

ESLG College

Self-Evaluation Report

30 September 2015

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Title of Institution: ESLG College

Submission date: 30.09.2015

Self-Evaluation Report

2. Short Background History of the Institution

2.1. Establishment

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.

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

ESLG College
Veternik, n.n. (close to Genci Rol)
10000 Prishtina
Republic of Kosovo

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

- Law (LLB)
- Law and Real Estate and Infrastructure Management (BA)
- Law and Real Estate and Infrastructure Management (MA)
- Energy Management (BA)
- European Economic Law (LLM)

2.4. 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); 2) Law and Real Estate and Infrastructure Management (BA) (reaccreditation) 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.

3. Mission Statement

3.1. Aims and perspectives in teaching and research

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

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

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

3.2. The strategy on implementing the mission

The strategy of ESLG adopted as a separate document has been presented below:

3.2.1. Introduction

Pursuant to the Law on Higher Education and the Statute of College ESLG on the competencies of the Chairman of the Board of College ESLG to draft a strategic plan of College ESLG, the Chairman of the Board, at the meeting of the Board held on 21.01.2014, appointed a professional commission for drafting the strategic plan of College ESLG in the following composition: Dhurata Hoxha (Chairperson), Alenka Temeljotov Salaj (member), Tore Haugen (member), Jehona Hoxha (member), Sabiha Shala (member), Labinot Greiçevci (member), Bedri Dragusha (member).

While drafting the strategic plan of College ESLG, the Commission conducted an external assesment (Porter Analysis) and internal assesment (Resource Based View Analysis) and studied many reports on labor market analysis of Kosovo, economic prospects and potential growth sectors in Kosovo. The assesment was conducted for the purpose of defining the strategic position of College ESLG and formulate the strategic goals of College ESLG.

As part of the process, the Commission analyzed in details the institutional external reviews by the Expert Evaluation Teams of Kosovo Accreditation Agency and hence the Commission identified the following strategic areas:

- Study programs;
- Staff development;
- Research;
- Quality assurance;
- Internationalization;
- Cooperation with private sector and community.

3.2.2. Mission, vision and values

The Mission

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

The Vision

The College ESLG strives to provide an educational and research environment that is worthy of public's trust and characterized with highest teaching and research integrity.

Values

The values of College ESLG are as follows:

Commitment to Excellence: College ESLG is committed to the highest standards of excellence in pursuit of the college's mission in teaching and research. The investing parents and the Kosovo and regional educational markets deserve nothing less.

Integrity:

As College ESLG is an institution that provides services for the society's benefit, each staff member has a responsibility to demonstrate the highest ethical standards to inspire confidence and trust.

Accountability: The College ESLG embraces the responsibility with which it is charged. In carrying out its mission, ESLG's staff members hold themselves accountable to the public and society at large and take responsibility for achieving its goals.

Effectiveness: College ESLG strives to work creatively, proactively, and effectively in assessing the market's needs and developing modern curricula that best fit to the market needs in Kosovo and the region and implement these curricula with most innovative and modern teaching practices.

Teamwork: College recognizes that its success in a very competitive market depends on a diverse, coordinated team committed to the highest standards of trust, hard work, cooperation, and communication. The staff is committed to nurturing collaboration as a skill amongst students.

3.2.3. External and internal analysis

3.2.4. Porter five forces analysis of higher education in Kosovo

The higher education industry is changing at a dramatic pace. Numerous trends are at work influencing this rapid change such as, population demographics, work force requirements, global competition and new higher education delivery methods. One additional and fortunate trend is that higher education is a growing industry. Industry incumbents, whether public, private, non-profit, or for-profit must constantly scan the competitive horizon for positive as well as negative structural changes to the industry. Michael Porter, a professor from the Harvard Business School, developed a very powerful industry analysis framework in the late 1970s and the key principles are introduced.

In this regard, College ESLG used Porter Fiver Forces Analysis to determine its position in a very competitive market.

The Kosovo higher education industry includes 7 public universities: University of Prishtina, University of Prizren, University of Peja, Faculty of Islamic Studies, University of Gjilan, Kosovo Academy of Public Safety, and University of Gjakova (Kosovo Accreditation Agency, 2014). On the other hand The Kosovo Accreditation Agency(KAA, 2014) provides only a list of the evaluations of institutions (around 34) without formal decisions and there are no valuable information on the Ministry of Education, Science and Technology (MEST, 2014a). On the other hand the report published by EACEA (2012) states that there are 23 private higher education institutions. Finally, most of the private and public HEIs in Kosovo

are involved in a number of international cooperation projects supporting establishment of new study programs or improvement of teaching (e.g. Tempus).

According to the study of Ministry of Education of Kosovo on the upper secondary education in 2014 there were around 40,000 students in grade 12 and 13 of secondary education expeting to graduate in 2014 (Statistics of Education in Kosovo, 2014, pp. 26).

According to the study performed by Nikola Baketa in 2013, the gross enrollment ratio is 71.27 %, which makes 28, 500 students eligible for enrollment in the public and private higher education system.

According to respondents and programmes of private HE institutions, it is seems that these institutions usually offer business related programs, but also programs in the field of economics, law, psychology, computer science, health, physiotherapy, banking, finance and other branches with high demand for students. Private sector in Kosovo is largely dependent on academic staff coming from the University of Prishtina. This leads to the situation that private institutions, in order to meet accreditation requirements, often offer full time positions to retired professors or that some professors work on several institutions. This problem was recognized in the period between 2002- 2004 (Riinvest – Institute for Development Research, 2004: 38) and in 2008 (GAP Institute for Advanced Studies, 2008: 9). According to the respondent, there are certain strengths and weaknesses of private HEIs. According to his opinion their certain strength is adaptability to the 8 demand and quality of provision. On the other hand, there are serious doubts on assessment criteria applied to the most private HEIs and some of them were approved without meeting all formal criteria (Nikola Baketa, 2013, pp. 8).

According to the study of European Commission around 22 private higher education institutions (colleges, institutes and higher professional schools) gathered 51 714 students (Higher Education Institutions, 2012, pp.3). Based on this, the private higher education industry's combined revenue was approximately EUR 60 million based on the assumption that each student would pay a tuition of 1,000 EUR per academic year.

The higher education industry in Kosovo has a high fixed cost ratio and is effectively concentrated, which makes competitive rivalry predictably high. To some extent, the benefits of being a growth industry offset the high degree of rivalry. The growth potential originates from demographics of young population in Kosovo.

3.2.5. Entry barriers

Since the higher education market does not require tremendous fixed costs to enter the market such as other industries including construction, telecommunications and medicine, however, on the other hand the accreditation criteria require that new entrants in the higher education market must demonstrate that the study programs must be tailored to the labor market needs. On the other hand, the accreditation criteria require that new entrants must fulfill 50 % full time faculty criterion in order to be accredited making it more difficult for new entrants because of limited supply of academic staff with PhD who would work full-time for private bearers of higher education. The public policy in recent years has been to open new public universities in order to increase the access of young Kosovars to higher education. In this regard, in parallell the Government of Kosovo increased the salaries of teaching staff in public universities making

it more difficult for private colleges to attract qualified teaching staff. According to Nikola Baketa (2013) study, most of private colleges rely on retired professors from public universities.

In conclusion, high fixed cost structure, restrictive curriculum accrediting processes, enormous economies of scale and, all act as higher barriers to entry and serve the incumbent schools well by protecting their current market shares. All being said, this makes entry barriers moderate in the near future.

3.2.6. Substitutes

At first, one may think that the options or alternatives related to earning a college or university degree or obtaining additional higher education would be constrained by location, level of income or possibly cultural influences. Although possibly true 3 decades ago, these limitations to higher education are significantly less relevant today in Kosovo.

Better transportation conditions in Kosovo and exponential advances in information technology make the higher education more susceptible to imitation. Classic economic theory recognizes information technology as product compliment, because the existence of the product or service augments the features and benefits of an incumbent's product offering (Walker, 2004). Information technology makes customers of higher education better informed about the opportunities in the market and switching costs lower and also makes it easier for the imitators to imitate the curriculum, teaching methods and be competitive on the market.

On the other hand, public universities charge very tuition rates making the threat of product or service substitute as high. Nevertheless, this serves as an opportunity to quality providers of higher education because if positioned properly on the market, they can attract students beyond borders.

3.2.7. Buyer power

With roughly 100,000 students in the higher education market in general and around 52,000 students in the private higher education and with University of Prishtina holding the biggest market share and Kolegji AAB the biggest from the private higher education sector, one can conclude that the remainder of buyers are fragmented and diffused across the market.

With free fragmented public higher education and with many private bearers of higher education competing with prices and oftentimes engaging in price war, the unintended consequence is that this gives buyers more generous power to choose their options and negotiate.

The role of freely available and instantaneous information relating to course descriptions and university and college amenities shifts the information asymmetries of a generation ago, giving potential students more power of choice. This shift, to a degree, offsets the effect of market fragmentation and consequently gives buyer power an overall neutral assessment.

3.2.8. Degree of supplier power

The suppliers in the higher education can be considered qualified academic staff. With public policy offering highly competitive packages to professors in public universities and on the other hand limiting

private colleges the opportunity to grant academic titles to their academic staff and promote their academic staff, makes the professors with titles and PhD having more supplier power over the private bearers of higher education. Thus, one can conclude that the degree of supplier power is moderate.

3.2.9. Resource based view analysis

Following external industry assessment, we perform the resource based view analysis to determine whether College ESLG has the necessary resources and capabilities to make it compete in a fragmented market.

College ESLG has the following resources:

- Moderate financial resources from grants, projects and tuition;
- High library resources through access to its partners' libraries;
- Very qualified teaching staff both foreign and domestic;
- Teaching staff graduated in modern foreign universities;

On the other hand College ESLG has the following capabilities:

- Ability to design modern curricula based on market needs with the help of partner institutions;
- Ability to perform research through research transfer of knowledge from partner foreign institutions;
- Ability to implement unique study programs with modern best teaching practiced gained from professors educated abroad but also from Memoranda of Cooperation that ESLG has with many serious foreign universities;
- Ability to apply and win research grants and projects due to good references developed with NTNU, Multiconsult, Graceland University and TEMPUS PROJECT;
- Ability to implement study programs also in English language leading also to foreign Slovenian diploma, making it more attractive for domestic and foreign students.

Based on the external industry assessment (external analysis) and resource based view analysis (internal analysis), College ESLG has tremendous competitive advantage compared to other private bearers of higher education and the only way to sustain this competitive advantage is to be positioned in the market with providing quality education with higher price. College ESLG should neither compete with public universities and market leaders in the private higher education (Kolegji AAB) nor with the laggards in the market (other 22 private bearers of higher education) but instead it should continue to pursue its niche markets in Kosovo and region by providing quality education through very unique study programs, foreign professors, modern teaching practices, involvement of students in foreign research projects, and very high degree of internationalization.

3.2.10. Strategic goals and outcomes

According to World Bank Study (2012), construction sector in Kosovo constitutes the largest proportion of GDP share (around 24.5%). According to World Bank's Kosovo Labor Force Survey (2013) the sectors in which people were employed mostly in 2012 included manufacturing, trade, education and Construction, which altogether employed almost half of all employed people in Kosovo employed almost half of employed people. By profession around 7.7 % of employed people in Kosovo work as legislators (Kosovo Labor Force Survey, 2013, pp. 16). On the other hand, employed people in the financial sector and energy sector are the same and range around 10 % each (Kosovo Labor Force Survey, 2013).

With regards to trading and imports, around 33.3 % of all Kosovo's imports come from EU countries. On the other hand, Kosovo also exports the largest proportion of its exports to EU (A case for Investing in Kosova, 2012). According to the same study performed by American Chamber of Commerce, one of most promising sectors that could boost economic growth and alleviate unemployment is energy and mining. According to the same study, Kosovo is well endowed with natural resources. Its energy production is mainly based on lignite. Its lignite reserves are estimated to be around 11-14 million tons, which provides for a safety net of energy production for many decades to come. However, the Government of Kosovo has pledged to implement EU's 20-20-20 policy, which requires countries to (1) increase energy efficiency by 20 percent, (2) reduce dioxide carbon emissions from energy production by 20 percent, (3) and produce at least 20 percent of power from alternative sources by 2020. Considering this, it is evident that there are plenty of opportunities for investing in alternative energy in Kosovo (A Case for Investing in Kosova, 2012, pp. 22).

According to Investment Promotion Agency of Kosova (2013) most attractive sectors that generated most of employment in terms of foreign direct investment were banking and financial sector creating 4,428 jobs and construction 2,253 jobs. During past years the construction industry became one of the most important sectors contributing to Kosovo's economic growth. The construction industry remains a sector with highly promising economic potential for Kosovo together with energy sector also being the most promising sector in the future that could boost tremendous growth and attract the largest proportion of foreign direct investment. On the other hand Energy consumption and forecasted demand for the residential sector has been carefully analyzed and discussed because of its highest contribution in the total energy consumed as well as because of the high electricity consumption in this economic sub-sector.

Thus, based on the external industry assessment and internal resource based view assessment and studies and reports performed by World Bank and other stakeholders in Kosovo, the College ESLG formulates the following strategic goals and outcomes:

STRATEGIC GOAL 1: DEVELOP UNIQUE STUDY PROGRAMS IN THE SECTORS THAT CONTRIBUTE MOSTLY TO GDP GROWTH OR WHERE THE EMPLOYMENT HAS BEEN

MOSTLY GENERATED OR HAS THE BIGGEST POTENTIAL TO GENERATE EMPLOYMENT IN THE FUTURE.

OUTCOME 1.1. Develop and accredit study programs in the field of energy and construction that would interlink both construction sector and energy sector as both most promising sectors in terms of GDP growth, employment generation, and attracting of foreign direct investment.

OUTCOME 1.2. Develop and accredit study programs in the area of European Union Law since the biggest trading partner of Kosovo is European Union.

OUTCOME 1.3. Develop and accredit study programs in the area of finance sector, since the financial sector attracted most of foreign direct investment and created most jobs from FDI.

OUTCOME 1.4 Develop and accredit dual degree programs with Slovenian universities with language of instruction in English;

OUTCOME 1.5. Validation of PhD programs of European Faculty of Law from Nova Gorica by Kosovo Accreditation Agency for implementation in Kosovo through College ESLG;

STRATEGIC GOAL 2: DEVELOP FULL-TIME ACADEMIC STAFF OF THE HIGHEST QUALITY IN TEACHING AND RESEARCH

OUTCOME 2.1. Habilitate full-time academic staff through partner institutions European Faculty of Law from Nova Gorica and Norwegian University for Science and Technology in the field of real estate, sustainable architecture, energy buildings, and European Law.

OUTCOME 2.2. Sponsor the doctorate and post-doctorate studies of full-time teaching staff through partner institutions;

OUTCOME 2.3. Import senior professors with academic titles from public and private universities in Kosovo and the region through competitive financial and non-financial packages;

STRATEGIC GOAL 3: DEVELOP RESEARCH CAPACITY AT COLLEGE ESLG;

OUTCOME 3.1. Participate in research projects with serious foreign and domestic research institutions;

OUTCOME 3.2. Develop Journal of Sustainable Energy Efficient Buildings with foreign editorial board;

OUTCOME 3.3. Develop Journal of European Union Law with foreign editorial board;

OUTCOME 3.4. Establish Research Fund of College ESLG from research grants, private sector and own funds;

STRATEGIC GOAL 4: ADVANCING THE QUALITY ASSURANCE SYSTEM

OUTCOME 4.1. Empower the Quality Assurance Office;

OUTCOME 4.2. Strengthen the monitoring mechanisms and performance indicators for gauging the teaching and learning quality, which include representatives of students, employers and alumni;

OUTCOME 4.3. Strengthen the reporting mechanisms of students regarding the teaching quality;

STRATEGIC GOAL 5: ADVANCE INTERNATIONAL COOPERATION

OUTCOME 5.1. Increase the number of memoranda of cooperation with international universities and colleges;

OUTCOME 5.2. Increase the participation in international research projects;

OUTCOME 5.3. Increase the staff and student mobility with partner institutions;

STRATEGIC GOAL 6: FURTHERING COOPERATION WITH PRIVATE SECTOR AND COMMUNITY

OUTCOME 6.1. Increase the number of memoranda of cooperation with private sector and other stakeholders related to our study programs;

OUTCOME 6.2. Including private sector representatives in Curriculum Review Committees;

OUTCOME 6.3. Increasing the internship agreements with private sector;

OUTCOME 6.4. Develop research projects based on the needs of private sector

3.2.11. Performance metrics

College ESLG intends to use the following performance measures to gauge its progress in achieving strategic outcomes:

Strategic Goals and Outcomes	Performance metric	Actions	Target	Timeframe
OUTCOME 1.1. Develop and accredit study programs in the field of energy and construction that would interlink both construction sector and energy sector as both most promising sectors in terms of GDP growth, employment generation, and attracting of foreign direct investment.	Number of successful accreditations in the area of real estate, sustainable architecture, sustainable facility management, energy management	Accreditation	5 programs	2014-2019
OUTCOME 1.2. Develop and accredit study programs in the area	Number of successful	Accreditation	2 programs	2014-2019

of European Union Law since the biggest trading partner of Kosovo is European Union.	accreditations in the area of European Union Law			
OUTCOME 1.3. Develop and accredit study programs in the area of finance sector, since the financial sector attracted most of foreign direct investment and created most jobs from FDI.	Number of successful accreditations	Accreditation	1 program	2014-2019
OUTCOME 1.4 Develop and accredit dual degree programs with Slovenian universities with language of instruction in English;	<ul style="list-style-type: none"> • Accreditation of dual degree program with European Faculty of Law in Law Bachelor, Real Estate Bachelor; • Accreditation of dual degree master program with University of Primorska in Management 	Initiation of validation process in October 2015	3 programs	2015-2017
OUTCOME 1.5. Validation of PhD programs of European Faculty of Law from Nova Gorica by Kosovo Accreditation Agency for implementation in Kosovo through College ESLG;	Number of validations	Validation	2 programs	2016-2018
OUTCOME 2.1. Habilitate full-time academic staff through partner institutions European Faculty of Law from Nova Gorica and Norwegian University for Science and Technology in the field of real estate, sustainable architecture, energy buildings, and	Percentage of habilitations of full-time faculty	Sponsor each full-time faculty with PhD in the process of habilitation before EVRO-PF and NTNU	75 %	2014-2019

European Law.				
OUTCOME 2.2. Sponsor the doctorate and post-doctorate studies of full-time teaching staff through partner institutions;	Number of sponsorships of full-time faculty	Sponsor PhDs and post-doctorate studies of full-time hired faculty	10	2014-2019
OUTCOME 2.3. Import senior professors with academic titles from public and private universities in Kosovo and the region through competitive financial and non-financial packages;	Number of hired senior professors with title associate professor or full professor	Provide competitive remuneration	5	2014-2019
OUTCOME 3.1. Participate in research projects with serious foreign and domestic research institutions;	Value in EUR of research projects	Apply and win research grants funded by European Commission or other governments	5 million EUR	2014-2018
OUTCOME 3.2. Develop Journal of Sustainable Energy Efficient Buildings with foreign editorial board;	Achieving SCImago Journal Rank	Start with one issue and then develop further with 4 issues	SJR index 0.15	2015-2019
OUTCOME 3.3. Develop Journal of European Union Law with foreign editorial board;	Achieving Google Scholar h-index ranking	Start with one issue and then develop further with 4 issues	h-5 index ranking of 5	2015-2019
OUTCOME 3.4. Establish Research Fund of College ESLG from research grants, private sector and own funds;	Value of Research Fund	Apply for research grants, raise funds with private sector and provide	1 million EUR	2015-2019

		own funds		
OUTCOME 4.1. Empower the Quality Assurance Office;	Value of budget allocated to Quality Assurance Office		25% of overall budget	2014
OUTCOME 4.2. Strengthen the monitoring mechanisms and performance indicators for gauging the teaching and learning quality, which include representatives of students, employers and alumni;	Number of internal evaluations and average overall grade of teaching quality and number of student representative, employers and alumni	Encourage all the staff in the College to perform more frequent internal quality reviews;	<ul style="list-style-type: none"> • 1 per year; • Higher than 4.0 in the range from 1.0 to 5.0; • 2 student representatives, 1 employer representative from each field of study and one from alumni association 	2014-2019
OUTCOME 4.3. Strengthen the reporting mechanisms of students regarding the teaching quality;	Number of quantitative and qualitative reviews of teaching and frequency of reviews	Encourage the students to participate in quality reviews	<p>Frequency: Twice per semester</p> <p>Percentage of quality reviews: 95 % fill their questionnaires</p>	
OUTCOME 5.1. Increase the number of memoranda of cooperation with international universities and colleges;	Number of memoranda of cooperation	Allocate funds to International Cooperation Office to establish cooperation with universities all	15	2014-2019

		around the globe		
OUTCOME 5.2. Increase the participation in international research projects	Number of research projects	Upon signing the memoranda of cooperation encourage other counterparts to apply for research projects with their National Research Councils or international research grant awarding institutions	10	2014-2019
OUTCOME 5.3. Increase the staff and student mobility with partner institutions;	Number of ERASMUS+ agreements and percentage of incoming and outgoing visiting professorships and number of students incoming and outgoing	Allocate funds for outgoing visiting professorships	<ul style="list-style-type: none"> • 10 agreements ; • 75 % of full-time faculty participating at least once in visiting professorship with partner institution; • 5 students (incoming and outgoing) per memoranda of cooperation 	2014-2019

<p>OUTCOME 6.1. Increase the number of memoranda of cooperation with private sector and other stakeholders related to our study programs;</p>	<p>Number of memoranda of cooperation with serious firms and institutions related to each field of study</p>	<p>Establish an Office for Relations with Private Sector</p>	<ul style="list-style-type: none"> • 3 with public institutions; • 10 with largest private sector companies related to the field of study; • 5 with associations representing interests of the field of study 	<p>2014-2019</p>
<p>OUTCOME 6.2. Including private sector representatives in Curriculum Review Committees;</p>	<p>Number of representatives of private sector in Curriculum Review Committees</p>	<p>Encourage decision-makers of private sector companies to send their representatives in the meetings of Curriculum Review Committees to provide suggestions in curriculum design</p>	<p>1 from each private sector company with which College ESLG has concluded a memorandum of cooperation;</p>	<p>2014-2019</p>
<p>OUTCOME 6.3. Increasing the internship agreements with private sector;</p>	<p>Number of internship agreements</p>	<p>Encourage private sector firms and public institutions with whom ESLG has</p>	<p>5 for each field of study</p>	

		memoranda of cooperation to extend this cooperation also in the field of provision of internship opportunities for ESLG students		
OUTCOME 6.4. Develop research projects based on the needs of private sector;	Number of research projects developed in partnership with private sector representatives	Encourage private sector representatives through their representing associations to develop at least one joint research project with College ESLG	At least one research project developed with each Association representing the interests of private sector related to each field of study	2014-2019

3.3. Relation if the unit's mission with the overall mission of the institution

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

The Department of European Union Law has the following mission: To provide premier education in European Union Law and create the intellectual elite of Kosovo that contributes to the European integration aspirations.

The unit's mission corresponds to the overall mission of College ESLG in the way that by providing unique premier education through unique study programs in European Union Law the unit contributes to the overall mission of College ESLG. The provision of premier education in European Union Law is achieved only through teaching in English in many of the courses in European and International Law and can only be achieved through unique teaching methodologies such as case-law of European Union, simulations of cases in front of European Court of Justice and so forth, which contributes to the provision of unique teaching methodologies, which is an important part of ESLG's overall mission.

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

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

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

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

3.4. Analysis of ESLG strategy

3.4.1. Analysis of the strategy in terms of monitoring the changes developed in other institutions in the country and abroad

Before setting strategic goals and determining the strategic position in the competitive marketplace of higher education, College ESLG performs several analysis to monitor the changes developed in other institutions:

- Situation analysis;
- Political, economic, social and technological analysis of the higher education environment;
- Porter Fiver Forces External Assesment;

Sources of data that College ESLG collects for performing such analyses are primary and secondary. The sources of data have been presented in Figure 1.

College ESLG performs external analysis to identify peer and aspirational peer institutions against which to compare itself. For College ESLG and our peer and aspirational peer institutions both in Kosovo and abroad, College ESLG examines key institutional measures, such as changes in degrees conferred over time; shifts in research expenditures in institutions in Kosovo or abroad; areas of growth and decline across institutions; trends in research in other institutions seen through publications of academc staff (observed through google search of publications of the academic staff found on websites of peer institutions in Kosovo and abroad), trends in graduation and retention rates; demographic structure of student, faculty, and staff populations of peer institutions in Kosovo and abroad; and discipline-specific shifts taking place in peer institutions responding to new market demands in Kosovo and abroad.

The information is gathered during the first phase of the strategic planning process, which provides the foundation around which College ESLG organizes its strategic framework and analyzes the gaps between College ESLG and other peer institutions.

In PEST analysis College ESLG performs in a workshop environment a session in which the management, heads of departments, professors, student representatives, and stakeholder representatives (represented in the Advisory Board of College ESLG) participate.

Under Political Factors, College ESLG checks the following:

- Government policy on higher education (opening of new public universities);
- changes in administrative directives of Ministry of Education, Science and Technology of Republic of Kosovo;

Under economic factors, College ESLG checks the following:

- Government interventions in the higher education market;
- Economic cycle stage (e.g. prosperity, recession, recovery);
- Sectors that represent comparative advantage of Kosovo;
- Unemployment rates;
- Skill levels of work force in Kosovo and the region;

Under social factors, College ESLG checks the following:

- Demographic factors – types of students and age structure in public universities and other private colleges;
- Types of students and their level of competency in languages and information technology in public universities and private colleges in Kosovo. We perform the survey with students by using probability sampling and based on that we can conclude the level of competency of students of other public universities and private colleges;
- Expectations and perceptions of parents, students and employers about various public universities and private colleges. In this regard, College ESLG performs surveys with parents, students, and employers. We use the quantitative research method with stratified probability sampling to do the survey with parents and students and qualitative research method for employers.
- Attitudes of stakeholders towards developments in the public universities and private colleges. We perform semi-structured interviews with various stakeholder representatives of the public and private sector;

Under technological factors, College ESLG checks the following:

- Recent technological developments and opportunities provided by public universities and private colleges. We check the websites of public universities in Kosovo and abroad to see what kind of technological solutions they offer to their students. Then, we perform focus group interviews with current or former students of public and private higher education institutions.
- Technology's likely impact on institutional mandatory functions;
- Impact on cost structure of College ESLG;

Under the Porter Five Forces Industry Analysis we check the following:

- Rivalry – We perform the market share analysis in terms of number of students each university or college enrolls. We check the quantitative data in terms of number of students and tuition fees they pay;
- Entry barriers – We check on annual basis if there any changes on governmental policies with regards to entry barriers such as the change of accreditation requirements, licensing requirements and other regulatory requirements to see whether the number of participants in the market is expected to increase or decrease in the future;
- Supplier bargaining power – We check on annual basis how other private colleges develop their academic staff and where do they get their staff, the cost structure of the staff etc. In this way we determine what power the academic staff could have over College ESLG and we include recommendations in the staff development plan;
- Buyer bargaining power – To check what kind of switching power students have towards colleges, we perform price sensitivity analysis with secondary school pupils in April through presentations in school where we hand them out questionnaires to fill. In these questionnaires we check whether potential students are price sensitive or is it the study programs, language of instruction or the diploma that matters most to them. We also perform student attrition analysis with private colleges in Kosovo to see why students leave studies in these colleges, and we also perform student satisfaction analysis with those studying in other colleges and those that leave other colleges.
- Imitation – We perform imitation analysis to see to what extent other colleges imitate one another with study programs, curricula, academic staff, and other functions and see how we can develop a unique system that can not be imitated;

We also perform a situation analysis and check the competitors against these indicators:

- Changing environment in each of them;
- The student profile (The quantity, character, and quality of the student body);

- Pricing;
- Financial aid and scholarship policies;
- Program demand and capacities;
- Student retention;
- Enrollment management effectiveness;
- Auxiliary income of each of them;

3.4.2. How does the institution change aiming at improvement

College ESLG strives to change in the globalized world by embracing multidisciplinary for better outcomes. Since the globalized world nowadays requires the combination of different skills and knowledge sets for increasing success and competitiveness, College ESLG tries to introduce its students to multidisciplinary and interdisciplinarity.

College ESLG with its study programs and teaching changes through transcending disciplinary boundaries, and incorporating technology in its teaching and learning process. Interdisciplinary teaching is can be found in many universities in Europe, the USA and elsewhere. Interdisciplinary teaching can also be found in the study programs of College ESLG such as Law and Management of Real Estate and Infrastructure (BA and MA) and Energy Management (BA).

College ESLG manages its change by adopting the modern approach of multidisciplinary where a multidisciplinary group of people advance through a process of defining a problem, brainstorming possible responses, and consolidating a solution. In this process of multidisciplinary methodologies of all disciplines involved are used, without any one discipline imposing its point of view on the others.

College ESLG also changes aiming at improvement through adopting “intellectual entrepreneurship approach”, where entrepreneurial thinking is extended beyond the business curriculum to become a way of thinking in all disciplines and all study programs, as a mode of learning through creating synergistic relationships across academic disciplines.

College ESLG strives to change by adopting ‘the design thinking’, as a form of multidisciplinary problem solving process in teaching the courses of project management, processes of investment in real estate, and other courses

College ESLG in order to be in line with the newest developments in the competitive world of higher education has developed and implemented a strategy for the support and on-going improvement of the quality of teaching and learning, devoting the necessary level of human and financial resources to the task, and integrating this priority in its overall mission. In this regard, College ESLG gives teaching quality due parity with research.

In order to change and be competitive in the regional higher education marketplace, College ESLG encourages, welcomes, and takes account of student feedback which helps ESLG detect problems in the teaching and learning environment early on and leads to faster and more effective improvements.

College ESLG strives to encourage the academic staff to receive pedagogical training either through training, which it organizes in-house or through other training providers.

In order to be on the top of competitive ladder, College ESLG when making academic staff entrance, progression and promotion decisions takes into account also the assessment of teaching performance alongside other factors such as academic background, research capacity, and previous international teaching and learning experience.

College ESLG changes aiming at improvement also through recognition and reward for academic staff who make a significant contribution to improving the quality of teaching and learning, whether through their practice, or through their research-based teaching.

In this regard, College ESLG develops its study programs and curricula and monitors the implementation of the curricula through a close dialogue and partnership among teaching staff, students, alumni and labour market stakeholders trying to identify those new methods of teaching and learning, which would create transferable skill sets among students that enhance their employability.

To change rapidly in the world of globalized higher education marketplace, College ESLG provides non-stop counselling, guidance, mentoring and tracking systems to support students into higher education, and on their way to graduation and beyond.

In trying to change aiming at improvement, College ESLG has developed a holistic internationalisation strategy integrating it as a part of the overall mission functions. In this regard, College ESLG aims to achieve the increased mobility of student and staff, international dimension of curricula, international experience of faculty, with a sufficient command of English and a second foreign language and intercultural competences, transnational delivery of courses and degrees by using professors of various ethnicities such as from Slovenia, Kosovo, Norway, United States, Turkey and Greece.

College ESLG strives to change aiming at improvement by adhering to the following core principles:

- Teaching and learning are fundamental core mission of our college;
- Active student involvement is essential in governance, curricular design, development and review of study programs, quality assurance and review procedures;
- Parity of research and teaching skills in defining academic merit of academic staff;
- Academic staff are employed not just to teach, but to teach well and be up to a high professional task;
- Academic staff are well trained and qualified as professional teachers and not just qualified in a particular academic subject;
- Provision of opportunities for academic staff for continuous professional career development as a professional teacher and not just as a subject/discipline specific academic staff;

- Academic staff remains up-to-date and proficient in the very best pedagogical practices and all that excellence in teaching requires.

College ESLG strives to make the teaching and learning a shared process, in which both student and teacher contribute to their success. Within this shared process, College ESLG engages students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. College ESLG tries to avoid the drive among students to merely survive the course, or to learn only procedurally in order to get the highest possible marks before rapidly moving on to the next subject. This is something that College ESLG tries to avoid as a corporate culture.

College ESLG tries to make the quality of teaching and learning as a top priority in a research-rich environment, where the subject matter is driven by the latest knowledge and research, delivered in a way which encourages students to develop academic literacy and both subject specific and generic skills which they can apply immediately in the real world, especially in the labour market. The best teaching encourages students to be aware of and to draw on the research not only of the teacher, but also of fellow academics within and beyond the university or college, including internationally. In this era of increasingly rapid globalisation, the teaching and learning experience for all students must be globally connected, enabling students to develop an understanding of how their subject is viewed and pursued in different parts of the world.

College ESLG tries to change in the competitive higher education marketplace by adopting 5 Es of excellent teaching such as education (preferably abroad), experience, enthusiasm, ease of teaching and eccentricity

College ESLG strives that achievements in all courses are driven by learning outcomes. College ESLG strives not only to educate students in narrow, knowledge based specializations but it goes beyond this seeking the integral education of the person.

College ESLG adapts to new changes in the globalized world of higher education by means of introduction of bonus system for outstanding teaching engagement. College ESLG has introduced an incentive system of prizes attributed to professors for their quality of research publications and outstanding performance in teaching.

College ESLG has introduced student centred and problem based learning as part of its overall teaching philosophy.

Teaching philosophy of College ESLG is that teaching and learning are a team activity. The study programs are designed and students are assessed on the basis of agreed learning outcomes. Effective student centered learning means that the student is also part of designing of learning outcomes.

The shift in teaching philosophy based on learning outcomes and competences at College ESLG is accompanied by a change in assessment procedures. At College ESLG we manage our change and improve by changing the assessment procedures too, which no longer simply check taught facts and knowledge, but rather measure the competences the student obtained as a result of a process of learning. In some cases this may require new formats, for example role plays or simulated situations that anticipate what the graduate might encounter later in the labour market.

College ESLG also tracks students during studies and after graduation. It is in the higher education sector's interests to know how students made their way through their academic career and, where graduates managed to get a foot into the labour market.

Major areas in which College ESLG changes are: *institutional organization, infrastructure, personnel policy, content standards and educational technologies and quality assessment.*

3.4.3. How the institution adapts to new demands How does the institution/ unit adapt to new requirements, how rapidly does it respond to external requirements?

Good quality information is another area which is critical for connecting higher education institutions to the world of work. Curricula need to be based on agreed generic and professional or technical learning outcomes – developed jointly by the higher education sector, employers and other key stakeholders - and institutions needed to support students through practical placements, internships, career guidance and labor market information.

College ESLG has an Advisory Board which is composed of various representatives of stakeholders mainly from the ranks of employers. Advisory Board meets twice per year and reviews the changes in economy, new demands in the labor market, changes in legislation that affect the higher education sector and so forth.

The drivers of change in Kosovo’s higher education sector are:

- Competition for students, which is very high in Kosovo. College ESLG adapts to this change through making international research funding as one of important funding methods. College ESLG during the last years was funded from two projects: SEEB and OSCAR;
- Integration with industry, which is achieved through differentiation of teaching and learning programs. College ESLG integrates with the industry through its Advisory Board.
- Digital technologies, which is bringing the college to the device. College ESLG achieves this through adoption of blended learning, which includes online video lectures in some of the courses as an addition and support to the traditional lecturing.
- Global mobility. College ESLG responds to this demand through receiving foreign students from its partner institutions and sending domestic students to its partner institutions such NTNU, European Faculty of Law from Slovenia, Primorska University from Koper Slovenia, Graceland University and so forth;
- Untraditional segments of population wishing to access higher education, despite of young demographic structures of Kosovo. College ESLG defines new segments of population which it aims to serve with unique study programs. These segments are not traditional.

College ESLG responds to new external demands through:

- Introduction of new “managerialism”, which means introduction of flexibility in the design of governance structures. College ESLG is not organized around Faculties, which are the key organization of unit in public universities and other colleges. This reduces mid-tier decision-making.

- Introduction of modern administrative and financial procedures;
- Striking the right balance of power between the academic community and the administration;
- Installation of new governance structures such as Strategic Councils and Advisory Boards.

