5kdK4SkwOWxK-snI6aZUBCnCFvCfwS/view?usp=sharing> seeking an improvement of guidelines and policies. The current regulations and policies described above regulate all the fields and represent a significant improvement, which was acknowledged by the Expert Evaluation Team 2021 assessing the bachelor program, who evaluated the Standard as Fully Compliant recognizing the significant improvement of guidelines and policies made by College ESLG as it can be seen on page 7 in the link https://akreditimi.rks.gov.net/wp-content/uploads/2020/10/ESLG_Management-of-Real-Estate-an-Infrastructure_BA.pdf

Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.

Teachers, associates, and all academic staff must observe and respect the Code of Ethics of Academic Staff. On the other hand, the administrative staff must respect and comply with the Code of Ethics of Administrative Staff. Finally, the students must respect and comply with the Code of Ethics and Conduct for Students. The basic ethical principles of the Code are freedom of thought and expression, integrity, enjoyment of one's rights and respect of other people's rights, respecting the integrity and dignity of the person, autonomy of scientific and teaching work, equality and justice, academic honesty, professionalism, impartiality, prohibition of discrimination and harassment.

Academic staff and all other members of the academic community must fulfil their academic obligations towards students, colleagues and employees professionally, objectively and with high level of impartiality and mutual respect. In cases of violation of Code of Ethics, the Dean or Rector initiates the proceedings before the Department or Faculty Disciplinary and Ethics Sub-Committee. Staff and students can appeal the decisions of the Disciplinary and Ethics Sub-Committee before the College ESLG's Ethics Committee as the highest authority for addressing potential violations of Code of Ethics.

The Academic Integrity for both staff and students is regulated by Academic Integrity Policy of College ESLG, whereas the research part is highly regulated by the Research Integrity Policy of College ESLG.

College ESLG also has a Preventive and Educative Plagiarism Prevention Policy.

The respective documents are available online in the following links:

- The Code of Ethics of Academic Staff is available online in https://www.eukos.org/repository/docs/Code_of_Conduct_of_Academic_Staff_revised_without_colors.pdf
- Code of Ethics of Students in https://www.eukos.org/repository/docs/Code_of_Conduct_for_Students_revised_without_color.pdf
- Code of Ethics of Non-Academic Staff http://www.eukos.org/repository/docs/Code_of_Conduct_of_non-academic_staff.pdf
- The Research Integrity Policy is available online in http://www.eukos.org/repository/docs/Research_Integrity_Policy_of_College_ESLG.pdf
- Academic Integrity Policy is available online in <http://www.eukos.org/?page=2,133>

In response to Expert Evaluation Team assessing the institution of College ESLG in the standard of academic integrity who rendered the following recommendations, which can be seen on page 9 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf :

- *Develop concise and clear provisions on sanctions in case of violations for students and academic staff.*
- *Define a maximum percentage of plagiarism for students and academic staff which is compliant with international standards.*

College ESLG on 20.10.2022 revised the Code of Conduct for Students and Code of Students for Academic Staff by developing concise and clear provisions on sanctions in case of violations for students and academic staff.

In the Code of Conduct of Students, College ESLG amended the following:

- Article 4 by extending the list of violations;
- Article 6 by extending the list of sanctions;
- Added Article 7 by developing clear considerations that Ethics and Disciplinary Commission can take into consideration during imposition of sanctions;
- Added Article 8 by developing clear and concise sanctions for different types of violations for students;

The amendments can be seen in the Code of Conduct for students in the link above.

In the Code of Conduct of Academic Staff, College ESLG amended the following:

- Added Article 8 by developing a clear and concise list of violations by academic staff in the capacities as a teacher, researcher, colleague, and employee of the College;
- Added Article 9 by developing a clear and concise list of sanctions;
- Added Article 10 by developing a clear and concise list of sanction guidelines for Ethics and Disciplinary Commission of College ESLG;

With respect to defining a maximum percentage of plagiarism for students and academic staff, College ESLG added the paragraph 4 of Article 4 of Code of Conduct of Students, which formulation is as follows:

- *The level of work submitted without proper citation allowed is 10 % of the assignment without bibliography, quotations, and small sources of up to 1 %*

The amendment can be seen in the Code of Conduct for students in the link above.

Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.

The main activities of the study program include the provision of undergraduate studies, implementation of research, provision of professional development courses for real estate agents and managers who have only secondary school degree but are already active members of construction management community, organising specialized courses in real estate appraisal, recording, and property law for students, professors, professionals, and other parties that are interested in the continuous professional development. The activities also include the provision of expertise on professional matters such as the provision of expertise on the inclusion of real estate appraisal on the Kosovo Law on Notary. The Department/Faculty is represented by the Head of Department/Dean who is elected for the term of four years by the Academic Council and approved by the Management Board.

The Faculty/Department Council is responsible to implement academic policies of the Faculty and the College in general and oversees and monitors the academic performance of the Faculty/Department. The Council is also responsible to propose and adopt study programs, issue guidelines for implementation of study programmes, and curricula. The Council meets at least twice per semester to review the performance of the program. The Department Head/Dean is responsible for academic and administrative management of the Faculty/Department.

The Quality Commission of the College is responsible for the review and development of the quality assurance processes throughout the College, the implementation of which are monitored by the Quality Assurance Office of the College.

If the programs are offered for the first time then they should be evaluated every year for next three years.

After re-accreditation by Kosovo Accreditation Agency, the study programs under consideration shall be subject to comprehensive evaluations every two years.

Evaluations of programs under consideration shall be in the form of self-evaluations. The program faculty may decide to perform external evaluation by a committee of peers or hire a program auditor to evaluate various aspects of the study program.

The peer program evaluation and program auditor evaluation can be used as complements to the self-evaluation.

The evaluation of study programs under consideration shall include the following:

- The study program's profile and structure;
- Whether the chosen methods of teaching and assessment are in accordance with the objectives of the study programme;
- Practical implementation;
- The number of applicants in relation to places offered for study programs;
- Program completion measured by percentage of students that fail or drop out of program;
- Grade distribution;
- Availability of resources;
- Availability of relevant literature for programs under consideration;
- Evaluation by the program director and his/her suggestions for improvements;

The program director shall ensure that the study program will be reviewed annually for the three first years after the first accreditation received. This is done in connection with the annual revision of the study program under consideration and its respective courses descriptions. The review must be done before 15 February for the spring semester.

The review is completed before the publication of study program descriptions for the upcoming academic year.

In the event major changes of the course or program descriptions are recommended, the quality assurance plan of the programs under consideration stipulates for transitional schemes for affected students.

The main objective of the Quality Commission is to ensure that the policies, processes and procedures set down in the College ESLG’s Quality Manual are implemented. The Quality Commission can have up to five members – two members are proposed by Faculty Council, two members are proposed by the Rector and one member represents Student Council. The Quality Assurance Officer from the Quality Assurance Office (which directly reports to the Management Board) is responsible for administrative support to the Quality Commission. The members that are proposed by the Faculty Council can come from the ranks of academic staff, research staff, administrative staff, and industry practitioners.

The Academic Council establishes the Disciplinary and Ethics Commission. The commission in question is responsible for the implementation and promotion of responsible Code of Ethics among academic staff and students on teaching, research, learning and management. The Disciplinary and Ethics Committee currently is composed of four members: three members are proposed by the Faculty Council one member by the Student body. The disciplinary and ethics commission will be responsible to handle complaints against academic staff, administrative staff and students.

The Quality Commission is responsible to monitor the academic performance of the program. In addition, the commission is responsible to produce quality enhancement measures at the program and institutional level. The Quality Commission implements a number of review and monitoring activities aimed at ensuring transparency in performance assessment and proposing changes to the quality assurance policy, structure, curriculum review, teaching, assessment, student support services, infrastructure and equipment and public information. The Quality Commission, supported by the Quality Assurance Office, produces the Annual Quality Report. It produces facts and figures using the Performance Assessment Indicators. The Annual Narrative and Statistical Report is submitted to the Faculty Council, Dean and ESLG’S Quality Commission. The challenges noted in the report are discussed annually with the aim of producing an Improvement plan as part of the Annual Plan.

The general indicators are outlined in the table below:

Indicators	Standards	2019-2020¹	2020-2021²	2021-2022³
Average grade of students enrolled	70 % of students enrolled have an average grade in master studies equal or higher than 7.5	52 %	90 %	90 %
Teaching quality, measure by evaluation forms	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0	4.5	4.8	4.63
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	4.3	4.76	4.72

¹ https://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2019-2020.pdf

² https://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2020-2021.pdf

³ https://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2021-2022.pdf

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	4.2	4.75	4.69
Average attendance	80 %	95 %	90 %	85 %
Group sizes	50 MA	45	45	40
Student retention	80 %	90 %	90%	90 %
Abandonment of studies	20 %	10 %	10 %	10 %
Library use	80 %	95 %	90 %	85 %
e-book and journal use	80 %	93 %	90 %	85 %
Transition between study years	90 % of students meet conditions for the next year	97.5 %	100 %	100 %
Average duration of studies up to graduation	3 years	2.5	3	3.5
PhD staff percentage at master studies, in terms of ECTS covered	100 %	100 %	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	4.5	4.3	4.3

The Faculty Performance Assessment Framework tracks the results and Key Performance Indicators that the organization has achieved in key outputs which contribute to the overall outcome of contributing to the society where the institution operates.

The Key performance Indicators are structured into two types of indicators which are evaluated at least every two years on the programme level. The indicators are grouped into: 1) outcome indicators; and 2) process indicators.

The outcome indicators that are used for the program evaluation have been presented in the table below.

Outcome Indicators

No.	Type of indicator	2019-2020	2020-2021	2021-2022
1	Total Number of Students of the program	79	95	88
2	Annual Student Intake	46	48	40
3	Number of program Students as % of total Students	38 %	35 %	30 %
4	Graduation Rate in 3 years	68 %	73 %	70 %
5	Employment rate	62 %	72 %	74 %
6	Student Survival and Drop-Out Rate	10 %	10 %	10 %
7	Student Satisfaction Rate	80 %	95 %	85 %
8	Staff Satisfaction Rate	8.5 %	85 %	85 %
9	Research output of professors and assistants	0.9	0.8	1.5
10	Number of partnerships with industry	4	2	2
11	Number of students continuing PhD studies	10 %	10 %	10%

The process indicators that are used for the program evaluation have been presented below.

Process Indicators

No.	Type of indicator	2019-2020	2020-2021	2021-2022
1	Staff-student ratio	20:90	22:90	15:88
2	Student-class ratio	32:1	30:1	30:1
3	Computer-student ratio	7:1	6:1	4:1
4	Book-student ratio	1:3	1:3	1:3
5	Student attendance rate	95 %	90 %	90 %

6	Teaching Plan implementation rate	90 %	95 %	82 %
7	Student transition rate	90 %	100 %	90 %
8	Student attainment rate	97 %	90 %	90 %
9	Staff research rate	0.9	0.8	1.5
10	Syllabus – Learning Outcome Compatibility/Achievement Rate	87 %	85 %	83 %

Performance indicator 1.1. The institution has set its key performance indicators (KPIs) at the level of the study program. The data they provide is reviewed at least annually with overall performance reported to the decision making structures.

Key performance indicators are part of the overall strategy to monitor program's progress and the necessary measures to ensure sustainability, achievement, and process orientation. The data are reviewed annually in the annual program review of performance against indicators. The annual review is reported to decision making structures of ESLG and also published online for transparency. As a consequence of annual reviews, the quality improvement plan is drafted for each annual review. Consequently, the three-year review is also implemented. Performance indicators and results of annual and three year review are included in the Internal Self Evaluation of the Program based on the Quality Assurance Manual of College ESLG.

Key Performance Indicators that are annually reviewed are:

- General Indicators (average grade of students enrolled, teaching quality measured by evaluation forms, lecturer evaluation measured by evaluation forms, level of satisfaction with teaching resources, average attendance, group sizes, student retention, abandonment of studies, library use, e-book and journal use, transition between study years, average duration of studies, Percentage of PhD staff covering ECTS, industry survey on program student quality);
- Outcome Indicators (total students, annual student intake, number of program students as a percentage of total students, graduation rate within the deadline, employment rate, student survival and drop-out rate, student satisfaction rate, staff satisfaction rate, research output of professors and assistants, number of partnerships with industry, number of students continuing PhD studies);
- Process Indicators (staff to student ratio, student-class ratio, student-computer ratio, student-book ratio, student attendance rate, teaching plan implementation rate, student transition rate, student attainment rate, Syllabus-Learning Outcome Compatibility/Achievement Rate);

Performance indicator 1.2. Systems are established for central recording and analysis of course completion, program progression, completion rates and program evaluations, with summaries and comparative data distributed automatically to senior administrators and relevant committees at least once each year.

ESLG has a centralized registration system operating at central level. Data is distributed to staff who need their information or inputs. The electronic grading system and File Directory in the E-Library has all this information stored.

Performance indicator 1.3. Policies and procedures include actions to be taken in addressing situations where standards of student achievement are inadequate or inconsistently assessed.

There are processes and procedures if such a situation occurs. Student performance is evaluated on an ongoing basis. The program evaluates student performance generally each semester and often for specific subject when students face difficulties, additional tutorials and mentors are provided by teaching assistants so the students can achieve the desirable success in re-examinations. Also, upon every annual review, the quality improvement plan is adopted followed by the annual development plan.

Performance indicator 1.4. Statistical data on indicators, including classroom distributions, progression and completion rates are retained in an accessible central database and regularly reviewed and reported in periodic program reports.

Statistical data on performance of students against relevant indicators is retained in a central database and is made available through the website of College ESLG and is transparent for all students. The annual review is completed for the program, followed by recommendations and development plan. Also, correlations between grade average in the course and student satisfaction rate is analysed and evaluated and made publicly available. The student evaluations provide indicators on whether students have issues with specific courses. Students may be offered additional hours of tutoring or assistance if needed.

Performance indicator 1.5. The concepts of gender justice and the promotion of equal opportunities for students in special situations such as, for example, students with health-related impairments, students with children, foreign students, students with an immigrant background and/or students from educationally disadvantaged families are put into practice at the level of the study program.

ESLG Regulations provide studies and services to all students without discrimination on the grounds of gender, background, religion, disability or other health issues, and nationality.

The SWOT analysis with regards to mission, objectives and administration is presented below:

Table 1: SWOT analysis related to mission, objectives and administration

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ● The mission of the program is fully aligned with the mission of the institution and Faculty; ● The program learning outcomes are fully consistent with Kosovo National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area and advise of industry representatives is fully taken into account; ● Strong and well defined didactic and research concept included in the curricula and constructively aligned with the learning outcomes ● Excellent ration between theory and practise; ● Research component included in the curricula; ● Research concept defined with the assistance of the active program industrial board, which generates the feedback regarding the research thematic areas, assists in commercialization of research output ● Interdisciplinary activity is a unique didactic concept included for the first time in the higher education in Kosovo; ● Strong overview of regulations, policies and guidelines that regulate academic process, quality management, staff development available online for students, staff and external stakeholders; ● High adherence to the Code of Ethics by the academic staff, students, and non-academic staff; ● Strong research integrity policy for both staff and students; ● Didactic process supported by Guidelines for Student Assessment; ● Possession of Plagiarism Prevention Policy; ● High level of compliance with the Code of Ethics by academic staff and students especially in terms of plagiarism; ● The policies and regulations on program and College level are modern and 	<ul style="list-style-type: none"> ● Not all students read the regulations and policies at the institution and program level and many require explanation and interpretation; ● Insufficient resources to perform detailed and thorough qualitative program review with the larger group of students and not with smaller purposive sample and also not only quantitative one based on Key Performance Indicators;

<p>strictly implemented with high ethical considerations;</p> <ul style="list-style-type: none"> ● Review of program against General Indicators and Outcome and Process Indicators; ● High general performance standards against which the program is reviewed; ● Industry surveys on the program quality and program students' quality are required every three years; 	
<p><i>Opportunities</i></p>	<p><i>Threats</i></p>
<ul style="list-style-type: none"> ● Introduction of Good Conduct Award for students, professors, and administrative staff. ● Introduction of induction course on regulations and policies at the program level and rights and privileges of professors and students; ● Positive reinforcement of students to read all the regulations at the program level; ● Publication of summary of all relevant conditions deriving from all regulations and policies in a simplified format; 	<ul style="list-style-type: none"> ● Good Conduct Award must be combined also with HR policies for professors and administrative staff and scholarship policy and have budgetary implications; ● Definition of strict conditions for Good Conduct Award needs regulatory effort and effort at special committee level. ● Establishment of Special Good Conduct Award Committee must require statutory changes; ● Increase of costs for the training of professors and students in formal policies, guidelines and all regulations; ● Increase of costs for publication of summary of all relevant conditions deriving from regulations and policies of the program;

4. QUALITY MANAGEMENT

Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.

The main teams and individuals with responsibility for quality assurance at institutional level are: The Governing Body, Rector, Academic Council, Quality Commission, Quality Assurance Manager, Heads of Departments, Academic Staff and Students. The quality management processes are governed by Quality Assurance Manual of College ESLG. The College ESLG has a designated Quality Assurance Officer and Quality Commission. The Quality Commission is composed of seven members, which includes three teaching staff members, two student representatives, one industry representative, and Alumni representative. The Quality Commission is used for all the study programs at College ESLG level. The composition of the Quality Commission can be found in the link <http://eukos.org/?page=2,178>

At the College level, the Academic Council assumes the primary responsibility to defend the academic standards and makes recommendations with regards to academic matters. The primary role of the Academic Council is to make sure that academic policies related to learning, teaching, and research are uniformly implemented across all programmes together with ensuring the implementation of the academic regulations laid down in the Study Regulation of College ESLG and Quality Assurance Manual. The Quality Commission's primary role is to regulate and oversee the academic and administrative service evaluation, quality improvement, preparation and supervision of the self-evaluation process, and preparation for the external evaluation of College ESLG. In addition, the role of the Quality Commission is to compare the actual situation against performance indicators and draw and implement improvement activity plans. Finally, the Quality Commission's responsibility is to ensure the periodic monitoring and evaluation of the academic programme, student services, resources and stakeholder engagement policies.

The Rector takes responsibility for the overall delivery of a quality service to our stakeholders – students, staff and employers. The Rector has the responsibility to ensure that academic quality assurance policies and procedures and their adherence, ensuring arrangements and resources are in place to support academic quality assurance system, the recruitment and selection of highly-skilled and qualified staff. The undergraduate studies coordinator and the Secretary General have the responsibility to ensure that their practice and operation is delivered in accordance with the highest standards. The Head of Real Estate Department has the responsibility to ensure that the Guidelines of the Academic Council and the Quality Commission of College ESLG are implemented in accordance with internal standards on teaching and learning.

The College ESLG encourages all the academic staff to engage in self-evaluation and improvement of their work. The staff members are adequately and duly informed and involved in internal evaluation, which incites responsibility for the results. In this regard, pursuant to the plan drawn specifically for self-evaluation procedures, the outcomes deriving from the information collection and self-evaluation are linked to financial revenues (resource allocation based on evaluation outcomes).

In a process of self-evaluation, a self-evaluation shall be established, and self-evaluation aims and objectives be defined, a self-evaluation plan be developed, pursued by information collection and records saving, the analysis of collected materials and preparing the evaluation, the development of the report, and ultimately follow-up activities deriving from Self-evaluation such as Quality Improvement Strategy and action plan for implementation of Quality Improvement Strategy. Self-evaluation is a collective activity, undertaken by Quality Assurance Office. The Annual Self-Evaluation is performed annually based on the Quality Assurance Manual of College ESLG and based on the standards set forth in this manual, which is in accordance with the Regulation on Internal and External Self-Evaluation of College ESLG. The Quality Assurance Office collects all the course evaluations, program evaluations from students, staff, alumni, and industry and conduct a quantitative and qualitative analysis, where upon processing all the research results are included in different fragmented reports (annual review against performance indicators, annual review on achievement of learning outcomes, annual review on student program evaluation, annual review on staff program evaluation, annual review on alumni program evaluation, and annual review on industry program evaluation). All these fragmented reports are further approved by the Quality Commission and their findings are further integrated into parts of Annual Internal Self-Evaluation Report (learning outcomes, staff, effectiveness of quality management system, contribution to private sector and society). Further, based on the findings of Self-Evaluation Report, the QA Office drafts a Quality Improvement Strategy, which is adopted by the Quality Commission. Finally, the QA Office drafts the action plan on the implementation of Quality Improvement Strategy, which is adopted by the Quality Commission.

The Quality Assurance Office involves all the staff members during program evaluation for the courses they teach whereby each staff is encouraged to do a SWOT analysis of his/her performance, of the courses he/she teaches, and study program against quality performance indicators. Then SWOT analysis of each academic staff member is analyzed during the self evaluation by the Quality Assurance Office. Each staff member is required also to write a quality improvement plan for the courses he/she teaches, program, and department.

Conclusions of the self-evaluation at the level of subjects performed by each academic staff member in the form of SWOT analysis in various departments is integrated in conclusions of program self-evaluation, while the latter must be integrated into the conclusions identified at the ESLG central level.

The self-SWOT analysis performed by each professor takes into account the quantitative data (grade point average of students, abandonment of studies by students, class drop-out, and achievement of learning outcomes by students according to Learning Outcomes Matrix) and qualitative review that takes into account the student assessment of the teacher performance. Self-evaluation by professors at subject level includes the consideration of current situation, evaluation of such situation, and preparation for potential measures to improve the situation, which is then compared by the Quality Assurance Office against quality performance indicators, learning outcome achievement standards, and student assessment.

As part of quality culture, staff of College ESLG continuously seeks to improve the scientific work and teaching and thus asks from staff to do a set an individual development plan at the beginning of the academic year and then conduct an individual self-appraisal based on the targets he/she has independently set in his/her individual development plan.

The sample individual self-appraisals are available in the link https://drive.google.com/drive/folders/1q2ZzBOOXjK6opsynZiXi_uYNYshfSmBx?usp=sharing that are based on the targets set independently by the staff member in Individual Development Plan that is drafted at the beginning of academic year. The samples of Individual Development Plans can be seen in the link https://drive.google.com/drive/folders/1gvLHqTHEHmOqukkrttyJzta_SoC361gM?usp=sharing

Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.

The ESLG's approach to quality improvement is based on a continuous responsive process that seeks to improve the outcomes. The College ESLG identifies its stakeholders (students, staff, internal and external stakeholders), the key processes involved in the implementation of programs and services to students. Not only subject and program self-evaluation take place but also the departmental processes self-evaluation takes place as part of the continuous process of departmental and college planning.

- Course evaluation by students, which is mandatory in the Electronic Grading System before student sees the grade in EGS;
- Staff self-appraisal against the objectives set forth in an independent individual development plan;
- Annual review of program against performance indicators;
- Annual report on achievement of learning outcomes based on Learning Outcomes Achievement Self-Assessment by each professor;
- Program learning outcomes evaluation if the program is new;
- Program evaluation by students, which is mandatory in Electronic Grading System upon login in the end of academic year;
- Program evaluation by academic staff, which is mandatory in Electronic Grading System upon login in the end of academic year;
- Program evaluation by alumni, which surveys are filled in the Electronic Grading System, whenever a student wants to access his/her grades electronically;
- Program evaluation by industry, which surveys are distributed electronically;

As a result of these evaluations the following review reports are drafted:

- Semester quality reviews, which address the evaluation of courses by students for each course specifically. The semester quality reviews are available online in:
 - Winter Semester Quality Review 2020-2021 available in http://www.eukos.org/repository/docs/Semestral_quality_review_Winter_Semester_2020-2021.doc.pdf;
 - Summer Semester Quality Review 2020-2021 available in http://www.eukos.org/repository/docs/Semestral_quality_review_Spring_Semester_2020-2021.pdf
 - Winter Semester Quality Review 2021-2022 available in https://www.eukos.org/repository/docs/Semestral_quality_review_Winter_Semester_2021-2022.pdf

- Summer Semester Quality Review 2021-2022 available in https://www.eukos.org/repository/docs/Semestral_quality_review_Spring_Semester_2021-2022.pdf
- Annual quality review, which includes semester reviews but also addresses performance of programs, units, and institution against the performance indicators. The annual reviews are available online since 2016 and are presented below:
 - Annual quality review 2016-2017 available in http://www.eukos.org/repository/docs/Annual_review_2016.pdf
 - Annual quality review 2017-2018 available online in http://www.eukos.org/repository/docs/Annual_review_2017.pdf
 - Annual quality review 2018-2019 available online in http://www.eukos.org/repository/docs/Annual_review_2018.pdf
 - Annual Quality Review 2019-2020 available online in http://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2019-2020.pdf
 - Annual Quality Review 2020-2021 available online in http://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2020-2021.pdf
 - Annual Quality Review 2021-2022 available online in https://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2021-2022.pdf
- Annual quantitative and qualitative program quality review based on student evaluation. The quality reviews based on student evaluation of the whole program and not just courses are presented below:
 - Program Quality Review based on student evaluation 2019-2020 available online in http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Student_Program_Evaluation_2020.pdf
 - Program Quality Review based on student evaluation 2020-2021 available online in http://www.eukos.org/repository/docs/Review_of_study_program_from_students_perspective_2020-2021.pdf
 - Program Quality Review based on student evaluation 2021-2022 available online in <https://drive.google.com/file/d/1TfSL538s4MfHAi99RGMBtPjZbdC35JbL/view>
- Annual quantitative and qualitative program quality review based on staff evaluation. The quality reviews are presented below:
 - Program Quality Review based on staff evaluation 2019-2020 available online in http://www.eukos.org/repository/docs/Review_of_master_program_from_staff_perspective_2020.pdf
 - Program Quality Review based on staff evaluation 2020-2021 available online in http://www.eukos.org/repository/docs/Staff_review_2020-2021.pdf
 - Program Quality Review based on staff evaluation 2021-2022 available online in

https://drive.google.com/file/d/1On11gxx_vE38DsmjhGoyWXzjlhQRh8cu/view

- Annual quantitative and qualitative program quality review based on alumni evaluation. The alumni evaluation are presented below:
 - Program Quality Review based on Alumni evaluation 2019-2020 available online in http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Alumni_Program_Evaluation_2020.pdf
 - Program Quality Review based on Alumni evaluation 2020-2021 available online in http://www.eukos.org/repository/docs/Alumni_review_2020-2021.pdf
 - Program Quality Review based on Alumni evaluation 2021-2022 available online in <https://drive.google.com/file/d/16qDiUxRyQNkcXwdOWyeNr2Xbgrq-ejPz/view>

- Annual quantitative and qualitative program quality review based on industry evaluation, which is approved and signed by Industry Council representatives at College ESLG. The industry reviews are presented below:
 - Program Quality Review based on industry evaluation 2019-2020 available online in http://www.eukos.org/repository/docs/Annual_industry_survey_analysis_MA_program_2019-2020.pdf
 - Program Quality Review based on industry evaluation 2020-2021 available online in http://www.eukos.org/repository/docs/Industry_review_2020-2021.pdf
 - Program Quality Review based on industry evaluation 2021-2022 available online in <https://drive.google.com/file/d/1obwQPtqkd5mHEfCF737Ac3RD2BtF7IXp/view>

- Course Learning Outcomes Achievement Self-Assessment filled by each professor. Self-Assessments are presented below:
 - Course learning outcomes self-assessment 2019-2020 available online in http://www.eukos.org/repository/docs/Learning_Outcomes_Assesment_Forms_Kolegji_ESLG_2019-2020.pdf
 - Course learning outcomes self-assessment 2020-2021 available online in http://www.eukos.org/repository/docs/CLO_Assessment_Forms_2020-2021.pdf
 - Course learning outcomes self-assessment 2021-2022 available online in <https://drive.google.com/file/d/12VPzei-DomqTWmZCBM9pNBZgnQOvfLwz/view>

- Annual Quality Review on achievement of Program Learning Outcomes. Quality reviews are presented below:
 - Annual Quality Review on achievement of program learning outcomes 2019-2020 available online in

http://www.eukos.org/repository/docs/Annual_Report_on_Program_Learning_Outcomes_Achievement_Master_program.pdf

- Annual Quality Review on achievement of program learning outcomes 2020-2021 available online in http://www.eukos.org/repository/docs/Annual_Report_on_Program_Learning_Outcomes_Achievement_2020-2021.pdf
- Annual Quality Review on achievement of program learning outcomes 2021-2022 available online in https://drive.google.com/file/d/1SJ_6cS0rRn88Lk-bNy5OAYonYmlaBR_N/view

All these fragmented annual reviews (evaluations) become part of the final Annual Internal Self Evaluation Report, which is conducted against standards outlined in the Quality Assurance Manual of College ESLG. The Quality Assurance Manual is available online in http://www.eukos.org/repository/docs/Quality_Assurance_Manual_of_College_ESLG_2020.pdf

As a follow-up to Annual Internal Program Self-Evaluation Report, the strategy for improvement is drafted supported by an Annual Action Plan.

