

**Assessment Report**  
**concerning the application of the**  
**Kosovo Academy for Public Safety [KAPS], Vushtrri**  
**for institutional accreditation and**  
**for the reaccreditation of a**  
**Bachelor in Public Safety**

**09. 06. 2017**

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- **accompanied during the site visit by**
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**Information Basis of the Assessment Report:**

- **Self-evaluation Report, KAPS, Vushtrri, 29.03.2017 [henceforth SER]**
- **Over 50 supportive annexes to the SER, *inter alia* including the KAPS Development Strategy 2014 - 2018, the Academic Personnel Development Plan 2017 – 2022, the Plan to implement the recommendations of ET, the KAPS Quality Manual, the Regulation on Procedures for the compilation and defence of the diploma thesis, various Regulations on the appointment and employment of staff, various memoranda of understanding (e.g. Erasmus +), CVs of Academic Staff, etc.**
- **Site Visit by the above-mentioned experts to KAPS, Vushtrri on May 12, 2017**
- **KAPS comments on the Draft Report, with two annexes: a) referring to the EU Instrument for Pre-Accession Assistance 2014 – 2020: Further Support to Public Safety Education in Kosovo, and b) Scientific Work, Faculty of Public Safety (list of publications of Faculty members, spanning roughly the last ten years), transferred by KAA to the Expert team on 07.06.17**

**Aims and Objectives:**

- The purpose of this report is to enable the Kosovo Accreditation Agency and the Ministerial and/or Political Authorities concerned to come to a decision regarding the accreditation of the above-mentioned course program newly to be offered by the Kosovo Academy for Public Safety, Vushtrri [henceforth KAPS]. The undersigned experts will assess the documentation mentioned above in the light of their experiences gained in the German, British, and French

university systems. References to benchmarks and good practices mainly refer to the German and British university systems.

- This report will conclude with a number of recommendations concerning the organization of KAPS and the course program proposed: they are the personal opinion of the authors and are formulated with the background experiences mentioned above in mind. They reflect what the authors regards as good or standard practices in a number of mainly Western European education systems, without wanting to prejudice the different boundary conditions of tertiary education in the Kosovo in any way. Therefore, the final decision on KAPS's application for accreditation of the programs mentioned above will have to be made by the relevant authorities concerned.

- This report could not have been written without the support of the staff of the KAA in the first place, and also of a number of helpful face-to-face contacts in KAPS. While the authors are most grateful for the support thus received, they would like to stress that the arguments and conclusions of this report are their own responsibility exclusively.

In this context the authors thank the staff of KAPS, and in particular its General Director, Mr. Ismail Smakiqi, for the thorough and instructive preparation and presentation of the SER and its annexes, which by far surpassed other SERs so far seen in Kosovo and indeed could furnish a model for the vast majority of other institutions of tertiary education.

- NB: **recommendations** in the text are printed *in bold italics*.

## **I: KOSOVO ACADEMY FOR PUBLIC SAFETY, VUSHTRRI: GENERAL STRUCTURE AND ORGANIZATION**

### **I.0 Introduction, preliminary impressions**

The Kosovo Academy for Public Safety, an executive agency within the Ministry of Internal Affairs, fulfills the managerial training needs of and cooperates closely with the following stakeholders:

- Kosovo Police
- Kosovo Police Inspectorate
- Kosovo Customs
- Kosovo Correctional Service
- Kosovo Probation Service
- Kosovo Emergency Management Agency.

It has its roots in the Department of Police Education and Development established by the OSCE Mission in Kosovo in September 1999 and the following institutional metamorphoses from the Kosovo Police Service School via the Kosovo Center for Public Safety Education and Development (January 2006) to its present structure as Kosovo Academy for Public Safety regulated by law in December 2011. As such, it provides joint training for all public safety providers, focusing in particular on basic, advanced, and specialized management and leadership training, and addresses itself to capacity development in the field of public safety.

The Academy successfully implemented the Twinning Project "Improved Education in Public Safety and Security Sectors" by which it established higher education in the Academy in the form of a four-year Bachelor level study program in the field of public safety. This was accredited by the Kosovo Accreditation Agency (KAA) for the period October 2014 to September 2017 and at the moment of the site visit was up for reaccreditation. At present,

this is the only study program offered by the Academy. Preparations for Master Studies are on their way [cf. Feasibility Study prepared by Klaus Welter and supported by the Auswärtiges Amt, February 2017], and while the expert panel thinks that such a course is a logical continuation of what proved to be a successful start so far, the question as such was beyond its present brief.

The Expert Team visited the ground and the facilities of the Kosovo Academy for Public Safety at Vushtrri on May 12th, 2017, and, after being given a brief introduction to the history and mission of KAPS, its evolutionary development, its structure and organization, and its variety of instruction programs by its Director General, Mr. Ismail Smakiqi, had detailed discussions first of all with the Director General and representatives of the Management, followed by discussions with a number of the academic teaching staff responsible for or teaching in the courses offered by KAPS, on all relevant questions concerning the running of the Academy. The experts noted in particular the professionalism of the managerial and academic staff, the effort put into the preparation of the SER and its accompanying materials, and the well-kept, orderly appearance of the Academy's grounds, facilities, and installations. The visit was concluded, in the afternoon, by an informative, lively, and amicable discussion with a group of KAPS students, amongst whom the (female) Head of the Student Representative Body.

## **I.1 Mission Statement**

The KAPS mission is briefly dealt with in the SER pp. 10 et seq. and more extensively in the 2014 – 2018 Development Strategy pp. 8 et seq. Under the general normative umbrella of democratic policing in a multiethnic community, it defines its task as that of providing high quality services of education, research and development to the public safety agencies in the Republic of Kosovo, guided by a high level of professionalism, continuously improving the efficiency and effectiveness of human resources in the public security field, thereby assuming the leading role in the scientific and professional development of the Kosovo public safety institutions, as well as providing an example of the best practices in the field of training (basic training and continuous professional training), higher education, research and development. In that, it is guided by the following values:

**1) Honesty** – Each member of the Academy is expected to act honestly, in terms of work and private life. This is very much needed and necessary to realize that KAPS becomes a model (example) of a public institution. KAPS will also significantly show honesty in its decision making processes.

**2) Transparency** – All KAPS processes: planning, decision-making, assessments, reporting and achievements should be completely transparent to all stakeholders emphasizing structure, arguments and responsibility.

**3) Demonstrated responsibility (accountability)** – KAPS strongly demonstrates that it will have the full responsibility for the competence level of its graduates. Within KAPS, each member will take responsibility for results arising from their actions and decisions.

**4) Professional ethics** – KAPS emphasizes the fundamental importance in its commitment to all education levels, the best professional practices and organizational values. KAPS as an institution would be an example in this regard. [Development Strategy 2014 – 2018, p.8]

**On a more practical plane, the day-to-day operation of KAPS is informed by eleven principles:**

**4.1. Legality** - staff, attendees and other persons must carry out all duties and responsibilities defined by applicable legislation.

**4.2. Professionalism** - staff, attendees and other persons should act in a professional manner in the exercise of their duties.

**4.3. Efficiency** - staff, attendees and other persons should organize their daily work correctly, punctually and efficiently.

**4.4 Equal treatment and non-discrimination** - staff, attendees and other persons should respect the dignity and equality of everyone, without distinction or discrimination of any kind.

**4.5. Respect** - staff, attendees and other persons should be polite and honest by respecting integrity and personality of each other.

**4.6. Avoiding conflicts of interest** - staff, attendees and other persons should not allow their private interests to come in conflict with their public position, to avoid conflicts of interest; also, they should never use their position for private interests.

**4.7. Confidentiality** - staff, attendees and other persons are obliged to maintain the confidentiality of information in the exercise of their work responsibilities and not to use such information for other purposes.

**4.8. Objectivity** - staff, attendees and other persons should not use prejudice, favors, or other influences that may put in danger its objectivity.

**4.9. Development** - staff, attendees and other persons must be honest for sustainable development and willing to contribute to this process.

