



ESLG College

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

(ACCREDITATION)

SELF-EVALUATION REPORT

14.01.2021, PRISHTINA

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1. INTRODUCTION

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

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

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

ESLG College

Aneksi i Kampusit të Inovacionit, Rruga Ibrahim Rugova

Lipjan Kosovo

Republic of Kosovo

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

- Management of Real Estate and Infrastructure (MA)

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

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

- Law (LLB) with 180 ECTS credits for the period 01.10.2016 until 30.09.2020 extended by SCQ decision until 30.09.2021
- Law and Management of Infrastructure and Real Estate with 180 ECTS credits for the period of 01.10.2016 until 30.09.2018 extended by SCQ decision until 30.09.2019;
 - Institutional re-accreditation concluded by Decision No. of the State Council of Quality thereby granting institutional accreditation to ESLG College for the period 01.10.2016 until 30.09.2019 extended by Decision of SCQ until 30.09.2022;
 - Study Program Evaluation, concluded by Decision No. of State Council of Quality granting program accreditation to the master study program Law and Management of Real Estate and Infrastructure MA (120 ECTS) for a three year period 01.10.2016-30.09.2019 extended by decision of SCQ until 30.09.2020;
 - Study program evaluation concluded by Decision No. 1573/20 of State Council of Quality on re-accreditation of the master study program Management of Real Estate and Infrastructure (MA) for a three year period 01.10.2020-30.09.2023;

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

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

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

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

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

- a. Strategic Goal 1: DEVELOP UNIQUE STUDY PROGRAMS IN THE SECTORS THAT CONTRIBUTE TO GDP GROWTH, SUSTAINABLE DEVELOPMENT AND MANAGEMENT OF BUILT ENVIRONMENT FOR THE BETTERMENT OF SOCIETY, ENVIRONMENT AND CONSTRUCTION INDUSTRY.
- b. Strategic Goal 2: DEVELOP FULL-TIME ACADEMIC STAFF OF THE HIGHEST QUALITY IN TEACHING AND RESEARCH WITH SPECIAL EMPHASIS IN PLANNING AND MANAGEMENT OF BUILT ENVIRONMENT
- c. Strategic Goal 3: DEVELOP RESEARCH CAPACITY AT COLLEGE ESLG

- d. Strategic Goal 4: ADVANCING THE QUALITY ASSURANCE SYSTEM
- e. Strategic Goal 5: ADVANCE INTERNATIONAL COOPERATION
- f. Strategic Goal 6: FURTHERING COOPERATION WITH PRIVATE SECTOR AND COMMUNITY

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

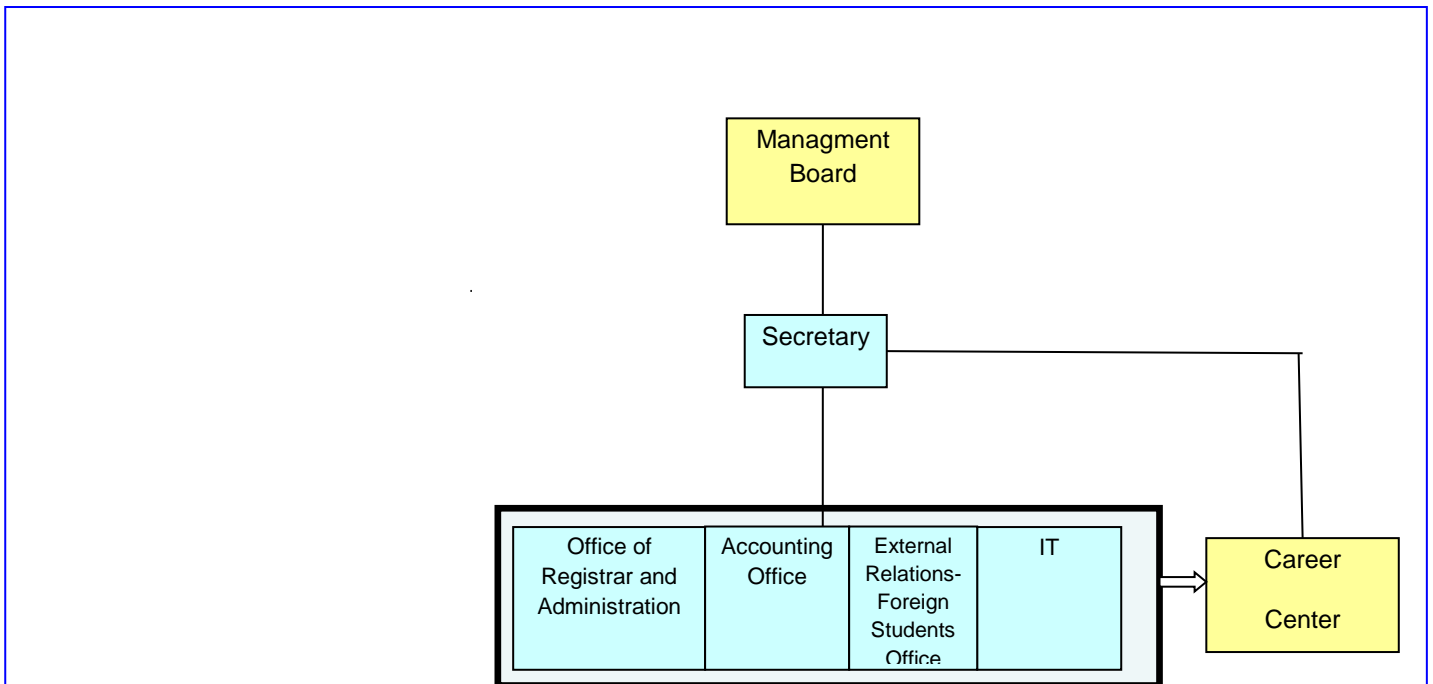


Fig 1: Organizational chart of administration

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

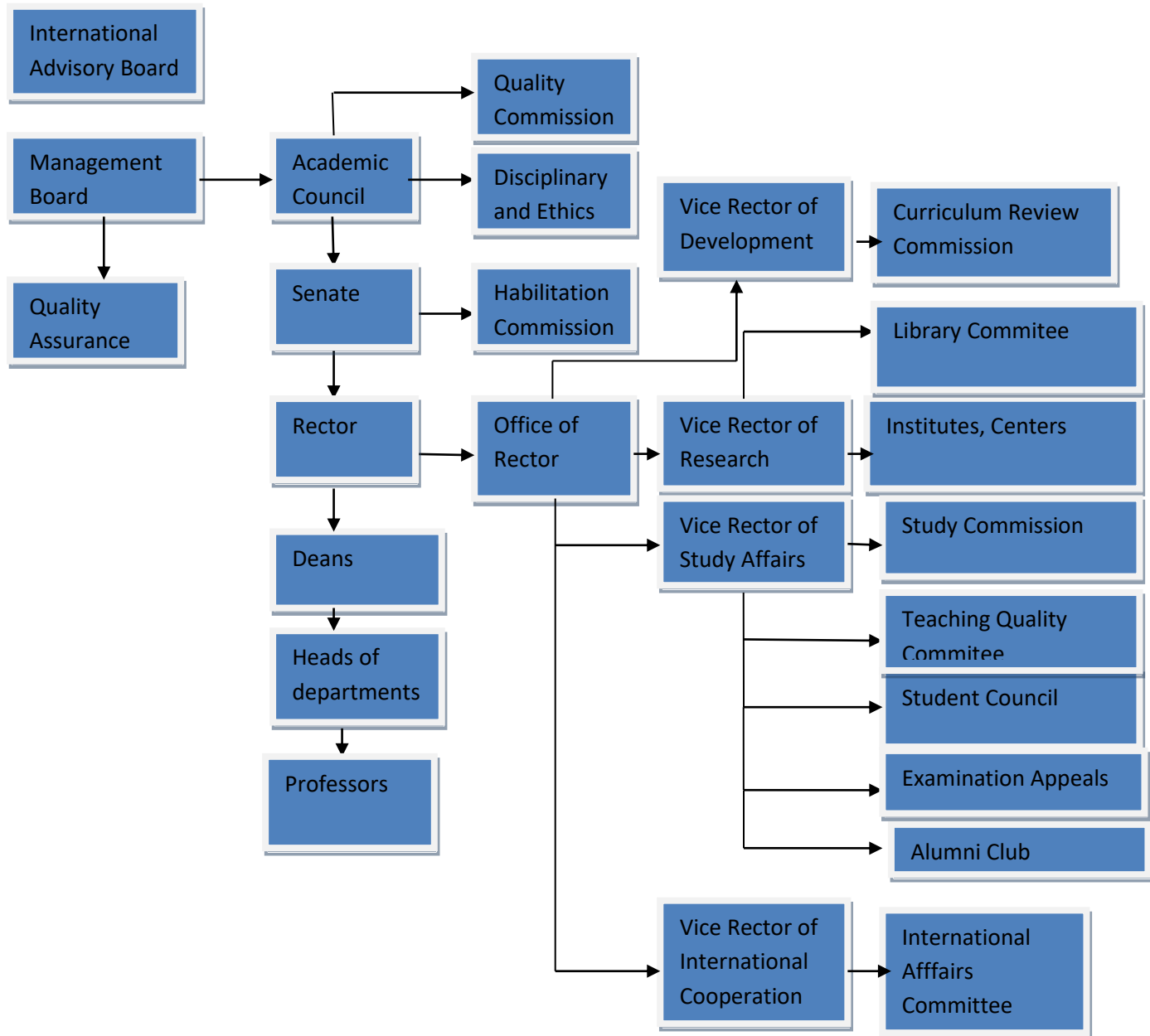


Fig 2: Organizational chart of academic decision-making structures

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

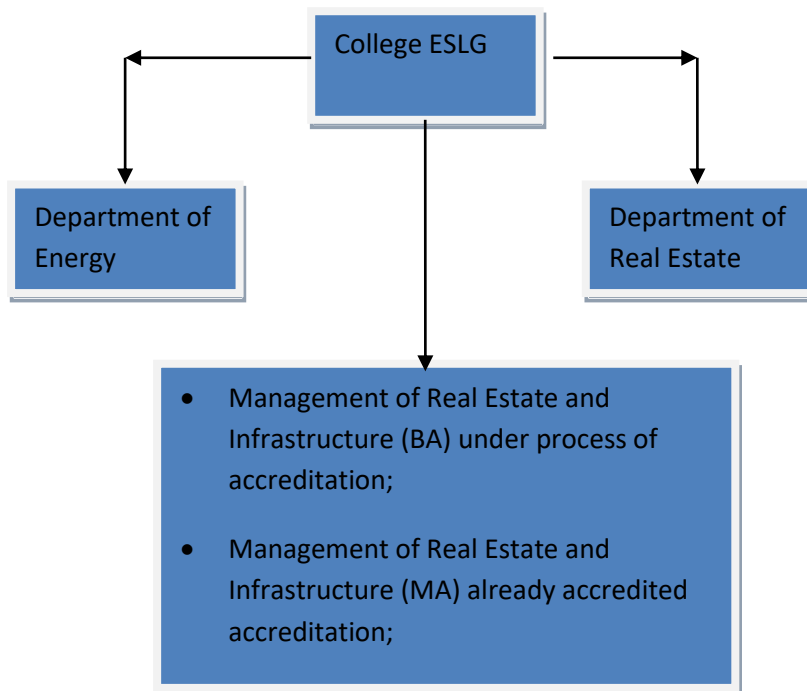


Fig 3: Current organizational thematic structure

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

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

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

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

- Third biggest employer in 2018 after trading sector and education in Kosovo with 11.7 % employment rate¹
- GDP From Construction in Kosovo averaged 101.49 EUR Million from 2011 until 2019, reaching an all time high of 195.70 EUR Million in the second quarter of 2019²

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

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

- the third largest contributor to Kosovo GDP in 2019 after manufacturing and public administration¹.
- youth represent 27% of the total workforce in the construction sector
- FDI has shifted to real estate and construction amounting to 95 % of the total FDI inflows in 2018⁴

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

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

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

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

- Facilities management;
- Law of property and infrastructure;
- Interdisciplinary real estate studies;
- Sustainability and protection of environment;
- Real estate markets and real estate marketability;
- Housing and urban studies;
- Urban sprawl;
- Demographics and urban settlements;
- Social infrastructure;
- Urban transformation and sustainable cities;
- Real estate finance and investments;
- Real estate appraisal;
- Real estate recording;

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

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

In order to best support learning the curriculum development at bachelor program level aims to reinforce pivotal concepts and multidisciplinary themes, provide opportunities for students

¹ <https://tradingeconomics.com/kosovo/gdp-from-construction>

to actively engage with the content and provide real life examples from case studies and practical utility of these concepts.

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

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

<i>Name of the institution</i>	BPRAL College ESLG
<i>Faculty/Department</i>	Real Estate
<i>Main Campus or Branch</i>	Main Campus
<i>The program applies to Branch</i>	No
<i>Name of the study program</i>	Management of Real Estate and Infrastructure (BA)
<i>Person responsible</i>	Assoc. Prof. Dr. Visar Hoxha
<i>Accreditation/Reaccreditation</i>	Accreditation
<i>NQF Qualification Level</i>	NQF Level 6
<i>Academic degree conferred</i>	Bachelor of Arts in Management of Real Estate and Infrastructure
<i>ECTS</i>	180
<i>Program profile (specialization)</i>	Business studies/management sciences
<i>Erasmus Code</i>	04.0
<i>Type of study</i>	Full-time
<i>Number of students</i>	120
<i>Minimum duration of study</i>	3 years

2. MISSION, OBJECTIVES AND ADMINISTRATION

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

The mission of the program is to prepare real estate professionals that play a key role in the development of the built environment as well as in the enhancement of the quality of urban living through the transformation and effective management of real estate, construction, and infrastructure resources. The mission of the program is available online in <http://www.eukos.org/?page=2,34>

The main strategic objective of the program is to develop unique skills and knowledge for effective and professional management of real estate and infrastructure resources that enhance and transform the quality of urban living.

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

The mission of the program corresponds to the overall mission of College ESLG in the way that the preparation of real estate professionals that play a key role in the enhancement of quality of urban living through the transformation and effective management of real estate and construction can be achieved only through provision of premier education with unique study program such as real estate program. Also, the mission of the program corresponds with the institutional mission because the enhancement of the quality of living through the preparation of real estate professionals that participate in the transformation and effective management of real estate and construction resources contributes to the economic growth of the country, bearing in mind that the construction and real estate industry is one of the strongest in Kosovo. In addition, the mission of the program contributes to the sustainable development component of the institutional mission especially with regards to Sustainable Development Goal 6 (clean water and sanitation), because the program mission aims at effective management infrastructure resources, including water and sanitation. To this end, the mission program contributes to the sustainable development component of institutional mission, especially the Sustainable Development Goal 11 (sustainable cities and communities), because transformation and professional management of real estate and infrastructure resources that enhance the quality of urban living is one step forward sustainable cities and communities in the future. Further, the mission of the program contributes to SDG 3 (Good Health and Well Being), because the transformation of quality of urban living directly contributes to the good health and well-being of occupants and communities. Finally, the mission of the program corresponds with the institutional mission because the preparation of real estate professionals that play a key role in the development of built environment and enhancement of quality of urban living will contribute in the future to the advancement of knowledge, innovation, and research in the built environments. The mission of the institution is available online in <http://www.eukos.org/?page=2,132>

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

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

The program learning outcomes enable students to demonstrate knowledge, apply specialized skills and work with others (knowledge, skills, and competencies) as foreseen by the Kosovo National Qualifications Framework.

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

- Supervisory Board of Licensing the Real Estate Appraiser;
- Construction Industry representatives represented in the Program Industrial Board as it can be seen in the link <http://www.eukos.org/?page=2,202>

Both the Supervisory Board of Licensing the Real Estate Appraisers and Construction Industry representatives were involved in the Learning Outcomes Definition. Given the pandemics the sessions were held electronically via email, where the draft with definition of learning outcomes was circulated from the members of Working Group on Definition of Learning Outcomes and Program Industrial Board. Each member of the Program Industrial Board provided feedback electronically with email and the final input was included by the Working Group, which was submitted to the Academic Council of ESLG for approval.

Management of real estate and infrastructure is a discipline with high relevance for the construction and real estate industry. The main consensus deriving from international practice is that management of real estate and infrastructure as a management and problem-solving skill in the field of construction sector requires integration of sciences as follows: 1) architecture and spatial planning, 2) economics, finance and valuation of real estate, 3) cadastral recording, and 4) demographics and urban settlements and 5) property law;

In accordance with Bologna Declaration and EHEA doctrine intentions and objectives, the study program under evaluation has been harmonised on a national level and is compatible with similar study programs carried out in European Higher Education Area and globally enabling the international mobility of students. Similar study programs are delivered in European Faculty of Law of Nova Univerza Slovenia (Law and Management of Infrastructure and Real Estate (BA), Hanze University of Applied Sciences - Groningen, the Netherlands (B.Sc. in International Facility Management), Wittenborg University of Applied Sciences (Bachelor in Real Estate Management), Karlstad University in Sweden (Bachelor of Arts in real estate management), Neapolis University Cyprus (Bachelor in Real Estate Development and Valuation), University of Salford in Manchester (Bachelor of Science in

Property and Real Estate), Liverpool John Moores University (Bachelor of Science in Real Estate), University of Westminster (Bachelor of Science in Real Estate), Birmingham City University (B.Sc in Real Estate supported by Royal Institute of Chartered Surveyors), University of Reading (B.Sc. in Real Estate). Thus the vertical and horizontal mobility of students is enabled within the European academic space of the same professional and educational levels. In addition, the contents of the study program are entirely compatible with the similar study programs in EU countries.

