



# ***ESLG College***

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

***(RE/ACCREDITATION)***

**SELF-EVALUATION REPORT**

*20.02.2020, 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  
Nazim Gafurri 33  
10000 Prishtina  
Republic of Kosovo

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

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

College ESLG has been acquired by the sole owner who is also the founder of UBT College Prof. Dr. Edmond Hajrizi and has become the part of UBT group with the sole purpose of creating domestic synergy with one of most successful Kosovan colleges UBT College especially through unique study programs offered by ESLG College in the field of real estate and Energy. More information regarding this can be seen in <https://www.ubt-uni.net/sq/kolegji-eslg-i-bashkohet-ubt-se/>

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

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

- Study Program Evaluation, thereby concluding by Decision No. 647/15 of 07.07.2015 of the State Council for Quality, thereby accrediting study programs of College ESLG as follows: 1) Energy Management (BA) (accreditation) and 2) European Economic Law (LLM) (accreditation) for a three-year period between 1 October 2015 – 30 September 2018.
- Validation of study programs of European Faculty of Law of Nova Univerza Slovenia for implementation in Kosovo by College ESLG for the following study programs:
  - Law (LLB) with 180 ECTS credits for the period 01.10.2016 until 30.09.2020 extended by SCQ decision until 30.09.2021
  - Law and Management of Infrastructure and Real Estate with 180 ECTS credits for the period of 01.10.2016 until 30.09.2018 extended by SCQ decision until 30.09.2019;
- Institutional re-accreditation concluded by Decision No. of the State Council of Quality thereby granting institutional accreditation to ESLG College for the period 01.10.2016 until 30.09.2019 extended by Decision of SCQ until 30.09.2022;
- Study Program Evaluation, concluded by Decision No. of State Council of Quality granting program accreditation to the master study program Law and Management of Real Estate and Infrastructure MA (120 ECTS) for a three year period 01.10.2016-30.09.2019 extended by decision of SCQ until 30.09.2020;

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

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

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

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

e. Strategic Goal 5: ADVANCE INTERNATIONAL COOPERATION

f. Strategic Goal 6: FURTHERING COOPERATION WITH PRIVATE SECTOR AND COMMUNITY

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

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

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

The program is led by the Rector of College ESLG who is one of most prominent experts in research and teaching in real estate and sustainability with extensive teaching, conference, and research experience also internationally. The Rector of College ESLG is also the main bearer of the program. The program was initially developed in 2013 in close cooperation with Norwegian University of Science and Technology (NTNU) whose professors of Faculty of Architecture and Fine Arts also taught during 2013-2016 as part of knowledge transfer foreseen under Sustainable Energy Efficient Buildings project of HERD program financed by Ministry of Foreign Affairs of Kingdom of Norway. The knowledge transfer took place very successfully and the bearers of the program were able to successfully implement the master program in Kosovo from 2016 and onwards. The close cooperation between ESLG and NTNU professors is also evidenced by joint research published in high impact factor journals such as Studies in Higher Education and Facilities. The link demonstrating how the knowledge transfer took place scientifically can be seen in the scientific article <https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1534094>

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

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

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

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

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

- Management of Real Estate and Infrastructure (MA) (program under evaluation);
- Management of Real Estate and Infrastructure (BA) (program under evaluation);

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

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

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

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

The program under evaluation is offered by six full time professors with PhDs with the main bearer Professor Hoxha having the international habilitation of Associate Professor from Nova Univerza from Slovenia in real estate management who cover more than 50 % of ECTS credits of the study program.

<b>Name of professor</b>	<b>Academic Title</b>	<b>Status</b>	<b>ECTS covered</b>
Dr. Visar Hoxha	Associate professor	Full-time	36
Dr. Islam Hasani	Assistant professor	Full-time	18
Dr. Christian Seidel	Lecturer	Full-time	6
Dr. Veli Lecaj	Lecturer	Full-time	6
Dr. Elvida Pallaska	Lecturer	Part-time	12
Dr. Sabri Sadiku	Associate professor	Part-time	12
Dr. Hazer Dana	Assistant professor	Full-time	12
Dr. Mersiha Kacamakovic	Lecturer	Full-time	24
Dr. Arzu Tuncer	Assistant professor	Part-time	6
Dr. Sirri Duger	Assistant professor	Part-time	6

Also, two other PhD candidates (M.Sc. Fuat Pallaska and M.Sc. Elmi Konjusha) are expected to graduate in 2020 at Real Estate Management PHD program at Nova Univerza in Nova Gorica (sister university of College ESLG) and become full time staff of the real estate management master program. Each course has also the Teaching Assistants, who cover the exercises part and have master degrees in Management of Real Estate and Infrastructure.

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

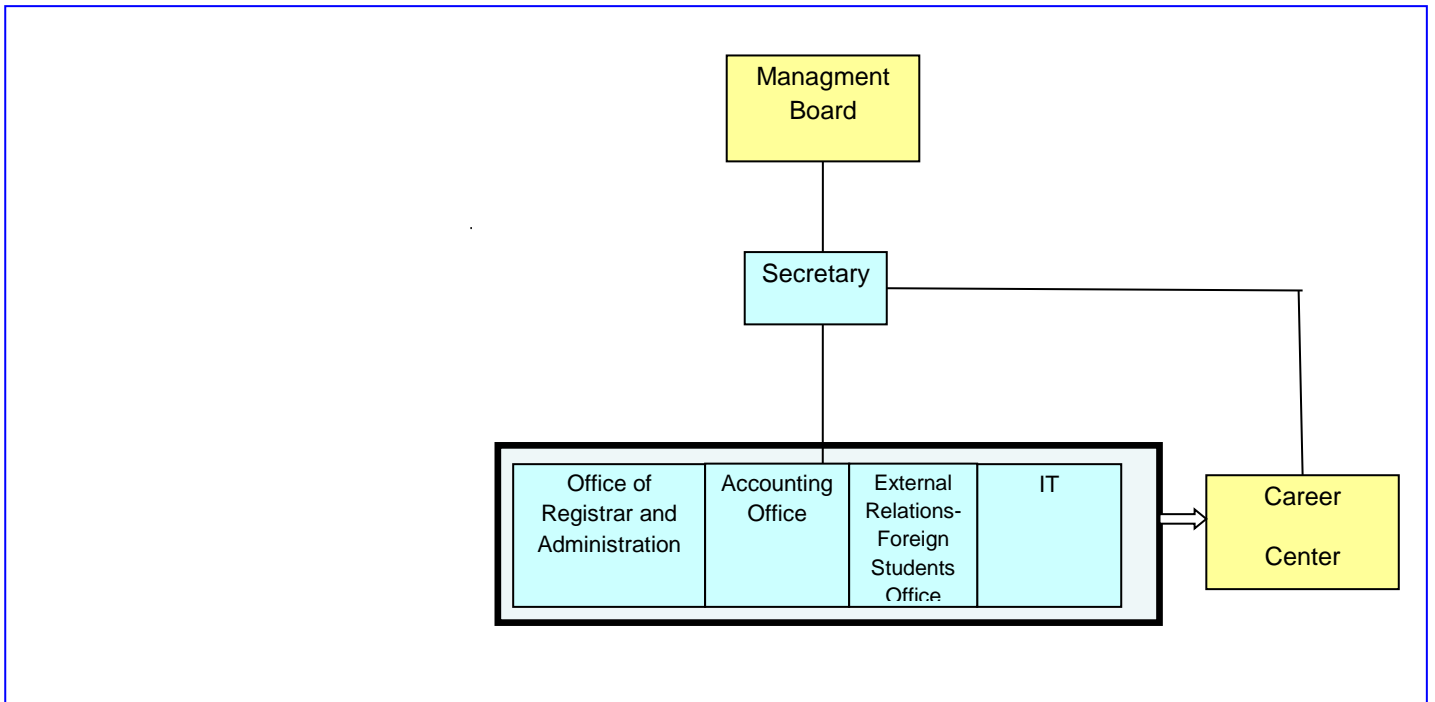
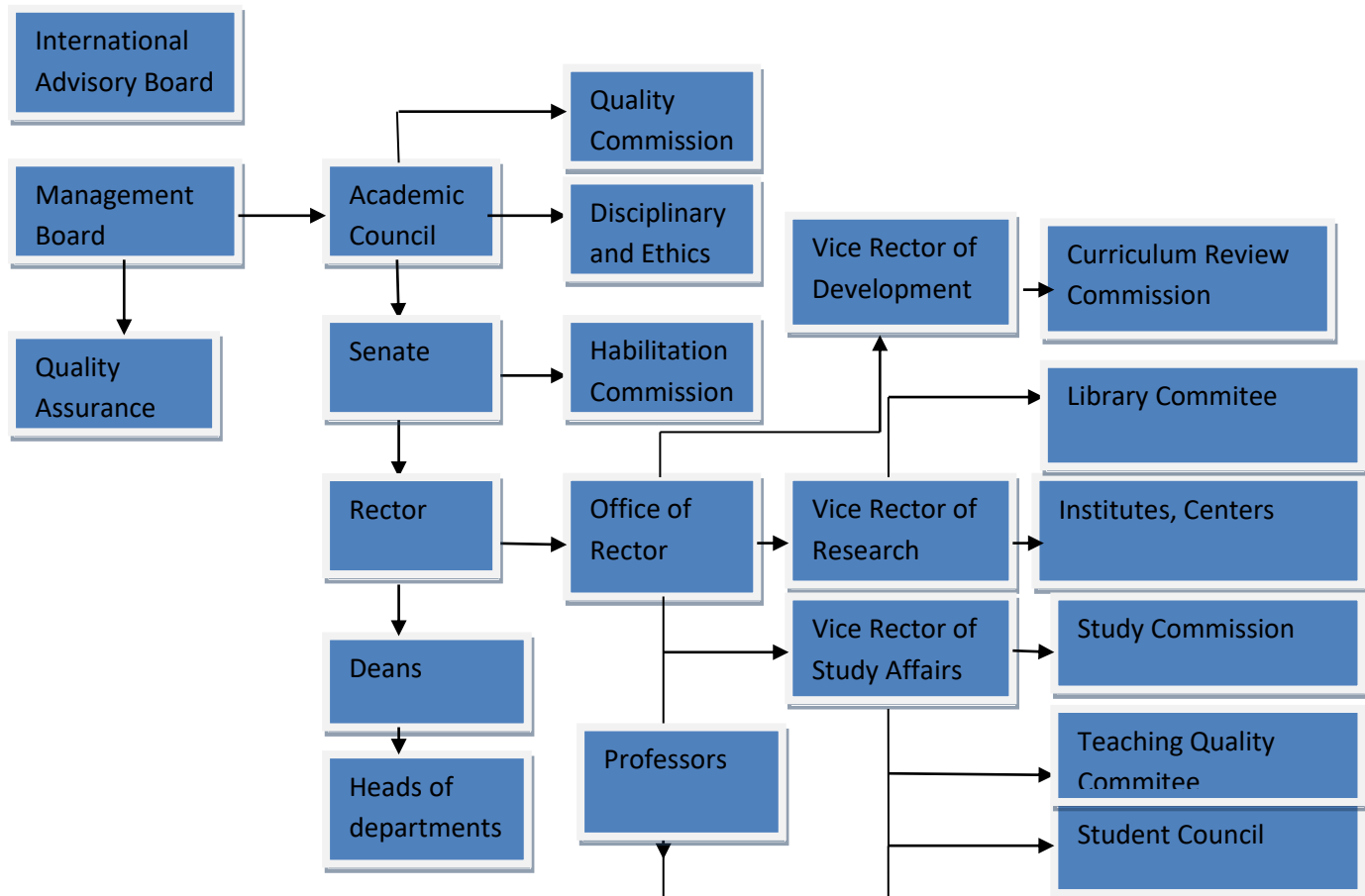


Fig 1: Organizational chart of administration

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



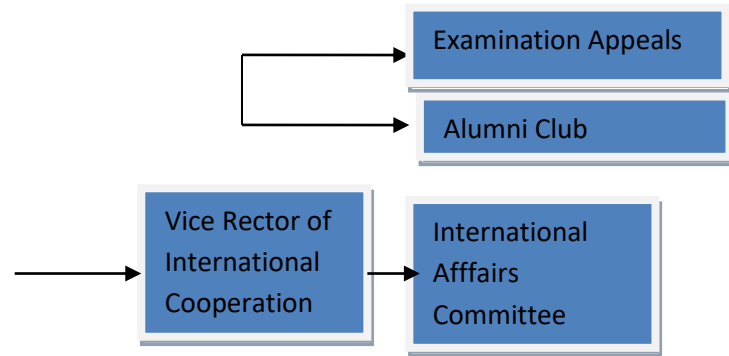


Fig 2: Organizational chart of academic decision-making structures

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

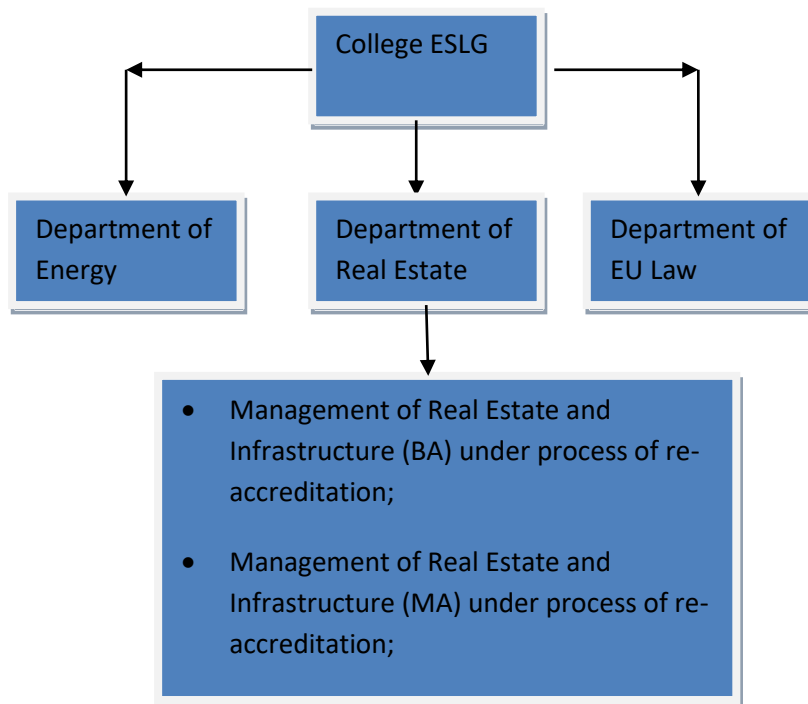


Fig 3: Current organizational thematic structure

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



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

The real estate management master program targets the construction sector managers and the key facts about the construction sector of Kosovo are presented below:

- Third biggest employer in 2018 after trading sector and education in Kosovo with 11.7 % employment rate<sup>1</sup>
- GDP From Construction in Kosovo averaged 101.49 EUR Million from 2011 until 2019, reaching an all time high of 195.70 EUR Million in the second quarter of 2019<sup>2</sup>
- the third largest contributor to Kosovo GDP in 2019 after manufacturing and public administration<sup>3</sup>.
- youth represent 27% of the total workforce in the construction sector
- FDI has shifted to real estate and construction amounting to 95 % of the total FDI inflows in 2018<sup>4</sup>

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

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

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

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

- Facilities management;
- Sustainable construction;
- Social infrastructure;
- Interdisciplinary real estate studies;
- Living environment;
- Blockchain in real estate;
- Sustainability and protection of environment;
- Real estate markets and real estate marketability;
- Housing and urban studies;

Finally, the analytical skills are enhanced through Socratic teaching methodology with case studies provided to students, who in groups analyze cases before discussion of topics in class.

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

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

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

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

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

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

The curriculum at College ESLG focuses on competency-based approach, inclusive teaching, and utility of technological software when needed to solve real life real estate management and sustainability problems. The inclusion of entrepreneurial skills into higher education in Kosovo is becoming increasingly important to meet unemployment challenges of Kosovo; therefore, the curriculum of College ESLG attempts to expose students to innovation culture and start-up development in the construction management, facility management, sustainability, and energy management sector.

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

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

<i>Name of the institution</i>	BPRAL College ESLG
<i>Faculty/Department</i>	Real Estate
<i>Main Campus or Branch</i>	Main Campus
<i>The program applies to Branch</i>	No
<i>Name of the study program</i>	Management of Real Estate and Infrastructure (MA)
<i>Person responsible</i>	Assoc. Prof. Dr. Visar Hoxha
<i>Accreditation/Reaccreditation</i>	Re-accreditation
<i>NQF Qualification Level</i>	NQF Level 7
<i>Academic degree conferred</i>	Master of Arts in Management of Real Estate and Infrastructure
<i>ECTS</i>	120
<i>Program profile (specialization)</i>	Business studies/management sciences
<i>Erasmus Code</i>	04.0
<i>Type of study</i>	Full-time
<i>Number of students</i>	100
<i>Minimum duration of study</i>	2 years

## 2. PROGRAM EVALUATION

### 2.1. 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 under evaluation is to develop leaders of the future in the construction and real estate industry in Kosovo by instilling in them also the values of sustainable construction, energy efficiency, and environmental protection. The mission of the study program is available online in <http://www.eukos.org/?page=2,99>

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

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

The mission of the program corresponds to the overall mission of College ESLG in the way that the leaders of the future in the construction and real estate industry in Kosovo can be developed only through provision of premier education in Real Estate Management through unique teaching methodology and unique courses that are strongly linked with the labour market needs of the construction sector. The mission of the institution is available online in <http://www.eukos.org/?page=2,2>

The SWOT analysis of the compliance of the mission of the study program with the overall mission statement of the whole institution has been presented below:

### SWOT analysis against Standard 1.1

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i>	<ul style="list-style-type: none"><li>• The mission of the program under evaluation is to develop leaders of the future in the construction and real estate industry in Kosovo by instilling in them also the values of sustainable construction, energy efficiency, and environmental protection.</li><li>• The mission fully</li></ul>	<ul style="list-style-type: none"><li>• The parts of the mission statement of the program under evaluation such as sustainable construction, energy efficiency, and environmental protection are not too advanced in Kosovo and are new concepts for the construction industry, real estate developers.</li></ul>

	<p>corresponds with the institutional mission statement which is The mission of the program corresponds to the overall mission of College ESLG in the way that the leaders of the future in the construction and real estate industry in Kosovo can be developed only through provision of premier education in Real Estate Management through unique teaching methodology and unique courses that are strongly linked with the labour market needs of the construction sector;</p> <ul style="list-style-type: none"> <li>• The part of the mission, which states that the holistic knowledge shall be provided in the field of real estate with the focus on sustainable urbanization through research-based teaching makes the mission unique and links academia with the industry through capacity-building in research skills, which lacks in Kosovo especially between universities and industry sectors of real estate and construction.</li> <li>• Sustainability component of the mission statement of the program makes the program mission quite unique and represents strength in itself.</li> <li>• Educating the real estate developers by instilling in them the values of sustainable construction, energy efficiency, and environmental protection makes the program mission quite unique and is in full compliance with the</li> </ul>	<ul style="list-style-type: none"> <li>• The part of the mission statement which is provision of premier education through innovative teaching methodologies, including research-based teaching is not very well developed in Kosovo as a whole and can face resistance among student participants, since research skills are not very developed in Kosovo</li> </ul>
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	<p>institutional mission statement, which says providing premier education in unique programs and concepts with unique teaching methodology.</p> <ul style="list-style-type: none"> <li>• The courses of the program are fully linked with the labour market needs and with the construction sector needs being the leader in the GDP contribution, employment, and Foreign Direct Investment.</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.</i></p>	<ul style="list-style-type: none"> <li>• Sustainability component of mission statement of the program under evaluation represents a great opportunity since the global trends of education take into account the sustainability, energy efficiency, and environmental protection.</li> <li>• Funds of European Union in Kosovo are mostly given in energy efficiency of buildings and environmental protection;</li> <li>• The passage of Law on Thermal Characteristics of Buildings as part of Comprehensive Building Code of Kosovo will make it mandatory for buildings to meet minimum thermal envelope conditions; hence education of real estate managers and developers beforehand represents a great opportunity for the mission of the program under evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• The sustainable construction and development not being embraced fully by the construction sector since it is a new concept and increases the cost of construction;</li> <li>• Delays in the passage of Comprehensive Building Code of Kosovo, which makes it mandatory for builders to meet minimum thermal envelope requirements in buildings.</li> <li>• Construction sector may shrink and not be the biggest GDP contributor in the medium future.</li> <li>• Establishment of better links between academia (ESLG) and construction industry and real estate developers may go more slowly as planned for the better promotion of mission of the program and better fulfilment of the mission of study program.</li> </ul>

*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 modelled on the good practice of the Supervisory Board of Licensing the Real Estate Appraisers in Kosovo, Kosovo Association of Real Estate Appraisers, European Group of Valuer's Association, and Royal Institution of Chartered Surveyors (RICS). The appraisers' licensing education regulated by the Kosovo Supervisory Board of Licensing of Real Estate Appraisers consists of four components: 1) legal property education; 2) architecture and urban planning; 3) economics and valuation of real estate; 4) cadastral recording procedures;

The advice of the Chairman of the Kosovo Supervisory Board of Licensing the Real Estate Appraisers was taken into consideration when drafting the learning outcomes of the study program.

Management of real estate and infrastructure is a discipline with high relevance for the construction sector. Management of real estate and infrastructure is a supplementary part of the civil engineering and architecture education. 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 such as architecture and civil engineering, property law, economics and valuation of real estate, and the cadastral recording.

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 KTH Royal Institute of Technology (Master in Real Estate and Construction Management), European Business School (EBS) in Spain (Master in Real Estate), ESSEC in France (M.Sc in Urban Management and Real Estate), University of Amsterdam (M.Sc in Real Estate Finance), Riga Technical University (Master in Construction and Real Estate Management), Zuyd University of Applied Sciences in Netherlands (Master of Facility and Real Estate Management), University of Aberdeen (M.Sc. in Real Estate), Arcada University of Applied Sciences in Finland (M.Sc in Real Estate Management), Berlin School of Applied Sciences (M.Sc. in Real Estate Management), Saxion University of Applied Sciences in Netherlands (M.Sc. in Real Estate Management), Vilnius Gediminas Technical University in Lithuania (M.Sc. in Real Estate Valuation and Management), Wittenborg University of Applied Sciences in Netherlands (M.Sc. in International Real Estate Management) and Nova Univerza Slovenia (Law and Management of Real Estate MA).