**4.10. Continuity** - for achieving the objectives of this Strategic document of Action Plan Development, is required ongoing and comprehensive engagement of all relevant institutions and stakeholders.

**4.11. Impartiality** – staff, attendants and other persons should not be partial, which means have a predisposition in favour of a particular outcome during a situation assessment, by causing unjustified harm to the general interests or to the rights of other stakeholders [Development Strategy 2014 – 2018, p.9]

The experts took note of the values and principles of the Mission Statement and congratulated KAPS on their clarity and appropriateness; on the basis of the SER and the accompanying materials, as well as on the basis of observations made during the site visit, they have no doubt that KAPS will continue to be successful in implementing mission and values.

## **I.2 Organization, management, and planning**

The experts took note of the KAPS organizational structure as represented by Organogram I (SER p.16). Various technical and nomenclature suggestions raised in the 2014 assessment report were meanwhile put into practice; thus, no further suggestions were entertained re the organizational structure as such. Doubts concerning the status of academic freedom in KAPS were resolved by their answer to the Draft Report referring to relevant legislation and regulations.

During the site visit, the experts were made aware that there had recently been student elections for the Student Council. Student representation is satisfactory, as the Student Council has its own dedicated office space and holds weekly consultations with students and academics. The Chair of the Student Council is an ex-officio member of the Faculty Council (based on the rules of procedure of the Faculty Council), also students are always involved in various committees dealing with students and research issues. **Recommendation: KAPS should change the organogram accordingly in due course.**

Development aims, strategic development objectives, and specific development objectives including time frames are contained in the **Development Strategy 2014 – 2018** – a very detailed, plausible, and informative document. From the point of view of institutional accreditation, the Development Plan represents the views and aspirations of KAPS. Generally, the expert panel thinks this may be accepted as it stands; yet, we do indeed wish KAPS luck in foreseeable debates with the Ministry of Finance, if they try to successfully

realize all the objectives contained in the Development Strategy until 2018. To that extent, any recommendation concerning institutional accreditation is finally beset by budget parameters politically decided on (and of course beyond the brief of the panel of experts).

One point, which remains from reviewing the Development Strategy 2014 – 2018, concerns the status, role, functions, and resources of the Institute for Research and Development of the Academy. On this, the Development Strategy itself (and also the Plan to implement the Recommendations of ET, pp 8/9] is somewhat brief: however, in conjunction with the IPA II instrument there is a clear role for the Institute – to wit:

- a) Capacity Building for Research and Development, update of the Strategic Research and Development Strategy for KAPS, Drafting of Project Guidelines, etc.
- b) Deepening of co-operation with national and international research organizations; establishment of a Network of National Contact Points for Research in the field of public safety, continuation of the basic training for KAPS academic staff on practical knowledge of international research networks and programs, etc.
- c) Conducting relevant studies in the field of public safety that will be to the benefit of all Public Safety Agencies in Kosovo, and support the process of drafting their policies, by sharpening the profile of Research and Development in the security field in Kosovo in cooperation with stakeholders, and as an integral part of higher education.

In the expert panel's view this Institute would also offer, apart from feeding research outcomes directly into education, new channels of international scientific cooperation for the Academy – e.g. with the Deutsche Hochschule der Polizei and their academic research [cf. [https://www.dhpol.de/de/forschung\\_neu/forschung\\_neu.php](https://www.dhpol.de/de/forschung_neu/forschung_neu.php) ].

### **I.3 Facilities, infrastructure, and equipment**

What the experts could see during the site visit in terms of facilities and infrastructure convinced them as adequate to cover the needs of research and teaching at least for a Bachelor program, if one also takes the medium-term building program in account. Already, this has to some extent solved the office space shortage for the academic staff, though here is still room for further improvement. Student access to the Internet via a campus-wide WiFi network is guaranteed; on top of that, there are 22 workstation places in the Library and the Computer Cabinet for student use. A Moodle system supporting communication and e-learning, and an electronic system for student management are in the process of installation.

Question arising during the site visit to the communal Refectory: is there a sort of student cafeteria, perhaps next to the library, where students could meet between lectures and seminars independently from the Refectory: a replica of the British Junior Common Room model? Answer: KAPS is about to provide those facilities so that students in that respect will be better off from the beginning of the next academic year.

### **I.4 Staff**

The experts took note of the position of academic and research staff as detailed by the SER pp. 184 et seq., the procedures of staff selection by committee appointed by the Director General of KAPS, and the conditions of employment as outlined in supportive annexes of the SER. *Prima facie*, the number of permanent academic staff (nine) fulfills the requirements of KAA for a Bachelor program; KAPS very much, by the way, followed the suggestion of the 2014 assessment review to increase the number of experienced and qualified part-timers from academic institutions and the stake-holders (now numbering 29 according to the SER), which will certainly benefit the practical orientation of teaching courses.

However, the tabular evidence on staffing [SER pp. 184 et seq.] raises a number of points:

a) contract periods

All contracts for permanent staff run out on 01.03.2018; all contracts for part-time staff run out on 30.09.2017. As far as the experts could see, there are no pre-contracts for the 2017/2018 academic year – so, if the accreditation decision by KAA will be made rather late in the summer, the Academy will have an imminent staffing problem. What provisions has the Academy taken/is about to take in order to overcome this problem?

KAPS comments:

*Considering that the contract of employment of the largest number of regular academic staff expires on 01.03.2018, the Academy has foreseen to begin, in August 2017, the re-appointment of regular academic staff in accordance with the provisions of the Law on Higher Education in Kosovo and the Regulation on Higher Education in KAPS.*

*As far as the part-time staff is concerned, as defined in their employment contract, the Academy, after the evaluation process, will take measures to extend the employment contracts for the academic year 2017/2018. Exceptionally for new subjects within the study program will be developed the procedure of engagement through public contest, namely within the Institutions of Public Security and higher education institutions with which the Academy has cooperation agreements.*

b) promotion prospects

According to table 6.1.1 (SER p.184) there is only one professorial appointment (rank of assistant professor – or formerly: habilitated docent) on the permanent staff, and none among the part-timers. Of course, the experts know that professorial rank can only be bestowed by the University of Pristina. However, if that institution cannot be convinced to be more generous to KAPS, the Academy should at least introduce the position of senior lecturer [at a better salary and also longer contract period than lecturers] in order to offer promotion prospects and an inducement for research and publication to its longer-serving members of staff. In view of the possible introduction of Master studies, this might also help to win qualified personnel with higher academic qualifications for that particular expansion. No comments on this by KAPS – unfortunately.

c) equal opportunity employment/positive female promotion

With reference to the 2014 assessment, the panel chair noted that KAPS doubled the number of female lecturing staff from one to two. However, judging on the standards widely practiced by Western European institutions of tertiary education, this is a far way off the ideal mark of a 50/50 % relationship. Increasing the share of women on the teaching staff is therefore one of the major to-dos to which KAPS should address itself over the next few years. The experts acknowledge that KAPS has recognized the problem and is willing to change things in the direction of an equal opportunities employment policy. They would encourage KAPS to persist on this course.

d) staff development

The expert panel took note of KAPS's intention to support the development of the academic staff, SER p.187. Though principally laudable in its intentions, this section of the SER is too brief, too general, and not concrete enough – it mentions training, seminars, scientific conferences and study trips abroad, while the real development of staff – supporting them in gaining a PhD, preferably from a Western European university, and after that perhaps a

*Habilitation*, goes unmentioned. Furthermore: it would be useful to know whether the academic staff development policy is a management (i.e. top-down) exercise destined to improve the viability, efficiency, and business standing of the Academy, or a (bottom-up) measure primarily addressing the improvement of the personal academic qualifications of individual members of staff (and, via this detour, also the improvement of the academic standing of the Academy as a whole). Also, further questions are whether there exists a formalized staff development plan, and a formally or informally established structure (representing management AND staff) to formulate and continuously revise the staff development policy, or whether this is a “gift” or concession made by management vis-à-vis the academic staff. The experts note the former “Staff Development Plan” dated May 30, 2014, has now been further continued and turned into an Academic Personnel Development Plan 2017 – 2022; this is an improvement on the earlier version, but still relies very much on individual initiative [so one of the outcomes of meeting the staff in the afternoon] in research and publishing, and that mostly in the individuals’ spare time [evenings and weekends]. This situation will be improved if KAPS would set aside, in the employment contract, a specific percentage of the work time for publication and research. And: it is not made quite clear in the Development Plan who is making the decisions on support for research and publishing on whose application: the Director General, the Dean, the full Faculty Council?? We therefore recommend **a precision of the Staff Development plan outlining transparently the decision-making competencies of the various bodies of KAPS involved, the application procedure for developmental support which has to be followed by an individual or groups of individuals, and the criteria on the basis of which a positive or negative decision will be taken by whom.**