With regards to study curricula the study program under evaluation is nearly equal to similar European study programs. With regard to the number of teaching hours, the study program under evaluation is compatible with the one in Slovenia (4500 teaching and study hours). The development of study program was done in close collaboration with construction companies represented in the Program Industrial Board and Supervisory Board of Licensing of Real Estate Appraisers in Kosovo to ensure the satisfaction of real estate management, construction industry and appraisers' industry demands for graduates in this field.

Through approximating the European educational standards into study curricula of the program under evaluation, the program makes it possible to become part of a wider educational and academic trends, thereby ensuring the conditions to meet the conditions outlined in the Bologna Declaration.

The main objectives of the study program are the following:

- To develop unique interdisciplinary skills for effective and professional management of real estate and infrastructure resources that enhance and transform the quality of urban living;
- To equip students with unique skills to manage and develop wealth in the context of built environment by effectively addressing the challenges of urban sprawl and changing urban demographics;
- To enable students to develop their knowledge and skills in a spectre of disciplines in the field of real estate law, real estate economics and finance, real estate valuation, real estate registration, and infrastructure management;
- To enable students to gain knowledge and skills in the design and implementation of municipal, energy, road, and social infrastructure in various real estate development projects;
- To enable students to understand the main determinants that affect housing markets and prices such as demography, household disposable income and interest rates;
- To enable students to gain knowledge in facility management, maintenance and operation;
- To develop passion in students for research and innovation in the field of real estate management so they can become the change agents of the construction industry;

Intended learning outcomes of the study program are:

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

- Demonstrate an understanding and be able to interpret the laws, rules, and regulations under which the industry operates from the managerial perspective;
- Understand the architectural designs that add value to the real estate;

- Learn to effectively plan and develop space, built environment, and infrastructure within the scope of urban sprawl, changing demographics, migration, and scarce natural resources;
- Gather and interpret data of financial real estate transactions to establish judgments related to real estate investments;
- Apply different methods of real estate valuation;
- Understand how to apply various marketing channels to sell real estate products;
- Understand how main determinants affect housing prices such as demography, net migration, and spatial planning;
- Communicate with the accountant in the preparation of financial statements and financial department for cost-optimization accounting for internal purposes;
- Critically evaluate the public-private partnership contracts;
- Work in teams in preparation and execution of real estate and infrastructure development projects;
- Critically analyse a real estate phenomenon through various disciplinary perspectives;

Demonstration of knowledge, gathering and interpreting data, applying different methods of real estate valuation, communication with accountants are some of learning outcomes that are fully consistent with learning outcomes definitions foreseen by Framework for Qualifications of the European Higher Education Area for Level 6 education. On the other hand the learning outcomes of demonstrating understanding (knowledge), applying methods of real estate valuation (skills), and working in teams (competencies) are fully consistent with Kosovo National Qualifications Framework.

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

The study program has the ratio of 60 % to 40 % between theory and practise. The study program is designed to have 40 % of curricula covered with practical case studies. Also the research part is included in the curricula not to the extent as in the master program but students are able to conduct conceptual and empirical research during studies (without the requirement of advanced research methods and statistical analysis as it is required in the master program) in the following research thematic areas that are in accordance with the Research Plan of the College and Department of Real Estate:

- Facilities management;
- Law of property and infrastructure;
- Urban sprawl, urban transformation, and social infrastructure;
- Demographics and urbanization;
- Interdisciplinary real estate studies;
- Sustainability and protection of environment;
- Real estate markets and real estate marketability;
- Housing and urban studies;
- Real estate finance and investments;
- Real estate appraisal;
- Real estate recording;

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

- Lectures - The study methods put a lot of emphasis on lectures, individual work in the form of essay writing and conceptual research assignments, and plenty of teamwork and discussions. Individual work is often an extensive reading material that is given to students beforehand or after the lectures. The reading material can be a part of essay assignment, where students in addition to conceptual literature review, would be able also to critically assess the literature written on a particular thematic area. Main subjects of the study program are mostly practice-oriented and typically include case-studies that assume active participation in hands-on assignments and teamwork, involving both creative and research tasks. Individual work is typically case study analysis, project task, and conceptual research/literature review.
- Simulation exercises – Simulation exercises of different phenomena in housing and real estate finance and valuation are provided to students to work in groups. Excel sensitivity analysis, cost optimization scenarios of development and infrastructure projects, and development of scenarios for whole life cycle costing are part of these exercises.
- Research skills - Students develop conceptual research skills through essay assignments in each class and later in the third year they are given research tasks to perform also empirical research with research methods and less statistical analysis required. After having refined their conceptual research skills and literature review skills during assignments given during the first two years, students will be ready in the third year to use some extent of empirical research. In the diploma thesis preparation students are required to use also empirical research without advanced statistical analysis.
- Communication activities – Students enhance their communication skills through presentation of their project or individual work in each class. Interpersonal skills are refined through simulated role plays in the courses of Human Resources Management and Marketing of Real Estate where students simulate HR interviews, and simulate also the role of real estate sales agents.
- Technology – Software programs such as ECOTECT for sustainable architecture and Excel for courses on real estate finance, economics, and valuation, and GIS for the course of real estate recording are used within the program. Thermal camera is used

for energy audits for developing facility management skills among undergraduate students.

- Interdisciplinary activities – Interdisciplinary activities are used as group project work activities in interdisciplinary fields of the study program whereby an interdisciplinary case study seminar is handed to groups. For instance one case study can include legal aspects, finance, costing and valuation aspects, facility management, infrastructure aspects, and HR and marketing aspects thus all interdisciplinary aspects are covered by a group project. The interdisciplinary activity was pilot tested only for group work for bachelor program (not for research as in master program) and only for the courses with the same course bearer, however, in one instance it was used in three courses covered by two professors.

The research concept of the study program under evaluation is that students mostly conduct their conceptual research in each of the courses. Students develop conceptual research skills through essay assignments in each class and later in the third year they are given research tasks to perform also empirical research with research methods and less statistical analysis required. After having refined their conceptual research skills and literature review skills during assignments given during the first two years, students will be ready in the third year to use some extent of empirical research. In the diploma thesis preparation students are required to use also empirical research without advanced statistical analysis. Students also perform in collaboration with course bearers also research for construction industry and real estate management industry in the following thematic areas:

- Facilities management;
- Law of property and infrastructure;
- Urban sprawl, urban transformation, and social infrastructure;
- Demographics and urbanization;
- Interdisciplinary real estate studies;
- Sustainability and protection of environment;
- Real estate markets and real estate marketability;
- Housing and urban studies;
- Real estate finance and investments;
- Real estate appraisal;
- Real estate recording;

The construction industry through its representatives in the Program Industrial Board generate feedback about the research that College ESLG can do for them in the abovementioned fields. Students are involved in the research projects done for the industry, which on many occasions is also commercialised. One instance is the Kosovo Real Estate Market Study done for the leading bank ProCredit Bank, including former students.

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

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

The research thematic areas in real estate appraisal are done using the requests by Kosovo Association of Real Estate Appraisers for studies in various regions and studies exploring the study of factors influencing the real estate prices, which findings will be further used by licensed real estate appraisers. These types of empirical researches are given to students as part of their bachelor theses, which findings are further available to the appraisers' community.

Real estate market researches also are done for the construction industry both as part of the project work of students in the courses related to marketing or as part of diploma thesis. The findings are used by construction industry companies. The regions subject to market research are identified with the assistance of Program Industrial Board.

The research in real estate registration is done in collaboration with the Kosovo Cadastral Agency and Municipal Cadastral Offices mainly addressing and exploring qualitatively the problems and challenges that these offices face in terms of property registration.

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

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

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

The Study Regulation of College ESLG regulate the organisation and running of courses and academic studies at bachelor level. The volume of studies of Management of Real Estate and Infrastructure (BA) is 180 ECTS earned through theoretical and practical classes, independent work, practical (internship) obligation and diploma thesis research. All these activities are accomplished during the 3-year programme (6 semesters). Studies are carried out in accordance with the Study Regulation of College ESLG and Statute of College ESLG. The study regulation also explains enrolment procedures, advancing to next year, and faster advancement, repetition of academic year, conditional enrolment into higher year, student status (termination of student status and graduation year status), continuation of studies after cessation, and completion of studies, deciding on a topic and choosing a mentor for final diploma thesis, mentorship, preparation and submission of diploma work, defense of thesis and procedure for diploma thesis defense, and plagiarism statement. The Study Regulation also foresees in its subsequent chapters the issues of Revocation of academic and scientific degree, Examination and evaluation of knowledge and examination regulations, Compulsory traineeship, Disciplinary responsibility of students, Awards and commendations, Carrying out academic requirements as a citizen, and International exchange of students. Study Regulation of College ESLG, where all procedures are explained can be found in http://www.eukos.org/repository/docs/Study_Regulation_of_College_ESLG_01.10.2015.pdf;

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

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

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

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

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

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

In relation to academic process, an important policy and guideline is the Academic Integrity Policy of College ESLG, which regulates the academic integrity standards related to academic staff, students, plagiarism, cheating, academic interference, facilitation of academic

integrity violations, misconduct in research, responsibility to file an accusation for academic integrity violation, and disciplinary authorities. The Policy is available online in <http://www.eukos.org/?page=2,133>

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

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

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

The Research Integrity Policy is available online in http://www.eukos.org/repository/docs/Research_Integrity_Policy_of_College_ESLG.pdf

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

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

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

The application procedures for students are regulated by the Regulation on Admission and Transfer of Students to Bachelor studies, which regulates the admission to first year, admission to second year and third year and transfer from other accredited study programs. The Regulation also describes the bridging exams that students must pass upon admission as

transfer students. The Regulation is available online in [http://www.eukos.org/repository/docs/REGULATION OF ENROLLMENT AND TRANSFER IN BACHELOR STUDIES 20.08.2019.pdf](http://www.eukos.org/repository/docs/REGULATION_OF_ENROLLMENT_AND_TRANSFER_IN_BACHELOR_STUDIES_20.08.2019.pdf)

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

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

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

Both prospective and existing students have access to all program information and program structure online, where all program structure and course syllabi can be downloaded online with all academic staff foreseen to teach every course. Program information that include the program objectives, the mission of the program, and learning outcomes is available online in <http://www.eukos.org/?page=2,28> . On the other hand, the program structure from which all course syllabi can be downloaded is available in <http://www.eukos.org/?page=2,35> . Students can also click to see the CV of each professor, in which all the CV and publications of professor are presented, including the consultation hours for students.

On the other hand issues related to staff development, staff workload, staff selection procedures and staff application are regulated with policies and respective procedures. Staff development and promotion to higher titles is regulated by Habilitation Rules of Nova Univerza according to the assistance that ESLG gets from Nova Univerza based on Association Agreement. The Habilitation Rules regulate the standards for promotion of staff to academic titles such as assistant, lecturer, assistant professor, associate profesor and full professor. The Habilitation Rules are available online in http://www.eukos.org/repository/docs/Habilitation_Rule_Nova_Univerza.pdf

Also, the promotion of staff to academic titles of assistant, lecturer, assistant professor, and professor can be done also in accordance with ESLG's Regulation on Standards for Election into Higher Academic Titles, which is in line with the Law on Higher Education of Kosovo and Administrative Directive of Ministry of Education of Kosovo 01/2018. The ESLG's Regulation is available online in [http://www.eukos.org/repository/docs/Regulation on Standards to Election into Higher Academic Titles 24.09.2020 anglisht.pdf](http://www.eukos.org/repository/docs/Regulation_on_Standards_to_Election_into_Higher_Academic_Titles_24.09.2020_anglisht.pdf)

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

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

Further, the staff application procedure is described and is available online in <http://www.eukos.org/?page=2,206> . Finally, the staff selection procedures are described in the website and are transparent in the link <http://www.eukos.org/?page=2,167>.

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

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

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

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

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

The respective documents are available online in the following links:

- The Code of Ethics of Academic Staff is available online in <http://www.eukos.org/repository/docs/Code of Conduct of Academic Staff.pdf>
- Code of Ethics of Students in <http://www.eukos.org/repository/docs/Code of Conduct for Students.pdf>
- Code of Ethics of Non-Academic Staff <http://www.eukos.org/repository/docs/Code of Conduct of non-academic staff.pdf>
- The Research Integrity Policy is available online in <http://www.eukos.org/repository/docs/Research Integrity Policy of College ESLG.pdf>
- Academic Integrity Policy is available online in <http://www.eukos.org/?page=2,133>

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

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

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

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

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

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

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

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

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

- The study program's profile and structure;
- Whether the chosen methods of teaching and assessment are in accordance with the objectives of the study programme;
- Practical implementation;
- The number of applicants in relation to places offered for study programs;
- Program completion measured by percentage of students that fail or drop out of program;
- Grade distribution;

- Availability of resources;
- Availability of relevant literature for programs under consideration;
- Evaluation by the program director and his/her suggestions for improvements;

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

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

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

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

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

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

The general indicators are outlined in the table below:

Indicators	Standards
Average grade of students enrolled	70 % of students enrolled have an average grade in secondary education equal or higher than 3.5
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	50 BA
Student retention	80 %
Abandonment of studies	20 %
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 %
Industry surveys on program student quality	Average satisfaction by industry representatives of construction sector of higher than 4.0 from 1.0 to 5.0 scale

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

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

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

Outcome Indicators

No.	Type of indicator
1	Total Number of Students of the program
2	Annual Student Intake
3	Number of program Students as % of total Students
4	Graduation Rate in 4 years
5	Employment rate
6	Student Survival and Drop-Out Rate
7	Student Satisfaction Rate
8	Staff Satisfaction Rate
9	Research output of professors and assistants
10	Number of partnerships with industry
11	Number of students continuing master studies

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

Process Indicators

No.	Type of indicator
1	Staff-student ratio
2	Student-class ratio
3	Student-computer ratio
4	Student-book ratio
5	Student attendance rate

6	Teaching Plan implementation rate
7	Student transition rate
8	Student attainment rate
9	Staff research rate
10	Syllabus – Learning Outcome Compatibility/Achievement Rate

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

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

Key Performance Indicators that are annually reviewed are:

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

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

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

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

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

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

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

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

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

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

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

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ● The mission of the program is unique and is fully aligned with the mission of the institution; ● The mission of the program is new and modern and promotes educational reform in Kosovo and promotes the learner-centric change agenda; ● The program learning outcomes are fully consistent with Kosovo National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area and advise of appraiser community regulator and construction industry representatives is fully taken into account; ● High comparability of the study program with programs in European Higher Education Area and globally enabling the international mobility of students. ● Strong and active program industrial board in formulation of learning outcomes; ● Strong and well defined didactic and research concept included in the curricula; ● Excellent ration between theory and practise; ● Conceptual Research component included in the curricula; ● Research concept defined with the assistance of the active program industrial board, which generates the feedback regarding the research thematic areas, assists in commercialization of research output ● Interdisciplinary activity is a unique didactic concept included for the first time in the higher education in Kosovo; ● Strong overview of regulations, policies and guidelines that regulate academic process, quality management, staff development, recruitment and promotion, student application, examination all available online for students, staff and external stakeholders; ● High adherence to the Code of Ethics by 	<ul style="list-style-type: none"> ● Interdisciplinary activity is a new didactic concept that has never been attempted and has faced some problems in its widespread use throughout the program. It was used only for several interrelated courses with the same course bearer. ● Lack of full attendance by all academic staff, administrative staff, and students in mandatory Ethics induction course; ● Not all students read the regulations and policies at the institution and program level and many require explanation and interpretation; ● Lack of induction course explaining all formal policies, regulations, and guidelines of the program and institution; ● Insufficient resources to perform detailed and thorough qualitative program review with the larger group of students and not with smaller purposive sample and also not only quantitative one based on Key Performance Indicators;

<p>the academic staff, students, and non-academic staff;</p> <ul style="list-style-type: none"> ● Strong research integrity policy for both staff and students; ● Possession of Plagiarism Prevention Policy; ● High level of compliance with the Code of Ethics by academic staff and students especially in terms of plagiarism; ● The policies and regulations on program and College level are modern and strictly implemented with high ethical considerations; ● Review of program against General Indicators and Outcome and Process Indicators; ● High general performance standards against which the program is reviewed; ● Review of the program against internal standards set forth by ESLG Quality Assurance Manual; ● Industry surveys on the program quality and program students' quality are required every three years; 	
<p><i>Opportunities</i></p>	<p><i>Threats</i></p>
<ul style="list-style-type: none"> ● Interdisciplinary activity can be become a widespread innovative teaching model for the whole College and in the future for the entire higher education market such as the Finnish model of education; ● Opportunity to introduce a comprehensive exam in the form of Interdisciplinary Activity, which would be graded Pass/Fail, which would include a larger project including all the main disciplines of the interdisciplinary program. ● Introduction of Good Conduct Award for students, professors, and administrative staff. ● Introduction of induction course on regulations and policies at the program level and rights and privileges of professors and students; ● Positive reinforcement of students to read all the regulations at the program level; ● Publication of summary of all relevant 	<ul style="list-style-type: none"> ● The Interdisciplinary activity didactic concept is still at its infant stage at the College and the bachelor program and needs professors' training, knowledge, and well-designed curricula for a wider use; ● Good Conduct Award must be combined also with HR policies for professors and administrative staff and scholarship policy and have budgetary implications; ● Definition of strict conditions for Good Conduct Award needs regulatory effort and effort at special committee level. ● Establishment of Special Good Conduct Award Committee must require statutory changes; ● Increase of costs for the training of professors and students in formal policies, guidelines and all regulations; ● Increase of costs for publication of summary of all relevant conditions deriving from regulations and policies

conditions deriving from all regulations and policies in a simplified format;	of the program;
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3. QUALITY MANAGEMENT

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

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

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

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

The College ESLG encourages all the academic staff to engage in self-evaluation and improvement of their work. The staff members are adequately and duly informed and involved in internal evaluation, which incites responsibility for the results. In this regard,

pursuant to the plan drawn specifically for self-evaluation procedures, the outcomes deriving from the information collection and self-evaluation are linked to financial revenues (resource allocation based on evaluation outcomes).