The Annual Internal Self-Evaluation Report based on Quality Assurance Manual of ESLG is available online for the following years:

- Annual Internal Self-Evaluation Report based on Quality Manual 2018-2019 is available online in http://www.eukos.org/repository/docs/Self_Evaluation_Report_Programs_ESLG_based_on_Quality_Manual.pdf
- Annual Internal Self-Evaluation Report based on Quality Manual 2019-2020 is available online in http://www.eukos.org/repository/docs/Annual_Self_Evaluation_Report_Programs_ESLG_based_on_Quality_Manual_2019-2020.pdf
- Annual Internal Self-Evaluation Report based on Quality Manual 2020-2021 is available online in http://www.eukos.org/repository/docs/Annual_Self_Evaluation_Report_Programs_ESLG_based_on_Quality_Manual_2020-2021.pdf
- Annual Internal Self-Evaluation Report based on Quality Manual 2021-2022 is available online in https://drive.google.com/file/d/1dfpsut3WK3rq_NjAzlezwkIWOOCgGQ2p/view

Based on the findings and SWOT analysis carried out in the Annual Internal Self-Evaluation Report, the strategy for quality improvement is drafted. The Strategy for Quality Improvement is available for both 2020-2021 and 2021-2022 as presented below:

- Strategy for Quality Improvement 2020-2021 available online in the link http://www.eukos.org/repository/docs/Strategy_for_Improvement_2020.pdf
- Strategy for Quality Improvement 2021-2022 available online in the link http://www.eukos.org/repository/docs/Strategy_for_Improvement_2021-2022.pdf
- Strategy for Quality Improvement 2022-2023 available online in the link <https://drive.google.com/file/d/1ShYdwPnftS79as2zEz9FlrhPIsICvUTN/view>

In order to achieve the goals set forth by Quality Improvement Strategy, the Action Plan ironing out annual planning activities designed to achieve these goals is adopted. The Action Plans for Improvement Strategy for years 2020-2021 and 2021-2022 are presented below:

- Action Plan for implementation of Quality Improvement Strategy 2020-2021 available online in http://www.eukos.org/repository/docs/Action_Plan_for_Improvement_Strategy.pdf
- Action Plan for implementation of Quality Improvement Strategy 2021-2022 available online in http://www.eukos.org/repository/docs/Action_Plan_for_Quality_Improvement_Strategy_2020-2021.pdf
- Action Plan for implementation of Quality Improvement Strategy 2022-2023 available online in <https://drive.google.com/file/d/1As0dMpgIHDxx4GNH2yPZ-WwoFVaMIgNN/view>

Finally, the College ESLG also conducts the report on monitoring of implementation of Action Plan for realization of Quality Improvement Strategy. Consequently, the report is produced twice a year, which is presented below:

- Mid Year Monitoring of Implementation of Action Plan for Quality Improvement Strategy 2020-2021 adopted in April 2021 available online in http://www.eukos.org/repository/docs/Mid_Year_Semestral_Report_on_Monitoring_of_Action_Plan_for_Improvement_Strategy.pdf
- End of Year Monitoring of Implementation of Action Plan for Quality Improvement Strategy 2020-2021 adopted in September 2021 available online in http://www.eukos.org/repository/docs/End_of_The_Year_Report_on_Monitoring_of_Action_Plan_for_Improvement_Strategy_End_of_the_Year_30.09.2020.pdf
- Mid Year Monitoring of Implementation of Action Plan for Quality Improvement Strategy 2021-2022 adopted in March 2022 available online in https://drive.google.com/file/d/1_DswddXj0K6mGDudXA1PQpWsnPoLs8pO/view
- End of Year Monitoring of Implementation of Action Plan for Quality Improvement Strategy 2021-2022 adopted in March 2022 available online in https://drive.google.com/file/d/1_Ig_FVlaYI7ow6jDhKqu2LuhTKbSd5rA/view

On the other hand for Action Plan for Implementation of Quality Improvement Strategy 2022-2023, the monitoring plans are yet to be adopted in April 2023 and September 2023 to monitor the implementation of action plan for 2021-2022.

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

Standards based on which the annual internal self-evaluation is made are as follows:

- Academic standards;
- Quality of learning opportunities;
- Research;
- Contribution to society and private sector;
- Effectiveness of quality management

In this way all evaluation processes and planning are fully integrated into normal planning processes.

The described QA system has been established and developed based on the recommendations of Expert Evaluation Team 2020, which can be seen on page 30 in the link <https://drive.google.com/file/d/1uV5kdK4SkwOWxK-snl6aZUBCnCFVcfwS/view?usp=sharing> . The described system was re-worked based on the recommendations of EET 2020, which was later evaluated by the same Evaluation Team as Fully Compliant, which can be seen on page 9 in the following link https://akreditimi.rks.gov.net/wp-content/uploads/2020/10/ESLG_Management-of-Real-Estate-an-Infrastructure_BA.pdf

The quality review system is described thoroughly for master program in <https://www.eukos.org/?page=2,144>

In response to Expert Evaluation Team assessing the institution in 2022 recommending to “Rework the QA strategy to reflect research in a more comprehensive manner, or develop a multi-annual strategy, and put forward different priorities for different years (e.g. 2022 priority - teaching and learning, 2023 – research”, the Management Board of College ESLG has taken the decision to include in the QA Strategy the thematic comprehensive evaluations done at institutional level in addition to quality reviews described above. The planned comprehensive evaluations shall be as follows:

- Research – which shall be done in October 2023 for all programs;
- Teaching and Learning shall be done in October 2024 for all programs;
- Resources and Infrastructure shall be done in October 2025 for all programs;

Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.

The following quality assurance processes deal with the program planning:

- Program learning outcomes evaluation during the development and planning of the new study program. The program learning outcomes evaluation assesses the compliance with National Qualifications Framework and Framework for Qualifications of the European Higher Education Area, assesses the program against the feedback of the industry representatives and proposes measures for its achievement. The program learning outcomes evaluation is directly linked with program planning stage and program delivery;
- The Annual Review on Program Learning Outcomes Achievement, which is based on Course Learning Outcomes Self-Assessment deals with the teaching, assessment, library and other infrastructure resources planning. The teaching and assessment method are aspects that fall under the competency of program management, whereas library and other infrastructure resources fall under the competency of central administration. Since the program under evaluation is new, the annual review of master program learning outcomes achievement is presented as a sample in this Self-Evaluation report, which is available in the link http://www.eukos.org/repository/docs/Annual_Report_on_Program_Learning_Outcomes_Achievement_Master_program.pdf

- Course evaluations deal with the aspect of program delivery such as course content, effectiveness of reading materials outlines in the syllabus and other learning resources. Course evaluations also deal with the effectiveness of teaching methods of the professor, and technology used in the course. The latter falls is administered at the institutional level.
- Annual quality review of the program based on general, outcome, and process indicators deals with various aspects of program planning such as admission, teaching staff quality, library and e-journal use, average attendance etc. The present review deals also with the aspects of program delivery such as student satisfaction rate, employment rate of graduates, teaching plan implementation rate etc. Other aspects deal with industry partnerships that are supported by Industrial Board, student-book ratio, and student-computer ratio that fall under the competency of central management. The statistics reviewed under this quality review are used as a basis for improvement for the next cycle of program planning and during the next academic season program delivery. The quality review is presented for master program as a sample of quality assurance process, which is available in the link http://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2019-2020.pdf
- Annual quality review of the program based on student evaluation deals with program content, teaching and assessment, and treatment of students and learning support. The latter falls under the competency of administration services. The program content evaluation and teaching and assessment are aspects of program planning and delivery. The quality review is presented for master program as a sample of quality assurance process, which is available in the link http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Student_Program_Evaluation_2020.pdf
- Annual quality review of the program based on staff evaluation deal with mostly with the satisfaction of the environment and support for staff development, staff and research workload, support for academic excellence, and academic autonomy, which are all very important aspects of the program delivery and are directly issues that are regulated by respective regulations at the central level. The quality review is presented for master program as a sample of quality assurance process, which is available in the link http://www.eukos.org/repository/docs/Review_of_master_program_from_staff_perspective_2020.pdf
- Annual quality review of the program based on alumni evaluation, which deal with aspects of satisfaction of alumni with preparation of students for labor market and acquired knowledge and skills, which can serve for continuous improvement during the next cycle of program planning and revision of course and program learning outcomes in line with identified skills and knowledge that makes students excel in te labor market, which is both part of program planning and delivery. The quality review is presented for master program as a sample of quality assurance process, which is available in the link http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Alumni_Program_Evaluation_2020.pdf
- Annual quality review of the program based on the industry evaluation deal with the fulfilment of the program mission, which is the aspect regulated at institutional and department level. In addition the review deals with the skills required to boost performance of industry, which is closely related to the program learning outcomes

and other infrastructure resources and student support needed for students to achieve those skills. Thus the present review tackles many aspects of program planning and delivery and many services and resources offered by different parts of the institution. The quality review is presented for master program as a sample of quality assurance process, which is available in the link http://www.eukos.org/repository/docs/Annual_industry_survey_analysis_MA_program_2019-2020.pdf

All these annual reviews are done periodically and in a regular manner and all of them are described and available online in <https://www.eukos.org/?page=2,144>

Subsequently all these fragmented reports are integrated into Internal Annual Self-Evaluation Report, which tackles following issues:

- academic standards (program learning outcomes achievement, curriculum and program design, : Student-centered teaching and learning, student assessment, and student progression);
- Quality of learning opportunities (teaching staff quality, learning resources and student support);
- Research (research and scholarly activities);
- Contribution to the private sector and society (industry and stakeholder involvement in mission implementation and quality assurance and improvement processes);
- Effectiveness of quality management system (different quality assurance processes used as a guide for improvement for the next cycle of planning of program delivery);

Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.

Quality evaluation process implemented at Mater program in Management of Real Estate and Infrastructure is a well-structured system. During the overview of the study program all the components which are crucial for a study program are taken into the consideration.

There are several mechanisms that College ESLG employs in order to implement QA measures:

- Rigorous course approval process to upkeep academic standards and quality objectives;
- Curriculum committee review and approve course assessments to ensure that students are fairly graded, which are done by taking also into account the Annual Review of Learning Outcomes Achievement and Guidelines for Student Assessment of College ESLG (http://www.eukos.org/repository/docs/Guidelines_for_Student_Assessment_ESLG.pdf) ;
- Students course and teaching evaluation at the end of each course offering to collect feedback;
- Regular course review to monitor quality of the approved courses;

- Annual programme review based on input indicators, process, and output indicators, which is further integrated into Annual Internal Self-Evaluation Report based on Quality Assurance Manual of College ESLG. The sample of annual review for the master program can be seen in https://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2021-2022.pdf
- Comprehensive annual programme review taking into account the feedback of students, staff, alumni, and industry and experts, which review is integrated into Internal Self-Evaluation Report, providing an overview of quality issues such as program content, assessment, student support, support to staff development for academic excellence, skills for preparation for employment and labor market, and skills needed to boost the performance of the industry. The two latter aspects are used further to translate the tackled quality issues into learning outcomes formulation and review action;
- Course learning outcomes achievement evaluation that is completed by each course professor;
- Program learning outcomes achievement review that is based on the course learning outcomes achievement evaluation. The program learning outcomes achievement review is completed by Quality Assurance Office of College ESLG;
- Finally, the Annual Internal Program Self-Evaluation Report that integrates all these issues into one report and measures the performance and overall effectiveness of quality management system;

The development of learning outcomes for study program and for each course is based on the Declan Kennedy's book: "Writing and Using Learning Outcomes: A Practical Guide" (see: <http://www.cmepius.si/wp-content/uploads/2015/06/A-Learning-Outcomes-Book-D-Kennedy.pdf>). College ESLG was lucky enough to be one of the beneficiaries of the TEMPUS project "Encouraging the process of curriculum development based on learning outcomes and research guided teaching in the private higher education institutions of Kosova - LO@HEI" where University College Cork was, university where Declan Kennedy works, was one of the international partners together with University of Salzburg, Austria; University of Edinburgh, United Kingdom and University Politehnica of Bucharest (see: <https://www.ucc.ie/en/qeu/international-projects/international-projects/tempusivprojects/lohei/>). Quality Assurance Manager of College ESLG Mrs. Jehona Hoxha had the opportunity to participate in a 2 week training at University College Cork where Professor Kennedy together with Prof. Norma Ryan (co-author of the book and Director of Quality Promotion Unit at UCC for 20 years) delivered an in depth workshop on how to write learning outcomes for BA, and MA programs.

Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.

The quality assurance processes at College ESLG and program level are designed to be implemented during the whole life cycle of the program to ensure quality, superiority, and consistency in the delivery of the study program. The quality assurance processes take into account the following key steps: (1) stakeholder engagement, (2) Department and Program Strategic and Implementation Plan, (3) Department and Study Program Management, (4) Teaching, Learning and Research, and (5) Department and Program Human Resources Management and Staff Development, and (6) Public Information. The results of quality assurance research outlined in the Annual Internal Self-Evaluation Report are translated into a Quality Improvement Strategy accompanied by a detailed Action Plan for implementation of Quality Improvement Strategy set out for the subsequent year.

Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.

As part of the quality assurance process, the institution implements regular survey with students, staff and stakeholders. The survey data is collected, stored and processed in the institutional database. The quantitative and qualitative analysis is performed to identify the key concerns and trends of students, staff, and stakeholders. In the quantitative analysis, the statistical analysis is performed to surface the key concerns and identify the correlations between various concerns and trends identified by students, professors, and other stakeholders. The student surveys are performed before the student sees the grade in the electronic grading system so the grading does not blur the constructive judgment of students on how to improve teaching methodology, course syllabus, learning outcomes or assessment methods. The student surveys are intended to identify the strengths and weaknesses of staff, course methodology and study program and are intended to identify the support that is needed to develop the skills of staff. The student surveys also demonstrate the extent to which the learning outcomes have been achieved by the professor in the course and in the whole study program. The students are given feedback if their grievances have been addressed and are informed that student appeals procedures are in place.

The staff survey is intended to surface and ensure that teaching and learning methodology respects and attends to the diversity of students and their needs, enables flexible learning paths, considers and uses different modes of delivery, uses a variety of pedagogical methods, regularly evaluates and adjusts the modes of delivery and teaching methods, encourages a sense of autonomy among students, promotes mutual respect between teachers and students and that the institution implements an appropriate procedure for dealing with student complaints. The staff surveys also gauge the level of achievement of learning outcomes from the perspective of professors. Staff surveys also serve to document the common practises used by professors in the study program.

It also attempts to document program/departmental practices, whether they have set up and follows clear, transparent and processes of staff recruitment and conditions of employment, offers opportunities for and promotes professional development of teaching staff and encourages innovation in teaching methods and the use of new technologies.

The graduates' survey is also implemented every three years and also employer survey is implemented to identify the learning outcomes that the study program should develop in the form of skills for the potential employees for the construction sector originating from the study program of Management of Real Estate and Infrastructure (MA). The interviewing with purposive sample this year was described on page 12 (Standard 1.2) of the present SER.

Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.

The Department undertakes the periodic evaluation of the program once in three years. The evaluation process reviews the programme learning outcomes, programme teaching and learning methodology, assessment, research, and its courses. The evaluation process also reviews the programme learning outcomes and measure their impact on graduates' success and impact on the industry and community. The process includes the self-assessment of the program, development of program strategic plan, and is composed of: programme self-evaluation, programme strategy and proposed revisions document. The Department Head, academic staff members, student representatives, alumni representative, and industry representatives take part in the self-assessment of the program learning outcomes, academic success, employment of graduates, and impact on industry.

Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.

College ESLG and Department of Real Estate undertake a regular periodic evaluation of programmes of real estate management every year. The periodic evaluation not only takes place as part of the accreditation process but also it ensures that the study program is adapted to student needs and labour market needs. The periodic evaluation reviews the study program learning outcomes, program content, program teaching and learning methodology, assessment and examination methods, research, and course syllabi in particular. The periodic evaluation also measures the impact of the study program on graduates success and progress and impact on industry and community. The periodic evaluation process takes place in three phases: study program self-evaluation, development of program quality improvement strategy and drafting of action plan to implement the quality improvement strategy. The process includes the self-assessment of the program, development of program quality improvement strategic plan, and is composed of: programme self-evaluation, programme quality improvement strategy and action plan for implementation of quality improvement strategy. The Department Head, academic staff members, student representatives, alumni representative, and industry representatives take part in the self-assessment of the program learning outcomes, academic success, employment of graduates, and impact on industry.

Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.

With the initiative and request of the Head of Department, each academic year all lecturers are required to review their syllabuses and to adopt them in compliance with the latest developments in the field and with changes occurring in the labour market. These

modifications are discussed in the program Council meetings where all the academic staff participates, with the close support and coordination with the office of Quality Assurance at the institutional level. These arrangements are done in the following aspects:

- Course learning outcomes – each lecturer revises their learning outcomes if there is a need for potential modifications upon Learning Outcomes Achievement Self-Assessment and Annual Review of Program Learning Outcomes.
- Program learning outcomes are evaluated annually based on Annual Review of Program Learning Outcomes, Annual Quality Review based on Alumni Program Evaluation, and Annual Quality Review based on Industry Evaluation and are improved if the findings of these three reviews suggest any change.
- Teaching methods – lecturers share among themselves their experience of teaching methods and discuss about new techniques which can be applied to increase the quality of teaching of the program.
- Learning methods – same as the point above
- Assessment methods are reviewed based on the Annual Quality Review (against input, output, and process indicators), Annual Quality Review based on Students Program Evaluation (part teaching and assessment)
- Learning materials – each syllabus is reviewed with regards to new developments and publications in the field. Academic staff is encouraged to use latest publications in the field during their lectures. The academic staff is encouraged to include his/her own published research as part of course syllabi.
- Academic standards, quality of learning opportunities, research, contribution to society and private sector, and effectiveness of quality management are reviewed annually on the program level in an internal self-evaluation report that further is translated into improvement strategic objectives supported by action plan for fulfillment of such improvement objectives.

Performance indicator 2.1. Appropriate program evaluation mechanisms, including graduates' surveys, employment outcome data, employer feedback and subsequent performance of graduates are used to provide evidence about the appropriateness of intended learning outcomes and the extent to which they are achieved

A quality assessment of the study program provision and student experience through a variety of qualitative and quantitative data help us ensure that the intended learning outcomes are achieved. Also, the learning outcomes self-assessment for each course is performed and finally also the Annual Program Learning Outcomes Achievement Review is made followed by Quality Improvement Plan for achievement of program learning outcomes and development plan for achievement of learning outcomes. The study program also performs graduates and employers' surveys in order to assess the suitability of the study programs to the employers' needs. Based on the program evaluation by students, graduates, employers and staff, the program adopts the quality improvement plan and development plan, which documents are all available online in the website of College ESLG. To assure that the skills

and competences of our graduates are matching the labour market demand, this feedback is utilised to develop and upgrade the existing curricula.

Performance indicator 2.2. Reports are provided to program administrators on the delivery of each course and these include details if any planned content could not be dealt with and any difficulties found in using planned strategies. Appropriate adjustments are made in plans for teaching after consideration of course reports.

The reporting processes are very effective at ESLG. Reports detailing the activities of each course upon delivery as well all the progress made towards implementation of the planned strategies are submitted to the department administrators. Appropriate procedures and policies take place to address potential deviations. Adjustments (when necessary) are made to ensure that the academic quality and standards are assured.

Performance indicator 2.4. A comprehensive reassessment of the program is conducted at least once every five years. Policies and procedures for conducting this reassessment are published. Program review involves experienced people from relevant industries and professions, and experienced faculty from other institutions.

The study program is reviewed periodically as part of a strategic review process. This includes the review against indicators, departmental review, and review of the industry. The representatives of the construction industry are represented and make necessary recommendations. The reassessment details and recommendations in the form of improvement and development plan are disseminated to stakeholders and are available online for the sake of transparency.

Performance indicator 2.5. Students participate in the design and implementation of quality assurance processes

Students at College ESLG engage actively in all the quality assurance processes through several channels. They are given the opportunity to give their opinion through evaluation questionnaires, program evaluation, annual program periodic review in which they are represented. They are also represented with student representatives in the external self-evaluation process in the Working Groups every three years. Also, the Working Group on External Self-Evaluation of the program takes into account the opinions of all student body during the SWOT analysis against Kosovo Accreditation Agency Manual standards.

Students are also involved in student hearings with those students facing problems during their progress in studies.

The SWOT analysis with regards to quality management is presented below:

Table 2: SWOT analysis related to quality management

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ● Structured hierarchy for quality control and program advancement (internal and external evaluation for the program). ● A very well established evaluation system at ESLG. ● Total quality management system and culture at institutional and program level. ● Course and program evaluation by students is mandatory in the Electronic Grading System upon login. ● Program evaluation by academic staff is mandatory in the Electronic Grading System upon login. ● Annual internal self-evaluation performed on annual basis based on standards of Internal Quality Assurance Manual of ESLG. ● A strong system of student complaints and appeals; ● The program monitoring and evaluation activities thoroughly involves academic staff, students, governance, management, and consults all other stakeholders during curriculum planning and development. ● Learning outcomes achievement self-assessment by each professor. ● Inclusion of students in self-evaluation working groups. ● Procedures for approval of programmes, modules, and subjects takes into account the achievement of learning outcomes wanted by the private sector; ● Quality Improvement Strategy originates as a consequence of findings of many interrelated steps and not just one or few 	<ul style="list-style-type: none"> ● No analytical system currently in place that analyses the correlation between entrance examination results and results and progress during the studies until graduation; ● Lack of additional questionnaires to be introduced after every summative assessment. ● Not sufficiently strengthened interview system with students who potentially could frequently repeat courses (exams), and exit interviews with students who leave the programme. ● The current student questionnaires focus on program implementation and do not contain questions regarding how the curriculum should be revised.

<p>steps, which all derive from annual Internal Self-Evaluation Report supported by action plan for implementation of the strategy.</p>	
<p><i>Opportunities</i></p>	<p><i>Threats</i></p>
<ul style="list-style-type: none"> • Design comprehensive evaluation formats on certain thematic areas to be performed annually on research, teaching and learning, resources and infrastructure; • Increasing awareness of academic personnel to perform detailed learning outcomes self-assessments followed by a quality improvement plan for the subjects they teach; • Increase awareness for active participation of graduates and industry in surveys; • Nurturing of organizational culture within the program for continuous improvement of curriculum. • Design surveys in that way that would extract weaknesses more objectively; • Positively reinforce the behaviour of criticism in the filling of course surveys and program evaluation surveys; • Develop an analytical system that analyses correlation between entrance examination results and results during studies; • Include in the Quality Assurance system, the student hearings and summative assessment additional questionnaires. • Establish student program qualitative hearings with wider representative sample including excellent students too with lessons learnt documented and transferred to other lagging students too. • Train Quality Assurance Office on semi-structured qualitative interviews to find out the potential reasons for leaving the program and for the frequent repetition of exams. 	<ul style="list-style-type: none"> • Resistance by a part of academic personnel in short-term to perform constructive self-evaluation of their teaching and pedagogical skills and achievement of learning outcomes. • The accreditation authority may be hesitant to continuous curriculum improvement and revision with the opinions voiced by students. • Students may hesitate to provide effective feedback in student hearings • The tendency and culture of staff, graduates, students, and private sector representatives to point out only strengths but be milder in pointing out weaknesses

5. ACADEMIC STAFF

Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.

No	Name and Surname	Gender	Academic Title	Mode	Duration of contract	Teaching	Admin %	Research %	Academic community and community service
1	Visar Hoxha	M	Full Professor	FT	Tenure	38	32	25	5
2	Liridon Kryeziu	M	Assistant Professor	FT	Tenure	26	9.38	62.5	2.12
3	Veli Lecaj	M	Assistant Professor	FT	Tenure	26	9.38	62.5	2.12
4	Hazer Dana	M	Assistant Professor	FT	Tenure	26	9.38	62.5	2.12
5	Lumnije Thaçi	F	Assistant Professor	FT	Tenure	59	9.38	25	6.62
6	Fuat Pallaska	M	PhD	FT	Tenure	54	19	32	4.62
7	Albana Gjonbalaj	F	PhD Candidate	FT	Tenure	59	9.38	25	6.62
8	Elvida Pallaska	F	Assistant Professor	PT	30.09.2025	18	5	75	2
9	Njomëza Zejnullahu	F	Assistant Professor	PT	30.09.2024	53	5	38	4
10	Egzona	F	Assistant	PT	30.09.2024	53	5	38	4

	Osmanaj		Professor						
11	Tomor Çela	M	Assistant Professor	PT	30.09.2025	53	5	38	4

The tenure system is used for full-time staff.

CVs of the core academic staff of the program are made public and are available online in <https://www.eukos.org/?page=2,6>

From the above table, it can be seen that College ESLG pursues the staff workload policy of balanced teaching/research institution and is positioned as a balanced teaching/research institution.

In terms of Gender Balance of all academic staff (full-time and part-time staff) the efforts to increase gender balance over the years in the Management of Real Estate and Infrastructure (MA) program are presented as follows:

2020-2021		2021-2022		2022-2023	
Male	Female	Male	Female	Male	Female
85 %	15 %	80 %	20 %	60 %	40 %

The improvement of gender balance has been made in response to Strategic Goal 14 of the Staff Development Plan 2021-2026, which requires the increase of gender balance to 50%-50% at both institutional and program level, which can be seen on page 5 of the link https://www.eukos.org/repository/docs/Staff_Development_Plan_of_College_ESLG_2021-2026.pdf. The increase of female academic staff in the study program from 2021-2022 has been done upon adoption of the Hiring and Promotion Plan of College ESLG, which gives affirmative treatment to female applicants. Based on this plan, the hiring of new female academic staff was done successfully.

In response to the Expert Evaluation Team's 2022 recommendation assessing the institution, who recommended to ESLG to "Create a workload matrix to explain the state of affairs with regards to the commitments of the academic personnel", which can be seen on page 35 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf College ESLG established the Workload matrix for the staff members as presented and elaborated in details below for the program Management of Real Estate and Infrastructure (MA) in accordance with the Staff Workload Policy of College ESLG.

Academic workload by category of full time staff				
Workload category	Teaching and Supervision	Research and Innovation	Administrative duties	Community engagement
Research intensive	20 %	60 %	10 %	10 % ¹
Balanced research and teaching	40 %	40 %	10 %	10 %
Teaching intensive	50 %	20 %	20 %	10 %
Administrative Intensive	20 %	20 %	50 %	10 %
New academic ²	40 %	40 %	10 %	10 %

Academic workload by category of part time staff with reduced hours – 20 hours				
Workload category	Teaching and Supervision	Research and Innovation	Administrative duties	Community engagement
Research intensive	30 %	60 %	5 %	5 % ³
Balanced research and teaching	50 %	40 %	5 %	5 %
Teaching intensive	60 %	30 %	5 %	5 %
New academic	50 %	40 %	5 %	5 %

In terms of staff workload, the total workload of professors is calculated as follows:

$$TW = \sum \{CN \times PR \times (0.5 + 0.5 CS/NS) - T + W\} + RI + CE + AD = TL + RI + CE + AD$$

TL- Teaching and Learning

RI-Research and Innovation

CE- Community engagement

AD- Administrative duties

¹ Community engagement for full time staff is up to 10 % but not exceeding 10 %

² New academic is someone who has just been hired and has experience of less than one year in teaching

³ Community engagement of part time staff is up to 5 % but not exceeding 5 %

On the other hand, Teaching and Learning is calculated as follows:

$$TL=[CN \times PR \times (0.5 + 0.5 CS/NS)] +W$$

TL- Teaching and Learning

CN-Contact hours

PR-preparation for lectures

CS-class size

NS-normal size

T-Time saved by tutor

W- study visits

The Teaching and Learning Workload matrix shall be presented below together also with the Research and Innovation Workload matrix, administrative duties matrix and Community engagement. The elaboration is presented in tables below.