Other similar programs are delivered globally such as MBA in Real Estate is delivered by Wharton School of Business of University of Pennsylvania, at, Master in Real Estate at, M.Sc. in Sloan School of Management at Massachusetts Institute of Technology, Professional Master in Real Estate at Georgetown University, M.Sc in Real Estate at New York University, M.Sc. in Construction Management at Melbourne University, M.Sc in Urban Management and Real Estate at Business School of , M.Sc. in Real Estate at Cornell University, Master in Real Estate at A&M Texas University, MBA in Real Estate at Darden

Business School of University of Virginia, MBA in Real Estate at National University of Singapore, at, M.Sc. in Real Estate and Infrastructure at Johns Hopkins University, at, M.Sc in Real Estate at University of Pretoria, and M.Sc in Real Estate Management and Development at Heriott Watt University of Edinburg in United Kingdom, London School of Economics and Political Science (M.Sc. in Economics and Finance of Real Estate) and Master in Real Estate at Malaya University. Thus, the vertical and horizontal mobility of students is enabled within the national 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.

The study program is based on European Group of Valuer's Association and Royal Institution of Chartered Surveyors (RICS) practices for formal academic education in the field of real estate management and valuation.

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 (2320 teaching hours). The development of study program in close collaboration with construction companies and Supervisory Board of Licensing of Real Estate Appraisers in Kosovo ensure the satisfaction of real estate management and appraisers' industry demands for professionals 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 advance holistic knowledge of real estate for sustainable urbanization in Kosovo through innovative research-based teaching;
- To equip construction industry leaders and managers with the most up to date knowledge and skills of the industry;
- To enable them to lead innovatively in their organizations, increase the performanse, efficiency and sustainability of the sector of real estate in Kosovo;
- To educate them on the relevance of construction and development of real estate in a sustainable manner by saving energy and being friendly with the environment;

Other objectives of the program are as follows:

- To enable students to develop their knowledge and skills in a spectre of disciplines in the field of real estate, real estate economics and finance, real estate valuation, real estate entrepreneurship, and real estate registration.
- To enable students to develop their knowledge and skills in sustainable energy efficient buildings by gaining competencies and skills in sustainable architecture, sustainable building materials, sustainable building design, energy buildings, and sustainable facility management, so graduates of the program would take into account the aspects of sustainability, energy savings and environmental protection in all phases of construction from planning and site selection to construction, maintenance and operation and demolition.



- To enable students to win leading positions in the construction sector through gaining of skills in real estate development and public private partnerships;
- To enable students to gain knowledge and skills in the design and implementation of municipal and energy infrastructure in various real estate development projects.
- To enable students to gain knowledge in the quantitative investment techniques in real estate by developing skills in using quantitative investment techniques in real estate development projects;
- To enable students to become leaders in the management of construction sector in Kosovo and the region, be leaders in innovation, strategy, partnership, negotiation and risk management.
- To develop passion in research among students and to develop strategic thinking amongst them.

Intended learning outcomes of the study program are:

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

- Understand the scope of the real estate industry;
- Study laws, rules and regulations of the industry;
- Understand how architectural designs can add value to real estate by saving energy;
- Understand how the use of sustainable building materials can add value to real estate and save energy;
- Understand different forms of sustainable urban development and design;
- Understand investment and real estate transactions;
- Understand main steps of entrepreneurship in real estate development projects;
- Critically asses public-private partnerships;
- Understand and asses critically the system of real estate registration in cadastre and Immovable Property Rights Register;
- Critically asses energy systems implemented in a building;
- Understand various building forms that save energy, types of insulation and absorption of energy in buildings;
- Implement sustainable facility management during the operation phase of buildings;
- Learn how to implement Monte Carlo simulations, sensitivity analysis and probability distribution in forecasting real estate prices in the construction sector in Kosovo;
- Learn how to produce publishable manuscripts for research journals in the thematic areas of the program;

## SWOT analysis against Standard 1.2

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National	<ul style="list-style-type: none"> <li>• The study program is designed on the basis of Kosovo Qualification Framework;</li> <li>• It takes into account the advice and good practice of the Supervisory Board of</li> </ul>	<ul style="list-style-type: none"> <li>• It is the only study program of this kind in Kosovo and this uniqueness prevents the mobility of students at the local level and exchange of practises</li> </ul>

<p>Qualifications Framework and the Framework for Qualifications of the European Higher Education Area</p>	<p>Licensing the Real Estate Appraisers in Kosovo, Kosovo Association of Real Estate Appraisers, European Group of Valuer's Association, and Royal Institution of Chartered Surveyors (RICS).</p> <ul style="list-style-type: none"> <li>• The advice from the Supervisory Board of Licensing of Real Estate Appraisers taken into account when defining the learning outcomes of the program;</li> <li>• High comparability of the study program with programs in European Higher Education Area and globally enabling the international mobility of students.</li> </ul>	<p>with colleges and universities in Kosovo;</p> <ul style="list-style-type: none"> <li>• The interdisciplinary nature of the program is a weakness since the profession of real estate manager is not yet defined in the Kosovo Occupations Framework and only the real estate appraiser license is regulated by the Ministry of Finance.</li> </ul>
	<p><b>OPPORTUNITIES</b></p>	<p><b>THREATS</b></p>
<p>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</p>	<ul style="list-style-type: none"> <li>• The new occupation of real estate manager can be regulated by law.</li> </ul>	<ul style="list-style-type: none"> <li>• The delays in the regulation of the profession of real estate manager.</li> </ul>

*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, where students shall participate in the following research areas defined by the Research Plan of the College and of the study program under evaluation:

- Facilities management;
- Sustainable construction;
- Social infrastructure;
- Interdisciplinary real estate studies;
- Living environment;
- Blockchain in real estate;
- Sustainability and protection of environment;
- Real estate markets and real estate marketability;
- Housing and urban studies;

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

- Lectures - The study methods put a lot of emphasis on lectures, individual work and research, and plenty of teamwork and discussions. Individual work is often an extensive reading material that is given to students beforehand or after the lectures or it can be a writing assignment or research. 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 research, case study analysis, or project task.
- Simulation exercises – Simulation exercises of different phenomena in housing and real estate finance and valuation are provided to students to work in groups. Monte Carlo simulations and scenario analysis exercises are provided in Risk Solver program in the course Theory of Probability in Real Estate Investments.
- Live simulation exercises – Live simulation exercises are provided where students in small groups work with industry experts in one of the fields and simulate real life examples and cases in one of the interdisciplinary fields of the study program. Within these live simulation exercises students are confronted with scenario analysis where they learn how to confront various scenarios within the umbrella of a particular real estate phenomenon.

- Research skills - Students participate in an active research project of the College or of the course bearer and serve as research assistants. Then if the research project is successful and published in an impact factor journal, the successful students will serve as co-authors of the published peer-to-peer article. This enhances the research skills of students and enhances collaboration between professors and students in the innovative research areas of real estate interdisciplinary fields.
- Communication activities – Students present their research findings in a simulated conference setting. In addition, simulated exercise in various courses where working with clients is simulated enhances students’ interpersonal communication skills too.
- Technology – Software programs such as ECOTECH for sustainable architecture, ATHENA Impact estimator for energy and CO2 estimation of buildings and materials, and RISK Solver for real estate investments are used in the study program to enhance the technological skills of students in analysing a particular phenomenon in real estate.
- Interdisciplinary activities – Interdisciplinary activities are used as a research and project work activities in interdisciplinary fields of the study programs whereby an interdisciplinary case study seminar is handed to groups, whereby with one case study students will be able to learn various interdisciplinary aspects of real estate and be graded for that. The Interdisciplinary activity is used in core courses with full-time professors who lecture several interdisciplinary courses. For instance, one case study will include legal aspects, finance and valuation aspects, energy assessment aspects, and facility management aspects, thus all interdisciplinary aspects are covered by a group project with which a part of requirement in each of the relevant courses is fulfilled by this Project Task Activity.

### SWOT analysis against Standard 1.3

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>Standard 1.3. The study program has a well-defined overarching didactic and research concept.</i></p>	<ul style="list-style-type: none"> <li>• Strong and well-defined didactic concept included in the curricula;</li> <li>• Excellent ration between theory and practise;</li> <li>• Favourable professor-student ratio and small class sizes;</li> <li>• Research component very strong in the past included in the curricula of the study program covering unique research areas for Kosovo such as Facilities management; Sustainable construction; Social</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the software have very expensive license fees such as Risk Solver;</li> <li>• Software for sustainable architecture ECOTECH is not free any more for students;</li> <li>• Students are not used to research-based teaching and some show resistance in implementation of research-based teaching and group projects;</li> </ul>

	<p>infrastructure; Interdisciplinary real estate studies; Living environment; Blockchain in real estate; Sustainability and protection of environment; Housing and urban studies</p> <ul style="list-style-type: none"> <li>• Inclusion of students as research assistants in the research projects and research plan of the program faculty as evidenced by three cases when joint research was published in high impact factor peer-to-peer journals and several cases of international conference contribution;</li> <li>• Case-studies, project work, problem-based learning, simulated learning, and research-based learning are innovative didactic methods included in the program;</li> <li>• The presence of technology and software used for performance of exercises in some of the courses is a strength;</li> <li>• Course of Theory of Probability in real Estate Investment is a strong point since the same course is delivered at MIT. The inclusion of Risk Solver software and performance of simulation exercises is a great strength for the field of real estate finance;</li> <li>• Interdisciplinary activity is a unique didactic concept included for the first time in the higher education in Kosovo;</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing the issue of slackers in research group work;</li> <li>• Interdisciplinary activity is a new didactic concept that has never been attempted and has faced some problems in its widespread use. So far it was used in two courses Sustainable Building Materials and Energy Buildings (two courses with high similarity) but the lack of knowledge of professors and students with this innovative teaching method could pose a problem;</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>Standard 1.3. The study program has a well-defined</i></p>	<ul style="list-style-type: none"> <li>• Research-based teaching can develop skills of students in research and in the future</li> </ul>	<ul style="list-style-type: none"> <li>• The Interdisciplinary activity didactic concept is still at its infant stage</li> </ul>

<p>overarching didactic and research concept.</p>	<p>create a better link between academia and construction private sector (since these students represent the private sector mostly);</p> <ul style="list-style-type: none"> <li>• Research-based teaching can attract research funds from the government, private sector and international donors such as it was the case of SEEB project of HERD program funded by Kingdom of Norway and OSCAR project;</li> <li>• 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;</li> </ul>	<p>and needs professors' training, knowledge, and well-designed curricula to use it program wide.</p>
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*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 Regulation on Undergraduate and Graduate Studies regulates the organisation and running of courses and academic studies. The volume of studies of Management of Real Estate and Infrastructure (MA) is 120 ECTS earned through theoretical and practical classes, independent work and diploma thesis research and the activities are accomplished during the 2-year programme (4 semesters). Studies are carried out in accordance with general principles applicable to the performance of the activities at the Faculty, Regulations and Guidelines of the Academic Council and Statute of College ESLG. Teaching classes during the studies of real estate management are held by professors who have a minimum of PhD degree in relevant scientific fields that associate with one or several interdisciplinary aspects of the study program pursuant to the Law on Higher Education of Kosovo.

The study program falls within the Department of Real Estate. The Rector and Vice Rector for Teaching are responsible for the organisation, harmonisation and management of teaching courses at the Department of Real Estate. The Vice-Rector for Teaching chairs the Board of Discipline Leaders and is responsible for the administration and implementation of the teaching process. The teaching rules and obligations, student learning and other information related to support services is regulated by the College Regulation on Undergraduate/Graduate Studies. The Discipline Leader is responsible for organisation of courses in subjects related to the particular discipline of the interdisciplinary study program. The Discipline Leaders are appointed on the basis of academic experience and merit and are judged to best suited for the given post during the foreseen mandate. The Subject Leaders are responsible for assuring the normal running of all types of teaching courses carried out within the scope of the given



discipline as well as performing all necessary administrative tasks related to teaching courses in cooperation with Vice-Rector and the Rector. The Discipline Leaders are also responsible for addressing problems related to teaching courses, proposing appropriate solutions and recommending necessary textbooks.

The administration of studies is regulated by the Statute of College ESLG and Regulation on Undergraduate and Graduate Studies. The curriculum is implemented by academic semesters and years. The beginning and the end of studies and dates for examination sessions will be fixed throughout the academic calendar and are set at the beginning of the academic year. The organization of studies can be modified or changed only upon approval of Academic Council.

The academic calendar describes the study cycle in terms of dates, includes information on the commencement and completion of studies during the academic year, and deadlines for submission of final papers and passing of final exams. The academic calendar is approved by Academic Council and is published and communicated to staff and students. The duration of academic year is 40 weeks and is divided into two semesters containing 15 weeks each. Academic calendar also provides for two examination periods one in January and another one in June and a New Year Holiday. An additional examination period is provided in September.

The ECTS are allocated to course units to describe the student workload required to complete the course. The total student workload is determined through lectures, practical work, seminars, self-studies –in the library or at home – and examinations or other assessment and assignment activities. One ECTS credit is equivalent to 25 hours of students' workload. One semester has 30 ECTS credits. 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 students can receive credits for all academic work, successfully carried out at any of partner institutions (in ESLG's case it is the Nova Univerza University or College UBT) and they can transfer all these academic credits from one participating institutions to another on the basis of the learning agreement. The learning agreement is based on the content of a study program abroad or in Kosovo and it is concluded between the student and the home institution. If the student has successfully completed the study program previously agreed in the learning agreement and returns to the home institution, then the ECTS credit transfer takes place swiftly and the student can continue her/his studies at the home institution without any loss of time or credit. ECTS also enables further study abroad.

Course attendance is a condition to earn ECTS credits and points dedicated for attendance and participation as part of academic obligations during the teaching process. Attendance sheets are mandatory and are maintained in accordance with the Rulebook on monitoring of courses at the College.

The number of students for each course every study year is determined before commencement of the academic year according to the total number of enrolled students in each year of studies and in accordance with the accreditation criteria by the Kosovo Accreditation Agency. The rule is that students may miss up to 30 % of classes in each course without justification. Students may make up for the missed lectures in a way determined by the Faculty if the reason of non-attendance is justified and in case that more than 30% of the

classes are missed. Students that miss more than 30 % of the classes and do not compensate for the excess of 30 % with additional academic obligations as set by the course bearer, are obliged to repeat the course once again in the following academic year.

Teaching is carried out through lectures, exercises, seminars, case studies, consultations, simulations, mentorship, interdisciplinary activities, field work, exams, production of diploma thesis and its oral presentation.

## SWOT analysis against Standard 1.4

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Formal Regulation on Postgraduate Studies exists and it is comparable with the Graduate Study Regulation of the Slovenian university Nova Univerza;</li> <li>• The policies and guidelines are quite modern and take into account the Slovenian model of regulation at program level;</li> <li>• The regulations are available to staff and students through website;</li> </ul>	<ul style="list-style-type: none"> <li>• The information on attendance regulation and its strict implementation by all professors;</li> <li>• Not all students read the regulations and policies at the institution and program level and many require explanation and interpretation;</li> <li>• Lack of introduction course explaining all formal policies, regulations, and guidelines of the program and institution;</li> <li>• Lack of other technological means of making regulations and policies available to new students;</li> <li>• Resistance of professors to recognize credits obtained elsewhere for mobility purposes and prior learning agreements;</li> </ul>
	OPPORTUNITIES	THREATS
<p><i>Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are</i></p>	<ul style="list-style-type: none"> <li>• Introduction of orientation course on regulations and policies at the program level and rights and privileges of professors and students;</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of costs for the training of professors and students in formal policies, guidelines and all regulations;</li> <li>• Lack of full and exact</li> </ul>



made publicly available to all staff and students.		implementation of complete student workload by some of the professors as calculated and defined per 1 ECTS credit and outlined in each course syllabus;
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*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 are obliged to comply with the Code of Ethics of Academic Staff. Other administrative staff must comply with the Code of Ethics of Administrative Staff. On the other hand, students are obliged to 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 Committee. Staff and students can appeal the decisions of the Disciplinary and Ethics Committee before the College ESLG's Disciplinary and Ethics Committee as the highest authority for addressing potential violations of Code of Ethics.

## SWOT analysis against Standard 1.5

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>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.</i>	<ul style="list-style-type: none"> <li>• Respect of Code of Ethics by academic staff and students especially in terms of plagiarism;</li> <li>• Modern Code of Ethics taken from Nova Univerza Slovenia and adapted to Kosovo higher education sphere;</li> <li>• Very strict punishment measures for students with regards to exam cheating and plagiarism;</li> <li>• Strict punishment measures for professors who show</li> </ul>	<ul style="list-style-type: none"> <li>• Students show resistance to strict ethical conditions related to research and master diploma theses checked twice in Kosovo and by officials in Nova Univerza Slovenia;</li> <li>• Minority violations from students in cases of take-home exams used in some of the courses;</li> <li>• Lack of sufficient awareness on the ethical conduct related to research and take-home</li> </ul>

	discrimination and harassment; <ul style="list-style-type: none"> <li>• One case of termination of contract for one academic staff who showed gender discrimination and harassment;</li> </ul>	assignments; <ul style="list-style-type: none"> <li>• One former professor (former judge of Basic Court of Prishtina) serving as a Chairperson of Disciplinary and Ethics Committee and who added value to Disciplinary and Ethics Committee is not with ESLG anymore.</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Introduction of specific induction course on ethical conduct for academic staff, administrative staff, and students mandatory for academic staff and students;</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of full attendance by all academic staff, administrative staff, and students in mandatory Ethics induction course;</li> </ul>

*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 postgraduate studies, implementation of research, provision of professional development to the members of construction management community and real estate appraisers' community, organising professional training for the construction sector professionals, implementing courses with local and international professors to broaden knowledge in the field of real estate management, sustainable architecture, sustainable buildings 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 includes the following:

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

The program director ensures that the study program is 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 has 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 Committee. The committee 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 is composed of three members: two 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 of the program are outlined in the table below:

<b>Indicators</b>	<b>Standards</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Average grade of students enrolled	80 % of students enrolled have an average grade in university studies higher than 8.5	70 %	53 %	46 %
Teaching quality, measure by evaluation forms	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0	4.5	4.75	4.6
Lecturer evaluation of student learning of the course	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0	4.0	4.5	4.65
Level of satisfaction with teaching resources by students and professors	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0	4.5	4.0	4.3
Average attendance	80 %	85 %	80 %	85 %
Group sizes	50 MA	40	42	39

Student retention	90 %	80 %	92 %	88 %
Abandonment of studies	10 %	20 %	8 %	12 %
Library use	80 %	90 %	82 %	85 %
e-book and journal use	80 %	90 %	80 %	80 %
Transition between study years	90 % of students meet conditions for the next year	80 %	92 %	94 %
Average duration of studies up to graduation	2.5 years	3 years	3 years	2.5 years
PhD staff percentage at Master studies, in terms of ECTS covered	100 %	100 %	100 %	100 %
Industry surveys on program student quality	Average satisfaction by industry representatives of construction sector of higher than 4.0 from 1.0 to 5.0 scale	4.5	4.25	4.00

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

	<b>Type of indicator</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
1	Total Number of Students	70	84	79
2	Annual Student Intake	40	43	39
3	Number of program Students as % of total Students	25 %	35 %	33 %

4	Graduation Rate	80 %	45 %	60 %
5	Employment rate	65 %	75 %	65 %
6	Student Survival and Drop-Out Rate	12 %	8 %	12 %
7	Student Satisfaction Rate	80 %	85 %	85 %
8	Staff Satisfaction Rate	90 %	83 %	75 %
9	Research output of professors and assistants	1.3	0.75	0.8
10	Number of partnerships with industry	3	2	1
11	Number of students continuing PhD students	15 %	n/a	n/a

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

*Process Indicators*

	<b>Type of indicator</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
1	Staff-student ratio	13:70	16:80	23:80
2	Student-class ratio	35:1	35:1	33:1
3	Student-computer ratio	7:1	7:1	7:1
4	Student-book ratio	1:3	1:3	1:3
5	Student attendance rate	75 %	75 %	75 %
6	Teaching Plan implementation rate	85 %	90 %	90 %
7	Student transition rate	80 %	92 %	94 %
8	Student attainment rate	80 %	92 %	88 %
9	Staff research rate	1.3	0.75	0.8
10	Syllabus – Learning Outcome Compatibility/Achievement Rate	73 %	80 %	85 %

## SWOT analysis against Standard 1.6

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Review of program against General Indicators and Outcome and Process Indicators;</li> <li>• High general performance standards against which the program is reviewed;</li> <li>• Inclusion of reporting mechanism to UBT's mother institution Quality Assurance Committee is seen as an added value to program review;</li> <li>• Industry surveys on the program quality and program students' quality;</li> <li>• Review of programs by Nova Univerza sister university as part of association agreement;</li> </ul>	<ul style="list-style-type: none"> <li>• Annual quality report produced from the Quality Commission during previous years was short and mostly quantitative and not qualitative review;</li> </ul>
	OPPORTUNITIES	THREATS
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Include qualitative program performance review in the future too;</li> <li>• Training of Quality Assurance Officer on qualitative program review to support the Quality Commission to bring balanced findings on program performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative review requires skills and constant observation methods, which are continuous and require staff resources and knowledge.</li> </ul>

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. Annual program reviews have been undertaken since 2016 and as a consequence of that also the two-year thorough program review has been undertaken. As a consequence of annual reviews, the quality improvement plan is drafted for each annual review. Consequently, the two-year review is also implemented. As a result of two-year review, also the quality improvement plan of the program is adopted followed by annual development plan of the master study program.

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.

### **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 at least three members and includes a teaching staff representative, administrative staff representative and a student representative.

At the College level, the Academic Council is entrusted primarily with the role of protecting academic standards and making recommendations in relation to academic matters. It is primarily tasked with ensuring that academic policies relating to teaching, learning, and research are consonantly applied across all programmes in tandem with ensuring the implementation of the academic regulations laid down in the Study Regulation of College ESLG and Quality Assurance Manual. The Quality Commission regulates the academic and administrative service evaluation, quality improvement, preparation and supervision of the self-evaluation process, makes the necessary preparations for the external evaluation of College ESLG, identifies the situation and performance indicators, develops improvement activities and 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 graduate 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 Quality Commission of College ESLG are implemented in accordance with internal standards on teaching and learning

The College ESLG encourages and motivates all the teaching staff to engage in self-evaluation and improvement of their work. This implies that ESLG's staff members are adequately informed and involved in internal evaluation, which incites responsibility for the results. Therefore, based on a proper plan for self-evaluation procedures, information collection and self-evaluation outcomes are linked to financial revenues (resource allocation based on evaluation outcomes). The resources of the College or department are allocated based on evaluation outcomes of the department. In the years 2017-2019, upon evaluation the research was evaluated to be one of the main strengths of the department and master program in real estate management, hence the resources were mostly allocated to publication of articles in journals, linking research with salary incentives.