KAPS comments:

*The development of academic staff is envisaged in detail with the academic staff development plan for the period 2017-2022. The plan was drafted on the recommendation of experts for program accreditation in 2014, meaning that it was composed of 5 members, 3 were academics and two others were from the administrative part, one was the staff chief of the Academy and the other chief of finance, as a result of this, they made a detailed analysis to present the issues that the Academy can cover and accomplish on time.*

*Three objectives are foreseen in the plan:*

- 1. Supporting academic staff in scientific research;*
- 2. Development and promotion of academic staff and*
- 3. Support in publishing publications.*

*In the second strategic objective it is foreseen to:*

- It will be constantly provided to qualified academic staff according to their respective field of educational programs offered within the institution.*
- Adequate academic staff that will cover the narrow field of vocational training will be the main determinant.*
- Academic staff will be offered full opportunity to carry out their duties and responsibilities from teaching, research, mobility, etc.*
- Academic freedom will be ensured and promoted, as a guaranteed constitutional fundamental right, which will be the fundamental basis of academic functioning.*

*With the Plan for the Development of Academic Staff for the period 2017-2022, the implementation of the plan is foreseen to be made by different actors according to the last part of this plan that addresses the implementation of the plan. For the regular attendance of academic staff at international conferences and symposia with scientific presentations, the Dean will decide. The support of academic staff in the realization of scientific mobility at international universities is foreseen to be decided by the Faculty Council and Dean. While supporting edition of publications by the Faculty Council.*

Furthermore: Is there also a development policy for the non-academic, clerical staff (English courses, IT applications, bookkeeping and accountancy, personnel management, administrative law)? The "Personnel Development Plan" mentioned in the preceding paragraph – being confined to academics - is silent on this. In their answer to this monitum in the 2014 draft report, KAPS referred to the options offered by the Kosovo Institute for Public Administration to their non-academic employees. Now, their comments on the Draft were a bit more precise:

*Regarding administrative staff development policies, KAPS follows the policy path set out in the Civil Service. At the end of each calendar year, during the process of evaluating the results of work, there is identified the need for capacity development in certain areas. Consequently, a training plan for civil servants is prepared.*

*The training plan includes training in the field of: information technology, human resources management, legal issues, finance, procurement, etc. Upon approval by the General Director, the Training Plan is forwarded to the Minister of Public Administration. The Kosovo Institute for Public Administration as an executive agency within the Ministry of Public Administration is responsible for organizing trainings in order to increase the capacity of civil servants in all institutions of the Republic of Kosovo.*

Further questions addressed by the experts were:

- Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?

The SER staff list lists nine permanent and 29 part-time members of the academic staff; for the running of the Bachelor program, this should amply suffice. The experts noted that KAPS is to increase the number of permanent staff successively to 20 by 2018, and that the staff/student ratio will then be an acceptable 1:13. The introduction of Master studies would necessitate a further substantial increase in the numbers of academically well qualified staff (PhD and/or professorial level); the experts recommend to KAPS to start drawing up a recruitment plan as early as possible.

- Does the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria?

Formally, the staff is academically well qualified. The vast majority of staff members have substantial experience in academic teaching at various levels. The didactic methods being described in the curricula show a good measure of didactic knowledge.

**Recommendation: KAPS should look into the possibility to support and encourage the Masters amongst its academic staff to work for and acquire a PhD in the medium term.**

- Is there an equal proportion of women amongst the academic staff?

No – decidedly NOT. During the site visit, the experts did not meet more than two female academic staff members at all. Further arguments cf. above under c) Our recommendation would be to formulate an equal opportunities plan for the whole institution.

KAPS comments:

*We agree with the recommendations and regarding the policy of equal opportunities KAPS will pursue the procedures during the recruitment of new academic staff, enabling the possibility of increasing female participation in the composition of academic staff. Institutional*

*conditions and support will be created for the advancement and qualification of new academic staff for research and quality teaching. Quality and effective administrative support will be provided.*

- Does the institution have transparent, competitive and quality driven regulations for the selection and employment of staff?

KAPS provides in an annex to the SER a detailed description of the selection and appointment process which can be regarded as open, fair, and transparent. The experts accept that this process is carried out in accordance with the relevant laws and regulations on Higher Education in Kosovo.

- Does the institution have developed strategies to ensure that its academic staff maintains a continually high standard?

We refer to d) above

#### **Further Recommendations:**

- 1. More strategies should be developed for the recruitment and/or development of young academic staff, and especially of women. We would recommend regular seminars of the “training the trainers” type for the younger members of the academic staff.***
- 2. A consolidated, continuously updated, and empirically rich version of the Staff Development Policy should accompany each SER as an annex to give the sum total of information on staff development, so that experts can gain a more complete picture of the staff situation upon assessing the SER.***

#### **I.5 Finance**

The experts addressed the following questions under this heading:

- Does the institution have an adequate budget and sufficient financial resources?

The simple answer is yes – bearing in mind the fact that KAPS’s budget is part and parcel of the overall public budget of the Republic of Kosovo. In comparison to other private bearers of higher education, the budget figures for 2017 are ample – and the experts do not see any reason at the moment why this envious situation should change in the future. However, according to the financial prospects for 2018 and beyond (SER p.205), the level of wages and salaries is supposed to stay the same over those three years at € 1,398,686 for each year. This is highly unrealistic, particularly in view of the Academy’s commitment to increase the number of academic teaching staff to 20.

- Does the institution have adequate buildings and specialized infrastructure as regards the requirements of the academic program on offer and the research to be conducted (libraries, computers, laboratories)?

The answer again is particularly yes – cf. SER pp 195 et seq. Not many institutions of tertiary education even have their own little hospital for staff and students, staffed by a doctor and two nurses! Well done!!

#### **I.6 Quality Management and ECTS Administration**

The Academy’s quality and ECTS management mechanisms, briefly described in the SER, pp 193 et seq. and more substantially explained in Supportive Annex 4: KAPS Quality Manual, met with the satisfaction of experts and teaching staff alike and were regarded as workable and fair. No major points of criticism were raised during the site visit – with one

exception: While there are procedures in place to avoid plagiarism, the expert team believes that they should be more specific and binding.

It is **recommended that students sign the plagiarism policy upon enrolment to ensure awareness of avoiding such malpractice**. This point was expressly accepted by KAPS in their comments.

Curriculum development and renewal is commendable within the Academy as there are clear procedures put in place to ensure the applicability of courses for students and employers. The curriculum of courses is developed in consultation with stakeholders/employers, and offers scope for alumni engagement in future.

## **I.7 Academic Programs and Student Management**

The following questions were addressed by the experts during the site visit, and in the preparation of the draft report on the basis of the various submissions received from KAPS:

- Do the academic programs correspond to the institution's mission statement and principles of employability?
- Are the quality, range and academic aims of the curriculum appropriate to the academic degree awarded?
- Are the programs based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?
- Do the academic degrees correspond to international standards?
- Does the structure of the programs give sufficient opportunity for independent study, reflection and analysis? (e.g. what is the proportion of independent study time compared to online/distance teaching and classroom units?).
- Is the allocation of ECTS appropriate and comprehensible?
- Is the workload required for the academic program manageable for students?
- Are the teaching methods and content of teaching units sufficient for the successful achievement of the overall program's goals and outcomes (competences and qualifications, knowledge and skills)?
- Are the examination regulations appropriate?
- Is the overlap of academic content between the various curricula comprehensible and transparent?
- How do the admission criteria and admission procedures measure up to international standards?
- Is the ratio of academic/artistic staff to students appropriate?