Teaching and Learning workload matrix of staff members of the program Management of Real Estate and Infrastructure (MA)

Staff member	Contact hours per week	Preparation per week	Class size	Normal size	Time saved by tutor	Supervision	Study visits	Total teaching workload per week	Percentage of TL workload in total workload
Visar Hoxha	5	5	50	100	4	0.5	0.25	15.5	38 %
Liridon Kryeziu	4	4	50	100	2	0.5	0.25	10.75	26 %
Veli Lecaj	4	4	50	100	2	0.5	0.25	10.75	26 %
Hazer Dana	4	4	50	100	2	0.5	0.25	10.75	26 %
Fuat Pallaska	6	6	50	100	6	0.5	0.25	21.75	54 %
Lumnije Thaçi	5	5	50	100	4	0.5	0.25	15.5	39 %
Albana Gjonbalaj	6	6	50	100	4	0.5	0.25	23.75	59 %
Elvida Pallaska	2	2	50	100	0	0.5	0.25	3.75	18 %
Njomëza Zejnullahu	4	4	50	100	2	0.5	0.25	10.75	53 %
Egzonë Osmanaj	4	4	50	100	2	0.5	0.25	10.75	53 %
Tomor Çela	4	4	50	100	2	0.5	0.25	10.75	53 %

Research and innovation workload matrix of staff members of the program Management of Real Estate and Infrastructure (MA)

Staff member	Hours per day	Total RI workload per week	Percentage of RI workload in total workload
Visar Hoxha	2	10	25 %
Liridon Kryeziu	5	25	62.5 %
Veli Lecaj	5	25	62.5 %
Hazer Dana	5	25	62.5 %
Fuat Pallaska	2.5	12.5	32 %
Lumnije Thaçi	3	15	38 %
Albana Gjonbalaj	2	10	25 %
Elvida Pallaska	3	15	75 %
Njomëza Zejnullahu	1.5	7.5	38 %
Egzonë Osmanaj	1.5	7.5	38 %
Tomor Çela	1.5	7.5	38 %

Administrative duties workload matrix of staff members of the program Management of Real Estate and Infrastructure (MA)

Staff member	Hours per day	Total AD workload per week	Percentage of AD workload in total workload
Visar Hoxha	2.5	12.5	32 %
Liridon Kryeziu	0.75	3.75	9.38 %
Veli Lecaj	0.75	3.75	9.38 %
Hazer Dana	0.75	3.75	9.38 %
Fuat Pallaska	0.75	3.75	9.38 %
Lumnije Thaçi	0.75	3.75	9.38 %
Albana Gjonbalaj	0.75	3.75	9.38 %
Elvida Pallaska	0.2	1	5 %
Njomëza Zejnullahu	0.2	1	5 %
Egzonë Osmanaj	0.2	1	5 %
Tomor Çela	0.2	1	5 %

Community engagement workload matrix of staff members of the program Management of Real Estate and Infrastructure (MA)

Staff member	Total CE workload per week	Percentage of CE workload in total workload
Visar Hoxha	2	5
Liridon Kryeziu	0.5	2.12
Veli Lecaj	0.5	2.12
Hazer Dana	0.5	2.12
Fuat Pallaska	2	6.62
Lumnije Thaçi	2	4.62
Albana Gjonbalaj	2.5	6.62
Elvida Pallaska	0.25	2
Njomëza Zejnullahu	0.75	4
Egzonë Osmanaj	0.75	4
Tomor Çela	0.75	4

Staff workload matrix of Management of Real Estate and Infrastructure (MA)

Staff member	TL	RI	AD	CE	Total workload	Category of professor
Visar Hoxha	15.5	10	12.5	2	40	Balanced T&R&A
Liridon Kryeziu	10.75	25	3.75	0.5	40	Research intensive
Veli Lecaj	10.75	25	3.75	0.5	40	Research intensive
Hazer Dana	10.75	25	3.75	0.5	40	Research intensive
Fuat Pallaska	21.75	12.5	3.75	2	40	Teaching intensive
Lumnije Thaçi	15.5	15	3.75	5.75	40	Balanced teaching and research
Albana Gjonbalaj	23.75	10	3.75	2.5	40	Teaching intensive
Elvida Pallaska	3.75	15	1	0.25	20	Research intensive
Njomëza Zejnullahu	10.75	7.5	1	0.75	20	Balanced teaching and research
Egzona Osmanaj	10.75	7.5	1	0.75	20	Balanced teaching and research
Tomor Çela	10.75	7.5	1	0.75	20	Balanced teaching and research

Based on the workload matrix of staff members, the study program is positioned in the market as a balanced teaching and research study program. Four professors are research intensive due to the fact that they are Assistant Professors and the support is rendered to them for promotion to higher academic title of Associate Professor.

Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.

The teaching staff in College ESLG in programme Master of Real Estate Management and Infrastructure are hired according to the provisions of the Administrative Instruction on Accreditation and rules pertaining to full-time/part time staff. The staff engaged in the programme includes staff that have previously been certified by the Kosovo Accreditation Agency. The staff ratio is 64-36 % and 80 % of ECTS credits are held by full-time professors according to their field of specialisation.

Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.

The teaching staff in programme Management of Real Estate and Infrastructure (MA) is mainly full-time. The full-time staff within one academic year cover only two teaching positions (one full-time and one part-time). The list has been verified with the e-Accreditation System operated by the Kosovo Accreditation Agency.

Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.

In terms of numbers, 64 % of academic staff in Master study program Real Estate Management are full-time. The full-time staff assigned as course bearers cover 80 percent of the teaching workload (ECTS credits workload), including obligatory and elective subjects. Also the academic staff has the right hold the position of full time only in one higher institution and cannot be hired in another academic institution. The positions of part-time are added according to the specific field of their specialisation, and are verified in the E-Accreditation system of Kosovo Accreditation Agency. The electronic system automatically does not allow professors to add more than two teaching positions one full time and one part-time in E-Accreditation system.

Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.

The study program has met the requirements specified in the Administrative Instruction on Accreditation. The list of staff, their employment status and their qualifications have been approved by the National Quality Council. In the programme Real Estate Management Master degree are employed two full time professors each of them covering 60 ECTS credits.

No	ECTS	Staff Member: Name and Surname	Qualification
1	60	Full Professor Visar Hoxha	(PhD in Law and Management of Real Estate)
2	60	Assistant Professor Liridon Kryeziu	(PhD in Management and Organization)
Tot	120	2	

Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.

The Staff development plan 2021-2026 has the following key objectives:

- to provide a framework for improvement of pedagogical skills of academic staff;
- Advance full-time academic staff to higher academic titles based on Regulation of ESLG on standards for election of academic staff into higher academic titles.
- Sponsor the doctorate and post-doctorate studies of full-time teaching staff through partner institutions;
- Offer strong life-work balances for junior faculties to enable their early career development.
- Offer support for mid-career professors and late-career professors;
- Develop change and developmental ethos;
- to include the development of the staff as part of HR compensation plan;
- to embed all staff development activity into the College ESLG's academic calendar.
- Staff development is an integral part of the College ESLG strategic planning process.
- The staff development objectives are included in the Strategy of College ESLG and Action Plan for the Implementation of the Strategy.
- Junior professors are selected and developed among recent graduates of the bachelor and master program or imported from the ranks of postgraduates from U.S and European Universities;
- Research skills are the focus of staff development strategy;
- Development of academic community and community services;
- Development of formation phases of the Faculty;
- Increase the gender balance of academic staff;
- Strengthen policy and procedures that support strong academic credentials and a record of successful instruction;
- Strengthen policies and procedures that support academic staff active engagement in scholarship, pursuit of best practices in their fields, and expertise in their course content;

Staff development is an integral part of the College's strategic planning process. The Staff Development Plan objectives, actions, targets, and timeframes are in full conformity with the Strategic Plan of College ESLG.

The priorities that emerged from the consultation of senior members of staff within the institution are: supporting the professional development of those in management roles within the institution - all newly appointed to a management role are given appropriate levels of support when undertaking a management / leadership role, supporting managers in addressing performance issues, supporting staff in the professional development of lecturers and researchers, supporting e-learning activity, supporting staff in technology and knowledge transfer - there is a need to support staff in all their activities in relation to technology and knowledge transfer. During the previous year the staff development component was focused on providing effective pedagogical skills and training. Pedagogical skills training for the Faculty has focused on the following topics: student-centred learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project based learning, E-learning, Assessment and integrating key skills into the curriculum.

In this regard, College ESLG organized the staff development workshops as follows:

- Socratic Teaching Methods Workshop of College ESLG held in Prishtina, Kosovo on 29 May 2021;
- Constructive Alignment of Learning Outcomes with Teaching Methods Workshop of College ESLG held in Prishtina, Kosovo on 16 June 2021;
- Multivariate Statistical methods Workshop of College ESLG held in Budva, Montenegro on 04 December 2021.
- How to Write and Publish Scientific Papers Workshop of College ESLG held in Prishtina on 04 March 2022;
- Writing Case Studies for Interactive Learning Workshop of College ESLG held in Prishtina on 04 May 2022;
- Deep Learning Workshop of College ESLG held in Prishtina on 17 January 2023;

All the above-mentioned trainings are serious efforts made by the Law Faculty to enhance the pedagogical skills and knowledge of staff as part of full realization of Staff Development Plan of College ESLG 2021-2026.

The Staff Development Plan of College ESLG 2021-2026 can be found in the link https://www.eukos.org/repository/docs/Staff_Development_Plan_of_College_ESLG_2021-2026.pdf

The Strategy of College ESLG and Five Year Action Plan of College ESLG 2021-2026 are available online in https://www.eukos.org/repository/docs/ESLG_revised_strategy.pdf

The staff of College ESLG can receive academic titles according to the Regulation on Standards for Election to Higher academic Titles of College UBT, which standards are equal to habilitation standards of Austria and Slovenia, with one exception that standards of College ESLG Regulation also take into account the Kosovo Law on Higher Education and Administrative Directive 01/2018 as supplemented by Administrative Directive 07/2018 on accepted research platforms of Ministry of Education of Kosovo, Kosovo Accreditation Agency Standards on Bearers on Doctoral Study Program Bearers, and decision of State Council of Quality of Kosovo on Bearers of Bachelor and Master Study Programs. The Regulation on Standards for Election to Higher academic Titles of College ESLG is available online in the link <https://drive.google.com/file/d/1vSA9wTPoSWxmkdz8Xsf7DMZZwaP1fO1M/view> or <https://www.eukos.org/?page=2,165>

The Regulation was revised and includes new and modern clauses regulating staff promotion and advancement to higher academic titles. The regulation was revised in response to Expert Evaluation Team 2022 evaluating the institution who recommended “*Create distance between the regulations of Nova Univerza and ESLG concerning staff development*”, which can be seen on page 35 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf New regulation and staff promotion are completely new, modern, and independent. College ESLG fully relies on its own regulation and system.

The staff development plan is linked also with the HR compensation plan, whereby staff with higher academic titles receive higher compensation. The Department also offers training to academic staff on development of pedagogical skills on the following topics: student-centred learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project based learning, E-learning, Assessment and integrating key skills into the curriculum.

As part of Faculty Development College ESLG supports the following phases of development: formation phase, expansion phase for mid-career professors, and generativity for late career faculty staff. This formation procedure is transparent and available online in <http://www.eukos.org/?page=2,207>

The phases of Faculty Development and the support provided by College ESLG are described below:

Formation phase

In the formation phase the early career professors receive support in the following areas:

- Learning and Teaching
- Research Practices
- Pre-tenure leadership
- Life-Work Balance support for junior faculty PhD candidates

In Learning and Teaching, the early career professors of College ESLG benefit from the support in the following areas:

- Curriculum design
- Assessment of student learning
- Classroom climate
- Teaching methodologies
- Program design and development

The support is provided through workshops, consultations with late career professors, cross-disciplinary faculty learning group (composed of three professors in various stages of formation), classroom observation of senior professors, and program design and development sessions delivered by the senior staff.

In Research practices the formation phase faculty receive the support in the following areas:

- Developing the research writing attitude
- Time management for research
- Targeting journals and publishers
- Working with editors and responding to reviewers' comments
- Young Researcher Grant Support for Junior Faculty.

The support is provided through New Staff Writing Groups, Consultations, Research Writing Workshops, and Faculty Learning Groups (composed of three professors in various stages of formation), and grant support for junior faculty in the formation phase in the form of Young Researcher Grant Support.

Expansion phase

In learning and teaching, for mid-career the College ESLG offers support in the following:

- Program development sessions;
- Alternative pedagogies;
- Peer consultations;

In research, for mid-career the College ESLG offers the support in the following:

- Interdisciplinary research Mixed Faculty Groups;
- Lead Scholar Development Grant Support;

The examples of Lead Scholar Development Grant Support, which are dedicated for Mid-Career Faculty can be seen in the link <http://www.eukos.org/?page=2,170>

Generativity phase

In learning and teaching, for late-career the College ESLG offers support in the following:

- Alternative pedagogies;
- Internal networking;
- Peer consultations;

In research, for late-career the College ESLG offers the support in the following:

- Interdisciplinary research Mixed Faculty Groups;
- Reframing your scholarly legacy;

- Pre-retirement Book Publication Grant Support;

Insofar, College ESLG has provided the following support:

- Formation phase support to:
 - Edin Murati in curriculum development by involving him as an important member in the past of Curriculum Development Team as it 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
 - Elita Çeku in Junior Faculty Life-Work Balance in support of Goal 5 of the Staff Development Plan;
 - Sara Sadiku, Emblema Zeqiraj, and Fjolla Shala with the Young Researcher Grant as it can be seen in <https://www.eukos.org/?page=2,170>
 - Dr. Fuat Pallaska mostly in scientific research;
 - Sara Sadiku and Emblema Zeqiraj in the form of Pre-Tenure Leadership by having served and chaired the Faculty Ethics and Disciplinary Commission of Faculty of Real Estate as it can be seen in <https://www.eukos.org/?page=2,196>
- Expansion phase support to:
 - Professor Visar Hoxha with Lead Scholar Grant as it can be seen in <https://www.eukos.org/?page=2,170> in support of Goal 6 of Staff Development Plan;
 - Assistant Professor Veli Lecaj in scientific research in support of Goal 6 of Staff Development Plan;
 - Assistant Professor Hazer Dana in scientific research in support of Goal 6 of Staff Development Plan;
 - Assistant Professor Mersiha Kacamakovic mostly in curriculum development and scientific research in support of Goal 6 of Staff Development Plan;

In response to Goal 2 under Staff Pedagogical Development of Action Plan for Implementation of Quality Improvement Strategy 2022-2023 of study program, which is “Establishing the Best Professor Award”, which can be seen on page 7 in the link <https://drive.google.com/file/d/1As0dMpglHDxx4GNH2yPZ-WwoFVaMIgNN/view> College ESLG took the decision to establish the system of Best Professor Award and is working on defining the criteria for Best Professor Award by April 2023 and give the award by September 2023 as staff recognition as foreseen by the Action Plan described above.

Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.

The mechanisms for the allocation of workloads are approved and implemented in the Department of Real Estate and master program and are made available to the staff in accordance with College ESLG Workload Policy.

The allocation of work to full-time staff takes into consideration the activities of full time staff in administration, research, service to the professional discipline, and service to the wider community. The workload allocation policy also take into account the following aspects: course coordination, lectures, tutorials, organisation and teaching of performances

and workshops, field trips, the organisation of practicums, marking loads, student supervision, diploma theses supervision, student consultation hours, and academic community and community services.

The service of staff to academic community are:

- Conduct trainings within the department
- Serve as a liason for Study Abroad opportunities of students;
- Represent the department of Real Estate or College at official events;
- Serve as a faculty representative for student teams participating in National and International Scientific and Sports Competitions;

Articles 16-20 of the Staff Workload Policy of College ESLG require the contribution to the community for both staff promotion to higher academic titles but also for staff appraisal purposes.

The service of staff to community are:

- Serve on a professional scientific committee
- Serve on a board or in other service roles for community service organizations
- Facilitate student engagement in community service activities
- Conduct workshops/trainings for community service organizations

The following participation is recognized and required:

- Serving on a professional scientific committee
- Serving on a board or in other service roles for community service organizations
- Facilitating student engagement in community service activities
- Conducting workshops/trainings for community service organizations

The examples of community service of academic staff of ESLG in the past are described below:

Staff member	Contribution and participation to fora where community development plans are considered	Community development mode
Visar Hoxha	Institute of Free Trade Economy – Member of Advisory Board	<ul style="list-style-type: none"> • Women in Energy; • Entrepreneurial skills of disadvantaged women;
Veli Lecaj	Rochell Institute – Member of Board	<ul style="list-style-type: none"> • Community and cultural care
Hazer Dana	Working Support Group for Municipal Development Plan	<ul style="list-style-type: none"> • Municipal development

	of Viti	plan of Viti
Fuat Pallaska	Jakova Innovation Centre ASCOM NGO Member of Community and Return Committee Municipality of Gjakova	<ul style="list-style-type: none"> • Training for RAE communities; • Cultural activities for development of minority communities in Gjakova; • Return of displaced persons
Mersiha Kacamakovic	<ul style="list-style-type: none"> • Peja municipality community committee; 	<ul style="list-style-type: none"> • Community development of Bosniac minority in Peja
Islam Hasani	<ul style="list-style-type: none"> • Humanitarian organization Bereqeti 	<ul style="list-style-type: none"> • Training and skill development for disadvantaged communities
Edin Murati	<ul style="list-style-type: none"> • Green Energy Kosova NGO – Member of committee 	<ul style="list-style-type: none"> • Awareness raising for CSOs to participate in policy making in energy and environment
Jehona Hoxha	<ul style="list-style-type: none"> • Center for Transparency and Sustainable Development NGO - Member 	<ul style="list-style-type: none"> • Awareness raising for energy and water minimization among minority communities
Elita Çeku	<ul style="list-style-type: none"> • Center for Transparency and Sustainable Development NGO - Member 	<ul style="list-style-type: none"> • Awareness raising for energy and water minimization among minority communities
Driton Haziri	<ul style="list-style-type: none"> • Center for Transparency and Sustainable Development NGO - Member 	<ul style="list-style-type: none"> • Free training on the importance of land consolidation in the village of Zlatar
Mendim Blakaj	<ul style="list-style-type: none"> • Center for Transparency and Sustainable Development NGO - 	<ul style="list-style-type: none"> • Fruit damages valuation training for apple farmers in Istog;

	Member	
Besnik Vrella	<ul style="list-style-type: none"> Institute for Real Estate Management 	<ul style="list-style-type: none"> Facility Maintenance with clean materials awareness raising campaign

The workload for service to academic community and community cannot exceed 10 % of total workload according to the ESLG Staff Workload Policy. This is also regulated in Articles 16-20 of ESLG Staff Workload Policy.

The ESLG Staff Workload Policy is available online in http://www.eukos.org/repository/docs/College_ESLG_Faculty_Workload_Policy_Regulation_2020.pdf

Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.

The formal staff appraisal process within the department of Real Estate Management supports the review of performance of roles, the achievement of goals and objectives, and the implementation of staff development plans by line managers. It also focuses on future goals, objectives and development plans in the context of evolving operational responsibilities and career development. The purpose of the quality review process is to ensure that staff appraisal is performed in accordance with ESLG's Staff Appraisal and Development Policy. The Staff Appraisal and Development Policy is available online in http://www.eukos.org/repository/docs/Staff_Appraisal_and_Development_Policy.pdf

The End of the Academic Year Staff Appraisal Review is a report that creates a record of staff productivity in the areas of research, teaching, service and administration. The Head of Department is responsible for performing the initial staff performance evaluation using a point-based numerical assessment of distribution of efforts in line with the performance criteria set in the Regulation for Staff Appraisal. The Head of Department receives also information on staff performance review taken from Annual Quality Assurance Committee Report (taken partly from student surveys and partly from statistical quantitative data analyzed for the professor). Information on staff research productivity is drawn from the annual research report that each staff should submit to the Head of Department and cc: Rector of College ESLG. Also part of appraisal is taken from the Staff Learning Outcomes Matrix Self-Appraisal and Course Learning Outcomes Matrix Achievement Review at the level of department (which takes into account the self-appraisal by staff member but also includes peer review and line manager review at the department level). The Head of Department takes into account the staff member activity as part of Staff Development Plan (progression towards the progression towards the academic title according to the Regulation on Standards to Election into Higher Academic Titles of College ESLG) and staff self-evaluation based on Learning Outcomes Achievement Matrix. The initial evaluation should be sent to Staff Member for comments and discussion. The final staff evaluation report is submitted to the ESLG HR Committee on Staff Selection, Performance Assessment, and Promotion. The

learning outcomes matrix achievement evaluation is considered as part of Pedagogical Activity under own College ESLG Regulation on Standards to Election into Higher Academic Titles.

The End of the Year Staff Appraisal Review sample is available online in http://www.eukos.org/repository/docs/The_end_of_the_Year_Appraisal.pdf

The sample individual self-appraisals are available and can be seen in the link https://drive.google.com/drive/folders/1q2ZzBOOXjK6opsynZiXi_uYNYshfSmBx?usp=sharing which are based on the targets set independently by the staff member in Individual Development Plan that is drafted at the beginning of academic year that can as a sample be seen in https://drive.google.com/drive/folders/1gvLHqTHEHmOqukkrttyJzta_SoC361gM?usp=share_link

Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.

The programme Teaching and Learning Strategy is based on the specifics of the programme, outcomes of the quality assurance procedure and feedback from staff and students. The College ESLG implements a number of quality assurance procedures in order to extract information on teaching quality. The outcome of the quality assessment procedure are discussed with staff members. All staff members are required to produce an individual development plan, which outlines the ways to improve the teaching and learning methods, achievement of learning outcomes, improvement of research skills, and use of technology in the courses. The procedures below are carried out by the College ESLG Quality Commission:

- Procedures for ongoing monitoring of programmes;
- Procedures for programme evaluation;
- Procedures for selection, appointment, appraisal and development of staff;

The Individual Development plans, student surveys, and annual quality reviews serve as procedures to enhance the quality of teaching strategies and quality of learning materials;

Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.

The College ESLG has a retirement age limit of 65 after which professors lose their full time status but are used in advisory roles.

Performance indicator 3.1. Teaching staff are encouraged to develop strategies for the improvement of their own teaching and maintain a portfolio of evidence of evaluations and strategies for improvement.

The Teaching Staff adopts on its own Individual Development Plans against main categories such as Pedagogical Activity, Research Activity and Professional Activity. Under pedagogical activity the staff sets objectives and goals with regards to grade average of students in the course, student satisfaction rate, and achievement of course learning outcomes and overall program learning outcomes and use of innovation teaching methodologies. Then each academic staff performs the self-assessment of the achieved results against the objectives that they themselves set.

Then the Quality Office, in coordination with the Institute for the Development of Education and Academic Affairs (IDEAA) of mother institution UBT, has an important role in control, monitoring and development. They encourage and monitor the development of certain strategies to improve teaching methods. The recommendation of this office is based on:

- a) Structure for developing critical thinking in curriculum development;
- b) Reading, writing and discussing in each subject;
- c) Team learning;
- d) Teaching and assessment planning, etc.
- e) Consider all stakeholder inputs (personnel, candidates, industry, experts, public body, agencies, relevant stakeholder influence);
- f) Academic staff development.

Also, at the beginning of each academic year, each academic staff is required to re-evaluate the syllabus of the subject he/she teaches based on the self-review that they conduct against the objectives that they set and to follow trends in the specific areas they teach.

Performance indicator 3.2. Training programs in teaching skills are provided for both new and continuing teaching staff including those with part time teaching responsibilities; these include effective use of new and emerging technology.

Teaching skills training programs are mainly geared towards developing quality as well as other functional competencies of academic and non-academic staff that can lead to comprehensive improvement of the institution.

Performance indicator 3.3. The extent to which teaching staff are involved in professional development to improve quality of teaching is being monitored.

The teaching staff is involved to a considerable extent in professional development for quality improvement. The process of improving the quality of teaching is monitored in several ways. One of the forms is the evaluation of the teachers' performance by students, then individual development plans and staff self-appraisal against the individual development plan but also the End of the Year Staff Appraisal monitor the progress of the staff towards the achievement of teaching quality.

Performance indicator 3.4. The results of the academic staff evaluation are taken into account for promotion purposes and renewal of contracts.

The results of the evaluation, the academic staff, the candidates and the management are taken into account for the purpose of promotion and extension of contract. The results of academic staff evaluations are taken into account also during application for promotion to higher titles under ESLG Regulation on Standards for Election into Higher Academic Titles in the category of pedagogic activity.

The SWOT analysis with regards to Academic Staff is presented below:

Table 3: SWOT analysis related to academic staff

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> • Strong full time and part time ratio of academic staff; • Part-time staff bring in extensive practice experience. • Well-established staff development structure; • Well structure policy for early formation of junior faculty, expansion stage for mid-career staff and generativity for late-career staff; • Teaching workload for junior faculty who is full time PhD candidate is minor in favor of more research workload to support the junior staff’s life-work balance; • The department heads are receiving an “Academic Year Staff Appraisal Review” by the quality, management office, which includes teaching, research, service and administration aspects. • The Young Scholar Development Grant Support for early formation staff; • The Lead Scholar Development Grant Support for Mid-Career staff; • Pre-retirement Book Publication Grant Support for late-career staff; • Early formation staff involved in program development of bachelor degree in Curriculum Development Team; • Staff promotion opportunity under its own ESLG’s Regulation on Standards for Election into Higher Academic Titles; 	<ul style="list-style-type: none"> • Only one Full Professor in the program; • Individual development plans sometimes do not look at self-development of the staff from a critical point of view and do not reflect the real needs for improvement of the staff; • Underutilization of qualitative data in evaluation of academic personnel.

<ul style="list-style-type: none"> • ESLG Workload Policy also includes the service of professors to academic community and community not exceeding more than 10 %; 	
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Creating a positive reinforcement culture for the staff that is self-critical in the drafting of Individual Development Plans. • Increase the qualitative data in evaluating academic staff. • Train professors in virtual reality teaching in the first phase and then introduce a clause in the contract to make the virtual reality teaching a must. • Develop an external grant funding applications policy to enhance the funding for more tenure positions. 	<ul style="list-style-type: none"> • The Kosovar culture not to be too self-critical; • The recognition of PhD diplomas for PhD candidates takes lots of time at Kosovo NARIC due to bureaucracy of Kosovo NARIC in order to use them as PhD graduates;

5. EDUCATIONAL PROCESS CONTENT

Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality.

A real estate manager is a professional with higher master education who is trained to work in the management of construction and infrastructure projects, manage architectural bureaus, manage real estate development projects, manage initiatives in the sustainable construction, renewable energy, facility management, and also work in public institutions departments of urbanism, cadastre, and property registration. The study program under evaluation can also equip professionals in real estate appraisal who can get the license from the Ministry of Finance and exercise an independent profession of Real Estate Appraiser who can work in banks, insurance companies, and other financial companies working with the securitization of collateral. The study program is interdisciplinary and various disciplines of real estate management are intertwined in the study program and taught from the managerial perspective. The disciplines are as follows: 1) substantive property and infrastructure law, 2) architecture, urban design, building materials, and facility management taught from the sustainability perspective; c) economic courses and finance courses; d) real estate appraisal and registration; and e) infrastructure courses such as municipal, energy, road infrastructure, and telecommunications infrastructure. The real estate manager is not a real estate agent but a manager of construction and infrastructure industry projects. Most of real estate managers work as managers in the construction market and other infrastructure industry (energy, waste recycling, municipal infrastructure), banking sector (for valuation of mortgages), market for appraisal of residential and commercial real estate, leasing market, manage architectural

bureaus, and land surveying offices. The purpose of this study program is to satisfy the needs of construction and infrastructure sector with skilled managers taught from the sustainability perspective but also the banking industry with collateral appraisers. Since sustainability and energy efficiency is one of main components of the study program, the graduates of the present program can manage projects in energy efficiency in buildings and sustainable refurbishment.

The graduates of the program under evaluation contribute to the civil society and society in general through transfer of knowledge in sustainability and environmental protection because one of the main competencies of the program is running sustainability projects. Everything is taught from the sustainability perspective. The real estate managers of this program differ from the graduates of other study programs abroad since they develop a unique professional personality of caring about the environment, energy reduction, CO2 pollution, and health of building occupants. The professional personality of care towards the future generations, planet, and scarce natural resources is the unique competency that is built within the program under evaluation, which is not quite the case even in the most advanced study programs in real estate management abroad. Building sustainability competency within the future leaders of the construction sector is a direct contribution to the local and global society since real estate managers and real estate developers are the ones the pull the strings in the end when it comes to financing and deciding on what construction projects to run.

The purpose of this study program is to satisfy the needs of construction and infrastructure sector with skilled managers and leaders with interdisciplinary and transferrable skills from one sector to another dealing with property transactions (such as notary and attorneys, architects, construction and facility management companies, and banking and insurance).

The graduates of the program contribute to the civil society and society in general through unique skills that contribute to the development of the built environment and enhancement of the quality of urban living.

Developing the persona of change agents within the graduates of the program is a competency with direct contribution to the local and global society since with their appraisal skills and real estate management competencies they can contribute directly to transformation and effective management of real estate, construction, and infrastructure resources.

Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.

The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course has a detailed syllabus, which is more detailed than a course programme and describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules. The study methods put a lot of emphasis on research-based teaching, individual work or teamwork and discussions. Individual work is often a writing assignment. Since real estate management like any

management science focuses on problem solving, the development of problem-solving skills within the study program is an imperative.

For the purpose of developing problem-solving skills case-studies, project work, problem-based learning and simulated learning is included. Real life scenarios are simulated within the class or as Take-Home assignments. In addition, Monte Carlo simulations, sensitivity analysis, and probability theory are taught in order to further develop the skill of problem solving and decision-making of elite real estate managers by eliminating mental error biases that occur in decision-making. Site visits to construction and infrastructure sites are important features to teach students about different phases of construction and infrastructure projects. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, group work, and project learning through software electronic aides. The use Thermal Camera equipment for energy audits in the field is an opportunity to develop further team skills of students. Our emphasis on practical and relevant industry knowledge is a key feature of educational programs. Development of sustainability persona within the future real estate managers is also a key feature of the program under evaluation. In addition, critical reviews of real estate registration system in Kosovo are used to develop critical thinking skills of students so they can serve as change agents in the community and society especially with respect to improvement of property tenure in Kosovo. Evaluations and opinions of the the real estate negotiation agreements for the purpose of providing creative solutions for the improvement of legal wording of real estate agreements used during negotiations helps students become active change agents that contribute to the advancement of built environment, quality of living,, and sustainable development. With policy memos students are taught how to provide creative solutions and manage those solutions with respect to architectural and building materials alternatives that improve the energy efficiency in Kosovo.

Additionally, project interdisciplinary activity enables students to work in groups, manage teams, critically analyze the real estate phenomenon from interdisciplinary facets of real estate,, apply the theoretical frameworks from different fields in a particular phenomenon, write a report, work in teams, present in class, and conduct a role play. The group-work, case-study analysis, and fun role-playing exercise reduces the cognitive load of students and encourages them for deep learning in the following manner:

- It boosts the emotional state of students as a precondition for deep learning (through providing emotional competence to students, attracting their interest and curiosity, and developing a fun and challenging assessment and learning environment);
- It boosts the Self-Context of students in the classroom as a precondition for deep learning (through developing their extrinsic and intrinsic motivation, enabling them to become autonomous in solving the case and setting goals, and regulate their attention and ideas flow);
- It boosts social relationships as a precondition for deep learning (through making them feel that they belong to the built environment community and ESLG

community, nurturing student-student, student-professor, and student-ESLG community relationships);

Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.