In a process of self-evaluation, a self-evaluation shall be established, and self-evaluation aims and objectives be defined, a self-evaluation plan be developed, pursued by information collection and records saving, the analysis of collected materials and preparing the evaluation, the development of the report, and ultimately follow-up activities deriving from self-evaluation. Self-evaluation is a collective activity, undertaken by a previously selected group. Pursuant to a proposal of a department or head of department, the institution's Senate appoints the group members to conduct the program or departmental self evaluation. The group consists of bearers of the program, including the coordinator and student representatives. The Working Group shall consist of 2 to 3 members and a coordinator. The work is based on a democratic principle (coordinator, not a superior). The group recommends to include foreign experts in the evaluation (from the ranks of international professors) to ensure an impartial quality assurance in a peer-based approach. In addition, the group consults also the private sector stakeholders during the program or department evaluation. All members shall be aware of the aims and objectives of the process.

The Working Group on Self-Evaluation 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 Working Group. 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 Working Group against quality performance indicators, learning outcome achievement standards, and student assessment.

## SWOT analysis against Standard 2.1

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p>Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.</p>	<ul style="list-style-type: none"> <li>• Self-evaluation at subject level by each professor;</li> <li>• Learning Outcome Matrix Self-Assessment by each professor;</li> <li>• Inclusion of students in Self-Evaluation of Working Group;</li> <li>• Inclusion of administrative staff in Self-Evaluation Working Group;</li> <li>• Resource allocation based on evaluation outcomes at subject, program, and department level;</li> </ul>	<ul style="list-style-type: none"> <li>• Not all staff participated in the Learning Outcomes Matrix Self-Assessment;</li> <li>• Some professors perform subject self-evaluation and Learning Outcomes Matrix Self-Assessment only in Albanian;</li> <li>• Some professors perform subject self-evaluation but do not provide for quality improvement plans within their courses;</li> <li>• Learning Outcomes Matrix Self-Assessment is a new concept for some of the new academic staff;</li> </ul>
	OPPORTUNITIES	THREATS
<p>Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.</p>	<ul style="list-style-type: none"> <li>• Make it mandatory in the academic staff engagement contract that they should do subject self-evaluation in both languages, perform Learning Outcomes Matrix Self-Assessment, and prepare a quality improvement plan for the subject he/she teaches.</li> <li>• Introduction of training for new staff on Learning Outcomes Matrix Self-Assessment.</li> <li>• Self-awareness campaign within the department to encourage all academic staff to perform constructive and</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance by some of the professors to engage in constructive self-evaluation of their teaching and pedagogical skills.</li> <li>• Not all professors understand the concept of Learning Outcomes Matrix Self-Assessment;</li> </ul>

	<p>comprehensive self-evaluation of themselves and subjects they teach and learning outcomes they achieve within their subjects;</p> <ul style="list-style-type: none"> <li>• Linking financial resources with the most constructive and impartial learning outcomes self-assessment to encourage professors to do impartial assessment and draw a good quality improvement plan;</li> </ul>	
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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 next step involves the evaluation of the performance against stated policies and objectives and identification of gaps and deficiencies. The final step involves a report and recommendations for Improvement Plan for activities and policies that could be taken to address the identified challenges.

## SWOT analysis against Standard 2.2

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	<ul style="list-style-type: none"> <li>• Continuous responsive processes;</li> <li>• Evaluation processes are part of integrated planning processes;</li> <li>• Process self-evaluation also part of program, department, and institutional self evaluation;</li> </ul>	<ul style="list-style-type: none"> <li>• Only private sector construction company stakeholders included in the evaluation processes and not all external stakeholders such as civil society organizations involved in sustainability issues;</li> </ul>
	OPPORTUNITIES	THREATS
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	<ul style="list-style-type: none"> <li>• Inclusion of other civil society stakeholders in the improvement planning processes strikes a balance between the learning</li> </ul>	<ul style="list-style-type: none"> <li>• Not all civil society organizations want to be included in academic evaluation processes because they do not have</li> </ul>

	outcomes that the program should deliver for the private sector and protection and care for environment;	specific allocated funds for this purpose;
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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 program/department quality assurance is based on the ongoing review of practice, the experience of all staff involved in the implementation of quality assurance policies. The department/program quality assurance system reflects more recent good practice initiatives and developments within mother institution UBT College, sister institution Nova Univerza from Slovenia, Guidelines from Academic Council, ESLG Quality Commission and Quality Manager. The ongoing feedback from staff, students, external stakeholders, external examiners and strategic partners, has largely contributed to the development of the best practices. The quality assurance processes at College ESLG, department, and 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 Faculty, 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 Management of Real Estate and Infrastructure (MA).

### SWOT analysis against Standard 2.3

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
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.	<ul style="list-style-type: none"> <li>Quality assurance processes at program level deal with all aspects of program delivery such as program delivery, governance, teaching, research, learning outcomes achievement, student admission, student progression etc;</li> <li>Processes take into consideration best practises of mother institution UBT and sister institution Nova Univerza from Slovenia;</li> </ul>	<ul style="list-style-type: none"> <li>Civil society organizations not contributing to a desirable extent to development of quality assurance best practises;</li> <li>Failure to improve the program mission public awareness component within the quality improvement processes of the study program and department of real estate.</li> </ul>
	OPPORTUNITIES	THREATS
Standard 2.3. Quality assurance processes deal with all aspects of program	<ul style="list-style-type: none"> <li>Allocation of more resources for integration of program mission public awareness</li> </ul>	<ul style="list-style-type: none"> <li>The sustainability part of the program mission is a new concept and not</li> </ul>

planning and delivery, including services and resources provided by other parts of the institution.	component into the quality assurance planning processes;	fully embraced by all external stakeholders in Kosovo;
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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.

The College ESLG has procedures for design and approval of new programmes, whereas the department of real estate has designed procedures for approval of new modules and subjects within the programs of real estate for the purpose of ensuring that the proposed programmes, modules, and new subjects and teaching methods within the program are compliant with the mission, policies and strategic plan, fulfilling an identifiable need for industry, business or local community, complaint with policies and procedures of Kosovo Accreditation Agency, European Standard Guidelines and other best practices in European Higher Education Area. The procedures take into account the new competencies and learning outcomes required by the construction industry and are in close contact with industry representatives about the modifications of learning outcomes in the new curriculum development and new proposed program modules and subjects. The procedures also take into account the Subject Learning Outcome Matrix Self-Assessment and Program Learning Outcome Matrix Self-Assessment in order to maximise opportunities for students in creating transferable skills across industries in Kosovo and abroad.

College ESLG has defined procedures for student administration, examination, and assessment. These procedures define the standards of assessment, assessment methods, which 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. The student assessment procedures also include assessment of achievement of learning outcomes by students. A new concept that has been introduced in the procedures is the Cross-Learning Outcome Student Achievement Matrix, which helps professors to duly asses the students' achievement of learning outcomes, which is very important for creating skilled students for the construction and real estate industry.

Department of Real Estate also has procedures for ongoing and continuous monitoring of programs, which collect and analyse information supportive of the continuous improvement of the programmes, monitor student achievement in relation to stated learning outcomes of programmes, and monitor the professors' performance based on delivery of stated learning outcomes. The monitoring process periodically reviews the effectiveness of programme assessment mechanisms. The periodic review of effectiveness of program assessment mechanisms and program performance indicators is done to nurture the quality culture at the department but also support periodic review at institutional, departmental, program, and subject level.



The procedures for program evaluation foresee the learning outcome achievement evaluation every year and periodic evaluation of the whole program once every three years. The program evaluation reviews the impact of existing learning outcomes and proposes new learning outcomes, programme teaching and learning methodology, assessment and its courses. The program evaluation also assesses the link between research and teaching at program level and link between the research at the program level and industry needs. The program review also evaluates the impact of the program, students, and its professors on the industry and community. The program evaluation is chaired by the Head of department, two professors of the program, student representative, student alumni representative, and construction industry representatives.

There are also procedures for selection, appointment, appraisal, and staff development pursuant to Quality Manual. The promotion of professors takes into account the Habilitation Regulation, which takes into account the detailed assessment of pedagogical, research, innovation, and contribution to industry skills of the staff member as outlined in the Points Book of the Habilitation Regulation for promotion of professors to academic titles as regulated by the Law on Higher Education. The promotion of academic staff is supported also by the sister institution in Slovenia Nova Univerza where staff development can take place also in accordance with their rule on habilitation. The selection and appointment procedures take into account the criteria as set forth in the Points Book for appointment and promotion of academic staff into academic titles from Assistants to Full professors. The Human Resource Manager is responsible for developing, managing, evaluating and implementing appropriate selection, appointment and recruitment procedures.

## SWOT analysis against Standard 2.4

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p>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.</p>	<ul style="list-style-type: none"> <li>• Procedures for approval of programmes, modules, and subjects takes into account the achievement of learning outcomes wanted by the industry;</li> <li>• Learning Outcomes Achievement monitoring every year;</li> <li>• Assesment of academic performanse of professors based on the achievement of learning outcomes;</li> <li>• Programme evaluation every three years;</li> <li>• Assesment of impact on the industry and community;</li> <li>• Evaluation of link between research and teaching and link between the program</li> </ul>	<ul style="list-style-type: none"> <li>• Discrepancies between the Learning Outcomes Matrix Staff Self-Assessment and Assessment by students and program self-evaluators;</li> <li>• Some construction industry representatives fill surveys just for the sake of filling a survey without constructively contributing to it;</li> </ul>

	and industry; <ul style="list-style-type: none"> <li>• Selection and Appointment and Promotion of Academic Staff takes into account the pedagogical skills, research, innovation, and community contribution of the staff member in line with Habilitation Rules of Nova Univerza Slovenia;</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
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.	<ul style="list-style-type: none"> <li>• Hiring professional external evaluators and auditors to perform industry impact assessment and Learning Outcomes Achievement Assessment by professors and staff;</li> </ul>	<ul style="list-style-type: none"> <li>• Such auditing is quite costly and can be perceived as an intrusion on the autonomy of professorial staff;</li> <li>• Managers of construction companies may be busy to be engaged in a detailed external assessment of the impact of the program on the construction industry;</li> </ul>

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 Quality Assurance Report are translated into a Quality Improvement Plan for the subsequent year in the Department/Program Annual Development Plan.

## SWOT analysis against Standard 2.5

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
Standard 2.5. Quality assurance processes ensure	<ul style="list-style-type: none"> <li>• The quality assurance processes ensure the</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of comprehensive inclusion of all</li> </ul>



<p>both that required standards are met and that there is continuing improvement in performance.</p>	<p>continuous improvement in curriculum, learning outcomes, research, staff, infrastructure, resources and connection with industry;</p> <ul style="list-style-type: none"> <li>• Quality Improvement Plan originates as a consequence of findings of many interrelated steps and not just one or few steps;</li> <li>• Quality Improvement Plan is further translated into an Annual Development Plan of the study program or department.</li> </ul>	<p>stakeholders during the stakeholder engagement phase due to low interest of all stakeholders;</p> <ul style="list-style-type: none"> <li>• Quality improvement plan facing delays during annual compilation;</li> </ul>
	<p><b>OPPORTUNITIES</b></p>	<p><b>THREATS</b></p>
<p>Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.</p>	<ul style="list-style-type: none"> <li>• Better public information to include more stakeholders at stakeholder engagement stage;</li> </ul>	<ul style="list-style-type: none"> <li>• Delays in compilation of annual quality improvement plan may become an organizational behaviour;</li> </ul>

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 faculty evaluations are publicly available online in the website of College ESLG. This is done so students understand the importance of taking part in the evaluation process and feel that their surveys are being taken into consideration. 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 Faculty practices, whether they have set up and follow clear and transparent processes of staff recruitment and conditions of employment, offers opportunities for and promotes professional development of teaching staff, encourages scholarly activity to strengthen the link between education and research 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 of the construction sector originating from the study program of real estate management.

## SWOT analysis against Standard 2.6

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	<ul style="list-style-type: none"> <li>• The surveys are collected and stored in an institutional database;</li> <li>• Surveys are subject to quantitative and qualitative analysis;</li> <li>• Statistical analysis is performed to identify concerns and trends among students, staff, graduates, and employers.</li> <li>• The analyses are stored and made available for students in the File Directory and available online in the website.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all graduates take part in a survey;</li> <li>• Not all employers take part in a survey;</li> <li>• Not all professors complete surveys;</li> <li>• Not all students take part in survey;</li> </ul>
	OPPORTUNITIES	THREATS
Standard 2.6. Survey data is	<ul style="list-style-type: none"> <li>• More public awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of methods to</li> </ul>

<p>being collected from students, graduates and employers; the results of these evaluations are made publicly available.</p>	<p>employers that their feedback is more than welcome for quality improvement of the study program;</p> <ul style="list-style-type: none"> <li>• Making the professors surveys mandatory in the contract or through grading system where professors cannot store grades without filling their part of survey. The same system already exists for students where they cannot see the grade in the electronic system without having filled the survey first;</li> </ul>	<p>incentivize graduates and employers to participate in surveys as much as possible and in a constructive way and not just for the sake of filling it;</p>
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*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.

## SWOT analysis against Standard 2.7

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p>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</p>	<ul style="list-style-type: none"> <li>• The internal quality assurance system taken into account for further improvement and development;</li> <li>• Evaluation process takes place periodically and includes program learning outcomes review, teaching methodology, research, and assessment methods, and</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of data in systematic follow-up of employment progress of graduates that went to live abroad;</li> <li>• Lack of incentives for comprehensive participation of industry representatives in a compilation of revised strategic plan for the</li> </ul>

<p>graduates.</p>	<p>impact on graduates' employment and construction industry;</p> <ul style="list-style-type: none"> <li>• The findings translated further into a revision of strategic plan of the program;</li> <li>• The program learning outcomes review is based on Learning Outcomes Matrix Self-Assessment done annually by professors;</li> </ul>	<p>program evaluation; under</p>
	<p><b>OPPORTUNITIES</b></p>	<p><b>THREATS</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Establishment of success tracking mechanism for graduates that went to live abroad;</li> <li>• Establishment of survey mechanism also for foreign companies to measure the progress of ESLG program graduates in these companies and impact of these graduates in the foreign companies abroad and measuring the comparability with the local graduates in those respective countries;</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of contact with graduates who emigrate if a successful success tracking mechanism is not established for this category of graduates;</li> </ul>

*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 once every three years. 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 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 strategy and drafting of revised strategic document. 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.

## SWOT analysis against Standard 2.8

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
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.	<ul style="list-style-type: none"> <li>The overall program quality report is prepared periodically every three years at least;</li> <li>Evaluation process shows strengths and weaknesses and identifies also opportunities and threats for further development and quality improvement;</li> </ul>	<ul style="list-style-type: none"> <li>The periodic evaluation could be every year;</li> <li>The tendency of staff, graduates, students, and industry representatives to point out only strengths but be milder in pointing out weaknesses;</li> </ul>
	OPPORTUNITIES	THREATS
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.	<ul style="list-style-type: none"> <li>Increasing the frequency of overall program quality report as part of periodic evaluation;</li> <li>The surveys should be designed in that way to constructively extract information about weaknesses of the study program</li> </ul>	<ul style="list-style-type: none"> <li>The annual periodic overall program quality evaluation is not a requirement according to KAA standard but every three years;</li> <li>The tendency of program quality evaluation to point out more strengths and less weaknesses.</li> </ul>

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

College ESLG implements regular internal and external audits to ensure that its governance and quality assurance policy is effective and ensures continuous improvement. As part of being a sister institution of Nova Univerza in Kosovo and implementing validated study programs of Nova Univerza an external periodic auditing took place also from them. The procedure involves: internal audit by the Governing Body, Periodic Institutional Audit and Management Quality Assurance Review. The internal audit process took place thus far from Slovenian partners of study programs and of the institution and covered activities of the institution such as human resource management, risk management, and educational processes audit;

## SWOT analysis against Standard 2.9

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
Standard 2.9. The quality	<ul style="list-style-type: none"> <li>Audit by Slovenian partners</li> </ul>	<ul style="list-style-type: none"> <li>Lack of audit by a</li> </ul>

assurance arrangements for the program are themselves regularly evaluated and improved.	according to EU standards;	certified international auditor;
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	<ul style="list-style-type: none"> <li>• Continue with the same audit procedure by UBT as the new owner of College ESLG;</li> <li>• Implementation of overall international audit;</li> <li>• Becoming a part of UBT umbrella is an opportunity to be subject to their qualitative institutional audit procedures according to ISO standards as UBT is the bearer of excellence award;</li> </ul>	<ul style="list-style-type: none"> <li>• The resistance from Financial Office of UBT in the short-term to include also ESLG and other institutions acquired by UBT in overall international audit as it takes place with other faculties of UBT.</li> </ul>

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 2.3. 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 2.4. 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 self-evaluation process in the Working Groups every three years. Also, the Working Group on Self-Evaluation of the program takes into account the opinions of all student body during the SWOT analysis against Kosovo Accreditation Agency Manual standards.

#### 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.*

No	Name and Surname	Qualification	Mode	Duration of contract	Teaching/ Exercises %	Admin %	Research %
	Visar Hoxha	PhD	FT	30/09/2022	40%	30%	30%
	Islam Hasani	PhD	FT	30/09/2021	40%	30%	30%
	Christian Seidel	PhD	FT	30/09/2021	40%	30%	30%
	Veli Lecaj	PhD	FT	30/09/2021	40%	30%	30%



	Hazer Dana	PhD	FT	30/09/2021	40%	30%	30%
	Mersiha Kacamakovic	PhD	FT	30/09/2021	40%	30%	30%
	Sara Sadiku	M.Sc.	FT	30/09/2022	40%	30%	30%
	Jehona Hoxha	M.Sc.	FT	30/09/2022	40%	30%	30%
	Edin Murati	M.Sc.	FT	30/09/2022	40%	30%	30%
	Elita Çeku	M.Sc.	FT	30/09/2022	40%	30%	30%
	Elvida Pallaska	PhD	PT	30/09/2021	70%	0%	30 %
	Sabri Sadiku	PhD	PT	30/09/2022	70%	0%	30 %
	Byron Matarangas	PhD	PT	30/09/2022	70%	0%	30 %
	Arzu Tuncer	PhD	PT	30/09/2021	70%	0%	30 %
	Sirri Duger	PhD	PT	30/09/2022	70%	0%	30 %
	Albana Gjonbalaj	M.Sc.	PT	30/09/2022	70%	0%	30 %
	Mendim Blakaj	M.Sc.	PT	30/09/2022	70%	0%	30 %
	Driton Haziri	M.Sc.	PT	30/09/2022	70%	0%	30 %
	Besnik Vrella	M.Sc.	PT	30/09/2022	70%	0%	30 %

## SWOT analysis against Standard 3.1

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>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</i>	<ul style="list-style-type: none"> <li>All full-time and part-time are offered contracts of employment for full-time or part-time engagement;</li> <li>In each contract the research component is added;</li> <li>Teaching assistants are allocated to each professor for performing exercises and research regardless of their mode of engagement;</li> </ul>	<ul style="list-style-type: none"> <li>Lack of professors with full professorship title;</li> <li>Lack of Slovenian professors from Nova Univerza or Norwegian professors from NTNU such as it was the case until the legal residency was introduced in Kosovo for professors to teach under temporary</li> </ul>

<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• The ratio of full-time staff versus part time staff is 50-50 %;</li> <li>• More than 80 % of ECTS credits are covered by course bearers who are full-time staff;</li> <li>• All assistants with M.Sc. are also PhD candidates at sister institution Nova Univerza and are part of staff development plan, since College ESLG is an associate member of Nova Univerza Slovenia.</li> <li>• There are two associate professors with academic titles, three assistant professors, and five lectures with PhD</li> </ul>	<p>teaching quota;</p>
	<p><b>OPPORTUNITIES</b></p>	<p><b>THREATS</b></p>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Hire a full professor from Nova Univerza to be delegated for teaching to its sister institution in Kosovo;</li> <li>• Hire more professors from Nova Univerza and NTNU under visiting professorship, part-time professorship or for some of them even full-time professorship delegated for assistance by Nova Univerza.</li> </ul>	<ul style="list-style-type: none"> <li>• The recognition of foreign diplomas process, regulation of residency and working permit takes time in Kosovo due to bureaucracy issues.</li> </ul>

*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 programme, curriculum, and workload allocation takes into account the provisions of the Administrative Instruction on Accreditation and rules pertaining to full-time/part time staff. The programme is in full conformity with the standard. 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 their teaching assistants.

*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 programme teaching staff 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 the study program 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. The positions of part-time are added for diversity purposes.

*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 minimum 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.

No	ECTS	Staff Member: Name and Surname	Qualification
1	60	Visar Hoxha	(PhD in Management of Real Estate)
2	60	Islam Hasani	(PhD in Finance)
Tot	120	2	

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

The Staff development plan at the Department of Real Estate has several key objectives: (a) 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 (b) to facilitate the process of change; (c) To promote a developmental ethos; (d) to include the development of the staff as part of HR compensation plan; (e) to embed all staff development activity into the institutions' academic calendar. Staff development is an integral part of the Department strategic planning process. Being part of UBT group and 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 must be habilitated and receive the academic titles at Nova Univerza in order to offer also validated study programs as foreseen by the Agreement and also required by Slovenian Higher Education Quality Assurance Council, which requires that the academic staff in the foreign country institution that offers a full program or a part of program in partnership with the Slovenian university must be habilitated according to the Rules and Standards of Habilitation of Slovenian University, which in this case is 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 University 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.

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.