3.4.4. How does the institution/unit draft its strategic plan in order to achieve its mission

College ESLG uses the following strategic planning process:

- The Board of College ESLG appoints the Strategic Planning Committee;
- The Strategic Planning Committee gathers background information and conducts environmental scan;
- Strategic Planning Committee drafts a questionnaire to poll all stakeholders for the direction the College ESLG should take. It polls academic staff, professors, members of International Advisory Board, labor market representatives and international partner institutions;
- Planning Workshop is held with stakeholders representatives;
- The Strategic Planning Committee designs a strategic planning workbook for review by attendees of planning workshop;
- Planning processes need to be sensitive to the nature of institutional and academic unit cultures.
- There should be a clear relationship between strategic planning and financial processes;
- There should be a clear relationship between strategic planning and quality review processes and outcomes;

The strategic planning at College ESLG takes place at two levels: 1) Strategic Planning Committee level and 2) Working Group level. The strategic planning committee is responsible for drafting the strategic plan. All ideas and feedback is processed through the Strategic Planning Committee. The strategic planning committee is composed of five to eight members. On the other hand the strategic planning takes place also at working groups, which consist of a total of 35 faculty members, students, administrative staff and external stakeholders, which groups are focused on the following areas of concern: education, research, creativity and innovation and organizational stewardship.

Steps in strategic planning processs are the following:

- Strategic Planning Committee develops a set of issues and aspects that need to be analyzed in more detail by the respective working groups of the College;
- The Working Groups analyze these issues in detail and provide reports to strategic planning committee to draft strategic objectives and strategic actions in several strategic goal areas;
- Strategic Planning Committee submits the reports back for comments again to working groups, rector, deans, and senate.
- Strategic Planning Committee drafts the outline of strategic plan and gathers feedback from student groups, academic staff, administrative staff and external stakeholders.
- Strategic Planning Committee then formulates the key strategic goals and initiatives and develops metrics assessing the progress of fulfillment of these strategic goals.
- The draft of strategic plan then is made available to all college community;
- The final draft is submitted to the Board for final approval.

3.4.5. Quality assurance mechanisms of College ESLG

Quality assurance mechanisms at College ESLG are dictated at international level by ENQA quality assurance standards, and at national level by Kosovo Accreditation Agency quality assurance standards. At institutional level College ESLG has introduced quality assurance systems and mechanisms.

Quality assurance mechanisms take place at external level and internal level. The establishment of external quality mechanisms takes place at institutional level and program level. At institutional level it takes place through integrated assessment of college's activities. On the other hand at program level it takes place through accreditation by the Kosovo Accreditation Agency. At internal level it takes place through the creation of quality assurance standards.

To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

College ESLG has the following quality assurance mechanisms:

Function	Quality Assurance procedure	Quality Assurance process
Quality audit	Internal academic audit	Academic review
Quality management	Institutional analytical self evaluation	Academic review
Setting of quality standards	Program validation and approval	Quality Assurance subject review
Setting of quality standards	Program validation and approval	Accreditation by Kosovo Accreditation Agency
Teaching	Staff evaluation	Quality assurance subject review
Teaching	Observation of teaching	Quality assurance subject review
Student learning	Program approval and review	Quality assurance subject review
Student learning	Annual monitoring	Quality assurance subject review
Student learning	External examiners	Accreditation by Kosovo Accreditation Agency
Student feedback	Questionnaires	Quality assurance institutional review
Student feedback	Group feedback	Quality assurance subject review
Student feedback	Student representation in Advisory Boards	Quality assurance institutional review
Assesment	External examiners evaluations	Accreditation by Kosovo Accreditation Agency
Student guidance and support	Annual monitoring and program review	Quality Assurance subject review
Learning services	Service audits	Quality Assurance institutional

		review
Learning services	Program review	Quality Assurance subject review
Student appeals	Formal appeals and complaints procedures – monitoring of outcomes by an Independent Review Commission	Quality Assurance institutional review

College ESLG has also the following quality assurance mechanisms:

- Initial professional development programmes for all newly-appointed staff involved in the delivery of learning, teaching and research degree supervision;
- Adequate recruitment processes for all staff who will deliver teaching and research supervision, which take into consideration the ability of applicants to deliver teaching and research supervision;
- A program approval process, which entails full consideration at departmental or college level should be provided in new proposed programs and must incorporate also the feedback of external subject specialists, which usually come from the labor market;
- Policies and procedures for annual reviews of taught programs ensure that departments reflect on a wide range of qualitative and quantitative data relating to the quality of their provision to review the quality of learning opportunities provided in the past and provide the basis for future action to enhance the quality of these learning opportunities;
- Enhanced monitoring of the annual review of programs is achieved through collaborative partnerships between faculty, students, staff, and external stakeholders represented in the International Advisory Board;
- Periodic review of all departments and study programs incorporating external subject specialists coming from the practice;
- the involvement of students in all of the College’s quality assurance processes (for example through the use of evaluation questionnaires, student involvement in annual and periodic reviews, and student representation on committees at departmental, faculty and College levels);
- Periodic review process which grants full support to students for the purpose of assuring quality and identifying good practices and areas of improvement;
- Clear timetable for the consideration of qualitative and quantitative information related to the quality of learning opportunities of the College;

The College ESLG shall performs three types of evaluations: 1) ongoing evaluation at system and institutional level ; 2) implementation of teaching and individual courses (course evaluation); and 3) comprehensive evaluation of study programs.

In addition to participating in the teaching and quality supervision of courses, course bearers are also responsible for evaluation of the courses. On the other hand the Director of the Program shall be responsible for evaluation of each study program under consideration.

The evaluation of courses and three study programs under consideration shall be documented in written reports. The reports on the course implementation of the study programs under consideration shall be subject to review by the program study committee.

The reports on course implementation shall be made available to students, employees and other interested parties in the Study Quality Database.

Course evaluation of at least 2/3 of the courses that at any given time are taught, must be evaluated each year. The course evaluations must at least include the following:

- A student evaluation of the course, preferably in the form of a semester evaluation;
- An evaluation of whether or not the progress has been and implementation of the course is in line with stated objectives of the course, comments of student evaluation and any other forms of evaluations or proposed measures.
- The course evaluations of three study programs under consideration shall include the assessment of the relation between stipulated learning outcomes, teaching and examination methods;
- A description of how previous evaluations have been followed up;

Following the evaluations on the course level, the results must be communicated to students through course quality reports and program quality reports, which must be archived in the Quality Database.

During the evaluation on the course level of three programs under consideration, other aspects can be included such as evaluation of the function of the course in different study programs.

A comprehensive all-courses evaluation shall be performed once every three years.

3.4.5.1. Evaluation of programs under consideration

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 three years.

Evaluations of three 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 three 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 three programs under consideration stipulates for transitional schemes for affected students.

4. Organization, Management and Planning

4.1. Name of the institution

The name of the higher education institution is the following: College ESLG.

4.2. Internal regulation

Organizational chart

4.2.1. Organization of decision-making structures in administration –organigram

Fig 1: Organigram of administration

Decision-making structures of College ESLG are: Management Board, Recns, Academic Council, Senate, Student Council, Study Commission, Habilitation Commission, Disciplinary Commission, and Quality Commission and Teaching Quality Committee, Library Committee, and International Affairs Committee.

The Academic Council is composed of all academic staff of the School with a valid contract with the College in the current academic year. Academic Council elects the members of Senate and supervisesits activities.

The Academic Council is responsible of following:

- Elects the members of the Senate in accordance with the provisions of the Statute of College ESLG;
- Renders general instructions to the Senate on study programs and their implementation;
- Reviews the working reports of the higher education institution;
- Performs other tasks as specified by the statute and regulations of the College;

The Senate shapes policy and procedure concerning issues of study programs, research activities and all other academic programmes and projects of the College. The Senate of a professional body of the College that is composed of at least nine members. The Senate shall be composed of those members of Academic Council who are at least bearers of one course. In the Senate all different scientific fields and professional areas of the College must be represented.

Automatically, the representatives of Student Council, rector and vice rectors are elected as members of the Senate. Students constitute at least 1/5 of the Senate.

- The Senate is responsible of following:
- To prepare study programs;
- To approve the criteria for advancement and granting of academic titles for professors, researchers and professional associates;
- To select professors, scientific workers and professional associates;
- To decide to revoke the title of the professor, scientific worker and professional associate;
- To adopt the research program;
- To prepare the academic calendar and annual working plan;
- To prepare professional opinions for young researchers and their incumbency;
- To discuss and decide on the opinions of Student Council and their competencies;
- To appoint the working bodies that perform tasks in different fields;
- To monitor the quality of education and scientific research;
- To decide on European Credit Transfer System;
- To decide on other issued in accordance with the law, statute and other regulations;

The Rector is academic and scientific head of the College. College ESLG has also Deans. Rector is responsible of the following competencies:

- To represent the College as an academic institution;
- To chair, supervise and coordinate the studies, research and other academic programs, projects and units of the College;
- To supervise and coordinate the work of academic units of the College such as divisions, departments, schools, faculties, colleges, libraries and other units;
- To summon and chair the sessions of the Senate;

- To make proposals, initiatives and render advisory opinions to Management Board on academic affairs that are related to academic personnel of the College.

International Advisory Board of composed of renowned figures from Republic of Slovenia and Republic of Kosovo, that represent the public sector, private sector, and major employers and stakeholders in the areas of study of College ESLG.

4.2.2. Representation of students in organizational structures

In the free market enterprise model, which College ESLG adheres to, the role of student leaders is that of a customer demanding for quality goods provided by the university. On the other hand, College ESLG opines that one of the main functions of the college is to transmit knowledge to the students, for without the students there would be no university, hence they are viewed as a major stakeholder in all aspects of ESLG's governance. The participation of student representatives in the governance bodies of College ESLG is stipulated with the Highest Governing Act of the College, more specifically Article 23, paragraph 1 of the Statute of College ESLG.

The participation of student representatives in the governance of the College is made through the following Bodies:

- Participation as advisors to the Management Board of the College in matters related to the vision, mission, finance, spending, budget of College ESLG, establishment of scholarship award funds;
- Participation as a member of Senate. The Student Representative in the Senate advises Senate related to initiation of study programs, curriculum, and courses of study;
- Participation as a member in the International Advisory Board;
- Participation as a full-member in the following committees:
 - Curriculum Review Committee;
 - Teaching and Learning Quality Committee;
 - Education Committee;
 - Library Committee;
 - International Affairs Committee;
- Participation as an advocate in the Disciplinary Commission for disciplinary cases initiated against students due to breach of Code of Ethics for Students, plagiarism and other violations of College regulations and by-laws.

In matters related to the student life in the College, the Student Council has full autonomy.

By participating in the meetings of Senate, the student representatives can influence the quality of the educational product that they receive.

By participating in the Curriculum Review Committee and Teaching and Learning Committee student representatives can take part in the evaluation of the curricula and the teaching practices through the identification of the problems in the study programs and teaching.

The student representative is also interviewed as part of qualitative analysis of the teaching quality in the end of semester. The Quality Assurance Office, in addition to reviewing quantitative data, and reviewing the answers given by students in course evaluation forms in the end of each semester, The Quality Assurance Manager interviews the Student Representative regarding the course content quality and teaching quality.

By participating in Teaching and Learning Quality the student representative can do the following:

- Recommend to the Committee the policies and activities that will improve the quality of teaching and learning;
- Monitor the quality of teaching and learning;
- Advise and recommend on policies and procedures for the evaluation of teaching and learning

By participating in the Education Committee, the student representative can do the following:

- Advise and recommend to the Committee the development of policies and regulations related to admission and selection criteria;
- Advise and recommend during Program Reviews;
- Recommend on the guest lecture series;
- Advise on the adoption of policies and scholarship award regulations;

By participating in the International Affairs Committee the student representative can do the following:

- Recommends new policies of the college that advance its international profile;
- Recommend the conclusion of agreements with other universities abroad;
- Advise on quota of student mobility;
- Recommend the international academic exchanges and selection criteria for those academic exchanges;

By participating in the Library Affairs Committee the student representative can do the following:

- Advise on the spending in library resources;
- Advise on the access to various library resource databases such as EBSCO, JSTOR etc;
- Recommend on the number of physical copies of textbooks;

4.2.3. Selection procedures of personnel and procedures for promotion (titles) of the personnel

4.2.3.1. Academic personnel selection procedures

The procedures for full-time and part-time faculty selection are as follows:

- After the Board has approved a faculty position, the Dean or Program Director will establish the staff selection committee;
- The Dean or Program Director shall select the faculty members with expertise in the subject matter area or similar related areas;
- The Human Resources Officer will review the composition of committees and see whether committee members have experience in staff selection. If not, the HR Officer shall train the committee members before they assume their roles for the first time;
- The Staff Selection Committee shall consist of minimum three and maximum five voting members;
- The Human Resources Officer shall serve as an advisor to the Staff Selection Committee regarding equal opportunity.

The Faculty Hiring Procedure shall be as follows:

- **Preparation of Vacancy Announcement:**
 - The Human Resource Officer prepares the draft vacancy announcement outlining the necessary skills for successful job performance and lists the required education and experience. The draft is submitted to the Staff Selection Committee, which is responsible for the development of the final version of the vacancy announcement including job specifications and desired
 - Upon approval by the Staff Selection Committee the vacancy announcement shall be sent back to the Human Resources Officer for distribution.
- **Advertisement of the position**
 - The position will be advertised in the newspapers with national coverage in Kosovo such as Koha Ditore, Zeri etc. The length of the advertising period shall be long enough to allow for nationwide distribution.
 - The Human Resources Officer shall process all preliminary applications for review by the Staff Selection Committee, which shall serve also as First Screening Committee. If the applications seem to be inadequate, the HR Officer will contact the Dean or the Program Director to determine how to proceed further.

- **Preliminary review of applications**

- The Staff Selection Committee shall review the application selection criteria. The application selection criteria include, but are not limited to:
 - ✓ Professional experience including educational background and occupational experience;
 - ✓ Subject area experience, teaching skills, commitment to professional growth and the potential for contribution to overall effectiveness of the College;
 - ✓ Understanding of academic diversity and understanding of diverse socioeconomic, ethnic, cultural and disability backgrounds of students and professors;

- **Interview**

- The Staff Selection Committee shall conduct the interviews with the preliminary selected candidates. Due to small size of College ESLG, the Staff Selection Committee shall serve also as an Interview Committee. The Staff Selection Committee shall formulate interview questions and establish evaluation procedure in order to ensure a detailed assessment of candidate's qualification. The interview questions will reflect the criteria listed in the vacancy announcement, the job description, the working characteristics of the position, the technical and behavioral qualifications required.
- The Staff Selection Committee shall outline expected answers to the proposed questions as a means to evaluate candidates in the interview process.
- If necessary, the Staff Selection Committee may seek a teaching demonstration from the candidate, writing samples and other documents needed for effective performance of the candidate on the job;
- The Staff Selection Committee shall use the rating form prepared by the Human Resources Office to evaluate responses. The members shall be present in all interviews.
- If necessary, teaching demonstrations and other tasks shall be required from the short-listed candidate in the second phase;

- After interviews the Staff Selection Committee shall discuss the strengths and weaknesses of each candidate and summarize the rankings in points and provide written recommendations for each candidate;
 - The Staff Selection Committee shall run reference checks for three top candidates only. The reference check shall be the responsibility of the Chair of the Staff Selection Committee;
 - Following the reference checks, the Staff Selection Committee makes the decision about two top candidates and submits these recommendations to the Dean of College and Rector.
- Review by the Dean and Rector
 - The Dean of the College and Rector shall review the evaluation of Staff Selection Committee. If the Dean or Rector cannot decide on appointment of one of the finalists, a recommendation will be made to return to the most appropriate stage of the hiring process.
 - The Rector or Dean in consultation with the Academic Senate Chair shall select one candidate and recommend it to the Management Board

4.2.3.2. Vacancy notice 03/2012 Sample

ADVERTISEMENT

College ESLG

Full time faculty vacancies for October 1, 2012

European School of Law and Governance (ESLG) in Pristina, Kosovo, is searching for well qualified and highly motivated college instructors to teach full-time in a number of areas for the start of the 2012/13 academic year. College ESLG is a daughter institution of European Faculty of Law from Nova Gorica in Slovenia.

International Law Faculty

This position requires a PhD in Law with specialization in International Law. The appointed candidate will be required to teach undergraduate courses in International Law full-time and shall have other administrative responsibilities and research responsibilities. The position requires at least three years of teaching experience in this subject. Candidates with PhDs from European or American Universities will be preferred. The applicant must be fluent in English. Female candidates are encouraged to apply.

European Law Faculty

This position requires a PhD in Law with specialization in European Union Law. The appointed candidate will be required to teach undergraduate courses in European Law full-time and shall have other administrative responsibilities and research responsibilities. The position requires at least three years of teaching experience in this subject. Candidates with PhDs from European or American Universities will be preferred. The applicant must be fluent in English. Female candidates are encouraged to apply.

Real Estate Valuation Faculty

This position requires a PhD in Real Estate Valuation or Finance with specialization in real estate. The appointed candidate will be required to teach undergraduate courses in Real Estate Valuation I and Real Estate Valuation II full-time and shall have other administrative responsibilities and research responsibilities. The position requires at least three years of teaching experience in this subject. Candidates with PhDs from European or American Universities will be preferred. Candidates with license in real estate appraisal will be preferred. The applicant must be fluent in English. Female candidates are encouraged to apply.

Real Estate Registration Faculty

This position requires a PhD in Land Management, Cadastre, Real Estate Registration or Finance with specialization in real estate. The appointed candidate will be required to teach undergraduate course in Real Estate Registration full-time and shall have other administrative responsibilities and research responsibilities. The position requires at least three years of teaching experience in this subject and two years of professional experience in the field of cadastre or land management. Candidates with PhDs from European or American Universities will be preferred. The applicant must be fluent in English. Female candidates are encouraged to apply.

Applicants should supply the following documents:

1. Comprehensive CV
2. Statement of teaching philosophy
3. Two professional references
4. Scanned copy of degree certificates

Enquiries and all applicants should send their documents via email to: Ms. Teuta Avdimetaj at teuta.avdimetaj@eukos.org.

All submissions must be received on or before **Monday, April 9th, 2012**.

Only shortlisted candidates will be contacted.

4.2.4. Promotion and procedures for promotion of academic personnel

College ESLG provides for the following titles for academic and scientific personnel in accordance with Article 26.5 of Law No. 04/L-037 on Higher Education of Kosovo and Article 2 of Regulation of College ESLG on Award of Academic Titles and Promotion of Academic Staff: 1) assistant, 2) lecturer, 3) assistant professor and 4) professor.

Article 2 of the Regulation also provides for the following titles for scientific personnel: Research Advisor, 2) Senior Research Fellow, and 3) Research Fellow.

Article 2 of the Regulation also provides for the following titles: 1) assistant, 2) librarian, 3) professional counselor, 4) senior staff member.

The general requirements provided for by the Regulation for the award of academic titles and promotion of academic staff are as follows:

- professor, assistant professor, senior researcher, senior scientist and a scientist may be appointed a candidate with a doctorate degree;
- The senior lecturer may be appointed a person with at least master's degree;
- The lecturer for the subject may be appointed someone who has at least master's degree and has at least 5 years of successful professional work in practice;
- Assistant may be appointed a person with master's degree with GPA of 9.0 or higher during master studies;

Article 23 of the Regulation provides for the requirements that a candidate must fulfill to be awarded the title of professor or senior researcher:

Qualitative requirements:

- He/she is capable of independent scientific and research and development work in the area in which he/she is awarded the title of professorship and is capable to demonstrate the international impact of his/her work;
- After completion of his/her doctoral studies he/she has completed at least 3 months of work in research and teaching in high quality foreign universities or research institutions.
- He/She has supervised at least five master theses or co-supervised at least ten master theses;
- He/She has led research projects;
- He/She has the approval of the Commission for the Award of Academic Titles and Promotion of Academic Staff.

Quantitative requirements:

- He/She has published at least 7 articles (of which at least 4 articles from his election in the position of assistant professor) in all of which he/she is the first author or the leading author. From 7 articles at least 3 articles must be published in journals indexed in the SSCI, SCI with IF > 0 respectively. List of journals is approved by the Senate of the College ESLG (and is provided for in Annex B of the Regulation). An applicant for the position of professor may replace maximum 4 articles (but he/she can not replace 3 articles which must be published in the mandatory journals indexed in the SSCI and SCI with IF > 0 and AHCI) with scientific monograph, part of the scientific monographs, textbooks, world-class scientific or professional achievements (technology transfer, patents, etc.). One of the articles may also be replaced by peer reviewed college textbook.

Article 24 of the Regulation of Award of Academic Titles and Promotion of Academic Staff provides for the appointment of academic staff in the position of assistant professor. The candidate for the title of assistant professor must fulfill the following requirements:

Quality requirements:

- He/She has proven to be successful in resolving scientific, research and development, artistic or professional problems;
- He/She has been actively involved in international context;
- He/She has the approval of the Commission for the Award of Academic Titles and Promotion of Academic Staff.

Quantity requirements:

- He/She has published at least 3 articles as a first or leading author of which at least one article must be published in journals indexed with SSCI, SCI with IF > 0. The list of journals must be approved by the Senate of College ESLG (See Annex B).

An applicant may replace a maximum of two articles (but not the article published in the journal indexed in the SSCI and SCI with IF > 0 and AHCI) with the scientific monograph, part of the scientific monograph, textbooks and excellent scientific or professional achievements.

Article 26 of Regulation on Award of Academic Titles and Promotion of academic Staff provides that any candidate who has experience of at least one year of teaching and three years of professional experience in the field related to the subject he/she is appointed.

Article 27 of Regulation provides that any candidate who wishes to be appointed to the position of assistant, he/she must have at least master's degree completed with GPA of at least 9.0 and with the master thesis completed with the grade of at least 9.0.

4.3. Development concept paper

4.3.1. Development plan for Real Estate Management program and Energy Management program

4.3.1.1. Strategic goals and outcomes of ESLG for Real Estate program and Energy Management program

According to Investment Promotion Agency of Kosova (2013) most attractive sectors that generated most of employment in terms of foreign direct investment were real estate sector and construction industry.

According to KIESA around 82.5 million EUR were invested in real estate sector as foreign direct investment. Some key facts are for 2014 are:

- The largest employer for foreign nationals in 2013;
- The fourth highest salary among other sectors;
- Youth constitutes 27 % of total workforce in the real estate sector

In this regard, according to World Bank Study (2012), construction sector in Kosovo constitutes the largest proportion of GDP share (around 24.5%). According to World Bank's Kosovo Labor Force Survey (2013) the sectors in which people were employed mostly in 2012 included Construction (38 %) and energy sector (10 %) (Kosovo Labor Force Survey, 2013).

Thus, the College ESLG formulates the following strategic goals for the development of institution in the areas of real estate and energy management:

STRATEGIC GOAL 1: AN EXEMPLARY ENVIRONMENT TO LEARN

STRATEGY 1.1 PROVIDE HIGH QUALITY ACADEMIC SERVICES IN COLLABORATION WITH NORWEGIAN UNIVERSITY AND SCIENCE AND TECHNOLOGY AND GRACELAND UNIVERSITY

TACTICS

- Continue with transfer of knowledge from the NTNU to ESLG in the field of real estate management, facility management and energy management;
- Participate in the SEEB project and OSCAR projects until 2017 and gain as much skills;
- Extend the library resources in the field of real estate and energy;
- Extend the number of equipment which would serve as an aiding tool during the learning process;

STRATEGIC GOAL 2: A NATIONALLY AND INTERNATIONALLY RECOGNIZED UNIVERSITY IN REAL ESTATE MANAGEMENT AND ENERGY MANAGEMENT

STRATEGY 2.1 SUPPORT THE CURRICULAR RIGOR IN COLLABORATION WITH NTNU AND EUROPEAN FACULTY OF LAW FROM NOVA GORICA IN SLOVENIA

TACTICS

- Ensure that the program in Real Estate Management and Energy Management meets the similar quality standards as study programs at NTNU and European Faculty of Law in Nova Gorica;
- Ensure that the program has adequate resources for program/course delivery;
- Ensure that all students meet the standards for admission;

STRATEGY 2.1 INTERNSHIPS AND EXPERIENTIAL OPPORTUNITIES

TACTICS

- Identify educational partnerships in the region, nationally and internationally that promote professional growth and address societal issues in the field of real estate and sustainable energy;
- Identify research and scholarship opportunities nationally and internationally that promote professional growth and address societal issues in the field of real estate and sustainable energy;

STRATEGIC GOAL 3: A PROGRAM OF HIGH ACADEMIC STANDARDS

STRATEGY 3.1 ACADEMIC EXCELLENCE

TACTICS

- Establish guidelines and procedures for incorporating learning objectives and learning activities in energy management program to prepare ethical professionals who have the knowledge, skills, and abilities to be leaders in the field of real estate development, real estate finance, sustainable architecture and energy and the ones that would take care of environmental protection.
- promote the generation of new knowledge and innovations in the field of sustainable architecture and sustainable refurbishment;
- 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;
- Promote the writing of diploma thesis in collaboration with private sector;

Study and Teaching

In establishing a good teaching reputation, the emphasis of real estate management and energy management study programs will remain on a broad range of interdisciplinary subjects. To enhance attractiveness nationwide, the existing research-based master degrees in real estate and a future master program in energy management will be developed even further in line with existing research strengths at the College ESLG. College ESLG plans to introduce trainings for faculty staff of energy management in pedagogical aspects because oftentimes faculty can be experts in their field, however not very good in transferring their knowledge to students. In the field of energy, College ESLG will launch broad-based quality offensive that aspires to all-round academic excellence. Since, the energy management program is the most unique program in all of the portfolio of study programs of the college, the College ESLG aspires students to provide unrivalled learning in the field of energy management. In this way, we will help to increase the study success rate within the constraints of academic regulations and accreditation requirements of Kosovo Accreditation Agency.

Measures

- Development of part-time studies in real estate management and energy-management in order to respond more flexibly to the needs of employed students or those with family obligations;
- The use of control instruments to optimize the quality of students' study planning;
- Ongoing development of advice, support and infrastructure services for students and of tools for the development and assurance of quality in all areas;
- Increase the number of study preparation projects in order to make the study induction phase as effective as possible;

Research

The spectrum of research at the real estate management program and energy management program of College ESLG covers three cross-faculty clusters defined as priority research areas and a wide variety of other (inter)disciplinary research areas whose excellence is already evident in the collaborative research areas. At the real estate management program those areas are: a) sustainable architecture, sustainable design, materials science and technologies; b) real estate law, finance and economics including valuation, registration, development entrepreneurship, contract negotiation and project delivery in PPP contracts and c) energy management, sustainability and environment, energy buildings, and sustainable facility management. On the other hand at the energy management those areas are: sustainable architecture, building physics and technologies, and renewable energy technologies.

The aim of the College ESLG is to develop and grow top-level research at the real estate program and energy management program, identify and expand on other important areas of energy management and and, achieve prominence in the field of real estate, energy management, and energy efficiency both nationally and internationally.

In this process, the research funds acquired via competitive tendering similar to Sustainable Energy Efficient Buildings (SEEB)/Higher Education Research and Development (HERD) program of the Ministry of Foreign Affairs of Norway and OSCAR project funded by Norwegian University for Science and Technology (NTNU) will have to increase continually as will the number of PhD and post-doc sponsorships of full-time faculty.

Measures

- The creation and expansion of incentive schemes as part of an investment program for the development of three research areas in sustainable architecture, building physics and renewable energy technologies, and real estate finance and economics including valuation.
- Internal and external evaluations for the further development of the unique research profiles in real estate management and energy management;
- Setting up a Doctoral Forum to gather all PhD or post-doc experts in the field of real estate management program and energy management program under the umbrella of Institute of Real Estate Research and Center for Sustainable Energy Efficient Buildings. This measure is aimed at

attracting the best postgraduates from Kosovo and abroad to come and teach and conduct research in the field of real estate management and energy management.

4.3.1.2. Strategic goals and outcomes of ESLG for European Economic Law (LLM) program

By profession around 7.7 % of employed people in Kosovo work as legislators (Kosovo Labor Force Survey, 2013, pp. 16). With regards to trading and imports, around 33.3 % of all Kosovo's imports come from EU countries. On the other hand, Kosovo also exports the largest proportion of its exports to EU (A case for Investing in Kosova, 2012).

The College ESLG formulates the following strategic goals:

STRATEGIC GOAL 1: AN EXEMPLARY ENVIRONMENT TO LEARN

STRATEGY 1.1 PROVIDE HIGH QUALITY ACADEMIC SERVICES IN COLLABORATION WITH EVRO-PF AND FDŠ

TACTICS

- Continue with transfer of knowledge from European Faculty of Law from Nova Gorica and Faculty of European and Government Studies from Kranj;
- Participate in the research projects of FDŠ;
- Extend the library resources in the field of European Economic Law;

STRATEGIC GOAL 2: A NATIONALLY AND INTERNATIONALLY RECOGNIZED UNIVERSITY IN ENERGY MANAGEMENT

STRATEGY 2.1 SUPPORT THE CURRICULAR RIGOR IN COLLABORATION WITH EVRO-PF AND FDŠ

TACTICS

- Ensure that the program in European Economic Law (LLM) meets the similar quality standards as similar study programs in EU ;
- Ensure that the program has adequate resources for program/course delivery;
- Ensure that all students meet the standards for admission (GPA higher than 8.5);

STRATEGY 2.1 RESEARCH OPPORTUNITIES

TACTICS

- Identify research opportunities nationally and internationally in the field of EU competition, EU internal market law and EU commercial law;

STRATEGIC GOAL 3: A PROGRAM OF HIGH ACADEMIC STANDARDS

STRATEGY 3.1 ACADEMIC EXCELLENCE

TACTICS

- Establish guidelines and procedures for incorporating learning objectives and learning activities in the European Economic Law to prepare the leaders that would drive the efforts of Kosovo towards European Economic integration.
- 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;
- Promote the writing of diploma thesis in areas of EU competition law, EU internal market law and what should Kosovo do in its European integration path;

Study and Teaching

In establishing a good teaching reputation, the emphasis of European Economic Law program will remain on EU competition law. To enhance attractiveness nationwide, the research-based master degree in European Economic Law will be the cornerstone of European Law in Kosovo. College ESLG plans to have small class sizes of not more than 20 students per class. In the field of EU Economic Law, College ESLG will become the leader in comparative law. The program will attract and retain a talented and diverse pool of students who are engaged learners prepared to succeed in today's complex and changing world. The study program will provide a dynamic educational environment that educates skilled, ethical, and visionary lawyers who will be leaders in the European Economic Law. The program's objective is to cultivate and nurture a community of engaged teachers, productive scholars, exceptional practitioners with experience in EU integration (mostly hired among representatives of EU Office in Kosovo), and government officials working together to provide a dynamic educational environment. The program will also provide clinical learning and field placement opportunities for students. The program will also establish an all around quality mechanisms to oversee the effective implementation of rich competence-based curriculum.

MEASURES

- Increase the number, quality, and diversity of applicants;
- Provide a rich spectrum of student learning activities beyond the classroom;
- Identify foundational competencies in European Economic Law;
- Prioritize the instruction of effective writing across the curriculum;

- Ensure engaged and excellent teaching is nurtured, incentivized and recognized.
- Establish Peer to Peer Award for Excellence Program;

RESEARCH

The aim of this program is to nurture the culture among the faculty to capitalize on the external grant opportunities incentivized by teaching release time for research projects. The program development plan also foresees the development of adequate resources to support faculty grant and fellowship applications. The program will financially motivate the faculty staff who apply for external research grants.

MEASURES

- Encourage academic staff to bring their scholarly work to a wide audience.;
- Support the faculty to take advantage of unique funding opportunities relevant to EU Economic Law provided by EU Commission;

5. Study Program (PS)

5.1. General information

5.1.1. Regulation and procedure of development/review and approval of new curricula

The objective of the ESLG College is to provide excellent learning possibilities for a targeted group of excellent students, and not for the wider higher education market. The purpose of the ESLG College is to create a learning culture of students in study areas and disciplines that no other university or college offers, not only in Kosovo, but in the narrow region, with a view of acquiring transferable skills also in other sectors of economy.

Development and review of curricula within the College takes place with due regard to the College mission and vision, the educational philosophy of the College, educational policies of Kosovo and the region, but also the economic and social premises of the country and the region.

Policy

- a. Academic units of the College (Departments and faculties) have a primary role in the process of curriculum development, and are responsible for developing and improving study curricula and programs.
- b. The office of the Faculty Dean or the Head of the Academic Unit recommends curriculum development for the approval of the Academic Council.
- c. Upon approval of the proposal by the Academic Council, academic units work in developing curricula, and submit it, including the rationale and business and implementation plans, to the ESLG College Managing Board for approval.
- d. The academic unit proposing a new study program curriculum must demonstrate the possession of sufficient premises and equipment for implementing this program, such as textbooks, case studies, journals, computers and other electronic resources.
- e. The academic unit must also demonstrate the availability of sufficient academic staff with adequate academic grades and titles, in compliance with standards set forth by the Kosovo Accreditation Agency and the development vision of the ESLG College.

Curriculum design process

- a. The academic unit or a member of the academic unit shall identify the study program.

- b. The academic unit shall demonstrate the need for developing such a program. The academic unit shall do so upon a wider consultation with the academic community, professionals of various areas within the bounds of the ESLG College Mission and Vision statements, employers and other stakeholders.
- c. The academic unit shall demonstrate that the study program complies with the ESLG College's mission.
- d. The academic unit shall develop a study program profile, general goals and objectives of the study program, developed in the form of learning outcomes. Learning outcomes shall take into account the needs of the labour market, and future trends of the Kosovo and regional labour market development and the employability of graduates of such a profile.
- e. The academic unit shall establish a curriculum development team, lead by the highest graded member within the academic unit, and one with the most extensive experience in the academic unit.
- f. Before starting the curriculum development, the curriculum development team shall hold meetings with all possible contributing actors of the academic unit, college, and the wider academic and business communities.
- g. The aims of such meetings shall be the following:
 - Clearly define what shall be learned by the students of this study program
 - Define the duration and structure of the program enabling student mobility within and outside the country
 - Define the curriculum development budget
 - Define the curriculum development workplan
 - Appoint responsible persons for curriculum development, and timelines for producing relevant sections of the curriculum.
- h. The curriculum development team shall determine the following curriculum development stages:
 - Conception of the Study Program
 - Development of curriculum content, and staging of the work activities
 - Coordination and reporting
 - Preliminary draft development
 - Preliminary proofreading

- i. Further, the Curriculum Development Team shall engage into a preliminary review of the initial draft in a preliminary review meeting. The Team Leader reviews the document section-by-section, thereby requiring and accepting comments. Upon commenting, the initial draft is submitted for proofreading.
- j. Upon proofreading, the Curriculum Development Team submits the final draft to the Dean Council of the Academic Unit, before submission for approval of the Academic Council.

5.1.1.1. Quality Criteria and responsibilities for the quality in implementing the study program

With a view of assurance of quality of teaching and exams, each academic unit shall make its best efforts to:

- a. Determine the aims of teaching and learning;
- b. Secure all learning and teaching resources for the program implementation, and achievement of teaching and learning objectives set forth.
- c. Ensure continued monitoring of program implementation, through a regular course assessment process by students and lecturers, with a view of ensuring successful attainment of teaching and learning objectives, and improving performance in teaching and learning.
- d. Engage all lecturers in the process of collegiate review, through which the colleagues help each other by providing comments and assistance for the best possible implementation of courses within the program.
- e. Review teaching, learning and other terms within the program, including curriculum content, based upon comments and critique of professors, students, the industry, and upon an analysis of the higher education market itself.
- f. Annually review teaching resources available as support to the educational process.
- g. Annually review the statistics of student achievement in terms of average scores, employability of students upon graduation, attendance of classes, number of students abandoning the program, percentage of graduation within timeline.
- h. Comprehensively review the program every three years in the form of a self-evaluation.
- i. Review the performance of graduates in the labour market upon graduation, thereby engaging in five-year surveys with the graduates, to understand their career achievements and destinations.

5.1.1.2. Quality indicators and standards for the study program implementation

Indicators	Standards
Average grade of students enrolled	80 % of students enrolled have an average

	grade in secondary education higher than 4.0
Teaching quality, measure by evaluation forms	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0
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
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
Average attendance	80 %
Group sizes	30 BA and 50 MA
Student retention	90 %
Abandonment of studies	10 %
Library use	80 %
e-book and journal use	80 %
Transition between study years	90 % of students meet conditions for the next year
Average duration of studies up to graduation	4 years
PhD staff percentage at Bachelor studies, in terms of ECTS covered	70 %
PhD staff percentage at Master studies, in terms of ECTS covered	100 %
Industry surveys on program student quality	Every three years

5.1.2. Regulation on Student evaluation and Progress in Studies

- a. Student evaluation is continuous and the evaluation method is clearly defined by each professor in the course syllabus.
- b. Percentage between continuous evaluation and final exam is left to the academic discretion of each teacher to decide, nevertheless, the minimum percentage of the final exam in the final score or grade shall be 40%.
- c. Upon a final evaluation, the student is notified of his/her grade, based on a final percentage acquired during the trimester or semester.
- d. If the student is not satisfied with the grade awarded, or has failed the exam, he/she shall be entitled only to one reexamination, which is held not later than 2 months upon completion of Trimester or Semester the course is taught in.