As these questions can best be answered on the basis of the individual program modules, they will form a skeleton for the individual program assessments. Answers to these questions can therefore be found under the headings for the individual programs.

## **I.8 Students**

During the site visit, there was a meeting with eight students from current programmes at the Academy including the Head of the Student Council. This was a very productive meeting, in which the student expert chaired the session. The majority of the time was spent discussing what students' enjoyed about their programmes and what they would like to see improved. This was an important discussion in order to try and capture the overall student experience, from the students' perspective.

Overall, students are extremely positive partaking in a programme at the Academy. It was clear to the experts that there is a strong sense of community amongst students, and with staff. One positive comment that became persistent during the meeting was the fact that students are from a range of public service agencies, and therefore have the opportunity to strengthen networks with other agency representatives. This not only helps them to understand operations of other agencies, but also supports the students to be more effective in their own agency with connections across Kosovo. This is commendable since it highlights the importance of the Academy's work in enhancing the effectiveness of public service agencies through its well-informed students and graduates.

Following on from this, there is a strong practical component of the Academy's programmes, with internships being a crucial element of the studies. The first internship that students do is within a different agency from where the student originate from. This provides the students with different exposure to the work of another agency. The remainder of the internships happen within the students' own agency. Students mentioned as a point of development for there to be more site visits or short term internships with other agencies over and above the single internship in the first year.

Students' appreciate the theoretical knowledge provided by the academic staff, as this allows to them to increase capacity building and develop their own knowledge within their work-lives. The focussed curricula, which is developed and renewed alongside employer input, alongside the networking opportunities and practical elements of the programmes, prepares students for management and leadership positions upon graduating.

#### *Female Student Cohort:*

While this report has noted the lack of gender equality amongst academic staff under I.4, there is an extremely low number of female students as it currently stands at 5% (Total student body: 179, female students: 10).

It is **recommended** that the Academy works on promoting their programmes to potential female students. An opportunity for this, is to specifically target female applicants through marketing streams, and reserve a percentage of student places dedicated to female students. Similar strategies are put in place to promote gender equality in other European countries, such as the Athena Swan initiative in the United Kingdom.

#### KAPS Comments:

*KAPS accepted recommendation for the following subjects. And will include them in the description of the subjects of the further incoming academic year.*

### **I.9 Research**

Mention is briefly made of research in the SER. Research will be bundled in the Institute for Research and Development in the Faculty for Public Safety. The Institute focuses mostly on conducting scientific and applied research, and supports academic staff and students in their research activities. The purpose of research in the Academy is to produce social innovations and develop the area of public safety, and to support the teaching and training processes in the Academy. Research staff has also the responsibility to teach research methods and academic writing for higher education students, and support other academic staff in research methodologies. Further discussion cf. *supra* under I.2 last paragraph.

In addition, the following points were discussed during the site visit and amongst the experts in the preparation of the draft report afterwards:

- What are the institution's research expectations, and how do these relate to the number and quality of its permanent staff?

In view of the fact that the Research Institute is just about to start, KAPS provided in the Annex to their Comments a first overview of publications and conference contributions of institute members.

While this looked reasonable, the expert panel **recommends** that ***this overview should become a permanent feature annexed to future SERs. KAPS might also want to publish, in the medium term, a little leaflet on the structure, functions, research options, research achievements, and publications of the Institute and its collaborating staff in order to provide some information for prospective donors and contract givers***

- Are teaching staff involved in research activities inside or outside the institution, and do these research activities feed back into teaching/course content?

In which way the results from the research projects will feed back into teaching and course contents will have to be evaluated at a later point in time.

- Are students involved in research and in co-operation projects?

In principle they should be. KAPS pointed out in their comments to the Draft Assessment that *students will be an active part of the Research and Development Institute in the realization of scientific research projects in collaboration with the academic staff*, and supported this by a first example.

## **I.10 External contacts and international cooperation**

The exposition on external contacts and cooperation KAPS gave in their answer to the Draft Report was much more detailed and lucid than the original §§s in the SER; it demonstrated that KAPS was on a good way to achieve a satisfactory standard of international networking.

Further questions to be addressed in this context are:

- Are the extent and the quality of international cooperation in research and teaching adequate?
- Are the strategies of internationalization and the involvement of staff and students in training co-operations and mobility programs adequate?

The expert team strongly believes in this context – as in most other ones having to do with the education and training of highly qualified, intelligent, communicative, and outspoken police staff – that a proficient mastery of English should be made not only an entrance requirement for the students, but also a point of in-service training for the academic staff (perhaps with another language added like French, German, Russian, etc.). KAPS might want to make this into a specific point of their staff development program. Furthermore, KAPS might consider, in the medium term, to introduce an Elective Module in International Police Cooperation, offering the international legal and contractual basics, an overview of the divers specialized international actors in the field (including their characteristic structures, procedures, and ways of functioning), and some discussion on the value of this cooperation for Kosovo.

## **I.11 Internships and placements**

The SER contains, pp 20 et seq., a reasonably extensive description of the internship system assuring the close relationship between the theoretical and practical parts of study. Of the 240 ECTS total to be gained during the four year course of study, 80 ECTS are reserved for internship purposes/periods of practical studies, of which there is one every year worth on average 20 ECTS.

The aim of the internship is supervised familiarization of the student with main professional practices, and with the application in working life of such knowledge and skills, from the perspective of professional studies, and with development tasks in his/her professional field. The students learn to evaluate their own work and put it in relation to the work community.

Internships are divided into four periods. Two first periods (on 1st and 2nd year) are oriented to a profession and two last periods (on 3rd and 4th year) are practicing expert and management level assignments. The four internship periods are:

- 1) Introduction to Public Safety Organizations (15 credits, 9 weeks)
- 2) Work Methods and Operations in the Public Safety Services (20 credits, 12 weeks)
- 3) Organizing Public Safety Services (20 credits, 12 weeks).
- 4) Advanced Management and leadership Practice (25 credits, 16 weeks)

A mentor (field supervisor) is expected to assess student's progress regularly and informally throughout the internship periods and to report his/her evaluation of the student progress to the faculty. A more formal assessment process will be carried out at the end of internship. At the time a mentor will submit a written evaluation of a student. This evaluation should reflect the:

- a) student's progress toward the learning outcomes stated in his/her internship plan,
- b) student's ability to function as contributing member of the host organization, and
- c) student's personal and professional development and growth during the internship.

A student will prepare a written self-evaluation report of his/her work at the end of the internship. These forms of evaluation become part of a student's permanent portfolio.

Internship regulations furthermore assign key roles to academic staff, who chose the topics for the placements, the Faculty internship coordinator, who prepares for each student an internship plan with clearly stated objectives and evaluation criteria, and the field supervisors/mentors acting for the respective stakeholders, providing supervision and guidance to the student to reach the internship objectives. Stakeholders together with the Academy participate in a commission which will assign the final grade for each internship to the student.

Again, in terms of clarity of objectives and transparency of processes, KAPS is providing much more than the other Kosova private bearers of higher education when it comes to regulate internships and placements. The experts assume that the stakeholders will have a substantial interest in providing, every year, a sufficient number of places of intellectual challenge and opportunities for gaining thorough and extensive knowledge of their work to their students [being the stakeholders' young managers one generation later]. The only point of criticism the experts would raise is the temporal location of the 4<sup>th</sup> year internship at the end of the overall study period: this would necessarily mean that students cannot apply the experiences gained in that internship to their academic subjects or to the writing of their Bachelor theses. Against this, KAPS pointed out that the period between semester 7 and 8 is the exam time; internships could therefore, unfortunately, not be brought forward.

## **I.12 Library**

During the site visit, the Library, albeit somewhat smallish, showed in good shape due to the competence of the librarians, an intelligent electronic booking system, and a manageable electronic catalogue. The experts noted with interest that the library is to increase its functionality by adding a book hall and converting the old library room to a reading room, also by providing additional IT equipment, and purchasing some 5.000 extra books according to the individual module needs. The Library has access to the printed and electronic holdings of

the Kosovo National Library. All this is more than a lot of other private providers of higher education have to offer.