## SWOT analysis against Standard 3.6

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</i></p>	<ul style="list-style-type: none"> <li>• Habilitation of academic staff of ESLG under Nova Univerza rules under Agreement on Associate Membership of ESLG to Nova Univerza;</li> <li>• Possibility to receive professorship titles and have compensation linked to that;</li> <li>• Habilitation standards are much higher than even the ones of public universities in Kosovo and are comparable with EU based universities in terms of publication quantity and quality.</li> <li>• Teaching assistants that are chosen from the graduates of the program are given an opportunity to teach at the Bachelor program and serve as assistants in the master program and also pursue PhD studies at Nova Univerza in Real Estate Management Program;</li> <li>• 4 staff members are pursuing PhD studies at Nova Univerza as part of the staff development plan. Two of them have submitted final doctoral theses;</li> <li>• Kosovo ESLG's staff habilitated under Nova Univerza Rules in the field of real estate management can serve as doctoral dissertation theses mentors;</li> </ul>	<ul style="list-style-type: none"> <li>• Only two professors were habilitated so far in the titles of associate professor;</li> <li>• Lack of full professor from the ranks of Kosovo academic staff;</li> <li>• The rules of habilitation allow for fast-track habilitation to full professor without having to teach for 10 years (as foreseen by the rules); however, the rules require special achievement of the staff in science (publication of book, patent, scientific discovery), and no Kosovo staff including the bearer of the master Program Professor Hoxha does not fulfil the conditions for full professor given the fact that the field of real estate management is a novice field both in Kosovo and Slovenia.</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>

<p><i>Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.</i></p>	<ul style="list-style-type: none"> <li>• With special financial compensation plans encourage the associate professor of the program to have a special achievement in science (granted through special scientific national or international award) in order to have preliminary or premature election to full professor according to Article 34 of Habilitation Rules of Nova Univerza.</li> <li>• Extension of habilitation to part of UBT academic staff (bearing in mind that UBT is now the new owner of ESLG).</li> </ul>	<ul style="list-style-type: none"> <li>• The recognition of PhD diplomas of Nova Univerza for PhD candidates takes lots of time at Kosovo NARIC due to bureaucracy of Kosovo NARIC in order for the staff to be used in the future.</li> <li>• Academic staff may switch to public universities in Kosovo, which have much easier requirements for granting academic titles, including University of Prishtina and the titles received at ESLG through Nova Univerza may seem difficult for the staff, unless a good motivational package is offered by ESLG and new owner UBT.</li> </ul>
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*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 Rector ensures that mechanisms for the allocation of workloads are approved and implemented in the Department of Real Estate and program under evaluation 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 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 takes 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 is also responsible to ensure that as part of the Annual Development Planning Process, a staff members' current and proposed workload is reviewed. Information about the workload allocation 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 Pedagogical Activity of Points Book of Nova Univerza Slovenia under Habilitation Rules for the purposes of promotion of staff to higher titles.

## SWOT analysis against Standard 3.7

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• The rule is that not more than three courses per semester are allocated to full-time staff to allow for research activity to be performed;</li> <li>• The teaching workload for full time staff is made easier through assignment of teaching and research assistant for each course leader;</li> </ul>	<ul style="list-style-type: none"> <li>• The bearer of the program is given a more teaching workload and that poses a difficulty for him to work for the title of Full professor, which requires lots of research. This is not because of the Workload Policy but because of his narrow specialization in the field of real estate for covering very peculiar specialized courses within the master study program;</li> </ul>
	OPPORTUNITIES	THREATS
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Development of new staff from among PhD graduates (two to be expected to graduate at Nova Univerza after their expected defence this year) who will balance the number of courses covered by the Bearer of the Program</li> </ul>	<ul style="list-style-type: none"> <li>• The recognition of PhD diplomas of Nova Univerza for PhD candidates takes lots of time at Kosovo NARIC due to bureaucracy of Kosovo NARIC in order for the staff to be used in the future and this may prolong the hiring of these PhD graduates to balance this workload of the Bearer of the Program so he can pursue the full professorship in the short-term period.</li> </ul>

*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 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 Performance and Development Policy.

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 Commission 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) 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.

### SWOT analysis against Standard 3.8

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Very modern rules of evaluation taken in part by UBT and in part by Nova Univerza Slovenia;</li> <li>• The performance review of staff takes into account the evaluation from students, from peers and superiors;</li> <li>• The performance review under pedagogical activity gives considerable weight to the Constructive and Critical Learning Outcomes Matrix Achievement Self-Assessment by the staff member;</li> </ul>	<ul style="list-style-type: none"> <li>• Staff not being sufficiently self-critical when performing Learning Outcomes Matrix Achievement Self-Evaluation;</li> </ul>

	<ul style="list-style-type: none"> <li>The research activity criteria for promotion to higher titles are quite high for Kosovo standards;</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>Creating the standards for Self-Criticism, which are positively reinforced;</li> </ul>	<ul style="list-style-type: none"> <li>Discrepancies between Staff Self-Appraisal, Student Appraisal, and Annual Course and Program Review at the Quality Assurance Committee;</li> </ul>

*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 is 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;

### **SWOT analysis against Standard 3.9**

<b>Kosovo Accreditation Agency Manual Standard</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<i>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of</i>	<ul style="list-style-type: none"> <li>Three types of quality assurance procedures take place at ESLG and program under evaluation;</li> </ul>	<ul style="list-style-type: none"> <li>Individual development plans sometimes do not look at self-development of the staff from a critical</li> </ul>

<i>learning materials.</i>	<ul style="list-style-type: none"> <li>Individual development plans becoming an integral part of Staff Development Plan;</li> </ul>	point of view and do not reflect the real needs for improvement of the staff;
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.</i>	<ul style="list-style-type: none"> <li>Creating a positive reinforcement culture for the staff that is self-critical in the drafting of Individual Development Plans;</li> <li>International professors within the program can influence the Kosovar academic staff to be self-critical in the drafting of Individual Development Plans;</li> </ul>	<ul style="list-style-type: none"> <li>The Kosovar culture not to be too self-critical;</li> </ul>

*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;

### SWOT analysis against Standard 3.10

<b>Kosovo Accreditation Agency Manual Standard</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>Use of these professors in advisory roles;</li> <li>Two of professors after reaching a retirement age became part time professors but were used in advisory roles within the Faculty in quality improvement, curriculum development, theses mentorship;</li> </ul>	<ul style="list-style-type: none"> <li>No clear policy as to what age the part-time professors can be used after age of 65</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time</i>	<ul style="list-style-type: none"> <li>Using these professors in mentorship roles for younger academic staff especially in pedagogical skill development;</li> </ul>	<ul style="list-style-type: none"> <li>The discrepancies in the ways of thinking as to what pedagogical model is the best originating due to age difference between</li> </ul>

<i>teachers.</i>	<ul style="list-style-type: none"> <li>• Creating an age diversity culture as an added value of the program where different generations can work together towards quality improvement in higher education;</li> </ul>	after 65 part time professors and younger academic staff;
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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 their 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 in the category of pedagogic activity under the Points Book.

## 5. EDUCATIONAL PROCESS CONTENT

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

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

present program can manage projects in energy efficiency in buildings and sustainable refurbishment.

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

## SWOT analysis against Standard 4.1

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• The study program modelled on developing a professional qualification of real estate manager that is capable of running construction, infrastructure, and energy projects;</li> <li>• One of key competencies of the program is real estate appraisal opening the doors for independent licensed appraiser's profession or working for banking and finance industry in the securitization of collateral;</li> <li>• Development of sustainability persona within the future elite managers of construction industry is a direct contribution to the local and global society;</li> <li>• Not only energy efficiency but also the embodied energy and embodied carbon calculation are important skills that are gained in the program.</li> </ul>	<ul style="list-style-type: none"> <li>• The skills of smart and sustainable cities are not included as a separate competency to be developed with the future elite leaders of construction industry so they can know how to contribute to resilient, sustainable, and smart cities in the future.</li> </ul>



	<ul style="list-style-type: none"> <li>The real estate professional arising from this program is equipped with knowledge and skills as how sustainability can add value to a real estate development project;</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>Include as a separate learning outcome development of a skill in how the real estate managers can contribute to resilient, smart, and sustainable cities in Kosovo;</li> </ul>	<ul style="list-style-type: none"> <li>Resilient, smart, and sustainable cities require significant awareness raising among all stakeholders involved in construction industry and for such a skill to be applied in practise may take some time in the future;</li> </ul>

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

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

For the purpose of developing problem-solving skills case-studies, project work, problem-based learning and simulated learning is included. Real life scenarios are simulated within the class or as Take-Home assignments. In addition, Monte Carlo simulations, sensitivity



analysis, and probability theory are taught in order to further develop the skill of problem solving and decision-making of elite real estate managers by eliminating mental error biases that occur in decision-making. Site visits to construction and infrastructure sites are important features to teach students about different phases of construction and infrastructure projects. Opportunities for interactive learning are reinforced through project-based learning, case study analysis, group work, and project learning through software electronic aides. The use Thermal Camera equipment for energy audits in the field is an opportunity to develop further team skills of students. Our emphasis on practical and relevant industry knowledge is a key feature of educational programs. Development of sustainability persona within the future real estate managers is also a key feature of the program under evaluation.

## SWOT analysis against Standard 4.2

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Research-based teaching;</li> <li>• Problem-solving skills;</li> <li>• Real life scenarios;</li> <li>• Use of Monte-Carlo simulations, sensitivity analysis, and probability theory to bring decisions for expensive housing and commercial real estate projects;</li> <li>• Development of sustainability persona;</li> <li>• Site visits;</li> <li>• Interdisciplinary activity;</li> </ul>	<ul style="list-style-type: none"> <li>• Minor abuses during Take Home assignments and slacking from lazy students in the group work;</li> </ul>
	OPPORTUNITIES	THREATS
<p><i>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</i></p>	<ul style="list-style-type: none"> <li>• Professors should be taught a skill how to notice slacking within the group work;</li> <li>• Minor abuses in take home exams can be eliminated by group case study assignments with different questions for each group so each group can tackle a real estate phenomenon from a different perspective;</li> <li>• Introducing the method of groups giving feedback to other groups and being used as assessors under the</li> </ul>	<ul style="list-style-type: none"> <li>• Tendency of groups to provide favourable and not critical feedback to other groups;</li> </ul>

<i>of teaching and learning.</i>	guidance of the course bearer. Such an assessment and learning method is used at Graceland University;	
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*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:

- Understand the scope of the real estate industry, and laws, rules and regulations of the industry;
- Understand how architectural designs and sustainable building materials can add value to real estate by saving energy;
- Understand how each real estate development and infrastructure project can impact in different forms on sustainable urban design;
- Understand main steps of entrepreneurship in real estate development projects and critically asses public-private partnerships;
- Understand and asses critically the system of real estate registration in cadastre and Immovable Property Rights Register;
- Apply appraisal methodology of different categories of real estate assets for various purposes (expropriation, court-decisions, bank collateral, insurance companies);
- Implement sustainable facility management during the operation phase of buildings;
- Apply Monte Carlo simulations, sensitivity analysis and probability distribution in forecasting real estate prices in the construction sector in Kosovo and also decision-making in real estate development projects;

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.

### **SWOT analysis against Standard 4.3**

<b>Kosovo Accreditation Agency Manual Standard</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<i>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,</i>	<ul style="list-style-type: none"> <li>• Clear, succinct and realizable program learning outcomes;</li> </ul>	<ul style="list-style-type: none"> <li>• No defined learning outcome of applying the concepts of resilient, smart, and sustainable cities during real estate and infrastructure development designs;</li> </ul>

<p><i>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.</i></p>		
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Add a new program learning outcome, which was not part of the previous re-accredited program by adding one or few courses on smart and sustainable cities;</li> </ul>	<ul style="list-style-type: none"> <li>• The tendency may not be approved by the External Evaluators of KAA;</li> </ul>

*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.

*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.*

Not applicable. However for master and doctoral students enrolling in a program with the language of instruction Albanian pursuant to Administrative Directive QRK 03/2018 on

Foreign Languages, candidates are required to have the B1 certificate of language proficiency in one of the following languages: English, Albanian, German, or Spanish.

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

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

## SWOT analysis against Standard 4.6

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Informative sessions on program learning outcomes at admission and before commencement of academic year;</li> <li>• Informative sessions on course intended learning outcomes by each course bearer before the commencement of the course;</li> <li>• Informative sessions are part of Learning Outcomes Matrix Achievement Self-Assessment conducted by each professor on the course and program level;</li> </ul>	<ul style="list-style-type: none"> <li>• The informative sessions so far have been comprehensive and have included issues such as programme itself, assessment specifications, assessment regulations, available student supports, code of conduct, student complaint and disciplinary procedures, deferral information, and other such important information and no informative session is held specifically on achievement of learning outcomes on a program level;</li> </ul>

	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Organize a several learning outcomes focused informative and support sessions by the Rector;</li> <li>• Deliver video tutorials on explanation of how program learning outcomes can be achieved on a program and course level and how they develop the professional persona in students;</li> </ul>	<ul style="list-style-type: none"> <li>• Video tutorials on description, assistance, and support on achievement of learning outcomes on a course level requires server storage space;</li> </ul>

*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 research-based teaching approach, case studies, project work, problem-based learning, simulations, and interdisciplinary activity. Visits to construction and infrastructure project sites and energy and facility management condition surveys of existing buildings are important features of the teaching and learning process. Opportunities for interactive learning are reinforced through research-based learning, project-based learning, case study analysis, site visits, group work, condition surveys, and application of software in analyzing various real estate phenomena.

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 application of interdisciplinary activity in various courses across different disciplines taught by different professors has not taken place yet 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.

## SWOT analysis against Standard 4.7

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>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</i>	<ul style="list-style-type: none"> <li>• Competency based approach with the emphasis on students' development;</li> <li>• Research-based learning the core component of the program;</li> <li>• Interdisciplinary activity included as a novice in the program and tested in interrelated courses with the same professor;</li> </ul>	<ul style="list-style-type: none"> <li>• Interdisciplinary activity has not taken place in various courses representing different disciplines of the program taught by different professors;</li> </ul>
	OPPORTUNITIES	THREATS
<i>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</i>	<ul style="list-style-type: none"> <li>• Organise a pilot testing of Interdisciplinary Activity in various courses of different disciplines;</li> </ul>	<ul style="list-style-type: none"> <li>• Requires tremendous coordination between course bearers of different disciplines;</li> </ul>

*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 by the Study Rules. During an exam the overall knowledge acquired in the course of the teaching process and represented by a single course is tested. Exams are obligatory for all the mandatory and elective courses and are held either In Class or Take Home. Take Home Exams is case study based and includes the Warning that in the event of copying and cheating the student will not only fail the class but also can be suspended depending on the level of violation. 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.

The program is completed by passing all the required exams and by completing and defending the master thesis. Student graduation is conditional upon meeting all course requirements of the mandatory and the elective courses and has attained the required ECTS. 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 provides the necessary comments and remarks. The candidate is responsible then to address the comments and remarks of the Thesis Evaluation Committee. If the candidate successfully addresses the comments and remarks of Thesis Evaluation Committee, 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 master thesis is set. Upon successfully completing all the exams and having met all the course requirements including the production and presentation of the master thesis, each student is conferred the degree.

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.

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	60-69	D



	practicing the profession		
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

Colloquium is aimed at testing of the acquired knowledge of didactic/logical skills within the course. Colloquium is organised during courses with an aim to ensure the continuous work of a student and continuous ranking of the results achieved by the student. The decision on the number of the colloquiums shall be brought by Course Bearer. The Colloquium is taken in writing and can be in the form of Take-Home Exam or In Class Examination with essay questions or analytical questions based on a case study or several mini case studies. The colloquium can also be used to test a skill, hence can be in the form of project work, research assignment or other field work.

The final examination in the specific course does not depend on other course pre-examination obligations. The final examination is offered to all students and has a certain number of points as outlined in the course syllabus. The Faculty makes available to the students the content, scope and level of knowledge and skills that will be tested on the final examination, including the list of the recommended textbooks, manuals and additional literature. Questions for final test are formulated based on the content of the recommended textbooks and delivered courses. The Final Examination Review Session is held by each course bearer after the completion of lectures in each specific subject. The final examination can be in the form of Take-Home Exam with case studies and analytical questions related to case studies or In Class Examination with essay questions. The Final Examination can also be in the form of Research Based Assignment with the specific research question asked by the course bearer. The research-based examination can be an original research containing scientific methods or it can be a conceptual paper addressing only theoretical framework and literature review.

## SWOT analysis against Standard 4.8

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are</i>	<ul style="list-style-type: none"> <li>Student assessment mechanisms are fair and equitable and they are designed to ensure the achievement of certain program learning outcomes and is competency based;</li> <li>Student assessment methods</li> </ul>	<ul style="list-style-type: none"> <li>No comprehensive examination in the end of program in addition to master thesis that covers all courses of the program;</li> </ul>

<p><i>clearly communicated to students at the beginning of courses.</i></p>	<p>are communicated clearly to students at the beginning of the course through a course syllabus;</p> <ul style="list-style-type: none"> <li>• The program is completed with the production and defence of master thesis upon a thorough conceptual review by Thesis Committee and Technical and Plagiarism Control by Technical Office;</li> <li>• Final examinations can be take-home or in class examinations either research-based or final examinations with essay questions;</li> <li>• 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;</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Organization of Final Comprehensive Exam to be included in the end of the program;</li> </ul>	<ul style="list-style-type: none"> <li>• The program is interdisciplinary and it is challenging to decide which main disciplines could be in the Final Comprehensive Exam of the Program;</li> </ul>

*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 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.

## SWOT analysis against Standard 4.9

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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</i></p>	<ul style="list-style-type: none"> <li>• The Examination Registry and examination applications are administered using the Electronic Grading System (EGS);</li> <li>• The student has the right to accept the passing grade or seek cancellation of passing grade up to three times (if the</li> </ul>	<ul style="list-style-type: none"> <li>• No regulatory safeguards as to whistle blowers for violation of norms by professors and students</li> </ul>

<p><i>consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.</i></p>	<p>student does not have objections to examination procedure);</p> <ul style="list-style-type: none"> <li>• If the student has objections to examination procedure can file a request for examination before the Examination Board.</li> <li>• Violation of norms by professors and students can be addressed before the Department's Disciplinary and Ethics Committee.</li> <li>• The decision of Department's Disciplinary and Ethics Committee can be appealed before the ESLG's Disciplinary and Ethics Committee.</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Introducing safeguards in the Study Rules for whistle blowers for corruptive and violation of norms by professors and students;</li> <li>• False accusations also should be punished;</li> </ul>	<ul style="list-style-type: none"> <li>• False cases of whistle blowing if this process is not administered successfully creating a huge backlog of cases before the Disciplinary and Ethics Committee of ESLG.</li> </ul>

*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.*

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 research, project work and Interdisciplinary Activity. 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 research assignments, the feedback is immediately to the student or group of students, whereas comments and remarks are provided to the research assignments and students have the ability to address these comments in order to achieve a better grade. The professor comments the drafts of research up to two times and the third version is graded. 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 either the second draft or the third draft of the research paper is graded. This system also simulates the peer review method of article publication in journals.

Another dimension is providing effective pedagogical skills and training for professors at UBT mother institution IDEAA Institute of UBT – Institute for Development of Education and Academic Affairs or co-sponsor another pedagogical skills development and training at another Training Institute of professors’ choosing.

Pedagogical skills training for professors covers the following topics: student-centred learning, curriculum design, writing learning outcomes, lesson planning, design and delivery, group learning, problem based and project-based learning, using electronic teaching aides, Interdisciplinary Activity, and Assessment and integrating key skills into the curriculum.

## SWOT analysis against Standard 4.9

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Mentorship by Teaching Assistants per student group or per course on research and Interdisciplinary Activity;</li> <li>• Feedback provided by professors on research up to two times and simulates the peer review article publication in journals;</li> <li>• Exam Preparation Activity within the course by the course bearer;</li> <li>• Exam preparation activity workshop;</li> <li>• Skill development and training opportunity for professors at mother institution UBT’s Training</li> </ul>	<ul style="list-style-type: none"> <li>• Non-inclusion of the clause in the rules which would make it mandatory for professors to comment twice upon the draft of research assignment of the study group to resemble the peer review system.</li> </ul>

	Institute;	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Include this clause as a rule in the Study Rules of College ESLG to comment twice on the research assignment or assignment to give the chance to the group or individual student to improve and learn from mistakes in order to achieve the high average group GPA per course;</li> <li>• To hire more Teaching Assistants to serve as mentors in the mentorship programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing feedback to students twice may increase the workload of the professor, hence some of them may not be able to focus on their real research work.</li> <li>• The workload of professors in this case can be alleviated with Teaching Assistants allocated for each course;</li> </ul>

*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.

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

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

The practical work is primarily organised in cooperation with construction companies and companies in the field of real estate appraisal. The institution has an Agreement of Cooperation with several companies from the construction and infrastructure sector for the practical placement of students. The practical placement is not obligatory but it is encouraged for students.