- e. 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.
- f. For full-time students, lecture attendance shall consist at least 10% of the final grade.
- g. In case of failure in reexamination, the student shall attend the course once more, thereby making the payment for the respective amount of ECTS points of the course.
- h. If the student fails to appear at exam resit in a date scheduled by the beginning of the academic year for all courses, he/she shall be considered to have failed the exam, and shall attend the course once more, thereby making the payment for the respective amount of ECTS points of the course.
- i. The course instructor or teacher shall be bound to reschedule the final exam both in continuous evaluation and in reexamination, thereby ensuring realistic and unbiased evaluation of the student. The final exam in continuous evaluation or the re-examination shall not be identical to the past years' examinations.
- j. If the course instructor cannot administer a final exam or reexamination (in case of foreign professors), he/she shall inform the ESLG administration, at least three days before the final exam or re-examination, so that technical preparations are made for holding and proper administration of exam, and thereby requiring from other professors to serve as exam administrators.

5.1.3. Regulation on BA and MA Diploma Thesis

Pursuant to the ESLG College Statute, the ESLG College Managing Board hereby issues the Regulation on BA and MA Diploma Thesis, on 15.08.2013:

5.1.3.1. Format

Standard paper: A4.

Page formatting: bound.

Layout: left and right margins 3 cm, top margin 2,5 cm.

Font:

- Font type: Arial.
- Size: 11 (11 points, regular).
- Line spacing 1,2.
- Justified alignment.

Paper

Paper shall be soft, only the covers shall be thick. Printing shall be double-sided.

Binding

- a) BA Diploma Thesis

The BA Diploma Thesis shall be strong-bound, dark blue colour. The title shall be written in silver colour.

b) MA Diploma Thesis

The BA Diploma Thesis shall be strong-bound, dark blue colour. The title shall be written in silver colour.

Numbering

Page numbers shall be centred.

- No page number shall appear on the first page.
- The next page shall begin with Roman numbering II, Abstract III, and so forth
- The remaining sections in the Diploma Thesis from the introduction to the conclusions shall be numbered in Arabic numbers, starting from 1.

Size

a) BA Diploma thesis

The BA Diploma thesis shall contain between 50.000 - 80.000 characters.

b) MA Diploma Thesis

The MA Diploma thesis shall contain between 110.000 - 150.000 characters.

5.1.3.2. Diploma thesis layout

Structure of the Diploma thesis is presented below:

5.1.3.3. Abstract

The Abstract shall present the purpose of study, research methodology used and the findings of such research. The abstract shall contain 15 lines, and keywords shall not be more than five.

5.1.3.4. Table of contents

The table of contents shall present the layout of titles and headers contained.

5.1.3.5. Introduction

The introduction is an integral part of the diploma thesis. The introduction is the initial section of the diploma thesis. By the introduction, the author presents the scope of the thesis, the problem this diploma thesis aims to resolve, the hypothesis, the purpose of study, scientific methods used in the work. The introduction shall contain the following:

- a) Introduction of the BA Diploma Thesis:
- Definition of the Diploma Thesis.

- Scope and purpose of the Diploma Thesis.
- Research question and hypothesis
- Assessment of research so far
- Methods used in the research.
- Short description of Diploma Thesis chapters.

The introduction shall compose 5% of the whole Diploma thesis.

b) Introduction of the MA Diploma Thesis:

- The problem this research aims to shed light on by the hypothesis set forth.
- Scope and purpose of the Diploma Thesis.
- Research question and hypothesis
- Assessment of research so far
- Methods used in the research.

The introduction shall compose 5% of the whole Diploma thesis.

5.1.3.6. Body of the diploma thesis

The main body part of the Thesis consists of the theoretical section, analytical/experimental section, and the final section.

Sections are divided into chapters, and numbered by a decimal system, such as 1, 1.1, 1.1.1, 2. 2.1, 2.1.1 etc.

The theoretical section elaborates the topic of the thesis from a theoretical viewpoint, and addresses the literature review of the topic elaborated by the diploma thesis.

The analytical/experimental section of the Diploma thesis is the most important section. In this section, the student exploits the research methods based on theoretical achievements and the literature consulted. This section of the thesis must be independent and objective, where relevant research methods are used to validate the hypothesis posed.

In the concluding section, the student compares his/her findings with research methods and findings of other authors, who have reached similar or contradictory findings, with the same or different research methods.

Bibliography

By the end of the diploma thesis, the student shall list the literature resources used. Bibliography shall be listed by name. References shall be grouped into groups of books, journals, conference papers, law citations, etc. The list of references shall contain at least 10 admissible sources.

Tables and graphs

Tables, graphs, schedules and other illustrations included within the diploma thesis shall be presented dividedly as a caption list in the initial part of the thesis.

Also, a distinct list of abbreviations used shall be presented in the initial part of the thesis.

Appendices

Survey forms and lists, analytical tables and other documents used for the thesis may be presented as an appendix to the thesis, in a chronological order.

Statement of author rights and copy-reading

Declaration

By the signature below, I hereby certify that:

- The final work presented is only a result of my own research work
- This work has been copy-read in compliance with mentor's and Commission members' comments. I certify that publications and opinions of other authors used in my thesis are adequately quoted and designated in compliance with relevant rules of the Faculty.
- I am fully aware that plagiates – presentation of works of others, either in the form of quotes or otherwise paraphrasing literature, or in a graphic form, which contain thoughts or ideas presented as my own, is punishable by law (Law on Copyrights and related rights).

5.1.3.7. Statutory declaration

In my full responsibility, I hereby declare that this thesis is written by me, and it has never been presented before any other institution for assessment, and has not been published before, in full or in part. The thesis does not contain any materials written by any other person, except the cases quoted and properly referred to.

5.1.3.8. Quotations

During the compilation of the Diploma thesis, the student must divide the text by the author from the text presenting thoughts, ideas, data or illustration by other authors. In presenting definitions, scientific aspects, information and data, the author shall cite the source of such reference. By citation, the author refers to the source of information, definition and scientific theory, and such sources shall be easily verifiable.

There are several methods of citations:

- European (by footnote)
- American or Harvard (quotation by the end of quote, placed in brackets).

5.1.3.9. Notes

All notes shall be placed in a footnote and presented in Arial 10 font.

Remarks may be two types:

- Explanatory notes;
- Comparative notes;

Notes shall be entered into a footnote, numbered in Arabic numbers.

Citation rules

- First goes the author of citation, then the year of publication, and page of reference (T. Jerovšek, 2006, page 37).
- If there are two authors, both shall be quoted (T. Jerovšek and J. Čebulj, 1995, page 125). If there are three authors, all shall be quoted (T. Jerovšek, J. Čebulj and P. Jambrek, 1995, page 125).
- If there are more than three authors, the full publication title, year of publication, and page of such publication shall be quoted (Komentar ustave RS, 2011, str. 43).
- If the student refers to an idea, which is also mentioned in a publication, but not directly quoted, then the student shall refer to it (see P. Jambrek, 2007, page 123).
- If quoting from a part written by a first author, but further quoted into another book by a second author, and the student has taken the quote from the second author, the student shall quote: (T. Jerovšek IN: J. Čebulj, 1998, page 20).
- If referring to laws, the student shall note the abbreviation of the law, e.g. Law on Contested Procedure, and the article quoted (LCP, Article 34).

5.1.3.10. Bibliography

The bibliography shall be presented in the following manner:

5.1.3.11. Independent publications

Surname in capital letters, name in lowercase letters, title of publication or book, place of publication, publishing institution, and year of publication.

Example:

NOVAK, Marko, **Introduction to Law**. Nova Gorica : Evropska pravna fakulteta, 2010

If there are more than three authors, the student shall only quote the title of publication.

Example:

TITLE OF PUBLICATION: subtitle if any/ Name of first author ... [et al.]; ur. Name and surname. Place: Publishing institution, Year of publication.

Example:

COMMENTARY to the Constitution of the Republic of Slovenia: Supplement - A / Matej Avbelj ... [et al.] ; ur. Lovro Šturm. Kranj : Fakulteta za državne in evropske študije, 2011

In anonymous sources, reports or publications without specified authors, the following quotation shall apply:

(VS, 2014) Statistical Annual of the RK. Prishtina: Statistical Office of the Republic of Kosovo, 2014.

Publications in scientific journals

The referencing of publications in scientific journals shall be of the following method:

SURNAME, name, Title of Journal. IN: Title of Journal, Year of Publication, Publication Edition, publication no., pages from to.

Example:

DALY, Mary, EU Social Policy after Lisbon. IN: Journal of common market studies (JCMS). 2006, vol. 44., no. 3., page 461-481

Citation of law

(abbreviation of law) Title of Law. Publication, supplement.

Example:

- (LP) CRIMINAL Law. Official Gazette of the RKS, no. 18/2011

Court case-law

Example:

1. DECISION of the Court, No. C-39/72-European Commission vs. Italy, 7.2.1973. URL: <http://curia.europa.eu/juris/liste.jsf?language=sl&jur=C,T,F&num=c-39/72&td=ALL> xx.xx.201

Websites

The quotation of a text taken from a website shall be the following:

SURNAME, Name, title. Date of publication in the website. URL: ____, xx.xx.2013 (date of accessing the website of source)

Example:

LAIN, Corinne, Upside-down judicial review; 12.1.2012. URL: [»http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1984060«](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1984060) xx.xx.2013

GRAPHS AND PHOTOGRAPHS AND ILLUSTRATIONS

All graphs, photographs and illustrations shall be quoted over the graph, photograph or illustration.

Example: Photograph 1: Kosovo Government Building, source of reference

DIPLOMA THESIS FORMAT

Cover Page

The cover page of the Diploma Thesis, bound in hard cover, shall contain the title ESLG COLLEGE written in silver letters. In the middle, centred font, TITLE OF THE DIPLOMA THESIS. Further, in capital letters, the DIPLOMA THESIS. The font size in the cover page shall be Arial 14, apart from the title of the Diploma Thesis, which is Arial 16.

Example:

Page one after the cover page

Example:

ESLG COLLEGE
TITLE OF DIPLOMA THESIS
DIPLOMA THESIS

Candidate: Name and Surname

Ref. no:

Study Program:

Mentor: prof. dr. Name and Surname

Place, year

Fonts

1 CHAPTER 1, SIZE 14, UPPERCASE, BOLD

1.1 FIRST HEADER TITLE, SIZE 12, UPPERCASE, BOLD

1.1.1 Title of Heading 2, size 12, lowercase, bold

1.1.1.1 Title of Heading 3, size 12, lowercase, bold, italic

Diploma thesis compilation procedure

- **The student shall choose an area for the diploma thesis, and the matter in which he/she shall compile the diploma thesis on.**
- **The student shall select a mentor for the Diploma Thesis, and shall agree with him/her on the topic of the Diploma Thesis.**
- **The student shall submit a draft proposal to the Commission for Verification of Diploma Thesis.**
- **In case of any remark, the Commission shall notify the student within two weeks.**
- **The student shall have two weeks to correct the draft proposal.**
- **The Commission shall compile a positive report on the draft proposal.**
- **Upon approval of the draft proposal, the student must compile and submit his/her diploma thesis within one year.**

- Upon compilation of the Diploma Thesis, the student shall submit the paper for technical copyreading, to verify whether the thesis meets the technical requirements as provided by the present Regulation.
- A Diploma Thesis Commission shall be established, with at least 2 members for Bachelor thesis, and three members for Master Diploma Thesis.
- Upon submission of the final draft, the Commission shall, within one month, notify the student of its comments and amendments required, or compile the final report in case of no comments.
- Upon receipt of comments, the student shall have one month to make all amendments required.
- Upon amendment, the Commission shall, within two weeks, compile a final report on the Diploma Thesis, and schedule the date of defence of such Thesis.

Date: 15.08.2013

Visar Hoxha

Chairman of the Board

5.1.4. Document on planned legal relationship between the institution and students

ESLG COLLEGE

Contracting parties

ESLG COLLEGE

Veternik, former Turkish College Mehmet Akif

10000 Prishtina

Represented by the Chairman of the Board, Visar Hoxha

(hereinafter: ESLG)

and

name and surname:

Date of birth: Place:

Permanent residence:

Personal no.: 1173020712

(hereinafter: student)

Hereby agree to the following:

CONTRACT NO. _____

ON UNIVERSITY EDUCATION IN THE MASTER STUDY PROGRAM LAW AND
MANAGEMENT OF REAL ESTATE AND INFRASTRUCTURE (MA)

ARTICLE 1

The object of this contract shall be university education of the student and the amount of money the student shall pay to enrol and attend university education, per academic year, as a full-time student.

ARTICLE 2

The ESLG College shall offer the student two years of university studies in the master level Management of Real Estate and Infrastructure (MA) studies, thereby including lectures, consultations, external mentoring and seminal papers in compulsory and elective courses, electronic resources, access to journals, etc.

ARTICLE 3

Conditions for transition to following academic year, conditional transition, extraordinary transition, repetition of class, criteria for continuing three-year university studies, shall be provided upon by the ESLG College regulations.

ARTICLE 4

All financial dues of the student shall be compensated by payment of the tuition fee as determined by the ESLG College Managing Board.

ARTICLE 5

The tuition fee shall be paid in full or in instalments. The tuition fee for Albanian language studies shall be 1,200 EUR for one academic year. In case tuition fees are paid in instalments, the last instalment shall be paid before the end of the respective academic year. Costs of instruction and diploma thesis defence shall be included in such fee.

If the student chooses to pay in instalments, he/she shall pay each instalment not later than the beginning of each semester, or in case of monthly instalments, not later than the fifth day of each month.

The student shall submit as evidence of payment the bank transfer slip proving the payment of the whole tuition fee, or tuition instalment.

The maximum number of instalments shall be twelve.

ARTICLE 6

The student shall be awarded a scholarship at the amount of _____ EUR. To retain the scholarship, the student shall maintain an academic year average grade of at least 9.0. If the average score of the student falls under the minimum average grade as provided by this Contract, the decision on award of scholarship shall be revoked by immediate effect in the subsequent year. The decision on award of scholarship shall be reviewed by the beginning of the following academic year.

ARTICLE 7

Any payment shall be reimbursed if the program does not begin during the academic year. The payment shall be reimbursed also if the candidate files a request for withdrawal up to one month from the date of contract signature. In this case, the ESLG shall withhold 10% of the total tuition fee for operational expense. Beyond such deadline, no tuition fee shall be reimbursed.

ARTICLE 8

No additional fee shall be paid for exams. Only if the student fails the exam during the academic year, and wishes to resit the exam, he/she shall pay the exam fee. Each student shall be entitled to one examination for each course. Examinations shall be provided upon by the ESLG College Regulation on Postgraduate Studies.

ARTICLE 9

Students shall pay their tuition fees to the College Bank Account:

EUROPEAN UNIVERSITY IN KOSOVO SH.P.K

ACCOUNT NUMBER: 1708 0010 1163 4398

BANK: NLB PRISHTINA.

The student shall submit proof of payment of tuition by a bank transfer slip or payment order.

ARTICLE 10

The student hereby agrees that his/her personal records may be published with the ESLG website for purposes of academic and pedagogic processes. Any other publication of such data is regulated by the Law on Personal Data Protection.

ARTICLE 11

The student shall submit a two-weeks notice to the College of any absence for more than one full semester.

ARTICLE 12

Any dispute shall be resolved by consensus and amicable ways by the parties. In case of failure of amicable resolution, the case shall be subject to the Municipal Court in Prishtina (Basic Court in Prishtina).

ARTICLE 13

The contract shall be signed in two identical copies. Each party shall have an original copy. The contract shall be valid only if signed by both parties.

Prishtina, on _____

Prishtina, on _____

Student:

Dr. Visar Hoxha, Chairman of the Board

ESLG College

5.2. Programs under review

Programs under review are: Law and Management of Real Estate and Infrastructure (MA)

5.2.1. General information about program under review

Title of Study program	Law and Management of Real Estate and Infrastructure
Qualification level according to the NQA (abbreviations used: BA, MA, PhD, Doctorate Program, university course, vocational certificate or diploma)	MA
Academic title and title of diploma in full and abbreviated	Master of Arts in Law and Management of Real Estate and Infrastructure MA in Law and Management of Real Estate and Infrastructure
Study area according to <i>Erasmus Subject Area Codes</i> (ESAC)	04.0 Business studies/management sciences
Academic program profile (specialty)	The program offers courses from economy of real estate, real estate law, real estate valuation and real estate registration to real estate entrepreneurship and negotiation of contracts to sustainable architecture and urban planning, sustainable urban design, sustainable facility management and sustainable building materials.
Minimum duration of studies	2 years
Form of studies (full-time, part-time, distance learning, etc.)	Full-time
Number of ECTS points (total and per year)	120 ECTS and 60 ECTS per year
Modules/Subjects (titles)	Law of property and infrastructure; Academic writing and research methods; Sustainable Architecture; Economics of real estate; Optional subject 1; Sustainable building materials; Quantitative techniques of investment; Registration of real estate Energy management and environment Optional subject 2 Real estate valuation Sustainable urban design Municipal infrastructure Energy buildings Optional subject 3 Diploma thesis
Number of seats	50
Head of department/Study Program	Assistant Professor Dr. Visar Hoxha
Full time scientific/artistic personnel (no by	Assistant Professor Dr. Visar Hoxha

personnel categories)	Dr. Bashkim Misini Dr. Labinot Greiçevci Dr. Xhelal Këpuska Dr. Luan Daija Dr. Islam Hasani Dr. Abedin Azizi Prof. Asoc. Dr. Sabri Sadiku Dr. Elvida Pallaska
Tuition fee	2,000 EUR

5.2.2. Labour market rationale

Based on the statistics of World Bank, the real estate and construction sector constitute around 25 % of Kosovo's Gross Domestic Product. The construction and real estate sector has been proven to be the strongest sector in Kosovo during the last years. According to Besian Mustafa, Chief Executive Officer of Kosovo Investment Enterprise Support Agency, which functions within the Ministry of Trade and Industry, in its interview for "Zëri", stated that 82.5 million EUR is the value of foreign direct investment in the real estate and leasing sector, followed by FDI in financial services sector with 37.8 million EUR, whereby the sector with least investments remains the agricultural sector with only 0.3 % of FDI invested in agriculture in 2015.¹

According to Kosovo Investment Enterprise Support Agency the most attractive sector for investments in 2015 was the real estate sector. Also the passage of the new law, which makes it mandatory that each real estate transaction must be approved in terms of value by the licensed real estate appraiser makes the graduate of the present program very competitive in the market of new entrepreneurs in the field of licensed real estate appraisers as a new regulated profession, because students can very easily obtain the license and act as independent professionals.

Also, the study program contains unique courses such as sustainable architecture, sustainable building materials, sustainable facility management and sustainable urban development, with which students will gain competencies which are unique for the energy efficiency market in Kosovo. According to the Minister of Economic Development of Republic of Kosovo Mr. Blerand Stavileci following the passage of the new law on financing of energy efficiency, 10,000 new workplaces can be created. Therefore, students with unique gained competencies in sustainable architecture, sustainable building materials, sustainable facility management, and sustainable urban development will be very competitive in both domestic and global market. The President of German-Kosovar Chamber of Commerce Samir Krasniqi further argues that the construction sector with all related components, is the largest employer in Kosovo in the private sector. It is estimated that the construction sector globally is worth 3.5 trillion USD. 30% of this value belongs to European construction sector.

Business activities in the field of real estate transactions, leasing and other real estate related sectors were the fifth largest contributor to the Gross Domestic Product of Kosovo in 2013 with the ratio 8.9 % and total value of 365 million EUR, characterized by an increase of 8.8 % compared to the previous year. Furthermore, during the first quarter of 2014, the real estate activities had an increase of 13% compared to

¹ <http://zeri.info/ekonomia/46112/investitoret-82-5-milione-euro-ne-patundshmeri/>

same period of 2013. Foreign direct investments in real estate and construction sector, which were considerably encouraged by diaspora investments have dominated the FDI during the last years constituting around 50% of all incoming foreign direct investments.

Private investments dominate the construction sector in Kosovo with an average of 71 %, whereas public expenditures (financed by Government and donors) represent less than 30 % of investments in the construction sector. In the private investment segment of construction sector, the market is dominated by housing projects (70 % of projects from which 55 % are collective housing projects and 17 % individual housing projects). Non-housing projects constitute a smaller proportion of market share with only 8%. Public expenditures are focused only on the construction of new roads and renovation of existing roads and railway infrastructure. Due to the construction of highway R6 Prishtina-Skopje, the construction sector is expected to increase by 4.4% during the last three years. In 2015, Government of Kosovo has foreseen to invest around 457 million EUR for capital investments. Several key facts for the construction sector are:

- Fourth largest employer for 2014;
- Largest employer for foreign nationals in 2013;
- Fourth highest salary among other sectors;
- Youth constitute around 27 % of total workforce of the sector

Investments in energy efficiency measures and financing of energy efficiency projects can serve as a strong catalyst for the development of construction and energy sector. Kosovo is a signatory party to the Energy Community Treaty. In order to expand the internal market of European Union for energy in Southeast Europe , the Energy Community Treaty requires from the signatories to adopt the EU legislation in the field of energy and other related sectors. Since April 2011, Kosovo has adopted a National Action Plan on Energy Efficiency 2010-2018. The new Directive of European Union on Energy Efficiency 2011/017217 has set as a target the saving of energy by 17% until 2020. In this regard, the Government of Kosovo has adopted the law on Energy Efficiency and has adopted a second National Action Plan on Energy Efficiency 2013-2015. The initial adopted plan on energy savings foresaw as a target the energy savings by 9% until 2018. Article 11 of the Law on Energy Efficiency stipulates that the Ministry should support the measures foreseen by the National Energy Efficiency Plan of Kosovo. This support demands financial support by the Kosovo Budget, international organizations that implement programs on promotion of energy efficiency in Kosovo and financial support through energy efficiency funds established through bilateral agreements of cooperation.

In order to support the measures of promotion of energy efficiency as foreseen by municipal plans of energy efficiency, municipalities should explore the opportunities for financing through municipal budgets or donations. Kosovo Energy Efficiency Agency has several projects that are supported financially by international donors, including but not limited to EU, WB, kfW, UNDP, GIZ and EBRD, which exceed the value of 100 million EUR.² As stated so far, one can argue that there are considerable funds for the improvement of energy efficiency measures in buildings because a considerable portion of courses that are delivered at the present study program aim to achieve the set of skills and competencies among the graduates that would make them very competitive in the market for energy efficient buildings, which makes the present interdisciplinary program very attractive. Taking into account that the present

² Vlerësim i sektorit të ndërtimit në Kosovë: Perspektiva e punësimit për të rinjtë, Swiss Cooperation Office, 2015.

study program is unique in Kosovo and the region, one can argue that the graduates of the present study program can become very competitive in the construction market, banking sector (for valuation of mortgages), market for appraisal of residential and commercial real estate, leasing market compared to other classic study programs such as Banking and Finance, where thousands of students graduate and have to compete with one another and on the other hand there are only six banks in Kosovo which employ totally 5,000 employees.

5.2.3. International comparability of the program

A similar study program MBA in Real Estate is delivered by Wharton School of Business of University of Pennsylvania, M.Sc. in Economics and Finance of Real Estate at London School of Economics and Political Science, Master in Real Estate at European Business School (EBS) in Spain, M.Sc. in Sloan School of Management at Massachusetts Institute of Technology, Professional Master in Real Estate at Georgetown University, M.Sc. in Real Estate at New York University, M.Sc. in Construction Management at Melbourne University, M.Sc. in Urban Management and Real Estate at Business School of ESSEC in France, M.Sc. in Real Estate at Cornell University, Master in Real Estate at A&M Texas University, MBA in Real Estate at Darden Business School of University of Virginia, MBA in Real Estate at National University of Singapore, M.Sc. in Real Estate Finance at University of Amsterdam, M.Sc. in Real Estate and Infrastructure at Johns Hopkins University, Master in Construction and Real Estate Management at Riga Technical University, M.Sc. in Real Estate at University of Pretoria, M.Sc. in Real Estate Management and Development at Heriott Watt University of Edinburgh in United Kingdom and Master in Real Estate at Malaya University.

5.2.4. Target group

The target group to whom the program is offered are all the graduates from the basic university studies in law, economy and finance, architecture, civil engineering and land surveying who wish that after the graduation in master program in real estate to get employed in managerial positions in construction sector, mortgage market, real estate valuation market and asset valuation market in banks and financial institutions. The present program is also offered to the officials of Municipal Cadastral Offices who according to the Law on Civil Service must advance their academic education in the relevant field or similar fields with cadastre and land administration. The target group are also real estate agents and intermediaries who wish to obtain a master degree in real estate as a precondition to be licensed as a real estate appraisers by the Ministry of Finance of Republic of Kosovo. The target group are also students of architecture and civil engineering of the University of Prishtina who wish to diversify their knowledge and skills by obtaining skills and competencies in the field of management of construction sector.

5.2.5. Orientation of the study program according to the mission of institution

The study program is in full accordance with the mission of the institution to prepare the intellectual elite of Kosovo that would prepare the country towards EU integration by offering unique programs that no university or college in Kosovo or the region offers them.

5.2.6. Goals and profile of the study program

The main objective of the program is to educate the leaders of the future in the construction and real estate industry in Kosovo and equip them 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 master study program “Law and Management of Real Estate and Infrastructure” provides a broad spectrum of knowledge in the field of real estate and infrastructure starting from law of property and infrastructure, sustainable architecture, sustainable building materials, sustainable facility management, energy buildings, economics of real estate, quantitative investment techniques, theory of probability in real estate investments and ending with real estate valuation techniques.

Main objectives of the program are as follows:

Main objectives of the program are as follows:

1. To enable students to develop their knowledge and skills in a specter of disciplines in the field of real estate, real estate economics and finance, real estate valuation, real estate entrepreneurship, and real estate registration.
2. To enable students to develop their knowledge and skills in sustainbale energy efficient buildings by gaining competencies and skills in sustainable architecture, sustainable building materials, sustainable building design, energy buildings, and sustainable facility management, so graduates of the program would take into account the aspects of ssustainability, energy savings and environmental protection in all phases of construction from planning and site selection to construction, maintenance and operation and demolition.
3. To enable students to win leading positions in the construction sector through gaining of skills in real estate development and public private partnerships;
4. To enable students to gain knowledge and skills in the design and implementation of municipal and energy infrastructure in various real estate development projects.
5. To enable students to gain knowledge in the quantitative investment techniques in real estate by developing skills in using quantitative investment techniques in real estate development projects;
6. To enable students to become leaders in the management of construction sector in Kosovo and the region, be leaders in innovation, strategy, partnership, negotiation and risk management.
7. To develop passion in research among students and to develop strategic thinking amongst them.

5.2.7. Expected learning outcomes

Upon completion of the program, students will be able to:

- Understand the scope of the real estate industry;
- Study laws, rules and regulations of the industry;
- Undestand how architectural designs can add value to real estate by saving energy;
- Understand how the use of sustainable building materials can add value to real estate and save energy;
- Understand different forms of sustainable urban development and design;
- Understand investment and real estate transactions;
- Understand main steps of entrepreneurship in real estate development projects;
- Critically asses public-private partnerships;
- Understand and asses critically the system of real estate registration in cadastre and Immovable Property Rights Register;
- Critically asses energy systems implemented in a building;
- Understand various building forms that save energy, types of insulation and absorption of energy in buildings;
- Implement sustainable facility management during the operation phase of buildings;

- Learn how to implement Monte Carlo simulations, sensitivity analysis and probability distribution in forecasting real estate prices in the construction sector in Kosovo;

5.2.8. Theory/practice/experimental ratios of the study

The theory/practice ratio for the program subjects shall be 60% to 40%.

5.2.9. ECTS calculation

The ECTS calculation is 25 study hours per one ECTS credit point

5.2.10. Practical work – Internship (proven by valid agreements with business partners);

Practical work shall be implemented together with the energy infrastructure company ELEN, Real Estate Appraisal and Management Company Kosovo Realty Group, Kosovo Energy Efficiency Agency and building maintenance companies, including the “Shtepiaku” company, and other building and energy sector companies. The practical work shall also be implemented with the Kosovo Surveyors Association. The practical work shall be organized as part of subjects and joint research and industry analysis with the mentioned stakeholders.

5.2.11. Research Plan for the program(s) under review

The Research Plan for the program under review shall be developed with the assistance of the NTNU, as part of the activities of the Energy Efficient Buildings Centre. The Research Plan implies that students shall be engaged in professional courses, for practical field research, in inspecting buildings used as case studies for scientific papers to be published in the Journal of Real Estate and Sustainable Facility Management, which shall be developed again with the assistance of the NTNU, starting from spring 2017. This journal shall have an international editorial board, lead by Prof.Dr. Tore Haugen from the NTNU and Prof.Dr. Alenka Temeljotov Salaj from Slovenia.

The research of the program under review shall be organized within these projects:

List of current research projects of College ESLG

Name of the project	Implementing partners	Duration	Funded
SUSTAINABLE ENERGY EFFICIENT BUILDINGS/HERD	Norwegian University for Science and Technology, Multiconsult and College ESLG	2013-2017	Ministry of Foreign Affairs of Kingdom of Norway
OSCAR - PROJECT: VALUE FOR OWNERS AND END-USERS OF	Norwegian University for Science and Technology, Multiconsult, College	2014-2018	Research Council of Norway

PROPERTY	ESLG and EVRO-PF		
BENEFIT – BUSINESS MODELS FOR ENHANCING FUNDING AND ENABLING FINANCING FOR INFRASTRUCTURE IN TRANSPORT – HORIZON 2020	EVRO-PF	2015-2018	Research and innovation program

The research plan of College ESLG focuses on these areas:

- 1) Applicability and economic viability of advanced material technologies in Kosovo buildings;
- 2) Kosovo climate adapted low-energy envelope technologies;
- 3) Energy supply systems and services and
- 4) Use and implementation of these research areas in Kosovo climate;
- 5) Real estate valuation techniques and standards;
- 6) Real estate recording standards;

The long-term Energy Strategy of Kosovo aims at achieving effective management of existing energy resources and protection of environment. The research plan of College ESLG developed with NTNU is focused on the new ways that the construction sector of Kosovo can build in line with sustainable architecture and sustainable refurbishment standards, which will raise awareness of Kosovo construction sector for rational utilization of energy, promotion of energy efficiency in the buildings and promotion and development of new renewable energy technologies. The research plan focuses also on implementation of new building materials and technologies that contribute to passive buildings or even zero emission buildings.

The Law on Energy 2004/8, Article 10 stipulates the framework for the implementation of energy efficiency and renewable energy in Kosovo. The research plan of College ESLG “Sustainable Energy Efficient Buildings” contributes to the implementation of paragraph 10 of Law on Energy by conducting research in sustainable architecture to show the construction sector that the architectural design plays also a significant role in the energy consumption of buildings. On the other hand sustainable energy efficient building practices also take into account the social and economic aspect, hence the research plan of College ESLG will focus on sustainable architectural designs and use of sustainable building materials and technologies that are adapted to the Kosovo climate, however, they are also in accordance with income of people in Kosovo and as such can be easily implemented in Kosovo. Therefore, the research plan of College ESLG will also focus on economics of sustainable energy efficient buildings in Kosovo.