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

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

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

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

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

Since the bachelor program under evaluation is new, the sample individual self-appraisal is available online in http://www.eukos.org/repository/docs/Annual_individual_self-appraisal_2019-2020.pdf which is based on the targets set independently by the staff member in Individual Development Plan that is drafted at the beginning of academic year that can as a sample be seen online in http://www.eukos.org/repository/docs/Annual_individual_development_plan_master_program.pdf

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

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

The College ESLG undertakes the following quality reviews at the program level and produces the following quality reports:

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

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

- Annual quantitative and qualitative bachelor program quality review based on student evaluation;
- Annual quantitative and qualitative bachelor program quality review based on staff evaluation

- Annual quantitative and qualitative bachelor program quality review based on alumni evaluation
- Annual quantitative and qualitative bachelor program quality review based on industry evaluation, which is approved and signed by Industry Council representatives at College ESLG;

All these fragmented annual reviews (evaluations) become part of the final Annual Internal Program Self Evaluation Report, which is conducted against standards outlined in the Quality Assurance Manual of College ESLG. The Quality Assurance Manual is available online in <http://www.eukos.org/repository/docs/Quality Assurance Manual of College ESLG 2020.pdf>

The Quality Assurance Manual of College ESLG is based on the articles 1 to 16 of the Regulation on Internal Self-Evaluation and External Self-Evaluation of College ESLG, which is available online in http://www.eukos.org/repository/docs/Regulation on Self Evaluation and Evaluation 2020_final.pdf

The Quality Assurance Manual of College ESLG is also harmonised with Articles 19-22 of Regulation and procedure of development/review and approval of new curricula of College ESLG, which is available online in <http://www.eukos.org/repository/docs/Regulation on approval of curriculum.pdf>

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

The Annual Internal Self-Evaluation Report 2020 based on Quality Assurance Manual of ESLG is available online in <http://www.eukos.org/repository/docs/Annual Self Evaluation Report Programs ESLG based on Quality Manual 2019-2020.pdf>

Based on the findings and SWOT analysis carried out in the Annual Internal Self-Evaluation Report, the strategy for quality improvement was drafted for 2020, which takes into account the implementation of the master program and the fact that the bachelor program is a newly proposed bachelor program subject to new accreditation procedure. The Strategy for Improvement is available online in the link <http://www.eukos.org/repository/docs/Strategy for Improvement 2020.pdf>

Finally, in order to achieve the goals set forth by Quality Improvement Strategy, the Action Plan ironing out annual planning activities designed to achieve these goals is adopted. The Action Plan for Improvement Strategy 2020 is available online in <http://www.eukos.org/repository/docs/Action Plan for Improvement Strategy.pdf>

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

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

The following quality assurance processes deal with the program planning:

- Program learning outcomes evaluation during the development and planning of the new study program. The program learning outcomes evaluation assesses the compliance with National Qualifications Framework and Framework for Qualifications of the European Higher Education Area, assesses the program against the feedback of the industry representatives and proposes measures for its achievement. The program learning outcomes evaluation is directly linked with program planning stage and program delivery and is available online [http://www.eukos.org/repository/docs/Program Learning Outcomes for Bachelor Program 2020.pdf](http://www.eukos.org/repository/docs/Program_Learning_Outcomes_for_Bachelor_Program_2020.pdf)
- The Annual Review on Program Learning Outcomes Achievement, which is based on Course Learning Outcomes Self-Assessment deals with the teaching, assessment, library and other infrastructure resources planning. The teaching and assessment method are aspects that fall under the competency of program management, whereas library and other infrastructure resources fall under the competency of central administration. Since the program under evaluation is new, the annual review of master program learning outcomes achievement is presented as a sample in this Self-Evaluation report, which is available in the link [http://www.eukos.org/repository/docs/Annual Report on Program Learning Outcomes Achievement Master program.pdf](http://www.eukos.org/repository/docs/Annual_Report_on_Program_Learning_Outcomes_Achievement_Master_program.pdf)
- Course evaluations deal with the aspect of program delivery such as course content, effectiveness of reading materials outlines in the syllabus and other learning resources. Course evaluations also deal with the effectiveness of teaching methods of the professor, and technology used in the course. The latter falls is administered at the institutional level.
- Annual quality review of the program based on general, outcome, and process indicators deals with various aspects of program planning such as admission, teaching staff quality, library and e-journal use, average attendance etc. The present review deals also with the aspects of program delivery such as student satisfaction rate, employment rate of graduates, teaching plan implementation rate etc. Other aspects deal with industry partnerships that are supported by Industrial Board, student-book ratio, and student-computer ratio that fall under the competency of central management. The statistics reviewed under this quality review are used as a basis for improvement for the next cycle of program planning and during the next academic season program delivery. Since the bachelor program under evaluation is new, the quality review is presented for master program as a sample of quality assurance process, which is available in the link [http://www.eukos.org/repository/docs/Annual Report of Quality Review of MA Program 2019-2020.pdf](http://www.eukos.org/repository/docs/Annual_Report_of_Quality_Review_of_MA_Program_2019-2020.pdf)
- Annual quality review of the program based on student evaluation deals with program content, teaching and assessment, and treatment of students and learning support. The latter falls under the competency of administration services. The program content evaluation and teaching and assessment are aspects of program planning and delivery. Since the bachelor program under evaluation is new, the quality review is presented for master program as a sample of quality assurance process, which is available in the link

http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Student_Program_Evaluation_2020.pdf

- Annual quality review of the program based on staff evaluation deal with mostly with the satisfaction of the environment and support for staff development, staff and research workload, support for academic excellence, and academic autonomy, which are all very important aspects of the program delivery and are directly issues that are regulated by respective regulations at the central level. Since the bachelor program under evaluation is new, the quality review is presented for master program as a sample of quality assurance process, which is available in the link http://www.eukos.org/repository/docs/Review_of_master_program_from_staff_perspective_2020.pdf
- Annual quality review of the program based on alumni evaluation, which deal with aspects of satisfaction of alumni with preparation of students for labor market and acquired knowledge and skills, which can serve for continuous improvement during the next cycle of program planning and revision of course and program learning outcomes in line with identified skills and knowledge that makes students excel in the labor market, which is both part of program planning and delivery. Since the bachelor program under evaluation is new, the quality review is presented for master program as a sample of quality assurance process, which is available in the link http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Alumni_Program_Evaluation_2020.pdf
- Annual quality review of the program based on the industry evaluation deal with the fulfilment of the program mission, which is the aspect regulated at institutional and department level. In addition the review deals with the skills required to boost performance of industry, which is closely related to the program learning outcomes and other infrastructure resources and student support needed for students to achieve those skills. Thus the present review tackles many aspects of program planning and delivery and many services and resources offered by different parts of the institution. Since the bachelor program under evaluation is new, the quality review is presented for master program as a sample of quality assurance process, which is available in the link http://www.eukos.org/repository/docs/Annual_industry_survey_analysis_MA_program_2019-2020.pdf

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

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

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

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

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

- Rigorous course approval process to upkeep academic standards and quality objectives;
- Curriculum committee review and approve course assessments to ensure that students are fairly graded, which are done by taking also into account the Annual Review of Learning Outcomes Achievement and Guidelines for Student Assessment of College ESLG ([http://www.eukos.org/repository/docs/Guidelines for Student Assessment ESLG.pdf](http://www.eukos.org/repository/docs/Guidelines%20for%20Student%20Assessment%20ESLG.pdf)) ;
- Students course and teaching evaluation at the end of each course offering to collect feedback;
- Regular course review to monitor quality of the approved courses;
- Annual programme review based on input indicators, process, and output indicators, which is further integrated into Annual Internal Self-Evaluation Report based on Quality Assurance Manual of College ESLG. Since the bachelor program is a new program, the sample of annual review for the master program can be seen in [http://www.eukos.org/repository/docs/Annual Report of Quality Review of MA Program 2019-2020.pdf](http://www.eukos.org/repository/docs/Annual%20Report%20of%20Quality%20Review%20of%20MA%20Program%202019-2020.pdf)
- Comprehensive annual programme review taking into account the feedback of students, staff, alumni, and industry and experts, which review is integrated into Internal Self-Evaluation Report, providing an overview of quality issues such as program content, assessment, student support, support to staff development for academic excellence, skills for preparation for employment and labor market, and skills needed to boost the performance of the industry. The two latter aspects are used further to translate the tackled quality issues into learning outcomes formulation and review action;
- Course learning outcomes achievement evaluation that is completed by each course professor;
- Program learning outcomes achievement review that is based on the course learning outcomes achievement evaluation. The program learning outcomes achievement review is completed by Quality Assurance Office of College ESLG;

- Finally, the Annual Internal Program Self-Evaluation Report that integrates all these issues into one report and measures the performance and overall effectiveness of quality management system;

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

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

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

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

As part of the quality assurance process, the institution implements regular survey with students, staff and stakeholders. The survey data is collected, stored and processed in the institutional database. The quantitative and qualitative analysis is performed to identify the key concerns and trends of students, staff, and stakeholders. In the quantitative analysis, the statistical analysis is performed to surface the key concerns and identify the correlations between various concerns and trends identified by students, professors, and other stakeholders. The student surveys are performed before the student sees the grade in the electronic grading system so the grading does not blur the constructive judgment of students

on how to improve teaching methodology, course syllabus, learning outcomes or assessment methods. The student surveys are intended to identify the strengths and weaknesses of staff, course methodology and study program and are intended to identify the support that is needed to develop the skills of staff. The student surveys also demonstrate the extent to which the learning outcomes have been achieved by the professor in the course and in the whole study program. The students are given feedback if their grievances have been addressed and are informed that student appeals procedures are in place.

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

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

The graduates' survey is also implemented every three years and also employer survey is implemented to identify the learning outcomes that the study program should develop in the form of skills for the potential employees for the construction sector originating from the study program of Management of Real Estate and Infrastructure (BA).

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

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

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

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

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

With the initiative and request of the Head of Department, each academic year all lecturers are required to review their syllabuses and to adopt them in compliance with the latest developments in the field and with changes occurring in the labour market. These modifications are discussed in the program Council meetings where all the academic staff participates, with the close support and coordination with the office of Quality Assurance at the institutional level. These arrangements are done in the following aspects:

- Course learning outcomes – each lecturer revises their learning outcomes if there is a need for potential modifications upon Learning Outcomes Achievement Self-Assessment and Annual Review of Program Learning Outcomes.
- Program learning outcomes are evaluated annually based on Annual Review of Program Learning Outcomes, Annual Quality Review based on Alumni Program Evaluation, and Annual Quality Review based on Industry Evaluation and are improved if the findings of these three reviews suggest any change.
- Teaching methods – lecturers share among themselves their experience of teaching methods and discuss about new techniques which can be applied to increase the quality of teaching of the program.
- Learning methods – same as the point above
- Assessment methods are reviewed based on the Annual Quality Review (against input, output, and process indicators), Annual Quality Review based on Students Program Evaluation (part teaching and assessment)
- Learning materials – each syllabus is reviewed with regards to new developments and publications in the field. Academic staff is encouraged to

use latest publications in the field during their lectures. The academic staff is encouraged to include his/her own published research as part of course syllabi.

- Academic standards, quality of learning opportunities, research, contribution to society and private sector, and effectiveness of quality management are reviewed annually on the program level in an internal self-evaluation report that further is translated into improvement strategic objectives supported by action plan for fulfillment of such improvement objectives.

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

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

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

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

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

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

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

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

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

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

Table 2: SWOT analysis related to quality management

Strengths	Weaknesses
<ul style="list-style-type: none"> ● Structured hierarchy for quality control and program advancement (internal and external evaluation for the program). ● A very well established evaluation system at ESLG. ● Total quality management system and culture at institutional and program level. ● Course and program evaluation by students is mandatory in the Electronic Grading System upon login. ● Program evaluation by academic staff is mandatory in the Electronic Grading System upon login. ● Annual internal self-evaluation performed on annual basis based on standards of Internal Quality Assurance Manual of ESLG. ● A strong system of student complaints and appeals; ● The program monitoring and evaluation activities thoroughly involves academic staff, students, governance, management, and consults all other stakeholders during 	<ul style="list-style-type: none"> ● Learning outcomes self-assessment is a new concept and may lack self-criticism by professors in short-term; ● Not all alumni and industry representatives participate in surveys; ● No analytical system currently in place that analyses the correlation between entrance examination results and results and progress during the studies until graduation; ● Lack of additional questionnaires to be introduced after every summative assessment. ● Not sufficiently strengthened interview system with students who potentially could frequently repeat courses (exams), and exit interviews with students who leave the programme. ● The current student questionnaires focus on program implementation and do not contain questions regarding how the curriculum should be revised.

<p>curriculum planning and development.</p> <ul style="list-style-type: none"> • Learning outcomes achievement self-assessment by each professor. • Inclusion of students in self-evaluation working groups. • Procedures for approval of programmes, modules, and subjects takes into account the achievement of learning outcomes wanted by the private sector; • Quality Improvement Strategy originates as a consequence of findings of many interrelated steps and not just one or few steps, which all derive from annual Internal Self-Evaluation Report supported by action plan for implementation of the strategy. 	
<p><i>Opportunities</i></p>	<p><i>Threats</i></p>
<ul style="list-style-type: none"> • Increasing awareness of academic personnel to perform detailed learning outcomes self-assessments followed by a quality improvement plan for the subjects they teach; • Increase awareness for active participation of graduates and industry in surveys; • Nurturing of organizational culture within the program for continuous improvement of curriculum. • Design surveys in that way that would extract weaknesses more objectively; • Positively reinforce the behaviour of criticism in the filling of course surveys and program evaluation surveys; • Develop an analytical system that analyses correlation between entrance examination results and results during studies; • Include in the Quality Assurance system, the student hearings and summative assessment additional 	<ul style="list-style-type: none"> • Resistance by a part of academic personnel in short-term to perform constructive self-evaluation of their teaching and pedagogical skills and achievement of learning outcomes. • The accreditation authority may be hesitant to continuous curriculum improvement and revision with the opinions voiced by students. • Students may hesitate to provide effective feedback in student hearings • The tendency and culture of staff, graduates, students, and private sector representatives to point out only strengths but be milder in pointing out weaknesses

<p>questionnaires.</p> <ul style="list-style-type: none"> • Establish student program qualitative hearings with wider representative sample including excellent students too with lessons learnt documented and transferred to other lagging students too. • Train Quality Assurance Office on semi-structured qualitative interviews to find out the potential reasons for leaving the program and for the frequent repetition of exams. 	
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4. ACADEMIC STAFF

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

N o	Name and Surname	Qualification	Mode	Duration of contract	Teaching	Admin %	Research %	Academic community and community service
	Visar Hoxha	PhD	FT	Tenure	25 %	25%	40%	10 %
	Islam Hasani	PhD	FT	Tenure	30%	20%	40%	10 %
	Veli Lecaj	PhD	FT	Tenure	25%	15%	50%	10 %
	Hazer Dana	PhD	FT	Tenure	40%	10%	40%	10 %
	Mersiha Kacamakov ic	PhD	FT	Tenure	30%	20%	40%	10 %
	Fuat Pallaska	PhD	FT	Tenure	30%	20%	40%	10 %
	Jehona Hoxha	M.Sc	FT	Tenure	50%	20%	20%	10 %

Edin Murati	M.Sc.	FT	Tenure	50%	20%	20%	10 %
Elita Çeku	PhD Candidate	FT	Tenure	20%	20%	50%	10 %
Sabri Sadiku	PhD	PT	30/09/2022	65 %	0%	30 %	5 %
Christian Seidel	PhD	PT	30/09/2021	65 %	0%	30 %	5 %
Arzu Tuncer	PhD	PT	30/09/2021	65 %	0%	30 %	5 %
Sirri Duger	PhD	PT	30/09/2022	65 %	0%	30 %	5 %
Mendim Blakaj	M.Sc.	PT	30/09/2022	65 %	0%	30 %	5 %
Sara Sadiku	M.Sc.	PT	30/09/2022	65 %	0%	30 %	5 %
Emblema Zeqiraj	M.Sc.	PT	30/09/2022	65 %	0%	30 %	5 %
Driton Haziri	M.Sc.	PT	30/09/2022	65 %	0%	30 %	5 %
Besnik Vrella	M.Sc.	PT	30/09/2022	65 %	0%	30 %	5 %

The tenure system is used for full-time staff.