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

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

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

## Curriculum Overview

Year I						
Semester I			Hours/ weeks			
No	M/ E	Subjects	L	E	ECTS	Lecturer
1	M	Law of property and infrastructure	2	2	6	Dr. Christian Seidel
2	M	Academic writing and research methods	2	2	6	Assoc. Prof. Dr. Visar Hoxha
3	M	Sustainable Architecture	2	2	6	Dr. Elvida Pallaska
4	M	Sustainable urban design	2	2	6	Dr. Elvida Pallaska
5	E	Sustainable facility management	2	2	6	Assoc. Prof. Dr. Visar



						Hoxha
7	E	Economics of real estate	2	2	6	Dr. Mersiha Kacamakovic
8	E	Real estate policies in European Union	2	2	6	Dr. Veli Lecaj
	E					
30						
<b>Semester II</b>						
<b>No</b>	<b>M/E</b>	<b>Subjects</b>	<b>L</b>	<b>E</b>	<b>ECT S</b>	<b>Lecturer</b>
8	M	Sustainable building materials	2	2	6	Assoc. Prof. Dr. Visar Hoxha
9	M	Energy buildings	2	2	6	Assoc. Prof. Dr. Visar Hoxha
10	M	Entrepreneurship in real estate	2	2	6	Assist. Prof. Dr. Islam Hasani
11	M	Quantitative Investment Techniques	2	2	6	Assoc. Prof. Dr. Sabri Sadiku
12	E	Theory of probability in real estate	2	2	6	Assoc. Prof. Dr. Sabri Sadiku
13	E	Real estate development	2	2	6	Dr. Mersiha Kacamakovic
18	E	Execution of innovative projects in public and private sector	2	2	6	Assist. Prof. Dr. Islam Hasani
30						
<b>Year II</b>						
<b>Semester III</b>						
<b>No</b>	<b>M/E</b>	<b>Subjects</b>	<b>L</b>	<b>E</b>	<b>ECT S</b>	<b>Lecturer</b>
16	M	Registration of real estate	2	2	6	Dr. Hazer Dana
17	M	Valuation of real estate	2	2	6	Assoc. Prof. Dr. Visar Hoxha
18	E	Municipal infrastructure	2	2	6	Assoc. Prof. Dr. Visar Hoxha
19	E	Partnership in real estate: Negotiation of agreements in development phase	2	2	6	Dr. Mersiha Kacamakovic, Assist. Prof. Dr. Arzu Tuncer
20	E	GIS in real estate	2	2	6	Dr. Hazer Dana
21	E	Energy infrastructure	2	2	6	Assoc. Prof. Dr. Visar Hoxha
22	E	Intellectual property rights in real estate	2	2	6	Assist. Prof. Dr. Sirri Duger
23	E	Massive valuation of real estate	2	2	6	Assist. Prof. Dr. Islam Hasani
24	E	Financial analysis of real estate investments	2	2	6	Dr. Mersiha Kacamakovic
25	E	Telecommunications Infrastructure	2	2	6	Assoc. Prof. Dr. Visar Hoxha

						30
<b>Semester IV</b>						
<b>No</b>	<b>M/ E</b>	<b>Subjects</b>	<b>L</b>	<b>E</b>	<b>ECT S</b>	<b>Lecturer</b>
23	M	Diploma thesis	2	10	30	
						30

## 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 Graduate Studies. All applicants within the enrolment quotas for full-time students, who have completed university studies and have the grade point average during university studies of at least 7.5 (in the scale from 5.0 to 10.0). The requirement of the GPA shall be waived, if the student has working experience within the competencies of the program of more than three years, which is evidenced by relevant CV and other evidences to prove the working experience. The Regulation on Graduate Studies of College ESLG determines which university studies are appropriate for enrolment in the study program as a transfer student from other programs in other accredited colleges and universities in Kosovo and abroad. Admission to the study is performed on the basis of a public call and review of type of university studies, GPA, and working experience of the candidate within sectors of competencies of the program in the event there are more applicants than the study places available within the program. Since the program is interdisciplinary program the Regulation on Graduate Studies provides that all university graduates can enrol in the program should they fulfil the requirements of grade point average during university studies. In the event the Committee must select between candidates, the candidates who have better GPA and professional working experience within the competencies of the program have the priority of selection. Based on the results of the examination of applicants' success during university studies, the Commission creates a ranking list determining which candidates have become entitled to enrol on the basis of the results achieved with points. The requirements for selection are: a) type of diploma of university studies (students from Law, Architecture, Civil Engineering, Mechanical Engineering, and Management Studies have a priority and gain more points) 25 %; b) Grade Point Average 50 % and c) previous professional working experience in the competencies of the program 25 %. The requirement for admission is also that the candidate must have the B1 language examination according to Administrative Instruction QRK 03/2018 on Foreign Languages for admission to master studies in one of the languages English, German, French or Spanish.

### SWOT analysis against Standard 5.1

<b>Kosovo Accreditation Agency Manual Standard</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
	<ul style="list-style-type: none"> <li>The regulation is very clear and succinct regarding</li> </ul>	<ul style="list-style-type: none"> <li>Candidates from Civil Engineering,</li> </ul>

<p><i>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.</i></p>	<p>admission to master study program under evaluation;</p> <ul style="list-style-type: none"> <li>• The regulation gives the priority to following of undergraduate study fields: management of real estate and infrastructure (BA), law, management, architecture, civil engineering, and mechanical engineering in the event there are more applicants than study places available;</li> <li>• In the event candidates poses extensive working experience in the sectors that are related to the competencies of the program, the condition of GPA shall be waived;</li> <li>• There is no age limitation regarding admission;</li> <li>• Female students are encouraged to apply;</li> </ul>	<p>Architecture, Mechanical Engineering have lower GPA than candidates from Law, Economy, and Management fields since the previous undergraduate fields are more technical and students usually have lower average GPA.</p>
	<p><b>OPPORTUNITIES</b></p>	<p><b>THREATS</b></p>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• To define the weight of GPA gained in technical studies and GPA gained in social sciences and include it in the Regulation;</li> <li>• Examples of other universities should be used;</li> </ul>	<ul style="list-style-type: none"> <li>• Since the maser program is interdisciplinary and undergraduate students of different fields can enrol it is challenging to define exact weight of GPA gained in technical versus GPA in social sciences;</li> </ul>

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

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

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

One of the issues of utmost importance at Department of Real Estate at College ESLG is the offering of equal opportunities for quality studies and assistance to students therein. The services of the program under evaluation are student-centred and tailed towards meeting the needs of the contemporary learner. The Department of Real Estate and the program under evaluation use the Competency Based Approach in curriculum development. One of the key competencies that the program under evaluation promotes and develops is 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 Commission 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 in order to achieve the key learning outcomes of the program (general and specific). Opportunities for interactive learning are reinforced through project-based learning, case study analysis, group work and individual and group-based research. The use of these teaching methods is enabled by a favourable teacher-student ratio. Our emphasis on practical and relevant industry knowledge, research and innovation, and project-based group work are key features of the master program under evaluation. In some of the courses the Socratic method of teaching is used when the readings and case studies are given to students beforehand in order to be discussed in the class and the whole teaching class is based on interaction with students based on previous analysis of case studies given beforehand.

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 included that 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.

## SWOT analysis against Standard 5.3

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.</i></p>	<ul style="list-style-type: none"> <li>• The favourable teacher-student ratio;</li> <li>• The groups are dimensioned to encourage research-based learning and interactive learning;</li> <li>• Teaching assistants assist professors in the class to pursue case study-based approach in lectures and pursue interactive learning;</li> <li>• Site visits and use of equipment and software to pursue interactive learning;</li> </ul>	<ul style="list-style-type: none"> <li>• So far, the interdisciplinary activity has been used only in three interrelated courses taught by the same professor: Sustainable Facility Management, Sustainable Building Materials, and Energy Buildings.</li> </ul>
	OPPORTUNITIES	THREATS
<p><i>Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.</i></p>	<ul style="list-style-type: none"> <li>• Include other courses in the Interdisciplinary Activity;</li> <li>• The assessment of Interdisciplinary Activity by a Panel of Professors including experts from the industry where students with one Interdisciplinary Activity meet the requirements of all courses included in the Activity and are assessed by the Panel of Bearers of these Courses including experts from the industry. This practise is used at NTNU but only on a per course basis and not in several courses all at once.</li> </ul>	<ul style="list-style-type: none"> <li>• Reluctance by members of industry to participate in such modern assessment methods;</li> </ul>

*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 research, project work and Interdisciplinary Activity. 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 research assignments, the feedback is immediately provided to the student or group of students, whereas comments and remarks are provided to the research assignments and students have the ability to address these comments in order to achieve a better grade. The professor comments the drafts of research up to two times and the third version is graded. 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 either the second draft or the third draft of the research paper is graded. This system also simulates the peer review method of article publication in journals.

## SWOT analysis against Standard 5.4

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.</i>	<ul style="list-style-type: none"> <li>• Mentorship by Teaching Assistants per student group or per course on research and Interdisciplinary Activity;</li> <li>• Feedback provided by professors on research up to two times and simulates the peer review article publication in journals;</li> <li>• Exam Preparation Activity within the course by the course bearer;</li> <li>• Exam preparation activity workshop;</li> </ul>	<ul style="list-style-type: none"> <li>• Not all professors observe the rule of commenting twice upon the draft of research assignment of the study group to resemble the peer review system. They observe the rule of commenting and remarking the research but don't do it twice.</li> <li>• This rule is a best practise taken from MIT and Harvard Business School and is not included in the Study Rules of ESLG.</li> </ul>
	OPPORTUNITIES	THREATS
<i>Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for</i>	<ul style="list-style-type: none"> <li>• Include this clause as a rule in the Study Rules of College ESLG to comment twice on the research assignment or assignment to give the chance to the group or individual student to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Providing feedback to students twice may increase the workload of the professor, hence some of them may not be able to focus on their real research work.</li> </ul>



<i>assistance if needed</i>	<p>and learn from mistakes in order to achieve the high average group GPA per course;</p> <ul style="list-style-type: none"> <li>• To hire more Teaching Assistants to serve as mentors in the mentorship programme.</li> </ul>	
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*Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.*

Student’s 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 or Take Home. Take Home Exams is case study based and includes the Warning that in the event of copying and cheating the student will not only fail the class but also can be suspended depending on the level of violation. 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 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.

## SWOT analysis against Standard 5.5

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.</i>	<ul style="list-style-type: none"> <li>• Examinations held in Class or Take Home depending on the nature of the course;</li> <li>• Take Home Examinations include the warning of failing the class or semester suspension if the grave cheating and copying from others is noticed;</li> <li>• Forms of examinations and</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of Comprehensive Examination in the end of all studies in addition to defence of master thesis. The Comprehensive Exam is used for some high-quality study programs delivered at Georgetown University and are part of Graduate Study Rules.</li> </ul>



	<p>assessment methods are determined by the Senate and are part of course syllabus;</p> <ul style="list-style-type: none"> <li>• Forms of examinations are determined based on the nature of the course to achieve the learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Grading System is from 5.0 to 10.0 unlike some prestigious universities which have only A and Bs in their grading system.</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.</i></p>	<ul style="list-style-type: none"> <li>• Introduction of clause in the Study Rules where Comprehensive Examination would become mandatory and students can take it up to three times. If they fail, they can fail all the program altogether;</li> <li>• For the purpose of increasing the quality of studies, the review of the opportunity to introduce the grading system from 8.0 to 10.0 only and whoever receives the grade below 8.0 he/she will fail the course. Student feedback must be taken before any introduction of such system.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are used to 5.0 to 10.0 Grading System in other public universities and colleges in Kosovo; hence they may be resistant to this Grading System in the program under evaluation.</li> </ul>

*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, learning difficulties, 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 and Regulation on Graduate Studies 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, learning difficulty, participation in sports, cultural, and scientific national and international competitions, and post-birth period).

## SWOT analysis against Standard 5.6

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• The Study Rules provide for special treatment in both meeting the requirements of the course, and deadlines for examinations and other requirements for students with disabilities, learning difficulties, and students with serious illness, post-natal female students;</li> <li>• Regulation on Graduate Studies also provides for special circumstances in transitioning from one year to the other year in the event of special situations of students.</li> <li>• The Rules also offer special treatment in assessment, examination, and other support for students that are engaged in important cultural, sports, or scientific competitions that result in important national and international awards.</li> </ul>	<ul style="list-style-type: none"> <li>• No clear definition in the Study Rules and Regulation on Graduate Studies as what category of participation in national and international sports, cultural, and scientific competitions deserves special treatment.</li> </ul>
	OPPORTUNITIES	THREATS
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Definition of specific categories of national and international award sports, cultural, and scientific competitions in the Study Rules and Regulation on Graduate Studies.</li> </ul>	<ul style="list-style-type: none"> <li>• If the bar on student participation in sports, cultural and scientific competitions is too high, it may discourage students to participate in scientific competitions and this can have an adverse effect on innovation.</li> </ul>

*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 Assurance Committee 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.

## SWOT analysis against Standard 5.7

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Student completion rates are kept, stored and analysed for all courses as part of quality assurance of student assessment methods quality assurance related to monitoring of program and continuous quality improvement of the program;</li> <li>• Examination applications and examination registries are kept indefinitely and other colloquium and mid-term examination registries are kept for three years.</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic grading system does not possess any module for statistical analysis of results. Instead data need to be exported and then further analysed with SPSS and other statistical methods.</li> <li>• No module in Electronic Grading System to maintain and keep all the records of colloquium and other mid-term examinations. Only final grades can be recorded in the system.</li> </ul>

	OPPORTUNITIES	THREATS
<i>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.</i>	<ul style="list-style-type: none"> <li>• Development of statistical analysis module within the Electronic Grading System, which can be available to students to compare their progress against the study group and against the whole program, which can be easily exported as a presentation to all stakeholders.</li> <li>• Development of mid-term, colloquium, and other activity grading records module, with statistical quantitative analysis capability of how well students did in what particular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of modules with statistical analysis capabilities is costly but beneficial.</li> </ul>

*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 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. The ESLG operates the plagiarism detection software (Turnitin) to detect potential violations, and the same software is operated also by Nova Univerza in Slovenia. Diploma theses are also checked by the Technical Office operated by an administrator at ESLG in Kosovo and Office in Slovenia. The rules on written assignments are regulated by the Instructions on Written Work, which have been adopted from Nova Univerza Instructions and adapted to Kosovo circumstances.

## SWOT analysis against Standard 5.8

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>Standard 5.8. Effective procedures are being used to ensure that work submitted by students is</i>	<ul style="list-style-type: none"> <li>• Plagiarism software operated for diploma theses;</li> <li>• Diploma theses are checked twice by office in Kosovo</li> </ul>	<ul style="list-style-type: none"> <li>• Technical double control is performed only for diploma theses and not for all written</li> </ul>

<i>original.</i>	<p>and Technical Office and Librarian Office in Slovenia.</p> <ul style="list-style-type: none"> <li>• Diploma theses are also published electronically in COBISS system in Slovenia.</li> <li>• Students are obliged to sign a declaration form of original written work and also are obliged to hire an independent language editor;</li> <li>• Student thesis is first registered as a diploma topic with the project proposal and the same topic cannot be written twice.</li> </ul>	<p>assignments. For course written assignments, the responsibility lies with courses professors;</p>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.</i>	<ul style="list-style-type: none"> <li>• Hire more staff for double control at ESLG and Nova Univerza for all written assignments also within the coursework.</li> <li>• Introduce a clause in Study Rules, which provides that every written course assignment must be stored and recorded in Library System called COBISS;</li> </ul>	<ul style="list-style-type: none"> <li>• Storing more data of written assignments may be limited in COBISS per institution, hence a university publication library system must be established as a copy of COBISS (National Slovenian System).</li> </ul>

*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.*

Students receive an induction session prior to the commencement of each academic year. The Rector delivers the induction session, whereby students are informed about general and programme specific information, including the expected programme learning outcome, educational content, timetable, the assessment schedule, and overview of the subjects being delivered that semester as well as the teaching and learning strategies. The students are also informed about these aspects during admission. The student receives information on the assessment regulations, available student supports, code of conduct, student complaint and disciplinary procedures, and other important information.

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. Violating of academic norms of behaviour shall be a base for initiation of the proceedings before the department's Disciplinary and Ethics 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.

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.

## SWOT analysis against Standard 5.9

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Students are informed with induction courses and available regulations online;</li> <li>• The pre-emptive aspect of misconduct is positively reinforced and repeated throughout the course, course activities, and course examinations. Students with good conduct are formally recognized before all student body for positive reinforcement of such an attitude and behaviour.</li> <li>• No cases of invoking Examination Board right by the part of students of master program.</li> </ul>	<ul style="list-style-type: none"> <li>• No scholarships were provided as a form of positive reinforcement for fair players but only to excellent graders;</li> </ul>
	OPPORTUNITIES	THREATS
<p><i>Standard 5.9. Students’ rights and obligations are made publicly available, promoted to all those</i></p>	<ul style="list-style-type: none"> <li>• To increase positive reinforcement of good conduct with awards in form of partial scholarships to fair players.</li> </ul>	<ul style="list-style-type: none"> <li>• Not sufficient budget for full scholarships to positively reinforce the attitude of good conduct and fair play in the</li> </ul>



<i>concerned and enforced equitably; these will include the right to academic appeals.</i>	<ul style="list-style-type: none"> <li>• Include the fair player category in the Regulation on Award of Scholarships and Financial Aid;</li> </ul>	educational process.
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*Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.*

General transfer requirement for students from other programs are as follows: All applicants must have undergraduate studies completed and the program content from which a student seeks transfer must correspond to the program content of the Faculty to which transfer is required, its total number of ECTS credits or to its overall course load. The transfer and recognition of courses takes place on a course by course basis and the content of each course transferred for recognition is compared against learning outcomes, ECTS load, and course content (described by the course syllabus) of study program 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 Graduate Studies Admission and Transfer specifies the transfer requirements to second year of master 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 candidates are reviewed by the Study Committee, which decides on the recognition of ECTS credits for those courses which content in terms of ECTS load, learning outcomes, and course content corresponds with the courses of the program under evaluation.

## SWOT analysis against Standard 5.10

<b>Kosovo Accreditation Agency Manual Standard</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<i>Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.</i>	<ul style="list-style-type: none"> <li>• Study program is interdisciplinary and students from study programs of management, economy, architecture and civil engineering can transfer and have their courses recognized;</li> <li>• Transfer to the study program of Nova Univerza possible and regulated with the Agreement on Transfer and Recognition of Credits between ESLG and Nova Univerza;</li> </ul>	<ul style="list-style-type: none"> <li>• The Regulation on Graduate Studies Admission and Transfer is general as far as transfers from abroad are concerned. It says from the foreign accredited study programs. It does not specify from which accreditation bodies the programs of real estate management must be accredited. It must specify from accreditation authorities</li> </ul>



		from ENQA and EQAR; <ul style="list-style-type: none"> <li>• The Regulation is not specific on the transfer from executive programs on real estate management, which are delivered as professional programs in many prestigious universities;</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.</i>	<ul style="list-style-type: none"> <li>• To specify further the Regulation as far as transfer from foreign institutions is concerned, accreditation bodies, and possibility to transfer from foreign graduate professional programs to the academic program under evaluation;</li> </ul>	<ul style="list-style-type: none"> <li>• ENQA and EQAR can limit the foreign institutions from which the foreign incoming transfer students may come and does not address the requests that may come from other developing countries whose accreditation bodies are not members of ENQA or EQAR;</li> </ul>

*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 in Kosovo and Slovenia (Nova Univerza), which is provided continuously since 30 ECTS credits are allocated to the master diploma thesis.

## SWOT analysis against Standard 5.11

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>Standard 5.11. Academic</i>	<ul style="list-style-type: none"> <li>• Three phases of tutoring and</li> </ul>	<ul style="list-style-type: none"> <li>• More flexible tutoring</li> </ul>

<i>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.</i>	consultations; <ul style="list-style-type: none"> <li>• Special tutoring and consultations on diploma theses drafting and research;</li> </ul>	and consultations schedule to adapt more to student needs;
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Predictable and fixed scheduled consultations and tutoring;</li> </ul>	<ul style="list-style-type: none"> <li>• Class schedule of students may clash with fixed consultations and tutoring;</li> </ul>

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 to monitor the progress of individual students with assistance and/or counselling to those facing difficulties. Year to year progression rates and program completion rates are monitored and analyzed to identify and provide assistance to any categories of students who may be having difficulties.

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

Performance indicator 5.3. Grading of student's 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; they receive full induction sessions. The research activity is given considerable weight within each course of the 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.), are provided, as well as subject-related and interdisciplinary guidance.

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 emotion 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 UBT and International Office at Nova Univerza 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. 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 continuing 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.

## 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, stimulate the development of research through research-based teaching within the program, 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 program under evaluation, 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 are enhanced through group empirical research (using well defined research methodology) in innovative thematic areas such as:

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

The research areas 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>

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 the 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.

## SWOT analysis against Standard 6.1

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• The research plan is part of a clear research strategy of the department, program, and College ESLG;</li> <li>• The research plan encourages research-based teaching and strengthens the link between research and teaching;</li> <li>• The research strategy aims to create a link between academia, construction sector, civil society organizations, and international donors;</li> <li>• The participation in two research projects SEEB/HERD and OSCAR as part of overall research strategy in cooperation with NTNU with the funding by Norwegian Government;</li> </ul>	<ul style="list-style-type: none"> <li>• The establishment of specialized journal foreseen by the research plan and SEEB project has not been finalized yet, since the promotion of staff under Nova Univerza rules foresees only Impact Factor journal;</li> <li>• Too much reliance on international donors and projects to fund the research activities of the department and program under evaluation and less funding from Kosovo private sector;</li> </ul>

	<ul style="list-style-type: none"> <li>• Establishment of the Centre for Sustainable Development;</li> <li>• Participation in the Scientific Committee of CIRRE Conference alongside very strong European universities;</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Organization of CIRRE Scientific Conference at College ESLG together also with UBT College since CIRRE Conference every year takes place in cooperation with one international university represented in the Scientific Committee.</li> <li>• Development of long-term strategy in balancing the reliance of funding for the Centre in favour of Kosovo private sector vis-a-vis international projects and donors.</li> </ul>	<ul style="list-style-type: none"> <li>• 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;</li> </ul>

*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 ensures that mechanisms for the allocation of workloads are approved and implemented in the Department of Real Estate and program under evaluation, which 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 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 takes 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 is also responsible to ensure that as part of the Annual Development Planning Process, a staff member's 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.

The minimum of research and scholarly activities resulting in at least one publication per year is specified under the contract for both full-time and part-time academic staff. 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 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). 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.