On completion of the programme, they will be able to:

1. Critically understand the key areas of property industry, property law, and sustainable forms of urban development and designs.
2. Critically review the real estate registration system.
3. Compare the different investment and real estate development projects.
4. Evaluate the different categories of real estate negotiation agreements.
5. Develop creative responses to architectural forms and materials that save energy and add value to real estate.
6. Achieve highly specialized and advanced knowledge in particular areas of property industry, sustainable materials, entrepreneurship, and real estate valuation;
7. Create systematic understanding of real estate appraisal methods.
8. Manage teams in providing critical analysis of phenomena, trends, and reforms in the real estate industry and take responsibility to contribute to knowledge in the field of real estate.
9. Advance analytical and problem-solving skills that can be applied in the problem-solving of complex real estate investment and infrastructure projects.
10. Plan and carry out research project in the area of real estate management;

All assessments mechanisms are validated internally and externally during the initial programme/subject development and during the programme/subject review cycle. All assessments are written to reflect the course syllabus and to examine the extent to which students have reached not only the program learning outcomes but also course intended learning outcomes.

Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.

The minimum guidelines for syllabus content are determined by the Academic Council. The minimum requirements that course bearers have to observe are as follows: course aims and objectives, learning outcomes, course lecture and practice plan, course teaching and learning methods, course ECTS workload and its distribution, course assessment methods, and course resources and mandatory and recommended literature.

The course bearers must also align course learning outcomes with teaching activity and assessment methods in conformity with Guide of Law Faculty for Constructive Alignment of Learning Outcomes with Learning Outcomes and Assessment Methods, which is available

online in
https://www.eukos.org/repository/docs/Guide_for_constructive_alignment_of_learning_outcomes_and_assessment_College_ESLG.pdf

The Guideline for Syllabus Development and Review of College ESLG is available online in the link http://www.eukos.org/repository/docs/Syllabus_development_Guideline.pdf

The Constructive Alignment of Program Learning Outcomes with Course Learning Outcomes was made according to renowned educational theoreticians Biggs & Tang, (2015). In addition both Biggs and Tang (2015) call for linking of learning activities and assessment methods with course learning outcomes aimed at attaining those learning outcomes. Additionally the ECTS User Guide takes forward the objective of EU Ministers who ‘call on institutions to further link study credits with both learning outcomes and student workload and to include the attainment of learning outcomes in assessment procedures’ (ECTS User Guide, 2015).¹ Therefore College ESLG answered the call for linking the study credits with learning outcomes by allocating 1 course learning outcome to 1 ECTS credit and asking from professors to align learning activity and assessment methods with the learning outcomes aimed at effectively attaining such learning outcomes.

Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.

Article 3 paragraph 1, item 3 of the Regulation on Admission and Transfer of Students at Master level foresees that if the language of instruction is English for the whole program, students must pass the Graduate Record Examination (GRE) test with the result of at least 450 points in the paper based institutional GRE test. The GRE test can be also Computer based GRE test. For academic staff the requirement for teaching in English language is that they must do the PhD degree in one of foreign universities with the language of instruction in English. The GRE training and passage of GRE test can be done through mother institution’s UBT Certified Language Centre.

The Regulation on Admission and Transfer of Students to Master Studies is published on the website of College ESLG in the link [https://www.eukos.org/repository/docs/Regulation_\(MA\)_of_admission_and_transfer.pdf](https://www.eukos.org/repository/docs/Regulation_(MA)_of_admission_and_transfer.pdf)

The admission criteria are made known to all prospective students and are available online in <https://www.eukos.org/?page=2,21>

¹ ECTS User Guide, 2015, page 7 available online at https://education.ec.europa.eu/sites/default/files/document-library-docs/ects-users-guide_en.pdf

Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development.

Students receive an induction informative session prior to the commencement of each academic year and also an informative session during admission. The Rector delivers the informative session. Students receive general and programme specific information at this session including the expected programme learning outcome, educational content, timetable, the assessment schedule, and overview of the courses being delivered that semester as well as the teaching and learning strategies. The student receives information on, inter alia, the programme itself, assessment specifications, assessment regulations, available student supports, code of conduct, student complaint and disciplinary procedures, deferral information, and other such important information. Also, students receive information on each course intended learning outcomes from the course bearers in an informative session, which is held before any commencement of the course. Program learning outcomes are discussed with students in an informative session chaired by the Rector during admission of each student individually but also in a group informative session before commencement of academic year. In addition, each course bearer explains and discusses with students intended learning outcomes of each course and how they have relevance on students' development.

Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.

The traditional model of higher education in Kosovo was teacher-centred. The teacher and his ex-cathedra lectures were the focus of the whole educational content. However, in recent years one can notice a gradual transition to student-centred educational model. For the purpose of establishing and developing an overarching didactic concept, ESLG has adopted a Competency Based Approach in curriculum development. The programme learning outcomes guide the development of curriculum, the teaching and learning methods, and other assessment methods. A variety of teaching methods offer possibilities for active learning with the focus on achievement of learning outcomes. The variety of teaching methods include case studies, project work, problem-based learning, critical reviews, policy memos, simulations, and interdisciplinary activity. Visits to construction and infrastructure project sites are important features of the teaching and learning process. Opportunities for interactive learning are reinforced through writing assignments, project-based learning, case study analysis, site visits, group work, condition surveys, and application of software in analysing various real estate phenomena. Interdisciplinary activity offers students more deep learning opportunities.

In response to the recommendation of Expert Evaluation Team 2022 assessing the institution, who recommended to “*Elaborate on teaching philosophy in relevant document(s) and ensure that the academic staff and leadership learn about it*”, which can be seen on page 27 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf College ESLG adopted on 15.12.2022 a document called Guideline for Competence-Based Teaching Philosophy, which elaborates about the teaching philosophy that all professors of College ESLG should embrace. The teaching philosophy is competence-based teaching rather than content-based teaching based on achievement of learning outcomes. The document is available in the link

<https://drive.google.com/file/d/1DVK-bzTIMPINmKDhdMEzBMeDjCC2VUcm/view?usp=sharing> and is described in <https://www.eukos.org/?page=2,201>

The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course outlines the learning outcomes, which are discussed with students in order to facilitate their achievement by the completion of the course. Each course has a detailed syllabus, which outlines its objectives, course content for each week, organization of work, requirements for research individual or group work, provides a list of required and recommended reading and sets of attendance and specific assessment rules. The study methods applied by introductory subjects put a lot of emphasis on lectures, individual work or teamwork and discussions. Interdisciplinary activity is also included in interrelated courses delivered by the same professor. The interdisciplinary activity has been implemented as follows:

- In academic year 2020-2021 in the Spring Semester in the courses Sustainable Building Materials, Energy Buildings, Entrepreneurship in Real Estate, and Quantitative Investment Techniques in Real Estate delivered by Professor Visar Hoxha and Professor Islam Hasani;
- In academic year 2021-2022 in the Spring Semester in the courses Sustainable Building Materials, Energy Buildings, Entrepreneurship in Real Estate, Quantitative Investment Techniques in Real Estate, and Real Estate Development delivered by Professor Hoxha, Professor Islam Hasani, and Professor Fuat Pallaska.

The problem-based learning is also based on the case studies developed by College ESLG within the study program in cooperation with industry partners, which case studies are further analysed in an interdisciplinary and multidisciplinary manners serving the needs of the industry for suitable data and analysis.

One sample of a case study developed successfully with the assistance of the industry and highly liked by students can be seen in https://www.eukos.org/repository/docs/Case_study_ESLG_Property_Law.pdf

The case study resembles Harvard Business School Case Study.

Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.

Student's knowledge is being assessed continually during the coursework and at the end of each course, as stipulated generally by the Study Rules.

Student assessment is regulated by Regulation on Evaluation and Progress of Students. The regulation is transparent and all students and professors are informed about it in the Assessment part of the website available in <http://www.eukos.org/?page=2,150>

The Regulation can be found in the link http://www.eukos.org/repository/docs/Regulation_on_Student_Evaluation_and_Progress_in_Studies.pdf

According to the present regulation, the student evaluation is continuous and the evaluation method is clearly defined by each professor in the course syllabus.

Student has the right to three examinations in total, including the continuous first assessment.

In reexamination, percentages acquired by continuous evaluation are reset, and only the percentage acquired in the reexamination shall be considered for the grade in reexamination.

Assessment methods during the continuous assessment are:

- Essays;
- Research assignment;
- Project work;
- Case study examinations;
- Interdisciplinary activity;
- Final examinations;

Final examinations are held in Class (Open Book or Closed Book) and Take Home.

In the event of research assignment as part of continuous assessment, professors provide feedback to students twice in the form of substantial commenting of papers, in order for students to achieve a better grade.

The process of assessment and selection of assessment types are guided by Guidelines for Student Assessment of College ESLG. The Guidelines describe the following criteria for assignments:

- The assignment is authentic and realistic;
- The assignment is inherently a learning activity;
- The assignment is holistic and not a fragmented approach to measure the achievement of learning outcomes;
- The assignment must not be repetitive for both students and professors;
- The assessment assignments must promote student self-assessment;
- The assignments are not judgmental towards a particular group of people;
- Assessment assignments should be designed in the manner that minimizes plagiarism and maintains the high level of academic integrity of College ESLG;
- A range of assessment methods/assignments should be ensured by academic staff to demonstrate student achievement against all course learning outcomes and not only a few of them;
- Academic staff must use moderate judgment during assessment;
- Students must be informed in advance about the requirements of assessment assignments;

Further, the Guidelines describe the context, assignment description, and instructions to students for the following assessment assignments:

- Project Report/Assignment;
- Research Essay;
- Research Paper;

- Interdisciplinary Project Activity Report;
- Monte Carlo Simulation;
- Critical Review
- Evaluation and Opinion
- Policy Memo;

The Guidelines clearly describe the design strategy for assessment assignment and describes the criteria for online quizzes and Take Home Examinations.

The Guidelines also describe the following guides for professors to assess assignments of students:

- Using Rubrics for Assessment;
- Multiple Assessors;
- Pair Assignment Comparison;

Further Guidelines guide the professors how to design assessments according to assessment best practices and how to make judgments during assessment.

The Guidelines describe clearly to professors examples how to design assessments in order to achieve learning outcomes and provide an example of descriptors to achieve sample intended learning outcomes. These descriptors serve as a great guide for professors in designing assessment strategies based on achievement of learning outcomes and this is clearly explained on pages 16-19 of Guidelines for Student Assessment of College ESLG. The Guidelines are transparent and available online in http://www.eukos.org/repository/docs/Guidelines_for_Student_Assessment_ESLG.pdf

The administration of examination and assessment level is regulated by the Regulation on Administration and Assessment. The Regulation in question regulates the following areas:

- Semester exams and mid-term exams (Article 3);
- Final exams (Article 4);
- Procedure for application for exams (Article 5);
- Administration and duration of exams (Article 6);
- Publication of results and examination appeals procedure (Article 7);
- Grading system (Article 12);
- Academic progress standards (Article 14);

The Regulation in question is also available online in http://www.eukos.org/repository/docs/Regulation_on_Administration_of_Exam_and_Assessment.pdf and communicated clearly to all students.

The Examination Appeals procedure is described below:

- If the student does not accept the passing grade, however he/she has no objection as to the examination procedure, the student should file a written request within 48 hours to the course bearer for cancellation of passing grade.
- The student may seek the cancellation of passing grade from the same course maximum three times.

- The student is entitled to an appeals procedure if he/she considers that the examination is not carried out in accordance with the Regulations on Administration of Exams and other respective regulations and ESLG's Statute.
- The objection is submitted to the Vice Dean for Teaching (Deputy Head of Department of Real Estate) within 36 hours of awarding the grade.
- The Vice Dean shall evaluate students' objection and bring a decision within 24 hours of receipt of the objection.
- If the objection is accepted, the student earns the right to retake the examination before the Examination Board composed of three members within three days of the receipt of the decision.
- The Student may also request to take examination before the Examination Board composed of at least three members if he/she has failed the examination for more than three times. This is regulated by the Regulation on Administration of Examination of College ESLG.
- The Examination Board is appointed by the Dean/Head of Department. The Decision of the Examination Board may be appealed by the student or the Course Bearer before the Examination Appeals Committee in case they file any further complaint to the grading process.
- The decision of the Examination Appeals Committee is final.

Although Examination Appeals procedure is foreseen by Article 7 of the Regulation on Administration of Exams and Assessment, the examination appeals procedure is published on the website of College ESLG as a separate section in <http://www.eukos.org/?page=2,151>

The program is completed by passing all the required exams and by completing the master thesis. Student graduation is conditional upon meeting all course requirements of the mandatory and the elective courses and has attained the required ECTS. The master thesis is registered in the second year of studies. The diploma thesis evaluation committee, responsible for assessing the diploma thesis and conducting the exam, is appointed by the Vice-Dean for Teaching. Upon successfully completing all the exams and having met all the course requirements including the production and presentation of the diploma thesis, each student is conferred the degree.

The thematic areas for diploma theses are generated with the assistance of industry partners, who identify the areas of concern for them, which can be further researched by students as

part of master diploma thesis. Also the diploma thesis can be completed in the form of case study research, where case studies are developed in cooperation with the industry.

The master thesis process is explained below:

- College ESLG establishes every academic year a research plan /list of topics, proposed from the engaged professors, experts or from the research clusters. After it is confirmed from the Dean, it is made acceptable to the students through the E-Library;
- Despite the knowledge offered through the subject “Academic Writing and Research Methods”, there are given thesis consultations on general methodological research issues such as research design, appliance of references system, definition of the research methods, research question formulation, research hypotheses, and master thesis requirements in accordance with the Regulation on BA and MA Thesis;
- Student should choose a topic by submitting a Registration of Diploma Thesis Topic, which is available online in ,
- Project proposal of 5 pages defining the purpose of study, proposed theoretical background, and proposed method of research;
- After the proposal is submitted and thesis topic is recorded with the approval of mentor, the student starts to write the master thesis, which must contain 70 pages minimum and should be written along the structure agreed in project proposal;
- The master diploma thesis must be an original scientific research with empirical research;
- After the drafting of the thesis and final approval by mentor, the thesis is subject to review by the Thesis Committee composed of three members (mentor and two examiners);
- Upon review by the Thesis Review Committee members, recommendations for changes are made and submitted to the student;
- Student has three weeks to address the substantial comments rendered by Thesis Review Members;
- Upon final approval of the thesis by the Thesis Review Committee, the thesis is submitted for Technical Control and plagiarism control that is done through Turnitin and Akademia Platform;
- The finally approved draft must also be proofread by an independent language editor and bear the signature of the language editor;
- After the approval by Technical Office and proofreading by an independent language editor, the date of defense is set and the candidate defends the thesis in front of a three member committee.
- The defense can be held in public or closed session, which lasts not more than 45 minutes;

The procedure of master thesis is described online in <https://www.eukos.org/?page=2,154>

Some of the samples of diploma theses are published online in <https://www.eukos.org/?page=2,258>

According to Staff Workload Policy of College ESLG, it is recommended that a single staff member supervises not more than five master theses per academic year. In the academic year 2020/2021, the Rector of College ESLG based on the competencies vested in him/her by the Statute of College ESLG for organization of academic process within the College has taken

the decision by which the thesis supervision is distributed equally to all staff members of the program and a single staff member cannot supervise more than five master theses per academic year. 10 staff members in the program can supervise 50 master theses during the academic year. For fifty students planned in the years 2023-2026 and around 40 transitioning in time to start the diploma thesis process in time, the staff of ten professors in the program and one PhD candidate to serve as a tutor shall suffice to effectively implement the master thesis process and enable equal thesis supervision distribution within the program. Also group mentoring process assists the mentors to handle the group of students' master theses within the research clusters of the College ESLG and Department of Real Estate, which are further led by one professor. The group mentoring process is handled through the Learning to Learn Tutoring Program, where students with excellent achievement in research assist, advise, and guide the other students in the class. The Learning to Learn Tutoring Program is established with the Decision of the Rector.

Final grade represents a numerical or descriptive expression specifying the level to which the student has mastered the knowledge and skills set by the program proposed for the given course and sum of all credit points achieved during lectures at examination. Student numerical grading is based on a national scale from 5-10 and harmonised with ECTS. Courses that are graded numerically are based on: regular attendance of classes, results achieved at colloquiums, project work, research assignments, and final examination. The final grades are stipulated in Grading Policy available online <http://www.eukos.org/?page=2,158> and are described below:

Mark	Requirement	Points	ECTS
10	Student whose knowledge and skills meet or exceed all the requirements for further successful attendance of courses or practicing the profession	90-100	A
9	Student whose knowledge and skills meet all the requirements for further successful attendance of courses or practicing the profession	80-89	B
8	Student whose knowledge and skills meet almost all the requirements for further successful attendance of courses or practicing the profession	70-79	C
7	Student whose knowledge and skills meet most of the requirements for further successful attendance of courses or practicing the profession	60-69	D
6	Student whose knowledge and skills satisfy minimal requirements for further successful attendance of courses or practicing the profession	50-59	E
5	Student whose knowledge and skills as set under item 1 herein above do not satisfy minimal requirements for further successful attendance of courses or practicing the profession	0-49	F

	and did not achieve minimal requirements		
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Finally, students are informed in details about assessment methods at the beginning of each course through a course syllabus. In the first lecture the professor describes in details the course syllabus including the assessment methods and their weight in the final grade. All course syllabi are published online in <http://www.eukos.org/?page=2,35>

Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.

Examination documents are: examination registry, examination application, list of students taking the examination in the given examination period, examination report, student files containing information on students' re-examination activities and final grades earned during these activities. The Examination Registry and examination applications are administered using the Electronic Grading System (EGS). The documents related to student exam application and examination results are kept indefinitely while mid-term examination results, and other activity examination results are stored for three years.

The student is entitled to accept passing grade announced by the teacher and the decision is final and cannot be changed. In cases that the student does not accept the passing grade, however he/she has no objection as to the examination procedure, the student should file a written request within 48 hours to the course bearer for cancellation of passing grade. The student may seek the cancellation of passing grade from the same course maximum three times.

On the other hand, the student is entitled to an appeals procedure if he/she considers that the examination is not carried out in accordance with the Regulations on Administration of Exams and other respective regulations and ESLG's Statute. The objection is submitted to the Vice Dean for Teaching (Deputy Head of Department of Real Estate) within 36 hours of awarding the grade. The Vice Dean shall evaluate students' objection and bring a decision within 24 hours of receipt of the objection. If the objection is accepted, the student earns the right to retake the examination before the Examination Board composed of three members within three days of the receipt of the decision. The Student may also request to take examination before the Examination Board composed of at least three members if he/she has failed the examination for more than three times. This is regulated by the Regulation on Administration of Examination of College ESLG. The Examination Board is appointed by the Dean/Head of Department. The Decision of the Examination Board may be appealed by the student or the Course Bearer before the Examination Appeals Committee in case they file any further complaint to the grading process. The decision of the Examination Appeals Committee is final.

Students are obliged to behave during the examination process in accordance with academic principles and Code of Ethics of College ESLG, which is published online at the ESLG's homepage. Professors must respect the personal integrity of the students. Violation of academic norms of behaviour shall be a base for initiation of the proceedings before the department's Disciplinary and Ethics Sub-Committee, which decisions can be appealed at the

ESLG's Disciplinary and Ethics Committee. Students' misconduct is regulated by Code of Conduct and is considered every act of unauthorised aids by the student during the examination process, carrying of mobile phones and other electronic communication, violation of the integrity of the teacher and invigilators and entering the examination process under false identity. Very clear and concise sanctioning guidelines are stipulated in the revised Code of Conduct for Students in Article 7, which is available online in https://www.eukos.org/repository/docs/Code_of_Conduct_of_Academic_Staff_revised_with_out_colors.pdf

Standard 4.10. Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or inconsistently assessed.

Actions to deal with situations where standards of student achievement is inadequate are as follows:

- Provide extra time to those students who face problems in understanding the course;
- The student with inadequate achievements are given unique homework;
- Assign academic advisors to students whose achievement is inadequate, who are responsible to establish clear guidelines for each course requirement required by the course syllabus;
- Exam preparation activity for underachievers;
- Tutoring sessions through Course Mentors;
- Organization of summer sessions to remediate the course work;
- Supplemental instruction program in course requirements completion and not re-teaching the course;
- Learning to Learn Tutorship, where course assistants establish mixed teams with high achievers (who volunteer), that perform activities focused on assessment and study skills;
- Peer assessment program, where optimal achievers guide the sub-optimal achievers in motivation and interest in the course;
- Reduced course load program offered for those whose standard of achievement is inadequate;

Actions to deal with situations where standards of student achievement is inconsistently assessed are as follows:

- Establishment of a list of criteria for exams that resemble international criteria;
- Usage of multiple assessors in checking the exam work as foreseen in the Guidelines for Student Assessment of College ESLG;
- The exams of inconsistently assessed students are reviewed by another faculty member to confirm the criteria;
- Assessment is finally made by an Examination Committee composed of three other faculty members, excluding the course bearer. This is regulated by the Regulation on Administration of Examination and Student Achievement of College ESLG;
- Train professors on Student Assessment Methods according to the Guidelines for Student Assessment;

- Peer grading meetings to promote grading consistency where experienced and senior professors discuss with inexperienced novice professors about what constitutes good assessment practise;
- Usage of rubrics as foreseen in the Guidelines for Student Assessment of College ESLG;
- Usage of learning outcomes criterion-referenced assessment as described in Table 1 and 2 of Guidelines for Student Assessment of College ESLG.

The Guidelines for Student Assessment can be found in the link http://www.eukos.org/repository/docs/Guidelines_for_Student_Assessment_ESLG.pdf

Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.

The ECTS are a value allocated to course units to describe the student workload required to complete them. They reflect the quantity of work each course requires in relation to the total quantity of work required to complete a full year of academic study at the institution that is, lectures, practical work, seminars, self-studies –in the library or at home – and examinations or other assessment activities. ECTS credits express a relative value. In ECTS, 60 credits represent the workload of a year of study; normally 30 credits are given for a semester. One ECTS credit is equivalent to 25 hours of students’ workload. ECTS credits are obtained only upon successful completion of the course and completion of all necessary course activities, assignments, and successful passage of all required examinations.

There are no practical stages foreseen for the study program in the form of mandatory practical obligation of the student.

Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.

The practical work is not mandatory but recommended for master students. Practical placements are primarily organised in cooperation with construction companies and companies in the field of real estate appraisal, and real estate management. The institution has an Agreement of Cooperation with 17 companies and organizations from the construction, infrastructure, real estate, and surveying sector for the practical placement of students. The recommended practical placement is described to students in <https://www.eukos.org/?page=2,156>

The list of cooperation agreements are shown below:

No.	Name of company	Type of company	Link of the agreement	Fields of cooperation
1	<u>Kosovo Realty Group</u> ;	Real estate development and appraisal	http://www.eukos.org/repository/docs/Memorandum_of_cooperation_on_practical_obligation_ESLG-KRG.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment; • Joint contract research
2	<u>Hoxha Invest Group</u>	Construction company	http://www.eukos.org/repository/docs/Memorandum_of_cooperation_ESLG_-_Hoxha_Invest_Group_01.10.2017.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment; • Joint contract research
3	<u>Institute for Free Trade Economy</u>	NGO	http://www.eukos.org/repository/docs/Memorandum_of_cooperation_ESLG-IETL_12.02.2020.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment; • Joint contract research
4	<u>ALFA-I</u>	Construction and infrastructure company	http://www.eukos.org/repository/docs/Memorandum_of_Cooperation_ESLG-_ALFA_I_infrastructure_20.09.2016.pdf	<ul style="list-style-type: none"> • Practical placement;
5	<u>ANEM Real Estate</u>	Facility management and real estate development	http://www.eukos.org/repository/docs/Memorandum_of_Cooperation_ESLG_-_Anem_Real_Estate_1_0.01.2018.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment;
6	<u>ELEN</u>	Energy infrastructure		<ul style="list-style-type: none"> • Practical placement; • Part-time employment;
7	<u>Montis</u>	Real estate appraisal	http://www.eukos.org/repository/docs/Memorandum_of_Cooperation_ESLG-Montis_24.03.2019.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment; • Joint contract research
8	<u>Intercapital</u>	Real estate brokerage	http://www.eukos.org/repository/docs/Memorandum_of_cooperation_ESLG-NTSH_Elen_16.04.2016.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment;
9	<u>Metropoli</u>	Real estate brokerage	http://www.eukos.org/repository/docs/Memorandum_of_cooperation_ESLG-	<ul style="list-style-type: none"> • Practical placement; • Part-time employment;

			Metropoli 20.09.2016.pdf	
10	North West Real Estate	Real estate brokerage	http://www.eukos.org/repository/docs/Memorandum_of_Cooperation_ESLG-North_West_01.10.2019.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment;
11	MDM Real Estate	Real estate appraisal	http://www.eukos.org/repository/docs/Memorandum_of_Cooperation_ESLG - MDM Real Estate 01.10.2019.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment;
12	NNP Liridoni	Construction company	http://www.eukos.org/repository/docs/Memorandum_of_Cooperation_ESLG - NNP Liridoni construction 20.09.2016.pdf	<ul style="list-style-type: none"> • Practical placement;
13	Leeloo	Telecommunications infrastructure	http://www.eukos.org/repository/docs/Memorandum_of_cooperation_ESLG-Leeloo_01.10.2018.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment; • Joint contract research
14	American Chamber of Commerce	NGO	http://www.eukos.org/repository/docs/Memorandum_of_cooperation_ESLG-American Chamber of Commerce 10.03.2017.pdf	<ul style="list-style-type: none"> • Practical placement;
15	Association of Real Estate Appraisers	NGO	http://www.eukos.org/repository/docs/Memorandum_of_cooperation_ESLG - Association of Real Estate Appraisers 10.11.2015.pdf	<ul style="list-style-type: none"> • Practical placement;
16	Association of Land Surveyors	NGO	http://www.eukos.org/repository/docs/Memorandum_of_cooperation_ESLG - Association of Land Surveyors 07.08.2014.pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment; • Joint contract research
17	Velez Managed Services	Telecommunications infrastructure	http://www.eukos.org/repository/docs/Agreement_with_Velez_Man	<ul style="list-style-type: none"> • Practical placement; • Part-time employment;

			aged_Services.pdf	
18	Jungle	Marketing company	http://www.eukos.org/repository/docs/MOU_ESLG_Jungle_(1).pdf	<ul style="list-style-type: none"> • Practical placement; • Part-time employment; • Joint contract research

Performance indicator 4.1. The academic feasibility of the study program is ensured by taking into account the expected entry qualifications, a suitable design of the curriculum, a student workload that has been checked for plausibility as well as an adequate number of examinations.

The program is focused on candidates / professionals of the construction industry being the biggest contributor to GDP growth of Kosovo, one of the largest employers, and the industry that attracted the most FDI in the last years. Curriculum adaptability understands the needs of the market.

Performance indicator 4.2. Teachers use new IT resources (e-mail, personal web page, topics, bibliographies and other resources in electronic format and communication with students) and auxiliary materials, such as whiteboard, flipchart and video-projector.

The program provides IT resources for professors and candidates. At this program, the E-Library is used as a platform, where professors upload materials to candidates. Also, the CV of the professors are published on the website of College ESLG in <http://www.eukos.org/?page=2,6>

In addition, ESLG provides professors with other teaching resources such as whiteboards, flip charts, laptops and video projectors, and other software resources in some of the courses where software is needed.

Performance indicator 4.3. The effectiveness of planned teaching strategies in achieving different types of learning outcomes is regularly assessed and adjustments are made in response to evidence about their effectiveness.

The ESLG Quality Assurance Office monitors the implementation of the program and its effectiveness, in particular the achievement of learning outcomes. The Learning Outcomes Achievement Matrix is filled for each course and Program Learning Outcomes Achievement Review is conducted followed by the quality improvement plan on achievement of learning outcomes and development plan on achievement of program learning outcomes. Also, each professor gives the recommendations with regards to achievement of specific course learning outcomes and these recommendations are assessed by the Quality Assurance Office.