5.2.12. Student enrolment and admission conditions

Student admission conditions for regular students shall be:

1. All students with grade point average higher than 8.0 in the undergraduate studies in law, economy, architecture, civil engineering and geodesy shall be eligible for enrollment in the first year of studies as regular students;
2. All students that have completed basic university studies with GPA higher than 8.0 in law, economy, architecture and civil engineering during pre-Bologna system shall be eligible for direct enrollment in the second year of studies of the master program and their obligation is to complete only 60 ECTS credits;

Student admission conditions for part-time students who are employed shall be

1. All students who have completed university studies with GPA of higher than 7.0 and have at least 3 years of working experience in the management of constructions sector, architectural bureaus, respective urbanism departments and cadastral offices at central and local level shall be eligible for direct enrollment in the first year of part-time studies of the program.
2. All students that have completed basic university studies with GPA higher than 7.0 in law, economy, architecture and civil engineering during pre-Bologna system and have at least three years of working experience in experience in the management of constructions sector, architectural bureaus, respective urbanism departments and cadastral offices at central and local level shall be eligible for direct enrollment in the second year of part-time studies of the master program and their obligation is to complete only 60 ECTS credits;

5.2.13. Overview of the program

Overview of the program for regular students

Year 1						
Semester I			Class/week			Teacher
No.	C/E	Courses	L	E	ECTS	
1.	C	Law of Real Estate and Infrastructure	3	1	6	Prof. Assistant. Dr. Visar Hoxha
2.	C	Academic writing and research methods	3	1	6	Dr. Labinot Greiçevci
3.	C	Sustainable architecture	3	1	6	Prof. Asistent. Dr. Mimoza Dugolli
4.	C	Economics of real estate	3	1	6	Prof. Asistent. Dr. Visar Hoxha
5.	E	Optional subject 1	3	1	6	/
Semester II						
1.	C	Sustainable building materials	3	1	6	Dr. Bashkim Misini
2.	C	Registration of real estate	3	1	6	Dr. Ferim Gashi
3.	C	Quantitative investment techniques	3	1	6	Prof. Asociuar. Dr. Sabri Sadiku
4.	C	Energy management	3	1	6	Dr. Xhelal Këpuska
5.	E	Optional subject 2	3	1	6	/

Year 2						
Semester III			Class/week			
No.	C/E	Courses	L	E	ECTS	Teacher
1.	C	Municipal infrastructure	3	1	6	Dr. Abedin Azizi
2.	C	Energy buildings	3	1	6	Dr. Bashkim Misini
3.	C	Real estate valuation	3	1	6	Prof. Asistent. Dr. Visar Hoxha
4.	C	Sustainable urban design	3	1	6	Dr. Elvida Pallaska
5.	E	Optional subject 3	3	1	6	/
Semester IV						
1.	C	Diploma thesis	/	/	30	Dr. Bedri Dragusha

Elective courses:

- Sustainable facility management – Dr. Mimoza Dugolli
- Integrated energy design – Dr. Agron Bislimi
- Theory of probability in real estate investments – Prof. Asoc. Dr. Sabri Sadiku
- Entrepreneurship in real estate – Dr. Islam Hasani
- Innovative project delivery in public and private sector - Dr. Islam Hasani
- Partnership in real estate: Negotiation of agreements in development phase - Dr. Islam Hasani
- Real estate policies in the European Union – Dr. Labinot Greiçevci
- Sustainability and environment – Dr. Luan Daija
- Energy infrastructure – Dr. Agron Bislimi
- Telecommunications infrastructure – Assistant professor Dr. Visar Hoxha
- Zero emission buildings designs – Assistant professor Dr. Mimoza Dugolli
- Spatial planning – Dr. Ferim Gashi

5.2.14. Modules/Courses

Laws of property and infrastructure
Short Description: The course shall concentrate on items, possession, ownership and co-ownership, right to housing, acquisition and loss of property right, servitude, right to pledge, mortgage, expropriation, law of public infrastructure, methods and criteria for calculation of compensation for property subject to expropriation, law on construction, law on housing, law on spatial planning.
Objectives and Expected Outcomes: Upon completion of this module, students shall be able to: <ul style="list-style-type: none">• Understand the legal infrastructure that regulates the right to ownership, housing and construction;• Develop analytical skills of application of interconnection of legislative environment and practical work with the real estate management;• Develop skills in drafting a scientific article in the field of law of property and infrastructure;• Develop skills of presenting a scientific article/paper;
Teaching and learning methods: The course shall include classic lectures and case studies.
Evaluation methods and passing criteria Number, type and weight of components: Research paper 40 % Final Exam 50 % Attendance 10 % Grading criteria: 0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7) 70-79.99 %.....(8)

80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies
Theory/practice ratio: 60:40
Basic reading: <ul style="list-style-type: none"> • A. Aliu, “E drejta sendore”, Universiteti i Prishtinës, 2006 • Ligji për pronësinë dhe të drejtat sendore • Ligji për shpronësimin i Kosovës;

Academic Writing and research methods
Short Description: This course is taught in English for law and governance students. The objective of the course is to introduce students to the key concepts and techniques of academic writing and research methods. It includes instruction and practice of the basic principles of academic writing and strategies and basic research methods. It is <i>neither</i> a course of translation <i>nor</i> of English language; it is a course that will teach you how to think and write academic and research legal and other relevant papers.
Objectives and Expected Outcomes: By the end of the course, students are expected to have a good understanding of the basic concepts, tools and strategies related to academic writing. Additionally, it is expected that by the end of the course students will have knowledge of basic tools of research methods in law and governance. Having completed this class, students should be able to learn to think in English and write basic academic English. Students will also be able to understand research design, research methodology, quantitative and qualitative research methods.
Teaching and learning methods: The course shall include classic lectures and case studies
Evaluation methods and passing criteria Number, type and weight of components: Research Paper 40 %; Final exam 50 %; Attendance 10 %;
Grading criteria: 0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7) 70-79.99 %.....(8) 80-89.99 %.....(9) 90-100 %.....(10)

Teaching aids/IT: Case studies
Theory/practice ratio: 50:50
Basic reading: <ul style="list-style-type: none"> • Christopher N. Candlin , Peter Crompton and Basil Hatim (2015) Academic Writing Step by Step: A Research-Based Approach, Equinox Publishing Ltd. • Stephen Bailey (2014) Academic Writing: A Handbook for International Students, Taylor & Francis Ltd. • J. Creswell, Research Design-Qualitative, Quantitative and Mixed Research Methods, SAGE Publications, 2013;

Sustainable Architecture
Short Description: The course shall concentrate on a climatic and location analysis, building thermal shape and behaviour, environmental programming, thermal envelope and sustainable energy efficient buildings
Objectives and Expected Outcomes: Upon completion of this module, students shall be able to: <ul style="list-style-type: none"> • Understand climate-adapted architectural design of buildings ; • Understand external environmental resources; • Work in teams in designing low-energy buildings; • Write reports on the condition of existing buildings;
Teaching and learning methods: The course shall include classic lectures, case studies, and shall involve the use of ECOTECT software by AUTODESK.
2.1.14.5.Evaluation methods and passing criteria Number, type and weight of components: Group Project 40 % Final Exam 50 % Attendance 10 % Grading criteria: 0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7) 70-79.99 %.....(8) 80-89.99 %.....(9) 90-100 %.....(10)
Teaching aids/IT: ECOTECT software by AUTODESK
Theory/practice ratio: 50:50
Basic reading:

- S. Szokolay, Introduction to architectural science, the basis of sustainable design, Architectural Press, 2010;
- V. Brophy and J. O. Lewis, A green Vitruvius, principles and practice of sustainable architectural design, Earthscan, 2011;
- T. Dahl, Climate and Architecture, Routledge, 2009;

Economics of real estate
<p>Short Description: The course shall concentrate on basics of demand and supply, consumer behavior, individual and market demand, consumer choices under uncertainty, production and cost of production, profit maximization and competitive offer, competitive markets analysis, market power, prices and market power, monopoly and oligopoly, game theory and competitive strategy, market failure and role of government, macroeconomic theories.</p>
<p>Objectives and Expected Outcomes: Upon completion of this module, students shall be able to:</p> <ul style="list-style-type: none"> • Understand the basics of demand and supply in the real estate market; • Understand the producers, consumers and competitive markets in the real estate sector; • Understand the individual and market demand; • Understand the production and cost of production; • Develop analytical skills of application of interconnection of economic environment and practical work with the real estate management field; • Develop skills of drafting a scientific article in the field of real estate economics; • Develop skills of presenting a scientific paper;
<p>Teaching and learning methods: The course shall include Monte carlo simulation and game theory exercises.</p>
<p>Evaluation methods and passing criteria Number, type and weight of components: Research paper 40 % Final Exam 50 % Attendance 10 %</p> <p>Grading criteria: 0-49.99 %.....(5)</p>

50-59.99 %.....(6)
60-69.99 %.....(7)
70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Platform Risk Solver
Theory/practice ratio: 50:50
Basic reading:
<ul style="list-style-type: none"> • R. Pindyck, “<i>Microeconomics</i>”, Prentice Hall, 2006 • G. Mankiw and M. Taylor, “<i>Ekonomiksi</i>”, UET Press, 2012

Sustainable building materials
Short Description: The course shall concentrate on: 1) mechanical, physical and chemical characteristics of building materials; 2) types of building materials (steel, concrete, stone, brick, glass, plastic and other composite materials); 3) structure of solid materials and characteristics of crystals; 4) metals and chemical characteristics of metals, 5) chemical characteristics and thermodynamics of concrete, 6) chemical characteristics and thermodynamics of glass; 7) chemical characteristics and thermodynamics of wood; 8) change phase materials; 9) chemical characteristics and thermodynamics of ceramics; 10) insulators as fibrose, celular and granular insulators; 11) chemical characteristics of insulators; 12) thermodynamical characteristics of insulators; 13) elastomeric layers; 14) CO2 radation of various building materials;
Objectives and Expected Outcomes: Upon completion of this module, students shall be able to: <ul style="list-style-type: none"> • Understand three types of materials; • Understand chemical characteristics of each material; • Understand and explain thermodynamics of each building materials in terms of energy consumption; • Understand the contribution of each material in terms of CO2 radiation in atmosphere;
Teaching and learning methods: The course shall include lectures and case studies and chemical simulator.
Evaluation methods and passing criteria
Number, type and weight of components: Research paper 40 % Final Exam 50 % Attendance 10 %
Grading criteria: 0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7)

70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Chemical reactions simulator
Theory/practice ratio: 50:50
Basic reading:
<ul style="list-style-type: none"> • R. Silbey, R. Alberty dhe M. Bawendi. <i>Physical Chemistry</i>. John Wiley and Sons, 2004; • W. Callister dhe D. Rethwisch: <i>Materials Science and Engineering - An Introduction</i>, John Wiley and Sons, 2014;

Registration of real estate
Short Description: The subject contains main issues to the immoveable properties trade, giving a strong emphasis on basic methods of immovable properties which are required by certain authorities.
Objectives and Expected Outcomes: The main purpose of this subject is to develop basic knowledge regarding to the registration of immoveable properties. After the student has finished this course, he/she will be able to: <ul style="list-style-type: none"> • Distinguish different methods of property registration; • apply basic methods of immoveable property registration; • Determine the status of a property since its beginning until it is set for trade; • Property registration and trade analysis; • Cadastral measurements for creation of immoveable properties registration
Teaching and learning methods: Lectures in the form of dialogues, interactive student centered teaching, team work, discussions, debates. Different methods and strategies of teaching that motivate and challenge active learning will be used in order to develop sustainable knowledge and skills.
2.2.14.5.Evaluation methods and passing criteria Final grade: Lecture participation..... 10% Individual work.....30% Seminar work.....40% Final exam.....40%
Students will each work, deliver and defend individual paper before entering the exam: Grading criteria: 0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7) 70-79.99 %.....(8)

80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Computer, video projector, wall chart. Field exercises. Lectures in dialogue form, interactive teaching with students in focus, group work, discussion, debates.
Theory/practice ratio: 70:30
Basic reading:
<ul style="list-style-type: none"> • Ling D., Wayne A.: Real Estate Principles, 2012 • Matjet kadastrale I (2013), Agjencia Kadastrale e Kosoves. • Matjet kadastrale I (2013), Agjencia Kadastrale e Kosoves.

Quantitative investment techniques
Short Description: Introduction and descriptive statistics . Data structures. Classifying the various types of data sets. Polygons , Histogram. The average values of characteristic : average(quantitative data) , geometric harmonic average. Mode , median . Absolute deviation . Variation . Standard deviation. Coefficient of variation . Correlation and regression.
Objectives and Expected Outcomes:
Upon completion of this module, students shall be able to:
<ul style="list-style-type: none"> • For a given characteristic build polygon and histogram ; • For a given characteristic to identify the average characteristic values ; • For a given characteristic set absolute deviation and variation ; • For a given characteristic set standard deviation and comment it. • To gauge the correlation coefficient and comment ; • All these to calculate in the Excel program or any other program in the computer;
Teaching and learning methods:
The course shall include classic lectures and case studies
Evaluation methods and passing criteria
Number, type and weight of components:
<p style="padding-left: 40px;">The first seminar 30 %</p> <p style="padding-left: 40px;">The second seminar 40%</p> <p style="padding-left: 40px;">Final Exam 20 %</p> <p style="padding-left: 40px;">Attendance 10 % ;</p>
Grading criteria:
0-49.99 %.....(5)
50-59.99 %.....(6)
60-69.99 %.....(7)
70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies. Concrete examples mainly from the fields of Immovable Property,

calculated in two ways computer and analytical.
Theory/practice ratio: 50:50
Basic reading: <ul style="list-style-type: none"> • Andrew F.Siegel, Practical Business statistics, 1996; • Quantitative Methods for Business: Anderson, David R., Sweeney, Dennis J, and Williams, Thomas A, Cengage Learning, 2016. • Ronald M. Welers, J.Brian Gray, Lawrence H. Peters, Introduction to Business statistics; • Llukan Puka, Statistika dhe Probabiliteti, 2012;

Energy Management
Short Description: The course shall concentrate on energy auditing, economic assessment techniques of energy in buildings, improvement of lightning efficiency, optimization of heating and ventilation, digital control systems of energy consumption in buildings.
Objectives and Expected Outcomes: Upon completion of this module, students shall be able to: <ul style="list-style-type: none"> • Calculate the demand for energy based on the external and internal demand of building for energy; • Calculate the air flow in the building to achieve a satisfactory indoor environment; • Calculate the profitability of energy efficiency in buildings; • Select energy efficiency measures in new buildings and renovation of existing buildings which are optimal for the economy and environment; • Select best solutions of energy supply and technical installation in buildings, which provide an optimal internal environment for a rational and wise utilization of resources
Teaching and learning methods: The course shall include classic lectures and case studies
Evaluation methods and passing criteria Number, type and weight of components: <ul style="list-style-type: none"> Research 30 % Simulation with SIMULINK 20% Final exam 40% Attendance 10 %;
Grading criteria: <ul style="list-style-type: none"> 0-49.99 %(5) 50-59.99 %(6) 60-69.99 %(7) 70-79.99 %(8) 80-89.99 %(9) 90-100 %(10)
Teaching aids/IT: Simulator SIMULINK and MATLAB.

Theory/practice ratio: 50:50
Basic reading: <ul style="list-style-type: none"> • Kennedy, William J., Turner, Wayne C., & Capehart, Barney L., Guide to Energy Management, CRC Press, 2012; • Energy Conservation in Buildings - Efficient Energy Usage Handbook, Oslo, 2007;

Real estate valuation
Short Description: The course shall concentrate on valuation of agricultural land, valuation of agricultural fruits and damages, other methods of valuation of land such as allocation method, development method, extraction and residual method, comparable sales method, cost method, and income method, calculation of weighted average cost of capital for real estate sector, valuation of hotels, valuation of gas stations, valuation of fixed assets, valuation of specialized properties such as recreational centers and valuation of businesses.
Objectives and Expected Outcomes: Upon completion of this module, students shall be able to: <ul style="list-style-type: none"> • Understand the methods of valuation of agricultural land and agricultural fruits; • Understand the valuation of damages; • Understand the main methods of valuation of construction land; • Understand the methods of valuation of buildings; • Understand and interpret the valuation based on income method; • Explain the difference between valuation of specialized properties and other properties; • Understand the valuation of fixed assets for purpose of financial reporting; • Write and present a valuation report;
Teaching and learning methods: The course shall include classic lectures and case studies
Evaluation methods and passing criteria Number, type and weight of components: <p style="margin-left: 40px;">Mid term exam 40% Final exam 50% Attendance 10 %;</p>
Grading criteria: <p style="margin-left: 40px;">0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7)</p>

70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies in Excel.
Theory/practice ratio: 50:50
Basic reading: <ul style="list-style-type: none"> • D. Isaac, “Property Valuation Principles”, Palgrave, 2002; • D. Scarret, “Property Valuation – Five Methods” , Routledge, 2008; • SH. Pratt: Business Valuation, Wiley, 2003; • A. Lezhja: Vlerësimi i pronave të paluajtshme, 2015;

Municipal Infrastructure
Short Description: The course shall elaborate and transmit to the student the key concepts related to the Municipal Infrastructure in general, with a main focus on water and waste water infrastructure, covering following topics: water & waste infrastructure, proper planning and design of the water & wastewater infrastructure, treatment processes for drinking water and waste water, management of water & wastewater infrastructure; rain water harvesting, techniques / systems for collection and utilization of rain water, benefits of harvesting rain water.
Objectives and Expected Outcomes: Upon completion of this course, students shall be able to: <ul style="list-style-type: none"> • Understand and obtain sufficient knowledge about main components of water & wastewater infrastructure, the main design factors to be taken into consideration during planning of the water & waste infrastructure, the main logical and chronological phases of design development and implementation of water & wastewater infrastructure projects, development of plans for management of water & wastewater assets; • Understand the idea behind rainwater harvesting, obtain knowledge about benefits and possible use of rainwater, technologies for rainwater harvesting in the housing sector, agriculture sector and groundwater replenishment. • Understand environmental impacts associated with implementation of water and wastewater projects.
Teaching and learning methods: The course shall include classic lectures, visits to the construction sites, elaborating practical case studies.
Evaluation methods and passing criteria Number, type and weight of components: <ul style="list-style-type: none"> Research Paper 40 %; Final exam 50 %; Attendance 10 %; Grading criteria: <ul style="list-style-type: none"> 0-49.99 %.....(5)

50-59.99 %.....(6)
60-69.99 %.....(7)
70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies
Theory/practice ratio: 50:50
2.2.14.8.Basic reading:
<ul style="list-style-type: none"> • N. Grigg: Water, Wastewater and stormwater management, Lewis Publishers, 2003; • K. Katundi, R. Kote: Furnizimi me ujë dhe kanalizimi, Pjesa I dhe II, Shtëpia Botuese e Librit Universitar, Tiranë, 1999; • H. Wilner; Wastewater Treatment Plant Handbook; Water Environment Federation, 2012; • M. Davis; Water and Wastewater Engineering: Design Principles and Practice, McGraw-Hill Education, 2010.

Energy Buildings
Short description: The course <i>Energy Buildings</i> shall elaborate and transmit to the students key concepts related to the heat transfer; main mechanisms involved in the heat transfer; main sources of energy generation (renewable and non-renewable); measures to improve energy conservation in the buildings via thermal insulation, energy efficient devices and appliances; application of solar energy and other renewable energy sources in the building sector.
Objectives and Expected Outcomes:
At the end of the course, students shall be capable to: <ul style="list-style-type: none"> • Understand the key concepts in the heat transfer, be able to distinguish the mechanisms involved in the heat transfer: conduction, convection and radiation; • Understand and be able to calculate energy demand and energy conservation; • Understand renewable and non-renewable energy sources; • Understand a zero energy (ZNE) buildings; • Understand measures to improve energy efficiency in the buildings via thermal insulation, utilization of efficient thermal insulation materials and application of energy efficient devices and appliances; • Understand the benefits and the options for application of solar energy;
Teaching and learning methods:
The course shall include classic lectures, numerical exercises for calculation of energy demand in buildings, individual and group work for solving practical problems related to heat transfer.
Evaluation methods and passing criteria
Number, type and weight of components:
Research Paper 40 %;
Final exam 50 %;
Attendance 10 %;
Grading criteria:
0-49.99 %.....(5)
50-59.99 %.....(6)

60-69.99 %.....(7)
70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies / practical – numerical exercises
Theory/practice ratio: 50:50
Basic reading:
<ul style="list-style-type: none"> • Cengel Y.; Heat transfer: A Practical Approach, McGraw-Hill, 2nd Edition, 2003. • McLean-Conner P.; Energy Efficiency: Principles and Practices, PennWell Corporation, 2011. • Capehart B., Turner W., Kennedy W.; Guide to Energy Management, CRC Press, 2012, 7th Edition.

Sustainable urban design
Short description: The course shall elaborate comprehensively the aspect of sustainability in the urban environment. The course provides the students with the knowledge and skills for achieving the integrated urban design. The cross-disciplinary approach offers the students the tool to understand and demonstrate complex systems and qualities in the natural and built environment.
Objectives and Expected Outcomes:
At the end of the course, students shall be able to:
<ul style="list-style-type: none"> • Understand the main aspects of sustainable urban design such as carbon neutrality, ecology, social equity and economic sustainability at the city level. • Understand and analyze basic models of energy efficiency at the level of city and infrastructure. • Gain skills to use analytical methods to formulate the basis of design process and to estimate causal models between different models, energy consumption and economic aspects. • Analyze the concepts and propose new and sustainable solutions for the city.
Teaching and learning methods:
The course shall include classic lectures and case studies and exercises with Design Builder.
Evaluation methods and passing criteria
Number, type and weight of components:
<p style="padding-left: 40px;">Research paper 50 %;</p> <p style="padding-left: 40px;">Final Exam 40 %;</p> <p style="padding-left: 40px;">Attendance 10 %;</p>
Grading criteria:
0-49.99 %.....(5)
50-59.99 %.....(6)
60-69.99 %.....(7)
70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies / practical – numerical exercises, exercises with Design Builder

Theory/practice ratio: 50:50

- C. Montgomery, Happy City, Transforming our Lives through Urban Design, Penguin Books, 2015
- A. Ritchie and R. Thomas, “Sustainable Urban Design”, Taylor and Francis, 2009;

Sustainable Facilities Management

Short Description: The course will be focused on treating the methodology and the best practices of modern and sustainable building management. The lecture will cover subjects such as: Building types and management methodologies; Sustainable operations and management; Managing outsourced services; Financial management and control; Construction management and sustainable designs; Fire and security systems and disaster prevention; Facility and Global Environmental Management; Energy management and renewable energy; Major building equipments, systems and subsystems; Green building construction; Building site management and personnel management; Strategic planning and project financial analysis.

Objectives and Expected Outcomes:

Upon completion of this module, students shall be able to:

- Explain and discuss about the key issues on FM carrier, organizational structures, organizational cultural issues, finances, construction management; building management; environmental management, etc
- Show knowledge on preparing technical specification and terms of references related to facilities contract management.
- Show knowledge on building operation and maintenance management.
- To perform personnel evaluation
- To prepare the budget for operational expenditures as well as capital investments for Facilities Management Department.

Teaching and learning methods: The course shall include classic lectures and case studies.

Evaluation methods and passing criteria

Number, type and weight of components:

Research Paper 40 %;

Final exam 60 %;

Grading criteria:

0-49.99 %.....(5)

50-59.99 %.....(6)

60-69.99 %.....(7)

70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies
Theory/practice ratio: 50:50
Basic reading: <ul style="list-style-type: none"> • John P. Fennimore, “Sustainable Facility Management, Operation Strategies for today” , Pearson, ISBN 13:978-0-13-255651-4 • David G. Cotts PE CFM, Kathy O. Roper CFM LEED AP , Richard P. Payant CFM CPE, “The Facility Management Handbook”, Third Edition Edition ISBN-13: 978-0814413807 • Joel D. Levitt, “Facilities Management: Managing Maintenance for Buildings and Facilities”, ISBN-13: 978-1606503249
Energy systems and services and their integrated energy design
Short Description: The course shall focus on energy systems and services and their integrated energy design. Solar energy. Challenges related to existing buildings. Tools for design and assessment. Integrated design methodology.
Objectives and Expected Outcomes: Upon completion of this module, students shall be able to: <ul style="list-style-type: none"> • Learn the principles of integrated energy design in new and existing buildings together with the models of interdisciplinary design processes, which facilitate the successful functioning.
Teaching and learning methods: The course shall include classic lectures, consultations and case studies.
Evaluation methods and passing criteria Number, type and weight of components: <ul style="list-style-type: none"> Group project 30 % Final Exam 40 % Attendance 10 % Grading criteria: <ul style="list-style-type: none"> 0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7) 70-79.99 %.....(8) 80-89.99 %.....(9) 90-100 %.....(10)
Teaching aids/IT: Simulation of photovoltaic panel that can be found in the link http://ocw.mit.edu/ans7870/SP/SP.769/f04/java/pvapplet/PVPanel.html Further exercises conducted in cooperation with company ELEN
Theory/practice ratio: 50:50
Basic reading: <ul style="list-style-type: none"> • B. Everet, Energy systems and sustainability, Oxford Publishing, 2012;

<p>Theory of Probability in real estate investments</p> <p>Short Description: The meaning of the event . Operations with events. Union, production of the events. Probability in discrete spaces. The classic definition (Laplace) of probability. Geometric definition of probability. The definition of statistical probability. Conditional probability for independent events. Formula probability of complete events. Bayesian formula for probability. Random variables. Function of random variable of characteristics. Mathematics expectation. The standard deviation and the variance. The uniform distribution. Definition of binomial distribution. The normal distribution. The Poisson and the exponential distributions.</p>
<p>Objectives and Expected Outcomes:</p> <p>Upon completion of this module, students shall be able to:</p> <ul style="list-style-type: none"> • To compute the probability of different events ; • To account the mathematics expectation, variance, standard deviation ; • The gauge various parameters in different distributions ; • In concrete examples from the field of immovable property apply distributions ; • All this to simulate the Excel program, matlab or in any other program software.
<p>Teaching and learning methods:</p> <p>The course will use classical lectures combined with exercises applied to different problems of economic nature with special emphasis in the field of investments to real estate .</p>
<p>Evaluation methods and passing criteria</p> <p>Number, type and weight of components:</p> <p style="padding-left: 40px;">The first test 30 %</p> <p style="padding-left: 40px;">The second test (practical stimulation) 40%</p> <p style="padding-left: 40px;">Final Exam 20 %</p> <p style="padding-left: 40px;">Attendance 10 % ;</p> <p>Grading criteria:</p> <p style="padding-left: 40px;">0-49.99 %.....(5)</p> <p style="padding-left: 40px;">50-59.99 %.....(6)</p> <p style="padding-left: 40px;">60-69.99 %.....(7)</p>

70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies. Monte carlo simulations and probability simulations with Risk Solver
Theory/practice ratio: 50:50
Basic reading:
<ul style="list-style-type: none"> • M. Metzger, Problems with probabilities, Harvard Business School Case, 2010; • R. Carraway, Analyzing Uncertainty: Probability Distributions and Simulation, Harvard Business School Case, 2005 • Llukan Puka, Statistika dhe Probabiliteti, 2012;

Zero Emission Building Designs
Short Description: The course will be focused on treating actual issues related to Global Warming and methodologies of creating building design in cooperation with the local climate, in order to decrease buildings carbon footprint, such as: Climate changes, Climate zones, Solar radiations and the suns path; Strategies for using local climates for the design, Construction and operation of a high performance buildings; Using local climate to create passive heating, passive cooling, passive ventilation, natural lightning, and the form of using the renewable energy.
Objectives and Expected Outcomes: Upon completion of this module, students shall be able to:
<ul style="list-style-type: none"> • Understand and describe the sustainbale buildings. • Explain all phases of zero emission building desing, starting from: climate considerations; site planning, orientation, construction, materials, efficiency, recycling and life cicle cost analysis.
Teaching and learning methods: Clasical form of lecturing in combination with case studies by involving students in analysing and proposing passive strategies for different buildings.
Evaluation methods and passing criteria
Number, type and weight of components: Final exam 80 %; Case studies 20%
Grading criteria:
0-49.99 %.....(5)
50-59.99 %.....(6)
60-69.99 %.....(7)
70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies
Theory/practice ratio: 50:50
Basic reading:
<ul style="list-style-type: none"> • Tomas Hootman, “Net Zero Energy Design: A Guide for Commercial Architecture”, ISBN-

10: 1118018540

- Elaheh Jalilzadehazhari, “Minimizing CO2 emission by following ZEB strategies in Sweden: Zero Energy/Emission Building
- G.Z. Brown and Mike Dekay, “Sun, Wind and Light”, Architectural design Strategies
- Sustainable Building, Green building design, constructions and operations, US Departments of Energy, US Environmental Protection Agency, Annete Osso, Taly Walsh, David A. Gotfriend, Lynn N. Simon.
- Al-Musaed A (2011) Biophilic and Bioclimatic Architecture, Analytical therapy for the next generation of passive sustainable architecture.

Entrepreneurship in Real Estate

Short Description: This subject we will discuss and focus on the development of skills or attributes that enable the realization of opportunity, an entrepreneur could have and how the entrepreneurship education can be oriented towards different ways of realizing opportunities. Analyze the most popular entrepreneurship like, opening a new organization or starting a new business. Another approach is to promote innovation or introduce new products or services or markets in existing firms. Entrepreneurship is also being developed as a way of developing skills such as risk-taking and problem solving that facilitate achievement of life goals and in education. Moreover, our interest is in sustainable entrepreneurship, in entrepreneurship over the life cycles of people’s careers, of organizations as they evolve from start-up enterprises to sizeable corporations, and of societies as they move from undeveloped to post-industrial.

Objectives and Expected Outcomes

Upon the completion of the course students will be able to:

- Understand the entrepreneurship potential within themselves;
- Appreciate the role of the entrepreneur in the society;
- Understand the process of the feasibility: self assessment, observations of the market needs and the working plan;
- Understand the process and the nature of the entrepreneurship and the way to manage its process.
- Identify many types that the entrepreneurship in manifested, including contexts in different levels and sectors;
- Prepare business plan according to the results of the feasibility study report.

Teaching and learning methods:

The course shall include classic lectures and case studies The course will involve a lecture format with extensive interaction between students and the instructor. The teaching style will mix theory and academic concepts with practical applications.

Evaluation methods and passing criteria

Number, type and weight of components:

- Research Paper and presentation 40 %;
- Final exam 50 %;
- Attendance 10 %;

<p>Grading criteria:</p> <p>0-49.99 %.....(5)</p> <p>50-59.99 %.....(6)</p> <p>60-69.99 %.....(7)</p> <p>70-79.99 %.....(8)</p> <p>80-89.99 %.....(9)</p> <p>90-100 %.....(10)</p>
<p>Teaching aids/IT: Case studies</p>
<p>Theory/practice ratio: 50:50</p>
<p>Basic reading:</p> <ul style="list-style-type: none"> • William D. Bygrave & Andrew Zacharakis, <i>Entrepreneurship (3rd Edition)</i>, Wiley 2014. • Bruce R. Barringer & R. Duane Ireland, <i>Entrepreneurship: Successfully Launching New Ventures (5th Edition)</i>, Prentice Hall, 2015. • Emeric Solymossy & Safet Merovci, <i>Ndërmarrësia</i>, Universiteti i Prishtinës, 2006.
<p>Deal negotiations on real estate</p>
<p>Short Description:</p> <p>The course is designed to provide students with an introductory analysis into deal negotiations in real estate markets. This class will provide an overview of real estate markets, real estate liabilities, real estate investments and the public policy associated with real estate issues. The purpose of the course is to introduce students to the theory and best practices of effective negotiation. It covers topics such as: preparing and planning for successful negotiations; building relationships and establishing trust between negotiators; negotiating creatively to create mutual value and win-win situations; understanding and dealing with negotiators from different cultures; to managing ethical dilemmas. All of these theories and the examples will be related to the real estate market.</p>
<p>Objectives and Expected Outcomes:</p> <p>Upon the completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Understand theories and best practices of effective negotiations related to real estate sector; • Understand basic concepts for preparing and planning a successful negotiation; • Identify the way how to establish trust between negotiators; • Understand that there are differences between cultures in negotiations; • Understand that the focus of negotiations should be in creating win-win situation between parties involved; • Manage ethical dilemmas in the application of negotiation techniques.
<p>Teaching and learning methods:</p> <p>The course shall include classic lectures and case studies</p>
<p>Evaluation methods and passing criteria</p> <p>Number, type and weight of components:</p> <p>Research Paper and presentation 40 %;</p> <p>Final exam 50 %;</p> <p>Attendance 10 %;</p> <p>Grading criteria:</p> <p>0-49.99 %.....(5)</p> <p>50-59.99 %.....(6)</p>

60-69.99 %.....(7)
70-79.99 %.....(8)
80-89.99 %.....(9)
90-100 %.....(10)
Teaching aids/IT: Case studies
Theory/practice ratio: 50:50
Basic reading:
<ul style="list-style-type: none"> • David S. Hames, Negotiation: Closing Deals, Settling Disputes, and Making Team Decisions 1St Edition, SAGE Publications, 2011. • Michael Beloniell, Negotiation Excellence : Successful Deal Making 2nd Edition, World Scientific Publishing Company, 2014

Innovative project delivery in public and private sector
Short Description: The course shall be concentrated on general contracting, construction management and multiple primes, contracts Design, Build and Transfer, contracts Build – Operate – Transfer, types of contracts and methods of compensation and reward, selection strategy process, integrated execution of the project.
Course Objectives and expected outcomes Upon the completion of the course students will be able to:
<ul style="list-style-type: none"> • Develop a strong strategic understanding of how best to deliver various types of projects in the built environment. • Examine the compatibility of various project delivery methods, consisting of organizations, contracts, and award methods, with certain types of projects and owners.
Teaching and learning methods: The course shall include classic lectures and case studies
Evaluation methods and passing criteria Number, type and weight of components: Group project 40 %; Individual case study assignment 50 %; Attendance 10 %;
Grading criteria: 0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7) 70-79.99 %.....(8) 80-89.99 %.....(9) 90-100 %.....(10)
Teaching aids/IT: Case studies
Theory/practice ratio: 50:50
Basic reading:
<ul style="list-style-type: none"> • S. Levy, Design-Build Project Delivery, McGraw Hill, 2006. • J.Hyung Kim, J. Kim, S. Shin, and S. Lee, Public-Private Infrastructure Projects in Republic of Korea: Institutional Arrangements and Performance, Asian Development Bank, 2011

- S. Levy, Build-Operate-Transfer: Paving the Way for Tomorrow's Infrastructure, Wiley, 2011

Sustainability and environment
<p>Short Description:</p> <p>The course shall focus on the biosphere and its components, environmental pollution, environmental media, key challenges to environment, environmental pressures, human activities including the energy, industry and transport, international environmental protection conventions, the condition of environment in Kosovo, and education for sustainable development.</p>
<p>Objectives and Expected Outcomes:</p> <p>Upon completion of this module, students shall be able to:</p> <ul style="list-style-type: none"> • Interpret key environmental components; identify the main environmental impacts; • Interpret global environmental problems; • Define the main global, European and national environmental protection mechanisms; • Interpret local environment and its problems.
<p>Teaching and learning methods:</p> <p>The course shall include classic lectures, consultations and case studies.</p>
<p>Evaluation methods and passing criteria</p> <p>Number, type and weight of components:</p> <p>Mid-term exam 30 % Final Exam 40 % Environmental Policy Memo 20 % Attendance 10 %</p> <p>Grading criteria:</p> <p>0-49.99 %(5) 50-59.99 %(6) 60-69.99 %(7) 70-79.99 %(8) 80-89.99 %(9) 90-100 %(10)</p>
Teaching aids/IT: Case studies
Theory/practice ratio: 50:50
Basic reading:

- Z. Veselaj, the Human and Living Environment (Njeriu and mejdisi jetësor), 2009;
- Group of Authors, Green Pack (Grup autorësh, Paketa e Gjelbër), REC Kosovo, 2010;
- Z. Veselaj, Mustafa, Environmental Policy System (Sistemi i politikave mjedisore), University of Prishtina and WUS, 2007;

Real Estate policies in European Union
<p>Short Description: The course shall focus on real estate policies and laws of property from the perspective of European Union.</p>
<p>Objectives and Expected Outcomes: Upon completion of this module, students shall be able to:</p> <ul style="list-style-type: none"> • Understand the evolution of property law and real estate policies in Europe; • Understand the policies and policy solutions in member states of European Union; • Understand the harmonization efforts in the property law and housing and real estate policies; • Understand the effects of functioning of internal market of EU in property law and real estate policies in EU;
<p>Teaching and learning methods: The course shall include classic lectures, consultations and case studies.</p>
<p>Evaluation methods and passing criteria Number, type and weight of components:</p> <p style="padding-left: 40px;">Research paper 40 % Final Exam 50 % Attendance 10 %</p> <p>Grading criteria:</p> <p style="padding-left: 40px;">0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7) 70-79.99 %.....(8) 80-89.99 %.....(9) 90-100 %.....(10)</p>
Teaching aids/IT: Case studies
Theory/practice ratio: 50:50
<p>Basic reading:</p> <ul style="list-style-type: none"> • Sjef van Erp and Bram Akkermans (eds.) with the collaboration of Alexandra Braun, Monika Hinteregger, Caroline Lebon, Michael Milo, Vincent Sagaert, William Swadling and Lars van

Energy Infrastructure

Course description: The goal of this subject is that energy is the main part of real estate business, and without energy and infrastructure buildings cannot be operational. An important part of the investment in buildings is to be clarified how energy can produce and be spent. The main purpose of this subject is that students learn how can energy infrastructure be installed in residential and commercial buildings, which will save energy and spend less. Also, demonstrate electrical wiring connections at home and buildings, like: Tie an electrical switch, plug or board, serial connections, alternative connections, transverse connections, etc.

Goals and expected outcomes

At the end of this module, students will be able to:

- Understand the energetic situation in Kosovo;
- Explain the difference between energy systems and the potential for their use in Kosovo;
- Understand the technical conditions for the implementation of energy infrastructure in Kosovo;
- Understand the design and electrical installation in buildings;
- Understand the design and installation of photovoltaic systems in buildings;
- Understand forms of electric lighting in homes;
- Understand European standards for energy efficiency in buildings;
- Reading electric schemes in electrical circuits
- Demonstrate practically all the electrical connections that exist at homes and buildings

Forms of teaching and learning

We will combine the classical lessons and practical work of electrical wiring connections necessary for homes and buildings. Also, the installation of solar panels in buildings.

Grading methods and passing criteria

The number and type of components:

Team project: 30 %
Research paper: 30 %
Final exam: 30%
Participation: 10%

Grading criteria:

- a) 0-49.99 %.....(5)
- b) 50-59.99 %.....(6)
- c) 60-69.99 %.....(7)

d) 70-79.99 %.....(8)
e) 80-89.99 %.....(9)
f) 90-100 %.....(10)
Concretization methods/TI: The use of electric schemes for concretization of practical links
The ratio between the theoretical and practical part: 60 % : 40 %
The basic literature: <ul style="list-style-type: none"> • S. Fawkes : „Energy Efficiency”, Routledge, 2016; • C. Lau, A. Dechange, T. Flegel: “Projektmanagement im Energiebereich“ Deutschland, Springer Fachmedien Wiesbaden 2013; • <u>Towler, Brian F.</u> : “The future of energy” 2014, ISBN 0-12-801027-4 • Athienitis, Andreas K. : „<u>Modeling, design, and optimization of net-zero energy buildings</u>“ Verlag Ernst & Sohn, 2015, ISBN: 978-3-433-03083-7 • M. Parimita : “Solar <u>photovoltaic system applications</u>”, Springer International Publishing Swizerland, 2016

Telecommunications infrastructure
Short Description: The course shall concentrate on introduction to telecommunications networks, telecommunications networks, development of IT and communication networks, geographic information systems (GIS), HVAC control systems, Lightning control systems, electric power management systems, access control systems, video surveillance systems, video, IPTV and Digital Signage system, voice networks, data networks, smart city technologies;
Objectives and Expected Outcomes: Upon completion of this module, students shall be able to: <ul style="list-style-type: none"> • Understand the fundamental concepts of telecommunications networks and technologies; • Present the construction of telecommunications networks; • Analyze the IT systems; • Construct digital and smart automated systems in buildings; • Understand smart cities technologies to improve the human society in cities;
Teaching and learning methods: The course shall include classic lectures, case studies and practical work in the projects of firm ELEN.
Evaluation methods and passing criteria Number, type and weight of components: Group Project 40 % Final Exam 50 % Attendance 10 % Grading criteria: 0-49.99 %.....(5) 50-59.99 %.....(6) 60-69.99 %.....(7) 70-79.99 %.....(8) 80-89.99 %.....(9) 90-100 %.....(10)

Teaching aids/IT: Simulations in MATLAB
Theory/practice ratio: 50:50
Basic reading: <ul style="list-style-type: none"> • C. Stimmel, Building Smart Cities, Analytics, ICT and Design Thinking, CRC Press, 2016 • I. Burrington, Networks of New York: An Illustrated Field Guide to Urban Internet Infrastructure, Melville Publications, 2016; • J. Sinopoli, Smart Building Systems for Architects, Owners and Builders, Butterworth and Hinemann, 2009; • Khader, M., Barnes W. E., Telecommunication Systems and Technology, Prentice Hall, New Jersey, 2000.