## SWOT analysis against Standard 6.2

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>Standard 6.2. Expectations for teaching staff involvement in research and scholarly activities are</i>	<ul style="list-style-type: none"> <li>• Scientific and scholarly involvement of the staff clearly defined in the contract;</li> <li>• The promotion of staff to higher titles clearly defines</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of local habilitation rules and standards for colleges since the quantity and quality of Nova Univerza rules are much greater</li> </ul>



<p><i>clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.</i></p>	<p>the quantity and quality of scientific and scholarly activities under Habilitation Rules of Nova Univerza;</p> <ul style="list-style-type: none"> <li>• The scientific and research activity is given the biggest weight in winning points under the Points Book of Habilitation Rules as compared to pedagogical activity and other professional activity;</li> <li>• The scientific and scholarly activities resulting in promotion to a higher degree under Nova Univerza rules result in a higher compensation/salary for both full-time and part-time academic staff;</li> <li>• The Staff Development Plan defines the planned scholarly and research activities of the staff member and are also based on Individual Development Plan of the staff member;</li> <li>• The progression towards habilitation part of End-of the Year Staff Appraisal Review;</li> </ul>	<p>than the ones applicable in public universities in Kosovo;</p> <ul style="list-style-type: none"> <li>• Only positive reinforcement HR strategy is used for staff promotion and not negative reinforcement strategy for the staff that does not progress according to the plan towards promotion to a higher title under Nova Univerza rules;</li> </ul>
	<p><b>OPPORTUNITIES</b></p>	<p><b>THREATS</b></p>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Initiating the Kosovo wide habilitation rules and standards for Kosovo Colleges too with the list of accepted local publications.</li> </ul>	<ul style="list-style-type: none"> <li>• Slow progress in development of Kosovo habilitation standards and measures same for all Colleges in Kosovo due to lack of interest by Kosovo Ministry of Education;</li> </ul>

*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.*

College ESLG clearly defines research outcomes as

- Articles published in international journals indexed by SSCI, SCI, AHCI
- Other peer to peer journals, here in Kosovo and the region - regional journals which are in international databases;
- Scientific monograph or parts of monograph, foreign published
- Scientific monograph or parts of monograph, locally published;
- Publication in published conference proceedings and
- Books;
- Published reviews of articles;
- University textbooks;

### **SWOT analysis against Standard 6.3**

<b>Kosovo Accreditation Agency Manual Standard</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Nova Univerza Habilitation Rules clearly define the research outcomes in terms of quantity and quality;</li> <li>• Nova Univerza rules also define the list of accepted journals, which are not indexed but are comparable to the indexed ones;</li> <li>• The list of non-indexed accepted journals is mostly Slovenian, European and American;</li> </ul>	<ul style="list-style-type: none"> <li>• The lack of list of accepted non-indexed journals published in Kosovo and the region to enable ESLG to fulfil the part of quantity requirements also through regional journals;</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>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.</i>	<ul style="list-style-type: none"> <li>• Start the initiative with the Senate of Nova Univerza (associate member of which College ESLG is) to include also the list of other non-indexed accepted journals that are published in the region outside EU and Slovenia (Kosovo, Albania, Montenegro, Macedonia etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• The process of approval of the list of these regional non-indexed journals by the Senate of Nova Univerza may take some time;</li> </ul>

*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
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
Veli Lecaj	Business Law, economy	Attached as an annex
Hazer Dana	Land consolidation, sustainable development	Attached as an annex
Mersiha Kacamakovic	Enterprise management, human resources management	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

## SWOT analysis against Standard 6.4

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>	<ul style="list-style-type: none"> <li>• The bearer of the program Assoc. Prof. Dr. Visar Hoxha has top publications in SCI indexed journals, which are in line with the thematic areas of the research plan;</li> <li>• Publications of the bearer are also joint research conducted with NTNU professors conducted under SEEB project and OSCAR project;</li> <li>• Other teaching assistants have published articles in journals with high impact factor as part of joint research work;</li> <li>• Other subject leaders (course bearers) have research experience in the field of subjects they teach;</li> </ul>	<ul style="list-style-type: none"> <li>• Not all professors have research experience that is in full conformity with thematic areas of the Department Research Plan as explained under self-evaluation report explained under Standard 6.1;</li> </ul>
	OPPORTUNITIES	THREATS
<i>Standard 6.4. The academic staff has a proven track record of research results on the same topics as their teaching activity.</i>	<ul style="list-style-type: none"> <li>• To align research interests of all professors with the research objectives of the Department of Real Estate and thematic areas defined</li> </ul>	<ul style="list-style-type: none"> <li>• Too much reliance of the systematic and organized research of the Department of Real Estate with the research</li> </ul>

	<p>under the Research Plan;</p> <ul style="list-style-type: none"> <li>• Development of research experience of PhD candidates who serve as Teaching Assistants under the program;</li> </ul>	<p>experience of the Program Head Dr. Visar Hoxha and his research assistants (Sara Sadiku, Jehona Hoxha, Mendim Blakaj, Emblema Zeqiraj, and Fjolla Shala).</p>
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*Standard 6.5. The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.*

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 the mother institution UBT, sister institution Nova Univerza, 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.

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. 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 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 1,000 Euro are considered for each research cluster seeking external funding opportunities. Another lump sum of 5,000 Euro annually is left for staff conference and research presentation support. Research clusters may apply for research assistantship grants of up to 2,000 Euro annually to involve graduate students in support of their research and to provide a useful learning opportunity for the students.

## SWOT analysis against Standard 6.5

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Four annual conferences where academic and research staff of the department and ESLG can publish;</li> <li>• Motivation to publish only in indexed impact factor journals;</li> <li>• Publication in CIB enabled journal Facilities with impact factor;</li> <li>• Possibility to publish in the journal of Nova Univerza called Dignitas, which is a journal accepted by the Senate of Nova Univerza under Habilitation Rules;</li> <li>• Joint effort with other universities to establish a CIRRE enabled journal that will serve as an international journal;</li> <li>• Strong research experience in international projects SEEB and OSCAR in cooperation with NTNU;</li> </ul>	<ul style="list-style-type: none"> <li>• Too much reliance on research funding from external sources such as SEEB and OSCAR;</li> <li>• Not sufficient commercialization of services, research activity, consultancy of Centre for Sustainable Development for the construction sector of Kosovo;</li> </ul>



	OPPORTUNITIES	THREATS
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Hire and train the staff within the Centre skilled to prepare research grant bids locally and internationally;</li> <li>• Hire and train the staff within the Centre to do fund raising from construction private sector and public sector, and other civil society organizations for performing the particular research, which is in the benefit of private sector but also public sector and civil society organizations;</li> </ul>	<ul style="list-style-type: none"> <li>• The private sector may be reluctant to provide funds for academic research unless that research does not have immediate and short-term return on investment since private business culture in Kosovo is short-term oriented. The fund raising from private sector may lead the research in other directions, which is not in line with the Research Plan and Strategy of the Department of Real Estate;</li> </ul>

*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). 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, which are linked with the HR Compensation Schemes.

## SWOT analysis against Standard 6.6

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• The research validation in peer to peer journal with impact factor called Facilities;</li> <li>• The research validation in the journal of Nova Univerza DIGNITAS;</li> <li>• The research validation in CIB World Building Congress, CIRRE Conference, Annual Doctoral Conference of Nova Univerza, and UBT Annual Conference;</li> <li>• Joint publication with NTNU professors as part of SEEB and OSCAR projects validated in strong journals;</li> <li>• Patent registration given enough weight during habilitation to higher titles of academic staff of ESLG under Nova Univerza rules;</li> </ul>	<ul style="list-style-type: none"> <li>• No single case of patent registration by academic staff although incentivized under Nova Univerza Habilitation Rules and linked with HR compensation schemes;</li> <li>• No single case of publication of a scientific book or scientific monograph in prestigious international publishing houses;</li> <li>• No single case of experimental research validation/publication in any of the research components of the program;</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Pushing a patent work activity of one of ESLG academic staff (Professor Hoxha) with one of students (Dijamant Kabashi) in creating better mechanical stability of concrete slab, which uses plastic bottles in between. Research work is authentic and it has been a work in progress for two years. It needs one more year before applying for patent registration locally or internationally;</li> <li>• Private sector may grant funds for experimental research for cases like this;</li> </ul>	<ul style="list-style-type: none"> <li>• Patent registration innovation research is a time-consuming activity and staff also have a teaching workload;</li> </ul>

*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*

<b>Staff member</b>	<b>Journal Publications</b>	<b>Books</b>
Visar Hoxha	HOXHA, Visar, "Measuring energy heating performance of apartment buildings in Kosovo built after 2003", <i>Facilities</i> , 2019, Vol. ahead-of-print No. ahead-of-print, <a href="https://doi.org/10.1108/F-12-2018-0153">https://doi.org/10.1108/F-12-2018-0153</a>	
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. ahead-of-print No. ahead-of-print, DOI: IJBPA-02-2019-0013, <a href="https://www.emerald.com/insight/content/doi/10.1108/IJBPA-02-2019-0013/full/html">https://www.emerald.com/insight/content/doi/10.1108/IJBPA-02-2019-0013/full/html</a>	
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, <a href="https://www.emerald.com/insight/content/doi/10.1108/PM-12-2018-0060/full/html">https://www.emerald.com/insight/content/doi/10.1108/PM-12-2018-0060/full/html</a>	
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, <a href="https://doi.org/10.1108/PM-01-2019-0002">https://doi.org/10.1108/PM-01-2019-0002</a>	
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, <a href="https://doi.org/10.1108/PM-02-2019-0010">https://doi.org/10.1108/PM-02-2019-0010</a>	
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. <a href="https://doi.org/10.1108/F-08-2018-0097">https://doi.org/10.1108/F-08-2018-0097</a>	
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> , 2018, Vol 43 (10) <a href="https://doi.org/10.1080/03075079.2018.1534094">https://doi.org/10.1080/03075079.2018.1534094</a>	
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, Journal of Science, Humanities and Arts, 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", Facilities , 2019, Vol. 37 No. 13/14, pp. 1118-1152. <a href="https://doi.org/10.1108/F-08-2018-0097">https://doi.org/10.1108/F-08-2018-0097</a>	
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, <a href="https://doi.org/10.1108/PM-01-2019-0002">https://doi.org/10.1108/PM-01-2019-0002</a>	
Emblem a Zeqiraj	HOXHA, Visar and ZEQRARAJ, 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 , <a href="https://www.emerald.com/insight/content/doi/10.1108/PM-12-2018-0060/full/html">https://www.emerald.com/insight/content/doi/10.1108/PM-12-2018-0060/full/html</a>	
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.	

## SWOT analysis against Standard 6.7

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Professor Hoxha has 11 first author publications in total;</li> <li>• Only in 2019 Professor Hoxha has 6 publications all in journals with impact factor and 2 conference proceedings;</li> <li>• During three years Professor Hoxha as the key research head has 9 journal publications and three conference proceedings publications;</li> <li>• Professor Islam Hasani just completed a book;</li> <li>• 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;</li> <li>• 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;</li> </ul>	<ul style="list-style-type: none"> <li>• Given his publication of the book, the other bearer Islam Hasani does not have sufficient publications in the last three years;</li> <li>• Professor Christian Seidel has the latest publication in 2015;</li> </ul>
	OPPORTUNITIES	THREATS
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• The employment contract makes it mandatory one publication per year;</li> <li>• Offer salary bonuses for cases of extraordinary publication achievement such as that of Professor Hoxha in cooperation with NTNU professors and local researchers of Department as a positive reinforcement HR strategy to encourage other</li> </ul>	<ul style="list-style-type: none"> <li>• Professors of the program may be slacking in publications of their research since the promotion to higher titles under Nova Univerza Rules happens after 5 years of teaching and research experience at Nova Univerza or its associate member College ESLG;</li> </ul>

	<p>professors to be active more in terms of quantity and quality of publications and publish even more than one per year;</p> <ul style="list-style-type: none"> <li>• Initiate the changing of Nova Univerza Habilitation Rules from the capacity of associate member that enables the premature election into a higher title of professors who have more quality publications than required for that title and not ask extraordinary achievement granted with the International Award. The premature election can encourage staff members to have more publications than required.</li> </ul>	
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*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 Researchgate 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. ahead-of-print No. ahead-of-print, <https://doi.org/10.1108/F-12-2018-0153>, is 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 research-based teaching is part of the master study program and professors are encouraged to perform research-based teaching as part of the course syllabus. However, the research-based teaching takes place in the thematic areas outlined by the Research Plan and Strategy of College ESLG, in order for the research to be validated in journals and conference proceedings as outlined above. The promotion of research-based teaching also enables students to achieve the very important research and innovation learning outcome, which is a very important skills of the 21<sup>st</sup> century. In the syllabus of each course it is included the research assignment of students either individually or as a group work. However, the professors are encouraged to



use students in their active research projects resulting finally in a research validation through publication or conference proceedings publication.

## SWOT analysis against Standard 6.8

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>Standard 6.8. 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.</i></p>	<ul style="list-style-type: none"> <li>• Four publications in journals such as Facilities, Journal of Property Management and CIRRE conference began as research-based teaching whereby the best students were involved in active research projects of professors, which lasted for years and ended up in very quality publications conference proceedings publications;</li> <li>• Inclusion of interdisciplinary activity whereby students through active research in several subjects on various thematic areas will be able to simulate a conference or journal publication and in the end the best publication of students with the supervision of professor will be published in an Impact Factor journal. This activity will be assessed as part of the grade in several interrelated subjects all at once.</li> <li>• Great coordination between research-based teaching in some of the classes and Research Plan thematic areas of the Department of Real Estate of College ESLG;</li> </ul>	<ul style="list-style-type: none"> <li>• Not all professors hesitate to use research-based teaching as a form of teaching;</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>Standard 6.8. Academic staff are encouraged to include in their teaching information about their</i></p>	<ul style="list-style-type: none"> <li>• Include all professors in curriculum development and include the research-based teaching as part of their course syllabi. However, the</li> </ul>	<ul style="list-style-type: none"> <li>• The thematic areas that derive from Research Plan and Strategy and their inclusion in various research-based teaching</li> </ul>

<i>research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.</i>	research-based teaching in each course needs to be aligned with the Research Plan and Strategy of the Department and College.	course syllabi may overlap with one another if they are not closely coordinated;
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*Standard 6.9. 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.

## SWOT analysis against Standard 6.9

<b>Kosovo Accreditation Agency Manual Standard</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<i>Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i>	<ul style="list-style-type: none"> <li>• One great example when the provision of data by a Chief Engineer of one construction company in Kosovo was acknowledged after the publication;</li> <li>• The respect for intellectual property rights is taught to students also as part of drafting master thesis;</li> </ul>	<ul style="list-style-type: none"> <li>• Not all staff and students are informed in length about the details of procedures when the intellectual property rights are withheld by the department of College ESLG;</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>

<p><i>Standard 6.9. Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.</i></p>	<ul style="list-style-type: none"> <li>• Train professors on intellectual property rights law, intellectual property rights and international standards on intellectual property rights. This can be done by a great German professor of the Department Dr. Christian Seidel.</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual property rights standards are a novice concept in Kosovo;</li> </ul>
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*Standard 6.10. 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 as consultants for industry, (4) engage students as research assistants in research projects, (5) organise annual student conference.

### **SWOT analysis against Standard 6.10**

<b>Kosovo Accreditation Agency Manual Standard</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<p><i>Standard 6.10. Students are engaged in research projects and other activities.</i></p>	<ul style="list-style-type: none"> <li>• The research-based teaching has been conducted in majority of courses of the program;</li> <li>• The research methods course simulates conference proceedings and journal publications;</li> <li>• Four cases when students were engaged in research projects of professors, which resulted in a journal publication and conference proceeding</li> </ul>	<ul style="list-style-type: none"> <li>• Too much reliance on SEEB project and OSCAR project to encourage engagement of students in research projects and activities;</li> </ul>

	<p>publication, acknowledging their name but after graduation promoting master students to Teaching Assistants. Cases of Sara Sadiku, Emblema Zeqiraj, and Mendim Blakaj. Please see academic staff list.</p> <ul style="list-style-type: none"> <li>• Two of students' theses were part of OSCAR project as part of the active research project of ESLG conducted under the auspices of NTNU. Please see three cases of inclusion of three students (Besnik Vrella, Albana Gjonbalaj, and Vetiola Recica) <a href="http://www.oscarvalue.no/pagaa-nde-studentarbeid">http://www.oscarvalue.no/pagaa-nde-studentarbeid</a> now all these students have been promoted to Teaching Assistants;</li> <li>• The findings of students' work in the course of Sustainable Facility Management under the assistantship of TA Besnik Vrella provided as consultancy expertise to leading FM firm Shtëpiaku;</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>Standard 6.10. Students are engaged in research projects and other activities.</i>	<ul style="list-style-type: none"> <li>• Develop a comprehensive policy on student engagement on research projects;</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance by some minority professors taught in the system of ex-catedra teaching to pursue such policy;</li> </ul>

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, symposia, 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 provided for junior teaching staff in the development of their research programs through mechanisms such as mentorship 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 implemented by ESLG is one contribution to the private sector.

Performance indicator 6.5. The institution constantly monitors and supports staff members in their inputs in attracting financial contributions with their research/applied/artistic projects and products. Staff capacity to generate such financial returns is appraised in the individual performance appraisal 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 is one indicator.

## **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 are situated in the College ESLG seat in Nazim Gafurri 33 but the educational process also takes place in UBT Innovation Campus in Lipjan. College ESLG operates in two buildings (one in Nazim Gafurri with 500 m<sup>2</sup>) and one the classes take place in UBT Innovation Campus in Lipjan (around 500 m<sup>2</sup>). In total the surface of the premises used for College ESLG is 1000 m<sup>2</sup>. The Department premises includes 4 four large classrooms (with 50 students) (1 at Nazim Gafurri 33 building) and 6 medium sized classrooms (three (3) at Nazim Gafurri building) and three (3) at UBT

Innovation Campus (with 25 students) and two library rooms (one at Nazim Gafurri building and one at UBT Innovation Campus) and two computer labs (one at Nazim Gafurri building and one at UBT Innovation Campus) with 30 computers (one computer per 5 students). In addition, it has designated office space for staff and students. All rooms are equipped with modern teaching equipment and are easily adaptable to various modes of teaching. A videoconferencing auditorium has been arranged in 2017 with technical aids, conference equipment, a television set, a video projector and a smart board at UBT Innovation Campus. 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), ATHENA Impact Estimator (embodied energy and CO2 of building materials), RISK SOLVER (for performing simulations in the course of Theory of Probability), and SPSS (Quantitative Analysis for Diploma Thesis). The Department has also one thermal imaging camera, which is used for the course of Sustainable Facility Management.

In terms of information technology, the Department has a computer laboratory equipped with 30 computer PCs and 6 notebooks. 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.

## SWOT analysis against Standard 7.1

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Sufficient premises for social sciences program per student;</li> <li>• Access to UBT premises and equipment;</li> <li>• Access to one of the most enriched library in Kosovo of UBT;</li> <li>• Access to electronic journals through UBT and Nova Univerza;</li> <li>• Access to computer seats;</li> <li>• Sufficient printing, copying and other electronic</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures are held in two different locations in Nazim Gafurri (within the city) and UBT Innovation Campus (Lipjan);</li> <li>• The Nazim Gafurri Building in the city has only 500 m2.</li> </ul>



	<p>equipment per student;</p> <ul style="list-style-type: none"> <li>• The electronic system of readings where for each course electronic books and other readings are distributed.</li> <li>• Access to video-conferencing equipment to stream video lectures alive and record them and store them in the E-Library;</li> <li>• Access to lectures of professors of NTNU given in some of the courses of the master study program in the past performance of the program;</li> <li>• Access to four types of software used for various courses;</li> <li>• Access to thermal imaging camera;</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Access infrastructure resources of UBT in whole;</li> <li>• Since UBT is the owner of ESLG a new agreement on usage of infrastructure and library resources of UBT can be signed.</li> <li>• Divide master students in groups that want to study within the city of Prishtina and those that come from regions, whereby it is easier for them to access the UBT Innovation Campus.</li> <li>• Use resources of Nova Univerza Slovenia too because of Associate Membership Agreement of ESLG with Nova Univerza;</li> </ul>	<ul style="list-style-type: none"> <li>• All students may want to use the premises in the city centre, which are only 500 m2.</li> </ul>

*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.

Master Study Program: Projected Incomes 2020-2022			
	2020	2021	2022
Student Fee	160,000	240,000	240,000
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	40,000	55,000	65,000
<b>Total</b>	<b>275,000</b>	<b>431,000</b>	<b>450,000</b>

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.

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

Master Study Program: Projected Expenditure by category 2020-2022			
	2019	2020	2021
Staff expenditure	120,000	200,000	200,000
Recurring maintenance	25,000	50,000	50,000

Capital investments	25,000	50, 000	50, 000
Scholarships	20,000	40,000	40,000
Research expenditure	60,000	106,000	125,000
Other expenditure	25,000	35,000	35,000
Total	275,000	431,000	450,000

The principled approach for the initial financial expenditures of the department is to allocate the lion's 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 have been the strongest points of the program under evaluation during the past years.

## SWOT analysis against Standard 7.2

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<i>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.</i>	<ul style="list-style-type: none"> <li>• The financial plan is very clear and succinct;</li> <li>• The program intends to operate on zero-zero basis so all the revenues will be reinvested back in the operations and development as it was the practise thus far without making profit;</li> <li>• Main revenues come from tuition fees of program students but also from training of real estate appraisers as part of Licensing modules but also as part of continuous professional education of Real Estate Appraisers which is a precondition for promotion to a next level of license or even maintaining the same level of license;</li> <li>• Revenues come also from international and local research grants such from the cooperation with NTNU, UBT, and Nova Univerza;</li> <li>• Other revenues come also</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of experience in participating in service tenders issued by European Commission bearing in mind that energy efficiency, sustainability, and environmental protection attract most of the service tender funds of EU in Kosovo, region, and Europe.</li> </ul>

	<p>from consulting services for the construction industry using energy auditing of buildings using the Thermal Imaging Camera but also performing real estate appraisals for the banks, commercial entities, and private individuals;</p> <ul style="list-style-type: none"> <li>• Large chunk of expenditures goes for staff capacity development and research and development</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>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.</i></p>	<ul style="list-style-type: none"> <li>• Train the staff to bid for external EU partners to apply for service tenders of EU in Kosovo;</li> <li>• Bid and apply for other service tenders in the field of sustainability funded by other stakeholders;</li> </ul>	<ul style="list-style-type: none"> <li>• The establishment of consortia with foreign and local stakeholders is lengthy process and takes lots of energy and resources although the funding opportunities are huge.</li> </ul>

*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 m<sup>2</sup> (500 m<sup>2</sup> at Nazim Gafurri building) and 500 m<sup>2</sup> at UBT Innovation Campus, which is sufficient for the planned 200 students of the program for two years, given the fact that the program under evaluation foresees to enrol in maximum 100 students per academic year.

The Department premises includes 4 four large classrooms (with 50 students) (1 at Nazim Gafurri 33 building) and 6 medium sized classrooms (three (3) at Nazim Gafurri building) and three (3) at UBT Innovation Campus (with 25 students) and two library rooms (one at Nazim Gafurri building and one at UBT Innovation Campus) and two computer labs (one at Nazim Gafurri building and one at UBT Innovation Campus) with 30 computers (one computer per 5 students).

#### *Space and Facilities*

Space dedicated for Real Estate Department at UBT Kampus		
	surface m <sup>2</sup>	capacities number
Computer labs	200	80
Classroom	500	300
Studio	40	20

Library	415.8	0
<b>Total</b>	<b>1,155.8</b>	<b>400</b>

<b>Space dedicated for Real Estate Department at Nazim Gafurri Buiding</b>		
	surface m <sup>2</sup>	capacities number
Computer labs	50	20
Classroom	330	100
Library	50	25
Office	70	12
<b>Total</b>	<b>500</b>	<b>400</b>

### *IT Equipment*

Description	Units	Total	Type
Servers	3	3	Real Estate Department
Thermal Imaging Camera	1	1	Real Estate Department
Photocopies, printers, scanners	5	5	Real Estate Department
Desktop PCs	100	100	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

## **SWOT analysis against Standard 7.3**

<b>Kosovo Accreditation Agency Manual Standard</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
<i>Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the</i>	<ul style="list-style-type: none"> <li>• Sufficient premises for performing of study process;</li> <li>• Sufficient desktop computers per student;</li> <li>• Thermal imaging camera;</li> <li>• Two libraries one at Nazim</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of large auditorium to perform large conferences and large size groups.</li> </ul>

<p><i>study program submitted for evaluation it possesses the following, for the next at least three years:</i></p>	<p>Gafurri Building and access to largest library in Kosovo at UBT campus;</p> <ul style="list-style-type: none"> <li>• Video-conferencing equipment for live streaming of video lectures and storage of video lectures in the file server;</li> <li>• Sufficient number of books for the study program;</li> <li>• 4 file servers: one for readings, one for grades and student surveys, one for video files, and one for emails;</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p><i>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:</i></p>	<ul style="list-style-type: none"> <li>• Lease the auditorium of UBT campus on a need basis;</li> </ul>	<ul style="list-style-type: none"> <li>• Problem of coordination with UBT administration regarding the leasing of large auditorium.</li> </ul>

*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 50 students) (1 at Nazim Gafurri 33 building) and 6 medium sized classrooms (three (3) at Nazim Gafurri building) and three (3) at UBT Innovation Campus (with 25 students) and two library rooms (one at Nazim Gafurri building and one at UBT Innovation Campus) and two computer labs (one at Nazim Gafurri building and one at UBT Innovation Campus) with 30 computers (one computer per 5 students).