Curriculum Overview

Year I						
Semester I						Hours/ weeks
No	M/ E	Subjects	L	E	ECTS	Lecturer
1	M	Law of property and infrastructure	2	2	6	Assistant Professor Dr. Njomëza Zejnullahu and PhD Cand Albana Gjonbalaj
2	M	Academic writing and research methods	2	2	6	Assistant Professor Dr. Liridon Kryeziu
3	M	Sustainable Architecture	2	2	6	Assistant Professor Dr. Dr. Elvida Pallaska and PhD Cand Albana Gjonbalaj
4	M	Sustainable urban design	2	2	6	Prof. Dr. Visar Hoxha and PhD Cand Albana Gjonbalaj
5	E	Sustainable facility management	2	2	6	Prof. Dr. Visar Hoxha
7	E	Economics of real estate	2	2	6	Assistant Professor Dr. Liridon Kryeziu
8	E	Real estate policies in European Union	2	2	6	Assistant Professor Dr. Veli Lecaj
	E					
						30
Semester II						
No	M/ E	Subjects	L	E	ECTS	Lecturer
8	M	Sustainable building materials	2	2	6	Dr. Fuat Pallaska
9	M	Energy buildings	2	2	6	Dr. Fuat Pallaska
10	M	Entrepreneurship in real estate	2	2	6	Assist. Prof. Dr. Liridon Kryeziu
11	M	Quantitative Investment Techniques	2	2	6	Prof. Dr. Visar Hoxha
12	E	Theory of probability in real estate	2	2	6	Prof. Dr. Visar Hoxha
13	E	Real estate development	2	2	6	Assist. Prof. Dr. Lumnije Thaçi
18	E	Execution of innovative projects in public and private sector	2	2	6	Assist. Prof. Dr. Liridon Kryeziu
						30
Year II						
Semester III						
No	M/ E	Subjects	L	E	ECTS	Lecturer
16	M	Registration of real estate	2	2	6	Assist. Prof. Dr. Hazer Dana

17	M	Valuation of real estate	2	2	6	Prof. Dr. Visar Hoxha
18	E	Municipal infrastructure	2	2	6	Dr. Fuat Pallaska
19	E	Partnership in real estate: Negotiation of agreements in development phase	2	2	6	Assistant Professor Dr. Egzonë Osmanaj
20	E	GIS in real estate	2	2	6	Assistant Professor Dr. Tomor Çela
21	E	Energy infrastructure	2	2	6	Dr. Fuat Pallaska
22	E	Intellectual property rights in real estate	2	2	6	Assistant Professor Dr. Njomëza Zejnullahu
23	E	Massive valuation of real estate	2	2	6	Prof. Dr. Visar Hoxha
24	E	Financial analysis of real estate investments	2	2	6	Assist. Prof. Dr. Lumnije Thaçi
25	E	Telecommunications Infrastructure	2	2	6	Dr. Fuat Pallaska
30						
Semester IV						
	M/ No	E Subjects	L	E	ECT S	Lecturer
23	M	Diploma thesis	2	10	30	All lecturers
30						

The SWOT analysis with regards to Educational process content is presented below:

Table 4: SWOT analysis related to Educational process content

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> • Real life scenarios based on case studies developed in partnership with the industry; • Site visits; • Interdisciplinary activity; • The curriculum and instructional methods are based on contemporary learning principles. • Clear, succinct and realizable program learning outcomes; • Competency based approach with the emphasis on students' development; • Student assessment mechanisms are fair and equitable and are communicated clearly to students at the beginning of the course through a course syllabus; • The program is completed with the production and defence of master thesis upon a thorough conceptual review by Three Member Thesis Committee and Technical and Plagiarism Control by 	<ul style="list-style-type: none"> • The lack of a dose of multidisciplinary within the program as opposed to interdisciplinarity of the program. • The skills of social accountability not sufficiently strengthened in program learning outcomes • Insufficient weight of self-directed learning as a learning methodology for life-long learning. • Foreign practicums are not included to increase the internationalization of the program in cooperation with ESLG partner institutions. • Lack of definition of external examiners under the Regulation on Assessment and Administration of Exams.

<p>Technical Office;</p> <ul style="list-style-type: none"> • Final examinations can be in the form of writing assignments or final examinations with essay questions and case study analysis based on case studies developed in partnership with the industry; • Final Exam Review session is held to prepare students with the format of the exam, types of questions, recommended literature and concepts to be prepared; • The Examination Registry and examination applications are administered using the Electronic Grading System (EGS); • The student has the right to accept the passing grade or seek cancellation of passing grade up to three times (if the student does not have objections to examination procedure); • If the student has objections to examination procedure can file a request for examination before the Examination Board. • Violation of norms by professors and students can be addressed before the Department's Disciplinary and Ethics Sub-Committee. • The decision of Department's Disciplinary and Ethics Sub-Committee can be appealed before the ESLG's Disciplinary and Ethics Committee; • Clear defined actions to deal with situations where standards of student achievement is inadequate; • Clear defined actions to deal with situations where standards of student achievement is inconsistently assessed; • Student assessment is guided by Guidelines for Student Assessment; • Strong practical placement industry partners list; 	
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Introducing the method of groups giving feedback to other groups and being used as assessors under the guidance of the course bearer. • Organise a pilot testing of 	<ul style="list-style-type: none"> • The combination of multidisciplinary and interdisciplinary courses for effective learning can be a challenge because these combined studies are not very well understood by higher

<p>Interdisciplinary Activity in various courses of different disciplines;</p> <ul style="list-style-type: none"> • Opportunity to add a comprehensive examination at the end of studies. • Development of problem based learning to provide well-constructed case scenarios for the purpose of facilitating self-directed learning. • Introduction of assessment methods for assessing the ethical attitudes and behaviour needed for a contemporary 21st century professional. 	<p>education market in Kosovo;</p> <ul style="list-style-type: none"> • In the development of industry-based case studies, industry partners from different disciplines may hesitate to contribute; • The program is interdisciplinary and it is challenging to decide which main disciplines could be in the Final Comprehensive Exam of the Program;
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6. STUDENTS

Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.

The Students Admission at master level is regulated by the College ESLG Regulation on Admission and Transfer to Master Studies. The following requirements apply:

- Completed basic studies at bachelor level or equivalent at bachelor level;
- Completed bachelor study exams with an average grade above 7.5;
- Relevant experience in the field;

In the case of a limited number of student's enrolments at College ESLG, the Admission Affairs Committee in its enrolment decision gives the following weight to the above-mentioned criteria:

- Diploma 25%;
- Average grade during the basic studies 50%;
- Relevant experience 25%;

Article 3 paragraph 1 of the Regulation on Admission and Transfer of Students to Master Studies foresees that the following requirements apply in the event the language of instruction is English:

- Completed basic studies at bachelor level or equivalent at bachelor level;
- Completed bachelor study exams with an average grade above 7.5;
- Completed GRE institutional test with scores of 450 or more;
- Relevant experience in the field;

In the case of a limited number of student's enrolments at master program with the language of instruction in English, the Admission Affairs Committee in its enrolment decision gives the following weight to the above-mentioned criteria:

- Diploma 25%;
- Average grade during basic studies 30%;

- Results achieved in the GRE 15%;
- Relevant experience 30%;

In the event the applicant has an extensive experience in the field of construction management and real estate management, the criteria of GPA shall be revoked.

In response to recommendation of Expert Evaluation Team 2022 assessing the institution recommending “Try to clarify the admission criteria – e.g. what is considered „relevant experience” and how it is measured/taken into consideration”, which can be seen on page 41 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf , the Admission Affairs Committee of College ESLG defined the relevant experience as requested by the expert team and published it on the website.

Relevant experience in the field is defined as follows:

- At least one year of experience in a real estate agency;
- At least one year experience in an architectural bureau in any capacity
- At least one year experience in a construction firm in any capacity
- At least one year experience in an infrastructure firm in any capacity
- At least one year experience in a real estate appraisal firm in any capacity
- At least one year experience in Property Agency of Kosovo;
- At least one year experience in Kosovo Cadastral Agency;
- At least one year experience in Department of Property Taxes in the Ministry of Finance of Kosovo;
- At least one year experience in Energy Efficiency Agency of Kosovo;
- At least one year experience in municipal cadastral offices, municipal property tax offices, municipal energy efficiency offices, and municipal departments of urbanism
- At least one year experience in Kosovo Privatization Agency;
- At least one year experience in a facility management and facility administration firm;
- At least one year experience in any civil society organization dealing with property, urbanism, urban economics, energy efficiency, and sustainability;

Relevant experience can be both employment and internship experience.

Mandatory internship of ESLG students done in the bachelor program Management of Real Estate and Infrastructure (BA) is recognized as a relevant experience.

Nonetheless, extensive relevant experience because of which the requirement of GPA shall be revoked is defined as one of the following:

- Three years of experience as a real estate manager in a real estate development firm;
- Three years of experience as a project manager in any infrastructure project greater than 1 million EUR;
- Three years of experience as a real estate appraiser after having been awarded the license of real estate appraiser from the Ministry of Finance of Republic of Kosovo;
- Five years of experience as a real estate agent in any real estate agency in Kosovo with the annual turnover of greater than 100,000 EUR;
- At least three years of experience as a section or department head in Property Agency of Kosovo, Kosovo Cadastral Agency, Department of Property Taxes, Energy

Efficiency of Kosovo, municipal cadastral offices, municipal property tax offices, municipal energy efficiency offices, and municipal departments of urbanism, Kosovo Privatization Agency

- Three years of experience as a manager, architect, and civil engineer in an architectural bureau or construction firm;
- Three years of experience as a facility manager or administrator in any of facility management and administration firms with annual turnover greater than 300,000 EUR;

Admission requirements for enrolment to program Management of Real Estate and Infrastructure (MA) as a transfer student from another institution during the transfer window permitted by the Ministry of Education, Science and Technology of Kosovo:

- All students who have completed at least one course with at least 5 ECTS credits in other accredited master program in Kosovo or abroad in the courses whose course syllabi is at least 70 % similar to the course syllabi of the courses delivered at the master program of College ESLG;

Admission requirements for enrollment to the second year of study of the program Management of Real Estate and Infrastructure (MA) as a transfer student from another institution during the transfer window permitted by the Ministry of Education, Science and Technology of Kosovo:

- All students who have completed at least 42 ECTS credits in other accredited master program in Kosovo or abroad in the courses whose course syllabi is at least 70 % similar to the course syllabi of the courses delivered at the master program of College ESLG;

The admission procedures are applied fairly to all students and are available online in <http://www.eukos.org/?page=2,21>

The Regulation on Admission and Transfer to Master Studies is also available online and all prospective students are informed about it. The regulation can be found in [http://www.eukos.org/repository/docs/Regulation_\(MA\)_of_admission_and_transfer.pdf](http://www.eukos.org/repository/docs/Regulation_(MA)_of_admission_and_transfer.pdf)

Standard 5.2. All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements.

A candidate seeking admission in the program should have the undergraduate studies diploma with 180 ECTS. If the students have completed their undergraduate studies abroad, they should recognize their undergraduate diploma with NARIC Kosovo in MEST. Students with foreign diplomas issued in Kosovo under validated bachelor study programs from Kosovo Accreditation Agency, are not required to recognize their diplomas at NARIC. They just need to show the evidence of Validation Decision from the Kosovo Quality Council.

Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.

One of the issues of utmost importance at Department of Real Estate at College ESLG is the offering of equal opportunities for quality studies and assistance to students therein. The

services of the program under evaluation are student-centred and tailed towards meeting the needs of the contemporary learner. The Department of Real Estate and the program under evaluation use the Competency Based Approach in curriculum development. One of the key competencies that the program under evaluation promotes and develops in the research competency. In addition, the Programme Learning Outcomes guide the teaching, learning and assessment methods. For this purpose, each professor is required to conduct a Learning Outcomes Matrix Achievement Self-Assessment to assess to what extent the program learning outcomes and course learning outcomes have been achieved offering a self-critical view. Based on the self-assessment and assessment by the Quality Assurance Committee of the achievement of learning outcomes an individual development plan is drafted by each professor with the quality improvement methods. A variety of teaching methods employed across all departments offer possibilities for active learning. These include case-studies, project work, problem-based learning, research-based learning, and simulated learning. Site visits to different buildings and cadastre are also important features of the teaching and learning process specifically for last students in order to achieve the key learning outcomes of the program (general and specific). Opportunities for interactive learning are reinforced through project-based learning, case study analysis, group work and individual and group-based research. The use of these teaching methods is enabled by a favourable teacher-student ratio. Our emphasis on practical and relevant industry knowledge, research and innovation, and project-based group work are key features of the master program.

The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course has a detailed syllabus, which describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules.

The study methods applied put a lot of emphasis on research and project-based teamwork. Some of professional courses require site visits and use of equipment such as Thermal Imaging camera, whereas others are taught with software in computer labs that assume active participation of students. Other professional courses such as Real Estate Appraisal are delivered with the real case scenarios and students are asked to analyze them as if they prepared a real appraisal report for expropriation, collateral, or other purposes. In the courses such as real Estate Registration the visits to the cadastral offices and use of land surveying equipment are used with the help of Teaching Assistant. Infrastructure courses also include site visits to infrastructure companies during their work in municipal or energy infrastructure. Also interdisciplinary activity is another planned teaching methods in which different groups analyze different scenarios of one real estate problem, which includes architectural, materials, valuation, and other recording aspects and groups can meet part of the requirements of such interdisciplinary courses all at once.

Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.

The Department of Real Estate of College ESLG has established a set of criteria to give immediate feedback to students on their performance and results of assessment to identify students at risk of non-completion. The mechanisms of support for students are provided in the form of mentorship program, whereby Tutors are provided to students as mentors in order

to assist them in research-based performance in the courses in which the research constitutes a significant part of students' performance. Each mentor is assigned to cover a student group or several courses. The tutoring of students through tutors serving as Mentors provides ongoing support to students during their studies. Tutorials are provided to students as how to complete assignments such as empirical research, project work and case study analysis.

Other support is provided through seminary workshops to students who have problems in completing the research and other assignments but also workshops are provided as exam preparation activity. Also, each course bearer is recommended to organize one Exam Preparation Activity within the class before the Regular Examination. In terms of assignments, the feedback is immediately to the student or group of students, whereas comments and remarks are provided to the empirical research or essay assignments and students have the ability to address these comments in order to achieve a better grade. The lecturer comments the drafts of essay and the second version is graded at master level.

In addition to written comments, oral consultations are provided to students by the course bearer or Teaching Assistant who face problems in completing the assignment or activity in due time, and the second draft of the essay writing or research paper is graded.

The sample of examination preparation activity for the master program can be found in the link http://www.eukos.org/repository/docs/Exam_Preparation_Session_Sustainable_FM.pdf

Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.

Students' knowledge is being assessed continually during the coursework and at the end of each course, as stipulated by the Study Rules. During an exam the overall knowledge acquired in the course of the teaching process and represented by a single course of more related courses is tested. Exams are obligatory for all the mandatory and elective courses and are held either In Class, Take Home Examination, Critical Review, Evaluation or Opinion, or as form of essay, research paper or group project assignment. Take Home Exams is case study based and includes the Warning that in the event of copying and cheating the student will not only fail the class but also can be suspended depending on the level of violation as per sanctioning guidelines stipulated in Article 7 of Code of Conduct for Students of College ESLG.

The exams are public. However, only persons who can prove their legal interest are eligible to have an insight into the exam records. Written exams are determined by the Course Bearer. The exam content is determined by the course syllabus, whereas the modes of examination, assessment and duration of certain parts of the exam shall be regulated by the Senate. Organisation of the exam terms, their number and schedule, as well as students' rights and responsibilities concerning the registration and taking the exams are regulated by the Study Rules. Other take home exams can be in the form of research assignment and its delivery depends on the nature of the course and the achievement of learning outcomes. All the requirements of the course are calculated and in the end are recorded as a grade in the Electronic Grading System, where students can see the grade but before doing that they need to fill the Course Survey. The system of filling the survey before seeing the grade has been done in order for a student to be constructive and not be affected by the grade in his/her judgment towards the course, course bearer and other course tutors.

Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.

College ESLG provides support for students with disabilities in the achievement of their educational goals and learning outcomes. Students with physical disabilities, ongoing illnesses or short-term illness or injury or female students during their post-natal period are required to register accordingly, on admission to the College to ensure they receive the appropriate assistance during their studies. The Study Regulation of College ESLG regulates the issue of special treatment for students with disabilities, students who participate in important cultural, sports, and scientific events awarded with a National or International Award, students engaged in sports that participate in important national or international sports competitions, students with illnesses, and women during their post-natal period. If the short-term or other illness occurs during the regular studies, the medical evidence needs to be provided by the student to the Study Committee and the course bearers must be notified accordingly in order to adapt the formal requirements of the program and examination and assessment methods to the new circumstances of the student. The Study Committee is responsible to approve the request of the student for flexible treatment in special situations (illness, disability, participation in sports, cultural, and scientific national and international competitions, and post-birth period).

To the extent possible, College ESLG staff strive to assist students with disabilities and special needs in fulfilling their full academic potential.

In this regard, the College ESLG has gone one step ahead and has drafted ESLG Strategy for Inclusion of Students with special needs, which is available online in https://drive.google.com/file/d/1LFyF0sFs4trUeEpy_Ggx-95-0KK72rv8/view

According to this strategy, the alternative admission criteria must be adopted by October 2023 to help achieve Strategic Outcome 2.1 as it can be seen on page 8 of the strategy. In addition, the Strategy foresees the provision of special guided services (Strategic Outcome 2.2), counselling and student orientation services for students with special needs (Strategic Outcome 2.3), which must be achieved by October 2023 and March 2024 accordingly.

Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.

The Department of Real Estate maintains a list of student records: examination registry, examination application, list of students taking the examination in the given examination period, examination report, student files containing information on students' re-examination activities and final grades earned during these activities. The Examination Registry and examination applications are administered using the Electronic Grading System (EGS). The documents related to student exam application and examination results are kept indefinitely while mid-term examination results, and other activity examination results are stored for three years. Assessment of students and progression of students in courses are both subject to quality assurance processes administered and reviewed by the Quality Commission of ESLG: student assessment procedures and program monitoring procedures.

These records of student completion rates are kept as part quality assurance procedure, which aim at assessing what and how well students are learning and at ensuring students that the College operates assessment methods that are fair, consistent and transparent, comply with standards determined by KAA or other validating bodies, comply with the standards in respect of the National Qualification Framework, evaluate student learning on the programme, are effective in measuring the achievement of the desired learning outcomes of the programme, provide students with opportunities to demonstrate application of knowledge, skills and attitudes and provide feedback to students to assist them in improving their performance.

On the other hand, the program monitoring procedure of quality assurance ensures that information regarding student completion rates are collected, stored, and analysed for the purpose of continuous improvement of the program, continuous monitoring of student achievement of program learning outcomes, and measuring the program assessment methods and mechanisms.

Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.

The students conduct during education when writing research assignments and submitting their work is regulated by College Code of Ethics for Students. The Code regulates students expected standards of behaviour during education, during examination and written assignments. The Disciplinary and Ethics Committee has been tasked to promote ethical behaviour in teaching, learning, and research. Suspected violations of the Code are dealt by the Disciplinary and Ethics Committee. The students are informed about the Code violations in the tutorials they receive but also as a notice included in Writing Assignments. Also induction courses delivered on various aspects of the Code. Students' sign a written declaration attesting the originality of their written work ahead of submitting their diploma thesis.

Article 3.1 of Academic Integrity Policy regulates the violations of academic integrity by means of plagiarism. Article 3.1 of the Academic Integrity Policy regulates the following violations of academic integrity by means of plagiarism such as:

- Quotations without proper citation;
- Reformulating without proper citation;
- Insufficient acknowledgment of sources;
- Using the structure and organization of thoughts based on other authors without properly citing their work.

The Academic Integrity Policy is available to all students in the website link <http://www.eukos.org/?page=2,133>

College ESLG also has a Plagiarism Prevention Policy, which is published online in http://www.eukos.org/repository/docs/Plagiarism_prevention_policy_final.pdf

According to Section 2 of Plagiarism Prevention Policy, the following procedures are established to ensure that the students' work is original:

- Provision of a tutorial course on how to reference the assignments and making it mandatory for all first year students at both bachelor and master level. In every assignment delivered by the academic staff a warning of what constitutes plagiarism must be given. The definition of plagiarism must also be given with the warning that plagiarism is equivalent to theft.
- The declaration of originality must accompany every assignment and not only the final diploma thesis.
- Every academic staff is obliged to use the Penalization Scale of College Policy after detecting the plagiarism. For bachelor students who are caught in plagiarism, the following penalizations must be used by professors:
 - For plagiarism of up to 10 %, first year and second year students should receive a warning, whereas third year students should receive a cancellation of the grade;
 - For plagiarism of up to 20 % first year student receives a cancellation of grade with the opportunity to resubmit the work, whereas the second year students do not enjoy the opportunity to resubmit and must repeat the course. Third year students receive a cancellation of grade, must repeat a course and attend a training on quotations and referencing

For master students, College ESLG is committed to refer all the cases of plagiarism to disciplinary hearings before the Ethics and Disciplinary Commission.

According to section 3 of Plagiarism Prevention Policy the effective procedures are foreseen for academic staff to make sure that the work submitted by students is original. The actions taken by academic staff to prevent plagiarism are:

- Discuss with students at the beginning of the semester, before every assignment, and at the end of semester;
- Emphasize the academic integrity policy of College ESLG and always ask students to read the Academic Integrity Policy in the website of the College and read the Code of Conduct for Students;
- Discuss the plagiarism with students by providing case studies of what is acceptable and what is not;
- Repeat to students that using and submitting other person's work is punishable and may result in expulsion as the last resort measure;

If the plagiarism has occurred, the academic staff must observe the following guidelines:

- Meet the student and talk about the suspicion of plagiarism;
- Ask the student about his/her version;
- If there is no plagiarism the issue is excused;
- If the plagiarism is confirmed, the academic staff must issue a penalization according to the penalization scale described above;
- If the student is a repeated offender, then the case must be referred to Ethics and Disciplinary Commission;
- If the student denies plagiarism, however, the staff highly suspects that plagiarism has occurred, the case must be referred to Ethics and Disciplinary Commission;

The ESLG operates the plagiarism detection software (Turnitin) to detect potential violations. Diploma theses are also checked by the Technical Office operated by an administrator at

ESLG in Kosovo. The rules on written assignments are regulated by the Instructions on Written Work.

In response to Expert Evaluation Team 2022 assessing the institution of College ESLG recommending to “*Define a maximum percentage of plagiarism for students and academic staff which is compliant with international standards*”, which can be seen on page 19 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf College ESLG defined in Article 4 paragraph 4 of the Code of Conduct of Students the maximum percentage of plagiarism as “*The level of work submitted without proper citation allowed is 10 % of the assignment without bibliography, quotations, and small sources up to 1 %*” The sanctioning guidelines defined in Article 8 stipulate the range of sanctions that range from a reduced to failing grade in a course research assignment. For plagiarism in diploma theses depending on the severity Article 8 stipulates the sanctions ranging from written warning to suspension of six months and to revocation of degree (if the cheating in methodology and data is found later after having been conferred the degree).

The sample plagiarism report excluding quotes, bibliography, and small sources can be seen here https://drive.google.com/file/d/1UCL5qPPwbPSwWzTdg4QQnk19C4c914UM/view?usp=share_link

The Turnitin software is used for both English and Albanian assignments. In addition, the anti-plagiarism software Platform Akademia is made available for checking the work of students in Albanian language. The latter platform is specialized as an anti-plagiarism software in Albanian language.

Standard 5.9. Students’ rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.

College ESLG places a great deal of importance on honest work, the exemplary studentship, and the fair treatment of all members of the College’s community.

The student rights and responsibilities and the right to academic appeals is publicly available to students and all other stakeholders in the website of College ESLG. The rights and responsibilities are regulated by the Convention of Student Rights of College ESLG, Code of Ethics of College ESLG and other policies and regulations of the College. This is available in the link <http://www.eukos.org/?page=2,209>

This website section provides students with a solid understanding of their personal and academic rights and responsibilities, guidelines for doing honest work and information about disciplinary proceedings and academic appeals process, and dispute resolution process.

The rights and responsibilities of students are divided into:

- Personal rights and responsibilities communicated to students via link <http://www.eukos.org/?page=2,210>
- Academic rights and regulations communicated to students via link <http://www.eukos.org/?page=2,211>

- The right to academic appeals communicated to students via link <http://www.eukos.org/?page=2,228>

The personal rights and responsibilities of students are divided into the following rights:

- Right to association and representation in the bodies of the College;
- Right to dignity;
- Right to equal treatment;
- Right to information for financial aid;
- Freedom of expression;
- Right to freedom from harassment;
- Right to protection of personal information;
- Right to safety;

The Academic rights and responsibilities of students are divided into the following rights:

- Responsibility to uphold the academic integrity;
- Responsibility to uphold the research ethics;
- Right to quality education;
- Right to research supervision;
- Right to course information and syllabus;
- Right to fair grading and grading feedback;

Right to association and representation in College Bodies

The right to association and representation in College bodies is regulated by Articles 24, 28 and 28 of Convention of Student rights, which states the following:

Article 24 states that Every student has the right to pertain to any lawful association of his or her choice and shall not be subject to any prejudice by the College.

Article 27 states College bodies that make decisions on policies of the College that are directly related to students must provide the students with the opportunity to be represented in those bodies.

Article 28 states that recommendations for student membership in these particular bodies are requested by the College from the ESLG's Student Council.

Students are informed about the right to association and representation through website link in <http://www.eukos.org/?page=2,212>

Right to dignity

Right to dignity is regulated by the following:

- **Convention of Students' Rights, Articles 1 and 3**
 - Article 1 - Every student enjoys within the College all rights and freedoms recognized by law.
 - Article 3 - Every student has a right to the safeguard of his or her dignity and a right to be protected by the College against upsetting conduct displayed by a representative of the University acting in an official capacity.

- **Code of Ethics for Students, Article 2.3**
 - Article 2.3 - Student should respect the integrity of the personality of each member of the College community;

Students are informed about the right to dignity through the website link in <http://www.eukos.org/?page=2,213>

Right to equal treatment

Right to equal treatment is regulated by the following:

- **Convention of Students' Rights, Article 2**
 - Article 2.1 - Every student has a right to equal treatment by the College; this right must not be impaired by discrimination based on ethnicity, race, colour, civil status, religion, political belief, language, sex, sexual orientation, social condition, age, personal handicap.
 - Article 2.2 - A distinction, exclusion or preference based on relevant academic or physical capacity or qualifications required in good faith is considered non discriminatory.

- **Article 7 of Students with Disability Policy**
 - Article 7-College ESLG ensures that students with disabilities, are provided with the flexible and suitable adjustments to the study process to ensure the equal participation of this category of students in the study process and integration into all study and governance procedures at the College.

Students are informed about the right to equal treatment through the website link <http://www.eukos.org/?page=2,214>

Right to information for financial aid

The right to information for financial aid is regulated by:

- **Convention of Students' Rights, Articles 16-17**
 - Article 16 - The College ESLG is obliged to provide students with available relevant information concerning financial assistance offered by public and private financing bodies for the pursuit of higher education.
 - Article 17 - Students shall have equal access to non-competitive funding for which they are eligible, and criteria for eligibility shall not be arbitrary; applications to the College for such funding must receive a fair and impartial evaluation.

The financing schemes are regulated by the Regulation on Financial Aid and Scholarships of College ESLG.

Students are informed about this right through the website link <http://www.eukos.org/?page=2,215>

Right to freedom of expression

The right to freedom of expression is regulated by:

- **Convention of Students' Rights, Articles 25-26**
 - Article 25 - Every student enjoys within the College ESLG the right to freedom of opinion, of expression and of peaceful assembly.
 - Article 26 - Every group of students has a right to organize and to promote the interests of its members, if the purposes of such group are lawful. Every such group shall also have the right to publicize and hold meetings, to debate any matter and to engage in lawful demonstration.

- **Code of Ethics of Students, Article 1.4**
 - Article 1.4 - Students have the right to express their thoughts and ideas;

Students are informed about the freedom of expression through the website link <http://www.eukos.org/?page=2,216>

Freedom from harassment

The freedom from harassment of students is regulated by:

- **Convention of Students' Rights, Articles 3-5**
 - Article 3 - Every student has a right to the safeguard of his or her dignity and a right to be protected by the College against upsetting conduct displayed by a representative of the College acting in an official capacity.
 - Article 4.1. - Every student has a right to be free from a sexual solicitation or advance made by a person in a position to offer or deny to the student an academic advantage or any opportunity pertaining to the status of student.
 - Article 4.2. - Every student has a right to be free from a reprisal or threat of reprisal for the rejection of a sexual solicitation or advance where the reprisal is made or threatened by a person in a position to offer or deny to the student an academic advantage or any opportunity pertaining to the status of student.
 - Article 5 - The College ESLG has an obligation to ensure that administrative decisions are made, or actions taken, with fair consideration to the known and legitimate interests of students.

- **Code of Ethics for Students, Article 4.1, Paragraphs 1-2**
 - Article 4.1 Paragraph 1 - Behavior which causes personal hurt, offend or inconvenience to another person, or which causes damage to the property and order of the College within and outside the College premise;
 - Article 4.2 Paragraph 2 - Behavior that affects the rights of other students and other members of the College community in enjoying their right to peaceful learning in the College premise. Such behavior includes concern or distribution of materials that may threaten or abuse another person on religious, sexual or ethnic grounds;

Students are informed about the freedom of harassment through the website link <http://www.eukos.org/?page=2,219>

Right to protection of personal information

The right to protection of personal information of students is regulated by:

- **Convention of Students' Rights, Articles 29-31**
 - Article 29 – Personal information implies information regarding a student or a former student and recorded by the College under this student's or former student's name or identification number.
 - Article 30 - Every student has a right to consult any record of personal information kept by the College, with the condition that such information was not transmitted to or recorded by the College in circumstances of confidence. If the student is denied an opportunity to consult personal information, the College shall inform the student of the existence of this information and of the reasons preventing its disclosure. Upon request by the student, the Academic Appeals Committee may determine whether the reasons stated by the College are in conformity with the present paragraph.
 - Article 31 - No personal information shall be disclosed by the College to a third party in a manner which permits the identification of the student or former student unless such disclosure is required by law. Upon request by the student or former student, the Academic Appeals Committee may determine whether disclosure is authorized under the present paragraph.

Students are informed about the right to protection from personal information through the website link <http://www.eukos.org/?page=2,219>

Right to safety

Right to safety is regulated by:

- **Convention of Students' Rights, Articles 7-8**
 - Article 7 - The College ESLG is obliged to maintain safe and suitable conditions of learning and study.
 - Article 8 - The College ESLG is obliged to ensure that adequate measures are taken to protect security of students on College's property.