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

The teaching staff in College ESLG in programme Bachelor of Real Estate Management and Infrastructure are hired according to the provisions of the Administrative Instruction on Accreditation and rules pertaining to full-time/part time staff. The staff engaged in the programme includes staff that have previously been certified by the Kosovo Accreditation Agency. The staff ratio is 50-50 % and 80 % of ECTS credits are held by full-time professors and Lecturers according to their field of specialisation.

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

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

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

In terms of numbers, 50 % of academic staff in Bachelor study program Real Estate Management are full-time. The full-time staff assigned as course bearers cover 80 percent of the teaching workload (ECTS credits workload), including obligatory and elective subjects. Also the academic staff has the right hold the position of full time only in one higher institution and cannot be hired in another academic institution. The positions of part-time are added according to the specific field of their specialisation, and are verified in the E-Accreditation system of Kosovo Accreditation Agency. The electronic system automatically does not allow professors to add more than two teaching positions one full time and one part-time in E-Accreditation system.

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

The Faculty has met the requirements specified in the Administrative Instruction on Accreditation. The list of staff, their employment status and their qualifications have been approved by the National Quality Council. In the programme Real Estate Management Bachelor degree are employed three full time professors each of them covering 60 ECTS credits and one reserve full time staff member Dr. Fuat Pallaska.

No	ECTS	Staff Member: Name and Surname	Qualification
1	60	Hazer Dana	(PhD Geography, land consolidation)
2	60	Veli Lecaj	(PhD Legal)
3	60	Mersiha Kacamakovic	(Phd Management)
4		Fuat Pallaska (reserve staff member)	(PhD in Law and Management of Real Estate)
Tot	180	4	

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

The Staff development plan at the Department of Real Estate Management Bachelor degree programme has several key objectives:

1. to provide a framework for allowing appropriate development opportunities for current staff that are designed to improve their pedagogical and research skills and enhance their personal growth
2. to facilitate the process of change and diversity;
3. To promote a developmental ethos;
4. to include the development of the staff as part of HR compensation plan;
5. to embed all staff development activity into the institutions' academic calendar.

Staff development is an integral part of the Department strategic planning process. Being an associate member of Nova Univerza Slovenia, enhances ESLG's and departmental staff development strategic planning process. The staff development usually occurs with the great assistance of Nova Univerza. According to Agreement on Associate Membership of College ESLG at Nova Univerza, all the academic staff can be habilitated and receive the academic titles at Nova Univerza. The academic titles are provided to professors who fulfil habilitation standards and following academic titles are granted to ESLG's staff directly from Nova Univerza: assistant, lecturer, assistant professor, associate professor, and full professor. The Rules and Standards of Habilitation of Nova Univerza are the same as any of EU based university, which enhances the quality of academic staff at ESLG and program under evaluation but also gives the opportunity to academic staff for development and personal growth. The academic titles are also linked furthermore with the HR compensation plan. Also, the staff development takes place in the form that assistants are chosen from the ranks of master graduates of the program, who further continue PhD studies at Management of Real Estate PhD program at Nova Univerza.

Thus, any staff of the program or department at ESLG can pursue development and personal growth at Nova Univerza in Slovenia with the same standards as Slovenian counterparts at any Slovenian university since Rules and Standards of Habilitation of Nova Univerza are the same as of any Slovenian University, including that of Univesity of Ljubljana ranked among 250 best universities in the world. The Rules and Standards of Habilitation of Nova Univerza, which are used for habilitation of ESLG's academic staff (to whom a full time tenure is offered) provide for the following requirements: scientific and research activity, professional activity, pedagogical activity. Under the scientific and research activity the staff should fulfil quite higher standards in terms of publications (both in terms of quantity and quality) than the ones used in Kosovo by public universities to receive the academic titles (full professor, associate professor, assistant professor). The number of citations received for each publication is also taken into account during the promotion of academic staff. The Rules and Standards of Habilitation of Nova Univerza applicable for ESLG's academic staff under the Agreement on Associate Membership of ESLG at Nova Univerza can be found in Appendix. Under professional activity the academic staff is given points during the process of habilitation if he published a scientific or professional book, registered a patent, or received an extraordinary scientific or professional award. Under pedagogical activity the points are received if the academic staff published a university textbook or part of textbook, other non-university textbook, participation in international projects in the field of curriculum development, teaching methods, certified teaching activity at a foreign university, mentorship

of master theses and doctoral theses, grade from students evaluation, student award for the best teacher, and organization of summer schools. All these requirements are provided in the Habilitation Rules and standardized through a Points Book. In this way any assistant of the program can be secured a full track development from the position of Assistant to the position of Full Professor. A sample of habilitation decision issued by Nova Univerza for staff member of ESLG can be seen in the link <http://www.eukos.org/repository/docs/dr. Visar Hoxha.pdf>

In addition to habilitation opportunity at Nova Univerza, the staff of ESLG can receive academic titles according to the Regulation on Standards for Election to Higher academic Titles of College ESLG, which standards do not differ too much from Nova Univerza rules, with one exception that requirements of Kosovo Law on Higher Education and Administrative Directive 01/2018 of Ministry of Education of Kosovo have been integrated in the ESLG's Regulation. The Regulation on Standards for Election to Higher academic Titles of College ESLG is foreseen by Article 82 of Statute of College ESLG and is available online in the link <http://www.eukos.org/repository/docs/Regulation on Standards to Election into Higher Academic Titles 24.09.2020 anglisht.pdf>

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

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

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

Formation phase

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

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

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

- Curriculum design
- Assessment of student learning
- Classroom climate
- Teaching methodologies

- Program design and development

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

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

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

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

Four promising junior faculty benefited from the Young Researcher Grant. The examples of Young Researcher Grant Support can be seen online in <http://www.eukos.org/?page=2,170>

In Pre-tenure leadership for New Faculty the support is given by making junior faculty serve in various committees and even being chairs of several committees. For instance the Ethics and Disciplinary Commission of Faculty of Real Estate is composed entirely of junior faculty as it is available in the link <http://www.eukos.org/?page=2,196>

On the other hand, the important member in the Curriculum Development Team of the Bachelor program Management of Real Estate and Infrastructure (BA) is Junior Lecturer Edin Murati as it is available on page 1 of the Procedure of Approval of Review of Curricula 2020 as it can be seen in the link <http://www.eukos.org/repository/docs/Procedure of approval of review of curricula 2020.pdf>

Junior Faculty Life-Work Balance support is also provided for PhD Candidates. In the new program Bachelor of Management of Real Estate and Infrastructure (BA), it is the case of full time staff PhD candidate Elita Çeku, which is given less teaching and administration workload in favor of more research workload to support her PhD research and life-work balance and support her in managing her stress.

Expansion phase

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

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

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

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

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

Generativity phase

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

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

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

- Interdisciplinary research Mixed Faculty Groups;
- Reframing your scholarly legacy;
- Pre-retirement Book Publication Grant Support;

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

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

The allocation of work to full-time staff takes into consideration the activities of full time staff in administration, research, service to the professional discipline, and service to the wider community. The workload allocation policy also take into account the following aspects: course coordination, lectures, tutorials, organisation and teaching of performances and workshops, field trips, the organisation of practicums, marking loads, student supervision, diploma theses supervision, student consultation hours, and academic community and community services.

The service of staff to academic community are:

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

The service of staff to community are:

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

The examples of service of academic staff to community can be seen through service of Professor Hoxha in the Scientific Advisory Committee of civil society organization Institute for Free Market Economics under Chamber of Commerce of Kosovo, which can be seen online in <https://ietl-oek.com/about-us/?lang=en>

An important community service was provided by Professor Visar Hoxha in serving as a Professional Reviewer in the publication of the Institute entitled “Impact of COVID-19 on real estate and construction sector”, which can be seen online in <https://ietl-oek.com/wp-content/uploads/2020/05/Ndikimi-i-COVID19-n%C3%AB-sektorin-e-Palujtshm%C3%ABrive.pdf>

The workload for service to academic community and community cannot exceed 10 % of total workload according to the ESLG Staff Workload Policy. This is also regulated in Articles 16-20 of ESLG Staff Workload Policy. The ESLG Staff Workload Policy is available [online in http://www.eukos.org/repository/docs/College_ESLG_Faculty_Workload_Policy_Regulation_2020.pdf](http://www.eukos.org/repository/docs/College_ESLG_Faculty_Workload_Policy_Regulation_2020.pdf)

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

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

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

ESLG) and staff self-evaluation based on Learning Outcomes Achievement Matrix. The initial evaluation should be sent to Staff Member for comments and discussion. The final staff evaluation report is submitted to the ESLG HR Committee on Staff Selection, Performance Assessment, and Promotion. The learning outcomes matrix achievement evaluation is considered as part of Pedagogical Activity under Habilitation Rules of Nova Univerza and also under own College ESLG Regulation on Standards to Election into Higher Academic Titles.

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

Since the bachelor program under evaluation is new, the sample individual self-appraisal is available online in http://www.eukos.org/repository/docs/Annual_individual_self-appraisal_2019-2020.pdf which is based on the targets set independently by the staff member in Individual Development Plan that is drafted at the beginning of academic year that can as a sample be seen online in http://www.eukos.org/repository/docs/Annual_individual_development_plan_master_program.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 3: SWOT analysis related to quality management

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

Academic Titles; <ul style="list-style-type: none"> • ESLG Workload Policy also includes the service of professors to academic community and community not exceeding more than 10 %; 	
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Creating a positive reinforcement culture for the staff that is self-critical in the drafting of Individual Development Plans. • Increase the qualitative data in evaluating academic staff. • Introduce in the HR system the Best Professor Award. • Train professors in virtual reality teaching in the first phase and then introduce a clause in the contract to make the virtual reality teaching a must. • Develop an external grant funding applications policy to enhance the funding for more tenure positions. 	<ul style="list-style-type: none"> • The Kosovar culture not to be too self-critical; • The recognition of PhD diplomas for PhD candidates takes lots of time at Kosovo NARIC due to bureaucracy of Kosovo NARIC in order to use them as PhD graduates; • The Kosovo legislation on higher education being discriminatory towards colleges in terms of promotion of academic personnel to full professorship. For Colleges, the Law on Higher Education provides the promotion to the highest academic title which is Professor, which is equivalent to Associate Professor;

5. EDUCATIONAL PROCESS CONTENT

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

A graduate in the study program of Management of Real Estate and Infrastructure (BA) subject to new KAA accreditation serves the needs of construction industry with specialized skills in real estate valuation, real estate recording, real estate marketing, facility management, and construction and infrastructure project management. The graduate can work in construction companies as an appraiser or in sales management, in banks as a collateral appraiser, can work in facility management companies, leasing companies, and in the department of property taxes and urbanisms in respective municipalities or other specialized agencies dealing with property management. The study program can also equip professionals in real estate appraisers with skills to pass the national exam organized by the Ministry of Finance and obtain the license for real estate appraiser who can further work in banks, insurance companies, and other financial companies working with the securitization of collateral. The study program is interdisciplinary program, which includes several key disciplines such as: 1) architecture and spatial planning, 2) economics, finance and valuation of real estate, 3) cadastral recording, and 4) demographics and urban settlements 5) property law, and 6) infrastructure courses such as municipal, energy, road infrastructure, social

infrastructure and public private partnership contracts. With their unique skills the graduates in management of real estate and infrastructure can serve the needs of construction companies, infrastructure companies, notary and attorney offices dealing with property transactions, appraisal offices, land surveying offices, municipal departments of urbanism and cadastre, banking and insurance companies, real estate development companies, real estate agencies, and facility management companies.

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

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

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

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

The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course has a detailed syllabus, which is more detailed than a course programme and describes topics to be covered during the course – objectives, subject content for each week, organization of work, requirements for seminar and individual work, gives a list of required and recommended reading and sets of attendance and specific assessment rules. The study methods put a lot of emphasis on case study individual work, teamwork and discussions. Individual work is often a writing assignment with the specific topic assigned by the professor or deriving from a case study. Since real estate management like any management science focuses on problem solving, the development of problem-solving skills within the study program is an imperative.

For the purpose of developing problem-solving skills case-studies, project work, problem-based learning and simulated learning is included. Site visits to construction and infrastructure sites are important features to teach students about different phases of construction and infrastructure projects. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, group work and project learning through software electronic aides. The use Thermal Camera equipment for energy audits in the courses of third year Facility Management and Energy Buildings is an opportunity to develop further technological and team skills of students. Our emphasis on practical and relevant industry knowledge is a key feature of educational programs.

Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as

the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.

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

- Demonstrate an understanding and be able to interpret the laws, rules, and regulations under which the industry operates from the managerial perspective;
- Understand the architectural designs that add value to the real estate;
- Learn to effectively plan and develop space, built environment, and infrastructure within the scope of urban sprawl, changing demographics, migration, and scarce natural resources;
- Gather and interpret data of financial real estate transactions to establish judgments related to real estate investments;
- Apply different methods of real estate valuation;
- Understand how to apply various marketing channels to sell real estate products;
- Understand how main determinants affect housing prices such as demography, net migration, and spatial planning;
- Communicate with the accountant in the preparation of financial statements and financial department for cost-optimization accounting for internal purposes;
- Critically evaluate the public-private partnership contracts;
- Work in teams in preparation and execution of real estate and infrastructure development projects;
- Critically analyse a real estate phenomenon through various disciplinary perspectives;

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

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

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

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

Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction

in that language when students begin their studies. This may be done through language training prior to the commencement of the program.

Article 3 paragraph 2, item 3 of the Regulation on Admission and Transfer of Students at Bachelor level foresees that if the language of instruction is English for the whole program, students must pass the TOEFL test with the result of at least 500 points in the paper based TOEFL. The TOEFL test can be also Computer based TOEFL test. For academic staff the requirement for teaching in English language is that they must do either the master degree or PhD degree or both in one of foreign universities with the language of instruction in English. The TOEFL training and passage of TOEFL test can be done through mother institution's UBT Certified Language Centre.

The Regulation on Admission and Transfer of Students to Bachelor Studies is published on the website of College ESLG in the link http://www.eukos.org/repository/docs/REGULATION_OF_ENROLLMENT_AND_TRANSFER_IN_BACHELOR_STUDIES_20.08.2019.pdf

The admission criteria are made known to all prospective students and are available online in <http://www.eukos.org/?page=2,20>

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

The program under evaluation is a new program subject to KAA accreditation. The description below refers to the policies that College ESLG has set up before and apply to both the institution and program Bachelor of Real Estate and Infrastructure (BA).

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

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

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

The study methods and requirements for course completion will always be specified in the course syllabus available to the students before the course starts. Each course outlines the learning outcomes, which are discussed with students in order to facilitate their achievement by the completion of the course. Each course has a detailed syllabus, which outlines its objectives, course content for each week, organization of work, requirements for research individual or group work, provides a list of required and recommended reading and sets of attendance and specific assessment rules. The study methods applied by introductory subjects put a lot of emphasis on lectures, individual work or teamwork and discussions. Interdisciplinary activity is also included in interrelated courses delivered by the same professor. The interdisciplinary activity has not been implemented in interrelated courses with various professors due to coordination issues and given the fact that it needs the pilot testing to determine how it functions with regards to achievement of learning outcomes on a course and program level, it was used on several occasions with courses held by two professors.

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

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

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

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

The Regulation can be found in the link [http://www.eukos.org/repository/docs/Regulation on Student Evaluation and Progress in Studies.pdf](http://www.eukos.org/repository/docs/Regulation%20on%20Student%20Evaluation%20and%20Progress%20in%20Studies.pdf)

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

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

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

Assessment methods during the continuous assessment are:

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

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

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

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

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

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

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

- Interdisciplinary Project Activity Report;
- Monte Carlo Simulation;
- Movie Debate;

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

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

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

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

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

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

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

The Regulation in question is also available online in <http://www.eukos.org/repository/docs/Regulation on Administration of Exam and Assessment.pdf> and communicated clearly to all students.

The Examination Appeals procedure is described below:

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

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

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

The program is completed by passing all the required exams, completing the practical obligation and by completing and defending the bachelor thesis. Student graduation is conditional upon meeting all course requirements of the mandatory and the elective courses and has attained the required ECTS and upon having completed the practical obligation of at least 180 internship hours and 120 independent study hours as part of this obligation. Diploma thesis is registered in the final year of studies. The diploma thesis must be registered upon filling the Diploma Registration Form and submitting the project proposal (disposition) which is approved by the mentor. Then the diploma thesis drafted and goes through several steps. Upon approval of the final draft of diploma thesis by the mentor, the Dean of Faculty appoints the Thesis Evaluation Committee, which for bachelor program is with two members (mentor and one member of committee usually the professor of academic writing and research methods). The Thesis Evaluation Committee provides the necessary comments and remarks. The remarks are usually given by the second member of committee and not the

mentor. The candidate is responsible then to address the comments and remarks of the second member of committee in the case of bachelor thesis. If the candidate successfully addresses the comments and remarks of the second member, then the final draft is approved and submitted to Technical Office for technical control and plagiarism control. Upon the approval by Technical Office that the thesis is in accordance with the Regulation on Bachelor and Master Thesis, the date of defence of bachelor thesis is set. The bachelor thesis must be at least 46 pages. Upon successfully completing all the exams and having met all the course requirements including the production and presentation of the bachelor thesis, each student is conferred the degree. The Regulation on Bachelor and Master Thesis is available online in <http://www.eukos.org/?page=2,153>

The thematic areas for diploma theses are generated with the assistance of industry partners, who identify the areas of concern for them, which can be further researched by students as part of bachelor diploma thesis. Also the diploma thesis can be completed in the form of case study research, where case studies are developed in cooperation with the industry.