5.2.15. See chapter on appendices

5.2.16. See appendix in the electronic file

6. Personnel

6.1. Tabular presentation of full-time academic/artistic personnel

Name	Qualification	Academic title	Contract Duration	Workload divided into teaching, exams, counselling, administration and research
Abedin Azizi	Water infrastructure	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research
Alban Sylaj	Lawyer	Master of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration;

Albana Gjonbalaj	Real Estate Management	Master of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Arzu Tuncer	Lawyer	Assistant Professor	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Bashkim Misini	Chemistry	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Besnik Vrella	Real Estate Management	Master of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Byron Matarangas	Lawyer	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Christian Seidel	Lawyer	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of

				counselling; <ul style="list-style-type: none"> • 4 hours/week of administration; • 20 hours/week of research;
Dhurata Hoxha	Political Science	Master of Arts	5 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 5 hours/week of research
Elvida Pallaska	Architect	Doctor of Science	5 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 20 hours/week of research
Fahrush Azemi	Architect	Master of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 5 hours/week of research
Faton Qirezi	Lawyer	PhD Candidate	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 5 hours/week of research
Fikret Ozkan	Lawyer	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Florent Latifaj	Lawyer	PhD Candidate	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration;

				<ul style="list-style-type: none"> • 20 hours/week of research;
Fuat Pallaska	Machinery engineer	Master of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Hayrullah Dogan	Lawyer	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Ilir Rama	Economist	PhD Candidate		<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 5 hours/week of research
Islam Hasani	Finance	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Jehona Hoxha	Real Estate Management	Master of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Kemal Yildirim	Comparative politics	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of

				counselling; <ul style="list-style-type: none"> • 4 hours/week of administration; • 20 hours/week of research;
Labinot Greiçevci	Political science	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Luan Daija	Environmental scientist	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration; • 20 hours/week of research;
Luan Morina	Energy and economy	PhD Candidate	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 5 hours/week of research;
Njomëza Zejnullahu	Lawyer	PhD Candidate		<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 5 hours/week of research;
Sabri Sadiku	Mathematician	Associate Professor	5 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration • 20 hours of research
Sandra Jaka Muja	Real Estate Management	Master of Science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of

				counselling; <ul style="list-style-type: none"> • 5 hours of research;
Sirri Duger	Lawyer	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 4 hours/week of administration • 20 hours of research
Vetiola Reçica	Real Estate Management	Master of Science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 5 hours of research;
Visar Hoxha	Real estate management expert	Assistant Professor	5 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 12 hours/week of administration; • 20 hours/week of research;
Xhelal Këpuska	Environmental science	Doctor of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 20 hours of research;
Zana Bejta	Lawyer	Master of science	3 years	<ul style="list-style-type: none"> • 8 hours/week of teaching; • 4 hours/week of counselling; • 5 hours of research;

6.2. Tabular presentation of part-time academic/artistic personnel (PT)

Name	Qualification	Academic title	Contract Duration	Workload divided into teaching, exams, counselling, administration and research
Agron Bislimi	Electrical engineer	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;
Ali Sadiku	Chemist	Assistant Professor	5 years	<ul style="list-style-type: none"> • 4 hours/week of teaching;

				<ul style="list-style-type: none"> • 1 hours/week of counselling;
Bedri Dragusha	Machinery	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;
Ferim Gashi	Land administration	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;
Gjylbehare Murati	Lawyer	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;
Ilir Morina	Environment	Assistant Professor	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;
Kujtim Kërveshi	Lawyer	PhD Candidate	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;
Mimoza Dugolli	Architect	Assistant Professor	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;
Robert Muharremi	Lawyer	Assistant Professor	1 year	<ul style="list-style-type: none"> • 5 hours of thesis supervision
Sabiha Shala	Lawyer	Assistant Professor	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;
Sefer Avdiaj	Physics	Assistant Professor	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;
Valon Murtezaj	Diplomat	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 1 hours/week of counselling;

6.3. Tabular presentation of visiting academic/artistic personnel

Name	Qualification	Academic title	Contract Duration	Workload divided into teaching, exams, counselling, administration and research
Alenka Temeljotov Salaj	Real Estate Management	Full Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Aljoša Dežman	Lawyer	Assistant professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Arne Mavčič	Constitutional Law	Full Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Bojan Grum	Real Estate Management	Associate Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Bostjan Aver	Economist	Assistant Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Božena Lipej	Geodesy	Assistant Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Kaliopa Dimitrovska Andrews	Urban planner	Associate Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Luca Finochiaro	Architect	Associate Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Matej Avbelj	Lawyer	Associate Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Matjaž Nahtigal	Lawyer	Associate Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;

Tore Haugen	Architect	Full Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;
Svein Bjoerberg	Civil engineer	Profesor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 1 hours/week of counselling;

6.4. Tabular presentation of full-time academic/artistic personnel engagement in fields of study and research

Name	Field of Study	Field of Research
Dr. Abedin Azizi	Energy and real etate management	Fluid Dynamics
M.Sc. Alban Sylaj	Administrative Law	Administrative Law
M.Sc. Albana Gjonbalaj	Real Estate Management	Integrated energy design
Dr. Arzu Tuncer	Business Law	International Maritime Law
Dr. Bashkim Misini	Chemistry	Materials Science
M.Sc. Besnik Vrella	Real Estate Management	Facility Management
Dr. Byron Matarangas	EU Law	EU Institutions
Dr. Christian Seidel	Intellectual Property Law	Electronic communications intellectual property
M.Sc. Dhurata Hoxha	Political science	Security management
Dr. Elvida Pallaska	Sustainable architecture	Sustainable Architecture in traditional housing
M.Sc. Fahrush Azemi	Urban design	Sustainable urban landscape
M.Sc. Faton Qirezi	Constitutional Law	Comparative constitutionalism
M.Sc. Florent Latifaj	Criminal Law	International criminal law
M.Sc. Fuat Pallaska	Energy efficiency	Energy auditing
M.Sc. Ilir Rama	Economics	Public private partnerships
Dr. Islam Hasani	Islamic finance	Islamic finance vehicles in real estate
M.Sc. Jehona Hoxha	Real estate management	Real Estate policies of countries in transition
Dr. Kemal Yildirim	Comparative politics	Comparative politics

Dr. Labinot Greiçevci	Politics	Governance
Dr. Luan Daija	Environmental science	Environment and energy
M.Sc. Luan Morina	Energy economics	Energy economics
M.Sc. Njomëza Zejnullahu	Financial Law	Financial sanctions in data protection
Assoc. Prof. Dr. Sabri Sadiku	Probability	Semi-groups
M.Sc. Sandra Jaka Muja	Land administration	Geographical information systems
Dr. Sirri Duger	Intellectual property law	Comparative IP Law
M.Sc. Vetiola Reçica	Real Estate Management	Facility management
Assistant Professor Dr. Visar Hoxha	Real estate economics	Real estate valuation
Dr. Xhelal Këpuska	Environmental science	Energy and environment
M.Sc. Zana Bejta	Telecommunications Law	Telecommunications contracts

6.5. Tabular presentation of part-time academic/artistic personnel engagement in fields of study and research

Name	Field of Study	Field of Research
Agron Bislimi	Electrical engineering	Energy systems
Ali Sadiku	Chemistry	Construction chemistry
Bedri Dragusha	Energy efficiency	Heating and ventilation
Ferim Gashi	Land administration	GIS
Gjylbehare Murati	Human Rights Law	International Human Rights Law
Illir Morina	Environmental science	Waste reduction and pollution
Kujtim Kërveshi	Civil procedure	Mediation and arbitration
Mimoza Dugolli	Architecture	Bioclimatic architecture
Robert Muharremi	International Law	International organizations
Sabiha Shala	European Law	Internal Market Law
Sefer Avdiaj	Physics	Vacumme nanotechnology
Valon Murtezaj	Diplomacy	Negotiations

6.5.1. Tabular presentation of visiting professors in fields of study and research

Name	Field of Study	Field of Research
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Alenka Temeljotov Salaj	Real estate management	Facility Management
Aljoša Dežman	Law	Contracts
Arne Mavčič	Law	Comparative constitutionalism
Bojan Grum	Real Estate Management	Real Estate Valuation
Bostjan Aver	Management	Organizational management
Božena Lipej	Geodesy	Real Estate registration
Kaliopa Dimitrovska Andrews	Urban planning	Urban design
Luca Finochiaro	Sustainable architecture	Zero emission building design
Matej Avbelj	European Law	EU Economic Law
Matjaž Nahtigal	Financial Law	Financial derivatives
Tore Haugen	Sustainable architecture	Integrated energy design
Svein Bjoerberg	Sustainable facility management	Life cycle costing in facility management

6.6. Tabular presentation of data for the full-time academic/artistic personnel for the program under review

Tabular presentation for Law and Management of Real Estate and Infrastructure (M.A.)

Name	Qualification	Academic title	Contract Duration	Workload divided into teaching, exams, counselling, administration and research
Abedin Azizi	Water infrastructure	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 2 hours/week of counselling; • 10 hours/week of research
Arzu Tuncer	Lawyer	Assistant Professor	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 5 hours/week of research;
Bashkim Misini	Chemistry	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 2 hours/week of counselling; • 10 hours/week of research;
Christian	Lawyer	Doctor of	3 years	<ul style="list-style-type: none"> • 2 hours/week of

Seidel		science		teaching; <ul style="list-style-type: none"> • 5 hours/week of research;
Elvida Pallaska	Architect	Doctor of Science	5 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 2 hours/week of counselling; • 10 hours/week of research
Islam Hasani	Finance	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 2hours/week of counselling; • 10 hours/week of research;
Kemal Yildirim	Comparative politics	Doctor of science	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 5 hours/week of research;
Labinot Greiçevci	Political science	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 2 hours/week of counselling; • 10 hours/week of research;
Luan Daija	Environmental scientist	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 2 hours/week of counselling; • 10 hours/week of research;
Sabri Sadiku	Mathematician	Associate Professor	5 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 2 hours/week of counselling; • 10 hours/week of research;
Sirri Duger	Lawyer	Doctor of science	3 years	<ul style="list-style-type: none"> • 2 hours/week of teaching; • 5 hours of research
Visar Hoxha	Real estate management expert	Assistant Professor	5 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 2 hours/week of

				administration; <ul style="list-style-type: none"> • 10 hours/week of research;
Xhelal Këpuska	Environmental science	Doctor of science	3 years	<ul style="list-style-type: none"> • 4 hours/week of teaching; • 2 hours/week of counselling; • 10 hours of research;

6.7. Academic Personnel CV – See appendix in the electronic file

6.8. Academic Personnel Development Plan for the three-year period

The competitive strategy of the ESLG College is to provide modern teaching, based on the best European and American teaching experiences, and therefore, the ESLG College shall make its best efforts to engage academic personnel members who have completed their Master and Doctorate studies in prestigious universities in Europe or the USA. Whenever possible, the ESLG College shall employ academic personnel with all three levels of education completed outside the country.

With its development plan, the ESLG plans to engage full-time assistants with Master degrees outside the country, and enrol them with the parent institution in Slovenia for Doctorate studies in the Real Estate Management program, and also with the Doctorate studies in Sustainable Architecture in the Norwegian University for Science and Technology.

The ESLG College has already transferred three Master students to the NTNU for completing the second year of Master studies. According to the development plan, these students shall acquire knowledge with the NTNU and transfer such knowledge as assistant teachers in the Real Estate Management program and Energy Management program at the ESLG. These students are beneficiaries of scholarships funded by the project “Sustainable Efficient Energy Buildings”/HERD Program, implemented by the ESLG together with the NTNU, and funded by the Norwegian Ministry of Foreign Affairs. A condition for awarding scholarships is for these students to work as assistant teachers for the ESLG College, and further attend Doctorate studies at the NTNU. These three students Vetiola Reçica, Albana Gjonbalaj and Besnik Vrella completed their theses with NTNU mentors and also defended their master thesis on 1 October 2015 with the combined Defense Commission composed of professors from NTNU, European Faculty of Law from Slovenia, and College ESLG. The supervisors of their theses were Full Professor Dr. Tore Haugen and Prof. Level I Svein BJORBERG both from NTNU. The Defense Commission was: Assistant Professor Dr. Visar Hoxha Chair (ESLG), Prof. Dr. Tore Haugen (NTNU), Prof. Svein BJORBERG (NTNU), Prof. Dr. Alenka Temeljotov Salaj (European Faculty of Law and Oslo Akerhus University College). After

graduation, they were hired as teaching assistants in several courses in Real Estate Management program (BA) and Energy Management (BA).

For the PhD staff members, the development plan provides for funding of their habilitation in Slovenia, within the subjects of energy efficiency, sustainable architecture and urban planning.

The staff development plan implemented in partnership with the parent institution in Slovenia, the Evropska Pravna Fakulteta in Nova Gorica, provided for completion of doctoral studies of professor Visar Hoxha in Real Estate Management, which took place in July 2014 and habilitation of Dr. Visar Hoxha to title Assistant Professor (Docent) in the field of real estate management, which took place in June 2015. The Chair of Habilitation Commission was Associate Professor Dr. Kaliopa Dimitrovska Andrews a renowned urban planner in Slovenia. Habilitation rules of European Faculty of Law from Noga Gorica are comparable to those of any prestigious university in European Union. Assistant Prof. Dr. Visar Hoxha has already been working with NTNU professors in producing two journal articles that would count for his associate professor promotion at European Faculty of Law in Slovenia. One of the papers have been accepted for World Building Congress 2016, which will be held in Finland. The other article will be published in the SouthEast European Issue of one of the best journals in the field of Facility Management called Facilities.

Also, the SEEB Project, implemented by ESLG with the NTNU, has provided a possibility for transferring two PhD-staff members for post-doctorate research, with a view of habilitation with the NTNU. This plan has already provided for the habilitation of Dr. Bedri Dragusha at the NTNU.

Dr. Robert Muharremi, has already been habilitated with the parent institution in Slovenia, the Evropska Pravna Fakulteta in Nova Gorica, in International Law, and has been awarded the title of Docent. The chair of the Habilitation Commission was Prof. Dr. Ernest Petrič, the current President of the Constitutional Court of the Republic of Slovenia.

Also, Dr. Labinot Greiçevci has already initiated habilitation procedure in the area of International Relations with the parent institution in Slovenia, the EVRO-PF.

Also, SEEB project supported the academic staff Dr. Elvida Pallaska in completion of her doctoral studies in Urban Development, through knowledge transfer in research methodologies and writing of joint articles together with NTNU professor Lucca Finochiaro. As part of this support Elvida Pallaska completed her doctoral studies in December 2014.

Also, Doctorate studies for the lecturer Luan Morina are sponsored by the ESLG College, and Luan Morina is expected to acquire the Doctorate degree at the latest by September 2016. Also, sponsorship for Doctorate studies for three other lecturers in the Department of Law, Njomëza Zejnullahu, Florent Latifaj and Faton Qirezi, is already ongoing, and they are expected to complete their studies by fall 2016. The evidence for financial sponsorship of doctoral studies for Professor Latifaj has been presented in the figure below.

Also four staff members will enrol in PhD studies in Real Estate Management at European Faculty of Law in Slovenia in Fall 2016. They are as follows: Elmi Konjusha M.Sc, Fuat Pallaska M.Sc, Petrit Morina M.Sc., and Jehona Hoxha M.Sc.

Habilitation and the award of degrees shall comply with the NTNU standards and Slovenian standards.

The ESLG College has already adopted the Regulation on Habilitation of Academic Staff, and as soon as the Kosovo Accreditation Agency allows the private institutions of higher education to award academic

titles to academic staff, the ESLG College shall begin awarding the first academic titles at the College level, without needing the academic staff to initiate habilitation procedures in Slovenia and the NTNU.

NTNU and EVRO-PF, both partner institutions, are only a short-term solution for the habilitation of academic staff, while the long-term solution is sought in the possibility of awarding titles by the ESLG College itself, in accordance with the Habilitation Regulation adopted by the ESLG, which has reflected on articles and rules from the Habilitation Regulations of the Slovenian EVRO-PF and the Habilitation Regulation of the NTNU.

For the Energy Management program, the development plan sources from transferring prominent students of the ESLG College to the NTNU to attend the MSc program in Sustainable Energy, namely to continue their Doctorate studies at the NTNU and post-doctorate research in the Zero-Emission Building Centre at the NTNU (www.zeb.no). The first three students awarded with scholarships were Albana Gjonbalaj, Besnik Vrella and Vetiola Reçica. These students have gone to the NTNU under full scholarships, as funded by the SEEB project. Upon the completion of the project in 2017, there is a possibility of extending the project with the NTNU for three more years. If the project is not extended, the ESLG College development plan foresees the funding of Master studies for prominent students, especially accommodation fees, which are 800 Euros a month. According to the plan, the ESLG College plans to send five students with an allocated budget of 35,000 Euros. The tuition fee at the NTNU is zero, and therefore, the students will only need to pay their own living costs.

The teacher mobility in the programs Energy Management BSc and LLM in European Economic Law shall be realized through four memoranda of understanding the ESLG College has entered with four different institutions, the NTNU, Graceland University, Evropska Pravna Fakulteta v Novi Gorici and the University Primorska in Slovenia. Such mobility of teaching staff of the ESLG College has already taken place with the NTNU, where Dr. Bedri Dragusha has already lectured as visiting professor in the Fall semester 2013/2014. On the other hand, Dr. Visar Hoxha has lectured a full semester (winter semester) in the Graceland University in the United States. In this regard, Doc.Dr. Robert Muharremi has lectured at EVRO-PF, and has also served as a mentor for a PhD student at EVRO-PF.

On the other hand, mobility of foreign professors has been present largely in the recent years, and especially from the EVRO-PF, but also the NTNU and Graceland University. The following professors have lectured respective courses at the ESLG, and such teaching has been reported to the Kosovo Accreditation Agency: Prof.Dr.Tore Haugen (NTNU), Prof.Svein Bjoerberg (NTNU), Dr. Anders Johan Almas (NTNU), Prof.Asoc.Dr.Alenka Temeljotov Salaj (EVRO-PF), Prof.Assistant.Dr. Božena Lipej (EVRO-PF), and Prof.Dr. Steve Anders (Graceland University). Prof. Dr. Steve Anders from Graceland University will teach in Kosovo at College ESLG in June 2016 in the modular course of Macroeconomics.

This mobility shall continue to occur in the following three years. In November 2015, Dr. Visar Hoxha lectured again at Graceland University the course of Economics of European Integration. A novelty was that the US-based lectures were also attended by three ESLG students, the travel and accommodation costs of which were covered jointly by the ESLG and Graceland University. The students were selected after strict selection process and their names are: Elita Çeku, Mrika Karaqi, and Kastriot Ruhani. Also, as part of the SEEB Project, Dr. Bedri Dragusha shall lecture again in the spring term of 2016/2017 before the NTNU.

Based on the scientific symposia sponsorship plan a scientific conference was held on 1 and 2 October 2015 entitled “Sustainable Architecture and Building Energy Design in Kosovo”, organized jointly by the ESLG and NTNU. This conference was funded by the SEEB Project.

Within the SEEB Project, it is foreseen to sponsor two ESLG professors (Dr. Visar Hoxha and Dr. Elvida Pallaska) in their attendance and presentations before the CIB World Building Congress in Tampere, Finland from 30 May until 3 June 2016. Papers have been written as part of knowledge transfer in research from NTNU to ESLG with NTNU professors as co-authors. Articles are: 1) Developing sustainable energy efficient buildings – A transnational knowledge transfer experience between Norway and Kosovo with authors (Visar Hoxha-ESLG, Tore Haugen-NTNU, Svein BJORBERG-NTNU and Alenka Temeljotov Salaj-Oslo and Akerhus University College of Applied Sciences) and 2) Sustainability By Improving Energy Efficiency In Traditional Housing In Kosovowith authors (Elvida Pallaska-ESLG, Tore Haugen-NTNU, Luca Finochiaro-NTNU and and Alenka Temeljotov Salaj-Oslo and Akerhus University College of Applied Sciences).

The professor training plan is grounded upon knowledge acquired by ESLG staff members thanks to their participation in the TEMPUS “Encouraging curriculum development processes based on research-based teaching and learning outcomes, in private institutions of higher education in Kosovo” Project. Such knowledge shall be transferred to other professors, in compliance with a detailed training plan for the teaching staff, on research-based learning and teaching outcomes.

The staff development plan of College ESLG includes the following:

1. Sponsorships of habilitation for full-time faculty;
2. Sponsorships of PhD studies for full-time faculty and part-time faculty that wishes to become a full-time faculty member;
3. Training on formulation of learning outcomes;
4. Sponsorships of attendance to various scientific and professional conferences for both academic and administrative staff;
5. Provision of training for administrative staff on student care;
6. Provision of training on recruitment techniques for admission staff;
7. Provision of training on IT essentials for administrative staff;
8. Tuition fee waiver program for the administrative staff enrolled in the master program of College ESLG;

Evidence of sponsorship of PhD studies for faculty member Prof. Florent Latifaj

Evidence of sponsorship of Conference in Istanbul for the Rector and professor
OTTOMAN-HABSBURG-VATICAN: CONFERENCE ON CONFLICT AND COOPERATION IN BALKANS
11 May, 2015

09.00 – 09.20 Registration

09.20 – 09.40 Opening Speeches

- Dr. Mustafa AYDIN - **President of Eurasian Universities Union**
- Dr. Milan JAZBEC - **Ambassador of Slovenia in Ankara**

09.40-10.50 PLENARY SESSION

HISTORICAL FACTS: INTERACTION OF BALKAN COMMUNITIES WITH OTTOMAN, VATICAN AND HABSBURG DYNASTIES IN THE COURSE OF HISTORY

Moderator: Prof. Peter JAMBREK; Rector of College ESLG

- Archduke Georg von Habsburg - **Member of the Habsburg Dynasty, President of Red Cross in Hungary, Ambassador-at-large of Hungary and Knight of the Order of the Golden Fleece – “How Europe Went to War in 1914 and Consequences of the War for the World Order”**
- Sultan Nilhan OSMANOĞLU – **Grandchild of Sultan Abdülhamid II.**
- Dr. Rinaldo MARMARA - **Turkey Reis Catholic Spiritual Board Spokesperson and Cultural Attaché – “Importance of Vatican Archives for Turkish History”**

10.50 – 11.10 Coffee Break

11.10 – 13.10 CLOSING SESSION

CURRENT POLITICAL MAPPING OTTOMAN INFLUENCE IN BALKANS AND MODERN TURKEY EU AND BALKANS-GERMAN INFLUENCE VATICAN CAMPAIGN FOR UNITED BALKANS

Moderator: Prof. Ramazan KURTOĞLU - Istanbul Aydın University, Faculty of Economics and Administrative Sciences, Head of Department of International Trade

- Şafak TUNÇ – **Historian – Author “How was the Ottoman Empire’s Views to Balkan Nations”**
- Dr. Dhurata Sadiku HOXHA - **College ESLG – “Security Threats in the Process of State Building - Kosovo Case”**
- Prof. Kenan GÜRSOY – **Former Ambassador of Republic of Turkey to Vatican**
- Dr. İbrahim PAZAN - **TGRT News General Assistant Director**
- Asst. Prof. Fabio L. GRASSI - **La Sapienza University of Rome – “Vatican’s Balkan Policy in Woytila Age”**

13.10 – 14.20 Lunch

6.9. Full-time/Part-time academic personnel ratio per unit and institution;

Table: Full-time/Part-time academic personnel in the institution.

Full-time staff members	Part-time staff members	Full-time/Part-time staff ratio
28	12	70 % - 30 %

Table: Full-time/Part-time academic personnel in the program Law and Management of Real Estate and Infrastructure (M.A)

Full-time staff members	Part-time staff members	Full-time/Part-time staff ratio
13	5	72 % - 28 %

6.10. Staff file (only in printed form) for each Academic Staff Member

See file attached in a printed form

7. Students

7.1.1. Existing number of students at the institution and for the program under review

College ESLG	Law and Management of Real Estate and Infrastructure (MA)
400	70

7.1.2. Development of student numbers in the coming years

For reasons of quality assurance and facilitated employability of graduates in the market

Table: Number of students planned for the institution

Year 2016/2017	Year 2017/2018	Year 2018/2019	Year 2019/2020	Year 2020/2021
500	600	700	800	1,000

Table: Number of students planned for the program Law and Management of Real Estate and Infrastructure (MA)

Year 2016/2017	Year 2017/2018	Year 2018/2019	Year 2019/2020	Year 2020/2021
70	100	150	200	250

7.1.3. Number of graduate students in the last three years in the institution and program under review, gender structure;

Table: Number of graduate students at institution level

Year 2013/2014	Year 2014/2015	Year 2015/2016 ³
0	10	30

Table: Number of graduate students at program under review

Year 2013/2014	Year 2014/2015	Year 2015/2016 ⁴
0	4	11

Table: Number of graduate students at institution level: Gender structure

Year 2013/2014		Year 2014/2015		Year 2015/2016 ⁵	
Male	Female	Male	Female	Male	Female
0	0	7	3	22	8

Table: Number of graduate students at program under review: Gender structure

Year 2013/2014		Year 2014/2015		Year 2015/2016 ⁶	
Male	Female	Male	Female	Male	Female
0	0	1	3	9	2

7.2.1. Examination passing of students in the last three years in the institution and program under review;

Table: Examination passing level of students in the last three years at institution level

Year 2013/2014	Year 2014/2015	Year 2015/2016
80%	85%	92 %

Table: Examination passing level of students in the last three years at program under review

Year 2013/2014	Year 2014/2015	Year 2015/2016
75%	85%	93%

7.2.2. Number of drop-out students in the last three years at the institution and program under review

Table: Number of drop-out students in the last three years in the institution

³ This is the number of graduates for academic year 2015/2016 at institution level until 05.05.2016

⁴ This is the number of graduates for academic year 2015/2016 at program under review until 05.05.2016

⁵ This is the number of graduates for academic year 2015/2016 at institution level until 05.05.2016

⁶ This is the number of graduates for academic year 2015/2016 at institution level until 05.05.2016

Year 2013/2014	Year 2014/2015	Year 2015/2016
13	16	9

Table: Number of drop-out students in the last three years in the program under review

Year 2013/2014	Year 2014/2015	Year 2015/2016
5	10	1

7.2.3. Employability of graduates in the last three years

Year 2013/2014	Year 2014/2015	Year 2015/2016
0	100%	70%

7.3. Full-time academic personnel/student rates for the unit and the institution overall;

Law and Management of Real Estate and Infrastructure (MA)	Institution overall
13/70	28/400

7.4. Award, respectively mediation of scholarships by the education institution

As a result of the SEEB project with the NTNU, the ESLG College awarded the following scholarships for the program Energy Management in the academic year of 2015/2016

Table: Award of scholarships in the program Energy Management B.Sc. for 2015/2016

Percentage of scholarship	100 % Scholarship	90 % Scholarship	80 % Scholarship	70 % Scholarship	60 % Scholarship	50 % Scholarship
Number	2	2	2	2	5	13
Scholarship criteria	Grade 5.0 and > 185 points in the Matura Test	Grade 5.0 and 170-180 points in the Matura Test	Grade 5.0 and 160-169 points in the Matura Test	Grade 5.0 and 150-159 points in the Matura Test	Grade 5.0 and 140-149 points in the Matura Test	Grade from 4.0 to 5.0 and 120-139 points in the Matura Test

Also, the ESLG College shall mediate the award of three Master scholarships for the program MSc in Sustainable Energy at the NTNU, after the first generation of the Bachelor program graduates the program.

Table: Award of scholarships in the program Law and Management of Real Estate and Infrastructure (MA) for 2015/2016

Percentage of scholarship	100 % Scholarship	90 % Scholarship	80 % Scholarship	70 % Scholarship	60 % Scholarship	50 % Scholarship

Number	1	2	1	0	0	10
Scholarship criteria	Grade > 9.75	Grade between 9.5 and 9.75	Grade between 9.3-9.5	Grade between 9.0 and 9.3	Grade between 8.75 and 9.0	Grade between 8.5 and 8.75

Table: Award of scholarships in the program LLM in European Commercial Law for 2015/2016

Percentage of scholarship	100 % Scholarship	90 % Scholarship	80 % Scholarship	70 % Scholarship	60 % Scholarship	50 % Scholarship
Number	0	0	0	0	0	2
Scholarship criteria	Grade > 9.75	Grade between 9.5 and 9.75	Grade between 9.3-9.5	Grade between 9.0 and 9.3	Grade between 8.75 and 9.0	Grade between 8.5 and 8.75

Table: Award of scholarships in the program Law and Management of Real Estate and Infrastructure (MA) for 2014/2015

Percentage of scholarship	100 % Scholarship	90 % Scholarship	80 % Scholarship	70 % Scholarship	60 % Scholarship	50 % Scholarship
Number	0	0	0	1	1	8
Scholarship criteria	Grade > 9.75	Grade between 9.5 and 9.75	Grade between 9.3-9.5	Grade between 9.0 and 9.3	Grade between 8.75 and 9.0	Grade between 8.5 and 8.75

Table: Award of scholarships in the program Law and Management of Real Estate and Infrastructure (MA) for 2013/2014

Percentage of scholarship	100 % Scholarship	90 % Scholarship	80 % Scholarship	70 % Scholarship	60 % Scholarship	50 % Scholarship
Number	4	0	1	4	0	10
Scholarship criteria	Grade > 9.75	Grade between 9.5 and 9.75	Grade between 9.3-9.5	Grade between 9.0 and 9.3	Grade between 8.75 and 9.0	Grade between 8.5 and 8.75

7.5. Student organization within the institution/unit (student representation in organizational and managerial structures);

The ESLG College has an established Student Council, consisting of six (6) members: Andi Belegu (Chair), Alba Boshnjaku (Deputy Chair), Albion Sutaj (Member), Rrezarta Zeka (Member), Argnit Vranovci (Member) and Sandra Jaka Muja (Member). The Student Council was elected by student votes in a democratic manner. The participation of student representatives in the governance bodies of College ESLG is stipulated with the Highest Governing Act of the College, more specifically Article 23, paragraph 1 of the Statute of College ESLG.

The participation of student representatives in the governance of the College is made through the following Bodies:

1. Participation as advisors to the Management Board of the College in matters related to the vision, mission, finance, spending, budget of College ESLG, establishment of scholarship award funds;
2. Participation as a member of Senate. The Student Representative in the Senate advises Senate related to initiation of study programs, curriculum, and courses of study;
3. Participation as a member in the International Advisory Board;
4. Participation as a full-member in the following committees:
 - a. Curriculum Review Committee;
 - b. Teaching and Learning Quality Committee;
 - c. Education Committee
 - d. Library Committee;
 - e. International Affairs Committee;
5. Participation as an advocate in the Disciplinary Commission for disciplinary cases initiated against students due to breach of Code of Ethics for Students, plagiarism and other violations of College regulations and by-laws.

7.6. Student Service

The ESLG College employs a student-centred approach, and the whole working philosophy of professors and administrative staff is focused on student progress and needs. For such reason, the Student Service has working hours from 9:00 to 19:00 hrs. Consultations with teaching staff may be held every day at 17:00 hrs, as per student request. Students must file a request at least 24 hours before consultation, and the Student Service shall arrange for the consultations with the respective professor at 17:00 hrs. Individual counselling on courses, examinations and other items may take place any working day from 9:00 to 19:00 hrs. The ESLG College also offers advice and information on summer schools held in Slovenia, transfer possibilities with the partner institutions, such as the NTNU, the Graceland University and NTNU.

7.7. Career Counselling and Internship Service for the students

The ESLG College has also hired a staff member in the position of a Career Counsellor, who provides students with individual advice on compiling CVs, working positions, preparations for employment interviews (if needed).

7.8. Other education offers of the institution

The institution provides preparatory courses for real estate valuation, facility management and energy auditor licensing.

7.9. Graduate and Employed (Alumni) Student Service

The ESLG College also has a Graduate and Employed (Alumni) Student Service. The president of the Alumni Council is Albana Gjonbalaj.

8. Quality Assurance

8.1. Overview of the internal quality assurance system

The quality management process provides for self-assessment and critical appraisal of all performance components of the ESLG College or unit thereof.

Components of the methodology are the following:

- (i) Self-Assessment Report, by the ESLG Coordinating Commission or the ESLG unit.
- (ii) an Assessment report by the review group visiting the ESLG or the ESLG Unit, and discusses the report with the academic staff, students and other ESLG College or Unit service users.
- (iii) a final report by the review group, including recommendations for quality improvement.
- (iv) continuous improvement of quality.

The ESLG quality review, which in essence is a development process, takes place in academic, administrative and other units providing services within the ESLG. Sporadically, review shall be undertaken on study programs and research institutes. Sporadically, thematic reviews of general ESLG matters (e.g. student experience in the first year; staff/student consultation mechanisms) shall also be undertaken. In essence, the review model consists of four elements:

- Preparation of the self-assessment report
- Site visit by the Evaluation Team, including internal and external staff, both national and international.
- Preparation of the Evaluation Group report.
- Agreement on the quality improvement action plan;

Self-assessment

Apart from external and national evaluations of higher education institutions, combined evaluation systems is gaining in relevance, thereby meaning that higher education institutions do their own part in self-evaluation. As a rule, higher education institutions are responsible for quality of higher education, while external examination is performed by various groups (government agencies, intermediate agencies) which apply the evaluation methods from partner experts of higher education. It is the self-assessment representing an essential link between external evaluation (undertaken by the KAA) and internal quality assurance performed by the institution itself.

Nevertheless, the ESLG shall encourage and motivate the teaching staff to engage in self-evaluation and improvement of their work. This implies that institution's members are adequately informed and involved in internal evaluation, which incites responsibility for the results. Therefore, based on a proper plan for self-evaluation procedures, information collection and self-evaluation outcomes shall be linked to financial revenues (resource allocation according to 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. Self-evaluation is a collective activity, undertaken by a previously selected group. Pursuant to a proposal of a department or head of department, the institution's Senate shall appoint the group members. The group shall consist of 2 to 3 members and a coordinator. The work is based on a democratic principle (coordinator, not a superior). It is recommended that the group consists of members of different ages (younger and older professors). It is also recommended that the group has another member of the related discipline. Since the higher education system in Kosovo is not large, it is recommended that the group also includes foreign experts (e.g. experts of select subjects) to ensure an impartial quality assurance in a peer-based approach. The latter shall be selected by the ESLG management from the ranks of foreign teaching staff. External factors, such as the government agency for quality control (Kosovo Accreditation Agency) shall be able to appoint such experts. All members shall be aware of the aims and objectives of the process.

In this phase, self-evaluation variables are the level of formality, the level of objectivity and the level of sincerity. It must be decided during this stage whether self-evaluation occurs due to external pressure (e.g. the objective may be to convince the external environment of the quality of the institution), or due to genuine quality improvement, since the former is bound to fail. Evaluation may be undertaken at the level of the subject, study program, department or the ESLG. Conclusions of the self-evaluation at the level of subjects in various departments must be integrated in conclusions of institutional self-evaluation, while the latter must be integrated into the conclusions identified at the ESLG central level.

Self-evaluation without a plan is waste of time, and it may only result in the loss of the main path of the ESLG, lost opportunities and confusion caused in collecting information and submitting reports. Therefore, the self-evaluation plan must define the responsible persons for clear duties and timelines for completing such duties. The following are components of such a plan: self-evaluation objectives, self-evaluation limits, review of components that such self-evaluation shall cover, self-evaluation criteria, information required, timelines of work and individual responsibilities.

This follows from information collection and database creation. In the Self-evaluation process, records in the database are created with information collected. Records mean the connection of information collected with a certain criterion (information + criterion = record). For this reason, it is very important to define the evaluation criterion before collecting information. The information required may be quantitative (e.g. records on the abandonment of studies) and qualitative (student assessment of the teacher performance). Quantitative information may be illustrated by qualitative information (student grades may be linked to drop-out from studies). In collecting information, special attention shall be given to inputs, context, content, and results of higher education services. Analysis or aspects of discussion in self-evaluation at the subject level (e.g. study program) are the following: consideration of the current situation, evaluation of such a situation, preparing proposals for potential measures for managing flaws, if there are any.

One of the main working results of the Self-evaluation Team is drafting the report. The report shall be in written and shall present a critical situation analysis or assessment of the situation, supported by facts. It shall also include an analysis of strengths and weaknesses, and also providing proposals and recommendations with a view of improving the quality. The report is aimed at achieving the best self-evaluation possible (thematic report is completed at the institutional level self-evaluation).