- **Code of Ethics for Students, Article 4.1, Paragraph 1**
 - Article 4.1 Misconduct belongs to the one of the following categories: Paragraph 1. Behavior which causes personal hurt, offend or inconvenience to another person, or which causes damage to the property and order of the College within and outside the College premise;

Students are informed about the right to safety through website link <http://www.eukos.org/?page=2,220>

Responsibility to uphold the academic integrity

Responsibility to uphold the academic integrity of students is regulated by **Academic Integrity Policy, Articles 2.2 and 3.1-3.2 for plagiarism and cheating.**

Students are informed about this academic responsibility through the website link in <http://www.eukos.org/?page=2,221>

Responsibility to uphold the research ethics

Responsibility to uphold the research ethics of students is regulated by **Research Integrity Policy of College ESLG, Article 4, Misconduct in Research.**

Students are informed about the responsibility to uphold the academic research through the website link in <http://www.eukos.org/?page=2,223>

Right to quality education

Right to quality education of students is regulated by:

- **Convention of Students' Rights, Article 9**
 - Article 9- Every student has a right to a quality education. The College ESLG is obliged to do the following: (a) the College offers an education capable of providing students with an adequate level of competence in the relevant field of study, and (b) the College makes every reasonable effort to maintain the quality of education it dispenses, and (c) the College makes every reasonable effort to provide an appropriate environment for learning and assessment activities.

Students are informed about the right to quality education through the website link <http://www.eukos.org/?page=2,224>

Right to research supervision

Right to research supervision of students is regulated by:

- **Convention of Students' Rights, Articles 18-19**
 - Article 18- The College ESLG is obliged to make reasonable efforts to provide adequate research supervision for undergraduate and graduate work, with due regard to the preference of the student.
 - Article 19 - Every student has a right to the due and explicit acknowledgement of any indebtedness owed to him or her by a member of the College for research or assistance in the preparation of an academic work.

Students are informed about the right to quality education through the website link <http://www.eukos.org/?page=2,225>

Right to course information and course syllabus

Right to course information and course syllabus of students is regulated by:

- **Convention of Students' Rights, Articles 10-11**
 - Article 10.1 - The College shall provide students with sufficient course information such as follows:
 - Course descriptions,
 - The method of evaluation, and
 - Article 10.2- Every instructor shall provide students during the first week of lectures with a written course syllabus. This information should include, where appropriate:
 - A description of the topics to be considered in the course,
 - A list of required and recommended readings and other materials,
 - A description of the means of evaluation to be used in the course,
 - The course bearer's consultation hours for students;
 - Article 11- Where students are permitted a choice of elective courses, the College ESLG shall provide a reasonable change of course period.

Students are informed about the right to course information and course syllabus through the website link <http://www.eukos.org/?page=2,226>

Right to fair grading and feedback

The right to fair grading and feedback of students is regulated by:

- **Convention of Students' Rights, Articles 12-14**
 - Article 12 - The evaluation of a student's performance in a course shall be fair and reasonable, and shall reflect the content of the course.
 - Article 13 - Unless the method of evaluation renders such a determination impossible, every student has a right to be informed upon request of his or her standing or performance in a course while the course is in the process of being taught.
 - Article 14 - Subject to reasonable administrative arrangements, and provided the request is made by a student within a reasonable time after the notification of a grade:
 - Every student has a right to consult any written submission for which he or she has received a grade and a right to discuss this submission with the course bearer, and
 - Every student has a right to an impartial and competent review of any grade.

Students are informed about the right to fair grading and feedback through the website link <http://www.eukos.org/?page=2,227>

The student is entitled to an appeals procedure if he/she considers that the examination is not carried out in accordance with the Regulations on Administration of Exams and other respective regulations and ESLG's Statute. The objection is submitted to the Vice Dean for Teaching (Deputy Head of Department of Real Estate) within 36 hours of awarding the

grade. The Vice Dean shall evaluate students' objection and bring a decision within 24 hours of receipt of the objection. If the objection is accepted, the student earns the right to retake the examination before the Examination Board composed of three members within three days of the receipt of the decision. The Student may also request to take examination before the Examination Board composed of at least three members if he/she has failed the examination for more than three times. This is regulated by the Regulation on Administration of Examination of College ESLG. The Examination Board is appointed by the Dean/Head of Department. The Decision of the Examination Board may be appealed by the student or the Course Bearer before the Examination Appeals Committee in case they file any further complaint to the grading process. The decision of the Examination Appeals Committee is final. The examination appeals procedure is communicated to students via link <http://www.eukos.org/?page=2,151>

Students with special needs have the right to welcoming infrastructure, support, and counselling for students with special needs as provided for by the Strategy for Inclusion of Students with Special Needs of College ESLG, which is available online in https://drive.google.com/file/d/1LFyF0sFs4trUeEpy_Ggx-95-0KK72rv8/view

Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.

General transfer requirement for students from other programs are as follows: All applicants must have undergraduate studies completed and the program content from which a student seeks transfer must correspond to the program content of the Faculty to which transfer is required, its total number of ECTS credits or to its overall course load. The transfer and recognition of courses takes place on a course by course basis and the content of each course transferred for recognition is compared against learning outcomes, ECTS load, and course content (described by the course syllabus) of study program. Transfer application must be submitted between during transfer windows determined by the Ministry of Education, Science and Technology. Along with the stated reasons for transfer, students are obliged to enclose: student's transcript of records, course descriptions presented with the study program, and course syllabi for all courses transferred for recognition from one institution to the other. The Regulation on Admission and Transfer to Master Studies specifies the transfer requirements as follows:

Admission requirements for enrolment to program Management of Real Estate and Infrastructure (MA) as a transfer student from another institution during the transfer window permitted by the Ministry of Education, Science and Technology of Kosovo:

- All students who have completed at least one course with at least 5 ECTS credits in other accredited master program in Kosovo or abroad in the courses whose course syllabi is at least 70 % similar to the course syllabi of the courses delivered at the master program of College ESLG;

Admission requirements for enrolment to the second year of study of the program Management of Real Estate and Infrastructure (MA) as a transfer student from another institution:

- All students who have completed at least 42 ECTS credits in other accredited master program in Kosovo or abroad in the courses whose course syllabi is at least 70 %

similar to the course syllabi of the courses delivered at the master program of College ESLG;

Submitted applications of transfer candidates are reviewed by the Study Committee, which decides on the recognition of ECTS credits for those courses which content in terms of ECTS load, learning outcomes, and course content corresponds with the courses of the program under evaluation.

The transfer admission requirements are known to all prospective students beforehand in <https://www.eukos.org/?page=2,21>

Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

The College operates a tutoring system to give advice and support to students on issues of study plan and learning support. The Programme Coordinator is responsible to handle and deal with students' administrative issues. The system offers counselling and support to students during three phases: (1) First phase: upon the registration process students receive individual and group briefings on the mission statement and vision of the institution as well as a briefing about the curriculum. (2) In the second phase students are entitled to monthly meetings with tutors to ease their communication and interaction with course supervisors. (3) In the third phase students are advised and provided individual consultations about their areas of concentration, career orientation and support for further study or job placement.

Tutorial assistance is also provided for the preparation of diploma theses by the Technical Writing Instructions Tutor, which is provided continuously since 30 ECTS credits are allocated to the master diploma thesis.

Performance indicator 5.1. If necessary, an adequate selection process as well as recognition rules for foreign qualifications pursuant to the Lisbon Recognition Convention as well as qualifications obtained outside higher education institutions are defined.

The rules for the recognition of qualifications, degrees, diplomas, examinations by recognized or licensed national or foreign higher education institutions shall be laid down in accordance with the rules of the Lisbon Convention and in accordance with specific regulations of the Ministry. The MEST Administrative Instruction specifies the principles and procedures for the recognition of higher professional diplomas and university degrees obtained outside the Republic of Kosovo.

Performance indicator 5.2. Systems are established for monitoring and coordinating student workload across courses. Systems are in place for monitoring the progress of individual students with assistance and/or counselling is given to those facing difficulties. Year to year progression rates and program completion rates are monitored and analysed to identify and provide assistance to any categories of students who may be having difficulties.

The master study program has a system for monitoring candidate groups in two years of the master cycle. Also, each student group has a representative who will communicate with the faculty and student representatives are part of the committees. Since the focus of teaching at

master study program is competency-based and research-based, students are offered additional tutors to assist them in coping them with problem-solving challenges within the courses.

Performance indicator 5.3. Grading of students tests, assignments and projects is assisted by the use of matrices or other means to ensure that the planned range of domains of student learning outcomes are addressed. Arrangements are made within the institution for training of teaching staff in the theory and practice of student assessment.

The usual student workload of theory versus practice has been implemented at 50/50 or 40/60. The tests are based on testing the candidate's knowledge in terms of theory, analysis, problem solving technique, and practice towards the intended course outcomes. The tests will use a variety of assignments to ensure that candidates are familiar with all relevant course chapters. The institution assigns specific training to the academic staff early on when they are hired. In this regard, they receive full induction sessions. The conceptual and empirical research activity and writing assignments are given considerable weight within each course of the master program.

Performance indicator 5.4. Support services (e.g. regarding the study program, student counselling in case of emotional, financial or family-related problems, career guidance, international matters, legal advice etc.) as well as subject-related and interdisciplinary guidance are provided.

Student support services are constantly monitored and there are specific offices located at the College level that will support all candidate inquiries or instructions provided on an ongoing basis. For emotional counselling services, there is a dedicated professor to assist students according to their need. For career guidance, the Career Officer is a constant mechanism that reaches out to job candidates and students are informed. For international studies and opportunities, the International Office at ESLG assists candidates from applying to placement in foreign study programs, including credit transfers, etc.

Performance indicator 5.5. Textbooks and reference materials are up to date and incorporate the latest developments in the field of study. Textbooks and other required materials are available in sufficient quantities before classes commence.

It is a central policy for academic staff to review curricula each year in terms of reviewing the literature and updating all subjects, with a focus on expected results, to ensure a higher quality and in cooperation with private sector and other stakeholders. The teaching material is posted in E-library, for easier access by candidates.

Performance indicator 5.6. The academic or professional fields for which students are being prepared are monitored on a continuing basis with necessary adjustments made in the program and in text and reference materials to ensure continuity relevance and quality.

Course syllabus updates are considered necessary given technological changes, but also other industry / business requirements. This is done on an annual basis for each course, however the changes must be matched and based on well-structured facts and reports, research-based or from the professor's recommendations that changes are needed to ensure continuity and quality.

The SWOT analysis with regards to Students is presented below:

Table 5: SWOT analysis related to Students

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ● Admission requirements are clear and posted online; ● The regulation is very clear and succinct regarding admission. ● The groups are dimensioned to encourage interactive learning. ● Special treatment for students with disabilities; ● Strategy for Inclusion of Students with Special Needs ● Plagiarism software operated Turnitin and Platforma Akademia. ● Students are well informed online about their rights and responsibilities. ● Affirmative action admission policy for applicants with disabilities. ● The appeal to admission decisions is clearly defined and regulated. ● Procedure of realization of the right to academic appeals clearly posted online for students; ● Size of student intake determined in collaboration with relevant stakeholders. 	<ul style="list-style-type: none"> ● Electronic Grading System does not possess the module on automatic statistical analysis of students' grades and progress and correlation with their secondary school results and entrance examination results. ● The pre-emptive aspect of good conduct is not regulated (how the students with good ethical conduct should be rewarded).
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Great demand for real estate professionals in the Kosovo market; ● Development of mid-term, colloquium, and other activity grading records module in EGS, with statistical quantitative analysis capability of how well students did in what particular activities ● Develop a computerized software, which would track the treatment of appeal and the candidate can see the progress online. ● Develop a Best Staff Award for Tutors to motivate them in provision of effective academic counselling for students during their progress of studies. ● Promote proactive involvement of students in curriculum development and evaluation. 	<ul style="list-style-type: none"> ● The economic crisis and the difficulties in Kosovo. ● Lack of professional regulation. ● Strong competition from University of Prishtina in admission of students. ● Insufficient knowledge of foreign languages (especially English) of secondary school candidates.

7. RESEARCH

Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.

The research strategy and development plan of College ESLG is fully in line with the nature and mission of the institution, since main research areas defined by the Research Strategy of College ESLG address the advancement of research in the built environment, sustainable development and environmental protection, and green and circular economy. With its research strategy, College ESLG contributes to the economic growth of Kosovo and development needs of the region and society related to sustainable development goals, circular and green economy, and built environment, bearing in mind that construction sector is one of the largest contributors to the country's GDP. ESLG's research focus is also compatible with the specific focus of ESLG in the following areas: Built Environment, Sustainable Development, and Green and Circular Economy.

Key Strategic Research Outcomes of College ESLG are:

- Participate in research projects with serious foreign and domestic research institutions;
- Strengthening the contract research and consulting arm of the College;
- Establishment of Research Fund of College ESLG;
- Achieve research excellence with defined and emphasized quantitative and qualitative metrics;
- Strengthen the Lead Scholar and Young Scholar Research Support Grant Program
- Develop research projects in thematic areas developed in consultation with the industry

With international research projects, College ESLG helps bring transfer of research knowledge and innovation from other respective countries to Kosovo, which helps bring economic growth, sustainable development, and advancement of quality of living through built environment, which directly contributes to the community and society in Kosovo and region. Research focus in green and circular economy helps pave the way for new innovative solutions that minimize resources, protect environment, and contribute to the global climate.

Strengthening research and consulting arm assists the development of the cooperation triangle such as academia-private sector-public institutions. Through the research and consulting arm, College ESLG conducts research in the areas that are in demand by the private and public sector in Kosovo and the region, hence helps meet the economic, developmental, and societal needs of the region.

The establishment of Research Fund helps steer research in the areas that are not popular at the moment but they are effective in boosting the developmental needs of Kosovo and the region in the future.

Achievement of research excellence with high qualitative and quantitative metrics assists Kosovo in building research excellence in the fields that are in great demand also globally, bearing in mind that sustainability, smart and built environment, circular and green economy are areas of importance gaining awareness globally among academicians and corporations.

Development of research projects in thematic areas developed in consultation with the industry serve the needs of companies in Kosovo themselves and helps boost their performance in the mid-term contributing to the economic and societal needs of Kosovo and the region.

The Research Strategy of College ESLG 2021-2026 for the implementation of research strategic outcomes is publicly available online in the website of College ESLG in http://www.eukos.org/repository/docs/Research_Strategy_of_College_ESLG_2021-2026.pdf

The research thematic areas of master program are:

- 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;

Sufficient financial, logistic and human resources are foreseen by the Strategy for achieving the objectives of the research strategy.

Objectives 1, 2, 3, 5, and 6 of the Research strategy foresee the allocation of sufficient financial and human resources for the realization of Research Strategy.

Objective 8 of Research Strategy foresees the allocation of sufficient human and logistic resources for the realization of research strategy of College ESLG.

The Research Strategy of College ESLG 2021-2026 foresees sufficient financial, logistic and human resources that are necessary for the achievement of proposed research objectives under the Research Strategy.

In addition, the Revised Research Budget 2022-2027 clearly foresees the sources of funding, which are aligned with the Five Year Research Strategy of College ESLG and Overall Strategy of College ESLG 2021-2026. The Revised Research Budget 2022-2027 is available online in <https://drive.google.com/file/d/1nE7p48a89uzpUsIGD5kQYAifh3h-Tk-R/view>

Both the Strategy and Budget foresee sustainable sources of funding, which are realistic and are based on the previous research performance of College ESLG during the period 2012-2022, in terms of external research grants, contract research, commercialization of research output, private sector financing of research results, and so forth. The research performance of ESLG 2012-2022 can be seen in https://drive.google.com/drive/folders/16FmUFpjQ-j3nEcyZZtAe2M-oX_nrfVV1?usp=sharing

The Revised Research Budget 2022-2027 has been drafted in accordance with the Research Performance of College ESLG 2012-2022 and taking into account the recommendation of Expert Evaluation Team 2022 assessing the institution recommending ESLG to “*Draft a realistic and reliable financial plan on research*”, which can be found on page 31 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf

The Revised Research Budget 2022-2027 is much more realistic and reliable than overly optimistic previous Research Budget 2021-2026, which can be found in the link https://www.eukos.org/repository/docs/Research_Budget_ESLG_2021-2026.pdf

In addition to each academic staff contributing to the achievement of research objectives through their individual or joint research development plans, the Research Strategy foresees the Strengthening of Lead-Scholar and Young Scholar Research Grant Support Scheme, which was applicable before.

With the Lead-Scholar and Young Scholar Research Grant Support Scheme, sufficient human resources are planned to achieve the proposed research objectives.

Each Academic staff also develops individual research plans that must be in line with the Research Clusters, research objectives, and research performance indicators foreseen by the Research Strategic Plan of College ESLG and Management of Real Estate and Infrastructure (MA) study program. The academic staff should also produce Five-Year Research Plan, in which each staff sets out the priorities for the next five years, including the additional trainings that they may need in the field of research. The five year plan of academic staff should be aligned with the Research Strategy of College ESLG. Additionally, the Annual Research Plan of each academic staff is aligned with the Five Year Research Plan. The five-year research plans can be found in the link <https://drive.google.com/drive/folders/1SlmfGqB3dZKP1nRXZHruLqVPuB-qS-ca?usp=sharing>

Indicators are also established in conformity with the Research Strategy 2021-2026 and Five Year Action Plan 2021-2026 for Implementation of ESLG Research Strategy 2021-2026.

Indicators are:

- Research income from international projects, contract research, consulting and grants;
- Number of publications in total in average per staff member per year;
- Number of publications in Web of Science in average per staff member per year;
- Number of publications in SCOPUS in average per staff member per year;
- Number of publication in EBSCO, WorldCat, and DOAJ in average per staff member per year;;
- Number of professors benefiting from Lead and Young Scholar Program;
- Number of research cooperation projects with industry;

Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.

The Rector jointly with the Head of Department ensure that mechanisms for the allocation of workloads are approved and implemented in the Department of Real Estate and master program and are made available to the staff in accordance with College ESLG Workload Policy. The overall individual workload allocation adheres to the following principles: (1) The mechanism is comprehensive, transparent, takes account of work requirements and contributes to the efficient and effective application of resources, (2) The requirement to undertake research is a career expectation and over time will be balanced as appropriate with the other obligations of academic staff including significant administrative responsibilities, (3) The Rector jointly with the Head of Department allocates teaching and other responsibilities in the light of the research record of academic staff, (4) the workload is equitable, reasonable and safe.

The allocation of work to full-time staff takes into consideration the activities of full time staff in administration, research, service to the professional discipline, and service to the wider community. The workload allocation policy also take into account the following aspects: course coordination, lectures, tutorials, organisation and teaching of performances and workshops, field trips, the organisation of practicums, marking loads, student supervision, diploma theses supervision, and student consultation hours. The Rector jointly with the Head of Department as a joint decision-making governance team are responsible to ensure that as part of the Annual Development Planning Process, a staff members' current and proposed workload is reviewed. Information about the research and scholarly activities for each member of staff is used as a source of information for promotion applications of the academic staff as part of the points gained through Scientific and Research Activity of Points Book of ESLG Regulation on Standards for Election into Higher Academic Titles. The promotion to higher titles is linked with the Human Resources Compensation Scheme.

The minimum of research and scholarly activities is at least one publication per year as specified under the contract for both full-time and part-time academic staff. The publication can be a journal article, conference proceeding, book chapter, publication in professional magazine. However, should the staff want a promotion to a higher academic title resulting in

a better pay scheme, he/she should participate and publish more under standards of ESLG Regulation on Standards for Election into Higher Academic Titles.

However, should the staff want a promotion to a higher academic title resulting in a better pay scheme, he/she should participate and publish more and of higher quality comparable of international standards under the scheme of ESLG Regulation on Standards for Election into Higher Academic Titles.

The revised Regulation on Standards for Election into Higher Academic Titles is available online in <https://drive.google.com/file/d/1vSA9wTPoSvXmkdz8Xsf7DMZZwaP1fO1M/view>

The new revised Regulation on Standards for Election into Higher Academic Titles follows the recommendation of Expert Evaluation Team 2022 recommending to “Establish an in-house scheme and regulation for academic advancement” and create distance from previously used Slovenian Habilitation Rules under Association Agreement with Nova Univerza in Slovenia. The recommendation of EET 2022 can be seen on page 31 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf

The formal staff appraisal process within the department of real estate supports the review of scientific and scholarly activities, the achievement of goals and objectives of the staff under the research plan of College ESLG, department and program under evaluation in the thematic areas defined by the Research Plan. The planned research and scholarly activities and the deadline for implementation of these activities should be part of staff development plans compiled by Head of Department but also part of Individual Development Plans compiled by each academic staff individually.

The End of the Academic Year Staff Appraisal Review is a report that creates a record of staff productivity in the areas of research and scholarly activities too in addition to teaching and pedagogical activity. The Head of Department is responsible for performing the initial staff performance evaluation using a point-based numerical assessment of distribution of efforts in line with the performance criteria set in the Regulation for Staff Appraisal. Information on staff research productivity is drawn from the annual research report that each staff should submit to the Head of Department and cc: Rector of College ESLG. The Head of Department takes into account the staff member activity as part of Staff Development Plan (progression towards the election into academic title according to the ESLG Regulation on Standards for Election into Higher Academic Titles). The initial evaluation should be sent to Staff Member for comments and discussion. The final staff evaluation report is submitted to the ESLG HR Committee on Staff Selection, Performance Assessment, and Promotion. The scientific and scholarly activities are considered as part of Scientific and Research Activity under the Regulation on Standards for Election into Higher Academic Titles of College ESLG.

The revised expectations of teaching staff to be engaged in research and scholarly activities for the purposes of staff promotion of ESLG Standards for Election into Higher Academic Titles are clearly quantified as follows:

- For Professor Emeritus the following condition must be met:
 - Retired Full Professor who has at least 10 years of cumulative working experience with UBT College after having been elected into the title of Professor with indefinite term;
- For Professor with indefinite term, equivalent to Full Professor under Kosovo Law on Higher Education, the research and scholarly output is quantified as below:
 - Publication of five original research articles as a first or corresponding author in journals or conference proceedings that are indexed in Web of Science (SCI, SCIE, SSCI, AHCI, ESCI) or SCOPUS, which account for 80 points in the publication part, out of which three indexed publications must have been published within the last five years;
 - 8 years of working experience in teaching or research;
 - 10 pure citations in Google Scholar;
 - Other 20 points in the research quantitative criteria is achieved if the candidates publishes in other indexed journals that are not SCOPUS and Web of Science as mentioned in Article 24 of the Regulation;
- For Professor with definite term of 4 years, equivalent to Associate Professor under Law on Higher Education of Kosovo that is equivalent to Associate Professor, the research and scholarly output is quantified as below:
 - Publication of three original research articles as a first or corresponding author in journals or conference proceedings that are indexed in Web of Science (SCI, SCIE, SSCI, AHCI, ESCI) or SCOPUS, which account for 80 points in the publication part, which indexed publications must have been published within the last five years;
 - 4 years of working experience in teaching or research;
 - 5 pure citations in Google Scholar;
 - Other 20 points in the research quantitative criteria is achieved if the candidate publishes in other indexed journals that are not SCOPUS and Web of Science as mentioned in Article 25 of the Regulation, which can be seen on page 13 of the Regulation;
- For assistant professor the research and scholarly output is quantified as below:
 - One publication as a first or corresponding author in Web of Science (SCI, SCIE, SSCI, AHCI, ESCI) or SCOPUS;
- For Senior Lecturer the research and scholarly output is quantified as below:
 - 4 years of pedagogical experience as a Lecturer and three publications;
 - minimum master's academic degree;
 - The criteria of three publications shall be revoked for the candidates who have an extensive professional experience in the industry of at least 8 years

- For Lecturer the research and scholarly output is quantified as below:
 - 4 years of pedagogical experience as an Assistant in bachelor programs
 - at least one publication;
 - minimum master's academic degree;
 - The criteria of the publication and experience as an Assistant shall be revoked for candidates who have an extensive professional experience in the industry of at least 5 years.

During staff evaluation, professors with indefinite term (Full Professor) must maintain the criteria of three publications as a first or corresponding author in Web of Science or SCOPUS within the last five years as Guidelines for Bearers of Doctoral Study Programs of Kosovo Accreditation Agency require. Professors with indefinite term must have at least one research output per year in any form of authorship as Standards of Kosovo Accreditation Agency require as foreseen by Article 30 of the Regulation.

During staff evaluation, Professors with definite term (Associate Professors) must maintain the criteria of three publications as a first or corresponding author in Web of Science or SCOPUS within the last five years as Guidelines for Bearers of Doctoral Study Programs of Kosovo Accreditation Agency require. Additionally, Professors with definite term must have the satisfaction rate from students in teaching in average of at least 75 % within the last four years. Finally, Professors with definite term must have at least one research output per year in any form of authorship as Standards of Kosovo Accreditation Agency require as foreseen by Article 31 of the Regulation.

Assistant Professors must publish at least one publication per academic year and have the satisfaction rate from students in teaching in average of at least 75 % within the last four years as foreseen by Article 32 of the Regulation.

Article 35 of the Regulation stipulates the early election of the candidate from Assistant Professor to Associate Professor can take place at least two years after having been elected into the title of Assistant Professor but with the condition that the candidate that is subject to early election has one publication more as a first and corresponding author indexed in SCOPUS and Web of Science than a regular candidate who waits for regular expiry of the valid Assistant professor title. The 4 SCOPUS and WoS publications in this case account for 70 points and 30 other points must be accumulated by other publications as foreseen by the Regulation.

Article 36 of the Regulation stipulates the early election of the candidate from Associate Professor to Full Professor Professor can take place at least two years after having been elected into the title of Assistant Professor but with the condition that the candidate that is subject to early election has two publications more as a first and corresponding author indexed in SCOPUS and Web of Science than a regular candidate who waits for regular expiry of the valid Associate professor title. The 6 SCOPUS and WoS publications in this

case account for 70 points and 30 other points must be accumulated by other publications as foreseen by the Regulation.

The academic titles are foreseen only for full-time and tenure academic staff. The part-time professors from industry are called Distinguished Professors of Practise or Adjunct Instructors.

Article 61 stipulates that recognition of titles from other institutions is possible for newly hired staff with the condition that the newly hired staff meets the quantitative requirements as foreseen by the present regulation.

Standard 6.3. Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.

The research and scientific work of College ESLG and organization of research is regulated by Regulation on Scientific and Research Work and Research Institutes of College ESLG.

According to Article 3 of the Regulation, the following activities are defined as research and scientific activities:

- Realization of advanced and applied research for the purpose of performing scientific and research work that seeks to expand human knowledge through analysis, innovation, and insight;
- Cooperation with other researchers around the world to generate new knowledge, alleviate suffering, develop solutions for societal and environmental challenges and promote evidence-based policy by engaging with community and institutional leaders in Kosovo and the region, especially in the field of sustainable development;
- Realization and participation in research and scientific project at national, regional, and international level;
- Organization of conferences, seminars, workshops at national and regional level;
- Conducting studies and analysis in the field of social science;
- Conducting international, regional, and national contract research;
- Conducting scientific and publication activities such as publication of university books, peer reviewed books, peer reviewed book chapters, scientific monographies, and journal articles;
- Development of patents;
- Consulting and advisory work for society and private sector;
- Participation in Scientific competitions;
- Other scientific and research work in the field of social sciences;

Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.

The publication list has been provided as an annex, below are the consulting and relevant research experience of the research staff

Staff member	Field of Research Experience	The publication list
Veli Lecaj	Business Law, economy	Attached as an annex
Hazer Dana	Land consolidation, sustainable development	Attached as an annex
Liridon Kryeziu	Enterprise management, organization, entrepreneurship	Attached as an annex
Visar Hoxha	Real estate valuation, sustainable buildings sustainable materials, adaptive reuse, blockchain technology in real estate	Attached as an annex
Fuat Pallaska	Sustainable refurbishment	Attached as an annex
Lumnije Thaçi	Finance and economics	Attached as an annex
Albana Gjonbalaj	Facility management	Attached as an annex
Elvida Pallaska	Sustainable architecture, energy efficiency, urban planning	Attached as an annex
Egzona Osmanaj	Inheritance Law, Comparative Private Law, Competition Law	Attached as an annex
Njomëza Zejnullahu	Trade Law	Attached as an annex
Tomor Çela	GIS, Cartography, spatial planning	Attached as

		an annex
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Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.

The academic staff of College ESLG presents their scientific work in the following conferences:

- Annual UBT Conference, which is a peer review conference, whose proceedings are further in the UBT journal.
- CIRRE Conference where ESLG is represented in Scientific Committee
- Annual Doctoral Conference of Nova Univerza (partner institution of College ESLG);
- Journals indexed in Clarivate or Scopus or EBSCO or DOAJ or WorldCat or other journals that are accepted by the Senate of College ESLG;
- Contract research for private sector companies such as ProCredit Bank, ACHRO, Apollonia, Montis, Hoxha Investment Group etc.
- Consultancy services for large strategic investors such as Wind Park Sowi Kosovo LLC in 2021 and 2022, including Wind Park Valuation, which included students too;
- International research projects such as SEEB, BENEFIT, OSCAR, COST etc.

Standard 6.6. Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.

The research and scientific work of College ESLG and organization of research is regulated by Regulation on Scientific and Research Work and Research Institutes of College ESLG.