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

Mark	Requirement	Points	ECTS
10	Student whose knowledge and skills meet or exceed all the requirements for further successful attendance of courses or practicing the profession	90-100	A
9	Student whose knowledge and skills meet all the requirements for further successful attendance of courses or practicing the profession	80-89	B
8	Student whose knowledge and skills meet almost all the requirements for further successful attendance of courses or practicing the profession	70-79	C
7	Student whose knowledge and skills meet most of the requirements for further successful attendance of courses or practicing the profession	60-69	D
6	Student whose knowledge and skills satisfy minimal requirements for further successful attendance of courses or practicing the profession	50-59	E

5	Student whose knowledge and skills as set under item 1 herein above do not satisfy minimal requirements for further successful attendance of courses or practicing the profession and did not achieve minimal requirements	0-49	F
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Finally, students are informed in details about assessment methods at the beginning of each course through a course syllabus. In the first lecture the professor describes in details the course syllabus including the assessment methods and their weight in the final grade. All course syllabi are published online in <http://www.eukos.org/?page=2,35>

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

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

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

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

Students are obliged to behave during the examination process in accordance with academic principles and Code of Ethics of College ESLG, which is published online at the ESLG's homepage. Professors must respect the personal integrity of the students. Violation of academic norms of behaviour shall be a base for initiation of the proceedings before the department's Disciplinary and Ethics Sub-Committee, which decisions can be appealed at the ESLG's Disciplinary and Ethics Committee. Students' misconduct is regulated by Rulebook and is considered every act of unauthorised aids by the student during the examination process, carrying of mobile phones and other electronic communication, violation of the integrity of the teacher and invigilators and entering the examination process under false identity.

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

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

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

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

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

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

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

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

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

The practical obligation is foreseen in the third year of studies with 12 ECTS credits, whereby students are required to do internship of 180 hours in one of the companies that ESLG has internship agreement or in other companies. In the event they do internship in other companies of their choosing, the agreement is signed between the company, student, and College ESLG, the implementation of which is supervised by the mentor in the company and mentor at College ESLG. Students are obliged to do 120 hours of independent study about what they have learnt in the internship and write a report about the lessons learnt and duties and responsibilities performed at the practical obligation. The report is checked, approved and signed by the practical obligation mentor of ESLG in the end.

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

The practical work is primarily organised in cooperation with construction companies and companies in the field of real estate appraisal, and real estate management. The institution has an Agreement of Cooperation with 17 companies and organizations from the construction, infrastructure, real estate, and surveying sector for the practical placement of students. The practical placement in the case of the study program Management of Real Estate and

Infrastructure (BA) is obligatory and has 12 ECTS credits. The practical obligation contains 180 hours of internship in the company and 120 hours of independent study.

The list of cooperation agreements are shown below:

No.	Name of company	Type of company
1	<u>Kosovo Realty Group;</u>	Real estate development and appraisal
2	<u>Hoxha Invest Group</u>	Construction company
3	<u>Institute for Free Trade Economy</u>	NGO
4	<u>ALFA-I</u>	Construction and infrastructure company
5	<u>ANEM Real Estate</u>	Facility management and real estate development
6	<u>ELEN</u>	Energy infrastructure
7	<u>Montis</u>	Real estate appraisal
8	<u>Intercapital</u>	Real estate brokerage
9	<u>Metropoli</u>	Real estate brokerage
10	<u>North West Real Estate</u>	Real estate brokerage
11	<u>MDM Real Estate</u>	Real estate appraisal
12	<u>NNP Liridoni</u>	Construction company
13	<u>Leeloo</u>	Telecommunications infrastructure
14	<u>American Chamber of Commerce</u>	NGO
15	<u>Association of Real Estate Appraisers</u>	NGO
16	<u>Association of Land Surveyors</u>	NGO
17	<u>Velez Managed Services</u>	Telecommunications infrastructure

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

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

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

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

resources such as whiteboards, flip charts, laptops and video projectors, and other software resources in some of the courses where software is needed.

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

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

Curriculum Overview

Year I						
Semester I			Hours/ weeks			
No	M/ E	Subjects	L	E	ECTS	Lecturer
1	M	Introduction to law	2	2	6	Assistant Professor Dr. Veli Lecaj
2	M	Academic writing and research methods	2	2	6	M.Sc. Jehona Hoxha
3	M	Introduction to management	2	2	6	Assistant Professor Dr. Mersiha Kacamakovic
4	M	Introduction to spatial planning	2	2	6	Assistant Professor Dr. Hazer Dana
5	M	Infrastructure project management	2	2	6	Dr. Fuat Pallaska
					30	
Semester II						
No	M/ E	Subjects	L	E	ECTS	Lecturer
6	M	Sustainable architecture	3	3	8	Associate Professor Dr. Visar Hoxha
7	M	Economics of real estate	2	2	5	Assistant Professor Dr. Islam Hasani
8	M	Registration of real estate	2	2	6	Assistant Professor Dr. Hazer Dana
9	M	Real estate valuation I	2	2	6	Associate Professor Dr. Visar Hoxha
10	E	Financial Mathematics	2	2	5	Associate Professor Dr. Sabri Sadiku
					30	

Year II						
Semester III						
No	M/ E	Subjects	L	E	ECT S	Lecturer
11	M	Urban Sprawl	2	2	6	Assistant Professor Dr. Hazer Dana
12	M	Valuation of Real Estates II	2	2	6	M.Sc. Mendim Blakaj
13	M	Municipal Infrastructure	2	1	4	M.Sc. Driton Haziri
14	M	Financial Accounting	2	2	6	M.Sc. Sara Sadiku
15	M	Energy Infrastructure	2	1	4	M.Sc. Edin Murati
16	M	Property Law	2	1	4	Assistant Professor Dr. Veli Lecaj
					30	
Semester IV						
No	M/ E	Subjects	L	E	ECT S	Lecturer
17	M	Demographics and urban settlements	2	2	6	Assistant Professor Dr. Hazer Dana
18	M	Cost Accounting	2	2	6	Associate Professor Dr. Visar Hoxha
19	M	Human Resource Management	2	2	5	M.Sc. Emblema Zeqiraj
20	M	Transport Infrastructure	2	1	4	M.Sc. Edin Murati
21	M	Methods of Real Estate Marketing	2	2	5	M.Sc. Elita Çeku
22	M	Social infrastructure	2	1	4	Assistant Professor Dr. Hazer Dana
					30	
Year III						
Semester V						
No	M/ E	Subjects	L	E	ECT S	Lecturer
23	M	Public Private Partnerships	2	2	6	Assistant Professor Dr. Islam Hasani
24	E	Telecommunications Infrastructure	2	1	4	M.Sc. Driton Haziri
25	E	Insurance of Objects	2	1	4	Associate Professor Dr. Visar Hoxha
26	E	Facility Management	2	1	4	M.Sc. Besnik Vrella

27	E	Real Estate Financing including leasing	2	1	4	Assistant Professor Dr. Islam Hasani
28	E	Urban transformation and sustainable cities	2	1	4	Assistant Professor Dr. Hazer Dana
29	M	Practical obligation	180		12	Any professor
30						
Semester VI						
No	M/E	Subjects	L	E	ECT S	Lecturer
30	M	Energy buildings	2	2	6	Dr. Fuat Pallaska
31	E	E-business in real estate	2	1	4	Dr. Christian Seidel
32	E	Infrastructure and real estate policies	2	1	4	Assistant Professor Dr. Sirri Duger
33	E	Tax Law	2	1	4	Assistant Professor Dr. Veli Lecaj
34	E	Real estate contracts	2	1	4	Assistant Professor Dr. Arzu Tuncer
33	M	Diploma thesis	2	2	20	Any professor
30						

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

Table 4: SWOT analysis related to Educational process content

Strengths	Weaknesses
<ul style="list-style-type: none"> • Real life scenarios based on case studies developed in partnership with the industry; • Site visits; • Interdisciplinary activity; • The curriculum and instructional methods are based on contemporary learning principles. • Clear, succinct and realizable program learning outcomes; • Competency based approach with the emphasis on students' development; • Student assessment mechanisms are fair and equitable and are communicated clearly to students at the beginning of 	<ul style="list-style-type: none"> • The lack of a dose of multidisciplinary within the program as opposed to interdisciplinarity of the program. • The skills of social accountability not sufficiently strengthened in program learning outcomes • Insufficient weight of self-directed learning as a learning methodology for life-long learning. • Foreign practicums are not included to increase the internationalization of the program in cooperation with ESLG partner institutions. • Lack of definition of external examiners under the Regulation on

<p>the course through a course syllabus;</p> <ul style="list-style-type: none"> • The program is completed with the production and defence of bachelor thesis upon a thorough conceptual review by Two Member Thesis Committee and Technical and Plagiarism Control by Technical Office; • Final examinations can be in the form of writing assignments or final examinations with essay questions and case study analysis based on case studies developed in partnership with the industry; • Final Exam Review session is held to prepare students with the format of the exam, types of questions, recommended literature and concepts to be prepared; • The Examination Registry and examination applications are administered using the Electronic Grading System (EGS); • The student has the right to accept the passing grade or seek cancellation of passing grade up to three times (if the student does not have objections to examination procedure); • If the student has objections to examination procedure can file a request for examination before the Examination Board. • Violation of norms by professors and students can be addressed before the Department's Disciplinary and Ethics Sub-Committee. • The decision of Department's Disciplinary and Ethics Sub-Committee can be appealed before the ESLG's Disciplinary and Ethics Committee; • Clear defined actions to deal with situations where standards of student achievement is inadequate; • Clear defined actions to deal with situations where standards of student achievement is inconsistently assessed; • Student assessment is guided by Guidelines for Student Assessment; • Strong practical placement industry partners list; 	<p>Assessment and Administration of Exams.</p>
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<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> • Introducing the method of groups giving feedback to other groups and being used as assessors under the guidance of the course bearer. • Organise a pilot testing of Interdisciplinary Activity in various courses of different disciplines; • Opportunity to add a comprehensive examination at the end of studies. • Development of problem based learning to provide well-constructed case scenarios for the purpose of facilitating self-directed learning. • Introduction of assessment methods for assessing the ethical attitudes and behaviour needed for a contemporary 21st century professional. 	<ul style="list-style-type: none"> • The combination of multidisciplinary and interdisciplinary courses for effective learning can be a challenge because these combined studies are not very well understood by higher education market in Kosovo; • In the development of industry-based case studies, industry partners from different disciplines may hesitate to contribute; • The program is interdisciplinary and it is challenging to decide which main disciplines could be in the Final Comprehensive Exam of the Program;

6. STUDENTS

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

The Students Admission is regulated by the College ESLG Regulation on Admission and Transfer to Bachelor Studies. All applicants within the enrolment quotas for full-time students, who have completed their high school and have the grade point average of at least 3.5 (in the scale from 1.0 to 5.0). Admission to the study is performed on the basis of a public call and review of type of high school, GPA, and recommendations on their disciplinary records of the candidate in the event there are more applicants than the study places available within the program. Since the program is interdisciplinary program the Regulation on Undergraduate and Graduate Studies provides that all students can enrol in the program should they fulfil the requirements of grade point average. In the event the Committee must select between candidates, the candidates who have better GPA and the recommendation from the previous schools have the priority of being selection. Based on the results of the examination of applicants' success from the previous schooling, the Commission creates a ranking list determining which candidates have become entitled to enrol on the basis of the results achieved with points. The requirement for admission is also that the candidate must have some basic knowledge on foreign languages.

The admission procedures are applied fairly to all students and are available online in <http://www.eukos.org/?page=2,20>

The Regulation on Admission and Transfer to Bachelor Studies is also available online and all prospective students are informed about it. The regulation can be found in

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

A candidate seeking admission in the program should have the high school studies diploma and Matura exam passed as specified by the Ministry of Education regulations.

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

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

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

The study methods applied put a lot of emphasis on research and project-based teamwork. Some of professional courses require site visits and use of equipment such as Thermal Imaging camera, whereas others are taught with software in computer labs that assume active participation of students. Other professional courses such as Real Estate Appraisal are delivered with the real case scenarios and students are asked to analyze them as if they prepared a real appraisal report for expropriation, collateral, or other purposes. In the courses

such as real Estate Registration the visits to the cadastral offices and use of land surveying equipment are used with the help of Teaching Assistant. Infrastructure courses also include site visits to infrastructure companies during their work in municipal or energy infrastructure. Also interdisciplinary activity is another planned teaching methods in which different groups analyze different scenarios of one real estate problem, which includes architectural, materials, valuation, and other recording aspects and groups can meet part of the requirements of such interdisciplinary courses all at once.

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

The Department of Real Estate of College ESLG has established a set of criteria to give immediate feedback to students on their performance and results of assessment to identify students at risk of non-completion. The mechanisms of support for students are provided in the form of mentorship program, whereby teaching Assistants are provided to students as mentors in order to assist them in research-based performance in the courses in which the research constitutes a significant part of students' performance. Each mentor is assigned to cover a student group or several courses. The mentorship of students through Teaching Assistants serving as Mentors provides ongoing support to students during their studies. Tutorials are provided to students as how to complete assignments such as conceptual research, project work and case study analysis.

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

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

Since the program under evaluation is subject to new accreditation by KAA, the sample of examination preparation activity for the master program can be found in the link http://www.eukos.org/repository/docs/Exam_Preparation_Session_Sustainable_FM.pdf

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

Students' knowledge is being assessed continually during the coursework and at the end of each course, as stipulated by the Study Rules. During an exam the overall knowledge acquired in the course of the teaching process and represented by a single course of more related courses is tested. Exams are obligatory for all the mandatory and elective courses and are held either In Class for bachelor level or as form of essay, research paper or group project assignment.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The ESLG operates the plagiarism detection software (Turnitin) to detect potential violations. Diploma theses are also checked by the Technical Office operated by an administrator at ESLG in Kosovo. The rules on written assignments are regulated by the Instructions on Written Work.

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

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

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

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

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

The rights and responsibilities of students are divided into:

- Personal rights and responsibilities communicated to students via link <http://www.eukos.org/?page=2,210>
- Academic rights and regulations communicated to students via link <http://www.eukos.org/?page=2,211>
- The right to academic appeals communicated to students via link <http://www.eukos.org/?page=2,228>

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

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

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

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

Right to association and representation in College Bodies

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

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

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

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

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

Right to dignity

Right to dignity is regulated by the following:

- **Convention of Students' Rights, Articles 1 and 3**
 - Article 1 - Every student enjoys within the College all rights and freedoms recognized by law.
 - Article 3 - Every student has a right to the safeguard of his or her dignity and a right to be protected by the College against upsetting conduct displayed by a representative of the University acting in an official capacity.
- **Code of Ethics for Students, Article 2.3**
 - Article 2.3 - Student should respect the integrity of the personality of each member of the College community;

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

Right to equal treatment

Right to equal treatment is regulated by the following:

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

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

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

Right to information for financial aid

The right to information for financial aid is regulated by:

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

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

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

Right to freedom of expression

The right to freedom of expression is regulated by:

- **Convention of Students' Rights, Articles 25-26**
 - Article 25 - Every student enjoys within the College ESLG the right to freedom of opinion, of expression and of peaceful assembly.
 - Article 26 - Every group of students has a right to organize and to promote the interests of its members, if the purposes of such group are lawful. Every such group shall also have the right to publicize and hold meetings, to debate any matter and to engage in lawful demonstration.
- **Code of Ethics of Students, Article 1.4**
 - Article 1.4 - Students have the right to express their thoughts and ideas;

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

Freedom from harassment

The freedom from harassment of students is regulated by:

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

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

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

Right to protection of personal information

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

- **Convention of Students' Rights, Articles 29-31**
 - Article 29 – Personal information implies information regarding a student or a former student and recorded by the College under this student's or former student's name or identification number.
 - Article 30 - Every student has a right to consult any record of personal information kept by the College, with the condition that such information was not transmitted to or recorded by the College in circumstances of confidence. If the student is denied an opportunity to consult personal information, the College shall inform the student of the existence of this information and of the reasons preventing its disclosure. Upon request by the student, the Academic

Appeals Committee may determine whether the reasons stated by the College are in conformity with the present paragraph.

- Article 31 - No personal information shall be disclosed by the College to a third party in a manner which permits the identification of the student or former student unless such disclosure is required by law. Upon request by the student or former student, the Academic Appeals Committee may determine whether disclosure is authorized under the present paragraph.

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

Right to safety

Right to safety is regulated by:

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

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

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

Responsibility to uphold the academic integrity

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

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

Responsibility to uphold the research ethics

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

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

Right to quality education

Right to quality education of students is regulated by:

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

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

Right to research supervision

Right to research supervision of students is regulated by:

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

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

Right to course information and course syllabus

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

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

- Article 11- Where students are permitted a choice of elective courses, the College ESLG shall provide a reasonable change of course period.