## SWOT analysis against Standard 7.4

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p>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.</p>	<ul style="list-style-type: none"> <li>• The number of seats, lecture rooms and seminar rooms is adapted to sub-group sizes in various courses of the study program;</li> <li>• The activities in some of the courses such as Sustainable Facility Management take place in the field with the Thermal Imaging Camera;</li> <li>• The activities of the courses of Sustainable Architecture and Sustainable Building Materials use the IT lab with computers equipped with the software Athena Impact Estimator and Sustainable Architecture software;</li> <li>• The activities of the course Research Methods take place in the computer lab equipped with SPSS software;</li> </ul>	<ul style="list-style-type: none"> <li>• Number of thermal imaging cameras can be increased;</li> <li>• The video lectures were recorded only under SEEB project/HERD program with NTNU professors and the recording stopped since then;</li> </ul>
	OPPORTUNITIES	THREATS
<p>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.</p>	<ul style="list-style-type: none"> <li>• Conduct fund raising from the ranks of private sector to purchase thermal imaging cameras, which can be used to provide free thermal energy audit of buildings built by the donors;</li> <li>• Update the video-lectures with NTNU professors by observing all intellectual property rights of professors;</li> <li>• Include Slovenian professors participating in video lectures used further as an important teaching aide in addition to physical lectures;</li> </ul>	<ul style="list-style-type: none"> <li>• Problem of coordination with UBT administration regarding the leasing of large auditorium.</li> <li>• Not all foreign professors of NTNU and Nova Univerza are skilled in delivering video-lectures;</li> </ul>

*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 20 student seats at Nazim Gafurri building and around 30 at UBT campus and operates during regular hours. Students have access to English and Albanian textbooks. The present list contains around 1,000 physical and electronic copies of professional books in the field of real estate management, real estate appraisal, sustainability, sustainable architecture and so forth. The list of professional physical and electronic professional books, which are part of readings in the curriculum of the program 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. 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](mailto:knjiznica@nova-uni.si) and they start using library database resources of Nova Univerza.

## SWOT analysis against Standard 7.5

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p>	<ul style="list-style-type: none"> <li>• Two library sections organized for the department one at Nazim Gafurri building and the other at UBT campus;</li> <li>• Access to around 1,000 very professional titles in the narrow field of real estate management, sustainability, real estate appraisal, sustainable architecture, energy management. These titles were purchased by NTNU under SEEB/HERD program.</li> <li>• Access to largest library in</li> </ul>	<ul style="list-style-type: none"> <li>• Not too many professional book titles in Albanian language for the narrow interdisciplinary fields of the study program. This is because the program is a unique program in Kosovo and the region;</li> </ul>

	<p>Ksoovo with more than 10,000 titles at UBT campus</p> <ul style="list-style-type: none"> <li>• Access to electronic library of Nova Univerza and other databases such as EBSCO, Scopus, SAGE, Springer Link available through Nova Univerza library member login;</li> </ul>	
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p>	<ul style="list-style-type: none"> <li>• Publication of university textbooks in Albanian language;</li> <li>• Motivate course bearers to start writing university textbooks in the field of real estate management in Albanian language;</li> <li>• 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;</li> </ul>	<ul style="list-style-type: none"> <li>• Publication of university textbooks in Albanian language under very professional peer to peer review system published under ESLG or UBT logo takes time and resources;</li> <li>• Taking permissions from publishing houses and authors for distributing translated versions takes time too;</li> </ul>

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

The ESLG disability support aims to provide support for students with disabilities and to assist the achievement of educational goals. Students with physical disabilities and ongoing illnesses or short-term illness or injury are required to register accordingly, on admission to the College to ensure they receive the appropriate assistance during their studies. In so far as is possible, College staff endeavour to assist students with disabilities in meeting their full academic potential. Nazim Gafurri building has ensured access to disabled students through an elevator with access from the street, whereas UBT campus infrastructure has been certified as meeting the minimum standards for special needs students.

### **SWOT analysis against Standard 7.6**

Kosovo Accreditation Agency Manual Standard	STRENGTHS	WEAKNESSES
<p><i>Standard 7.6. The infrastructure and facilities dedicated to the</i></p>	<ul style="list-style-type: none"> <li>• ESLG disability support provided;</li> <li>• Students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Nazim Gafurri building has access to disabled persons elevator from the street entering the zero</li> </ul>

<i>implementation of the program is adapted to students with special needs.</i>	<p>receive appropriate assistance during their studies .</p> <ul style="list-style-type: none"> <li>• UBT campus infrastructure has been certified as meeting the minimum standards for special needs students;</li> </ul>	<p>floor only;</p> <ul style="list-style-type: none"> <li>• It is not handicap friendly;</li> </ul>
	<b>OPPORTUNITIES</b>	<b>THREATS</b>
<i>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</i>	<ul style="list-style-type: none"> <li>• In the event of students with disability in the class upon admission, these students can attend classes as a separate sub-group at UBT campus;</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination with UBT administration to use premises for also ESLG's disabled students;</li> </ul>

Performance indicator 7.1. Formal plans are developed for the provision and improvement of infrastructure and resources, and the implementation and effectiveness of such 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.

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

**9. RECENT EVOLUTION AND DEVELOPMENTS RECORDED SINCE THE PREVIOUS EVALUATION (if applicable)**

Recommendation of the Expert Team in previous External Review Report	The solution the provider has implemented in addressing the recommendation	Other relevant comments
Develop the e-research learning module	<p>Within the Academic Writing and Research Methods course of the program under evaluation the e-research learning competence is included. It is supported also through access to Nova Univerza (associate member of which is ESLG) electronic library <a href="https://www.nova-uni.si/en/library/information-resources/">https://www.nova-uni.si/en/library/information-resources/</a> through which students are also taught how to access electronic libraries for free through Nova Univerza like EBSCO, Springer, SCOPUS, SAGE journals etc.</p>	<p>The course is taught by Assoc. Prof. Dr. Visar Hoxha and e-learning and access to libraries included several teaching modules within the course of Academic Writing and research methods. Also, students during the preparation of master diploma theses are provided with tutoring from Research Assistant M.Sc. Jehona Hoxha on how to access electronic research articles for the purposes of developing theoretical framework and literature review sections within the original scientific research that they do as part of their 100-page long master thesis.</p>
Develop the research assistant development program from the ranks of excellent master students	<p>Research Assistants program was established. It is up and running. As a consequence, all research assistants are hired as Teaching Assistants and participate in the research of the program of Real Estate according to the Research plan and strategy of College ESLG</p>	<p>Research Assistants like Fjolla Shala, Sara Sadiku, Emblema Zeqiraj, and Mendim Blakaj achieved together with Professor Dr. Visar Hoxha to publish scientific articles in impact factor journals such as Facilities, Property Management, and CIRRE conference proceedings.</p>
Evaluation of internship program	<p>The department of Real Estate has signed internship cooperation programs with companies such as, Alfa –I, Intercapital, Kosovo Realty Group, ELEN firm, Metropoli, and Hoxha Investment Group.</p>	<p>Students have participated in internship programs and many of them were even employed full time in the company Kosovo Realty Group, Intercapital, and Hoxha Investment Group. The expansion of the company Kosovo Realty Group from 2017 heavily relied on full time employment from the ranks of ESLG master students.</p>
To expand memoranda of cooperation with other	<p>- Associate membership in Nova Univerza giving</p>	<p>Number of outgoing students to</p>

<p>universities with similar programs and increase the number of incoming and outgoing students</p>	<p>access to three faculties of NU and one college from Croatia College of Business; - Memorandum of cooperation with NTNU;</p>	<p>Nova Univerza where students got the Slovenian diploma increased for the master study program. However, it remains a challenge to have incoming students from abroad who are not Kosovo citizens.</p>
<p>Evaluation of adequacy of percentage theory/practice for every subject of the program by inviting students to participate in this evaluation</p>	<p>The adequacy of percentage theory/practise of the program was evaluated with student representatives invited for evaluation</p>	<p>Student representatives Eljesa Arifi and Albina Vuthi were appointed in the Self-Evaluation team, which task was also to evaluate the adequacy of percentage theory/practise for every subject. Please see decision of the Senate on appointment of student representatives to conduct self evaluation of the program, including the adequacy of theory/practise.</p>
<p>Design adequate mechanisms to avoid unnecessary overlaps.</p>	<p>The Commission was set up to identify and eliminate unnecessary overlaps in terms of similar courses but also overlaps from one course into another;</p>	<ul style="list-style-type: none"> <li>- The courses Energy Management, Energy Buildings, Integrated Energy Design, Sustainability and Environment had overlaps and only one course Energy Buildings was left, which includes parts of Energy Management and Sustainability and Environment;</li> <li>- Zero Emission Buildings Design and Sustainable Architecture had overlaps, hence only the course of Sustainable Architecture was left;</li> <li>- Sustainable urban design and spatial planning had overlaps and only one course Sustainable Urban design was left.</li> <li>- The course Real Estate Valuation and Massive Valuation had overlaps. Both courses were left one mandatory and the other one</li> </ul>



		elective course, however overlaps in terms of content were eliminated;
To establish an academic coordination commission to follow the syllabus and the contents.	-The commission was set up and chaired by Secretary of College ESLG Mr.Sc. Jehona Hoxha.	The commission checked the compatibility between the syllabus and contents of lectures and content of implementation. The content was checked also by lectures and readings that professors put in the Library system. The compatibility reports were drawn and analyzed by the Quality Commission.
The level of other languages - mainly English- could be considered in the admission criteria	The level of knowledge of English, German, Italian, and Spanish became obligatory for admission to the master program through Administrative Directive QKR 03/2018. The level B1 of knowledge of English is introduced for admission to master studies even if the language of instruction is Albanian. If the language of instruction is English, the proficiency of English determined by TOEFL test of 500 in Paper based test is included as admission criteria.	<ul style="list-style-type: none"> <li>• Please see the decision of Rector of ESLG for admission in academic year 2019/2020.</li> <li>• Article 3 of Regulation on Admission and Transfer into Graduate Studies of College ESLG;</li> </ul>
To consider the integration of experts through seminars and other no-full time academic staff.	Signing of agreements with construction sector companies and inviting their managers to serve as professors in the courses or have seminary modules	Companies ALFA-I, Kosovo Realty Group, ELEN, Hoxha Investment Group, IZOLIMI, and SILKA contributed with experts, who participated in seminary modules in courses as follows: <ul style="list-style-type: none"> <li>• Municipal Infrastructure – Halil Jahaj CEO of ALFA-I;</li> <li>• Real Estate Valuation – Gent Sejdiu CEO of KRG;</li> <li>• Energy Infrastructure – Lulzim Syla CEO of Elen;</li> <li>• Law of property - Bajram Hoxha CEO of Hoxha Investment Group;</li> <li>• Sustainable building materials – Bujar</li> </ul>

		<p>Kokollari Technical Director of IZOLIMI;</p> <ul style="list-style-type: none"> <li>• Energy Buildings – Sylë Alaj Director of SILKA Kosovo;</li> </ul>
<p>To diversify the academic staff in order to guarantee a wide variety of opinions and approaches.</p>	<p>ESLG has set up the commission for diversification of staff on gender, demographic and ethnic basis. The diversification on gender, ethnic, and demographic basis can be considered as successfully completed;</p>	<ul style="list-style-type: none"> <li>• 1 German full-time professor;</li> <li>• 5 Turkish part-time professors;</li> <li>• 3 Visiting Slovenian professors;</li> <li>• 3 Visiting Norwegian professors;</li> <li>• 14 Kosovo professors;</li> <li>• 42 % of staff are female;</li> <li>• 9 % of staff are 60-70 age group, 23 % of staff are 50-60 age group; 23 % of staff are 40-50 age group; 19 % of staff are 30-40 age group; 26 % of staff are 20-30 age group;</li> </ul>
<p>To use information from alumni to analyse the success of the Master programme in terms of job opportunities and professional career.</p>	<p>The analysis was carried out.</p>	<p>The report on success analysis of the master program graduates is attached as annex signed by the Secretary of College ESLG and Head of Alumni.</p>
<p>To accelerate the introduction of online education for specific courses or for the whole programme.</p>	<p>Nova Univerza offers e-learning or e-studies for the whole programme or for a part of the program or specific modules through E-Univerza. ESLG students have access to this being an associate member of Nova Univerza. The joint decision was to have e-modules only by Nova Univerza for the purpose of having access to Slovenian professors being bearers of the courses in Real Estate.</p>	<p>The students of ESLG can have access to the whole program or parts of real estate management programs delivered at Nova Univerza through e-modules and because ESLG is an associate member of Nova Univerza, the ECTS credits of the courses are recognized by the Kosovo Accreditation Agency accredited program. This was done due to cost-optimization so not both institutions would have to replicate the same e-modules when EUNIVERZA was implemented with EU funded project in Slovenia. Second reason is that through electronic</p>

		modules students can have access to some of the courses in English with Slovenian professors;
To plan the future needs of academics staff.	Adoption of staff recruitment and development plan;	<p>The staff development takes place in following phases:</p> <ol style="list-style-type: none"> <li>1. the best master graduates are hired as Teaching Assistants;</li> <li>2. They enrol PHD studies in Real Estate Management at Nova Univerza in Slovenia;</li> <li>3. Upon graduation they are hired as a full-time professors at master or bachelor program of ESLG and are offered further habilitation and promotion to higher titles through Nova Univerza Slovenia;</li> <li>4. After meeting publication requirements, the PhD staff is promoted to higher titles at Nova Univerza through Habilitation Rules of Nova Univerza, which are also applicable to ESLG being an associate member of Nova Univerza;</li> <li>5. Hiring other specialized PHDs from other universities and offering them good compensation package accompanied with habilitation to academic titles (assistant professor, associate professor, and full professor) and opportunity to teach also at Nova Univerza. The case of Assoc. Prof. Dr. Visar Hoxha is the best example how from lecturer</li> </ol>
To consider the total number of teaching hours and its adequacy.	Commission was set up and reviewed total number of teaching hours and its adequacy to correspond to ECTS credits of each course (lectures, exercises, assignments, examination, and	Completed successfully

	other study hours through activities);	
To open new research opportunities with other Universities and institutions.	<ul style="list-style-type: none"> <li>• Research project SEEB with NTNU continued in second phase</li> <li>• OSCAR with NTNU, Nova Univerza;</li> <li>• CIRRE project with many other universities.</li> </ul>	Joint research articles between ESLG and NTNU professors. Please see appendix on research and articles, participation in World Building Congress, CIRRE Conference; Please see cirre.eu/committee to see the list of universities involved
To advance in eLearning methodologies and technology.	<ul style="list-style-type: none"> <li>• The E Univerza eLearning platform used as associate member,</li> <li>• E-Library of College ESLG;</li> <li>• E-library of Nova Univerza as associate member</li> <li>• E-library of UBT (mother institution)</li> </ul>	
To improve accessibility conditions for disabled people.	UBT Innovation Campus, in which the lecturing process for disabled persons will take place, meets the accessibility conditions for disabled persons;	UBT is the new owner of College ESLG and being the mother institution of ESLG now offers plenty of infrastructure opportunities;
To facilitate social activities (cultural, sports, etc.) in the University	UBT Innovation Campus, in which part of the lecturing process takes place, meets the social activities needs of College ESLG students;	UBT is the new owner of College ESLG and being the mother institution of ESLG now offers plenty of infrastructure opportunities;
To extend invitation to participate as visiting professors/lecturers to other Universities in Europe.	<ul style="list-style-type: none"> <li>• Being associate member of Nova Univerza Slovenia offers plenty of direct teaching opportunity for ESLG academic staff.</li> <li>• Extension of invitation to Nova Univerza professors, University of Koper, Graceland University, NTNU, Oslo and Akerhus University College</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching of two ESLG professors in a PhD program of Nova Univerza delivered jointly through Institute of Management in Israel in 2017 and 2018;</li> <li>• Slovenian and Norwegian professors lectured in Kosovo.</li> </ul>
Consider to introduce a questionnaire to measure the satisfaction of academic staff with the institution and the programme	The questionnaire is introduced in the Electronic Grading System	Completed

Consider to introduce a questionnaire to evaluate the whole programme by the students.	The questionnaire is introduced in the Electronic Grading System	Completed
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## 10. APPENDICES (if available)

Domain/Standard	Name of evidence
Introduction	<p>Associated member status of College ESLG in Nova Univerza and association agreement can be found in the link <a href="http://www.eukos.org/repository/docs/Association_Agreement_ESLG_-_Nova_Univerza.pdf">http://www.eukos.org/repository/docs/Association_Agreement_ESLG_-_Nova_Univerza.pdf</a></p> <p>Please see also the link of Nova Univerza <a href="https://www.nova-uni.si/pridruzene-clanice/european-school-of-law-and-government/">https://www.nova-uni.si/pridruzene-clanice/european-school-of-law-and-government/</a></p>
Standard 1.2	<p>Letter of support by Chairman of Supervisory Board of Licensing of Real Estate Appraisers of Republic of Kosovo in <a href="http://www.eukos.org/repository/docs/Letter_of_support_by_Chairman_of_Supervisory_Board_for_Licensing.PDF">http://www.eukos.org/repository/docs/Letter_of_support_by_Chairman_of_Supervisory_Board_for_Licensing.PDF</a></p>
Standard 1.2	<p>Link which shows that Professor Hoxha of ESLG is the Permanent Representative to the European Group of Valuer's Association TEGOVA <a href="https://www.tegova.org/en/p4912ab00f1da3?m=t54dcad67a8f7a">https://www.tegova.org/en/p4912ab00f1da3?m=t54dcad67a8f7a</a></p>
Standard 1.3	<p>Participation of students in Research-Based teaching in OSCAR and SEEB/HERD project. Please see the link <a href="http://www.oscarvalue.no/pagaende-studentarbeid">http://www.oscarvalue.no/pagaende-studentarbeid</a></p>
Standard 1.4	<p>-The Rules and Regulations of College ESLG appendix;</p> <p>- Statute of College ESLG in <a href="http://eukos.org/?page=2,121&amp;offset=20">http://eukos.org/?page=2,121&amp;offset=20</a></p> <p>- Regulation on evaluation and progress of students in <a href="http://eukos.org/?page=2,121&amp;offset=10">http://eukos.org/?page=2,121&amp;offset=10</a></p>
Standard 1.5	<p>See Code of Ethics in <a href="http://www.eukos.org/?page=2,121">http://www.eukos.org/?page=2,121</a> or as an appendix document</p> <p>- Please see Standard 1.5 Decision of Faculty Disciplinary Committee on academic staff.pdf file in Appendix for the decision of Faculty Disciplinary Committee on written warning for attempt to engage in plagiarism and theft of intellectual property 21/2017</p> <p>- Please see Standard 1.5 Decision of Faculty Disciplinary Committee on academic staff.pdf file in appendix for the decision of Faculty Disciplinary Committee 20/2016 on termination of contract, appeal, and appeal decision by Disciplinary Committee of ESLG 20/2016-A;</p>
Standard 1.6	<p>- Please see the external evaluation of programs also by Nova Univerza as part of becoming associate member. Next evaluation is on 15.01.2020. The link for</p>

	<p>downloading the evaluation is <a href="http://www.eukos.org/?page=2,121&amp;offset=10">http://www.eukos.org/?page=2,121&amp;offset=10</a> under title Evaluation of programs of College ESLG by Nova Univerza;</p> <ul style="list-style-type: none"> <li>- Please see the quantitative annual program review against general, outcome, and process indicators for years 2016-2017, 2017-2018, and 2018-2019 in the link <a href="http://eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf">http://eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf</a></li> <li>- Please see the two year program review in the link <a href="http://eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf">http://eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf</a></li> </ul>
Standard 2.1	<ul style="list-style-type: none"> <li>- Please see the Study Regulation of College ESLG <a href="http://eukos.org/repository/docs/Study_Regulation_of_College_ESLG.pdf">http://eukos.org/repository/docs/Study_Regulation_of_College_ESLG.pdf</a></li> <li>- Please see <b>Standard 2.1 - Decision on Working Group for Self-Evaluation.pdf</b> file for the decision on the appointment of Decision on Working Group of Self Evaluation, which includes administrative staff (Jehona Hoxha) and students for bachelor and master students. The document can be downloaded from the College website under the link <a href="http://www.eukos.org/repository/docs/Decision_on_Working_Group_for_Self-Evaluation.pdf">http://www.eukos.org/repository/docs/Decision_on_Working_Group_for_Self-Evaluation.pdf</a></li> <li>- Please see Standard 2.1 – Learning Outcomes Self-Assessment 2018-2019. The link for downloading the document of learning outcomes self assessment forms made by professors is <a href="http://www.eukos.org/repository/docs/Learning_Outcomes_Assesment_Forms_Kolegji_ESLG_2018-2019.pdf">http://www.eukos.org/repository/docs/Learning_Outcomes Assesment Forms Kolegji ESLG 2018-2019.pdf</a></li> </ul>
Standard 2.2	<ul style="list-style-type: none"> <li>- Please see the three year departmental review 2016-2019 in the link with the contribution from the private sector industry representatives <a href="http://eukos.org/repository/docs/Departmental_Quality_Review_ESLG.pdf">http://eukos.org/repository/docs/Departmental_Quality_Review_ESLG.pdf</a></li> </ul>
Standard 2.3	<ul style="list-style-type: none"> <li>- Please see annual reviews of the program and two year review in <a href="http://eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf">http://eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf</a></li> <li>- Please departmental review including industry representatives findings <a href="http://eukos.org/repository/docs/Departmental_Quality_Review_ESLG.pdf">http://eukos.org/repository/docs/Departmental_Quality_Review_ESLG.pdf</a></li> </ul>
Standard 2.4	<ul style="list-style-type: none"> <li>- Please see the process of approval and review of curriculum for study programs Management of Real Estate and Infrastructure (MA) in <a href="http://eukos.org/repository/docs/Procedure_of_approval_of_review_of_curricula_2019-2020.pdf">http://eukos.org/repository/docs/Procedure_of_approval_of_review_of_curricula_2019-2020.pdf</a></li> <li>- Please see annual reviews of the program and two year review in <a href="http://eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf">http://eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf</a></li> <li>- Please departmental review including industry representatives findings <a href="http://eukos.org/repository/docs/Departmental_Quality_Review_ESLG.pdf">http://eukos.org/repository/docs/Departmental_Quality_Review_ESLG.pdf</a> In departmental review please find the findings from the survey with construction representatives approved by their two designated representatives.</li> <li>- Please see Habilitation Rules of Nova Univerza used for promotion of staff of College ESLG to <a href="http://www.eukos.org/repository/docs/Habilitation_Rule_Nova_Univerza.pdf">http://www.eukos.org/repository/docs/Habilitation_Rule_Nova_Univerza.pdf</a> and Please see the Points Book in <a href="http://www.eukos.org/repository/docs/Points_Book_Nova_Univerza.pdf">http://www.eukos.org/repository/docs/Points_Book_Nova_Univerza.pdf</a></li> </ul>
Standard 2.5	<ul style="list-style-type: none"> <li>- Please see the Annual and Two Year Quality Review Report for the Master program in</li> </ul>