The evaluation report shall also include the quality improvement procedures and methods.

Nevertheless, the following matters shall be taken into consideration: actions must be implementable. If actions are not realizable, then all self-evaluation participants (e.g. students) shall be informed of this. Failure to do so may result in a doubtful evaluation process for the future. It is of essential importance to define a clear monitoring and control system for the actions recommended, and the system which ensures such actions are efficient.

Self-evaluation coordination commission

The ESLG or the ESLG Unit appoints a group within the ESLG or the ESLG Unit to establish a coordinating commission, which shall be responsible for preparing the Self-evaluation Report. The Commission shall include the ESLG chair, who has an active role in Self-evaluation process, and at least one other senior staff member. The Commission shall be a representative of the whole ESLG or ESLG unit personnel. In the case of the Faculty, it shall also involve a student, preferably a post-university student recently graduating from the respective ESLG unit, and informed of its procedures. The Commission shall be operational, and not very large. The ESLG or the ESLG Unit chair shall chair the commission, and serve as liaison with the quality assurance manager.

8.2. Institutional Regulations on Program Quality Assurance Procedures

REGULATION ON THE PROCEDURE OF SELF-EVALUATION AND EVALUATION OF THE ESLG COLLEGE

GENERAL PROVISIONS

Article 1

(Purpose)

- (1) This Regulation shall provide for the rules of self-evaluation and evaluation of the College.

Article 2

(Self-evaluation Team)

- (1) Upon proposal by the College Rector, the Senate shall appoint members of the self-evaluation team. The self-evaluation team shall consist of three to five members.

Article 3

(Definition of self-evaluation objectives)

- (1) Self-evaluation is the first step in the evaluation process, and it is the essential step in completing the internal evaluation process.
- (2) The scope of Self-evaluation of educational and research activities is provision, advancement and improvement of educational performance quality. Self-evaluation is undertaken at an institutional level and establishes reasonable grounds for decision-making and planning of professional development and offers the basis for continuous quality improvement.
- (3) Self-evaluation shall be undertaken at all levels, mainly at the level of study and research program within each organizational unit of the institution. In practice, there shall be a combination of Self-evaluation at all levels.
- (4) In the process of ensuring quality education, self-evaluation shall concentrate on educational, research or professional activities (Program Self-evaluation). The Self-evaluation Cycle shall conclude when the Program Self-evaluation is pursued by Institution Self-evaluation.

Article 4

(Development of a Self-evaluation Plan)

- (1) Upon the appointment of the Self-evaluation Team, the latter shall compile a Self-evaluation Plan.

(2) The Self-evaluation Plan shall consist of the following components:

- Aim of Self-evaluation,
- Limitations to Self-evaluation,
- Overview of main aspects to be covered by Self-evaluation,
- Criteria,
- Necessary information,
- Schedule,
- Duties and responsibilities of the team members.

Article 5
(Self-evaluation Measures)

(1) During the College Self-evaluation, the following issues shall be subject to evaluation:

- Aims, policies, objectives, strategy, organization and management of the College, and quality concerns,
- Education – study program and study activity;
- Scientific research, artistic and professional activities,
- Academic, research and other staff;
- Administrative, technical and professional employees;
- Students;
- Premises, equipment, education, scientific research and professional activities;
- Education financing – study program, research activity, and other artistic and professional activities;
- Cooperation with the society at regional, national and international levels.

Article 6
(Information gathering during the documentation compilation)

- (1) In the Self-evaluation process, it is necessary to collect required information related to the scope and objectives of Self-evaluation. Information may be quantitative and qualitative, and as such, both are equally important, and each must specify individual sources.
- (2) In the efforts of undertaking self-evaluation, the collection of relevant information is of key

importance, since by such collection, findings of the Self-evaluation may be adequately identified.

- (3) Before assembling the self-evaluation team for collecting relevant information, criteria necessary for guiding an evaluation system shall be determined. The Self-evaluation Team shall consider information associated with the criteria upon which the Self-Evaluation findings will be supported.
- (4) After the information collected meet the criteria, they become documents for the self-evaluation. Information must be accessible, relevant, accurate, solid and valid.

Article 7

(Analysis of materials collected and the design of an evaluation system)

- (1) Upon information collection and formation, data interpretation shall ensue.
- (2) The Self-evaluation Process concludes with an assessment of strengths and weaknesses of individual aspects of quality improvement and assurance. The Self-evaluation Team reviews all facts and assesses the condition and quality improvement. The Self-evaluation Team considers the facts, engages into a situation assessment, and prepares proposals for potential measures of quality control and improvement of flaws.

Article 8

(Preparation of the Self-evaluation Report)

- (1) A written Self-evaluation Report is the key result of the Self-evaluation process. The Self-evaluation includes a critical appraisal and analysis, the SWOT analysis, and shall offer recommendations and proposals for corrective measures and quality improvement.
- (2) The Self-evaluation Report shall meet the requirements of size, structure, content, schedule and authorship.
- (3) Conclusions of the Self-evaluation Report shall include findings supported by documentation and recommendations for further quality improvement. Recommendations must be clear and attainable, and shall clearly address the individuals responsible for quality improvement.
- (4) The Self-evaluation Report shall promote continuous quality improvement, efficient management and administration, internal preparation for external evaluation, and shall provide information for external experts.
- (5) The Self-Evaluation Team shall prepare a Self-evaluation Report every year. The Self-evaluation Team submits the report to the Senate, the Student Council and the Academic Assembly.

Article 9

(Quality Improvement Monitoring and System)

- (1) Along with the description and critical analysis of the key systems of the quality system, the Self-Evaluation Report shall also present methods, procedures and measures to improve the quality system, and rectification of flaws found.

- (2) In a conclusion, the Self-evaluation Team shall formulate clear recommendations for preserving and improving quality, based on strengths and weaknesses identified. Based on the Self-Evaluation Report results, the College shall prepare a strategic plan for improving the quality assurance system for the future.
- (3) Upon the Self-evaluation Process, the future activity plan for the College shall be designed to include decision-making processes for further action, and quality system improvement procedures.
- (4) It shall be necessary to establish a clear monitoring and verification system for monitoring implementation of activities recommended, and identifying their effects. It is necessary to establish an information reporting system, so that the Self-evaluation Team and other stakeholders of the Self-Evaluation process are capable of acquiring knowledge on the results of quality assurance system improvement, sourced from the Self-evaluation. Such results shall be reported in the future institutional self-evaluation report.

Article 10

(Self-evaluation of Study Programs)

- (1) The respective commission within the College shall monitor the implementation of the curriculum and professional activities as needed. The Program Self-evaluation shall be made before implementing key changes into the program. In this self-evaluation, criteria set forth for the monitoring, evaluation and quality assurance for the institutions shall be valid also for the study and research programs, artistic and professional activities, with minor adaptation.

Article 11

(Institution Self-evaluation)

- (1) The College shall undertake a comprehensive self-evaluation of all activities (Institution Self-evaluation) every five to seven years.
- (2) It is desirable that the College Self-evaluation be combined with external evaluation, and also by a “follow-up” evaluation in a later stage.

Article 12

(Record protection)

- (1) In performing its duties, the Commission shall observe the confidentiality of information, ensure protection of personal data, and protect the confidentiality of commercial information pursuant to the applicable legislation in Kosovo.

EXTERNAL EVALUATION PROCESS

The purpose of external evaluation is improvement of positive self-evaluation effects. The advantage of external evaluation is engagement of the most qualified and independent experts for evaluation.

Article 13

(Initiation of procedure)

- (1) The External Self-evaluation process shall begin upon the proposal of the College Senate.

Article 14

(Selection of Evaluators)

- (1) The College shall select an external evaluator. The National Quality Assurance Agency, an international quality assurance agency or the institution itself may perform external evaluation, which is also recognized by an external network of higher education quality assurance agencies. The external evaluation contractor shall be appointed for each evaluation.

Article 15

(Role)

- (1) The role of the College in starting the evaluation process is to collect information on the following matters:
 - Application details (description of legal status, organization, name of legal representative)
 - Short reasoning of Application
- (2) The request for external evaluation shall be filed within the timeline. The College shall thereupon appoint an external evaluation commission.

Article 16

(External Evaluation Commission)

- (1) The External Evaluation Commission represents a group of experts invited by the College to undertake external evaluation. The External Evaluation Commission consists of independent experts of the academic and professional world.
- (2) Upon admission and analysis of relevant documentation by the College, the External Evaluation Commission shall determine a timeline for the evaluation visit.

Article 17
(Documentation)

(1) The documentation required by the External Evaluation Commission may, without limitation, be the following:

- The annual work plan of the University;
- University Self-Evaluation Report, which is to reflect quality monitoring and assurance, and the means to rectify the weaknesses in the quality assurance system
- Student survey for the last three years before the evaluation system, including the academic year in which the evaluation process is undertaken;
- Rules of quality monitoring, identification and assurance in the University;
- College Mission and Vision
- Strategic Plan of College;
- Other documents required by the External Evaluation Commission with a view of implementing external evaluation.

Article 18
(Site visit of the External Evaluation Commission)

- (1) During the site visit, the External Evaluation Commission shall hold discussions with teaching and non-teaching staff at the University.
- (2) During the site visit, the College shall provide all necessary documentation for the External Evaluation Commission as considered necessary by the latter for the evaluation exercise. The External Evaluation Commission shall have access to all employees in addressing specific processes set forth by the College.
- (3) The costs of the site visit of the Evaluation Commission shall be covered by the College, and shall be allocated in the budget of the College.

Article 19
(Self-evaluation Commission Report)

- (1) The External Evaluation Commission shall develop an evaluation report within a certain timeline. The first report shall be addressed to the College Rector, who shall be entitled to review and clarify any misunderstood sections, and within the set timeline, he/she shall provide his/her own comments.
- (2) The External Evaluation Commission shall forward the evaluation report, with the comments, to the College.

- (3) The College shall notify all employees of the conclusions of the External Evaluation Commission.

Article 20

(Quality Improvement Plan)

- (1) The Head of each College Unit shall establish an implementing commission to present views of the respective unit before further follow-up discussions.
- (2) The Implementing Commission shall be responsible for drafting the quality improvement plan, pursuant to the Self-Evaluation Report and the Evaluation Team report.
- (3) The Quality Improvement Plan shall include:
 - (i). A list of goals realistically attainable within the next year.
 - (ii). A list of long-term goals to be attained within five years.
 - (iii). Assessment of long-term goals to be achieved within five years.

Article 21

(Quality Improvement Funding)

- (1) The College shall establish a quality improvement fund within two years.
- (2) The College shall establish a Financial Commission for Quality Improvement.
- (3) The College shall also establish a permanent academic sub-commission for quality, which shall compile a list of requirements to be included with the quality improvement plans.
- (4) The Quality Improvement Fund shall be equally funded by the grant (50%) and the College Budget (50%).

Article 22

(Follow-up)

- (1) Five years upon the College or College Unit quality assurance/quality improvement review, the Quality Assurance Manager shall establish a small commission consisting of the Quality Assurance Manager (or a delegate), the dean of the unit and one member of the Permanent Quality Improvement Commission.

GENERAL PROVISIONS

Article 23

(Admission Rules)

- (1) The Managerial Board of the College shall adopt the regulation.

- (2) Amendments to the Regulation shall pursue the same procedure pursued for the adoption of the original regulation.

8.3. Study Program Review Procedures

The review of study programs within the College shall take place in due consideration of the College Mission and Vision, the College Educational Philosophy, educational policies of Kosovo and the region, but also economic and social environments in the country and the region.

The academic units of the College (departments and faculties) have a primary role in the study program reviewing process.

The Faculty Dean office or the Head of the Academic Unit shall recommend the review of the study program to the Academic Council.

Upon a proposal from the Academic Council, academic units shall work in the review of the study program curriculum, and submit the same, together with the justification and the business and implementation plan, to the ESLG College Managerial Board for approval.

The study program review includes the following areas:

- a. Teaching, learning, curriculum content;
- b. Student progress as per average grades, employability of students upon graduation, attendance in learning processes, number of drop-outs, transition between years of study, and the percentage of graduations within timelines.
- c. Quality Review of academic personnel implementing the study program, thereby measuring the percentages of Doctorate and other academic title holding staff.
- d. Comprehensively review the program every three years, in a form of self-evaluation.
- e. Review of graduate performance in the labour market, by engaging in five-year surveys with its graduates, to understand their career advancement.

8.4. An overview of instruments for program/course quality assessment

The ESLG uses questionnaires as assessment instruments. It is of critical importance to collect views of students, staff, graduates, and other users of ESLG services.

In terms of the academic department, or the faculty, a questionnaire shall be filled for every module lectured. Questionnaires shall apply also to exercises, study visits, etc. It is suggested that student questionnaires are administered upon conclusion of winter or summer semester.

The process shall also use focus-groups of students selected to test various teaching forms and methods, the workload in lectures and exercise, relevant literature, etc. The focus group shall also be subject to certain tests of teaching and workload in lectures, assignments in the course as part of grading, and percentages of achievement of declared learning outcomes in the focus group course curriculum, to decide what teaching methodology is offered. The focus groups are also recorded, together with their

responses to various teaching methods and assessment forms, to be reviewed carefully by the Quality Office.

8.5. Mechanisms for implementing quality assurance measures

Mechanisms for implementing the quality assurance measures are:

- a) Study program academic staff development plan;
- b) The study programs are approved upon full consideration at the level of department, faculty or college, of all learning opportunities that new proposed programs offer;
- c) Policies and procedures for annual review of study programs offered based on qualitative and quantitative data on the quality of offering such study programs;
- d) Periodical review process of each department;
- e) Inclusion of students into all processes of Quality Assurance in the college, through evaluation questionnaires for students, involvement of students in periodical reviews of departments and faculties of the college, involvement of students in various committees at the level of department, faculty and college in general;
- f) Rigorous process of approving new subjects within the study program;
- g) The examination panel to review the scoring process by professors ensuring the students are fairly graded, and in compliance with the Regulation on Student Evaluation of the College;
- h) Regular internal review of the subject to monitor implementation of the quality of subjects provided each semester;
- i) A comprehensive review of study programs with inputs of external experts;

8.6. Follow up improvement procedures

Follow up activities upon self-evaluation are an integral part to the process. Decisions on improvement, rendered upon self-evaluation and review offer the framework upon which the ESLG or its units may go further in attaining the goals of development and development of quality management culture within the ESLG.

The quality assurance system provides students with an opportunity to participate and influence their own education and ESLG operations. By participating in quality teams of their respective programs, students are able to gain deeper understanding of quality assurance and evaluation operations.

Students are encouraged to participate in various stages of quality review: their representatives are encouraged to present written papers to inform the quality assurance team, while student meetings are arranged for in information and examination visits, to ensure that they are capable of raising issues within the group (Internal Quality Management Regulation, ESLG).

Student representation is essential to ensure proper quality assurance. Our quality management rules offer some good practices, but still, the Board has reviewed some better practices to be adapted to the Kosovo's needs. They are the following:

- Student involvement in the performance of the College Admission Committee for all programs;
- Involvement of students in quality management agreements at an institution level;
- Establishment of the Staff-Student Advisory Committee of the College, to ensure representation and consultation of students in courses or subjects;
- Establishment of Course review panels, and membership of students in such course review panels;
- Course review and student result reporting arrangements;
- Monthly meetings of Student Representatives with the President, Quality Manager and Vice-Dean for Student Affairs;
- Involvement of student representatives in developing academic personnel appointment policies.
- Establishment of Staff-Student Liaison Commissions;
- Publication of a Guidance Book of student representation;

In terms of violators of quality, the Academic Committee shall review the student and teacher evaluation sheets, and establish necessary procedures against quality violators. Nevertheless, surveys show that the grades for the instructors have a positive correlation with the performance of students in the final exam. We need to achieve a balance between disciplinary actions taken against offenders and effective student assessment analysis.

In a view of avoiding this trend of positive correlation of grades of instructors with the final exam results by students, the school shall require the professors to have a mid-term evaluation, which is a chance for the professors to improve. Also, the student evaluation must include specific questions, and not unspecified questions such as: How well was the teaching planned?

The student evaluation is considered by some to obstruct academic freedom. We believe that student evaluation to some extent do influence the grading policies of instructors, the teaching style, and obviously the difficulty, but they may also limit what a professor may say in a class. Professors may feel bound in terms of discussing debatable or challenging ideas against the student beliefs, due to the fear that some students shall express their objections in the course evaluation forms.

8.6.1. Quality improvement plan

Upon receipt of the Self-evaluation Report, the head of the ESLG or unit thereof shall establish an implementing committee to present the views of the relevant ESLG unit in further discussion held as follow up to the self-evaluation.

The key responsibility of the implementing committee shall be the development of a quality improvement plan, based on the Self-evaluation Report and the evaluation team report.

The quality improvement plan shall include detailed proposals for implementing recommendations identified by the Self-evaluation Report and the Evaluation Team Report (see Rule on Self-Evaluation and Evaluation) on matters as the following:

- i) Organizational and administrative issues of the ESLG.

- ii) Weaknesses in service provision, procedures and the ESLG premises, which are beyond control of the ESLG Unit.
- iii) Staff, facility and other inadequate resources, which require capital or continuous funding:

The quality improvement plan shall include:

- i) A list of realistic objectives that may be attained in the next year.
- ii) A list of long-term goals to be attained within five years.
- iii) Projection of long-term goals to be attained within five years.

8.6.2. Quality improvement plan for study program under review

The College ESLG shall perform three types of evaluations: 1) ongoing evaluation at system and institutional level ; 2) implementation of teaching and individual courses (course evaluation); and 3) comprehensive evaluation of study programs.

In addition to participating in the teaching and quality supervision of courses, course bearers are also responsible for evaluation of the courses. On the other hand the Director of the Program shall be responsible for evaluation of each study program under consideration.

The evaluation of courses and three study programs under consideration shall be documented in written reports. The reports on the course implementation of the study programs under consideration shall be subject to review by the program study committee.

The reports on course implementation shall be made available to students, employees and other interested parties in the Study Quality Database.

Course evaluation of at least 2/3 of the courses that at any given time are taught, must be evaluated each year. The course evaluations must at least include the following:

- A student evaluation of the course, preferably in the form of a semester evaluation;
- An evaluation of whether or not the progress has been and implementation of the course is in line with stated objectives of the course, comments of student evaluation and any other forms of evaluations or proposed measures.
- The course evaluations of three study programs under consideration shall include the assessment of the relation between stipulated learning outcomes, teaching and examination methods;
- A description of how previous evaluations have been followed up;

Following the evaluations on the course level, the results must be communicated to students through course quality reports and program quality reports, which must be archived in the Quality Database.

During the evaluation on the course level of three programs under consideration, other aspects can be included such as evaluation of the function of the course in different study programs.

A comprehensive all-courses evaluation shall be performed once every three years.

EVALUATION OF PROGRAMS UNDER CONSIDERATION

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 three years.

Evaluations of three 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 50 places offered for Energy Management BA, 50 for LLM in European Economic Law and 20 for Finance and Investments BA;
- 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 program under consideration stipulates for transitional schemes for affected students.

9. Premises and equipment

9.1. Tabular/number presentation on premises

Number of Teaching rooms	Surface area m2
6	1,000 m2

Number of computer labs	Surface area m2
2	200 m2

9.2. Tabular/numerical presentation of equipment

Number of computers	Number of projectors	Number of software licenses for sustainable architecture	Number of thermal cameras	Number of video-conference equipment
30	10	10	1	4

9.3. Tabular/numerical presentation of IT infrastructure

No of servers	No of video-conference equipment	WI-FI	No of PCs for academic staff	No of PCs for students	No of PCs for the administration
3	4	60 Mbps	1 laptop per academic staff member	1 PC for 5 students	1 laptop per admin staff member

10. Research and international collaboration

10.1. The Research Plan or Strategy within the institution and program(s) under review, and current projects and cooperation agreements in research

The ESLG College Research Plan within the institution, program under review and study program Energy Management BSc for the academic personnel is based on the project “Sustainable Efficient Energy Buildings”/HERD Program, implemented by the ESLG College jointly with the Norwegian University for Science and Technology (NTNU) and the famous Norwegian consultancy company Multiconsult. A more detailed description of the research project may be found at <http://www.ntnu.no/ab/herd>

Within the framework of the SEEB Centre, the establishment of the Energy Efficiency and Energy Management Research Centre is planned, to employ later up to five researchers and research assistants. Initially, funding shall come from the SEEB Centre, while later the Centre shall be under the umbrella of the ESLG, funded by the ESLG, but also by the private sector, modelled after the Japanese centre for Energy Management, which is funded by subscribers to the Centre’s services. Some of the Kosovo companies, including the “Shtepiaku”, have already expressed their wish to be subscribers to the Centre. The Centre shall be lead by Besnik Vrella, a transfer student of the ESLG to the NTNU, and also co-owner of the “Shtepiaku” Company. The Executive Director of the Energy Management Centre shall be responsible for fundraising, along the funding awarded by the SEEB Project and own research sources of the ESLG College. The Executive Director, as a person known in the business of facility management, is expected to subscribe various construction companies and energy companies, including Mabetex Group, Tregtia, Pozhegu Brothers etc.

Also, the SEEB Project also plans for the establishment of an ESLG Journal, titled “Journal of Energy Efficient Buildings and Energy Management”, with an international editorial board consisting of Prof. Dr.Tore Haugen (NTNU), Prof. Dr. Alenka Temeljotov Salaj (Oslo and Akerhus University College of Applied Sciences), Assoc. prof. Dr. Bojan Grum (European Faculty of Law, Slovenia), Prof. Svein Bjørberg (NTNU), and Assistant Professor Dr. Božena Lipej (European Faculty of Law, Slovenia). The first scientific papers are expected to be produced by September 2017. Further, the Journal shall be published once a year, and after 3-5 years, the journal shall also apply for its own impact factor.

Also, the ESLG College expects to cooperate in synergy, within the SEEB/HERD project implemented with the NTNU and Multiconsult, with the project “Sustainable Energy and Environment in the Western Balkans”, implemented by NTNU with the University of Sarajevo and the University of Zagreb, and the project “Quality Improvement of Master programs in Sustainable Energy and Environment”. The duration of such projects shall be 2015-2017.

Within this project, the NTNU is expected to offer the ESLG, University of Sarajevo and University of Zagreb talented academic personnel an opportunity to visit the NTNU in post-doc research, and participate in NTNU-partnered research projects. Another research project the ESLG expects to participate with its academic staff and students is the OSCAR - PROJECT: VALUE FOR OWNERS AND END-USERS OF PROPERTY, duration of which is 2014-2017. The leading partner of the project is Multiconsult, while the implementing partners are NTNU, EVRO-PF and the ESLG. For more information on the research project, please see <http://www.multiconsult.no/multiconsult-vant-oscar/>

Three of our transfer Master students of the ESLG College (now academic staff of ESLG), Besnik Vrella, Albana Gjonbalaj and Vetiola Recica, participated in the OSCAR Project as Research Fellows in Norway. One of the students’ Master diploma thesis is even related to the OSCAR Project. The Master Diploma Thesis of the candidate Besnik Vrella was entitled “How do Service Level Agreements (SLA) contribute to the value creation”, with the mentor Prof. Svein Bjoerberg, who simultaneously is Director for

Research and Development in the famous Norwegian research company in the energy sector, Multiconsult. The thesis was defended on 01.10.2015 with the combined defense commission from NTNU, ESLG and Oslo and Akerhur University College of Applied Sciences. For more information about this please see <http://www.oscarvalue.no/student/besnik-vrella-masterstudent>

The research plan of College ESLG focuses on these areas:

- 1) Applicability and economic viability of advanced material technologies in Kosovo buildings;
- 2) Kosovo climate adapted low-energy envelope technologies;
- 3) Energy supply systems and services and
- 4) Use and implementation of these research areas in Kosovo climate;
- 5) Real estate valuation techniques and standards;
- 6) Real estate recording standards;

The long-term Energy Strategy of Kosovo aims at achieving effective management of existing energy resources and protection of environment. The research plan of College ESLG developed with NTNU is focused on the new ways that the construction sector of Kosovo can build in line with sustainable architecture and sustainable refurbishment standards, which will raise awareness of Kosovo construction sector for rational utilization of energy, promotion of energy efficiency in the buildings and promotion and development of new renewable energy technologies. The research plan focuses also on implementation of new building materials and technologies that contribute to passive buildings or even zero emission buildings.

The Law on Energy 2004/8, Article 10 stipulates the framework for the implementation of energy efficiency and renewable energy in Kosovo. The research plan of College ESLG “Sustainable Energy Efficient Buildings” contributes to the implementation of paragraph 10 of Law on Energy by conducting research in sustainable architecture to show the construction sector that the architectural design plays also a significant role in the energy consumption of buildings. On the other hand sustainable energy efficient building practices also take into account the social and economic aspect, hence the research plan of College ESLG will focus on sustainable architectural designs and use of sustainable building materials and technologies that are adapted to the Kosovo climate, however, they are also in accordance with income of people in Kosovo and as such can be easily implemented in Kosovo. Therefore, the research plan of College ESLG will also focus on economics of sustainable energy efficient buildings in Kosovo.

Recently, as part of joint ESLG and NTNU research under the umbrella of project “SEEB” a joint article was produced for the renowned journal Facilities (part of Emerald). The article is entitled: “Measuring perception of resourcefulness of sustainable building materials in Kosovo” and was produced by Assistant Professor Dr. Visar Hoxha (ESLG), Prof. Dr. Tore Haugen (NTNU), and Prof. Svein Bjorberg (NTNU) and contributed to the first research area of the research plan (Applicability and economic viability of advanced material technologies in Kosovo buildings).

Also as part of research plan, two professors from ESLG: Assistant Professor Dr. Visar Hoxha and Dr. Elvida Pallaska will present with their papers in World Building Congress 2016, which will be held from 30 May 2015 until 03 June 2016 in Tampere Finland. The accepted papers that will be published in conference proceedings are as follows: 1) Developing sustainable energy

efficient buildings – A transnational knowledge transfer experience between Norway and Kosovo written by Visar Hoxha (ESLG), Tore Haugen (NTNU), Svein Bjorberg (NTNU) and Alenka Temeljotov Salaj (Oslo and Akerhus University College of Applied Sciences); 2) Sustainability by improving energy efficiency in traditional housing in Kosovo written by Elvida Pallaska (ESLG), Tore Haugen (NTNU), Visar Hoxha (ESLG), Luca Finochiaro (NTNU) and Alenka Temeljotov Salaj (Oslo and Akerhus University College of Applied Sciences). Both of these conference papers contribute to the second pillar of research plan application of climate adapted low-energy envelope technologies in Kosovo.

10.2. List of publications

Professor	Title of Paper	Author Name	Title of Journal	Publication Year
Dr. Abedin Azizi	Oxidation and removal of iron and manganese in Water Treatment Plant in Velekince, Gjilan, Kosovo,	Abedin Azizi	Journal of International and Environmental Application & Science	2013
Dr. Abedin Azizi	Formation of Disinfection By-products (DBPs) and Strategies to Reduce their Concentration in the Water Treatment Plants in Përlepnica and Velekince – Gjilan, Kosovo	Abedin Azizi	Journal of International and Environmental Application & Science	2011
Dr. Abedin Azizi	Kinetics of leaching the calcium from the dolomite mineral	Abedin Azizi	Journal KUI Vol. 13	2011
Dr. Arzu Tuncer	Article Freedom of Expression in Broadcasting,	Arzu Tuncer	Journal of Social Sciences Vol. 3 No. 2, pp. 67-81,	2009
Dr. Arzu Tuncer	Freedom of Expression in Broadcasting	Arzu Tuncer	Journal of Social Sciences Vol. 3 No. 2, pp. 67-81,	2009
Dr. Bashkim Misini	Continous Determinaton of hROS during Microdialysis	B. Misini, M.A Colivicchi, W. Freinbichler, C. Ballini, K. Tipton, L. Della Corte, W. Linert	Journal of Neuroscience Methods Vol. 251, pp. 1-6	2015
Dr. Bashkim Misini	Iron Determination by Bathophenanthroline in microdialysate	B. Misini.; Wolfhardt Freinbichler.; Wolfgang Linert.; Laura Della Corte	Journal of Bioinorganic Chemistry	2015
Dr. Bashkim Misini	Interaction of bio-relevant thioether and thiols with dinuclear Pd(II) complex: Their kinetics, mechanism, bioactivity in aqueous medium and molecular docking	A. Samanta, G. Ghosh, I. Mitra, S. Mukherjee, B. Misini, J. Bose, S. Mukhopadhyay, W. Linert, S. Moi	RSC Advances, Vol. 4, pp. 43516 - 43524	2014
Dr. Bashkim Misini	Kinetics and mechanism of biphasic substitution reactions of a platinum(II) complex with thioglycollic acid and 4-methyl-3-thiosemicarbazide in aqueous	Koyel M, Ishani M, Goutam Kr. G, Subhajt M, Misini B, Wolfgang L and	Transition Metal Chemistry Vol. 39 pp. 789 - 796	2014

	solution	Sankar Ch. Moi		
Dr. Bashkim Misini	Kinetics and Mechanism of the Interaction of Di- 1 –hydroxobis (1,10phenanthroline) dipalladium(II) Perchlorate with Thioglycolic Acid and Glutathione in Aqueous Solution	Goutam K. Ghosh, Koyel Misra, Misini Baskim, Wolfgang Linert, Sankar Chandra Moi	J Solution Chem	2014
Dr. Bashkim Misini	Synthesis, characterization, antioxidant, cytotoxic, and DNA cleavage studies of ruthenium(III) complexes containing N-substituted thiosemicarbazone/semicarbazone	Anitha, P. Viswanathamurthi, B. Misini, W. Linert	Monatshefte für Chemie, Vol. 144, pp. 1787 - 1795	2013
Dr. Byron Matarangas	Jurisdictional Immunities of the State (Germany v. Italy: Greece intervening), Judgement of the International Court of Justice	Byron Matarangas	NOMIKO VIMA Vol.61, pp.920-934	2012
Dr. Byron Matarangas	The existence and characterization of a minority as racial, national, religious or linguistic. Considerations on the decision of the European Court of Human Rights in the case “ Xanthis’ Turkish Union and others v. Greece	Byron Matarangas	Revue Hellenique des Droits de l’ Homme, Vol.14, No. 55	2012
Dr. Byron Matarangas	Anatomy of the Constitutional Court’s judgement on the election of the eleventh President of the Republic of Turkey	Byron Matarangas	Syntagma, Vol. 3	2011
Dr. Byron Matarangas	The Olympic Truce. A proposal – contribution to the upgrade of the Olympic Ideal, in Greek, in: Tessa Doulkeri (Editor), Sports, Society and Mass Media: The case of Olympic Games, Athens 2004	Byron Matarangas	Papazisi, Athens, Vol. 1, pp. 107-124	2007
Dr. Christian Seidel	Datenschutzrecht (data protection law)	Christian Seidel, Jürgen Kühling and Anastasios Sivridis	Muller Verlag 3rd edition	2015
Dr. Christian	Grundlagen – Allgemeiner Teil (fundamentals and	Christian Seidel, Jürgen Kühling	Kingreen/Kühlig (publisher)	2015

Seidel	general section), in: Gesundheitsdatenschutzrecht (health data protection law)			
Dr. Christian Seidel	Gesundheitsdatenschutzrecht (health data protection law),	Christian Seidel, Jürgen Kühling	Nomos Verlag	2015
Dr. Christian Seidel	Unionsrechtliche und verfassungsrechtliche Vorgaben für urheberrechtliche Auskunftsansprüche gegen Access Provider (standards for copyright based information claims against access providers in European Union law and German Constitutional law)	Christian Seidel	LIT Verlag	2014
Dr. Christian Seidel	Deduction of healthcare benefits by private companies after the European Court of Justice's ASNEF-ruling: „November Revolution” for data protection	Christian Seidel, Jürgen Kühling	GesR, pp. 402- 409	2012
Dr. Christian Seidel	Datenschutzrecht (data protection law), 2nd edition	Christian Seidel, Jürgen Kühling and Anastasios Sivridis	Müller Verlag, Heidelberg	2011
Dr. Christian Seidel	The deduction of healthcare benefits between the poles of data protection and freedom of occupation – call for legislative action	Christian Seidel, Jürgen Kühling	GesR, pp. 231- 236	2010
Dr. Elvida Pallaska	Sustainability by improving energy efficiency in traditional housing in Kosovo	Elvida Pallaska, Tore Haugen, Luca Finochiaro, Visar Hoxha and Alenka Temeljotov Salaj	Proceedings, World Building Congress 16	2016
Dr. Elvida Pallaska	Spatial Plan of National Park Shari Mountain	Elvida Pallaska	Institute of Spatial Planning of Kosovo	2008
Dr. Elvida	Spatial Plan of Kosova 2010-	Elvida Pallaska	Institute of	2006

Pallaska	2020		Spatial Planning of Kosovo	
Dr. Elvida Pallaska	Strategy development of the spatial planning in Kosova 2007-2013	Elvida Pallaska	Institute of Spatial Planning of Kosovo	2006
Dr. Elvida Pallaska	Non balanced economic and spatial development in Kosova, challenges and opportunities	Elvida Pallaska	Institute of Spatial Planning of Kosovo	2006
Dr. Islam Hasani	Cooperative Microfinance: The Booster for Economic Development	Islam Hasani	Journal of Process Management: New Technologies, Special Edition, pp. 207-212	2014
Dr. Islam Hasani	Islamic Economics and Banking: Basic Issues) - book	Islam Hasani	Dituria Islame	2013
Dr. Islam Hasani	Investments in partnerships based on Islamic Finance	Islam Hasani	Scientific Cultural Islamic Journal Vol. 101, pp. 73-91	2012
Dr. Kemal Yildirim	An analysis of Organizational Psychology of Punishment in Turkish Primary Schools	Kemal Yildirim	Topical issues in Organizational Behaviour – A Comprehensive book of readings Institute of Economic Sciences	2012
Dr. Kemal Yildirim	Development and Survival Strategies in Jordan and the Contribution of Female-Owned Firms to Domestic Economic Growth in Turkey	Kemal Yildirim	Journal of Women Entrepreneurship, Issue 3-4, pp. 88-105	2009
Dr. Kemal Yildirim	Women Entrepreneurs: New Opportunities and Challenges	Kemal Yildirim	Journal of Women Entrepreneurship, Issue 3-4, pp. 107-113	2009
Dr. Labinot Greiçevci	Promoting Democracy in Post-Conflict Societies: Bosnia and Herzegovina and Kosovo' in A. Wetzel and J. Orbie (eds.)	Labinot Greiçevci and Bekim Çollaku	Palgrave Macmillan, London	2015

	The Substance of EU Democracy Promotion: Concepts and Cases:			
Dr. Labinot Greiçevci	Introduction	Labinot Greiçevci and Qerim Qerimi	Journal of European and International Affairs	2013
Dr. Labinot Greiçevci	EU actorness in International Affairs: The Case of EULEX Mission in Kosovo	Labinot Greiçevci	Perspectives on European Politics and Society, Vol. 12, page 283-303	2011
Dr. Labinot Greiçevci	Assessing the role of the High Representative or EU Special Representative in the process of state-building in Bosnia-Herzegovina: Escaping the weak or failed state paradigm!	Labinot Greiçevci	Journal of Human Rights and Policy	2010
Dr. Labinot Greiçevci	The Case of Kosovo: International State-building from a pending final political status to an independent country	Labinot Greiçevci	<i>ISIG Journal (Quarterly of International Sociology)</i> 18(1-2). p.69-77	2009
Dr. Labinot Greiçevci	Kosovo Case: From 'international state-building' to an 'internationally supervised' and independent country	Labinot Greiçevci	L'Europe en Formation) Journal of Studies on European Integration and Federalism, Vvllimi Nr.3, Nr.4, page 349 - 350	2008
Dr. Labinot Greiçevci	To Build a State: Europeanization, EU Actorness and State-Building in Kosovo	Labinot Greiçevci, Dimitris Papadimitriou and Petar Petrov.	European Foreign Affairs Review European Foreign Affairs Review, Issue 2, pp. 219–238	2007
Dr. Luan Daija	Technological features for water treatment the plant Radoniq" Gjakova	Luan Daija, Xhelal Këpuska, Seit Shallari	Agricultural University of Tirana, Proceedings, Tirana	2014
Dr. Luan Daija	Adjusting Water Processing Technology in the function Water Quality of lake Radoniqi	Luan Daija, Xhelal Këpuska, Seit Shallari, Leonard Shehu	Anglisticum journal (IJLLIS) Vol. 2 No. 4	2013
Dr. Luan Daija	Bacteriological Parameters of Drinking Water at R.W.C. Radoniqi Gjakovë	Luan Daija Xhelal Këpuska, Seit Shallari, Leonard	JIEAS, Vol. 8, No. 4	2013