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

Right to fair grading and feedback

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

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

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

The student is entitled to an appeals procedure if he/she considers that the examination is not carried out in accordance with the Regulations on Administration of Exams and other respective regulations and ESLG's Statute. The objection is submitted to the Vice Dean for Teaching (Deputy Head of Department of Real Estate) within 36 hours of awarding the grade. The Vice Dean shall evaluate students' objection and bring a decision within 24 hours of receipt of the objection. If the objection is accepted, the student earns the right to retake the examination before the Examination Board composed of three members within three days of the receipt of the decision. The Student may also request to take examination before the Examination Board composed of at least three members if he/she has failed the examination for more than three times. This is regulated by the Regulation on Administration of Examination of College ESLG. The Examination Board is appointed by the Dean/Head of Department. The Decision of the Examination Board may be appealed by the student or the Course Bearer before the Examination Appeals Committee in case they file any further complaint to the grading process. The decision of the Examination Appeals Committee is final. The examination appeals procedure is communicated to students via link <http://www.eukos.org/?page=2,151>

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

General transfer requirement for students from other programs are as follows: All applicants must have completed studies as required by the stand to be eligible to enter into Undergraduate studies level and the program content from which a student seeks transfer must correspond to the program content of the Faculty to which transfer is required, its total number of ECTS credits or to its overall course load. The transfer and recognition of courses takes place on a course by course basis and the content of each course transferred for recognition is compared against learning outcomes, ECTS load, and course content (described by the course syllabus) of study program under evaluation. Transfer application must be submitted between during transfer windows determined by the Ministry of Education, Science and Technology. Along with the stated reasons for transfer, students are obliged to enclose: student's transcript of records, course descriptions presented with the study program and course syllabi for all courses transferred for recognition from one institution to the other. The Regulation on Undergraduate Studies Admission and Transfer specifies the transfer requirements to the respective year of the Bachelor program and the types of programs from which the student can transfer courses such as: management, economy, architecture and civil engineering and law. Submitted applications of transfer candidate are reviewed by the Study Commission, which decides on the recognition of ECTS credits for those courses which content in terms of ECTS load, learning outcomes, and course content corresponds with the courses of the program under evaluation.

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

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

Tutorial assistance is also provided for the preparation of diploma theses by the Technical Writing Instructions Tutor, which is provided continuously since 20 ECTS credits are allocated to the bachelor diploma thesis.

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

The rules for the recognition of qualifications, degrees, diplomas, examinations by recognized or licensed national or foreign higher education institutions shall be laid down in accordance with the rules of the Lisbon Convention and in accordance with specific

regulations of the Ministry. The MEST Administrative Instruction specifies the principles and procedures for the recognition of higher professional diplomas and university degrees obtained outside the Republic of Kosovo.

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

The bachelor study program has a system for monitoring candidate groups in all years of the bachelor cycle. Also, each student group has a representative who will communicate with the faculty and student representatives are part of the committees. Since the focus of teaching at bachelor study program is problem-based and competency-based, students are offered additional tutors to assist them in coping them with problem-solving challenges within the courses.

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

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

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

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

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

It is a central policy for academic staff to review curricula each year in terms of reviewing the literature and updating all subjects, with a focus on expected results, to ensure a higher

quality and in cooperation with private sector and other stakeholders. The teaching material is posted in E-library, for easier access by candidates. ESLG with the assistance of UBT and Nova Univerza electronic library has made available to academic staff and students a physical and electronic library which is accessible at any time.

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

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

The SWOT analysis with regards to Students is presented below:

Table 5: SWOT analysis related to Students

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ● Admission requirements are clear and posted online; ● The regulation is very clear and succinct regarding admission. ● The groups are dimensioned to encourage interactive learning. ● Special treatment for students with disabilities; ● Plagiarism software operated Turnitin and Platforma Akademia. ● Students are well informed online about their rights and responsibilities. ● Affirmative action admission policy for applicants with disabilities. ● The appeal to admission decisions is clearly defined and regulated. ● Procedure of realization of the right to academic appeals clearly posted online for students; ● Size of student intake determined in collaboration with relevant stakeholders. 	<ul style="list-style-type: none"> ● Electronic Grading System does not possess the module on automatic statistical analysis of students' grades and progress and correlation with their secondary school results and entrance examination results. ● The pre-emptive aspect of good conduct is not regulated (how the students with good ethical conduct should be rewarded).
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Great demand for real estate professionals in the Kosovo market; ● Development of mid-term, colloquium, and other activity grading records module in EGS, with statistical quantitative analysis capability of how 	<ul style="list-style-type: none"> ● The economic crisis and the difficulties in Kosovo. ● Lack of professional regulation. ● Strong competition from University of Prishtina in admission of students.

<p>well students did in what particular activities</p> <ul style="list-style-type: none"> ● Develop a computerized software, which would track the treatment of appeal and the candidate can see the progress online. ● Develop a Best Staff Award for Tutors to motivate them in provision of effective academic counselling for students during their progress of studies. ● Promote proactive involvement of students in curriculum development and evaluation. 	<ul style="list-style-type: none"> ● Insufficient knowledge of foreign languages (especially English) of secondary school candidates.
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7. RESEARCH

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

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

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

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

- Facilities management;
- Sustainable construction;
- Sustainable architecture;
- Urban sprawl, urban transformation, and social infrastructure;
- Demographics and urbanization;
- Social infrastructure;
- Interdisciplinary real estate studies;
- Living environment;
- Blockchain in real estate;

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

On the other hand, research plan of the bachelor program is in line with the Research Plan of College ESLG but somewhat more narrow and it in line with the program mission.

The research thematic areas of bachelor program are:

- Facilities management;
- Law of property and infrastructure;
- Interdisciplinary real estate studies;
- Urban sprawl, urban transformation, and social infrastructure;
- Demographics and urbanization;
- Sustainability and protection of environment;
- Real estate markets and real estate marketability;
- Housing and urban studies;
- Real estate finance and investments;
- Real estate appraisal;
- Real estate recording;

The research areas of College ESLG have been developed through participation and funding by international projects. The research innovative areas have been developed with the assistance of “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>

On the other side, the research area of Facility Management and Sustainability and Environmental Protection of the bachelor program falls within the scope of Research Plan of College ESLG and SEEB/HERD project implemented with NTNU since facility management falls within the sustainable energy efficient buildings and especially the students of the third year, either in the course of Facility Management, Energy Buildings or Diploma Thesis are tasked to do field research by taking existing buildings in Kosovo as case studies for exploratory research.

The key research areas have also been developed with the assistance and funding by the OSCAR - PROJECT: VALUE FOR OWNERS AND END-USERS OF PROPERTY, the implementing partners are NTNU, EVRO-PF , and ESLG through Nova Univerza (EVR)-PF). For more information on the research project, please see <http://www.multiconsult.no/multiconsult-vant-oscar/>

The key innovative research areas have been developed and financed also in part through CIRRE Conference, in which College ESLG participates in the Scientific Committee. Please see <http://www.cirre.eu/committee/>

Through participation in the Scientific Committee, the academic staff and students of ESLG not only can participate in the Annual CIRRE Conference for free but they can also serve as reviewers.

The Centre for Transparency and Sustainable Development has been established within Department of Real Estate to lead the research initiative on all these innovative areas and attract funding from private sector, public sector and other international donors. The Centre has been established as a support from Norwegian University for Science and Technology. The funding has taken place mostly for joint research with NTNU professors but also funding for articles of academic staff of department of Real Estate in the CIB journal called Facilities.

Also real estate Real estate markets and real estate marketability is part of the thematic area of Real Estate Market Study that ESLG does it with the firm KRG for the leading bank in Kosovo ProCredit Bank.

The study methodology and study framework has been designed by College ESLG and has been carried out with the excellent students of the third year of bachelor program in 2018 and 2019, whereby the firm KRG assisted only in the collection of real estate market prices.

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

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

The allocation of work to full-time staff takes into consideration the activities of full time staff in administration, research, service to the professional discipline, and service to the wider community. The workload allocation policy also take into account the following aspects: course coordination, lectures, tutorials, organisation and teaching of performances and workshops, field trips, the organisation of practicums, marking loads, student supervision, diploma theses supervision, and student consultation hours. The Rector jointly with the Head of Department as a joint decision-making governance team are responsible to ensure that as part of the Annual Development Planning Process, a staff members' current

and proposed workload is reviewed. Information about the research and scholarly activities for each member of staff is used as a source of information for promotion applications of the academic staff as part of the points gained through Scientific and Research Activity of Points Book of Nova Univerza Slovenia under Habilitation Rules for the purposes of promotion of staff to higher academic titles. The habilitation and promotion to higher titles is linked with the Human Resources Compensation Scheme. Information about the research and scholarly activities for each member of staff is used as a source of information for promotion applications of the academic staff as part of the points gained through Scientific and Research Activity foreseen under the Regulation on Standards for Election into Higher Academic Titles of College ESLG for the purposes of promotion of staff to higher academic titles. Also. According to its own Regulation on Standards for Election into Higher Academic Titles, the election into higher academic titles is directly linked with Human Resources Compensation Scheme.

The minimum of research and scholarly activities is at least one publication per year as specified under the contract for both full-time and part-time academic staff. The publication can be a journal article, conference proceeding, book chapter, publication in professional magazine. However, should the staff want a promotion to a higher academic title resulting in a better pay scheme, he/she should participate and publish more under standards of Habilitation Rules of Nova Univerza Slovenia. The same procedure also applies if a professor wants to apply for election into higher academic title under the ESLG Regulation on Standards for Election into Higher Academic Titles.

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

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

Also the teaching staff with master degrees that serve as lecturers in the bachelor program are expected to publish if they want to maintain their lecturer's status at the bachelor program.

The expectations of teaching staff to be engaged in research and scholarly activities for the purposes of staff promotion of ESLG under Nova Univerza Rules (enabled through the Association Agreement) are clearly quantified as follows:

- For full professor the research and scholarly output is quantified as below:
 - publication of at least 14 articles (in which at least 7 articles are published from the title having been awarded) and being its first or leading author (proving equality of his contribution to the article). At least 6 articles have to be published in journals, indexed in SSCI, SCI with IF>0 or AHCI or MBP.
 - 10 pure quotes in the last 10 years;
 - A candidate can replace at least 8 articles from the previous paragraph with the scientific monograph, a course book and a scientific or professional achievement (technology transfer, a gained patent with a test etc.). However, these 8 articles do not replace necessary articles published in journals indexed in SSCI and SCI with IF>0 or AHCI. A scientific monograph replaces two articles. Two articles replaced with the monograph can be replaced with reviewed university course books. Authorship of the reviewed course book counts as one article. One of the articles replaced with the scientific monograph can be replaced with the topmost research or professional achievement (technology transfer, a gained patent with a test etc.)

- For associate professor the research and scholarly output is quantified as below:
 - publication of at least 7 articles (at least 4 articles are published from the title having been awarded) and being its first or leading author (proving equality of his contribution to the article). At least 6 articles have to be published in journals, indexed in SSCI, SCI with IF>0 or AHCI or MBP..
 - 5 pure quotes in the last 10 years;
 - A candidate can replace at least 4 articles from the previous paragraph with the scientific monograph, a course book and a scientific or professional achievement (technology transfer, a gained patent with a test etc.). However, these 4 articles do not replace necessary articles published in journals indexed in SSCI and SCI with IF>0 or AHCI. Authorship of a scientific monograph can replace 2 articles while authorship of a part of scientific monograph replaces 1 article. One of the articles replaced with the monograph or a part of the monograph can be replaced with a reviewed university course book.

- For assistant professor the research and scholarly output is quantified as below:

- publication of at least 3 articles and being its first or leading author (proving equality of his contribution to the article). At least one article has to be published in journals, indexed in SSCI, SCI with IF>0 or AHCI or MBP.
- A candidate can replace at least 2 articles from the previous paragraph with the scientific monograph or a part of the scientific monograph. However, these 2 articles do not replace necessary articles published in journals indexed in SSCI and SCI with IF>0 or AHCI. Authorship of a scientific monograph replaces 2 articles while authorship of a part of scientific monograph replaces 1 article.

On the other hand, staff of College ESLG can be also promoted according to the Kosovo Higher Education Law, Administrative Direction 01/2018 of MEST, and Regulation on Standards of Election into Higher Academic Titles of College ESLG.

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

- For Professor, title foreseen under Law on Higher Education of Kosovo that is equivalent to Associate Professor, the research and scholarly output is quantified as below:
 - publication of at least 7 articles (at least 4 articles are published from the title having been awarded) and being its first or leading author (proving equality of his contribution to the article). At least 6 articles have to be published in journals, indexed in Clarivate (Web of Science) or Scopus or EBSCO or DOAJ or WorldCat, as foreseen by Administrative Directive 01/2018 of MEST.
 - 5 pure quotes in the last 10 years;
 - A candidate can replace at least 4 articles from the previous paragraph with the scientific monograph, a course book and a scientific or professional achievement (technology transfer, a gained patent with a test etc.). However, these 4 articles do not replace necessary articles published in journals indexed in Clarivate (Web of Science) or Scopus or EBSCO or DOAJ or WorldCat as foreseen by Administrative Directive 01/2018 of MEST. Authorship of a scientific monograph can replace 2 articles while authorship of a part of scientific monograph replaces 1 article. One of the articles replaced with the monograph or a part of the monograph can be replaced with a reviewed university course book.
- For assistant professor the research and scholarly output is quantified as below:
 - publication of at least 3 articles and being its first or leading author (proving equality of his contribution to the article). At least one article has to be published in journals, Clarivate (Web of Science) or Scopus or EBSCO or DOAJ or WorldCat as foreseen by Administrative Directive 01/2018 of MEST.

- A candidate can replace at least 2 articles from the previous paragraph with the scientific monograph or a part of the scientific monograph. However, these 2 articles do not replace necessary articles published in journals indexed in Clarivate (Web of Science) or Scopus or EBSCO or DOAJ or WorldCat as foreseen by Administrative Directive 01/2018 of MEST. Authorship of a scientific monograph replaces 2 articles while authorship of a part of scientific monograph replaces 1 article.

During staff evaluation, at least 1 publication as a first author must be published in SCI, SSCI or AHCI under Nova Univerza Rules and at least 1 publication published in Clarivate (Web of Science) or Scopus or EBSCO or DOAJ or WorldCat in order to maintain the same title of Assistant Professor after the expiry of the validity of the title after election into Assistant Professor for the first time.

During staff evaluation, at least 2 publications as a first author must be published in SCI, SSCI or AHCI under Nova Univerza Rules and at least 2 publications published in Clarivate (Web of Science) or Scopus or EBSCO or DOAJ or WorldCat in order to maintain the same title of Associate Professor (Nova Univerza) or Professor (under Kosovo Regulation and Kosovo Law on Higher Education) after the expiry of the validity of the title after election into Associate Professor/Professor for the first time.

In the instances of Full Professor elected under Nova Univerza Rules, there is no minimum to maintain the same title since the validity of title of Full Professor is permanent.

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

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

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

- Realization of advanced and applied research for the purpose of performing scientific and research work that seeks to expand human knowledge through analysis, innovation, and insight;
- Cooperation with other researchers around the world to generate new knowledge, alleviate suffering, develop solutions for societal and environmental challenges and promote evidence-based policy by engaging with community and institutional leaders in Kosovo and the region, especially in the field of sustainable development;
- Realization and participation in research and scientific project at national, regional, and international level;
- Organization of conferences, seminars, workshops at national and regional level;
- Conducting studies and analysis in the field of social science;

- Conducting international, regional, and national contract research;
- Conducting scientific and publication activities such as publication of university books, peer reviewed books, peer reviewed book chapters, scientific monographies, and journal articles;
- Development of patents;
- Consulting and advisory work for society and private sector;
- Participation in Scientific competitions;
- Other scientific and research work in the field of social sciences;

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

- Peer reviewed books published by renowned national, regional, and international publishing houses;
- Peer reviewed articles in journals accepted by the Senate of ESLG;
- Peer reviewed book chapters published by renowned national, regional, and international publishing houses;
- Inputs in and creation of datasets (including international datasets);
- Publications through peer-reviewed scientific conferences accepted by the Senate of ESLG;
- Publications in articles and proceedings indexed in Clarivate, Scopus, EBSCO, DOAJ, and WorldCat or any other databases approved by the Senate of College ESLG;

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

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

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

Staff member	Field of Research Experience	The publication list
Veli Lecaj	Business Law, economy	Attached as an annex
Hazer Dana	Land consolidation, sustainable development	Attached as an annex
Mersiha	Enterprise management, human resources management	Attached as an

Kacamakovic		annex
Visar Hoxha	Real estate valuation, sustainable buildings sustainable materials, adaptive reuse, blockchain technology in real estate	Attached as an annex
Islam Hasani	Finance, banking, economics	Attached as an annex
Christian Seidel	Property law, intellectual property law	Attached as an annex
Arzu Tuncer	Commercial, business law	Attached as an annex
Sirri Duger	Property law, intellectual property law	Attached as an annex
Byron Matarangas	Property rights as human rights under EU legislation	Attached as an annex
Elvida Pallaska	Sustainable architecture, energy efficiency, urban planning	Attached as an annex
Sabri Sadiku	Mathematics and statistics	Attached as an annex
Mendim Blakaj	Real estate valuation	Attached as an annex
Sara Sadiku	Blockchain in real estate transactions	Attached as an annex
Emblema Zeqiraj	Real estate marketing and marketability	Attached as an annex
Fjolla Shala	Sustainable buildings	Attached as an annex
Besnik Vrella	Facility management	Attached as an annex
Albana Gjonbalaj	Facility management	Attached as an annex
Fuat Pallaska	Sustainable refurbishment	Attached as an

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

Over the period of the first cycle of the Research Strategic Plan of the department of real estate of College ESLG, the research infrastructure will be developed and enhanced further through the appointment of a relevant staff within the Centre for Sustainable Development. This will enable the Department of Real Estate to more actively capture, professionalise the delivery of knowledge and research outputs to the construction and real estate management industry of Kosovo and abroad. In line with these priorities, the Department of Real Estate in close cooperation with College UBT (under Cooperation Agreement), Nova Univerza (under Association Agreement), and partner institution Norwegian University for Science and Technology will enable the academic and research staff of the department to publish their research outcomes in the following conferences: (1) Annual UBT Conference, (2) CIRRE Conference where ESLG is represented in Scientific Committee and (3) Annual Doctoral Conference of Nova Univerza; and 4) CIB World Building Congress. Bachelor program students will also be involved also in the production of Annual Real Estate Market Study for ProCredit Bank Kosovo in cooperation with the firm Kosovo Realty Group. Contract research for ProCredit Bank and other private sector companies such as Apollonia SHPK, Swiss company ACHRO LLC have been implemented in 2019-2020 in cooperation with Kosovo Realty Group.