The panel would add **recommendations** for further library acquisitions when discussing the structure and contents of individual course modules.

The continuing electronisation of academic teaching, by the way, somehow belittles the traditional print book access problem: students seem to prefer to have access to their course material in full or chapterwise as e-books or in a downloadable PDF format. This may also be due to the fact that largescale suppliers like Amazon do not supply books to the Kosovo by mail. Library services would thus have to be augmented (and in the long run possibly be replaced) by *free* access to electronic libraries, data bases, publishing firms offering electronic versions of their product etc. We mention as examples SSRN (Social Science Research network – [www.ssrn.com](http://www.ssrn.com)), JSTOR ([www.jstor.org](http://www.jstor.org)), CIAO (Columbia International Affairs Online - <https://cup.columbia.edu/reference/ciao>), JURIS or openJur (<https://www.juris.de/jportal/index.jsp>) and (<https://openjur.de/>). Similar offers exist in the fields of economics, medicine, and psychology. Among most used e.g. in the area of Psychology are different APA e-literature bases, PsycINFO , PsycARTICLES , PsycBOOKS , Academic Search Complete , PsycTESTS , SocINDEX with Full Text , eBook Collections (EBSCOhost) , ERIC , GreenFILE , Library Literature & Information Science Full Text (H.W. Wilson) , Library, Information Science & Technology Abstracts , MEDLINE etc.

Moreover, ***students and academic staff should have access to electronic databases and resources free of charge*** in order to keep up to date with the latest research in their fields. To some extent, this suggestion is now implemented by the recent admittance of KAPS to the CEPOL electronic network, but there is room for further improvement.

**Recommendation to KAA concerning institutional accreditation:**

**The panel of experts thinks that academic profile, staff, resources, and infrastructure of KAPS are of such a standing that the Academy is able to fulfill the teaching and research functions conveyed upon it by law in an excellent manner. They therefore suggest to grant to KAPS institutional accreditation for five years; if this be not possible for legal or other reasons, then for three years.**

## **II THE PROGRAM, COURSES AND MODULES OF KAPS UP FOR REACCREDITATION**

KAPS applies for the reaccreditation of a Bachelor in Public Safety, which is a four-year, 240 ECTS program consisting of a basic component of General Studies of three semesters' duration followed by four specializations of five semesters each for Emergency Management, Customs Services, Police and Police Inspectorate, and Prison and Probation Services. Each study year is followed by an internship period (cf. I.11 above). Structure, ECTS points, and work load comply with the Bologna Agreement. To that extent, the program is formally internationally comparable with similar programs in the Bologna Area.

The experts' task would have been made easier by a separate, self-contained, *integrated* Module Handbook, a sort of catalogue of studies in a separate file, describing the modules of the program, their dependencies upon and interconnections between each other, the subject area and the learning aims of each module as well as the means of controlling learning success, the didactic means employed, the literature to be used, and the person responsible for the module. Admittedly, the SER contains, pp 30 et seq., an instructive overview of the program, which is followed, pp 40 – 183, by an individual listing of all the courses taught. To that extent, the 2017 SER is a definitive improvement over the 2014 one, in which that sort of information was distributed over a number of chapters. What remains open in the individual course descriptions, however, is the place of a particular course in the scheme total of things: which courses are previously required to be passed, which further courses does the individual course under analysis lead to, what are the entry requirements for students with regard to knowledge which has to be previously acquired, etc. All these questions could be more easily be answered in a module handbook.

Weight, extent, and importance of the modules are expressed in ECTS points, credited to the individual student's account after having successfully passed the module assignments. With exception of a number of very important basic modules like National Security, Criminal Law, or Administrative Law and Procedures, the vast overall majority of all other courses – be they mandatory or elective – are credited with four credit points all round. Credit points, however, should reflect the student's workload on an individual module, and it is rather unconceivable that all the courses valued at 4 credit points have the same workload. KAPS should therefore develop, in the medium term at least, a differentiated course evaluation structure based on the real workload of courses rather than administrative convenience. This might also help to rectify an awkward situation: if students choose, in Semester III, both elective courses, they achieve 91 credit points for three semesters; if they only choose one, only 88. The total, however, in both cases should be 90.

In this context, what seems to be missing is a regulation on how many elective courses students may/have to choose in the course of their different phases of study, and why they have to choose particular contents rather than others. The experts understood that the diverse stakeholders may have different preferences which they make clear to the students belonging to their particular service; still, more detailed explanations in the Module Handbook mentioned above would be useful.

Further – would KAPS go for synergy effects in the first three semesters by teaching their modules commonly to the students from the diverse public safety agencies? Still further, does KAPS use the opportunities in principle offered by the list of common modules in Semester I - III to go for a trans-disciplinary cooperation of lecturers from various fields in the teaching of individual modules?

KAPS comments:

*Multidisciplinarity is one of the present values in our institution, apart from the subjects that have this nature, and within the concrete subjects there are dimensions of multidisciplinarity, which are also reflected in the descriptions in the curricula and in the respective syllabuses. It is of course welcome to increase intercollegiate and inter-institutional cooperation in the function of achieving common goals*

Finally – does KAPS intend to deal with New Security Threats (from Cyber Crimes via Hybrid Warfare to International Pandemics) in a separate course in General Studies paralleling the more conventional National Security one? Or would they rather restructure the course on National security? We refer to the following more recent developments:

a) The security problematique – and consequently also the focus of security studies – has shifted over the last two or three decennia as a consequence of the securitization of more and more fields of politics and societal behaviour: from the traditional inter-state to the more modern intra-state and the even more modern inter-personal and personal perspectives.

b) Classical inter-state conflicts – the threat with or application of centrally directed military force between international actors commanding unquestioned authority over a particular territory, a particular people, and a monopoly of the application of force inside such territory (cf. Max Weber's definition of the state) - have given way to asymmetric forms of warfare (where only one of the parties is still an international actor in the traditional sense), hybrid warfare (where state actors, though in fact still involved, disclaim all responsibility for warlike acts perpetrated by their agents: the little green men of the occupation of the Crimean Peninsula), ethnic, sectarian, and religious strife, and subtle economic, environmental, and in particular cyber warfare – all this against a background of failing states, the interpenetration of organized crime and regional sectarian leaders driven by personal aspirations for power and profit, and the rise of private military companies taking over from impotent authority or protection-seeking industry in order to assure a modicum of what according to Thomas Hobbes provided the essential justification of the modern territorial state: the protection of the subjects' lives and properties, the up-keep of law and order, and the pacification of the market places and the transport routes between them.

c) The consequence to be drawn from this for a Security module is perhaps not so much to go after the meticulous analysis of the conflicts of the 1980s and the 1990s, but to start on general assumptions, perspectives, theories, and methodologies of conflict analysis, conflict management, and conflict resolution, and to continue to the more specific, detailed, and practical in a paradigmatic way at a later stage. In other words, offer students a security studies toolbox which enables them to analyse modern threats to international and national security from the perspective of the individual stakeholder services to which they belong – and a toolbox which enables them to look over the boundary lines of their individual services to make out common elements – and common management strategies – for newer security threats which are no longer confined to a single departmental area.