According to Article 5 of the Regulation, the research is validated through scientific publications and prominence in the field proven by academic reputation and citations. The Senate of College ESLG recognizes as publications only the following:

- Peer reviewed books published by renowned national, regional, and international publishing houses;
- Peer reviewed articles in journals accepted by the Senate of ESLG;
- Peer reviewed book chapters published by renowned national, regional, and international publishing houses;
- Inputs in and creation of datasets (including international datasets);
- Publications through peer-reviewed scientific conferences accepted by the Senate of ESLG;

- Publications in articles and proceedings indexed in Clarivate, Scopus, EBSCO, DOAJ, and WorldCat or any other databases approved by the Senate of College ESLG;

The Regulation on Research and Scientific Work and Research Institutes of College ESLG is available online in the link http://www.eukos.org/repository/docs/Regulation_on_Research_and_Scientific_Work_and_Research_Institutes.pdf

Standard 6.7. Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.

Attached is the list of publications of the program Management of Real Estate and Infrastructure (MA) dedicated staff:

Publications of program staff during the period 2020-2022

<i>Staff member</i>	<i>Publications in Web of Science and SCOPUS</i>	<i>Other publications</i>	<i>Total during three years</i>	<i>Eligible for the accredited courses</i>	<i>Detailed publications list 2020-2022</i>
Visar Hoxha	12	8	20	Property management	The file can be found in the footnote ¹
Liridon Kryeziu	8	4	12	Organization and management	The file can be found in the footnote
Veli Lecaj	1	5	6	Law and Economy	The file can be found in the footnote
Hazer Dana	2	3	5	Spatial planning	The file can be found in the footnote
Fuat Pallaska	0	4	4	Sustainable refurbishment	The file can be found in the footnote
Lumnije Thaçi	0	3	3	Finance and economics	The file can be found in the footnote
Albana Gjonbalaj	0	3	3	Real Estate	The file can be found in the footnote
Elvida Pallaska	1	3	4	Urban planning, architecture	The file can be found in the footnote
Njomëza Zejnullahu	2	1	3	Commercial law, IP Law	The file can be found in the footnote
Egzona Osmanaj	2	6	8	Private law	The file can be found in the footnote
Tomor Çela	2	3	5	GIS, Cartography, settlements	The file can be found in the footnote

¹ <https://drive.google.com/file/d/1SQwPNrwhx-ITHFaibyeebB1tsvGtuIqB/view?usp=sharing>

Total	30	43	73	Fitting for the courses	
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Staff member	Number of publications	Requirement as per regulations	Fitting for the courses
Visar Hoxha	20	3	20
Liridon Kryeziu	12	3	12
Veli Lecaj	6	3	6
Hazer Dana	5	3	5
Fuat Pallaska	4	3	4
Lumnije Thaçi	3	3	3
Albana Gjonbalaj	3	3	3
Elvida Pallaska	4	3	4
Njomëza Zejnullahu	3	3	3
Egzona Osmanaj	8	3	8
Tomor Çela	5	3	5

The overview of total number of publications versus of total number of publications required and average of publications per number of staff is presented below:

Total number of publications	73
Total number of publications fitting to the courses	73
Total number of publications required	33
Average of eligible publications divided by number of staff in the last three years per annum	2.21

The overview of publications based on indexing is presented below:

Total number of publications in Web of Science and SCOPUS	30
Total number of other publications accepted by Senate	73
Average of WoS and SCOPUS publications divided by number of staff in the last 3 years per annum	0.91
Average of other publications divided by number of staff in the last 3 years per annum	1.30
Total average of publications divided by number of staff in the last 3 years per annum	2.21

According to Rørstad and Aksnes (2015)¹, the total average of academic publications of researchers in Norway, which is known as one of the countries in Europe with high research

¹ Rørstad, K. and Aksnes, W. D. (2015). "Publication rate expressed by age, gender and academic position – A large-scale analysis of Norwegian academic staff", Journal of Infometrics, Vol. 9, pp. 317-333

productivity and funding, is 0.79 per annum for both genders. The average rate of 0.79 includes all publications and does not indicate whether the journals are indexed in Web of Science or SCOPUS. In terms of comparison with the Norwegian average of 1.00 of publication per year the program Management of Real Estate and Infrastructure (MA) with the average of academic publications of 2.21 performs better than the Norwegian rate of publication per year. Nevertheless, according to the same study, the average of publications per year in social sciences in Norway is 1.51 (Rørstad and Aksnes, 2015, pp. 12). Therefore, the program Management of Real Estate and Infrastructure (MA) with the average of 2.21 in the last three years exceeds the Norwegian average by 0.70. This has been achieved mainly by excellent Conference that the UBT organized annually.

Breakdown of total number of publications by gender and academic position of program per annum

Academic position	Male	Female	Total	Norwegian equivalent in social sciences	Difference
Full Professor	6.66	N/A	6.66	1.77 ¹	+4.89
Associate Professor	N/A	N/A	N/A	1.44 ²	N/A
Assistant Professor	2.33	1.55	1.92	1.53 ³	+0.39
PhDs	1.33	1.00	1.16	0.96 ⁴	+0.20
Total	2.88	1.40	2.21	1.51 ⁵	+0.71

According to Sivertsel (2018)⁶ the percentage of Scopus in the total number of publications in higher education institutions in Norway is 48 per cent and 27 per cent in Web of Science (SCIE, SCI, SSCI). If we take the average, 37.5 % of total publications of Norwegian higher education institutions are in Scopus and Web of Science Core Collection. Therefore the overview of WoS and Scopus publications of UBT Law Faculty and its comparison with Norwegian average is presented below:

Breakdown of WoS and SCOPUS by gender and academic position of program per annum

Academic position	Male	Female	Total	Norwegian equivalent in social sciences	Difference
Full Professor	4.00	N/A	4.00	$1.77 * 0.375 = 0.67^7$	+3.33
Associate Professor	N/A	N/A	N/A	$1.44 * 0.375 = 0.54^1$	N/A

¹ Rørstad and Aksnes, 2015, pp. 12

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Sivertsen, G. (2018). The Norwegian Model in Norway, Journal of Data and Information Science, Vol. 3 No. 4, 2018 pp 2–18

⁷ Ibid.

Assistant Professor	1.08	0.42	0.75	$1.53*0.375=0.57^2$	+0.18
PhDs	0	0	0	$0.96*0.375=0.36^3$	-0.36
Total	1.38	0.33	0.91	$1.51*0.375=0.55^4$	+0.36

From the comparison with the average Norwegian Scopus and Web of Science scholarly output, in total the program Real Estate Master performs better by 0.36, whereby in terms of male professors it performs much better than the Norwegian Web of Science and Scopus annual scholarly output by 0.83, whereas female staff performs worse than the Norwegian WoS and SCOPUS average by -0.22.

By academic position, the Full Professor exceeds by far the average Norwegian Scopus and Web of Science scholarly output. This is a result of the following actions:

- Lead Scholar Support rendered to the full professor
- Expansion phase support rendered to the full professor

On the other hand, female Assistant Professors' WoS and SCOPUS scholarly output lags behind the Norwegian average by -0.15, whereas male Assistant Professors' output is better than the Norwegian output by +0.48. The satisfactory average of male Assistant Professor comes from the following actions taken within the program:

- Hiring of an excellent research intensive academic staff whose workload assigned by College ESLG is research-intensive;

Expansion Phase Support rendered to Assistant Professor Veli Lecaj and Assistant Professor Hazer Dana;

Nonetheless, the WoS and SCOPUS research output of female Assistant professors did not bear fruit as expected albeit support rendered to Assistant Professor Dr. Egzona Osmanaj, Assistant Professor Elvida Pallaska, and Assistant Professor Dr. Njomëza Zejnullahu. In this regard, the average was disrupted by the newly hired Assistant Professor Lumnije Thaçi. Without Professor Lunije the average WoS and SCOPUS output of Assistant Professors in the program is 0.56, which nearly equals the Norwegian average. To strengthen the WoS and SCOPUS output of female Assistant Professors, the expansion phase support is needed for Assistant Professor Lumnije Thaçi

Finally, with respect to post-doctoral candidates aiming promotion to Assistant Professor with College ESLG, the WoS and Scopus research output is poorer than the Norwegian average and the formation phase support rendered to Dr. Fuat Pallaska and to PhD Candidate

¹ Ibid.

² Ibid.

³ Ibid.

⁴ Ibid.

Albana Gjonbalaj is yet to bear fruit. The Senate of ESLG with respect to the program on 01.10.2022 decided the following:

- Strengthen the Formation Phase Support for Dr. Fuat Pallaska and PhD Candidate Albana Gjonbalaj by also providing Young Scholar Support Grant;
- Strengthen the Expansion Phase Support by including Assistant Professor Lumnije Thaçi in the Support Program and include Assistant Professor Liridon Kryeziu in the Lead Scholar Support Program together with Full Professor Visar Hoxha;
- Focus the Expansion Phase Support for Assistant Professors Hazer Dana, Assistant Professor Veli Lecaj, and Assistant Professor Tomor çela in WoS and SCOPUS publication support

The Norwegian statistics have been used for comparison with UBT Law Faculty in the present SER because the scholarly output of Norwegian peers was subject to public debate in Kosovo among civil society organizations and other stakeholder dealing with research quality and integrity in Kosovo, whereby the most vocal was the Organization for Increasing the Quality of Education.¹ Additional reason is that Gross Domestic Expenditure on Research and Development as a percentage of GDP in Norway in 2020 was 2.28 %.² Kosovo's Gross Domestic Expenditure on Research and Development as a percentage of GDP ranged from 0.1 in 2011³ to 0.2 in 2020.⁴

Given the high Gross Domestic Expenditure on Research and Development as a percentage of GDP in Norway 2.28 % higher than EU average 2.20 % and given very low Gross Domestic Expenditure on Research and Development as a percentage of Kosovo GDP of 0.2, the overall and WoS and Scopus research output statistics of program Management of Real Estate and Infrastructure (MA) when compared to Norway average are quite solid.

Nevertheless, for the purpose of Formation Phase Support and Expansion Phase Support to professors of the program Management of Real Estate and Infrastructure (MA), College ESLG on 01.12.2022 has hired an Advisor Prof. Dr. Hasan Dinçer from Istanbul Medipol University to assist the program professors in strengthening the WoS and Scopus research output quantitatively in short to mid-term and qualitatively by targeting Q1 journals in the longer term. Professor Hasan Dinçer has more than 207 WoS and Scopus publications with H-index of 32. His Scopus profile can be seen in

¹ <http://orca-ks.org/en/about-us/>

² <https://www.statista.com/statistics/420992/gross-domestic-expenditure-on-research-and-development-gdp-norway/>

³ <https://www.worldbank.org/content/dam/Worldbank/document/eca/Western-Balkans-R&D-Kosovo.pdf>

⁴ In absence of data for Kosovo we use comparable data of Bosnia and Herzegovina available in <http://data.uis.unesco.org/index.aspx?queryid=74>

<https://www.scopus.com/authid/detail.uri?authorId=55567227600>. Professor Hasan Dincer is Associate Editor to Decision Analytics Journal Elsevier.¹

.Standard 6.8. Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff.

College ESLG plays significant importance to transparency that academic staff are encouraged and required to publish under the name of ESLG. That is why, ESLG requested that academic staff have their own Google Scholar and Research gate accounts opened through official email addresses that publications can be tracked through these platforms. Also, publications are done with the name: College ESLG, Department of Real Estate. A sample publication is presented below:

- Hoxha, Visar, Haugen Tore, Bjørberg, S., and Salaj Temeljotov Alenka, (2020). “Developing sustainable energy efficient buildings—a transnational knowledge transfer experience between Norway and Kosovo”, Studies in Higher Education, Vol. 45, No. 2, pp. 390-402, <https://doi.org/10.1080/03075079.2018.1534094> was published under the name College ESLG, Department of Real Estate for the first author and corresponding author;
- Hoxha, Visar and Hasani, Islam (2022). “Decision-making biases in property investments in Prishtina, Kosovo”, Journal of Property Investments and Finance, Vol. Ahead of Print, Issue Ahead of Print, <https://doi.org/10.1108/JPIF-04-2022-0031> was published under the name College ESLG, Department of Real Estate for the corresponding author;

Standard 6.9. Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.

Many of the processes of research are embedded in the curriculum. The staff of the program is required to include in the curriculum all the publications as part of students’ readings too. Students of master programs are required to do empirical research from the outset. All the writing assignments takes place in the thematic areas outlined by the Research Plan and Strategy of College ESLG and research plan of the master program.

Mentors and their students after the defence of thesis and graduation of students are encouraged to apply for acceptance to UBT Annual Conference, CIRRE conference, in order for the research to be validated in the conference proceedings as outlined above. In the syllabus of each course it is included the writing research assignment of students either individually or as a group work. However, the professors are encouraged to use final year students in their active research projects (for collection of data, conducting of surveys, distribution of questionnaires) resulting finally in a research validation through publication or conference proceedings publication.

Below is the example of embedding research publications of staff in the curriculum of courses they teach as part of the significant research developments in the field.

¹ <https://www.sciencedirect.com/journal/decision-analytics-journal/about/editorial-board>

Professor	Research publications embedded in curriculum of courses
Visar Hoxha	Real estate valuation, Energy Buildings, Sustainable Building Materials, Registration of Real Estate, Mass Valuation, Sustainable Urban Design, Facility Management, Economics of Real Estate, Law of property and infrastructure, Real estate policies in the EU
Liridon Kryeziu	Economics of real estate, Entrepreneurship in real estate
Veli Lecaj	Law of Property and Infrastructure, Sustainable Facility Management, Real estate policies in the EU
Hazer Dana	Sustainable Urban Design
Fuat Pallaska	Energy buildings
Lumnije Thaçi	Financial Analysis of real estate investments
Albana Gjonbalaj	Sustainable Facility Management
Elvida Pallaska	Sustainable architecture
Njomëza Zejnullahu	Intellectual property rights in real estate
Egzona Osmanaj	Property Law, Partnership in real estate: Negotiation of agreements in development phase, Sustainable Facility management
Tomor Çela	Sustainable Urban Design

Standard 6.10 Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.

Academic staff is required to carry out their research in compliance with all statutory, ethical and contractual obligations. Research is to be published by observing any intellectual property, contractual, confidentiality or privacy obligations entered into with respect to the research with the publishing companies such as Emerald Publishing, Taylor and Francis, Science Direct and so forth. Also issues with respect to protection of intellectual property arising out of the research Staff is regulated with the Code of Conduct of College ESLG. Any breach or violation of intellectual property rights is punishable by the Code of Conduct of ESLG.

The intellectual property policies foresee that for any commercialization of ideas developed by staff and students, the intellectual property owner is the staff and student unless the research is funded under any research grant provided by the College. In that case all the intellectual property rights belong to the College, if the commercialization of research and ideas comes as a consequence of a grant provided by the university.

The policies foresee that even the smallest form of contribution is acknowledged even if the student, staff, or external stakeholder did not contribute directly to the research, but only to the provision of data.

Standard 6.11. Students are engaged in research projects and other activities.

In today's knowledge society there is an increasing importance placed on graduates' abilities to synthesise, critique, manipulate and create knowledge. This requires engagement with, and understanding of, research processes. Linking research and teaching throughout the curriculum is therefore highly beneficial to students. However, to be productive these links need to be designated rather than left to chance. Students studying in research-rich schools often get more current and up-to-date courses, staff are more interested and enthusiastic in what they are teaching and courses shall be more intellectually stimulating. Consistent with all pedagogical practice, an active learning environment where students are encouraged to engage in knowledge construction is considered the most beneficial.

Some of the essential means in linking teaching and research will take the form of: (1) raising awareness of research by embedding a programme of staff research presentations within research methods based module helps to raise awareness of staff research activities, (2) encouraging students to conduct mini-research projects under the thematic areas of Research Plan of the department, (3) promote students' engagement in consultancy for the industry such as the case of Kosovo Real Estate Market Study for ProCredit Bank Kosovo, (4) engage master students as research assistants in research projects, (5) organise annual student conference together with master students, (6) involve them in contract research for private sector such as the case for Apollonia material constructions company and Swiss company ACHRO.

Performance indicator 6.1. Assistance and support is given to teaching staff to develop collaborative research arrangements with colleagues in other institutions and in the international community.

Staff research collaborative arrangements are possible under Cooperation Agreement with Nova Univerza.

Performance indicator 6.2. The study program periodically organises scientific sessions, symposiums, conferences, round tables, with the involvement of teaching staff, researchers, students and graduates, while proceedings are published in ISBN, ISSN scientific reports or in magazines dedicated to that particular activity.

This performance indicator is achieved through CIRRE conference and representation of College ESLG in Scientific Committee, where staff, researchers, and students can publish in Conference Proceedings of CIRRE on annual basis.

Performance indicator 6.3. Support is being provided for junior teaching staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals, and seed funding.

Mentoring and development mechanisms are fully in place from the existing staff to assist junior staff. Junior staff is involved in research projects of the senior staff as research assistants.

Performance indicator 6.4. Strategies are introduced for identifying and capitalizing on the expertise of teaching staff and students in providing research and development services to the community.

The Institution continues to harness and capitalize on the expertise of teaching staff, but also fully recognizes such expertise in its further intensification of involvement with the community. Kosovo Real Estate Market Study and other contract research implemented by ESLG for leading construction companies such as Apollonia and ACHRO is one contribution to the private sector.

Performance indicator 6.5. The institution is monitoring and supporting staff's contribution to attracting financial resources through research/applied/artistic projects and products. Staff capacity to generate such financial returns is considered in the individual performance review system.

The participation in SEEB/HERD program and OSCAR project are a good indicator.

Performance indicator 6.6. Cooperation with local industry and with other research agencies is encouraged. When appropriate, these forms of cooperation involve joint research projects, shared use of equipment, and cooperative strategies for development.

Cooperation with local industry has been one of the program's strengths. Cooperation with Kosovo Realty Group in producing Kosovo Real Estate Market Study, and contract research for Apollonia and Swiss company ACHRO is one indicator.

The SWOT analysis with regards to Research is presented below:

Table 6: SWOT analysis related to Research

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ● Scientific and scholarly involvement of the staff clearly defined in the contract; ● The promotion of staff to higher titles clearly defines the quantity and quality of scientific and scholarly activities under Regulation on Standards for Election into 	<ul style="list-style-type: none"> ● The HR policy foresees for one minimum publication per year and does not define between conference proceedings and articles in SCI journals. Some lecturers favour doing

<p>Higher Academic Titles of College ESLG;</p> <ul style="list-style-type: none"> ● Regulation on Scientific and Research Work and research Institutes clearly define what is recognized as a research and what can be validated as research; ● Very high standards of validation of research outputs comparable to the ones in EU; ● Participation of students in research projects, research activities, and contract research; ● Publication of Kosovo Real Estate Market Study for ProCredit Bank Kosovo in cooperation with Kosovo Realty Group; 	<p>proceedings compared to strong international journals.</p> <ul style="list-style-type: none"> ● No single case of patent registration by academic staff. ● Research output of PhDs not comparable to international standards with respect to WoS and SCOPUS publications
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Integrate interdisciplinary research ● Enhancement of community research in close collaboration with the NGOs specialized in the respective field; ● Increase the contract research such as the case with Procredit, Apollonia, ACHRO ● Welcome post-doctoral students from other countries wishing to do post-doc in the issues related to management of built environment and sustainability in Southeastern Europe and Western Balkans 	<ul style="list-style-type: none"> ● Construction sector in Kosovo does not poses sufficient awareness to actively finance research activities of the program, that would be mostly at its benefit; ● Conflicting currents asking from academia to intensify their research efforts and the need to be highly accountable to students who claim that the core business of the higher education institutions is just to produce graduates. ● Kosovo has a low percentage of science spending per GDP that ranges from 0.1-0.2 %

8. INFRASTRUCTURE AND RESOURCES

Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.

The premises of the Department of Real Estate where study program Management of Real Estate and Infrastructure (BA) shall be implemented are situated in the College ESLG seat in Annex of Innovation Campus, Street Ibrahim Rugova p.n, Lipjan, Kosovo. College ESLG operates in a single building in Annex of Innovation Campus in Lipjan with the total surface of the premises used for College ESLG equalling 1000 m². The premises have 6 classrooms and 1 computer lab. The capacity of classrooms is as follows:

- Classroom 1 with capacity of 90 students (First Floor)

- Classroom 2 with capacity of 80 students (First Floor)
- Classroom 3 with capacity of 54 students (Second Floor)
- Classroom 4 with capacity of 62 students (Second Floor)
- Computer Lab with capacity of 33 students (Second Floor)
- Classroom 5 with capacity of 30 students (Third Floor)
- Classroom 6 with capacity of 15 students (Third Floor)

The building has Student Affairs Office in the First Floor, Administration Office in the second Floor, and 7 offices dedicated for administrative, research, and consultation work of professors.

According to Memorandum of Cooperation with College UBT, ESLG has access also to a big lab of 132 computers of UBT and videoconferencing auditorium with technical aids, conference equipment, a television set, a video projector and a smart board. The Department also has printing and photocopy equipment for students. It will be possible for students to print, scan and copy materials. There is also a video-conferencing equipment for streaming video lectures live, which lectures are then recorded in the Department's server and can be accessed through electronic library. Also, four types of software are provided to students: ECOTECT (Sustainable Architecture), SPSS (Quantitative Analysis for Diploma Thesis), Athena Impact Estimator, and VBA Excel. The Department has also one thermal imaging camera, which is used for the course of Sustainable Facility Management at master level too for group projects.

In terms of information technology, the Department has a computer laboratory equipped with 33 computer PCs and 6 notebooks. The UBT College also has a GIS lab where students can work on the mapping system. Here are all the ArcGIS hardware and software. Additionally, College ESLG also operates an Electronic Library system for supporting learning and teaching activities. The electronic library is equipped with books distributed for each course, together with other readings. Also video lectures for some of the courses held in the past by NTNU professors at the program under evaluation are available in Electronic Library for students to access them. A user account in Faculty's server will be created for each student as soon as they enter their studies. The Department of Real Estate will have access to one of the most modern and equipped Libraries in Kosovo of UBT. The library catalogue with information on books related to its subject of studies is presented in the Library sub-section. Students will also be able to use several electronic scientific and educational databases of UBT.

The overall infrastructure of UBT Group is presented in the table below and College ESLG has access to the use of whole infrastructure of UBT.

Table 7: Infrastructure

Infrastructure		
Campus	Location	Classroom Space (m2)
ESLG	Lipjan	1,000

UBT Dukagjini Campus	Prishtina	5,000
UBT Innovation Campus	Lipjan	37,132

Students have access to English and Albanian textbooks. The present list contains around 1,000 physical and electronic copies of professional books in the field of real estate management, real estate appraisal, sustainability, sustainable architecture and so forth. The list of professional physical and electronic professional books, which are part of readings in the curriculum of the program has been presented in the Appendix List of Books.

In addition to these professional reading books (both physical and electronic), ESLG Department of Real Estate has also access to many book titles from the very rich UBT library with more than 10,000 book titles. This is foreseen by Agreement on Mutual Use of Infrastructure Resources signed between College ESLG and College UBT for a duration of five years with the possibility of extension as provided for in Article 8 of Agreement on Mutual Use of Infrastructure and Human Resources between College ESLG and College UBT. The Agreement is available online in <http://www.eukos.org/repository/docs/Standard 7.1 Agreement ESLG UBT on infrastructure and human resources.pdf>

Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.

The Department of Real Estate financial allocation models will be moderated through the Strategic Plan objectives. The existing financial incomes model aims at striking a healthy balance between sources of income. While investors' capital investments were essential in infrastructure development, the operation of programmes, research and staff development will have to rely significantly on student tuition fees.

The financial allocation models will be moderated through the Strategic Plan objectives. The existing financial incomes model aims at striking a healthy balance between sources of income. While investors' capital investments were essential in infrastructure development, the operation of programmes, research and staff development will have to rely significantly on student tuition fees.

Table: Projected incomes under Financial plan of the study program

Master Study Program: Projected Incomes 2023-2025 in €			
	2023	2024	2025
Student Fee	124,500	135,000	142,500
International project revenues	20,000	17,667	16,250
Research and Consulting Services for the industry	14,000	10,000	7,500
Trainings in real estate for licensing of real estate appraisers	12,500	12,500	13,500
Research grants	37,500	25,667	20,000
Contract research	32,500	22,667	17,500
Research projects with Nova Univerza	15,000	16,000	17,500
Donations and contributions from the private sector	5,000	15,000	20,000
Total	261,000	254,501	254,750

The planned number for new re-accreditation is 50. However, the Law Faculty plans that if new re-accreditation quota is approved, the planned new incoming freshmen students per academic year will be as follows:

2023-2024	2024-2025	2025-2026
45	50	50

The number of drop out students and students who pause their studies in Year 1 and 2 of studies is calculated based on Key Performance Indicators, which was 5 % or two students

per year from 40 active students in 2022-2023 enrolled in the first year of the study program are not able to transition regularly to the second year equalling the number of second year students to 38 students. Based on KPIs number of dropouts for other reasons is 5 %, making that three other students will pause their studies making the students in second year equalling to 35.

The student fee revenues are calculated as multiplication of number of students planned for the program in 2023-2024 (45 students in the first year plus 35 students remaining in second year from 2022-2023) with the tuition fee which is 1,500 EUR per academic year for master students of Year 1 and Year 2. The fee per academic year in master studies is published online in <https://www.eukos.org/?page=2,125>

Academic year 2023-2024: Number of projected student fees

Year 1	Year 2
45	35
45*1,500 EUR=67,500	35*1,500 EUR=52,500
Total projected fees for 2023-2024	67,500+52,500=120,000

The same analogy is used when forecasting the projected student fee revenues in 2024-2025. If from the total of 45 students enrolled in first year in 2023-2024, 43 students transition to second year (achieve 42 ECTS out of 60 ECTS) and 3 other students will drop out studies due to pausing and other circumstances, the remaining number of students in the second year shall be 40. If the number of planned enrolments in the first year in 2024-2025 is 50, then the number of overall planned students in 2024-2025 are 90. The projected student revenues in 2024-2025 are presented as in the Table below:

Academic year 2024-2025: Number of projected student fees

Year 1	Year 2
50	40
50*1,500 EUR=75,000	40*1,500 EUR=60,000
Total projected fees for 2024-2025	75,000+60,000=135,000

In 2025-2026, if from the total of 50 students enrolled in the first year, 48 students transition to the second year (achieve 43 ECTS out of 60 ECTS) and 3 other students will drop out studies due to pausing and other circumstances, the remaining number of students in the second year shall be 45. If the number of planned enrolments in the first year in 2025-2026 is 50, then the number of overall planned students in 2025-2026 are 95. The projected student revenues in 2025-2026 are presented as in the Table below:

Academic year 2025-2026: Number of projected student fees

Year 1	Year 2
50	45
50*1,500 EUR=75,000	45*1,500 EUR=67,500
Total projected fees for 2024-2025	75,000+67,500=142,500

According to Revised Research Budget 2022-2027, the planned international research projects of the type SEEB, OSCAR, and COST, which are aimed at achieving Strategic Outcome 3.1 of the ESLG Strategy, are planned to be as follows:

- In academic Year 2023-2024, the planned international project revenues for all ESLG is 40,000 EUR. If these revenues are proportionally allocated to two existing programs, then the international project revenues allocated to the Real Estate Master program for 2023-2024 are planned to be 20,000 EUR;
- In academic Year 2024-2025, the planned international project revenues for all ESLG is 53,000 EUR. If these revenues are proportionally allocated to three programs (two existing and one added in 2024-2025 according to the Strategic Plan of ESLG 2021-2026, which is Environmental Law LLM), then the international project revenues allocated to the Real Estate Master program for 2024-2025 are planned to be 17,666.67 EUR.
- In academic Year 2025-2026, the planned international project revenues for all ESLG is 65,000 EUR. If these revenues are proportionally allocated to three programs (two existing, one planned in 2024-2025 and one planned in 2025-2026), then the international project revenues allocated to the Real Estate Master program for 2025-2026 are planned to be 16,250 EUR.

According to Revised Research Budget 2022-2027, trainings in real estate for licensing of real estate appraisers are planned to be as follows:

- In academic Year 2023-2024, the planned trainings in real estate for licensing of real estate appraisers for all ESLG is 25,000 EUR. If these revenues are proportionally allocated to two existing programs, trainings in real estate for licensing of real estate appraisers allocated to the Real Estate Master program for 2023-2024 are planned to be 12,500 EUR;
- In academic Year 2024-2025, the planned trainings in real estate for licensing of real estate appraisers for all ESLG is 25,000 EUR. If these revenues are proportionally allocated to real estate existing programs, trainings in real estate for licensing of real estate appraisers allocated to the Real Estate Master program for 2024-2025 are planned to be 12,500 EUR;
- In academic Year 2025-2026, the planned trainings in real estate for licensing of real estate appraisers for all ESLG is 27,000 EUR. If these revenues are proportionally allocated to real estate existing programs, trainings in real estate for licensing of real estate appraisers allocated to the Real Estate Master program for 2025-2026 are planned to be 13,500 EUR.

According to Revised Research Budget 2022-2027, the planned research grants from donations and contributions, which are aimed at achieving Strategic Outcome 3.3 of the ESLG Strategy, are planned to be as follows:

- In academic Year 2023-2024, the planned research grants from donations and contributions for all ESLG is 75,000 EUR. If these revenues are proportionally allocated to two existing programs, then the research grant revenues allocated to the Real Estate Master program for 2023-2024 are planned to be 37,500 EUR;
- In academic Year 2024-2025, the planned research grants from donations and contributions for all ESLG is 77,000 EUR. If these revenues are proportionally allocated to three programs (two existing and one added in 2024-2025 according to the Strategic Plan of ESLG 2021-2026, which is Environmental Law LLM), then the research grant revenues allocated to the Real Estate Master program for 2024-2025 are planned to be 25,666.67 EUR.
- In academic Year 2025-2026, the planned research grants from donations and contributions for all ESLG is 80,000 EUR. If these revenues are proportionally allocated to three programs (two existing, one planned in 2024-2025 and one planned in 2025-2026), then the research grant revenues allocated to Real Estate Master program for 2025-2026 are planned to be 20,000 EUR.