The research and academic staff of Department of Real Estate are motivated to publish only in indexed impact factor journals and academic and research staff of the department can publish their research outputs in the CIB (World Building Congress) established journal called Facilities (one of the best peer to peer journals in the field of facility management) and in the peer to peer scientific journal of Nova Univerza called Dignitas.

The aim of the Scientific Committee of CIRRE Conference, where ESLG takes part (<http://www.cirre.eu/committee/>) is to establish a peer to peer journal where ESLG together with other renowned universities such as NTNU, Saxion University of Applied Sciences, The Netherlands, University of Ljubljana, University of Zagreb, Universidad Politécnica de Cartagena, Spain, University of the Aegean, Greece, University of Central Lancashire, United Kingdom, Oslo Metropolitan University, Norway can serve in the Editorial Board of the jointly established journal (established as a consequence of CIRRE conference). The initiative of establishing a joint peer to peer journal together with a group of universities under a CIRRE umbrella is a better strategy than establishing a local journal within the Centre for Sustainable Development as it was the initial plan at the beginning under the SEEB project financed by HERD program of the Kingdom of Norway. On the other hand, the aim of the department of real estate is to strengthen the research centre (Centre for Sustainable Development), which will abide by international standards of research and assist academic staff research plans. In the Centre for Sustainable Development, students will be involved as research assistants for collection of data, conducting of surveys, and also for production of part of research.

The strategic objective of the department of real estate of ESLG is to have the centre serve as a coordinating management body that provides researchers with assistance to prepare bids and manage projects and which fosters levels of interdisciplinarity to the group, have the potential for sustainable development through external funding and/or commercialization of its research outputs, a capacity to add value to the College's overall strategy, an ability to contribute to regional and national construction sector development. In the

In the past from 2015-2017, the research of academic staff was supported from the SEEB Project/HERD program and furthered by OSCAR project. However, the institution tries also not to rely only on external funding from international projects, but makes available research and professional development allowances to staff and direct support for the agenda of designated research chairs. The Department also considers one-time support on ad hoc basis for special purposes such as international conferences and matching funds for competitive external grants. In addition, the Department of Real Estate has three research support programs to which faculty may apply: submission grants, conference travel support and undergraduate research assistantships. Submission grants of up to 1000 Euro are considered for each research cluster seeking external funding opportunities. Another lump sum of 5000 Euro annually is left for staff conference and research presentation support. Research clusters may apply for research assistantship grants of up to 2000 Euro annually to involve graduate students in support of their research and to provide a useful learning opportunity for the students. The Kosovo Real Estate Market Study is planned to be extended for the whole banking and finance sector and not only as a proprietary study for ProCredit Bank Kosovo.

Contract research for companies such as ProCredit Bank, Apollonia LLC, ACHRO LLC and several other private corporations exceed the amount of 100,000 EUR.

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

In the context of our research priorities and our role as a catalyst for real estate and construction management development with the particular emphasis on sustainability and environmental protection, the Department focuses on building alliances with key external stakeholders. The stakeholders include national and international research centres, government and funding agencies, and industry partnerships. The key alliance is with the UBT Research Centre, Nova Univerza Research Centre, and CIRRE Annual Conference in which ESLG is represented in the Scientific Committee. The research is mostly validated through publications in peer to peer journals (Facilities, Journal of Property Management, Dignitas of Nova Univerza) and other conference books of proceedings (CIB world Building Congress proceedings, CIRRE conference proceedings, Annual Doctoral Conference Proceedings of Nova Univerza Slovenia, and Annual UBT Conference Proceedings). The participation in international research projects such as SEEB/HERD program with NTNU and project OSCAR with NTNU and Nova Univerza included also activities that involved private construction sector of Kosovo in the awareness raising campaign in sustainable buildings. Also, Habilitation Rules of Nova Univerza under which the academic staff of ESLG can be promoted to higher titles, foresees a specific weight given to innovations and discoveries made by staff and registered as patent innovations either with the local Patent Office or Patents registered with the European Patent Office, or patents granted by tripartite

parties (EU, United States, Japan). In the same fashion, Regulation on Standards for Election into Higher Academic Titles of College ESLG foresees the development of patents as an important scientific activity, which is recognized during the staff assessment process for election into academic title. The objective is to foster staff development programmes to enable and incentivize staff to engage in the creation and transfer of knowledge. The incentivizing in question is foreseen by Habilitation Rules and Regulation on Standards for Election into Higher Academic Titles of College ESLG, which are linked with the HR Compensation Schemes.

Bachelor students' thesis are also published in the COBISS system of Nova Univerza Slovenia as publications and are part of electronic library (enabled under the support provided by Nova Univerza as foreseen by Association Agreement). This represents a good opportunity for bachelor students also to have their work internationally published and be part of electronic library for further quotation. All the thesis after being published in COBISS system become publications indexed in WorldCat. Since the bachelor program is a new program subject to new accreditation, a sample master thesis published in WorldCat can be seen in the link https://www.worldcat.org/title/llogaritja-e-humbjeve-t-nxehtsis-pr-nj-ndrtes-banimi-bpi-r-calculating-heat-loss-for-a-residential-building-bgi-st-tema-e-diploms-master/oclc/1117743644&referer=brief_results

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

Attached is the list of publications of the Department of Real Estate. Below are the details of the key staff of the department

Staff member	Journal Publications	Books
Visar Hoxha	HOXHA, Visar, HAUGEN, Tore, and BJÖRBERG, SVEIN, and TEMELJOTOV-SALAJ, Alenka, Developing sustainable energy efficient buildings – A transnational knowledge transfer experience between Norway and Kosovo, <i>Studies in Higher Education</i> , 2020, Vol 45 (2), pp. 390-402 402 https://doi.org/10.1080/03075079.2018.1534094	
Visar Hoxha	HOXHA, Visar, “Measuring energy heating performance of apartment buildings in Kosovo built after 2003”, <i>Facilities</i> , 2019, Vol. 38 No. 5/6, pp. 395-420, https://doi.org/10.1108/F-12-2018-0153	
Visar Hoxha	HOXHA, Visar, “Measuring embodied CO2 emission in construction materials in Kosovo apartments”, <i>International Journal of Building Pathology and Adaptation</i> , 2019, Vol. 38 No. 3, pp. 405-421, DOI: IJBPA-02-2019-0013, https://www.emerald.com/insight/content/doi/10.1108/IJBPA-02-2019-0013/full/html	
Visar Hoxha	HOXHA, Visar and ZEQRIRAJ, Emblema, “The impact of Generation Z in the intention to purchase real estate in Kosovo”, <i>Journal of Property Management</i> , 2019, Vol. 38 No. 1, pp. 1-24,	

	DOI 10.1108/PM-12- 2018-0060 , https://www.emerald.com/insight/content/doi/10.1108/PM-12-2018-0060/full/html	
Visar Hoxha	HOXHA, Visar and SADIKU, Sara, "Study of factors influencing the decision to adopt the blockchain technology in real estate transactions in Kosovo", <i>Journal of Property Management</i> , 2019, Vol. 37 No. 5, pp. 684-700, https://doi.org/10.1108/PM-01-2019-0002	
Visar Hoxha	HOXHA, Visar, "Sustainable impact of adaptive reuse of communist style shopping malls in Kosovo", <i>Journal of Property Management</i> , 2019, Vol. 37 No. 5, pp. 662-683, https://doi.org/10.1108/PM-02-2019-0010	
Visar Hoxha	HOXHA, Visar, and SHALA, Fjolla, "The benefits and challenges of sustainable buildings in Prishtina, Kosovo", <i>Facilities</i> , 2019, Vol. 37 No. 13/14, pp. 1118-1152. https://doi.org/10.1108/F-08-2018-0097	
Visar Hoxha	HOXHA, Visar, HAUGEN, Tore, and BJÖRBERG, SVEIN. Measuring perception about sustainability of building materials in Kosovo. <i>Facilities</i> , ISSN 0263-2772. 2017, Vol 35 (7/8), pp. 436-461	
Visar Hoxha	PALLASKA, Elvida, HAUGEN, Tore, HOXHA, Visar, FINOCHIARO, Luca and SALAJ-TEMELJOTOV, Alenka, Sustainability by improving energy efficiency in traditional housing in Kosovo, <i>Journal of Science, Humanities and Arts</i> , 2018, Vol 5 (5), pp. 1-16	
Islam Hasani	Introduction to Islamic Finance, 2019	Book
Islam Hasani	'Edukata Islame' Scientific Journal , Vol. 73, pp. 73-91	
Islam Hasani	Origjina e financave dhe institucioneve te kreditimit sipas Islamit, 'Edukata Islame' Scientific Journal, Vol. 98, pp. 195-207	
Christian Seidel	Datenschutzrecht 3rd edition, Heidelberg 2015, C.F. Müller Verlag (with Jürgen Kühling and Anastasios Sivridis)	
Christian Seidel	Grundlagen – Allgemeiner Teil (fundamentals and general section), in: Kingreen/Kühling (publisher), Gesundheitsdatenschutzrecht Baden-Baden 2015, Nomos Verlag (with Jürgen Kühling)	
Fjolla Shala	HOXHA, Visar, and SHALA, Fjolla, "The benefits and challenges of sustainable buildings in Prishtina, Kosovo", <i>Facilities</i> , 2019, Vol. 37 No. 13/14, pp. 1118-1152. https://doi.org/10.1108/F-08-2018-0097	
Sara Sadiku	HOXHA, Visar and SADIKU, Sara, "Study of factors	

	influencing the decision to adopt the blockchain technology in real estate transactions in Kosovo”, Journal of Property Management, 2019, Vol. 37 No. 5, pp. 684-700, https://doi.org/10.1108/PM-01-2019-0002	
Emblema Zeqiraj	HOXHA, Visar and ZEQRIRAJ, Emblema, “The impact of Generation Z in the intention to purchase real estate in Kosovo”, Journal of Property Management, 2019, Vol. ahead-of-print No. ahead-of-print, DOI 10.1108/PM-12- 2018-0060 , https://www.emerald.com/insight/content/doi/10.1108/PM-12-2018-0060/full/html	
Mendim Blakaj	HOXHA, Visar, and BLAKAJ, Mendim, The study of factors that influence the apartment prices in the region of city center, Dardania, Ulpiana and Mati in the city of Prishtina, Book of Proceedings of Third Interdisciplinary Research on Real Estate held at Hanze University of Applied Sciences, Research Center for Built Environment, 20-21 September 2018, Groningen, pp. 84-95.	
Fuat Pallaska	Pallaska, F. (2018), Real Estate Culture and Sustainable Refurbishment, Lambert Publishing	
Fuat Pallaska	Pallaska, F. (2018), The role and the importance of the economic impact , Institutional legislation for Increasing Value of the Sustainability Refurbishment of the Building Stock in Kosovo, 3rd Interdisciplinary Conference on Real Estate CIRRE, 20-21 September 2018, University of Applied Sciences, Groningen	
Fuat Pallaska	Pallaska, F. (2017), Importance for improvement of Energy Efficiency Law for Sustainable refurbishment of building stock in Kosovo, 2nd Interdisciplinary Conference on Real Estate CIRRE, 21-23 September 2017, Polytechnic University of Cartagena, Cartagena	
Hazer Dana	Krasniqi, A., Dana, H., and Cela, T (2020), Reasons and benefits of seasonal migrations in the villages of Rugova, Journal of Environmental Management and Tourism, 11(7), pp. 1806–1812	
Hazer Dana	Dana, H (2018), Touristic potentials and tourism development opportunities in the Southern part of Kosovo - Municipality of Dragash, Journal of Food, Agriculture & Environment, www.wflpublisher.com , Vol.16(2): 207-214.	
Hazer Dana	The economic effects of external migration on the municipality of Dragash, The economic effects of external migration on the municipality of Dragash, Prishtinë 2018, fq. 53	
Hazer Dana	R. Murseli and H. Dana, Hypsometric demography of Kosovo: the distribution of Kosovo population by altitude, City, Territory and Architecture, https://doi.org/10.1186/s40410-016-0047-8 , First Online: 10 November 2016	
Hazer Dana	Dana, H. (2015), Causes and effects of external migration in the municipality of Dragash, "Geographical Studies" - Department of Geography, volume 18, p. 321-332	

Hazer Dana	Dana, H. (2015), The role of Sharr National Park in the sustainable development of the Municipality of Dragash", "Geographical Studies" - Department of Geography, Volume 19, p. 201-209	
Hazer Dana	Dana, H (2013), The characteristics and casus of migration in Opoja, Geo-see, SDI & SIM and FIG, Shkup 2013, fq. 131-140	
Hazer Dana	Dana, H. (2012), Population and depopulation of hilly-mountainous settlements in the municipality of Dragash, Journal "Sociological Studies" of the University of Tirana - Faculty of Social Sciences, Tirana 2012, p. 24-25	
Veli Lecaj	Veli Lecaj/Naim Baftiu/ Bekim Sylaj/Fiscal Policies as Boost of the Economic Development of Kosovo E-ISSN 2281-4612 ISSN 2281-3993 Doi:10.5901/ajis.2015.v4n2p479. 2015/8 Academic Journal of Interdisciplinary Studies MCSER Publishing, Rome-Italy, Vol 4 No 2 Indexed: World Cat, BASE, Google Scholar, https://www.mcser.org/journal/index.php/ajis/article/view/7195/6896	
Veli Lecaj	Bekim Sylaj /Veli Lecaj/ Female Entrepreneur of Small Businesses Challenges in Kosovo E-ISSN 2281-4612 ISSN 2281-3993 .Doi:10.5901/ajis.2015.v4n2p561 . 2015/8 Academic Journal of Interdisciplinary Studies MCSER Publishing, Rome-Italy, Vol 4 No 2 Indexed: World Cat, BASE, Google Schola https://www.mcser.org/journal/index.php/ajis/article/view/7207/6908	
Veli Lecaj	Naim Baftiu /Veli Lecaj/ Florim Hajra/ Presentation in Dirihe-Neumann Plans and Compiling of Progam with Programmng Language C+ E-ISSN 2281-4612 ISSN 2281-3993 Doi:10.5901/ajis.2015.v4n2p539 Academic Journal of Interdisciplinary Studies MCSER Publishing, Rome-Italy, Vol 4 No 2 Indexed: World Cat, BASE, Google Scholar . 2015/8 https://www.mcser.org/journal/index.php/ajis/article/view/7204/6905	
Veli Lecaj	LECAJ,Veli,BAFTIU,Naim, The importance of social and economic change in Kosovar society (Rëndësia e ndryshimit social dhe ekonomik në shoqërinë kosovare), 2-nd International Conference on Business, Law,Administration and Social Sciences ,(iipcccl.org) 382-388.ISBN: 978-9928-178-29-9.	
Veli Lecaj	LECAJ,Veli ,The Kosovo Economy and Export (Ekonomia e Kosoves dhe eksporti)Issues, Science Week Paper of the MEST, Pristine, 2012. ISBN 978-9951-16-047-6 fq 633-647.	
Veli Lecaj	LECAJ,Veli ,The Importance and role of information in business management in Kosovo (published in international scientific journal No. 04/12, Ulcinj , Monte Negro.2012. E- ISSN 2337-0521;ISSN 1800-9794	
Veli Lecaj	LECAJ,Veli.OLDO,Cico,The role of foreign trade in the economic development of Kosovo (published in the Shkodra's	

	Juridical and Economical Scientific Bulletin of the University-Luigj Gurakuqi, Shkodra Nr. 60, , 2010, f. 129 – 151	
Veli Lecaj	LECAJ, Veli. Roli i informatave dhe marketingut në zhvillimin ekonomik të Kosovës, 2013, VII, 2,a; IX, Buletin shkencor : seria e shkencave ekonomiko - juridike. - Nr.7, 2013, f. 163 – 180	
Mersiha Kacamakovic	Kacamakovic, M and Shehu, A. (2021), Requirements of Organization for Soft Skills as an Influencing Factor of Their Success, Academic Journal of Interdisciplinary Studies, Vol. 10, No. 1, January 2021, ISSN 2281-4612	
Mersiha Kacamakovic	Kacamakovic, M. (2020), The Role of Human Resource Competencies in Private Businesses in Kosovo", 9TH UBT ANNUAL INTERNATIONAL CONFERENCE ON , MANAGEMENT, BUSINESS AND ECONOMICS, 2020	

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

College ESLG plays significant importance to transparency that academic staff are encouraged and required to publish under the name of ESLG. That is why, ESLG requested that academic staff have their own Google Scholar and Research gate accounts opened through official email addresses that publications can be tracked through these platforms. Also, publications are done with the name: College ESLG, Department of Real Estate. One of the latest publications entitled: HOXHA, Visar, "Measuring energy heating performance of apartment buildings in Kosovo built after 2003", Facilities, 2019, Vol. 37 No. 13/14, pp. 1118-1152, <https://doi.org/10.1108/F-12-2018-0153>, will be published under two names: College ESLG and University for Business and Technology (UBT).