		Shehu		
Dr. Luan Daija	Determination of physical, chemical parameters for water quality in Lake Radoniq	Xhelal Këpuska, Luan Daija, Ilir Kristo	Anglisticum journal (IJLLIS) Vol. 3, No. 4	2013
Dr. Luan Daija	Physico-chemical properties of water at different depths of Radoniqi lake of Kosovo	Luan Daija, Xhelal KËPUSKA, Seit SHALLARI and Leonard SHEHU		2013
Luan Morina M.Sc	Increasing financing possibilities for implementation of Energy Efficiency Measures in Kosovo: Harmonization of the Energy Efficiency Action Plans in National and Municipal level	Luan Morina	DOCTORAL RESEARCH INTERNATIONAL CONFERENCE, Evropska Pravna Fakulteta v Novi Gorici	2014
Njomëza Zejnullahu PhD Candidate	Imposition of monetary sanctions as a mechanism for protection of personal data: Comparative analysis between Slovenia and Kosovo	Njomëza Zejnullahu	European Data Protection Law Review Vol. 2 No. 1, pp. 80-90	2016
Njomëza Zejnullahu PhD Candidate	Handbook on the Protection of Personal Data	Njomëza Zejnullahu	Human Dynamics	2015
Prof. Asoc. Dr. Sabri Sadiku	Algebraic hyperstructures of soft sets associated with ternary semihypergroups	Kostaq Hila, K. Naki, S.Sadiku	Italian Journal of Pure and Applied Mathematics Vol. 30, pp.349-372.	2013
Prof. Asoc. Dr. Sabri Sadiku	Idempotent Γ – Semigroups	Sabri Sadiku	Union of scientists in Bulgaria – Plovdiv Vol. 14, pp. 101-107	2013
Prof. Asoc. Dr. Sabri Sadiku	Connection Between Homomorphisms and Congruences in Regular Semigroups and Inverse Semigroups	Sabri Sadiku	Union of scientists in Bulgaria Vol. 14, pp. 51-57	2013
Prof. Asoc. Dr. Sabri Sadiku	Gjysmëgrupet	Sabri Sadiku	AHAK, Kërkime, Nr. 17	2013
Prof. Asoc. Dr. Sabri Sadiku	Connection Between Homomorphisms and congruences in Γ – Regular semigroups	Sabri Sadiku	Union of scientists in Bulgaria – Plovdiv Vol. 14, pp. 201-206	2012

Prof. Asoc. Dr. Sabri Sadiku	Necessary and sufficient conditions where one semigroup is a group	Sabri Sadiku	Journal of Modern Mathematics and Statistics, Volumen 4, Issue1	2010
Prof. Assistant Dr. Sirri Duger	Non-patent Protection of Pharmaceuticals in Turkey - book	Sirri Duger	Shaker Verlag	2012
Assistant Professor Dr. Visar Hoxha	Real estate valuation analysis in Kosovo.	HOXHA, Visar, TEMELJOTOV SALAJ, Alenka.	Dignitas, Vol. 63-64, pp. 103-115.	2014
Dr. Visar Hoxha	Real estate valuation analysis in Kosovo	HOXHA, Visar, TEMELJOTOV SALAJ, Alenka	Zbornik prispevkov = Proceedings. Brdo pri Kranju [i. e.] v Novi Gorici: Evropska pravna fakulteta, page. 161-170. [COBISS.SI-ID 1024476529]	2013
Dr. Visar Hoxha	Cultural factors affecting urban planners' intentions to regulate public space in Prishtina, Kosovo	Visar Hoxha, Alenka Temeljotov Salaj and Kaliopa Dimitrovska Andrews	Urbani Izziv, Vol. 25, No.2, pp. pp. 76-88	2014
Dr. Visar Hoxha	Fundamental Economic Factors that affect real estate value: Comparative Analysis Between Kosovo and Slovenia	Visar Hoxha and Alenka Temeljotov Salaj	Journal of Management Vol. 9. No. 4, pp. 323-348	2014
Dr. Visar Hoxha	Developing sustainable energy efficient buildings – A transnational knowledge transfer experience between Norway and Kosovo	Visar Hoxha, Tore Haugen, Svein Bjorberg, Alenka Temeljotov Salaj	Proceedings. Tampere, Helsinki, World Building Congress	2016
Dr. Xhelal Këpuska	Study of Phisico-Chemical Parameters of Water quality In the Lumbardh Deçani	Xhelal Këpuska	International Anglisticum Journal(IJLLIS), Vol. 2, No. 3	2013
Dr. Xhelal Këpuska	Monitoring of Water Quality in lake"Radoniqi"	Këpuska,Xh; Daija,L; Kristo,I	International Anglisticum Journal(IJLLIS),	2013

			Vol. 2, No. 4	
Dr. Xhelal Këpuska	Radoniqi Lake water Monitoring of the Microbiologic parameter	Këpuska,Xh; Daija,L; Kristo,I	International Anglisticum Journal(IJLLIS), Vol. 2, No. 5	2013
Dr. Xhelal Këpuska	Physico-chemical properties of water at defferent depths of Radoniqi lake	Daija,L; Këpuska,Xh; Shallari,S; Shehu,L	International Anglisticum Journal(IJLLIS), Vol. 2, No. 5	2013

10.3. Full-time academic personnel attendance in conferences, symposia and seminars

Table: Full-time academic personnel attendance in conferences

Professor	Title of Paper	Author Name	Title of Conference, symposium	Year
Dr. Abedin Azizi	Formation of Disinfection By-products (DBPs) and Strategies to Reduce their Concentration in the Water Treatment Plants in Përlepnica and Velekinca – Gjilan, Kosovo	Abedin Azizi	Annual Conference of Water Association of Kosovo and Albania	2015
Dr. Arzu Tuncer	Arbitration in energy sector in Turkey	Arzu Tuncer	International Energy Arbitration Symposium Energy Law Institute	2015
Dr. Arzu Tuncer	'Prevention, Investigation and Prosecution of Organized Crime in Italy, Germany and Turkey''	Arzu Tuncer	Conference organized by Bahçeşehir University with Max-Planck Institute, Freighbour University and Palma University	2014
Dr. Arzu Tuncer	'Collision, Salvage, General Average and Insurance in Maritime Law	Arzu Tuncer	Conference Maritime Law Commission of Istanbul Bar Association	2014
Dr. Bashkim Misini	Continuous determination of hROS during	Bashkim Misini	Conference Proceedings EU Cost Action CM 1103 Xjenza online Volume 2 Issue 2	2014

	Microdialysis			
Dr. Bashkim Misini	Resent trends in Coordination Chemistry	Bashkim Misini	International Symposium Vienna University of Technology	2010
Dr. Bashkim Misini	Molecular Targeting in Drug Design for Neurological and Bacterial Diseases	Bashkim Misini	Cost D34 Action final Conference in Florence	2010
Dr. Christian Seidel	Standards for copyright based information claims against access providers in European Union law and German Constitutional law)	Christian Seidel	Conference on Intellectual Property Law in Munster, Germany	2014
Dhurata Hoxha	Security Threats in the Process of State Building - Kosovo Case	Dhurata Hoxha	Ottoman-Habsburg-Vatican: conference on conflict and cooperation in Balkans, Istanbul Turkey	2015
Dr. Elvida Pallaska	Sustainability by improving energy efficiency in traditional housing in Kosovo	Elvida Pallaska, Tore Haugen, Luca Finochiaro, Visar Hoxha, Alenka Temeljotov Salaj	World Building Congress 16	2016
Dr. Elvida Pallaska	Sustainable energy efficient buildings in traditional house of Dukagjini	Elvida Pallaska	2 nd Conference “Sustainable Energy Efficient Buildings” Prishtina	2015
Dr. Elvida Pallaska	Sustainable architectural design of traditional houses in Kosovo	Elvida Pallaska	1 st Conference “Sustainable Energy Efficient Buildings” Prishtina	2013
Dr. Islam Hasani	Cooperative Microfinance: The Booster for Economic Development	Islam Hasani	The International Scientific Conference “New Knowledge for New People”	2014
Dr. Islam Hasani	The Challenges of an Increasingly International Islamic Capital Market	Islam Hasani	The World Islamic Financial Markets Conference, Bahrain	2013
Dr. Kemal Yildirim	Technology, Innovation, and	Kemal Yildirim	Conference organized by British American	2016

	Entrepreneurship		University in Benin	
Dr. Kemal Yildirim	Shifting education paradigms in Turkey	Kemal Yildirim	Workshop on Changing Education Paradigm with Ennegram Presentation, Sicily, Italy	2016
Dr. Kemal Yildirim	Peace process in Middle East	Kemal Yildirim	World forum on Human Rights in Morocco	2014
Dr. Labinot Greiçevci	Regional Cooperation in the Western Balkans from political aspect	Labinot Greiçevci	Regional Cooperation in the Western Balkans – Political, Economic and Security Aspect, Prishtina	2014
Dr. Labinot Greiçevci	Consolidating Kosovo's statehood'	Labinot Greiçevci	International Conference of Centre for International Studies of Oxford University, Prishtina	2012
Dr. Luan Daija	Technological features for water treatment the plant "Radoniq" Gjakova	Luan Daija	Proceedings of conference of Agricultural University of Tirana	2014
Dr. Luan Daija	N/A	N/A	Joint Conference of Association of Water Companies of Kosovo and Albania	2014
Dr. Luan Daija	Monitorimi i kualitetit të ujit të pijshëm në pikat referente të rrjetit distribuiv të K.R.U. Radoniqi Gjakovë	Luan Daija, Xhelal Këpuska, Seit Shallari, Leonard Shehu, Alma Shehu	Konferenca ALB Shkenca Tirana	2013
Dr. Luan Daija	Përcaktimi i parametrave fiziko-kimik të ujit në thellësi të ndryshme të Liqenit Radoniqi	Luan Daija, Seit Shallari	Konferenca ALB Shkenca Shkup	2012
Luan Morina PhD Candidate	Increasing financing possibilities for implementation of Energy Efficiency Measures in Kosovo	Luan Morina	Doctoral research international conference, Nova Gorica	2014
Njomëza Zejnullahu	Judicial Institutions in Albanian Customary Law and in Comparison with Modern Law (The Canon of	Njomëza Zejnullahu and Robert Muharremi	Proceedings of Third Doctoral Research International Conference, Evropska pravna fakulteta, page. 116-128. [COBISS.SI-ID	2014

	Lekë Dukagjini)		1024476529]	
Associate Professor Dr. Sabri Sadiku	Connection Between Homomorphisms and Congruences in Regular Semigroups and Inverse Semigroups	Sabri Sadiku	Tehcnics and Tehnologies, Natural Sciences and Humanities, In Bulgaria-Plovdiv, seria B, House of Scientists, Plovdiv	2012
Associate Professor Dr. Sabri Sadiku	Algebraic hyperstructures of soft sets associated with ternary semihypergroups	Kostaq Hila, S.Sadiku, K.Naki	IECMSA, Prishtina	2012
Assistant Professor Dr. Visar Hoxha	Developing sustainable energy efficient buildings – A transnational knowledge transfer experience between Norway and Kosovo	Visar Hoxha, Tore Haugen, Svein Bjorberg, Alenka Temeljotov Salaj	World Building Congress 16, Tampere Finland	2016
Assistant Professor Dr. Visar Hoxha	Policies of EU towards Kosovo from constructivism approach	Visar Hoxha	Constitutional Process of European Union, European Faculty of Law, Ljubljana	2016
Assistant Professor Dr. Visar Hoxha	Impact of energy efficient measures in the prices of apartments in Mati 1, Prishtina	Visar Hoxha	2 nd Conference on Sustainable Energy Efficient Buildings, Prishtina	2015
Assistant Professor Dr. Visar Hoxha	N/A	N/A	Zero Emission Buildings Conference, Trondheim, Norway	2015
Assistant Professor Dr. Visar Hoxha	Effect of gross domestic product on real estate value in Kosovo and Slovenia	Visar Hoxha, Alenka Temeljotov Salaj	Proceedings of third Doctoral International Research Conference, European Faculty of Law, Nova Gorica, pp. 172-182	2014
Assistant Professor Dr. Visar Hoxha	Real estate valuation analysis in Kosovo	HOXHA, Visar, TEMELJOTOV SALAJ, Alenka	Zbornik prispevkov = Proceedings. Brdo pri Kranju [i. e.] v Novi Gorici: Evropska pravna fakulteta, page. 161-170. [COBISS.SI-ID	2013

			1024476529]	
Assistant Professor Dr. Visar Hoxha	Sustainable Efficient Energy Buildings	Visar Hoxha	1 st Conference “Sustainable Energy Efficient Buildings” Prishtina	2013
Dr. Xhelal Këpuska	Technological features for water treatment the plant "Radoniqi" Gjakova	Daija,L; Këpuska,Xh; Shallari,S	International conference Proceodings-Green Energy and Environtmental Science in Albania,Tirane	2014
Dr. Xhelal Këpuska	Influence of climatic factors on the physical and chemical parameters of water in Radoniqi Lake.	Këpuska,Xh,Kristo,I	International conference Proceodings-Green Energy an Environtmental Science in Albania,Tirane,	2014
Dr. Xhelal Këpuska	Determination of physico-chemical parameters of water in biological minimum the lake "Radoniq"	Këpuska,Xh; Daija,L; Kristo,I	1st International scientific forum,ISF 2013 Proceodings vol.3, Tirana,Albania	2013

10.4. Number of projects of international cooperation projects in research and teaching (Tempus, Erasmus, etc)

Project Title	Implementing Partners	Project Duration
Sustainable Energy Efficient Buildings/HERD	NTNU, ESLG College, Multiconsult	2013-2017
OSCAR	Multiconsult, NTNU, ESLG College and EVRO-PF	2014-2017
Encouraging the process of curriculum development based on learning outcomes and research guided teaching in the private higher education institutions of Kosova (LO@HEI)” No: 530399-TEMPUS-1-2012-1-AT-TEMPUS-JPHES	Private Institutions of Higher Education in Kosovë	2012-2014

10.5. Present the link between research and teaching in the institution and program under review

At the level of institution, the participation of College ESLG as a partner in two research projects SEEB and OSCAR, enables the link between research and teaching at the level of institution and program under review. During 2013 and 2014 in the course of Sustainable Architecture of the study program Law and Management of Real Estate and Infrastructure (MA) taught at College ESLG by NTNU professors Tore Haugen and Lucca Finochiaro, several case study buildings were selected and were given to students to analyze them within the course. The findings were presented in the 2nd Sustainable Energy Efficient Buildings Conference organized in Prishtina by NTNU and ESLG on 1-2 October 2015. The same model was used also in the courses Sustainable Facility Management taught by Prof. Svein Bjorberg at College ESLG during 2013 and 2014. On the other hand, three master students who are academic staff of ESLG now, whose master theses were supervised by NTNU professors, were part of project OSCAR and their theses were part of research project OSCAR. More evidence regarding this can be found in the link <http://www.oscarvalue.no/student/besnik-vrella-masterstudent>

Also another student of master program Law and Management of Real Estate and Infrastructure (MA) Mrs. Anjola Aliaj from Tirana Albania will complete her master thesis under the supervision of Professor Alenka Temeljotov Salaj from Oslo and Akerhus University College of Applied Sciences and the thesis will be directly linked with the research project OSCAR.

College ESLG also signed a Memorandum of Cooperation with the energy sector firm ELEN in Kosovo, according to which agreement students and professors will be directly linked in the renewable energy projects of firm ELEN and will conduct researches which will be demanded by firm ELEN as an important part of energy private sector in Kosovo, but will also be a significant part of course syllabi of the curriculum of study programs Law and Management of Real Estate (BA), Law and Management of Real Estate (MA), and Energy Management (BA). Also two bachelor theses supervised by Professor Dr. Visar Hoxha were related to SEEB research project and the findings were presented in the 2nd Conference on Sustainable Energy Efficient Buildings organized by College ESLG and NTNU on 1-2 October 2015 in Prishtina.

The link between research and teaching was also implemented in the course Theory of Probability in Real Estate Investments, whereby Assistant Professor Dr. Visar Hoxha who served as an assistant in the course involved students in the research that used Monte Carlo Simulation in the valuation of apartments in the city center of Prishtina using Income Method. The findings of simulations that were used in the course were used as a conference presentation by Dr. Hoxha for his habilitation lecture at European Faculty of Law in Ljubljana. The title of presentation was "Application of Monte Carlo simulation in the valuation of apartments in city center of Prishtina, Kosovo by using income method".

Prof. Dr. Alenka Temeljotov Salaj in academic year 2014/2015 in the study program Law and Management of Real Estate and Infrastructure (MA) in the course Real Estate Concepts integrated the research with teaching and students were involved in research project OSCAR and in the end of the course produced research results in the form of article journals. However, the research is linked with research project OSCAR that ESLG, NTNU and European Faculty of Law implement.

Also, in the study program Law and Management of Real Estate and Infrastructure (BA) in the course Sustainable Architecture delivered by Dr. Elvida Pallaska in academic year 2015/2016, undergraduate students were involved in the research project of Dr. Pallaska "Sustainable Energy Efficient Buildings in Traditional Housing in Kosovo", which findings will be presented in the First International Interdisciplinary Scientific Conference on Real Estate, which details can be found in the link <http://www.cirre.eu/>

In the program Energy Management BSc in some of the subjects there shall be research-led teaching. In the courses of Sustainable Architecture, Sustainable Facility Management, Building Design and Building Materials, case studies of several buildings shall be used, including inspection thereof for energy deficiencies in terms of architectural design, positioning towards solar radiation, and observing the climatic conditions of Prishtina, building life cycle, the construction materials used and those which should be used to decrease the energy consumption, and the use of construction technology. Around 50 buildings in Prishtina shall be taken (newer and older buildings) for inspection on site, and as a conclusion, students shall provide relevant recommendations in group projects for improvement of architectural design, positioning, construction materials, etc. Some of the courses shall also use MATLAB and Simulink simulators. The Group Projects shall result in papers similar to scientific papers with the methodology IMRAD (Introduction, Methods, Results and Discussion). Papers shall be developed in a group, and students shall use various scientific methodologies in the manner of developing competencies in scientific research in technical sciences.

In order to encourage integration of research with teaching College ESLG took the following steps:

- Formally recognized and rewarded faculty members who successfully integrated their teaching and research. The funding to reward faculty members came from SEEB and OSCAR projects;
- Established the faculty development program of training new faculty members on how to integrate research in their course curriculum and how to formulate learning outcomes of the course based on research and development of curriculum based on research guided teaching. The Faculty Development Program is based on the methodologies that ESLG acquired during the TEMPUS project that it participated from 2012-2014;
- Promotion of involvement in research of a broad spectrum of undergraduate students and not of only small elite percentage of the student body. College ESLG established the Undergraduate Research Opportunities Program to encourage involvement of all student body in research at undergraduate courses level. Through this program students that are active in research at course level as provided for by the course curriculum, shall be rewarded with scholarships or discount in tuition.

11. Financing

11.1. Budget and finance plan at the level of unit/institution

Institutional Level Budget	Year 2016	Year 2017	Year 2018
Tuition fee revenues	496,000	600000	800000
SEEB Project revenues	100000	100000	0
OSCAR Project revenues	50000	50000	50000
Own-source Capital	50000	50000	50000
Total Revenues	696,000	800,000	900,000
Salaries of Administrative Staff + Personal Contributions	60000	70000	80000
LLB Law Professors compensation	60000	60000	60000
REM BA Professors Compensation	60000	60000	60000
REM MA Professors Compensation	60000	60000	60000
Energy Management BSc Professors Compensation	60000	60000	100000
LLM Commercial Law Professors Compensation	36000	36000	36000
Career Centre development and performance expense	8000	8000	8000
Journal of Sustainable Energy Buildings publication	8000	20000	30000
Salary of the Rector	12000	12000	12000
Salary of the Board Chairman	18000	18000	18000
Quality Office Expense	20000	40000	60000
Printing and Copying Expenditure	1000	1000	5000
Study brochure edition expense	2000	2000	5000
Library expense	25000	40000	60000
Online Journal Access expense	5000	20000	30000
SEEB/HERD Project expense	100000	100000	0
OSCAR Project Activities expenditure	50000	50000	50000
Phone, cell-phone, internet and postal expense	1000	1000	1000
Web-application expenditure	3000	3000	3000
Lab computers and equipment expenditure	15000	25000	25000
Air travel expenditure for Slovenian professors	10000	15000	15000
Rental expenses for lecturing and office space	40000	50000	80000
Marketing and advertisement expenditure	20000	20000	20000
Representation expenditure	2000	2000	2000
LAN Network Installation Expenditure	2000	2000	2000
Building Maintenance Expenditure	1000	1000	5000
Accounting agency expenditure	3000	3000	6000
IT Network maintenance expenditure	1000	1000	1000
Student desks and chairs expenditure	8000	12000	8000
Video-project expenditure	5000	8000	5000
Total expenditure	696000	800000	847000
Difference between revenues and expenditure	0	0	53,000

11.2. Budget and finance plan at the level of program under review

Budget at the level of program under review	Year 2016	Year 2017	Year 2018
Tuition fee revenues	140,000	200000	300000
SEEB Project revenues	100000	100000	0
OSCAR Project revenues	50000	50000	50000
Own-source Capital	50000	50000	50000
Total Revenues	340,000	400,000	400,000
Salaries of Administrative Staff + Personal Contributions	20000	30000	30000
REM MA Professors Compensation	70000	70000	70000
Career Centre development performance expenditure	2000	2000	2000
Journal of Sustainable Energy Buildings publication expense	5000	7000	7000
ESLG own research expenditure from own-resources	25000	31000	31000
Salary of the Rector	2400	3000	3000
Salary of the Board Chairman	3600	4500	4500
Student Scholarships for the program Real Estate Management Master	10000	15000	15000
Quality Office Expense	8000	15000	15000
Printing and Copying Expense	200	1250	1250
Study Brochures Production expense	400	1250	1250
Library expense	10000	15000	15000
Online journal access expenditure	4000	7000	7000
SEEB/HERD Project expense	100000	100000	100000
OSCAR Project Activities expenditure	50000	50000	50000
Phone, cell-phone, internet and postal expense	200	250	250
Web Application Expense	600	3000	3000
Lab Computer and Equipment expense	3000	6250	6250
Air travel expenditure for Slovenian professors	3750	3750	3750
Rental expenses for lecturing and office space	10000	20000	20000
Marketing and advertisement expenditure	5000	5000	5000
Representation expenditure	300	500	500
LAN Network Installation Expenditure	300	2000	2000
Building Maintenance Expenditure	1200	1250	1250
Accounting agency expenditure	600	1500	1500
IT Network maintenance expenditure	200	250	250
Student desks and chairs expenditure	2000	2000	2000
Video-project expenditure	1250	1250	1250
Total Expense	340,000	400,000	400,000
Difference between revenues and expense	0	0	0

11.3. Research financing plan for at least three years

Research level budgeting	Year 2016	Year 2017	Year 2018
Research dedicated tuition fee revenues	30,000	38000	38000
SEEB project revenues	100000	100000	0
OSCAR project revenues	50000	50000	0
Grants by Construction Companies to the SEEB Centre	0	0	75000 ⁷
Grants by other projects	0	0	75000
Total revenues	180,000	188,000	188,000
Salaries for SEEB Centre research staff dedicated to research	32000	38000	38000
SEEB/HERD Project Activity research	80000	80000	0
OSCAR Project Activity research	40000	40000	0
SEEB Centre research for construction companies	0	0	60000
Project activity research related to other grants	0	0	60000
Lab Computer and Equipment Expenditure	5000	6000	6000
Rental expense for office space	6000	6000	6000
SEEB Centre Staff Member access to online journals	15000	16000	16000
Marketing and advertisement for the research component	2000	2000	2000
Total expense	180000	188,000	188,000
<u>Difference between revenues and expenditure</u>	<u>0</u>	<u>0</u>	<u>0</u>

⁷ The SEEB Research centre shall be established in 2015, with the assistance of the SEEB Project, implemented by the ESLG and the NTNU. This institution shall be part of the ESLG, but shall act independently in terms of finance and revenues. For this reason, the revenues obtained by the centre in 2017 are not entered as revenues in the revenue plan for the institution and programs under review. According to the plan, the SEEB Centre shall be initially funded by the SEEB Project and own-source revenues of the ESLG, until the establishment of a system of subscriptions by construction and energy companies in Kosovo, similar to the Efficient Building Centre of Japan. As planned, the annual company subscriptions for the companies shall be Euro 2,500, and it is expected that 30 companies shall subscribe to the centre by 2018.

12.1. Expert Team recommendations implementation plan as per the last accreditation procedure in 2013/2014

<i>Recommendations</i>	<i>Action plan for implementation of recommendations</i>	<i>Responsible persons for implementing recommendations and necessary resources</i>	<i>Timelines for recommendations implementation</i>	<i>Remark/Comment</i>
1. At this stage, the expert group recommends a focus on stakeholders in the real estate industry, a constant management of quality and internationalization	The ESLG has developed a plan for establishing the Energy Efficiency and Sustainable Buildings Centre, together with the NTNU and the Multi-Consult company, which shall be a resource centre for the companies and other stakeholders in the areas of real estate and energy.	Visar Hoxha, Tore Haugen, Svein Bjoerberg and Alenka Temeljotov Salaj	June 2015	Completed
2. The ESLG needs to spend some part of the budget to increase the stock of hard cover and electronic books for the future years	The ESLG has already prepared a plan for identifying and purchasing professional books in the areas of Sustainable Architecture and Efficient Buildings, part of which shall be funded by SEEB and own resources, both in English and Albanian languages	Visar Hoxha, Tore Haugen, Svein Bjoerberg and Alenka Temeljotov Salaj	June 2015	An amount of books has already been purchased with the funds of the SEEB Project, and others are expected. Also, the ESLG has increased its book stock budget for professional titles. Completed
3. Lack of Kosovo academic staff	The ESLG has developed a plan for developing own academic staff. The plan includes completion of studies and habilitation at mother institution in Slovenia or hiring of external full-time PhDs from Kosovo and the region.	Visar Hoxha, Alenka Temeljotov Salaj, Tore Haugen	April 2016	Habilitation of Dr. Hoxha completed; Completion of doctoral studies of Elvida Pallaska completed. Hiring of full-time associate professor Dr. Sabri Sadiku Hiring of 8 full-time PhDs
4. Increase budget allocations for travel expenditure for Slovenian professors	The ESLG has developed a plan for increasing the travel expenditure budget line for the Slovenian professors	Visar Hoxha	September 2014	Part of travel expenses are covered by NTNU and EVRO-PF, and those are not included in accounting documents of the

				ESLG, since respective institutions pay for them.
5. It is recommended that the following subjects be inserted: E-business in real estate, modern marketing methods in real estate, such as home-casting and leasing, in the Bachelor level Real Estate Management	The ESLG has already established a working group for the development of syllabi for relevant subjects, for their inclusion in the third year, as elective courses in the Bachelor Program of Real Estate and Infrastructure Management. For the course of Leasing, the ESLG has also included within the group a member of the Raiffeisen Real Estate Leasing Kosovo, to express their needs for the subject content	Visar Hoxha, Valon Murtezaj, Gent Sejdiu (Raiffeisen Bank Kosovo)	30 December 2013	This recommendation has already been fulfilled
6. The ESLG must develop an advanced master real estate management curriculum, as an advanced version of Bachelor level, or create a new focus on the energy efficiency and sustainable real estate industry, with the assistance of the NTNU.	The ESLG has already established a Master Curriculum Development Committee, for an advanced model of the Bachelor level Real Estate Management program. The ESLG has signed Memoranda of Understanding with two important actors in the field of real estate, the Department of Property Tax in the Ministry of Finance of Kosovo, and the Kosovo Association of Surveyors. Delegated members shall be part of the Curriculum Development Committee, with a view of including courses of relevance for these two stakeholders in the Master program. Also, the ESLG, with the NTNU assistance, and within the framework of the SEEB Project, has established a Curriculum Development Committee for the Program Energy Management BSc.	Visar Hoxha, Murat Hoxha (Association of Surveyors) and Shkëlzen Morina (Ministry of Finance) Visar Hoxha, Bedri Dragusha, Tore Haugen, Svein Bjoerberg and Alenka Temeljotov Salaj	30 September 2015	With the request of the Kosovo Association of Surveyors, the course Spatial Planning has been included, with the request of the Department of Property Tax, the Master subject Real Estate Valuation includes in its curriculum Agricultural Land Valuation and Specialized Property Valuation. The program was drafted and accredited by KAA in July 2015 and is running successfully. Completed.

12.2. Plan for implementation of recommendations of experts team from the last accreditation round 2014/2015 Kolegji ESLG

<i>Recommendations</i>	<i>Plan of action for implementation of recommendations</i>	<i>Responsible person for implementation of recommendation</i>	<i>Dates for implementation of recommendations</i>	<i>Remarks/Comments</i>
1. Analyze Energy Management Program sustainability in case the projected number of students is approximately 100”,	ESLG has set up the Commission to analyse the sustainability of the program in the event the number of enrolled students per academic year is greater than 100 in academic year 2016/2017.	Visar Hoxha, Tore Haugen, Svein Bjoerberg, Alenka Temeljotov Salaj, Bedri Dragusha, Elvida Pallaska	April 2016	The planned number of enrollments per academic year is 50. The Commission will re-evaluate the needs of the market and the needs for additional academic staff in the event the number of enrollments is greater than 100. The Commission will evaluate how many graduates the market needs and how much staff would need in case the number of enrolled students per academic year is 100.
2. Consider the possibility to increase the share of energy consumption in curriculum (especially efficient energy consumption)	ESLG has set up the Curriculum Committee to prepare the syllabi for inclusion of energy consumption courses such as: 1) An Introduction to Building Controls; 2) Boiler types and opportunities for energy efficiency; 3) Energy Efficiency with Building Automation Systems; and 4) Lighting;	Visar Hoxha, Tore Haugen, Bedri Dragusha	April 2016	The Committee will prepare the syllabi for the courses until 2016 and will submit the course syllabi to the Senate for approval and in the end to the Management Board. The Management Board then will explore the opportunities of recruitment of adequate academic staff that could cover the teaching in these 100 courses.

<p>3.Study modules - Teaching and Learning Methods – to combine theoretical knowledge that are given in the course more with practice (good example of Mathematics 1).</p>	<p>ESLG has set up the Committee to see which practical simulators can be obtained as in the course of Physics (SER, p. 33), Chemistry (SER, p. 33), Thermodynamics (SER, p. 36), Project Management Simulation: Scope, Resources Schedule V2 purchased from Harvard Business Publishing for Educators, Sustainable Architecture through use of software ECOTECT and Design Builder (SER, p. 38). The Committee will establish relations with companies where students can perform the practical part of exercises in construction and energy companies.</p>	<p>Visar Hoxha, Alenka Temeljotov Salaj, Tore Haugen, Abedin Azizi</p>	<p>June 2016</p>	<p>The Committee will explore the purchase and procurement of simulators and other software but also the signing of agreements with companies in Kosovo where practical part of the course can be implemented.</p>
<p>4.Concretization of some module outcomes of the course Contracting Strategy and HR Management</p>	<p>ESLG has set up the Committee for concretization of module outcomes</p>	<p>Visar Hoxha, Luan Morina</p>	<p>June 2016</p>	
<p>5. Explain structural difference between full-time and part-time program</p>	<p>ESLG has set up the commission for explaining the differences between full-time and part-time study in the enrollment for next academic year 2016/2017</p>	<p>Jehona Hoxha, Lefter Belegu</p>	<p>June 2016</p>	<p>The Committee will check for each course what is the teaching load for full-time students and for part-time students.</p>
<p>7.Energy Management study program as a whole requires concretization of outputs, systemization and coordination with major employers</p>	<p>ESLG has set up the Commission for inclusion of major stakeholders in the Advisory Board in the concretization of outputs of major modules</p>	<p>Visar Hoxha, Bedri Dragusha,</p>	<p>June 2016</p>	<p>The Committee will set up connections with the relevant stakeholders such as Agency for Energy Efficiency of Kosovo, Department of Energy of the Ministry of Economic Development of Kosovo, major construction companies such as Pozhegu Brothers, Tregtia, Lesna and major stakeholder in the</p>

				facility management sector “Shtepiaku” company
7.but teaching the study program there participates only one full-time professor	ESLG has set up the commission for increase of full-time professors with PhD	Visar Hoxha, Peter Jambrek	January 2016	The Commission will also improve the Academic Personnel Development Plan. 7 full-time PhDs were hired for the whole institution.
8. Introduction of a specific course on Economics in European Economic Law (LLM) study program	ESLG has set up the Commission for inclusion of the course Economics of European Integration in the study program European Economic Law (LLM)	Visar Hoxha, Labinot Greiçevci	October 2015	This recommendation has been fulfilled. The course was introduced and the course syllabus was drafted and approved.
9.Although the master program will be offered on full-time and part-time basis no information is given to explain any differences between them	ESLG has set up the committee to include clear paragraphs on Regulation of Studies similar to Article 18 of Regulation on Studies of College ESLG which draws the following differences between full-time and part-time mode of study for master programs in Law. The paragraphs will be included in a separate Article on Regulation of Studies.	Visar Hoxha, Peter Jambrek	November 2015	This recommendation has been fulfilled. The course was introduced and the course syllabus was drafted and approved

<p>10. Consider offering the possibility of optional courses to make the program more flexible to the needs of the students (European Economic Law LLM)</p>	<p>ESLG has set up the Curriculum Committee to include the optional courses in European Economic Law (LLM) program.</p>	<p>Labinot Greicevci, Matej Avbelj</p>	<p>December 2015</p>	<p>This recommendation was already fulfilled the following optional courses were included in the program curriculum: 1) The Economics of EU Integration, 2) Business and Financial Regulation in EU; 3) EU Banking Law; 4) EU Tax Law; 5) European Intellectual Property; and 6) EU Consumer Law. Also professors were found for these courses including one full-time German professor Dr. Christian Seidel with PhD in EU Intellectual Property Law</p>
<p>11. For candidates with at least three years of experience as lawyers in public institutions of Kosovo, the average grade criterion shall be revoked for admission to European Economic Law (LLM) program. But no additional information on this is given</p>	<p>ESLG has set up the Commission to draft the legal provisions in the Regulation of Studies of College ESLG and Regulation on Admission and Transfer of Students in Master Studies, which would regulate this area</p>	<p>Peter Jambrek</p>	<p>December 2015</p>	<p>This recommendation was fulfilled. The paragraphs have been included in the Regulation of Studies and Regulation on Admission and Transfer of Students in Master Studies.</p>
<p>12. Based on the need/demand of the independent study it is necessary to analyze each module of Evaluation methods and passing criteria and work out (impose) specific evaluation conditions that are in accordance with the expected output module</p>	<p>ESLG has set up the commission which will analyze the evaluation methods for each course. The passing criteria is regulated with the Regulation on studies.</p>	<p>Bedri Dragusha, Luan Morina, Islam Hasani, Abedin Azizi</p>	<p>January 2016</p>	

13. In the list of Literature could be added scientific articles that provides an independent analysis opportunity of active students	ESLG has set up the commission which will identify the list of scientific articles for each course	Sabri Sadiku, Ali Sadiku, Bedri Dragusha, Elvida Pallaska, Abedin Azizi, Agron Bislimi, Luan Morina and Visar Hoxha	April 2016	
14. After entering the school there must do monitoring to identify studying results and progress between two different group of students studying the results and progress in Energy Management program	ESLG will set up the commission for progress monitoring of full-time and part-time students in Energy Management program.	Visar Hoxha	June 2016	The Commission then will need to draft the rules for progress monitoring.
15. Strengthen Energy Management Study full -time academic staff	ESLG has set up the commission for recruitment of additional full-time staff for the program	Visar Hoxha, Bedri Dragusha, Peter Jambrek	January 2016	The Commission has already recruited additional staff Dr. Abedin Azizi, Luan Daija, Xhelal Kepuska and Dr. Bashkim Misini were hired. Completed. 3 PhD
16. To consider the development of an internship programme in the future in European Economic Law LLM program	ESLG has set up the commission to develop internship agreements with relevant stakeholders	Labinot Greicevci, Visar Hoxha	June 2016	The internship program will be developed with Ministry of European Integration of Kosovo, EU Office in Kosovo
17. To sign agreements with other European Universities, especially those with European Law programmes	ESLG has set up the commission to identify strong universities with great European Law programs in order to sign agreements on exchange of staff and students	Visar Hoxha, Peter Jambrek, Matej Avbelj	September 2016	

18.To establish an academic commission (academic coordination) to evaluate the different needs for theory and practice for each subject in European Economic Law LLM program	ESLG has already set up the academic commission for re-evaluation of the needs for theory and practices for each subject	Labinot Greicevci, Sabiha Shala,	October 2015	The commission has already been set up.
19. The introduction of internship programme and optional courses in the future could change these weights in European Economic Law LLM program	ESLG will develop the internship program in cooperation with Ministry of European Integration	Dhurata Hoxha	October 2016	
20. To work on differences between full-time students and part-time students and consider implications for students and the teaching staff in European Economic Law LLM program	ESLG has set up the Commission to draft the legal provisions in the Regulation of Studies of College ESLG and Regulation on Admission and Transfer of Students in Master Studies, which would regulate this area	Peter Jambrek	December 2015	This recommendation was fulfilled. The paragraphs have been included in the Regulation of Studies and Regulation on Admission and Transfer of Students in Master Studies.
21. Review the course descriptions to avoid unnecessary overlaps in European Economic Law LLM program	ESLG will set up a committee for review of overlaps between course descriptions	Labinot Greicevci, Sabiha Shala	November 2015	The course contents were already checked and necessary overlaps were removed.
22. To establish an academic coordination commission to follow the syllabus and the contents, especially during the first year in European Economic Law LLM program	ESLG established the commission for the follow up of syllabus and contents of the first year	Labinot Greicevci, Sabiha Shala, Christian Seidel	November 2015	
23. To consider and work on the different needs of two main students groups (with professional experience and with no professional experience) in the European Economic Law (LLM).	ESLG has set up the Commission to draft the legal provisions in the Regulation of Studies of College ESLG and Regulation on Admission and Transfer of Students in Master Studies, which regulates this area	Peter Jambrek	December 2015	

24. To consider the integration of experts through seminars and other no-full time academic staff in European Economic Law (LLM)	ESLG will hire experts from Ministry of European Integration, experts from EU Commission Liaison Office in Kosovo, and law experts from relevant embassies of member states of European Union	Labinot Greicevci, Dhurata Hoxha	October 2016	
25. The Planned increase in tuition fees is associated with risk. Necessary to find additional sources of funding and financing to the improvement of the learning process	ESLG has set up the Grant Commission which will apply for funding for grants especially relevant to Energy Management program	Besnik Vrella, Albana Gjonbalaj, Vetiola Recica	November 2016	Already one grant proposal was submitted to Finnish Embassy. The grant title is “Sustainable Management of Building Stock in small municipalities of Kosovo (with emphasis on municipalities established with the decentralization process).
26. Experts recommended that the auditoriums equipped with audio-visual equipment to conduct video lectures	ESLG set up the commission to ensure the procurement of audi and visual equipment for conduct of video lectures	Lefter Belegu, Jehona Hoxha, Ermion Zenelaj	October 2016	
27. Start introducing the elements of assurance of learning on the programme level.	The Quality Assurance Office will draft the quality assurance plans on program level	Dhurata Hoxha	October 2016	

13. Appendices

13.1. A Syllabus Sample

GENERAL SPECIFICATIONS	Program: Law and Management of Real Estate and Infrastructure (MA)
SUBJECT TITLE AND COURSE OBJECTIVES	<p>I. COURSE TITLE Sustainable Architecture</p>
	<p>II. COURSE OBJECTIVES Students learn the theory and practice of architectural design of buildings, which adapt to the environment, as a meaningful process based on understanding external environmental resources. Theoretical lectures offer knowledge on the climatic analysis, architectural design of bio-climatic buildings, energy modelling and tectonics (up to the standards of passive houses). The main focus of the subject is the environmental performance of buildings which adapt to the climate and their capacity to create interior comfort in a passive manner, and also to generate and create energy.</p>
SUBJECT LECTURING	<ul style="list-style-type: none"> • CONTENTS Climate and site analysis • <i>Lechner, N.</i>, parts 1, 2, 4, 5 and 11 • <i>Szokolay, S.</i>, parts 1.2,1.3, 1.4, 1.5 and 4.5. • <i>Olgyay, V.</i>, page 6-53. Building shape and thermal behaviour • <i>Szokolay, S.</i>, part 1.4 and page 6-12, 35-53. • <i>Lechner, N.</i>, part 3. • <i>Olgyay, V.</i>, part VIII. • <i>Dahl, T.</i>,page. 54-73. Environmental Programming • <i>Lechner, N.</i>, parts 7 and 10. • <i>Larsen, L. and Sørensen P.</i>,page 18-25. • <i>Olgyay, V.</i>, part IX. • <i>Brophy V. and Lewis J.O.</i>, part 3.