	<p><a href="http://www.eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf">http://www.eukos.org/repository/docs/Annual_program_reviews_and_two_year_program_review_master.pdf</a></p> <ul style="list-style-type: none"> <li>- Please see the Quality Improvement Plan 2019-2020 of the master study program developed from the Annual and Two Year Quality Review Report for the master program in <a href="http://www.eukos.org/repository/docs/Annual_Quality_Improvement_Plan_for_master_program_REM_-_2019-2020.pdf">http://www.eukos.org/repository/docs/Annual_Quality_Improvement_Plan_for_master_program_REM_-_2019-2020.pdf</a></li> <li>- Please see the Annual Development Plan of the master study program 2019-2020 developed based on the Annual Quality Improvement Plan 2019-2020 in <a href="http://www.eukos.org/repository/docs/Annual_development_plan_for_master_study_program_REM_-_2019-2020.pdf">http://www.eukos.org/repository/docs/Annual_development_plan_for_master_study_program_REM_-_2019-2020.pdf</a></li> </ul>
Standard 2.6	<ul style="list-style-type: none"> <li>- Please see the student surveys publicly available online in <a href="http://www.eukos.org/repository/docs/Student_surveys_for_master_program_2017-2018.pdf">http://www.eukos.org/repository/docs/Student_surveys_for_master_program_2017-2018.pdf</a></li> <li>- Staff surveys in the form of Learning Outcome Self Assessment can be found in <a href="http://www.eukos.org/repository/docs/Learning_Outcomes_Assesment_Forms_Kolegji_ESLG_2018-2019.pdf">http://www.eukos.org/repository/docs/Learning_Outcomes_Assesment_Forms_Kolegji_ESLG_2018-2019.pdf</a></li> <li>- Please see the transcript of the meeting of Working Group on Self-Evaluation of master program in <a href="http://www.eukos.org/repository/docs/Transcript_of_the_meeting_of_the_Working_Group_on_Self_Evaluation_of_Master_program.pdf">http://www.eukos.org/repository/docs/Transcript_of_the_meeting_of_the_Working_Group_on_Self_Evaluation_of_Master_program.pdf</a></li> <li>- Please see the transcript of consultative meeting with student body and not just representatives on self-evaluation of the program against KAA standards in <a href="http://www.eukos.org/repository/docs/Transcript_of_consultative_meeting_with_students_on_self_evaluation_of_master_program.pdf">http://www.eukos.org/repository/docs/Transcript_of_consultative_meeting_with_students_on_self_evaluation_of_master_program.pdf</a></li> <li>- Please see the transcript of consultative meeting with alumni representatives on self-evaluation of the program against KAA standards in <a href="http://www.eukos.org/repository/docs/Transcript_of_consultative_meeting_with_alumni_on_self_evaluation_of_master_program.pdf">http://www.eukos.org/repository/docs/Transcript_of_consultative_meeting_with_alumni_on_self_evaluation_of_master_program.pdf</a></li> <li>- Please see the transcript of consultative meeting with staff on self-evaluation of the program against KAA standards in <a href="http://www.eukos.org/repository/docs/Transcript_of_the_consultative_meeting_with_staff_on_self_evaluation_of_master_program.pdf">http://www.eukos.org/repository/docs/Transcript_of_the_consultative_meeting_with_staff_on_self_evaluation_of_master_program.pdf</a></li> <li>- Please see student evaluation forms for the whole program in <a href="http://www.eukos.org/repository/docs/Master_Program_Student_Evaluation.pdf">http://www.eukos.org/repository/docs/Master_Program_Student_Evaluation.pdf</a></li> <li>- Please see Alumni evaluation forms for the whole program in <a href="http://www.eukos.org/repository/docs/Master_Program_Alumni_Survey.pdf">http://www.eukos.org/repository/docs/Master_Program_Alumni_Survey.pdf</a></li> <li>- Please see Staff evaluation forms for the whole program in <a href="http://www.eukos.org/repository/docs/Academic_staff_program_evaluation.pdf">http://www.eukos.org/repository/docs/Academic_staff_program_evaluation.pdf</a></li> <li>- Please see Student Program Evaluation Review in <a href="http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Student_Program_Evaluation.pdf">http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Student_Program_Evaluation.pdf</a></li> <li>- Please see Alumni Review Report in <a href="http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Alumni_Program_Evaluation.pdf">http://www.eukos.org/repository/docs/Review_of_master_study_program_from_Alumni_Program_Evaluation.pdf</a></li> <li>- Please see the industry survey report for the quality of master program for the period 2017-2019 in <a href="http://www.eukos.org/repository/docs/Two_year_industry_survey_analysis_MA_program.pdf">http://www.eukos.org/repository/docs/Two_year_industry_survey_analysis_MA_program.pdf</a></li> </ul>

	<ul style="list-style-type: none"> <li>- Please see the Staff Program Evaluation Review in <a href="http://www.eukos.org/repository/docs/Review_of_master_program_from_staff_perspective.pdf">http://www.eukos.org/repository/docs/Review_of_master_program_from_staff_perspective.pdf</a></li> </ul>
Standard 2.7	<ul style="list-style-type: none"> <li>- Please see Annual Report on Program Learning Outcomes Achievement in <a href="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</a></li> <li>- Please see Quality Improvement Plan for Achievement of Program Learning Outcomes in <a href="http://www.eukos.org/repository/docs/Quality_Improvement_Plan_on_Program_Learning_Outcomes_Achievement_Master_program.pdf">http://www.eukos.org/repository/docs/Quality_Improvement_Plan_on_Program_Learning_Outcomes_Achievement_Master_program.pdf</a></li> <li>- Please see Development Plan for Achievement of Program Learning Outcomes in <a href="http://www.eukos.org/repository/docs/Development_Plan_for_Achievement_of_Program_Learning_Outcomes_Master_Program.pdf">http://www.eukos.org/repository/docs/Development_Plan_for_Achievement_of_Program_Learning_Outcomes_Master_Program.pdf</a></li> <li>- Please see Quality Improvement Plan of Master Program Based on Student, Alumni and Employer Survey in <a href="http://eukos.org/repository/docs/Quality_Improvement_Plan_of_Master_Program_Based_on_Findings_of_Students-Alumni-Employers.pdf">http://eukos.org/repository/docs/Quality_Improvement_Plan_of_Master_Program_Based_on_Findings_of_Students-Alumni-Employers.pdf</a></li> <li>- Please see Strategic Plan of Master Program based on Student, Alumni, Employer, and Learning Outcomes Self-Assessment <a href="http://eukos.org/repository/docs/Strategic_Plan_of_the_master_program_in_Real_Estate.pdf">http://eukos.org/repository/docs/Strategic_Plan_of_the_master_program_in_Real_Estate.pdf</a></li> <li>- Please see Development Plan based on Staff Recommendations in <a href="http://www.eukos.org/repository/docs/Development_Plan_based_on_Staff_Program_Evaluation.pdf">http://www.eukos.org/repository/docs/Development_Plan_based_on_Staff_Program_Evaluation.pdf</a></li> </ul>
Standard 2.8	<ul style="list-style-type: none"> <li>- Please see Quality Improvement Plan of Master Program Based on Student, Alumni and Employer Survey in <a href="http://eukos.org/repository/docs/Quality_Improvement_Plan_of_Master_Program_Based_on_Findings_of_Students-Alumni-Employers.pdf">http://eukos.org/repository/docs/Quality_Improvement_Plan_of_Master_Program_Based_on_Findings_of_Students-Alumni-Employers.pdf</a></li> <li>- Please see Quality Improvement Plan of master program based on staff perspective in <a href="http://www.eukos.org/repository/docs/Quality_Improvement_Plan_based_on_Staff_Program_Evaluation.pdf">http://www.eukos.org/repository/docs/Quality_Improvement_Plan_based_on_Staff_Program_Evaluation.pdf</a></li> </ul>
Standard 2.9	<ul style="list-style-type: none"> <li>- Please see the external audit of programs also by Nova Univerza as part of becoming associate member. Next evaluation is on 15.01.2020. The link for downloading the evaluation is <a href="http://www.eukos.org/?page=2,121&amp;offset=10">http://www.eukos.org/?page=2,121&amp;offset=10</a> under title Evaluation of programs of College ESLG by Nova Univerza;</li> </ul>
Standard 3.6	<ul style="list-style-type: none"> <li>- Please see Staff Development Plan in the link <a href="http://eukos.org/repository/docs/Staff_development_plan_of_master_study_program.pdf">http://eukos.org/repository/docs/Staff_development_plan_of_master_study_program.pdf</a></li> </ul>
Standard 3.7	<ul style="list-style-type: none"> <li>- Please see College ESLG Faculty Workload Policy Regulation in the link <a href="http://eukos.org/repository/docs/College_ESLG_Faculty_Workload_Policy_Regulation.pdf">http://eukos.org/repository/docs/College_ESLG_Faculty_Workload_Policy_Regulation.pdf</a></li> <li>- Please see Annual Workload Planning Master Program in <a href="http://eukos.org/repository/docs/Annual_Workload_Planning_Master_Program.pdf">http://eukos.org/repository/docs/Annual_Workload_Planning_Master_Program.pdf</a></li> </ul>
Standard 3.8	<ul style="list-style-type: none"> <li>- Please see Staff Appraisal and Development Policy in <a href="http://www.eukos.org/repository/docs/Staff_Appraisal_and_Development_Policy.pdf">http://www.eukos.org/repository/docs/Staff_Appraisal_and_Development_Policy.pdf</a></li> </ul>

	<ul style="list-style-type: none"> <li>- Please see Annual Individual Development Plan sample by a professor who allowed to be published <a href="http://eukos.org/repository/docs/Annual_Staff_Individual_Development_Plan_Sample.pdf">http://eukos.org/repository/docs/Annual_Staff_Individual_Development_Plan_Sample.pdf</a></li> <li>- Please see Annual Staff Individual Self-Appraisal 2018-2019 by a professor who allowed to be published in <a href="http://eukos.org/repository/docs/Annual_individual_self-appraisal.pdf">http://eukos.org/repository/docs/Annual_individual_self-appraisal.pdf</a></li> <li>- Please see The End of the Year Staff Appraisal Review sample by a professor who allowed to be published online in <a href="http://www.eukos.org/repository/docs/The_end_of_the_Year_Appraisal.pdf">http://www.eukos.org/repository/docs/The_end_of_the_Year_Appraisal.pdf</a></li> </ul>
Standard 4.4	<ul style="list-style-type: none"> <li>- Please see the Procedure of Approval and Design of Curriculum in <a href="http://www.eukos.org/repository/docs/Procedure_of_approval_of_review_of_curricula_2019-2020.pdf">http://www.eukos.org/repository/docs/Procedure_of_approval_of_review_of_curricula_2019-2020.pdf</a></li> </ul>
Standard 4.5	<ul style="list-style-type: none"> <li>- Please see the decision of Rector of College ESLG on foreign languages for admission to master studies in <a href="http://www.eukos.org/repository/docs/Vendimi_i_Rektorit_ESLG_per_gjuhet_e_huaja.pdf">http://www.eukos.org/repository/docs/Vendimi_i_Rektorit_ESLG_per_gjuhet_e_huaja.pdf</a></li> </ul>
Standard 4.7	<ul style="list-style-type: none"> <li>- Please see Interdisciplinary Activity Samples in <a href="http://www.eukos.org/repository/docs/INTERDISCIPLINARY_ACTIVITY_SAMPLES.pdf">http://www.eukos.org/repository/docs/INTERDISCIPLINARY_ACTIVITY_SAMPLES.pdf</a></li> </ul>
Standard 4.8	<ul style="list-style-type: none"> <li>- Please see Final Examination Review Session in <a href="http://www.eukos.org/repository/docs/Exam_Preparation_Session_Sustainable_FM.pdf">http://www.eukos.org/repository/docs/Exam_Preparation_Session_Sustainable_FM.pdf</a></li> <li>- Please see Regulation on Diploma Thesis BA and MA in <a href="http://www.eukos.org/?page=2,121&amp;offset=40">http://www.eukos.org/?page=2,121&amp;offset=40</a>;</li> <li>- Please see Regulation on Administration and Assessment in <a href="http://www.eukos.org/repository/docs/Regulation_on_Administration_of_Exam_and_Assesment.pdf">http://www.eukos.org/repository/docs/Regulation_on_Administration_of_Exam_and_Assesment.pdf</a></li> <li>- Please see Standard 4.8 Technical Office Control from Nova Univerza.pdf file as an appendix;</li> </ul>
Standard 4.9	<ul style="list-style-type: none"> <li>- Please see Standard 4.9 Evidence of feedback provided for course research work.pdf file as an appendix;</li> </ul>
Standard 4.11	<ul style="list-style-type: none"> <li>- Please see Standard 4.11 – Course syllabi master program.doc file to see the course syllabi for each of the courses in the Curriculum Overview;</li> </ul>
Standard 5.1	<ul style="list-style-type: none"> <li>- Please see the Regulation on Enrolment and Transfer to Graduate Studies in <a href="http://www.eukos.org/?page=2,121&amp;offset=50">http://www.eukos.org/?page=2,121&amp;offset=50</a></li> </ul>
Standard 5.3	<ul style="list-style-type: none"> <li>- Standard 5.3 Northern Ohio University Training of ESLG professors Socratic methods.pdf file as an appendix;</li> </ul>
Standard 5.6	<ul style="list-style-type: none"> <li>- Please see Study Regulation of College ESLG in <a href="http://www.eukos.org/repository/docs/Study_Regulation_of_College_ESLG_01.10.2015.pdf">http://www.eukos.org/repository/docs/Study_Regulation_of_College_ESLG_01.10.2015.pdf</a></li> </ul>
Standard 5.7	<ul style="list-style-type: none"> <li>- Please see Standard 5.7 – Electronic Grading System.pdf file as an appendix. Electronic grading system can be accessed online in <a href="http://www.eukos.org/csms">www.eukos.org/csms</a></li> </ul>
Standard 5.8	<ul style="list-style-type: none"> <li>- Please see publication of master diploma theses in Slovenian electronic system COBISS <a href="http://revis.openscience.si/IzpisGradiva.php?id=6254&amp;lang=slv">http://revis.openscience.si/IzpisGradiva.php?id=6254&amp;lang=slv</a></li> </ul>
Standard 6.2	<ul style="list-style-type: none"> <li>- Please see Habilitation Rules of Nova Univerza used for promotion of staff of College ESLG too <a href="http://www.eukos.org/repository/docs/Habilitation_Rule_Nova_Univerza.pdf">http://www.eukos.org/repository/docs/Habilitation_Rule_Nova_Univerza.pdf</a></li> <li>- Please see the Points Book in</li> </ul>

	<p><a href="http://www.eukos.org/repository/docs/Points_Book_Nova_Univerza.pdf">http://www.eukos.org/repository/docs/Points_Book_Nova_Univerza.pdf</a></p> <ul style="list-style-type: none"> <li>- Please Staff Development Plan for the Master Program in <a href="http://www.eukos.org/repository/docs/Staff_development_plan_of_master_study_program.pdf">http://www.eukos.org/repository/docs/Staff_development_plan_of_master_study_program.pdf</a></li> </ul>
Standard 6.3	<ul style="list-style-type: none"> <li>- Please see the List of non-indexed accepted journals for habilitation at Nova Univerza in <a href="http://eukos.org/repository/docs/List_of_journals_for_habilitation_at_Nova_Univerza.PDF">http://eukos.org/repository/docs/List_of_journals_for_habilitation_at_Nova_Univerza.PDF</a></li> </ul>
Standard 6.5	<ul style="list-style-type: none"> <li>- Please see Research Plan of Master Study Program in <a href="http://www.eukos.org/repository/docs/Research_Plan_of_Master_Study_Program_of_College_ESLG.pdf">http://www.eukos.org/repository/docs/Research_Plan_of_Master_Study_Program_of_College_ESLG.pdf</a>;</li> <li>- Please see Standard 6.5 -Center for Transparency and Sustainable Development.pdf document in Appendix for the establishment of the Centre under the Research Plan;</li> <li>- Please see Letter of Reference from Kosovo Realty Group proving the implementation of Kosovo Real Estate Market Study in <a href="http://www.eukos.org/repository/docs/Letter_of_support_for_programs_from_KRG.pdf">http://www.eukos.org/repository/docs/Letter_of_support_for_programs_from_KRG.pdf</a></li> <li>- Please see Kosovo Real Estate Market Study 2018 ESLG-KRG.pdf file in Appendix as part of the Research Plan;</li> <li>- Please see representation of College ESLG in Scientific Committee of CIRRE Conference as a research strategic outcome under Research Plan in <a href="http://www.cirre.eu/committee/">http://www.cirre.eu/committee/</a></li> <li>- Please see publications with NTNU professors as a research outcome under the Research Plan in <a href="https://www.emerald.com/insight/content/doi/10.1108/F-04-2016-0040/full/html">https://www.emerald.com/insight/content/doi/10.1108/F-04-2016-0040/full/html</a> and <a href="https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1534094">https://www.tandfonline.com/doi/full/10.1080/03075079.2018.1534094</a></li> </ul>
Standard 6.6	<ul style="list-style-type: none"> <li>- Please see CIRRE Conference proceedings 2016 on page 64 in <a href="http://www.cirre.eu/wp-content/uploads/2017/01/CIRRE-Book-of-Abstracts-.pdf">http://www.cirre.eu/wp-content/uploads/2017/01/CIRRE-Book-of-Abstracts-.pdf</a></li> <li>- Please see CIRRE Conference Book of Abstracts 2018 on pages 26, 36, 56, 67, 93 in <a href="http://cirre.eu/wp-content/uploads/2016/01/Book-of-abstracts-version-DB-08.08.2018-definitief.pdf">http://cirre.eu/wp-content/uploads/2016/01/Book-of-abstracts-version-DB-08.08.2018-definitief.pdf</a> and CIRRE Conference Proceedings 2018 on pages 84 and 160 in <a href="https://research.hanze.nl/ws/portalfiles/portal/25362216/BOOK_OF_PROCEEDINGS_final_version.pdf">https://research.hanze.nl/ws/portalfiles/portal/25362216/BOOK_OF_PROCEEDINGS_final_version.pdf</a></li> <li>- Please see participation in World Building Congress <a href="https://tutcris.tut.fi/portal/files/6186667/WBC16_Vol_1.pdf">https://tutcris.tut.fi/portal/files/6186667/WBC16_Vol_1.pdf</a> on page 506 and <a href="https://tutcris.tut.fi/portal/files/6187048/WBC16_Vol_5.pdf">https://tutcris.tut.fi/portal/files/6187048/WBC16_Vol_5.pdf</a> on page 715</li> </ul>
Standard 6.8	<ul style="list-style-type: none"> <li>- Please see four publications as part of research-based teaching and involvement of students in staff's research validated in Scopus indexed journals: <a href="https://www.emerald.com/insight/content/doi/10.1108/PM-12-2018-0060/full/html">https://www.emerald.com/insight/content/doi/10.1108/PM-12-2018-0060/full/html</a>; <a href="https://www.emerald.com/insight/content/doi/10.1108/PM-01-2019-0002/full/html">https://www.emerald.com/insight/content/doi/10.1108/PM-01-2019-0002/full/html</a>; <a href="https://www.emerald.com/insight/content/doi/10.1108/F-08-2018-0097/full/html">https://www.emerald.com/insight/content/doi/10.1108/F-08-2018-0097/full/html</a>; <a href="https://research.hanze.nl/ws/portalfiles/portal/25362216/BOOK_OF_PROCEEDINGS_final_version.pdf">https://research.hanze.nl/ws/portalfiles/portal/25362216/BOOK_OF_PROCEEDINGS_final_version.pdf</a>;</li> <li>- Please see the publication for private sector published in SCOPUS journal in <a href="https://www.emerald.com/insight/content/doi/10.1108/IJBPA-02-2019-0013/full/html">https://www.emerald.com/insight/content/doi/10.1108/IJBPA-02-2019-0013/full/html</a> and acknowledgment part;</li> </ul>

Standard 7.1	<ul style="list-style-type: none"> <li>- Access to Nova Univerza library database through <a href="https://www.nova-uni.si/en/library/information-resources/">https://www.nova-uni.si/en/library/information-resources/</a> Univerzitetna Knjiznica Nove Univerze Member ID: Password:</li> <li>- Access to video lectures of Norwegian Professors in <a href="http://82.114.91.13:9000/xampp/mollify/">www.eukos.org</a> Library (<a href="http://82.114.91.13:9000/xampp/mollify/">http://82.114.91.13:9000/xampp/mollify/</a>) User: guest Password: 1qwerty\$ Folder REM MA Semester 1 Courses Arkitektura e Qendrueshme and Menaxhimi i Qendrueshem i Objekteve</li> </ul>
Standard 7.2	<ul style="list-style-type: none"> <li>- Please see Standard 7.2 - Letter of reference Board of Licensing.pdf file in Appendix;</li> </ul>