KAPS comments:

*The course "National Security" will be restructured and will be included as thematic parts and themes that are mentioned and recommended by the expert team As for information, there are other specialized subjects that directly address these issues, such as: "Crisis Management" offered as a course in specialized courses for all profiles, "Sociology of Disasters" is also course that has topics that are roughly recommended and offered on an*

emergency profile. Similarly, similar courses are offered in other courses. Considering that the curriculum needs to be adapted to the demands of the time, we are flexible even in terms of introducing relevant current topics

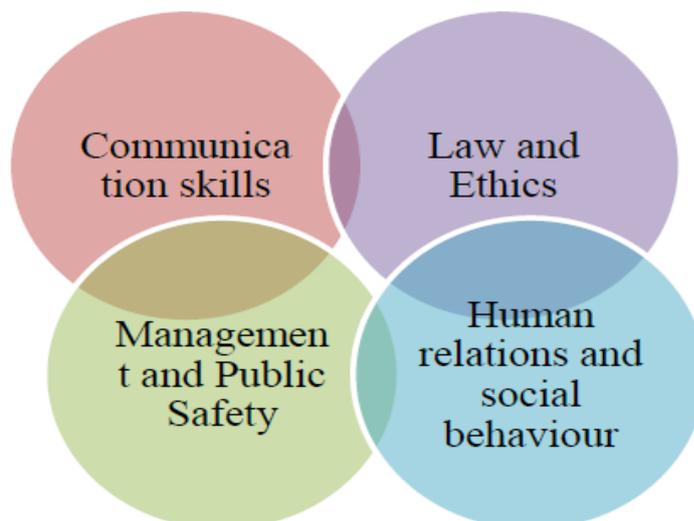
## **II.1 Program Structure – General Impression**

### **II.1.1 General Studies – 88 or 91 ECTS (SER pp 38 et seq.)**

The aim of General Studies is

- to introduce students to safety and security studies, crisis management, leadership theories, legal studies and Kosovo administration,
- to equip students with a broad overall perspective of the subject field in question and of its significance to society, and working life, both in Kosovo and abroad,
- to familiarize students with the most general theoretical bases and communications of the respective subject field,
- to prepare students with methodological and academic writing skills as well as theoretical knowledge for further studies, scientific research, and development of a critical opinion regarding a diversity of social phenomena.

General studies are based on the development of four areas of learning:



While the experts note with approval the strong emphasis laid on communication skills (IT, English, Academic Writing) in the first semester, and generally approve the catalogue of subjects (SER pp 39 et seq.), they wonder where in these three semesters/three subject areas (communication skills excepted) there would be sufficient room to deal with some basic information on the European Union, given its importance for political and socioeconomic development of Kosova in general and the importance of the *acquis communautaire* in the former pillar of freedom, security, and justice for the subjects taught at

KAPS in particular. KAPS would, however, prefer to introduce these subjects at the Master stage at present under consideration.

In a number of course modules, the set literature is no longer up to date and in some cases over 10 years old. This applies in particular to M1 National Security, L4 International protection of Human Rights, H1 General Psychology, M4 Financial Management (ALL titles set have been published BEFORE the 2008 financial crisis!!!), H2 Society and Social Welfare. ***The expert team would therefore recommend the following titles for inclusion into the Library holdings and choice as set course literature:***

- Alan Collins (ed.): Contemporary Security Studies. 4<sup>th</sup> ed. Oxford UP December 2015
- M. D. Cavelty et al. (eds.): Routledge Handbook of Security Studies. 2<sup>nd</sup>. ed. Routledge 2017
- Th. Cushman (ed.): Routledge Handbook of Human Rights. Pb. ed. Routledge 2013
- S.Sheran/N.Rodley (eds.): Routledge Handbook of International Human Rights Law. Pb. ed. Routledge 2016
- Judith Blau/L.E.Esparza: Human Rights. A Primer. 2<sup>nd</sup> ed. Routledge 2016
- For Psychology handbooks, cf.  
<https://www.routledge.com/products/search?keywords=Psychology&group=handbooks>
- For Psychology textbooks, cf.  
<https://www.routledge.com/products/search?keywords=Psychology&group=extbooks>
- Jeff Madura/Roland Fox: International Financial Management. 4<sup>th</sup> ed. Cengage Learning 2017
- Peter Dicken: Global Shift. Mapping the Changing Contours of the World Economy. 7<sup>th</sup> ed. Sage Publications 2015
- Marla Berg-Weger: Social Work and Social Welfare. 4<sup>th</sup> ed. Routledge 2016

and, if KAPS would consider to increase the European Union content of the General Studies phase, students might conceivably start with

- John McCormick: Understanding the European Union. A concise introduction. 7<sup>th</sup> ed. Palgrave Macmillan 2017
- Neill Nugent: The Government and Politics of the European Union. 8<sup>th</sup> ed. Palgrave Macmillan 2017
- Michelle Cini et al.: European Union Politics. 5<sup>th</sup> ed. Oxford UP 2016
- Helen Wallace et al. (eds.): Policy Making in the European Union. 7<sup>th</sup> ed. Oxford UP 2015

### **II.1.2 Specialized Studies for Emergency Management (SER pp 59 et seq.)**

The purpose of this specialization is to prepare students for employment in the field of emergency management. Students can serve in particular in positions of emergency manager, emergency planner, coordinator of emergency operations, safety manager, environmental planner and emergency management specialist; preferable employers are government institutions at central and local level, business and industry, military and health care services.

The specialization is based on the development of the following learning areas:



The aim is to build a capacity of emergency management, commanding and controlling short term operations of response and recovery from huge disasters and emergencies whether natural or caused by man-made factors. Integral part of this program are lab and field activities under instructor control. There is a substantial catalogue of learning aims and outcomes SER pp 60 et seq. of which the experts took note. In general, this catalogue met with approval. As with the General Studies section, the set literature in some of the courses could do with a refreshment, but the overall situation was better than in the General Studies section, and could still be regarded as fairly satisfactory. Particular praise was gained by course E21 Simulation exercise games (SER pp84 et seq.) for the freshness of the didactic teaching approach (unfortunately, less so for the somewhat dated set literature). Again, the vast majority of modules is calculated at 4 ECTS points, which most likely does not reflect the real existing workload differences. In consequence, KAPS might want to change over to a differentiated system of course point evaluation at least in the medium term.

### **II.1.3 Customs (SER pp 91 et seq.)**

The purpose of this specialization is to create an overall view of the manifold role of the Customs authority, so that the students recognize the powers or responsibilities of a Customs officer in the application and implementation of customs legislation. Customs specialized studies give the students the competence in implementing the customs legislation in all customs activities. They also give the students a broad understanding of the responsibilities of the Customs authority and the importance of Customs as a key player both in the global foreign trade and among the security sector authorities in Kosovo, There is a substantial catalogue of learning aims and outcomes SER pp 91 et seq. of which the experts took note; overall, it did not provoke any substantial criticism. As the Customs Service is one of the more important gatekeepers in Kosovo's relations with the outside world, however, it might be a good idea to offer some more information on the development of the international economic and financial system in general, and the Common Market in particular, perhaps in course D1 Global institutions and international trade<sup>1</sup>, or as an elective course with more

<sup>1</sup> Of which the course syllabus was inexplicably moved from SER p 94 to SER p 108; unfortunately, the set literature for this course is completely outdated, and even of the reasonably new Krugman et al.,

pronounced European Union content on the basis of the literature recommended on p.16 of this report<sup>2</sup>. Again, all the modules of this specialization – with the exception of the internship ones - are calculated at 4 ECTS points, which most likely does not reflect the real existing workload differences<sup>3</sup>. In consequence, KAPS might also here want to change over to a differentiated system of course point evaluation at least in the medium term.

#### **II.1.4 Police and Police Inspectorate (SER pp 121 et se.)**

The aim of the program is to build the competencies for police officers in managerial positions (Sergeants, even more so Lieutenants, Captains), so that they are able to control and command police operations, lead investigation teams and manage border controls for a safe and secure Kosovo. The content of the program includes practical management knowledge as well as concepts and principles, which are essential and necessary in police operations, investigations and border control work. Students will acquire the knowledge and understanding of the role of the manager or of an expert in the police organization. After the studies the students have to be able to manage complex human situations and technical or professional activities or projects, take responsibility for decision-making in unpredictable working situations as well as take responsibility for managing professional development of the personnel and take care of the workplace well-being.