	<p style="text-align: center;">Thermal Envelope</p> <ul style="list-style-type: none"> • <i>Lechner, N.</i>, part 15. • <i>Szokolay, S.</i>, part 1.4 . • <i>Olgyay, V.</i>, part X. • <i>Brophy V. and Lewis J.O.</i>, part 4. <p style="text-align: center;">ZEB _ Zero Energy Consumption sustainable buildings.</p> <ul style="list-style-type: none"> • <i>Lechner, N.</i>, part 16. • <i>Szokolay, S.</i>, parts 1.6 and 4. <hr/> <p>INDICATIVE READING</p> <ul style="list-style-type: none"> • Steven Szokolay, <i>The basis of sustainable design</i>, Architectural press, USA 2008 • Norbert Lechner, <i>Heating Cooling and Lighting</i>, Sustainable design methods for architects, John Wiley and Sons Inc. , USA 2008 • Victor Olgyay, <i>Design with Climate</i>, Princeton University Press, New Jersey 1963 • Torben Dahl, <i>Climate and architecture</i>, Routledge, Taylor and Francis group, New York 2010. • Lena Larsen and Peter Sørensen, <i>RENARCH Sustainable buildings</i>, Vilhelm Jensen & partnere, Danmark 2006. • Vivienne Brophy and J Owen Lewis, <i>A green Vitruvius</i>, Principle and practice of sustainable architecture design, UK 2011 <hr/> <p>III. TEACHING AND LEARNING METHODOLOGY</p> <ul style="list-style-type: none"> • The course shall include classic lectures, case studies and use of ECOTECH software from AUTODESK • Total contact hours: 85
MODULE ASSESSMENT	<p>IV. LEARNING OUTCOMES</p> <p>Upon completion of this module, students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand architectural design of buildings adapted to climatic conditions; 2. Understand external environmental resources; 3. Work in teams in designing low-energy consuming buildings; 4. Write reports on the condition of existing buildings; <hr/> <p>V. ASSESSMENT METHODS</p> <p>The final grade shall consist of the following:</p> <ol style="list-style-type: none"> i) Attendance: 10% of the final grade ii) Project Report of 6000 (+/- 10%) words, including all references, footnotes and bibliography: 50% of the final grade (Project topic: Principles and strategies of sustainable architecture, deriving from an analysis of various case studies). iii) Final Exam: 40% of the final grade

	<p>Final grade, 5 to 10 is the total percentage of assignments given:</p> <p>10 = 90% – 100%</p> <p>9 = 80% – 89.99%</p> <p>8 = 70% – 79.99%</p> <p>7 = 60% – 69.99%</p> <p>6 = 50% – 59.99%</p> <p>5 = 0% – 49.99%</p>
MODULE MANAGEMENT	<p>VIII. CREDIT POINTS AND DURATION</p> <p>Credit points: 6 ECTS</p> <p>Duration: 1 semester</p>
	<p>VI. CONTACT PERSON</p> <p>Assoc. Prof. Dr. Luca Finocchiaro, and Prof. Dr. Tore Haugen</p>

Detailed indicative reading

ISBN Number	Author	Date	Edition	Title	Publisher
978-0-470-04809-2	Norbert Lechner	2008	3	<i>Heating, Cooling and Lighting, Sustainable design methods for architects.</i>	Wiley. USA
978-87-7830-145-1	Lena Larsen & Peter Sørensen	2006		<i>RENARCH. Sustainable buildings.</i>	Vilhelm Jensen & partnere. Copenhagen
978-0-75068704-1	Steven V Szokolay.	2010	6	<i>Introduction to architectural science, the basis of sustainable design.</i>	Architectural Press, USA

978-1-84971-31-5	V. Brophy and J. O. Lewis	2011	3	<i>A green Vitruvius, principles and practice of sustainable architectural design.</i>	Earthscan, London
3-7643-8385-2	Manfred Hegger&NataschaAlten sen	2008		<i>Energy Atlas</i>	Detail Books, Basel
978-0415563093	Torben Dahl	2009		<i>Climate and Architecture</i>	Routledge, Abingdon, Oxon

13.2. Sample working contract

ESLG COLLEGE

Parties

ESLG College ,
Veternik n.n
10000 Prishtina,
Business Registration Number: 70616904
represented by the Board Chairman
("hereinafter: Institution")

and

Full name: _____
Address: _____
Phone: _____
ID No.:
("hereinafter academic staff")
hereby enter the following:

ACADEMIC STAFF EMPLOYMENT CONTRACT

Article 1

Parties hereby agree that this present contract is an agreement on employment relationship.

Article 2

The scope of teaching is determined by study programs and curriculum, and shall be calculated by the number of teaching units in accordance with the Rule of Teaching.

Article 3

Parties agree that the academic personnel, in compliance with the subject curriculum, shall perform the following duties:

- Take part in developing the course curriculum;
- Lecture in one or more courses during the academic year, in compliance with the agreement entered into between the institution and the academic staff member;
- Offer individual student consultations for the courses taught by the academic staff member;
- Offer individual guidance, collaboration and participation in developing seminars, workshops and seminal papers by students;
- Serve as mentors to students in drafting essays and diploma thesis;

- Assess student knowledge in oral and written exams;
- Take part in other forms of teaching (through electronic means, distance learning and other forms of study);
- Take part in preparing study materials in written and electronic format;
- Participate in teacher conferences;
- Submit the course syllabus to the Director for Academic Matters;
- Provide consultation schedules for the students, pursuant to the institution rules and regulations;
- Keep records of student grading for at least one year.

Article 4

The academic staff member agrees to observe all rules and regulations of the Institution upon his/her appointment. The academic staff member agrees to not engage in any activity, which according to the judgment of the ESLG, may undermine proper performance of duties of the staff member within the higher education institution. The staff member agrees to engage full time in performing duties in lecturing subjects allocated to him/her.

Article 5

The appointment of the academic staff member may be terminated in the following cases: a) moral integrity; b) failure to observe rules; c) negligence in performing duties; d) violation of professional ethics; and e) medical incapacitation.

Article 6

The contract duration shall be five years.

Article 7

In compliance with the Rule on Academic Staff Compensation as approved by the Managing Board, the gross salary of the academic staff member _____ shall be _____. The employer shall also contribute to the mandatory and supplementary pension funds.

Article 8

Any dispute over the present contract shall be resolved under the competency of the Municipal Court in Prishtina.

In Prishtina, on in

In the name of PIHE

For the Academic Staff member

Visar Hoxha, Chairman of the Board

13.3. Assessment Questionnaire Sample

ESLG Course Evaluation Form

COURSE:

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Clarity of the course objectives and how well they were met | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Quality of the course media (videos, CD ROM, print material) | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Effectiveness of course materials (textbook, handouts, videos etc(in helping you learn. | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Value of course assignments (HW, case studies, papers etc.) in helping you learn the course content. | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Fairness of the standards used for grading. | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROFESSOR:

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Effectiveness in explaining, giving examples, and discussing course material. | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Organization and preparation for the course (planning assignments) | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Receptiveness to students questions and concerns | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Helpfulness of responses to student questions and concerns | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Availability for individual assistance to students | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Use of teaching techniques and styles that encouraged your learning | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Timelines in returning graded homework | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

THE COURSE DELIVERY TECHNOLOGY

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Contribution to electronic communication with the professor and other students to | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| the class and learning | | | | |
| 2. Convenience of accessing course information and materials electronically | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Success of the course delivery system in creating virtual classroom for teaching | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| and learning | | | | |

GENERAL

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Satisfaction with how much you learned in the course | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. This course overall | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The professor overall | Very Good | Good | Adequate | Poor |
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

WRITTEN COMMENTS

8. How could this course be improved?

9. Which areas of the professor's teaching performance were most effective to you?

10. How could the professor's teaching be improved?



13.4. Diploma Supplement;

SHTOJCA E DIPLOMËS – DODATAK DIPLOME – DIPLOMA SUPPLEMENT

Kolegji ESLG

Kjo shtojcë është hartuar në bazë të modelit të hartuar nga Komisioni Evropian, Këshilli i Evropës and UNESCO/CEPES. Qëllimi i shtojcës është që të siguroj të dhëna të pavarura and të mjaftueshme për përmirësimin e "transparentës" ndërkombëtare si and njohjes akademike and profesionale të kualifikimeve (diplomave, titujve shkencor, certifikatave, etj). Është dizajnuar që të ofroj përshkrimin e natyrës, nivelit, kontekstit and statusit të studimeve të cilat individi, emri i të cilit është në kualifikimin origjinal, i ndjek and i kryen me sukses për çka eand kjo shtojcë sqaron. Duhet të jetë e pa anuar nga gjykimet për vlerën, ekuivalencën apo sugjerimet për njohjen. Duhet të jepen informacione në të gjithë tetë sektorët. Aty ku informacionet nuk jepen, duhet të sqarohet arsyeja pse.

Ovaj dodatak je sastavljen na osnovu modela sastavljenog od strane Evropske Komisije, Saveta Evrope i UNESCO/CEPES. Cilj dodatka je da obezbedi dovoljno nezavisnih podataka za poboljšavanje međunarone "transparentnosti" kao i akademska i profesionalna priznanja kvalifikacija (diploma, naučna zvanja, certifikate, itd). Dizajniran je da omogući opis nivoa, prirodu, kontekst i statut studiranja pojedinca, koje ime je na original kvalifikacije, prati i uspešno završava zašto i ovaj dodatak to objašnava. Treba biti nepristrasan prema predrasudama za vrednost, ekuivalentnost ili sugestije o priznanju. Treba da pruža informacije za sve sektore. Gde informacije nisu date, treba obrazložiti zašto.

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international "transparency" and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why

1. INFORMACIONE IDENTIFIKUESE TË BARTËSVE TË KUALIFIKIMEVE / IDENTIFIKACIONE INFORMACIJE ZA NOSIOCE KVALIFIKACIJA/INFORMATION IDENTIFYING THE HOLDER OF QUALIFICATION

1.1. Emri / Ime / Name: Destan

1.2. Mbiemri / Prezime / Surname: Krasniqi

1.3. Data e lindjes / Datum rodenja / Date of birth: 10.12.1978

1.4. Numri i studentit (dosja) / Broj studenta / Student ID number: 1000142010

1.5. Data e regjistrimit / Datum upisa / Date of registration: 15.09.2010

1.6. Data e përfundimit / Datum završavanja / Date of completion: 18.01.2014

2. INFORMACIONE IDENTIFIKUESE PËR KUALIFIKIMIN E FITUAR / IDENTIFIKACIJSKE INFORMACIJE ZA STEÇENU KVALIFIKACIJU / INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Emri i kualifikimit and emri i gradës / Ime kualifikacije i ime čina / Name of qualification and degree: Higher Education Diploma; **Academic Degree:** Bachelor of Arts in Law and Real Estate and Infrastructure Management.

2.2. Fusha(t) kryesore të kualifikimit (studimit) / Glavna(e) oblast(i) kualifikacije (studiranja) / Main field(s) of study for the qualification: Law and Real Estate and Infrastructure Management (BA). The study program was approved on 29 September 2009. The Kosovo Accreditation Agency accredited the study program on 20 July 2010, by decision no. 479/10.

2.3. Emri and statusi i institucionit që e lëshon kualifikimin (në gjuhën origjinale) / Ime i status institucije koja izdaje kvalifikaciju (na originalnom jeziku) / Name and status of institution issuing the qualification (in original language): ESLG College, Veternik n.n, 10000 Prishtina, Kosovo,

2.4. Gjuha e studimit / Jezik studiranja / Language of study: Albanian and English.

3. INFORMACIONE PËR NIVELIN E KUALIFIKIMIT TË FITUAR/INFORMACIJE ZA NIVO STEÇENE KVALIFIKACIJE/INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1. Niveli i kualifikimit / Nivo kualifikacije / Level of qualification: Bachelor, Level 6 (NQF).

3.2. Kohëzgjatja zyrtare e programit / Službeni vremenski period trajanja (studiranja)/ Official length of study programme: Three years (180 ECTS) and one year for graduation (one year).

3.3. Pragu i pranimit në institucion / Prag primanja u instituciji / Admission criteria at the institution:

Admission criteria for the first year:

The following criteria apply for student admission at the first year of first level study program Law and Real Estate and Infrastructure Management (BA):

- a) Successful completion of the Matura test,
- b) Successful completion of secondary school before the entry into force of the Matura Test in the Republic of Kosovo;
- c) Successful completion of an equivalent examination and successful completion of secondary school in a foreign country.

In case of a limited admission number, candidates shall further be selected in the following criteria:

- Average grade in the secondary school, min 3.0 60 % points
- Total Matura test points 40 % points

Admission criteria for the second year:

- All students attending study programs related to the present study program: 1) Economics, 2) Law, 3) Architecture or Civil Engineering and 4) Geodesy, in any of the colleges or universities accredited in Kosovo or abroad, may transfer their credit and enrol Second Year, with the obligation of passing three catch-up exams: 1) Architecture; 2) Urban Planning and 3) Real Estate Evaluation.
- All students attending study programs not related to the present study program, may transfer their credit and enrol Second Year, with the obligation of passing five catch-up exams: 1) Property Law; 2) Architecture; 3) Urban Planning, 4) Real Estate Evaluation and 5) Immoveable Property Registration.
- All students who have completed the first year in similar study programs, such as Real Estate Management, Land Administration, are directly enrolled in the second year.

In case of a limited number of seats, candidates shall be selected according to an average grade of preliminary studies.

Admission criteria for the second year:

- All students attending study programs related to the present study program: 1) Economics, 2) Law, 3) Architecture or Civil Engineering and 4) Geodesy, in any of the colleges or universities accredited in Kosovo or abroad, may transfer their credit and enrol Third Year, with the obligation of passing three catch-up exams: 1) Architecture; 2) Urban Planning and 3) Real Estate Evaluation
- Students who have completed two-year higher vocational schools are registered in the third year.

In case of a limited number of seats, candidates shall be selected according to an average grade of preliminary studies.

4. INFORMACIONE PËR PËRMBAJTJEN AND REZULTATET E ARRITURA / INFORMACJE O SADRŽAJU I POSTIGNUTIH REZULTATA / INFORMATION ON THE CONTENTS AND RESULTS

4.1. Mënyra e studimit / Način studiranja / Type of studies: Part-time, without obstructing full-time employment.

4.2. Kërkesat e programit / Programski zahtevi / Programme requirements: Every student shall complete successfully 24 courses from the course list. Candidates are required to complete 10 compulsory courses in the first year, and 10 compulsory courses in the second year, and four elective courses in the third year. Candidates shall also complete mandatory practical work, which implies that the student has 25 obligations before defending the diploma thesis. 840 hours are allocated for lectures, and 680 hours of

mentoring. The mandatory practical work shall be 300 hours. The student shall complete 120 hours of practical work in a company or organization, while 180 hours are dedicated to individual research work of the student.

4.3. Shih faqen e fundit / Vidi zadnju stranicu / Please, see the last page:

4.4. Skema e notimit, udhëzim për përshkrimin e notave / Šema ocenjivanja, upustvo za opis ocena / Grading scheme, grade distribution guidance:

Grade	Percentage required	Definition
10	90 – 100 %	EXCELLENT-excellent knowledge, minor errors only
9	80 – 89.99 %	VERY GOOD –over standard average, with some errors
8	70 – 79.99 %	GOOD-generally good score, with some visible errors
7	60 – 69.99 %	SATISFACTORY-good, with quite a few errors
6	50 – 59.99 %	SUFFICIENT-results meet minimum criteria
5	0 – 49.99 %	UNSATISFACTORY- results do not meet minimum criteria

The student shall pass the exam if he/she is awarded a grade between sufficient (6) to excellent (10).

4.5. Klasifikimi i përgjithshëm i kualifikimit (në gjuhën origjinale) / Opšta klasifikacija kvalifikacije (na originalnon jeziku) / Overall classification of the qualification (in original language): /

5. INFORMACIONE PËR FUNKSIONIN E KUALIFIKIMIT / INFORMACIJE ZA FUNKSIJU KVALIFIKACIJE / INFORMATION ON THE FUNCTION OF QUALIFICATION

5.1. Pranimi për studimet e mëtejme / Prijem za dalje studije / Access to further study:

Graduates may enrol the Master program of Law and Real Estate and Infrastructure Management (MA), offered by the College, or other Master study programs, in compliance with the enrolment conditions set forth by the higher education institution enrolling the candidate.

5.2. Statusi profesional (nëse ekziston) / Profesionalni status (ako ima) / Professional status (if applicable):

The Study Program of Law and Real Estate and Infrastructure Management (BA) does not educate graduates for typical legal professions. Along the general legal knowledge acquired by the student, the

students are also expected to acquire knowledge on the fields of management, real estate and infrastructure. For this reason, in the area of real estate, graduates shall be able to find employment as managers in the construction or architecture sectors, real estate valuers in banks and insurance companies, or expropriation projects by the government, real estate agencies. In the field of infrastructure, the graduates may be employed as managers or independent experts in the fields of water, energy, transport and telecommunications infrastructure.

5.3. Detajet e programit si and notat/kreditë/nivelet e ndjekura / Programski detalji kao i ocene/krediti/pračeni nivoi / Programme details and grades / credits / level obtained:

Main objectives of the program:

The three-year Bachelor program meets all legal criteria of the Republic of Kosovo. At the same time, the ESLG College meets the maximum level of best teaching practices in the world, grounding upon the understanding of legal phenomena in the fields of real estate and infrastructure management, based on a study of property and business law, administrative and obligational law, and other courses in the fields of real estate, economics, architecture and other technical and social sciences. The program offers basic legal and interdisciplinary knowledge, and a specialized qualification, which is internationally comparable as well. Such an integral scheme combines theoretical, methodological and applied disciplines, and provides for development of interdisciplinary skills, and simultaneously allows for continued further education. The main objective of basic studies is to create labour profiles in all fields of law related to immovable property and infrastructure.

A holder of the degree Bachelor of Arts in Law and Real Estate and Infrastructure shall acquire professional and effective management skills in legal terms, investment and other transactions in real estate and infrastructure sectors, using qualitative and quantitative techniques. A holder of the degree Bachelor of Arts in Law and Real Estate and Infrastructure may further pursue academic education in Master programs requiring theoretical and practical knowledge in social and technical sciences.

General program competencies:

The program is designed to allow candidates to acquire and develop knowledge, skills and competencies which in content and complexity fully or partly correspond to the general competencies presented in the following:

- Innovativeness and creativity,
- Ability to analyse, synthesize, and forecast solutions and effects,
- Ability to apply knowledge gained in practice,
- Ability to work independently,
- Ability to work in teams,
- Development of communication skills, with a special emphasis on the field of real estate and infrastructure management,

Specific program competencies:

The program is designed to allow candidates to acquire and develop knowledge, skills and competencies which in content and complexity fully or partly correspond to the specific competencies presented in the following:

- Knowledge and understanding of the history of legal and other sciences, in an interdisciplinary environment of real estate management,
- Ability to relate to various interdisciplinary areas,
- Ability to practically apply knowledge in the fields of real estate and infrastructure management,
- Ability to exploit information technology;
- Ability to comprehend legal knowledge related to the fields of real estate, ownership, economics, infrastructure, etc.
- Ability to relate the concepts of immovable property with the social and technical sciences,
- Ability to understand architectural and urban planning principles of immovable property, and the ability of interdisciplinary thinking in terms of investment planning in real estate and infrastructure,
- Ability to exercise techniques and methods of project management,
- Ability to use economic means for decision-making in business,
- Ability to use interdisciplinary knowledge in unpredictable situations in real estate and business,

The study program curriculum is presented below:

YEAR 1

Course	Lectures	Exercise	ECTS
Property Law	50	40	8
Administrative Law	45	35	7
Introduction to Management	35	30	6
Introduction to Architecture	35	30	6
Introduction to Spatial Planning	35	30	6
Utility Infrastructure	35	30	6
Environment and Society	35	30	6
Immovable Property Registration	30	25	5
Immovable Property Evaluation	30	25	5
Financial Mathematics	30	25	5

TOTAL	360	300	60
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YEAR 2

Course	Lectures	Exercise	ECTS
Obligational Law	50	40	8
Commercial Law	35	30	6
Energy Infrastructure	35	30	6
Civil Procedure Law	45	35	7
Administrative Procedure	35	30	6
Transport Infrastructure	35	30	6
Human Resource Management	35	30	6
Real Estate Marketing	30	25	5
Public-Private Partnerships	30	25	5
Real Estate Economics	30	25	5
TOTAL	360	300	60

YEAR 3

Course	Lectures	Exercise	ECTS
Elective Course 1	30	25	5
Elective Course 2	30	25	5
Elective Course 3	30	25	5

Elective Course 4	30	25	5
Mandatory internship	/	/	10
Diploma Thesis	/	/	30
TOTAL	120	100	60

ELECTIVE COURSES

Course
Telecommunications Infrastructure
Energy Buildings
Material Accounting
Labour Law
Land Registration Law
Tax Law
Procurement and Concession Law
Infrastructure Project Management
Introduction to Business Administration
Facility Management

I. GENERAL INFORMATION

Name and surname: Destan Krasniqi

Student Identification Number: 1000142010

Academic Year of Registration: 2010/2011

Registration: First Study Year

Student Qualification at enrolment: Four-Year Secondary Education

II. GRADES AND CREDIT ACQUIRED

No.	Course	Study Year	ECTS	Grade	Date of completion
1	Property Law	1	8	9	03.03.2011
2	Administrative Law	1	7	6	10.06.2011
3	Introduction to Management	1	6	9	15.01.2011
4	Introduction to Architecture	1	6	7	11.05.2011
5	Introduction to Spatial Planning	1	6	8	11.05.2011
6	Utility Infrastructure	1	6	7	01.06.2011
7	Environment and Society	1	6	7	11.07.2011
8	Immoveable Property Registration	1	5	7	22.07.2011
9	Immoveable Property Evaluation	1	5	6	20.07.2011
10	Financial Mathematics	1	5	6	31.07.2011
11	Obligational Law	2	8	8	15.06.2012
12	Commercial Law	2	6	8	19.01.2012
13	Energy Infrastructure	2	6	8	25.01.2012
14	Civil Procedure Law	2	7	9	15.09.2012
15	Administrative Procedure	2	6	6	10.09.2012
16	Transport Infrastructure	2	6	9	17.06.2012
17	Human Resource Management	2	6	7	25.07.2012
18	Real Estate Marketing	2	5	8	15.09.2012
19	Public-Private Partnerships	2	5	6	10.09.2012
20	Real Estate Economics	2	5	8	12.09.2012
21	Elective Course 1	3	5	6	30.07.2013
22	Elective Course 2	3	5	6	03.09.2013

23	Elective Course 3	3	5	6	20.09.2013
24	Elective Course 4	3	5	7	17.07.2013
25	Mandatory internship	3	10	passed	30.09.2013
26	Diploma thesis	3	30	8	18.01.2014

Total ECTS points gained: 180

Average grade in studies: 7.45

Information on the diploma thesis

Title of Diploma Thesis: Project Performance Evaluation Criteria of the Urban Transport in the Peja region

Diploma thesis grade: Good (8)

INFORMATION ON COMPLETION OF STUDIES

Diploma no: 002-01/14

Date of completion of studies: 18.01.2014

Basic Study Coordinator

Signature _____

6. INFORMACIONE SHITESË/DODATNE INFORMACIJE/ADDITIONAL INFORMATION

6.1. Informata shitesë / Dodatne informacije / Additional information: Kolegji ESLG boton broshurën informative për programet e studimeve në të cilat prezentohet planprogrami and përmbajtja e programit të studimeve Juridik and Menaxhimi i Patundshmërisë and Infrastrukturës (BA).

6.2. Burimet e informatave shitesë / Izvori dodatnih informacija / Further information sources:

ESLG College

Veternik n.n Te Genci Rol, 10000 Prishtina, Kosovo

Tel.: +381 38 602 405

National Academic Recognition and Information Centre (NARIC)

Ministry of Education, Science and Technology

Agim Ramadani

10000 Prishtina

Republic of Kosovo

Tel: +381 38 213 556

7. CERTIFIKIMI I SHTOJCËS / CERTIFIKACIJA DODATKA / CERTIFICATION OF THE SUPPLEMENT

INSTITUCIONI / INSTITUCIJA / INSTITUTION

7.1. Data / Datum / Date: 19.08.2014

7.2. Nënshkrimi / Potpis / Signature: Dr. Visar Hoxha _____

7.3. Kapaciteti / Kapacitet / Capacity: Dean

7.4. Vula zyrtare / Službeni pečat / Official stamp or seal:

8. Information on the national higher education system in the Republic of Kosovo

8.1. According to the Law (no. 04/L-037) on Higher Education, higher education in the Republic of Kosovo is considered any education after higher secondary school (Law no. 04/L-032 on pre-university education), at levels 5, 6, 7 and 8 of the European Qualifications Framework for life-long learning for which credit may be awarded (ECTS). In compliance with the Bologna Process, higher education in the Republic of Kosovo is organized in three cycles: Bachelor, Master and Doctorate.

8.2. Higher education qualifications in the Republic of Kosovo may be academic or vocational, and may be awarded by higher education institutions (carriers) such as "universities, "university colleges", "colleges", "institutes", "schools" or "academies". Pursuant to the Law on Higher Education, and the Law on National Qualifications, the accreditation of programs and institutions offering higher education qualifications shall be undertaken by the Kosovo Accreditation Agency - KAA.

8.3. Higher education institutions in the Republic of Kosovo, both public and private, shall use the ECTS-European Credit Accumulation and Transfer System. The higher education institutions in Kosovo impose an annual workload of 1500 hours on the students, and therefore, one ECTS point shall be equal to 25 hours of planned learning.

For more information, please visit:

www.mont-gov.net; www.akreditimi-ks.org; www.akk-ks.net

13.5. The ECTS Student Workload Calculation Form

ECTS Student Workload Calculation Form				
Activities	Number	Unit	Hours	TOTAL (workload)
Course contact hours (15 weeks)		Weeks		
Preliminary preparation for the course		Weeks		
Assignments		Number		
Presentations		Number		
Seminar		Number		
Quiz		Number		
Mid-term exam		Number		
Projects		Number		
Study visits		Number		
Internship		Weeks/ Number		
Final Exam		Number		
Other assignments (practical)		Number		
TOTAL workload				
TOTAL workload/25 hours				
ECTS points				

13.6. One Academic Staff Member CV

VISAR HOXHA

Tivari 53 Prishtina Kosovo - Phone: +377 45 456 666 - E-mail: visar.hoxha@eukos.org

Qualifications

Four years of experience in investment management, demonstrated in the field of reforming the pension system, and in creating the sector of pension investment management in Kosovo. Experience at prestigious investment banks in the USA. Working experience also includes four years in sales and marketing management, development and implementation of strategic plans for economic growth and profitability. Experience also includes three years in investment portfolio management. Experience also includes five years of experience in higher education in Kosovo. A graduated engineer of electro-technology, two years of experience in the field of telecommunications and computer systems. Certified in CCNA and A+. Skills in Microsoft Windows, Linux, Project, Word, Excel, Access, SQL, and C++. Fluent in English, Albanian, Serbian and Spanish.

FIELDS OF EXPERTISE

Executive management; Responsible P &L Corporate Finance Financial Analysis
Portfolio Management Product Development and Marketing Restructuring
Market Analysis Public Relations – Teaching and Consultancy

SELECTED HIGHLIGHTS

- Asset management in the largest closed pension fund of the Post and Telecom of Kosovo
- Sales of 115 Million Dollars for seven months of work for the Lehman Brothers
- Reorganization of corporate structures
- Work with main political parties in the legislative reform of the pension asset management area
- Asset valuation in energy and telecommunications sectors
- Accreditation of the ESLG College and development of the College for 4 years

CAREER PROGRESSION

ESLGPRISHTINA, KOSOVO SEPTEMBER 2009 – TO DATE
The ESLG College is an accredited higher education institution, offering three study programs: Law (L.L.B) Real Estate and Infrastructure Management (BA) and Real Estate and Infrastructure Management (MA). ESLG is partner institution to the European Faculty of Law in Slovenia

PRESIDENT (September 2009 – Present): Responsible for strategic planning and vision-setting for the institution. Responsible for accreditation of the institution before the Kosovo Accreditation Agency.

ABELARDO L.L.CPRISHTINA, KOSOVO APRIL 2008 – TO DATE
Abelardo is a business consultancy company, providing consultancy for investment companies in the Balkan.

EXECUTIVE DIRECTOR (DECEMBER 2008 – SEPTEMBER 2009): Responsible for Strategic planning and vision-setting for the company, and product development.

ILIRIKA DZUPRISHTINA, KOSOVO JANUARY 2008 – TO DATE
Iirika is the main Slovenian company for investment management. Iirika Group is member of the Frankfurt Stock Market since 2005. Iirika Group is active in Slovenia, Croatia, Bosnia and Herzegovina, Macedonia, Romania and Kosovo.

ADVISOR TO PRESIDENT (January 2008 – to date): Responsible for advising the Chairman of the Board in investment management for financial instruments in the countries of Western Balkans.

LEHMAN BROTHERSNEW YORK, NY, USA MARCH 2008 – OCTOBER 2008
Lehman Brothers used to be the fourth largest investment bank in terms of asset management. The Private Fund Investments division was responsible for Lehman Brothers equity fund management and secondary investment management.

ANALYST IN THE PRIVATE FUND INVESTMENTS (March 2008 – October 2008): financial analyst in financial asset and company valuation in the field of energy and telecommunications. Responsible for sales of equity funds for high-income individuals in the Manhattan area.

THE KOSOVO-SLOVENIAN PENSION FUND, PRISHTINA, KOSOVO, MARCH 2007 – MARCH 2008
The KSPF is member of the Prva Group. Prva Group is a pension asset management and administration company, with 124 Million EUR of assets in management.

VICE-PRESIDENT OF MANAGING BOARD (Mar 2007 – Mar 2008): responsible for strategic planning, vision-setting for the company, product development and pension fund investment section.

INTERCAPITAL MARKETS LTDSOFIA, BULGARIA MAR 2005 – DECEMBER 2006
Intercapital Markets (ICM) is broker for investment and asset management in Bulgaria, licensed since 2003.

INVESTMENT DIRECTOR (March 2005 – December 2006): responsible for investment strategy and investment policies for corporate clients.

NATIONAL DEMOCRATIC INSTITUTEPRISHTINA, KOSOVO JAN 2003 – DECEMBER 2004
NDI is a not-for-profit organization working in empowering and expanding democracy in the world, headquartered in Washington D.C.

PROGRAM OFFICER (January 2003 – December 2004): Responsible for the political party development program

OSCE.....PRISHTINA, KOSOVO, SEPTEMBER 2000 – DECEMBER 2004
The Organization for Security and Cooperation in Europe is the largest security organization in Europe, with 56 participating states from Vancouver to Vladivostok.

LANGUAGE SERVICE COORDINATOR– Responsible for coordinating the Language Service in the Department for Human Rights and Rule of Law, which was a pillar of the United Nations Mission in Kosovo.

EDUCATION

Doctor of Science, EUROPEAN FACULTY OF LAW IN NOVA GORICA

MBA, AMERICAN UNIVERSITY IN BULGARIA

Master of Science in Engineering, UNIVERSITETI I PRISHTINËS

PUBLICATIONS

Visar Hoxha and Alenka Temeljotov Salaj, Real estate valuation analysis in Kosovo, Evropska pravna fakulteta, page. 161-170, 2013

Visar Hoxha, Alenka Temeljotov Salaj and Kaliopa Dimitrovska Andrews, Cultural Factors that affect the urban planner's intention to regulate public spaces in post-war city of Prishtina, Urbani Izziv, Vol. 25, No.2 , 2014

Visar Hoxha and Alenka Temeljotov Salaj, Fundamental Economic Factors that affect real estate value: Comparative Analysis Between Kosovo and Slovenia, Journal of Management *Vol. 9. No. 4, 2014*