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

Many of the processes of research are embedded in the curriculum. The staff is required to include in the curriculum all the publications as part of students' readings too. Students of first two years are required to write conceptual research writing assignments and literature reviews. All the writing assignments takes place in the thematic areas outlined by the Research Plan and Strategy of College ESLG and research plan of the bachelor program. Students further in the third year are required to do exploratory or empirical research using an adequate research methodology (not just descriptive). Mentors and their students after the defence of thesis and graduation of students are encouraged to apply for acceptance to UBT Annual Conference, CIRRE conference, in order for the research to be validated in the conference proceedings as outlined above. In the syllabus of each course it is included the writing research assignment of students either individually or as a group work. However, the professors are encouraged to use third year students in their active research projects (for collection of data, conducting of surveys, distribution of questionnaires) resulting finally in a research validation through publication or conference proceedings publication.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The SWOT analysis with regards to Research is presented below:

Table 6: SWOT analysis related to Research

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> ● Scientific and scholarly involvement of the staff clearly defined in the contract; ● The promotion of staff to higher titles clearly defines the quantity and quality of scientific and scholarly activities under Habilitation Rules of Nova Univerza and its own Regulation on Standards for Election into Higher Academic Titles of College ESLG; ● Regulation on Scientific and Research Work and research Institutes clearly define what is recognized as a research and what can be validated as research; ● Very high standards of validation of research outputs comparable to the ones in EU; ● Participation of students in reseach projects, research activities, and contract research; ● Management of international research project with NTNU and other international partners; ● Publication of Kosovo Real Estate Market Study for ProCredit Bank Kosovo in cooperation with Kosovo Realty Group; ● Four joint publications between ESLG professors and NTNU professors as part of SEEB and OSCAR project published in IF journals and 2 joint publications in conference proceedings; ● Four publications as a joint research work with Teaching Assistants of the program under evaluation, who are also Researchers of the Department of Real Estate program; ● Thesis that are published under COBISS library are indexed in Worldcat; 	<ul style="list-style-type: none"> ● The establishment of specialized journal foreseen by the research plan and SEEB project has not been finalized yet; ● Exemptions from teaching policy for one semester for leading scholars is not foreseen in the regulations. ● The HR policy foresees for one minimum publication per year and does not define between conference proceedings and articles in SCI journals. Some lecturers favour doing proceedings compared to strong international journals. ● No single case of patent registration by academic staff
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Integrate interdisciplinary research ● Enhancement of community research in close collaboration with the NGOs specialized in the respective field; ● Increase the contract research such as the case with Procredit, Apollonia, ACHRO ● Welcome post doctoral students from 	<ul style="list-style-type: none"> ● Construction sector in Kosovo does not poses sufficient awareness to actively finance research activities of the program, department, and Centre for Sustainable Development that would be mostly at its benefit;

<p>other countries wishing to do post-doc in the issues related to management of built environment and sustainability in Southeastern Europe and Western Balkans</p>	<ul style="list-style-type: none"> ● Conflicting currents asking from academia to intensify their research efforts and the need to be highly accountable to students who claim that the core business of the higher education institutions is just to produce graduates. ● Kosovo has a low percentage of science spending per GDP
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8. INFRASTRUCTURE AND RESOURCES

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

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

- Classroom 1 with capacity of 90 students (First Floor)
- Classroom 2 with capacity of 80 students (First Floor)
- Classroom 3 with capacity of 54 students (Second Floor)
- Classroom 4 with capacity of 62 students (Second Floor)
- Computer Lab with capacity of 33 students (Second Floor)
- Classroom 5 with capacity of 30 students (Third Floor)
- Classroom 6 with capacity of 15 students (Third Floor)

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

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

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

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

Table 7: Infrastructure

Infrastructure		
Campus	Location	Classroom Space (m2)
ESLG	Lipjan	1,000
UBT Prishtina Campus	Prishtina	2,044.80
UBT Innovation Campus	Lipjan	4,201.70
		+ 27,000 under construction
UBT Prizren Campus	Prizren	998
UBT Ferizaj Campus	Ferizaj	801
UBT Peja Campus	Peja	1,098
UBT Gjilan Campus	Gjilan	988
11,131.50 m2 Plus 27,000m2 under construction		

Access to infrastructure and human resources of UBT is regulated by the Agreement on mutual use of infrastructure and human resources concluded between College ESLG and College UBT with the duration of five years and possibility of extension as provided for in

Article 8 of Agreement on Mutual Use of Infrastructure and Human Resources between College ESLG and College UBT. The Agreement is available online in <http://www.eukos.org/repository/docs/Standard 7.1 Agreement ESLG UBT on infrastructure and human resources.pdf>

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

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

Table 8: Projected incomes under Financial plan of the study program

Bachelor Study Program: Projected Incomes 2021-2023 in €			
	2021	2022	2023
Student Fee	84,000	171,600	298,800
Projects revenues like SEEB, OSCAR	50,000	100,000	100,000
Consulting Services for construction industry	25,000	36,000	45,000
Trainings in real estate for licensing of appraisers	20,000	25,000	30,000
Contract research	50,000	70,000	100,000
Total	229,000	402,600	573,800

The student fee revenues are calculated as multiplication of number of students with the tuition fee, which is transparent and available online to prospective students in <http://www.eukos.org/?page=2,125>

The revenues of the first year are calculated by the planned number of successful applicants enrolled in 2021/2022, which according to the recruitment data analysis is 70 students. If 70 students are multiplied with the tuition fee of 1,200 €, the planned revenue in the first year of 84,000 € is achieved.

The revenues in the second year is calculated under the assumption that from 70 students in the first year, 90 % of them will transition to the second year (63) and in 2022/2023 a slight increase of enrolled first year students shall be achieved (80). Thus in the year 2022/2023 the total number of 143 students will be achieved studying in both years, which when multiplied with 1,200 € equals to 171,600 €. In year 2023/2024, from existing students only 90 % will transition to a higher year of study, which equals to 129 students. Also, the Department plans that in the third year after successful implementation of the program 120 new students will be enrolled in the first year, which equals to total 249 students in 2023/2024. When this number is multiplied with 1,200 €, the projected revenues of 298,800 € will be achieved.

The department has already established a good CV with regards to international projects with NTNU such as SEEB/HERD and OSCAR in operating research grants from Norwegian Ministry of Foreign Affairs. On the other hand, the department also operates several fee-based trainings for real estate licensed appraisers as part of their continuous education required for extension of the license granted by the Ministry of Finance of Republic of Kosovo. The trainings of the department as the only accredited institution in the field of real estate management in the region are approved by the Supervisory Board of Licensing of Real Estate Appraisers of Kosovo, which have proven to be a small but steady stream of incomes. The consultancy fees are generated mostly from real estate appraisal services of the department for banks, commercial entities, and private individuals given the fact that four of academic staff of the program under evaluation poses the highest real estate appraiser licenses and bearing in mind that Professor Hoxha is the main instructor licensed by the Ministry of Finance to train other real estate appraisers in Kosovo.

Also, the College ESLG in 2020 earned contract research revenues with industry partners such as the case with the renowned construction materials company Apollonia LLC and Swiss company ACHRO, and projected revenues for 2021-2023 represent a conservative scenario compared to the contract research it conducted in previous years. The research conducted for both companies is recurrent and repeats for Apollonia every several years and for SWISS company every year. Thus, the projected revenues are based on the assumption that the number of contract research partners will conservatively grow from 2021 to 2023.

In the upcoming three years the institution expenditure plan priorities programme operation, staff retention and recruitment, initiation of applied research and improving student services.

Table 9: Projected expenditures under Financial plan of the study program

Baster Study Program: Projected Expenditure by category 2021-2023			
	2021	2022	2023
Staff expenditure	108,000	216,000	300,000
Recurring maintenance	15,000	15,000	25,000
Capital investments	15,000	25,000	50,000

Scholarships	15,000	25,000	40,000
Research expenditure	65,000	110,600	143,800
Other expenditure	11,000	11,000	15,000
Total	229,000	402,600	573,800

The principled approach for the initial financial expenditures of the department is to allocate the lions share of incomes for programme operation and staff and research and development bearing in mind that capacity development of the staff and research and development should be strongest points of the program under evaluation during the past years.

Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years:

The Department of Real Estate will use around 1000 m2 in the building Annex of Innovation Campus in Lipjan which is sufficient for the planned 250 students of the program, which is the maximum capacity planned to be achieved in 2023/2024, since the program plans to enrol 70 new incoming students in 2021-2022, 80 new incoming students in 2022-2023 plus 63 students transitioning to second year (with 10 % not achieving the condition to transition to second year), and 120 new incoming students in 2023-2024 plus 129 students transitioning to second year and third year (with 10 % not achieving the condition to transition to subsequent year).

The Department premises includes 4 four large classrooms (with more than 50 students) and 2 classrooms with capacity of 25 students at Annex of Innovation Campus building, 1 computer lab with capacity of 33 students, Student Affairs Office, Main Administration Office, and 7 offices dedicated for administrative, research, and consultation work of professors.

Under Agreement on Mutual Use of Infrastructure Resources Articles 2 and 3, College ESLG has access to the following resources:

- Three medium sized classrooms (with 25 students) at UBT Innovation Campus;
- Computer lab at UBT Innovation Campus;
- Library;
- Four medium sized classrooms at UBT Building;
- GIS Computer lab;
- Library;
- Video conferencing equipment;

Table 10: Space and Facilities at ESLG Building

Space dedicated for Real Estate Department at ESLG Buiding		
	surface m ²	capacities number
Computer labs	50	33
Classroom	700	330
Library	50	25
Office	200	20
Total	1,000	408

Table 11: Space and Facilities under Agreement on Mutual Use of Infrastructure Resources ESLG-UBT

Space dedicated for Real Estate Department at UBT college		
	surface m ²	capacities number
Computer labs	200	130
Classroom	500	300
Studio	40	20
Library	415.8	0
Total	1,155.8	450

Table 12: IT Equipment

Description	Units	Total	Type
Servers	4	4	Real Estate Department
Thermal Imaging Camera	1	1	Real Estate Department
Photocopies, printers, scanners, plotter,	10	10	Real Estate Department
Desktop PCs	153	153	Real Estate Department
Laptops	20	20	Real Estate Department
Video-conferencing equipment	4	4	Real Estate Department
Projectors	20	20	Real Estate Department
Sustainable architecture software	10	10	Real Estate Department

Athena Impact Estimator software	10	10	Real Estate Department
Risk Solver software	10	10	Real Estate Department

Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.

The Department of Real Estate has sufficient number of lecture rooms, seminar rooms, laboratories, which are related to the study groups' size (series, groups, subgroups).

The Department premises includes 4 four large classrooms (with more than 50 students) and 2 classrooms with capacity of 25 students at Annex of Innovation Campus building, 1 computer lab with capacity of 33 students, Student Affairs Office, Main Administration Office, and 7 offices dedicated for administrative, research, and consultation work of professors.

Under Agreement on Mutual Use of Infrastructure Resources Articles 2 and 3, College ESLG has access to the following resources:

- Three medium sized classrooms (with 25 students) at UBT Innovation Campus;
- Computer lab at UBT Innovation Campus;
- Library;
- Four medium sized classrooms at UBT Building;
- GIS Computer lab with 120 computers;
- Library;
- Video conferencing equipment;

Standard 7.5. The education institution's libraries must ensure, for each of the study programs:

The Library Section on Department of Real Estate includes 33 student seats at Annex of Innovation Campus Building in Lipjan and around 30 at UBT under Agreement on Mutual Use of Infrastructure Resources and operates during regulars hours. Students have access to English and Albanian textbooks. The present list contains around 1,000 physical and electronic copies of professional books in the field of real estate management, real estate appraisal, sustainability, sustainable architecture and so forth. The list of professional physical and electronic professional books, which are part of readings in the curriculum of the program has been presented in the Appendix List of Books.

In addition to these professional reading books (both physical and electronic), ESLG Department of Real Estate has also access to many book titles from the very rich UBT library with more than 10,000 book titles.

Also students can have access to thousands of books, journal articles, and other publications through the electronic library of Nova Univerza under Association Agreement. In addition to internal library of Nova Univerza, students through Nova Univerza library can enjoy access to SCOPUS database, BASE, EBSCO, SpringerLink, and SAGE journals. Students can

access the international databases through <https://www.nova-uni.si/en/library/information-resources/>, which are available only through Nova Univerza Library member login that ESLG students enjoy. All what students have to do is to fill a registration form with Nova Univerza library (which is free for all professors and students of Nova Univerza and its associate members like ESLG) in <https://www.nova-uni.si/en/library/information-resources/>

Students must sign the form in order to conform to the legal requirements of EU regarding the use of personal information of students by Nova Univerza and send the signed form to the email knjiznica@nova-uni.si and they start using library database resources of Nova Univerza.

Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.

Study Rules of College ESLG provide for support to students with physical disabilities. College ESLG ensures that students with disabilities, are provided with the flexible and suitable adjustments to the study process to ensure the equal participation of this category of students in the study process and integration into all study and governance procedures at the College.

Students with disabilities, pursuant to the Study Rules of College ESLG are entitled to flexible infrastructure benefits.

The building at Annex of Innovation Campus of Kosovo meets the standards with regards to physical infrastructure dedicated to students with physical disabilities. Since the building meets the requirements, the new building has been certified by the Ministry of Education, Science and Technology of Republic of Kosovo during the process of licensing. The disability infrastructure is one of the obligatory requirements for licensing procedure by the Ministry of Education, Science and Technology, which licence College ESLG has successfully obtained.

In the new program Management of Real Estate and Infrastructure (BA) subject to new accreditation procedure, College ESLG admits students with physical disability and admission procedures for this category are available online in <http://www.eukos.org/?page=2,126>

Performance indicator 7.1. Formal plans are developed for the provision and improvement of infrastructure and resources, and the implementation and effectiveness of those plans is monitored on a regular basis.

The program plans are aligned wherever common infrastructure can be shared, including human resources, laboratories, and infrastructure use wherever possible, to ensure efficiency and effectiveness. The plan takes into account the library resources of both Nova Univerza and UBT and their electronic databases, including the own database of ESLG.

Performance indicator 7.2. A senior staff member is assigned the responsibility for oversight and development of infrastructure and resources.

Decentralized staff management responsibilities are available at the program level to ensure oversight of:

- Staff management
- Infrastructure capacities / facilities

Performance indicator 7.3. The effectiveness and relevance of infrastructure and resources is regularly monitored through processes that include surveys of student usage and satisfaction. Infrastructure and resources are modified in response to evaluation and feedback.

Student satisfaction surveys are conducted each semester to provide students with concerns and actions needed to address any eventual issues. The questionnaire is based on broad aspects of students' concerns, starting as follows:

- Academic staff performance
- Infrastructure (facilities, classrooms, textbooks, laboratories, software, videos)
- Administration

SWOT analysis for Infrastructure and resources is presented in the table below:

Table 13: SWOT analysis for infrastructure and resources

<i>Strengths</i>	<i>Weaknesses</i>
<ul style="list-style-type: none"> • Sufficient infrastructure for the program; • Two computer labs; • Strong list of professional books in real estate; • Financial plan is very feasible and includes revenues from contract research, and dedicates significant budget to staff development and research, including junior faculty early formation phase; • Regular checks for a safe learning environment are assured. • Largest physical and online library capabilities in Kosovo. • Strong learning atmosphere in the campus • The largest campus in Kosovo of 27,000 m² under construction modelled on a smart city concept. • A strong, reliable, and easy to use electronic learning management system. • Strong e-learning system and access to databases such as SAGE, Springer, EBSCO; • Building meets the disability infrastructure requirements as 	<ul style="list-style-type: none"> • Lack of student dormitories to support admission of foreign students to the program. • More enhancement of audio-visual aids. • More textbooks in Albanian language in specialized courses of the program.

required by Ministry of Education, Science and Technology as required for building certification under licensing procedure;	
<i>Opportunities</i>	<i>Threats</i>
<ul style="list-style-type: none"> ● Professional and technical work and consultancy ● Commercialization of institutionalized consultancy versus individualistic staff consultancy services ● Raise funds for professional translation of professional textbooks of the study program and publish as translated versions under ESLG logo with the permission from publishing companies and authors; 	<ul style="list-style-type: none"> ● High cost of maintenance and servicing of equipment ● Depreciation of equipment