According to Revised Research Budget 2022-2027, the contract research, which are aimed at achieving Strategic Outcome 3.2 of the ESLG Strategy, are planned to be as follows:

- In academic Year 2023-2024, the contract research for all ESLG is 65,000 EUR. If these revenues are proportionally allocated to two existing programs, then the contract research allocated to the Real Estate Master program for 2023-2024 are planned to be 32,500 EUR;
- In academic Year 2024-2025, the contract research for all ESLG is 68,000 EUR. If these revenues are proportionally allocated to three programs (two existing and one added in 2024-2025 according to the Strategic Plan of ESLG 2021-2026, which is Environmental Law LLM), then the contract research revenues allocated to the Real Estate Master program for 2024-2025 are planned to be 22,666.67 EUR.
- In academic Year 2025-2026, the contract research for all ESLG is 70,000 EUR. If these revenues are proportionally allocated to three programs (two existing, one planned in 2024-2025 and one planned in 2025-2026), then the contract research allocated to Real Estate Master program for 2025-2026 are planned to be 17,500 EUR.

According to Revised Research Budget 2022-2027, the research projects with Nova Univerza under Cooperation Agreement, which are aimed at achieving Strategic Outcome 5.2 of the ESLG Strategy, are planned to be as follows:

- In academic Year 2023-2024, the research projects with Nova Univerza for all ESLG is 30,000 EUR. If these revenues are proportionally allocated to two existing programs, then the research projects with Nova Univerza allocated to the Real Estate Master program for 2023-2024 are planned to be 15,000 EUR;
- In academic Year 2024-2025, the research projects with Nova Univerza for all ESLG is 32,000 EUR. If these revenues are proportionally allocated to Real Estate programs, then the research projects with Nova Univerza allocated to the Real Estate Master program for 2023-2024 are planned to be 16,000 EUR.
- In academic Year 2025-2026, the research projects with Nova Univerza for all ESLG is 35,000 EUR. If these revenues are proportionally allocated to Real Estate programs, then the research projects with Nova Univerza allocated to the Real Estate Master program for 2023-2024 are planned to be 17,500 EUR.

In this way the revenue part of budgetary planning of the study program is fully aligned with the Strategic Plan of College ESLG 2021-2026.

In the upcoming three years the institution expenditure plan priorities programme operation, staff retention and recruitment, project research, contract research, and priorities under the Strategic Plan of College ESLG.

Table: Projected expenditures under Financial plan of the study program

Real Estate Master Study Program: Projected Expenditure by category 2023-2025			
	2023	2024	2025
Existing Staff expenditure for the delivery of the program	76,167	76,167	76,167
Hiring of new junior staff with PhDs to reflect Staff Development Plan	37,800	37,800	37,800
Staff sponsorships for advancement to higher academic titles	18,000	16,800	13,750
Staff sponsorships for post-doctoral research	7,200	4,800	7,200
Staff costs for importing external Associate and Full Professors	8,400	5,600	4,200
Sponsorship of early career professors	4,800	5,600	6,400
Lead scholar and Young Scholar staff costs	27,475	20,317	13,838
Staff expenses for community service of full time staff	5,000	4,334	3,750
Research expenditure for staff involved directly in research projects	35,000	23,334	18,000
Staff development trainings and workshops	6,250	4,167	3,125
Quality Assurance position for qualitative interviews	6,000	4,000	3,000
Costs for Real estate appraisal training delivery	8,750	8,750	9,450
Expenditures for implementation of Disability Inclusion Strategy	18,500	12,334	9,250
Overhead costs supporting infrastructure and maintenance of all College	1,658	30,498	48,820
Total	446,700	509,400	573,200

The staff expenditure is calculated based on the proportion of teaching workload of each staff academic based on lecture and exercise hours that the respective staff dedicates to the program with the following assumption:

- According to the Staff Workload Policy, the teaching workload should be 16 hours per annum with 4 hours dedicated for mentoring of theses.

The breakdown of staff costs are presented below:

Staff member	Teaching workload	Annual Gross Staff costs in €
Visar Hoxha	50 %	10,800 ¹
Liridon Kryeziu	50 %	7,200
Veli Lecaj	30 %	4,320
Hazer Dana	30 %	4,320
Fuat Pallaska	65 %	9,360
Lumnije Thaçi	50 %	7,200
Albana Gjonbalaj	50 %	6,300
Elvida Pallaska	80 %	5,760
Njomëza Zejnullahu	80 %	5,760
Egzona Osmanaj	80 %	5,760
Tomor Çela	80 %	5,760
Sub Total		72,540
Plus employer pension contributions for staff	5 %	3,627
Grand total of staff costs		76,167

The allocation of costs for other budget lines is done using the traditional cost accounting method rather than Activity Based Costing, where the expenditure that pertain to the whole College ESLG are proportionally divided to all study programs and not based on Activity Based Costing system.

The hiring of new junior academic staff with PhDs is planned as in the table below:

Academic Year	2023-2024	2024-2025	2025-2026
Number of staff planned	3	3	3
Annual salary costs	3*1,050 ² *12=37,800	3*1,050 ¹ *12=37,800	3*1,050 ² *12=37,800

¹ Compensation for Full Professor is different from compensation of Associate Professor and compensation of Assistant Professor

² The monthly salary of Junior Staff with PhDs according to the Compensation Policy of ESLG College without the academic title of Assistant professor is 1,050 EUR, including the employer pension contributions.

for new hired staff			
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Staff sponsorships for advancement to higher academic titles are foreseen under Strategic Outcome 2.1 of the Strategy of College ESLG 2021-2026. The planned expenditures under the Revised Research Budget 2022-2027 are as follows:

- In the academic year 2023-2024, the planned staff sponsorship costs for all ESLG are 36,000 EUR. If this is proportionally allocated to two Real Estate programs, the planned staff sponsorship costs for 2023-2024 are planned to be 18,000 EUR.
- In the academic year 2024-2025, the planned staff sponsorship costs for all ESLG are 50,400 EUR. If this is proportionally allocated to three study programs (the planned study program of Environmental Law LLM added), the planned staff sponsorship costs for 2023-2024 are planned to be 16,800 EUR.
- In the academic year 2025-2026, the planned staff sponsorship costs for all ESLG are 55,000 EUR. If this is proportionally allocated to four study programs (the fourth study program to be added in 2025-2026), the planned staff sponsorship costs for 2023-2024 are planned to be 13,750 EUR.

Staff sponsorships for post-doctoral research are foreseen under Strategic Outcome 2.2, of the Strategy of College ESLG 2021-2026. The planned expenditures under the Revised Research Budget 2022-2027 are as follows:

- In the academic year 2023-2024, the planned staff sponsorships for post-doctoral research costs for all ESLG are 14,400 EUR. If this is proportionally allocated to two Real Estate programs, the planned post-doc costs for 2023-2024 are planned to be 7,200 EUR.
- In the academic year 2024-2025, the planned staff sponsorships for post-doctoral research costs for all ESLG are 14,400 EUR. If this is proportionally allocated to three study programs (the planned study program of Environmental Law LLM added), the planned post-doc costs for 2024-2025 are planned to be 4,800 EUR.
- In the academic year 2025-2026, the planned staff sponsorships for post-doctoral research costs for all ESLG 28,800 EUR. If this is proportionally allocated to four study programs (the fourth study program to be added in 2025-2026), the planned post-doc costs for 2025-2026 are planned to be 7,200 EUR.

Staff costs for importing external Associate and Full Professors are foreseen under Strategic Outcome 2.3 of the Strategy of College ESLG 2021-2026. The planned expenditures under the Revised Research Budget 2022-2027 are as follows:

- In the academic year 2023-2024, the planned Staff costs for importing external Associate and Full Professors for all ESLG are 16,800 EUR. If this is proportionally allocated to two Real Estate programs, the planned Staff costs for importing external Associate and Full Professors for 2023-2024 are planned to be 8,400 EUR.
- In the academic year 2024-2025, the planned Staff costs for importing external Associate and Full Professors for all ESLG are 16,800 EUR. If this is proportionally

¹ The monthly salary of Junior Staff with PhDs according to the Compensation Policy of ESLG College without the academic title of Assistant professor is 1,050 EUR, including the employer pension contributions.

² The monthly salary of Junior Staff with PhDs according to the Compensation Policy of ESLG College without the academic title of Assistant professor is 1,050 EUR, including the employer pension contributions.

allocated to three study programs (the planned study program of Environmental Law LLM added), the planned Staff costs for importing external Associate and Full Professors for 2024-2025 are planned to be 5,600 EUR.

- In the academic year 2025-2026, the planned Staff costs for importing external Associate and Full Professors for all ESLG are 16,800 EUR. If this is proportionally allocated to four study programs (the fourth study program to be added in 2025-2026), the planned Staff costs for importing external Associate and Full Professors for 2025-2026 are planned to be 4,200 EUR.

Sponsorship of early career professors are foreseen under Strategic Outcome 2.4 of the Strategy of College ESLG 2021-2026. The planned expenditures under the Revised Research Budget 2022-2027 are as follows:

- In the academic year 2023-2024, the planned sponsorships of early career professors for all ESLG are 9,600 EUR. If this is proportionally allocated to two Real Estate programs, the planned sponsorships of early career professors for 2023-2024 are planned to be 4,800 EUR.
- In the academic year 2024-2025, the planned sponsorships of early career professors for all ESLG are 10,200 EUR. If this is proportionally allocated to two Real Estate programs, the planned sponsorships of early career professors for 2024-2025 are planned to be 5,600 EUR. This is not divided into three programs since the Strategy plans that early career sponsorships shall be offered to established programs and not to new programs.
- In the academic year 2025-2026, the planned sponsorships of early career professors for all ESLG are 12,800 EUR. If this is proportionally allocated to two Real Estate programs, the planned sponsorships of early career professors for 2025-2026 are planned to be 6,400 EUR. This is not divided into three programs since the Strategy plans that early career sponsorships shall be offered to established programs and not to new programs.

Lead and Young Scholar Support Grants are foreseen under Strategic Outcome 3.4 of the Strategy of College ESLG 2021-2026. The planned expenditures under the Revised Research Budget 2022-2027 are as follows:

- In the academic year 2023-2024, the planned Lead and Young Scholar Support Grants for all ESLG are 54,950 EUR. If this is proportionally allocated to two Real Estate programs, the planned Lead and Young Scholar Support Grants for 2023-2024 are 27,475 EUR.
- In the academic year 2024-2025, the planned Lead and Young Scholar Support Grants for all ESLG are 60,950 EUR. If this is proportionally allocated to three study programs (the planned study program of Environmental Law LLM added), the planned Lead and Young Scholar Support Grants 2024-2025 are 20,317 EUR.
- In the academic year 2025-2026, the planned Lead and Young Scholar Support Grants for all ESLG are 55,350 EUR. If this is proportionally allocated to four study programs (the fourth study program to be added in 2025-2026), the planned Lead and Young Scholar Support Grants 2025-2026 are 13,838 EUR.

Staff expenses for community service of full time staff are foreseen under Strategic Outcome 6.5 of the Strategy of College ESLG 2021-2026. The planned expenditures under the Revised Research Budget 2022-2027 are as follows:

- In the academic year 2023-2024, the planned Staff expenses for community service for all ESLG are 10,000 EUR. If this is proportionally allocated to two Real Estate programs, the planned Staff expenses for community service for 2023-2024 are 5,000 EUR.
- In the academic year 2024-2025, the planned Staff expenses for community service for all ESLG are 13,000 EUR. If this is proportionally allocated to three study programs (the planned study program of Environmental Law LLM added), the planned Staff expenses for community service 2024-2025 are 4,334 EUR.
- In the academic year 2025-2026, the planned Staff expenses for community service for all ESLG are 15,000 EUR. If this is proportionally allocated to four study programs (the fourth study program to be added in 2025-2026), the planned Staff expenses for community service 2025-2026 are 3,750 EUR.

Expenses for staff directly involved in research projects foreseen under the Revised Research Budget 2022-2027 are as follows:

- In the academic year 2023-2024, the planned expenses for all ESLG are 70,000 EUR. If this is proportionally allocated to two Real Estate programs, the planned expenses for 2023-2024 are 35,000 EUR.
- In the academic year 2024-2025, the planned expenses for all ESLG are 70,000 EUR. If this is proportionally allocated to three study programs (the planned study program of Environmental Law LLM added), the planned expenses 2024-2025 are 23,334 EUR.
- In the academic year 2025-2026, the planned expenses for all ESLG are 72,000 EUR. If this is proportionally allocated to four study programs (the fourth study program to be added in 2025-2026), the planned for all ESLG 2025-2026 are 18,000 EUR.

Staff development trainings and workshops requiring foreign experts are foreseen, where two trainings are foreseen to be held for all ESLG Staff. The costs of two trainings is planned to be 12,500 EUR, which if proportionally allocated to all programs using Traditional Accounting Method.

The Quality Assurance position for conducting qualitative interviews for gathering student feedback such as active ad hoc focus groups, debates, benchmarking and exit interviews with students who leave the Programme is added as a separate budgetary. The position requires a senior QA officer with skills in qualitative interviews and qualitative data analysis, which requires a competitive salary of 1,000 EUR per month. If this is proportionally allocated to study programs, the expenditures in academic years are as follows:

- In academic year 2023-2024, the planned expenses for QA qualitative position to the MA program (allocated to two existing programs) are 6,000 EUR;
- In academic year 2024-2025, the planned expenses for QA qualitative position to the MA program (allocated to three programs) are 4,000 EUR;
- In academic year 2025-2026, the planned expenses for QA qualitative position to the MA program (allocated to four programs) are 3,000 EUR;

In addition, the consulting services staff costs for training delivery of real estate appraisal trainings represent 70 % of revenues from consulting fees, whereas 30 % are allocated as overhead costs for the department.

Scholarships, recurring maintenance, capital investments for staff development, infrastructure and student support of Law Faculty are funded by overhead costs of the department, which are proportionally allocated to five study programs.

Additionally, the College ESLG has proportionally allocated to study programs expenses that are aimed at implementing the action plan of ESLG Strategy for Inclusion of Students with Special Needs. Since the Strategy is for the whole ESLG, the expenses are proportionally allocated. The breakdown of expenses is as follows:

Type of cost	Figure in EUR	Application
Coordinator for counselling and promotion of extracurricular activities of students with special needs – 1 position	700*12=8.400	Achievement of Strategic Outcomes 2.3 and 3.3 of Disability Inclusion Strategy
Improvement of physical infrastructure, books,	20,000	Achievement of Strategic Outcomes 3.1, 3.2, and 4.1 of Disability Inclusion Strategy
1 training per year	5,000	Achievement of Strategic Outcome 5.3 and 5.5 of Disability Inclusion Strategy
Costs for focus groups for adopting innovative teaching and learning forms for students with special needs	3,600	Achievement of Strategic Outcome of Disability Inclusion Strategy
Total costs		37,000
Costs allocated to MA program in 2023-2024		18,500
Costs allocated to MA program in 2024-2025		12,334
Costs allocated to MA program in 2025-2026		9,250

Finally, the profit generated from the study program is allocated as overhead cost for the central level of College ESLG dedicated to the following:

- Infrastructure costs;
- Quality Office costs at the central level;
- Staff costs covering the management positions at central level;
- Staff development costs at College ESLG central level;

The study program is planned to operate on zero profit basis, which is the organizational culture of College ESLG.

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:

- a) owned or rented spaces adequate for the educational process;*
- b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;*
- c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;*
- d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.*

The Department of Real Estate will use around 1000 m² in the building Annex of Innovation Campus in Lipjan which is sufficient for the planned 250 students of the program, which is the maximum capacity planned to be achieved in 2023/2024, since the program plans to enrol 70 new incoming students in 2021-2022, 80 new incoming students in 2022-2023 plus 63 students transitioning to second year (with 10 % not achieving the condition to transition to second year), and 120 new incoming students in 2023-2024 plus 129 students transitioning to second year and third year (with 10 % not achieving the condition to transition to subsequent year).

The Department premises includes 4 four large classrooms (with more than 50 students) and 2 classrooms with capacity of 25 students at Annex of Innovation Campus building, 1 computer lab with capacity of 33 students, Student Affairs Office, Main Administration Office, and 7 offices dedicated for administrative, research, and consultation work of professors.

Under Agreement on Mutual Use of Infrastructure Resources Articles 2 and 3, College ESLG has access to the following resources:

- Three other medium sized classrooms (with 25 students) at UBT Innovation Campus apart from its dedicated building in Annex of Innovation Campus;
- Additional Computer lab at UBT Innovation Campus;
- Additional Library;
- Four medium sized classrooms at UBT Building;
- GIS Computer lab;
- Library;
- Video conferencing equipment;

Table 10: Space and Facilities at ESLG Building

Space dedicated for Real Estate Department at ESLG Buiding		
	surface m ²	capacities number
Computer labs	50	33
Classroom	700	330
Library	50	25
Office	200	20
Total	1,000	408

Table 11: Space and Facilities under Agreement on Mutual Use of Infrastructure Resources ESLG-UBT

Space dedicated for Real Estate Department at UBT college		
	surface m ²	capacities number
Computer labs	200	130
Classroom	500	300
Studio	40	20
Library	415.8	0
Total	1,155.8	450

IT equipment dedicated to the delivery of the program is presented below:

Table 12: IT Equipment

Description	Units	Total	Type
Servers	4	4	Real Estate Department
Thermal Imaging Camera	1	1	Real Estate Department
Photocopies, printers, scanners, plotter,	10	10	Real Estate Department
Desktop PCs	153	153	Real Estate Department
Laptops	20	20	Real Estate Department
Video-conferencing equipment	4	4	Real Estate Department
Projectors	20	20	Real Estate Department
Sustainable architecture software	10	10	Real Estate Department
Athena Impact Estimator software	10	10	Real Estate Department

Risk Solver software	10	10	Real Estate Department
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The Library Section on Department of Real Estate includes 33 student seats at Annex of Innovation Campus Building in Lipjan and around 30 at UBT under Agreement on Mutual Use of Infrastructure Resources and operates during regular hours. Students have access to English and Albanian textbooks. The present list contains around 1,000 physical and electronic copies of professional books in the field of real estate management, real estate appraisal, sustainability, sustainable architecture and so forth. The list of professional physical and electronic professional books, which are part of readings in the curriculum of the program can be viewed in the link <https://drive.google.com/file/d/1qa2E5f8dOOuselqah7NP0IkwMyGb6Zke/view?usp=sharing>

In addition to these professional reading books (both physical and electronic), ESLG Department of Real Estate has also access to many book titles from the very rich UBT library with more than 10,000 book titles. This is foreseen by Agreement on Mutual Use of Infrastructure Resources signed between College ESLG and College UBT for a duration of five years with the possibility of extension as provided for in Article 8 of Agreement on Mutual Use of Infrastructure and Human Resources between College ESLG and College UBT. The Agreement is available online in http://www.eukos.org/repository/docs/Standard_7.1_Agreement_ESLG_UBT_on_infrastructure_and_human_resources.pdf

Also students can have access to thousands of books, journal articles, and other publications through the electronic library of Nova Univerza under Articles 7 and 8 of the Cooperation Agreement with Nova Univerza. All books are in English.

The Library provides computers and laptops which are always up to date, to have unrestricted access to the Internet for academic purposes only. Personal laptops and mobile devices can also be connected to the library wireless network.

The Library operates during the whole year. It is opened from Monday to Friday from 09:00 to 19:30, and on Saturday from 09:00 to 14:00.

Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

The Department of Real Estate has sufficient number of lecture rooms, seminar rooms, laboratories, which are related to the study groups' size (series, groups, subgroups).

The Department premises includes 4 four large classrooms (with more than 50 students) and 2 classrooms with capacity of 25 students at Annex of Innovation Campus building, 1 computer lab with capacity of 33 students, Student Affairs Office, Main Administration Office, and 7 offices dedicated for administrative, research, and consultation work of professors.

Under Agreement on Mutual Use of Infrastructure Resources Articles 2 and 3, College ESLG has access to the following resources:

- Three medium sized classrooms (with 25 students) at UBT Innovation Campus;
- Computer lab at UBT Innovation Campus;
- Library;
- Four medium sized classrooms at UBT Building;
- GIS Computer lab with 30 computers;
- Video conferencing equipment;

For the group of 50 students planned for enrollment to the study program Management of Real Estate and Infrastructure (MA), the following lecture rooms are dedicated at ESLG's building.

Space and Facilities at Annex of Innovation Campus (ESLG Building) dedicated to the program

Building	Room	Capacity
E-Annex	Annex 1	50
E-Annex	Annex 5	50
E-Annex	Annex 3	50
PC Lab	Annex 2	30
E-Annex	Annex 4	50

Space and facilities dedicated to the program according to the Agreement on Mutual Use of Infrastructure Resources between ESLG and UBT as stipulated by Articles 2 and 3 is presented below:

Space and Facilities at UBT Campus Building dedicated to the program under the Agreement

Building	Room	Capacity
E-Kampus	E003	30
E-Kampus	E005	50
E-Kampus	E006	50
PC Lab 3	Campus	25
A - Prishtina	309	30
A-Prishtina	310	30
A-Prishtina	311	30
A-Prishtina	312	30
GIS Lab A - Prishtina	214	30

Standard 7.5. The education institution's libraries must ensure, for each of the study programs:

- a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;*
- b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program;*
- c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years;*
- d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for;*
- e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.*

The Library Section of Department of Real Estate of ESLG has 33 seats with more than 1,000 book titles. With 33 seats the Library covers very well the 10 % of the total number of students in the study program as required by Standard 7.5 of KAA Manual Section a).

The detailed breakdown is presented below for all three planned years:

Academic Year	Total Number of students planned in the program	Number of reading places in Library	Reading places as a percentage of total number of students in Law (LLB)
2023-2024	80	33	42 %
2024-2025	90	33	37 %
2025-2026	95	33	35 %

As it can be seen from the above mentioned table the percentage of reading places in the Library as a percentage of total number of students ranges from the 35 to 42 % for all three planned years.

In addition to these professional reading books (both physical and electronic), ESLG Department of Real Estate has also access to many book titles from the very rich UBT library with more than 10,000 book titles and Library of 100 seats.

The Department of Real Estate has allocated 2 exercise rooms with 50 and 30 seats accordingly which accounts to 80 seats, which exceeds multiple times the necessary requirement of 10 % of the total number of students in the study program as required by Standard 7.5 of KAA Manual Section b).

Exercise rooms	Number of seats
Annex 3- Annex Building	50
E003 – E campus	30
Total number of seats	80

The detailed breakdown is shown below:

Academic Year	Total Number of students planned	Number of exercise seats	Exercise places as a percentage of total number of students in Management of Real Estate and Infrastructure (MA)
2023-2024	80	80	100 %
2024-2025	90	80	89 %
2025-2026	95	80	84 %

The Library of Department of Real Estate has 1,000 books that are allocated to real estate studies and all of them are published within the 10 years. These titles cover all the disciplines included in the curricula such as urban economics, real estate appraisal, architecture, sustainable urban design, energy buildings, sustainable building materials etc. More than 50 % of the books are published within the last 10 years as required by Standard 7.5 of KAA Manual Section c).

The list of 1,000 books designated for real estate studies cover all the needs of students during the life cycle and during one year academic study of the program as required by Section d of Standard 7.5 of KAA Manual.

Also students can have access to thousands of e-books, journal articles, and other publications through the electronic library such as EBSCO, Bione, Cambridge journals, and JSTOR., SAGE through following links:

- E-library: <http://search.ebscohost.com/login.aspx>
- Bione <http://www.bioone.org/page/about/organization/mission>
- Cambridge Journals <http://journals.cambridge.org/action/login>
- Jstor Library <http://www.jstor.org/>

Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

Study Rules of College ESLG provide for support to students with physical disabilities. College ESLG ensures that students with disabilities, are provided with the flexible and suitable adjustments to the study process to ensure the equal participation of this category of students in the study process and integration into all study and governance procedures at the College.

Students with disabilities, pursuant to the Study Rules of College ESLG are entitled to flexible infrastructure benefits.

The building at Annex of Innovation Campus of Kosovo meets the standards with regards to physical infrastructure dedicated to students with physical disabilities. Since the building meets the requirements, the new building has been certified by the Ministry of Education, Science and Technology of Republic of Kosovo during the process of licensing. The disability infrastructure is one of the obligatory requirements for licensing procedure by the Ministry of Education, Science and Technology, which licence College ESLG has successfully obtained.

In addition, the building of UBT Innovation campus, which can be used under the Agreement for Mutual Use of Human and Infrastructure Resources, has the infrastructure to facilitate studies for people with special needs. The Campus in Lipjan accommodates a welcoming infrastructure for students with disabilities in terms:

- Doors;
- Elevator;
- Hallways

Second, College ESLG offers a flexible learning path for students with physical disabilities and other learning disabilities. Nevertheless during the period 2020-2022, the program had no applicants from the ranks of students with special needs.

Nevertheless, College ESLG went one step further and adopted the Strategy for Inclusion of Students with Special Needs that revolves around the following strategic goals:

- Strategic goal 1: Developing an inclusion mindset among professors and administrative staff;
- Strategic goal 2: Remove university entry and study barriers for students with special needs;
- Strategic goal 3: Develop welcoming infrastructure for students with special needs;
- Strategic goal 4: Allocate better human and financial resources to support better learning for students with special needs;
- Strategic goal 5: Develop inclusive teaching and learning

The strategic outcomes defined as targets for achievement of each strategic goal and the Action Plan for implementation of such outcomes are presented in the Strategy for Inclusion of Students with special needs, which is available online in https://drive.google.com/file/d/1LFyF0sFs4trUeEpy_Ggx-95-0KK72rv8/view

Performance indicator 7.1. Formal plans are developed for the provision and improvement of infrastructure and resources, and the implementation and effectiveness of those plans is monitored on a regular basis.

The program plans are aligned wherever common infrastructure can be shared, including human resources, laboratories, and infrastructure use wherever possible, to ensure efficiency and effectiveness. The plan takes into account the library resources electronic databases of ESLG.

Performance indicator 7.2. A senior staff member is assigned the responsibility for oversight and development of infrastructure and resources.

Decentralized staff management responsibilities are available at the program level to ensure oversight of:

- Staff management
- Infrastructure capacities / facilities

Performance indicator 7.3. The effectiveness and relevance of infrastructure and resources is regularly monitored through processes that include surveys of student usage and satisfaction. Infrastructure and resources are modified in response to evaluation and feedback.

Student satisfaction surveys are conducted each semester to provide students with concerns and actions needed to address any eventual issues. The questionnaire is based on broad aspects of students' concerns, starting as follows:

- Academic staff performance
- Infrastructure (facilities, classrooms, textbooks, laboratories, software, videos)
- Administration

In response to the recommendation of Expert Evaluation Team 2022 assessing the institution, who recommended the following:

- *Consider monitoring the access to international databases and journals and continuing efforts of encouraging both students and academic staff to use them.*
- *Continue the efforts of making the learning materials accessible also for students with different disabilities (e.g. with hearing or sight deficiencies), which recommendations*

can be seen on page 46 in the link https://akreditimi.rks-gov.net/wp-content/uploads/2022/05/ESLG-College_Institutional-Accreditation_Final-Report.pdf

College ESLG took the following actions to address these recommendations:

- The Senate of College ESLG took the decision on 01.10.2022 to establish a monitoring scheme of use of international databases and journals by students and staff. The monitoring shall take place twice a year and next monitoring is due on 15.03.2023.
- Adopted the Strategy for Inclusion of Students with Special Needs, whereby two strategic outcomes are related to the recommendation of EET 2022 such as:
 - OUTCOME 4.1. Allocate financial resources for purchase of books for students with visual and hearing impairments for interdisciplinary studies;
 - OUTCOME 4.2. Purchase literature that is in the Braille alphabet;
 - Included in the budgetary planning the achievement of these outcomes as it can be seen in the Financial Plan in Standard 7.2 of the present SER on page 130;

SWOT analysis for Infrastructure and resources is presented in the table below:

Table 13: SWOT analysis for infrastructure and resources

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> • Sufficient infrastructure for the program; • Two computer labs; • Strong list of professional books in real estate; • Financial plan is very feasible and includes revenues from contract research, and dedicates significant budget to staff development and research, including junior faculty early formation phase; • Regular checks for a safe learning environment are assured. • Largest physical and online library capabilities in Kosovo. • Strong learning atmosphere in the campus • A strong, reliable, and easy to use electronic learning management system. • Strong e-learning system and access to databases such as SAGE, Springer, EBSCO; • Building meets the disability infrastructure requirements as 	<ul style="list-style-type: none"> • Lack of student dormitories to support admission of foreign students to the program. • More enhancement of audio-visual aids. • More textbooks in Albanian language in specialized courses of the program.

required by Ministry of Education, Science and Technology as required for building certification under licensing procedure;	
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Professional and technical work and consultancy ● Commercialization of institutionalized consultancy versus individualistic staff consultancy services ● Raise funds for professional translation of professional textbooks of the study program and publish as translated versions under ESLG logo with the permission from publishing companies and authors; 	<ul style="list-style-type: none"> ● High cost of maintenance and servicing of equipment ● Depreciation of equipment