Particular emphasis is laid on effectiveness in reaching police organization objectives; this, in turn, depends on the management process, which is composed of three major factors: technical, behavioral, and functional. The technical factors comprise skills that are common to all police agencies. They include the ability to investigate crimes and accidents, as well as to perform routine police procedures. These skills are not as such the aim of this program, but are the objects of the supervision by the manager. Behavioural factors involve all kinds of communication, which deal with human interaction at the workplace. Functional factors are

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International Economics, there is now a 10<sup>th</sup> ed. 2014. As background reading, we would recommend Andrew Heywood: Global Politics, 2<sup>nd</sup> ed. Palgrave Macmillan 2014; Peter Dicken: Global Shift (c f. *supra* p.16); Matthew Sparke: Introducing Globalization. Ties, Tensions, and Uneven Integration. Wiley-Blackwell 2013; Manfred B. Steger: Globalization. A very short introduction. 4<sup>th</sup> ed. Oxford UP 2017. Cf. on all this KAPS's comment: *Regarding the inclusion of topics related to the development of the international economic and financial system in general, and especially for the common market, the institution will undertake the reconstruction of course D1. Global Institutions and International Trade course will include these topics.*

<sup>2</sup> There is a lot of additional source material on customs subjects produced by the European Commission – c f. [http://bookshop.europa.eu/en/intra-community-trade-free-movement-of-goods-cb\\_z0KABstpr4AAAEjr5AY4e5L/?SearchParameter=%26%40QueryTerm%3D\\*%26ThemesAssignments%3D\\_z0KABstpr4AAAEjr5AY4e5L%26%40Sort.LatestYear%3D1](http://bookshop.europa.eu/en/intra-community-trade-free-movement-of-goods-cb_z0KABstpr4AAAEjr5AY4e5L/?SearchParameter=%26%40QueryTerm%3D*%26ThemesAssignments%3D_z0KABstpr4AAAEjr5AY4e5L%26%40Sort.LatestYear%3D1) - which might come in handy in order to broaden this aspect

<sup>3</sup> Cf. KAPS's comment: *Regarding the workload, the curriculum development experts at the Customs Profile have estimated that the workload for the courses offered by this direction is closely related to the same extent, which has produced roughly the same number of ECTS. Normally, this will change when the courses are updated, which for the respective subject will increase or decrease or remain the same. Flexibility of the curriculum provides opportunities for its change, and reflection throughout the implementation phase in practice.*

those involved in producing desired results. They are designed to assist police managers in controlling the organization and police operations and activities. These factors include planning, organizing, decision making, problem solving, and managing by objectives.

There is a reasonably brief catalogue of learning aims and outcomes SER pp 121 et seq. of which the experts took note; overall, it did not cause any substantial criticism, though it might have been more informative particularly in the area of field operation management. What remained completely unclear is the differentiation between “normal” police work and the work of the police inspectorate; as far as the experts could see, both target groups were offered the very same course modules without providing any extra specialized modules for the police inspectorate. One could of course argue that in order to become a successful police inspector, you have to be a good, experienced policeman first, and then academic training for both groups will necessarily be the same. However, in that case the title of the specialization is misleading, and the police inspectorate should be dropped from it: training for the inspectorate could then be offered either as in-house, in-service training, or provide a good focal point for KAPS from which to develop one of their next Master programs; finally, the experts would also recommend a fair measure of international training cooperation in particular for the inspectorate officers.

Be this as it may, the expert team accepts the points made by KAPS in this context:

*Topics from the police inspectorate are included in the part of the courses offered in this regard. Students also learn about the work of the police inspectorate, gain knowledge, skills and competence from the courses they attend. In the subject "Leadership and Police Management" and "Policing and the Police Authorizations" are also taught about police ethics, tools and methods of control, and specifically about the role of the police inspectorate as an external controller of police work. In the case of "Criminal Procedure Law" and "Crime Investigation" it is also described the concrete role of investigator and inspectorate official, as the police inspectors are provided with police authorizations in investigations and have the right to conduct inspections. Generally, there is a good opportunity for police inspectors to gain knowledge, skills and competence from the courses they have as mandatory and elective. Normally in master studies, it will be considered the possibility for this Agency to be offered a more advanced and more typical program for the work of the police inspectorate.*

*Also, during the course of the internship, the students who belong to the police inspectorate, acquire knowledge, skills and direct competences as they complete their professional practice at their agency and besides the work they do, they are familiar with all the duties that the inspectorate is responsible to perform.*

This specialization demonstrates, by the way, that one can construct a convincing overall module table also by relying on a differentiated approach to ECTS pointing: with the usual exception for periods of practical work rated highly anyway, module values differ between 3 and 5 points; the only parameter which is not made quite clear is whether modules are classed for points according to the importance of the subject they are dealing with or according to the workload of the students.

As before, the freshness of the set literature in the individual course modules spans a rather wide timeframe: the majority of courses rests on rather recent material, while a smaller number give indeed reason for complaints – e.g.

- P2 International criminal law: literature is completely outdated, refers mainly to 1990s statutes, and is short of introductory textbooks. The experts recommend to consult the catalogue of the Peace Palace Library under <https://www.peacepalacelibrary.nl/research-guides/international-criminal-law/international-criminal-law/>  
With regard to textbooks, the recommendation would be for Antonio Cassese/Paola Gaeta: Cassese's International Criminal Law. 3<sup>rd</sup> ed. Oxford UP 2013; Roger O'Keefe: International Criminal Law. Oxford UP 2015; Robert Cryer et al.: An Introduction to International Criminal Law and Procedure. 3<sup>rd</sup> rev. ed. Cambridge UP 2015
- P9 Management and Information Protection: the most recent book dates from 2006, and in view of technological progress in IT since then – and particularly in view of the developments in cyber warfare – a refreshment of the literature base is most urgently needed. For a start we recommend James A. Green (ed.): Cyber Warfare. A Multidisciplinary Analysis. Routledge 2016; Shane Harris: @War. The rise of the Military – Internet complex. Mariner Books 2015; Steve Winterfeld/Jason Andress: The Basics of Cyber Warfare. Understanding The Fundamentals of Cyber Warfare in Theory and Practice. Syngress Publishers 2012; Steve Winterfeld/Jason Andress: Cyber Warfare. Techniques, Technics, and Tools for Security Practitioners. 2<sup>nd</sup> ed. Syngress Publishers 2013; John R. Vacca: Computer and Information Security Handbook, 3<sup>rd</sup> ed. Morgan Kaufman 2017
- P19 Terrorism: As with cyber warfare, developments in this subject area are so fast that literature published 10 years ago is no longer adequate. We recommend for a start Brigitte L. Nacos: Terrorism and Counterterrorism. 5<sup>th</sup> ed. Routledge 2016; Gus Martin: Understanding Terrorism: Challenges, Perspectives, and Issues. 5<sup>th</sup> ed. Sage 2015; Randall D. Law: Terrorism. A History. 2<sup>nd</sup> ed. Polity Press 2016; Jonathan R. White: Terrorism and Homeland Security. 9<sup>th</sup> ed. Wadsworth Publishing 2016
- P16 Organized Crime. Again, the very fast developments in this subject area cannot be caught with dated literature. We recommend instead for a start Howard Abadinsky: Organized Crime. 11<sup>th</sup> ed. Wadsworth Publishing 2016; Klaus von Lampe: Organized Crime. Analyzing Illegal Activities, Criminal Structures, and Extra-legal Governance. Sage Publications 2015

### **II.1.5 Specialization for Prison and Probation Services (SER pp 154 et seq.)**

The description of the program intentions and the catalogue of learning aims and outcomes is the briefest one of all the specializations mentioned in the SER – just covering a little under two pages (SER pp 154 – 155). And: as in the case of the police inspectorate, one wonders why prison services and probation services have the very same training throughout. Conceivably, a good prison warden must not necessarily also be a good probation officer (whom one could see more as a social worker than a law enforcement officer). On the other hand, what the course description stresses is the common managerial core of the specialization: goal of the program is to build competencies for correctional and probation officers in managerial positions, so that they are able to control and command operations, lead teams and manage all types of performance and safety control. Thus, after graduation students should be able to manage complex human situations and professional or technical activities or projects, taking responsibility for decision-making in situations of unpredictable work and take responsibility for managing professional development of staff and the care of the welfare in their workplace. To this, they should acquire competencies in legislation and ethics, security and control, and resocialization. Yet – the overall impression one gains from

the course descriptions is one of control and punishment, of applying sanctions and protecting the security of corrective institutions. Against this view, KAPS has made a number of pertinent points which are referred to below; if they would have formed part of the argument in the SER, the experts could have gained a much clearer idea of the foundations and characteristics of this specialization. We quote the comments on the Draft Report:

*The "Correctional and Probation Service" profile focuses on several important areas that give students the ability to cope with normal day-to-day situations and those arising from duties and responsibilities of their work. The recommendations of 2014 were taken into account and included in the drafting of the program part of this profile. Concretely, ethical issues, legislation, security and control and re-socialization have been included. These areas are included in concrete subjects including but not limited to: **Penology, Juvenile Justice, Criminalistics, Criminal Procedure Law, Re-socialization and Reintegration, Motivational Interview and Other Subjects.***

*Ethical issues have been given a considerable space and in special courses are addressed various topics. For example, in the case of "**Crime and Punishment**" in the description of the case, among the issues that are addressed are: discrimination, ethics in justice, ethics and the establishment of public and other regulations and policies. The course "**Ethics and Social Justice**" includes ethical decision-making, addressing of complex situations, ethical dilemmas, ethics in organizations, conflict of responsibility, etc. At the subject: **Crime and abuse with narcotic substances**, have a special emphasis on addressing the issues of inmates with special needs, ie. Is a process and rehabilitation treatment rather than control and safety.*

*Field of socialization is given more space in the design of the curriculum. Specifically, the subject "**Re-socialization and Reintegration**" describes the nature of the philosophy of re-socialization and reintegration, which has less emphasis on control and punishment. Also topics of re-socialization and reintegration are devoted to a special treatment.*

*The field of law and the implementation of legislation is already an area that captures an important part of this study program, respectively of this direction. The course "Juvenile justice" deals in legal terms with issues related to the offenses committed by juveniles and other actions of state officials related to the execution of penal sanctions. The other subject "Criminal Procedure Law", as a matter of law, deals with criminal proceedings, parties in proceedings, witnesses, the presidency of the offense, the rights of persons in detention and other important aspects. With the same logic, almost all law subjects are dealt with. The new Subject is already covered by "Execution of main Penalties" and "Execution of Alternative Penalties", these two cases treat important parts of the law enforcement related to the execution of the main punishments, namely prison sentences and those with punishment by fine, while alternative punishments treat the punishments that are given alternative to the main punishments, including conditional and other penalties, treated and how they are executed under the law in Kosovo.*

*Security and good control in prisons is dealt with in the corpus of courses offered in this profile. It focuses on the management of normal and emergency situations, including daily work with prisoners, prison facilities, the use and removal of surplus equipment, and which are related to the potential risks of working with prisoners and other aspects.*

## **II.2 Program Structure – Specific questions**

➤ Do the academic programs correspond to the institution's mission statement and principles of employability?

In principle yes – employability should be guaranteed by the very wise limitation of the yearly intake of new students, who all come from public jobs with one of the stakeholders, in order to return in a higher capacity after graduation – correspondence with the mission statement

is shown by the individual study modules, perhaps with the exception of the specialty on Prison and Probation Services, on which KAPS should offer a more detailed description and explanation.

➤ Are the quality, range and academic aims of the curriculum appropriate to the academic degree awarded?

Yes – Western European law enforcement BAs would have similar contents.

➤ Are the programs based on an overarching didactic concept that has been adequately communicated to and adopted by the teaching staff?

Learning outcomes and teaching methods are briefly described in each individual module; to what extent these descriptions do correspond to some sort of overarching institutional didactic philosophy or catalogue of principles must remain open, as the SER in ch.3 contains a clear exposition of KAPS's mission ["Mission Statement"], but no exposition of an overarching institutional didactic philosophy. At least one of the experts is not quite sure, anyway, what KAA means with that concept to start with.

➤ Do the academic degrees correspond to international standards?

In principle yes – the expert team refers to the fact that KAPS is at the moment successfully conducting its second EU Twinning program in the course of which a substantial amount of knowledge and experience may be acquired from other actors' benchmarks.

➤ Does the structure of the programs give sufficient opportunity for independent study, reflection and analysis? (e.g. what is the proportion of independent study time compared to online/distance teaching and classroom units?).

On average, in the overwhelming majority of modules contact learning hours and individual learning hours are evenly balanced (e.g. 48 : 52 for a 4 ECTS module). But it remains unclear how the individual learning hours are structured and controlled, and what exactly the students should do within these hours. ***A list of teaching material and/or reading material, including questions for repetition and short test questions, for each module would be useful. The carefully selected material should reflect the amount of working hours reserved for independent studies by calculating what students can really read in the given time. The students should not be overloaded with material, otherwise they will not read it, and the material must be available for all students at the same time (paper copies, CDs, pdf on memory sticks).***

➤ Is the allocation of ECTS appropriate and comprehensible?

Yes – in principle for the internships and the teaching modules, if one starts on the assumption that all teaching modules valued at 4 ECTS points carry the same workload. If that should not be the case, KAPS would need to further differentiate its ECTS points scheme in the medium term in order to take account of different course workloads.

➤ Is the workload required for the academic program manageable for students?

Yes – excessive workloads could not be discovered.

➤ Are the teaching methods and content of teaching units sufficient for the successful achievement of the overall program's goals and outcomes (competences and qualifications, knowledge and skills)?

Yes in principle – but with regard to the Prison and Probation Service specialty, in future SERs further information would be welcome.

➤ Are the examination regulations appropriate?

There is a very detailed set of regulations on the examination process (SER annex 5) which advances reliability and transparency of the overall program.

➤ Is the overlap of academic content between the various curricula comprehensible and

transparent?

The common base of study in the first three semesters is well developed and rationally structured. In the specialties there are a smaller number of modules, in particular dealing with legal questions, psychology, ethics, and terrorism, which could offer themselves for economies of scale if taught to more than one specialty/branch concurrently. During the site visit the experts gained the impression that this was not expressly wanted by the academics responsible for individual specialties, but that rather each specialty would like to follow its own proper course. ***In the medium term, the aim should be to improve inter- and trans-disciplinary approaches within the modules, within teaching (and amongst teachers) and within the combination of theory and practice, e.g. by using the scenario method to discuss a problem from different perspectives (aspects of law, psychology, sociology, intervention training in a situation, where the police e.g. has to deal with a violent demonstration). The modules partly should move away from academic topics to practically relevant scenarios, where different academic disciplines and practitioners have to cooperate<sup>4</sup>.***

➤ How do the admission criteria and admission procedures measure up to international standards?

Positively – admission criteria and conditions are transparent and well explained.

➤ Is the ratio of academic/artistic staff to students appropriate?

For the BA level instruction – yes. Staff increases were already mentioned for the next academic years 2018, and the experts are positive that KAPS will continue to offer a much better staff: student ratio than the public tertiary education system on average.

**Recommendation to KAA:**

**Despite a number of points which are in the process of being improved, KAPS has demonstrated that the Bachelor in Public Safety is an academic program of high quality standards, well related to the employment praxis requirements of its different stakeholders, thus offering excellent employment opportunities for its graduates. The experts therefore recommend to KAA to reaccredit the Bachelor in Public Safety for another three years starting with October 1, 2017.**

Sgnd. Prof. Dr. Reinhard Meyers

Prof. Dr. Hans-Joachim Giessmann

Ms. Rebecca Maxwell Stuart M.A.

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<sup>4</sup> Cf. on this, however, KAPS's comment:

*Multidisciplinary is one of the characteristics of this study program. In addition to the multidisciplinary nature of the subjects separately, and also in concrete subjects there are aspects related to multidisciplinary. For the achievement of these objectives, faculty teachers provide assistance and support to the completion of topics related and similar to each other's fields, of course the level of participation should be more extended in multidisciplinary topics. The Academy has occasionally invited foreign lecturers, including judges, prosecutors, prefects from universities inside and outside the country, psychologists, psychiatrists, local and international security experts, so with this range of guest professionals, the Academy has tried to achieve its study goals and make an attractive academic environment for study and work.*